Ball State University
Annual Report
1986–87

And Gladly Teche
The Department of Architecture was commissioned to do interior and exterior designs for the Pan Am Games held in Indianapolis this summer (see p. 10 for more details). The proposed $25.1 million Health and Physical Activity Building, which will house the Human Performance Laboratory, the School of Physical Education, the new Wellness Management Program, and a twelve-thousand-seat arena, was approved by the legislature. We made one of our favorite Hoosier comedians, Red Skelton, an honorary doctor of humanities. Nancy Reagan thanked us for our successful Alcohol Awareness Week program. Bracken Library began to install a computerized catalog system. Surgeon General C. Everett Koop spoke at the May commencement exercises, and we gave him and Edward L. Bernays (called “the father of public relations”) honorary degrees. Ball State and AT&T developed a communications partnership agreement to create “the teaching environment model of the campus of the future.” Fiber optics will be installed throughout the campus including most classrooms in thirty academic buildings, so that faculty will be able to receive audio, data, and video from a central source, by means of a simple dial-up control. Ball State will be one of the first universities in the country to have such a system.

For the second year, a group of faculty and students—fifteen of them this time—went to the People's Republic of China and the Republic of Korea on an exchange visit; and the London Centre made arrangements to move into improved facilities in Regents' College, London.

Funding for sponsored research was up this year from last year's $3.2 million to $4.7 million. The Ball State University Foundation has grown; its assets now amount to more than $20 million. Annual giving was up. And an exchange professor from Westminster College, Oxford, England, thought our students were more motivated than his: “There are some really quite outstanding students here that are clearly of the caliber to provide the next generation of professors,” he said.

The campus is looking more beautiful than ever—both inside and out. Renovation of East Quad and University Hall were completed, and the beautifully refurbished buildings were renamed, respectively, the Richard W. Burkhardt Building and Pruis Hall (for John J Pruis). Ground was broken for the Ball Building, named for Edmund F. Ball, to house the Department of Telecommunications, the Center for Information and Communication Sciences, WIPB-TV, WBST-FM, and the Office of Media Services, and construction is well under way.

We could go on. But we are not resting on laurels. Ball State University aspires to offer students the best instruction of any university in the Midwest—a high goal, but attainable, we believe.
In the past year several major documents on the subject of education in America have been released; three of these are *The Governors' 1991 Report on Education, To Secure the Blessings of Liberty*, a report of the National Commission on the Role and Future of State Colleges and Universities, and *College, the Undergraduate Experience*, a study by the Carnegie Foundation for the Advancement of Teaching. These reports made many recommendations for the improvement of higher education—some of them have already been put into effect at Ball State; others are in the works for the near future.

The governors, for example, strongly advocate an assessment program to find out whether undergraduates are learning anything. Such a program at Ball State takes two forms: the first is a testing component, in which students take an examination before they begin their freshman year and again in their junior year to find out what they have gained in their first two years of college. As part of a more comprehensive standard-setting program, juniors will be required to pass a three-hour writing competency examination. They can take the test twice; if they fail twice, they will take a remedial course. Another failure after the remedial work means no graduation.

On the other hand, the new Academic Honors in Writing Program will reward students for excellent writing. Seniors may submit academic writing samples to their major departments, and a special committee will select finalists.

*To Secure the Blessings of Liberty* calls upon universities to give their students increased international perspective. Through study-abroad programs and the encouragement of contact with foreign students on campus (from seventy-five nations this year), Ball State has been promoting international thinking for years.

The same report points out the need to maintain educational support systems "to overcome handicaps of earlier academic preparation that may have been weak or inadequate." Ball State's University College has been answering this need since 1984. Designed to meet the needs of students whose academic skills need strengthening to meet the demands of regular degree programs as well as students who are uncertain of their career aims, University College has dramatically improved retention of students in these two categories.

In line with Ball State's aspirations, the General Education Program has been revised to strengthen the core of skills and information that every Ball State graduate will have. More emphasis is given to courses in the sciences, math, social sciences, and humanities. A six-year computer competency program is in its fourth year; by 1989, all Ball State graduates
must be competent to use the computer as a tool in their major fields of study. As of last May, 97 percent of the students who responded to a survey had taken at least one course in which a computer was used. There are now about two thousand computer stations on campus for student and faculty use. Summer workshops help faculty to attain the competency they need.

The Governors' Report pointed out that a national survey in 1984 found that “40 per cent of students said no professor took a special interest in their personal academic life and 42 per cent felt that most students are treated like numbers in a book.” Although this complaint is not frequently heard from Ball State students, the advising system has been modified to make it even less likely: beginning this fall, advisers will have fewer students. Full-time advisers will work with freshmen, and faculty will advise upperclassmen who have been accepted as majors.

Most important of all in Ball State's push for excellence, however, is an emphasis on the quality of teaching. In the fall of 1986, the Teaching and Learning Center was established as a resource for faculty who wish to sharpen their teaching skills. The center offers consultation, evaluation of teaching, research on teaching and learning, and the chance to work with others who are likewise interested in improving instruction. In addition to the faculty members who have taken advantage of the consultation service on teaching improvement and the informal discussion groups, hundreds have profited from self-instructional modules from a center-sponsored series on university teaching, and even more have been reached by presentations and papers on related topics.

Ball State's aspiration to be a first-rate teaching institution does not at all imply that research will be neglected. Indeed, there is convincing evidence that research is essential to keep teachers in the forefront of their disciplines, and hence able to engage their students in the topics of most current interest.

One of the ways research is working at Ball State for the benefit of faculty and students alike is the chemistry department's Summer Research Program. Projects are planned by faculty members to augment their long-term research; students work side by side with them on their own related research projects. As they mature as experimental chemists, the students take increasing responsibility for planning experiments. All share in a seminar in which students present their work for critique and discussion. Last summer, seventeen undergraduates, six graduate students, and two high school students engaged in this kind of chemistry research.
To Secure the Blessings of Liberty talks about the characteristics of a dynamic faculty and how they relate to good teaching:

Faculty vitality and excellence in college teaching go hand in hand. Both are characterized by enthusiasm for the subject taught and delight in seeing evidence of student learning. Both are characterized by persistent curiosity about one's discipline and those of others. Both are characterized by an eagerness in encountering new ideas and new patterns of thought. Both are evidenced by energetic response to the challenge of instructing students who are diverse in their educational, ethnic, and cultural backgrounds.

Ball State is blessed with its share of faculty members who fulfill these requirements. The university has embarked upon an extensive campaign to bring them to light and public recognition—the more attention is brought to bear on the search for them, the more we find. Of course, the students have known about them for years, and the word has passed among them, from student generation to generation.

Some observations need to be added to the words quoted above from the report. First, there is great diversity among good teachers: some are witty and warm, some cool and impersonal; some are eloquent (actually, most are eloquent); some enjoy performance, some actually overcome natural shyness to conduct classes; some work on a high plane of abstraction, some in down-to-earth terms; some are highly organized, some not. But there are many similarities too. They share the qualities of integrity, enthusiasm for their disciplines, ability to communicate with people of different backgrounds, compassion. What students seem most to admire is their ability to do research, write, and even do community service without neglecting their teaching.

Good teachers are delightful people. Their desks are usually messy. And the truth is that they are not so rare as one might think. As we recall our childhood and youth, who does not remember with affection at least one—probably more than one—dedicated teacher who has had major formative influence on us?

It is no accident that of all the pilgrims assembled for the trip to Canterbury in Chaucer's great work The Canterbury Tales, the author treats with most tenderness the clerk, a teacher and student—unworldly, he values books more than fine clothes and cares more for study than for material things. The author sums him up in words that fit all those beloved teachers from our past as well as those profiled in the following pages:

And gladly wolde he [she] lerne and gladly teche.
James J. Kirkwood, Ph.D., Purdue University, is a professor of industrial arts and technology; his title reflects very poorly the range and human scope of his activity. He is a dedicated runner and a professional writer about running, as his column "Running Around" in the Muncie Star attests. He teaches part-time in Ball State's K-12 laboratory school; there, using as a base the very general principle that he is teaching students about industry—how our industrial society functions—he develops activities to go along with what the classroom teachers are emphasizing. In this way he can help the children understand better whatever they are studying and make it more meaningful, exciting, and concrete. He may call upon language arts, math, or scientific activities. Kirkwood gives his colleagues in the Department of Industry and Technology credit for expanding the image of industrial arts. "It makes a lot of sense to say that industrial arts is general education—teaching people about the world they live in—and that it's for everybody. Woodworking is not what we mean by general education. We are now much more conceptually oriented, in terms of communication, manufacturing, construction, transportation, and power."

In addition to his duties at Burris School, Kirkwood teaches industrial arts students at Ball State, mostly elementary education majors. In this connection he frequently has his students work with children from community agencies, which are happy to respond to his request to send children for Ball State students to practice teaching. He puts everybody to work in the industrial arts laboratory, making boats, for example. "That's when I really feel happy," he says. "The kids are all working, and they're asking each other questions; they're doing exciting things, and the adult students are drawn in." Education becomes more of a participatory activity and less something that is "done to you." This is what Kirkwood calls meaningful education. In the meantime his adult students are learning that teaching is much more than simply passing on information and skills—it is communicating excitement and paying warm attention to children's needs—not only necessary for good teaching, but also, incidentally, essential to parenting.

There is yet another side to Kirkwood's activity, and this one is high tech. His early interest in solar energy led him to build a solar home in the seventies and later to become involved in Ball State's Center for Energy Research, Education, and Service, first as an adviser when the center was in the planning stage. Now that the center is fully operational, he teaches a course in building diagnostics that involves principles of building construction, physics of heat transfer and air movement, and on-site studies of houses and buildings. Students and professors use various devices, including a "blower door" and an infrared scanner, to discover how cold air comes into houses and heat escapes. His research record is impressive, and he involves students in his research; he does studies of local residences and businesses. This work could be regarded as community service, but he looks upon it as "a learning experience."

And yet the teaching is still his great love: "When I found a place here at Ball State where I could teach little kids and teach big kids about them, I couldn't think of a better world to be in. I still enjoy it."

In 1985 Ball State University honored him with its Outstanding Teacher Award for his "originality and skepticism, fairness and openness, creativity, honesty and a high sense of moral purpose."
Dr. Frances Mayhew Rippy's speech retains a little of the softness of Texas, where she was born and studied as an undergraduate at Texas Christian University, with perhaps a little overlay of Nashville, Tennessee, where she earned her master's and doctoral degrees at Vanderbilt University. All of her study was in English and French, with specialization in eighteenth-century English literature.

Her love of literature was what impelled her to become a teacher—indeed what she likes to do best is "talk with people about books." Her career, which began at Vanderbilt as a teaching fellow, continued at Texas Christian and Lamar State, and brought her (and her husband, who taught history) to Ball State in 1959. In those days Ball State was already ahead of its time in some respects: as a young mother, Dr. Rippy was able with the help of her department head to arrange her schedule so that either she or her husband could be at home with their firstborn. As a matter of fact, it was unusual for the time that an institution would hire both husband and wife; most had anti-nepotism rules that commonly discriminated against the female partner. Both Rippys were hired as assistant professors, and Mrs. Rippy was from the first treated like a first-class employee. It was a long time before she was given the pleasure of teaching courses in her specialty, but that was because there were five full-fledged Ph.D's in eighteenth-century literature in the English department when she came. Now she divides her time about equally between literature and literary criticism. She is director of graduate studies in English and one of the editors of Ball State University Forum, a quarterly journal of literary criticism, short stories, and poetry.

Dr. Rippy's enthusiasm for the eighteenth century has never abated, and it is a source of great satisfaction to her to see the attitudes of her students change as they read the books. One would not expect nineteen-year-olds, she says patiently, to be "bowled over by something called 'The Age of Reason,' or writers called 'the Augustans;' but they are often very pleasantly surprised.” They are usually won over, she says, by the material when
they find out that some of it is very funny and that "it sometimes says very modern things that they didn't expect it to say. I try to get out of the way and have them read the literature." She believes that Swift, Defoe, Fielding, and the others are able to work their own magic. She finds her students by and large "very pleasant to teach. If you just don't interfere, they're going to like it—and on the whole they're grateful to you for having introduced them to it."

She professes not to have a method of teaching. "What works fine for one class may not for the next one." She tries until she finds something that does work. One new idea that she is currently trying is to rent videotapes and films of the plays she is teaching in her drama course. Having had good results in the past with recordings of plays, she is enthusiastic about being able actually to show students the plays, which, as she points out, were after all written to be seen, not merely read. "You have to keep changing to fit the human beings you're dealing with. . . . Students have a wide range of tolerance."

You can count on some success, she goes on, "if you really like the material, and really like most of them . . . and really enjoy teaching."

Dr. Rippy has written many articles and reviews in addition to a book about Matthew Prior; this summer she worked on a research project—a bibliography of Prior. One of her students commented that she has "the gift or the energy to be good at scholarship and yet not to shortchange students. She would never come to class unprepared." Another calls her "a fine scholar, a real academic," but adds that she "combines with that discipline a fine sense of humanity." Both talk about her compassion: "She has a way of turning any situation to the student's benefit; she can take any comment and make it seem to say something insightful, even if the student really said something worthless." This technique is indeed compassionate, but its use also testifies to a high order of skill in moving a discussion along. Colleagues comment upon her wit, also appreciated by students: "She never goes on for more than a minute without saying something witty. . . . You know if you tune out for a minute you're going to miss something good."

Dr. Rippy enjoys doing research, but when she is not teaching, she misses it. "I miss the human beings reading things, and even maybe not liking them, but being interested."

A graduate student says, "She emanates integrity—moral integrity, scholarly integrity. You can't pretend to care when you don't really."

Dr. Rippy cares even more about people than about literature.
Professor Anthony J. Costello, called “Tony,” a professor of architecture, at forty-three has been teaching for twenty years; when he began, he was younger than many of his students, but he overcame that handicap. In 1972 he received Ball State's Outstanding Young Professor award, in 1981 he was judged to be Ball State's Outstanding Teacher, and in the spring of 1987 he won an Outstanding Faculty Service Award. He has been deeply involved in community projects, both in Muncie and in surrounding communities, from a historic preservation project in Centerville, Indiana, in 1976 to initiating and heading Community-Based Projects, the program under which this year's commitment of the College of Architecture and Planning to produce comprehensive design plans for the Pan American Games was accomplished. As a result of this commitment, students and faculty have spent much of this academic year working on the design and planning for the visual aspects of the games. They created a huge geoglyph at the airport in Indianapolis as a greeting to those arriving or departing by air, another one at Eagle Creek Reservoir, where some of the games took place, and another one near Muncie, for practice. They also designed, among other things, banners, kiosks, award platforms, tents, and gateways, to general acclaim.

How does Costello manage all these activities? What are his priorities? Apparently he manages because he is a naturally energetic person who moreover makes a conscientious effort to keep in shape by working out every day: he believes that if he is physically fit, he is more mentally acute. As for his priorities, his family is of first importance, and he tries to involve them as much as possible in his other activities—he took his little boy along when he could to the Pan Am sites where students are working; he wants his son “to know what his dad does.”

His second priority, a major commitment in his professional life, is teaching. For him, the nice thing about being involved in community-based projects is that it combines working with students with involvement in community activities. His third
priority is his professional practice—he constitutes a one-man architectural firm. He believes that teachers of architecture must keep active in the profession because it changes so rapidly. “I would be a hypocrite to stand up in front of a classroom and talk about design and getting architecture built and not be struggling to do it myself.”

Balancing these three high-priority activities “makes for a very full day.” But they are not mutually exclusive. Indeed, one may even come to the rescue of another if the need arises. Costello tells how it can happen:

A year ago I was at a point where I didn’t know whether I was going to continue teaching. I would wake up in the mornings and not be able to come in to the college with enthusiasm. And I firmly believe that we owe it to our students—it’s not a choice—that every single lecture that you give should be the best possible lecture, and every single design project should be done with the utmost enthusiasm and commitment and organization. And I got to a point where it was no longer fun for me to do that. And so for a quarter I left teaching and I went and worked full time [on a special leave to do a design project for the university]. I think I kind of recharged my batteries, and in some ways I’ve returned now even more committed to teaching.

For Costello, “the most important thing is to do everything with a real sense of quality. I got that from my father, who’s a plumber,” he says. His father believed, whether the pipes that he was putting in were in a closet, where nobody could see them, or whether they were exposed for everybody to see, that you did the best possible job. I try to impart this to my students; that is, you yourself ultimately set the standards by which you will conduct your life, and no licensing board and no client is ever going to set these standards for you, because what society sets for you are minimal standards, and what you will set for yourself are going to be the quality standards.”

Costello believes that Ball State’s College of Architecture and Planning, as the only state-supported college of architecture and planning in Indiana, has an obligation to the citizenry of the state. By his involvement in community projects, he hopes to serve as a role model to his students, so that they will come to see public service as a major part of their professional careers.
Dr. Judy Yordon has been a full professor of theatre for three years. Her specialty is oral interpretation, a discipline that requires some explanation, since it is not just “reading aloud.” For Yordon, it is not the teaching of voice training, either—it involves first and foremost analysis of a text, identification with a text, and adoption of a persona, through whom the text is then performed. Analysis of the text is not an end in itself, but a means to the end of performance. She makes the point that although there is more than one correct interpretation, it is important to avoid distorting the meaning of a text. For her, oral interpretation is primarily a very close study of literature, which Yordon has passionately loved since childhood. What she aims for in her teaching is to give students comfort in performance and some intimate contact with literary texts. She has them begin with short poems and work up to longer works, short stories, long poems, and plays.

The textbook Dr. Yordon uses in her classes is her own work, Roles in Interpretation (William C. Brown Publishers), published in 1982 and revised this year. The book is used by about 140 other institutions in oral interpretation courses.

Dr. Yordon also sometimes teaches acting; she frequently directs plays, which she likes doing, and from time to time she creates a script by adapting a literary work for the stage. She adapted John Fowles’s novel The French Lieutenant’s Woman, and directed it in a successful production two years before the playwright Harold Pinter adapted the same novel for the film medium. Her version stuck much closer to the novel; instead of adding a new plot, she divided the narrator into two characters, one in the period of the novel and the other contemporary, and kept all the action in the nineteenth century, as the novel does. Once in a while she creates a performance from other non-theatrical material, as she did in “How Do I Love Thee?,” a romantic presentation for two readers based on the story of Robert and Elizabeth Barrett Browning and incorporating scenes from The Barretts of Wimpole Street, their letters, and their poetry. She is a compelling actress.

A speaker of considerable eloquence, especially on the subject of her great loves, literature, teaching, and “oral interp,” Dr. Yordon avows that she “never ever wanted to be an actress.” Early in her career she wanted to teach small children, and to that end as an undergraduate studied elementary education. “I was always in theatre, but it was a recreational activity for me.” But when she discovered the phenomenon of oral interpretation as a result of being cast in a reading of C. S. Lewis’s The Screwtape Letters, she knew that she had found her niche.

Students find her eloquence, enthusiasm, and energy hard to resist. Her emphasis in teaching is based on her belief that the text is the most important thing about a play; her first aim in both teaching and directing is to focus her students’ attention upon it. As she talks about plays, she herself displays a striking ability to go to the heart of a play, extract its essence, and verbalize it succinctly. Of the Pirandello play Six Characters in Search of an Author, she says, “Because of the tone in which we say something, because of our past experiences, and because of our own self-image, we have difficulty interpreting a message the way it was intended. So, you see, the audience is really asked to believe the characters are reality and the actors in the theatre company are just an illusion.” Speaking of Measure for Measure, the first Shakespeare play she directed, she says, “There has to be a balance between justice and mercy. Justice tempered with mercy is most human. Justice without mercy is not just. As the characters in the play are forced to judge themselves, they become more human.”

Does she succeed in turning her students on to literature and to her art of oral interpretation? “Sometimes,” she says, smiling.

One of her former students says, “She gets really excited when she’s teaching—she has so much energy and she’s so focused on what she’s doing. She asks a lot—she demands a lot. You always learn in her class; whether you get an A or a C or D, you always learn.”
Dr. Thomas Mertens, professor of biology and co-director of the Human Genetics and Bioethics Laboratory, was honored this spring by the National Science Teachers Association for distinguished service to science education—“extraordinary contributions to the advancement of education in the sciences and science teaching,” the citation read. Coming as it did, in the thirtieth year of his service as a teacher, the award might be considered an endorsement of his career. It is not the only honor he has earned; among them, Ball State University recently recognized him—as a distinguished alumnus.

He has written ten books and nearly two hundred articles, which have appeared in national journals; he belongs to the Indiana College Biology Teachers Association, Sigma Zeta Science honorary, the Genetics Society of America, the American Association for the Advancement of Science, and Sigma Xi Scientific Research Society—in 1962 he was founding president of Ball State’s Sigma Xi Club, which was elevated to chapter status in 1986. He is a former president of the National Association of Biology Teachers. For some years he did basic biological research on genetic problems and plant chromosomes, but his research interest in recent years has turned to what might be regarded as a mission—the teaching of genetics, especially human genetics, and bioethics in the public schools.

After thirty years and so much activity, does he suffer from burnout? Well, yes, he admits, but not with respect to teaching—he’s just bone tired of writing grant proposals and serving on committees.

As a result of his research to find out the needs and desires of public school teachers, he and his colleague, Dr. Jon Hendrix, have off and on since 1978, as grant money has been available from the National Science Foundation and more recently from the Indiana Commission for Higher Education, engaged in summer workshops on the teaching of human genetics in high schools, with emphasis on ethical issues. Teachers who take these workshops report great profit; they feel refreshed and rejuvenated professionally and are stimulated by the prospect of introducing this subject matter in their
classes. More than three hundred teachers have been served by these workshops; Dr. Mertens hopes to train some of the participants to lead their own workshops on the subject, thus multiplying by many times the number of people capable of helping high school students to understand human genetics and come to terms with the complexity of the ethical issues involved.

Genetics for Mertens is not merely a scientific abstraction—he believes that the purpose of learning about it is “to help people.” One of his present students at Ball State emphasizes this dedication as she sums up his virtues as a teacher: besides being very clear, extremely well organized, “up-to-date, very interested in the students . . . sincere about his teaching . . . active on a national level . . . and in publications,” he is able to keep all those things well balanced. He has “gone out of his way to share the importance of genetics with as many different groups of students and teachers as possible. He tries as a scientist and an educator to bridge the gap between what the scientist knows and what the public knows.”

Although he has some graduate students and teaches many teachers in his summer workshops, most of his students are Ball State undergraduates. He teaches a general genetics course for junior and senior biology majors and a human genetics course, which draws a more general group—special education students, for example, some of whose students will suffer from chromosomal defects, find the course relevant to their education. Mertens enjoys teaching these non-biology majors, and finds them well able to handle the material. He tries to give his biology majors a solid foundation in classical genetics that will serve them well if they go on to graduate school, as many of them do. But beyond this, he wants to get “the message of genetics” out to as many people as he can in a way that they can understand. “Genetics is a sufficiently important topic that it wouldn’t hurt everybody to know something about it, especially human genetics. So much has been learned in recent years, we know much more about how important genetic disease is to our own well-being.”

He and Hendrix developed a course some years ago, mostly for non-biology majors in the Honors College, at the request of Honors College graduates themselves. The popular course is called “Human Genetics and Bioethical Decision Making”—Mertens calls it a “genetic literacy course.” Honors College students are “a fun group of people to work with. Most of them won’t become geneticists, or even biologists, but they will be leaders in our country and society in the future.”
Dr. Donald F. Kuratko, a professor of entrepreneurship and small business management, works out six times a week, not so much to stay in shape as to keep what friends call his A-type personality under control; he finds in the repetitive but noncompetitive activities of running and pressing weights release of tension as well as physical conditioning.

In addition to teaching both graduate and undergraduate management courses, he makes presentations throughout the country and has written many articles and five books, three of which he uses in his courses in entrepreneurship, management, and small business. He is engaged in several small businesses, including his family's business and two others with his brother. This personal experience keeps him in direct touch with the problems business people encounter and enriches his teaching.

Some of the classes he teaches at Ball State are gigantic: last year he taught a management class of 216—much larger than the average Ball State class. In that course, he had a graduate assistant and two teaching assistants, who held the discussion sessions on days when Kuratko's lectures were not scheduled. But he graded all the papers himself, in the conviction that students deserve the attention and evaluation of a full-fledged faculty member. In such large classes he generally lectures, but not, he says, in a routine academic way. "The learning process," he says, "is a little bit entertainment, because you've got to get the students' interest first. If you don't have that, it doesn't matter what great information you have, they're not going to absorb it." Having elicited students' attention, he encourages discussion. "I feel it's my duty to get it going every day."

Of all his activities, he likes the writing and teaching best. "Every day I teach I get up feeling good about going to teach," he says. "I want the lecture to be good that day." After twelve years of teaching, four of them at Ball State, he still gets "the adrenalin running—the day that stops, I'd better get out. I don't think a lot of careers do that for people. This one does it for me. I found that by getting into university teaching I could still be a consultant, and that was much more exciting than just running a
business every day. So I feel I’ve got the best of both worlds.”

What Kuratko teaches, and how, may account for some of that excitement. In his smaller upper-division classes, for example, he divides the students into small teams, and sends them out to local businesses who request their services as consultants: their assignment is to come up with practical, workable solutions to the problems that caused the businesses to ask for help. The reports are bound and presented to the business owner at the end of the term. But the stunner is a course he created called “New Venture Creation.”

“New Venture Creation” is taught in the spring for senior entrepreneurship majors. The students are required to create an entire plan for a new business feasible for Indiana, traditional or unique. This they do with the help of the professor and outside experts, accountants, marketing experts, and other pertinent lecturers. But Kuratko doesn’t grade the 50-to-250-page proposals—“I’m just their adviser,” he says. At the end of the ten weeks, the proposals are sent to Indianapolis, where they are distributed to a board of twenty-four venture capitalists and consultants who have either been asked or have volunteered to serve. Then during finals week, the seniors travel to Indianapolis, where they have thirty minutes each to defend their plans before their evaluators. If the evaluators judge the plan to be fundable, the student gets an A. If the evaluators determine the plan not to be fundable, the student gets an F in the course and is not allowed to graduate. Students who fail have the alternative of taking the course again the next year or choosing another major.

Kuratko explains that he conceived the course as an answer to the question that was often posed to him as a teacher of entrepreneurship—How, in the ivory tower of academia, can you possibly teach students to understand what it really means to a businessman to go out on a limb, jeopardizing his family’s future, with a new venture? How can students understand the fear? Graduation, says Kuratko, is about the only thing that means nearly as much to a student. Having the proposals graded by professionals working in the realm of reality, who review such plans every day for a living, serves to distance the experience a little from the classroom. “It is a taste of reality before they go out there.” The evaluators are not like their professors, he says. They are not at all sympathetic, but very cynical; they grill the students. If it sounds like survival training, Kuratko says, “It is. These people are tough. Business is like that.”

The program has been in effect for three years. It came to pass after much discussion with Dean Neil A. Palomba of the College of Business and other administrators: Kuratko says that people from other universities who hear about the program are usually doubtful that their institutions would allow it. Even prospective evaluators were skeptical at first—now they call requesting to be put on the board of evaluators. He says, “At Ball State we’re very fortunate: innovative ideas do surface here. People do let you take a chance.” The dean and administration are solidly behind the course, which has had striking success. The first year, of nineteen seniors, one failed. He came back the next year, tried again, and got an A on what Kuratko calls “an excellent plan.” The second year there were twenty-seven in the class, one of whom withdrew and changed majors before the showdown. Of the remaining twenty-six, again one failed. This year there were thirty-seven seniors in the class (rigor apparently does not deter some Ball State students), including the one who failed last year (and passed this time); this year four failed. Of these, two withdrew from the major and two are planning to come back next spring.

One of the firms that contribute evaluators now gives a yearly award of excellence for the best plan. Evaluators sometimes offer to buy the students’ plans, but their creators prefer to keep them—they may want to put them into effect in the future. What do they learn from the experience besides fear? Kuratko says they come out of the program with a holistic view of business—they know how all the elements, both financial and human, fit together and influence the success of a business.

For the last four consecutive years that Kuratko has taught at Ball State, students in the College of Business have chosen him Professor of the Year.
Dr. Michael Brown, assistant professor of counseling psychology, has been teaching for only three years, but he shares many of the qualities of his more experienced colleagues. Although he did not set out to be a teacher, but rather expected to be a counselor and researcher, his enthusiasm for his subject matter is aroused when he begins to talk about how his research relates to his teaching, keeping him aware of what is currently happening in his field so that he is able to direct his students' research. He has written and co-written seven articles for publication in national journals and has made an almost equal number of presentations at various professional meetings. He teaches both graduate and undergraduate courses; one, called "Crisis Intervention," is designed to teach people how to deal with personal emotional crises—the students in the course learn this for themselves as well as learning how to help others.

Although he teaches both psychological counseling and career counseling, the current subject of his research and enthusiasm is career counseling, especially for older adults, a topic that has arisen as an offshoot of his course "Counseling the Culturally Different." "Culturally different" applies not only to ethnic groups and races but to groups of different sexes and even ages. He is planning a workshop on this subject, which he will teach himself, but he is encouraging students to learn to conduct similar workshops. "People of fifty and beyond are destined to live a lot longer than they used to—they’ve got almost another life ahead of them, but they may not want or be able to do what they are currently employed at. They need help planning for second careers, alternative ways of living their lives in a fulfilling manner." Brown plans to devote most of his research in the near future to this subject. Older people, he says, are often victims of myths about retirement and how it should be spent; programs for older people often focus on how to live on reduced incomes, but do not focus enough on the problem of what to live for.

In his teaching of the course on counseling the culturally different, Brown points out directions and goals for the future, but doesn't believe in handing out solutions to his students. He likes to emphasize the validity of different value systems—a theme that pervades his teaching of both personal and career counseling. A student who has had several of Brown's courses appreciates the fact that he "forces students to think." In a practical course, he "doesn't present things in black and white, but makes you understand how complex the issues are, which is especially important in counseling psychology, where you are dealing with people's lives. In a theory-oriented course, he is aware of the current literature, he makes you integrate the information, and he loves interaction."

Brown himself also works in a counseling practice, engaging in both personal and career counseling. He addresses local groups on the subject of changing demography, "the graying of America," and the need for changing careers to meet the changing needs of the workplace. He is making a conscious effort to develop as a teacher, and believes that his interest in research keeps him intellectually active.
# Financial Highlights

Years Ending June 30, 1987, and June 30, 1986
(in thousands of dollars)

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>1987</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT OPERATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operating Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fees</td>
<td>$32,382</td>
<td>$29,296</td>
</tr>
<tr>
<td>State appropriation</td>
<td>81,533</td>
<td>74,439</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>10,694</td>
<td>12,821</td>
</tr>
<tr>
<td>Sales, services, and other</td>
<td>31,478</td>
<td>27,894</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td>$156,087</td>
<td>$144,450</td>
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<tr>
<td><strong>Operating Expenditures and Transfers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$40,425</td>
<td>$37,737</td>
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<tr>
<td>Research</td>
<td>1,077</td>
<td>823</td>
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<tr>
<td>Public service</td>
<td>3,073</td>
<td>2,627</td>
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<tr>
<td>Academic support</td>
<td>15,079</td>
<td>12,520</td>
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<tr>
<td>Student services</td>
<td>6,109</td>
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<tr>
<td>Institutional support</td>
<td>28,061</td>
<td>25,301</td>
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<tr>
<td>Operation and maintenance of plant</td>
<td>15,077</td>
<td>15,177</td>
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<tr>
<td>Scholarships and fellowships</td>
<td>10,543</td>
<td>10,167</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>23,216</td>
<td>22,928</td>
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<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>$142,660</td>
<td>$132,932</td>
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<tr>
<td><strong>Transfers—net</strong></td>
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<tr>
<td>Plant Funds</td>
<td>$12,028</td>
<td>$10,902</td>
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<td>Loan Funds</td>
<td>21</td>
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<td><strong>Net Transfers</strong></td>
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<td>$10,786</td>
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<td><strong>Total Operating Expenditures</strong></td>
<td>$154,709</td>
<td>$143,718</td>
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<tr>
<td><strong>PLANT ADDITIONS DURING YEAR</strong></td>
<td>$17,172</td>
<td>$11,184</td>
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<td><strong>BALANCES AS OF JUNE 30</strong></td>
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<td></td>
</tr>
<tr>
<td>Investment in Plant</td>
<td>$250,374</td>
<td>$234,016</td>
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<tr>
<td>Outstanding Indebtedness on Physical Facilities</td>
<td>$58,000</td>
<td>$59,273</td>
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