The Board of Trustees

In 1993 we celebrate not so much a mountain climbed or a victory won, but a challenge met.

Seated left, Mary Lou Conrad and right, Pennie M. Thomas. Standing, left to right, Gregory A. Schenkel, Frank A. Bracken, James W. Parks, Richard L. Moake, John E. Worthen, Chad A. Davis, Thomas L. DeWeese, Hollis E. Hughes Jr., and Thomas J. Kinghorn
We are where we are today in large measure because of the will, wisdom, and wealth of five brothers and their descendents. The Ball brothers understood the contributions that a college would make and the value it would add to their community.

That foresight led them to purchase the sixty acres and two buildings of a failed private college and donate them to the people of Indiana to establish a state school here.


We celebrate the contributions of these and many other faculty and staff members to the creation of Ball State University, an institution rooted firmly in the traditions of excellent teaching, but always with a vision of what a university could become.

Seventy-five years ago the “war to end all wars” was coming to a close; the jazz age was about to dawn; the Great Depression awaited, along with another world war, a Cold War, and the space age. Through it all, Ball State University has prospered without ever losing the vision of those who imagined a place where teaching was valued above all else, where Beneficence was more than just a campus landmark, and where Burkhardt, Pruis, Bell, and Emens would always be more than just names on campus buildings.

John Gardner, the founder of Common Cause, said that one of the enemies of life is the foolish notion that there is a point at which we believe we have arrived. So we scramble and sweat to reach what we thought was a goal, only to achieve it and feel a little empty—wondering if we climbed the wrong mountain.

But life isn’t a mountain that has a summit, or a game that has a final score. Life is an endless unfolding, an endless process of discovery, and an endless confrontation with challenges.

In 1993 we celebrate not so much a mountain climbed or a victory won, but a challenge met.

From Indiana State Normal School, Eastern Division, to Ball State Teachers College to Ball State University, it has been a glorious journey. And the road that stretches out ahead beckons to us with even greater challenges and even greater opportunities for success.

President John E. Worthen
1913—Indiana State Normal School, Eastern Division, opens its doors to an inaugural class of 380 students.

1922—Name change to Ball Teachers College.

1924—Benjamin J. Burris becomes the first president of the separate institution.
- Science Hall is erected on McKinley Avenue.

1928—Leviathan A. Pittenger is inaugurated as president, and Lucina Hall, the library, and Assembly Hall are dedicated on the same day.

1929—Name is changed to Ball State Teachers College

1937—The community dedicates Beneficence to the five Ball Brothers.

1935—Arts Building and Art Gallery are completed on the north side of the Quad.

1937—North and South Halls (temporary military barracks) are moved to the northwest corner of Riverside and McKinley for men's and women's residence halls.

1943—Science Hall is erected on College Avenue.

1944—Wartime enrollment reaches a record low of 550 students.

1945—John R. Emens becomes the fifth president of the institution.

1947—The Pine Shelf on University Avenue is razed.
- First phase of the Pittenger Student Center is completed.

1950—Tally-Ho restaurant on College Avenue is razed.
- WBST radio goes on the air.

1953—The first master of arts degree is granted in spring quarter, to Gertrude H. Hutzel.

1955—The first Ph.D. degree is granted (in cooperation with Purdue University) to James Hunt in guidance and counseling.

1960—The first Ph.D. degree is granted (in cooperation with Purdue University) to James Hunt in guidance and counseling.


1965—Indiana Legislature changes the name to Ball State University, and the university is divided into four academic colleges.

1966—Former Naval Reserve quonset huts become temporary home of the new College of Architecture and Planning, the only state-supported school of architecture in Indiana.
1967 - Cooper Science and Mathematics complex opens.

1973 - Ball State joins the Mid-American Conference.
   - Men's volleyball team makes the NCAA Final Four.

1975 - Bracken Library opens.
   - Ball State wins its first Mid-American Conference championship: men's cross country takes the league title.

1976 - First MAC football championship.

1978 - College of Business is accredited by the American Assembly of Collegiate Schools of Business.

1981 - Ball State basketball team makes the NCAA Tournament for the first time.

1983 - The College of Fine Arts is created, the sixth academic college of the university.

1984 - John E. Worthen becomes the eleventh president of Ball State.

1985 - Gerald Ford is the first former U.S. president to speak on campus.

1991 - Enrollment reaches record high of 20,488.

1992 - "Wings for the Future, the Campaign for Ball State" concludes, having raised $44.1 million.
   - University Arena opens.

1993, June 17 - The celebration of Ball State's seventy-fifth anniversary begins.

1996 - Former President Jimmy Carter speaks to an overflow crowd at Emens Auditorium.

1997 - College of Business is accredited by the American Assembly of Collegiate Schools of Business.

1998 - Ball State basketball team makes the NCAA Tournament for the first time.

1999 - The men's basketball team advances to the "Sweet Sixteen" round of the NCAA Tournament.

In 1993, Ball State University was the only state institution in Indiana to show an increase in enrollment.
A few years ago the University of Bologna sent out beautiful booklets announcing the celebration of an important milestone—the nine-hundredth anniversary of its founding: of course, the University of Bologna is one of the two oldest universities in the world. It has been observed that it took the great American universities at least one hundred years to reach the height of their development.

In the light of this hundred-year proving period and Bologna’s nine-hundredth anniversary, one may wonder exactly what significance seventy-five years can possibly have, in the great scheme of things. The answer is, for us, a lot. Ball State University has come a long way in the past seventy-five years.

Most people familiar with the university or somewhere in the neighborhood during this seventy-fifth year have heard the story of the founding of Ball State. When the gas boom turned Muncie into a proto-metropolis in the late nineteenth century, its wealthy and cultivated citizens realized that it needed a college. Like most early institutions in this country, this one was to be dedicated to teacher training. The story of the heroic efforts that resulted in its establishment and the building of the Administration Building, followed closely by the failure of the enterprise, has been recounted by Glenn White in The Ball State Story. Other attempts were made, but the institution did not begin to prosper until after 1918, when it became the Eastern Division of the Indiana State Normal School, commonly referred to as Ball Teachers College. The name honors the Ball family, which had been deeply involved in its origin and perpetuation from the beginning. Since that liaison was made with the state, the way has been pretty much onward and upward.

After the First World War, enrollment began to grow dramatically, and by 1925 it had grown by 600 percent. The school was separated from the Indiana State Normal School in 1929 and named Ball State Teachers College, a name it retained until 1965, when the general assembly made it a comprehensive university and gave it its present name.

Ball State University’s growth since 1965 has been phenomenal. It has grown stronger by building on foundations both literal and figurative that were established in the early years.
Teacher education has continued to be a primary concern of the university. In addition to maintaining Teachers College as one of six colleges that make up the core of the university, an emphasis on teacher training is perceptible throughout academic programs across the university. In 1967, in an article entitled “The Teacher’s College Becomes a University,” Richard Burkhardt, then Vice President for Academic Affairs and Dean of the Faculty, said

All of higher education is invited to explore new and better ways of teaching at the elementary, secondary, and collegiate levels. There is a need for new knowledge about ways of working with handicapped children, with persons in reformatories and prisons, with adults who need new vocational skills and ideas about the constructive use of leisure time, with persons of all ages who live in a world in which Germans and Africans and Chinese and Vietnamese are all very much a part of our everyday lives.

These have continued to be emphases of Ball State University.

The Library

The proposition that no institution of higher learning is worthy of the name without a distinguished library is so widely accepted as to have the force of a maxim. Even in the shaky beginnings of this institution, learned people who were in positions of responsibility knew that it was true; one of the first things they did was establish a library. Along with everything else, it was in the “University building”: what is now the Ad Building. It consisted of “two large library rooms overlooking the boulevard,” according to the Muncie Morning News of July 9, 1899. By June 1919 the library was run by one librarian and a student; it was open forty-four hours a week. There were eighteen hundred books and sixty periodicals—not many, but possibly enough to serve the needs of the school’s fewer than three hundred students.

But the institution was growing, and the catalog of 1922–23 reported, “The library has been reorganized, and several thousand dollars’ worth of new, well selected books have been added. Other books will be purchased from time to time.” This practice was followed so assiduously that the library outgrew the Ad Building, and in July 1926 the cornerstone was laid for a larger building—the Library and Assembly Hall. The library was in the east side of what is now called North Quad, and the Assembly Hall occupied the west side, floor to ceiling three floors up. The library was dedicated February 2, 1928.

By the early fifties the books had again multiplied to the extent that a wing had to be added, and in 1975 the quad was abandoned for the present library, named for Alexander Bracken. Phyllis Harland (now retired) was in charge of the move, a task of truly epic proportions (think C.B. DeMille). By this time the collection had grown to a million items. Phyllis Harland spent one entire year in the planning—she had not only to figure out how to get the books from North Quad to Bracken but also to decide exactly on what spot on what shelf of what floor to put every single book, set of slides, record, and magazine.

The actual move took three weeks, with movers working 7:30 A.M. to 7 P.M.; the books and other items were placed on labelled carts, which were loaded on trucks. The carts, each one accompanied by a student, traveled to Bracken, where they were transferred to the care of other students, faculty, and staff, who trundled them to the places indicated on their labels and placed the precious cargo exactly where Phyllis Harland meant it to be. And it worked. When the move was completed, there was, incredibly, only one row of books on a shelf where they did not belong. They were promptly shifted.

It would be fun to see the looks on the faces of the 1918 librarian and her student helper if, resurrected, they were dropped (gently) into the OPAC section of Bracken Library. Today the University Libraries have forty professional and eighty-four nonprofessional positions. There are more than five acres of assignable floor space, 1.5 million items, and space to seat 2,300 readers. There are forty-eight single carrels, eleven group carrel rooms, conference rooms, after-hours study areas, and lounges. Computerized to the hilt, the library is open 101 hours a week; circulation transactions average more than two a minute, and Reference Services librarians answer 100,000 questions a year.

Phyllis Harland in 1984
Women have always played a central role in the success of this institution; initially, this phenomenon was related to teacher education. Women traditionally figured prominently in elementary education in this country, and in the early institution, besides being prominently represented on the faculty, they played important roles in administration as department heads. Today they are well represented in many important administrative positions, as well as holding distinguished professorships.

Dr. Beverly J. Pitts,
Associate Provost, and Professor of Journalism
Ball State has become a comprehensive university by building on the excellent facilities it had established as an institution that produced first-rate teachers. It has preserved and added to its endowment of fine facilities—the Administration Building, its early dormitories Elliot Hall and Lucina, the North Quad with its library and performance hall—to become a campus of surpassing beauty and satisfying utility. Old buildings have been preserved and renovated, restoring the graciousness of the past.

Among the new buildings that have been added since 1965, the Bell Building, which houses the English and Mathematical Sciences departments and Computing Services; the Ball Building, constructed especially for state-of-the-art telecommunications; and the University Arena, which opened in 1992 and can seat more than 11,500 for sports and entertainment, represent a serious commitment to future growth and progress in technology and community service.

Lucina Hall
In 1926 the Ball brothers gave $150,000 to Ball Teachers College in memory of their sister Lucina, a woman of distinguished accomplishments, to build a women’s dormitory. Designed by George Schreiber in a style called Tudor Gothic, Lucina Hall housed 110 women. From the beginning this building has had an air of graciousness that lent itself to entertainment and pleasant events—a faculty member, Jesse Worde, was even married there to a Mr. William Broadhurst. One hundred rooms were added in the early forties. During the second World War, the women surrendered the building to 401 men of the Army Specialized Training Program. Amazingly, when the men—almost twice the customary number of women inhabitants—moved out after two years in residence, Lucina Hall still stood, and in remarkably good condition. The men went into the 102nd Infantry Division and fought in the Battle of the Bulge.

In the early 1970s, as the institution, now a university, acquired new residence halls, Lucina became an office building. In 1992–93, the beautiful and sound old building, honoring ever more worthily the name of Lucina Ball, has completed its most recent internal metamorphosis. The building now houses student services and the university Visitors' Center.

A guest on campus remarked that Ball State was the only university he had ever known to offer night classes on exactly the same basis as day classes, so that a student’s schedule might very well include classes at eight A.M. and eight P.M.; and night classes commonly have regular students as well as nontraditional students. Dr. Burkhardt, emeritus vice president and dean of faculties and former acting president, replied that he thought President John Emens was responsible for that.

Formerly, although there were night classes, they were only for teachers and graduate students. Then one day President Emens happened to be driving alone to Indianapolis, and, as was his habit when driving alone, he stopped to pick up a hitchhiker. This one was a young man from Muncie, who, Emens quickly ascertained, had graduated from high school. “Why aren’t you in college?” the president asked. “I have to work,” the boy answered, “and Ball State doesn’t have any night classes that freshmen can take.”

The next morning, the story goes, Emens called a meeting of all the university academic officers, and the “Hitchhiker Plan” was born.
Amy Vorndran, an international business/French major who was the 1992-93 undergraduate fellow at the Center for International Programs

Phyllis Yuhas, now professor of history emerita, became half-time head of international programs in 1974. From then for fourteen years she guided the program as Ball State worked with other universities in several consortia to send students abroad, on a shoestring at first. Our students paid what they would have paid for Ball State and went instead to some school abroad: a student in some other country—not necessarily the one where the Ball State student went—paid his or her own fees and came here.

The internationalization of the campus, which has been given great stimulus in the last few years, began in the days of Ball State Teachers College, from several different points of origin. In the forties, the Air Force sponsored programs abroad related to teacher education; in the sixties we joined with Georgetown University to offer programs abroad, and in 1980, we joined Georgetown again in the International Student Exchange Program (ISEP); in the first year of our involvement we exchanged five students each way.

The London Centre program was a separate development, sponsored by the English department, but fueled by the same impulse—the desire to expose students to the international scene. In recent years, inspired by a new infusion of enthusiasm for globalization supported by the Center for International Programs, headed by Martin Limbird, programs have expanded and flourished.

The internationalization of the campus has far-reaching implications; the influx of international students and faculty members adds immeasurably to the interest and beauty of the campus and its environs. In 1992-93 more than four hundred foreign students and scholars from eighty-three countries on six continents have enriched our community and contributed their varied perspectives in classrooms and residence halls all across this midwestern campus.

And the evidence is that internationalization in the other direction, that is, foreign study, nearly always alters for the better the courses of the lives of the increasing numbers of Ball State students who take advantage of it. Amy Vorndran, an international business/French major who was the 1992-93 undergraduate fellow at the Center for International Programs and a former participant in the ISEP program in Montpellier, France, and the Summer Language Institute at the Instituto Tecnologico y de Estudios Superiores in Monterrey, Mexico, conducted a survey of hundreds of students, representing nearly four-fifths of Ball State’s academic departments, who participated in foreign study. Almost all (98 percent) of them believed that...
study abroad had had a positive effect on their education; half of the returnees have an international dimension in their current careers or volunteer activities; many found the use of acquired skills, especially linguistic skills, professionally beneficial. Many of them have traveled internationally since their return, and many mentioned that they had increased interaction with people of other cultures and new-found appreciation for art and music.

A new minor in European Studies will almost certainly inspire even more students to study abroad. In this program, students will concentrate on European sociopolitical culture, business, or the arts, combining this specialization with various majors in teaching, business, politics, or communication.

In this academic year we celebrated an important anniversary—the twenty-fifth year of our collaborative relationship with Yeungnam University, Taegu, Korea. The exchange was originally the idea of Ball State Professor Sung Jae Park, a graduate of Yeungnam. Since 1968, the two universities have exchanged faculty and students; more than a hundred Ball State faculty and students have been guests at Yeungnam, and we have hosted more than fifty Yeungnam representatives and more than two hundred Korean business people. This anniversary was celebrated on both campuses, and Ball State's Office of Publication Services produced a program honoring the occasion in both languages. Associate Provost Beverley Pitts, Professor Sung-Jae Park, and Dean Margaret Merrion of the College of Fine Arts went to Korea as part of the anniversary delegation, along with Dale Hahn, professor of physiology and health sciences, Ken Hall, associate professor of history, Martin Limbird, executive director of the Center for International Programs, Mark Lindemood, executive director of University Development, Glenda Riley, Alexander M. Bracken Professor of History, Carolyn Vann, associate professor of biology, and the five-member American Jazz Ensemble—Frank Puzzullo, George Wolfe, Lou Fisher, Larry McWilliams, and Greg Wolff.
The George and Frances Ball Foundation has created a Fund for Academic Excellence endowed with $3 million to be used for creative projects such as collaborative learning programs, new course development, and the incorporation of the newest technologies in university classrooms.

John J Pruis, executive vice president of the foundation, said, "We realize that earnings from the endowment won't be available immediately and believe there is value in maintaining the energy and enthusiasm of the recently completed Wings for the Future campaign." As a result, foundation directors also approved an additional $60,000 to be available immediately.

Fourteen faculty members have already received the first funds from this remarkable endowment. Eight projects have been selected to receive a total of $60,400.

Kay Hodson-Carlton, professor of nursing, Tamara Estep, director of College of Business graduate programs, and Herbert Stahlke, associate director of University Computing Services, will improve computing and technological services for students enrolled in distance education programs.

Carolyn Vann and Clare Chatot, biology professors, will develop a faculty workshop on molecular biology technology.

Patricia Keith-Spiegel, Reed D. Voran Honors Distinguished Professor of Social and Behavioral Sciences, will survey Ball State faculty members on the issue of academic dishonesty.
James Hardin, professor of theatre and dance performance, and three colleagues will develop a General Studies course in art, music, dance, and theatre.

Charles Payne and Lane Birkel, secondary education professors, will develop a course taught by faculty in various fields emphasizing cultural diversity and intercultural interaction.

Judy Eflin, assistant professor of philosophy, will develop a project for scientific literacy education.

Charles Jones, Linda Barton, and John Emert, of mathematical sciences, will develop a variety of teaching techniques for the university's General Studies mathematics course.

Kay Meeks, assistant professor of mathematical sciences, will integrate mathematics, biology, history, and English methods courses for elementary education majors.
Raymond Dean, George and Frances Ball Distinguished Professor of Neuropsychology, received a grant of $549,952, the largest research grant in the university's history, from the Lilly Endowment, for a project on televised instruction. According to Dean, "Because Ball State teaches more courses [by interactive TV] than any other university in the Midwest, we are in a position to answer many questions that have arisen."

The American Institute of Architects has honored the UniverCity program at Ball State with an Education Honors Award for innovative programs to Professors Bruce Meyer and Paul Laseau, who founded UniverCity. The biennial "academic chautauqua" was launched in 1988. The 1990 and 1992 events were recognized for their relevance to the wide range of issues and values in architecture.

Dr. Donald F. Kuratko, a Ball State faculty member since 1983, and the Jeff and Teri Stoops Distinguished Professor in Business, has been honored as the "College of Business Professor of the Year" for five consecutive years. The program in entrepreneurship that he developed has received the George Washington Medal of Honor, the Leavey Foundation Award for Excellence in Private Enterprise, the National Model Entrepreneurship Program Award, and the NFIB Excellence Award.
Ronald Johnstone, formerly of Central Michigan University, became dean of Ball State's College of Sciences and Humanities in July, taking over from associate dean Don Van Meter, who had served as acting dean for two years. Johnstone had been dean of Central Michigan's College of Arts and Sciences since 1989, and before that was associate dean and acting dean.

A former professor of sociology at Central Michigan, he is the author of three books and many articles; his book *Religion and Society* has gone into four editions.

Faculty recruitment will be a key focus of the college in the last decade of the twentieth century, Johnstone says. He would like to see an increase in the number of tenure-track faculty members in the college. He brings his strong record of hiring women and minority faculty members to Ball State.

In his five years as dean and acting dean at Central Michigan, half of all tenure-track faculty members hired in his college were women or minorities or both.

Oliver Bumb

The Japanese have people they designate as "National Treasures"; Ball State has Oliver Bumb, chair of the Seventy-Fifth Anniversary committee, who ought to be declared to be a Campus Treasure. He came here as a faculty member in 1942. In that year Lemuel Pittenger was president; there were 1,460 students and 87 faculty members (two years later the total was to fall to 760, because of the war); and there were two new faculty members: Oliver Bumb in Industrial Arts and Margaret Small in Physical Education.

Oliver was soon diverted to managing the construction of new buildings, an activity that was booming in the fifties, sixties, and seventies, a period of phenomenal growth for the university. He coordinated the construction of all the buildings added to the physical plant between 1952 and 1977 (his favorite project of all time was Emens College-Community Auditorium). His pride in the current beautiful appearance of the campus is justifiably somewhat proprietary.

He was also charged with the establishment of the university's first office of Public Affairs and Development, which has grown into the present vice presidential area of University Advancement. One of his principal claims to fame is that he hired Lou Inglehart to handle public information; Inglehart is now an emeritus journalism professor renowned nationwide as a defender of freedom of the press for student journalists.

Some eleven years ago, Oliver Bumb had open-heart surgery, several years after his retirement as vice president for Public Affairs and Development; since then he has biked and hiked around the campus like a freshman, exuding good will, enthusiasm, and the best kind of school spirit. He was the first recipient of the President's Medal of Distinction.
The “Wings for the Future” capital campaign, begun in 1988, was wrapped up in November as a spectacular success. Intended to raise $40 million, the campaign came to a close having raised $44.1 million—10 percent above its goal. President John E. Worthen and Stefan S. Anderson, the national campaign chairman, thanked the national committee, major donors, and university officials at a celebration in downtown Muncie.

About forty thousand alumni, friends, corporations, and foundations participated in the campaign, the first in Ball State history. The private gifts are earmarked for endowed chairs and distinguished professorships, endowments for faculty development, libraries, internal programs, faculty enrichment, scholarships and other student support, classroom and laboratory equipment and materials, and campus facilities.

Stefan Anderson called the campaign a turning point in Ball State’s history. “We’ve learned much about Ball State in the campaign,” he said. “We’ve discovered a network of friends throughout the nation which believes strongly in the mission and goals guiding this university into a period of impressive growth.”
Ball State University granted three honorary doctor of humanities degrees in May 1993; the recipients were Stefan S. Anderson, Susan A. Maxman, and Sara Parkin.

Anderson is chairman of the board, president, and chief executive officer of First Merchants Corporation. He has a bachelor’s degree in business from Harvard University and an MBA from the University of Chicago. He was national chairman of Ball State’s campaign Wings for the Future, in the course of which he directed more than 150 volunteers in reaching forty thousand donors.

Susan Maxman, whose M.A. in architecture was granted by the University of Pennsylvania, is the chief architect of the fifteen-person multiple-award-winning firm Susan Maxman Architects, whose practice ranges from houses and interiors to airport terminals and museums. She is the first woman president of the 56,000-member American Institute of Architects.

Sara Parkin is an eminent ecologist; she has been associated with the Green Party since 1977 (it was called the Ecology Party at that time), serving in many capacities, holding several offices, and becoming its most prominent speaker. She is still a member of this party; she continues to lecture and write on various ecological issues.
The women's field hockey and women's volleyball teams became the first women's squads to advance to NCAA championship play. The field hockey team defeated California in the first round before losing in the second round. The volleyball team lost to the nation's top-ranked UCLA Bruins.
Darrett Brinker, a senior member of the golf team, played in the NCAA Championships.

The men's basketball team tied for first in the Mid-American Conference, won the MAC Tournament, and advanced to the NCAA Tournament. This was Ball State's fifth straight postseason basketball appearance and our third trip to the NCAA Tournament in the last five years.

Men's athletics won the Reese Trophy for the third time in five years. The trophy goes to the Mid-American Conference school that has the best overall record in men's sports.

Dave Keener earned All-American status at the NCAA Championships in the one- and three-meter diving events. Keener was named the MAC Diver of the Year for the second time. He has won five of a possible six MAC diving championships in his first three years.

Troy Hoffer, a senior member of the football team, became the seventh GTE Academic All-American football player in the last eight years for Ball State. Hoffer also received an NCAA Postgraduate Scholarship.

Dawn Ford, a senior on the women's swimming and diving team, was named the Mid-American Conference Diver of the Year for the second straight year.

Lisa Hadorn was named to the GTE Women's Volleyball Academic All-America Second Team.
Survey: Ball State grads find jobs within six months after graduation.

Despite tough economic times in 1992, a high percentage of Ball State University graduates found employment within a short time, according to a survey conducted by the Office of Institutional Research. About 80 percent of the May 1992 graduates found full-time jobs in Indiana in their fields or related fields, and they are happy with their jobs.

Other findings:
- Nearly 95 percent of Ball State's May 1992 graduates, including bachelor's, master's, and doctoral degree recipients, were employed or in graduate school within six months of commencement.
- Of master's degree graduates, 88 percent are at work in their major fields or related fields, and 95 percent are satisfied with their jobs.
- Of bachelor's degree graduates working full-time, 21 percent are in education, 15 percent are in the wholesale or retail trades, 13 percent are in finance and insurance, and 10 percent are in health care industries.
- About 13 percent of bachelor's degree graduates enrolled in graduate or professional degree programs within six months of graduation.

The nationally recognized Institute for Wellness has been renamed the John and Janice Fisher Institute for Wellness, in appreciation for the couple's many years of service, dedication, and financial support to Ball State. Fisher served on the national campaign cabinet of the Wings for the Future campaign for Ball State and is a member of the Cardinal Varsity Club and a lifetime member of the Fellows Society.

The wellness institute, established in 1986, offered one of the first master's degrees in the nation in wellness management. It conducts research, health screening, workshops, and programs, supports wellness residence halls, and promotes a healthy life-style on the campus.

Neil Schmottlach, director of the institute, said, "It represents an award not just for the institute, but for the outstanding faculty and staff at Ball State who have contributed to building a truly interdisciplinary program."
Seven Ball State faculty and administrators were honored in 1992-93 for contributions to the university: seated, Mary Kite, outstanding junior faculty member; Philip C. Repp, faculty service; Anne Cartwright, academic advisor; standing, Nina B. Marshall, creative endeavor; Terry Schurr, outstanding researcher; Frances Mayhew Rippy, outstanding faculty member; and Richard Harris, administrative service. The winners are flanked by Provost Warren Vander Hill, left, and President John E. Worthen, right.

We Proudly Present

Anne Cartwright, an assistant professor of biology, serves as faculty advisor for twenty-four undergraduates in the biology department. Another thirty students in science education rely heavily on her expertise. She was recognized by students for support and personal attention.

Richard Harris, director of Ball State’s Disabled Student Development Office, was praised for his philosophy of “empowerment” for disabled students; his aim is to enable them to leave the university with professional training to attain viable employment. A former student said that Harris represents “dignity that people desire, the professionalism that Ball State encourages, and the heart and soul that put it all in a very positive motion.”

Mary Kite, assistant professor of psychological science, has directed thirteen undergraduate research projects, written conference papers with students, and conducted weekly meetings to discuss journal articles and issues. She has chaired the graduate committee in psychological sciences and co-chaired the college task force on the status of women.

Nina Marshall has participated in more than eighty juried exhibitions. Her work has been reproduced for catalogs and other publications, and she was chosen for an international artist-in-residence program in Michigan. She is credited with significantly improving the quality of student work in painting.

Phil Repp was chairman of the art department during the quarter-to-semester transition; he produced the art department handbook, helped develop the scholarship program and the student show budget, and oversaw preparation for the accreditation process by the National Association of Schools for Art and Design. He was one of the first faculty members in the College of Fine Arts to be involved in computer-aided design, and he helped set up the interdepartmental computer courses.

Terry Schurr, assistant director of research computing and professor of educational psychology, has investigated topics ranging from the behavior of sports fans to characteristics of good teachers. In his administrative role, he provides university-wide research design and statistical and data processing consultation.

Fran Rippy, professor of English, has directed graduate studies in English for twenty-five years. She has been praised for her rigor, compassion, and the influence of her teaching on students’ academic and professional careers. A well-known eighteenth-century scholar, she has published two books and many articles and reviews. She enjoys considerable renown as a public speaker.
The presidents of Indiana’s public and private colleges and universities have joined together to coordinate courses offered by television throughout the state. The venture, called "Partnership for Statewide Education," uses the Indiana Higher Education Telecommunication System (IHETS) and other telecommunications capabilities, such as Public Broadcasting stations, to deliver distance learning.

The partnership will make the first two years of college available to all Hoosiers at more than two hundred sites around the state by sharing institutional resources to reduce costs and avoid unnecessary duplication, according to President Worthen.

The seven public colleges and universities provide approximately 175 hours a week of instructional programming, from classes in advanced calculus for gifted high school students to graduate courses in business, agriculture, engineering, education, and nursing.
In 1992-93, Ball State determined to take stock of its position in higher education and articulate its vision for the future. To this end, faculty, staff, and students conducted a series of meetings to discuss their vision for Ball State University in the year 2000 and beyond. A list of fifty suggested initiatives, compiled by the University Planning Council, was distributed to the university community in January 1992, and comments were solicited. The fifty initiatives, called “Fifty for the Future” (or, among ourselves and with perhaps the merest hint of irreverence, “The Nifty Fifty”) were discussed in departmental meetings and student groups and by the planning council. The initiatives were amplified, modified, analyzed, and argued by these groups; some were eliminated, and some new ones were added. The Fifty, as they emerged from this process, appear at the end of this report.

The Vision

Ball State University has long held a highly regarded position in American higher education, primarily because of its blend of teacher education and professional programs and its emphasis on the liberal arts and sciences. Within the past decade the university has sought to become a premier teaching institution, finding its niche between the large research university and the small liberal arts college but retaining the inherent benefits and advantages of both types of institution. In an era when the mission of major research universities and the public demand for more access to higher education are in greater and greater conflict, the teaching university will be in a position to provide the best in higher education.

The university has committed itself to the use of technology to enhance teaching and learning, a commitment that will reaffirm the position of the university as a leader in the development of new models for teaching and learning. Faculty and students will use technology even more as they create, transfer, and apply knowledge. Ball State in the twenty-first century will continue to be grounded in the tradition of liberal learning, yet bold enough to face change and flexible enough to create it.

Focusing on the Teacher-Scholar

Ball State faculty of the twenty-first century will continue to value students, focus on teaching, and engage in scholarly and creative work that enhances the teaching and learning environment. Faculty will be teacher-scholars.

What will make teacher-scholars different is that they will bring added strength to the classroom based on the wealth of knowledge they have acquired through personal scholarship, research, and creative endeavor. Teacher-scholars will be driven by active curiosity, the desire to learn continually, which will enhance the teaching-learning process. Faculty research will be shared with and involve students. Teacher-scholars will be rewarded for both their excellence in teaching and their excellence in scholarship.

Teacher-scholars are mentors whose teaching is a seamless part of all of their interactions with students and with scholarship. Although teaching will occur in the traditional classrooms, it will also occur in the research laboratories, in the studios, in individual advising sessions, in seminars, and in field experiences.

Strong Academic Programs

The academic programs will be broad enough to support the needs of a global society, contemporary enough to be relevant to changing demands, and challenging enough to maintain academic integrity.

The primary unit for support of this effort will be the academic department. The integrity of the academic unit remains at the heart of the university’s academic efforts. All students
will take a strong liberal arts and sciences curriculum that will emphasize communication skills, problem-solving skills, and a broad understanding of the world. Multidisciplinary and interdisciplinary programs will provide additional richness in academic programs.

**Building the Learning Community**

Students will learn in an environment where teachers and students collaborate, faculty use state-of-the art technology to enhance teaching, and individual needs and differences are respected. They will learn in an environment where the health and well-being of the whole person is valued. They will engage in activities outside the classroom with faculty and professional staff and other students that will enhance their learning experiences.

Students will study in a major field that will prepare them to work and live in the twenty-first century. Graduates will be problem solvers and lifelong learners. They will be global citizens who have a clear understanding of diverse cultures within the United States and throughout the world. They will have the skills and knowledge to function in a technologically sophisticated world, and they will have an awareness of their responsibility to protect and preserve the environment.

**Supporting a Public Commitment**

Ball State’s commitment will continue to be to the citizens of Indiana. The university will serve the state through expanded access to higher education. Initiatives in distance learning will provide new opportunity for Indiana citizens. Service to the state through partnerships with public education and leadership in educational technology will provide improvements in the educational system.

Scholars will continue to use applied research to help solve Indiana’s economic, educational, and social problems.

**Institutional Plan**

The following initiatives and continuing activities will lead Ball State University into the twenty-first century.

**I. The Teacher-Scholar**

1. Attract and retain the very best faculty, administrators, and staff.
2. Focus on excellence in teaching as a primary activity for all faculty.
3. Strengthen evaluation of faculty teaching and scholarship; reward excellence.
4. Strengthen the professional development program for faculty that supports teaching and scholarship.
5. Encourage faculty to develop interdisciplinary and multidisciplinary scholarship and teaching.
6. Continue to encourage and reward faculty grant applications and research productivity; increase level of funding for sponsored research and develop additional research opportunities.
7. Broaden the definition of service to encompass professional practice and problem solving in the field.

**II. The Academic Programs**

1. Provide quality classroom and laboratory space for all academic programs.
2. Develop and support innovative and creative approaches to teaching and learning while continuing to support proven traditional pedagogy.
3. Review and assess undergraduate and graduate programs on a recurring basis; revise programs when necessary; introduce new programs where need and demand warrant.
4. Offer learning experiences marked by problem solving, critical thinking, experimentation, inquiry, and debate.
5. Set high expectations for student academic performance; encourage intellectual rigor.
6. Engage students in issues of ethics, moral responsibility, and values.
7. Encourage students to become effective independent learners.
8. Emphasize, enhance, and expand interdisciplinary programs.
9. Enrich cultural and aesthetic experiences for students.
10. Maintain balance between liberal and professional education.
11. Maintain a strong and distinct curriculum for liberal education of all students.
12. Strengthen and improve graduate programs and the quality of graduate students.
13. Maintain excellent academic support services.

III. The Learning Community
1. Seek faculty, administrators, staff, and students who reflect the ethnic, racial, cultural, and life-style patterns of society.
2. Encourage awareness of and appreciation for diversity.
3. Use educational technology to prepare students to live and work in a highly sophisticated technological environment.
4. Continue to encourage and expand international study experiences for students and faculty.
5. Implement the campus physical development plan and improve the university's natural environment.
6. Promote concern for environmental issues and development of solutions to environmental problems.
7. Promote physical, social, spiritual, vocational, and emotional wellness as a personal choice among students, faculty, and staff.
8. Foster leadership development and personal responsibility among students.
9. Respond to the individual needs of all students including those who are nontraditional and those with disabilities.
10. Maintain an appropriate balance among academics, athletics, and co-curricular activities.
11. Maintain a safe, friendly, collegial learning, living, and working environment.
12. Promote creative and ethical solutions to university problems by inviting open discussion and broad-based participation by students, staff, faculty, and administration.
13. Use assessment for planning purposes at the university, college, department, and program levels.
14. Encourage the use of the total learning community through involvement in out-of-class learning opportunities.

IV. The Public Commitment
1. Become a "university of choice" among Indiana college-bound students.
2. Seek students who represent ethnic, racial, and cultural diversity, who represent all sectors of society.
3. Communicate expectations of student academic preparedness performance to high school students, parents, and schools.
4. Develop an on- and off-campus enrollment plan that creates a stable enrollment.
5. Maintain accurate and useful information on faculty and department activities and accomplishments and student characteristics and progress.
6. Produce graduates who are sought by employers and graduate and professional schools.
7. Address statewide access to higher education through additional distance-learning opportunities and off-campus programs.
8. Participate in the development of state, national, and global teaching networks.
9. Promote a high level of private giving.
10. Maintain a high-quality educational experience at a relatively low cost.
12. Develop education partnerships with business, industry, and government.
13. Implement effective development and training programs for Indiana's workforce and participate in local and state efforts to create jobs and economic development.
14. Anticipate and respond to state higher education needs and initiatives.
15. Strengthen and broaden relationships between the university community and alumni.
16. Communicate the university's mission and goals to its internal and external publics.

July, 1993
Gracious Living is the Finest Art.

Miss Wells, executive secretary to President Pittenger, 1930s.
### Current Operations

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>1992</th>
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<tbody>
<tr>
<td><strong>Operating Revenues</strong></td>
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<tr>
<td>Student fees</td>
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<tr>
<td>State appropriation</td>
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<td>Grants and contracts</td>
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<td>Sales, services, and other</td>
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<td><strong>Total Operating Revenue</strong></td>
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<td><strong>Operating Expenditures and Transfers</strong></td>
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<tr>
<td>Instruction</td>
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<td>Research</td>
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<td>Public service</td>
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<td>Academic support</td>
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<td>Student services</td>
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<td>Institutional support</td>
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<td>Operation and maintenance of plant</td>
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<td>Scholarships and fellowships</td>
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<td>Auxiliary enterprises</td>
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<td><strong>Total Operating Expenditures</strong></td>
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<td>Loan Funds</td>
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<td><strong>Net Transfers</strong></td>
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<td><strong>Total Operating Expenditures and Transfers</strong></td>
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<td><strong>Plant Additions During Year</strong></td>
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<td><strong>Balances as of June 30</strong></td>
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<td>Investment in Plant</td>
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<td>Outstanding Indebtedness on Physical Facilities</td>
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The information for 1992 has been restated to reflect the reallocation of computing service charges and previously unallocated benefits.

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.