PRESIDENT'S ANNUAL REPORT
1997-98
BOARD OF TRUSTEES

Thomas L. DeWeese, President
Muncie

Frank A. Bracken, Vice President
Indianapolis

Gregory A. Schenkel, Secretary
Indianapolis

Mary Lou Conrad, Assistant Secretary
Indianapolis

Hollis E. Hughes Jr.
South Bend

Richard L. Moake
Fort Wayne

Jeffrey H. Smulyan
Indianapolis

Pennie M. Thomas
Muncie

Rupal R. Raval, Student Trustee
Fort Wayne

UNIVERSITY OFFICERS

John E. Worthen, President

C. Warren Vander Hill, Provost and Vice President for Academic Affairs

Thomas J. Kinghorn, Vice President for Business Affairs and Treasurer

Douglas F. McConkey, Vice President for Student Affairs

Don L. Park, Vice President for University Advancement

Richard C. McKee, Executive Assistant to the President
I know of no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion by education.

—Thomas Jefferson
Two kinds of universities dominate American higher education at the end of the twentieth century—large research-oriented institutions and small liberal arts colleges. The first offer massive computing capacity, vast laboratory facilities, an emphasis on faculty research and graduate education, and often many of the most famous names in science and medicine on their faculties.

The second provide an intensive, intimate learning experience similar to the historic European model of a university education where the relationship between student and teacher is the foundation of the learning experience.

In 1918, after several failed attempts to establish a private college in Muncie to train teachers, the State of Indiana accepted a gift of land and buildings and began a modest effort to offer a public college that emphasized teaching. It was part of a nationwide movement to create regional institutions where the primary mission was to train teachers for the public schools.

Eighty years later American higher education has a third option—a model of the kind of university needed to produce educated people for a new century.

Ball State University is the prototype for this third option. It is a new type of public university that emphasizes teaching by combining strong research capabilities with a focus on the learner.

Built on the heritage that classroom teaching is the rock on which the institution is based, Ball State is not “just as good as” the research universities and the liberal arts colleges, it has incorporated the best attributes of both types of institutions. It is not just coping with the dramatic changes in the waning days of the twentieth century, it is leading the way in bringing about a new class of university.

We focus our resources on using the very best computer and telecommunications technology to enhance the quality of classroom teaching. We concentrate on our core business—teaching undergraduate and graduate students—and remain faithful to
Powerful resources and personal learning are the dual themes that frame the Ball State experience. The result of these two forces is a comprehensive university offering everything a student needs to succeed.
the Ball State legacy as a place where the relationship between teacher and student is paramount.

Powerful resources and personal learning are the dual themes that frame the Ball State experience. The result of these two forces is a comprehensive university offering everything a student needs to succeed.

Under the category of powerful resources, consider that Ball State is a major doctoral university with 7 academic colleges, 125 undergraduate majors, 77 master's programs, and 19 doctoral programs, many with national reputations for excellence. More than 18,000 students study on the campus, 10 percent of whom come from other states and 400 from other nations. There are 110,000 living graduates of Ball State all over the world including renowned entertainers, top corporate executives, leading educators, and a nominee for the 1998 Nobel Peace Prize.

But the faculty is our most powerful resource. Several major recent announcements support that claim.

Professor John Barber was named the best college history teacher in the nation by the prestigious American Historical Association. Jon Hendrix, a biologist, was named the best college science teacher in the country and a few months later was selected Indiana Professor of the Year by the Carnegie Foundation.

Distinguished business professor Donald Kuratko was named one of the top three entrepreneur educators in the country by the Center for Entrepreneurial Leadership and the Ewing Marion Kauffman Foundation. Marvin Rosenman was named a distinguished professor by the Association of Collegiate Schools of Architecture; and Michael Sullivan, professor of geography, received the National Council for Geographic Education's Distinguished Teaching Achievement Award.

Yet each day in 49 departments, 870 faculty, 83 percent of whom hold the highest degrees in their disciplines, teach thousands of students, conduct significant research, and perform valuable public service throughout the state and nation.
We encourage our students to study overseas, and this year Ball State ranked eighth among all doctoral universities in the nation in the number of students who studied abroad.
In today’s world, computer capacity often is the standard used to measure an institution’s resources. Here, too, Ball State holds a position of strength. Our prototype fiber optic voice, data, and video network has been the standard for other universities to follow. It links three hundred classrooms and laboratories, every residence hall room, and nearly every office to the library, the Internet, the World Wide Web, and satellite and cable communications sources; it also links students to their professors. All classrooms are electronically wired so that faculty can incorporate more visual material into their presentations.

We operate four mainframe computers and twenty-one public and forty departmental computer labs, which means there is one computer terminal for every thirteen students. The national average for universities is one terminal for every twenty-eight students. Indeed, we have become the national leader in using technology to enhance teaching and learning.

The campus itself is a powerful resource. It includes 63 major buildings and facilities valued at $710 million. A master plan calls for the entire 955-acre residential campus to be developed as an arboretum, and $9.1 million in transportation funds approved by Congress in 1998 will soon transform the heart of the campus along the McKinley/Riverside corridors.

The library is the soul of every university and a resource of immeasurable value. Not only is Bracken Library one of the largest and most modern in Indiana, housing 1.4 million items and more than 4,000 periodical titles, it is also fully computerized.

What about personal learning?

One of the things Ball State has always done well is help young people grow by making them a part of the learning community. The experience begins with a program called Freshman Connections. Groups of thirty-five students are organized around common courses and out-of-class experiences designed to immerse them in a culture of learning during the first semester. The Lilly Endowment demonstrated its support for our efforts to ensure student success by awarding a $3 million grant in 1997, part of which helped to fund Freshman Connections.

Our academic assessment effort shows that the breadth of programs, the quality of education, and the satisfaction level of students are solid. All Ball State graduates, regardless of major, are computer competent and must demonstrate writing competency on an essay examination before receiving a degree.

Distinguished Professor Judy Yordon received the Leslie Irene Cooger Award for Distinguished Performance.
In learning how to be a physicist or a football player you must know how to act as one, talk as one, be recognized as one. You don’t pick up those things in textbooks any more than you learn to talk like a native by studying grammar books. Learning involves inhabiting the streets of the community whether it is physics or football.

—John Seely Brown
Director, Xerox Corporation’s Palo Alto Research Center
Graduate student Yonder Gillihan won a prestigious Andrew W. Mellon Fellowship from the Woodrow Wilson National Fellowship Foundation.

For one of the lowest total costs in the Midwest, our students receive thirty-four credit hours of classes taught primarily by faculty members, not graduate assistants. They receive free admission to hundreds of special lectures, concerts, art exhibits, theater productions, and athletic events at the NCAA's highest level. They may ride a campus bus system free of charge, receive free psychological counseling, free tutoring and learning center assistance, use free state-of-the-art exercise and weight training facilities, participate in more than three hundred student organizations and an extensive intramural sports program, and may meet and learn from students representing eighty foreign countries.

At the same time we encourage our students to study overseas, and this year Ball State ranked eighth among all doctoral universities in the nation in the number of students who studied abroad.

In addition to the low cost and wide array of services, Ball State also distributed $83 million in financial aid last year with nearly 70 percent of our students receiving some form of assistance through loans, part-time jobs, scholarships, or grants.

We also are the leader in a statewide effort to improve K–12 classroom teaching through the Center for Teaching Technology. Last year the center provided education and assistance to 350 public school teachers and administrators, 90 graduate and undergraduate students in teacher education programs, 25 high school technology students, and dozens of Ball State faculty and staff.

The personal learning extends beyond the campus with a major commitment to tele-education. We offer everything from advanced placement science and math classes for gifted high school students to a complete master's degree in business administration at sites throughout the state.

Ball State provides powerful resources that include the best faculty, the best technology, and the best facilities. Personal learning includes small classes, access to individual faculty members, the opportunity to work with faculty on real research, and top-notch out-of-class support. Add a solid dose of Hoosier common sense, and it is clear how Ball State combines the strengths of both the research university and the liberal arts college.
Private contributions to Ball State University during the 1996–97 fiscal year totaled $11.5 million, setting a new record for gifts to the university.
Ball State University's graduate entrepreneurship program was named the 1998 National Model Program/Graduate Level by the United States Association for Small Business and Entrepreneurship.

Professor Michael Sullivan

One result is young alumni who are pleased with their college experiences. The most recent survey of graduates conducted by the Office of Academic Assessment reported that more than 90 percent held a positive or very positive attitude toward Ball State. More than 95 percent said the university prepared them very well in skills needed in the workplace.

Analyzing and evaluating conflicting information, thinking critically, communicating effectively, using computers to solve real problems, making informed decisions, and becoming self-reliant—these are the value-added skills Ball State University graduates take with them when they leave the campus. These are the skills that certainly will make them successful citizens in the twenty-first century.

They graduate with these skills because Ball State provides modern classrooms, laboratories, and studios so that faculty can concentrate on teaching and students can concentrate on learning in groups small enough to allow personal connections to occur.

The strength of the powerful resources and personal learning message was confirmed by the findings of a comprehensive marketing study that sought the opinions of every segment of the university community as well as many people outside. It is a message that has been incorporated into the admissions and development communications programs and eventually will become the focus of all our communications. It inspired the new university logo featured on the cover of this report.

It is a message as old as the statue that personifies the institution. In her left hand Beneficence holds a treasure chest overflowing with riches—riches that represent the Ball family's gift to the State of Indiana eighty years ago but now have come to signify the powerful resources the university offers to those who study and teach here. And with her right hand she reaches out in a personal gesture inviting everyone to share in the magical experience of teaching and learning.

Ultimately, she invites all who would make the commitment to share in the rewards that come with the
The most recent survey of graduates conducted by the Office of Academic Assessment reported that more than 90 percent held a positive or very positive attitude toward Ball State. More than 95 percent said the university prepared them very well in skills such as problem-solving, analyzing and evaluating ideas, creative and critical thinking, making informed decisions, and self-reliance.
successful pursuit of wisdom and knowledge. The pursuit is not so much a mountain to be climbed as it is a journey to be followed.

In 1997–98, Ball State University moved with confidence, determination, and a clear sense of purpose on its journey—a leader in a new direction for American higher education.

President John E. Worthen will serve as chairperson of the American Association of State Colleges and Universities (AASCU) in 1998–99.
Carolyn Vann
Professor of Biology
Outstanding Faculty

Ramon Avila
George and Frances Ball Distinguished Professor of Marketing
Outstanding Faculty Service

James Pyle
Executive Director of Academic Research and Sponsored Programs
Outstanding Administrative Service

Judith Lowe
Assistant Professor of Family and Consumer Sciences
Outstanding Faculty Academic Advisor

Adele King
Professor of French
Outstanding Research

Larry McWilliams
Professor of Music
Outstanding Creative Endeavor

Pamela Harwood
Assistant Professor of Architecture
Outstanding Junior Faculty

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.
The Ball State University Foundation reported that assets grew to $86.5 million in fiscal 1997, another year of record growth.

A five-minute Ball State University promotional video featuring noted television host James Burke earned national recognition in the annual Communicator Awards Video competition.

The College of Communication, Information, and Media has the fourth largest undergraduate program in the nation.

Five Ball State student athletes were named Academic All-Americans, and field hockey star Jen Brown was named the NCAA Division I Female Scholar Athlete of the Year.

In a recent study published by the Journal of Management, Ball State's entrepreneurship program ranked ninth nationally for research published in the highest-rated academic journals.

Ball State won the Mid-American Conference all-sports trophy in both men's and women's athletics in 1997-98, only the fourth time in history one university has swept both awards.

Faculty salaries rose at more than twice the rate of the consumer price index in 1997-98. Ball State salary increases have outpaced the rise in the consumer price index every year for the last twelve years.
### Operating Revenues:

<table>
<thead>
<tr>
<th>Source</th>
<th>1998</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fees</td>
<td>$76,952</td>
<td>$74,405</td>
</tr>
<tr>
<td>State appropriations</td>
<td>123,408</td>
<td>120,309</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>26,233</td>
<td>23,287</td>
</tr>
<tr>
<td>Sales, services, and other</td>
<td>51,377</td>
<td>50,128</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$277,970</strong></td>
<td><strong>$268,129</strong></td>
</tr>
</tbody>
</table>

### Operating Expenditures and Transfers:

<table>
<thead>
<tr>
<th>Category</th>
<th>1998</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$97,709</td>
<td>$95,841</td>
</tr>
<tr>
<td>Research</td>
<td>4,682</td>
<td>4,991</td>
</tr>
<tr>
<td>Public service</td>
<td>8,056</td>
<td>7,066</td>
</tr>
<tr>
<td>Academic support</td>
<td>27,867</td>
<td>27,520</td>
</tr>
<tr>
<td>Student services</td>
<td>12,211</td>
<td>12,605</td>
</tr>
<tr>
<td>Institutional support</td>
<td>22,780</td>
<td>19,712</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>24,727</td>
<td>24,951</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>20,573</td>
<td>18,851</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>39,054</td>
<td>38,880</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$257,659</strong></td>
<td><strong>$250,417</strong></td>
</tr>
</tbody>
</table>

#### Transfers-net:

<table>
<thead>
<tr>
<th>Category</th>
<th>1998</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant funds</td>
<td>$15,632</td>
<td>$18,310</td>
</tr>
<tr>
<td>Loan funds</td>
<td>2</td>
<td>170</td>
</tr>
<tr>
<td><strong>Net Transfers</strong></td>
<td><strong>$15,634</strong></td>
<td><strong>$18,480</strong></td>
</tr>
</tbody>
</table>

| **Total Operating Expenditures and Transfers** | **$273,293** | **$268,897** |

### Financials:

- **Plant additions during year**: $21,718 (1998) vs. $34,370 (1997)
- **Balances as of June 30**
  - **Outstanding indebtedness on physical facilities**: $36,128 (1998) vs. $42,908 (1997)

**NOTE:** The information presented for 1998 is on an estimated basis.