

**INDIANA UNIVERSITY-PURDUE
UNIVERSITY AT INDIANAPOLIS**

**MASTER PLAN FOR DEVELOPMENT
1976-1986**

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INDIANA UNIVERSITY

INTERDEPARTMENTAL COMMUNICATION

To: Glenn W. Irwin, Jr. From: Charles W. Hagen, Jr. Telephone 7-3474
Dept. Vice President (Indianapolis) Dept. Director, Long-Range Planning
Subj. Long-Range Planning Date November 23, 1976

This office has reviewed your second round long-range plan, and it is obvious that you and your people have expended considerable energy in putting it together.

As with all completed plans, it will be considered an interim statement of the status of planning on your campus and a refinement of your previous efforts.

Several of the chief operating officers of the various campuses have indicated that they would like to distribute a small number of copies of their plans to selected internal groups for comment and review. The President's Office has no objection to this course of action, so long as it is made abundantly clear that these plans do not represent commitments in any way, shape, or form until they have had the personal approval of the President. Such approval may be forthcoming after each individual plan is reviewed in its proper context with all others in order to assure the desired degree of consistency and compatability with the broad, general plans of the IU system as a whole.

We shall be in continuous touch with you during the next several months as we continue our efforts at refinement of our long-range planning effort.

Thank you for your interest and cooperation.

CWH:bc

A DOCUMENT FOR
DISCUSSION
AND REFINEMENT

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

MASTER PLAN FOR DEVELOPMENT

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A DOCUMENT FOR
DISCUSSION
AND REFINEMENT

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SECTION I

MISSIONS AND OBJECTIVES

IUPUI is one of a growing number of the nation's great metropolitan universities. Founded in 1969 by combining the Indianapolis programs of Indiana University and Purdue University, IUPUI began with 13,000 students. Today it has more than 20,000 students and offers over 125 degree programs in 14 schools and colleges, making it the third largest public university in Indiana.

A primary mission of the university is to offer quality education to all those who can benefit from it among the more than one million residents in the Greater Indianapolis area, as well as other students from throughout the state and nation. Linked with this function are its missions in research and public service.

The institutional growth for the last seven years has exceeded fifty percent. We confidently anticipate continued growth with a probable enrollment of 30,000 students by 1985. However, given the current uncertainties about the future increases in higher education generally, we have chosen to develop this master plan on a conservative base calling for an increase of only ten percent over the coming decade.

This decision was made to secure as much credibility as possible for the plan and to help assure its acceptance as the "bottom line," the absolute floor for institutional support and development. Since enrollment increases have regularly exceeded our projections, we anticipate that our parent universities, the Indiana Higher Education Commission and Indiana General Assembly will support development beyond the levels described in this master plan as enrollment pressure may substantiate such support.

For a number of reasons, including rapid growth and changes in status for several of the academic units, IUPUI faces many catch-up needs. Its faculty, staff, facilities, and other resources will require increased support, based on comparative standards appropriate to the various programs. The needs range from chronic to critical.

Despite current and impending shortages, however, this Plan projects continued growth and progress. This applies to teaching, research, and public service missions, as interpreted in both institutional and demographic contexts. Organizational developments within the Indiana and Purdue multi-campus systems will provide impetus for such advancement. The prospects for positive public response to new or expanded programs are favorable. These are among the factors that encourage reasoned optimism.

This Plan is based on extensive review by representative committees and University officers. It also updates and draws upon related documents, including an earlier version of the IUPUI Academic Master Plan published June 1, 1974.

This Section of the Plan provides an introductory overview, comments on characteristics of the Indianapolis region, and offers several assumptions that have implications for the development of the Indianapolis Campus and its components through the next ten years.

Regional Characteristics

IUPUI is in the center of the Indianapolis Standard Metropolitan Statistical Area, which corresponds to Region 8, as defined for planning purposes by the Commission for Higher Education of the State of Indiana. The region includes Marion and the seven surrounding counties--Hamilton, Boone, Hendricks, Morgan, Johnson, Shelby, and Hancock.

Among the state's 14 planning regions, Region 8 has the largest population. The 1970 census total of 1.1 million represents more than one-fifth of the Indiana population, occupying less than one-tenth of the state's land area. It is thus the most urban among Indiana's regions, with the highest population density.

A 1976 series of county population projections, prepared by the Indiana University School of Business for the State Board of Health, estimates that a 10,000-person-per-year increase in Region 8 will continue through the 1970s. This would make the rate of change for the decade 8.9 percent. Further growth is projected for the 1980s, with an increased rate of change of 12.9 percent for the next decade.

Based on these projections, the proportion of the state's population residing in Region 8 will approach one-fourth by the year 2000. The rates of change will vary by county, with relatively faster growth in Hamilton, Hancock, Johnson, and Hendricks counties. Marion County, however, will share some of the growth. Projections for the next ten years indicate an increase of about 128,000 persons in the region.

As Indiana's largest city and state capital, Indianapolis represents a major concentration of economic, governmental, cultural, professional, and technical resources. All of these have vital connections to long-range planning for IUPUI. Some specific examples of these resources follow.

The Indiana University Medical Center benefits from the presence of extensive health care resources in the region. These resources complement instructional capabilities and provide settings for improvement of health care delivery. The resources include federal, state, county, and private hospitals; convalescent centers and nursing homes; neighborhood and industrial clinics; voluntary and governmental health organizations, and the offices of physicians and dentists in a wide range of specialties.

There are many other professional assets. The state's laws are made and interpreted within a few minutes walking distance of the School of Law building. Local school systems and community service agencies cooperate in offering field experiences for future teachers and social workers. Non-profit organizations provide client experience for art students. The market for professional advancement in the public sector includes more than 60,000 persons who are employed by federal, state, or local agencies. The region's 1,400 diversified industries provide a significant range of opportunities in business, engineering, and technology.

Cultural resources include the Indianapolis Museum of Art, the Indianapolis Symphony Orchestra, and local and state libraries. Other institutions of higher learning include Butler University, Indiana Central University, Marian College, Indiana Vocational Technical College (IVTC), and Franklin College. Future campus and academic planning will include attention to complementary aspects of local educational resources already in being. An instrument for such cooperation is the Consortium for Urban Education, which organizes and coordinates projects of mutual interest to these institutions.

The region's economic climate is good. The economy is broad-based and is less vulnerable to shifting conditions than is the case in many other communities. Indianapolis shares certain qualities with Minneapolis and Denver, because it is not dominated by a nearby metropolitan complex. It has its own identity and a comparatively high level of self-sufficiency. Independent surveys of the city have shown that the prospects for economic growth are highly favorable.

An often mentioned, and very real, asset of the region is its central location. It is the country's hub for the interstate highway system and is also readily accessible by rail or air. Within the city, the IUPUI central campus is essentially adjacent to the interstate system. The Bloomington and West Lafayette campuses recently became closer to Indianapolis in driving time, as new four-lane highways were completed.

At the core of the city, recent construction has been significant. Since these facilities are near the IUPUI central campus, the implications are numerous. The Convention-Exposition Center, for example, can attract conferences with educational, scientific, and cultural content. All of the development in the heart of the city will encourage more activity within the core, a magnetic phenomenon that the campus will share. . . and to which the campus will contribute. In planning the campus, we are cooperating closely with city and state officials to insure functional compatibility and esthetic quality.

Current and projected manpower needs of employers in the region are pertinent factors for planning, since many IUPUI students will remain in the community after their graduation. This information on career prospects should be gathered and made available to the students.

In summary, the community and campus have much to offer each other. The city's projected growth, central location, and status as the capital of Indiana contribute to the context in which IUPUI can develop. IUPUI's diverse programs can respond to many needs of the region. The prospects for mutual benefits are excellent.

Institutional Characteristics

This brief overview is offered as perspective for the Plan that follows. Although the components vary, an understanding of the general nature and scope of IUPUI can assist in providing an overall framework for planning.

IUPUI shares the characteristics of other urban campuses. A substantial proportion of its programs have a professional orientation. Relatively high percentages of its students are employed and married. Few are wealthy. Most attend part-time. More than 90 percent commute to classes. The facilities--classrooms, offices, parking lots--are in use around the clock and around the calendar. The campus reflects the pluralism and vigor of the city that surrounds it.

These are general qualities, however. The number of full-time students has been increasing. Recent comparisons of entering freshmen with national norms indicate congruence with freshmen throughout the United States. As new facilities and complete degree programs have been added, more undergraduates perceive IUPUI as a college choice. Providing opportunities for access will continue to carry high importance.

As the advanced graduate and professional levels, special qualities are evident. The Schools of Medicine, Dentistry, Nursing, and Social Service have responsibilities for serving the entire State of Indiana. These schools conduct programs at several campuses across the state. The School of Law offers distinctive programs that utilize the city's resources. A number of research activities in the health sciences have attained national and international status. These advanced programs represent long-established commitments by Indiana University.

Purdue University's commitments, in and for Indianapolis, also have been significant. In the land-grant tradition of outreach, Purdue has conducted growing programs in the city for more than 30 years. During the 1960s, major investments were made in the development of a regional campus, with noteworthy expansion of programs and facilities. Also through the 1960s, officers of the two universities explored cooperative approaches, including the development of a comprehensive, joint campus.

IUPUI was established in January of 1969 by the Boards of Trustees of the two universities. They assigned complementary responsibilities for academic missions to each university.

Students earn degrees from either Indiana or Purdue, depending upon which university has which academic mission. The Boards of Trustees also assigned primary responsibilities for management of IUPUI to Indiana University.

This organizational pattern is designed to achieve the purposes of both universities' programs in effective ways. It enhances the development of policies and procedures, both academic and administrative, that are consistent and coherent. The pattern encourages and produces relationships that are mutually reinforcing.

In general, the assignment of academic missions reflects the traditional strengths of the two universities. This comprehensive combination of academic programs is among the special assets of IUPUI. These programs carry the reputation that the Indiana and Purdue faculties have earned during the many years that the universities have served the state and nation.

Academic units at IUPUI include Schools of Art, Business, Dentistry, Education, Engineering and Technology, Law, Liberal Arts, Medicine (with its Division of Allied Health Sciences), Nursing, Physical Education, Public and Environmental Affairs, Science, and Social Service. Later sections of this Plan describe these units and their programs.

Several of the Schools are new in Indianapolis. These include Business, Engineering and Technology, Liberal Arts, and Science. These are among the units where rapid enrollment increases have generated catch-up needs. These needs include more full-time faculty, more library resources, and more classrooms and teaching laboratories. The quality of these units is basic and essential to the quality of the entire institution. Units such as Liberal Arts and Science have vital importance to the development of strong professional schools. In addition to their service commitment to other units, the faculties of these schools properly aspire to broadening their scholarly activities and to enhancing interdisciplinary research with the professional schools.

In order to perform their state-wide missions, the schools at the Indiana University Medical Center have special needs. These include distinctive resources for clinical instruction, especially the teaching hospitals, where students in Medicine, Dentistry, Nursing, and Allied Health obtain vital experience

and education. High teaching standards, in both theory and practice, are essential in these areas, to insure the quality of future services to patients throughout the State of Indiana.

In recent years, the Indiana University School of Law-Indianapolis has shown impressive growth and progress, including the establishment of internships for students in local courts and law offices. The Herron School of Art and the School of Physical Education have long-standing traditions of excellence in their fields. The School of Social Service has added bachelor's and associate degree programs to its master's degree program, to provide a continuum for education in that profession.

A significant area of instruction for IUPUI is that of continuing education. More than 15,000 professionals and adults take part in continuing education activities each year. These are conducted by several of the professional schools and by the Office of Continuing Education. Several professions are moving toward requiring continuing education for practitioners. Business and industry are supporting job-related instruction for employees. This also is an area that can attract older individuals than the traditional undergraduates. With its large population, the Indianapolis region offers attractive opportunities for the development of continuing education programs. The Indiana University School of Continuing Studies plans to expand its services at IUPUI. A new External Degree Program is among these activities.

A new Weekend College has attracted more than 400 students and promises to grow. IUPUI has had an active role in a program that offers employees in the Downtown Business District opportunities to attend classes near their places of work.

Through these and related activities, the Indianapolis Campus can broaden its instructional programs, attracting students in non-traditional ways. IUPUI offers a prime setting for innovative approaches that will reduce barriers to enrollment, such as income, age, geographic distance, and other factors. As the concept of lifetime learning gains wider acceptance, the kinds of students we serve will change. Current projections that show fewer college-age persons among the population in the 1980s can be offset in enrollment prospects for the Indianapolis Campus, providing that we develop programs that fit the needs and interests of older individuals who reside in the Indianapolis region.

Some Assumptions for the Future

We are projecting continued and steady enrollment increases for the Indianapolis Campus, with matching additions to the faculty and staff and to campus facilities. We anticipate continued emphasis on development of a full range of academic and professional programs, with accompanying growth of research and public service activity.

IUPUI will retain and benefit from its distinctive urban setting. The student body will continue to be heterogeneous, seeking varied opportunities with emphasis on professional growth. The metropolitan climate also will encourage innovative approaches, such as external degree programs and other ways to reach beyond the campus.

Maintaining a proper balance will be vital. Effective education for the professions will require strengthening programs in the liberal arts, the sciences, and the other basic disciplines. To attain and maintain professional excellence, we will need parallel levels of academic excellence.

Accessibility and flexibility will continue to be key objectives. Opportunities for college-going and college-completing are critical for many residents of the Indianapolis region. These include individuals who would not otherwise have such opportunities, older persons in mid-career who desire higher education for vocational or personal reasons, and those who return to college to complete degree programs.

At the graduate and professional levels, programs will continue to grow in response to demonstrated needs. College graduates who are employed and who have job or family ties in the city will need expanded graduate programs, often with the support of their employers. These special needs also are related to the urban character of IUPUI, where innovative ways to reach and to serve students are expected.

Research and scholarly activities will be encouraged and supported, as these activities can strengthen the academic and professional programs at IUPUI. We expect to draw upon the broad resources of the region and the state in these endeavors.

Public services that are appropriate to our teaching and research capabilities also will be encouraged and supported.

To the extent that special expertise or experience can generate benefits beyond the campus, we will work with other institutions to provide services to the region and the state.

Our priorities for academic and professional development will be improvement, growth, and innovation. Our primary task will be to strengthen existing programs, especially those that have immediate needs. Next, based on regional and state prospects, the growth of selected programs will be encouraged. Finally, when the needs and benefits can be documented, the establishment of new programs will be planned and proposed.

Our priorities for the development of physical facilities will be to meet immediate and critical needs, to congregate operations in more effective patterns, and to provide the amenities that enrich educational experience. Our first objective is to build classrooms, faculty offices, and other basic teaching facilities, where we now have shortages. A second objective will be to reduce the number of scattered locations around the city, through further development of the central campus around the Medical Center. Finally, we will seek to provide a campus environment with social, cultural, and recreational features that are in keeping with a climate for learning.

We anticipate that IUPUI will continue to help meet regional and statewide needs to attract and retain professional and scientific personnel. Two examples can be cited. By design, the first phase of the statewide medical education system involved more support for interns and residents. The state thus improved its retention rate of graduates of the School of Medicine. A second example is a key goal of the Indianapolis Center for Advanced Research, which is headquartered at IUPUI. That goal is to make the region and state more attractive for scientists who will contribute to economic vigor.

An evolving pattern of increased linkages among the Indianapolis, West Lafayette, and Bloomington campuses will affect teaching, research, and public service activities. Telecommunication capabilities have grown. Organizational concepts also place emphasis on closer, more coherent relationships. The Indiana University administrative framework, with Vice Presidents for Bloomington and Indianapolis within the Office of the President, will continue to have integrative effects. Among the positive outcomes for students and faculty members will be more flexible and efficient response to their

needs and opportunities.

Our central mission is to build a broad-range, responsive institution that will meet demonstrated needs for higher education in the Indianapolis region, and, where pertinent, the entire state. This will require major commitments from the State of Indiana and from all other sources of support. The potential is there, in the faculty, in the programs, and in the growing resources that can be drawn upon. How well, and how soon, the potential is realized will depend upon many factors, not the least of which will be a plan for what can and should be achieved.

This Plan provides varied kinds of data, with charts and tables that present numerical glimpses of the coming decade. The data are symbols of human needs and aspirations. What counts most is what happens to benefit the citizens . . . the people of Indianapolis and Indiana. It is in that spirit that this Plan is presented.

SECTION II

ENROLLMENT PROJECTIONS

The 19 tables in this Section project enrollments for the next ten years at the Indianapolis Campus by headcount, level of education, full- or part-time status, educational objectives, degrees conferred, and extension and untabulated enrollments. The projections are based on the most recent data available, and were generated through a formula employed by the Indiana University Office for Long-Range Planning and modified by campus input.

Because these projections are based on recent or current conditions, they are comparatively conservative since IUPUI includes several emerging schools, which can draw upon what seem to be only partially served regional needs. In addition, the local availability of added programs and facilities would tend to encourage increases.

In general, modest growth (about 10% over the decade) is projected except in the number of degrees conferred. Here we expect an increase of between 35% and 40%, as an increasing number of programs approach maturity and more and more students elect to complete degrees at IUPUI.

Table II-1a projects aggregate headcount enrollments that show steady growth in the graduate and professional categories through 1986. Increases among undergraduates are projected for at least the next two years, reaching a peak by the end of the 1970s and levelling off in the 1980s, as the annual pools of 18-year-olds grow smaller. The potentials cited elsewhere in this Plan indicate that the projections for the 1980s may need to be revised upward.

Although increases in full-time enrollment are expected (Tables II-2a and II-2b), IUPUI will continue to serve a relatively large number of part-time students (Tables II-3a and II-3b). It should be noted that there are certain minimum costs for each student, including those who take only one course. The amounts of mandatory record-keeping and necessary counseling for every individual who enrolls should be taken into account. In many instances, part-time students need special counseling in such matters as financial aid, remedial instruction, or career objectives. This will be mentioned again in Section VII.

In general, IUPUI students reflect our urban environment. Behind the figures are human beings who have many objectives and qualities. They tend to be older than students at residential campuses. They are more likely to have full-time jobs and families. Most undergraduates are natives of the region, who expect to work in the local community. Most of the graduate students are locally employed and are part-time. They are advancing their careers in teaching, business, engineering, public administration, or other job-related fields. Most of the professional students, however, are enrolled full-time in dentistry, law, medicine, social work, or nursing. If this description of the student body changes at all over the next ten years, the change is expected to be very slight.

The regional percentage of the minority population is 12.6. Minority students at IUPUI make up 13.2 percent of the total enrollment. Income levels also are comparable to the general population.

The "Other" category in several of the tables refers to individuals who enroll for credit courses, either expecting to enter degree programs or taking one or more courses for vocational or personal reasons. This form of access at IUPUI is important, because it serves many persons, including college graduates, who otherwise could not leave their jobs for one or two years of study at another campus. The availability of these opportunities also provides benefits for their employers.

The recent record of enrollment increases at IUPUI is significant. The headcount total was 12,921 in the 1968 fall term and rose to 20,997 in the fall of 1976. (This included the Columbus Center, which is not included in the following projections. The Columbus Center, for which IUPUI has had responsibility because both Indiana and Purdue programs are conducted there, has produced its own long-range plan, in keeping with the overall Indiana University policy of planning for distinctive regional and community needs.)

Several factors can be cited to explain the enrollment increases, at an average rate of about 1,000 each year. The establishment of added and complete degree programs attracted more students and retained many of the same students as upperclassmen for longer periods. The completion of new

instructional facilities enhanced the campus image. The increases took place through the academic years and at summer sessions. Summer enrollment rose from 5,872 in 1969 to 13,942 in 1976.

The only year in which a relatively small increase in enrollment was recorded was 1972, following a rise in fees. This indicated that financial access is especially important for prospective students at IUPUI.

Several of the following tables show data by "health" and "non-health" programs. The need for special clinical resources for instruction in patient care involves unique budgetary implications. In recent years, appropriations by the Indiana General Assembly have specified the "health" and "non-health" categories.

Tables II-4 and II-6 show projections of headcounts and credit hours by fields of study. Little change is projected in the relative balance between fields of study and growth in total is in proportion to projected changes in headcount. These data are closely related to the next section of this plan, which deals with academic development.

Tables II-12 and II-14 are pertinent to the programs and the urban setting of IUPUI. The tables show a major investment in continuing education activities, by the professional schools and through non-credit courses for the general public. The cumulative annual enrollment in these programs exceeds 15,000. Some of this enrollment reflects courses conducted for professional practitioners in Indianapolis and in other communities throughout the state. Most of the enrollment provides evidence of accessibility to residents of the Indianapolis region.

Much of the continuing education effort identified in Tables II-12 and II-14 as well as all of the untabulated student credit hours in Tables II-11 and II-13 represent load upon the faculty and educational resources the same as do the load factors reported in other tables of this section. This load is not frequently identified nor is it used in justifying faculty numbers. While not projected, this component of the load upon faculty is likely to increase and require requests for identifiable support.

All of these projections are subject to change as the Indiana General Assembly commits larger or smaller operating

and capital appropriations to IUPUI programs. There are some programs, particularly in the professional schools, where growth cannot occur without jeopardizing accreditation unless appropriations are increased. If the two university systems assign special emphasis to selected areas of teaching and research in Indianapolis or if there are marked changes in the college-going pattern, other fluctuations will occur.

Contractual arrangements can have some effect on enrollments. The School of Medicine, for example, has achieved enrollment expansion through cooperation with other universities and community hospitals over the state. This has involved more than 100 contractual arrangements. An agreement between Marian College and the School of Nursing, whereby a portion of credits for the bachelor's degree can be earned at Marian, is a potential harbinger of local activity in this area. The Consortium for Urban Education, which is described in Section VIII of this plan, will be an appropriate vehicle for implementing cooperative projects of this kind.

The growth of occupational programs in the region also will affect planning. In a number of areas, such as allied health and technology, IUPUI schools have special capabilities, with faculty expertise and facilities that can be effectively and economically used for such programs, from the associate degree through the graduate levels. Intensive use of existing resources, many of which are inherently costly, will merit careful consideration in planning vocational programs.

Another important consideration will be to complement the programs of private institutions of higher learning in the Indianapolis region. Several of these institutions have chosen missions that differ from those of IUPUI, such as offering a primarily residential educational experience. Working with other institutions that offer post-secondary education, the broadest possible choice of options should be made available to prospective students in the region.

TABLE II-1a
PROJECTED ENROLLMENT BY LEVEL OF TRAINING (HEADCOUNT)
(DOES NOT INCLUDE COLUMBUS)

Actual	Undergraduate	Graduate a/	First Professional b/	Other c/	Totals
1974	10,530	2,978	2,625	1,679	17,812
1975	11,316	3,373	2,762	2,057	19,508
Projected					
1976	12,229	3,455	2,802	2,109	20,595
1977	12,809	3,496	2,922	2,128	21,355
1978	13,006	3,514	2,958	2,135	21,613
1979	13,134	3,535	3,000	2,146	21,815
1980	13,077	3,562	3,054	2,161	21,854
1981	13,022	3,621	3,131	2,193	21,967
1982	12,992	3,668	3,197	2,222	22,079
1983	12,813	3,784	3,308	2,291	22,196
1984	12,528	3,948	3,508	2,389	22,373
1985	12,270	4,093	3,618	2,455	22,436
1986	11,980	4,247	3,772	2,584	22,583

a/ Candidates for master's and doctoral degrees.

b/ Candidates for the degrees of M.D., D.D.S., J.D., and M.B.A.

c/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-1b
PROJECTED ENROLLMENT BY HEALTH - NON-HEALTH (HEADCOUNT)
(DOES NOT INCLUDE COLUMBUS)

	Health				Non-Health			
	Undergrad.	Grad. & Prof. a/	Other b/	Total	Undergrad.	Grad & Prof. a/	Other b/	Total
<u>Actual</u>								
1974	1,934	1,998	208	4,140	8,596	3,605	1,471	13,672
1975	1,965	2,066	179	4,210	9,351	4,069	1,878	15,298
<u>Projected</u>								
1976	2,043	2,076	180	4,299	10,186	4,181	1,929	16,296
1977	2,206	2,226	194	4,626	10,603	4,192	1,934	16,729
1978	2,295	2,267	196	4,758	10,711	4,205	1,939	16,855
1979	2,341	2,318	201	4,860	10,793	4,217	1,945	16,955
1980	2,384	2,377	206	4,967	10,693	4,239	1,955	16,887
1981	2,408	2,455	212	5,075	10,614	4,297	1,981	16,892
1982	2,440	2,523	219	5,182	10,552	4,342	2,003	16,897
1983	2,441	2,618	228	5,287	10,372	4,474	2,063	16,909
1984	2,415	2,748	238	5,401	10,113	4,708	2,151	16,972
1985	2,377	2,886	231	5,494	9,893	4,825	2,224	16,942
1986	2,322	3,022	281	5,625	9,658	4,997	2,303	16,958

a/ Candidates for master's and doctoral degrees and the degrees of M.D., D.D.S., J.D., and M.B.A.

b/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-2a
PROJECTED FULL-TIME STUDENTS BY LEVEL OF TRAINING
(DOES NOT INCLUDE COLUMBUS)

	Undergraduate	Graduate a/	First Professional b/	Other c/	Totals
<u>Actual</u>					
1974	5,189	583	1,853	442	8,067
1975	5,530	629	1,919	655	8,733
<u>Projected</u>					
1976	5,948	642	1,939	671	9,200
1977	6,234	657	2,049	678	9,618
1978	6,359	662	2,081	679	9,781
1979	6,435	668	2,118	683	9,904
1980	6,413	675	2,165	689	9,942
1981	6,396	687	2,228	699	10,010
1982	6,395	699	2,282	708	10,084
1983	6,316	722	2,363	730	10,131
1984	6,191	754	2,479	761	10,185
1985	6,076	783	2,597	782	10,238
1986	5,925	814	2,713	822	10,274

a/ Candidates for master's and doctoral degrees.

b/ Candidates for the degrees of M.D., D.D.S., J.D. and M.B.A.

c/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-2b
PROJECTED FULL-TIME STUDENTS BY HEALTH - NON-HEALTH
(DOES NOT INCLUDE COLUMBUS)

	Health			Non-Health				
	Undergrad.	Grad. & Prof. a/	Other b/	Total	Undergrad.	Grad. & Prof. a/	Other b/	Totals
<u>Actual</u>								
1974	1,401	1,648	72	3,121	3,788	788	370	4,946
1975	1,312	1,698	57	3,067	4,218	850	598	5,666
1976	1,354	1,706	57	3,117	4,594	875	614	6,083
1977	1,449	1,829	62	3,340	4,785	877	616	6,278
1978	1,523	1,864	62	3,449	4,836	879	617	6,332
1979	1,562	1,906	64	3,532	4,873	880	619	6,372
1980	1,586	1,954	66	3,606	4,827	886	623	6,336
1981	1,603	2,018	68	3,689	4,793	897	631	6,321
1982	1,630	2,074	70	3,774	4,765	907	638	6,310
1983	1,632	2,152	73	3,857	4,684	933	657	6,274
1984	1,623	2,259	76	3,958	4,568	974	685	6,227
1985	1,606	2,373	74	4,053	4,470	1,007	708	6,185
1986	1,565	2,485	89	4,139	4,360	1,042	733	6,135

a/ Candidates for master's and doctoral degrees and the degrees of M.D., D.D.S., J.D. and M.B.A.

b/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-3a
PROJECTED PART-TIME STUDENTS BY LEVEL OF TRAINING (HEADCOUNT)
(DOES NOT INCLUDE COLUMBUS)

	Undergraduate	Graduate a/	First Professional b/	Other c/	Totals
<u>Actual</u>					
1974	5,341	2,395	772	1,237	9,745
1975	5,786	2,744	843	1,402	10,775
<u>Projected</u>					
1976	6,281	2,813	863	1,438	11,395
1977	6,575	2,839	873	1,450	11,737
1978	6,647	2,852	877	1,456	11,832
1979	6,699	2,867	822	1,463	11,911
1980	6,664	2,887	889	1,472	11,912
1981	6,626	2,934	903	1,494	11,957
1982	6,597	2,969	915	1,514	11,995
1983	6,497	3,062	945	1,561	12,065
1984	6,337	3,194	1,029	1,628	12,188
1985	6,194	3,310	1,021	1,673	12,198
1986	6,055	3,433	1,059	1,762	12,309

a/ Candidates for master's and doctoral degrees.

b/ Candidates for the degrees of M.D., D.D.S., J.D., and M.B.A.

c/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-3b
PROJECTED PART-TIME STUDENTS BY HEALTH - NON-HEALTH (HEADCOUNT)
(DOES NOT INCLUDE COLUMBUS)

Health					Non-Health			
Actual	Undergrad.	Grad. & Prof. a/	Other b/	Total	Undergrad.	Grad. & Prof. a/	Other b/	Totals
1974	533	350	136	1,019	4,808	2,817	1,101	8,726
1975	653	368	122	1,143	5,133	3,219	1,280	9,632
1976	689	370	123	1,182	5,592	3,306	1,315	10,213
1977	757	397	132	1,286	5,818	3,315	1,318	10,451
1978	772	403	134	1,309	5,875	3,326	1,322	10,523
1979	779	412	137	1,328	5,920	3,337	1,326	10,583
1980	798	423	140	1,361	5,866	3,353	1,332	10,551
1981	805	437	144	1,386	5,821	3,400	1,350	10,571
1982	810	449	149	1,408	5,787	3,435	1,365	10,587
1983	809	466	155	1,430	5,688	3,541	1,406	10,635
1984	792	489	162	1,443	5,545	3,734	1,466	10,745
1985	771	513	157	1,441	5,423	3,818	1,516	10,757
1986	757	537	192	1,486	5,298	3,955	1,570	10,823

II-10

II-10

- a/ Candidates for master's and doctoral degrees and the degrees of M.D., D.D.S., J.D., and M.B.A.
b/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-4
FALL HEADCOUNT ENROLLMENT BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

REPORTING UNITS	ACTUAL		PROJECTIONS											
	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88
0100 Agriculture & Natural Resources														
Undergrad LL	171	142	157	165	169	172	173	174	175	175	173	172	170	170
Undergrad UL	106	96	106	112	114	117	117	118	118	118	117	116	115	115
Undergrad Subtotal	277	238	263	277	283	289	290	292	293	293	290	288	285	285
Grad I	109	61	61	66	67	68	70	72	74	77	81	85	89	89
Grad II	62	113	114	122	124	127	130	134	138	143	150	158	165	165
First Professional														
Grad Subtotal:	171	174	175	188	191	195	200	205	212	220	231	243	254	254
TOTAL HEADCOUNT	448	412	438	465	474	484	490	498	505	513	521	531	539	539
0400 Biological Sciences														
Undergrad LL	171	142	157	165	169	172	173	174	175	175	173	172	170	170
Undergrad UL	106	96	106	112	114	117	117	118	118	118	117	116	115	115
Undergrad Subtotal	277	238	263	277	283	289	290	292	293	293	290	288	285	285
Grad I	109	61	61	66	67	68	70	72	74	77	81	85	89	89
Grad II	62	113	114	122	124	127	130	134	138	143	150	158	165	165
First Professional														
Grad Subtotal:	171	174	175	188	191	195	200	205	212	220	231	243	254	254
TOTAL HEADCOUNT	448	412	438	465	474	484	490	498	505	513	521	531	539	539
0500 Business & Management														
Undergrad LL	564	1,231	1,359	1,433	1,465	1,494	1,501	1,508	1,518	1,513	1,497	1,487	1,475	1,475
Undergrad UL	505	892	985	1,038	1,061	1,083	1,087	1,093	1,100	1,096	1,085	1,078	1,069	1,069
Undergrad Subtotal	1,069	2,123	2,344	2,471	2,526	2,577	2,588	2,601	2,618	2,609	2,582	2,565	2,544	2,544
Grad I														
Grad II														
First Professional	298	369	379	381	383	384	387	392	397	409	427	442	458	458
Grad Subtotal:	298	369	379	381	383	384	387	392	397	409	427	442	458	458
TOTAL HEADCOUNT	1,367	2,492	2,723	2,852	2,909	2,961	2,975	2,993	3,015	3,018	3,009	3,007	3,002	3,002
0600 Communications														
Undergrad LL	34	42	46	49	50	51	51	51	52	52	51	51	50	50
Undergrad UL	6	5	6	6	6	7	7	7	8	8	8	8	8	8
Undergrad Subtotal	40	47	52	55	56	58	58	58	60	60	59	59	58	58
Grad I														
Grad II														
First Professional														
Grad Subtotal:														
TOTAL HEADCOUNT	40	47	52	55	56	58	58	58	60	60	59	59	58	58

a/ These are the Indianapolis based M.B.A. students.

Continued

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TABLE II-4 (Continued)
FALL HEADCOUNT ENROLLMENT¹ BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

REPORTING UNITS	1974/75	1975/76	ACTUAL
0700 Computer & Information Sciences			
Undergrad LL	306	268	
Undergrad UL	131	141	
Undergrad Subtotal	437	509	
Grad I	5	7	
Grad II			
First Professional			
Grad Subtotal:	5	7	
TOTAL HEADCOUNT	442	516	

PROJECTIONS										
1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
406	428	438	447	449	451	454	452	447	445	441
155	164	163	171	172	173	174	173	171	170	169
562	592	605	618	621	624	628	625	618	615	610
8	8	8	9	9	9	9	9	9	9	9
8	8	8	9	9	9	9	9	9		
570	600	614	627	630	632	632	634	635	636	637

11-12

0800 Education		
Undergrad LL	432	521
Undergrad UL	365	482
Undergrad Subtotal	797	1,003
Grad I	735	918
Grad II		35
First: Professional		
Grad Subtotal:	736	953
TOTAL REACCOUNT	1,533	1,956

575	606	620	632	635	638	542	640	634	629	624
532	561	574	585	538	590	594	592	586	582	577
1,107	1,167	1,194	1,217	1,222	1,228	1,235	1,232	1,220	1,211	1,201
942	948	952	956	962	976	987	1,018	1,061	1,099	1,139
36	36	36	36	37	37	37	39	40	42	43
978	934	938	932	999	1,013	1,024	1,057	1,101	1,141	1,182
2,085	2,151	2,182	2,209	2,222	2,241	2,260	2,289	2,321	2,352	2,383

0900 Engineering

0900 Engineering		
Undergrad LL	711	- 303
Undergrad UL	238	294
Undergrad Subtotal	949	1,103
Grad I	40	70
Grad II		
First Professional		
Grad Subtotal:	40	70
TOTAL HEADCOUNT	989	1,173

893	942	963	982	986	991	997	934	984	977	919
325	342	350	357	358	350	353	351	358	355	352
1,218	1,284	1,313	1,339	1,344	1,351	1,360	1,355	1,342	1,332	1,321
39	72	72	72	73	74	75	78	81	84	87
		.								
72	72	72	72	73	74	75	78	81	84	87
1,290	1,356	1,385	1,411	1,417	1,425	1,435	1,433	1,423	1,416	1,402

1000 Fine & Applied Arts

1000 Fine & Applied Arts		
Undergrad LI	167	224
Undergrad UL	127	98
Undergrad Subtotal	294	322
Grad I		
Grad II		
Grad Subtotal		
Grad Subtotal:		
TOTAL HEADCOUNT	294	322

[illegible]

TABLE II-4 (Continued)
FALL HEADCOUNT ENROLLMENT BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

REPORTING UNITS	ACTUAL
1974/75	1975/76

PROJECTIONS				
1976/77	977/78	978/79	979/80	980/81
			007/82	008/83
				009/84
				010/85
				011/86
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				014/89
				015/90
				016/91
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				403/78
				404/

1100 Foreign Languages

1100 Foreign Languages		
Ungraded LL	34	33
Ungraded UL	22	22
Ungraded Subtotal	56	55
Grade I		
Grade II		
First Professional		
Grade Subtotal:		
TOTAL HEADCOUNT	56	55

36	38	39	40	40	41	41	41	41	40
24	25	26	27	27	27	27	27	27	25
60	64	65	67	67	68	68	68	68	55
60	64	65	67	67	68	68	68	68	55

1200 Health Professions

1200 Health Professions		
Undergrad UL	1,126	1,348
Undergrad UL	808	1,118
Undergrad Subtotal	1,934	2,466
Grad I	538	465
Grad II		
First Professional	1,568	1,604
Grad Subtotal:	2,206	2,069
TOTAL REACCOUNT	4,140	4,535

1,402	1,514	1,574	1,635	1,651	1,574	1,574	1,557	1,531	1,593
1,163	1,256	1,306	1,332	1,370	1,389	1,389	1,374	1,353	1,321
2,565	2,770	2,880	2,931	3,021	3,053	3,063	3,031	2,984	2,914
467	501	510	535	552	568	589	618	650	690
1,612	1,528	1,760	1,845	1,900	1,900	1,900	1,900	1,200	1,901
2,079	2,229	2,270	2,381	2,458	2,525	2,521	2,751	2,391	3,027
4,644	4,399	5,150	5,372	5,473	5,531	5,552	5,549	5,534	5,304

1300 Home Economics

1300 Home Economics	
Ungraded LL	134
Ungraded UL	13
Ungraded Subtotal	147
Grade I	
Grade II	
First Professional	
Grade Subtotal:	
TOTAL HEADCOUNT	147

148	156	159	163	163	164	165	165	163	162	161
14	15	15	16	16	16	16	16	16	16	16
162	171	174	179	179	180	181	181	179	178	177
		.								
152	171	174	179	179	180	181	181	179	178	177

1400 Law

1400	Law		
	Unengaged LL		
	Unengaged UL		
	Unengaged Subtotal		
	Graded I		
	Graded II		
	First Professional	759	780
	Graded Subtotal:	759	780
	TOTAL HEADCOUNT	759	780

800	806	809	812	817	829	839	840	840	840
800	805	809	812	817	829	839	840	840	840
800	805	809	812	817	829	839	840	840	840

TABLE II-4 (Continued)
FALL HEADCOUNT ENROLLMENT BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

REPORTING UNITS	ACTUAL		PROJECTIONS										
	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
1500 Letters													
Undergrad LL	145	139	153	162	165	169	169	170	171	171	169	169	167
Undergrad UL	153	169	187	197	201	205	206	207	208	208	206	204	202
Undergrad Subtotal	298	308	340	359	366	374	375	377	379	379	375	373	369
Grad I	10	8	11	11	11	12	12	12	12	12	12	12	12
Grad II													
First Professional													
Grad Subtotal:	10	8	11	11	11	12	12	12	12	12	12	12	12
TOTAL HEADCOUNT	308	316	351	370	377	386	387	389	391	391	387	385	381
1700 Mathematics													
Undergrad LL	38	27	42	44	45	46	47	47	47	48	48	48	48
Undergrad UL	34	33	38	40	41	42	43	43	43	43	44	44	44
Undergrad Subtotal	72	60	80	84	86	88	90	90	90	91	92	92	92
Grad I	25	14	21	22	23	25	28	30	33	35	38	40	44
Grad II													
First Professional													
Grad Subtotal:	25	14	21	22	23	25	28	30	33	35	38	40	44
TOTAL HEADCOUNT	97	74	101	106	109	113	118	120	123	126	130	132	136
1900 Physical Sciences													
Undergrad LL	153	146	181	191	195	199	200	201	202	201	199	198	196
Undergrad UL	147	167	184	194	199	203	204	205	206	205	203	202	200
Undergrad Subtotal	300	313	365	385	394	402	404	406	408	406	402	400	396
Grad I	25	22	23	25	27	28	30	32	35	38	40	44	47
Grad II													
First Professional													
Grad Subtotal:	25	22	23	25	27	28	30	32	35	38	40	44	47
TOTAL HEADCOUNT	325	335	388	410	421	430	434	438	443	444	442	444	443
2000 Psychology													
Undergrad LL	208	236	261	275	281	287	288	289	291	290	287	285	283
Undergrad UL	185	226	250	263	269	274	275	277	279	278	275	273	271
Undergrad Subtotal	393	462	511	538	550	561	563	566	570	568	562	558	554
Grad I	20	52	53	55	55	58	59	60	63	65	68	70	75
Grad II													
First Professional													
Grad Subtotal:	20	52	53	55	55	58	59	60	63	65	68	70	75
TOTAL HEADCOUNT	413	514	564	593	605	619	622	626	633	633	630	628	629

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TABLE II-4 (Continued)
FALL HEADCOUNT ENROLLMENT BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

REPORTING UNITS	ACTUAL		PROJECTIONS										
	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
2100 Public Affairs & Services													
Undergrad LL	151	387	427	450	461	470	472	474	477	476	471	467	464
Undergrad UL	96	257	284	299	306	312	313	315	317	316	313	310	308
Undergrad Subtotal	247	644	711	749	767	782	785	789	794	792	784	777	772
Grad I													
Grad II													
First Professional	215	294	342	384	425	466	533	540	545	560	579	597	617
Grad Subtotal:	215	294	342	384	425	466	533	540	545	560	579	597	617
TOTAL HEADCOUNT	462	938	1,053	1,133	1,192	1,248	1,318	1,329	1,339	1,352	1,363	1,374	1,389
2200 Social Sciences													
Undergrad LL	234	232	256	270	276	282	283	284	286	285	282	280	278
Undergrad UL	274	238	263	277	283	289	290	292	293	293	289	288	285
Undergrad Subtotal	508	470	519	547	559	571	573	576	579	578	571	568	563
Grad I													
Grad II													
First Professional													
Grad Subtotal:													
TOTAL HEADCOUNT	508	470	519	547	559	571	573	576	579	578	571	568	563
0000 Undecided													
Undergrad LL	3,735	2,726	2,805	2,487	2,672	2,599	2,513	2,458	2,397	2,368	2,398	2,343	2,369
Undergrad UL	415	303	312	276	297	289	279	273	266	263	266	260	263
Undergrad Subtotal	4,150	3,029	3,117	2,763	2,969	2,888	2,792	2,731	2,663	2,631	2,664	2,603	2,631
Grad I													
Grad II													
First Professional													
Grad Subtotal:	1,567	1,240	1,233	1,044	1,083	1,007	896	871	827	1,009	1,104	1,209	1,345
TOTAL HEADCOUNT	5,717	4,269	4,350	3,807	4,052	3,895	3,688	3,602	3,490	3,640	3,768	3,812	3,976
Undergrad LL													
Undergrad UL													
Undergrad Subtotal													
Grad I													
Grad II													
First Professional													
Grad Subtotal:													
TOTAL HEADCOUNT													

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TABLE II-5a
PROJECTED CREDIT HOURS (ALL STUDENTS) BY LEVEL OF TRAINING
(DOES NOT INCLUDE COLUMBUS)

	Undergrad.	Graduate a/	First Professional b/	Other c/	Totals
<u>Actual</u>					
1974	108,557	16,701	39,508	9,944	174,710
1975	115,598	18,535	37,946	13,535	185,620
<u>Projected</u>					
1976	124,574	18,978	38,399	13,884	195,835
1977	130,706	19,262	40,409	14,000	204,377
1978	133,101	19,374	40,996	14,036	207,507
1979	134,550	19,506	41,689	14,107	209,852
1980	134,038	19,670	42,538	14,209	210,455
1981	133,624	20,002	43,737	14,415	211,778
1982	133,469	20,286	44,759	14,599	213,113
1983	131,773	20,937	46,342	15,047	214,099
1984	129,081	21,849	48,577	15,690	215,197
1985	126,526	22,658	50,848	16,141	216,173
1986	123,422	23,526	53,088	16,938	216,974

II-16

a/ Candidates for master's and doctoral degrees.

b/ Candidates for the degrees of M.D., D.D.S., J.D., and M.B.A.

c/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-5b
PROJECTED CREDIT HOURS (ALL STUDENTS) BY HEALTH - NON-HEALTH
(DOES NOT INCLUDE COLUMBUS)

NON-HEALTH

	Undergrad.	Grad. & Prof. a/	Other b/	Totals
	83,349 91,273	23,409 25,570	8,955 12,554	115,713 129,397
	99,462 103,626 104,816 105,616 104,645 103,894 103,308 101,595 99,135 96,986 94,612	26,304 26,367 26,436 26,499 26,643 27,003 27,284 28,106 29,299 30,308 31,382	12,900 12,936 12,965 13,006 13,079 13,251 13,398 13,796 14,385 14,873 15,401	138,666 142,929 144,217 145,121 144,367 144,148 143,990 143,497 142,819 142,167 141,395

HEALTH

	Undergrad.	Grad. & Prof. a/	Other b/	Total
	25,208 24,325	32,800 30,911	989 981	58,997 56,217
	25,112 27,080 28,285 28,934 29,393 29,730 30,161 30,178 29,946 29,540 28,810	31,073 33,304 33,934 34,696 35,565 36,736 37,761 39,173 41,127 43,198 45,232	984 1,064 1,071 1,101 1,130 1,164 1,201 1,251 1,305 1,268 1,537	57,169 61,448 63,290 64,731 66,088 67,630 69,123 70,602 72,378 74,006 75,579

Actual

1974
1975

1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986

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II-17

a/ Candidates for master's and doctoral degrees and the degrees of M.D., D.D.S., J.D. and M.B.A.

b/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-6
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS		PROJECTED CREDIT HOURS												
		1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
0100 - Agriculture & Natural Resources														
FALL	Undergrad LL	327	154	221	241	250	253	255	253	251	250	245	240	234
	Undergrad UL	0	63	51	70	70	70	70	70	70	70	70	70	70
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	327	217	272	311	320	323	325	323	321	320	315	310	304
SPRING	Undergrad LL	114	213	258	281	292	296	298	295	293	292	287	280	274
	Undergrad UL	0	0	123	134	139	147	142	141	140	139	136	133	130
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	114	213	381	415	431	443	440	436	433	431	423	413	404
SUMMER	Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0
	Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0
ACADEMIC YEAR	Undergrad LL	441	367	479	522	542	549	553	548	544	542	532	520	508
	Undergrad UL	0	63	174	204	209	217	212	211	210	209	206	203	200
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	441	430	653	726	751	766	765	759	754	751	738	723	708

11-18

0200 - Architecture & Environmental Design

FALL	Undergrad LL												
	Undergrad UL												
	Grad												
	Subtotal												
SPRING	Undergrad LL												
	Undergrad UL												
	Grad												
	Subtotal												
SUMMER	Undergrad LL												
	Undergrad UL												
	Grad												
	Subtotal												
ACADEMIC YEAR	Undergrad LL												
	Undergrad UL												
	Grad												
	Subtotal												

(Continued)

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS		PROJECTED CREDIT HOURS											
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	
0300 - Area Studies														
FALL														
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	
Undergrad UL	24	30	39	40	40	40	40	40	40	40	40	40	40	
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subtotal	24	30	39	40	40	40	40	40	40	40	40	40	40	
SPRING														
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	
Undergrad UL	18	21	12	25	25	25	25	25	25	25	25	25	25	
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subtotal	18	21	12	25	25	25	25	25	25	25	25	25	25	
SUMMER														
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	
ACADEMIC YEAR														
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	
Undergrad UL	42	51	51	65	65	65	65	65	65	65	65	65	65	
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subtotal	42	51	51	65	65	65	65	65	65	65	65	65	65	

11-19

0400 - Biological Sciences

FALL	Undergrad LL	6,206	6,627	6,301	6,868	7,151	7,233	7,290	7,227	7,170	7,132	7,013	6,842	6,697
	Undergrad UL	1,042	857	1,171	1,276	1,329	1,344	1,354	1,344	1,332	1,325	1,303	1,271	1,244
	Grad	11,256	10,877	9,295	9,341	10,010	10,205	10,428	10,698	11,042	11,358	11,776	12,362	12,985
	Subtotal	18,504	18,361	16,767	17,485	18,490	18,782	19,072	19,269	19,544	19,815	20,092	20,475	20,926
SPRING	Undergrad LL	6,072	6,770	6,547	7,136	7,430	7,515	7,574	7,509	7,450	7,411	7,286	7,110	6,959
	Undergrad UL	809	793	263	286	298	301	304	301	299	297	292	285	279
	Grad	6,727	6,505	8,346	8,387	8,988	9,163	9,364	9,606	9,915	10,198	10,574	11,100	11,659
SUMMER	Subtotal	13,608	14,068	15,156	15,809	16,716	16,979	17,242	17,416	17,664	17,906	18,152	18,495	18,897
	Undergrad LL	1,004	1,138	1,180	1,286	1,339	1,354	1,365	1,353	1,342	1,335	1,313	1,281	1,254
	Undergrad UL	2	17	20	20	20	20	20	20	20	20	20	20	20
ACADEMIC YEAR	Grad	11	389	418	420	450	458	468	481	496	510	529	555	583
	Subtotal	1,017	1,544	1,618	1,726	1,809	1,832	1,853	1,854	1,858	1,865	1,862	1,856	1,857
	Undergrad LL	13,282	14,535	14,028	15,290	16,102	16,102	16,229	16,089	15,962	15,878	15,612	15,233	14,910
	Undergrad UL	1,853	1,667	1,454	1,582	1,647	1,665	1,678	1,665	1,651	1,651	1,615	1,576	1,543
	Grad	17,994	17,771	18,059	18,148	19,448	17,826	20,260	20,785	21,453	22,066	22,879	24,017	25,227
	Subtotal	33,129	33,973	33,541	35,020	37,015	37,593	38,167	38,539	39,066	39,586	40,106	40,826	41,680

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS				PROJECTED CREDIT HOURS									
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	
0500 - Business & Management														
FALL	Undergrad LL	4,690	4,435	4,783	5,213	5,428	5,490	5,533	5,486	5,443	5,414	5,323	5,194	5,084
	Undergrad UL	5,634	6,963	8,342	9,092	9,468	9,576	9,651	9,568	9,493	9,443	9,284	9,063	8,867
	Grad	468	1,701	1,644	1,690	1,694	1,700	1,703	1,713	1,736	1,754	1,807	1,884	1,948
	Subtotal	10,792	13,099	14,769	15,995	16,590	16,766	16,887	16,767	16,672	16,611	16,414	16,141	15,899
SPRING	Undergrad LL	4,227	5,019	5,106	5,565	5,795	5,861	5,907	5,856	5,810	5,779	5,682	5,545	5,427
	Undergrad UL	6,165	6,727	8,210	8,948	9,318	9,425	9,498	9,416	9,342	9,293	9,137	8,916	8,727
	Grad	492	2,361	1,884	1,937	1,942	1,948	1,952	1,963	1,990	2,010	2,071	2,159	2,233
	Subtotal	10,884	14,107	15,200	16,450	17,055	17,234	17,357	17,235	17,142	17,082	16,890	16,620	16,387
SUMMER	Undergrad LL	870	1,045	1,083	1,180	1,229	1,243	1,248	1,253	1,232	1,225	1,205	1,176	1,151
	Undergrad UL	832	1,139	1,181	1,287	1,340	1,355	1,366	1,354	1,343	1,336	1,314	1,282	1,255
	Grad	2	6	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	1,704	2,190	2,264	2,467	2,569	2,598	2,614	2,607	2,575	2,561	2,519	2,458	2,406
ACADEMIC YEAR	Undergrad LL	9,787	10,499	10,972	11,958	12,452	12,594	12,688	12,595	12,485	12,418	12,210	11,915	11,662
	Undergrad UL	12,631	14,829	17,733	19,327	20,126	20,356	20,515	20,338	20,178	20,072	19,735	19,261	18,849
	Grad	962	4,068	3,528	3,627	3,636	3,648	3,655	3,676	3,726	3,764	3,878	4,043	4,181
	Subtotal	23,380	29,396	32,233	34,912	36,214	36,598	36,858	36,609	36,389	36,254	35,823	35,219	34,692

11-20

0600 - Communications

FALL	Undergrad LL	384	378	336	366	381	385	388	385	382	380	373	364	357
	Undergrad UL	0	246	198	215	224	227	229	227	225	224	220	215	210
	Grad	0	21	0	0	0	0	0	0	0	0	0	0	0
SPRING	Subtotal	384	645	534	581	605	612	617	612	607	604	593	579	567
	Undergrad LL	378	375	294	320	333	337	340	337	334	332	327	319	312
	Undergrad UL	0	0	117	127	132	134	135	134	133	132	130	127	124
SUMMER	Grad	30	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	408	375	411	447	465	471	475	471	467	464	457	446	436
	Undergrad LL	3	0	0	0	0	0	0	0	0	0	0	0	0
ACADEMIC YEAR	Undergrad UL	0	24	25	25	25	25	25	25	25	25	25	25	25
	Grad	0	21	25	25	25	25	25	25	25	25	25	25	25
	Subtotal	3	45	50	50	50	50	50	50	50	50	50	50	50
ACADEMIC YEAR	Undergrad LL	765	753	630	686	714	722	728	722	716	712	700	683	669
	Undergrad UL	0	270	340	367	381	386	389	386	383	381	375	367	359
	Grad	30	42	25	25	25	25	25	25	25	25	25	25	25
	Subtotal	795	1,065	995	1,078	1,120	1,133	1,142	1,133	1,124	1,118	1,100	1,075	1,053

a/ Graduate level student credit hours are those generated in the MBA courses offered in Indianapolis.

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS				PROJECTED CREDIT HOURS									
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	
0700 - Computer & Information Sciences														
FALL	Undergrad LL	2,642	2,924	3,649	3,977	4,141	4,189	4,221	4,185	4,152	4,130	4,061	3,962	3,878
	Undergrad UL	776	713	790	861	896	906	914	906	899	894	879	857	839
	Grad	57	141	165	169	170	170	170	171	174	176	181	189	195
	Subtotal	3,476	3,778	4,604	5,007	5,207	5,265	5,305	5,262	5,225	5,200	5,121	5,008	4,912
SPRING	Undergrad LL	2,255	2,965	3,300	3,597	3,745	3,788	3,818	3,785	3,755	3,735	3,672	3,583	3,507
	Undergrad UL	668	714	672	732	762	771	777	770	764	760	747	729	714
	Grad	117	141	141	144	145	145	146	146	148	150	154	161	167
	Subtotal	3,040	3,820	4,113	4,473	4,652	4,704	4,741	4,701	4,667	4,645	4,573	4,473	4,388
SUMMER	Undergrad LL	246	345	357	390	406	410	414	410	407	405	398	388	380
	Undergrad UL	168	102	106	115	120	121	122	121	120	119	117	115	112
	Grad	0	45	51	52	52	52	52	53	53	54	56	58	60
	Subtotal	414	492	514	557	578	583	588	584	580	578	571	561	552
ACADEMIC YEAR	Undergrad LL	5,144	6,234	7,306	7,984	8,292	8,387	8,453	8,380	8,314	8,270	8,131	7,933	7,765
	Undergrad UL	1,612	1,529	1,568	1,708	1,778	1,798	1,813	1,797	1,783	1,773	1,743	1,701	1,665
	Grad	174	327	357	365	367	367	368	370	375	380	391	408	422
	Subtotal	6,930	8,090	9,231	10,037	10,437	10,552	10,634	10,547	10,472	10,423	10,265	10,042	9,852

11-21

0800 - Education

FALL	Undergrad LL	1,539	1,501	1,909	2,080	2,166	2,191	2,208	2,189	2,172	2,160	2,124	2,073	2,029
	Undergrad UL	3,098	3,014	2,573	2,804	2,920	2,953	2,976	2,951	2,928	2,912	2,863	2,794	2,735
	Grad	3,752	4,117	5,006	5,146	5,161	5,176	5,186	5,216	5,341	5,501	5,736	5,932	5,932
SPRING	Subtotal	8,389	8,632	9,488	10,030	10,247	10,320	10,370	10,356	10,441	10,573	10,723	10,799	10,696
	Undergrad LL	1,391	1,354	1,649	1,797	1,871	1,893	1,907	1,891	1,876	1,866	1,835	1,740	1,752
	Undergrad UL	3,563	3,026	3,215	3,504	3,327	3,690	3,719	3,687	3,658	3,639	3,578	3,491	3,417
SUMMER	Grad	4,689	5,379	5,410	5,561	5,577	5,593	5,604	5,637	5,712	5,772	5,945	6,199	6,410
	Subtotal	9,643	9,759	10,274	10,862	10,775	11,176	11,230	11,215	11,246	11,277	11,358	11,430	11,579
	Undergrad LL	237	240	357	389	405	409	413	409	406	404	397	387	379
ACADEMIC YEAR	Undergrad UL	1,154	1,039	1,05	114	119	120	121	120	119	118	116	114	111
	Grad	5,140	7,504	8,585	8,825	8,851	8,876	8,894	8,945	9,065	9,160	9,434	9,838	10,173
	Subtotal	6,531	8,783	9,047	9,328	9,375	9,405	9,474	9,590	9,682	9,947	10,338	10,663	10,663
ACADEMIC YEAR	Undergrad LL	3,167	3,095	3,915	4,266	4,442	4,493	4,528	4,489	4,454	4,430	4,356	4,200	4,160
	Undergrad UL	7,815	7,079	5,893	6,422	6,366	6,763	6,816	6,758	6,705	6,669	6,557	6,399	6,263
	Grad	13,581	17,000	19,001	19,532	19,589	19,645	19,684	19,798	20,118	20,433	21,115	21,969	22,515
	Subtotal	24,563	27,174	28,809	30,220	30,397	30,901	31,028	31,045	31,277	31,532	32,028	32,568	32,938

TABLE II-6 (Continued)
 ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
 Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS					PROJECTED CREDIT HOURS									
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86		
0900 - Engineering															
FALL															
Undergrad LL	5,073	5,095	5,512	6,008	6,256	6,327	6,377	6,322	6,272	6,239	6,134	5,986	5,859		
Undergrad UL	1,361	1,557	1,756	1,914	1,993	2,015	2,031	2,014	1,998	1,987	1,954	1,907	1,866		
Grad	615	504	457	469	472	472	473	476	482	487	502	523	541		
Subtotal	7,049	7,156	7,725	8,391	8,721	8,814	8,881	8,812	8,752	8,713	8,590	8,416	8,266		
Undergrad LL	4,456	5,003	5,820	6,343	6,605	6,681	6,733	6,675	6,623	6,588	6,477	6,320	6,186		
Undergrad UL	2,035	2,012	2,135	2,327	2,423	2,450	2,470	2,448	2,429	2,416	2,376	2,318	2,269		
Grad	435	366	422	433	435	436	437	439	445	450	463	483	500		
Subtotal	6,926	7,381	8,377	9,103	9,463	9,567	9,640	9,562	9,497	9,454	9,316	9,121	8,955		
Undergrad LL	414	553	552	601	626	633	638	633	628	624	614	599	586		
Undergrad UL	116	148	153	166	173	175	177	175	174	173	170	166	162		
Grad	63	3	68	69	69	71	72	71	70	69	69	69	69		
Subtotal	593	704	773	836	868	879	887	879	872	866	853	834	817		
Undergrad LL	9,943	10,651	11,884	12,952	13,487	13,641	13,748	13,630	13,523	13,451	13,225	12,905	12,631		
Undergrad UL	3,512	3,717	4,044	4,407	4,589	4,640	4,678	4,637	4,601	4,576	4,500	4,391	4,297		
Grad	1,113	873	947	971	976	979	982	986	997	1,006	1,034	1,075	1,110		
Subtotal	14,568	15,241	16,875	18,330	19,052	19,260	19,408	19,253	19,121	19,033	18,759	18,371	18,038		

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1000 - Fine & Applied Arts

FALL															
Undergrad LL	3,522	3,017	3,658	3,987	4,151	4,199	4,232	4,395	4,762	4,840	4,971	4,980	5,088		
Undergrad UL	1,548	1,494	1,421	1,548	1,612	1,631	1,644	1,729	1,917	1,908	1,941	2,043	2,092		
Grad	147	222	192	197	197	198	198	296	374	440	511	620	627		
Subtotal	5,217	4,733	5,271	5,732	6,060	6,028	6,074	6,420	7,053	7,188	7,423	7,643	7,807		
Undergrad LL	3,376	2,928	3,571	3,892	4,053	4,099	4,131	4,295	4,663	4,742	4,874	4,886	4,995		
Undergrad UL	1,445	1,539	1,426	1,553	1,617	1,636	1,651	1,735	1,922	1,913	1,946	2,048	2,097		
Grad	192	192	177	258	260	260	261	359	438	505	577	691	749		
Subtotal	5,013	4,659	5,174	5,703	5,930	5,995	6,043	6,389	7,023	7,160	7,397	7,625	7,841		
Undergrad LL	194	295	305	332	346	350	352	349	347	345	339	331	324		
Undergrad UL	160	236	244	265	276	280	282	279	277	276	271	264	259		
Grad	0	120	137	140	141	141	141	142	144	146	150	157	162		
Subtotal	354	651	686	737	763	771	775	770	768	767	760	752	745		
Undergrad LL	7,092	6,240	7,534	8,211	8,550	8,648	8,715	9,039	9,772	9,927	10,184	10,197	10,407		
Undergrad UL	3,153	3,269	3,091	3,366	3,505	3,547	3,577	3,743	4,116	4,097	4,158	4,355	4,448		
Grad	339	534	506	595	598	599	600	797	956	1,091	1,238	1,468	1,538		
Subtotal	10,584	10,043	11,131	12,172	12,653	12,794	12,892	13,579	14,844	15,115	15,580	16,020	16,393		

TABLE II-6 (Continued)
 ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
 Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS					PROJECTED CREDIT HOURS									
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86		
1100 - Foreign Languages															
FALL															
Undergrad LL	2,737	2,789	3,543	3,861	4,021	4,067	4,099	4,063	4,031	4,010	3,943	3,847	3,766		
Undergrad UL	388	308	390	425	442	447	451	447	443	441	434	423	414		
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0		
Subtotal	3,125	3,097	3,933	4,286	4,463	4,514	4,550	4,510	4,474	4,451	4,377	4,270	4,180		
Undergrad LL	2,481	2,567	3,194	3,481	3,625	3,666	3,695	3,663	3,634	3,615	3,554	3,468	3,395		
Undergrad UL	303	220	294	320	333	337	340	337	334	332	327	319	312		
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0		
Subtotal	2,784	2,787	3,488	3,801	3,958	4,003	4,035	4,000	3,968	3,947	3,881	3,787	3,707		
Undergrad LL	514	945	979	1,067	1,111	1,123	1,132	1,122	1,114	1,108	1,089	1,063	1,040		
Undergrad UL	3	10	12	12	12	12	12	12	12	12	12	12	12		
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0		
Subtotal	517	955	991	1,079	1,123	1,135	1,144	1,134	1,126	1,120	1,101	1,075	1,052		
Undergrad LL	5,732	6,301	7,716	8,409	8,757	8,856	8,926	8,848	8,779	8,733	8,586	8,378	8,201		
Undergrad UL	694	538	696	757	787	796	803	796	789	785	773	754	738		
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0		
Subtotal	6,426	6,839	8,412	9,166	9,544	9,652	9,729	9,644	9,568	9,518	9,359	9,132	8,939		

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1200 - Health Professions

FALL															
Undergrad LL	6,367	6,185	5,973	6,164	6,647	6,946	7,101	7,215	7,299	7,406	7,412	7,358	7,251		
Undergrad UL	2,910	3,548	3,243	3,346	3,609	3,771	3,855	3,917	3,962	4,021	4,024	3,995	3,937		
Grad	20,349	22,696	23,293	23,409	25,086	25,575	26,134	26,810	27,672	28,464	28,464	28,464	28,464		
Subtotal	29,626	32,429	32,509	32,919	35,342	36,292	37,090	37,942	38,933	39,891	39,900	39,817	39,652		
Undergrad LL	5,722	6,340	6,782	6,968	7,514	7,852	8,028	8,156	8,250	8,372	8,379	8,318	8,196		
Undergrad UL	2,643	2,595	2,772	2,860	3,085	3,223	3,295	3,348	3,387	3,437	3,440	3,415	3,365		
Grad	22,198	24,079	24,975	25,099	26,898	27,422	28,021	28,746	29,670	30,519	30,519	30,519	30,519		
Subtotal	30,563	33,014	34,499	34,927	37,497	38,497	39,344	40,250	41,307	42,338	42,338	42,252	42,080		
Undergrad LL	101	950	979	1,010	1,089	1,138	1,164	1,182	1,196	1,213	1,214	1,206	1,188		
Undergrad UL	1,055	2,595	2,675	2,760	2,977	3,111	3,160	3,231	3,268	3,317	3,319	3,295	3,247		
Grad	7,179	7,496	8,066	8,106	8,687	8,856	9,050	9,283	9,582	9,856	9,856	9,856	9,856		
Subtotal	8,335	11,041	11,720	11,876	12,753	13,105	13,394	13,696	14,046	14,386	14,386	14,357	14,291		
Undergrad LL	12,190	13,475	13,704	14,142	15,250	15,936	16,293	16,553	16,745	16,991	17,005	16,882	16,635		
Undergrad UL	6,608	8,738	8,690	8,966	9,671	10,105	10,330	10,496	10,617	10,775	10,783	10,705	10,549		
Grad	49,726	54,271	56,334	56,614	60,671	61,853	63,205	64,839	66,924	68,839	68,839	68,839	68,839		
Subtotal	68,524	76,484	78,728	79,722	85,592	87,894	89,828	91,888	94,286	96,605	96,627	96,426	96,023		

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS				PROJECTED CREDIT HOURS										
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86		
1300 - Home Economics															
FALL	Undergrad LL	45	30	24	30	30	30	30	30	30	30	30	30	30	
	Undergrad UL	327	357	498	542	565	571	576	571	566	554	540	529	529	
	Grad	133	131	298	306	307	308	308	310	314	317	311	353	353	
	Subtotal	505	518	820	878	902	909	914	911	910	910	881	912	912	
SPRING	Undergrad LL	72	195	111	120	125	127	128	127	126	125	120	117	117	
	Undergrad UL	0	0	114	124	129	130	131	130	129	129	123	121	121	
	Grad	69	219	208	213	214	215	215	216	219	221	238	245	245	
	Subtotal	141	414	433	457	468	472	474	473	474	475	481	484	484	
SUMMER	Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Grad	6	65	80	80	80	80	80	80	80	80	80	80	80	
	Subtotal	6	65	80	80	80	80	80	80	80	80	80	80	80	
ACADEMIC YEAR	Undergrad LL	117	225	135	150	155	157	158	157	156	153	150	147	147	
	Undergrad UL	327	357	612	666	694	701	707	701	695	680	663	650	650	
	Grad	208	415	586	599	601	603	603	606	613	618	629	679	679	
	Subtotal	652	997	1,333	1,415	1,450	1,461	1,468	1,464	1,464	1,465	1,442	1,476	1,476	

1400 - Law

FALL															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	10,998	8,808	9,097	9,161	9,197	9,233	9,288	9,424	9,533	9,551	9,551	9,551	9,551	9,551	9,551
Subtotal	10,998	8,808	9,097	9,161	9,197	9,233	9,288	9,424	9,533	9,551	9,551	9,551	9,551	9,551	9,551
SPRING															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	9,513	7,969	7,995	8,050	8,082	8,114	8,162	8,282	8,378	8,394	8,394	8,394	8,394	8,394	8,394
Subtotal	9,513	7,969	7,995	8,050	8,082	8,114	8,162	8,282	8,378	8,394	8,394	8,394	8,394	8,394	8,394
SUMMER															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	2,969	2,315	2,648	2,666	2,677	2,687	2,703	2,743	2,775	2,780	2,780	2,780	2,780	2,780	2,780
Subtotal	2,969	2,315	2,648	2,666	2,677	2,687	2,703	2,743	2,775	2,780	2,780	2,780	2,780	2,780	2,780
ACADEMIC YEAR															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	23,480	19,092	19,740	19,877	19,956	20,034	20,153	20,449	20,686	20,725	20,725	20,725	20,725	20,725	20,725
Subtotal	23,480	19,092	19,740	19,877	19,956	20,034	20,153	20,449	20,686	20,725	20,725	20,725	20,725	20,725	20,725

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS				PROJECTED CREDIT HOURS										
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86		
1500 - Letters															
FALL	Undergrad LL	13,060	12,943	15,386	16,771	17,463	17,663	17,802	17,648	17,509	17,417	17,125	16,709	16,355	
	Undergrad UL	2,351	2,267	2,157	2,351	2,448	2,476	2,496	2,474	2,455	2,442	2,401	2,343	2,293	
	Grad	144	200	300	308	309	310	311	313	317	320	330	344	356	
	Subtotal	15,555	15,410	17,843	19,430	20,220	20,449	20,609	20,435	20,281	20,179	19,856	19,396	19,004	18,889
SPRING	Undergrad LL	7,946	10,809	13,066	14,242	14,830	15,000	15,177	14,987	14,869	14,791	14,542	14,190	13,889	
	Undergrad UL	2,588	2,512	2,476	2,699	2,810	2,842	2,865	2,840	2,818	2,803	2,756	2,689	2,632	
	Grad	136	224	244	251	252	252	253	254	258	260	268	280	289	
	Subtotal	12,670	13,545	15,786	17,192	17,892	18,094	18,295	18,081	17,945	17,854	17,566	17,159	16,810	16,709
SUMMER	Undergrad LL	2,565	2,154	2,234	2,435	2,536	2,565	2,585	2,562	2,542	2,529	2,486	2,426	2,375	
	Undergrad UL	1,049	1,030	1,068	1,164	1,212	1,226	1,236	1,225	1,215	1,209	1,189	1,160	1,135	
	Grad	328	324	371	381	383	384	384	387	392	396	408	425	440	
	Subtotal	3,942	3,508	3,673	3,980	4,131	4,175	4,205	4,174	4,149	4,134	4,083	4,011	3,950	3,900
ACADEMIC YEAR	Undergrad LL	25,571	25,906	30,686	33,448	34,829	35,228	35,564	35,197	34,920	34,737	34,153	33,325	32,619	
	Undergrad UL	5,988	5,809	5,701	6,214	6,470	6,544	6,597	6,539	6,488	6,454	6,346	6,192	6,060	
	Grad	608	748	915	940	944	946	948	954	967	976	1,006	1,049	1,085	
	Subtotal	32,167	32,463	37,302	40,602	42,243	42,718	43,109	42,690	42,375	42,167	41,505	40,566	39,764	39,764

1600 - Library Science

FALL															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	180	129	222	228	229	230	230	231	234	236	244	254	263	263	263
Subtotal	180	129	222	228	229	230	230	231	234	236	244	254	263	263	263
SPRING															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	207	249	102	103	103	103	104	104	106	107	110	116	119	119	119
Subtotal	207	249	102	103	103	103	104	104	106	107	110	116	119	119	119
SUMMER															
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	387	378	324	331	332	333	334	335	340	343	354	370	382	382	382
Subtotal	387	378	324	331	332	333	334	335	340	343	354	370	382	382	382

TABLE II-6 (Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS														PROJECTED CREDIT HOURS													
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86				
1700 - Mathematics	Undergrad LL	8,063	8,166	9,734	10,610	11,048	11,175	11,262	11,165	11,077	11,019	10,834	10,571	10,347	9,734	10,610	11,048	11,175	11,262	11,165	11,077	11,019	10,834	10,571	10,347			
	Undergrad UL	391	337	447	487	507	513	517	513	509	506	498	485	475	447	487	507	513	517	513	509	506	498	485	475			
	Grad	471	438	370	380	381	383	383	386	391	395	407	424	438	370	380	381	383	383	386	391	395	407	424	438			
	Subtotal	8,925	8,941	10,551	11,477	11,936	12,071	12,162	12,064	11,977	11,920	11,739	11,480	11,260	10,551	11,477	11,936	12,071	12,162	12,064	11,977	11,920	11,739	11,480	11,260			
	Undergrad LL	7,027	7,782	9,242	10,074	10,490	10,610	10,693	10,601	10,517	10,462	10,286	10,037	9,824	9,242	10,074	10,490	10,610	10,693	10,601	10,517	10,462	10,286	10,037	9,824			
SPRING	Undergrad UL	304	304	288	314	327	331	333	331	328	326	321	313	306	288	314	327	331	333	331	328	326	321	313	306			
	Grad	363	465	439	451	453	454	455	457	464	468	482	503	520	439	451	453	454	455	457	464	468	482	503	520			
	Subtotal	7,694	8,551	9,969	10,839	11,270	11,395	11,481	11,389	11,309	11,256	11,089	10,853	10,650	9,969	10,839	11,270	11,395	11,481	11,389	11,309	11,256	11,089	10,853	10,650			
	Undergrad LL	1,555	1,660	1,721	1,876	1,953	1,976	1,991	1,974	1,958	1,948	1,915	1,869	1,829	1,721	1,876	1,953	1,976	1,991	1,974	1,958	1,948	1,915	1,869	1,829			
	Undergrad UL	15	75	78	85	88	89	89	89	89	82	88	87	85	78	85	88	89	89	89	89	82	88	87	85			
SUMMER	Grad	333	129	148	152	153	153	154	154	156	158	163	170	175	148	152	153	153	154	154	156	158	163	170	175			
	Subtotal	1,903	1,864	1,947	2,113	2,194	2,218	2,234	2,217	2,203	2,188	2,166	2,126	2,089	1,947	2,113	2,194	2,218	2,234	2,217	2,203	2,188	2,166	2,126	2,089			
	Undergrad LL	16,645	17,608	20,697	22,560	23,491	23,761	23,946	23,740	23,552	23,429	23,035	22,477	22,000	20,697	22,560	23,491	23,761	23,946	23,740	23,552	23,429	23,035	22,477	22,000			
	Undergrad UL	710	716	813	886	922	933	939	933	926	914	907	885	866	813	886	922	933	939	933	926	914	907	885	866			
	Grad	1,167	1,032	957	983	987	990	992	997	1,011	1,021	1,052	1,097	1,133	957	983	987	990	992	997	1,011	1,021	1,052	1,097	1,133			
ACADEMIC YEAR	Subtotal	18,522	19,356	22,467	24,429	25,400	25,684	25,877	25,670	25,489	25,364	24,994	24,459	23,999	22,467	24,429	25,400	25,684	25,877	25,670	25,489	25,364	24,994	24,459	23,999			

1800 - Military Science

FALL	47	26	20	29	30	30	30	30	30	30	28	28	27
Undergrad LL	39	51	51	56	57	57	58	57	57	57	56	54	53
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	86	77	71	85	87	87	88	87	87	87	84	82	80
Subtotal	13	23	22	29	30	30	30	30	30	30	28	28	27
SPRING	36	54	24	56	57	57	58	57	57	57	56	54	53
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	49	77	46	85	87	87	88	87	87	87	84	82	80
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0
SUMMER	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad LL	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0
ACADEMIC YEAR	60	49	42	58	60	60	60	60	60	60	56	56	54
Undergrad LL	75	105	75	112	114	114	116	114	114	114	112	108	106
Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	135	154	117	170	174	174	176	174	174	174	168	164	160

TABLE II-6(Continued)
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS	ACTUAL CREDIT HOURS												PROJECTED CREDIT HOURS											
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86											
1900 - Physical Sciences																								
FALL	Undergrad LL	7,693	7,531	9,334	10,174	10,594	10,715	10,799	10,706	10,622	10,566	10,389	10,137	9,922										
	Undergrad UL	1,255	1,216	1,257	1,370	1,427	1,443	1,454	1,442	1,430	1,423	1,399	1,365	1,336										
	Grad	242	278	238	245	245	246	247	248	251	254	262	273	282										
	Subtotal	9,190	9,025	10,829	11,789	12,266	12,404	12,500	12,396	12,303	12,243	12,050	11,775	11,540										
SPRING	Undergrad LL	7,149	7,969	8,571	9,342	9,728	9,840	9,977	9,831	9,754	9,702	9,540	9,308	9,111										
	Undergrad UL	1,336	1,393	1,451	1,582	1,647	1,666	1,679	1,664	1,651	1,643	1,615	1,576	1,542										
	Grad	171	176	183	188	189	189	190	191	193	195	201	210	217										
	Subtotal	8,656	9,538	10,205	11,112	11,564	11,695	11,846	11,686	11,598	11,540	11,356	11,094	10,870										
SUMMER	Undergrad LL	1,351	1,400	1,452	1,583	1,648	1,667	1,680	1,655	1,652	1,644	1,616	1,577	1,543										
	Undergrad UL	420	468	485	529	550	557	561	556	552	549	540	527	516										
	Grad	6	37	42	43	44	44	44	45	45	46	47	48	48										
	Subtotal	1,777	1,905	1,979	2,155	2,242	2,263	2,285	2,266	2,249	2,239	2,203	2,152	2,107										
ACADEMIC YEAR	Undergrad LL	16,193	16,900	19,357	21,099	21,970	22,222	22,456	22,202	22,028	21,912	21,545	21,022	20,576										
	Undergrad UL	3,011	3,077	3,193	3,481	3,624	3,666	3,694	3,662	3,633	3,615	3,554	3,468	3,394										
	Grad	419	491	463	476	473	479	481	484	489	495	510	531	547										
	Subtotal	19,623	20,468	23,013	25,056	26,072	26,367	26,631	26,348	26,150	26,022	25,609	25,021	24,517										

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2000 - Psychology

FALL	6,162	6,373	7,410	8,077	8,410	8,507	8,573	8,499	8,433	8,388	8,247	8,047	7,877
Undergrad LL	3,520	4,154	4,340	4,731	4,926	4,986	5,021	4,978	4,939	4,913	4,830	4,713	4,613
Undergrad UL	492	510	970	997	1,000	1,003	1,005	1,011	1,024	1,035	1,066	1,112	1,149
Grad	10,174	11,037	12,720	13,805	14,336	14,492	14,599	14,488	14,396	14,336	14,143	13,872	13,639
Subtotal	5,481	6,037	7,098	7,737	8,056	8,149	8,212	8,141	8,078	8,035	7,900	7,708	7,545
SPRING	4,321	4,688	4,871	5,309	5,529	5,592	5,636	5,587	5,543	5,514	5,421	5,290	5,178
Undergrad LL	405	464	693	712	714	717	718	722	732	739	762	794	821
Undergrad UL	10,207	11,182	12,662	13,758	14,299	14,458	14,566	14,450	14,353	14,288	14,083	13,792	13,544
Grad	1,116	1,128	1,170	1,275	1,323	1,343	1,354	1,342	1,331	1,324	1,302	1,271	1,244
Subtotal	1,421	1,314	1,363	1,486	1,547	1,565	1,577	1,563	1,551	1,543	1,517	1,450	1,449
SUMMER	57	74	85	87	88	88	88	89	90	91	93	97	101
Undergrad LL	2,594	2,516	2,618	2,848	2,963	2,996	3,019	2,994	2,972	2,958	2,912	2,848	2,794
Undergrad UL	12,759	13,531	15,678	17,089	17,794	17,999	18,139	17,982	17,842	17,747	17,449	17,026	16,666
Grad	9,262	10,156	10,574	11,526	12,002	12,139	12,234	12,128	12,033	11,970	11,768	11,488	11,240
Subtotal	954	1,048	1,748	1,796	1,802	1,808	1,811	1,822	1,846	1,865	1,921	2,003	2,071
ACADEMIC YEAR	22,975	24,735	28,050	30,411	31,598	31,946	32,134	31,932	31,721	31,582	31,138	30,512	29,977

TABLE II-6 (Continued)

ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS		ACTUAL CREDIT HOURS				PROJECTED CREDIT HOURS											
		1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86			
2100 - Public Affairs & Services																	
FALL	Undergrad LL	2,050	2,170	2,412	2,629	2,738	2,769	2,791	2,767	2,745	2,730	2,685	2,619	2,564			
	Undergrad UL	2,284	2,835	2,692	3,934	3,055	3,090	3,115	3,088	3,063	3,047	2,996	2,924	2,862			
	Grad	3,582	3,278	3,066	3,352	3,561	3,770	3,976	4,319	4,372	4,441	4,539	4,709	4,858			
	Subtotal	7,916	8,283	8,170	8,915	9,354	9,629	9,882	10,174	10,180	10,218	10,220	10,252	10,284			
SPRING	Undergrad LL	2,034	2,097	2,565	2,558	2,664	2,696	2,715	2,692	2,671	2,657	2,612	2,549	2,495			
	Undergrad UL	2,539	2,821	3,298	3,595	3,743	3,786	3,816	3,783	3,753	3,733	3,671	3,582	3,495			
	Grad	3,065	2,879	2,939	3,221	3,430	3,639	3,845	4,187	4,341	4,406	4,400	4,563	4,708			
	Subtotal	7,638	7,797	8,802	9,374	9,837	10,121	10,376	10,662	10,765	10,796	10,683	10,694	10,709			
SUMMER	Undergrad LL	1,092	219	227	247	258	261	263	260	258	257	253	247	241			
	Undergrad UL	955	375	389	424	442	447	450	446	443	440	433	422	414			
	Grad	20	231	294	322	343	364	384	418	434	440	440	456	471			
	Subtotal	2,067	825	910	993	1,043	1,072	1,097	1,124	1,135	1,137	1,126	1,125	1,126			
ACADEMIC YEAR	Undergrad LL	5,176	4,486	5,204	5,434	5,660	5,726	5,769	5,719	5,674	5,644	5,550	5,415	5,300			
	Undergrad UL	5,778	6,031	6,379	6,953	7,240	7,323	7,381	7,317	7,259	7,220	7,100	6,928	6,782			
	Grad	6,667	6,388	6,299	6,895	7,334	7,773	8,205	8,924	9,147	9,287	9,379	9,728	10,037			
	Subtotal	17,621	16,905	17,882	19,282	20,234	20,822	21,355	21,960	22,080	22,151	22,029	22,071	22,119			

TABLE II-6
ACTUAL & PROJECTED UNDERGRADUATE & GRADUATE CREDIT HOURS BY HEGIS GROUPINGS
Fall, Spring, Summer, Academic Year

REPORTING UNITS		ACTUAL CREDIT HOURS		PROJECTED CREDIT HOURS											
		1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	
4900 Interdisciplinary Studies															
FALL	Undergrad LL	213	261	330	360	375	379	382	379	376	374	367	358	351	
	Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	213	261	330	360	375	379	382	379	376	374	367	358	351	
SPRING	Undergrad LL	351	420	366	399	415	420	423	420	417	414	407	397	389	
	Undergrad UL	29	237	102	111	115	117	118	117	116	116	114	111	109	
	Grad	47	41	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	427	698	468	510	530	537	541	537	533	530	521	508	498	
SUMMER	Undergrad LL	39	42	44	48	50	51	51	51	50	50	49	48	47	
	Undergrad UL	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Grad	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	39	42	44	48	50	51	51	51	50	50	49	48	47	
ACADEMIC YEAR	Undergrad LL	603	723	740	807	840	850	856	850	843	838	823	803	787	
	Undergrad UL	29	237	102	111	115	117	118	117	116	116	114	111	109	
	Grad	47	41	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	679	1,001	842	918	955	967	974	967	959	954	937	914	896	

[illegible]

TABLE II-7a
PROJECTED FTE STUDENTS BY LEVEL OF TRAINING
(DOES NOT INCLUDE COLUMBUS)

	UNDERGRADUATE	GRADUATE a/	FIRST PROFESSIONAL b/	OTHER c/	TOTALS
<u>Actual</u>					
1974	7,237	1,392	2,634	663	11,926
1975	7,707	1,544	2,530	903	12,684
<u>Projected</u>					
1976	8,303	1,582	2,559	926	13,370
1977	8,715	1,606	2,694	933	13,948
1978	8,873	1,615	2,733	935	14,156
1979	8,972	1,626	2,779	940	14,317
1980	8,936	1,639	2,836	947	14,358
1981	8,909	1,667	2,916	961	14,453
1982	8,899	1,690	2,984	973	14,546
1983	8,785	1,746	3,089	1,002	14,622
1984	8,604	1,821	3,238	1,046	14,709
1985	8,435	1,888	3,390	1,076	14,789
1986	8,227	1,961	3,539	1,128	14,855

a/ Candidates for master's and doctoral degrees.

b/ Candidates for the degrees of M.D., D.D.S., J.D. and M.B.A.

c/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-7b
PROJECTED FTE STUDENTS BY HEALTH - NON-HEALTH
(DOES NOT INCLUDE COLUMBUS)

	HEALTH				NON-HEALTH			
	UNDERGRAD.	GRAD & PROF. a/	OTHER b/	TOTAL	UNDERGRAD.	GRAD. & PROF. a/	OTHER b/	TOTAL
<u>Actual</u>								
1974	1,681	2,187	66	3,934	5,556	1,839	597	7,992
1975	1,621	2,116	66	3,803	6,086	1,958	837	8,881
<u>Projected</u>								
1976	1,673	2,127	66	3,866	6,630	2,014	860	9,504
1977	1,806	2,279	71	4,156	6,909	2,021	862	9,792
1978	1,886	2,322	71	4,279	6,987	2,026	864	9,877
1979	1,930	2,376	73	4,379	7,042	2,029	867	9,938
1980	1,959	2,435	75	4,469	6,977	2,040	872	9,889
1981	1,982	2,516	78	4,576	6,927	2,067	883	9,877
1982	2,011	2,583	80	4,674	6,888	2,091	893	9,872
1983	2,012	2,682	83	4,777	6,773	2,153	919	9,845
1984	1,996	2,815	87	4,898	6,608	2,244	959	9,811
1985	1,970	2,957	85	5,012	6,465	2,321	991	9,777
1986	1,920	3,096	102	5,118	6,307	2,404	1,026	9,737

a/ Candidates for master's and doctoral degrees and the degrees of M.D., D.D.S., J.D. and M.B.A.

b/ In general, "Other" students are enrolled in courses for degree credit, but have not been admitted to a regular degree program.

TABLE II-8
DEGREES CONFERRED - ACTUAL & PROJECTED

ACTUAL			
1973/74	1974/75		
IU	PU	IU	PU

PROJECTIONS

1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU

0100 - Agriculture & Natural Resources

Masters:											
MS (Extension Education)			1		1		1		1		1

0300 - Area Studies

Baccalaureate:											
BA						5	10	15	15	15	15

0400 - Biological Scien

Baccalaureate:											
BA	11½		17	19		20	21	21	21	21	21
Masters:											
MS	9		20	20		20	21	21	22	23	24
MAT						5	5	5	5	5	5
Doctoral:											
PhD	11		17	17		17	18	18	19	20	20

0500 Business & Managem

Associate:											
AAS - Technology		12		16		17	17	17	17	17	17
Baccalaureate:											
BS in Business	196		210	232		245	251	256	257	260	256
BS in Technology		8	19	21	23		24	25	26	26	26
MBA			74	92	95	95	96	96	96	98	99

0600 - Communications

Baccalaureate:											
BA							5	10	15	20	20

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(Continued)

TABLE II-8 (Continued)
DEGREES CONFERRED - ACTUAL & PROJECTED

	ACTUAL		PROJECTIONS															
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87				
	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU				
0700 - Computer & Information Sciences																		
Associate:																		
AAS - Technology		37	53	56	56	57	58	59	59	59	59	58	58	58				
Baccalaureate:		26	28	30	33	35	36	37	37	37	37	37	37	37				
BS - Technology																		
BS						5	5	5	5	5	5	5	5	5				
Masters:																		
MS		2	2	2	2	2	2	2	2	2	2	2	2	2				
0800 - Education																		
Associate:																		
AS	12	6	6	6	6	6	6	6	6	6	6	6	6	6				
Baccalaureate:		9																
BA Education	6		10	10	11	12	12	12	12	12	12	12	12	12				
BS					5	10	10	10	10	10	10	10	10	10				
BS Education	150	162	164	181	186	180	179	180	180	181	183	182	180	179				
BS Physical Education	39	47	51	56	59	60	62	62	62	62	63	63	62	62				
Bachelor of Health Education						5	10	10	10	10	10	10	10	10				
Masters:																		
Master of Art Education			2	4	6	8	10	10	10	10	10	12	12	12				
MS	374	493	604	607	608	612	620	628	628	648	677	702	728	730				
Specialist:																		
Education Specialist										5	10	10	10	10				
Doctorate:																		
PhD													2	4				
Edd													2	5				

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TABLE II-8 (Continued)
DEGREES CONFERRED - ACTUAL & PROJECTED

ACTUAL			PROJECTIONS													
1973/74	1974/75		1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87		
IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	
									</							

[illegible]

1200 - Health Professions																	
AA in Nursing	118	170		180	180	180	180	180	180	180	180	180	180	180	180	180	180
AS - Dental Hygiene	33	38		50	53	56	57	61	62	62	62	67	67	67	67	67	67
AS in Dental Lab Tech							20	20	25	25	25	25	30	30	30	30	30
AS	59	64		67	72	75	76	78	78	79	79	79	79	77	76	75	75

TABLE II-8 (Continued)

DEGREES CONFERRED - ACTUAL & PROJECTED

[illegible]

1200 - Health Professions (Continued)			
AA			
Baccalaureate:	188		173
BS			
BS in Nursing	234		246
Masters:			
Master of Health Adminis.	26		8
Master of Public Health			
MS in Dentistry	25		20
MS in Dental Hygiene			
MS in Nursing	29		25
MS	6		5
Specialist:			
Clinical Nursing			
Doctorate:			
DDS	100		114
MD	244		253
Doctor of Sci-Med			
Doctor of Nursing Science			
Doctor of Allied Health Sci			

[illegible]

TABLE II-8 (Continued)
DEGREES CONFERRED - ACTUAL & PROJECTED

ACTUAL				PROJECTIONS															
1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87						
IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU						

1400 - Law													
Baccalaureate:													
LLB	3		3	3	3						3		3
Masters:													
LLM									25		25		25
Doctorate:													
JD	300	221	228	229	230	232	235	238	245	246	246	246	246
1500 - Letters													
Baccalaureate:													
BA	45½	36	43	48	50	48	48	48	48	48	48	48	48
Masters:					4	5	5	5	5	5	5	5	5
MA													
MAT					4	8	10	10	10	10	10	10	10
1700 - Mathematics													
Baccalaureate:													
BS	9½	8	8	9	10	10	10	10	10	10	10	10	10
Masters:													
MAT	8	7	7	7	7	7	8	8	8	8	8	8	8
MS													
MS	4	8	10	11	12	13	14	15	16	17	18	19	20
1900 - Physical Sciences													
Baccalaureate:													
BA	19½	31	27	30	31	32	33	33	33	33	33	33	32
BS in Chemistry			5	5	5	5	5	5	5	5	5	5	5
BS			5	5	5	5	5	5	5	5	5	5	5

TABLE II-8 (Continued)
DEGREES CONFERRED - ACTUAL & PROJECTED

ACTUAL				PROJECTIONS											
1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87		
IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU	IU	PU		

1900 - Physical Sciences (continued)													
Masters:													
MS		4	7										
MAT													
Doctorate:													
PhD													
2000 - Psychology													
BA	47	67½	67	71	74	77	79	79	79	80	80	80	80
BS		10	5½	5	5	5	5	5	5	5	5	5	5
Masters:													
MS		6	6	10	12	14	16	18	20	20	20	20	20
Doctorate:													
PhD													
2100 - Public Affairs and Services													
Associate:													
AS	21	37	41	44	45	45	45	46	45	45	45	45	45
Baccalaureate:													
BS in Criminal Justice	30	45	45	54	57	58	59	59	60	60	60	59	59
BS in Metropolitan Studies	13	11	12	14	15	15	16	16	16	16	16	16	16
Bachelor of Social Work		19	37	70	90	90	90	90	90	90	90	90	90
Masters:													
Master of Public Affairs	3	10	21	29	33	37	38	39	40	41	42	43	44
MS Environmental Science							5	10	10	10	10	10	10
Master of Social Work	74	76	52	75	79	80	81	82	84	88	91	94	97

TABLE II-8
DEGREES CONFERRED - ACTUAL & PROJECTED

[illegible]

2100 - Public Affairs & Services (continued)

**2200 - Social Sciences
Baccalaureate:**

BA
Masters:
MA

MAT
Doctorate:
PhD

TABLE II-9
EXTENSION ENROLLMENTS - ACTUAL & PROJECTED, FALL SEMESTER a/

[illegible]

TABLE II-10
EXTENSION CREDIT HOURS - ACTUAL PROJECTED, FALL SEMESTER a/

LOCATION	ACTUAL CREDIT HOURS		PROJECTED CREDIT HOURS													
	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86			
Hendricks Co.																
Undergraduate		525	525	525	525	525	525	525	525	525	525	525	525			
Marion Co.																
Undergraduate	180	212	212	212	212	212	212	212	212	212	212	212	212			
Graduate	96	357	357	357	357	357	357	357	357	357	357	357	357			
Total	276	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094			

a/ Extension includes instruction in any off-campus facility.

NOTE: This table is not additive to other tables.

TABLE II-11
1974-75 UNTABULATED CREDIT ENROLLMENTS

REPORTING UNITS	FALL	SPRING	SUMMER	TOTAL ACADEMIC YEAR
Allied Health	12	30		42
Business	155	69		224
Continuing Education	538	457	117	1,112
Dentistry	410	492		902
Liberal Arts		14		14
Medicine	140	317		457
Public & Environmental Affairs	5			5
Science	18	12		30
Total	1,278	1,391	117	2,786

TABLE II-12
1974-75 UNTABULATED NON-CREDIT ENROLLMENTS

REPORTING UNITS	FALL	SPRING	SUMMER	TOTAL ACADEMIC YEAR
Allied Health	795	873	195	1,863
Continuing Education	3,129	3,586	a/	6,715
Dentistry	359	336	59	754
Herron	250	250	40	540
Law	140	310	202	652
Medicine	1,419	1,787	1,125	4,331
Nursing	244	213	237	694
Public & Environmental Affairs	65	32		97
Total	6,401	7,387	1,858	15,646

II-42

a/ Summer offerings are included in Fall and Spring Statistics because of quarterly accounting procedures.

TABLE II-13
1974-75 UNTABULATED CREDIT HOURS

Reporting Units	Fall	Spring	Summer	Total Academic Year
Allied Health	35	85		120
Business	465	207		672
Continuing Education	1,826	1,371	302	3,499
Dentistry	2,793	2,554		5,347
Liberal Arts		40		40
Medicine	439	2,712		3,151
Public & Environmental Affairs	15			15
Science	22	35		57
Total	5,595	7,004	302	12,901

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TABLE II-14
1974-75 UNTABULATED NON-CREDIT CEU's

REPORTING UNITS	FALL	SPRING	SUMMER	TOTAL ACADEMIC YEAR
Allied Health	1,510	1,912	276	3,698
Continuing Education	6,425	7,954	a/	14,379
Dentistry	295	381	169	845
Herron	875	875	240	1,990
Law	410	2,264	802	3,476
Medicine	33,834	33,947	16,233	84,014
Nursing	2,725	1,842	1,971	6,538
Public & Environmental Affairs	77	38		115
Total	46,151	49,213	19,691	115,055

II-44

a/ Summer offerings are included in Fall and Spring Statistics because of quarterly accounting procedures.

SECTION III ACADEMIC DEVELOPMENT

Based on recent and projected enrollment, on the range of instructional needs and opportunities in the Indianapolis region, on statewide missions in several of the academic divisions, and on anticipated broadening of markets through such approaches as external degree offerings, the schools and departments have developed plans for establishing added degree programs for the next decade. The combined offerings would move from a 1975 base of 143 programs to a total of 234 at the end of ten years. Slightly more than half of the increase is in post-baccalaureate programs. Support for these is really implicit in Sections IV and V.

These programs are conducted under the auspices of both universities and cover diverse fields. Of the 79 projected programs for the next decade, 26 are in the health professions, 10 would be Purdue programs, and 9 would be in education. In several of the professional divisions, special programs to match emerging career opportunities are projected. In general, most of the anticipated proposals represent further development of existing programs to broaden locally available offerings, including graduate opportunities for employed college graduates in the region. The recent merging of Education and Business on the Bloomington and Indianapolis campuses into single schools was done in part to strengthen and expand graduate education in Indianapolis.

Purdue University is also strengthening its role at IUPUI. While not reflected elsewhere in this plan because of the recency of the action, the trustees of both universities have assigned all programs in biology, chemistry, and psychology to Purdue. Biology had previously offered only Indiana University degrees. The Departments of Chemistry and Psychology had offered both Indiana University and Purdue University degrees.

Table III-1 lists current and projected degree programs by major groupings developed by the Department of Health, Education, and Welfare for the Department's annual Higher Education General Information Survey (HEGIS). The groupings

III-1

and the academic units responsible for programs in the 1975 Base column follow.

- 0100, 1700, 1900, 2000-- School of Science
- 0300, 0600, 1100, 1500, 2200-- School of Liberal Arts
- 0400--School of Science (undergraduate programs)
School of Medicine and Graduate School (graduate programs)
- 0500--School of Engineering and Technology (AAS in Food Service/Lodging Supervision, BS in Supervision Technology)
School of Business (all other programs)
- 0700, 0900--School of Engineering and Technology
- 0800--Allied Health (MS in Allied Health Sciences (Teacher Preparation), MEd. in Medical Technology Education, MEd. in Physical Therapy)
- Dentistry
MS Dental Hygiene Education, (BS Public Health Education)
- Herron School of Art (BAE and MAE in Art Education, BFA in Fine Arts: Education)
- School of Physical Education (BS in Physical Education)
- School of Education (all other programs)
- 1000--Herron School of Art
- 1200--School of Dentistry (programs with appropriate titles)
School of Nursing (programs with appropriate titles)
School of Medicine, including Division of Allied Health Sciences (all other programs)
- 1400--Indiana University School of Law-Indianapolis
- 2100--School of Social Service (MSW and BSW)
School of Public and Environmental Affairs (all other programs)

A university education is, however, a broader experience than just the contents of the academic programs. Opportunities should be available for students to take part in programs that involve the performing arts, recreational and intramural sports, publications, and related activities. While the city does provide some of the opportunities for participation that are commonly found on the traditional residential campus, such opportunities are quite limited for the students at

IUPUI. As the University moves toward academic parity, attention should be given to achieving a reasonable level of parity in the co-curricular realm. It is intended that some of the resources requested in this and other sections will be used to develop this important aspect of the University's offerings.

Academic Divisions

Brief descriptions of the academic divisions follow.

The Indiana University Medical Center, on the near west side of the city, is a 90-acre complex that includes the School of Medicine, The School of Dentistry, and the School of Nursing. In addition, the Medical Center includes the University's teaching hospitals and clinics, along with neighboring health care institutions under federal, state, and county auspices. These neighboring institutions cooperate in numerous instructional, research, and clinical roles. A number of the University's programs in the health professions have statewide missions. Many of the research activities at the Medical Center have achieved national and international status.

The School of Medicine has the largest enrollment of future M.D.'s among such schools in the United States. The School also has substantial graduate programs in the basic medical sciences, a number of which lead to the Ph.D.. The School began offering instruction in Indianapolis in 1905, and the first Indiana University teaching hospital at the Medical Center was completed in 1914. Alumni practice in more than 300 Indiana communities. In cooperation with other institutions of higher learning and with hospitals at population centers over the state, the School has developed an innovative system of statewide medical education, which has increased the number of physicians in Indiana. The School includes a Division of Allied Health Sciences that conducts diverse programs of education for paramedical careers, ranging from associate to master's degree programs.

The School of Dentistry has achieved high national ranking among such schools serving the public and the profession. It, too, is among the larger schools of dentistry in the nation. About three-fourths of the dentists in Indiana are alumni. The School became part of Indiana University in 1925, when the property of the Indiana Dental College (opened in 1879) was purchased by the state. The School maintains extensive clinics

and is widely known for research on oral health. In Indianapolis, and at other campuses in the state, the School also instructs dental auxiliaries.

The School of Nursing conducts the most extensive graduate programs, in addition to the largest undergraduate program, in the profession in Indiana. Continuing education and research also are key missions. The School is a major source of teaching and administrative nursing practitioners. The School was founded in 1914. Its new building, dedicated in 1974, was designed especially for instruction in nursing.

The Indiana University School of Law-Indianapolis has an urban orientation and is the largest among the four law schools in Indiana. The School's location in the state capital enhances opportunities for research and service projects that link theory and practice. The School became part of the University in 1944, through merger of two existing schools, forming the Indianapolis Division of the School of Law. Separate academic autonomy was achieved in 1968.

The School of Social Service conducts the state's only full-time Master of Social Work degree program and recently added undergraduate programs to help meet Indiana's needs for professionally prepared social workers. Between 1911 and 1944, courses in social service were offered through various administrative arrangements. In 1944, the Indiana University Division of Social Service was established in conjunction with the College of Arts and Sciences and the Graduate School in Bloomington. In 1966, the Graduate School of Social Service was established as a separate entity. The name was changed in 1973 to the School of Social Service in recognition of the extent and professional nature of the School's graduate and undergraduate offerings.

The School of Liberal Arts, the School of Science, and the School of Engineering and Technology were established in 1972. These schools evolved from long-established extension and regional campus operations by the two universities. Indiana University began an Extension Division in Indianapolis in 1912, broadening programs through the years to meet local needs and interests. Purdue programs grew out of World War II activities in the city. During the 1960's, Purdue developed substantial programs and facilities on East 38th Street, across from the entrance to the State Fairgrounds. These facilities continue to be used by the School of Science, by some programs of the School of Engineering and Technology, and for continuing education services.

The Herron School of Art, at Pennsylvania and 16th Streets, was established in 1902 and became part of Indiana University in 1967. The School has a long-standing reputation for the preparation of professional artists and teachers of art.

The School of Physical Education, leases facilities at 1010 West 64th Street. This school traces its origin to 1866, when its first role was to train instructors for German-American Turnvereins. It has a tradition of preparing able teachers of physical education. Offices for local programs of the Indiana University School of Education are maintained at 902 North Meridian Street. Many of its students are teachers in the region's school systems.

Two other units conduct Indianapolis-based programs of Indiana University's School of Business and School of Public and Environmental Affairs. The School of Business has expanded, and plans to expand, local programs significantly, with the support of Indianapolis leaders of business and industry. The presence of many government agencies in the city is among the factors for potential growth of the latter School. Both of these units are using interim facilities. A new classroom and faculty office building for these two units is planned on the central campus.

Comments on Tables

Several of the following tables display and quantify conditions that are pertinent to academic development, especially in areas where substantial investments in program improvement are indicated. In a number of the non-health units, the data show needs that call for more adequate support for recently established degree programs. In the health units, comparability with national norms is a central goal.

Table III-3 shows that the percentages of faculty effort directed toward teaching are high. Among former regional campus programs, the percentages range as high as 90 and 91 percent. This reflects a pattern of the past, when many part-time instructors were engaged solely for instruction. The pattern also has been marked by assignment of heavy teaching loads to full-time faculty, thus reducing available time for counseling students, engaging in scholarly and research activities, and providing public services. The projections show movement toward parity with Indiana University and Purdue University faculty members who conduct comparable degree programs. The purpose is to encourage the development of

outstanding faculty members for both the health and non-health units. An improved balance between teaching and research particularly will make it possible to develop both more effective instructional programs and the complementary relationship between the University and the community.

Table III-4 shows requested movement toward improved faculty-to-student ratios immediately, and toward better representation of full-time faculty in the next six years. This trend would represent movement toward widely accepted norms. As may be deduced from the data, there is a wide gap between where IUPUI is now and what the norms suggest.

Table III-5, showing the percent of current and projected credit hours taught by part-time faculty, displays data that indicate a goal of having at least 75 percent of those hours taught by full-time faculty. Again, former regional campus programs like business, liberal arts, and science have special catch-up needs in this regard. Among the benefits of this movement will be better access to faculty by both students and the community.

Table III-6 shows deficiencies in faculty support in terms of secretarial and clerical services. In the non-health units, the ratio is nearly 12 FTE faculty to 1 secretary. An 8-to-1 ratio is a commonly accepted norm and will provide more effective performance. In the health units and law, the current ratio of 3.5-to-1 would be preserved.

Table III-7 shows the deficiency in technician support for the non-health units--particularly those with major laboratory commitments.

Tables III-8 and III-9 reflect severe shortages of equipment and support for teaching laboratories. In part, this is the result of inadequate support for many years, but it is also another consequence of establishing complete degree programs--in this case in fields that require laboratories for instruction. This is an area that will require significantly higher investments in program improvement, especially during the next two biennia.

The seriousness of the shortages indicated above cannot be over emphasized. There is simply no way to fulfill the expectations a community should have of a major university when the faculty of that university has inadequate resources at their command and at the same time an extraordinarily heavy student load.

TABLE III-1
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0100 Agriculture & Natural Resources													
Agriculture (Extension Education)	MS*												
0300 Area Studies													
American Studies					BA								
0400 Biological Sciences													
Anatomy	MS												
	Ph.D.												
Biology	BA		BS						Ph.D.				
	MS		MAT										
Biochemistry	MS												
	Ph.D.												
General Pathology	MS												
	Ph.D.												
Medical Biophysics	MS												
	Ph.D.												
Medical Genetics	MS												
	Ph.D.												

*Program offered or proposed under the auspices of Purdue University.

(Continued)

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0400 Biological Sciences													
Microbiology	MS												
	Ph.D.												
Pathology	MS												
	Ph.D.												
Pharmacology	MS												
	Ph.D.												
Physiology	MS												
	Ph.D.												
Toxicology	MS												
	Ph.D.												
0500 Business & Management													
Accounting	Cert.												
	BS												
Business Administration	MBA												
Finance	BS												
Food Service/Lodging Supervision	AAS*												

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*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0500 Business & Management													
Business Economics and Public Policy	BS**												
Business Education	BS**												
Business/Journalism	BS**												
Industrial Management	BS**												
Insurance	BS**												
Insurance and Actuarial Science	BS**												
Marketing/Advertising	BS**												
Merchandising Management	BS**												
Office Management	BS**												
Personnel and Industrial Relations	BS**												
Quantitative Methods	BS**												
Real Estate Administration	BS**												
Transportation and Public Utilities	BS**												
Business/Law	MBA-JD**												
Business	PhD**												
Business Administration	DBA**												

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**Programs offered in Bloomington and intended, when resources permit, for Indianapolis by the merged School of Business.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0500 Business & Management													
General Management	Cert.												
Management & Administration (General Program)	BS												
Marketing	BS												
Personnel & Industrial Relations	BS												
Supervision Technology	BS*												
Office Management	Cert.												
0600 Communications													
Journalism			BA										
0700 Computer & Information Sciences													
Applied Computer Science	MS*												
Computer Science	BS*												
Computer Technology	AAS*						MS*						
	BS*												
0800 Education													
Allied Health Sciences (Teacher Preparation)	MS												
Art Education	BAE												
	MAE												
Biology	MS												

III-10

*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0800 Education													
Dental Hygiene Education					MS								
Early Childhood Education					BS			Ed.D	Ph.D				
Education (Non-teaching)	BS												
Educational Psychology				MS									
Education Specialist						Ed.S.							
Education Technology	AS												
Elementary Education	BS												
	MS												
English: Teaching Option	BA												
Fine Arts: Education	BFA												
Medical Technology Education	MSEd.												
Physical Education	BS												

III-11

*Program offered or proposed under the auspices of Purdue University

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0800 Education													
Physical Therapy	MSED.												
Public Health: Education	BS												
School Administration	MS												
Secondary Education	BS												
	MS												
Social Studies: Teaching Option	BA												
Special Education	MS												
0900 Engineering													
Architectural Technology	AAS*												
Civil Engineering Technology	AAS*												
Construction Technology	BS*												
Electrical Engineering Technology	AAS*												
Electrical Technology	BS*												
Engineering	BS*												
Engineering (Special Inter- disciplinary)	MS *												
Industrial Engineering Technology	AAS*												

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*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
0900 Engineering													
Industrial Operations	MS *												
Industrial Supervision		AAS* BS *											
Industrial Technology	BS*												
Mechanical Drafting/ Design Technology	AAS *												
Mechanical Engineering Technology	AAS* BS *												
Medical Electronics Technology			AS*										
Urban Systems Engineering					MS *								
1000 Fine and Applied Arts													
Art History					BA								
Fine Arts	BFA												
Painting							MFA						
Photography							BFA						
Printmaking							MFA						

III-13

*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1000 Fine and Applied Arts													
Sculpture							MFA						
Visual Communication							MFA						
1100 Foreign Languages													
French	BA								MAT				
German	BA					MA							
Spanish	BA												
1200 Health Professions													
Allied Health Sciences	MS			DAHS									
Anesthesiology	MS												
Audiology & Speech Pathology					AS								
Biomedical Electronics & Instrumentation Technology					BS								
Biomedical Instrumentation Specialist									MS				
Cytotechnology	BS												
Dental Hygiene-Pub. Health	BS												
Dental Hygiene	AS												
Dental Laboratory Technology					AS								
Dentistry	DDS												

III-14

*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1200 Health Professions													
Dentistry: Graduate Academic	MS												
	Ph.D.												
Dentistry: Graduate Professional	MSD												
Dentistry: Public Health								MPH					
Forensic Medicine							MS						
Geriatric Assistant						AA							
Geriatric Specialist		BS											
Health Administration	MS												
Health Facility Administration Specialist	AS												
Histologic Technology				AS									
Hospital/Dietary Technology	AS												
MedicalCore Technology			BS										
Medical Records Administration	BS												

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TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1200 Health Professions													
Medical Science	MS												
	DMS												
Medical Technology	BS												
Medical Transcription Technology	AS												
Medicine	MD												
Mental Health Retardation Specialist					BS								
Neuroscience					MS								
Nuclear Medicine Technology		BS											
Nursing	AAN DNSc												
	BSN												
Nursing: Clinical Nursing	Sp.Clin												
Nursing: Community Health		MSN											
Nursing: Gerontological Nursing			MSN										
Nursing: Health Care Needs Of Women				MSN									
Nursing: Maternity	MSN												
Nursing: Medical Surgical	MSN												

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*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1200 Health Professions													
Nursing: Nursing Education Administration			MSN										
Nursing: Nursing Administration	MSN												
Nursing: Pediatrics	MSN												
Nursing: Community Mental Health	MSN												
Occupational Therapy	AS												
	BS												
Orthopaedic/Orthotic Technology				BS									
Pathologists Assistant			BS		MS								
Physical Therapy	BS												
Public Health: Administration	BS												
Public Health: Environmental Health	BS												
Radiation Therapy Technologist		BS											
Radiologic Technology	AS												
	BS												
Respiratory Therapy Technology	AS												

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*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1200 Health Professions													
Science Medicine		DSM											
Ultrasound Technology							BS						
1400 Law													
Law	LLB JD						LLM						
1500 Letters													
English	BA	MA											
English: American Literature	BA	MAT											
Humanities	Cert.												
Philosophy	BA												
Religious Studies	BA												
Speech	BA												
1700 Mathematics													
Mathematics	BS *												
	MS *												
	MAT *												

*Program offered or proposed under the auspices of Purdue University.

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

	BASE	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Mathematics - Applied		MS*					Ph.D.*						
Statistics				BS*									
1900 Physical Sciences													
Applied Geology	BS	MAT		MS									
Chemistry	BA			MAT			Ph.D.						
	BS												
	MS*	MS											
Chemical Technology	AAS*												
Geology	BS												
Physics	BS*					MS*							
Sciences	Cert.												

*Program offered or proposed under the auspices of Purdue University

TABLE III-1 (Continued)
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

[illegible]

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*Program offered or proposed under the auspices of Purdue University

TABLE III-1
APPROVED AND PROJECTED DEGREE PROGRAMS BY MAJOR HEGIS GROUPINGS

[illegible]

III-21

*Program offered or proposed under the auspices of Purdue University.

TABLE III-2
FACULTY NORMS FOR STUDENT LOAD AND DISTRIBUTION OF EFFORT
FOR HEALTH FIELDS, DOCTORAL, AND FIRST PROFESSIONAL
INSTRUCTION, IUPUI, 1975-86

School	FTE student: FTE faculty		Projected Distribution of time		
	Current	Projected <u>a/</u>	teaching	research	service
			Percent	Percent	Percent
Dentistry	6.5:1	3:1	75	10	15
Law	20:1	20:1	75	15	10
Medicine	3:1	1.5:1	40	30	30
Nursing	6.5:1	6:1	78	15	7
Social Service	11:1	10:1	75	15	10

a/ Based upon national norms.

TABLE III-3
PROPORTION OF NON-ADMINISTRATIVE FACULTY EFFORT DIRECTED TOWARD TEACHING a/

School/Division	Base <u>b/</u>	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986 <u>c/</u>
Allied Health	56	57	58	60	60	60	60	60	60	60	60	60	60
Business	91	90	88	86	84	82	80	78	76	75	75	75	75
Dentistry	76	75	75	75	75	75	75	75	75	75	75	75	75
Education	76	75	75	75	75	75	75	75	75	75	75	75	75
Engineering & Tech.	83	82	81	80	79	78	77	76	75	75	75	75	75
Herron	86	84	84	83	82	81	80	79	78	77	76	75	75
Law	74	75	75	75	75	75	75	75	75	75	75	75	75
Liberal Arts	90	90	88	86	84	82	80	78	76	75	75	75	75
Medicine	53	52	52	50	48	46	45	44	43	42	41	40	40
Nursing	82	88	85	85	83	80	78	78	78	78	78	78	78
Physical Education	61	61	62	62	63	63	63	63	64	64	65	65	65
Public & Env. Affairs	53	53	52	51	50	50	50	50	50	50	50	50	50
Science	85	84	83	82	81	80	79	78	77	76	75	75	75
Social Service	73	75	75	75	75	75	75	75	75	75	75	75	75

- a/ For purposes of this table teaching includes the individual service report categories of teaching and non-teaching academic.
- b/ Base date were taken from Fall 1974 summaries of individual service reports for all faculty except those at the assistant dean level and above.
- c/ 1985 goals were determined in consultation with deans/directors in all cases where the norm differs from the established Indiana University norm of 75% and in most cases where that is the stated goal.

TABLE III-4
CURRENT AND PROJECTED FULL-TIME, PART-TIME
AND TOTAL FTE FACULTY (NON-ADMINISTRATIVE)

	1975	Projected											
		1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	
		-	-	-	-	-	Non-health	-	-	-	-	-	-
Full-time Faculty	300	385	404	417	422	430	435	440	447	447	449	448	
Part-time FTE	116	143	137	130	126	117	113	107	99	98	97	97	
Total	416	528	541	547	548	547	548	547	546	545	546	545	
		-	-	-	-	Health	-	-	-	-	-	-	-
Full-time Faculty	339	393	460	513	570	625	712	780	860	947	1053	1149	
Part-time FTE	112	114	121	128	130	136	143	150	159	169	180	191	
Total	451	507	581	641	700	761	855	930	1019	1116	1233	1340	
		-	-	-	-	Total	-	-	-	-	-	-	-
Full-time Faculty	639	778	864	930	992	1055	1147	1220	1307	1394	1502	1597	
Part-time FTE	228	257	258	258	256	253	256	257	258	267	277	288	
Grand Total	867	1035	1122	1188	1248	1308	1403	1477	1565	1661	1779	1885	

TABLE III-6
FACULTY SECRETARIAL POSITIONS

	1975	Projected ^{a/}											1986
		1976	1977	1978	1979	1980	1981	1982	1983	1984	1985		
		Non-health (excluding Law)											
FTE faculty	386	497	510	516	517	516	516	515	513	511	512	511	
Secretarial requirement	33	62	64	65	65	65	65	64	64	64	64	64	
		Health and Law											
FTE faculty	481	538	612	672	731	792	887	962	1052	1150	1267	1374	
Secretarial requirement	142	155	175	192	209	226	253	275	301	329	362	393	
		Totals											
Total FTE faculty	867	1035	1122	1188	1248	1308	1403	1477	1565	1661	1779	1885	
Total secretarial requirement	175	217	239	257	274	291	318	339	365	393	426	457	

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^{a/} Based upon a ratio of 8 FTE faculty per secretary for the non-health faculty (excluding Law) and the current ratio of about 3.5 FTE faculty per secretary for health fields and law combined.

TABLE III-7
TECHNICIANS - ACTUAL AND PROJECTED

	Base	Projections										
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health	126	135	147	158	166	176	193	204	219	236	255	272
Non-Health	10	12	13	14	14	14	14	14	14	14	14	14
Total	136	147	160	172	180	190	207	218	233	250	269	286

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TABLE III-8
PROJECTED SUPPLIES AND EXPENSES
FOR NEW ACADEMIC PROGRAMS AND ACADEMIC PROGRAM IMPROVEMENT, IUPUI, 1976-1986 a/

	Year										
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health New Programs Program Im- provement Total	4,760	5,520	8,520	9,190	9,190	9,925	9,925	9,925	9,925	9,925	9,925
		194,000	348,000	349,200	350,400	350,400	350,400	350,400	350,400	350,400	350,400
	4,760	199,520	356,520	358,390	359,590	360,325	360,325	360,325	360,325	360,325	360,325
Non-Health New Programs Program Im- provement Total	9,270	20,470	30,000	39,400	41,628	56,683	68,913	76,689	76,689	67,689	79,189
	408,200	824,380	853,780	872,403	877,123	896,228	902,217	920,655	927,291	942,268	950,904
	417,470	844,850	883,780	911,803	918,751	952,911	971,130	997,344	1,003,980	1,018,951	1,030,093
Total New Programs Program Im- provement Total	14,030	25,990	38,520	48,590	50,818	66,608	78,838	86,614	86,614	86,614	89,114
	408,200	1,018,380	1,201,780	1,221,603	1,227,523	1,246,628	1,252,617	1,271,055	1,277,691	129,668	1,301,304
	422,230	1,044,370	1,240,300	1,270,193	1,278,341	1,313,236	1,331,455	1,357,669	1,364,305	216,282	1,390,418

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a/ Equipment for additional faculty and staff offices is not included. These tables are incomplete in that Dentistry, Allied Health, and Liberal Arts are not included.

TABLE III-9
PROJECTED EQUIPMENT EXPENDITURES
FOR NEW PROGRAMS AND PROGRAM IMPROVEMENT, IUPUI, 1976-1986 a/

	Year										
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health New Programs Program Im- provement Total	0	0	9,000	0	0	0	0	0	0	0	0
	30,000	400,000	209,000	100,000	100,000	100,000	100,000	100,000	0	0	0
	30,000	400,000	218,000	100,000	100,000	100,000	100,000	100,000	0	0	0
Non-Health New Programs Program Im- provement Total	4,400	204,900	321,400	32,000	14,900	83,869	26,100	213,700	13,600	15,600	16,600
	317,000	381,500	433,000	443,832	487,297	140,397	145,109	170,391	187,082	206,330	226,695
Total New Programs Program Im- provement Total	4,400	204,900	330,400	32,000	14,900	83,869	26,100	213,700	13,600	15,600	16,600
	347,000	781,500	642,000	543,832	587,297	240,397	245,109	270,391	187,082	206,330	226,695
	351,400	986,400	972,400	575,832	602,197	324,266	271,209	484,091	200,682	221,930	243,295

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a/ Equipment for additional faculty and staff offices is not included. These tables are incomplete in that Dentistry, Allied Health, and Liberal Arts are not included.

TABLE III-10
CAPITAL REQUIREMENTS FOR FURNISHING ADDITIONAL FACULTY AND STAFF OFFICES

	Year										
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health Faculty	32,400	40,200	31,800	34,200	33,000	52,200	40,800	48,000	52,200	63,600	57,600
Non-Health Faculty	50,400	11,400	7,800	3,000	4,800	3,000	3,000	4,200	0	1,200	0
Secretaries	25,200	9,600	7,200	6,000	6,600	11,400	6,600	10,200	10,800	12,600	11,400
Technicians	6,600	7,800	7,200	4,800	6,000	10,200	6,600	9,000	10,200	11,400	10,200
Administration	29,400	31,200	27,600	16,800	12,600	19,800	6,000	4,200	5,400	6,000	2,400
Total	144,000	100,200	81,600	64,800	63,000	96,600	63,000	75,600	78,600	94,800	81,600

a/ Calculated at \$600 per person.

SECTION IV

RESEARCH

A university has a responsibility not only to preserve and transmit knowledge, but to advance the frontiers of knowledge through research. Society has long recognized that the unique collection of talents and facilities represented in a university is a major resource for conducting investigations of great social benefit. Research also benefits instruction as faculty members enrich their teaching through contact with new developments in their disciplines.

At IUPUI we are sensitive to our responsibilities in research. Mankind is clearly approaching a point where our knowledge of the physical world and its structure may exceed our knowledge of the human experience. Because the students we are educating today will live most of their lives in the twenty-first century, we are concerned that our research programs maintain scientific momentum, while we sustain and develop the long tradition of concern for human welfare exemplified by our research in the health sciences. These twin concerns are being expanded through our programs in law, business, and public and environmental affairs.

The diversity of research activities at IUPUI reflects the range of institutional programs. More than 300 organized research projects are in progress, a number of which include associated teaching and service functions. Funding involves sponsorship by governmental agencies, foundations, industrial firms, and other sources. Indiana University also allots grants to individual faculty members for selected studies. In several areas at the Medical Center, research activities and achievements have grown to national and international stature.

Investments in research at the Indianapolis Campus are substantial. As of July 1, 1975, \$12.6 million was dedicated to sponsored research activities. Federal funds represented \$9.1 million of this total. These dollars come to Indiana and Indianapolis because of the presence of IUPUI research programs. Most of these funds are spent in Indianapolis, for salaries and related purposes.

Despite shifts in federal funding policies, the broad-based research capabilities at the Indianapolis Campus and stimulation of new projects have brought steady growth in extramural support,

in addition to general fund resources. By finding innovative ways to develop promising research opportunities and by adapting to change, experience indicates that future growth can be achieved.

Table IV-1, on the following page, shows the distribution of sponsored program funds, by function and by school or division.

Organization of Research

The Office of Research and Sponsored Programs, headed by a Dean, assists the academic units in obtaining and managing funds from extramural sources. Each of the schools and divisions is responsible for day-to-day management and for the integration of research activities into the academic unit's general objectives. The Office relates directly to the Vice President (Indianapolis) and has operational and policy relationships to the Special Assistant to the President for Research Coordination and Development, the Office of the Treasurer of the University, and the I.U. Foundation.

The Office has three primary roles. Its staff encourages program development, including the provision of help in the preparation and submission of grant applications. A second role involves fiscal services, such as budget preparation, compliance with expenditure policies of granting agencies and the University, and the rendering of reports to administrators. The third role is a growing responsibility involving methods to monitor and document institutional assurances regarding human subjects and annual review.

The Office does not ordinarily supervise projects, although this has been done for a few projects of a service nature that required central management on an ad hoc basis.

All requests for monies for research, service, or training (gifts, grants, or contracts) are transmitted through the Office of Research and Sponsored Programs. For schools with substantial income from outside sources, the core staff of the Office works directly with individuals designated by Deans. By working with these designees within schools, the Office can maintain a compact central staff.

The Dean of the Office also provides information and transmits requests from the faculty to internal sources of support. Documentation of faculty compliance with the University's patent policy is an additional responsibility.

TABLE IV-1
SPONSORED PROGRAM FUNDS AS OF JULY 1, 1976

SCHOOLS/DIVISIONS	TEACHING	RESEARCH	SERVICE	UNRESTRICTED		TOTALS
				SCHOOL	DEPARTMENT	
Continuing Education	\$ 23,172	\$ 49,610	\$ -	-	\$ -	\$ 72,782
School of Education	60,749	-	214,297	-	-	275,046
Herron School of Art	8,530	-	-	2,188	-	10,718
Institutional Programs	151,128	469,236	2,267,352	10,154	-	2,897,870
Oral Health Research	-	428,883	79,872	-	-	508,755
School of Dentistry	1,127,236	482,089	13,625	23,667	-	1,646,617
School of Engineering and Technology	17,500	6,400	-	-	-	23,900
School of Law	-	98,399	543,545	1,776	-	643,720
School of Liberal Arts	135,000	36,682	-	-	1,072	172,754
School of Medicine	3,275,155 a/	10,593,607 a/	809,809	404,293	310,149	15,393,013
School of Nursing	850,054	3,541	169,608	1,025	-	1,024,228
School of Physical Education	-	-	-	1	-	1
School of Public and Environmental Affairs	79,459	362,638	269,836	-	-	711,933
School of Science	156,202	69,378	90	110	-	225,780
Social Service	132,839	-	-	4,759	-	137,598
School of Business	-	19,500	-	-	-	19,500
Totals	\$ 6,017,024	\$12,619,963	\$4,368,034	\$447,973	\$311,221	\$23,764,215

a/ Certain grants classified as teaching have been designated research since they serve a research training function.

Comments on Research

As Table IV-1 shows, more than four-fifths of sponsored funds for research are used by the School of Medicine. Other units with substantial incomes in sponsored funds are the School of Dentistry, with its Oral Health Research Institute in its own facility, and the School of Public and Environmental Affairs. The Dental School is widely known for research in preventive dentistry and the development of dental materials. SPEA conducts a broad range of research, development, and service projects, many of which involve the public sector.

At the School of Medicine, a promising avenue for development involves targeted and comprehensive programs addressing such problems as cancer, heart disease, pulmonary disorders, vascular accidents, and genetic and metabolic diseases. Such programs could include both basic and clinical studies, conducted by several departments, with possibilities for collaboration with other disciplines, such as engineering and law. The center or institute approach offers organizational assets, especially in applied investigations.

Compared to other medical centers in the United States, Indiana University has taken a relatively conservative stance on "soft monies." Precipitate reductions in federal programs, however, would be causes for concern, because continuing commitments are involved. Currently, 66 percent of the School of Medicine faculty are on "hard monies," which is considered a reasonable ratio among medical schools.

In the 1960s, federal support for graduate medical students was comparatively generous. Reductions in the 1970s have generated a need at the Medical School for more state support for research assistants and graduate teaching assistants. This will make it possible to prepare more students, more effectively, for research careers. It will also advance quality health care in the future.

The proportion of School of Medicine faculty effort devoted to research averages about 30 percent. This also is considered a reasonable ratio for a medical school to maintain. The proportions vary within divisions of the School, however. In the Division of Allied Health Sciences, for example, budgetary and teaching requirements have resulted in a proportion of five percent. The Division plans to increase this, with a goal of 30 percent by 1986.

In another area, interrelationships among teaching, research, and service are illustrated at the School of Nursing. As this School establishes its doctoral level program, parallel advancement in scholarly production must be expected. Current research interests include better teaching strategies and clinical research in primary care.

Professional context is exemplified at the School of Law, where research concerns development of knowledge related to the teaching of law and the administration of law and justice. The School has instituted several research activities in cooperation with other universities and with community agencies. The cooperative use of computer terminals for legal research by three universities in the Midwest is an example of this approach.

While the above are primarily examples of what is and has been, interest must be focused on the future. A high priority must be assigned to the goal of developing strong research in all major academic disciplines.

In business, the sciences, and in engineering, research capability should be increased. This thrust will be necessary to reach the levels of academic quality that are desirable and essential if the University is to serve the community in a context broader than undergraduate instruction. A number of industrial concerns in Indianapolis have strong research programs. They look increasingly to the University for the expertise to complement these programs and the capability for educational programs for their employees. Our stated goal is to bring the academic capability at IUPUI into line with the level of industrial, business, science, and engineering in Indianapolis. Needs will include space, equipment, and sponsored support.

For an example of the extension of University expertise we can go to the School of Business. The Division of Research in the School of Business through the Indianapolis office is developing an advanced capability for the University to serve both public and private decision makers. A comprehensive data base on the Indianapolis metropolitan area is the core from which research and public service projects of the community emanate.

The School of Business is positioned to monitor the performance of the metropolitan economy and provide periodic analyses and forecasts useful to business and government.

The presence of state government and many statewide business organizations in Indianapolis provides the School of Business with excellent communication opportunities for the development of specific research efforts. Examples include improved information and analysis of the banking structure of the State and of the dental profession. The School and Division are also involved in working with state government agencies on population and employment projections for each county of the state. Efforts of this kind will be expanded as resources permit.

The Indianapolis Center for Advanced Research (ICFAR), which is located on the campus but operates as an independent entity, offers opportunities for cooperation. Several departments in the School of Science, including mathematics, chemistry, and physics, have established relationships with ICFAR, such as joint appointments of faculty and the conduct of selected research projects. ICFAR offers opportunities to organize teams of researchers from the life sciences, the physical sciences, and engineering for more extensive research and development endeavors. In addition, enhancement of research capabilities will accelerate development of advanced instructional programs.

A key area of research development involves studies by individual faculty members. "Seed" support for individual faculty members can generate substantial productivity in research, often with relatively modest investments. IUPUI should aggressively seek, encourage, and use support of this type.

To define research needs and missions, IUPUI officers continually seek counsel from many groups--the faculty, professional associations, community leaders, state and federal agencies, and campus committees. In general, our experience and the counsel that we have received point to needs for broader research franchises than have been assumed in the past. Our projections reflect the resources necessary to accomplish this aim.

Tables IV-2 and IV-3, which follow, show ten-year projections of proportional faculty effort allocated to research and of research expenditures for personnel. A relatively larger increase in the proportion of faculty effort, from the current base, is projected for the Non-Health units. As may be seen, most of the current expenditures are in support of

TABLE IV-2
APPROXIMATE PROPORTION OF NON-ADMINISTRATIVE
FACULTY EFFORT ALLOCATED TO RESEARCH

	Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Non-Health	6	6	7	9	10	11	13	13	13	14	14	15
Health	22	22	23	24	24	24	24	25	25	25	25	25
Total	16	16	17	19	19	20	20	21	22	22	22	22

TABLE IV-3
PROJECTED RESEARCH EXPENDITURES FOR PERSONNEL
(IN THOUSANDS OF DOLLARS)

	Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Federal	4217	4435	4727	5016	5281	5564	5890	6265	6668	7048	7467	8048
State & Local	82	81	84	110	103	140	155	169	173	177	181	184
General Fund	1815	2055	2068	2236	2562	2781	2968	2977	3152	3339	3671	3679
Other	973	1038	1116	1143	1178	1223	1268	1313	1358	1413	1458	1480

research in the health fields. It is projected, however, that the relative share for support of research in the non-health areas will increase from the current 13% to about 20% by 1986.

In summary, the case for research at the Indianapolis Campus is based on achieving educational excellence, on broad social benefits, and on pragmatic economic returns.

SECTION V

PUBLIC SERVICE AND COMMUNITY RELATIONS

The faculty and staff at the Indianapolis Campus render public services that flow from and are compatible with their primary missions of instruction and research. The Indianapolis region offers broad opportunities to establish mutually useful relationships with the community.

A number of these relationships are produced through the clinical and field instruction conducted by the professional schools. As these divisions serve patients and clients, benefits flow both ways. In addition, faculty members in all of the schools follow the ethical standards of their disciplines and professions, making their expertise available to individuals and organizations beyond the campus. As involved and informed citizens, they also coach Little League teams, sing in church choirs, work with neighborhood improvement associations, and engage in a multitude of other activities that benefit the community.

Some specific examples of services to patients are noteworthy. The Indiana University Hospitals admit about 18,000 patients each year. More than 150,000 outpatients visit the more than 70 specialized clinics at these hospitals annually. In addition, the School of Medicine faculty annually provides and directs patient care for more than 300,000 persons at affiliated country, state, and federal hospitals at the Medical Center. Medical faculty also take part in visiting professorship programs at 19 cooperating hospitals. The clinics at the School of Dentistry schedule some 85,000 patient visits a year.

The faculties at the Medical Center also are heavily committed to consultative care and to the care of complex referral patients from the entire state. Examples of specialized services include dental care for cerebral palsied patients and for children with cleft lip and cleft palate. As Indiana's major resource for advanced knowledge and practice in the health sciences, the Medical Center has a leadership role in serving the citizens of the region and the state.

Related observations can be made concerning those who are served by faculty and students in other professional divisions--including law, social service, business, education, art, and engineering--through field instruction, internships, in-plant courses, cooperative work-study programs, continuing education services, and other activities that extend instruction into the community. It is our desire to expand capability and service in these areas, but it will require the resources requested in this document just to expand that capability. It will be beyond 1986 that we will be ready to expand the service commitment significantly in the non-health areas (See Table V-1).

The self-supporting program of continuing education at the Indianapolis Campus has special community significance. Each year, about 10,000 adults enroll in non-credit courses, which range from accounting and assertiveness to wills and weather. Their interests are vocational or personal, and often both.

Another 5,000 professional practitioners, including physicians, dentists, nurses, lawyers, and social workers, take part in continuing education programs conducted by the professional schools at the Indianapolis Campus. A trend toward mandatory continuing education requirements among national professional associations indicates that the volume of these programs will increase. In fact this demand may not be fully identified or anticipated in the Plan.

The extension movement was itself an excellent historical example of rendering public service. Indiana University offered its first off-campus course in Indianapolis in 1891 and established an extension operation in the city in 1916. Purdue University mounted significant efforts of this kind during World War II. Since then, these programs evolved into regional campuses and then into schools. Because of these programs, thousands of local citizens who would not otherwise have been able to go to college have done so. Providing such access will continue to be an important service to the region.

The voluntary and course-associated activities of students in the community also provide evidence of public services. Medical, dental, nursing, and allied health students have volunteered their time to the Southside Community Health Clinic. Physical education students work with children at the Indiana

TABLE V-1
PROPORTION OF NON-ADMINISTRATIVE FACULTY EFFORT
DIRECTED TOWARD PUBLIC SERVICE AND COMMUNITY RELATIONS

	Actual	Projected										
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
	- - -	- - - - - Health - - - - -										
Public Service	8	8	9	10	10	11	12	12	13	14	14	15
	- - -	- - - - - Non-Health - - - - -										
Public Service	4	4	4	4	4	4	4	4	4	4	4	4
	- - -	- - - - - Total - - - - -										
Public Service	7	7	8	8	9	9	10	10	11	12	12	12

School for the Blind. Sociology students have conducted political polls, and business students did a study for the Better Business Bureau. Law students serve as interns in the courts and law offices. These are examples of ways through which teaching and service work together in a metropolitan setting, and they will continue.

Other resources have service functions. The professional libraries are significant in this regard. The Law School Library is extensively used by members of the profession. The Medical Library serves practitioners throughout the state and lends more than 16 times as many volumes to other libraries as it borrows. The Dental Library renders similar services. More detailed information is presented in Section VI of this Plan.

Campus facilities also are used by the community. Much of this involves the Union Building, although other buildings also are used. For example, the State Bar Examination has been conducted in the School of Law building. Priority goes to student groups and, as space permits, to accommodating events of a charitable or civic, non-commercial nature. Our capability to continue this will be limited severely in the near future as space becomes a more limiting resource. (See Section XII).

Schools and departments have offered plays, concerts, lectures, debates, and intercollegiate athletic events, to which the general public has been invited, often without charge. This has been done with limited resources, since the campus is without an auditorium, a theater, and its own facilities for physical education. The Herron School of Art has mounted a number of gallery exhibits, which have been open to the public. For several local non-profit organizations, such as the Indianapolis Zoo and public television Channel 20, Herron's visual communication department has developed special graphic materials.

The School of Business continues to work with the Indianapolis Zoological Society, Inc. which is carrying on a market survey of its present membership with a particular emphasis on ways to increase memberships in the future. Along with the Lilly Endowment, the School of Business has been instrumental in organizing a special Leadership Development Project For Minorities in Central Indiana. The Division of Research in the School of Business continues to publish its Business Horizons magazine, the Indiana Business Review and Data

Supplement, and the Indiana Statistical Abstract. Through the Indiana Information Retrieval System (INDIRS), the Division maintains data on 92 counties, 217 communities, and 14 economic regions for access through the retrieval system. An Indianapolis business data base named MCDC (Marion County Data Component) has been successfully developed which focuses on sub-county areas. The Division continues to work on improving the forecasting tools of the economy of Indiana by long term forecasting in the state and developing sub-state economic indicators.

Table V-I consolidates data from the Health and Non Health Units, projecting proportions of non-administrative faculty effort directed toward public service and community relations. The Health Units anticipate heavier faculty involvement in continuing education activities and pressures for more time and attention to voluntary consultative functions in the region and state. The Non Health Units vary in their projections, with four percent as an aggregate. In several of these units, the current percentage of effort devoted to instruction is higher than a goal of 75 percent. When the other functions--research and internal service to the University--are included in this comparatively smaller segment of less than 25 percent, the proportion that can be dedicated to public service in the near future is limited.

Itemized in Table V-2 are the numerous University clinics, other facilities, and activities available to the public.

TABLE V-2
INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS
PUBLIC SERVICE INVENTORY

Activity	Primary Source	Secondary Source	Other Source
Hospitals			
Indiana University	B		
Riley Children's	B		
Robert W. Long	B		
Clinics-Dental			
Complete Denture	B		
Periodontics	B		
Endodontics	B		
Dental Hygiene	B		
Fixed and Removable			
Partial Prosthodontics	B		
Orthodontics	B		
Pedodontics	B		
Team Clinic	B		
Oral Surgery	B		
Radiology	B		
Oral Diagnosis			
Oral Medicine	B		
Oral Cancer Detection	S		
Clinics-Medical			
Adult			
Allergy	B		
Amputee	B		
Cardiac	B		
Dermatology	B		
Endocrine/Diabetic	B		
Ear, Nose, Throat	B		
Eye	B		
Family Practice	B		
Gastroenterology	B		
Genitourinary	B		
Gynecology	B		
Hand	B		
Hematology	B		
Hypertension	B		
Medical Chest	B		
Neurology	B		
Neurosurgery	B		
Orthopaedics	B		
Ortho Rehab	B		
Plastic Tumor	B		
Plastic Surgery	B		
Post Partum	B		

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(Continued)

TABLE V-2 Continued
INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS
PUBLIC SERVICE INVENTORY

Activity	Primary Source	Secondary Source	Other Source
(Adult Clinics Continued)			
Prenatal	B		
Proctology	B		
Psychiatry	B		
Renal	B		
Surgery	B		
Urology	B		
Children's			
Amputee	B		
Audio & Speech	B		
Cardiac	B		
Cerebral Palsy	B		
Child Development	B		
Child Guidance	B		
Club Foot	B		
Cystic Fibrosis	B		
Dermatology	B		
Diabetic	B		
Endocrine	B		
Endoscopy	B		
Ear, Nose, Throat	B		
Epilepsy	B		
Eye	B		
Gastroenterology	B		
Genitourinary	B		
Hematology	B		
Medical Genetics	B		
Metabolic	B		
Multiple Sclerosis	B		
Muscular Dystrophy	B		
Myelodysplasia	B		
Neurology	B		
Neurosurgery	B		
Orthopaedic	B		
Ortho Cast	B		
Pediatric General	B		
Pediatric Diagnostic	B		
Pediatric Anesthesia Eye	B		
Plastic Surgery	B		
Renal	B		
Scoliosis	B		
Urology	B		
Voice	B		
Well Baby	B		

V-7

TABLE V-2 Continued
INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS
PUBLIC SERVICE INVENTORY

Activity	Primary Source	Secondary Source	Other Source
State Dept. Toxicology	C		
Libraries			
Dental	A		
Law	A		
Medical	A		
General	A		
Athletic Events	B	A	
Herron School of Art			
Exhibits	A		
Classes for H.S. Students	A		
Theatre	B	A	
Public Speakers Bureau	A		
Labor Education & Research Center	B	A	
Indianapolis Center for Advanced Research	C		
Indiana Judicial Center	C		
Bookstore	B		
School of Business			
Division of Research	A	C	
Indiana Information Retrieval System	A	C	
Executive Development Programs	B		
School of Nursing			
Sigma Theta Tau National Headquarters	B		
Statewide Continuing Education	C		
Continuing Studies			
In-Plant Courses	B		
Center for Women	B		

Key: A--General Funds
B--Fees or Admission Charges
C--External Funds (E.G., Grants, Contracts)
S--Primarily Service

University Relations

The establishment of the Office of Vice President for University Relations in the President's Office and development of pertinent programs for the University are significant aspects for planning our representation to the external world. This Vice President supervises and coordinates alumni affairs, public information services, publications, public events, and governmental relations throughout the University. Each of the campuses, including the Indianapolis Campus, will plan and perform these functions in accordance with this officer's institution-wide counsel and direction.

The News Bureau for the Indianapolis campus issues releases to (and answers queries from) the media, advises on public information matters, and edits and distributes internal periodicals. Other functions include coordinating Indiana University's participation at the State Fair, speaking at service clubs around the state, a weekly radio interview program, and special writing and editorial assignments for the University system. These and related activities are done by the Director and a professional staff of five persons, several of whom handle public information for assigned schools and divisions.

The Publications Office edits, designs, and engages printers for bulletins, brochures, class schedules, directories, and similar items. This Office also coordinates advertising, a speakers' bureau, the design of exhibits, and other graphic devices that enhance institutional identity. The staff includes the Director, a designer, and a photographer.

There also is an Indianapolis Alumni Office, which works with organized associations of graduates of locally-based schools. These associations differ in size and scope, requiring varied services. In addition, this Office is involved in planning and organizing public occasions, including the annual Commencement ceremonies and other events of a public nature.

The Indiana University Foundation, a non-profit corporation that raises and administers gifts for the benefit of the University, recently added a second, full-time professional staff member to its Indianapolis Office. The Foundation is broadening its activities in Indianapolis, where there are many prospective donors capable of considering major gifts for various worthy causes.

For public relations, fund-raising, and related purposes, a high priority has been assigned to cultivating community leaders. In addition to making our programs more widely and better known, we also seek the understanding and support of those who are in positions to make decisions regarding our programs.

Several of the schools have organized visiting committees, advisory groups, and similar organizations, to provide counsel and assistance in the development of divisional programs, generally in response to community needs. Members of these advisory groups have been drawn from business, industry, professional societies, educational institutions, and government agencies.

A central Advisory Board for the Indianapolis Campus has been in operation since 1969. This Board is composed of representative civic leaders from Central Indiana. They meet regularly to assist the Vice President for Indianapolis in developing administrative policies and improved linkages with the community. Members of the Advisory Board have rendered numerous voluntary services, to help insure the effectiveness of current and proposed activities. Among the members are individuals with key roles in the professions, labor, business, and government.

Because Indianapolis has the largest concentration of people and institutions in the state, the opportunities for public service and the needs for effective community relations are significant to the Indianapolis Campus and to Indiana and Purdue Universities.

Engineering, technology, and the physical sciences, which are among Purdue's missions in Indianapolis, have manifest connections to the development of business and industry in the region. The presence of numerous local, state, and federal agencies of government in the community has important implications for the Indiana University School of Public and Environmental Affairs. Parallel opportunities apply to the School of Education's relationships with extensive school systems in the area. Indiana's School of Social Service benefits from the presence of dozens of community service agencies, both voluntary and public.

Commitments by the School of Business to Indianapolis programs will enhance support and involvement by local business and industry. The School of Business continues to develop Executive Education Programs particularly the Management in Action Series. This series will include such programs as Management by Objectives, Inventory Control, Marketing Strategies, and Finance for Non-Financial Offices.

The headquarters for Indiana University's new External Degree Program will be in Indianapolis. This will enable us to reach potential students who are not now being served by traditional campus degree programs. Many of these students will be adult citizens, whose understanding and support can further support our activities.

Population projections show a shift toward higher proportions of older people. This will have implications for the health sciences and other professions, especially at urban locations where such services are provided. It also will have implications for the design and content of instructional and research programs. This is among the factors to be considered, as future services to the community are planned.

SECTION VI

LIBRARY AND LEARNING RESOURCES

A strong and distinguished library program is a necessity for a great university. Convenient and systematic availability of recorded knowledge is a fundamental component of any university. This component must include the professional and technical capabilities that are required to organize and deliver library materials.

At IUPUI, both the collections and the capabilities manifest inadequacies. Long-range plans must include central concern for library program improvement. This will be vital for all programs of instruction, research, and public service.

Problem areas include critical shortages of books and journals, of professional and supporting staff, and of space and facilities. There is no central library, a major need that is included in the plans for capital projects.

More will have to be done to meet catch-up needs. Conditions in several areas reflect former services that no longer match current academic programs. In these areas, reaching a level of adequacy will require substantial investments. The professional libraries, in medicine-nursing, law, and dentistry, have a special status, since they operate within, and serve the distinctive needs of, their respective schools and professions. Although the professional libraries have achieved higher degrees of range and strength, they, too, face problems of space and added support. To develop a comprehensive institution of higher learning, a systematic and thorough approach to library development is essential.

In addition to books and journals, other learning resources are of growing importance. These include "hardware" (such as combinations of television and computers) and "software" (programs designed to enable teachers and students to exploit the instructional capabilities of sophisticated machinery). IUPUI intends to take part in advancements related to this growing field. For certain disciplines and professions, or for innovative programs that reach beyond the campus, these learning resources offer unusual promise.

Fundamental needs for access to books and journals have not been supplanted, however. The University will continue to require the collections, services, space, and other means through which students and faculty can use the printed media, however these media may be organized, miniaturized, reproduced, or delivered.

The development of libraries and learning resources will be enhanced by coordination, expertise, and counsel from the University's central resources. The Indiana University library system includes the libraries at the Indianapolis Campus. The ability to draw upon the extensive collections at the Bloomington Campus will continue to be significant. As new techniques for the electronic transmission of recorded information are developed, the benefits will become even more important.

Libraries

To summarize at the outset, the libraries at IUPUI are uneven in development, and faced with budgetary constraints that are often incompatible with the academic missions assigned to the schools and departments.

There are seven libraries. Three of these, at the Schools of Medicine, Law, and Dentistry, are integral units of their schools and are administered through the deans' offices of those schools. The Director of Libraries coordinates the other four--the Blake Street Library (general program), the 38th Street Library (emphasis on science and engineering), the Herron School of Art Library, and the School of Physical Education Library.

The University Libraries--the designation of the four installations other than the professional libraries--have shortages of collections, staff, and facilities. These four libraries have approximately 207,000 volumes--137,000 at Blake Street, 63,000 at 38th Street, 6,000 at Herron School of Art, and somewhat more than 1,000 at the School of Physical Education. We are adding about 11,000 a year to these collections.

Based on full-time-equivalent enrollment and faculty, together with curricular majors offered, we can apply minimum standards for college libraries. These standards, adopted in 1975 by the Association of College and Research Libraries, reflect the experience of libraries at institutions that offer

bachelor's and master's degrees. To meet these standards, we need at least 339,000 volumes. To buy and process the 132,000-volume shortfall would cost about \$2.1 million.

There are several reasons for this deficiency. The collections started as adjuncts to extension operations, and, when IUPUI was established in 1969, funds were not available to expand library resources to match the growth of other programs. It also should be noted that these four libraries developed separately. Because there was little coordination, there is duplication among the collections. The case for prompt filling of gaps with selected items that have relatively long-term use is enhanced by inflation. Recent annual increases in the price of hard-cover books have exceeded ten percent.

The need for added staff also is evident. When measured against the standards for college libraries, we can show a need for 21 added positions--five professional and 16 clerical. The staff shortages include coverage of reference service desks, assistance to the faculty in development of collections, and handling annual increases of 20 percent in circulation totals. The Herron School of Art needs to expand its slide and other audio-visual services. A new archives program needs initial support.

Although the Blake Street Library building is relatively new, it is already inadequate to meet current needs for both print and non-print media. Although this facility will have to serve in a general and central role for several years, significant expansion of this facility should have a high priority in campus development.

Learning Resources

The range and sophistication of what once were termed "audio-visual services" have developed significantly in recent years. In addition to slides, films, graphic aids, and audio recordings, instructional technology has broadened to include the use of electronic hardware, such as television and computers, along with software programs that offer innovative approaches such as self-paced learning. There also has been movement toward change in ways of teaching, including the use of role-playing, games, and related techniques that differ from the traditional lecture method.

The emerging effects of these devices and techniques indicate that their uses will vary by discipline or profession. However, these growing forms of learning resources can be expected to influence how, when, and where instruction is organized and carried out. Existing technology can transform concepts of time, distance, and scale. A major constraint is economic cost, both for the devices and for the time-consuming development of software programs. As applications become more numerous, this constraint is expected to lessen.

The health care professions at the Indianapolis Campus have had an important role in the development of learning resources. The School of Dentistry has conducted clinical instruction via TV since 1954. TV made it possible to expand the faculty member's clinical demonstration from a few students around a dental chair to as many as desired. The School of Medicine, in implementing its state-wide system of medical education, has developed a wide-ranging program, using varied media to support instructional activities. The School of Nursing's new building provides extensive facilities and activities in this area.

To the extent that needs and budgets have made possible, other IUPUI divisions have developed parallel capabilities. A central Office of Learning Resources encourages cooperative efforts, including exchange of pertinent experiences among faculty members. A representative committee of faculty members has been active in inventorying current programs and in proposing further developments.

The most extensive services are provided by the Medical Educational Resources Program (MERP) at the School of Medicine. Its activities include assisting faculty in planning and testing teaching materials, developing videotape programs, film production, operation of a statewide closed-circuit TV system (five days per week and eight hours per day), and other support services that meet special requirements for biomedical communication. Services reach the School's seven centers for medical education and 86 hospitals across the state. MERP anticipates expanded interconnection with CATV systems in Indiana, the addition of TV channels to existing systems, development of computer assisted instruction, and increased support for post-graduate programs for physicians.

"Illustrations" departments in Medicine and Dentistry have long provided graphic materials for instructional purposes. In recent years, Medical Illustrations have developed unusual and highly realistic models of portions of the human body for diagnostic instruction.

The School of Dentistry has produced more than 200 videocassettes for instruction and clinical review. The School's Illustrations department produces more than 10,000 slides annually, and Dental Television produces about 130 tapes per year. Emphasis is expected on self-instructional modules.

Nursing Instructional Communications Educational Resources (NICER) is expanding services at the School of Nursing, including the provision of simulated clinical settings. Media equipment and teaching models have been added recently. All three of the schools at the Medical Center have used, and use, the facilities of the Indiana Higher Education Telecommunications System. Their statewide missions enhance the appropriateness of such use.

The location of the DEC-10 computer at IUPUI can encourage development of computer-assisted instruction (CAI). Faculty at several of the schools have developed course materials using CAI. Another potential development is that of cable television (CATV), including service in the Indianapolis metropolitan area. This could have important ramifications for professional instruction, continuing education, and external degree activities.

IUPUI is working closely with other components of the Indiana University system in the planning and implementation of learning resources activities. Further development of locally based capabilities will be necessary, however, especially in disciplines and professions that offer distinctive opportunities for these activities. Wherever all-university delivery systems can provide services faster, on a better unit-cost basis, that avenue will be followed.

Libraries and learning resources have been treated in tandem in this section because their missions are complementary. Both areas of instructional and research support have broadened their technological capabilities, and both expect to continue to do so. Joint use of computers and other facilities is anticipated, as librarians and providers of instructional media share in improving the delivery of recorded knowledge and information.

Tables VI-1, VI-2, VI-3, and VI-4 project annual library capital expenditures, library personnel, learning resource capital expenditures, and learning resource personnel through 1986.

TABLE VI-1
(000 dollars). LIBRARY CAPITAL EXPENDITURES - ACTUAL AND PROJECTED

	Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
	---	Health - - - - -										
Books	201	225	280	311	351	392	437	663	514	514	565	565
Periodicals	11	12	13	13	14	14	16	17	18	19	20	20
Binding	8	9	9	10	11	11	12	13	14	15	16	16
Equipment	5	13	7	6	7	9	9	9	1000	200	22	22
	---	Non-Health - - - - -										
Books	230	320	358	401	450	506	569	641	722	807	913	913
Periodicals	193	300	342	391	446	509	584	669	781	901	1044	1044
Binding	21	27	30	33	37	40	44	48	53	58	63	63
Equipment	10	22	16	17	18	19	20	21	22	23	24	24
	---	Total - - - - -										
Books	431	545	638	712	801	898	1006	1304	1236	1321	1478	1478
Periodicals	204	312	355	404	460	523	600	686	799	920	1064	1064
Binding	29	36	39	43	48	51	56	61	67	73	79	79
Equipment	15	35	23	23	25	28	29	30	1022	223	46	46

TABLE VI-2
LIBRARY PERSONNEL - ACTUAL AND PROJECTED (IN FTE)

Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
----- Health -----											
Academic Staff <u>a/</u> 1	1	1	1	1	1	1	1	1	1	1	1
Other Academic <u>b/</u> 12	12	12	12	12	12	12	19	20	21	21	21
Adm. Assts. <u>c/</u> 1	1	1	2	2	2	2	2	2	2	2	2
Clerical 17	17	18	18	18	19	20	35	37	37	37	37
Hourly 7	8	9	9	9	9	10	10	10	10	10	10
----- Non-Health -----											
Academic Staff <u>a/</u> 2	2	2	2	2	2	2	2	2	2	2	2
Other Academic <u>b/</u> 18	22	23	24	26	27	29	30	31	33	34	34
Adm. Assts. <u>c/</u> 2	2	2	3	3	3	4	4	4	5	5	5
Clerical 27	32	35	38	40	42	45	47	49	52	54	54
Hourly 19	20	20	21	21	22	22	22	24	24	24	24
----- Total -----											
Academic Staff <u>a/</u> 3	3	3	3	3	3	3	3	3	3	3	3
Other Academic <u>b/</u> 30	34	35	36	38	39	41	49	51	54	55	55
Adm. Assts. <u>c/</u> 3	3	3	5	5	5	6	6	6	7	7	7
Clerical 44	49	53	56	58	61	65	82	86	89	91	91
Hourly 26	28	29	30	30	31	32	32	34	34	34	34

a/ Academic staff are those who hold faculty rank.

b/ Other Academic includes a variety of appointees all having responsibilities in areas of student education outside the classroom such as librarians and counselors.

c/ Administrative Assistants hold positions junior to the Officers.

TABLE VI-3
LEARNING RESOURCE CAPITAL EXPENDITURES,
IUPUI, ACTUAL AND PROJECTED

Unit	Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
(000 dollars) -----												
MERP	150	100	110	121	133	146	200	250	1500	1000	1000	1000
Dentistry	10	4	10	12	12	12	15	15	15	15	15	15
Nursing	0	0	125	125	120	120	110	110	105	105	100	100
Non-Health	15	15	20	25	35	50	65	80	100	150	200	200
Total	175	119	265	283	300	328	390	455	1720	1270	1315	1315

TABLE VI-4
LEARNING RESOURCE PERSONNEL, IUPUI, ACTUAL AND PROJECTED

Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health											
Academic Staff <u>a/</u>	3.12	6.3	8	9	11	12	12	13	14	14	14
Other academic <u>b/</u>	2	2	2	3	3	3	3	4	4	4	4
Adm. Off. <u>c/</u>	5	5	5	5	5	6	7	8	8	8	8
Adm. Asst. <u>d/</u>	11.63	13	17	17	18	19	19	20	20	20	20
Clerical, Technical	22.5	23.5	23.5	23.5	24.5	25	25	26	28	28	28
Hourly	7.5	9	9.5	9.5	10.5	10.5	10.5	12.5	12.5	12.5	12.5
Non-Health											
Academic Staff <u>a/</u>	1	1	1	1	1	1	1	1	1	1	1
Other academic <u>b/</u>	1	1	1	1	1	1	1	1	1	1	1
Adm. Asst. <u>d/</u>		1	1	2	2	2	3	4	4	6	6
Clerical, Technical	10	11	13	15	18	21	24	26	28	30	35
Hourly	3	4	5	6	7	8	8	10	10	11	12
Total											
Academic Staff <u>a/</u>	12	7.3	9	10	12	13	13	14	15	15	15
Other Academic <u>b/</u>	3	3	3	4	4	4	4	5	5	5	5
Adm. Off. <u>c/</u>	5	5	5	5	5	6	7	8	8	8	8
Adm. Asst. <u>d/</u>	11.63	13	18	18	20	21	21	22	24	24	26
Clerical, Technical	32.5	34.5	36.5	38.5	42.5	46	49	52	56	58	63
Hourly	10.5	13	14.5	15.5	17.5	18.5	18.5	20.5	22.5	23.5	24.5

a/ Academic staff are those who hold faculty rank.

b/ Other Academic includes a variety of appointees all having responsibilities in areas of student education outside the classroom such as librarians and counselors.

c/ Administrative Officers are those occupying non-academic positions of an administrative nature and those with higher level professional degrees serving in leadership roles.

d/ Administrative Assistants hold positions junior to the Officers.

Section VII

STUDENT SERVICES

The diverse student body at IUPUI requires a wide spectrum of services that range beyond the classroom. In general, these services have been performed under conditions of rapid enrollment growth and budgetary constraints imposed by the necessity to allocate limited funds to critical instructional needs.

Certain student services, such as admissions and financial aid, are operational in nature. Others, such as student activities, provide co-curricular benefits that enrich formal studies. Both kinds of services are necessary and useful. They should meet the special needs and interests of the students, in appropriate ways and in sufficient amounts.

Planning for student services is often done on the basis of full-time-equivalent enrollments. This principle deserves comment in the context of IUPUI. An urban campus has a relatively large proportion of part-time students, each of whom must be served. The financial aids office must spend an equal amount of time handling the applications of both part-time and full-time students. The same condition applies to the admissions and placement offices. A student is counseled on the basis of need, not on the basis of full- or part-time status. Student activities are planned for all students. For this reason, the use of the FTE yardstick in allocating resources for student services has less relevance than may seem apparent. Statistics and people are not the same, and this is especially true in this area of campus life.

A central Office of Student Services coordinates several relevant functions, including admissions, financial aids, placement, student activities, veterans affairs, and non-academic counseling and testing. The Office has placed initial emphasis on undergraduate divisions, since a number of special needs of graduate and professional students are met within their respective schools. The departments within the Office, however, are committed to the development of services that will be broadly useful to all IUPUI divisions.

Among the general objectives of the Office are the enrichment of extracurricular opportunities, improved communication with faculty and administrators, and facilitation of student growth in terms of the individual's personal potential.

A key objective is compatibility in data systems for such functions as admissions, registration, and class scheduling. In the area of co-curricular activities, programs that will appeal to a wide range of students receive priority.

A growing, urban campus has special needs among its commuting students. They require places to study, to meet, and to engage in cultural and recreational activities. In addition to providing these amenities, offices that serve students directly should be accessible and functional. These include offices concerned with admissions, registration, financial aid, placement, and co-curricular activities. The students also need varied counseling services, provided in convenient locations, with flexible schedules, rendering professional guidance, testing, referral, and other forms of assistance.

Productive performance of these services can be enhanced by bringing a number of these departments together at a central location, where they can share expertise and equipment. While some of these services are now located in Cavanaugh Hall, many of them are distributed throughout the campus. An Administration-Student Services building is proposed in Section XII to permit access to all student services at one central location.

The Student Services departments have developed individual sets of objectives and priorities. Selected items from departmental plans follow.

Admissions

Objectives include continued development of programs to broaden communications with high school counselors and students, better methods of gathering and supplying timely admissions data, improved orientation for new students, refinement of automated processing of applications, and analysis of academic performance among freshmen to improve pre-admissions counseling.

The location, nature, and scope of an admissions program is related to the kinds and numbers of students who are served. The Admissions office is now located on the first floor of Cavanaugh Hall and is close to most other related units. Although the objective of proximity has been achieved, the location is not ideal for an admissions office and the need for a centralized building remains a high priority.

In spite of gains made in "machine assistance," experience has shown that the admissions office clerical staff will need to be enlarged to keep pace with rising enrollments. It is estimated that three such employees will need to be added during the next two years.

Financial Aid

Some representative priorities are improved counseling for students with special needs (disadvantaged, veterans), refinement of the joint Bloomington/IUPUI system for processing applications, better techniques for monitoring the use of funds, and improved communication with high school counselors, students, and governmental and private agencies that administer financial aid programs.

The basic need to improve services in most of these areas is for additional staff and office space. We estimate that addition of two professional and two clerical employees, with additional office space for them, will be required at a minimum to meet these needs. Realistically speaking, we would hope to add these personnel on the basis of one or two per year during the next three biennia. If substantial increases in enrollment or significant expansion of student financial aid programs occur, both the number and pace at which new staff are added may need to be accelerated.

Long-range goals include developing local capabilities for storage and analysis of pertinent data, more machine-assisted methods, and expediting approval of expenditures. Increasing demands for broader access to college, along with continually rising educational costs, indicate development of a vigorous, on-going program to identify and obtain student aid funds for IUPUI from a wide range of sources. Increases in fees would have strong implications in this regard.

Placement

Among the priorities of this department are expansion of career counseling for students; increased capability in high-need areas such as education, liberal arts, and certain of the health professions; more intensive and extensive communication with potential employers (along with more flexible company interview schedules); and expansion of part-time and summer employment opportunities.

Again, the major need is for staff. New professionals to assume responsibility for the health professions and liberal arts are needed. Based on staffs at comparable institutions, the placement office should have a complement of six professionals and eight clerical employees to serve the current enrollment at IUPUI. To meet this standard would require the addition of four professionals and six clerical employees over the next two biennia.

Long-range concerns include the use of machine-assisted techniques for matching students with jobs, educational technology harnessed to counseling needs for students, and mechanisms for on-going dialog with the business community.

Veterans' Affairs

The Veterans' Affairs department is a recent addition to Student Services. It is an important section because there are approximately 2,400 veterans on campus. Some of the priorities are to improve the counseling of veterans concerning their benefits, to improve communication with community agencies, and to develop a much more intensive outreach program for veterans.

Currently, the department is federally funded. An immediate goal is to become funded by the University and to continue to implement the existing program for veterans. Long-range goals are to improve our statistical data gathering methods, to implement a study of veterans' and non-veterans' academic performance, to improve the retention of veterans, and to become more effective in recruiting veterans.

In spite of the gains made by centralization, there are needs to communicate and clarify veterans' policies and to coordinate the counselors in developing effective recruitment techniques. An additional professional and another clerical staff member will be needed if the expected growth in veterans continues during 1977-1979.

Child Care Center

During the spring of 1975, Student Services, in cooperation with the Student Association, opened the first IUPUI Child Care Center. Initially, the service is designed for the children of students. The center is located in leased space in nearby School 4 of the Indianapolis Public School System. Enrollment in the child care center has increased rapidly, serving about 100 children.

Immediate priorities for the child care center involve space and funds. Increased enrollment will necessitate more space, more personnel, and more resources. It will also call for expanded programs. All these involve finding more funds. Sources may include fees to users, an allocation from other student fees, or subsidy by the University. Additional support, however, is not requested in the plan. Long-range goals for the Center are to involve academic schools or divisions for mutual developmental activities.

Student Activities

This unit is not easy to describe because its programs include almost all phases of student life.

Short-range goals apply to priorities within the scope of our activities: Student Government, Student Activity Board, Student Publications Board, student organizations, campus life and facilities, leadership training programs, and student relations to other students and the administration.

Athletics, dramatics, choral performances, student health services, and bookstores are sponsored by other departments. The student activity offices support these activities and cooperate with other departments in up-grading those services.

Student government includes the IUPUI Student Association and various student councils and advisory groups in eight schools and divisions. A priority is to encourage the Student Association to become truly representative of the student body. Efforts are under way to increase the number of participants and to coordinate the Student Association plans with representative groups from the schools. Surveys of student opinion are among these plans.

The Student Activity Board is expanding its programs to include a greater variety of social activities, to appeal to more students.

The Student Publication Board consists of students, faculty, and media members. This Board selects the editor of The Sagamore, the student newspaper, and approves the selection of editors of Genesis, student literary magazine. Both of these publications are evolving to meet interests of the student body.

The number of student organizations on campus is decreasing, but the quality of the active groups is increasing. Some departmental clubs and special interest groups which have been supported by a student activity fee are no longer active. New and stronger groups are forming, however. The Indiana University School of Business has noted an increase in the number of students interested in student organizations. Beta Gamma Sigma (national scholastic honorary business fraternity), Beta Alpha Psi (national professional accounting fraternity), Delta Sigma Pi (national professional fraternity), and Sigma Iota Epsilon (national honorary and professional business management fraternity) are developing active programs on the Indianapolis campus. The Accounting Club continues to be one of the more active clubs on the Indianapolis Campus.

Efforts are being made to form an inter-club council under the auspices of the Student Association. This group would serve campus clubs by involving more students in activities of their choice.

Offices for student organizations in Cavanaugh Hall provide a rallying place for student activities in general. These offices will be identifiable as an area for much-needed student communication. Also needed are space and facilities for recreation.

Leadership training for students has stressed personal development from its inception at IUPUI in 1973. Seminars and weekend-workshops have provided the setting for small group dialog and personal growth. We expect to expand these efforts, involving more faculty and staff in student concerns.

A number of student activities, such as clubs sponsored by academic departments, have instructional relevance. Programs provided by the Lectures and Convocations Committee also relate the campus to current subjects of interest to various disciplines.

Counseling Center

Many students have personal problems that are not essentially academic. They need professional counsel. A center for non-academic counseling has been established, with limited funds. Experience and surveys indicate that about ten percent of the students at IUPUI will need personal

counseling during their college years. At least 15 percent will need career counseling.

Organization and Personnel

The three presentations that follow show the current organization of the Office of Student Services, a projected organization, and a table that quantifies current and projected staff for the next ten years. The short fall in student service offices personnel is primarily in the counsellors ranks. Other staff positions will be added in about the same proportion as the increase in students. Many student services are provided outside the offices of Student Services. That effort is also quantified in Table VII-I.

Registrar

The Registrar's Office provides timely, accurate, and efficient registration and records maintenance services in support of all credit instruction at IUPUI. This involves the planning and administration of a wide range of services for current and former students at all levels. It also requires the coordination of class scheduling, registration, statistics reporting, certification, grade reporting, and degree processing. Because of this wide range of services, the Registrar is directly responsible to the campus's chief executive officer.

The Office has been actively involved in the student information projects of the University Management Information System. Smooth and efficient implementation of these projects over the next few years is the highest priority of the Office. Improved computer support will provide increased flexibility in registration, greater efficiency in class scheduling, improved accuracy and timeliness in certification and degree processing, and more rapid access to enrollment data. Perhaps of greatest importance is the planned availability of local transcript service by mid-1977.

Continued growth in enrollment, in sections offered, and in certifications processed will increase staffing requirements. In addition, the continued transfer of records management responsibilities from Bloomington to Indianapolis will call for added personnel.

Figure VII-1

OFFICE OF STUDENT SERVICES
CURRENT ORGANIZATION, IUPUI, 1976

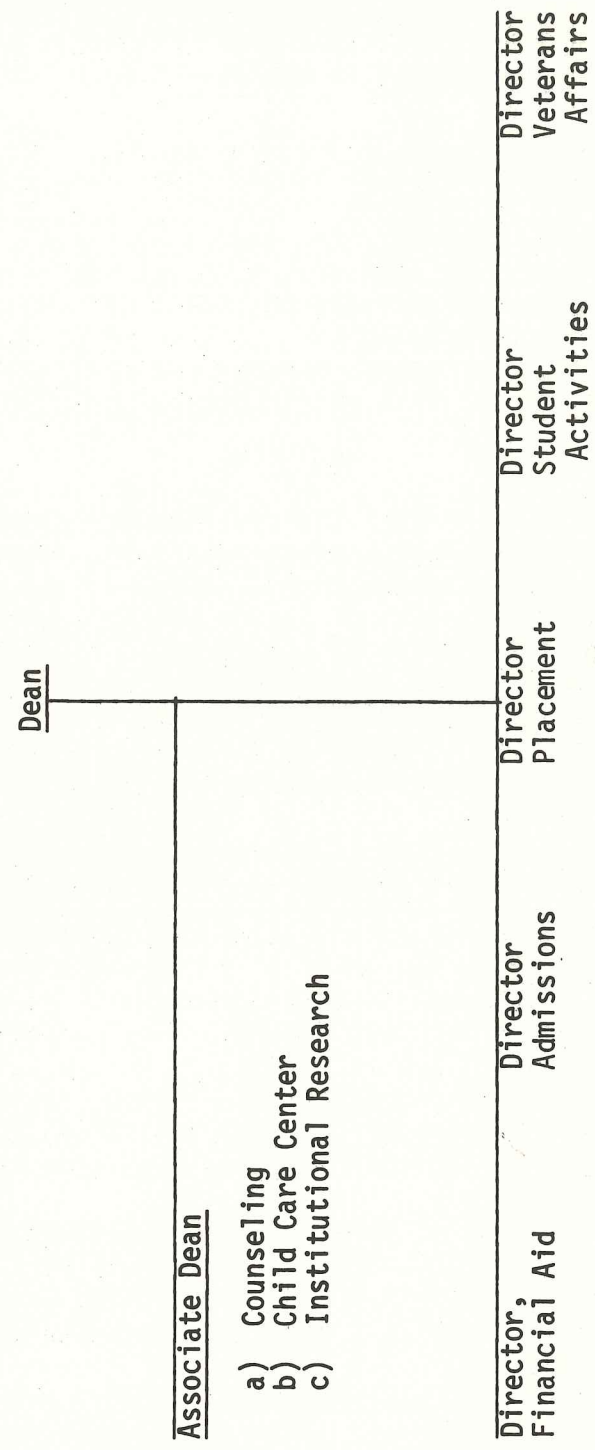


Figure VII-2

OFFICE OF STUDENT SERVICES
PROJECTED ORGANIZATION, IUPUI, 1976

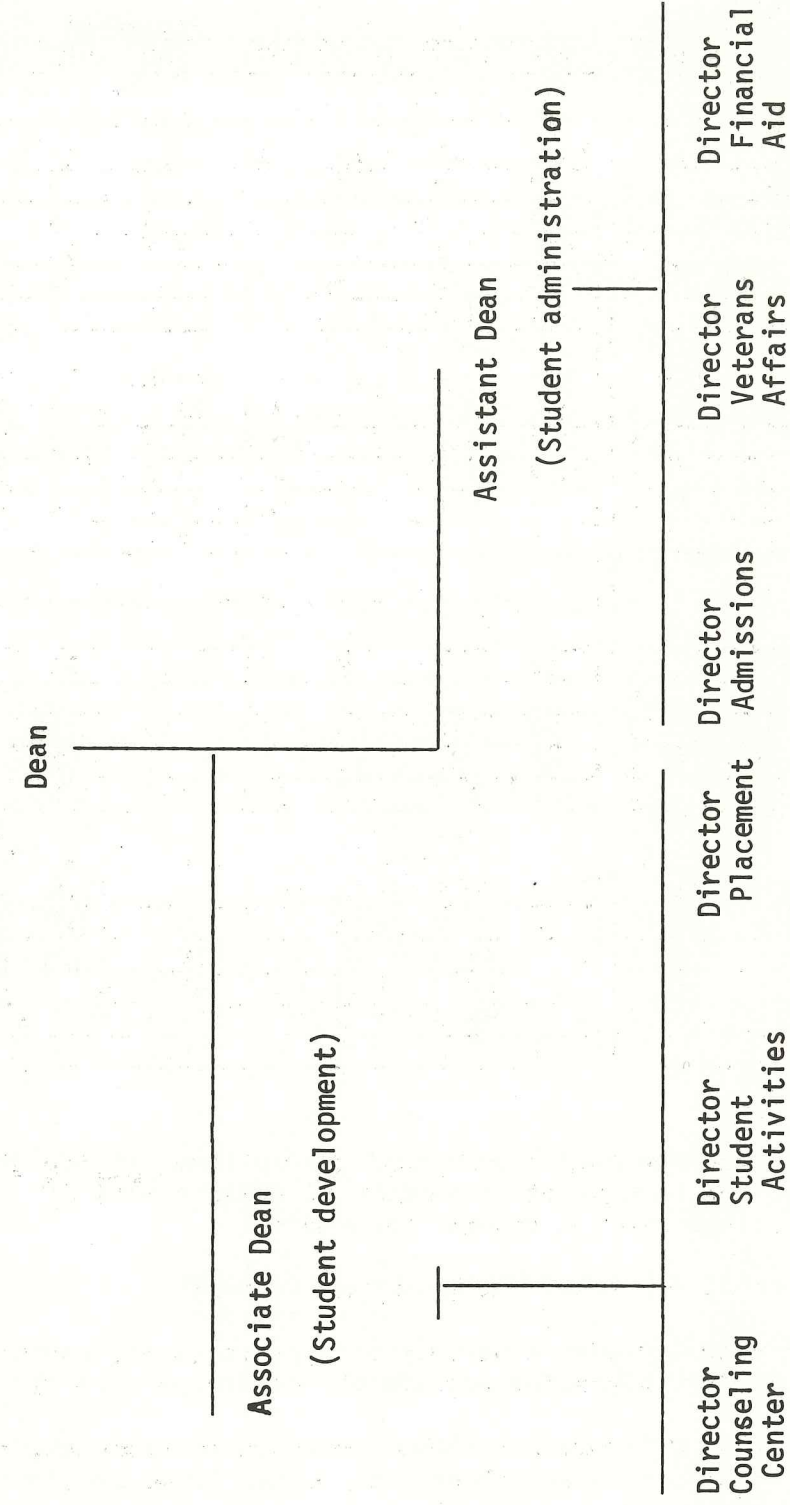


TABLE VII-1
TOTAL PERSONNEL - ACTUAL AND PROJECTED a/

	Base 1975	Projected										
		1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
----- Health -----												
Academic Staff <u>b/</u>	13.5	14.5	15	16	16	17	17	17	18	19	20	20
Other Academic <u>c/</u>	2	4	4	4	4	4	5	5	5	5	5	5
Adm. Officers <u>d/</u>	3	3	3	3	4	4	5	5	5	5	5	5
Adm. Assts. <u>e/</u>	5.7	6.6	7.1	7.1	8.1	8.1	9.1	9.1	10.1	10.1	10.1	10.1
Clerical & Technical	23.5	24.5	25	26	26	27	28	28	29	29	30.5	31
Hourly	1	1	1.5	1.5	1.5	1.5	2	2	2	2	2	2
----- Non-Health -----												
Academic Staff <u>b/</u>	17.8	18.4	20.1	22.3	24.7	27.0	28.8	31.7	33.6	35.5	37.4	37.4
Adm. Officers <u>d/</u>	4.6	6.9	8.2	8.2	10.8	10.8	10.8	10.8	11.8	11.8	12.8	12.8
Adm. Assts. <u>e/</u>	17.6	20.4	21.5	23.1	22.8	23.0	23.2	23.4	23.6	23.7	22.8	22.8
Clerical & Technical	20.4	23	26.6	29.8	30.1	32.2	33.6	33.8	35.2	35.4	35.5	35.5
Hourly	3.8	3.8	5.2	6.2	6.5	6.5	7.5	8	8	8	8	8
----- Student Service Offices -----												
Academic Staff <u>b/</u>	3	3	5	6	6	7	7	7	7	7	8	8
Other Academic <u>c/</u>	17	18	26	28	29	29	30	30	30	31	31	31
Adm. Officers <u>d/</u>	4.9	5	5	5	5	5	5	5	5	5	5	5
Adm. Assts. <u>e/</u>	9	10	10	10	10	10	10	10	10	10	10	10
Clerical & Technical	41.3	43	47	51	53	55	55	55	55	56	57	57
Hourly	1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
----- Total -----												
Academic Staff <u>b/</u>	34.3	35.9	40.1	44.3	46.7	51	52.8	55.7	58.6	61.5	65.4	65.4
Other Academic <u>c/</u>	19	22	30	32	33	33	35	35	35	36	36	36
Adm. Officers <u>d/</u>	12.5	14.9	16.2	16.2	17.8	19.8	19.8	20.8	21.8	21.8	22.8	22.8
Adm. Assts. <u>e/</u>	32.3	37	38.6	40.2	40.9	41.1	42.3	42.5	43.7	43.8	42.9	42.9
Clerical & Technical	85.2	90.5	98.6	106.8	109.1	114.2	116.6	116.8	119.2	122.4	125	125.5
Hourly	5.8	5.9	7.9	8.9	9.2	9.2	10.7	11.2	11.2	11.2	11.2	11.2

- a/ All health and non-health personnel (except hourly) are counted in other tables as part of the faculty or in support of administration. Only those in student service offices are not counted elsewhere.
- b/ Academic staff are those who hold faculty rank.
- c/ Other Academic includes a variety of appointees all having responsibilities in areas of student education outside the classroom such as librarians and counselors.
- d/ Administrative Officers are those occupying non-academic positions of an administrative nature and those with higher level professional degrees serving in leadership roles.
- e/ Administrative Assistants hold positions junior to the Officers.

Long range consideration must also be given to additional space needs. Services would be enhanced considerably by consolidating into a special purpose facility the many departments which provide support services to students.

Finally, special attention needs to be directed to the policy of class scheduling and to the establishment of centralized room scheduling. The Registrar's Office should be actively involved in the improvement of both of these important areas.

SECTION VIII

COOPERATIVE ARRANGEMENTS

The concept of using cooperative arrangements, both external and internal, formal and informal, has special pertinence for the Indianapolis Campus. IUPUI is itself an outcome of this approach. The wide range of resources at the Bloomington, West Lafayette, and Indianapolis campuses offer many potential opportunities for mutually beneficial cooperation. In addition, the diverse educational, professional, governmental, and industrial institutions in the Indianapolis region offer parallel opportunities for externally coordinated programs.

Several of the schools at Indianapolis and Bloomington conduct teaching and research at both campuses. Business and Education, as examples, with unified faculties, draw upon the resources at both locations. All-University schools, such as those in the health professions, SPEA, Continuing Studies, and Social Service, coordinate programs at various campuses around the state. These are organizational factors that do more than encourage cooperative arrangements. They produce such arrangements in the course of fulfilling academic missions. In Science and in Engineering and Technology, where Purdue University has academic missions at IUPUI, similar outcomes can be noted and expected.

The School of Medicine's nationally recognized state-wide system of medical education is a noteworthy application of cooperation. After conducting successful pilot programs at Notre Dame and Purdue in 1968, and using the Medical Sciences Program at Bloomington as a model, the School established seven new centers of medical education in conjunction with major institutions of higher learning and large community hospitals in the state. These centers have made it possible to increase the number of freshman medical students by 30 percent. The School also has long-standing relationships with neighboring institutions at the Medical Center. Recently, the School consummated a management contract for the Wishard Memorial Hospital (under Marion County auspices) and its associated outpatient facility, the new Regenstrief Health Center.

In the regional context, IUPUI's active role in the Consortium for Urban Education (CUE) is significant. CUE includes local institutions of higher learning and community

agencies interested in sharing instructional and research resources. A Committee of Academic Deans has developed cooperative activities, including arrangements for credit transfer and cross-registration for courses where enrollments are normally small on any one campus. Students at the School of Liberal Arts, for example, have taken courses in music, Latin, and Russian at Marian College; and students at Marian have taken IUPUI courses in anthropology. Indiana Central and IUPUI cooperate in criminal justice offerings.

CUE also has organized Learning in the City, a program whereby employees in the downtown business district can enroll in credit and non-credit courses near their places of work, with released time from their employers. IUPUI has been active in this program of academic outreach, in association with Marian, Franklin College, Indiana Central University, and Indiana Vocational Technical College at Indianapolis.

Further examples of cooperative arrangements can be cited. The Herron School of Art and the School of Education have worked closely together for a number of years in the field of art education. The service of Herron's visual communication students to local non-profit organizations is described in Section V. The School is planning a program in scientific illustration, in association with illustration departments at the Medical Center and with the Indianapolis Center for Advanced Research. In addition, the School is developing a multi-disciplinary approach to the teaching of art history, in cooperation with the Indianapolis Museum of Art. This is to include access to the Museum's collections for instructional purposes.

For decades, the School of Social Service has cooperated closely with social agencies for field instruction of its students. Nearly 50 agencies take part in this program. The School also has conducted instructional activities at six Indiana University campuses, developing statewide delivery and continuity of social work education. Since 1974, a substantial part of the School's first-year graduate program has been offered at the University of Evansville campus for part-time students. The School has administered a number of projects of significance to the community. One of these is a public housing communications program, which brought together the School, the Indiana Housing Coalition, and the Housing Authorities in the cities of Indianapolis and Richmond.

The School of Nursing and Marian College have an arrangement through which students can take freshman-year courses at Marian. The School also contracts with 51 agencies for clinical facilities, which provide learning experiences. These agencies, in Indianapolis, Richmond, Bloomington, and Columbus, include convalescent and nursing homes, hospitals, day care centers, community and industrial clinics, and schools.

The School of Business has been developing added faculty and other resources in Indianapolis. The School has been active in CUE's Learning in the City project, described previously. With a grant from the Lilly Endowment, the School is engaged in a project to develop minority managers and entrepreneurs.

The above examples are not inclusive. They do, however, indicate specific ways through which the schools and departments at IUPUI conduct internal and external collaborative activities. Other sections of this Plan offer a number of other examples. Cooperative research ventures, involving ICFAR, Science, Engineering and Technology, and Medicine, are described in Section IV. Examples of public service in Section V also are pertinent. The development of libraries and learning resources, described in Section VI, also will involve cooperative efforts.

As a component of the Indiana University system, with access to resources in the Indianapolis region and throughout the state, IUPUI expects to continue and expand cooperative arrangements. Such arrangements can and do enrich instruction, broaden opportunities for research activities, and generate pertinent public services.

SECTION IX

INSTITUTIONAL SERVICES

The operation of the Indianapolis Campus requires an administration and a number of supporting services. The administrative organization is presented in Section X (See Figure X-1). The services involve fiscal aspects, maintenance of the physical plant, record-keeping functions, provision of amenities such as dining facilities, intra-departmental communication, and related activities. Each of these supporting services is necessary, to provide the organizational resources that reinforce effective performance of our academic missions.

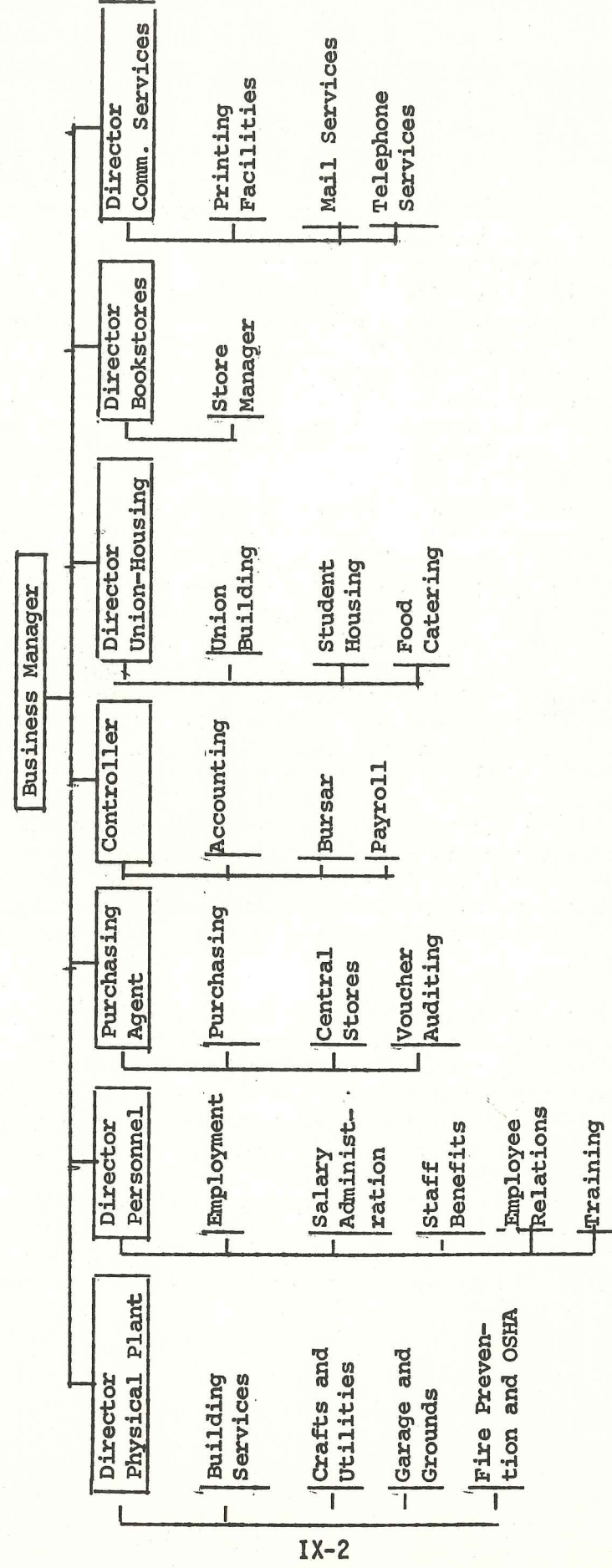
Figure IX-1 presents a number of these service functions, which are coordinated by the Business Manager at IUPUI. These include Physical Plant, Personnel, Purchasing, the Controller's Office, Union Building, Student Housing, Bookstores, and Communications Services such as printing, campus mail, and telephone services. In various ways, these functions are integrated within the Indiana University system, following policies and procedures established for the University's campuses. The Safety Department, which also functions within the University system, provides security for the campus in cooperation with local law enforcement agencies.

Table IX-1 presents actual and projected numbers and categories of administrative and support personnel for the coming decade. The offices included appear in the footnote, but it should be emphasized that academic unit administrative personnel are included in this table under the heading "Academic Units."

About a 20-percent increase in administrative and support personnel is requested over the next several years. Most of these people are being requested as the Indianapolis administration assumes the services expected of a major university. The other major factor is the increase in personnel required to meet growing state and federal reporting requirements.

Faculty contributions to campus services, often through voluntary work as members of committees, are significant. Table IX-2 shows that the proportion of faculty effort directed toward institutional services is expected to continue at current levels.

FIGURE IX-1
ORGANIZATIONAL CHART FOR BUSINESS SERVICES, IUPUI, 1976



IX-2

TABLE IX-1
ACTUAL AND PROJECTED ADMINISTRATIVE AND SUPPORT PERSONNEL

Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
<u>University Administration ^{a/}</u>											
Academic Staff ^{b/}	9.89	10.5	11	11	11	11	11	11	11	11	11
Adm. Officers ^{c/}	2.33	3.5	4	4	4	4	4	4	4	4	4
Adm. Assts. ^{d/}	7	8	8.5	9	9	9	9	9	9	9	9
Clerical & Serv.	17.5	21	21	22	22	22	23	23	23	23	23
<u>Support Services</u>											
Adm. Officers ^{c/}	30.5	33.5	38.5	38.5	40.5	42.5	43	42	42	42	42
Adm. Assts. ^{d/}	52	57.5	65.5	69.5	71.5	75.5	77.5	77.5	79.5	79.5	80
Clerical & Serv.	433	447	459	466	471	491	494	498	498	502	502
<u>Academic Units</u>											
Academic Staff ^{b/}	25.23	47.1	51.1	52.6	55.6	57.6	58.6	60.6	60.6	61.6	61.85
Other Academic ^{c/}	12	16	16	16	17	18	18	18	18	19	19
Adm. Officers ^{c/}	15.8	17.8	23.3	24.8	25.8	25.8	25.8	25.8	25.8	25.8	27.3
Adm. Assts. ^{d/}	43.97	51.87	55.87	60.87	63.87	65.87	66.87	66.87	69.87	69.87	69.87
Clerical & Serv.	87.55	111.85	117.35	122.35	126.35	128.35	130.35	132.35	136.35	140.35	142.35
Students (Part-time FTE)	2	4	4	6	6	6	7	7	7	8	8
<u>Totals</u>											
Academic Staff ^{b/}	35.12	57.6	62.1	63.6	66.6	68.6	69.6	71.6	71.6	72.6	72.85
Other Academic ^{c/}	12	16	16	16	17	18	18	18	18	19	19
Adm. Officers ^{c/}	48.13	54.8	65.8	67.3	70.3	72.3	72.8	71.8	71.8	71.8	73.3
Adm. Assts. ^{d/}	100.97	117.37	129.87	139.37	144.37	150.4	153.37	153.37	158.37	158.37	158.87
Clerical & Serv.	530.05	579.85	597.35	610.35	619.35	641.35	647.35	653.35	657.35	665.35	667.35
Students (Part-time FTE)	2	4	4	6	6	6	7	7	7	8	8

(Continued)

TABLE IX-1 (Continued)
ACTUAL AND PROJECTED ADMINISTRATIVE AND SUPPORT PERSONNEL

- a/ Includes personnel in the following offices: Vice President, Executive Vice Chancellor, Vice Chancellor and Dean of the Faculties, Affirmative Action, Sponsored Programs, and Business Manager.
- b/ Academic Staff are those who hold faculty rank.
- c/ Administrative Officers are those occupying non-academic positions of an administrative nature and those with higher level professional degrees serving in leadership roles.
- d/ Administrative Assistants hold positions junior to the Officers.
- e/ Other Academic includes a variety of appointees all having responsibilities in areas of student education outside the classroom such as librarians and counselors.

TABLE IX-2
PROPORTION OF NON-ADMINISTRATIVE FACULTY EFFORT
DIRECTED TOWARD INSTITUTIONAL SERVICE

	Actual	Projected										
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
	---	----- Health -----										
Univ. Service	9	9	9	9	9	9	9	9	9	9	9	9
	---	----- Non-Health -----										
Univ. Service	7	7	7	7	7	7	7	7	7	7	7	7
	---	----- Total -----										
Univ. Service	8	8	8	8	8	8	8	8	8	8	8	8

The University Relations and Alumni functions at the Indianapolis Campus are described in Section V, Public Service and Community Relations. These offices also are coordinated at the system level by the Vice President for University Relations.

Indianapolis and Bloomington have central responsibilities for the University's computer network, which serves the campuses through administrative data processing, research computing, and computer-assisted instruction. The University's Management Information System includes key roles for faculty and staff at the two major campuses of the University. The IUPUI Office of Computing Services offers both "hardware" and "software" resources, designed to meet the individual needs of faculty members.

A Credit Union provides insured savings accounts and loans for various purposes, with the option of payroll deduction for monthly deposits or payments. The Credit Union offers loans that are generally at lower interest than can be obtained elsewhere.

Administrative offices continue to operate at a number of separate locations. As noted in Section XII, on Physical Plan, plans for the Indianapolis Campus include a new building, where student and administrative services can be consolidated at a central, convenient location. Growth in enrollment and in range of programs at IUPUI have generated shorthages in supporting services. To the degree that more adequate central services can contribute to efficient management of the campus, these services should be enhanced.

SECTION X

ORGANIZATION AND PERSONNEL REQUIREMENTS

The current organization of IUPUI is shown in Figure X-I. It includes operational functions, the academic divisions, officers of the campus, academic relationships to Purdue University, and other aspects of the framework within which our teaching, research, and public service activities are conducted.

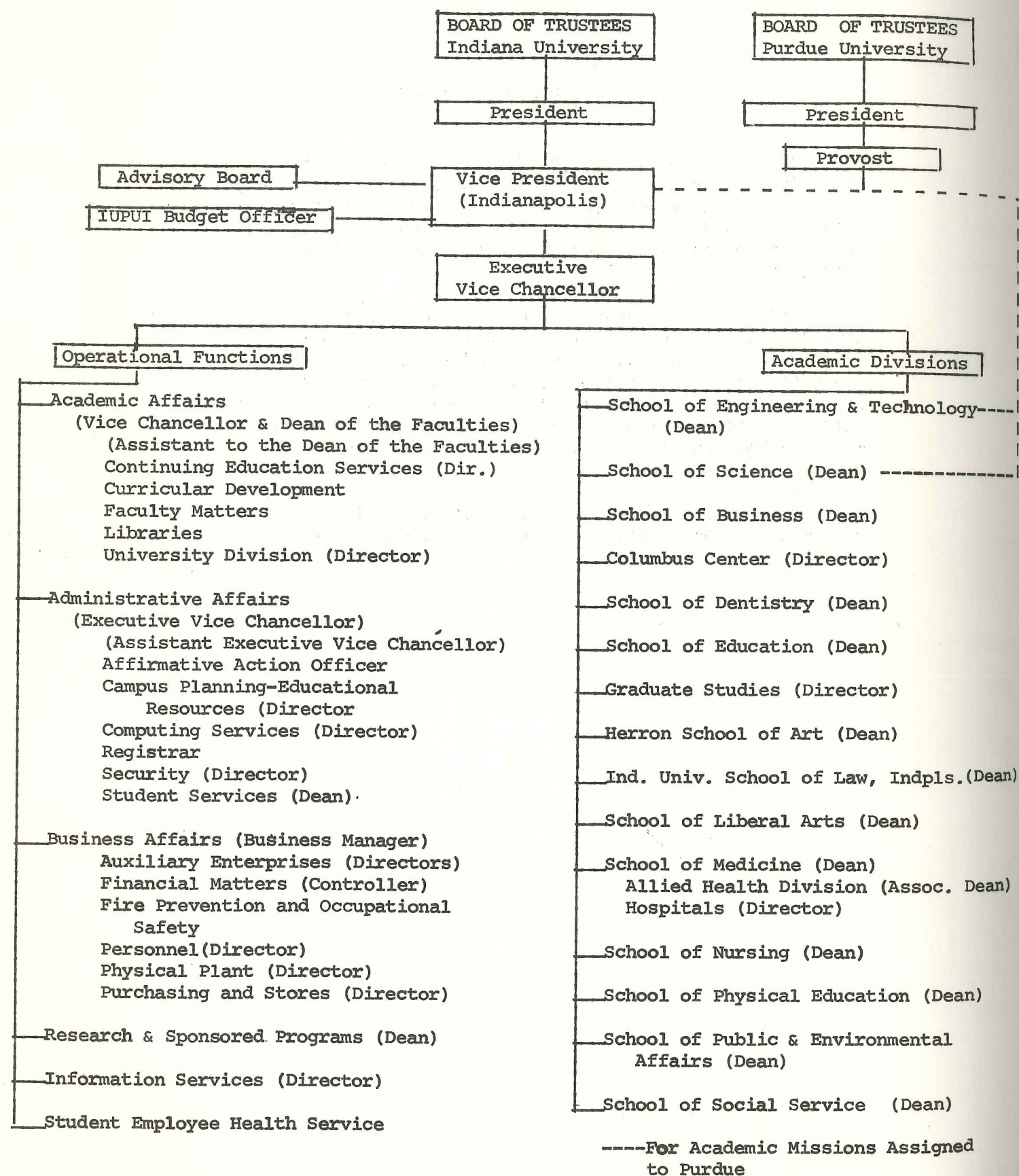
Table X-I summarizes ten-year projections for all full-time-equivalent personnel at the Indianapolis Campus. Categories include academic staff, administrative officers and assistants, clerical and service staff, and hourly employees. The data are drawn from previous projections in this plan and are based on projected enrollments and programs, as these will require the services of professional and supporting personnel.

There will be some seasonal fluctuations in these requirements, especially among hourly and other part-time employees.

FIGURE X-1

INDIANA UNIVERSITY - PURDUE UNIVERSITY AT INDIANAPOLIS

ORGANIZATION CHART, 1976

TABLE X-1
ACTUAL AND PROJECTED FTE PERSONNEL

Major Classifications+	Base	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Academic Staff and Other Academic a/	974	1169	1277	1353	1420	1485	1588	1672	1766	1866	1988	2094
Administrative Officers b/	58	60	65	76	77	80	83	85	85	85	85	86
Administrative Assistants c/	125	133	148	163	174	180	187	191	193	199	201	202
Clerical & Service Staff	958	1043	1115	1171	1217	1262	1336	1393	1448	1503	1571	1621
Hourly	46	50	56	59	62	64	67	68	74	75	77	77
Total Personnel	2161	2455	2661	2822	2950	3071	3261	3409	3566	3728	3922	4080

a/ Academic staff are those who hold faculty rank. Other Academic includes a variety of appointees all having responsibilities in areas of student education outside the classroom such as librarians and counselors.

b/ Administrative Officers are those occupying non-academic positions of an administrative nature and those with higher level professional degrees serving in leadership roles.

c/ Administrative Assistants hold positions junior to the Officers.

SECTION XI

OPERATING FUND REQUIREMENTS

Operating fund requirements for the next 10 years are shown in Table XI-I. These projections are based on current dollars and on projections made in earlier sections of the plan.

Comparatively low annual expenditures per student have been the rule in all of the academic divisions. There has been an attempt to correct this situation as funding parity with other major universities is sought. (See Table XI-2) Most of the general educational funds are dedicated to personnel compensation--salaries, wages, and fringe benefits. The University and the Indianapolis Campus must recruit and retain able faculty and staff members, if the missions assigned to them are to be effectively performed.

These projections cover only the General Educational Fund, which is primarily dedicated to instructional functions. Most of these costs are met from state appropriations and student fees. The operating budget at the Indianapolis Campus includes other areas, such as the operation of the University's teaching hospitals (which are supported by patient fees), sponsored programs (described in Section IV), and auxiliary enterprises such as the bookstores. The hospitals and sponsored programs represent major portions of the total operating budget and have implications for development of general campus programs.

We will continue to explore intramural and extramural forms of cooperation, through which economies may be achieved. We also will seek alternative sources of added income, including sponsored programs and gifts. Where duplication or underuse exists, we will take action. Through these, and other means, the most effective use of our fiscal resources will be pursued.

TABLE XI-1
IUPUI LONG RANGE PLAN EXPENDITURE PROJECTIONS (000 DOLLARS)

	Actual 1975	Projected										
		1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Total Personnel Compensation	\$14,814	\$16,089	\$18,016	\$19,408	\$20,737	\$22,082	\$24,006	\$25,777	\$27,701	\$29,645	\$31,919	\$34,063
Supplies & Expenses	9,284	9,485	10,401	10,849	11,074	11,312	11,550	11,786	12,018	12,270	12,475	12,475
Travel <u>a/</u>	73	79	89	95	101	108	117	125	135	144	155	105
Equipment	68	217	727	559	451	468	516	568	2,806	1,408	1,226	1,226
Books <u>b/</u>	220	246	302	334	376	417	465	693	546	548	601	600
Unallocated	58	60	65	70	70	70	70	70	70	70	70	70
Total <u>g/</u>	\$24,517 <u>c/</u>	\$26,176	\$29,600	\$31,315	\$32,809	\$34,457	\$36,724	\$39,019	\$43,276	\$44,085	\$46,446	\$48,599

XI-2

	Non-Health											
Total Personnel Compensation	\$10,805	\$13,498	\$14,102	\$14,502	\$14,740	\$14,870	\$15,111	\$15,294	\$15,426	\$15,738	\$15,871	\$16,036
Supplies & Expenses	4,540	5,257	5,816	5,893	5,591	5,937	5,971	5,989	6,015	6,022	6,037	6,048
Travel <u>a/</u>	74	97	102	105	106	107	110	112	113	116	116	117
Equipment	87	451	717	861	615	653	405	378	603	469	541	464
Books <u>b/</u>	444	647	730	825	933	1,055	1,197	1,358	1,556	1,766	2,020	2,000
Unallocated	37	40	40	40	40	40	40	40	40	40	40	40
Total <u>g/</u>	\$15,987 <u>c/</u>	\$19,990	\$21,507	\$22,226	\$22,385	\$22,662	\$22,834	\$23,171	\$23,753	\$24,151	\$24,625	\$24,705

(Continued)

TABLE XI-2
IUPUI LONG RANGE PLAN EXPENDITURE PROJECTIONS (000 DOLLARS)

	Actual	Projected										
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
- - -	-	-	-	-	-	-	-	-	-	-	-	-
Administration - - - - -												
Total Personnel Compensation	\$ 6,426	\$ 6,671	\$ 7,145	\$ 7,489	\$ 7,626	\$ 7,904	\$ 8,046	\$ 8,133	\$ 8,118	\$ 8,191	\$ 8,214	\$ 8,214
Supplies & Expenses <u>d/</u>	7,305	7,477	7,778	8,037	8,123	8,295	8,381	8,467	8,424	8,467	8,510	8,510
Travel <u>e/</u>	47	53	72	84	91	99	107	113	120	129	140	149
Equipment <u>e/</u>	98	110	150	175	190	206	223	236	250	269	292	311
	<u>13,876</u>	<u>14,311</u>	<u>15,145</u>	<u>15,785</u>	<u>16,030</u>	<u>16,504</u>	<u>16,757</u>	<u>16,949</u>	<u>16,912</u>	<u>17,056</u>	<u>17,156</u>	<u>17,184</u>
Unallocated Expenses	259	260	265	270	275	275	275	275	275	275	275	275
Total	14,135 ^{c/}	14,571	15,410	16,055	16,305	16,779	17,032	17,224	17,187	17,331	17,431	17,459
Charged to Health already <u>f/</u>	7,738	7,870	8,458	8,713	8,906	9,100	9,309	9,518	9,719	9,959	10,183	10,400
Charged to non-health already <u>f/</u>	3,468	3,718	3,832	3,867	3,891	3,900	3,900	3,900	3,900	3,900	3,900	3,900
Net	2,929	2,983	3,120	3,475	3,508	3,779	3,823	3,806	3,568	3,472	3,348	3,159
- - -	-	-	-	-	-	-	-	-	-	-	-	-
Equipment for all personnel additions		144	100	82	65	63	97	63	75	79	95	82
Grand Total <u>g/</u>	43,433	49,293	54,327	57,098	58,767	60,961	63,478	66,059	70,672	71,787	74,514	76,545

XI-3

- a/ Projected in proportion to the change in personnel compensation.
b/ 1975 figures reported on the expenditure projection printout were \$154,000 for health and \$270,000 for non-health. Reported here are actual expenditures as requested by librarians for books, periodicals, and binding. See Table VI-G.
c/ As reported on the expenditure projection printout. Includes books as reported there also (see footnotes above).
d/ Held 3 million constant for utilities and increased the remainder by the rate of change for total personnel compensation.
e/ Increased by rate of academic personnel then increased by 6% per year to permit an approximate doubling per person.
f/ Projected in relation to change in credit hours (i.e., a constant charge, based on 1975, per projected credit hour).
g/ Projections do not include some new program and program improvement expenditure requests anticipated from Allied Health, Dentistry, and Liberal Arts.

TABLE XI-2
EXPENDITURES PER FTE STUDENT BY
HEALTH NON-HEALTH, ACTUAL AND PROJECTED, IUPUI, 1975-1986^{a/}

	Year											
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Health	\$6678	\$6994	\$7346	\$7563	\$7737	\$7973	\$8290	\$8610	\$9303	\$9237	\$9493	\$9709
Non-health	2031	2326	2420	2495	2497	2555	2577	2609	2657	2698	2745	2750

a/ Derived by dividing total expenditures by FTE students for both the health and non-health areas and adding to each the net administrative cost per FTE student.

SECTION XII

PHYSICAL PLANT

Planning for physical facilities is tied to other sections of this plan. Planning criteria include priorities for instructional development, special needs of different types of functions, target years for moving selected programs to the central campus, and projected enrollments.

Other considerations include flexibility to accommodate changing modes of teaching and research, land-use patterns in our urban setting, and physical placement of related programs to enhance efficiency and effectiveness.

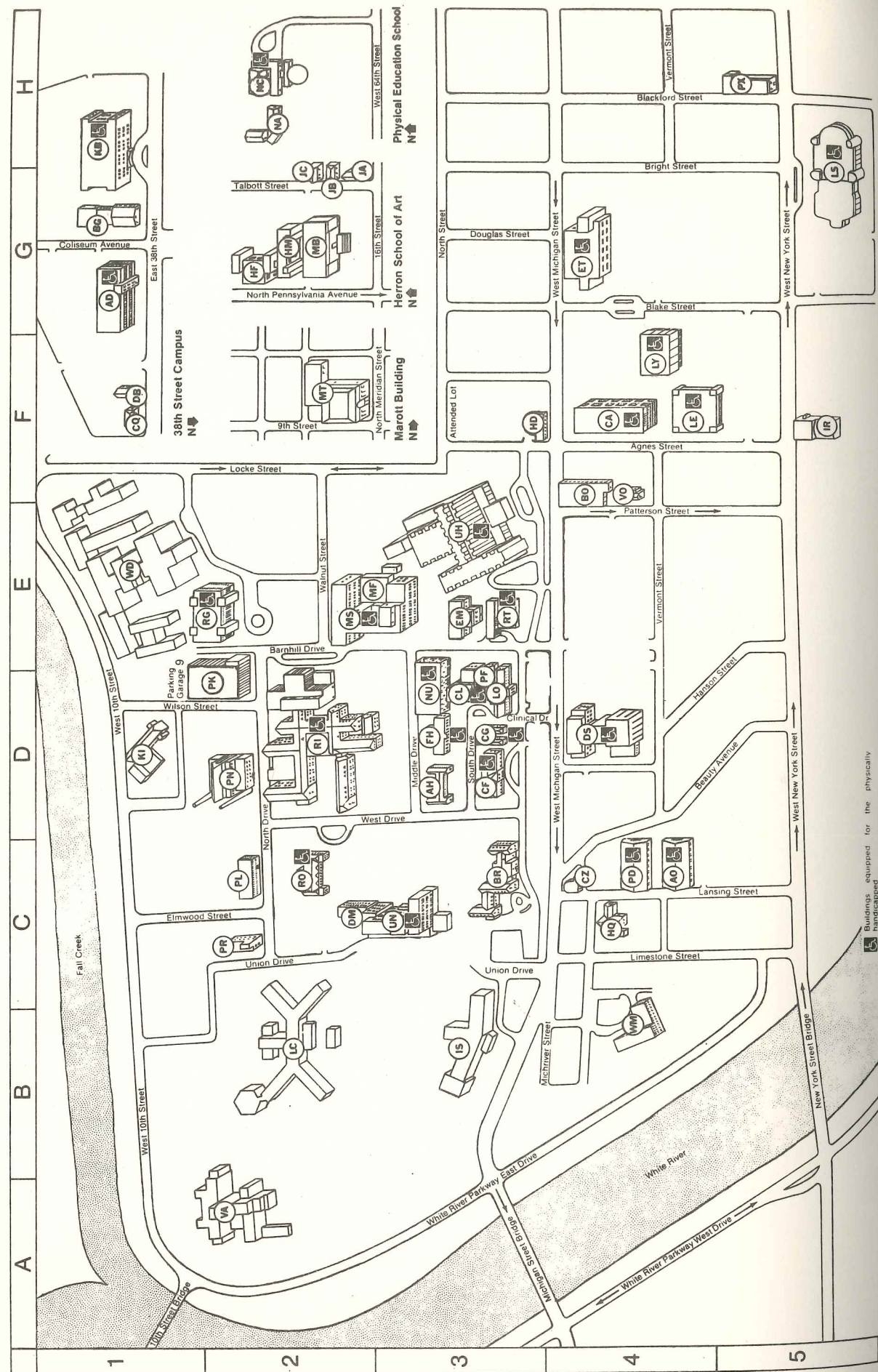
This presentation cannot be perceived as an immutable blueprint, but rather as an inventory of physical needs of IUPUI and its divisions. Priorities may be adjusted as functions change and as funds become available.

Throughout this section there is a thrust for continued development of the central campus to provide more effective and more efficient operations. When the merger took place in 1969, academic units operated at seven different locations. There are now five. The five locations are the central campus on West Michigan Street, the Marott Building at 902 North Meridian Street, the Herron Buildings at 16th and Pennsylvania streets, the Physical Education facilities on West 64th Street, and the buildings at Coliseum and East 38th Streets. (See Figures XII-1 and XII-2) It is quite unsatisfactory to have our programs so widely separated. We are daily made aware of this by problems that occur for both students and faculty. If there seemed any feasible way to undertake immediately the full-scale building program that would resolve these problems, it would be fantastic. However, given the fiscal contingencies it seems clearly necessary to develop a time frame and to establish priorities within that framework.

This plan combines two major factors--providing necessary net increases in space and projecting movement of outlying units to the central campus. Current needs for added space are critical now for units already at the central campus.

FIGURE XII-1

Campus Map, IUPUI, 1976



XII-2

FIGURE XII-1
(Continued)

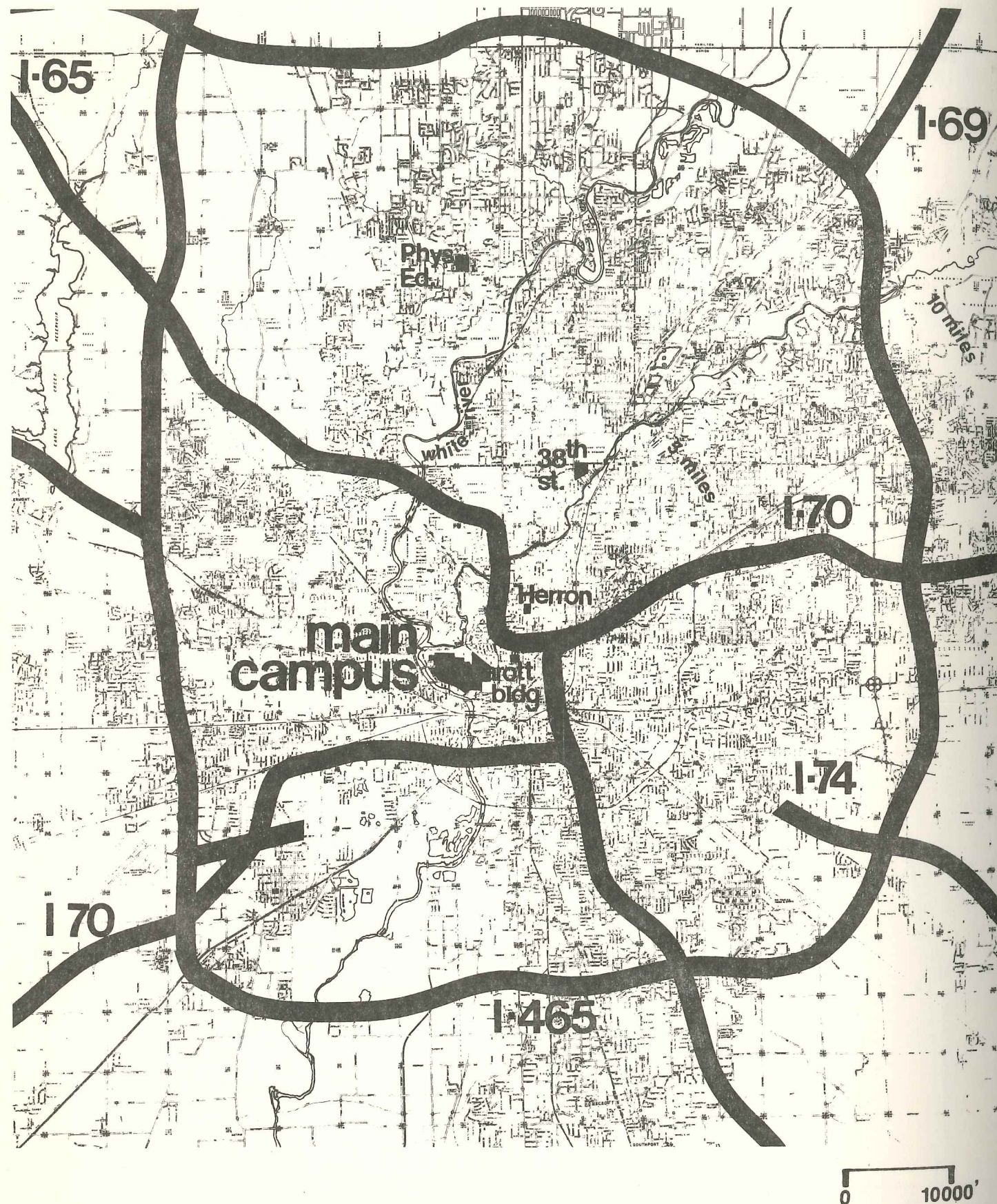
Map Index

University Quarter Campus		
3D	Allied Health Science Building	AH
4C	Administration Building	AO
3C	Ball Residence	BR
4F	Blake Street Library	LY
4E	Bowers Building (IHETS)	BO
4F	Cavanaugh Hall	CA
4C	1219 West Michigan St. Building	CZ
3D	Clinical Building	CL
3D	Coleman Facility	CF
3D	Cottages	CG
4D	Dentistry Building	DS
3E	Emerson Hall	EM
4G	Engineering/Technology Building	ET
3D	Fesler Hall	FH
3F	Hospital Data Processing	HD
5F	Indianapolis Center for Advanced Research ..	IR
5G	Indianapolis Law School	LS
4F	Lecture Hall	LE
3D	Long Hospital	LO
2E	Medical Research Facility	MF
2E	Medical Science Building	MS
3D	Nursing Building	NU
4C	Oral Health Research Institute	PD
2D	Parking Garage (Wilson St.)	PK
2C	Physical Plant	PL
3D	Printing Facilities Building	PF
2C	Psychiatric Research	PR
5H	Purchasing/Stores Building	PX
3E	Radiation Therapy Building	RT
2E	Regenstrief Health Center	RG
2D	Riley Hospital for Children	RI
2C	Rotary Building	RO
4C	Safety and Security Building	HQ
2C	Single Student Dorm	DM
3C	Union Building	UN
3E	University Hospital	UH
4F	Veterans Affairs Office	VO
4B	Warthin Apartments	WM
Marott Building		
2F	(902 North Meridian)	MT
Herron School of Art		
2G	Herron Fesler	HF
2G	Museum Building	MB
2G	Herron Main Building	HM
2G	1605 Talbott	JA
2G	1615 Talbott	JB
2G	1619 Talbott	JC
38th Street Campus		
1G	A Building	AD
1F	C Building	CQ
1F	D Building	DB
1G	Krannert Building	KB
1G	Psychology Building	BG
Physical Education School (1010 W. 64th Street)		
2H	Gymnasium	NC
2H	Class Room A	NA
2H	Class Room B	NB
Neighboring Institutions		
1D	Krannert Institute of Cardiology	KI
3B	State Board of Health	IS
2A	Veterans Hospital	VA
2B	LaRue Carter Hospital	LC
3B	Wishard Memorial Hospital	WD

XII-3

FIGURE XII-2.

Indianapolis and the Location of IUPUI Facilities, 1976



This makes it necessary to project moves of Education, Physical Education, Science, and the remainder of Engineering and Technology to the campus through 1985. The Herron School of Art is to move to the central campus in 1987. The current Education, Physical Education, and Herron facilities will not be retained. The buildings at 38th Street will house programs in Continuing Education (which now serve about 15,000 persons per year) and External Degree Programs. Our priorities, therefore, are to phase out the locations on North Meridian and West 64th Streets by 1985, and to move Science and Engineering programs to the central campus by that year. By 1987, we plan to phase out the Herron Art facilities at 16th and Pennsylvania Streets, when that unit moves to a fine arts building on the central campus.

Table XII-1 is a list of all facilities in current use. These include health, non-health, and service units. Present plans are to continue for sometime using all but those buildings mentioned above and two old bakery buildings which must be razed for projected construction. The proposed construction schedule is presented in Table XII-2.

Tables XII-3, XII-4, XII-5, and XII-6 present the space situation as anticipated for the decade. Table XII-3 reflects the actual and projected gross square feet for the non-health enrollment. A continued deficit throughout the period is projected, in part because facilities scheduled in Table XII-2 for construction will not all be available for use during the decade.

The required space per non-health student was derived by adjusting the commonly used norm of 120 gross square feet per undergraduate student upward, in consideration of (a) the substantial graduate programs now in existence and planned for the future, (b) the many offerings in courses requiring laboratories, and (c) the heavy demand for early evening offerings.

Required space for the health schools relies on projection techniques developed by the State University of New York (SUNY). One of the few projection methods developed for health campuses, the SUNY data have been compared to the space requirements of numerous health campuses throughout the United States. Instructional space needs are based on FTE contact hour loads. For supportive space, statistical models are used. This was done by Woollen Associates of Indianapolis and Urban Design Associates of Pittsburgh and is reported on pages 53-55 in their IUPUI Master Plan submitted in 1976. Their conclusion is that current

TABLE XII-1
INVENTORY OF EXISTING SPACE, IUPUI

BUILDING LIST

BUILDING NUMBER	BUILDING NAME	GROSS SQUARE FEET	ASSIGNABLE SQUARE FEET
001	Psychiatric Research	40,622	21,696
003	Physical Plant	38,446	27,595
004	Garage Storage	10,202	8,902
005	Power Plant	52,268	4,410
010	Rotary Home	37,336	21,192
013	Riley Hospital	227,336	139,350
013A	Riley Addition	180,925	93,660
014	Riley Research	44,036	25,908
019	Single Student Form	50,095	28,906
020	Union Building	151,794	91,994
023	Nursing School	139,434	85,377
024	Medical Science	267,706	159,780
025	Medical Research	17,733	12,956
028	Ball Residence	63,619	35,174
028A	Ball Annex	47,907	26,899
029	Allied Health	17,472	13,255
030	Fesler	61,999	37,881
031	Coleman Hospital	42,176	22,242
032	Cottages	14,884	9,562
033	Long Hospital	49,816	29,184
033A	Clinical	101,332	60,736
034	Printing Facility	2,990	2,968
036	Emerson Hall	63,377	41,456
037	University Hospital	380,957	225,156
047	Data Processing	3,960	3,455
058	Chancellory	2,975	1,994
059	Warthin Apartments	79,226	49,944
061	Lansing Office	3,882	2,671
061A	Safety Annex	765	650
062	Oral Health	20,267	14,902
064	Dental	206,158	123,619
067	Bowers	40,744	32,895
071	Science-Engineering Tech.	132,235	80,913
078	Administrative	20,267	14,607
083B	Veterans Affairs	1,336	996
084	Cavanaugh	165,838	96,480
085	Library	91,553	64,515
099A	Hospital Storage	6,914	6,655

TABLE XII-1 (Continued)
INVENTORY OF EXISTING SPACE, IUPUI

BUILDING LIST

BUILDING NUMBER	BUILDING NAME	GROSS SQUARE FEET	ASSIGNABLE SQUARE FEET
100	Lecture Hall	35,895	17,874
105	Purchasing and Stores	64,961	45,880
113	Warehouse III	95,514	74,575
127	School of Law	107,496	73,737
316	Marott	58,037	32,166
321	Fesler Hall	14,114	7,672
322	Main Building	19,443	11,210
323A	Annex 3	4,428	3,530
323B	Annex 2	6,382	4,760
323C	Annex 1	3,985	2,848
324	Foundry	4,227	3,445
325	Museum	35,401	22,128
330	Krannert	174,756	102,820
331	A Building	73,794	50,530
332	West Building	12,685	10,245
333	Service	14,430	12,577
334	Burger Chef	4,011	3,004
335	Building D	4,021	2,568
336	Building C	3,335	1,979
350	Physical Education	9,726	8,035
350A	Physical Education	1,097	1,040
350B	Physical Education	1,097	1,040
581B	Sunset Greenhouse	2,617	1,641

Total

Non-Health	1,000,870	631,364
Health	2,283,455	1,376,463
Union, Dormitories, and Apartments	347,709	208,012
Grand Total	3,632,034	2,215,839

TABLE XII-2
IUPUI FACILITIES CONSTRUCTION PROJECTIONS

YEAR	BUILDING ADDED	GROSS SQUARE FEET
1977-79	Classroom Office Building Business-SPEA	110,000
	Recapture Unfinished space in Engineering/Technology Building - Phase 1A	20,703
1979-81	Administration-Student Services Occupancy Fall of 1981	120,000
	Medical Sciences and Allied Health Addition Occupancy Fall of 1982	300,000
1981-83	Main Library Building	100,000
	Classroom Office Building Liberal Arts/SPEA	120,000
	Physical Plant Central Services	80,000
1983-85	Engineering/Technology Building - Phase 1B	128,000
	Education and School of Physical Education Building	140,000
	Science Building	130,000
1985-87	University Hospital Completion	236,189
	Communications/Fine Arts	100,000

TABLE XII-3
ACTUAL AND PROJECTED GROSS SQUARE FEET PER FTE
STUDENT, IUPUI, NON-HEALTH

YEAR	REQUIRED	AVAILABLE	DEFICIT	AVAILABLE AS A PERCENT OF REQUIRED
1975	150	113	37	75
1976	150	105	45	70
1977	155	102	53	66
1978	160	103	57	64
1979	165	103	62	62
1980	170	114	56	67
1981	175	121	54	69
1982	180	121	59	67
1983	185	147	38	79
1984	190	148	42	78
1985	195	182	13	93
1986	200	183	17	92

TABLE XII-4

ACTUAL AND PROJECTED GROSS SQUARE FEET PER FTE
STUDENT, IUPUI, NON-HEALTH a/

YEAR	REQUIRED	AVAILABLE	DEFICIT	PERCENT OF REQUIRED
1975	700	600	100	86
1976	700	591	109	84
1977	700	549	151	78
1978	700	534	166	76
1979	700	521	179	74
1980	700	511	189	73
1981	700	512	188	73
1982	700	566	134	81
1983	700	528	172	75
1984	700	515	185	74
1985	700	503	197	72
1986	700	493	207	70

a/ This table includes all hospitals and hospital support facilities. The deficit for 1975 represents the deficit reported in the IUPUI Master Plan for instructional and support activities only.

TABLE XII-5
ACTUAL AND PROJECTED ASSIGNABLE SQUARE FEET PER FTE STUDENT BY
SPACE FUNCTION, IUPUI, NON-HEALTH

HEGIS CODE	1975	1976	1977	1978	1978	1979	1980	1981	1981	1982	1983	1984	1985	1986
100 Classroom	17	15	13	13	13	13	15	15	15	15	17	17	19	19
200 Laboratory	16	16	16	16	16	16	16	17	17	17	18	18	21	21
300 Office	14	13	13	13	13	13	15	16	16	16	16	16	20	20
400 Study	13	12	12	13	13	13	13	14	14	14	20	20	22	22
500 Special Use	3	4	4	4	4	4	4	5	5	5	5	5	9	10
600 General Use	5	4	4	4	4	4	4	7	7	7	10	10	14	14
700 Supporting	2	2	2	2	2	2	4	7	7	7	10	10	14	14
800 Health Care														
900 Residential														
000 Unclassified														
Total	70	66	64	65	65	65	72	79	79	79	96	96	119	119

TABLE XII-6
ACTUAL AND PROJECTED ASSIGNABLE SQUARE FEET PER FTE STUDENT BY
SPACE FUNCTION, IUPUI, HEALTH

HEGIS CODE	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
100 Classroom	16	16	15	14	14	14	15	17	17	16	16	16
200 Laboratory	55	54	50	48	47	46	46	49	47	46	45	45
300 Office	69	68	63	62	60	52	52	68	63	61	60	58
400 Study	8	8	7	7	7	7	7	10	7	7	7	7
500 Special Use	15	15	14	13	13	13	13	15	13	13	13	12
600 General Use	19	19	17	17	16	16	16	18	17	16	16	16
700 Supporting	48	47	44	43	42	41	41	42	41	41	39	38
800 Health Care	85	83	78	76	74	72	72	71	70	68	66	65
900 Residential	7	7	6	6	6	6	6	6	6	6	6	6
000 Unclassified	40	39	37	36	35	34	34	49	36	35	34	33
TOTAL	362	356	331	322	314	308	309	345	317	309	302	296

space for instruction and supportive activities is 78% of the norm.

A key point should be evident from the tables in which data are presented for gross and assignable space. Even with projected construction, the University will not have the space to support programs as they are supported at most Universities. This becomes most critical in the non-health areas, where student and part-time faculty availability limit severely the hours during which facilities can be used intensively.

Peak periods for many units include the hours from 8 AM to 11 AM and 5:30 PM to 8 PM (See Table XII-7). Many part-time students attend classes early and work during the afternoons and evenings. Others work days and attend evening classes. Part-time faculty do more than 30% of the teaching in several units and are commonly available only during the evening hours. Both the part-time faculty and the students who attend classes at night have a strong preference for the early evening hours.

What is of even greater significance for the next few years is that expanding enrollments with no new facilities expected for use before 1981 will cause current conditions to deteriorate still further. Extreme care will be required to schedule space so that programs and University accessibility are not harmed substantially.

The following descriptions of capital projects indicate projected construction plans for the central campus.

General University (Non-Health) Facilities

Most of the existing buildings serving non-health programs were originally designed for a limited range of regional campus programs. Since part-time faculty taught a very high percentage of the classes, relatively few faculty offices existed. Also, with most of the full-time faculty heavily committed to instruction, there was very little space available for research and other supportive activities. Neither the scope of both the graduate and undergraduate offerings, nor the professional space required to support a quality university faculty, were anticipated.

In addition, new construction has lagged far behind increasing enrollments. As a result, nearly all academic units have insufficient space. The School of Public and Environmental Affairs is in temporary quarters. The School of Education

TABLE XII-7
DISTRIBUTION OF UNDERGRADUATE OFFERINGS
BY PERIOD OF THE DAY, SELECTED SCHOOLS, IUPUI, FALL 1976 a/

School	Class starting time			
	to 11:30 AM A	11:31-4:59 PM B	5:00-on C	Arr. D
Business	28%	24%	44 %	4%
Education	27	22	43	8
Eng. & Tech.	23	27	43	7
Liberal Arts	30	35	33	2
Physical Ed.	48	33	7	11
Pub. & Env. Affairs	9	24	65	3
Science	37	28	32	3
Social Service	33	33	27	7

a/ Data were taken from the Fall 1976 IUPUI Schedule and include all sections appearing for the included units.

operates in a crowded and outmoded building. The School of Business faculty has interim offices in the Union Building. These conditions restrict the learning environment for students and limit the scholarly productivity a community should expect of a learned faculty.

Classroom-office Building, 1977-79. The Schools of Business and Public and Environmental Affairs will be housed in the first classroom facilities to be constructed. The building will be primarily devoted to classrooms, teaching laboratories, and faculty offices, with access to nearby library resources. The programs of both of these schools are receiving increased emphasis; and enrollment, both graduate and undergraduate, has been increasing rapidly. Planning for this building has been approved and is in progress.

Engineering-Technology Building Phase IA, 1977-79. This building, which is designed for maximum flexibility in future years, has an unfinished lower floor. That space is required now for the campus computing center, which has outgrown the limited space occupied in the Union and has personnel widely scattered over the campus. Geographical proximity will improve teaching services, permit more efficient use of facilities, enhance cooperative programs, and reduce costly travel by students, faculty, and staff. Space vacated at 38th Street will be used by the School of Science.

Administration-Student Services Building 1979-81. Both administrative and student services offices are widely dispersed over the campus and use space that is readily convertible to other uses. Most administrative offices occupy a building originally designed and needed for service operations. Most student service offices are in space that was used for, and is now needed for, classrooms. The data in Tables XII-3, XII-4, XII-5, and XII-6 support the need for this space. The specific type of building is requested to permit administrative, student service, and university service offices to operate in specialized facilities, and at the same time to release space constructed for classrooms to be returned to that use.

Central Library, 1981-83. Critical needs for improved library resources (see Section VI) are to be relieved by construction of a central library serving expanded library needs. In addition to books and journals, the central library would house electronically recorded learning materials.

Classroom-office Building, 1981-83. This building will be constructed to provide additional space for already existing programs. The Schools of Liberal Arts, Business, and Public and Environmental Affairs expect substantial increases in full-time faculty numbers. Most of the increase will result from attempts to achieve reasonable ratios of both FTE students to faculty and full-time to part-time faculty. In addition, most of the programs in these schools are expected to continue their growth in student enrollment. The building itself will be used primarily by Liberal Arts and Public and Environmental Affairs. Public and Environmental Affairs is scheduled to move out of the space within the Business/SPEA building (to be built in 1977-79) in order to allow expansion of the Business program by 1985.

Physical Plant Central Services, 1981-83. Central stores for the campus now use antiquated buildings, former bakeries built prior to WWI, with floors and elevators that were not designed to handle heavy loads. Modern and efficient methods of materials handling are impossible under these conditions. These are serious and expensive handicaps for an operation that maintains a \$1,000,000 inventory of materials and moves about \$3,500,000 worth of goods each year. In addition the old buildings now in use are located where future campus construction is planned.

Engineering and Technology Building - Phase IB, 1983-85. The departments of engineering and computer technology were forced to remain at 38th Street when the remainder of the School of Engineering and Technology moved into their facility on the central campus. In addition to the conveniences for the faculty and students associated with geographical unity for the School, there is the efficiency to be realized by locating Computer Technology near the Computing Center and Engineering near the laboratories of the other departments in the School. The move will release space for the External Degree programs and for Continuing Education.

Education and School of Physical Education Building, 1983-85. Current facilities for Physical Education offer three major drawbacks. They are small, limiting access to enrollment in Physical Education. More importantly, they are located so far, geographically, from the remainder of the campus that the inconvenience associated with travel makes the courses largely inaccessible to those students not majoring in

Physical Education. Third, the inconvenience associated with location makes the facilities useless for general student activities, such as intramural athletics, which should be a more prominent part of IUPUI's total offerings.

In addition, the building will be constructed to accommodate a move of the School of Education to the central campus. The recent merging of the units in Bloomington and Indianapolis into one School of Education will result in expanding offerings in Indianapolis. This will make it essential that the School have more space and that the space be near the other units which Education serves and upon which Education relies.

The University will not continue to use the space vacated by the above moves.

Science Building 1983-85. The School of Science is one of the larger schools at IUPUI. It has been growing rapidly in terms of student load. By 1983, the School should have nearly 50 more full-time faculty. Faculty office space has been exhausted where the School is now housed. Laboratory space for the faculty is currently so cramped that it hinders recruitment. Student access to some courses is restricted because of insufficient laboratory space. In addition, most of the student load must be offered on the central campus, while the faculty offices are at the 38th Street location. This makes it difficult to serve students efficiently. Moving Science from 38th Street would also release space there for the External Degree programs and for Continuing Education.

Communication/Fine Arts, 1985-87. In many respects, IUPUI has no specialized facilities for instruction in various forms of communications such as radio, television, journalism, advertising, and theater. Since these programs would be complemented by a close association with Herron, the request for the building includes fine arts. In addition to the desire to broaden and improve offerings available to students, there is a desire to tie this facility and the programs offered by the academic units in it with the central city--especially art and the theatre.

With the move of Herron from North Pennsylvania, the University will vacate those facilities.

Land Acquisition and Site Development. The University announced plans and boundaries for the University Quarter Campus in 1966, and since then has been purchasing available property within the total campus area. To date, 70 to 80% of the required property to complete the 300 acre site has been purchased. It was expected that urban renewal funds, obtained through cooperation with the City, would meet about one-half of land costs. These monies were not obtained so it became 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. An infusion of funds is needed to meet this backlog. Associated costs involve site development, which includes demolition of hazardous buildings and conversion of lots through development of walks, planting, and grassy areas, in accord with the master campus plan. "Site development" also includes utilities, including extension of the steam distribution system to accommodate campus growth. The following chart is an indicator of the projected funding required for land acquisitions:

<u>LAND ACQUISITION COST</u>	
1977-79	\$500,000
1979-81	375,000
1981-83	375,000
1983-85	175,000
1985-87	100,000

Health Science Facilities

The health professional schools have special requirements and needs for capital development. These include several new construction projects and extensive renovation and rehabilitation of older buildings and facilities. Recent construction of a major addition to the School of Dentistry building and completion of a new School of Nursing structure have been major advancements. These developments, in turn, have generated renovation needs in the older portion of the Dental Building and in Ball Residence Hall, the former Nursing School headquarters. With the exception of the new University

Hospital, an important teaching facility for Medicine and Nursing, the School of Medicine has not had a major building addition since 1958. The medical school curriculum has undergone major revision in recent years and the medical education program has expanded into an integrated state-wide system. In addition, there are large and growing Allied Health Sciences programs which will require appropriate facilities. The following presentation includes major capital needs for the health professional schools in Indianapolis.

Medical Sciences and Allied Health Addition 1979-81. A substantial addition to this building is vital to help satisfy basic instructional requirements of students in the health professions and to accommodate increasing numbers of students generated by the State-wide Medical Education System.

University Hospital -- Phase III, 1985-87. Completion of Phase III will complete the University Hospital. Over the years the addition of new facilities at the Indiana University Medical Center has updated equipment and certain special care capabilities; nonetheless, we have today actually less usable beds for patient care than we did thirty years ago. It is therefore essential that the next phase of the Indiana University Hospital include the addition of a significant number of beds. These beds will be needed for the purpose of intermediate care and special care units such as intensive care, cancer unit and renal transplant program. In addition, we will need to provide office and laboratory space for physicians, professional staff and technological support personnel. Another major need is the addition of several surgery suites as well as facilities for the anesthesiology support of all surgical programs.

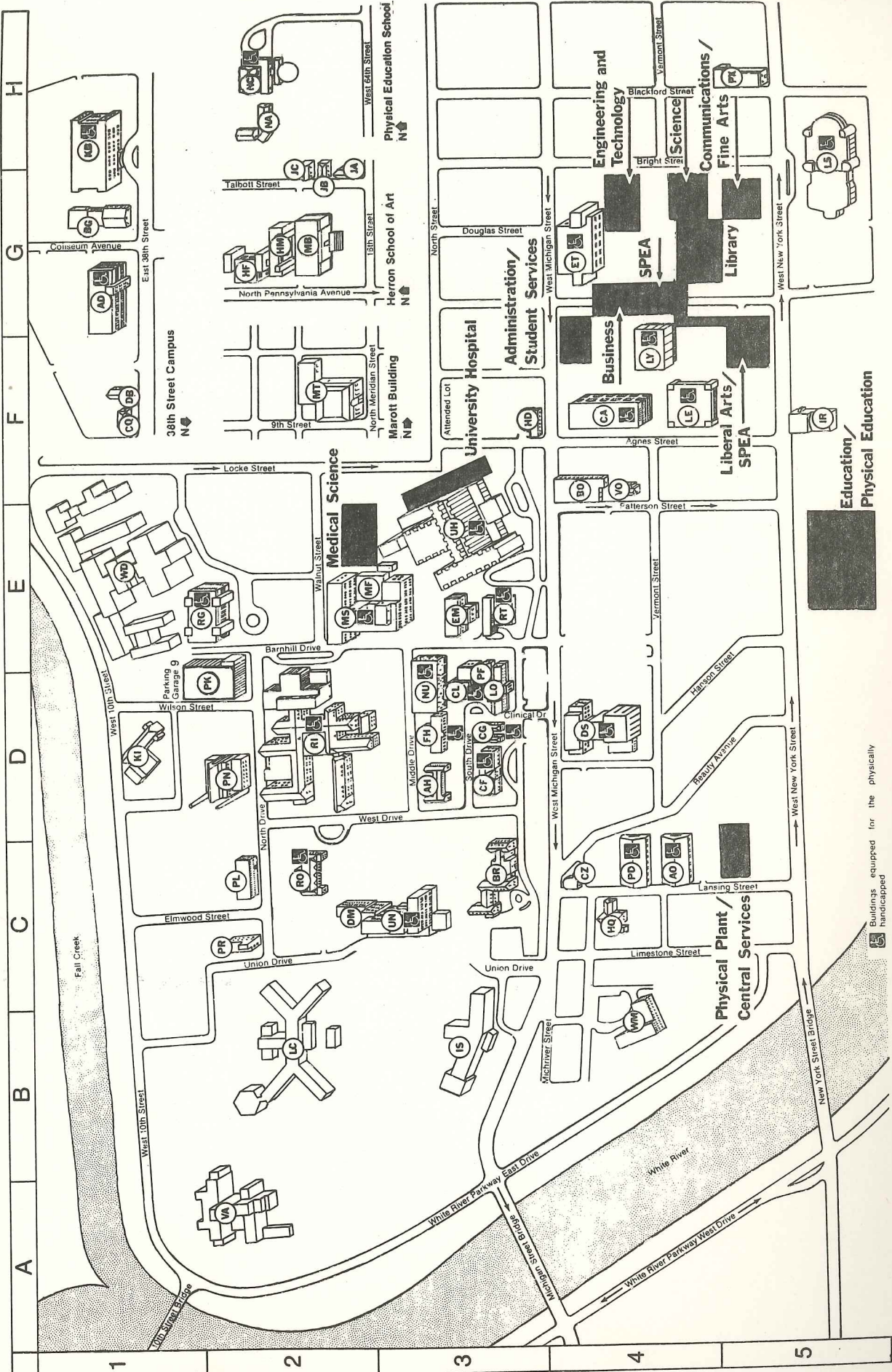
Plans for the final phase are required now, to supply the clinical, instructional, and patient referral needs of the State. After planning, funding will make it possible to relieve many crowded programs and to proceed with extensive, planned renovation and remodeling of other buildings.

Rehabilitation and Renovation. A number of projects of this kind have been identified, including essential improvement in the air handling and electrical systems of Riley Hospital and the Medical Science Building, remodeling older portions of the Dental Building, revision of the nuclear medicine unit to accommodate equipment obtained from gift funds, renovation

of Coleman Hospital, conversion of space in the Long-Clinical Building, modernization of older portions of Riley Hospital, and similar improvements to insure full and efficient use of available facilities.

The Campus, 1985. Figure XII-3 presents the campus as proposed with the new construction and other changes presented in previous sections.

FIGURE XII-3
Campus Map, IUPUI, Projected for 1986



SECTION XIII

CONCLUSION

This plan covers a number of topics that have diverse and complex qualities. However, several general themes emerge. Each of these themes will have significance for the next ten years.

One theme concerns growth. We project steady and continued enrollment increases, in response to the needs of the Indianapolis region and the State of Indiana. We believe that there are broad and only partially tapped markets for our educational programs--both degree-credit and non-degree. Based on enrollment increases, we expect comparable growth in research and in public service activities.

A second theme concerns a desire to develop a much stronger university. Thus, the plan proposes that we correct the general pattern of underfunding, as available resources in faculty, staff, and facilities are measured in terms of expectations for performance of assigned missions. These expectations are to reach and maintain the levels of quality that have long been hallmarks of great universities.

A third theme concerns coordination and consolidation. The long-established and the emerging schools are uneven in development. We will seek more consistent levels of support for all units. In addition, the development of a central, comprehensive campus will enable us to bring several units to a single location. Benefits will include economies of scale and opportunities to enhance cooperative ventures.

A fourth theme concerns the shared, state-wide nature of IUPUI's role among the campuses of Indiana and Purdue Universities. As a major component of the Indiana University system, managed by that University, the Indianapolis Campus has special responsibilities and opportunities to advance the overall missions of the system.

A fifth theme concerns the distinctive urban qualities of IUPUI. The aspirations of the city around us, and of cities in general, are worthy yardsticks for planning. As

innovative enterprises are mounted, a logical place to try will be where people and their institutions are concentrated. Access and flexibility will continue to be vital.

In essence, the Indianapolis Campus plans to serve growing enrollments in a growing city, through growing programs of improving quality. This can and will be achieved in the contexts of the needs of the region and the state and of the traditions of two great universities.