

EVANSVILLE CAMPUS NOTES

ISU

March 17, 1969

Notes for faculty and staff will be distributed on Monday of each week, if news items are available. Please give notices which should appear in a particular issue of CAMPUS NOTES to Mrs. Barton prior to 4:00 p. m. on Thursday.

1. National Whirlpool Official to Address Business Speech Class

Vincent Miller, of St. Joseph, Michigan, National Service Training Manager for the Whirlpool Corporation, will address the Business and Professional Speech Class, Thursday, March 20, 1969, at 6:30 P. M. All interested persons are invited to attend. The class meets in room #43.

Active for many years in the areas of speech and communication, Mr. Miller is concerned daily with the concept that employees who are well informed consulted, recognized, and otherwise a part of a good internal communication system will represent a company much better and more enthusiastically when they confront the public and prospective clients.

Mr. Miller's appearance is part of a series of guest lectures by area business and industry officials on the role of communications in the professions.

2. German film to be shown during the Spring and Fall semesters

April 15 - European Rococo (color, 22 Min)
 Richard Wagner (Black and White, 29 Min.)
 May 8 - Gernart Hauptmann (Black and White, 29 min.)
 (Drama)
 May 12 - Berlin from the Golden Twenties to the Wall (Bl./Wh, 26 Min.)

Fall 1969:

Sept. 8 - Upper Rhine Valley (color, 24 Min.)
 Middle Rhine (color, 17 Min.)
 Oct. 8 - Skiwinter in Bavaria (color, 21 Min.)
 Oct. 13 - Schwaben - an area in Germany (color, 37 Min.)
 Nov. 3 - Bremen - key to the world (Black & White, 15 Min.)
 (in GERMAN)
 Nov. 10 - Europe today (color, 22 Min.)
 Dec. 15 - X-mas 1960 in Germany, Newsreel (Color, 18 Min.)

The above films will be sent to us by the German Consulate and you may wish to use them for your classes.

3. Baby Sitting in Exchange for Room and Board

Please announce to your class that that Mrs. Collins would be interested in getting a young lady to baby sit in exchange for Room and Board. Her telephone is 425-4481 during the day and after 7:00 p. M. 422-9975.

4. Tutoring needed

If you know of any student interested in tutoring a small girl in the second grade please call Mrs. Emerson 985-2945.

5. Mid-term Grade Sheets

The Mid-term grade sheets will be distributed by the end of the week.

6. From the Registrar

Recently list of students enrolled in classes were given to the faculty for corrections. Several faculty members have questioned why so many names are missing even though students are attending classes regularly. These students should be questioned and told to report to the Registrar's Office to check their registration. If the name is not on the list it is due to one of two things: 1) non-payment of fees or 2) not officially registered for that class.

7. Rooms for Boys

Mrs. Williams has apartment rooms for six boys. She has remodeled an upstairs "dormitory" over the Square Table Lunch Room and can house six boys at \$8.00 per week for each. The address is 305 W. Columbia, telephone number for Mrs. Williams is 422-0824.

8. Rummage Sale -

The Women of I.S.U.E. will have a Rummage Sale on March 22, 1969 from 8:00 a. m. until 2:00 p. m. The proceeds of this sale will be donated to a Scholarship Fund for deserving students. Please bring your items for sale before Friday, March 21 so they can be tagged for sale. The items are being stored in the Nurses' office.. Your cooperation is needed to make this Rummage Sale a success.

9. Room and Board

For those desiring a little better than the average room and board. Mrs. Peter McGrath, 917 S. St. James Blvd., is offering room and board with maid service and all the trimmings, breakfast and dinner served (laundry privilege) \$22.50 per week, or without food \$12.50 per week. Telephone 477-8698. Mrs. McGrath will accept man or woman, faculty or student.

10. Calendar of Events for the Week.

Student Publications Committee will meet on Wednesday, March 19, at 12:00 noon, Room 35A.

Division Chairman will meet Wednesday, March 19, 1969 in Room # 28, at 1:30.

The Faculty Council Members will meet Friday, March 21, 1969 in Room # 36 at 12:15 p. m.

The Library Building Committee will meet on Thursday, March 20, 1969 at 1:00 p. m. in Dr. Szilassy's Office.

11. Attached are two very interesting articles on Post High School Education written by Dr. David L. Rice, Dean of the Evansville Campus and one by Dr. Don Bennett, Assistant Dean for Research and Development of the Evansville Campus.

Post High School Education - Another Examination By Dr. David Rice

The American Society has continuously evaluated education. When the expectations of society have not been met, the institutions have been changed to meet expectations -- or new institutions have been created to serve the needed functions and meet the needs of society.

Since 1961 Post High School Education in Indiana has been the topic of evaluation through Legislative and Governor's commissions and committees: A Post High School Education Study Commission (1961-62), the Governor's Committee on Post High School Organization for Vocational-Technical Education (1964), and the present State Policy Commission on Post High School Education reported its findings and recommendations to Governor Roger Branigin, December 9, 1968.

The Bill establishing the Commission assigned it the task of studying the existing State educational institutions, the needs of the people and the State for different kinds of post high school education, the possibility and desirability of establishing new institutions of different types, and the methods of management and cooperation among these State institutions as well as the task of making such other recommendations as the Commission "may deem wise and expedient with respect to the future of public post high school education in Indiana." This article summarizes the recommendations of the Commission.

A Statewide Planning and Coordinating Board of Regents

The need to assure citizens of a state that all essential educational services and opportunities are being provided without unnecessary overlapping and duplication of functions and services, the need to equitably distribute funds to institutions providing the various functions and services, and the imperative need for systematic and continuous long range planning have led many states (forty-three in number) to establish some means for comprehensive and continuous coordination of all post high school institutions and educational services.

In order to provide continuous monitoring for a more unified plan of development for varied services in higher education, a greater division of labor among the constituent institutions, and savings in staff and facilities the Commission has recommended A State-wide Planning and Co-ordinating Board of Regents, with Responsibility for all Post High School Education in the State. A number of related recommendations set forth the composition, duties, reporting, powers, and suggested staffing for the Board of Regents. The Commission also suggested that the functions of the Indiana Advisory Commission on Academic Facilities, of the Medical Education Board, of the Indiana Higher Education Telecommunications Systems, and of the Indiana Educational Services Foundation be transferred to, or placed under, the supervision of the Board of Regents.

Community Colleges and Autonomous State Colleges or Universities

Projected enrollment in Indiana Post High School Institutions indicates an increase from 176,325 students enrolled in 1968 to 319,234 projected in 1980. Enrollment in public institutions is projected to increase from 113,121 to 231, 503 students during that same period. To meet these needs the Commission recommends two basic developments.

1. The Development of a System of Comprehensive Community Colleges.

The present board of the Indiana Vocational Technical College would be converted into a State Community College Board, and each community college or region would have a local board. The Kokomo Campus would also be developed into a community college within the system. This action would expand the concept of the Indiana Vocational Technical College as primarily a single purpose (vocational technical) institution to a comprehensive institution which would serve a variety of purposes normally ascribed to community colleges general education, transfer courses, career covational-technical programs, adult opportunities, developmental or remedial instruction, and guidance and community service. This action is consistent with the experience and philosophy of a majority of the states in the United States today and reflects the thinking of many who felt that this recommendation and action should have evolved from an earlier Commission on Post High School Education.

2. The Conversion of Regional Campuses of the State Universities to Autonomous Institutions with their own Boards of Trustees.

The recommendations are to convert specific campuses as follows:

- a) A multipurpose state university in Indianapolis.
- b) Consolidation of campuses at Gary, Hammond, and Westville to form a new state university.
- c) Autonomous state colleges at Evansville, Fort Wayne, Jeffersonville-New Albany, and Mishawaka-South Bend.

An interesting historical precedent documents the merit of such action. In 1918 two buildings and 64.62 acres in Muncie, Indiana were given to the State of Indiana to be the Eastern Division of Indiana State University, then called Indiana State Normal School. The Board of Trustees of Indiana State University developed the Eastern Division into an autonomous institution (Ball State University) which is now one of the four state universities. In contrast to this development the Indianapolis Center of Indiana University started in 1916, and the Fort Wayne Center of Indiana University was founded in 1917.

Medical Education

The Commission recommends that the "Board of Regents" ESTABLISH AND APPOINT AN ADVISORY COUNCIL ON EDUCATION FOR THE HEALTH PROFESSIONS TO ADVISE THE BOARD WITH REGARD TO THE EXPANSION AND CO-ORDINATION OF FACILITIES AND PROGRAMS OF EDUCATION FOR THE HEALTH PROFESSIONS. THEY ALSO ADVISED THE CONTINUATION OF THE NEW CLINICAL TEACHING CENTER PROGRAM FOR INTERNS AND RESIDENTS UNTIL ITS EFFECTIVENESS IS EVALUATED.

Student Financial Aids

The problem of paying for a college education in Indiana is an acute one. The average total student costs in 1966 were \$1650 for students in public institutions and \$2270 for students in private institutions. In examining the ability of Indiana families to pay the average total student costs, the State Scholarship Commission found that only 21 percent of Indiana families had incomes which would enable them to meet the total costs for one son or daughter in a public institution and only 9 percent of the families could afford the total cost of one son or daughter in a private college. Fifty-four percent of the families were unable to meet half the cost of sending one daughter or son to a public college and two-thirds were unable to afford half of the student costs in a private institution.

The State Policy Commission on Post High School Education recommends that:

The Board of Regents should cooperate with the State Scholarship Commission in order to expand and make more flexible present state scholarship programs, so that Indiana youth will not be denied the opportunity to go to college for financial reasons. More state scholarship funds should be made available and should be distributed more on the basis of the financial needs of the students than solely on the basis of academic records. Loan funds should be acquired by the State Scholarship Commission and made widely available to qualified and needy students.

Civil Rights

The Civil Rights Commission has been concerned about the status of minority groups on college campuses in Indiana and has worked with the public colleges to discover what difficulties may exist and how such difficulties may be overcome. The Commission would like to encourage the Civil Rights Commission in its efforts and would suggest that the Board of Regents should cooperate with the Civil Rights Commission and should take steps that may help to equalize educational opportunity at the post high school level. The Commission recommends that:

The Board of Regents should cooperate with the state's Civil Rights Commission in its efforts to study the opportunities for post high school education for minority groups and should participate in such cooperative measures as will help to equalize educational opportunities at the post high school level for all Indiana citizens.

Private Colleges

The private colleges now enroll approximately 40 percent of the undergraduate students in degree programs. More than 25,000 Indiana young people attend the private colleges and universities.

Private colleges and universities across the country are facing mounting financial crises and Indiana institutions are experiencing the same predicaments. In a growing number of states a variety of programs for state scholarships, tuition equalization grants, institutional contract support, and tax credits are being considered or adopted. Accordingly the Commission recommends that:

The General Assembly should authorize the governor to appoint a select committee of informed lay individuals not connected with any Indiana institution of post high school education to study and prepare proposals concerning the future role and financing of the private sector of Indiana's system of post high school education.

¹ Dr. Ricé served on the research staff of the Post High School Education Study Commission and as Administrative Assistant for the Governor's Committee on Post High School Organization for Vocational-Technical Education.

Statewide Long Range Planning - A Basic Need in Higher Education

By Dr. Don Bennett, Indiana State University.

The State Policy Commission on Post High School Education has recommended that a Statewide Planning and Coordinating Board of Regents be established with responsibility for all post high school education in the state.² The Commission further recommended that a Board of Regents "have responsibility for making long and intermediate-range plans for all aspects of public post high school education in Indiana," and that it establish as one of its first responsibilities the making of a master plan.

For years the basic philosophy that predominated in Indiana has been to leave post high school education alone and let it evolve slowly in the manner necessity dictated. Under this approach, whether in the area of finance, curriculum planning, student involvement, faculty involvement, or other pressure issues in higher education, planning and development in higher education in Indiana tended to lend itself to a pattern of apathy -- accumulation of problems and crisis -- crisis resolution, followed by the same cycle. Indiana's higher educational program should not allow crisis to dictate long range planning, but must implement long range planning to be the determinant of a destiny designed for the needs of today's urban society.

One model of the type of planning needed can be found in the space program concept of planning called "Program Evaluation and Review Technique" or "PERT" for short. Basically, this program establishes a goal, and develops a long range plan and target for completion of a program with built-in evaluation techniques. Incremental steps of tasks that must be completed at given deadlines are defined to determine if the total project is on schedule. Alternative procedures are defined for tasks and each incremental step in the total program is considered. The critical-path concept which takes into consideration all alternatives is defined and redefined as the plans are fulfilled. At each critical point in the plan, evaluations are made and the critical path is again reviewed and revised. "PERT" planning could be applied to higher education planning to achieve a need identified by the Indiana Advisory Commission on Academic Facilities as well as by the State Policy Commission on Post High School Education. The Advisory Commission noted that in the next decade, 1968 to 1978, higher education facilities must be expanded in the State of Indiana for approximately 100,000 additional students. "PERT" type long range planning would use this goal to establish criteria and plans somewhat as follows:

1. Assign some group, commission, or board to be responsible for establishing goals, criteria and target dates.
2. Declare that by 1978 facilities for 100,000 additional students will be available.
3. Analyze the type of students and type of program needed by these students.
4. Analyze the optimum size of institutions before the "Critical Mass" theory becomes evident.
5. Analyze the optimum location of Educational Institutions to serve the students.

6. Determine the nature of the organizational patterns of new institutions and reorganizations of established institutions needed to serve all students.
7. Program the above information into a set of incremental steps using the critical path method of planning.
8. Obtain governmental approval and commitment to execute this long range plan.
9. Begin executing the program.
10. Monitor the program and make corrective adjustments.

Some major problems must be solved before "PERT" type long range planning in higher education can be effectively initiated on a statewide basis. First, some broad based group or board with statewide concern must be established. Secondly, governmental agencies and boards of private institutions must have authority and resources to make long range commitments in order to make long range planning effective. Thirdly, after commitments are made, power bases in higher education and government must use educational and governmental statesmanship in order to execute a plan that benefits all sectors of Indiana.

In an era of unrest, a basic goal which is being sought seems to be that of "security". There seems to be no greater feeling of security in a dynamic society than for an individual to feel that he has the ability, experience, and flexibility needed to obtain another position or job in his social framework. What is the key to this "social security"? Among other things, an education based upon sound objectives, available to all who can benefit, and as relevant as today, and as modern as tomorrow seems to provide the "security blanket" needed by most individuals. Proper planning and implementation of plans can enhance such security.

In summary, if higher education is to continue to develop and adapt to the needs of society, the concepts of long range planning must be initiated and executed. To coordinate statewide planning, some group, commission, or board with statewide interest must assume long range planning leadership and governmental agencies must have the authority to make long range commitments based on sound long range planning. The alternative is clear, if long range planning in all areas of concern in higher education is not initiated on a statewide scale in Indiana, institutions evolving today may be ill-located and ill-conceived to meet the challenges of tomorrow.

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Dr. Bennett, serves as Assistant Dean for Research and Development on the Indiana State University Evansville Campus.

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An Indiana Pattern for Higher Education, State Policy Commission on Post High School Education.