



Chapter 1: *Description of Institution*

History of the University

Ball State University was founded as the Indiana State Normal School, Eastern Division, in 1918. Its antecedents, all housed in what is now Ball State's Administration Building, also were normal schools owned and operated under various names. In 1918 the Ball brothers, a prominent Muncie industrial family, bought the property and donated it to the state of Indiana, which in turn transferred control of the school to the Board of Trustees of the Indiana State Normal School in Terre Haute. In 1922, in recognition of the Ball brothers' generosity, the board added Ball Teachers College to the school's name. In 1929 the Indiana General Assembly separated the two colleges, naming the Muncie campus Ball State Teachers College. On February 8, 1965, the legislature renamed the institution Ball State University in recognition of its phenomenal growth in enrollment and physical facilities, the variety and quality of its educational programs and service, and the much broader role it would be expected to assume in the future (*Ball State University Graduate Catalog 2003–2005*, p. 1; Exhibit 40 in the resource room).

From 1918 until the late 1960s, Ball State focused on its teaching mission. Service to the local community also was highly valued. Most students were enrolled in teaching majors, and most faculty came from the Midwest. Beginning in the mid-1960s, Ball State's culture began to change, especially as the College of Business and the College of Architecture and Planning were established. During this time, a new emphasis was placed on research and scholarship, and a merit-market component in salary determinations was implemented. Since 1985 Ball State has successfully dealt with the transition from a teachers college to a mature university by emphasizing a teacher–scholar model that is based upon the philosophy of Ernest Boyer and incorporates some of his definitions of scholarship (*Ball State University: An Interpretive History*, Indiana University Press, 2001, p. 3; Exhibit 11 in the resource room). In many respects, a shift in Ball State's identity has taken place since the university's last reaccreditation self-study in 1993. This change process might be summarized best by excerpts from *Institutional Transformation: A Report on the ACE Project on Leadership and Institutional Transformation* (2000):

We are now seen as a selective undergraduate institution with excellent graduate programs. This yoking of selective undergraduate education with expanding graduate aspirations makes it possible for Ball State to occupy a unique niche within the state....It is important to note that [these] recent changes have happened with minimal consultation but widespread consensus....One very important lesson we have learned is that institutions can embed change, they can embrace and sustain it, if it can be folded into the institutional identity....The new change agenda—selectivity and enhanced academic quality—are already becoming part of the Ball State self-identity because they were so quickly embraced as appropriate directions by the faculty.

Changes Since the 1993 Self-Study Report

During the past 10 years, Ball State has undergone numerous changes in its administrative personnel and structure, its physical facilities, and its institutional identity. Many new undergraduate and graduate program options have been added to the curriculum; selective admissions and retention of students through innovative programming have become well-established institutional priorities; relationships with external constituencies have flourished; and the institution's regional visibility is expanding to the national level in several areas of academic excellence. Although these changes have been significant and have had a powerful impact on the university's institutional culture, Ball State has remained faithful to its commitment to the teacher–scholar model.

A new mission statement adopted in 2001 was created to reflect Boyer's principles and philosophy, and it bears witness to Ball State's adherence to its core values during a decade of significant internal change and dramatically evolving external demands on higher education. The following section outlines some of the major changes that have occurred at Ball State since the 1993 accreditation team's visit.

Administrative Structure

- ☞ Due to retirements in all but one instance, a dramatic turnover in the university's senior leadership took place between 1998 and 2003. During this period, Ball State selected a new president and provost and appointed new deans in six of the seven colleges and in four of the five other major academic areas (School of Extended Education, Graduate School, Honors College, University College, University Libraries).
- ☞ Using existing salary lines, two senior leadership positions have been created: the vice president for information technology in 2001 and the assistant provost for international education in 2002.
- ☞ As a result of reorganization within the associate provost's area, the dean of the University College and the dean of the Graduate School have been appointed associate provosts.
- ☞ Reorganization of the senior leadership in the Student Affairs area has provided the opportunity to create a new position, the assistant vice president for planning, research, and evaluation.
- ☞ Two instructional support areas, the Office of Teaching and Learning Advancement and the Center for Teaching Technology, which were previously in different administrative units, are now located within the Academic Affairs area.

GIR 3: It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.



- ☞ The College of Communication, Information, and Media was created in 1996 to house four academic units previously located within the College of Sciences and Humanities: journalism, communication studies, information and communication sciences, and telecommunications.

Academic Programs

- ☞ The Department of Speech Pathology and Audiology began admitting students to its new doctor of audiology program in 1997.
- ☞ Ball State began offering four clustered minors in environmentally sustainable practices in 1998.
- ☞ Several new master's degree program emphases and new tracks within programs were developed between 1993 and 2002, including telecommunications–digital storytelling emphasis; teaching in elementary education; public administration–criminal justice track; geography; adapted physical education; adult and community education–higher education track; accounting; family and consumer sciences–residential property management track; social and cognitive processes; and sports journalism.
- ☞ In response to a national trend in identifying the master's degree as the first professional degree for architects, the College of Architecture and Planning began offering a six-year bachelor's/master's degree sequence in architecture in 2003.
- ☞ To meet the increased national demand for math and science teachers, the doctoral degrees in science and science education, formerly enrolling students in biology only, were expanded to include all eight science areas in 2000.
- ☞ The School of Nursing began offering Ball State's first completely online master's degree, the nurse practitioner program, in 1999. The Department of Industry and Technology and the School of Physical Education developed additional online master's programs in 2002.
- ☞ Building on the university's expertise in selected academic areas, several new centers have opened, including the Center for Media Design, Field Station and Environmental Education Center, Center for Sports Studies, Aquatic Biology and Fisheries Center, Software Engineering Research Center, Women's Studies Program, and Center for the Teaching of Integrity.
- ☞ Ball State now operates 24 Professional Development Schools. These collaborative efforts between the Teachers College and local school corporations were implemented to reinvent the delivery of classroom instruction in K–12 schools in central Indiana.
- ☞ All freshman composition courses began using computer technology-based instruction by 1998.

Enrollment and Planning

- ☞ In 1996 Ball State commissioned Lipman Hearne Inc. to evaluate Ball State's regional reputation and to offer recommendations concerning market positioning.
- ☞ The Board of Trustees approved a selective undergraduate admissions policy effective for

students entering in fall 1998. After an expected three-year decline in enrollment, undergraduate enrollment increased yearly beginning in 2001.

- ☞ Following the implementation of selective admissions, undergraduate applications increased more than 20 percent, and the number of National Merit Scholars, Presidential Scholars, and distinction students rose dramatically. Even more noteworthy, average SAT scores steadily increased from 986 in 1997–98 to 1040 in 2003, and freshman-to-sophomore retention rose from 69 percent in 1997 to 80 percent in 2003–04.
- ☞ Off-campus enrollment doubled between 1997 and 2002, with the most dramatic increases occurring in off-campus graduate teacher education enrollment and the Correctional Education Program.
- ☞ In response to the community college partnership created by the Indiana Commission for Higher Education to increase participation in postsecondary education among Indiana residents, Ball State established the Ivy Tech Connect Program and the Automatic Course Transfer System (ACTS) to help students transfer from two-year programs to the university's four-year baccalaureate programs.
- ☞ International student enrollment has grown steadily, with a 31 percent increase between the 1997–98 and 2001–02 academic years. However, national tightening in the granting of visas during the past two academic years has somewhat reduced the university's earlier gains.
- ☞ President Blaine A. Brownell appointed an All-University Strategic Planning Task Force in 2000, and the Board of Trustees adopted a new strategic plan and mission statement for Ball State in 2001. A Strategic Plan Assessment and Implementation Team was appointed in 2002 to begin evaluating progress in the implementation of the strategic plan.
- ☞ The Board of Trustees approved a 14 percent increase in tuition and fees in spring 2002 to offset shortages in state funding support. In fall 2002, the board approved a \$1,000 increase in tuition for all new students entering in fall 2003. These funds are being directed toward the implementation of specific goals and objectives in Ball State's new strategic plan.
- ☞ The university initiated its teacher education reform in 1998 as mandated by the State of Indiana Professional Standards Board. All academic departments with teacher education programming have implemented content standards and assessment plans for evaluating standards-based proficiencies among undergraduate teaching majors.
- ☞ Ball State was selected to be one of five pilot institutions participating in the Kellogg Foundation's ACE Project on Leadership and Institutional Transformation. The university's success with this project resulted in two grant renewals from Kellogg.
- ☞ Because of its unique history as a leader in educational innovation, Ball State agreed in 2001 to serve as a charter school sponsor on behalf of the state of Indiana. By fall 2003, nine charter schools were operating under the university's sponsorship.

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Capital Improvements

- ☞ The following new physical facilities were completed or under construction between 1993 and 2003: Alumni Center, Art and Journalism Building, Athletic Training Facility, Shafer Tower, Music Instruction Building, and McKinley Avenue Parking Structure.
- ☞ Renovations to the following facilities have been completed: Fine Arts Building/Museum of Art, Cooper Science Complex, Ball Gymnasium, Burris Laboratory School, West Quadrangle Building, Indiana Academy House, Carmichael Hall, Administration Building, Ball Communication Building, Applied Technology Building, Teachers College Building, Noyer and Woodworth Dining Halls, and Noyer and Studebaker West Residence Halls.

University Advancement

- ☞ The Wings for the Future capital campaign, which ended in 1993 with gifts in excess of \$44 million, spawned a successful bridge campaign to build the Alumni Center. Ball State launched the five-year Above and Beyond campaign in 1997 with the goal of raising \$90 million. At the close of the campaign, gifts exceeded \$112 million.
- ☞ In 2002–03, the year following the conclusion of the Above and Beyond campaign, the university received a record \$23.7 million in private gifts, and the number of donors increased by more than 1,200 over the previous year.
- ☞ Reorganization of the University Advancement area has fostered increased collaboration between academic units and advancement staff members. A liaison has been assigned to each academic unit, the Intercollegiate Athletics area, and the Student Affairs area to assist in aligning unit goals with public relations and donor interests.
- ☞ Ball State's National Development Council was restructured in 1999 and renamed the National Philanthropic Council in 2003, building upon the model used internally by the Office of University Development to ensure more effective interactions with friends, alumni, and donors located in various geographic regions.

Academic and Student Services

- ☞ The university was awarded two grants by Lilly Endowment Inc. to assess factors related to retention and student success. The 1997 grant funded the Freshman Connections program and focused on beginning students. The 2001 grant sought to identify factors that promote retention among upper-division students.
- ☞ Additional computer laboratories have been established in academic and administrative buildings and residence halls, boosting Ball State's student-to-computer ratio to 6:1, compared with the national average of 15:1.
- ☞ All student housing units on campus had become voice/data and cable (video) equipped by 1996.
- ☞ As part of its retention efforts, Ball State initiated a cluster residence option for students majoring in communications and the science areas.
- ☞ The university adopted a plus/minus grading system in 1996.

- ☞ Financial aid for Ball State students more than doubled in the past decade, increasing from \$57 million in 1991–92 to \$133.8 million in 2002–03.
- ☞ An evening escort service and a campuswide call-box system have been implemented to enhance student safety.
- ☞ Cardinal Health System was selected in 1996 to oversee the services provided by Ball State's Student Health Center, and a Women's Center was created to address the health needs of female students.
- ☞ In 1995 the Commission on Graduate Education endorsed the Graduate Student Development Project, whose mission is to promote professional development among beginning graduate students, with a specific focus on teaching assistants.
- ☞ The American Language Academy (ALA) opened a site on the Ball State campus in 2001 to provide English language instruction for international students.
- ☞ Nine weekly television newscasts produced entirely by Ball State students were being broadcast on the university's Channel 43 by 2001.
- ☞ Ball State received a grant from the Kellogg Foundation in 1997 to support its Excellence in Leadership initiative.

Advancement of the Teacher–Scholar Model

- ☞ External funding for research and sponsored programs grew from \$4.9 million in 1992–93 to \$25.2 million in 2002–03.
- ☞ Distinguished/endowed professorships and chairs increased from 14 in 1993 to 22 in 2001 and currently stand at 19, with plans to fill open positions during the current academic year.
- ☞ A \$20 million grant from Lilly Endowment Inc., the largest grant in Ball State's history, was awarded in 2001 to support the iCommunication project, which focuses on digital media technology education and development.
- ☞ Ball State's budget for graduate assistantships increased from \$3 million in 1992–93 to \$4.8 million in 2003–04, with a \$1 million increase planned for 2004–05.
- ☞ The Virginia B. Ball Center for Creative Inquiry was established in 1999, enabling faculty and students to explore collaborative research projects and interdisciplinary study in the arts, humanities, sciences, and technology.
- ☞ The Fisher Institute for Wellness and Gerontology has developed the Community Center for Vital Aging, which is dedicated to enhancing the lives of older adults, encouraging intergenerational contact, providing practical learning experiences for students, and evaluating and demonstrating effective methods for promoting health and wellness in the second half of life.

National Visibility

- ☞ In 2002 the Policy Center on the First Year of College, sponsored by the Pew Charitable Trusts and the Atlantic Philanthropies, identified Ball State as one of the top 13 institutions offering exemplary comprehensive first-year programs.

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- ☞ The university has become a national leader in environmental sustainability issues as a result of hosting five international Greening of the Campus conferences between 1996 and 2003 and developing a Council on the Environment with campuswide and community membership.
- ☞ Ball State ranked seventh among doctoral institutions in the number of students participating in study-abroad programs in 2001 and remained in the top 11 in 2003.
- ☞ The graduation rate for Ball State student-athletes ranked among the top 10 in the nation.
- ☞ National awards and rankings have enhanced the university's visibility during the past decade. Among the most noteworthy honors have been the national ranking of the physics and astronomy master's program, the entrepreneurship program, the educational psychology doctoral program, and the architecture program.
- ☞ Faculty have received awards from national and international organizations such as the American Historical Society, National Council for Geographic Education, Association of Collegiate Schools of Architecture, American Institute of Architects, and American Psychological Foundation. These honors have helped promote Ball State's reputation for excellent classroom instruction.
- ☞ The number of new students classified as National Merit Scholars, National Achievement Scholars, National Hispanic Scholars, Project Excellence, and Carl Rowan Scholars increased from three in 1997-98 to 85 in 2003-04.
- ☞ The number of major grants (over \$200,000) grew from six awards in 1995-96 to 17 awards in 2000-01, 18 awards in 2001-02, and 14 awards in 2002-03.

Responses to 1993 Evaluation Team Concerns

Ball State's last accreditation evaluation visit in 1993 resulted in the renewal of the university's accreditation. The 1993 team noted several strengths, including the strategic articulation of the institution's mission, faculty commitment, a university-wide assessment plan, the integration of technology in educational practices, support for faculty development, financial management, the quality of the physical facilities, positive community relationships, student advising, presidential leadership, Board of Trustees involvement and support, and the provision of distance education. These areas continue to be strengths today, as will be demonstrated in subsequent sections of this self-study report. The 1993 accreditation team also outlined some concerns in its review. These concerns are listed below with a brief response to each. A detailed analysis of Ball State's responses to the site team's concerns is provided in subsequent chapters of this report.

Concern #1

“The lack of evidence for the implementation of the goals articulated in *Ball State University 2000: A Vision for the Future* raises questions about the long run and strategic planning efforts of the university.”

Response

The university has responded effectively to this concern. During this 10-year period, Ball State has continuously engaged in short- and long-term planning, but the planning processes used have become more open and inclusive in the past few years. Prior efforts did not engage the full range of university constituent groups, and the process did not specify the ways individual units might address institutional goals. Ball State has effectively responded to the need for a different approach to strategic planning and implementation since the last reaccreditation visit. Although the processes have changed, the focus on key objectives has been fairly consistent, as will be seen.

Over the period covered by this self-study, the university has addressed strategic objectives identified by the university community in two planning documents: *Ball State University 2000: A Vision for the Future*, adopted in 1992, and the *Ball State University Strategic Plan 2001-2006*, adopted in 2001 (Exhibits 14 and 13, respectively, in the resource room). To accomplish major goals in both of these plans, funds have been allocated at both the university and department levels. The university level will be described here. Sources of funds used to support the goals and objectives of both plans have included state appropriations, student fees, federal competitive grants and earmarks, and private funding.

In both of the strategic planning documents referenced above, a number of common themes emerged that focused on specific areas of importance to the future of the university. Over the past decade, all of these themes became the subject of funding plans, case statements for private fundraising, legislative proposals, or grant requests. In each of these areas funding was provided from one or more sources to advance initiatives designed to accomplish the goals and objectives stated in the plans. Appendix 1.1 illustrates some of the themes common to Ball State's former and current strategic plans and the funding history in support of these areas.

In 2002 a Strategic Plan Implementation and Assessment Team was appointed to oversee progress toward achieving the objectives of the new strategic plan. The team's initial efforts have focused on collecting and evaluating individual unit plans with the intent to determine whether unit plans were consistent with and provided sufficient coverage of the goals outlined in the university's strategic plan. The team also is charged with the annual revision or addition of goals and objectives.



The current strategic plan requires that university resources be allocated in a manner that will carry out the mission of the institution and the goals of the plan. Additional resources were needed to achieve these goals, so the Board of Trustees approved two substantial tuition increases. The first, a percentage-based increase affecting all enrolled students, was implemented in fall 2002 and again in fall 2003. The second, a fixed-amount increase assessed of all new students, was implemented in fall 2003. In approving these increases, the Board of Trustees outlined its expectation that annual data tracking the progress toward the strategic plan's goals be reported and that this report show a direct relationship between infusions of the new funding upon the measures of success. Succeeding chapters of this self-study report will present evidence documenting Ball State's deployment of resources to support the objectives of the strategic plan.

Concern #2

“The lack of university-wide, uniform promotion and tenure guidelines and their associated implementation may inhibit the development of the teacher–scholar model.”

Response

In its report, the 1993 evaluation team suggested that Ball State adopt uniform criteria for promotion and tenure and a policy requiring external evaluations of all candidates for promotion. In response to this concern, the University Promotion and Tenure Committee undertook an extensive review of all department and college promotion and tenure policies with the goal of establishing equivalent standards across the seven colleges. Although each college has the prerogative of articulating standards specific to the disciplines within its administrative structure, the university-wide review assured parity with respect to the level of achievement expected for promotion through the academic ranks across the institution.

All seven colleges require that any candidate for promotion and/or tenure provide evidence of peer-reviewed scholarship in the promotion and tenure portfolio. The expectation that peer-reviewed scholarship and evidence of excellent teaching and service are minimum requirements for promotion and tenure has become widely acknowledged among the faculty, regardless of academic department or college.

Beginning in fall 2003, the university's provost requested evidence of excellent performance as judged by external peer review for all candidates for promotion to full professor. These practices enable the university to maintain high and comparable standards for tenure and promotion of faculty across disciplines.

Concerns #3, 4, 5

“The lack of identification of the budgetary and resource implications of planned reallocations could jeopardize the process. The inconsistent and less-than-effective use of the governance system may hinder the realization of the university's goals and objectives. The confusion between the desirability of decentralized decision making and the ultimate responsibility of the central administration may lead to misunderstandings and lessen the effective use of resources.”

Response

In 1993, just prior to the accreditation review team's visit, the university undertook a major reallocation for the first time in its history. Like most first-time events, this process created anxiety within the institution, and several members of the university community were highly critical of this move by senior leadership. Not surprisingly, this became a major focus of the 1993 review and resulted in the three related concerns listed above.

Ball State successfully emerged from its first reallocation process with a more efficient use of full-time equivalents (FTE)—more sections of courses at or near capacity and fewer sections of courses offered. The ability to weather that first reallocation served the university well when, as a result of enrollment decline a few years ago, Ball State was forced into a significant return of funds to the state. The institution was prepared for this financial setback and was able to respond effectively and without eliminating tenure lines.

Effective acquisition and use of resources at Ball State involve a process in which university objectives drive requests for external support and, in turn, available revenue from all sources drives resource allocation to individual units. Historically, the institution's efforts to obtain financial resources have been rooted in its mission and institutional objectives. For example, the legislative request process is informed by objectives described by the university's plan, by institutional capability, and by areas of available expertise within units, as are proposals and case statements for other sources of support such as the Above and Beyond comprehensive campaign, adjustments in student fees, federal earmarks, and other grants and sponsored programs. However, the 1993 review team observed that the university's planning efforts lacked active participation by the entire campus community, that the institution's objectives were not effectively transformed into operational plans that were actively assessed on a regular basis, and that the university did not take full advantage of the role the governance system could play in its planning processes.



Today there is broad knowledge of and involvement in the university's comprehensive planning efforts, and all units participate in developing individual goals that are congruent with that plan.

The first phase of Ball State's resource acquisition and allocation process—strategic planning—has become more inclusive and integrated within the broader university culture than was the case in 1993. Today there is broad knowledge of and involvement in the university's comprehensive planning efforts, and all units participate in developing individual goals that are congruent with that plan. The new strategic plan was developed using a decentralized process that included faculty, students, and administrators, including representatives of university governance, thereby addressing the 1993 concern that the governance system be used effectively to facilitate progress toward university goals and objectives. Furthermore, the Finance and Budgetary Affairs Committee of the University Senate now plays a significant role in the development of the legislative request.

There are indications that a move toward greater budget flexibility and more decentralization in resource management are occurring. President Brownell promoted the examination of alternative approaches to budgeting and in 2001 appointed a task force to examine options for more flexibility in the use of available resources. Several of the task force's recommendations have been implemented, and others are under consideration by the senior staff. In addition, the university's new provost has instituted a budget hearing process involving all of the deans that ties resource allocation to costs-per-credit-hour analyses and allows more flexibility in the use of resources.

Finally, the structure of Ball State's present governance system is being reevaluated. A task force was appointed to explore alternative governance models. In 2002 a new University Senate model was approved. The university's consideration of modifications to the current system is evidence of the institution's commitment to seeking the optimal blend of centralized and decentralized components of its decision-making processes.

Concern #6

“The incomplete implementation of the adjustment of teaching loads to establish the teacher–scholar model may impede the quality of improvements and external funding expansion the university seeks.”

Response

The teaching load at Ball State is 12 credit hours per semester, which generally amounts to four courses. All seven colleges have developed a loading model in which tenure-line faculty can receive a one-course equivalent assignment per semester to enable them to advance their scholarship. In addition, faculty development funds from an endowment account administered through the Office of the Associate Provost provide similar opportunities to faculty for research and creative projects during the academic year and support faculty summer salaries. Internal grant programs have afforded

additional opportunities.

As a result of strong internal support for growth in scholarship and creative activity, Ball State has enjoyed significant increases in external funding in the 10-year period since the 1993 accreditation review. Whereas external support ranged from \$4.9 million in 1992–93 to \$9.7 million in 1994–95, that support jumped to \$25.2 million for 2002–03. This rate of growth provides a clear indication that the university's implementation of the teacher–scholar model is successful. It is significant that Ball State has been able to prioritize growth in scholarly productivity without compromising its emphasis on high-quality classroom instruction. Evidence supporting this claim is the fact that more than 90 percent of Ball State's courses are taught by full-time faculty.

Concern #7

“The continued lack of competitiveness with peer institutions in graduate student stipends is a barrier to the maturation of the university's graduate programs, particularly at the doctoral level.”

Response

Ball State continues to offer graduate assistantship stipends that make it difficult for the university to compete with peer institutions in most academic areas. Although assistantship stipend increases have generally kept pace with faculty salary increases since the 1995–96 academic year, Ball State began the past decade significantly behind its peers and therefore has made insufficient progress in catching up with them.

Enrollment declines that began in 1998 and the resulting loss in state appropriations decreased the likelihood that a significant reallocation of dollars to support graduate assistantships would take place in the short term. It became clear that Ball State would need to adopt a long-term plan for increasing both the number of graduate assistantships and the amount of the financial package offered to full-time graduate students. Indeed, the strategic plan mandated that this objective be addressed. Therefore, a portion of the increased revenue resulting from the 2003–04 \$1,000 tuition increase was directed toward increasing the base budget for graduate assistant stipends. This enabled the institution to offer 28 new assistantship positions in 2003–04 and will enable substantial stipend increases for all assistants in 2004–05.

It is important to note that despite the low stipends offered to graduate assistants, no department has dropped its doctoral program since the last accreditation review, and the number of doctoral degrees granted is stable at around 50 per year. Moreover, the quality of the graduate student population has remained constant, as measured by average undergraduate GPAs and average GRE or GMAT scores). Ball State has been



able to expand its Ed.D. programs in science and science education and to offer a new doctoral program in audiology, enrollment in which has gradually increased since admitting its first class. Numerous new master's degree options also have been developed.

Concern #8

“The continued lack of competitiveness of faculty and staff salaries with peer institutions inhibits the recruitment and retention of quality personnel.”

Response

Two sources of evidence demonstrate Ball State has made progress in addressing the concern about faculty salaries during the past decade. First, in comparison to most other state institutions in Indiana, Ball State has made relatively more progress in raising faculty salaries. The university's maintenance of effort in faculty salaries and total compensation in contrast to that of other state institutions is provided in Table 1.1 below.

Table 1.1: 10-Year Percent Increase in Average Faculty Salaries and Compensation at Selected State Institutions (1993–94 to 2002–03)^a

Name of Indiana Public Institution	Nine-Month Compensation ^b	Nine-Month Salary
Ball State University (All Full-Time)	44	38
Indiana University, Bloomington	42	21
IUPUI	35	41
Purdue University, West Lafayette	31	34
University of Southern Indiana	30	30
Indiana State University	26	28

^aSorted by Nine-Month Compensation
^bSalary plus fringe benefits
 Source: *The Annual Report on the Economic Status of the Profession, Academe*, March–April 1994, 2003.

These data demonstrate that despite an economic climate characterized by declining state appropriations, Ball State has continued to configure its budget to increase base salaries at a rate higher than most peer institutions in the state. A similar pattern appears when Ball State's progress is compared to institutions within the Mid-American Conference (MAC). Table 1.2 on the next page provides this comparison.

Exhibit 38 in the resource room contains detailed analyses of the data summarized in the two tables presented here.

Table 1.2: 10-Year Percent Increase in Average Faculty Salaries and Compensation at MAC Institutions (1993–94 to 2002–03)^a

Name of MAC Institution	Nine-Month Compensation ^b	Nine-Month Salary
Ball State University	44	38
University of Akron	40	33
Northern Illinois University	38	30
Western Michigan University	37	27
Miami University	36	33
University of Toledo	34	25
Marshall University	32	32
Kent State University	28	25
Ohio University	27	24
Eastern Michigan University	23	28
Central Michigan University	13	15
Bowling Green State University	9	17

^aSorted by Nine-Month Compensation
^bSalary plus fringe benefits
 Source: *The Annual Report on the Economic Status of the Profession, Academe*, March–April 1994, 2003.
The MAC Salary Study, 2002–03 and 1993–94, Ball State University, Office of Academic Assessment and Institutional Research.

Second, when Ball State's total compensation (salary plus benefits) was compared to institutions of a similar type and size and controlled for the cost-of-living variable, the results showed that Ball State's total compensation package compared favorably. These findings, as well as the university's plan to continue to address the issue of faculty salaries, are discussed further in Chapter 6 of this self-study report.

Significant gains in salaries for new hires have been achieved. Currently salaries for newly recruited faculty are competitive. Academic units are able to hire from among their top candidates, and qualified candidates are not declining offers due to compensation issues. New hires are typically offered a package of incentives that may include increased travel support and funds to purchase laboratory and computer/software equipment. In 2001 the university adopted a policy to assist new faculty with relocation expenses, thereby providing an additional recruitment incentive.

Salary compression at the senior ranks continues to be a serious problem, but some progress is being made there as well. Significant salary increase dollars have been allocated from the \$1,000 tuition increase revenue beginning in 2003–04. In addition, college deans have been able to use discretionary funds each year to address market and



compression problems within departments. Furthermore, discretionary increases are tied to standards for merit—those faculty who are suffering the effects of salary compression and who are demonstrating significant productivity in teaching, research, and service have been awarded discretionary increases. In summary, faculty base salaries continue to be a priority at Ball State, and the university has a realistic plan for funding this priority over the next five years.

Concern #9

“The lack of staff and resources to more aggressively pursue the recruitment of underrepresented faculty and staff limits the university’s ability to promote opportunity and diversity.”

Response

Since the last accreditation visit, Ball State has devoted increased resources to the recruitment of underrepresented groups. Advertising for tenure-track vacancies targets appropriate national labor markets to ensure interested individuals have an opportunity to apply for positions for which they are qualified. The university also has committed increased resources to search training workshops. Before a search to fill a vacancy is initiated, the director of equal opportunity and affirmative action meets with the unit’s search committee members to review permissible preemployment considerations, discriminatory hiring practices, development of minimum and preferred qualifications, the request to fill and interview processes, appropriate use of references, and methods of advertising to a diverse market. Ball State’s advertising and search processes ensure the university aggressively recruits underrepresented faculty to promote opportunity and diversity. In addition, the College of Sciences and Humanities has named a Diversity Committee to examine hiring practices in the college and to identify new strategies for diversifying the faculty.

In his October 5, 2001, report to the Board of Trustees (available in Exhibit 17 in the resource room), former Provost Warren Vander Hill outlined the progress made by the seven colleges with respect to diversity hiring. In every case, the number of women in tenure lines has increased, as has the number of foreign-born faculty. Most colleges also have successfully recruited persons of color to faculty positions. Clearly, Ball State needs to continue to progress in the area of diversity hiring. The university’s strategic plan prioritizes this objective, the recruitment and hiring processes and practices are structured to attract a diverse applicant pool for every advertised position, and the Office of University Compliance monitors these processes and all hiring decisions to ensure access to faculty, professional, and staff positions is available to all qualified applicants.

Other indicators demonstrate Ball State’s commitment to promoting opportunity and diversity. Although these indicators do not directly affect the recruitment process, they serve to signify to the applicant pool that the university is serious about supporting the academic achievement of diverse groups. Ball State devotes internal grant support for faculty toward the development of diversity-inclusive curricula through the Diversity Associates Program and has acquired external funds for two major grant proposals related to higher education opportunities for diverse groups. The university received a \$3.4 million GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant from the U.S. Department of Education to help more than 1,400 low-income students in Indianapolis prepare for college. Ball State also will share with five other Indiana colleges and universities a \$5 million Louis Stokes Alliances for Minority Participation grant from the National Science Foundation to double the number of degrees awarded to minorities in science, math, engineering, and technology within five years.

Concern #10

“The library budget has not kept pace with the increased cost of operations and acquisitions, leading to reductions in services to faculty and students in order to maintain collection development.”

Response

In an era when technological innovation in the delivery of information has resulted in a 20 to 40 percent increase in the cost of print journals, Ball State, like other institutions, has had to confront a serious budget situation affecting its University Libraries. As will be detailed in Chapter 5 of this report, the university has responded to rapid changes in the availability of information by deploying its resources to maximize the potential of new technology to offset these costs. Several new databases are available online; library holdings and databases can be searched from student residence hall rooms, faculty offices, and off-campus locations. These strategies have enabled Ball State to maintain high-quality services to faculty and students.

During the past 10 years, client satisfaction with Ball State’s library services has remained stable. Other indicators of the university’s success in dealing with fiscal constraints include the institution’s above-average national ranking in collections currency and scope and its status as a net lender. Ball State also plans to invest a portion of the \$1,000 tuition increase dollars in the University Libraries to support collections expansion and updates.

These indicators...serve to signify to the applicant pool that the university is serious about supporting the academic achievement of diverse groups.



Purpose and Overview of the Self-Study Process

The institutional self-study accomplishes two major purposes. The first and perhaps most obvious is to provide necessary information for the university's 2004 accreditation visit. The self-study is a concise summary of the activities and changes that have occurred since the last accreditation visit 10 years ago and offers evidence that Ball State meets or exceeds all five accreditation criteria outlined by the Higher Learning Commission of the North Central Association of Colleges and Schools. The second purpose of the self-study is to provide an opportunity for the university community and its external constituents to reflect on what Ball State has done and where it is going as an institution of higher learning. The self-study both excites and encourages its participants by describing the many accomplishments that have occurred in the previous 10 years, and yet it also causes the university to reflect on the changes necessary to continue as a premier comprehensive state university.

The current institutional self-study began in fall 1999 when Ball State's president appointed a self-study director and an initial advisory group. For the next several months, this advisory group reviewed the accreditation requirements and materials and designed an administrative structure and preliminary strategy for the self-study. The group also recommended that nine task forces be established to help gather information for the self-study and suggested individuals to serve as chairs and members for each task force. In spring 2001, members were added to the initial advisory group, and a formal steering committee was established. During summer 2001, Deborah Balogh and Donald Van Meter assumed the positions of director and associate director of the self-study, respectively, and Donald Whitaker was appointed information coordinator. In September 2001 an executive assistant was appointed, a self-study office was established, and the self-study budget was approved.

Early in fall 2001 the director, associate director, and information coordinator met in Chicago with Dr. Robert Appelson, who serves as the Higher Learning Commission liaison to Ball State. Dr. Appelson provided advice on the content of self-studies and answered questions specific to Ball State's self-study. Also in the fall, President Brownell formally invited task force chairs and members to serve and hosted a self-study orientation meeting for the 150 faculty, staff, students, and administrators directly contributing to the project. The task force chairs were asked to provide the director with an outline of their self-study chapters by December 15, 2001, and to identify the kinds of data they needed.

In spring 2002 members of the self-study leadership team attended the Higher Learning Commission's annual meeting. Dr. Appelson visited the Ball State campus and met with several individuals assisting with the self-study, including President Brownell and

Provost Vander Hill. Throughout the spring and summer, task force members researched and prepared draft chapters for the self-study report. The self-study director and associate director provided frequent status reports to senior administrators.

February 15, 2003, was established as the deadline for all task forces to submit their initial self-study chapter drafts to the director. After receiving and acting upon reactions to their initial chapter drafts, the task force members finalized their work and submitted it to the director. During spring 2003, faculty vitae, course syllabi, and other exhibits were collected. The advisory committee discussed and edited the final self-study draft report during summer and fall 2003 and forwarded it to the Office of University Communications for final editing and production. The completed report was shared with the university community in fall 2003. A detailed timeline is provided in Appendix 1.2.



Chapter 2: *General Institutional Requirements*

The Higher Learning Commission of the North Central Association requires that an affiliated institution meet a series of minimum requirements. This chapter demonstrates that Ball State University is in compliance with these requirements. Detailed information concerning each requirement appears in other sections of this report.

Mission

GIR 1: It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

“Ball State University is a learning community engaged in the discovery of knowledge, the integration of learning experiences, and their application through civic and professional leadership.” This mission statement was revised in 2001 from the 1989 mission statement. The university values a learning environment that provides personalized learning experiences for students, intellectual freedom for inquiry and investigation, and a place where integrity and social responsibility are nourished.

GIR 2: It is a degree-granting institution.

Ball State offers the associate in arts degree and the associate in science degree. The university also offers the bachelor of arts, bachelor of fine arts, bachelor of general studies, bachelor of landscape architecture, bachelor of music, bachelor of science, bachelor of social work, and bachelor of urban planning and development degrees.

Graduate degrees offered by the institution are the master of architecture, master of arts, master of arts in education, master of business administration, master of landscape architecture, master of music, master of public administration, master of science, master of urban and regional planning, specialist in education, doctor of philosophy, doctor of education, doctor of arts, and doctor of audiology.

Authorization

GIR 3: It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Ball State was founded as the Indiana State Normal School, Eastern Division, in 1918 and was administered by the Board of Trustees of the Indiana State Normal School in Terre Haute. In 1929 the Indiana General Assembly separated the two colleges, establishing the Muncie campus as Ball State Teachers College with its own Board of Trustees. In 1965 the legislature renamed the institution Ball State University.

GIR 4: It has legal documents to confirm its status: not-for-profit, for-profit, or public.

Indiana Code 20-12-57 identifies Ball State University as a state public institution of higher education.

Governance

GIR 5: It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

A nine-person Board of Trustees governs Ball State and meets regularly to review policies and procedures recommended by the university administration. The chairperson of the University Senate attends regular board meetings and reports on business conducted by the senate. The board has the authority to govern all facets of the institution's finances, personnel, and curricula subject to such limitations as may be established by special law or through the appropriation acts passed by the Indiana General Assembly.

GIR 6: Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The governor of Indiana appoints the members of Ball State's Board of Trustees for four-year terms with the exception of the student member, who serves a two-year term. They represent the citizens of Indiana and are a diverse group with respect to occupation, gender, and ethnicity. One member must be a resident of Delaware County, and no more than six of the nonstudent members can be of the same gender. The Ball State University Alumni Council nominates two members of the board.

GIR 7: It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The president of Ball State is appointed by the Board of Trustees and is responsible for the general administration of the university. Each time the board needs to appoint a new president, a search committee is established that includes board members, administrators, faculty, students, and staff personnel to provide assistance in gathering information about candidates. The board appointed the current president, Blaine A. Brownell, in 2000.



GIR 8: Its governing board authorizes the institution's affiliation with the commission.

Ball State has been affiliated with the North Central Association since 1925, when it was accredited as a baccalaureate degree-granting institution. In 1934 accreditation was extended to the master's degree level, and in 1961 to the doctoral degree level.

Faculty

GIR 9: It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

During the 2002–03 academic year, Ball State employed 868 full-time faculty, of which 76 percent held doctorates or other appropriate terminal degrees (90 percent of the tenure-line faculty and 33 percent of the full-time contract faculty).

GIR 10: A sufficient number of faculty are full-time employees of the institution.

Ball State employed 868 full-time faculty in 2002–03, amounting to 76 percent of the university's total faculty. The institution also employed 279 part-time faculty.

GIR 11: Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Academic programs are developed and revised by faculty in individual academic units. Both new academic programs and revised academic programs are monitored through the Undergraduate Education Committee (undergraduate programs) or the Graduate Education Committee (graduate programs), both standing subcommittees of the University Senate's Academic Policies Council. Members of these committees include faculty, students, and a representative of the Provost's Office.

Educational Program

GIR 12: It confers degrees.

During 2002–03 Ball State conferred 380 associate degrees, 2,795 bachelor's degrees, 781 master's degrees, 14 specialist in education degrees, and 56 doctoral degrees.

GIR 13: It has degree programs in operation, with students enrolled in them.

In the fall semester of 2003, Ball State enrolled 18,310 students on campus, representing 16,993 full-time equivalents (FTE). In addition, 2,341 off-campus students represented 1,563 FTE. Students were enrolled in one or more of the university's 275 academic programs at the associate, bachelor's, master's, specialist, and doctoral levels.

GIR 14: Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

As can be seen in the undergraduate and graduate catalogs, Ball State's degree programs are based on recognized fields of study in higher education at a comprehensive university. The Indiana Commission for Higher Education reviews degree programs at all state-assisted universities.

GIR 15: Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the program.

Ball State's degree titles adhere to the Classification of Instructional Programs (CIP) coding system established by the U.S. Department of Education. Associate degree programs require a minimum of 63 credit hours. Bachelor's degree programs require a minimum of 126 credit hours (except the bachelor of landscape architecture, which requires 150 to 154 credit hours). Master of arts and master of science degrees require a minimum of 30 credit hours, and doctoral degrees require at least 90 credit hours of graduate work beyond the bachelor's degree. The academic requirements for each degree is established by the academic unit offering the program and approved by the appropriate council in the university governance system.

GIR 16: Its undergraduate degree programs include a coherent general studies requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Ball State's University Core Curriculum is required of all undergraduate students regardless of the academic majors they choose. The purpose of this program is to enable graduates to live rich, satisfying lives and to undertake the broad responsibilities of citizenship in a free society. Although it seeks to discover and nurture individual talents, the core curriculum primarily emphasizes preparation for roles that people share in common as human beings and members of family and community groups.

Bachelor's degree programs have a 41 credit hour general education requirement that includes English, mathematics, history, communication, science, social science, humanities and fine arts, global studies, and wellness courses. Associate degree programs have a 16 to 31 credit hour general education requirement that includes courses from the same core as that for bachelor's degree programs.



GIR 17: It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

To be admitted to Ball State, an undergraduate applicant must graduate from an accredited secondary school or earn a general educational development (GED) certificate. The university has a selective admissions policy.

Undergraduate admission is based on the applicant's strength of high school curriculum; successful completion of four years of English, two years of algebra, one year of geometry, three years of science (two with labs), and three years of social studies; grades obtained and grade trends in these courses; and SAT or ACT scores.

Admission to the university's graduate programs is selective. The Graduate School has established minimum admission requirements, and individual departments have the prerogative of applying more stringent criteria.

GIR 18: It provides its students access to those learning resources and support services for its degree programs.

The University College was established in 1985 to provide academic support services for students. Its Learning Center provides free peer tutoring and supplemental instruction to more than 5,500 students annually. The college's Office of Academic Advising assists first-year students in academic program and course selection. After a student selects a major, the advising faculty in that department assume advising responsibilities. Professional academic advisors serve as resource people for faculty advisors and work directly with departments to help in the delivery of effective faculty advising services.

Ball State's Student Life area provides support for students through the Offices of Student Organizations and Activities, Leadership and Service Learning, Disabled Student Development, and the Multicultural Center.

The Alexander M. Bracken Library, Science–Health Science Library, and Architecture Library house more than 1.5 million volumes and have seating for more than 2,000 users. These libraries also provide individual study carrels, study rooms, small conference rooms, and numerous lounges to facilitate the use of their learning resources. The libraries are linked to online resources and to other libraries around the world.

Computer labs are centrally located throughout the campus, with at least one lab located in each academic building. Campus computer labs have approximately 600 Macintosh and Windows computer systems equipped with a variety of printers, scanners, and other peripherals. The entire campus has wireless connection to the Internet.

Finance

GIR 19: It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The Indiana State Board of Accounts audits Ball State's financial statements, and internal audits are performed regularly. The State Board of Accounts issues an annual report to comply with the requirements of the Office of Management and Budget's Circular A–133 relating to federal awards. The auditor's report is addressed to the Ball State University Board of Trustees, and an exit conference is held with the university's financial officers.

GIR 20: Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Ball State is a state-assisted university with 36 percent of its budget derived from state appropriations and 30 percent from student tuition and fees. The financial statement for the fiscal year ended June 30, 2003, indicates 75.4 percent of the university's expenditures were for direct support of educational programs.

GIR 21: Its financial practices, records, and reports demonstrate fiscal viability.

Ball State prepares a balanced annual general fund budget plan based upon projected revenues and anticipated expenditures. As of June 30, 2003, the university had cash and cash equivalents (including short-term investments) of \$81.2 million, long-term debt of \$77.3 million, and unrestricted net assets of \$131.7 million. These figures reflect the institution's financial stability.

Public Information

GIR 22: Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and nonacademic policies directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

This information is found in Ball State's *Undergraduate Catalog 2002–04* (Exhibit 86 in the resource room) and *Graduate Catalog 2003–05* (Exhibit 40 in the resource room) on the pages listed in Table 2.1 on the next page.



**Table 2.1: Location of University Information in
2002–04 Undergraduate and 2003–05 Graduate Catalogs**
(by page number)

Type of Information	Undergraduate Catalog	Graduate Catalog
Mission statement	2	1
Program descriptions and degree requirements	28–406	54–307
Academic calendars	iv–vi	vi–vii
Learning resources	21–24	44–52
Admissions policies and practices	2–10	10–14, 25–26, 30–31
Academic and nonacademic policies affecting students	24–28	3–10, 12–20, 14–24, 26–29, 31–39
Charges and refund policies	11–12	40–43
Academic credentials of faculty and administrators	408–450	308–334

GIR 23: It accurately discloses its standing with accrediting bodies with which it is affiliated.

The list of accrediting bodies with which Ball State is affiliated can be found on pages 451–452 of the 2002–04 undergraduate catalog and on pages 52–53 of the 2003–05 graduate catalog. These accrediting bodies also are listed on the university’s Web site.

GIR 24: It makes available upon request information that accurately describes its financial condition.

Ball State’s budget and financial statements are available at the Alexander M. Bracken Library. Internal financial reports are prepared monthly and issued to the appropriate budgetary heads. These reports compare actual expenditures and encumbrances with budgeted amounts for each budgetary unit that generally coincides with departmental organization. The Office of the Director of University Budgets monitors expenditures and initiates action to effect budget transfers when appropriate.

Evaluation with Respect to General Institutional Requirements

Ball State meets all of the General Institutional Requirements set forth by the Higher Learning Commission for its affiliates.



Criterion I

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Chapter 3: *Mission and Vision*

Introduction

Ball State University's identity as a Carnegie research-intensive institution of higher learning offering the full range of degree options (associate through doctoral) is well established. Descriptions of the university, its history, and its mission are available in both the undergraduate and graduate catalogs (Exhibits 86 and 40, respectively, pp. 1–2, in the resource room). Although Ball State emphasizes providing a residential undergraduate education primarily to citizens of Indiana, the institution also is strongly committed to graduate education and research. In addition, the university supports programs that reach students beyond the boundaries of the campus and promotes its programs to a broader audience nationally and internationally. As described in Chapter 1 of this report, Ball State has embraced a teacher-scholar model that prioritizes delivery of high-quality education within an environment that provides personal attention and opportunities for scholarship and creative activity.

This chapter details the vision, mission, and goals of Ball State; provides examples of decision-making processes appropriate to the institution's stated purposes; and outlines the processes by which the university communicates its vision, mission, and goals to institutional constituencies.

The Vision for the University

In 2001 Ball State adopted a formal vision statement that was disseminated widely to internal and external constituencies. Developed as an integral component of the *Ball State University Strategic Plan 2001–2006* (www.bsu.edu/strategicplan), the vision for the university was approved by Ball State's Board of Trustees in July 2001. It states:

Ball State University will be a national model for all who seek intellectual vitality in a learner-centered and socially responsible academic community.

The Mission of the University

Ball State's mission statement was revised in 1989 and again in 2001. The evolution of the mission statement over the years reflects the university's institutional growth as well as the changing economic and workforce needs of the region and state. The mission statement also reflects the university's application of a teacher-scholar model based upon the conceptualization of scholarship offered by Ernest Boyer in *Scholarship Reconsidered*. The university's recent strategic planning process culminated in the development of a refocused mission statement that is consistent with the institution's vision and that emphasizes its core values. The new mission statement captures Ball State's distinctive emphases and reflects the values of higher education. It reads:

Ball State University is a learning community engaged in the discovery of knowledge, the integration of learning experiences, and their application through civic and professional leadership.

We value the following attributes as they relate to the mission:

In our learning community, we value—

- Challenge and achievement
- Teamwork and problem solving
- Personalized learning

In our discovery of knowledge, we value—

- Intellectual freedom
- Inquiry and investigation
- Creative activity

In our integration of learning experiences, we value—

- Connection
- Coherence
- Collaboration

In our civic and professional leadership, we value—

- Integrity
- Social justice
- Social responsibility

Processes for Evaluating the Institution's Purposes

Responsibility for carrying out Ball State's mission and purposes rests with the Board of Trustees acting through the university's senior administrative officers and its governance system. The administrative and governance structures and decision-making processes are described in detail in Chapter 4 of this report. Although the university has always engaged in regular evaluation of its mission and purposes, formalization of this process has become a priority of the institution.

Strategic Planning

In fall 2000 President Brownell charged a group of 25 administrators, professional personnel, faculty, students, and staff with creating a new strategic plan for the university. The group solicited input from stakeholders around the community and across the campus and then established goals, objectives, and measurement strategies. In early 2001 a draft of the new plan was posted on the Web and presented at several public venues in order to generate feedback. The strategic planning group reviewed comments and, where appropriate, revised the plan. Since the plan's release as a final document in mid-2001, each administrative unit has developed an individual plan articulating the ways in which it will contribute to the achievement of the university's goals and objectives. The Strategic Plan Assessment and Implementation Team

GIR 1: It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

GIR 2: It is a degree-granting institution.



comprising administrators, faculty, and professional personnel monitors the institution's progress toward meeting the goals and objectives of the plan.

The six goals outlined in the strategic plan concretize the values described in Ball State's mission statement. They are:

- ≡ **Goal I:** Ball State University will enhance excellence in undergraduate and graduate learning.
- ≡ **Goal II:** Ball State University will promote a learning climate that values civility, diversity, multicultural awareness, appreciation of the arts, healthy and productive living, and environmental sustainability.
- ≡ **Goal III:** Ball State University will attract and retain high-quality faculty, professional personnel, and staff.
- ≡ **Goal IV:** Ball State University will attain optimal enrollment based on selective admissions policies and successful retention programs.
- ≡ **Goal V:** Ball State University will continue to be a best-practice institution in the innovative use of instructional and information technology.
- ≡ **Goal VI:** Ball State University will broaden, diversify, and enrich its relationships beyond the campus.

Decision Making Appropriate to the Stated Mission and Purposes

The university's mission and vision statements strike a balance that acknowledges Ball State's historical identity and values yet captures current institutional aspirations. Throughout its history, Ball State has nurtured its learning community, discovered knowledge, integrated learning experiences, and promoted civic and professional leadership, and these emphases have informed the institution's decision making.

At Ball State decision making occurs through university governance structures, ad hoc committees, and interdisciplinary, collaborative teams. Many decisions involve crossing the boundaries of the formal structure of college and vice presidential areas. Collaboration across disciplines and collegiate lines is common, and members of decision-making groups often are identified based upon the expertise needed to consider a particular issue and upon an understanding of the stakeholders that will be affected by any resulting outcomes. For example, efforts such as the establishment of university-wide task forces to reexamine the University Core Curriculum and to reevaluate the university governance structure are of great importance as Ball State moves forward. These processes demonstrate the university's commitment to collaborative decision making within the framework of the institution's stated purposes.

The university's concern for academic freedom and its focus on excellence are embedded in its institutional decisions, and decision making at all levels reflects a strong commitment to the university's vision, mission, and goals. The following paragraphs provide a brief overview of just a few of the ways in which Ball State translates its mission into specific decisions, initiatives, and programs. A more detailed description of these practices will be provided in subsequent chapters of this self-study report.

Student Challenge and Achievement

Ball State is a learning community that values challenge and achievement, teamwork and problem solving, and personalized learning. Evidence of the institution's commitment to student challenge and achievement can be seen in programs such as Freshman Connections, developed to enhance student success, and Making Achievement Possible (MAP) (Exhibit 54 in the resource room), an assessment-based project designed to improve academic performance. MAP provides students with feedback about their work and study habits in comparison to their peers. Another example of the university's commitment to achievement is the 1997 decision to increase admission standards, which allowed Ball State to move forward in several ways. The average SAT score for incoming freshmen has improved in four of the past five years, and the institution has been able to attract a significantly greater number of National Merit Scholars. Ball State's student-athletes perform well academically, and the university admits only those who demonstrate academic credentials consistent with their nonathlete peers.

Faculty Achievement

Ball State also values and supports faculty achievement in teaching, research, and creative endeavor. The university provides resources to improve teaching performance through the Center for Teaching and Learning Advancement, and all faculty members are expected to engage in yearly assessment of their teaching effectiveness. While retaining a strong focus on excellence in teaching, faculty have steadily become more successful in obtaining external funds. In 2002–03 external funds garnered through the Office of Academic Research and Sponsored Programs were the highest in Ball State history, exceeding \$25 million to enhance student safety.

Teamwork and Partnerships

Ball State accomplishes many of its goals through effective teamwork and partnerships. For example, when the Indiana Professional Standards Board instituted teacher



education reform in the state, faculty from the six academic colleges across which responsibility for teacher education is distributed came together to develop a plan for incorporating the new standards into their curricula. The university also has demonstrated successful teamwork through its Professional Development Schools program, which brings together Ball State teacher education faculty, students preparing to be teachers, and K–12 teachers and administrators in on-site collaborative learning designed to enhance the quality of instruction in public schools throughout the region. Another example of the effective use of partnerships to achieve institutional goals is the integration of service learning opportunities into most majors. These opportunities involve partnerships with a wide variety of organizations and businesses in the local community and the greater region.

Personalized Learning

Personalized learning has always been a priority at Ball State. The student-to-faculty ratio is 17:1, the average class size is 30.6 students, 97.8 percent of classes are taught by faculty members, and nationally recognized faculty—including the university’s distinguished professors and endowed chairs—teach many undergraduate courses. The majority of faculty report that they engage in research projects with undergraduate and graduate students and that this collaboration results in coauthored publications and presentations. Academic guidance also is personalized. As students begin their academic work, professional advisors counsel them. Then as soon as they select a major, students receive advising from faculty in the department in which they are majoring.

Intellectual Freedom

In the discovery of knowledge, Ball State values intellectual freedom, inquiry and investigation, and creative activity. The rights and responsibilities associated with intellectual freedom are affirmed by the institution’s mission statement and are specified in the *Faculty and Professional Personnel Handbook* (Exhibit 34 in the resource room). Individuals are further empowered by the decision-making processes of the university. Decisions about curriculum changes, program alterations, and degree/course offerings flow from individuals and departments through the governance system. Students also have the right to participate, self-govern, communicate ideas, and express their thoughts as outlined in the Code of Student Rights and Responsibilities (Exhibit 19 in the resource room).

Creative Inquiry

Ball State promotes freedom of inquiry through a wide range of faculty and student development opportunities. Plentiful support for research and creative works is made

available by departments, colleges, Ball State University Foundation endowments, and the Office of Academic Research and Sponsored Programs. This support enables the university to provide the educational breadth and depth of inquiry associated with institutions of higher education. This is exemplified in the Virginia B. Ball Center for Creative Inquiry. Launched in 2000, this center pursues a simple premise: that inquiry and creation are reciprocal processes and that acquiring knowledge and applying it should happen simultaneously. While spending a semester together at the center, faculty and students establish connections between diverse fields of knowledge, such as the arts, the humanities, the sciences, and technology. This semester culminates in a group capstone project. Past projects have ranged from the production of the *Indiana Outdoors* public television series to the re-creation of an early 20th-century Paris salon.

Connection and Collaboration

The university seeks to integrate learning experiences by fostering connection, coherence, and collaboration. The University Core Curriculum, a shared 41 credit hour experience for all majors, is designed to help students “to live rich, satisfying lives and to undertake the broad responsibilities of citizenship in a free society,” and while it “seeks to discover and nurture individual talents, its primary emphasis is the preparation of our students for roles they will share as human beings and as members of family and community groups” (*Ball State University Undergraduate Catalog 2002–2004*, pp. 28–29; Exhibit 86 in the resource room). Assessment of the University Core Curriculum during the past decade has resulted in the creation of a task force charged with revising the program’s goals and structure by late 2004.

Launched in fall 1997, Freshman Connections is a bold and innovative integration of the university’s curricular and cocurricular programs, structured around the University Core Curriculum and the residential life program. Groups of freshman students assigned to the same residence hall take two University Core Curriculum courses together, thereby creating small learning communities. Teams comprising their instructors for the shared courses, residence hall directors, and academic advisors work to offer coordinated out-of-class learning experiences that complement in-class activities. The program helps freshmen connect to the university through the relationships that emerge with members of the coordinating teams and among the students as a result of their shared learning experiences. Although several institutions have developed learning communities, Ball State is aware of no other large public institution that has initiated this kind of program for virtually every new freshman. The program has been the subject of several presentations at national conferences and was instrumental in



Ball State being identified by the Center for the Study of the Freshman Year as one of the 13 best institutions in the country for the quality of its freshman programs.

Civic and Professional Leadership

Ball State also values integrity, social justice, and social responsibility as members of its community study, model, and practice civic and professional leadership. For example, Ball State's Council on the Environment (COTE) promotes local environmental protection and education. This group includes faculty, students, and staff members from diverse disciplines as well as a dozen local community participants. Recommendations by COTE and its forerunner, the Green Committee, have resulted in curricular changes such as the creation of environmental studies minors, a university recycling program, and the reduced use of natural resources, including the purchase of hybrid fuel vehicles for the university fleet.

The campus community includes many citizen-scholars who are aware of their responsibility for the welfare and well-being of others. A two-year training initiative called Building Employment Skills Together (BEST) prepared 2,700 local residents for new job opportunities before it concluded in 2001. Funded by a \$1 million grant from the U.S. Department of Housing and Urban Development, this Ball State program assisted welfare recipients, displaced workers seeking new jobs, and clerical employees seeking new skills or careers, among others. BEST nearly tripled its original goal of 1,000 participants.

Experiential Education

Ball State emphasizes experiential education outside the confines of the university and the classroom. These experiences enhance career preparation, but they also reflect the university's commitment to the personal and civic growth that heightens awareness of issues of social responsibility and justice. While there are many examples of this practice across the campus, only a few can be highlighted here.

Graduate students pursuing a major in digital storytelling are required to enroll in a four-week immersion course in another domestic or international setting that causes them to experience a culture and learn of a storytelling tradition different from their own. Students enrolled in the international nursing field experience in Jamaica earn credit for clinical hours in a variety of courses as they work in health centers located in western Jamaica or as public health nurses, midwives, and physician and community aides. CapAsia, a unique 11-week field study program conducted every other year by the College of Architecture and Planning, exposes students to the social, cultural, and historical aspects of south Asia through cultural immersion and collaborative projects undertaken

with the help of a network of design and planning scholars, professionals, and educators in the region. Since the program's inception in 1999, students and faculty have studied in Hong Kong, China; Delhi and Mumbai, India; Kuala Lumpur, Malaysia; Kathmandu, Nepal; Singapore; Colombo, Sri Lanka; and Bangkok, Thailand.

Understanding of the Stated Mission and Purposes by Constituencies

Communicating Ball State's Distinctive Attributes

Over the past decade, a variety of phrases have been used to describe Ball State's distinctive commitment to individual learning and personal attention within a comprehensive university environment. University officials have called Ball State a "Premier Teaching University" where the teacher-scholar model ensures that faculty research and professional activity outside the classroom are translated back into curricular, cocurricular, and extracurricular opportunities for students. In recent years, the university's leadership has recognized and promoted the unique position of Ball State in Indiana as an institution combining the powerful resources of a comprehensive university with the personal learning environment of a smaller college. As a result, Ball State's mission and purpose are clearly understood across the campus. Furthermore, to capture the concept of an institution that combines powerful resources and personal learning succinctly, the university adopted the marketing slogan "Everything You Need," which created a memorable "brand" for Ball State and provided a vehicle for promoting its distinctive qualities.

Communications within the University

Ball State remains in touch with and accessible to its internal constituencies of students, faculty, and staff in a variety of ways:

- ⇒ The top-level pages of the university's Web site (www.bsu.edu) are organized to easily provide relevant information to current students, faculty, and staff as well as to prospective students, alumni, friends, and visitors.
- ⇒ The president and the provost each publish regular "e-letters" addressed to faculty and staff.
- ⇒ Faculty and staff can use the university's "ALLBSU" e-mail address to quickly reach all faculty and staff who have addresses within the Ball State network.
- ⇒ The University Senate's Web site provides information about issues under review in the governance process, governance bylaws, scheduled meetings, and agenda items.

In recent years, the university's leadership has recognized and promoted the unique position of Ball State in Indiana as an institution combining the powerful resources of a comprehensive university with the personal learning environment of a smaller college.



- ≈ *Update* (www.bsu.edu/update), the university's faculty/staff news publication, is distributed electronically each week during the academic year and every other week in the summer. Current and back issues also are available on the Web.
- ≈ Ball State's award-winning student newspaper, *The Daily News* (www.bsudailynews.com), is free, distributed widely across campus, and available online. In addition to news stories, this publication contains many announcements of interest to the campus community.
- ≈ Through the Alpha Program, new faculty participate in orientation activities throughout their first year of employment. Each new faculty member also is assigned a peer mentor to provide guidance during the first year.
- ≈ New administrators participate in a semester-long series of orientation workshops.
- ≈ Incoming freshmen and graduate students undergo two days of orientation prior to their first semester of classes.
- ≈ The Freshman Connections program helps new undergraduate students understand the university's mission and purposes.

Keeping the Public Informed of the Institutional and Educational Goals

The university's institutional and educational purposes are shared continually and consistently with a variety of constituents, including legislators, citizens of Indiana, and alumni. The Office of University Communications provides a full range of media relations services designed to help keep the public informed about the activities and successes of the institution through television, radio, and print media. In addition, Ball State employs a part-time lobbyist to federal legislators and a full-time liaison to the state legislature; this dialogue at the state and national levels keeps our publicly elected officials aware of the university's goals and enables them to work effectively on behalf of Ball State.

The *President's Report* (www.bsu.edu/ur/annualreport), mailed annually to approximately 3,500 business and opinion leaders, alumni, and supporters, provides information about institutional and educational activities and accomplishments. A *President's Letter* featuring recent news is mailed to 1,800 university friends and contributors about every four months.

Ball State Alumnus (www.bsu.edu/alumni/alumnus) magazine is published six times each year and is mailed to more than 115,000 households. This 40-page publication provides information on events, outreach, class notes, faculty news, and a wide variety of other topics. *BeneFacta* (www.bsu.edu/benefacta; Exhibit 15 in the resource room), an annual publication of the Office of Academic Research and Sponsored Programs, showcases outstanding faculty who carry out research or creative initiatives. *BeneFacta* reaches 3,000 sponsors, supporters, and other friends of Ball State.

Each year the activities of about 10,500 Ball State students are promoted to newspapers and other publications in their hometowns through press releases issued by the Hometown News Bureau. These news releases include information about students making the dean's list, winning scholarships and receiving awards, working in on-campus jobs such as residence hall assistants, cowriting papers with faculty, and participating in various events.

Since 1998 Ball State has mounted four comprehensive marketing campaigns to attract more and better students and to enhance the university's reputation. The advertising portions of these campaigns have included television, radio, and billboards in major Indiana markets and print advertising statewide in high school student publications, community programs, and carefully selected periodicals. The campaigns have been effective in communicating the university's distinctive attributes and sense of itself to the general public and specific target audiences.

Evaluation with Respect to Criterion I

Ten years ago the reaccreditation evaluation team expressed the following concern: "The lack of evidence for the implementation of the goals articulated in *Ball State University 2000: A Vision for the Future* (Exhibit 14 in the resource room) raises questions about the long run and strategic planning efforts of the university."

Ball State's prior strategic planning efforts were hampered by the fact that the university's previous plan did not express the voice of the full range of university constituent groups and that university process did not specify the ways in which individual units might address institutional goals. Ball State has effectively responded to the need for a different approach to strategic planning and implementation since the last reaccreditation visit. The *Ball State University Strategic Plan 2001–2006* (Exhibit 13 in the resource room) and the vision and mission statements that are part of that document are easily accessible to any employee or visitor. The six goals of the strategic plan are written concisely and clearly to reflect the university's learner-centered mission and its focus on excellence. These goals are articulated in many venues using a variety of communication strategies that reach various constituent groups, including participants in the governance system, members of the administrative leadership team, faculty, staff, students, and community partners. Decision-making processes are collaborative and consistent with Ball State's learner-centered mission. Furthermore, the process for evaluating progress made in achieving the goals of the strategic plan is explicit and involves descriptive, qualitative, and quantitative indexes that will enable effective outcome measurement. Internal support for the planning process has been considerable



as evidenced by the cohesion between unit strategic plans and the university's overall plan. Finally, Ball State has increased the effectiveness of its mechanisms for communicating its distinct identity, purposes, and achievements to a full range of internal and external audiences.

Institutional Strengths

The university accomplished its recent strategic planning process in only one academic year. Many stakeholder groups participated in developing the document and take pride in its existence. Ball State's strategic plan builds on current strengths yet challenges the institution to become a national model, to stay learner-centered, and to be socially responsible. The shared view of the strategic plan as a dynamic document is a strength that will enable the university to refine goals and objectives in response to internal and external demands. The plan is directly linked to institutional budget processes and formal assessment mechanisms, links that enable the university to move forward with structure and direction. The institution has made an explicit decision to increase tuition and fees so that the goals in the strategic plan can be realized.

Concerns and Future Challenges

Ball State's strategic plan is comprehensive and includes many objectives, not all of which can or should be realistically accomplished within the same time frame. Although there is consensus within the university community with respect to the goals and objectives articulated in the plan, there is still the challenge of achieving consensus in determining which objectives should be prioritized. There are many "hands around the table" in need of budgetary support to achieve their individual unit objectives. It will be important to continue the tradition of involvement of the full range of institutional constituencies that was used to develop our strategic plan as year-to-year priorities are established.

The strategic plan was developed with an underlying assumption that the university's state-funding base would be stable. However, state revenues have come in grossly below expectations for the past few years, resulting in an uncertain financial future for state-assisted institutions of higher education, including Ball State. Furthermore, the widespread and necessary decision among institutions of higher education in Indiana to raise tuition and fees to cover needs not met by state support has not received uniform support from members of the state government. Therefore, future challenges include working to protect our state resource base while simultaneously decreasing our reliance on it so that insufficient resources do not cripple the implementation of strategic initiatives.

Most challenging—and presenting the greatest opportunity—will be the university's ability to make the vision statement, mission statement, and strategic plan relevant in meaningful ways and adaptable to changing conditions. These important documents, and the shared efforts that brought them forward in 2001, must remain "alive" if the Ball State learning community is to reach its full potential.

Criterion II

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapter 4: *Organizational Structure*

Introduction

Ball State University maintains strong relationships with governing agencies in the state of Indiana and relies upon an effective internal organizational structure to accomplish its mission and purposes. Important relationships include those between the university and its Board of Trustees, the Indiana Commission for Higher Education, and the Indiana legislature. The university's organizational structure encompasses decision-making processes and the self-governance system. The institution has effectively responded to a concern raised by the 1993 reaccreditation team that stated, "The inconsistent and less-than-effective use of the governance system may hinder the realization of the university's goals and objectives."

Indiana Commission for Higher Education

The Indiana Commission for Higher Education (ICHE) was created in 1971 by an act of the Indiana General Assembly and signed into law by then Governor Edgar Whitcomb. A copy of the Indiana statute establishing the commission is included in this report (Appendix 4.1). The commission is a 14-member public body created to

- ≡ define the educational missions of public colleges and universities
- ≡ plan and coordinate Indiana's state-supported system of post-high school education
- ≡ review budget requests from public institutions and the State Student Assistance Commission
- ≡ approve or disapprove for public institutions the establishment of new programs or expansion of campuses

The governor appoints 12 members, each representing a congressional district, to serve four-year terms. The 1990 legislature added positions for one student and one faculty representative who are appointed by the governor for two-year terms. The commission is not a governing board, but rather a coordinating agency that works closely with Indiana's public and independent colleges. Detailed information on the Indiana Commission for Higher Education may be found on the Web at www.che.state.in.us.

Ball State's government relations staff attends all ICHE meetings and works continuously with the commission concerning university programs and budget requests. The relationship between ICHE and Ball State is generally positive, supportive, and collaborative. The commission is the final authority for approving new programs, and Ball State representatives work closely with the commission's staff throughout the approval process for any new program, communicating directly with the commissioner and various members of the commission to discuss potential changes in academic program offerings.

ICHE only makes recommendations with respect to the university's budget requests. While the government relations staff seeks the commission's support for budget requests, it works most closely with members of the state legislature to accomplish the university's budgetary goals. The legislative process as it relates to university budget preparation and management will be described in detail in Chapter 5 of this report.

Ball State University Board of Trustees

The Ball State University Board of Trustees is a nine-member public body created to

- ≡ manage, control, and operate Ball State
- ≡ borrow money, issue bonds, and let contracts
- ≡ prescribe conditions for admission
- ≡ grant degrees and issue diplomas or certificates
- ≡ set fees, charges, fines, and penalties
- ≡ define the duties of and provide compensation for faculty and staff of the university
- ≡ receive and administer all donations, bequests, grants, funds, and property that are given or provided to the university
- ≡ possess all the powers in order to effectively operate the affairs of Ball State

A copy of the Indiana statute creating the Ball State University Board of Trustees is included in this report (Appendix 4.2). This statute also documents the university's tax-exempt status.

The governor appoints all nine members of the Board of Trustees. Six are to be appointed as at-large members, two as alumni of Ball State, and one as a Ball State student. The current board members are:

Frank A. Bracken	Attorney, Ball Associates Corporate Management, Ball Corporation (a progression of positions) B.A. in Government and Industrial Relations, Carleton College J.D., University of Michigan Indianapolis, Indiana
Thomas L. DeWeese	Attorney and Partner, Cross, Marshall, Shuck, DeWeese, and Cross B.S. in Marketing and Master of Business Administration, Ball State University J.D., Indiana University Muncie, Indiana
Ceola Digby-Berry	Psychologist and Owner, Associates of Mental Health B.A. in Social Welfare, California Baptist College M.A. in Guidance and Counseling, Ball State University Ph.D. in Counseling Psychology, Ball State University Muncie, Indiana

GIR 5: It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

GIR 8: Its governing board authorizes the institution's affiliation with the commission.

GIR 6: Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

GIR 4: It has legal documents to confirm its status: not-for-profit, for-profit, or public.



Hollis E. Hughes Jr.	President and CEO, St. Joseph County United Way B.S. in Education and M.A. in Sociology and Psychology, Ball State University South Bend, Indiana
Kimberly S. Hood Jacobs	Freelance Journalist Former News and Special Features Reporter B.S. in Telecommunications, Ball State University Indianapolis, Indiana
Richard L. Moake	Architect, Moake Park Group B.A. in Architecture, Ball State University Fort Wayne, Indiana
Gregory A. Schenkel	President and CEO, Indy Partnership (privately funded, not-for-profit organization dedicated to strengthening the economic growth of the central Indiana region) B.S. in Political Science, Ball State University Indianapolis, Indiana
Jeffrey H. Smulyan	Chairman of the Board, Emmis Communications B.A. in History and Telecommunications, University of Southern California J.D., University of Southern California Indianapolis, Indiana
Kyle M. Mitchell	Major: Special Education Minor: Landscape Architecture Fishers, Indiana

Ball State's Board of Trustees elects from its members a president, vice president, secretary, and assistant secretary. The current officers are Thomas DeWeese, president; Frank Bracken, vice president; Greg Schenkel, secretary, and Hollis Hughes, assistant secretary. These officers comprise the Executive Committee, the only committee of the board. Most business is handled by the board as a whole rather than by the Executive Committee. The board appoints a treasurer who is not a board member. Thomas J. Kinghorn, Ball State's vice president for business affairs, currently serves as treasurer and is responsible for the receipt, custody, accounting, and proper protection of all funds due and accruing to the university.

The Board of Trustees is subject to Indiana's Open Door Law. All decisions are made in public meetings, but four topics can be discussed in an executive session:

- ☞ strategy with respect to the initiation of litigation or litigation that is either pending or has been threatened specifically in writing, and such matters as are protected by the attorney-client privilege
- ☞ status with respect to individuals over whom the board has jurisdiction
- ☞ strategy with respect to the university's purchase of real property
- ☞ strategy with respect to collective bargaining

The board typically meets six to eight times per year. The usual schedule includes an executive session in the morning that involves all of the board members, university officers, and the university attorney, followed by the public meeting in the afternoon. In addition, the board conducts a retreat each year in October that provides an opportunity for more complete discussions of certain items of interest to the board. No action is taken at this retreat.

Ball State's senior administrators work closely with the trustees to keep them informed of activities and issues of importance at the university, both during and between meetings. Standing agenda items at each board meeting include reports from the university president and from the chair of the University Senate. A variety of other reports are provided as needed, and the trustees are provided with thorough information about any action items on the agenda.

The Board of Trustees and the university president collaborate effectively in decision making. One significant action that has had a dramatic impact upon the university was the decision to raise admission standards for students entering in the fall semester of 1998. This decision, made as the state moved to establish a community college system, illustrates the ability of university leadership and board members to work together to take strategic action to protect and enhance the institution. Other important actions taken by the board since the last reaccreditation team site visit include the following:

- ☞ approved a \$1,000 fee increase for all new students effective in the fall semester of 2003 (September 26, 2002)
- ☞ approved a new university policy on conflict of interest and conflict of commitment (May 3, 2002)
- ☞ approved the extension of health care benefits to same-sex domestic partners (December 14, 2001)
- ☞ approved Ball State's sponsorship of charter schools in Indiana (September 21, 2001)
- ☞ approved closing the university for the celebration of the Martin Luther King Jr. holiday effective in the fall semester of 2001 (September 21, 2001)
- ☞ approved the *Ball State University Strategic Plan 2001-2006*, which included new mission and vision statements (September 21, 2001)
- ☞ approved the construction of a \$22.5 million Music Instruction Building (July 20, 2001)
- ☞ approved the appointment of Dr. Blaine A. Brownell as Ball State's 12th president (April 21, 2000)
- ☞ approved the establishment of pretax flexible spending arrangements for health and dependent care (March 24, 2000)

One significant action that has had a dramatic impact upon the university was the decision to raise admission standards for students entering in the fall semester of 1998.



- ☞ approved the construction of the \$32.5 million Art and Journalism Building (December 18, 1999)
- ☞ approved a \$16.8 million construction/renovation project to improve the Fine Arts Building, West Quadrangle Building, and Cooper Science Complex (December 18, 1999)
- ☞ did not approve new evaluation procedures for administrators (December 19, 1997)
- ☞ noted that the university completed a \$3 million reallocation process (January 28, 1994)

Minutes of the board meetings from 1993 through the present are available on a CD in the resource room (Exhibit 17).

Board members have demonstrated their commitment to the university by taking their official duties seriously, studying materials to keep abreast of the issues, and attending a number of campus activities, many of which involve students and faculty. In most years, trustees have attended the Association of Governing Boards annual meeting with trustees from other colleges and universities.

Administrative Organization

Ball State's president is appointed by the Board of Trustees and is responsible for the general administration of the university. He is supported by five senior officers whose responsibilities are described briefly below.

The provost and vice president for academic affairs is the chief academic officer and second-ranking executive officer of the university. She provides overall leadership and direction for the academic program of the university.

The vice president for business affairs and treasurer is concerned with all business and financial affairs of the university, including budgeting, accounting, human resource services, auxiliary and service enterprises, and buildings and grounds. Government relations also is under the purview of this vice president.

The vice president for information technology and executive assistant to the president is responsible for providing leadership in the use of technology to enhance teaching and learning and to support the administrative functions of the university. He also is the liaison to Ball State's Board of Trustees.

The vice president for student affairs and enrollment management provides leadership for enrollment planning and for those services related to the out-of-class growth and development of students from preenrollment through commencement.

The vice president for university advancement is responsible for all development, fundraising, alumni relations, and external communications activities on behalf of the university and maintains a close relationship with the Ball State University Foundation to ensure the activities of the foundation and the university are coordinated.

Administrative charts for the university and each vice presidential area are included in this report (Appendix 4.3). Vitae for the president and each vice president are available as Exhibit 95 in the resource room.

Administrative Decision Making

The president of Ball State meets weekly with the institution's senior staff, which includes the university's five vice presidents, associate vice president for governmental relations, and two associate provosts.

The president also meets approximately four times a year with Ball State's Administrative Group, which comprises the vice presidents, associate and assistant vice presidents, associate and assistant provosts, deans, directors of administrative and service units, and the chair of the University Senate. Department chairpersons occasionally are invited to participate in these meetings, especially when the topics presented have direct relevance to the daily work of the faculty. Administrative Group meetings provide information that enables administrators to engage their units in effective and coordinated decision making.

Ball State's seven academic colleges are administered by deans and associate or assistant deans. The deans meet regularly with the provost and with their department chairs. In addition to the seven colleges, the Graduate School, University College, Honors College, and School of Extended Education are part of the academic affairs vice presidential area. The administrative leaders of these 11 units plus the dean of University Libraries meet on a monthly basis as the Council of the Deans. All of these meetings serve to coordinate planning within and across units so that the university can effectively accomplish its purposes. Details of the planning process used to achieve institutional purposes are provided in Chapter 11 of this report.

University Governance

The university's administrative and policy-making structures are a complex and vibrant system that functions well in meeting the changing needs of Ball State. All aspects of the system are constantly scrutinized for improvement, and changes are made whenever a better approach is found. The area that will receive the most concentrated work in the next several years is a new proposed governance model that will restructure the current University Senate to make it even more effective and to build stronger links with the Student Senate and the Staff Council. The following sections provide information about the functions of and interactions among various governing groups on campus.

GIR 7: It has an executive officer designated by the governing board to provide administrative leadership for the institution.



University Senate

Ball State's University Senate is the principal agency for the formation of educational policy and policies affecting the state and well-being of faculty, professional personnel, and students. The senate's constitution, which outlines its rights and responsibilities, is available as Exhibit 23 in the resource room. The University Senate advises the president and the Board of Trustees and has primary responsibility for decisions on matters of educational policy subject to review and action by the president and board. The University Senate may delegate such tasks and activities to its councils and committees. A flow chart outlining the standing councils and committees of the University Senate is included in this report (Appendix 4.4).

The level of awareness within the institution of the University Senate's important role is high. Effective communications through e-mail and the Web help ensure all members of the university community are aware of the active items in the governance system as well as the agenda, time, and place for each meeting. Open gallery seating is available at each meeting, and use of this seating is encouraged.

During the past three years, the university community has engaged in extensive discussions about changing the governance structure to make it even more effective. A task force was convened to bring forth alternate governance models for consideration. These proposals were discussed widely in the Student Government Association, academic departments, and open forums within the colleges. The University Senate has endorsed a conceptual model for a new governance system, and a special task force appointed by the senate is in the process of drafting a new constitution. A document summarizing the process required for adoption of the new governance system is included in this report (Appendix 4.5).

Over the past decade, Ball State has made great strides in using its governance system more consistently and effectively to achieve its goals. One good example of the more consistent use of governance to achieve university goals is the enfranchisement of contract faculty to serve as senators. Although it has been common practice at the department and college levels for contract faculty to vote in unit matters, this was not the case in the University Senate until recently. The inclusion of 23 percent of the instructional workforce in governance matters at the university level is an important indicator of the priority placed upon giving a voice to each major constituent group engaged in furthering the institution's goals.

Three other recent examples provide evidence of the effective use of governance and the cooperation that exists among governance groups in addressing university goals. First, representatives of each of the major governing bodies on campus—the University Senate,

Student Senate, and Staff Council—were actively involved in the search for and selection of the new president in 2000. Second, the decision to declare Martin Luther King Jr. Day an official university holiday was the result of collaboration between the University Senate, Student Senate, Board of Trustees, and university administrators. Finally, representatives from the University Senate served as members of the Strategic Planning Task Force convened by President Brownell in 2000, and the chair of the University Senate currently serves on the Strategic Planning Assessment and Implementation Team.

As these examples show, the University Senate functions well, but the issue of the amount of faculty voice in decisions regarding educational policy and policies affecting the state and well-being of the faculty and professional personnel at the university continues to be discussed, as does the speed with which the senate acts. The Governance Committee, one of the University Senate's six standing committees, meets regularly to monitor and study on a continuing basis all aspects of the governance system and to make recommendations aimed at ensuring its smooth and effective operation. The membership of the Governance Committee is widely representative, and its actions are brought directly to the University Senate.

Student Government Association

The mission of the Student Government Association (SGA) is to achieve effective leadership and representation in order to enhance students' lives. This mission is accomplished through the organization's dedication to being a student voice on university issues every day in every possible forum. The SGA organizational chart, constitution, bylaws, and election code are available as Exhibit 82 in the resource room.

The Student Senate is the legislative body of the SGA. A total of 54 student senators are elected each year. These senators are responsible for researching and developing legislation that reflects student interests with respect to a wide range of campus issues. The resolutions passed by the Student Senate are forwarded to the University Senate or to the president of the university for consideration and action.

Consistent with the values expressed in Ball State's mission statement, the SGA encourages leadership development in its representatives. The SGA Executive Board holds biannual retreats where advanced leadership training is conducted, and the SGA sponsors representatives to attend professional development seminars throughout the country. Student senators have opportunities to develop administrative and leadership skills, learn parliamentary procedure, and understand the university governance system.



The SGA serves as a liaison between students and university governance. It is formally linked to the University Senate in a variety of ways. The president, vice president, and president pro tempore of the Student Senate are members of the University Senate, along with five students elected at large by the student body. Student representatives appointed by the SGA president and approved by the Student Senate serve as members of the two most powerful committees of the University Senate—the Agenda Committee and the Governance Committee. Students also serve on other University Senate committees, including the Campus Life Council, which usually is chaired by a student. The president and directors of the SGA make recommendations to University Senate committees.

Staff Council

The role of Ball State's Staff Council is to offer advice, recommendations, and assistance to university officers in the formation or change of institutional policies affecting staff personnel and service personnel affiliated with staff personnel (hereafter referred to as staff personnel). Staff personnel are those employees holding regular full-time positions who have successfully completed their probationary period. The Staff Council's constitution, which describes its rights and responsibilities, is provided as Exhibit 80 in the resource room. One of the suggested changes to the university governance structure is to foster a closer working relationship between the University Senate and the Staff Council.

The Staff Council comprises one elected member for every 35 staff employees or major fraction thereof; currently there are 18 members. The council also includes an ex officio, nonvoting representative appointed by the university president. The Staff Council forwards recommendations to the senior staff for consideration for action by the Board of Trustees.

A collective bargaining unit that works in collaboration with Human Resource Services governs Ball State's service personnel. Service personnel therefore are not represented in the University Senate or the Staff Council. The service personnel bargaining unit is described further in Chapter 6 of this report.

Evaluation with Respect to Criterion II

Institutional Strengths

Effective collaboration among internal administrative and governing bodies and between Ball State and external governing agencies provide a strong foundation upon which the institution carries out its mission. The relationship between the university and ICHE and the Indiana legislature is one of open communication, mutual trust, and cooperation, even

in this time of fiscal constraint. Likewise, collaboration between the university officers and the Board of Trustees is effective. Board members have demonstrated their commitment to the university by taking their official duties seriously and by carefully studying various materials to keep abreast of campus and higher education issues.

Ball State's administrative organization complements the goals and purposes of the university. Administrative leaders are well qualified and work collaboratively with one another. The president of the university is an effective and cordial leader who is engaged with the faculty, professional personnel, and students. The president's relationship with the University Senate is positive.

Concerns and Future Challenges

Ball State's University Senate, Staff Council, and Student Government Association continue to address various issues and concerns that come forward from their constituents and pass the legislation necessary to resolve the concerns. Further, the discussions to improve the effectiveness of the university governance system continue with spirited debate among the faculty, professional personnel, and students, with all groups having the best interests of the university in mind.

The major challenge facing Ball State with regard to organizational structure is a smooth transition to the new University Senate model. This transition must be accomplished so university business can continue to move through the current system until the new system is approved by the Board of Trustees and becomes fully operational. The plan by which the conversion will take place will help ensure an efficient transition.