Ball State University

President's Annual Report 1999-2000
Presidents
Annual
Report
1999-2000
Imagine this Ball State University:

- no grants to support excellence in teaching or faculty development,
- virtually no scholarship programs,
- no Museum of Art building or collections,
- no endowed chairs or distinguished professorships,
- no visiting international scholars,
- no Alumni Center,
- no Worthen Arena,
- no Kittelman Conference Center, field hockey stadium, Lucina Hall, Ball Gymnasium, Elliott Hall, Emens Auditorium, and
- no Cardinal Varsity Club to assist student athletes.

Administration Building, circa 1910

More “nos” could be included, but the point is clear. As crucial as state funds have been to Ball State University, the role played by private support in building a vibrant, comprehensive, and ever improving university cannot be overemphasized. Over the years, private giving has grown to be a major element in Ball State’s financial picture. And much of this private giving occurred during John E. Worthen’s tenure as president. In his sixteen years in office, President Worthen initiated two major comprehensive campaigns, one currently in progress, and a campaign to build the Alumni Center. The resources that have become available to the university because of these campaigns have had deep and far-reaching effects. Often, students are aware of the immediate benefits that come to them because of private gifts. Scholarships are an obvious example. But in some cases, they may be less aware of the real effects of gifts to the university either because they take the benefits for granted or because direct links to the funds are less obvious than with scholarships or facilities named for donors.

Although there has been a significant increase in private support in the last twenty years, the history of private support for the institution stretches back to the very beginning of the university. In 1918, two brothers and their wives, Frank C. and Elizabeth B. Ball and Edmund B. and Bertha C. Ball, gave to the state of Indiana the land and buildings that were the beginnings of Ball State University. Later, the five Ball brothers contributed funds to build Ball Gymnasium, Lucina Hall, and Elliott Hall and supplied part of the cost for construction of the Fine Arts Building.

In the early years, private financial assistance to what was then Ball State Teachers College was modest, with the exception of generous donations from the Ball family. Most of the college’s graduates went into teaching. With teachers’ salaries quite low, little could be expected in the way of financial contributions from alumni. For example, in 1953–54 the average annual gift to Ball State was $1.88 through a dues-paying alumni program. However, in order to become an “emerging university,” a term used to describe Ball State and similar schools at the time, the need for additional private funding became apparent.

The first major financial challenge occurred in 1960 when the John R. Emens College-Community Auditorium was proposed. This project captured the imagination of alumni and friends. By today’s standards, the total contributions that year were relatively small—$75,022. Nevertheless, that figure represented an increase of nearly 600 percent over any past year. It was not until sixteen years later, in 1976, that annual giving to the university exceeded one million dollars.

Fine Arts Building with decorative elements contributed by the Ball family
In 1989, President Worthen initiated the university’s first comprehensive campaign, Wings for the Future. The hope was that a concerted fund-raising effort would generate a greater degree of participation and support. The campaign was a tremendous success. It moved annual giving past the $10 million mark in 1990–91 and exceeded the overall goal of $40 million, reaching $44.7 million. Contributions have continued at a similar pace until today’s Above and Beyond Campaign with its goal of $90 million. From the outset, the

The demands placed upon universities today are immense. The education college students receive must prepare them to move directly and effectively into the workplace. The educational tools they acquire should enable them to reeducate themselves decade by decade, perhaps even year by year, as knowledge compounds at an unbelievable rate. Universities must exemplify a quality of life that combines the best of tradition with the latest innovations. In addition, a state university has the responsibility to contribute to building a state economy and infrastructure that will serve students and citizens well by staying in step with an ever more global and technology-based society.

These goals are at the heart of the mission of higher education today and are in evidence in Ball State teaching, research, and service. Although tax dollars help universities respond to these challenges, those people who have supported Ball State from the beginning have understood that their financial commitment not only could make a difference but was a necessity that would make an outstanding university even better.

In one of his last messages before his retirement in June 2000, President Worthen echoed that thought: “It is a message as old as the statue that personifies the institution. In her left hand, Beneficence holds a treasure chest overflowing with riches—riches that represent the Ball family’s gift to the state of Indiana eighty years ago but now have come to signify the powerful resources the university offers to those who study and teach here. And with her right hand she reaches out in a personal gesture inviting everyone to share in the magical experience of teaching and learning.”

Every line of the list at the beginning of this essay is in place because alumni and friends have contributed to the university and to the future of Ball State students in order to create a strong, vigorous, dynamic institution. Stewardship of these resources demands vision and creativity, and over the years the university has risen to the occasion with ideas and projects that have challenged students to excel and enabled faculty members to pursue enthusiastically their teaching, research, and creative interests.

At the beginning of the new millennium, students and faculty have joined together to meet the challenges that confront them, Indiana, and the world. Much about the future may seem strange and much is unknown. However, with resolution, a sense of purpose, and confidence in the future, Ball State is moving ahead into the university’s second century of service. Our current progress on that journey is recorded in this report in the stories of just a few of the many students whose educations have been enhanced by the generosity of Ball State’s benefactors.
The town of Hay-on-Wye in Wales has a population of approximately 1,300 and no fewer than 36 bookstores to accommodate all their reading needs. In addition to this plethora of bookstores, the town also boasts a literature festival that draws 40,000 visitors from around the world. Last summer Sam Wood, a senior in the College of Sciences and Humanities, and ten other Ball State students were among those visitors.

"They had a slew of speakers. Norman Mailer was there, and P. D. James, Karen Armstrong, Terry Jones from Monty Python, and Geza Vermes, who worked on translations of the Dead Sea Scrolls," Wood explains in a rush. "Many of the literary themes for the festival were things the English enjoy like gardening, history, literature. Hay-on-Wye was the focus of our trip. But London was a phenomenal eye-opening experience. I have traveled around the United States a lot, but I had never been anywhere that cosmopolitan. Maybe that
has something to do with their colonial past. The British Museum had artifacts from around the world. And the tube was efficient, clean, and cheap. It was great for getting around when you didn't have a car or a lot of money."

The students were part of a group from Ball State led by Joanne Edmonds, assistant dean of the Honors College, and Tony Edmonds, professor of history. They were enrolled in a two-week course titled The Critical Reader Abroad: An Honors Colloquium in London, Hay-on-Wye (Wales), and Oxford. Before leaving for the United Kingdom, the students read books written by writers they would see at the festival. Upon their return to Ball State, the students turned in journals and completed a final paper to earn course credit. To hear Wood tell it, the experience was mind boggling. He described writers, museums, cities, subways, mountains, and even rain with unrestrained enthusiasm. But adventures like this are not cheap. Airfare, lodging, food, and other expenses brought each student's bill to about $2,200.

This is where the generosity of Marshall E. Rinker Sr. comes in. Sam is a Rinker International Scholar. Marshall Rinker, who grew up in Cowan and attended Ball State in the 1920s, gave the university money to establish scholarships to help students travel abroad for educational experiences. For many students, $500 to $1,000 in assistance can make study abroad go from dream to reality. It has helped Sam and many others gain international perspectives that altered career plans, opened eyes, and challenged thinking.

"The British Museum was probably the top moment in my life. I am interested in religion, and the museum was outstanding for me because it had some of the oldest copies of New Testament, Jewish, Koran, and Gita texts in existence," says Wood. "Being in the presence of these ancient texts, where someone poured a huge portion of their entire being into these books, books that shaped their lives, that shaped history, was amazing."

Barely pausing for breath, Wood continues, "The trip broadened my experiences more than reading any book or seeing any show on the Discovery Channel. It's the difference between being there and just reading about it."

The university has made these experiences a major part of its educational focus. Marshall Rinker's contribution, continued gifts from the Marshall E. Rinker Foundation, and the contributions made by many other alumni and friends specifically to support international study have made foreign travel affordable for students. That effort has been such a success that Ball State was listed in the Chronicle of Higher Education this year as having the eighth highest rate among American colleges and universities of students studying abroad. For Sam, last summer's overseas adventure was, in his own word, "excellent." Countless other students will have the opportunity for similar experiences because of Marshall Rinker's interest in education, in international relations, and in adding to the breadth of experiences possible for students at Ball State.

Many other contributors support study abroad. The London Centre receives funding from alumni and faculty who loved their experiences there, including the Willac and Nancy Draper Scholarship and Tom Sargent's support for the Fox-Williams Scholarship. Additional scholarships fund international study in various academic subjects.
Scholarships and fellowships have long been valuable, sometimes essential sources of support for college students. Consider Jill Bricker, a student in Ball State’s master’s degree program in Information and Communication Sciences. Bricker works to juggle her student loans, a sixty-plus-hour work week, a demanding academic program, technology supervision responsibilities, and, not least of all, job hunting. The thin sheet of glue that helps her hold it all together is her graduate fellowship.

After beginning her graduate work in January 2000, Bricker worked in University Computing Services in addition to her demanding class work to help pay for her education. “I also took out student loans—I maxed them out each semester,” she says. “Then I got this fellowship starting in the summer and for fall semester. It has paid for my books and part of my housing. Otherwise, I would not have been able to come back to school.”
The fellowship offers Bricker the opportunity to work in Ball State's Center for Information and Communication Sciences on a project for Cisco Systems, a giant in the new high-tech economy. Cisco produces the means by which different computers are able to communicate with one another. But without people trained to work with Cisco's systems, the burgeoning cyber world will not be able to expand as fast or as efficiently as it could.

Ball State University is the state training center for Cisco Systems. The university's Center for Information and Communication Sciences distributes funds from Cisco to graduate students who assist in training Cisco Academy instructors, many of whom are high school teachers, so that these instructors are able to bring information about these technologically complex and vital systems into their classrooms. The hope is that with the right training, the students of these instructors will go on to careers in the field, which is growing as fast as companies can fill their jobs. Right now, students who graduate from Ball State's computer programs find two and three employers lined up to recruit them. This center fills a vital need for the state, the economy, the country, and for the last two semesters, Jill Bricker.

Bricker's fellowship does much more than provide financial assistance. It also helps her develop skills and master knowledge that are related to her course of study. Through her fellowship she assists Ron Kovac, associate professor of information and communications sciences, in delivering education and certification programs for Cisco Systems' Internet equipment. Her work at the center includes training instructors in binary-to-decimal and decimal-to-hexadecimal conversions, teaching subnet masking, editing new Cisco curriculum in English, checking Internet links in Cisco's English and Chinese curricula, and training graduate assistants to conduct site assessments for the project.

Bricker sees another benefit to fellowships as well. "Learning how to work with people from different backgrounds is the way it is in the real world. This job is good preparation for that." Private support helps students who otherwise might not be able to attend Ball State further their educations, strengthening the university's academic programs and the opportunities students have to learn from one another. Multiply this effect by the many scholarships and fellowships available, and it becomes obvious that the benefits of private giving are more than just financial.
As a sophomore, Corrie Cook decided to become a docent at the Ball State University Museum of Art where she could give tours of the museum’s diverse collections of paintings, prints, sculptures, and decorative arts to classes and other groups.

The rest is history—specifically, public history. That is the major Corrie chose to study at Ball State after working at the sixty-four-year-old museum. It might also become her career.

“It was actually the art museum experience that pushed me toward public history,” says the senior from Lafayette. Public history involves museum work and focuses on the social aspects of history more than on the theoretical and technical issues. “You have to talk about the good stories, and I think the art in the museum is a very good tool to depict those stories,” Cook says. “It adds something physical to what you’re talking about. Instead of artifacts, they’re actually pieces of art to illustrate history.”
The museum offers the visitor a serene, eclectic, and visually stunning tour of art through the ages. Images and abstractions from various periods and places give visitors the opportunity to reflect, analyze, and enjoy. The building itself, partially funded by the Ball family, is a magnificent example of the Collegiate Gothic style. But, as Cook has learned, the museum's 11,000 works, valued at more than $40 million, are more than just pretty pictures. They portray a world of history and culture, and they are at the heart of the museum's mission to educate students of all ages on campus and in the community.

They also reflect seven decades of generosity by the local Ball family, the Ball Brothers Foundation, the George and Frances Ball Foundation, the Petty family, David T. Owsley, and many other community members and Ball State alumni and friends. Over the years, these donors have contributed thousands of significant works of art, as well as major funds for art acquisition, education programs, and conservation.

Today the nationally accredited art museum houses important collections of American nineteenth- and early twentieth-century paintings, European eighteenth- and nineteenth-century paintings, select works from the thirteenth through the seventeenth centuries, and decorative arts. In addition, there are strong collections of contemporary prints and drawings, ethnographic and Asian works, and the Ball-Kraft Collection of Ancient Glass.

As a docent, Cook has helped numerous visitors enjoy the beauty of the museum's collections as well as benefit from their educational value. She has guided nearly thirty interactive tours of the museum's collections for Ball State classes, elementary and high school students, and other groups. Several teachers on campus and in the community take classes to the museum and use the art to demonstrate everything from English and history to math and science principles. "It has ties to so many different subjects," Cook explains. "It's a good resource in general for students and for teachers." In an undergraduate fellowship next spring, Cook will help the museum develop new classroom materials that teach local students about American history through American sculpture.

The practical experience she has gained helped her land a summer internship and a job offer in public history at the historic Saint William's on Long Point in Raquette Lake, New York, where she gave tours and wrote a history of the organization last summer. "You don't come up with a lot of volunteer opportunities that help your career and your education and the work is fun," Cook says. "It's a sense of satisfaction at the end of a tour when the kids are leaving and they're smiling and talking about something they learned. It's a good feeling."

Cook's public education has included an experience that was made possible in part by private giving and that will result in more public education—a spiraling connection that is almost a work of art in its own right.
In the movies, stories are not always linear. A character may wander dazed out of a black and white farmhouse and into the crayon bright magic of the land of Oz, or a screenplay may leapfrog back and forth in time, occasionally with less than clear results. Sometimes real life can imitate reel life with results that turn out to be clear and true. As is often the case in the movies, though, it helps to be in the right place at the right time. For Bryant Rozier, the right place was a poetry reading organized by the Department of English.

Rozier grew up in Fort Wayne and began at Ball State as a criminal justice major. “Watching the changes that took place in my neighborhood made me realize that I needed to be in law enforcement,” he explains. “I believed that I could help improve the situation, and a degree in criminal justice would be the best way to do that.”

Over time, however, he developed other interests, including poetry and film production, and took some classes in creative writing. “I started to write poems whenever I was bored.”
When I look back at my first effort, I cringe,” Rozier remembers. But when the opportunity came up, he decided to present two poems at the poetry reading. Rai Peterson, Rozier’s creative writing professor and recipient of one of this year’s fellowships from the Virginia B. Ball Center for Creative Inquiry, was also at the reading, and she encouraged him to apply to the course she was offering through the center. He applied and was accepted.

The center is the result of a gift of $2 million from Virginia Ball—a gift with a vision. Professors apply for grants that will fund classes organized around interdisciplinary study and geared to create a project that will offer opportunities for community learning. Two professors can receive fellowships during a semester and can enroll up to fifteen students each in the classes they have proposed.

“We pulled together people with all different backgrounds to create something that not only will connect the university and the community, but will enrich the lives of all involved,” Virginia Ball explains. The classes offered through the center function like capstone experiences or honors theses, and students are expected to be co-investigators in the proposed project.

Rai Peterson’s course, Paris in the 1920s: The Making of Americans, lets students establish their own study plans. Rozier chose to study Charlie Chaplin because of his influence on film and his brilliance as a director. “Chaplin could tell a story using a camera, a street corner, and himself,” Rozier says, “and the final product would be as good as productions from the major studios.” Like other students in the class, Rozier will write a fifty-page biography of his subject and will contribute to the class’s group project, a film describing the effect that Paris had on Americans in the 1920s.

As part of their research, the class went to Paris for eleven days in the middle of November. In Paris, each student led the class on a tour through a part of the city that related to the person that student was studying and explained the significance of the site. Rozier guided his classmates through an area where Chaplin stayed early in his career.

He has already presented a video series of Chaplin’s works to the public at the Muncie Center for the Arts, and, in addition to the class’s film, Rozier is planning his own film. Smiling out from under the rim of a Chaplinesque bowler, he explains, “I always wanted the opportunity to do it all myself, and that is what this course has given me. All those titles at the end of the credits—that’s going to be me.”

His original plans have shifted a bit. He is now minoring in criminal justice, and after graduation he hopes to go on to film school. Rozier’s personal academic odyssey may have had some unplanned twists and turns, but when he stepped into poetry, the Virginia B. Ball Center for Creative Inquiry, and film, he found his own road to follow.
Urban planning major Jane Sondgerath is mapping out the way to career success using geographic information system (GIS) technology available through Ball State University's partnership with Intergraph Corporation.

Sondgerath is one of several Ball State students working on a GIS mapping project for Shelby County, Indiana, with urban planning professor David Schoen. The students have used the resources of Ball State's Intergraph Center for Excellence in the Mapping Sciences to develop a computerized database of land maps for the county's tax assessor and planning officials. When complete, the GIS system will help Shelby County calculate tax assessments, analyze zoning and land use, and create other maps more easily and efficiently. The year of technical GIS work will help Jane find a job in her field when she graduates.

"It's a nice added bonus to have on your resume," she says of the extracurricular experience. "GIS is a very popular tool right now, and not a lot of agencies really understand its
capabilities and depth. Many agencies are jumping on the bandwagon and want someone who has GIS experience.

The Intergraph Center for Excellence in the Mapping Sciences was established in 1995 as a partnership between Ball State and Alabama-based Intergraph Corporation, which provided more than $5 million worth of computer hardware and software for the center. The center is one of four information mapping and design centers created by Intergraph in the United States.

Ball State's center supports research projects that benefit the private sector and professional communities and that lend a greater dimension to students' educational experiences. Many private gifts to the university contribute equipment or facilities that offer students greater opportunities to enrich their studies and their career options.

Sondgerath began working on the Shelby County project after taking Schoen's GIS course last fall. Student project participants are using Intergraph's GeoMedia Professional GIS software and other programs in the university's Professional Development Lab in the Architecture Building. "It is one of the better GIS packages out there," Sondgerath explains. "It really allows us to do all kinds things—create layers and figure out new geometries and so forth. It's a great tool. And with that we can then determine how to set up the formulas for the tax assessors."

Although urban planning students are encouraged to use GIS technology in studio projects, Sondgerath believes the Shelby County work has given her a more thorough experience. She helped create a mapping database and build a GIS system, rather than just manipulate data in a classroom.

"It helps me understand the importance and the relevance of a GIS system and how it can be used—all the different layers that can be input into the system, and how many different departments in a city or a county can use it," she says. "Because I've learned the basics, even if I went to an agency that had a different software package, I should be able to adapt easily with a minimal amount of training."

Jane would like to work in city or county government, preferably in a community development area where she can interact with neighborhoods and local organizations. GIS technology can be applied to community development planning because it can graphically map population statistics such as income levels and other demographics.

GIS projects undertaken through the Intergraph Center and other similar academic efforts made possible by private gifts offer a way for Ball State to reach out to communities and for students to add significant breadth to their academic careers. Sondgerath explains, "We go out and provide community services. At the same time we get real world experience that builds our portfolios."
Ball State doctoral candidate Susan Albrecht is a licensed child psychologist specializing in children with behavioral and emotional disorders. A Ball State alumna, she returned to the university for her Ph.D. in special education and educational administration because she wanted to do more to meet the needs of these children.

Sheldon Braaten, executive director of the Behavioral Institute for Children and Adolescents in Arden Hills, Minnesota, and adjunct professor at several universities, focused his research and publications on children with behavioral and emotional disorders and advocated measures that would benefit children who needed more structure and guidance than schools and sometimes even parents could provide.

Because of the Meeks Distinguished Professorship in Special Education, Sheldon Braaten is on Ball State's faculty and Albrecht has a course of study and a nationally recognized expert to guide her graduate program.
David and Joanna Meeks, who were associated with Meeks Mortuary, a family firm and one of the oldest businesses in Muncie, wanted to support Ball State University and, because they had a daughter with special needs, they wanted their money to benefit others with similar concerns. The university’s distinguished professorships and endowed chairs are a way for donors to give to the university with very specific intent.

Distinguished professorships and endowed chairs enable Ball State to attract and retain excellent teacher-scholars. Because of their research and professional reputations, the recipients of these awards can invigorate the classroom atmosphere and guide and mentor students as they work toward their degrees.

Albrecht, director of special services for Marion Community Schools, first heard Dr. Braaten speak in 1988. “I knew immediately he was the guy to follow in the field. He was doing what I wanted to do, and he was having such a positive effect on children and their parents and on educators. There are some nationally and internationally known researchers in the field, and Dr. Braaten is one of them. I am enrolled in this program specifically because he is here.”

Braaten was excited by the opportunity to work at Ball State and train future professionals in the field. He explains how his professorship came about, “I was encouraged to apply for the professorship in part because I had been working on a grant program at Ball State that trained students to work with children with emotional and behavioral disabilities.” There is a critical need for educators with an emphasis on emotional and behavioral disorders. Because of this program, there is an assured course sequence in Indiana for people in the field, and the program is student friendly, with classes in the evenings and on weekends to accommodate students who work. Braaten’s appointment as Meeks Distinguished Professor in Special Education guaranteed that this course sequence in special education would continue.

For Albrecht, the benefits of studying with Braaten have gone beyond the classroom. “In addition to my course work here at Ball State, there was a summer institute at Syracuse University that involved nineteen students from the United States and Norway. Dr. Braaten’s recommendation got me in,” Albrecht says. “My goal is to have the same effect on others that Dr. Braaten has had on me. I want to empower others to address behavioral concerns in a compassionate way, based on a strong knowledge base.”

Sheldon Braaten’s work at Ball State has created a dynamic synergy for his students, the university, and the community. The Meeks’ gift made this professorship possible. The long-term benefits of the gift will spread throughout the state, improving the lives of Indiana’s children, its ultimate beneficiaries.
As a fullback on Ball State University's football team, Scott Volk tries to win as many blocking wars as he can at the line of scrimmage. He also wants to win a Mid-American Conference championship before he graduates. Both goals will get a boost from the improved training and stadium facilities that are on the horizon.

Ball State’s plans to expand the football stadium and build a new athletic training structure off the south end zone are under way as part of the Above and Beyond Campaign.

Major private gifts for the project have been pledged by John and Janice Fisher and John and June Scheumann. The Scheumanns also contributed funds for a new multipurpose artificial turf field north of the stadium that will be used by the women’s field hockey team and for football practices.

The football training facility now under construction will feature specialized weight- and strength-training equipment to enhance players’ performance, plus state-of-the-art sports
medicine facilities, renovated team locker rooms, and player position meeting rooms. The structure will bring practices and strategy sessions together in the same location and open up existing training facilities for other sports.

The football stadium expansion will bring the total spectator seating up to Division I-A intercollegiate standards. A new set of stands will sit atop the new training facility on the south end, and the entire complex will be renovated to include a new outward appearance and entrance, new plazas with easily accessible concession and restroom facilities, a technologically up-to-date press box, and suites for alumni gatherings and special events. The renovated west side of the stadium also will house locker facilities for the softball, baseball, field hockey, and track teams.

"It's a real asset to our program," Volk says about the improvements. "It's going to be a better atmosphere." Volk says the new training equipment may help him become stronger and faster in his two remaining years of eligibility, and the new facilities will help the team improve and recruit quality student athletes. The promised improvements made Ball State more appealing to Volk when he was recruited by the football program in 1997. "When you go to other MAC schools and see their facilities, you can see how far behind we were," he says. "It's going to be better for everyone. Winning games and having facilities that can compete with the other MAC schools will give us better recruits in the long run."

Volk decided he wanted to play for the Cardinals after they won the MAC championship in 1996, and he received a football scholarship to attend Ball State. He is a third-year marketing major from Valparaiso, Indiana, who hopes the leadership, teamwork, and time management skills he has gained from football will help him in a sales career.

Facilities like the stadium expansion and other projects funded by private support add to the many options that are available to Ball State students. Just as this project benefits Volk and other athletes, other projects improve the quality and quantity of the opportunities for student enrichment at the university.

Volk believes that the Cardinals can win a conference championship before he leaves. "Right now we're building some confidence," he says, "and I think that's going to carry on in the future."
In conclusion...

Public universities offer affordable education. Private funding can take that education to new levels and add immeasurably to the opportunities available to students. One of the most gratifying accomplishments of my sixteen years as president of Ball State University was the increase in private support for the university and the myriad educational adventures that this support made possible.

Private giving has allowed students to travel, experiment, and explore in ways that otherwise they might only have read about in books. Ball State sent Rinker scholars—students who have received scholarships to study abroad—all over the world. Chemistry undergraduates were able to investigate compounds that could extend the options for cancer treatment. Urban planning students developed a geographic
information database for a county as part of a project that would not just further their studies, but would make property data more easily accessible to county officials and homeowners as well. Private support has helped faculty develop projects that enhance their course content or broaden their students' educational experiences far beyond the classroom. And new academic initiatives expanded the scope of student studies in an amazing variety of ways.

Private funds have increased the number of National Merit, National Achievement, and Hispanic scholars on campus. Sixty-four of these scholars are now enrolled on campus in part because of the scholarships they were offered. Their presence here has elevated the level of academic discourse and added to the diversity of the campus community.

In addition, Ball State built the arena and the Alumni Center mostly with private funds, and private gifts will also pay for the expansion of the football stadium and for Shafer Tower, a dramatic new landmark at the heart of north campus.

Perhaps the most important use of private contributions has been the establishment of three endowed chairs and seventeen distinguished professorships, which have permitted Ball State to recognize its most outstanding teacher-scholars and also attract several top faculty from across the nation.

Most of the money for these endeavors came from our first comprehensive campaign, Wings for the Future. The campaign was a great success, raising more than $44 million. It has added immeasurably to the campus academically, physically, and aesthetically. The current campaign, Above and Beyond, has raised more than $70 million and will undoubtedly surpass the original goal of $90 million before it is concluded in June 2002. It will contribute to additional scholarships and support faculty development, innovative academic programs, and the construction of a new student center that will help create a greater sense of community on campus.

Private giving is one very tangible way in which alumni and friends—and Ball State has many truly wonderful friends—can make the college experiences of Ball State students greater, broader, more challenging, and more exciting. Because of their gifts, the total assets of the Ball State University Foundation have risen from $12.4 million in 1984 to approximately $123 million in 2000, almost a tenfold increase. Although impressive, these figures do not accurately represent the spirit of support demonstrated by alumni and friends. It is the active interest of contributors that distinguishes many of the gifts that come to the university. Some donors give only to Ball State's twenty-two Division I-A athletic teams, but their support is especially critical for those sports that do not generate revenue. Some contributors direct their gifts toward making the campus more beautiful, some want to assist faculty members with projects that will enhance their classroom teaching, and some hope to aid students who otherwise might not have the means to attend college or spend out-of-class time on research or travel.

New scholarships in the College of Fine Arts have attracted talented students to the university each year and have given the program and the students in the program greater opportunities to expand their work and enhance their studies in their chosen major. For example, the School of Music has increased significantly the number of string players in the orchestra, and the Department of Theatre and Dance has attracted a growing number of outstanding actors and dancers, as was demonstrated in their recent production of West Side Story.

It is this kind of interested giving, giving with enthusiastic intent, that has brought Ball State to its current level of achievement and has made partners of the university and the people who contribute to our continued success. I am pleased to have been a part of the effort to accomplish these goals.

Blaine Brownell has come here at a propitious moment in Ball State's history and in his own professional journey. This moment is perhaps the academic equivalent of a convergence of the planets. A university primed to take advantage of the best that technology, research, and academic commitment can offer and a president well prepared by training and his own deliberate efforts have come together to continue Ball State's journey and create a bright future for our students, alumni, friends, faculty, family, and community.

President Brownell has already taken steps to frame the issues and guide the debate about Ball State's future direction. Sandra and I look forward to new developments at the university with keen interest and excitement. I hope that the stories in this report have enabled you to share my enthusiasm and pride in the Ball State story so far.

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### Financial Report

#### Current Operations

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</table>

<table>
<thead>
<tr>
<th>Operating Expenditures and Transfers:</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$108,191</td>
<td>$102,621</td>
</tr>
<tr>
<td>Research</td>
<td>4,736</td>
<td>4,432</td>
</tr>
<tr>
<td>Public service</td>
<td>8,673</td>
<td>8,397</td>
</tr>
<tr>
<td>Academic support</td>
<td>29,979</td>
<td>28,769</td>
</tr>
<tr>
<td>Student services</td>
<td>13,088</td>
<td>12,568</td>
</tr>
<tr>
<td>Institutional support</td>
<td>22,140</td>
<td>21,706</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>26,139</td>
<td>25,566</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>22,181</td>
<td>22,755</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>36,644</td>
<td>35,305</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$271,771</strong></td>
<td><strong>$262,119</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers-net</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant funds</td>
<td>$16,907</td>
<td>$18,122</td>
</tr>
<tr>
<td>Loan funds</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>Net Transfers</strong></td>
<td>$16,906</td>
<td>$18,121</td>
</tr>
</tbody>
</table>

**Total Operating Expenditures and Transfers**

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$288,677</td>
<td>$280,240</td>
</tr>
</tbody>
</table>

| Plant additions during year                  | $16,143 | $17,061 |

<table>
<thead>
<tr>
<th>Balances as of June 30</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment in plant (net of depreciation)</td>
<td>$336,636</td>
<td>$327,833</td>
</tr>
<tr>
<td>Outstanding indebtedness on physical facilities</td>
<td>$70,281</td>
<td>$58,458</td>
</tr>
</tbody>
</table>

(in thousands of dollars)

**NOTE:** The information presented for 2000 is on an estimated basis.

Prepared by: S. L. Scherschel, 11/9/00