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SECTION I

MISSION AND OBJECTIVES

A. Mission

The present and future missions of Indiana University at Bloomington center around Instruction, Research, and Service. These functions, while occasionally at tension with one another, are basically integrated in the activities of a modern university.

Instruction is the fundamental mission of the University. The continuous improvement of instruction to enhance the quality of education of its students is among the most basic of its aims. In giving instruction the university is unique, for very often the same faculty members are involved in several of the levels of instruction--the undergraduate, graduate, professional and continuing education for adults. Many of our most distinguished faculty are engaged in the instruction of freshmen, seniors, and graduate students.

Research and creative activity are on-going and essential aspects of the life of the university. The quality of instruction is tremendously enhanced if based upon and continuously associated with research and creative inquiry. The Bloomington faculty is expected to be, and itself wishes to be, continuously involved in research. Work of fundamental importance to the solution of social and physical problems is carried out by our faculty. Our stress is upon fundamental research, but development activities designed to find applications of research results characterize the efforts of many of our distinguished faculty in the basic disciplines as well as the professional schools. This basic and applied research, as well as creative performances in music, fine arts, and theatre are integral to, not separated from, the teaching functions. The results are carried into the classroom; students, including undergraduate students, are often directly involved in the scholarly pursuits of faculty members. Doctoral graduates in most disciplines must become capable of making original contributions to their disciplines, and these skills can be imparted only by a faculty which is competent in research. Such involvement ensures the continuing relevance of our education in rapidly changing times.

Service to the nation, the state, and to local communities has been a hallmark of the Bloomington campus for many years. Our distinguished scientists, social scientists, and humanists serve the Federal government and significant national organizations on advisory panels and policy boards. The School of Business serves the state in many ways, for example, through its Executive Education Program, the Indiana Business Review and its Annual Business Conference. Education in the state is served through the activities of the Professional Development Center, Special Education demonstration programs, the School Study Councils, and the North Central Association for Secondary Schools, all affiliated with the School of Education, while the musical enjoyment of many Hoosiers is perennially enhanced by the tours of the Belles of Indiana, the Singing Hoosiers, and the Indiana Opera of the School of Music. Each year, dozens of conferences of significance to the State and nation are conducted through the Conference Bureau in the Memorial Union. The Institute for Real Estate and Applied Urban Economics, the Center for Water Resources, and the special services of the Speech and Hearing Clinic and the Optometry Clinic add but a few to the numerous services offered by IUB. Of special interest to the citizens of the state in this era of life-long education are the numerous opportunities for non-traditional study programs offered through the Division of Continuing Studies.

Indiana University at Bloomington carries out these basic functions over a broad range of activities. IUB offers undergraduate and graduate degrees in the physical and biological sciences, optometry, the social sciences and humanities through the Graduate School and the College of Arts and Sciences. It offers comparable degrees in the Schools of Business, Education, Music, Health, Physical Education and Recreation, the Graduate Library School, and the School for Public and Environmental Affairs. In addition, its Law School is the oldest public law school in the state and has trained a very large part of the Indiana practicing bar. One of the noteworthy facts about the university at Bloomington is the flexibility it manifests in its undergraduate and graduate programs. Although specialists in a great variety of subjects provide teaching and scholarship of a very high quality in their particular areas, academic divisions cooperate with one another so that joint degree programs have developed out of the initiative of faculty members and administrators at all levels. The university has maintained the flexibility to adjust to changing currents of knowledge, to break down the barriers between vested academic interests, and hence to grapple with the new in

exciting and effective ways. It is important that this flexibility be retained, that the cross disciplinary interrelationships which made possible past successes be sustained.

Indiana University at Bloomington sees as its first objective for the future to be able to adjust to burgeoning issues in areas of inquiry and research so that its students are provided instruction at the forefront of knowledge. We must prepare students for the world of the future, even though we may see it only dimly. This means we must train them to use their minds--to use them inquiringly, analytically, and creatively. To do this, we must remain open ourselves, in our minds and in our administrative and curricular structures. It means, too, that we must continue to attract top-flight scholars and graduate students, not merely to set a high level for advanced study, but to enhance the contribution that these scholars and graduate students can offer our undergraduates.

In a university of this quality, complexity, and range, the students pursuing advanced degrees, themselves serving apprenticeships for the realm of scholarship, college teaching, and the more learned professions, can and do participate creatively, along with the senior scholars on the faculty, in the instruction of undergraduates. We need to continue to attract the most able graduate students, not only to elevate the quality and level of the entire scholarly endeavor, but because they participate directly in the instruction of students at lower levels.

Similarly, as we prepare students for the world of the future, we must avoid becoming parochial or provincial. We must attract to our campus able students from other parts of the nation and from other countries. We must attract faculty members who have been trained in a variety of the best educational environments, in this country and abroad. Only by so doing can we both enrich the educational experience of our Indiana students who remain in Indiana and prepare our Indiana students to play major roles in the state, nation, and international world of affairs.

Further, it is essential that we be responsive to the fundamental needs of our students for knowledge for its own sake, for the exercise of the intellect, for beauty, for citizenship and for the satisfying use of leisure time. It is for this reason that our curricular offerings are not solely career-oriented in nature. In a very real sense, the

most fundamental mission of a great university is to provide its students, in the classroom and in the university generally, with the opportunity to develop their individual personalities to the maximum and to live a truly civilized life.

Indiana University at Bloomington does not propose that it can or should try to do all things. Even as we introduce new programs in keeping with changing times, we must examine our present programs. In some areas we have taken steps to bring instructional programs to a close--this includes such areas as Persian, the curtailment of the Middle Eastern studies program, and the reduction in some areas of activity in the School of Education so that faculty resources can be concentrated in more of the growing areas. In all areas, we have been continually reviewing departmental offerings to eliminate, or offer more rarely, courses and sections with small enrollments where these are necessary to satisfy degrees of professional program requirements. This process will continue, but it must be done with care to avoid fundamental mistakes, damaging to our students. For many years we have worked to build up a program in East Asian Studies, which concerns chiefly Japan and China, and in Uralic and Altaic, a department which deals with the rim areas around the Soviet Union and China. In the short run, these programs, which had relatively few students in the initial years, may have seemed costly, even though a considerable portion of the expense has been met by external funding. As the doors to China start to open, even if only slightly, it is now evident that Indiana University is in a unique position to contribute to student interest and national interest in a way which would not have been possible had we been too cautious earlier.

Indiana University at Bloomington has never been interested in the imperial expansion of its traditional academic domains. It recognizes that in some areas, other universities are as a whole better suited to perform the necessary instruction, research and service. For many years, however, IU has been especially sensitive to the need to provide quality educational programs to the citizens of the state in easily accessible locations. It is in this spirit that the central administrative reorganization in 1974 brought IUPUI and IUB much closer together, and greatly facilitated the consolidation of the Business programs and the Education programs between them. The merger of each of these programs between the two campuses not only offers better curricular services in these professional areas to the people of Marion County, it also increases the quality of the Bloomington

programs by opening more fully to them the broad business and educational resources of the metropolitan area.

The reaffirmation of a single graduate school for the IU system in the 1974 reorganization also promises to strengthen the level of instruction at which IUB has traditionally been able to make a unique contribution to the state: graduate education. Education at this level requires advanced and expensive laboratories, and extensive and specialized libraries. It requires assembling faculties widely recognized for achievement in advanced study--the competition for whom is severe even in times of general budget stringency. And above all, it requires a total environment of intensive scholarship, so that individual faculty members are motivated by their colleagues to achieve the highest level of scholarship of which they are capable. It is difficult and expensive to develop a strong graduate educational environment. The state can best invest its limited resources for advanced education by concentrating them at IU Bloomington, and in the disciplines at IUPUI which already have strong graduate programs.

While our undergraduate mission is, of course, shared with many more institutions than is our work at the graduate level, it has some special aspects which we need to nurture and cultivate. On a campus as large as this, and with the levels of scholarly specialization associated with our graduate programs, the undergraduate student has a far wider range of curricular choice than is available at less complex institutions. Through the professional schools and the College of Arts and Sciences, students can build programs to fit their own special interests and needs. With the advice of a very wide range of scholars and experts, they can tailor particular programs to their own choice. Far from being mechanical and routinized, a student's educational program at a large complex university can often be fitted to a particular student's needs far more satisfactorily than is possible at other places with a more limited range of offerings.

Furthermore, Bloomington is peculiarly a residential campus, one in which even an undergraduate student can be more thoroughly immersed in a world of intellectual life and activity than is possible at a non-residential campus. The range of extra-curricular experiences and contacts with a wide variety and assortment of other students, with exposure to other values and lifestyles which may help to enhance understanding of and tolerance for diverse perspectives and views, may be as valuable to a student's education as his course work.

Finally, the university is concerned that it retain the flexibility to move in new directions as circumstances arise which necessitate such movement, and to respond to state and national needs. It is concerned to find ways to support its faculty and students when they wish to pursue new paths, to put things together in new ways, thus creating new disciplines. Many of our present disciplines, as they now exist, were but gleams in a few eyes twenty years ago. We must retain this adaptability in the future if the university is to be a living center of academic excellence, able to provide its state and national constituents with the service they have a right to expect of it--able to continue to be "The Pride of Indiana."

B. Objectives

Indiana University at Bloomington falls within a group of institutions of higher education strongly devoted to research. As John D. Millett¹ has clearly described, universities in this group were confronted, beginning in 1970-71, with fixed or with decreasing resources relative to costs, in contrast to the increments in resources which characterized the 1960's. Suddenly, these universities were faced with the problem of moving from incremental allocation of resources to operations to the reallocation of fixed or decreasing resources to operations.

IUB has faced precisely the same problem as have other universities in its class. Beginning in 1968 the constant dollars² available per student for operation levelled off, and in 1969 began to decline. Assuming the continuation of the present system for financing higher education, increases in the coming decade will be modest.³ The problem facing IUB is therefore management within relatively constant resources which must be continuously reallocated within a pattern of steadily rising costs.

¹John D. Millett, Resource Reallocation in Research Universities. Academy for Educational Development, Washington, D.C., June, 1973.

²Based on dollars of 1963 purchasing power.

³See Section II, "Enrollment Projections" and Section IV, "Research."

In keeping with the conditions forseen above, the objectives stated below are aimed at quality improvements in the performance of the traditional missions of IUB rather than at program expansion. New curricular programs will, of course, appear at IUB during the next decade, but their creation will be largely contingent on the reallocation of existing resources.

1. Instructional Objectives

a. Programs and Courses

1. IUB serves the educational needs of the entire State of Indiana as well as many important national educational needs; a central objective over the ten year period is therefore to maintain high quality graduate and undergraduate programs to meet these needs.
2. To serve the diversely talented students from the state and students from other states and cultures as well, and to maximize the effective use of the available resources, a central objective over the ten year period is to enhance the quality of instruction, and simultaneously, to increase the efficiency of student learning. Instrumental in achieving this objective is the more extensive use of new media and new instructional technologies which, after a long trial period, have been demonstrated to be effective. (Section VI)
3. IUB is a residential university and will remain so in the future. It therefore holds as an objective the increased integration of residential living and academic instruction, including continued formation of special living units, stimulation of learning and cultural experiences outside the classroom, and an increase in those services to students, such as career counseling and student activity programs which are important correlates of education in a residential university. (Section VII)
4. In accord with the rapid expansion of knowledge, the scope of faculty talent and the rapidly changing character of the social uses of knowledge, IUB will continue to hold as an objec-

tive the formation of interdepartmental and interdivisional programs which combine the expertise of the traditional disciplines in new ways. (Section III)

5. Recognizing that many students want and need programs of length and scheduling different from traditional baccalaureate degree programs, IUB will endeavor to expand its opportunities and arrangements for useful combinations of work and curricular experiences and for a variety of educational schedules, both accelerated and extended.
6. To meet the anticipated increase in demand for education among middle aged and older persons, IUB will continue to emphasize the development of special educational experiences for professional renewal and retraining, and will cooperate with other campuses in the system in the development of conferences, institutes, short courses, correspondence, radio and television instruction to help meet the intellectual needs and interests of a wide variety of the state's population. (Section III)
7. To assure equality of educational opportunity according to the talents of its students and to provide trained leadership for all segments of society, IUB will give increased attention to the education of women, and to the improvement of specialized instruction for both the socially and academically disadvantaged student. (Section III)
8. As in the past, IUB will continue to place emphasis upon highly challenging Honors courses and on independent study for its most able and gifted students. (Section III)

2. Research Objectives

a. Research and Development

Because of the intrinsic relationship between faculty research, development and creative activities and the education of advanced graduate

students, and because of the major role of the campus in research and development in the state and nation, a central objective of IUB is to maintain and extend its research and development strengths. To achieve this aim will require continued strong support for library, laboratory, computer, performing arts, and fine arts facilities and continuation of the policy that, on the average, faculty members should devote no less than twenty-five percent of their effort to research and creative work. (Section IV)

Increased emphasis will be placed on seeking external support for faculty research projects, and substantially increased emphasis on cooperative research projects involving state agencies and civil units. As in previous years, strong emphasis on graduate student participation in research, as a major research training procedure, and graduate student remuneration for aiding with research, will be continued.

b. Research on Instruction

To keep the pace of student learning abreast of the very great expansion of knowledge, IUB will place some priority on research by faculty into their instructional processes, and on the evaluation of instructional practices against such criteria as the rate and scope of student learning, student motivation to learn, and faculty satisfaction with processes and results of instruction. Moreover, IUB intends to investigate further the ways in which teaching assignments invigorate research activities, and research activities, teaching. (Section IV)

3. Service Objectives

a. Public Service Activities

Because of the increasing complexity of the problems faced at all levels of state and local affairs, and because of the very great expertise in a wide variety of fields among its faculty, IUB places high priority on its service function to the state and to localities where needed services are not available through other educational institutions. (Section V)

As one of the outstanding universities in the nation, IUB will, during the next decade, continue to assign priority to the involvement of its faculty and advanced students in addressing, advising, and consulting with public and private agencies and groups whose policies and activities have substantial impact on national life and well-being.

In keeping with its distinguished tradition of research and service on an international scale, as evidenced in the interdisciplinary Area Studies Programs and by the numerous programs in the Schools of Business and Education, IUB will continue its involvement with national and state interests or activities in the international arena.

SECTION II

ENROLLMENT PROJECTIONS

A. Enrollment Data and Projections

Enrollment at Indiana University, Bloomington depends primarily on two factors: (1) the size of the population pool from which IUB students are drawn and (2) the fraction of this pool that enrolls on this campus. In the past, IUB enrollment has been derived mainly from the "college age," (18-24 year old) segment of the population and trends in IUB enrollment over the years have closely paralleled the changes in the national 18-24 age group population. This correspondence between IUB enrollment and trends in the numbers of 18-24 year olds may be expected to continue into the future, except that the effect of increasing numbers of non-traditional age-group students enrolling for college study must also be taken into account.

Basic demographic and enrollment data useful in following enrollment trends and in making enrollment projections are shown in the attached tables and figures. Table II-1 summarizes headcount enrollment data for the past ten years and contains the calculated statistical factors and retention ratios pertaining to each class. Table II-1 also shows the number of high school seniors in the State of Indiana each year along with the number of in-state freshmen matriculating at IUB and the ratio of total freshmen to in-state freshmen. Table II-2 contains enrollment projections for the next ten years together with the appropriate data and factors used in making these projections. The basic data used in projecting undergraduate enrollment are the yearly numbers of high school seniors. From this number is calculated the number of in-state matriculants and then the total number of freshmen. Upper-class enrollments are calculated from the next lower class enrollment of the preceding year using mean retention ratios. Overall graduate, professional and "other" enrollment is assumed to remain constant at the 1975-76 level, although within this grouping the enrollment of non-traditional students in Continuing Studies and special non-degree programs is expected to grow gradually, while M.S. and Ph. D. enrollments are expected to decrease somewhat.

Table II-1
IUB Enrollment Data
(1965-1975)

Class/Acad. Yr.	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975
Freshman	5,695	5,735	5,902	6,240	6,683	6,667	6,649	6,556	6,529	6,683	7,389
Sophomore	4,016	4,591	4,557	4,770	4,861	5,140	5,389	5,245	5,206	5,183	5,587
Junior	3,334	3,765	4,240	4,563	4,580	4,825	4,929	5,042	4,671	4,777	4,993
Senior	3,432	3,693	4,059	4,918	5,306	5,215	5,515	5,496	5,336	4,989	5,305
Subtotal, Undergraduate	16,477	17,784	18,758	20,419	21,430	21,847	22,482	22,339	21,742	21,632	23,274
Professional	601	605	596	531	449	531	625	678	583	599	754
Graduate (MS, Ph.D.)	5,758	6,328	6,668	6,840	6,427	6,517	6,200	6,401	6,729	6,653	6,910
Other (Thesis, Cont. Ed., Special)	776	1,000	1,076	1,144	1,122	1,473	1,411	1,862	1,681	1,739	1,713
Subtotal, Prof. Grad, Other	7,135	7,933	8,340	8,515	7,998	8,521	8,236	8,941	8,993	8,991	9,377
Total Headcount Enrollment	23,612	25,717	27,098	29,006	29,428	30,368	30,718	31,280	30,735	30,623	32,651
Total FTE Enrollment									27,187	28,869	
Ratio: FTE/Headcount									(0.888)	(0.884)	
Indiana High School Grads	69,124	70,022	70,033	70,281	75,275	76,215	75,756	78,343	79,209	78,228	79,335
In-state Fresh. Matriculants	3,952	3,724	3,971	3,896	3,789	4,151	4,097	4,228	3,983	4,565	5,033
Fresh./Matric Ratio	1.441	1.540	1.486	1.602	1.764	1.606	1.623	1.551	1.639	1.464	1.468
Soph./Fresh. Ratio	.8268	.8061	.7946	.8082	.7790	.7691	.8083	.7888	.7941	.7938	.8360
Junior/Soph. Ratio	.9580	.9375	.9235	1.001	.9602	.9926	.9589	.9356	.8906	.9176	.9633
Senior/Jr. Ratio	1.077	1.108	1.078	1.160	1.163	1.139	1.143	1.115	1.058	1.068	1.111

Table II-2
IUB Enrollment Projections
(1976-1985)

Class/Acad. Yr.	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Freshman	7,447	7,493	7,381	7,431	7,255	7,123	7,074	6,528	6,039	5,831
Sophomore	6,074	6,121	6,159	6,067	6,108	5,964	5,855	5,815	5,366	4,964
Junior	5,296	5,758	5,803	5,389	5,752	5,790	5,654	5,551	5,153	5,087
Senior	5,477	5,810	6,317	6,366	6,405	6,310	6,352	6,202	6,089	6,048
Subtotal (Undergraduate)	24,294	25,182	25,660	25,253	25,520	25,187	24,935	24,096	23,007	21,930
Professional	754	754	754	754	754	754	754	754	754	754
Graduate (M.S., Ph.D.)	6,910	6,860	6,810	6,760	6,710	6,660	6,610	6,560	6,510	6,460
Other (Thesis, Cont. Ed., Special)	1,713	1,763	1,813	1,863	1,913	1,963	2,013	2,063	2,113	2,163
Subtotal (Prof., Grad., Other)	9,377	9,377	9,377	9,377	9,377	9,377	9,377	9,377	9,377	9,377
Total Headcount Enrollment	33,671	34,559	35,037	34,630	34,897	34,564	34,312	33,473	32,384	31,307
Total FTE Enrollment (.89)	29,967	30,758	31,183	30,821	31,058	30,762	30,538	29,791	28,822	27,863
Indiana High School Grads. (Prof.)	79,865	80,763	79,789	80,217	78,497	76,897	75,926	70,465	65,251	63,158
In-state Fresh. Matriculants	5,073	5,104	5,028	5,062	4,942	4,852	4,819	4,447	4,114	3,972
Fresh./Matric. Ratio	1.468	1.468	1.468	1.468	1.468	1.468	1.468	1.468	1.468	1.468
Soph./Fresh. Ratio	.822	.822	.822	.822	.822	.822	.822	.822	.822	.822
Junior/Soph. Ratio	.948	.948	.948	.948	.948	.948	.948	.948	.948	.948
Senior/Jr. Ratio	1.097	1.097	1.097	1.097	1.097	1.097	1.097	1.097	1.097	1.097

Figure II-1 shows U.S. population by selected age groups for the period 1960-2000. The data for the 18-24 year-old age group after 1990 assume a birthrate of 2.1 births per woman. It should be noted that the large increase in the number of 18-24 year olds occurring between 1960 and 1980 moves along with time and generates a large increase in the 25-34 year old group between 1965 and 1990 and, finally, a significant increase in the number of 35-44 year olds between 1975 and 2000. This movement with time of these age groups also indicates that the second generation of the post World War II babies will begin to reach college age in appreciable numbers between 1990 and 2000. It is also significant to note that the proportion of 18-24 year olds in the total population is relatively large between 1965 and 1975, but becomes much smaller relative to the other age groups after 1980. The number of persons in the 25-34 age group becomes very large in the next decade and persons in this age group may be expected to constitute an increased fraction of college enrollment, especially after 1980. Campus enrollment data show that the percentage of IUB students in the 25-30 age group increased from 12% to 15% since 1970. This modest, gradual increase in proportion of students in this older age group may be expected to continue during the next decade in line with the continuing growth in numbers of this age group. The proportion of enrolled students over 30 years of age is currently not large at IUB (7%) and has not changed appreciably during the past five years. Enrollment of persons from this age group may be expected to increase slightly in the next decade, however.

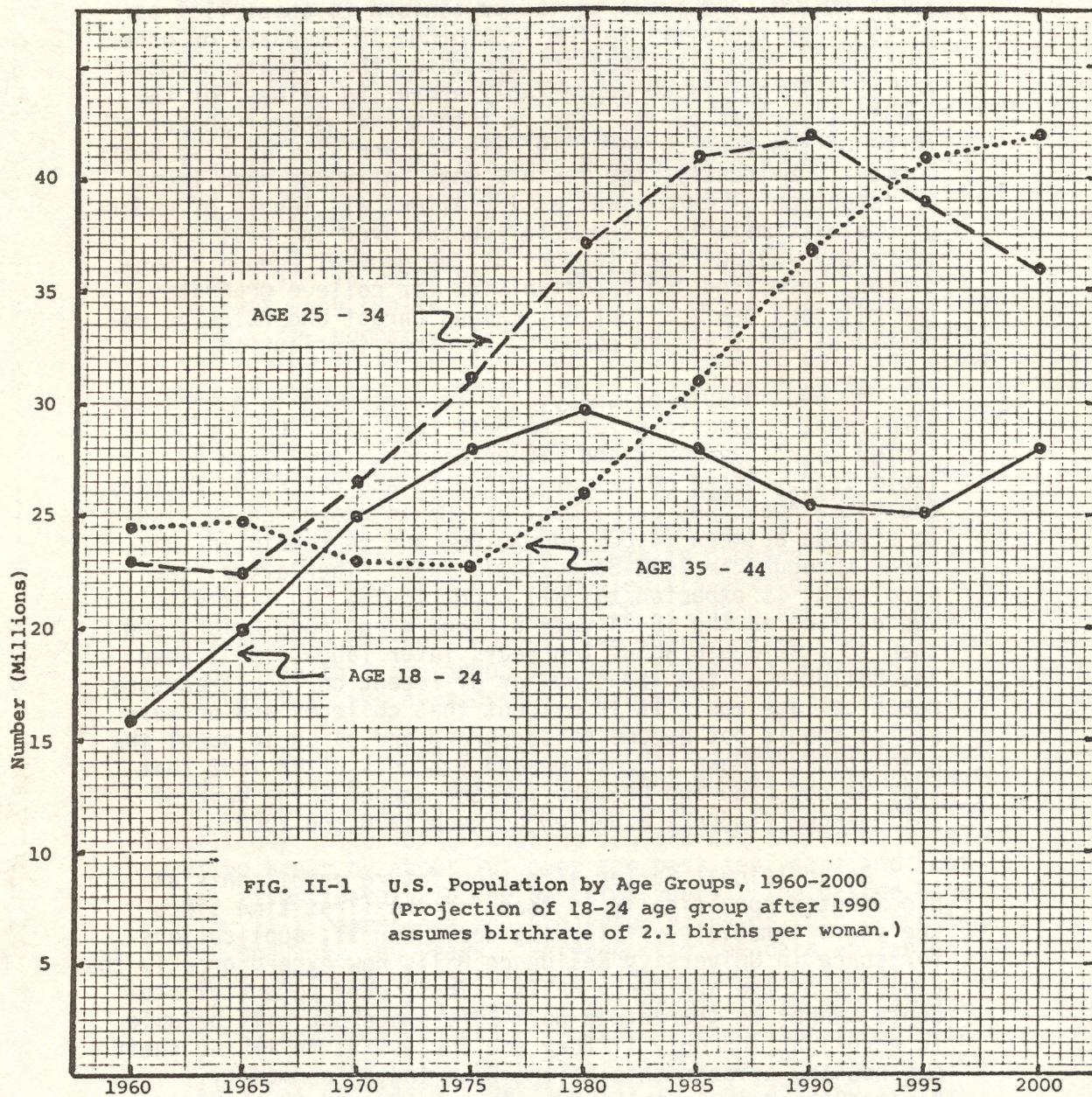
Figure II-2 is a plot of total freshman enrollment at IUB expressed as a percentage of the number of high school graduates in Indiana in the same year. It can be observed that our "take" of graduating seniors has varied on a relative basis by about 10% over the past ten years and that it has risen sharply in the past two years. The dashed line in Fig. II-2 represents the projected value of this percentage for the next ten years. Reference to the data in Table II-1 shows that the sharp increase in freshmen enrollment at IUB during the past two years is due primarily to an increase in the number of in-state students rather than out-of-state students. The ratio of total freshmen to in-state matriculants has decreased significantly in the last two years.

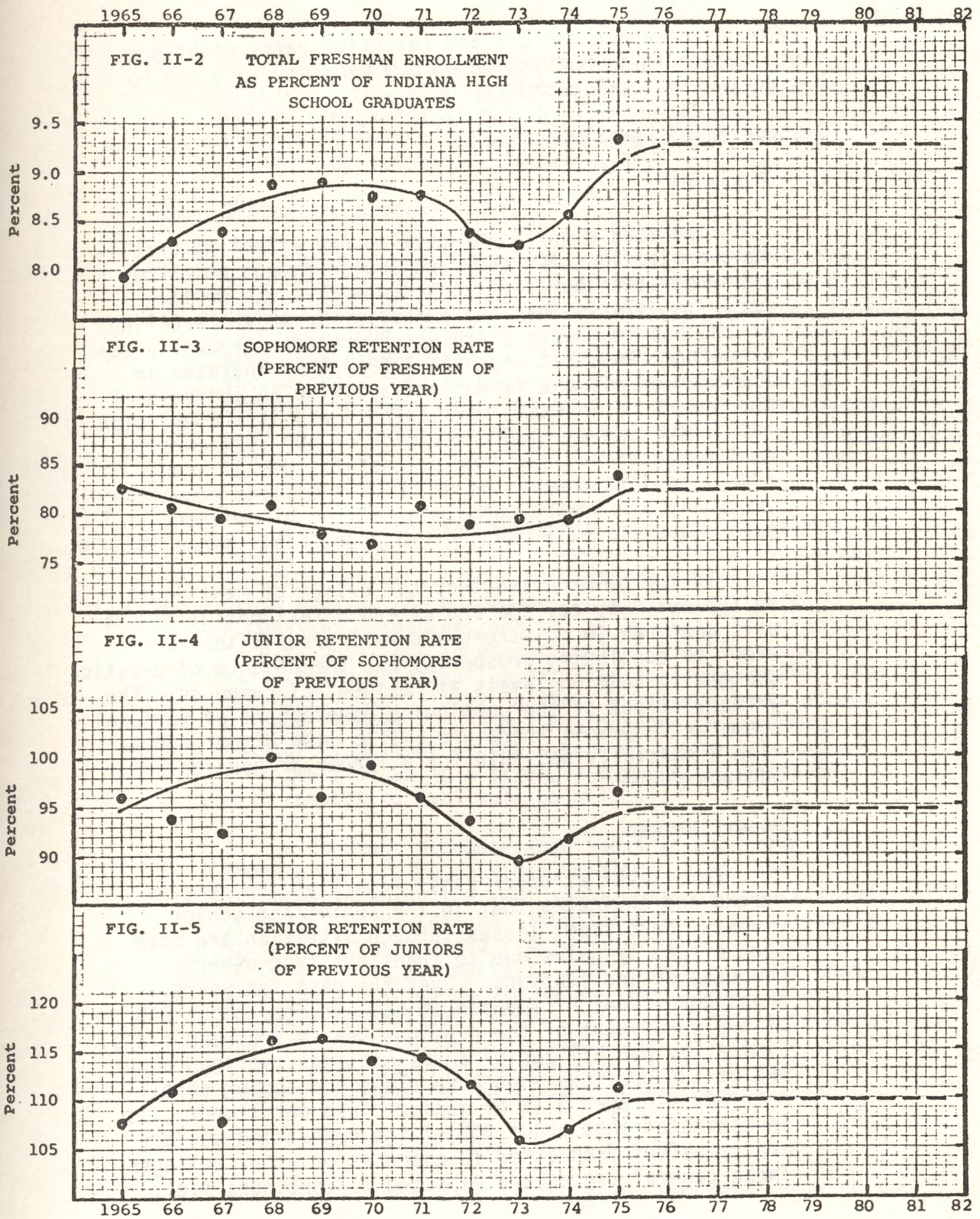
Figures II-3, II-4, and II-5 show overall, gross retention rates for sophomores, juniors, and seniors, respectively. In each case the class enrollment is expressed as a per-

centage of the enrollment of the next lower class of the previous year. Note that the gross retention rate is lowest for sophomores, about 80%, then rises for juniors to about 90-95%, and rises again for seniors to about 110% as a result of transfers to IUB from other IU campuses or other colleges. Note also that in each case, the retention rate for 1975-76 has risen appreciably above its values for the previous several years. The fact that the general shapes of three of the four curves (Fig. II-2-5) are similar also bears comment. Evidently, the factors that influence enrollment or retention of enrollment at IUB affect all levels of undergraduates similarly. These influences over the past ten years may include such factors as the general economic condition, perceived job opportunities for college graduates, the military draft situation, campus unrest and relative educational costs at IUB compared to other institutions.

As mentioned previously, the factors used in making the enrollment projections for the next ten years and the projected total headcount and FTE enrollments are given in Table II-2. Based on demographic data and retention factors, the total headcount enrollment at IUB is projected to rise to a value between 34,000 and 35,000 and to remain in this range through the 1982-83 academic year. Thereafter, the enrollment is expected to fall about 10-15%, in line with the decline in the 18-24 year old age group population, and then to rise again about ten years later (about 1995) when the children of the large number of recent college graduates reach college age. It is evident that colleges and universities should not become so concerned and paranoid about the predicted decrease in college-age students after 1982 that they do not plan and prepare for the second large wave of college-age students expected between 1990 and 2000.

An additional factor affecting future enrollments at Bloomington specifically is that for the first time since the years immediately following World War II, applications for space in University Residence Halls now exceed greatly the capacity of the Residence Halls. Thus, many potential students cannot be guaranteed dormitory space and will be able to enroll at IUB only if they are successful in making their own housing arrangements in the Bloomington community. Because the University has no plans to expand further the capacity of its Residence Halls, the limitation on available dormitory space may cause the actual enrollment at IUB to be somewhat less than enrollment projections based





only on demographic factors and retention rates might predict, though it is not yet known how many students can be housed in the local community.

B. Discussion of Enrollment Trends

1. Freshmen

The most significant development affecting enrollment projections for the Bloomington campus which has occurred since our last Long Range Plan was written early in 1974 is that the number of freshmen enrolling at IUB has increased sharply, reversing a gradually decreasing trend that began in 1969. This increase in freshmen enrollment is due primarily to an increase in the number of in-state matriculants and is the principal factor forcing an upward revision of our 1974 enrollment projections. Evidently, the attitude of high school seniors toward the value of a college education generally and toward enrollment at the Bloomington campus specifically has changed appreciably since 1973-74.

It may be expected that the desire of many youth to "go away" to college and attend a residential campus will continue to be strong and will prevail in the event of continuing prosperity and the absence of drastic changes in tuition levels at residential campuses. The primary effect of the continuing development of regional commuter campuses, therefore, is to make higher education financially possible for a larger proportion of Indiana youth.

2. Upperclassmen

Enrollment at upper-class levels at IUB remains strong and indicates that in the junior and senior classes, enrollment losses through attrition are more than offset by gains due to transfers from other campuses or institutions. Over the past ten years, gross enrollment of sophomores has averaged about 80% of the enrollment of the previous year's freshman class. Similarly, overall junior enrollment has averaged about 95% of the previous sophomore class and senior enrollment has averaged 111% of junior class enrollment. It is estimated that about 30% of the graduating seniors are transfers from other IU campuses or other colleges. These general trends are expected to continue; i.e.,

upper level undergraduate enrollment is expected to remain strong, because of the wide choice of excellent degree programs available at IUB and because many students will continue to prize a degree from an established institution with a national reputation.

3. Graduate Students

Graduate and professional training is a distinctive emphasis in the mission of IUB and it may be expected that IUB will continue to attract students from throughout the state and nation because of its many excellent programs at the postgraduate level. In an increasingly complex society, the need for advanced training in many fields as well as the need for continuing adult education and retraining argue for a strong, continuing demand for admission to graduate and professional programs.

Overall, we expect enrollment in MA, MS, and Ph D degree graduate programs to decrease gradually during the next decade due to a decrease in the number of students seeking Ph. D. degrees in those areas of the humanities, languages and social sciences in which faculty positions in educational institutions constitute the principal opportunity for employment. The decrease in enrollment in these areas should be accomplished through a concomitant increase in academic standards, so that students earning a graduate degree from IUB will be in a strongly competitive position with respect to available positions.

A constant graduate enrollment is predicted for those areas of the physical, biological and social sciences in which the employment needs of industry and commerce, of educational institutions and of privately or federally sponsored research programs all combine to control the job market. This is not to imply that graduate education should become more technical or narrowly specialized; rather, it should remain broad and comprehensive in those areas that will contribute to the understanding and solution of the increasingly complex problems facing society in the decade ahead.

4. Minority-Group Students

The fact that IUB is isolated from the larger cities

and industrial areas in which disadvantaged and minority groups are concentrated means that enrollment at Bloomington on the part of members of such groups is hindered both by the relatively high cost of a residential campus vs. a commuter campus and by the fewer opportunities for part time employment in a university-dominated town. Nevertheless, the number of Black students enrolled at IUB has increased approximately three fold since the "Groups Program" was started and since the program in Afro-American Studies was begun in 1968. Enrollment of Blacks at IUB now stands at about 1200, of which about 950 are undergraduates and 250 are graduate students. The percentage of Black undergraduates, 4.0% of the total, is still below the percentage of Blacks in the State (6.9%), but well above the percentage in Region 10. The number of students of Latino origin enrolled at IUB in 1975-76 is 220, while the number of American Indians is 93. Present and future enrollment of students from disadvantaged families at IUB is strongly dependent on the amount of State and Federal aid available and is hard to predict. In the absence of increased student aid, enrollment of disadvantaged students may be expected to grow faster at the regional campuses of Indiana University than at IUB. Special efforts and increased student aid are necessary if IUB is to increase its role in providing educational opportunities for disadvantaged students.

5. Women Students

During the past ten years the incoming freshman class at IUB has consisted of nearly equal numbers of males and females. Because retention rates for males have been slightly higher than for females, the percentage of males rises gradually each year with the result that the senior class has averaged 56% males and 44% females during the past several years. At the graduate and professional level, there has been an appreciable increase in both the number and proportion of women students enrolled. Overall, the percentage of women enrolled in graduate and professional programs has increased from 28% in 1965-66 to 37% in 1975-76. During the first semester, 1975-76, women constituted 42% of the enrollment in M.S. level programs, 34% in doctoral programs and 25% in professional school programs. Schools or programs at IUB with the highest percentage of women are Nursing (94%), Graduate Library

School (74%), Education (62%), Continuing Studies (57%) and Health, Physical Education and Recreation (57%). Schools or programs with the lowest percentage of women are Optometry (19%), Medicine (23%), Business (24%), Law (25%), and the School of Public and Environmental Affairs (28%). Within the College of Arts and Sciences, the enrollment of women in the sciences remains low (Physics, 7%; Geology, 16%; Computer Science, 18%; Chemistry 19%; Biological Sciences, 28%). The overall percentage of women is not expected to rise appreciably in the next decade, the recent trend toward an increase in the proportion of women enrolling in the traditionally male-dominated fields of study is likely to continue, especially if there is increased counseling for women students, continuing exposure to appropriate role models and a generally greater sensitivity on the campus for the new and emerging career objectives for women.

6. Part-time, Non-Traditional Age-Group Students

Because IUB is primarily a residential campus and is not located within easy commuting distance of a large population center, most students attending IUB are enrolled on a full-time basis. The ratio between FTE enrollment and headcount enrollment is nearly 90% and has remained constant at this level for the past five years and is not expected to change significantly in the next ten years. During the fall semester, 1975-76, a total of 4,129 students at all levels were enrolled for 6 hours credit or less. Most of these students, about 70%, were graduate students, including those graduate students registered for 1 hour of credit in "G900--Doctoral Candidate." The distribution of these part-time students who were enrolled for 6 hours or less credit is as follows:

Undergraduates	574	(13.9%)
Graduate and Thesis (G900)	2899	(70.2%)
Professional	13	(0.3%)
Special (non-degree)	643	(15.6%)

Perhaps the most significant observation to be made from these data is that the proportion of part-time undergraduates at IUB is very low, amounting to only 2.5% of the total number of undergraduates. Thus, even though there may be a large percentage increase in the number of part-time students at IUB in the next decade, such

an increase will not have a significant effect on overall enrollment. Although the enrollment of full-time students who are not in the 18-24 year old age group is predicted to rise in the next decade in line with the increase in the number of persons in the 25-34 and 35-44 year age groups, it is not realistic to predict a correspondingly large increase in part-time enrollment on the part of these non-traditional students without special efforts. Innovative mechanisms need to be developed to increase this type of educational service to adults who are employed, have family commitments and may not be able to afford, in terms of time or money, to participate in typical residential campus programs. Increased part-time enrollment may be facilitated by means of intensive workshops and short courses, or longer term courses concentrated in one or two weekdays, e.g., courses meeting on Fridays and Saturdays, or by the use of telecommunications technology. Alternatively, faculty can travel to the population centers to present regularly scheduled evening or Saturday lectures in graduate or specialized areas not offered by the regional campuses.

C. Changing Educational Objectives and Intra-campus Enrollment

In addition to changes in overall enrollment, the IUB campus also has a vital interest in changes in intra-institutional enrollment and must be prepared to allocate resources in recognition of such changes. As a matter of fact, the most important factor to consider in long range planning is the need for the institution to maintain a sufficient degree of resource flexibility so that it can respond in a meaningful way to changes in overall student enrollment, to changes in student characteristics (age, sex, race, etc.) and to changes in student interests and educational objectives brought about by changing attitudes and variations in job opportunities. The Bloomington campus appears to be in a favorable position in regard to flexibility, for faculty tenure and age-distribution statistics indicate that the percentage of tenured faculty, which now stands at 65%, is not likely to rise above 75% in the foreseeable future and that there will be a continuing, steady annual turnover in faculty positions sufficient to allow necessary reallocation of personnel to be made as programs are changed or re-directed in response to shifts in student educational objectives.

During the past ten years we have witnessed several remarkable and abrupt changes in student attitudes and objectives. Figures II-2 through II-5 show the effects of the waxing and waning of student interest in college attendance and demonstrate a peak-to-trough period of less than five years. Campus credit hour data presented in Table II-3 and in Figure II-6 demonstrate similar, cyclical changes in student interests and objectives, which are influenced by such diverse factors as employment opportunities, societal attitudes, University degree requirements and even the adequacy of secondary school preparation. Because credit hour data are the best single measure of student educational interests, needs and objectives and are the best indicator of teaching load and personnel needs, they will be considered here in some detail.

Academic year credit hour data for all major IUB schools and programs for the past seven years are given in Table II-3. Also given in Table II-3 are the percentages of the total campus credit hours taught by each school. These percentages are shown graphically in Figure II-6 together with an extrapolation into the future. Examination of the credit hour data in Table II-3 and especially the percentage data plotted in Figure II-6 illustrates the effect of changing student interests and objectives over the past few years. Note, for example, that both the total and the relative enrollment in courses taught in the College of Arts and Sciences increased between 1969-70 and 1971-72, and that both decreased during the next three year period. For 1975-76, the number of credit hours taught by the College is up to 5.8% due to an increase in overall campus enrollment, but the percentage of the total campus credit hours taught by the College continued to decrease slightly.

Course enrollment in the School of Education was approximately constant for the first four years, 1969-70 through 1972-73, but then dropped sharply during the following two years both in number and percentage of credit hours taught. This decline, undoubtedly related to a decrease in employment opportunities in public schools, seems to have bottomed out in 1975-76. Enrollment in Education may now be stabilizing at a relative value about 25% below its value about five years ago. Credit hour enrollment in courses taught by the School of Business was also relatively stable between 1969-70 and 1972-73, but then rose sharply both in total number and percentage of campus credit hours taught. As a consequence of the relatively large enrollment shifts in the Schools of

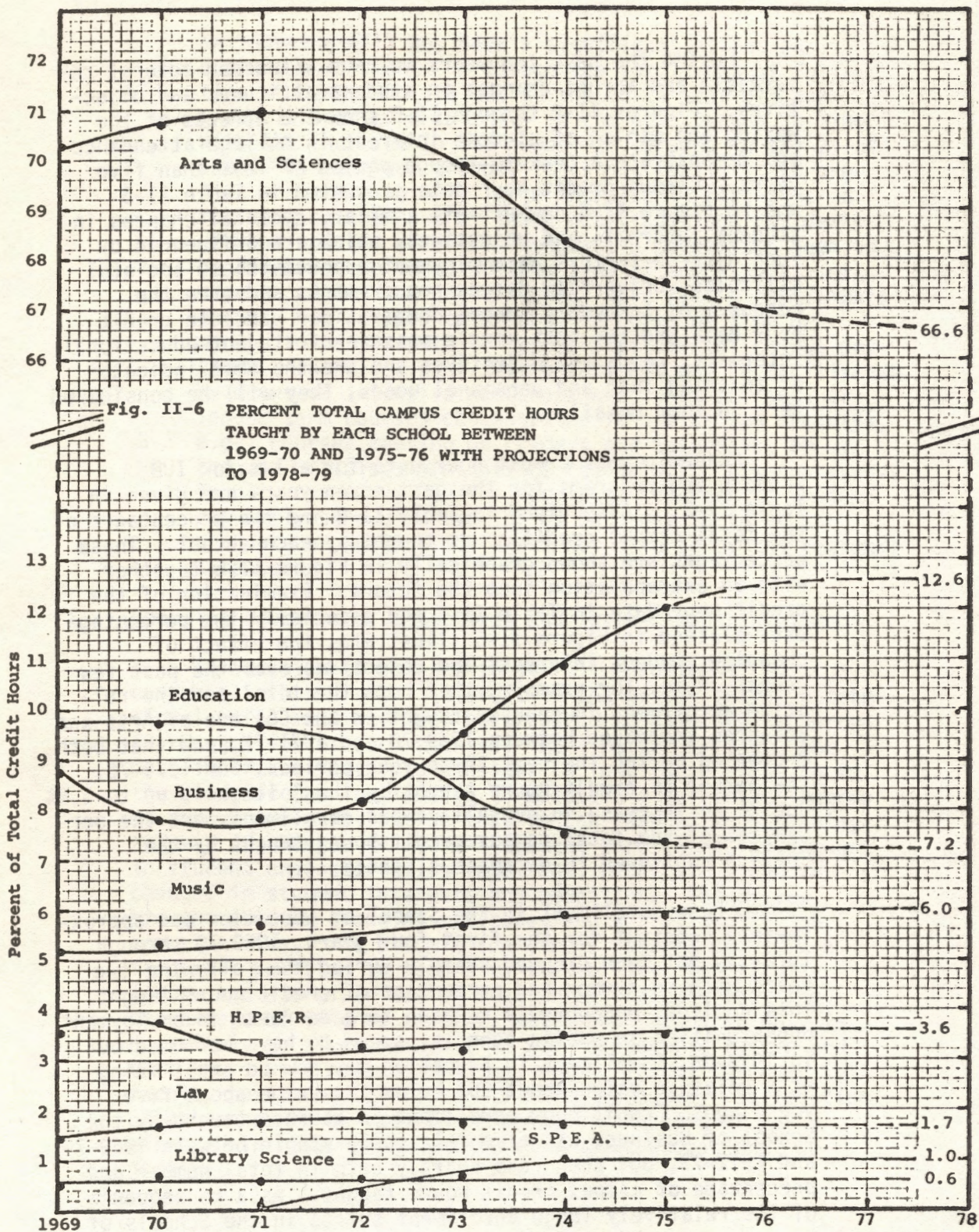


Table II-3
IUB Gross Academic Year Credit Hour Enrollment Data
(1969-70 through 1975-76)

Academic School/Level	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Arts & Sciences*							
Undergrad.	503,882	534,106	551,341	544,088	514,153	511,602	543,681
Graduate	53,621	53,410	50,544	50,111	49,266	47,962	48,534
Total	557,503	587,516	601,885	594,199	563,419	559,564	592,215
(%)	(70.28)	(70.71)	(70.96)	(70.62)	(69.84)	(68.36)	(67.52)
Business							
Undergrad.	53,259	46,568	48,545	50,939	57,363	65,846	78,194
Graduate	16,164	18,251	17,768	17,679	19,457	23,000	27,064
Total	69,423	64,819	66,313	68,618	76,820	88,846	105,258
(%)	(8.75)	(7.80)	(7.82)	(8.16)	(9.52)	(10.85)	(12.00)
Education							
Undergrad.	50,376	51,245	51,757	49,932	41,080	35,622	37,402
Graduate	26,723	29,583	30,073	28,059	25,499	25,797	26,865
Total	77,099	80,828	81,830	77,991	66,579	61,419	64,267
(%)	(9.72)	(9.73)	(9.65)	(9.27)	(8.25)	(7.50)	(7.33)
Graduate Library							
Graduate	4,197	5,287	4,942	5,051	5,313	5,036	5,030
(%)	(0.53)	(0.64)	(0.58)	(0.60)	(0.66)	(0.62)	(0.57)
H.P.E.R.							
Undergrad.	25,002	27,074	21,547	23,094	22,064	24,010	25,537
Graduate	3,296	4,181	4,467	3,987	3,660	4,276	4,892
Total	28,298	31,255	26,014	27,081	25,724	28,286	30,429
(%)	(3.57)	(3.76)	(3.07)	(3.22)	(3.19)	(3.46)	(3.47)
Law							
Graduate	11,291	13,757	14,883	15,639	13,878	13,769	14,297
(%)	(1.42)	(1.66)	(1.75)	(1.86)	(1.72)	(1.68)	(1.46)
Music							
Undergrad.	32,990	34,871	38,128	35,663	36,696	38,747	41,767
Graduate	8,182	9,247	9,945	9,713	8,933	9,177	9,508
Total	41,172	44,118	48,073	45,376	45,629	47,924	51,275
(%)	(5.19)	(5.31)	(5.67)	(5.39)	(5.66)	(5.86)	(5.85)
S.P.E.A.							
Undergrad.	---	---	687	2,070	3,254	5,610	5,046
Graduate	---	---	---	683	2,236	2,600	3,060
Total	---	---	687	2,753	5,490	8,210	8,106
(%)	---	---	(0.08)	(0.33)	(0.68)	(1.00)	(0.92)
Others (Military, Soc. Serv., DGNS, Nursing, Medicine)							
Undergrad.	3,668	2,510	2,561	3,432	2,876	4,136	5,140
Graduate	584	763	1,038	1,221	997	1,320	1,115
Total	4,252	3,273	3,599	4,653	3,873	5,456	6,255
(%)	(0.54)	(0.39)	(0.42)	(0.55)	(0.48)	(0.67)	(0.71)
Campus Totals:							
Undergrad.	669,177	696,374	714,566	709,218	677,486	685,573	736,767
Graduate	124,058	134,479	133,660	132,143	129,239	132,937	140,365
Overall Total	793,235	830,853	848,226	841,361	806,725	818,510	877,132

*The data for the College of Arts and Sciences include Optometry, which became a separate school in 1975.

Education and Business, more than thirty academic positions were removed from the School of Education and reallocated to the other schools, principally the School of Business.

Credit hour enrollments in the remaining smaller schools also show significant changes, though their effect on the overall campus data is small. The Schools of Music and Law both exhibit rather steady enrollment patterns, which result from policy decisions to limit enrollment and to be highly selective in admitting students. Enrollment in the School of Health, Physical Education and Recreation (H.P.E.R.) decreased significantly in 1971-72 due to a change in University course requirements, but has increased steadily since that low point due to increased student interest principally in recreation and women's athletics.

The new School of Public and Environmental Affairs has grown rapidly since 1971-72 and now appears to have stabilized. Its future enrollment at IUB probably depends more on the growth of the School's program at the Indianapolis campus than on any other factor.

The dotted line portions of the curves in Figure II-6 represent extrapolations of present trends into the future. Because of the rapidity of changes in student interests and objectives and the complex nature of the many factors on which they depend, the extrapolations are carried out only to 1978-79 and the numerical values given at the right end of each dotted line represent the predicted percentage values for 1978-79. (Thereafter, the percentage values are assumed to remain constant, since longer-range predictions would be pure conjecture.) Projected campus credit hours (academic year) are calculated from projected campus head-count enrollment figures, assuming that the number of academic year credit hours per student will remain at the average value of 26.952 calculated from the data for the past seven years. Multiplication of the projected annual campus credit hours by the predicted percentage of the total to be taught by each school gives the projected credit hour data for each school. These data are given in Table II-4. The gradually increasing overall campus growth for the next three years dictates a concomitant gradual increase in teaching load for each school, though the relative increase will be greatest in the School of Business.

Should the campus enrollment rise from its present value of 32,651 to about 35,000 as the demographic data

Table II-4
Projected IUB Gross Academic Year Credit Hour Data By School

School/Item	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Proj. Campus Enrollment	33,671	34,559	35,037	34,630	34,897	34,564	34,312	33,473	32,384	31,307
Proj. Campus Cr. Hours*	907,510	931,445	944,330	933,360	940,550	931,580	924,790	902,170	872,820	843,800
Arts and Sciences										
% of Total Cr. Hrs.	66.90	66.65	66.60	66.60	66.60	66.60	66.60	66.60	66.60	66.60
Projected Cr. Hrs.	607,120	620,810	628,920	621,620	626,410	620,430	615,910	600,850	581,300	561,970
Business										
% of Total Cr. Hrs.	12.40	12.55	12.60	12.60	12.60	12.60	12.60	12.60	12.60	12.60
Projected Cr. Hrs.	112,530	116,900	118,990	117,600	118,510	117,380	116,520	113,670	109,970	106,320
Education										
% of Total Cr. Hrs.	7.15	7.20	7.20	7.20	7.20	7.20	7.20	7.20	7.20	7.20
Projected Cr. Hrs.	64,890	67,060	67,990	67,200	67,720	67,070	66,590	64,960	62,840	60,750
Library Science										
% of Total Cr. Hrs.	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60
Projected Cr. Hrs.	5,450	5,590	5,670	5,600	5,640	5,590	5,550	5,410	5,240	5,060
H.P.E.R.										
% of Total Cr. Hrs.	3.60	3.60	3.60	3.60	3.60	3.60	3.60	3.60	3.60	3.60
Projected Cr. Hrs.	32,670	33,530	34,000	33,600	33,860	33,540	33,290	32,480	31,420	30,380
Law										
% of Total Cr. Hrs.	1.70	1.70	1.70	1.70	1.70	1.70	1.70	1.70	1.70	1.70
Projected Cr. Hrs.	15,430	15,835	16,050	15,870	15,990	15,840	15,720	15,340	14,840	14,340
Music										
% of Total Cr. Hrs.	5.95	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Projected Cr. Hrs.	54,000	55,890	56,660	56,000	56,430	55,890	55,490	54,130	52,370	50,630
S.P.E.A.										
% of Total Cr. Hrs.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Projected Cr. Hrs.	9,070	9,310	9,440	9,340	9,410	9,320	9,250	9,020	8,730	8,440
Misc.										
% of Total Cr. Hrs.	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70	0.70
Projected Cr. Hrs.	6,350	6,520	6,610	6,530	6,580	6,520	6,470	6,310	6,110	5,910

*Based on average academic year credit hours per headcount student for 1969-1975.

presently suggest, this would increase the total campus credit hours to be taught by about 67,000, i.e., from the present 877,000 for 1975-76 to about 944,000. At the current rate of about 600 academic year credit hours taught per faculty member, and assuming that all the additional teaching is done by regular faculty, this growth would necessitate the addition of about 110 faculty members over the next three years, which the data projections indicate should be distributed as follows: College of Arts and Sciences, 60; Business, 23; Education, 6; Library Science, 1; HPER, 6; Law, 3; Music, 9; and SPEA, 2.

Changes in student interests and objectives are also evident within the College of Arts and Sciences. Credit hour enrollments during the fall semesters of the 1969-70 and the 1970-71 academic years are compared with the corresponding data for 1974-75 and 1975-76, five years later, in the table below. Examination of the data shows relatively large decreases in enrollment in the foreign languages (11%) and in the social sciences (-10%), the latter signalling an end to the groundswell of student interest in this area during the late 1960's. On the other side of the ledger, significant increases were recorded by the biological sciences (+10%), by the physical sciences, which include Mathematics and Computer Science (+8%) and by a number of departments in the "Miscellaneous and Special" category, which includes some new interdisciplinary programs and some of the more professionally oriented departments, such as Journalism and Telecommunications. Enrollment in the arts and humanities remained approximately constant, which is rather surprising considering the decline in the foreign languages and social sciences.

Individual departments showing large enrollment decreases include History, Political Science and Sociology among the social sciences, French, German and Russian among the foreign languages, and English of the humanities. Rapid growth has characterized the new Department of Computer Science, which began in 1972-73, and large enrollment increases over the past five years were experienced by Forensic Studies, a social science, by the Department of Fine Arts, by Journalism, and by Telecommunications. Faculty resource requirements are reassessed annually by the College of Arts and Sciences, and necessary reallocations of positions are made among departments within the College in response to enrollment changes.

Comparison of Fall Semester Credit Hour Enrollments
Within the College of Arts and Sciences
Over a Five-Year Period

AREA	1969-70	1970-71	1974-75	1975-76	Approx. Relative Change
Biological Sciences	24,157 (8.4%)	25,740 (8.5%)	24,654 (9.3%)	25,970 (9.3%)	+10%
Physical Sciences	48,598 (17.0%)	49,120 (16.3%)	48,382 (18.2%)	50,372 (18.0%)	+ 0%
Social Sciences	101,215 (35.3%)	105,250 (34.9%)	85,427 (32.1%)	89,610 (32.0%)	-10%
Foreign Languages	40,788 (14.2%)	39,826 (13.2%)	32,714 (12.3%)	33,526 (12.0%)	-11%
Arts, Humanities	62,003 (21.6%)	67,162 (22.3%)	58,244 (21.9%)	62,430 (22.3%)	+ 1%
Misc. and Special	9,971 (3.5%)	14,356 (4.8%)	16,711 (6.3%)	18,514 (6.6%)	+ *
TOTALS	286,732	301,454	266,132	280,422	

* Large relative increase due to start up of new interdisciplinary programs in Afro-American Studies and Environmental Studies.

D. Relationship of IUB to Region 10

The Bloomington campus of Indiana University has been and must continue to be considered a state-wide institution, as opposed to regional campuses which provide for the needs of more limited geographic areas. The state-wide drawing power of IUB, coupled with the fact of a relatively low population in its own region (Region 10), suggests that programs designed to meet regional needs, in contrast to state-wide needs, should not be overemphasized. Although the college-going rate for high school seniors in Region 10 is high, about 75% in Monroe County (the highest in the State) and

about 50% in Greene, Lawrence, and Owen Counties, the total number of Region 10 seniors is small (about 2000 per year) and those matriculating at IUB constitute only a small fraction of the student body. Changes in the college-going rate for these students therefore cannot appreciably affect enrollment projections for IUB. Also, the fact that Region 10 students constitute only a small fraction of the student body necessarily implies that IUB will have relatively few part-time students and also rather few students commuting from their homes. On an overall basis, FTE enrollment is expected to remain at about 90% of total headcount enrollment at IUB and the Bloomington campus is expected to remain primarily a residential campus serving the entire state.

On the other hand, IUB is the only college or university in Region 10. It is incumbent upon IUB, therefore, to cooperate with the Indiana Vocational and Technical School in making available facilities and programs for non-degree seeking students who reside in Region 10. Because extensive residential facilities already exist at IUB, some Associate Degree programs with state-wide appeal should be instituted to serve the needs of both residential and commuter students and make use of specialized educational and technical resources available on this campus. The very successful Optometric Technician program at IUB is an example of such a program.

SECTION III

INSTRUCTIONAL PROGRAM DEVELOPMENT

A. Overview of IUB Programs and Program Plans

IUB will continue to emphasize its conventional degree programs which include: the undergraduate baccalaureate, the masters, and the doctoral programs. There will continue to be a number of intermediate degrees offered by the various professional schools on the Bloomington campus.

IUB will also explore and develop contractual relations with other colleges and universities to provide the widest range of educational opportunities without duplication of faculty and resources. An example is the projected Office of External Services in the School of Education which will offer special professional courses on the regional campuses as the need arises. Additionally, IUB will cooperate in offering associate degree programs in selected areas such as general studies and labor studies with the School of Continuing Studies. The overwhelming majority of the instructional programs at IUB will continue to be for credit, and for degrees or certification.

The traditional distinction between general arts and sciences and professional subject matter can no longer be maintained. Both are intrinsically related to career preparation. For example, degrees in chemistry, journalism, environmental studies, and economics are no less professional than those in education, business, and music. Furthermore, approximately one half of the courses taken by professional business majors are taught in the arts and sciences, and one of the great strengths of IUB for the professional education training program lies in the fact that future teachers of physics learn physics from distinguished physicists, art teachers study with artists, music teachers with musicians, history teachers with historians. Only the unique resources and distinguished faculty talents of a nationally respected university can assemble the vast range of human and material resources that are needed for excellence in this form of education. In the next few years additional changes will erode the old distinctions. For example, the School of Education will increase the number of programs offered in conjunction with departments of the College of Arts and Sciences, Law, and SPEA. The School of Law will develop courses in the study of law for the liberal arts curriculum in recog-

nition of the citizen's right, indeed necessity, to know more about the law and legal processes. At the same time the professional education of lawyers must include more interdisciplinary work within the sciences and humanities. Many of tomorrow's lawyers will have to coordinate and mediate between different disciplines and use the methodological tools of other disciplines in the practice of law. Additionally, new interdisciplinary instructional programs are being developed in nearly every unit on campus. For example, the MBA Career Integrated Program in the School of Business is considering areas of concentration such as Health Care Administration and Recreation Administration. HPER is developing programs on the masters degree level on environmental health, plus new programs for those who plan to enter not-for-profit enterprises in cooperation with the School of Public and Environmental Affairs. The Graduate Library School already has a joint program for the preparation of chemical literature specialists in conjunction with the Chemistry Department and is planning similar courses of study with the Graduate School of Business and the Law School.

For several years, IUB has offered the seven year AB/MD degree programs. There are many superior students who have the ability and motivation to accelerate their education in similar AB/MD or AB/PhD programs, and these will be developed during the next few years. In a somewhat related area, the Graduate School recognizes that not every person desiring additional postgraduate education wishes a normal degree program. Where graduate facilities permit, these students will be admitted to IUB in the Continuing Non-Degree Program. The School of Education is developing with local school district and teacher groups an array of in-service courses and training modules which can be completed by teachers and administrators in their local school districts, while the Graduate Library School has developed a series of workshops which have been given at various places throughout the state as well as on the Bloomington campus.

In several departments in the College of Arts and Sciences and in Law, Business, and HPER, programs will be modified so that students may take advantage of opportunities for clinical or pre-service work in off campus agencies and institutions. In Education and the Graduate Library School such programs now exist and will be substantially strengthened.

A liberal policy of admission of students helps to preserve the position of the University in a democracy, being

neither extreme of "elitist" nor a "people's college." Even though differing educational programs may be needed for students of differing ability, there is much to be said for conducting them within the same educational institution rather than for separating students institutionally on the basis of ability. IUB offers a number of special programs for students with varying achievement: Remedial Mathematics, Reading and Study Skills, Groups Project, Honors Program, and so on. Since students with inadequate basic knowledge and study skills will continue to enroll on the IUB campus, we recognize a long-term need to improve and possibly expand remedial courses which can correct these deficiencies and thereby aid disadvantaged students toward the acquisition of a good education. In addition, IUB will continue to experiment with admission on a probationary basis for students who are willing to begin work in the second semester or in the summer sessions. The amount and character of work given to each of these students are determined on the basis of a careful assessment of his or her potential capacities. Such students are told that if they can demonstrate their ability to do the work here during the summer, they will be allowed to continue during the academic year. The University plant is thus better utilized at a time when the peak load is not present.

The instructional programs will continue to be delivered primarily on campus, on weekdays and evenings and during the academic year and summer sessions. The Dean of the Faculties' policy on minimum class size is 12 for undergraduate and 8 for graduate offerings. Courses which are necessary for degree requirements but which have had low enrollments are offered infrequently. Courses not offered during a four year period are dropped. The maximum enrollment of courses is determined by a number of variables, such as size of available rooms, number of qualified faculty available, amount of available equipment, teaching technique employed, content of course, and so on. Approximately 60% of the classes on the Bloomington campus have 30 or less students per section while 3% have more than 100 students per section. The average size in 1975-76 was 41.9. Some schools, such as Business, have an average class size in excess of this number, however, and adjustments need to continue to be made.

B. Relation of Instructional Program Development to Faculty Resources

The assumption underlying the statement of Objectives in Section I is that IUB will have relatively constant resources within which program development must occur. Collaterally,

the most realistic managerial strategy is the evaluation of programs and the reallocation of resources accordingly. Change, with limited growth, is the outcome of this approach.

An illustration of this point may be seen in Table III-1 which shows the number of budgeted faculty lines, student credit hours, and the credit hour ratio (faculty lines divided into student credit hours) for each school for the years 1972-73 through 1975-76. During this period the funds for approximately 40 faculty lines were reallocated to meet other critical needs; in addition, extensive reallocation of faculty lines between schools occurred, principally from the School of Education to Business, Arts and Sciences, and HPER. As the table suggests, the reallocation of faculty lines between schools during these years was based largely on enrollment (credit hour) shifts rather than on other evaluative criteria. For example, externally funded research and development has remained high in the School of Education while its enrollment declined; the School has thus remained strong on this criterion in spite of a dip in its enrollment.

Under the low growth conditions anticipated for the next ten years, faculty strength supported by non-restricted general funds would remain approximately constant at IUB, but the profile of faculty positions from school to school would change, as illustrated for the 1972-73--1975-76 period. In addition, the reallocation of faculty positions between departments within each school is also anticipated as particular programs ebb and flow.

A difficulty with the approach described above is that it may indeed produce inadequate flexibility to meet critical needs in adjusting the ratio of graduate and professional students per faculty member, increasing available time for research, and permitting the introduction of new forms of instruction. At the present time, the mean ratio of students to faculty on the Bloomington Campus is approximately 24:1. Of the students, about 2/5 are graduate or professional degree students. For a major graduate institution with a strong research mission the ratio of students to faculty at IUB is excessive. Although it is theoretically possible to increase the faculty time available for research and graduate instruction by creating new and more efficient forms of instruction, the actuality is that this process is itself constrained by the very student faculty ratios which it is designed to remedy. This problem clearly requires intensive study and resolution early in the decade if the vitality of IUB graduate--and undergraduate--programs is to be maintained.

Table III-1
Budgeted Faculty FTE, Student Credit Hours, and Credit Hour Ratio in the College and Schools at IUB,
1972-73 through 1975-76.

	1972-73		1973-74		1974-75		1975-76	
	FFTE ¹	SCH ²	FFTE	SCH	FFTE	SCH	FFTE	SCH
Arts & Sci	849.1	549,199	817.9	563,419	825.4	559,564	831.1	584,186
Business	119.5	68,618	117.2	76,820	124.1	88,846	129.2	105,258
Education	190.2	77,991	188.3	66,579	180.8	61,419	163.3	64,267
HPER	60.6	27,081	59.0	25,724	58.1	28,286	62.3	30,429
Law	30.8	15,639	29.8	13,878	29.9	13,769	30.8	14,297
GLS	15.0	5,051	14.1	5,313	13.9	5,036	12.4	5,030
Music	137.7	45,376	130.5	45,629	130.5	47,924	131.7	51,275
Totals	1402.9	833,955	1356.8	797,362	1362.7	804,844	1360.8	862,771

1:594 1:588 1:591 1:634³

¹Includes academic administrative personnel holding faculty rank, and vacant budget lines.

²Excludes the summer sessions.

³For 1976-77, Total FFTE will be adjusted to 1399.3 as a reflection of increased credit hour ratios.

C. Target Objectives

1. Throughout the coming decade, the Vice President's Office at IUB, in consultation with the faculty and administration of the schools and departments, will evaluate existing programs and courses of study and will reallocate resources for program change in accord with these evaluations. Among the criteria which might be employed relevantly in these evaluations are the following:
 - a. Relevance to IUB missions, including:
 - (1) Research and scholarship, not simply to be judged on the basis of volume, but as importantly, on quality and on its pertinence to the well being of the state and nation in the future as well as in the present.
 - (2) Quality instruction, again based not merely on popularity with students, but also on the expertise and substantive depth of the instructional staff.
 - (3) Critical services provided, which may include necessary service to other programs, credentialling and preparation for professional practice, or service rendered to the state or nation.
 - b. National reputation, which may be based not only on scholarship, but on programs or performances widely recognized to be of unusually high caliber.
 - c. Income as a percent of expenditure, where income includes tuition (based on student credit hours), grants, contracts, and endowments; and expenditure includes academic and staff salaries and wages, supplies and expenses, space, and travel.

SECTION IV

RESEARCH AND DEVELOPMENT

A. Overview

"Research" refers both to the process of discovering or creating basic knowledge and the process of synthesizing knowledge so that the world of natural and human events can be better explained and the future better predicted and controlled. "Development" refers to the process of converting basic knowledge to a wide variety of practical and productive uses.

At a research university such as IUB, productivity in research and development depends on four critical factors:

1. A highly trained faculty experienced in research with a steady flow of research and development ideas;
2. Excellent graduate programs which attract top-flight graduate students to work with the research faculty while being trained;
3. A supportive institutional "climate" for research and development, which includes:
 - a. A high level of faculty morale, sustained by a lively exchange of ideas, freedom of inquiry, peer recognition of research activities, and competitive remuneration;
 - b. The availability of modern research equipment, extensive library resources, and high capability computers;
 - c. Time explicitly provided for R and D activity;
 - d. Administrative facilitation of research through help from interdisciplinary research groups and research centers, the provision of small grants and "seed money," and contacts with external funding sources, such as foundations and Federal and state agencies;
4. The availability of external funds to finance major

research and development projects.

Maintaining a high level of each of these factors represents one of the most complex sets of operations in the university and is closely identified with its overall health and well-being. A decline in any one of the factors will have major impact on research productivity. Maintaining full strength in each factor must therefore be the general goal of IUB during the next decade.

B. Organization

Under the University reorganization of August, 1974, the Research and Development functions on each campus were realigned to report exclusively to the chief administrative officer for the campus. At IUB, as a research university, the objective of this realignment was to bind still more closely the research functions and the academic administration of the campus. The goal was closely coordinated action in maintaining a high level of each of the four factors noted in the preceding overview. In the 1976-85 period, further reorganization of R and D at the campus level will be aimed at strengthening the relationship between research and graduate studies through the appointment of a Dean for Research and Graduate Development. Coordination of this relationship directly under the Vice President for IUB will help assure that the research training intrinsic to all faculty research activity will be closely associated with graduate study on the IUB campus.

An important consequence of the reorganization for everyday R and D operations at IUB will be the simplification of the approval procedure or "routing" of proposals to external agencies. Under the reorganization, final approval of a proposal can occur at the campus level, thus eliminating the need for central system administrative personnel to perform this function.

At present, the Research office at IUB is staffed by $1\frac{1}{2}$ Faculty FTE. Strengthening the relationship between research and graduate study will require addition of $\frac{1}{2}$ FTE in the period 1976-78. Further growth in this office is contingent on the level of effort required to expand externally sponsored research programs.

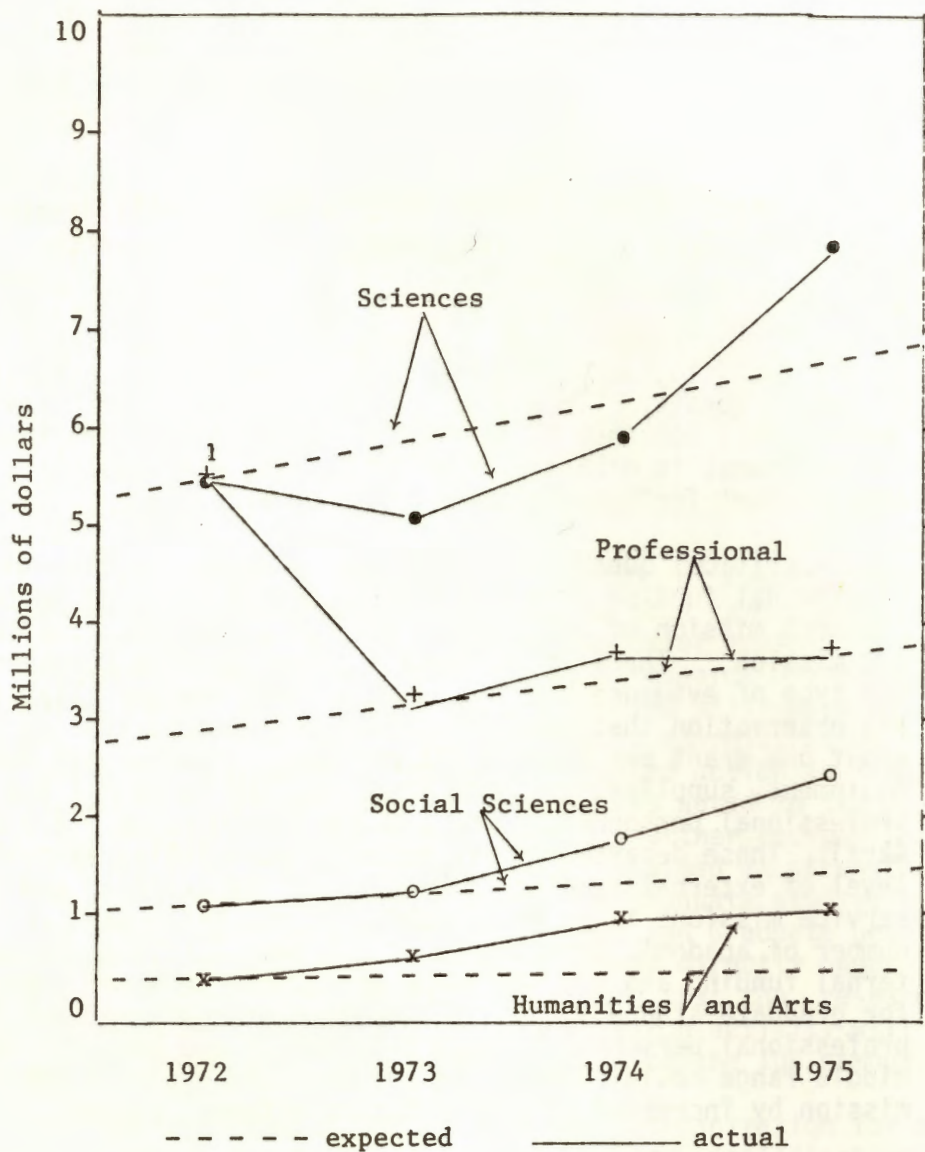
C. Faculty Research Effort

Although the research efforts of individual faculty vary with yearly work assignments and departmental missions, IUB

expects that, on the average, faculty members will devote no less than 25% of their state-supported FTE to research, development, or creative activities as appropriate to their academic fields. In addition, IUB expects the members of the academic departments to be actively engaged in acquiring external funds to expand the research or development activities of the University. In some instances, individual faculty members will continue to search for grants to support their own programs; in others, groups of faculty will cooperatively seek support for complex, joint research programs.

A critical question for the coming decade is the amount of external funding that can be effectively utilized in the research mission of IUB without adversely affecting the teaching mission. There is no certain answer to this question. One type of evidence bearing on an answer, however, lies in the observation that certain science departments average about one grant per Faculty FTE per year, with support for equipment, supplies, graduate students, and technical and professional personnel in the \$40,000-50,000 range (1975 dollars). These departments are probably approaching an optimum level of external funding if erosion of the teaching and service missions is to be avoided. On the other hand, a number of academic departments at IUB have little or no external funding and are far below an optimum level of support for graduate students, special supplies or equipment and for professional personnel. These departments and those in the middle range could enhance the research and graduate training mission by increased effort to obtain external support.

A second type of evidence bearing on external funding lies in the trends in external dollar support for R and D at IUB over the four years since the R and D office was created. The trends are shown in Figure IV-1, according to the major academic areas: sciences, professional, social sciences, and humanities and arts. As a point on which to base expectation, the rate of increase in Federal dollars for R and D in the period 1972-1975 is also shown for each area. This rate is about 8% per year, which is somewhat less than the national inflation rate during the same period. It seems apparent that the external dollar support in several, if not all, of the major academic areas could continue to increase at a rate greater than the Federal rate since the areas are far from their maxima. A reasonable target objective would be an increase of about 5% of the 1975 base per year or a projected increase of 50% in constant dollars over the period 1976-85. This rate of increase is modest, but it



1. This deviation from expectation is attributable to single large multi-year award, funded most heavily in this year.

Figure IV-1. Trends in Expected and Actual Funds for Externally Sponsored Research and Development, 1972-1975, IUB.

provides time to observe the effects of increased external funding for research on the teaching and service missions, which are also critical to the well-being of the campus. An important point to be kept in mind relative to earlier chapters in this document is that the projected increase is to come through existing faculty FTE rather than through academic personnel expansion, assuming that the enrollment on campus remains stable or declines.

To provide appropriate incentives for and facilitation of greater faculty effort, three programs are planned for early in the decade. The first is the return of a portion of the indirect cost awards accompanying grants to the departments in which the grants were generated. Such a program would permit these departments some discretionary funds for additional supplies, equipment, or personnel as needed to support their expanded research activity. Although this program is theoretically equitable for all departments, those departments which now have greater external support funds will initially enjoy the greater benefits. For this reason, another program is needed.

The second program is the allocation of "seed money" in the form of small grants for research and Summer Faculty Fellowships for research. Although IUB has had such a program for several years, between 1971 and 1974 60% of the general fund monies available to the program were cut to meet other critical expenses on the campus. These cutbacks were most damaging to those departments with the least external funds, since they have no money available for expenditures not directly related to classroom instruction. In 1974-75, approximately 30% of the earlier loss of seed money funds was regained. By 1976-77, the entire original base of \$100,000 should be regained, with 10% yearly increases over the period 1977-78 to 1979-80, leveling off at approximately \$130,000. The intent of this pattern of expenditure is to accelerate research activity early in the decade so that a 5% gain per year can be realized, then to maintain a constant level of support later in the decade when each department should enjoy a greater number of research dollars through the indirect cost return program.

A third program is to increase faculty incentive for forming and maintaining interdisciplinary research institutes and centers through reallocating available funds for some continuing or core support for these organizations. Under current Federal and foundation funding policies, interdisciplinary centers have become increasingly effective in the

competition for external research dollars. The grants to such centers are substantially larger than to individual faculty working alone, and these centers are effective in producing new knowledge on the growing edges of several different disciplines. A difficulty with such centers is that the large grants coming to them periodically lapse, or new funds fail to dovetail precisely with the diminution of funds on existing grants. For this reason, such centers need some internal support on an interim basis if they are to retain vitality and avoid the demoralization which accompanies brief lapses in external funding. Over the decade, a minimum of five new centers, or one every two years, should arise on the IUB campus. Assuming an absolutely minimum support base of \$30,000 in general fund monies for each center each year, a total of \$150,000 in increased funds will be needed for center support by 1985.

D. Research on Instruction

Although instruction accounts for an extremely large proportion of the expenditures of IUB, little systematic research occurs on instruction other than that supported by occasional Federal grants. If the objective of greater learning efficiency is to be achieved, systematic attention must be given to research on instruction during the coming decade. This objective may be achieved by devoting some resources to special instructional research conducted on an individual basis by faculty.

SECTION V

PUBLIC SERVICE AND COMMUNITY RELATIONS

The public service activities and responsibilities of the Bloomington campus extend throughout the state and, to a very substantial degree, throughout the nation and the world. They are so numerous and widespread that those current in 1975-76 can only be mentioned by title here, as shown in Exhibit V-1. In addition to providing direct and indirect services to citizens all over the state, the national and international reputations of the scholars, collections, laboratories, and cultural facilities in Bloomington attract inquiries and requests from places far beyond the boundaries of the state. They serve to enhance the prestige of the whole state and its potential for intellectual and economic development.

All of the campus professional schools and most of its academic departments, as illustrated in Exhibit V-1, are now involved in continuing education activities for citizens of the state and nation. Growth of the National Endowment for the Arts and Humanities and its attendant state agencies should still more fully engage faculty members in services that redound to the cultural enrichment of the state. Faculty members are involved in many professional associations and meetings and in many instances serve as editors or consulting editors of professional journals or serve widely on committees and panels in Federal agencies such as NSF, NIH, and USOE. The Biddle Continuing Education facility has recently been expanded by the acquisition of the Poplars Building, and both are heavily used for conferences, institutes, and short courses.

Although a core of the service and cultural programs offered through IUB are of long standing and have been recognized throughout the state for many years, a very substantial portion of the IUB service programs change as new needs and new opportunities for service arise. Such changes make it difficult for the citizens of the state and the nation to keep completely abreast of the full range of opportunities provided for them by the University. An important recent step toward making the changing service and cultural programs offered by the University more widely known to citizens was the organization of the office for University Relations. This office, headed by the Vice President for University Relations, includes the newly formed position, Director of Community Relations. A key feature of the office will be to identify those needs of agencies, groups, and firms to which intellectual and

cultural resources of IUB, as well as other campuses of the IU system, are pertinent, and to coordinate the delivery of services required to meet these needs. Although only now beginning, over the coming decade this office is expected to be a major factor in strengthening the effectiveness of the IUB service mission.

As in the past, relationships with the city and community of Bloomington will require continuing attention. The campus is by far the largest institution within the city, and nearly everything it does has an impact on much of the community. For example, volunteer services by University personnel replace substantial services of paid professional staff which would otherwise be required by Bloomington and Monroe County. Arrangements for providing and financing public services as well as developments for housing and transportation of students, faculty, and staff need coordination between the University and the local community.

Exhibit V-1

INDIANA UNIVERSITY, BLOOMINGTON PUBLIC SERVICE DIRECTORY

ARTS AND SCIENCES

Public Lecture Series and Colloquia
Recurring Public Forums and National Conferences:
 Conference on Foreign Languages
 Chicano-Riqueno Forums
 Comparative Literature and the Arts Conference
 Women's Studies Conferences
Public Exhibitions of Faculty and Student Art Work
Indiana Theatre Company Performances
Brown County Playhouse Performances
Poynter Project
Foreign Journalists Program
High School Journalism Institute
Poetry in the Schools Program
High School Science Institute
English Composition in the Prisons Program
Geology Summer Camp
Student Speakers Bureau
Summer Field School in Archeology
Speech and Hearing Center and Clinic
Chemical Information Network
Optometry Clinic
Psychological Clinic
Archives of Traditional Music
G. A. Black Laboratory of Archeology
Publications:
 American Historical Review
 Explorations in Economic History
 Indiana Magazine of History
 Indiana University Math Journal
 Indiana Writes
 Journal of American History
 Nous
 Revista Chicano-Riquena
 Victorian Studies
 Yearbook of General and Comparative Literature
Goethe Link Observatory
Kirkwood Observatory
Indiana University Planetarium
Science Open House
Cyclotron Facility

Exhibit V-1 continued

SCHOOL OF BUSINESS

Business Placement

Bureau of Executive Education:

National Health Council--Management Development

Indiana Executive Program

Graduate School of Savings and Loan

Robert Morris Associates

Tax Executive Institute

Indiana Information Retrieval System

Indiana University Business Conference

Division of Research, School of Business

Institute for Applied Urban Economics

Publications:

Indiana Business Review

IBR Data Supplement

Business Horizons

EDUCATION

ERIC/PROBE Information System (Library)

Student Teachers:

American Indian Project

Latino Project

FETE (Secondary Social Studies, IUPUI)

Urban Education Project

Research Service to Indiana School Board Association

Bureau of Educational Studies and Testing

University Schools Clinic Complex

Developmental Training Center

Counseling Laboratory

Development Training Center In-Service Training Program

Development Training Center Workshops

Development Training Center Instructional Materials Lab

Social Studies Development Center

English Curriculum Study Center

School of Education Center for Administrative Studies

Summer Program for Reading Disabilities

Education Placement

SCHOOL OF LAW

Indiana University Law Journal

Institu

Law School Placement

Professional Practice Program

Exhibit V-1 continued

LIBRARY

IU Library (Bloomington) Main and Branches
Lilly Library

SCHOOL OF MUSIC

Opera Theatre
Ballet Theatre
IU Philharmonic Orchestra Concerts
Symphonic Band Concerts
University Band Concerts
Marching 100 Performances
Jazz Program Performances
Choral Concerts
Recitals
Music Placement Office

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

Public Careers Placement
SPEA Staff Participation in:
 Midwest Intergovernmental Council of Governors' Designees
 Great Lakes Assessment Council
 Midwest Intergovernmental Training Committee
 Midwest Intergovernmental Labor Relations Committee
SPEA Public Service Internship Program
SPEA Environmental Studies Program
 Advanced Studies in Science and Public Police
 Technology Programs
Division of Professional and Technical Service:
 Center for Criminal Justice Training
 Indiana Community Management and Development Program
 Program in Public Financial Administration and Policy
 Program in Public Labor Relations
 Program in Environmental Management
 Educational Program Development Service
Technology Applications Division:
 Technology Forecasting and Planning Program
 Computer Applications Program
 Environmental Applications and Analysis Program
 User Training Program
 Public Information Service Program
Sage Professional Papers in Administration and Policy Studies:
 Journal of Criminal Justice
 Indiana Criminal Justice Newsletter

Exhibit V-1 continued

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS continued

SPEA Technology Applications Division
Environmental Systems Applications Center
Aerospace Research Applications Center

SPEA Division of Research
Institute of Research in Public Safety:
Highway Traffic Safety
Criminal Justice (Model Counties)
Environmental Protection
Health Care Delivery
Technology Management

SPEA Center for Urban and Regional Analysis

CONTINUING STUDIES

Bureau of Public Discussion
Union Leadership Program for Labor Education and Research Center
Mini University
Real Estate Certification Program
Drug Abuse Program
Non-Credit Program
Off-Campus Program
Community Emergency Preparedness Education and Research Center
Labor Education and Research Center

OTHER

Institute for Sex Research Library and Archives
Institute for Sex Research Information Service
Institute for Sex Research Summer Program

International Development Research Center:
Studies in Development
Reports
Occasional Papers
Working Papers
Trade Information Management Service

Cultural Attractions:
IU Museum
Wylie House
IU Fine Arts Museum
G. A. Black Laboratory of Archeology

Exhibit V-1 continued

OTHER continued

Athletics:

- Athletic Events
- Golf Course
- Memorial Stadium
- Old Stadium
- Assembly Hall
- Little 500

Social Service:

- Field-Instruction Placement in Social Work
- Center for Social Work-Social Science Interchange

HPER:

- Placement of Student Assistant Coaches
- Center for Safety and Traffic Education
- Bradford Woods Center

University Division

- Upward Bound
- Latino Affairs

Black Cultural Center

Volunteer Students Bureau

Cultural Facilities:

- IUMAC
- Auditorium

DGTS Survey of Jobs and Training

Admissions Office Service to High Schools

Bloomington Conference Bureau

Geological Survey

Chemical Information Network

Programs:

- Army ROTC
- Air Force ROTC

Exhibit V-1 continued

OTHER continued

Publications and Mass Media:

WTIU

WFIU

University Press

Current Trends in Linguistics

Current Trends in Language Sciences

Biographical Dictionary of Linguistics

Journal of Asian History

Journal of the Folklore Institute

Indiana Folklore

Water Resources Research Center

University Facilities:

Angel Mounds

Camp Brosius

Kirkwood Observatory

Morgan-Monroe Observatory

Beechwood Heights

Bookstore

Hilltop Gardens

Greenhouses--Third Street

Center for Human Growth

SECTION VI

LIBRARY AND LEARNING RESOURCES

A. Library

The presence of the main library of the Indiana University system on the Bloomington campus is of critical importance. From the viewpoint of both the faculty and students, it is the heart of the university. To maintain a first-rate graduate and research library, a high-service undergraduate library, and functional branch or departmental libraries is, therefore, a central objective for IUB for the forthcoming ten-year period.

1. Graduate and Research Library

The expense of maintaining a quality graduate and research library dictates that its resources be available not only to IUB faculty and students, but also to faculty and students from the other seven campuses of Indiana University, and indeed to scholars from all of the colleges and universities of the state. IUB therefore supports the concept that the research collections on the IUB campus remain a state-wide resource, and that they should be construed in this light for the foreseeable future. The expedited interlibrary loan and photocopy services provided from the IUB libraries to IUPUI and Regional Campus clientele are essential to provision of quality library services at those campuses.

2. Undergraduate, Branch and Residence Center Libraries

The 15 branches are major components of the IUB library system (with holdings of about 950,000 volumes) which serve as special resources for their subject areas. As an example, the Geology Library and Geography and Map Library house approximately 360,000 maps and charts. The ERIC collection in Education contains over 100,000 microfiche which cover a very broad subject field. The Music Library owns over 200,000 music scores; and we have over 250,000 slides (mostly in the Fine Arts Slide Library). We plan to add to and service these various collections more effectively, but to do so, we will need adequate quarters for SPEA, Geography and Map, Law, and much more space for the Science branches: Swain, Biology, Chemistry, and Medical Sciences. Serious thought should be given to the advisability of a Central Science Library.

The Lilly Library occupies "branch" status in the IUB library system but is obviously in a class alone. Its preeminent holdings of rare books, special collections, and manuscripts (over 2,500,000) are world-renowned and attract considerable acclaim and attention. During the next decade funding for the Lilly acquisition program needs to be made more secure and a strong faculty advisory committee should be appointed to help outline the direction of collection development.

The Undergraduate Library in the next five years will expand toward a comprehensive learning resource center including not only books and periodicals, but terminals for accessing study materials stored in the IU system computers and spaces equipped with multi-media aid to instruction including slide/tape and video tape carrels. Thus the undergraduate library will be one of the focal points for student independent study.

Halls of Residence Libraries continue to provide valuable and unique services in eleven locations. These centers help to coordinate and integrate library services with residence hall life and also offer intellectual enrichment within one's own living quarters. Funding for these libraries was put on a more secure basis as of the fall term 1976, with a base budget provision.

3. Collection Development

Beginning in the mid-1960's IUB initiated a "catch-up" program for its research collections. This effort has been seriously handicapped by: 1) a status quo budget beginning in the late 1960's and extending through the first several years of the 1970's and 2) both historical and current inroads of inflation and devaluation--forces which have particularly impacted the cost of serials, which has on average more than doubled since the late 1960's. The University Administration has helpfully made year-end monies available, as well as some additional base funds in 1975-76 and for 1976-77, which will assist us in funding programs heretofore unfunded, such as SPEA (School of Public and Environmental Affairs), Film Studies, and Jewish Studies. However, emphasis will have to continue on maintaining the quality of previously initiated collections and on improving access to collections both in and out of the main library. Table VI-1 below outlines a desirable increment scale for the ten-year period.

Table VI-1
LIBRARY MATERIALS FUNDING

	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
Books	460,774	566,681	627,000	693,000	823,000	970,000	1,107,000	1,263,000	1,383,000	1,523,000
Periodicals	522,594	639,414	662,000	690,000	743,000	794,000	820,000	849,000	856,000	861,000
Binding	161,580	140,036	151,000	158,000	167,500	173,500	177,000	178,000	178,000	178,000
TOTALS	1,144,948	1,346,131	1,440,400	1,541,000	1,733,500	1,937,500	2,104,000	2,280,000	2,417,000	2,562,000

IUB has expended considerable energy and money on increasing our microform collections: microfilm, microfiche, microcard, and microprint. Major research collections are now available in these formats, but more space for readers, and especially adequate reading equipment, are needed since user demand has increased rapidly. Landmarks of Science and History of Women are recent major additions to the microforms collection, and there is a program underway to acquire, wherever feasible, microfilm copies of serial volumes in lieu of binding the paper issues. This will effect storage space savings as well as obviate the problem of paper deterioration. In the coming decade we will consider seriously the conversion of retrospective journal holdings to microform.

A second filming of the public card catalogs will begin in late 1975-76, with copies again to be made available to all the Regional Campuses and IUPUI. This provides specific information on holdings represented by well over five million cards and identified resources available from IUB libraries so that non-IUB users can more effectively access these resources. Ultimately we hope to provide all university clientele with on-line access to this and other catalog information through automation systems now being developed locally, regionally, and nationally.

It is hoped that automation will be able to assist in solving the evermore complex and expensive problems of acquiring, cataloging, and servicing the quantities of varied materials required by the faculty, students, and citizens of the state. In late 1974 the library developed a long-range plan for automation. This plan called for an eight-year development effort and an investment of over six million dollars if all development work had to be done from a point of initial development. But thus far the library has been able to locate existing systems, which greatly reduces cost projections and brings them within the realm of possible implementation early in the coming decade.

4. Library Cooperation

IUB has joined both OCLC (Ohio College Library Center), which furnishes cataloging information on-line and also produces catalog cards, and InCoLSA (Indiana Cooperative Library Services Authority), which coordinates automation

and other cooperative efforts in the state. The Library is also a member of MIDLNET (Midwest Region Library Network) which intends to provide a regional vehicle for library cooperation, resource sharing, and development of machine-readable bibliographic data bases, just to mention three areas of concern. IUB is also a member of the Region 10 Area Library Services Authority (ALSA). ALSA's provide another avenue for sharing/cooperation within each of the State's 14 planning/economic regions. Since 1969 IUB has been a member of the "State Universities Cooperative Program" along with Purdue, Indiana State University and Ball State University. These large libraries give special interlibrary loan and reference services to each other's faculty and students, and, together with the Indiana State Library, also participate in a state-wide TWX interlibrary loan network which serves as a major resource for serving the clientele of all libraries in the state, including public and special libraries.

5. Staff and Personnel Programs/Services

The library staff is expected to remain relatively constant in size for the next ten years because of changes internal to the Libraries. Most significant is the reduction of staff through automation programs in circulation and technical services. In addition some reassignment is planned to provide services reflecting adjustments in academic priorities and programs. However, three new major positions necessary in the very near future are an Assistant Director for Collection Development, and Administrative Assistant, and a Library Instruction Officer. An additional library faculty position and eight new support staff positions will also be needed to handle the projected increased acquisitions funds.

In conjunction with staff growth and reassignment, the development of personnel policies and programs will continue to be important for the effective operation of the Libraries. The last three years have been a time of transition and increased activity with the occurrence of many significant events. The year-long Management Review and Analysis Program self-study to recommend improvements in the management structure and in the organization of the Bloomington-based libraries was completed in the Spring of 1976. Careful consideration of the recommendations has begun, and their implementation, as appropriate, will occur over the next several years.

B. Learning Resources

In the period 1965-75, a marked increase in the regular use of instructional aids, and in the experimental use of such aids, occurred, indicating a strong effort to increase instructional effectiveness. These aids, and the departments in which they have been used on an established or on an extended experimental basis, are noted below.

Auto-tutorial laboratory--biological sciences, geography, journalism, home economics

Computer-aided laboratory--chemistry, physics

Computer-aided problem-simulation exercises--business, political science, sociology, education

Computer managed repeatable testing for mastery learning--psychology, chemistry, education

Videotape instruction--nursing, education, political science, psychology

Video and audio tape recording of performance, with feedback--counseling and guidance, clinical psychology, teacher training, music, speech and hearing

Modularized slide-tape or film-based instruction--education, anthropology

Computer presented instruction--journalism, business, music, mathematics, nursing, speech and hearing

Experience with these instructional aids in the past decade has suggested a number of principles relative to them. First, no single technological aid is of equal value across all the disciplines, nor within disciplines, across all the topical areas or the varying levels of instruction. The value of an aid depends on what is being taught and the particular types of learning outcomes or performances sought. Second, the utilization of technological aids depends on the interest and effort of individual instructors or small groups of instructors teaching in the same area. Third, administrative support is essential to instructors to help them acquire appropriate aids and learn how to use them most effectively.

In the period 1976-85, median section size at IUB may be anticipated to remain approximately constant. During the

same period, increased efforts to strengthen the research mission and the service mission of the campus must also occur. At the same time, increased social pressure for ever more carefully educated and competent graduates is expected. To meet all of these conditions simultaneously it seems critical that the use of technological aids to instruction increase. To accommodate this increase the following steps are planned for the coming decade:

1. Increased allocation for the equipment needed for technologically aided instruction at a rate of five per cent per year in 1975 dollars.
2. Increases in the number of internal grants awarded to faculty for special projects bearing on instructional research and development.
3. The addition of one staff person to assist the Associate Dean of the Faculties for Undergraduate Development in the learning resources area.
4. Continuing support for instructional development, audio-visual aids and special faculty projects from the Office of Learning Resources in the IU central system.

SECTION VII

STUDENT SERVICES AND STUDENT ACTIVITIES

A. Overview

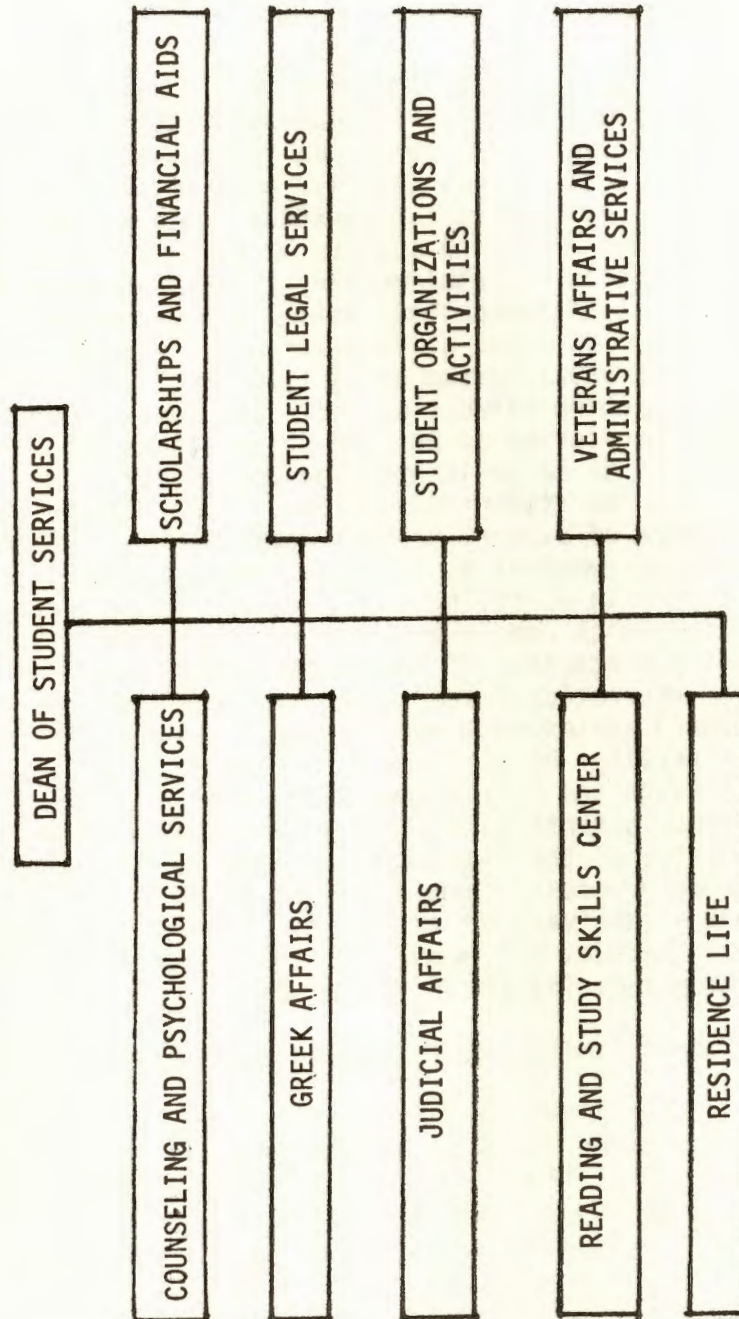
The residential nature of IUB poses particular demands for student services in that students spend approximately sixty per cent of their time in activities only indirectly related to the formal academic programs. These activities may have a profound effect on student development and in some cases may determine success or failure in academic pursuits. In addition to intellectual growth, students are forming concepts about themselves, establishing independence, putting together patterns of interpersonal behavior, a career orientation, a value system and a life style, all of which will have far reaching effects on their futures. The heterogeneous student population at Indiana University Bloomington, reflects society at large in bringing both positive and negative factors to bear on student development. Some mature students need a minimum of support from student services. Others, however, require remedial assistance, career and personal counseling, support in achieving self-direction, and living-learning facilities which complement academic endeavors. All students require protection of individual rights, and the opportunity for recreational and leadership opportunities as they progress toward achieving their degrees. Student services at Indiana University Bloomington are based on this philosophy, and although the next decade will require changes in special programs, attention to factors influencing student development outside of the classroom has been and will continue to be the primary focus. There has been enormous change in the nature and delivery of nonacademic student services during the last decade, and we can anticipate future, though less dramatic changes during the next ten years.

B. Student Services Organization and Program Areas

Excluding the provision for room and board in the residence halls, services to students fall under the direct supervision of, or are closely coordinated with the Dean for Student Services. The organization chart for this office is shown in Exhibit VII-1. Each of the service areas shown in the attachment is identified with an office, suite, or building which may be easily reached by students. The larger service areas are headed by directors. Each area is briefly addressed below.

Exhibit VII-1

ORGANIZATION CHART, OFFICE OF THE DEAN FOR STUDENT SERVICES



1. Counseling

In addition to the counseling services provided through the University Division for freshmen, faculty members assist at all class levels in aiding students in program planning and in examining alternatives in academic goal selection. Professional clinical counseling is provided by several agencies. It is anticipated that, except for clinics maintained principally for training purposes, a broad spectrum mental health service will be provided under the Student Health Center organization. Emotional problems can be assessed and therapy provided by professional staff in this setting.

Career counseling is expected to be an extremely important need and a university responsibility for the foreseeable future. To be effective, career counseling in the University must begin at the freshman level, where it dovetails with student career planning in high school, and continues throughout the college years, terminating with informed placement counseling. Beginning in 1976-77, IUB will implement a special career counseling center, which will not only offer a broad range of career information and career counseling services, but also help coordinate all career related services on campus, including those in the counseling center, the University Division, and the placement offices.

2. Residence Life

The Residence Halls served by the Residence Life Staff accommodate 12,600 single students in eleven living centers. At the time of the preparation of this report more students are seeking on-campus housing than there is space available. Although students at all class levels are free to seek housing of their own choosing, it is unfortunate to deny students the opportunity to live in the facilities they prefer. Nonetheless, enrollment projections for IUB indicate that the bulge in population of the college age group will last no more than five years and will not support a plan of residence hall building in this decade.

The Residence Life staff has the responsibility for helping to create a cohesive community that provides programs which support and complement academic programs, helping new students become oriented to the academic

community, and aiding in the enforcement of institutional regulations to insure that the campus home of students will contribute in a positive way to their development and support their academic objectives. Personnel has been reduced in this area, and a program to increase and elevate the effectiveness of the part-time staff is anticipated.

A significant number of students choose to live in Greek housing. Budgetary limitations have reduced professional help in assisting these fraternities and sororities in realizing their objectives. Priority in the immediate future is to provide increased professional advisory service for Greek on-campus housing in an effort to help them achieve positive goals of self-development, leadership experience, and scholarship attainment as well as a balanced social and recreational program.

3. Student Activities

The turmoil of the sixties and early seventies seems to have given way to an emergence of interest in traditional campus activities. The opportunity for leadership and administrative experience provided in well balanced activities programs will increase the need for personnel in the program area. This area was reduced in personnel due to the extraordinarily "political" and often negative nature of campus activities in the last decade as well as budgetary limitations. The next ten years will demand additional personnel if advisors are to be available to help student groups realize their objectives and to provide continuity. There is a decided correlation between the success and longevity of campus groups and the satisfaction of those participating with the availability of an advisor versed in organizational and leadership skills.

As in the past, the Indiana Memorial Union remains a major campus organization and is now enjoying a "rebirth of interest." Its programs for students are directed by the Student Union Board and the meeting rooms and facilities are heavily used by various campus interest groups. It is a major programmer for all-campus entertainment which greatly adds to the wealth of experiences available in the residential campus setting.

4. Scholarships and Financial Aids

Approximately 55 per cent of the full time students on the Bloomington Campus receive some form of financial aid from programs administered by the Office of Scholarships and Financial Aids. About 80 per cent of the funds for these programs come from sources outside the University, including the Federal Government, the state, and private agencies. Since such a large proportion of the funds available issue from these sources, the anticipated trends in funding involving them are of substantial interest to the University. The trends are summarized below.

Federal. Three categories of Federal funds are available for students: grant, employment, and loan.

Grant funds are expected to become increasingly student-based (i.e. awarded directly to individual students) rather than being allocated to the University. Moreover, eligibility for grant funds is expected to become the foundation on which most other funds awardable to individuals are based. Thus a student's eligibility for Federal grant aid would typically need to be determined prior to award of other aid.

The employment program, College Work-Study, is expected to remain institutionally based, with the level of funding at least remaining stable, and perhaps increasing over the next few years.

Federal loan programs are expected to move away from administration by educational institutions toward funding through the state or as guaranteed loans from private lending institutions.

State. The state is now awarding aid directly to students for tuition only, with no other educational costs covered. This pattern of aid is expected to continue in the future.

Private. These sources of aid are generally directed to students meeting specific eligibility criteria and are negotiated directly between the lending institution and the student's family. Typically, the availability of these funds correlates with the state of the economy so that they are more difficult to obtain during re-

cessions when students are apt to need loans most, and more easily obtained during good times, when students need them less.

A major problem during the next decade is expected to arise for students from middle income families who do not meet Federal eligibility criteria for grants, loans or work-study, thus placing the full cost of education on family resources. Multiple child families will be caught between declining purchasing power attributable to inflation on the one hand, and rising college costs for each of several children on the other. More families may be expected to be forced to face the choice of not sending children to college, or sending them only to a regional campus rather than a residential campus. A possible consequence may be more sharply declining enrollments on the residential campus than predicted from demographic projections alone.

The trends described above are anticipated to change the role of the Office of Scholarships and Financial Aids in two ways. First, an increased amount of counseling is expected for students who must combine aid from several different sources to remain in college and who are uncertain about the optimum combination of such aid. And second, increased provision of financial assistance will be needed for students from middle income families who cannot meet the eligibility criteria for Federal or State aid.

5. Health Services

Without exception those schools which have surveyed student interest in non-academic services report the one most vital to students is adequate health care. This is particularly important in a relatively small community and residential campus setting. The next decade may see some growth and a refinement of service in the health care, health education, and environmental health. In health care, the students are virtually certain to be asked to assume most of the financial burden if expanded health care is required. Growth to include dental care and some medical specialties vital to the student age group may be requested. It is also anticipated that the psychiatric division of the health service may be reorganized to encompass a broad mental health clinic including a wide variety of units which currently exist separately. It is not assumed that longterm care and

therapy will be provided, but the many emotional stress problems which plague young adults must be handled effectively so they may make the most of the educational advantages which surround them.

Competition for competent medical professionals at all levels will have to be met in order to attract practitioners from the private sector who can provide quality service. Expanded costs can be anticipated in the health care area in the next decade.

6. Recreation

The growth of leisure time and the emphasis on the maintenance of good health have created a great demand for both facilities and programs in the recreational area. Significant progress has been made in modernizing old facilities such as Wildermuth Center and in developing new areas for intramurals, club sports and free play. The next decade will see continued needs for staff to supervise these programs, particularly for women, and willingness on the part of students to give time, effort, and money to the expansion of programs to help maintain and develop skills for the healthful use of leisure. An annex to the existing Wildermuth Center would provide multi-use facilities for instruction and recreation in areas where available space is inadequate or unavailable.

7. Reading and Study Skills

As in the past, many students entering IUB from high school need to improve their reading speed and comprehension, and their study skills and habits. A number of upperclassmen and some graduate students also find that improvements in reading speed and adaptability to different types of material important to their continued success as students. Over the past ten years the Reading and Study Skills Center has developed completely individualized and largely self-instructional materials for skill development. Students may enter an instructional program at the RSSC any time, and work toward improvement on a selfpaced basis. This program is expected to continue over the next decade with little change in personnel, although the popularity of the program will require increased space for the Center.

In addition to the areas described above, services are also provided for veterans and for foreign students, for the

supervision of fraternities and sororities, for student judicial matters, and for student legal advice. Investment in each of these areas is currently small and is expected to remain largely unchanged over the coming decade.

SECTION VIII

COOPERATIVE ARRANGEMENTS

The Indiana University system is a cooperative arrangement among IUB, the parent campus, IUPUI, the urban campus, and the regional campuses dedicated to serve the educational and intellectual needs of the various geographic areas of the state. In the perspective of the Bloomington campus, three types of cooperation occur within the IU system. First, the pooling or sharing of resources across the University system for the support of commonly needed services; second, the administrative unification or merger of academic programs between the IUB and IUPUI campuses, and third, the coordination of academic programs which are in large part independently administered by the various campuses. Each of these levels is briefly discussed below.

A. Shared Support Services

Included in these services are the library, learning resources, computing, wide area telephone service, accounting (including accounting on externally funded grants and contracts), legal counsel, university relations and the Management Information System (MSI). In each of these services IUB is the heaviest user among the campuses and therefore bears the greater financial responsibility for the maintenance of the service within the system. It follows that changes in the level of service provided or "upgrading" must be financially anticipated by IUB--an extremely important consideration over the next decade when IUB expects to remain a mature, stable campus.

Those services in which substantial improvements are anticipated are the library, computing, and the Management Information System. In each instance, improvements in service are predominantly associated with increased use of automatic information processing equipment. The use of automation in the library is noted in Section VI of this plan and will not be repeated here. The Indiana Computing Network, which services IUB, is expected to expand substantially over the ten year period both to upgrade computing capability and to accommodate the MIS. The need for expansion of computing capability reflects increased use of computers for both research and instruction. The increased use of computers in instruction mirrors the trend toward widespread use of computing equipment in all segments of society--a trend which is anticipated to increase in the

years ahead. Since the graduates of IUB, indeed all campuses, will live in a highly automated world, the ability of students to utilize computing equipment for a wide variety of purposes may be regarded as highly important to their education and in many instances critical to future professional success.

Upgrading support services through the use of computers not only will increase expenditures for equipment, but will increase the need for technical support personnel as well, thus also affecting the projected salary budget for the Bloomington campus.

B. Merged and System-wide Schools

Among the Bloomington-based schools which grant degrees at the baccalaureate level or above, two, Business and Education, represent mergers of the IUB and IUPUI programs. Two others, the Graduate School and the School for Public and Environmental Affairs (SPEA) represent system-wide schools. Education and the Graducat School report to the Vice President for Indianapolis. In each instance, however, a large proportion of the faculty of each school is housed on the Bloomington campus so that the missions and policies of the Campus have a substantial impact on them. Collaterally, policies and decisions on other campuses, especially IUPUI, can have far reaching effects on the Bloomington campus.

During 1975-76, the policies and procedures governing promotion and tenure for personnel in the merged schools were extensively examined by IUB and IUPUI. A tentative set of policies and procedures have now been formed, but they must be recognized as representing a departure from the past and continued examination of their workability and fine tuning of them is expected to continue through the early part of the coming decade. In addition, the budgetary procedures governing the allocation of program and personnel resources between IUB and IUI were examined in detail in 1975-76, and preliminary procedures for the cooperative allocation of resources formed. These procedures are expected to require adjustment in future years as further problems involving the distribution of course credit, personnel time, travel, student residency and the like are revealed.

Programmatically, both Business and Education have given detailed attention to the projected educational needs of the

Indianapolis and the Bloomington campuses. Assuming a continuation of current economic circumstances and student interests, the School of Business expects some expansion in the number of students to be served on the Bloomington campus in the early part of the decade, and substantial expansion and both the undergraduate and MBA levels on the IUPUI campus. Education, on the other hand, anticipates essentially stable enrollments on the Bloomington campus, with some expansion of current graduate level offerings at Indianapolis to meet the professional needs of teacher and administrative personnel in the metropolitan area.

As in the past, the Graduate School is expected to remain a system-wide school, with jurisdiction over all graduate degrees excluding those offered by the professional schools. No expansion of graduate programs administered under the Graduate School is expected on the regional campuses. Modest program changes, beyond those achieved through the re-allocation of existing resources, are expected at IUB and at IUPUI, where Ph.D. programs have traditionally been a part of selected medical science departments.

The School of Public and Environmental Affairs has never reported administratively to IUB, but it does depend heavily for instruction and research on IUB faculty holding joint appointments with other schools and departments. This arrangement has worked out quite satisfactorily since the organization of SPEA in 1970, but with shifting enrollment patterns and essentially constant resources expected at IUB during the 1976-85 period, review of these arrangements will be significant in future budgetary considerations.

C. Program Coordination

All programs in the IU System are coordinated through the Academic Programs and Policies Committee (APPC), chaired in alternate biennia by the Vice President for Bloomington and the Vice President for Indianapolis. Major activities in this committee are to assure that a new program proposed for any campus is actually needed in the community served by the campus, and to prevent unnecessary duplication if existing programs adequately serve the citizens of the state. In addition to the general coordination provided by the APPC, Business, Education and SPEA internally coordinate their programs across all campuses. For example, the Policy Council of the School of Education has representatives from each of the campuses in the IU system and all programs in

professional education in the system are coordinated by it. Thus a new program or a program change in professional education must be reviewed and approved by this body. New programs must then of course be forwarded to the APPC for their consideration. Over the coming decade, IUB expects to continue to engage in program coordination of this type in those schools to which such a procedure is germane.

D. Other Cooperative Arrangements

In addition to its relationships to the rest of the IU System, IUB holds a wide range of cooperative relationships to a number of other academic institutions and with business and industry. For example, its faculty and administration participate in all of the major sub-committees of the CIC (Committee on Institutional Cooperation) from that concerned with the evaluation of teaching to that concerned with international grants and contracts. It participates in the Travelling Scholars program, and cooperates with the independent colleges in the state and region in the preparation and presentation of institutes, workshops and faculty fellowship programs. The Professional Extern program, in which students from IUB spend a portion of their college years working in business or industry, has been remarkably successful in its three year history and is expected to continue and expand. The Library participates in the Indiana Cooperative Library Services Authority and in many other cooperative groups, as outlined in Section VI. IUB has long been a major participant in the Indiana Higher Education Telecommunications System, and, in a similar vein, expects to exercise leadership in the intercollegiate use of computers instruction as this mode of learning becomes increasingly available under improved technology.

In the period 1976-85 IUB expects to continue, and perhaps to expand the number of its cooperative relationships. It is important to observe, however, that all cooperative relationships require some investment. In a period of approximately constant resources, new cooperative ventures can occur only through the reallocation of funds from existing resources. Thus, care will be taken to assure that previous, as well as newly proposed, cooperative relationships produce genuine payoffs in improved service or dollar savings if IUB is to participate in them.

SECTION IX

INSTITUTIONAL SERVICES

Virtually all of the visitors to the Bloomington campus remark on the beauty of the campus, its forested areas, its lawns, its older, charming buildings and its newer, highly functional, yet tastefully done edifices. The campus has the largest, and surely one of the most striking, Student Union buildings among American universities. IUB stands third in the breadth of its maintained acreage, and has the second largest residence hall system in the United States. Visitors also comment, usually in amazement, on the logistics of maintaining a campus of this size, and on the quality of the services provided given the size of the task. They are usually surprised to learn that the institutional services at IUB are among the most efficiently operated among universities in this country. If the visitors are parents, which they quite frequently are, they are pleased that their children can attend college in a healthful, attractive environment. If they are scholars from other parts of the U.S. or from abroad, they consider faculty here to indeed be fortunate in the quality of the environment in which they work.

Institutional services at IUB embrace 12 major functions, which report directly to the Business Manager. In addition, four service functions, construction, purchasing, accounting, and staff personnel, are shared between the University Treasurer and the Business Manager. The latter functions are excluded from this section of the long-range plan.

The staff of the Business Office on the Bloomington Campus is composed of three administrative officers: the Business Manager, Associate Business Manager, and Assistant Business Manager, and two clerical positions. The 12 principal functions are divided administratively among the staff officers; each function is headed by a line administrator. The functions are briefly summarized below in exhibit IX-1, and an organization chart provided in exhibit IX-2.

In the period 1976-85, each of the institutional service units seeks to further upgrade both the quality of its service and the efficiency of its operation. In many instances, efficiencies can be gained through minor organizational modifications and through increased use of available technology. When the unit is income-producing, as in the Halls of Residence, Transportation, the Auditorium, the Bookstore, and the Indiana Daily Student (IDS) increased efficiency may result in quality improvements if inflation

Exhibit IX-1

PRINCIPAL INSTITUTIONAL SERVICES ON THE BLOOMINGTON CAMPUS

Physical Plant	This service embraces six subfunctions: administration, building and equipment maintenance, custodial services, utility systems, landscape and grounds maintenance, and major repairs and renovations.
Halls of Residence and Food Service	The Halls of Residence provides housing for students who wish to live on campus (12,500 single students, 1476 families in 1975-76), and is responsible for the management of the residence halls and married student housing. Food service provides food for students in residence halls, and in addition, provides logistical support for food service in the Memorial Union building, the Health Center, and various university related clinics, camps, schools and concessions.
Campus Planning	This unit is responsible for data gathering and for administration of Bloomington campus space allocation, renovation, reconstruction, and new construction. It reports to the Dean for Budget and Planning at IUB as well as to the Business Manager.
Environmental Health and Safety	This unit is closely associated with the Student Health Service, as well as the Office of the Business Manager. It has oversight of radiation safety, environmental quality, industrial hygiene, hazardous waste disposal, fire safety, injury control, and emergency preparedness.
Indiana University Police Department	The police department is responsible for enforcement of the criminal statutes of Indiana, the rules and regulations of the university, the regulation of traffic, and for the security of campus buildings.
Transportation	The transportation department is responsible for parking operations, the motor pool, and the campus bus system. Its mission is to provide for and regulate the mobility of the campus community.

Exhibit IX-1 continued

PRINCIPAL INSTITUTIONAL SERVICES ON THE BLOOMINGTON CAMPUS

Communications	The Office of Communications Services is responsible for mail service, telephone service, copy machines, "quick copy" duplication service, microfilming, and telephone stenographic service.
Auditorium	The purpose of this office is to operate the IU Auditorium, a major center for the performing arts in the State, by making available the finest cultural programs to students and citizens, and to provide a large meeting space for the many conferences held by state and national groups on the IUB campus.
Indiana Memorial Union	The Union serves some 12,000-15,000 persons per day, including student, faculty, alumni and guests, with a wide variety of services, facilities and programs.
IU Bookstore	The mission of the Bookstore is to provide, as it has done for the past 85 years, the books and supplies needed by the academic community.
Bursar	The Bursar is responsible for the collection of all tuition and fees on the Bloomington campus.
Indiana Daily Student	The Indiana Daily Student, while editorially independent of the Bloomington Campus, is ultimately financially responsible to the Business Manager.

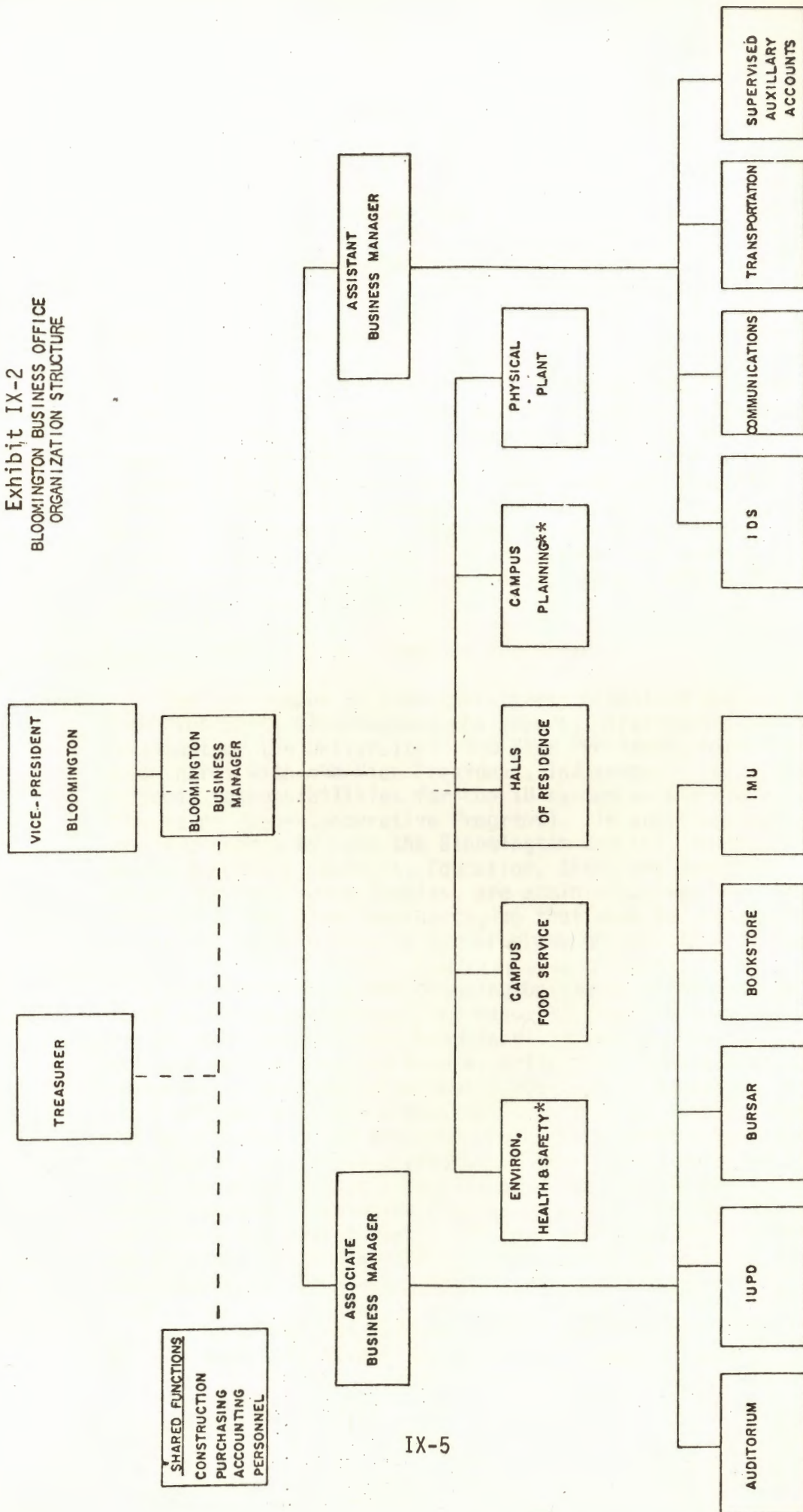
Exhibit IX-1 continued

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does not erode the gains made. In certain other areas, most noticeably the physical plant, a combination of inflation, new construction for which adequate operating funds were not allocated, previous budgetary cutbacks, and a campus with many aging buildings and utilities, had lead to serious deterioration in the quality of the over-all service provided. To correct the deficiencies in custodial care, building maintenance, grounds maintenance, a substantial "catch up and keep up" program of funding is needed.

Exhibit IX-2
BLOOMINGTON BUSINESS OFFICE
ORGANIZATION STRUCTURE



IX-5

- SPLIT APPOINTMENT WITH STUDENT HEALTH CENTER
• SPLIT APPOINTMENT WITH BUREAU OF FACILITIES STUDIES

SECTION X

ORGANIZATION AND PERSONNEL REQUIREMENTS

A. Organization for Governance

Organization for governance on the Bloomington campus is collegial, with substantial decentralization of decision-making, and faculty participation in the policies and procedures by which the campus is governed. Students too have a voice in collegial governance, partly through student government and partly through representation on numerous IUB councils and committees. Throughout the coming decade, IUB expects to retain a collegial organization, and through this form of governance make the most effective use of the resources available to it.

B. Campus Administrative Functions and Organization

The IUB campus is administratively organized under the Vice President, Bloomington, who reports directly to the President of the University. The Vice President, Bloomington also shares with the Vice President, Indianapolis certain academic responsibilities for the IU system as a whole (see Long-range Plan--Cooperative Programs). In addition, selected programs common to both the Bloomington and the Indianapolis campuses, namely Business, Education, SPEA, the Graduate School and Continuing Studies, are administratively divided between the two vice presidents, so that each has responsibility for certain faculty and programs on the other campus.

Administratively the Bloomington campus is divided among staff and line positions. ^{military terminology} The major distinction between these two is that line officers head faculties which offer programs and have degree-granting powers, while staff officers head campus-wide functions which cut across degree programs. A staff officer may have a substantial number of persons reporting to him, but in no instance would these persons head academic or degree-granting programs. There is in addition on the Bloomington campus a faculty organization, formally expressed in the Bloomington Faculty Council, with its attendant committees and task forces. The Vice President for Bloomington presides at the Faculty Council as well as standing at the head of all line and staff officers on the campus.

A summary of the principal staff and line positions in the IUB administrative organization is shown in Table X-1.

A very brief summary of the major duties of each position, and the number of Faculty FTE associate and assistant deans associated with each office in 1975-76 is also presented in this table. For the most part, the academic administrative positions on the IUB campus are part-time positions, with the incumbents devoting from 25% to 50% of their time to teaching and research. Thus, no sharp distinction between "administration" and "faculty" exists on the campus since most administrators actively participate in their traditional faculty roles.

C. Administrative Organization within the College and the Schools

Within the College of Arts and Sciences and the professional schools, the administrative organization is closely coordinate to the major and minor fields of concentration associated with the degree programs offered. The major fields are usually represented as departments within the College or the schools. Each faculty member typically has his academic "home" in one department. One of the major strengths of IUB for the past several decades has been, however, great flexibility in permitting faculty members to move on a split appointment basis to developing program areas and to research centers and institutes. For example, a professor may have his or her basic appointment in Germanic Languages, while also giving instruction or doing research in West European Studies--or in English, while also giving instruction in Comparative Literature.

This flexibility in the appointment of personnel has had a number of advantages over the years. First, it has permitted new programs to arise without an expansion of faculty. Second, it permits faculty members to reallocate themselves from one field to another, thus permitting the College or the Schools to shift emphasis while utilizing the same faculty members. Third, it has permitted IUB to avoid the rigidities which frequently accompany university departmental structures, and has been instrumental in keeping IUB on the forefront of internationally recognized programs, as for example, the East Asian Institute, and the Folklore program. Under the general reallocation strategy projected for IUB over the next decade, the policy of flexible appointment of faculty to departments and programs is regarded as critical to the continued progress and increased stature of the University.

Table X-1

SUMMARY OF MAJOR ADMINISTRATIVE POSITIONS, IUB, 1975-76

STAFF

Position	Précis of Duties
Vice President, Bloomington	Chief administrator, IUB
Dean of the Faculties	Principal academic officer, reviews all academic personnel matters and academic programs
Dean for Research & Graduate Development	Responsible for all research & sponsored programs at IUB, coordinates graduate & graduate professional programs
Dean of Budgetary Administration & Planning	Responsible for campus budget requests, allocations, fiscal reports, long range planning, & articulation of priorities
Business Manager	Principal administrator for all facilities & supporting services on the Bloomington Campus
Dean of Student Services	Chief officer for student services & relations with students and student groups on the campus
Dean of the University Libraries	Principal administrator for the Main Library, branch libraries and regional campus libraries
Dean of University Division	Responsible for student recruitment, special groups programs, academic advising for all students without declared majors

Table X-1 continued

Position	Precis of Duties
Dean of Women's Affairs	Coordinates all programs aimed at improving the educational & occupational opportunities and status of women on campus
Dean for Afro-American and Minority Affairs	Responsible for the Balck Culture Center, Afro-American tutorial program, relations with Black faculty and staff caucus and other minority affairs
Campus Affirmative Action Officer	Responsible for developing the campus affirmative action plan and for monitoring compliance with that plan
	* * * * *
	LINE
Dean of the College of Arts and Sciences	Responsible for all academic personnel, programs and courses in the College
Dean of the Graduate School	Responsible for all Ph.D. and related Master's Degree programs and courses in the College of Arts and Sciences and in selected professional schools at IUB and IUPUI, and for new courses for graduate credit, instituted by Arts and Sciences departments in regional campuses
Dean of the School of Business	Responsible for academic personnel matters, programs and courses in the School on both the IUB and IUPUI campuses; reporting line is to VP-IUPUI

Table X-1 continued

Position	Precis of Duties
Dean of the School of Health, Physical Education & Recreation	Responsible for academic personnel matters, programs and courses in the School
Dean of the School of Education	Responsible for academic personnel matters, programs, courses, and certification in education on both IUB and IUPUI campuses; reporting line is to VP-IUB
Dean of the Graduate Library School	Responsible for academic personnel matters, programs and courses in the School
Dean of the School of Law	Responsible for all academic personnel matters, programs and courses in the School
Dean of the School of Music	Responsible for all academic personnel matters, programs and courses in the School

D. Support Personnel

A major advantage of the decentralization of decision-making to the academic units is that the ratio of support staff to faculty members can be adjusted to the needs and circumstances of the units. Factors affecting the needs of the units include the amount and type of research conducted, the magnitude of external support funds, the proportion of undergraduate to graduate instruction and the service load of faculty members. Inasmuch as these factors vary both between units and within units over time, discretionary allocation of funds for support services by unit administrators, together with the review of unit expenditures by the line officers, is more efficient than administration of a formula or rule as a means of controlling support services.

As with academic personnel, budget lines for support personnel are subject to reallocation. Table X-2 shows the effects of the reallocation of support personnel between 1972-73 and 1975-76 in the College and the Schools at IUB. During this period, all of the larger academic units decreased in clerical and service personnel, but a very slight increase in professional and administrative personnel occurred. Over the coming decade, IUB expects to continue a reallocation procedure for support service budget lines with unit administrators largely making the choices about the need for support services relative to the full range of other demands on the budget of their units.

Over the past two biennia erosion of maintenance staff for physical facilities has occurred and is attributable both to increased wage and price costs and to increases in facilities without proportionate increases in funds for operations. Through increased automation and better training of staff personnel, the effects of this erosion of the maintenance staff have been minimized. The central loss has been the inability to mount a preventive maintenance program. The creation of such a program early in the ten year planning period is considered critical if excessively costly repairs and disruption of service to facilities is to be minimized during the remainder of the decade.

E. Faculty Composition

During the next decade, the composition of the faculty on the Bloomington campus is expected to change as a consequence of reallocation, affirmative action, and an increase

Table X-2

BUDGET LINES FOR SUPPORT SERVICE PERSONNEL

	1972-73		1973-74		1974-75		1975-76	
	Prof & Admin	Clerical & Service	Prof & Admin	Clerical & Service	Prof & Admin	Clerical & Service	Prof & Admin	Clerical & Service
Arts and Sciences	42.10	274.27	41.96	260.97	41.07	261.02	44.23	264.27
Business	2.50	66.00	3.50	63.00	3.50	57.50	3.50	59.00
Education	10.00	81.50	10.00	79.00	10.00	77.50	12.00	72.50
HPER	.66	18.50	1.66	16.50	1.11	16.50	1.12	16.50
Law	1.00	19.00	2.00	18.00	1.00	17.00	1.00	18.00
Graduate Library School	0.00	5.00	0.00	5.00	0.00	4.00	0.00	5.00
Music	3.00	44.25	4.00	43.25	4.00	43.25	4.00	44.00
TOTALS	59.26	508.52	63.12	485.72	60.68	476.77	65.85	479.27

in the mean age of faculty. Among these three factors, that most determinant from available data is the age distribution of the faculty, as shown in Table X-3 for the period 1973-74 to 1975-76. As indicated to the right in the table, the mean age of the tenured faculty and the percent of tenured faculty have increased very slowly over the three year period. As indicated to the left in the table, the faculty cohorts approaching retirement age increase at each successive five year interval. For example, while 66 regular faculty must retire between 1976 and 1980, 94 must retire between 1980 and 1985, and 117 between 1986 and 1990. In addition, normal faculty turnover has continued with approximately 10 per cent of the faculty retiring at age 70 or earlier or moving to positions outside the university each year for the past several years.

The trends described above suggest that IUB is not likely to be characterized by an aged, tenured faculty over the next two decades, and that substantial opportunities will remain for affirmative action and for the reallocation of positions between academic units as needed.

F. Faculty Council

The Bloomington Faculty Council is elected from the faculty, and has representatives from the Library staff and from the student body as well. The purpose of the Council is to provide a forum for a wide range of issues affecting faculty, instruction and students on the campus, and to advise the Vice President for Bloomington concerning the policies or procedures which the Council believes should be pursued relative to these issues. The agenda for the Council is set by the Agenda Committee; items may arise from the faculty, the Library staff, Student Government or the Bloomington Campus Administration.

Since the long term well-being and direction of campus is one of the major concerns of the Council, the Long-Range Plan for IUB is reviewed by selected subcommittees of that body which in turn report to the Council. Beginning in 1976, the Council together with the IUB Administration formed special task-forces to examine the status and possible future directions of ten areas of importance--from enrollments through research--to the campus. The reports of these task forces are expected to have a distinct bearing on the content of future Long Range Plans.

Table X-3

NUMBERS OF FULL-TIME FACULTY & LECTURERS BY AGE CATEGORIES,

Bloomington Campus

Ages	23-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
1973-74	98	274	220	197	174	152	121	89	58	1383
1974-75	87	260	216	193	166	178	107	101	60	1368
1975-76	76	221	226	199	164	175	117	94	66	1338

	Mean Ages		
	Overall	Ten.	% Ten.
1973-74	43.5	49.7	32.3
			59.1
1974-75	43.90	49.57	34.68
			62.6
1975-76	44.53	49.73	34.95
			64.8

SECTION XI

OPERATING FUND REQUIREMENTS

Background

The present mission and status of Indiana University-Bloomington is the end result of the collective aspirations of generations of faculty, administrators, students and alumni, as well as citizens and governmental leaders of the state. The aim of the University is to fulfill fully its research and service missions and to provide the best available opportunities for higher education to the citizens of the state. To fulfill its role as a premier institution emphasizing quality graduate and professional training in a wide spectrum of fields, in addition to providing undergraduate education, the Bloomington campus must be supported at levels comparable with graduate and research-oriented institutions of like quality within Indiana and in other midwestern states. That Indiana University-Bloomington has been receiving less state support per student than almost any other Big Ten university has been documented. In fact, during 1975-76, IUB ranked eighth among the nine state-supported Big Ten institutions in the amount of state support per student. The fact that IUB is generally regarded as ranking among the top half of the Big Ten institutions in terms of quality in spite of its modest level of state support is a tribute to the loyalty, dedication and efficiency of its faculty and administrators.

Within the past several years, two additional factors have exacerbated the problems faced by the Bloomington campus as it endeavored to maintain quality programs in the face of modest levels of support. These are the high rate of inflation and the very appreciable growth in enrollment during the 1975-76 academic year. The losses in purchasing power due to inflationary cost increases and the decline in appropriation per student due to the enrollment increase have up to now been insufficiently compensated. The net result is an increasing student/faculty ratio and inadequate support for such items as library books, academic equipment and campus and building maintenance. In the preparation of the 1976-77 annual operating budget, highest priority was given to the funding of additional faculty and staff positions in those areas experiencing the largest enrollment increases, so that the student/faculty ratio would be held to a reasonable level. However, because the only funds available for these additional positions were those resulting from the additional tuition income and, because tuition income supports only about 30% of the total actual

operating costs, the amount of funding available from this source which could be applied to increased positions and other associated instructional expenses proved to be inadequate.

Data for the past five years relating to IUB operating budgets, state appropriations, price index changes, student/faculty ratios and student fees are presented in Table XI-1. These data are significant for future planning, for in order to determine what support is needed by IUB in the future, it is necessary to know its present status and what has happened in the recent past. Especially noteworthy in Table XI-1 are the decreases observed in both the total expenditure per student and the state appropriation per student when corrections for inflation are taken into account. For example, the state appropriation per FTE student, corrected for the effects of inflation, decreased from \$1796 in 1972-73 to \$1538 in 1976-77, a decline of 14%. Similarly, the inflation-corrected overall University expenditure per FTE student decreased by 17% over this five year period, dropping from \$2725 to \$2266. For the University to continue to provide quality educational programs, it is obvious that these recent trends cannot be continued, and that either state appropriations or student fees (or both) must be increased.

Priorities

The essence of a great university is its faculty. It follows, therefore, that to achieve its mission IUB must give first priority to restoring and maintaining a competitive position in regard to faculty salaries. It is estimated that a special salary supplement of 2% per year, over and above the projected inflation rate of 7% per year, is necessary during the 1977-79 biennium to bring IUB salaries approximately to the mean of Big Ten faculty salaries. Comparative data gathered by the American Association of University Professors from 12 peer institutions (Big Ten universities plus the Universities of Chicago and California) show that the average compensation of IU full professors dropped from sixth in 1971-72 to eighth in 1975-76 among the twelve universities. Similarly, the average compensation of IU associate professors fell from fifth to tenth during this five year period, while the average for IU assistant professors dropped from fourth to tenth. These decreases in relative standing make it increasingly difficult to retain the best of our faculty who are the most likely to receive offers from other institutions.

A similar situation exists in regard to staff salaries, since salaries paid by IUB to clerical, service and maintenance, and skilled-craft workers all lag appreciably behind wage scales

Table XI-1

IUB Budget and Enrollment Data, 1972-73 through 1976-77

Item	1972-73	1973-74	1974-75	1975-76	1976-77	Change, % (5 yrs.)
1. IUB Operating Budget	75,513,020	76,564,128	78,737,504	88,582,095	93,476,641	+23.8%
2. State Appropriation (Operating)	50,061,000	51,387,000	52,977,997	61,177,830	63,456,702	+26.8%
3. Student Headcount Enrollment	31,280	30,735	30,623	32,651	(33,671)	+ 7.6%
Student FTE Enrollment	27,710	27,160	27,187	28,869	(29,967)	+ 8.1%
4. Consumer Price Index	100.0	106.2	117.9	128.7	137.7	+37.7%
Change in C.P.I. from Prev. Yr.	---	+6.2%	+11.0%	+9.2%	+7.0%	----
5. Total IUB Expend./FTE Student (Actual)	2,725	2,819	2,896	3,068	(3,119)	+14.5%
Total IUB Expend./FTE Student (Corrected for inflation; July '72=100)	2,725	2,654	2,456	2,384	(2,265)	-16.9%
6. State Approp./FTE Student (Actual)	1,807	1,892	1,949	2,119	(2,117)	+17.2%
State Approp./FTE Student (Corrected for inflation)	1,807	1,782	1,653	1,647	(1,538)	-14.9%
7. Budgeted Academic FTE (IUB Schools)		1,377	1,380	1,381	1,420	+ 3.1%
Student FTE/Acad. FTE Ratio		19.7	19.7	20.9	21.1	+ 7.1%
8. Resident fee rate per semester	325	341	361	361	361	+11.1%
Non-resident fee rate per sem.	745	780	820	820	820	+10.1%
9. Student fee income (incl. dedicated fees)	26,817,232	27,312,639	28,567,178	29,209,494	32,256,621	+20.3%
10. Percent total IUB income from student fees*	33.3%	33.4%	34.3%	31.5%	32.6%	- 2.1%

*Total income includes dedicated fee payments, but excludes application fees.

paid in the surrounding area as shown by data given below. Maintenance of competitive staff salaries is likewise a top priority.

For example, secretarial salaries were on the average, approximately 15 per cent below those for comparable positions in the surrounding areas, while custodial salaries were on the average 31 per cent below in 1975-76. The salaries for electricians and plumbers employed on the Bloomington campus were also noticeably below those expected in these crafts in the surrounding area. Although employment by the university has advantages in stability and working conditions, adjustment of staff salaries to a more competitive position with those in the surrounding area is a top priority.

In the previous long range plan submitted in 1974, it was stated that requests for restoration of funds to compensate for recent losses of support in such areas as student financial aid, library books, instructional equipment and campus maintenance would be deferred until after the 1975-77 biennium in order that first priority could be given to increasing faculty and staff salaries, an especially critical need for the 1975-77 biennium because of the very high rate of inflation. All of these non-salary areas are still lacking in support and in each case the need has increased.

The second-highest budget priority is student financial aid. As a result of continually rising costs, many excellent and worthy students from lower and middle income families may not be able to attend IUB to take advantage of its many excellent programs without incurring prohibitively large indebtedness. More student financial aid is needed in order to increase the level of gifts and grants available to qualifying students. Furthermore, the purchasing power of graduate student stipends and fellowships has been seriously eroded in recent years, so that some excellent graduate students cannot afford to attend IUB, thereby threatening the quality of our graduate and professional schools and decreasing our potential contribution to the state in these areas. Beginning in the 1977-79 biennium, funds are therefore being requested for student financial aid.

The next items of high priority are those which, after high-calibre faculty and students, most greatly influence the quality of education, research and service offered by IUB. These items fall into three groups: the first is the general category of "instructional supplies and expenses" and includes costs associated with such learning resources as library books and classroom and laboratory supplies; the second group includes equipment which supports instruction and research, while the third group includes

necessary campus and building maintenance. Most of these items have suffered seriously from the effects of inflation, but requests for special urgently needed increases in their levels of support have had to be deferred until at least the beginning of the 1979-81 biennium. They will all present serious problems during the 1977-79 biennium, but our priorities dictate that losses in personnel compensation and student aid should be dealt with first.

Expenditure Projections (Table XI-2)

The budgetary expenditures needed to support the aims and objectives of the University and to enable it to maintain quality undergraduate, graduate and professional programs are summarized by type of expenditure for each year of the next decade in Table XI-2. The figures given in the table for the 1977-79 biennium correspond to the actual Biennial Operating Budget Request being submitted for the Bloomington campus. The figures for 1977-79 include requested increases based on an assumed inflation rate of 7% per year for each year of the 1977-79 biennium. All figures in Table XI-2 after the 1977-79 biennium exclude the effects of inflation and represent only requested additions to the base budget over and above amounts received to compensate for inflation-related cost increases.

Enrollment Changes. The first column of data at the left side of Table XI-2 lists the projected student FTE enrollment, and the second column lists the budget increments related to the changes in student enrollment from year to year. For the 1977-79 biennium, these increments are based on estimated instructional costs in each academic school and on the enrollment change projected for that school, as detailed in the Biennial Budget Request. After 1978-79, the average costs on a campus-wide basis is multiplied by the increases or decreases in enrollment in order to estimate the enrollment-related increments. It is believed that average campus-wide cost data are as good or better than data from individual schools for projections that far in the future. As can be seen from Table XI-2, the FTE enrollment at the Bloomington campus is expected to reach a maximum in 1978-79 and then to remain fairly constant between 30,500 and 31,000 for four additional years.

The relatively large amount of enrollment-related funding shown for 1977-78 includes an otherwise uncompensated amount associated with the enrollment increase for 1976-77 (\$1,711,534) as well as the funding calculated for 1977-78 (\$1,504,914), for a total of \$3,216,448. A large part of these additional funds would be used to redress deficiencies pointed out during 1975-76 by official accreditation teams visiting the Schools of Business, Law and

Library Science. The Business School in particular has a severe problem associated with a 55% increase in credit hours taught between 1972-73 and 1975-76. The size of the Business faculty has not kept pace with this rapid rise in enrollment and the size of the faculty has fallen dangerously close to the minimum accreditation standards of the American Association of Colleges and Schools of Business whereas the faculty size of a nationally ranked school should exceed the minimum standards by a fair margin. Likewise, the Bloomington Law School was found to be deficient in regard to its library book budget, its library staff, library space and equipment, student/faculty ratio and faculty salaries. Again, a portion of the additional funding associated with enrollment increases would be spent to relieve these deficiencies.

New Programs. The column headed "Requests for New and Continuing New Programs" contains the start-up costs for proposed new programs and continuation costs for new programs begun in the present biennium. For the Bloomington campus alone, excluding schools such as Continuing Studies and Public and Environmental Affairs, which report to the Central Administration, the only new program for which funds are requested (\$25,500) for first year start-up costs is the B.A. program in Asian Studies, which has previously been approved by the Commission for Higher Education (CHE). Several other new programs have also been approved by the CHE, but no additional funding is requested for these programs.

Program Improvement. Three items are included under the request for Program Improvement during the 1977-79 biennium. One of these is the Basic Skills Development Program of the College of Arts and Sciences, the purpose of which is to improve basic communication skills of poorly prepared students by providing more intense teaching and drill in reading and writing and also by providing special tutorial help in elementary mathematics and science. A second included item is the Field Associates Early Experience Program of the School of Education, which is required by the new teacher certification requirements (Rule 46-47) and will be implemented in two stages during the 1977-79 biennium. The third program for which improvement funds are requested is the prison education project, begun by the Poynter Center at IUB and funded during 1975-76 by a grant from Lilly Endowment. Under this project, two courses will be offered each semester and summer at each of the five penal institutions in the state during 1977-78 and an additional course will be added at each prison in 1978-79, in the hope of assisting in the rehabilitation of inmates by providing them with more positive attitudes toward society and increased career capabilities after their release.

Salaries. As stated previously, salary increases of 9.0% are being requested for each year of the 1977-79 biennium. This amount includes 7.0% to keep pace with inflation and 2.0% to bring IU faculty salaries up to the average of the Big Ten. In the year following the 1977-79 biennium, an additional 5% supplement, over and above inflation, is requested for staff (non-faculty) employees in order to bring the wage scale for these staff employees closer to the average wage scale in this area.

Student Financial Aid. Additional funding for student financial aid is requested for the 1977-79 biennium and for several subsequent years. Areas of particular concern are scholarships for outstanding undergraduates and fellowships for graduate students.

Instructional Supplies and Expenses. Because top priority is being given to salaries and program improvement during the 1977-79 biennium, additional funding to make up for losses in purchasing power suffered during the past several years will be requested beginning in 1979-80.

In the case of library books, the amount budgeted remained approximately constant between 1967 and 1975, while at the same time the costs of books rose about 50% and the costs of periodicals rose by more than 100%. The University has not been able to compensate the Library budget adequately for the loss in purchasing power, though some resources have recently been reallocated to avert disaster. In 1979-80, 1981-82 and 1983-84, the requested increase in funding for Supplies and Expenses category will be divided between library books and classroom supplies and expenses in the proportions shown in the table. (See footnotes to Table XI-2.)

Academic Equipment. As is the case with Instructional Supplies and Expenses, requests for supplementary funding for academic equipment have been deferred until after the 1977-79 biennium. Whereas the actual amount budgeted for instructional and research equipment decreased from \$660,000 to \$590,000 during the 1971-73 and 1973-75 biennia, the average cost of equipment items rose about 30-40% during this period and has continued to rise during the 1975-77 biennium. Again, the University budget has not been able to cover these cost increases adequately, so that less equipment can now be purchased with the available funds than was the case five years ago.

The main University Library is in need of modernization and computerization to upgrade its services and make them more

efficient. New microform technology and computerized library networks promise eventual savings in space and manpower and should not be postponed too long. Accordingly we are requesting that \$250,000 be added to the Library budget base for equipment in 1979-80 and that this amount be retained in the Library budget base until the modernization process is complete.

Campus Maintenance. Because IUB is a mature campus with many older buildings, some approaching 100 years in age, maintenance and repair of these buildings both internally and externally are essential to their continued preservation and use. Nevertheless, comparative studies among Big Ten universities show that IUB's costs for building maintenance figured on a cost per square foot basis are the lowest in the Big Ten by a considerable margin and are only about one half the costs at the Universities of Illinois and Michigan. Although this low figure may indicate a high degree of efficiency, it also shows, more significantly, that the IUB budget for maintenance is far too low and that it should be increased as soon as possible. Accordingly, budget additions are requested beginning in 1979-80 which will increase the total budget base for building and campus maintenance by 25% (above inflationary increases) by 1984.

Table XI-2

Indiana University-Bloomington Campus
EXPENDITURE PROJECTIONS, 1977 THROUGH 1985

Academic Year	Student Enroll. FTE	Increment for Enroll. Change	Request for New and Cont. New Programs	Request for Progr. Imp'm't	Request for Salaries	Request for Student Fin. Aid	Request for Instructional S. and E.	Request for Acad. Equipment	Request for Campus Maintenance	Total Budget Base	Expend. per FTE Student
1976-77	29,967	---	---	---	---	---	---	---	---	93,476,641	3119
1977-78 ¹	30,758	3,216,448	25,500	457,457	(9.0%)	258,542	(7.0%)	(7.0%)	(7.0%)	109,878,277	3572
1978-79 ¹	31,183	873,321	-0-	183,300	(9.0%)	197,226	(7.0%)	(7.0%)	(7.0%)	121,142,825	3885
1979-80 ²	30,821	-1,406,370	---	---	870,000 ³	100,000	100,000 ⁴ 100,000 ⁵	250,000 ⁶ 100,000 ⁷	250,000	121,506,455	3942
1980-81	31,058	934,254	---	---	---	100,000	100,000 ⁴	100,000 ⁷	---	122,740,709	3952
1981-82	30,762	-1,169,792	---	---	---	100,000	50,000 ⁴ 50,000 ⁵	100,000 ⁷	200,000	122,070,917	3968
1982-83	30,538	- 888,832	---	---	---	---	50,000 ⁴	50,000 ⁷	---	121,282,085	3971
1983-84	29,791	-2,966,337	---	---	---	100,000	50,000 ⁵	---	100,000	118,565,748	3980
1984-85	28,822	-3,856,620	---	---	---	---	---	50,000 ⁷	---	114,759,128	3981

¹Data for 1977-78 and 1978-79 correspond to the Biennial Budget Request for IUB as submitted; total budget base includes increases related to inflation.

²Data for all years after 1978-79 exclude inflation and include only other special base changes (in 1978-79 constant dollars)

³Provides an additional 5% salary increase for all clerical and service employees

⁴This amount is requested for library books and periodicals

⁵Requested for misc. classroom, laboratory and office supplies and expenses

⁶Specific request for equipment to modernize library services

⁷Other instructional and research equipment

SECTION XII

PHYSICAL FACILITIES¹

The characteristics of the Bloomington campus of Indiana University which have a direct bearing on its needs for capital expenditures for physical facilities and which make this mother campus somewhat unique among the University's campuses include the following: (1) It is in part an old, mature campus having a number of major academic buildings dating back to the last century; (2) it is a campus which experienced very rapid growth in enrollment between 1960 and 1970 and accommodated this rapid growth not only by new construction, but also by converting to academic use many residences and other buildings originally designed for other purposes; (3) it is a research oriented campus with many large and highly technical graduate and professional programs; (4) it is a dynamic institution which seeks to provide educational leadership and to adapt at all times to the current and changing needs of its students and the state; and (5) it is a large residential campus situated in a small community.

The unique characteristics of the Bloomington campus cited above are of greater importance in the determination of its capital needs during the next decade than are the various space and cost factors that one might hope to apply uniformly on a statewide basis. For example, most of the buildings forming the original campus quadrangle are now more than 50 years old and several were constructed nearly 100 years ago. These older buildings, which are listed in Table XII-2 with their dates of construction, are very important to the campus and to the State of Indiana for traditional, historical and architectural reasons and should be preserved. In their present condition, however, they are inefficient, expensive to maintain and in some cases unsafe and in violation of modern building codes. They require thorough internal renovation without altering their exterior appearance; in other words, they require restoration in the sense that historically significant buildings are restored and preserved. This restoration process is more expensive than new construction and yet is absolutely essential if these symbolic older campus landmarks are to be retained and used.

The Bloomington campus experienced a very rapid growth in enrollment during the 1960's when its enrollment increased from

¹Schedules in this section are subject to change with biennial budget requests.

14,487 in 1960 to 30,368 in 1970, a growth of 110% in just ten years. Capital funds were not available in amounts sufficient to allow construction of enough new buildings to keep pace with the rise in enrollment. To cope with the rapidly increasing need for space, the University converted several of its older dormitories (Wells Quadrangle) to academic space, it also continued to use for academic purposes seven temporary wooden barracks buildings (Trees Center) obtained just after World War II for use as dormitories, even though they were by now unsafe and unsightly, and also purchased a number of residences and commercial buildings at the perimeter of the main campus to house academic and research programs. In spite of these measures, the gross amount of space per student decreased by 12% between 1960 and 1970 and this has not yet been made up. Fortunately, enrollment on the Bloomington campus has remained almost constant since 1970, so that the instructional space situation has not worsened in spite of the lack of new construction to make up the space deficit generated during the period of rapid growth. However, a number of the buildings converted to academic use during the last decade were only partially or superficially remodeled before being pressed into service. These emergency conversions are responsible for a number of entries in Tables XII-3 (Rehabilitation) and XII-4 (Remodeling); i.e., these buildings have never been adequately renovated for their present users. Most of the remaining entries in Tables XII-3 and XII-4 are buildings constructed about 30 to 50 years ago which now need improvement and modernization to make them more useful and efficient and bring them up to code.

At the present time, the Bloomington campus is using for academic purposes 647,947 sq. ft. of space which is classed as "demolishable"; i.e., it is temporary space which is structurally and functionally unsuited for conversion to permanent academic use and will be demolished or disposed of as soon as possible. As shown in Table XII-1, it is hoped that nearly one half, or a total of 296,441 sq. ft. of this demolishable space can be replaced and disposed of during the next ten years.

Because Indiana University, Bloomington, is one of the nation's foremost research-oriented universities, its campus must include extensive libraries as well as specialized laboratory and research facilities of all types in order to enable it to accomplish its mission and objectives. The need for these research and library facilities, as well as the need for special instructional space by the professional schools, renders the usual space factors calculated on a per student basis for predominately undergraduate institutions inapplicable in the case of IUB. The fact that the overall space per student at IUB is actually not much larger than

that at many undergraduate campuses indicates that IUB is operating with less than a desirable total amount of space and that there is a backlog of unmet space needs carrying over from the last decade. Indeed, such new construction projects listed in Table XII-1 as the Research Animal Care Facility, the Health Careers Building and the Law Library Addition are all urgently needed special facilities which have no counterpart on campuses that are primarily undergraduate. On the other hand, justification for the addition to Jordan Hall derives both from the need for additional space for research in the biological sciences and from the need for additional instructional space to accommodate the burgeoning undergraduate enrollment shifts in the direction of biological and health-related sciences. Because such instruction requires specialized laboratory facilities, the space needs generated by this internal redistribution of enrollment cannot be met by a simple reallocation of existing space, but can only be met by the construction of additional laboratory facilities. Construction of the several facilities named above would enhance the IUB space factors even though little additional instructional space would be provided. Thus, the need for the construction of such facilities cannot be related to, or justified by, overall student enrollment increases, but rather derives from the mission and objectives of the University.

In order for IUB to be a dynamic institution that not only responds to new issues and needs but also is a leader in providing instruction and research in new and emerging areas of science, technology and scholarly endeavor, it must possess the capability of making significant changes over time in its activities. At the more advanced technical and professional levels, such changes in activities must necessarily be accompanied by corresponding changes in equipment and facilities. Because IUB is a mature, long-established campus, such changes in activities have already occurred and are continuing to occur, and certain buildings or portions thereof have become antiquated and obsolete and in need of renovation and modernization. A number of the rehabilitation and remodeling projects listed in Tables XII-3 and XII-4 are the result of such obsolescence or change in function or are the result of shifts in student interests. Examples include Ernie Pyle Hall (Journalism), the Education Building (north wing), Rawles Hall, Myers Hall (Medical Sciences), Swain West (Physics) and Jordan Hall (Biological Sciences), which was discussed in the preceding paragraph. Some of these remodeling projects represent only minor or partial alterations to existing buildings, but they are nevertheless essential and very important to the welfare of the programs of the departments or schools concerned.

The fact that IUB is a large residential campus located in a small community also has significant implications in regard to facilities. Adequate and suitable recreational and cultural activities and facilities must be provided. The recent completion of Assembly Hall and the Musical Arts Center provides the campus with excellent facilities for sports events, concerts and performances. On the other hand, very little has been done to improve or expand student recreational facilities during the past twenty years, so that at the present time the recreational facilities at IUB are woefully inadequate from the standpoints of both quality and quantity. A major renovation of the Wildermuth Fieldhouse and Men's Gymnasium (Table XII-4) was approved for the 1973-75 biennium and it is hoped that this will be followed by the construction of an addition to Wildermuth (Table XII-1).

Explanation of Tables

Table XII-1 lists new construction projects proposed for the next five biennia. The figures listed are gross square footages. Construction costs are not listed but can be calculated if costs per square foot are estimated. At the top of the table is listed the total amount of space in the temporary or "demolish" category remaining on the campus at any time and just below this is given the amount of demolish space disposed of in each biennium as the new construction projects are completed. The demolish space includes residences acquired by land acquisition, barracks, quonset huts and other temporary structures erected on an emergency basis following World War II.

The code symbols in the last column have the following meanings:

- A: State funding - Bloomington
- O: Other funding sources, including bonding authority repaid from student fees and private donations

Table XII-2 contains the list of the oldest campus landmark buildings for which special restoration is proposed which would renovate their interiors while leaving the exteriors visually unchanged. The cost of restoring these historically important symbols of the University is estimated to be 125% of the cost of new construction for an equivalent number of square feet of space.

Table XII-3 lists rehabilitation projects, which include extensive major renovations which are expected to cost 75% of new construction costs on a square foot basis. At the top of the Table is listed the total amount of space in an "Alter" condition

(i.e., in need of rehabilitation) during a particular biennium and just below this is listed the total amount of space proposed for rehabilitation during that biennium. The objective of rehabilitation is to renovate and improve older, obsolete structures so that they meet modern codes. Rehabilitation projects are expected to cost 75% as much as new construction.

Table XII-4 lists all the proposed remodeling projects, which include all partial, less extensive improvements to buildings and which are expected to cost up to 50% of the cost of new construction. At the top of the Table is listed the total amount of campus space classified in the "remodel" category in each biennium; below this is given the total amount of space proposed for remodeling during each biennium.

Table XII-5 contains a list of proposed miscellaneous capital requirements not classifiable as construction, rehabilitation or remodeling. Because square footages are not in general applicable to the items in this table, estimated dollar amounts (1976 dollars) are shown. Bloomington campus utilities are old, largely deteriorated and often inadequate for present campus demands. Major repairs, replacements and extensions are overdue and urgently needed. The costs of the O.S.H.A. corrections shown are those estimated to be needed in a steady, on-going program to bring all campus facilities up to the requirements of the Occupational Safety and Health Act. The projects listed under "Site Development" include removal of the old stadium and landscaping of that site, making other landscaping and aesthetic improvements around the campus and razing some of the old houses on the perimeter of the campus. Expansion of the campus to the north has greatly affected traffic in that area with the result that some roads, bridges, and underpasses are now inadequate and unsafe. A new road needs to be constructed parallel to the Illinois Central tracks to remove most of the through city traffic from Tenth Street. The section of Tenth Street between Fee Lane and Jordan Avenue at present has both high pedestrian and high vehicular traffic and is very hazardous to pedestrians. In addition to special projects, which are self-explanatory, Table XII-5 lists appreciable amounts in each biennium for land acquisition. These expenditures would allow the University to complete acquisition of the land within the boundaries of its Master Plan within the next ten years. The University has long followed the policy of purchasing such land as it became available, but in recent years this program has been slowed by lack of funds so that the total acquisition program is in jeopardy. The proposed acquisitions represent the minimum recommendations of the University's Real Estate Office for attempting to protect the University's Master Plan for campus development.

The amounts requested for utilities in Table XII-5 include several large projects which involve deferred maintenance, replacement needs, Power Plant modernization, improvements aimed at pollution control under federal requirements and energy conservation. Major projects include (1) air and water pollution control of the I.U. coal-fired Power Plant, \$4,500,000; (2) replacement of deteriorated underground steam and water distribution systems as well as sewer renovation, \$3,000,000; (3) integration of major campus building controls into the Central Programmed Control Center, \$400,000; (4) expansion of our central chilled water facility to integrate air conditioned buildings into this system as expansion and/or replacement of present units require, \$13,000,000.

All of the above items are due to either deferred maintenance on our present systems or the result of engineering studies which have indicated the direction for our future planning. Energy consumption on the Bloomington Campus is extremely high due to lack of sophisticated controls, deteriorated underground systems, and the use of equipment which has outlived its useful life. Centralized operation for a campus of our size, as programmed in this plan, will save us operating monies annually in excess of \$750,000, at present prices. The high cost of these centralizing programs are a result of our rapid expansion through 1970, without adequate capital and operating funding to accommodate such growth.

The data in the following tables for the 1975-77 biennium are in accord with the present status and condition of space and facilities and are also consistent with the capital appropriations received for the current biennium.

TABLE XII-1
NEW CONSTRUCTION PROJECTS
INDIANA UNIVERSITY, BLOOMINGTON

PR	1975-77	1977-79	1979-81	1981-83	1983-85	1985-87	CODE
Space in "Demolish" category due to Functional Inadequacy and/or Extreme Deterioration (Gross square feet)	647,947	639,555	570,091	529,929	445,764	362,206	
Space to be Demolished with Construction of Projects listed below (Gross square feet)	8,392	69,464	40,162	84,165	83,558	10,700	
1 Research Animal Care Fac.	3,500						A
2 Applied Music Building		20,000					A
3 Fine Arts Museum		110,585					AO
4 Hoosier Heritage Hall II		52,100					O
5 Motor Pool & Bus Transportation Facility			25,000				A
6 Health Careers Building			56,500				A
7 Environmental Health Bldg.			4,000				A
8 Administrative Services Bldg.			28,000				A
9 Wildermuth Addition			32,000				O
10 Theatre Addition				26,000			A
11 Campus Service Building Addition				10,000			A
12 Jordan Hall Addition, Ph. I				100,000			A
13 Classroom-Office Building (SPEA & Social Sciences)				200,000			A
14 Central Stores Building					50,000		A
15 Law Library Addition					60,000		A
16 Mathematics - Computer Sciences Building					100,000		A
17 Hoosier Heritage Hall, Ph. III						50,000	A
18 Central Science Library						100,000	A

TABLE XII-2
RESTORATION PROJECTS
INDIANA UNIVERSITY, BLOOMINGTON

PR	1975-77	1977-79	1979-81	1981-83	1983-85	1985-87
Space Classified as "Rehabilitation" which is in need of reconstruction or restoration due to age and condition (gross sq. ft.)	209,279	209,279	143,112	89,746	57,130	20,458
Requested Restoration for Biennium (gross sq. ft.)	-0-	66,167	53,366	32,616	36,672	20,458
1 Student Building (1906)		66,167				
2 Lindley Hall (1902)			53,366			
3 Wylie Hall (1884)				32,616		
4 Kirkwood Hall (1894)					36,672	
5 Owen Hall (1884)						20,458

TABLE XII-3
REHABILITATION PROJECTS
INDIANA UNIVERSITY, BLOOMINGTON

PR	1975-77	1977-79	1979-81	1981-83	1983-85	1985-87	CODE
Space classified as in "Remodeling-C" condition due to Functional Changes and Deterioration (gross sq. ft.)	271,537	217,469	154,800	83,719	52,144	27,405	
Requested Rehabilita- tion for Biennium (gross sq. ft.)	54,068	62,669	71,081	31,575	24,739	27,405	
1 Ernie Pyle Hall	38,186						A
2 Geology Building (6th Floor Space Recapt)		7,732					A
3 Conversion to Academic Space 209 N. Jordan Ave. 625 N. Jordan Ave.	15,882	13,709					A
4 Maxwell Hall		32,829					A
5 Bryan House		8,399					A
6 Rawles Hall			42,537				A
7 Swain Hall East			28,544				A
8 Fine Arts Building (Library and Museum)				27,979			A
9 Kirkwood Observatory				3,596			A
10 Central Stores (for Fine Arts)					24,739		A
11 School of Law (Library only)						27,405	A

TABLE XII-4
REMODELING PROJECTS
INDIANA UNIVERSITY, BLOOMINGTON

PR	1975-77	1977-79	1979-81	1981-83	1983-85	1985-87	CODE
Space classified as in "Remodel A & B" condi- tion due to Deteriora- tion of the Facilities (Gross sq. ft.)	768,515	637,113	520,240	312,361	126,299	49,660	
Requested Remodeling for Biennium (Gross sq. ft.)	131,402	116,873	207,879	186,062	76,639	49,660	
1 Bryan Hall	52,649						A
2 Men's Gymnasium	73,392						O
3 Woodburn Hall		70,231					A
4 Education Building (North Wing - Phased by Floor)		23,809	28,290	28,290	28,289		A
5 Goodbody Hall		3,449		33,887			A
6 Morgan Hall		19,384					A
7 Swain Hall West			121,618				A
8 Memorial Hall Mezzanine West Second Floor Third & Fourth Floors	5,361		11,244	11,824			A
9 Campus Service Building			46,727				A
10 Morrison Hall				52,684			A
11 Myers Hall				59,367			A
12 Music Building					48,350		A
13 Education Building (South Wing)						49,660	A

TABLE XII-5
MISCELLANEOUS CAPITAL REQUIREMENTS
INDIANA UNIVERSITY, BLOOMINGTON

PR	1975-77	1977-79	1979-81	1981-83	1983-85	1985-87	CODE
1 Utilities (Renovation & Extension)	\$1,200,000	\$3,190,000	\$7,487,000	\$4,130,000	\$5,925,000	\$3,590,000	A
2 OSHA Correc- tions	50,000	200,000	200,000	200,000	200,000	200,000	A
3 Modifications for the Physically Handicapped	30,000	50,000	50,000	50,000	50,000	50,000	A
4 Laboratory & Classroom Remodel- ing	100,000	100,000	100,000	100,000	100,000	100,000	A
5 Site Development Demolition - Stadium		150,000					A
Campus Perimeter Improvement		100,000	100,000	100,000	100,000	100,000	A
6 Outdoor Pool Enclosure		300,000					A
7 Roads, Over/Under Passes			900,000				A
8 Land Acquisition	200,000	400,000	400,000	400,000	400,000	400,000	A

SECTION XIII

CONCLUSION

The fundamental mission of Indiana University at Bloomington is to provide quality instruction, research and service to the citizens of the state, and, within the bounds of its resources, to the national society of which it is a part. Under this mission IUB has as its principal objectives over the next decade the continuation of a wide range of program offerings at the undergraduate and graduate levels, the strengthening of graduate education and research, and the improvement of instruction so that students of all ages and from a variety of backgrounds are able to keep up with our rapidly expanding knowledge.

Primarily because of reduced birth rates, IUB expects to have an essentially stable enrollment during the ten year period, and, collaterally, a relatively stable operating budget. Budget adjustments are expected to come principally as a consequence of inflation, although additional adjustments for quality improvements are needed. The underlying strategy for maintaining vitality and forward movement, and for meeting demands for program change, will be the re-allocation of resources within and between the major academic divisions of the campus. To carry out this strategy successfully, careful evaluation of programs and academic units relative to the mission and objectives of the campus will be requested.

Organizationally, IUB expects to continue close ties with IUPUI, and cooperative arrangements with the regional campuses. On its own campus, IUB plans to continue its collegial form of organization with substantial contributions to policy and procedural matters from the faculty. A chief administrative officer for the campus with attendant staff officers and line relationships to the deans of the College and of the schools is expected to continue during the decade.

The rapid growth period for the campus during the 1960's led to the use of many temporary buildings not originally intended for academic purposes, and to the need for new construction for which capital appropriations were not awarded. In addition, many of the older academic buildings on the campus are in dire need of rehabilitation. Thus extensive plans for the removal of temporary or inadequate buildings, for new construction and for rehabilitation are projected for the ten year period.