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Ten years ago Ball State University made a philosophical and financial commitment to use the very best technology to advance teaching. Other universities applied computer and telecommunications technology to support research. We chose to apply technology in the classroom to strengthen the interaction taking place between faculty and students—particularly undergraduate students.

The result is a fiber-optic video, voice, and data system that is the prototype for college campuses nationwide; a leadership role in Indiana's distance education television network that is the model for other states; a campus with one microcomputer terminal for every 14.5 students when the national average is one for every 40 students; and a campus with 5,600 personal computers, including one for every faculty member.

This year Ball State's commitment to technology resulted in the creation of the $5 million Intergraph Center for Mapping Sciences, one of only five such centers in the nation. It is significant that of the five national centers created by the Intergraph Corporation, Ball State is the only university that is not categorized as an engineering or technical institution.

The theme for this annual report is technology and how we use it on our campus. We acknowledge that the report is printed in a form not much different from the one invented more than five hundred years ago by Johann Gutenberg. Perhaps next year we will deliver it to you on the Internet.

In the meantime, check out Ball State's home page on the World Wide Web at http://www.bsu.edu/ and browse through the 1994–95 Annual Report for a concise overview of the major events of the year. You will see that Ball State is not just moving ahead—our faculty and students are setting the pace.

John E. Worthen
President
The next millennium looms. Ball State University has embarked on a course to become technologically advanced to the point where simply being on the so-called information superhighway isn't enough.

When it comes to using technology to enhance teaching and learning, we lead the way.

Can a former teachers college turned mid-sized university truly expect to compete with the MITs and Harvards? Absolutely. In part because of Ball State's roots in excellent teaching, it is committed to ensuring that computer competency is achieved by every graduate. Examples of how teaching intersects with technology abound in all disciplines.

This year Ball State accepted the largest single grant ever to establish the Intergraph Center for Excellence in Mapping Sciences—one of only five in the nation. The Intergraph Corp. presented Ball State with one hundred fifty-five Pentium-based personal computers, a high-speed network, and state-of-the-art mapping software and hardware. Students and professors can design buildings, visualize molecules and chart economic data.

Housed with the College of Architecture and Planning, the center also welcomes students enrolled in geology, biology, graphic design, economics, and computer sciences. Burris Laboratory School and Indiana Academy students also use the equipment.

"Its applications are limitless," said David Schoen, the center's acting director and professor of urban planning.

The new center makes technology more accessible to students and faculty for teaching, learning, and research. It also will foster cross-campus communication and teamwork across various disciplines, Schoen explained.
"I teach computer imaging to art, design, and architecture students using the Intergraph system. In the studio, we explore constructing 3-D wireframe models, texture and surface mapping, and animation. What was first understood on a flat piece of paper is translated into 3-D space, forcing a student to perceive a design using a whole new set of communication tools."

Grants from companies like Intergraph and Ameritech help ensure computer literacy for those also studying to be playwrights, nurses, architects, historians, musicians, chemists, and philosophers.

Another grant this year allowed students to work with equipment that has yet to be introduced to the public. Graduate students enrolled in classes in the Center for Information and Communication Sciences (CICS) worked with prototype equipment donated by Thomson Consumer Electronics, the Indianapolis-based company that makes products under the GE and RCA labels.

The semester-long project involving ninety students studied ways to use a prototype multimedia system and evaluate its technical, ergonomic, and practical applications for use in government, medical, hospitality, and educational sectors.

After reviewing the completed projects, the company's general manager of the Americas Design Operation said, "We've done projects with Harvard and with Ohio State. I want Ball State students to know that they can stand up and run in that league."

CICS students also worked with broadband technology that delivers sound, video, and data through fiber optics and decoder boxes with equipment provided by Ameritech Corp.

"These projects give our students the chance to be on the edge to take the information superhighway into homes, workplaces and schools," said Professor Ray Steele, director of CICS.

Key to these successes are Ball State's faculty, the traditionally trained scholars who embrace..."
technology and integrate it into their curricula without sacrificing the tenet that teaching and learning are interactive processes.

Students are ultimately responsible for their own education and learning. Faculty are responsible for guiding and directing the experience using the best tools available.

Today's students, for example, are comfortable using compact disks for entertainment and education. CD-ROM technology can store entire libraries of information on disks small enough to put in a backpack.

Kay Hodson in nursing teaches her students to use CD-ROM technology to examine databases regarding possible drug interactions. The technology-centered Physician's Desk Reference is portable, expandable and interactive. Students will be able to access pharmaceutical information without consulting a monstrous manual which can be outdated in a month.

“We can teach a home health care nurse to access drug information in consultation with a physician or pharmacist.”

Technology is changing health care education.
"All of our majors are required to use a heart rate monitor in nineteen of their classes and download information from the monitor to the computer. The students are able to evaluate the quality of an exercise session and their teaching when cardio-vascular fitness is a goal. Teaching has been enhanced and the motivation level of our students has increased.”

Other Ball State faculty experiment with simulation software that uses interactive CD-ROM systems to recreate laboratory experiments without investments in costly materials or equipment.

Physiology and health sciences professor Larry Ganion and associate professor Dave Marini teach the intricacies of dissection by using A.D.A.M., the first software to offer sophisticated graphics of human anatomy. A.D.A.M. stands for Animated Dissection of Anatomy for Medicine.
"The software's dynamic linking and authoring capabilities allow the instructor to design a unique learning experience," Ganion explained.

"We can expose and introduce students to cadaver dissection in a way that captures their attention and helps them grasp important anatomical principles."

A.D.A.M. is used in Anatomy 201 classes, where cadaver dissection by students is prohibited by law. The software helps encourage and increase student involvement and self-instruction while developing computer skills, Marini said.

Distinguished Professor Patricia Keith-Spiegel is designing an interactive CD program to explore ethics and cheating in the classroom.

Few resources exist to address cheating on college campuses, Keith-Spiegel said. This multimedia-based teaching tool concentrates on prevention of academic dishonesty and learning opportunities for cheaters. It also gives professors and administrators a proactive intervention resource.

"First-time offenders who violate a school's academic dishonesty code would enroll in this program," she said. "It's patterned after the traffic school model offered to first-time offenders of the motor vehicle code."

The program would not be a substitute for sanctions, but would offer expediency and education.

Keith-Spiegel and others use technology to propel teaching beyond the traditional give and take of information and learning.

By supporting inspired faculty and motivated students with classroom technology, Ball State is at the forefront of universities riding the information superhighway.

The future is now.
"Education, in order to accomplish its ends both for the individual and for society, must be based upon experience."

—John Dewey

Undergraduate Research Brings Students Into the Process

If experience is the best teacher, then some of the best teaching takes place at Ball State University. Research is a marvelous experiential learning tool and Ball State undergraduates have hundreds of opportunities to be part of faculty research projects.

Once students become active members of a research project they are not outsiders. Intellectually, they are no longer learning with their noses pressed against the glass. They are able to step into the process and learn from their own experience.

In some subjects the moment is marked by a subtle transition from memorizing to analyzing. In others, however, it can be more tangible.

Professor Thomas McComish's aquatic biology students can experience the transition to active learning when they are ankle deep in Lake Michigan collecting data to determine if the Zebra mussel, a recognized aquatic nuisance, contributes to improved depth of visibility in the Great Lakes.

Professor Carolyn Vann's botany students may experience active learning when they shoot DNA pellets into orchids to make them disease resistant.

Chemistry students work side-by-side with Professor Mohammad Behforouz researching the effects various chemical compounds have on cancerous tumors. The project is funded by corporate, private, and federal grants.

The Department of Chemistry has a longstanding tradition of undergraduate involvement in faculty research. According to chairperson Lynn Sousa, "Our emphasis on undergraduate participation in research makes us different from most other public and private universities. Eighty percent of the students graduating from Ball State with a bachelor of science degree have conducted research with faculty members." Professors volunteer their time as faculty mentors because they believe it is vital for students.

Conducting aquatic biology studies on Lake Michigan.
The transition from passive to active learner is important academically. But it is also an important professional milestone, particularly when it leads to published research. Ball State undergraduates have an enviable record of publishing in such journals as Heterocycles, the Journal of Inorganic Chemistry, the Proceedings of the Indiana Academy of Science, the Journal of Great Lakes Research, and the Journal of Invertebrate Pathology.

"Undergraduate research is a broadening experience that gets them involved in their area of interest," McComish reports. "The Lake Michigan field experience really turns them on."

Professor Vann sees an additional benefit for students. "Not only do they get lots of job offers when they can list research and published articles on their resumes, but the experience hooks them and keeps them in science."

Not all research leads to publication, but all of Vann's students prepare grant requests and present findings at professional meetings. The experience makes them participants, not observers; a powerful inspiration to "get it right" for more than just a grade.
Student Achievements 1994-95

T.J. McLeish, architecture student from Monrovia, Ind., was selected by world renowned designer John David Mooney to install the sculpture for an international conference in Italy sponsored by the Vatican.

A lighting exhibit featuring the classroom work of sixty-eight architecture students was selected for an extended showing at the Merchandise Mart in Chicago.

An eight-minute video, designed to provide in-service training for those who work with guide dogs, was produced by the Indiana Academy for Science, Mathematics, and Humanities and focused on Academy student Sarah Schwalm of Middletown, Ind., and her dog Gradi.

McComish believes there is another practical benefit to this kind of hands-on participation. "If students are not really interested in the subject, the field experience might be their first concrete indication that this work is not what they want to do with their lives."

The experiences that students have learning what no one else knows or creating compounds that no one else has created are useful when they begin their careers or go on to post-graduate education. These students have been allowed to make their mistakes in a caring environment and advance with confidence to achieve success in the "real world."

Beyond the benefits to careers and future academic work, professors report a genuine sense of joy and excitement as they watch students develop and mature. According to Professor Behforouz, "It is a challenge and a rewarding experience to see students flourish in problem solving, in doing research, and in becoming scientists."

Student research leads to publications.
Crime and the Campus: A Myth Is Shattered

At approximately 2 a.m. Sunday, September 25, in an alley off Neely Avenue four blocks east of the campus, the Ball State University community lost its naïveté.

Just four weeks into the promise and excitement of a new academic year, Christopher Coyle, 19, was shot and killed as he returned to his off-campus apartment after walking a friend to her residence hall. Four men, ages seventeen through twenty, were charged with the crime. One has been convicted and sentenced to life in prison; the other trials are pending.

With the muzzle flash from a pistol, the urban violence common on the streets of Chicago, Atlanta, and even Indianapolis, had come to Muncie and the innocence of the campus community vanished.

"All of a sudden the things that have happened at other places are happening here," Professor of Sociology Richard Bogg said a few days after the tragedy. "Crime is a difficult topic to talk about. We're going to have to do some real soul searching and as a community we're going to have to learn how to live safely."

Captain Robert Fey of the University Police Department put it another way: "There's no wall, there's no fence, there's no barrier—there's nothing to protect or shield us from the ills that befall any other community."

Less than six weeks after the Coyle murder—again on the fringe of the campus—a young man who had dropped out of school was the victim of a homicide. This time his alleged assailant was an acquaintance. For a campus already on edge; the fact this shooting was apparently the result of an argument was of no comfort.

But Christopher Coyle's death was a turning point for the university. If ever there had been a perception of immunity from crime at Ball State, it was gone.
President John E. Worthen sent an open letter to the campus expressing shock and dismay at dealing with matters of violence and safety that were rare on college campuses just ten years ago.

"In each case we acted aggressively and forcefully to deal with the consequences, to educate, inform, warn, and remind our students, faculty and staff of the dangers around them," said Worthen. "In the past several years we have worked hard to improve campus and residence hall safety with improved lighting, emergency call boxes, a shuttle bus service, and secure residence halls; we offer a campus escort service; we have a professional, skilled police force that emphasizes crime prevention; we have sponsored seminars and awareness programs for off-campus as well as on-campus residents; the Student Government Association recently took the initiative to create a group called "Students for Safety" to heighten awareness."

Everything possible has been done to ensure the campus remains a safe place to study and work, the president said. "Ball State University has always been a peaceful place, and we must renew our commitment to a university where students learn and develop in an environment of support and encouragement and with a sense of security and comfort."

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**Faculty Achievements 1994–95**

**Teh-Kuang Chang,**
professor of political science, earned a Fulbright Scholarship to teach in the People's Republic of China.

**Donald Kuratko,**
Jeff and Teri Stoops Distinguished Professor of Business, was one of three finalists for the Entrepreneurship Educator of the Year Award sponsored by the Center for Entrepreneurial Leadership.

**Michael Seidle,**
director of the Amelia T. Wood Health Center, received the annual Courage Award presented by the Indiana Chapter of the Multiple Sclerosis Society.

**Don LaCasse,**
associate professor and chair of theatre and dance performance, was named guest director at the Tri-State Center for the Arts' Thomas Carvel Theatre in Pine Plains, N.Y.

**DeVon Yoho,**
professor of economics, received the John C. Schramm Leadership Award from the National Association of Economic Educators and the National Council on Economic Education.

**Patricia Keith-Spiegel,**
Reed D. Voran Honors Distinguished Professor of Social and Behavioral Sciences, received the Distinguished Teaching of Psychology Award from the American Psychological Association.

**Dennis Hoilman,**
professor of English, was presented a Fulbright Lectureship in American Studies in Hungary.

**Scott Truex,**
assistant professor of urban planning, received a grant to train the first twenty of the nation's Americorps volunteers who worked on Habitat for Humanity projects in Baltimore and Philadelphia.

**Arun Gandhi,**
grandson of Mahatma Gandhi, was the visiting Benjamin V. Cohen Fellow for Peace Studies at Ball State.

**Ray Steele,**
director of the Center for Information and Communication Sciences, was recognized for innovative curricular programming and impact on the industry by the International Communications Association.
The Annual Report for Ball State University

Ball State University Service Awards 1994-95

Alice S. Bennett
Professor of Biology
Outstanding Faculty Service

Marilynn J. Derwenskus
Assistant Professor of Art
Outstanding Creative Endeavor

Sharon L. Bowman
Assistant Professor of Counseling Psychology
Outstanding Junior Faculty

Donald W. Gilman
Professor of French
Outstanding Faculty Academic Advisor

Richard A. Brosio
Professor of Secondary, Higher and Foundations of Education
Outstanding Faculty

Wayne M. Zage
Professor of Computer Science
Outstanding Researcher

Earl L. Conn
Chair and Professor of Journalism
Outstanding Administrative Service
Leadership is Crucial to Education

John F. Kennedy once said, "leadership and learning are indispensable to each other." Two-thirds of the freshmen entering Ball State probably would agree with the former president. In a survey, they say they expect to participate in campus leadership roles.

Yet only half of those students actually get involved in campus organizations by the end of their sophomore year.

Ball State received a prestigious Kellogg Foundation grant to develop student leaders through its Excellence in Leadership project. The W. K. Kellogg Foundation was established in 1930 to "help people to help themselves." As a private grant-making organization, it provides seed money to organizations and institutions that have identified problems and designed constructive action programs aimed at solutions.

"Leadership development is a critical part of a student's educational experience," said Kay Bales, Ball State's director of student activities. "The Excellence in Leadership project will develop students' own preferred leadership styles."

The training is offered in four phases to encourage growth and involvement beyond the freshman year:

- Freshman students identify leadership skills and develop self-esteem through workshops and retreats while gaining support from faculty and experienced student mentors.
- Sophomore participants focus on group dynamics as they assume leadership roles in the campus and community.
- Juniors are introduced to community service by working with non-profit agencies in Delaware County to identify and address social problems.
- Senior student leaders begin to make connections between campus leadership roles and future careers. Seniors also will mentor students in the first two phases.

"You don't learn to be a leader in one year," Bales said. "It takes time for students to develop skills and gain meaningful experience."

Leadership education also is incorporated into the academic curriculum. Special emphasis is placed on creativity and critical thinking so students can devise effective solutions to problems. Each semester a visiting scholar explores the links between discipline and leadership.

The Center for Teaching and Learning is involved in developing workshops for faculty who want to include leadership themes in their classes. Excellence in Leadership Teaching Awards are presented each year to support faculty members who emphasize leadership in their courses.

Any student can participate, although Bales hopes students will begin with Phase I as freshmen. First-year students are identified and nominated by summer orientation leaders, residence hall personnel, and student organization advisors.

Vice President for Student Affairs Douglas McConkey said leadership training for undergraduate students is critical to the future of our communities. "The Excellence in Leadership program provides Ball State students with community involvement and leadership experience that will prove invaluable to them after graduation," said McConkey.
A Time of Change in Athletics

It was a tumultuous year for the Ball State athletic program, including conference championships, coaching changes, academic awards, a major shift in administration, and NCAA sanctions.

Headlines were made on the playing fields, in the classroom, and in the administrative offices. One of the top stories was the announcement in December of the appointment of Andrea Seger, women's athletic director for twelve years, to direct a newly combined men's and women's athletics department.

Seger was immediately thrust into the issue of keeping Ball State's football program at the NCAA's Division I-A level and maintaining membership in the Mid-American Conference. "There are only two questions we should ask ourselves," Seger pondered the day she became athletic director. "Is it necessary to retain our membership in the Mid-American Conference? And, must we achieve Division I-A qualification status?"

"If the answer to the first question is yes, and it is, then the answer to the second is yes," she said. "We must do everything possible to put ourselves into a position of being a Division I-A qualifier."

Seger moved quickly to address the football status. A marketing plan was initiated, ticket sales increased, and a plan was announced immediately to expand stadium capacity to 18,500 with temporary bleacher seats. Seating will be increased to more than 20,000 by the 1996 season. Improvements will be made in restroom facilities, concession areas, and the press box.

Her appointment came just four months after the NCAA placed the university on a two-year probation for recruiting infractions and extra benefits violations for players on the men's basketball team. The basketball team also quickly adjusted to the penalties— including a loss of scholarships and restrictions on recruiting—and went on to win the MAC tournament and a berth in the NCAA tournament.

While attention was paid to off-the-field events, Ball State teams continued to excel in competition.
The men's volleyball team finished third in the nation in the NCAA championships; the women's volleyball team won its third straight Mid-American Conference title and its first match in the NCAA women's tournament; the field hockey team finished the season with a seventh place national ranking and advanced to the final eight in the NCAA tournament; the men's tennis team earned a twelfth consecutive conference title and a second consecutive trip to the NCAA Regional Playoffs.

Bill Lynch, former Ball State offensive coordinator, was named head football coach in March and replaced Paul Schudel whose ten-year record included two conference championships, two bowl appearances, and the second best won-loss record in school history.

The Cardinal baseball team also got a new head coach when thirteen-year veteran Patrick Quinn resigned to become assistant athletic director.

But once again it was in academics that Ball State athletes made a powerful statement. In the most recent grading period, forty-four percent of all athletes posted a GPA of 3.0 or higher and twenty-nine earned a perfect 4.0.

At least one Cardinal athlete has earned national academic honors every year since 1978 and this year was no exception. Seven Ball State student athletes earned national academic honors; three received academic All-District accolades; forty-six Cardinals garnered Academic All-Conference honors; twenty-four received the MAC Commissioner's Award for Academic Excellence; and four earned a MAC Presidential Award for Academic Excellence.

The honors and recognition continue to demonstrate that the tradition of the student athlete is taken seriously at Ball State University.
## Financial Report

(in thousands of dollars)

June 30, 1995

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<td><strong>Operating Expenditures &amp; Transfers</strong></td>
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**NOTE:** The information presented for 1995 is on an estimated basis.