

“Building Better Communities”

A Final Report  
from the

2001 – 2002  
Financial and Budgetary Affairs Senate Committee

Submitted to Senior Staff

31 May 2002

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## Financial and Budgetary Affairs Committee Legislative Request Exercise

### **Introductory Remarks**

In keeping with past practices, this year's Financial and Budgetary Affairs Senate committee developed materials to assist the university's senior administration in framing the next biennium budget request, with specific focus on program enhancement opportunities.

The committee received a timeline of targeted activities (see appendix), which was based on a schedule of events used in years past to gather intelligence, discuss issues, and frame proposals.

Specifically, the pattern of operation has been to develop materials using focus groups of faculty and staff; these are then handed-off at the close of the spring semester to members of the Senior Staff. They in turn develop a narrative and package materials in hard copy and CD-ROM format for distribution to members of the State Legislature during the briefing/lobbying process.

In large measure, this year's committee followed that pattern. However, unique to this year's work was the existence of the recently adopted University Strategic Plan, which had to be cited and used to rationalize the particular proposals outlined. In addition, this year the committee actively reported its ongoing work in the monthly University Senate meetings and committed to sharing the results of the committee work with the participants in the focus groups as a way of closing the loop on this voluntary investment of time by faculty and professional staff.

In an early briefing by President Brownell, the committee was made aware of the need to frame proposals, which would be modest in number but unifying in theme and would match the capacities and interests of the university community to the pressing needs of the state of Indiana.

What follows is a compilation of materials growing out of this process; these are formalized as a Final Report to draw special attention to the need for alignment of the request(s) to the State Legislature with the content of the University Strategic Plan.

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

**Framing Final Recommendations**

After months of work, it was suggested that the committee adopt a singular general theme to integrate the many disparate interests emerging from the legislative request exercise. Specifically, the theme chosen was *Building Better Communities*. Such theme would distinguish Ball State from its sister institutions and reflect the cross-disciplinary, interactive nature of the many units on campus that can contribute to this potential. Moreover, this theme would reflect the “applied” nature of research, education and service activities of Ball State University faculty and professional personnel and would build on the history of investment by the university in working with communities statewide. This also would fit well with the many ideas presented in the Ball State University Strategic Plan; specifically in:

the phrasing of its Vision –

“... (as a) ... socially responsible academic community”

the phrasing of its Mission –

“... (providing)... civic and professional leadership”

the phrasing of its six Goals –

“... (to)...enhance excellence in ...learning”

“... (to)...promote...healthy and productive living, and environmental sustainability”

“... (to)...attract and retain high quality...personnel”

“... (to)...attain optimal enrollment”

“... (to)...to be a best-practice institution in use of ...information technology”

“... (to)...broaden, diversify, and enrich its relationships beyond the campus”

Within this context, then, the committee has placed four broad topics of emphasis:

P-12 Education in Indiana

“New Economy” Economic Development

Innovation in the Applications of Technology

Community Development and Improvement

To further explore and develop these topics, the committee broke into four subcommittees, each charged with developing a “first draft legislative write-up”. The draft was to give structure to the respective area of emphasis, within which we might capture the many detailed ideas generated in the faculty/staff focus group sessions, and reference the fit of these potential initiatives to the Strategic Plan. The subcommittee structure and assignments are outlined on the following page.

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

**Subcommittee Structure and Assignments**

The breakdown of responsibilities:

**P-12 Education in Indiana**

Ken Miller, Jayne Beilke, and Shirley Weber

**“New Economy” Economic Development**

Tom Kinghorn and others (with Don Kuratko)

**Innovation in the Application of Technology**

Robert Koester and Beverley Pitts (with O'Neal Smitherman)

**Community Development and Improvement**

Judith Gray and Sharon Roberts

The assignment: prepare the first draft of a legislative request write-up.

Develop a preamble statement about:

- importance of the topic to the state of Indiana
- unique role that (only) Ball State can play
- tributary impact that this line of support might have, including overlap (if any) with the other three (broad) topics
- linkage to the university's mission statement
- linkage to the goal(s) of the university strategic plan

Develop a narrative (or narrative outline) that establishes:

- time frames for impact of the topical initiatives
- immediate, mid-range and long term
- resources (guesstimate?) needed for each such staging

Then, without writing narrative (yet), harvest items from the focus group lists:

- that fall into the topic
- that link to the topic
- and include them at the end of the draft -- but only as a list for now.

Qualifiers

-- a key need is to match the listed items from the focus groups with the category your team has elected to work on; you might be more comfortable starting there.

-- some of the preamble stuff is pure speculation and does not necessarily require a research-based knowledge or subject expertise, but rather only a ‘common sense’ observation on how things might have an impact; the more developed narration can indeed come from the administrative staff later this summer.

Hanging issue: the fit of the Strategic Plan.

-- including topics such as internationalization and environment.

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

**The Proposals**

What follows are the first drafts of the legislative request write-ups. These are likely to be expanded and refined by Senior Staff as the hard copy and CD-ROM materials are prepared for distribution to the State Legislators.

The members of the Financial and Budgetary Affairs Committee of University Senate extend a special appreciation to faculty and staff participating in the focus group sessions. That input has helped tremendously in the shaping of these recommendations.

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

Legislative Proposal  
for  
**P-12 Initiative: A Center for Educational Innovation**

**Importance to State of Indiana**

Ball State University historically has been considered one of the premier universities in teacher preparation and education reform in the state of Indiana. Over the past ten years Teachers College has addressed school improvement by responding to state initiatives in both Tech Prep and teacher licensing changes. Teachers College has demonstrated a P-12 leadership role by addressing school reform issues, support of the Charter Schools and Title II initiative, and demonstrating the effective use of technology to foster school improvement and innovation.

**Unique Role Ball State University Can Play**

Teachers College has demonstrated a P-12 leadership role by addressing school reform issues, providing leadership and support of the Charter Schools initiative, and demonstrating the effective use of technology to foster school improvement and innovation in curriculum development.

BSU Teachers College is now among a small group of colleges and universities that prepare teachers through the use of Professional Development Schools. Over the last five years, faculty and administrators have gained competence related to the promise and pitfalls of PDS. The college is now at a point where it can share that knowledge with other Indiana colleges and universities. The creation of a **Center for Educational Innovation** at Ball State University is the next logical step in the ongoing educational reform process. The center would consolidate Teachers College expertise and provide a clearinghouse for the state wide educational reform movement.

Ball State University is in the unique position to provide leadership for reform initiatives within the state of Indiana as well as nationally. The Teachers College has been in the forefront of curricular reform (e.g. Tech Prep) and teacher certification. Over the past decade, the calls for “School choice” have become more insistent. When the State of Indiana approved the organization of charter schools, the Teachers College responded by becoming the only post-secondary institution to sponsor charter schools and to provide technical assistance to charters.

A key component of school reform is the effective use of technology. Teachers College has positioned itself to provide a leadership role in the preparation of digital portfolios and the general use of technology as a teaching tool throughout the teaching major. Sources of external funding for such initiatives have come from Apple computers and the U.S. Office of Education. A significant grant to the College of Communication, Information and Media will allow Teachers College to develop an intra-college relationship with CCIM, which will benefit students and teaching practitioners.

The Teachers College is now among a small group of college/universities that prepare teachers through the use of Professional Development Schools. In fact, one estimate indicates that nearly seventy percent of secondary education majors develop teaching skills through the PDS program. Altogether, the College has established twenty-nine PDS sites for the preparation of P-12 teachers.

Finally, a community service (service learning) component is mandatory for every teaching major. Much like a PDS, community agencies throughout the city of Muncie, Indiana participate with the university in providing a viable learning partnership. Particularly in the area of multicultural education, teaching majors confront the insidious effects of race and class as they tutor and mentor children through the auspices of community agencies.

### **Center For Educational Innovation; Themes That Apply From Focus Groups:**

Educational Innovation as it relates to curriculum:

- Integrating technology into the P-12 curriculum
- Sub-center for educational resources
- Evaluation and analysis of innovative instructional delivery systems  
(break the mold)
- Extension of instructional programs that provide dual high school  
College credit
- Creation of a BSU digital high school

Educational Innovation as it relates to school facilities:

- Sub-center for school facility planning and design
- Exploration of innovative uses of building materials
- Exploration of alternative HVAC systems and innovative fuel systems  
For busses, cars and vans

Educational Innovation as it relates to educational policy studies;

- Sub-center for school management (training for school boards)
- Evaluation and analysis of alternative educational organizational  
structures as magnet schools, charter schools, voucher systems  
etc.

Educational Innovations as it relates to professional development:

- Training of mentor teachers
- Providing on-site and on-line credit for college courses related to  
Required professional development plans for license renewal
- More summer workshops to provide teachers with training to upgrade  
Skills

### **Linkages To Other Themes Or Goals:**

- Innovation in the Application of Technology
- Community Development and Improvement
- New Economic Development

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

Legislative Proposal  
for  
**“New Economy” Economic Development Initiative**

Ball State University’s Entrepreneurship Solution for Indiana

Importance to State of Indiana

During the past 7 years several studies have been completed regarding the status of Indiana’s economy, its strengths, weaknesses and targets of opportunity. Each of these studies calls attention a number of glaring deficiencies that position Indiana poorly to compete in the economy of the 21<sup>st</sup> century. One such study, prepared within the last 5 years by a high profile committee established by the Mayor of Indianapolis visited a number of other communities known to have prospered in the past decade to identify their “secrets” to success. In every case, the deliberate effort to establish an entrepreneurial environment was referenced as a major key to the success they have achieved.

Over the years, several attempts have been made to establish a vehicle that would serve as a “center” for the state which would have as its primary focus fostering a wide range of entrepreneurial activities ranging from education and training to hands-on business development assistance and incubation process services on a statewide basis. Rather than acting on this demonstrated need, the record shows a propensity to study rather than act. The most recent study highlights are contained in Exhibit A.

Unique Role Ball State University Can Play

The Entrepreneurship Center at Ball State University has been ranked as high as 5<sup>th</sup> in the nation for the strength of its educational programming. Its director, Don Kuratko, has authored several of the primary textbooks on this subject and is sought after to speak on all aspects of this topic. While some other Indiana universities have over the years pursued valuable projects such as the Purdue Research Park, Ball State University has the strength of program to be the leader in this area with a newly developed and aggressive initiative. Dr. Kuratko already has in place a Board of Directors for his Center selected from Indiana business leadership with significant influence and expertise in this area. The center is already supported financially by major Indiana as well as national corporations (Lilly and NASDAC as examples).

Linkage to Mission Statement and Strategic Plan

Strategic Plan Goal VI calls for the University to be proactive in the engagement of concepts and programs that address the economic realities that face Indiana. Certainly, such a proposal would also be in keeping with the University’s mission statement. As a public institution the state is increasingly counting on its public universities to provide the research and development, business assistance and entrepreneurial focus critical to the future diversification of the state’s economy.

### Description of the Initiative

Strengthen Entrepreneurship MBA

Offer a new minor in Entrepreneurship

Develop outreach activity to 12 major cities

Expand advisory services

Establish an Idea Accelerator

Establish a formal entrepreneurial process for communities to experiment with and adopt a structure that would work for that specific situation and community.

Develop an array of support services essential to the evolution of new commercial entities

### **Themes That Apply From Focus Groups:**

#### Economic Development (Community Development, Business Economic Development

University Incubator with Support Services

Main Street Center Small Business Incubator

Local Community Empowerment

Business, Industry, Education (BIE) Think Tank

Technology Transfer Center (Economic Development)

Technical Assistance to Communities for Local Economic and Community Development

Innovation in Local, Economic and Community Development

Create Multimedia “Cottage” industries for the rural environment (e.g., portal design, database maintenance, Mobile, Remote Workforce)

Create technology training facilities to provide a ready source of worker for new tech companies

Outreach involving BSU faculty, staff, students and local students and citizens

Partnerships with commercial sector to attract/retain new industry to state

#### University/Community Linkages

Seek out technology partnerships with high-tech businesses

National recognition for community outreach programs

Institute to assist communities in growing their own jobs

Community SWAT teams

#### Student Enrichment and Development

Center of Excellence; interdisciplinary collaborative scholarship in “thematic” areas

More Internships

#### Technology

Implement wireless broadband access to rural communities

Make masters degree programs more “user friendly” for adults

Expand course delivery systems for distance education

#### Environment

Statewide resource mapping center

#### International

Business and Cultural Exchanges

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

Legislative Proposal  
for  
**Innovation in the Application of Technology**

Preamble

- Indiana is not known as an information technology state rather it has a primary identity through its industrial/manufacturing economic base.
- Nonetheless, the state legislature over the years has provided substantial technology funding to universities to enable them to “ramp up” in the face of emerging computer and related information technology industries.
- Among institutions of higher education in Indiana, Ball State is uniquely positioned to lead the innovation in application of technology in the state of Indiana; this is due in part to a rich history of technology use and ties directly to the most recent major funding received from the Lilly Foundation to support *iCommunication*.
- Innovations in the application of technology have far reaching implications to:
  - P-12 education,
  - New economic development statewide, and
  - Community development and improvement.
- Exploitation of this technology ties directly to the university Mission Statement by which the university prides itself on being “a learning community engaged in the discovery of knowledge, the integration of learning experiences, and their application through civic and professional leadership”.
- Exploitation of technology ties directly to the university’s Strategic Plan; specifically, Goal 5 which states that the university will “continue to be a best practice institution in the innovative use of instructional and information technology”.

Narrative Outline

- The primary emphasis of the new *iCommunication* technology initiative at Ball State involves increasing the size and use of “the pipeline” and exploring the integration of material content so distributed.
- One of the related goals is to work with the larger Muncie/East Central Indiana community to establish an infrastructure, which provides for high-speed linkage to the Internet. The proposal is to map and install the needed infrastructure to enable the community to be unique among those in North America for providing such resource for its citizenry.

- Resources needed are to affect this work will vary, as will the sources of funding and the administrative bodies responsible for implementation. The goal however would be to develop a community and university initiatives in concert so as to leverage the linkage.
- In this regard, the current scope of technical priorities for Ball State University and the east central Indiana community [from O'neal Smitherman] include the following:

#### Campus

Laptops for all students and faculty  
 Laboratories as collaboration rooms with common display equipment and specialized equipment such as video capture and editing machines  
 All classrooms electronically equipped  
 Video conferencing capabilities throughout campus  
 Wireless access throughout campus  
 Broadband access to campus resources

#### Community

Broadband access for faculty staff and students to University resources  
 Very broadband community access (30mbs)  
 Community distribution of high quality video from campus projects  
 Community access to classroom activities (especially K-12) for attending university courses  
 Community-wide video conferencing between university and community

### **Ideas That Apply From Focus Groups:**

#### Technology

Support a massive in-house online database of multiuse digital information objects and learning objects, so many Profs. can share them  
 Create 'virtual labs' and extend the CICS master's program to international partner universities  
 Create virtual labs that allow distance education students to participate, manipulating equipment  
 Video conferencing center

#### Environment

International linkage with environmental education labs  
 International partnerships to promote world ecology/conservation  
 Videoconference hookup with institutions worldwide to study sustainability  
 Statewide resource mapping center

#### International

More partnerships with universities in foreign countries  
 Asian business and cultural exchange  
 International internships

### P-12 Education

Bridge the high school/college transition by working with the high schools more efficiently  
Technology preparation through community colleges from junior high starting point  
Integrating technology use into K-12 curriculum

### University/Community Linkages #1

Seek out technology partnerships with high-tech businesses  
Community/university tech link  
Statewide technology training to upgrade employee skills

### Economic Development; Community Development, Business Economic Development #2

University incubator with support services  
Main Street center small business incubator  
Technical assistance to communities for local economic and community development  
Create multimedia ‘cottage’ industries for the rural environment (e.g., portal design, database maintenance). Mobile/Remote workforce

### Health #2

Strengthen University’s relationship with Medical Education  
Campus/community building for continuing education/non-traditional students

### Media Development #2

Support development of new media and (content and form) for broadband, HDTV, Internet-Z  
Creation of surround sound streaming hub and education center

### Educational Programs #2

Partnership with Children’s Museum – technology centers – university delivery of educational programs  
Research experiences for teachers K-12 (campus-wide program – summers) 1 on 1 with faculty

## **Items from the Campus-wide Focus Groups that Link to the Topic**

### Technology

Improve graduate education – International students  
Expand course delivery systems for distance education  
Greatly expand our distance education offerings especially of complete graduate programs

### Environment

“Sustainable” residence halls  
A residence hall focused on environmental issues

### International

Program to support visiting (International Scholars)  
House for long-term stays for international students. “International House”  
House for 20-25 international visitors for short-term stays

P-12 Education

Summer institute/school upgrading K-8 teachers Biology skills

Teacher training on-line for credit course; upgrading K-8 Biology (biotech) skills

University/Community Linkages #1

University/community health care partners in patient/family education

Family wellness programs

Extend/expand computer training centers – HUD grant project/continuing ed.

Economic Development, Community Development, Business Economic Development #2

Collaborative applied research with tech firms looking for a ‘test bed’ environment

Create technology-training facilities to provide a ready source of worker for new tech companies

Local community empowerment

Health #2

“Aging Indiana” biotech skills upgrade

University recording label

Media Development #2

University Recording Label

Educational Programs #2

First Amendment Center – values, ethics, freedoms, media literacy

Design education for every citizen

Financial and Budgetary Affairs Committee  
Legislative Request Exercise

Legislative Proposal  
for  
**Community Development and Improvement**

The past two years have been difficult ones for Indiana economically. According to newspaper reports, 95,000 jobs, about 3% of Indiana's work force, have been lost in the retailing and manufacturing areas. This is 7 times worse than the national average. The Indiana Fiscal Policy Institute also highlights the fact that we are losing college educated workers due to a lack of professional job opportunities and, secondarily, quality of life is a factor in the decision of many to leave. Because of these trends, it is essential that the University take a leadership role in addressing the issues of job loss and quality of life in order to improve our Indiana communities. Not only is this initiative expected of the University in its unique role in the community, it also fulfills Goal VI of Ball State's Strategic Plan to broaden, diversify and enrich its relationships beyond the campus.

**Community/Economic Development Clearinghouse**

A Community/Economic Development Clearinghouse would provide a resource center with support services to coordinate and facilitate linkages between the University and the community for purposes of promoting community and economic development and improvement. Currently many of the university/community partnerships that exist do so in relative isolation or obscurity, the result of particular grants and/or faculty initiatives in specific departments or areas. Community leaders and university personnel not directly involved may be unaware of potentially useful contacts and opportunities. A clearinghouse to identify, promote and facilitate these and future efforts could assist university personnel through improved communications, administrative and monetary support, and release time arrangements. It could aid in the process of finding internships for students and research/consultation opportunities for faculty and professional personnel. A clearinghouse would also be a portal to the University for community leaders interested in partnering with the university but unsure where to start and how to navigate the university system. A clearinghouse for community/economic development could serve as a means of educating local community development officers, often political appointees with no background or expertise in community development or planning, while building on and showcasing the University's strengths in the such areas as health care, technology, business and cultural/quality of life matters.

Experts/Sponsors:

James Segedy, Department of Urban and Regional Planning  
Elaine Fisher, Center for Economic and Community Development

## Summary of Meeting with Frank Sabatine and James Segedy

On May 8, 2002, Judy Gray, Thomas Kinghorn and Sharon Roberts met with Frank Sabatine, School of Continuing Education and Public Service, and James Segedy, Department of Urban Planning, College of Architecture, to discuss potential community development initiatives for the 2003-2005 legislative request. After discussing the steady demand for the services provided by the Center for Economic and Community Development and the Community Based Projects Program, there was general agreement that some kind of umbrella organization with permanent staff to coordinate and facilitate the work of both areas and perhaps other campus units involved in community outreach would be worth pursuing.

The umbrella organization would be a portal to the University for community leaders across the state and would enable the University to solidify, promote and expand services to the statewide community by providing:

- *Administrative assistance* (e.g., certified grant administration, screening of initial contacts, marketing services, contract development, report writing, bookkeeping and secretarial support),
- *Technical assistance* (e.g., systems, website and database development, and access to data, such as the Department of Commerce's [Stats Indiana](#)),
- *State services that have disappeared* (e.g., planning commissions, toolbox of model ordinances and forms, directories of people and organizations, training and continuing professional education for clerk-treasurers, etc., with emphasis on smaller communities where resources are not available), and
- *Equipment and physical resources.*

There was some discussion of a vision and business plan for the proposed new entity but these details will be addressed in later meetings. Jim Segedy will meet with Elaine Fisher to develop a formal proposal for Tom Kinghorn by late June or early July. Dr. Segedy will also include in future discussions representatives from other areas, particularly in the College of Architecture and Planning, involved with community outreach programs. He will invite James Glass, who has proposed a Center for Historic Preservation.

## Summary of Meeting with James Glass

On May 6, 2002, Judy Gray and Sharon Roberts met with James Glass, Department of Architecture, to discuss his proposal for establishing a Center for Historic Preservation. According to Dr. Glass, the proposed center would not only enrich the learning and professional experiences of Ball State historic preservation students and faculty, it would also provide assistance to communities, nonprofit organizations, consulting firms, and government agencies throughout the state in meeting historic preservation goals. Educational programs for the general public and grades K-12 would increase awareness of Indiana's heritage and bring tourism to the state. The Center would also play a research role and include a state of the art historic preservation laboratory. Dr. Glass sees historic preservation as an area in which Ball State could make its name known throughout the state without competing with Purdue or IU. He anticipates an annual operating budget of \$260,000, supplemented eventually by a \$5.2 million endowment. Dr. Glass gave us copies of a 20-page proposal and various brochures to share with the committee. He also indicated he would be willing to meet with the committee. [See [Appendices](#) for the Complete **Center for Historic Preservation Proposal**]

## Appendices

- A. Timeline
- B. Focus Group Participants
- C. Aggregate Focus Group Ideas List
- D. A Sample Detailed Proposal

# Appendix A: Timeline

## Financial and Budgetary Affairs Committee

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- |                              |   |  |
|------------------------------|---|--|
| December 13, 2001            |   | <ul style="list-style-type: none"><li>□ Review elements of the President's/University Strategic Plan.</li><li>□ Hear from Dr. Brownell about how he sees the Strategic Plan process and the legislative process as being integrated and mutually supportive.</li></ul> |
| Week of: January 14, 2002    |   | <ul style="list-style-type: none"><li>□ Committee develops process for idea development. Could include Focus Groups composed of individuals selected by the Committee.</li></ul>   |
| Week of: January 28          | } | <ul style="list-style-type: none"><li>□ Conduct Focus Groups or other idea collection process.</li></ul>   |
| February 4                   |   |  |
| February 11                  |   |  |
| February 18                  |   |  |
| February 25                  |   |  |
| Week of: March 4             | } | <ul style="list-style-type: none"><li>□ Compile results of idea collection effort.</li></ul>   |
| March 11                     |   |  |
| Week of: March 25            | } | <ul style="list-style-type: none"><li>□ Sort and prioritize</li><li>□ Develop recommendations</li></ul>  |
| April 1                      |   |  |
| Week of: April 1 to April 15 |   | <ul style="list-style-type: none"><li>□ Prepare documentation for proposals to be recommended to the President</li></ul>   |

# Appendix B: Focus Group Members

## FINANCIAL AND BUDGETARY AFFAIRS COMMITTEE

**DATE: February 14, 2002**

**PLACE: TBD**

**Focus Group #1: 3:30-5:00 p.m.**

**DATE: February 21, 2002**

**PLACE: TBD**

**Focus Group #2: 3:30-5:00 p.m.**

<p><b>College of Fine Arts</b> Nina Marshall – Art Michael O’Hara – Theatre and Dance</p>	<p><b>College of Fine Arts</b> Keith Kothman – Music Rodger Smith – Theatre &amp; Dance</p>
<p><b>College of Applied Sciences and Technology</b> Kay Hodson-Carlton – Nursing Alice Spangler – FCS Valerie Wayda – Physical Ed.</p>	<p><b>College of Applied Sciences and Technology</b> Marilyn Buck – Physical Ed. Jim Flowers – Industry/Tech. David Gobble – Wellness/Gerontology</p>
<p><b>College of Architecture and Planning</b> Tony Costello – Architecture Pam Harwood – Architecture Eric Kelly – Urban Planning</p>	<p><b>College of Architecture and Planning</b> Malcolm Cairns – Landscape Arch. Steve Kendall – Architecture Jim Segedy – Urban Planning</p>
<p><b>College of Business</b> Marilyn Flowers – Economics Don Kuratko – Management <i>Ray Montagno – facilitator</i></p>	<p><b>College of Business</b> Marilyn Chalupa – BEOA Rebecca Shortridge – Accounting <i>Ray Montagno – facilitator</i></p>
<p><b>College of Communication, Information &amp; Media</b> Jackie Buckrop – Comm Studies Robert Yadon – CICS Wayne Zage – Computer Sciences</p>	<p><b>College of Communication, Information &amp; Media</b> Dominic Caristi – TCOM Steve Jones – Information Technology Sheryl Swingley – Journalism</p>
<p><b>College of Sciences and Humanities</b> Ralph Baker – Pol Sci George Gaither – Psychological Sci Bill Rogers – Biology Herb Stahlke – English</p>	<p><b>College of Sciences and Humanities</b> Jeff Clark – Physiology &amp; Health Ron Cosby – Physics &amp; Astronomy Joe Losco – Pol Sci Chris Shea – Modern Languages</p>
<p><b>Teachers College</b> Patricia Clark – Elementary Ed Thalia Mulvihill – Secondary Ed Joshua Rosentreter – Office of the Dean Melinda Schoenfeldt – Elementary Education</p>	<p><b>Teachers College</b> Tracy Cross – Indiana Academy/Ed. Psych Mike Modesitt – Office of the Dean Laurie Mullen – Educational Studies Matt Stuve – Educational Studies</p>
<p><b>University College</b> Jacqueline Robertson</p>	<p><b>University College</b> Tom Lowe</p>
<p><b>Honors College</b> Joanne Edmonds</p>	<p><b>Honors College</b> James Ruebel</p>
<p><b>Consultants:</b> Tom Kinghorn – Vice President &amp; Treasurer Jeff Linder – Assoc. Vice President, Governmental Relations</p>	<p><b>Consultants:</b> Tom Kinghorn – Vice President &amp; Treasurer Jeff Linder – Assoc. Vice President, Governmental Relations</p>
<p><b>GROUP 1 – February 14, 2002 * 3:30-5:00 p.m.</b></p>	<p><b>GROUP 2 – February 21, 2002 * 3:30-5:00 p.m.</b></p>

# Appendix C: Combined Focus Group List

## FINANCIAL AND BUDGETARY AFFAIRS COMMITTEE 14 & 21 FEBRUARY 2002

### Technology

Improved electronic classrooms  
More state-of-the-art electronic classrooms and laboratories  
Digital technology across disciplines  
Support a massive in-house online database of multiuse digital information objects and learning objects, so many Profs. can share them  
Polycom multi-user video hardware and software for technology classrooms, Prof.'s offices.  
Internet II and wireless capabilities  
Campus-wide wireless network  
All e-classrooms  
Wired classrooms  
3-D virtual reality campus, labs, etc.  
Create 'virtual labs' and extend the CICS master's program to international partner universities  
Create virtual labs that allow distance education students to participate, manipulating equipment, etc.  
Laptops for incoming freshman  
A laptop for every student  
A laptop for every professor  
Laptops for all students  
Permanent telecast linkages with select institutions  
System for paperless travel and transportation requests  
Broadband service for students, faculty and staff  
Broadband access from home for every professor (beginning with those teaching online)  
Extend broadband to all students, beyond residence halls  
Implement wireless broadband access to rural communities  
E-instructional materials/research  
Super computer site  
Video conferencing center  
'Push' course content to non-traditional student to streaming video 'farms'  
Make masters degree programs more "user friendly" for adults  
Improve graduate education – International students  
Expand course delivery systems for distance education  
Greatly expand our distance education offerings especially of complete graduate programs  
Much much more funding for marketing distance education – especially nationally and internationally  
Provide learning assistance to non-traditional students through technology – example: on-line tutoring

## **Environment**

Center of Excellence; develop an environmental center; Aid economic development  
Much better campus recycling  
Investing in environmentally sound practices, like paying more money to purchase recycled paper, installing motion detectors for lights  
“Sustainable” residence halls  
A residence hall focused on environmental issues  
Renovate the heating plant – the biggest source of air pollution in the county  
Center for Accessible and adaptive environments  
Hybrid university vehicles (no gas guzzlers)  
All electric carpool, service and transport fleet  
Convert our fleet of cars to hybrid or hydrogen  
“Hydrogen Economy” computer modeling center  
Green campus model; testing/monitor environmental impact (planning tool)  
International linkage with environmental education labs  
International partnerships to promote world ecology/conservation  
Video-conference hookup with institutions worldwide to study sustainability  
Computer modeling of community economic development and environmental impacts  
Materials testing lab/research center  
Statewide resource mapping center  
Center for Indiana Smart Growth Studies  
Additional resources for education in sustainability  
Fund an on-going environmental (footprinting) database  
Post art on ugly building facades, such as Teacher’s College

## **Interdiscipline #1**

Create a center/program/degree at the doctoral level that is interdisciplinary  
Interdisciplinary masters programs  
Allowance for faculty from different departments to teach interdisciplinary classes  
Increase numbers of graduate assistants  
Expand distance learning graduate programs  
Sustainability education program (interdepartmental)  
Center for the study of education and democracy

## **International**

More partnerships with universities in foreign countries  
Asian business and cultural exchange  
International internships  
International experience for all students  
Enlarging ETEN  
Fully fund scholarships for selected study abroad (cover program fees?)  
Study abroad support for all qualified students  
Keep costs for international study equal to cost for study at BSU on campus  
Expanded overseas programs

All students have international exp.  
International experience for every student  
Provide “all” students with an international experience  
Centers of BSU at/in strategic international arenas  
African Center like Vienna, London, etc.  
Latin American Development Center  
International exchanges focused on Latin America  
International exchange (1 for 1)  
Increase International relationships and exchanges through short-term travel support  
Program to support visiting (International Scholars)  
Complete Internationalization of campus/website with Spanish, French, German, Japanese, etc.  
translation  
House for long-term stays for international students. “International House”  
House for 20-25 international visitors for short-term stays  
Hispanizing Indiana with Spanish Education push  
Project: New Architecture for New Life Science Facilities

### **P-12 Education**

Better pre-college experiences  
Bridge the high school/college transition by working with the high schools more efficiently  
Technology preparation through community colleges from junior high starting point  
Integrating technology use into K-12 curriculum  
Space configurations on constructing appropriate and innovative learning environments  
Center for School Facilities  
P-12 educational materials center  
Center for innovation in education – K-12  
Center for Educational Reform (Resource Center?)  
Center for Educational Management  
Evaluate new educational paradigms in K-12...to break the mold...  
“Break the mold” school of education  
More extensive dual credit programs with K-12 schools  
On-site childcare for faculty/students  
Quality childcare for employees and students  
Early childhood educational learning environment  
BSU digital high school  
Summer institute/school upgrading K-8 teachers Biology skills  
Teacher training on-line for credit course; upgrading K-8 Biology (biotech) skills

### **Faculty Development**

Expand summer research support for recruiting and retaining quality faculty  
Increase funding for summer salary research and creative grants (increase eligibility)  
Guarantee summer research money for new faculty  
Endowed chairs/fellows within programs to achieve excellence and notoriety  
Endowed chair for each department  
Buy-out and incentives for full-time honors faculty

Major fund for visiting artists  
Scholarship and (craft) of teaching journal/publication center  
Cluster hires around key thematic areas; Cross disciplinary teaching/scholarship  
Enrich new faculty about Indiana by touring significant places/people – aware of our significance/place in world...  
Practitioner/professor exchange  
Faculty internships in fields related to discipline  
Support for all teacher education faculty to pursue “National Board Certification” (School partnerships needed)

### **University/Community Linkages #1**

University/community health care partners in patient/family education  
Family wellness programs  
Center for Innovation in home health care management  
Seek out technology partnerships with high-tech businesses  
Community/university tech link  
Statewide technology training to upgrade employee skills  
National recognition for community outreach programs  
Extend/expand computer training centers – HUD grant project/continuing ed.  
Institute to assist communities in growing their own jobs  
Technical assistance teams to assist K-12 schools integrate technology into instruction  
Budget for lectures in the arts – level of Harvard Norton lectures  
Department of Art gallery budget for TOP NOTCH exhibitions  
Community SWAT teams

### **Student Enrichment and Development #1**

Center of Excellence; interdisciplinary collaborative scholarship in “thematic” areas  
(Re-) Fund permanently the Early Start program  
Immersion semester  
Service learning summer  
Major funding for travel to “field trips of choice” (New York – Arts)  
More internships (intern fair)  
Internship for every student  
Provide internships for “all” students  
International student teaching  
Sustain funding for at-risk student retention projects  
Financial incentives to re-vitalize departmental honors  
Better our physical environment as a model campus supporting social interaction with faculty and students and community  
Basic care competency

### **Economic Development (Community Development, Business Economic Development) #2**

Automotive Research Institute  
University incubator with support services  
Main Street center small business incubator

Local community empowerment  
 Center for Rural Indiana  
 Center for Local Community Assistance  
 Building Futures Institute funding with College of Business and Industry and Technology  
 Nanoscience Center  
     Focused interdisciplinary research  
     Undergraduate/Graduate training  
 Business, Industry, Education (BIE) Think Tank  
     Resident retired BIE persons  
     Teach, advise, assist, and consult  
 Technology transfer center (Economic Development)  
 Technical assistance to communities for local economic and community development  
 Innovation in local, economic and community development  
 Multi-tiered skills training center for community outreach  
 Create multimedia ‘cottage’ industries for the rural environment (e.g., portal design, database maintenance). Mobile/Remote workforce  
 Collaborative applied research with tech firms looking for a ‘test bed’ environment  
 Create technology training facilities to provide a ready source of worker for new tech companies  
 Outreach involving BSU faculty, staff, students and local students and citizens  
 Partnerships with commercial sector to attract/retain new industry to state  
 Indiana building industry cluster analysis...to foster the health, competitiveness and capacity of  
     Indiana’s building industry  
 Money for the C.A.P. Indy Center  
 Money for small towns economic development/community based projects  
 Assistance for preserving local character and heritage

## **Health #2**

Health care – create Allied Health Education Center/partner with CHS  
 Strengthen University’s relationship with Medical Education  
 Become an Olympic training/testing site with the human performance laboratory  
 Occupational Health and Safety Center  
 Health Promotion Workforce Center  
 Worksite Health/Wellness Statewide Consultation Center/Healthcare Cost and Productivity  
     Management  
 Lifestyle Laboratory – obesity/inactivity curriculum development and statewide program  
     development  
 Center for Medical Diagnostics and Treatment Technologies  
 School of Rural Public Health  
 Elder-Hostel “dormitory” for non-traditional students  
 Life enrichment for 55+ age group/campus accessibility for older learners  
 BSU retirement village and “school”; permanent “elderhostel”  
 Campus/community building for continuing education/non-traditional students  
 “Aging Indiana” biotech skills upgrade

## **Media Development #2**

Protect and expand resources in Bracken Library

Support development of new media and (content and form) for broadband, HDTV, Internet-Z, etc.

Creation of surround sound streaming hub and education center

University recording label

A full theater to show feature films in 35mm

## **Educational Programs #2**

Defined and supported departmental honors program

Support for short-term professional arts residencies. On-campus. (Especially interacting with New Media Development)

Development of Professional Training Centers in Arts Technologies

“First Year” University

First Amendment Center – values, ethics, freedoms, media literacy

External Scholarships Center

Partnership with Children’s Museum – technology centers – university delivery of educational programs

Design education for every citizen

A full time Director of Women and Gender Studies

A bachelor’s degree in Women and Gender Studies

Research experiences for teachers K-12 (campus-wide program – summers) 1 on 1 with faculty

# A Sample Detailed Proposal

FINDINGS AND DRAFT CONCLUSIONS REGARDING FEASIBILITY  
OF A CENTER FOR HISTORIC PRESERVATION  
AT BALL STATE UNIVERSITY

Revised  
March 1, 2002

James A. Glass

## Executive Summary

The first phase of the present study involved a brain-storming meeting on May 7, 2001 of the advisory panel for the study. The second phase entailed visits to two existing centers for historic preservation at Middle Tennessee State University and Mary Washington College and three other university units that may serve as models: the Archaeological Resources Management Service and Community-Based Projects Program at Ball State University and Historic Southern Indiana at the University of Southern Indiana. The third phase of the study involved brain-storming sessions and interviews with key preservation organizations, government agencies and leaders, private consulting firms, and foundations. A first draft of this report was then presented for comment at a second meeting of the advisory panel on August 30. This revised draft has incorporated comments made at the second meeting.

The study found that there is a potential unmet need for preservation assistance in communities and among local non-profit organizations throughout the state, and that currently this need is not possible to meet by existing organizations, agencies, or firms. There is also a need for a state of the art preservation laboratory with the capability for analyzing paint, mortar, and other historic buildings materials, especially for museum-quality historic structures. The types of services that are needed are broad and include preservation technology analysis and training, heritage tourism interpretation and planning, nomination of historic districts to the National Register of Historic Places, surveys of unsurveyed counties, additional technical assistance to Main Street communities, heritage education materials for topics and grade levels currently not studied in Indiana schools, economics of historic preservation studies, design guidelines and training for historic district administration, documentation of historic properties with national or statewide significance, and miscellaneous studies of local preservation issues.

The study concluded that the mission of a center should be to provide enhanced educational and professional experiences for preservation students at Ball State; to support and enhance the Master of Science in Historic Preservation program at Ball State; to provide needed services to communities, non-profit organizations, government agencies, and private firms throughout the state; to educate preservation constituents and the general public in the state about historic preservation, and to serve as a research and analysis arm of the preservation field in Indiana. The study also concluded that the service area of a Center should be statewide, and that the best location for a Center was in Muncie. To accomplish the proposed mission of the Center, the study found that a base funding would be needed to pay for projects in which contributions from client communities and organizations were not sufficient to cover project costs. The operating budget for a center would therefore come from three sources: (a) income from a private endowment, (b) an annual state appropriation, and (c) contract and grant income for services. The preservation excellence endowment and the center of excellence appropriation would require careful planning and approximately 3 to 4 years to carry out. A preliminary estimate of an operating budget for the Center would be \$260,000.00.

The next steps for proceeding with the Center concept are to ask for endorsement by the faculty of the Department of Architecture and to present a proposal to the Provost and President of Ball

State with the support of the Dean of the College of Architecture and Planning. Final decisions on feasibility would be made at that point.

## Introduction

In February, 2001, the Provost's Initiative Fund awarded a grant to James A. Glass, Director of the Graduate Program in Historic Preservation in the Department of Architecture, to undertake a study of the feasibility of establishing a Center for Historic Preservation at Ball State. The study was undertaken between May 1 and August 24 and consisted of four main parts: (a) an initial meeting of an advisory panel assembled to provide feedback on the study purpose and methodology, (b) visits to two existing centers for historic preservation at Mary Washington College and Middle Tennessee State University and interviews with the heads of three similar university units in Indiana, (c) a marketing analysis accomplished through brainstorming sessions and interviews with key organizations, agencies, and individuals with potential interests in a center, and (d) a second meeting of the advisory panel on August 30, which provided comments on an initial draft of the present report.

The report that follows presents the findings of the principal investigator, James Glass, regarding the five model centers or other university units that he visited or studied. It then presents and evaluates the results of the market analysis undertaken. Next, draft conclusions about the feasibility of a Center for Historic Preservation are presented, and a possible budget and financing strategy are set forth. The report concludes with milestones for establishing a center and next steps in deciding on whether to proceed. The sections presenting the results of the market analysis and the draft conclusions have been revised to take into account comments provided by the advisory panel on the study at its second meeting.

## Models for Center

The second part of the feasibility study examined possible models for a Ball State Center. Visits were first made to the two most well-established centers for historic preservation in the United States to learn about how each was founded, the mission and scope of each operation, the degree to which each had been successful in realizing its mission, and the ways in which each was financed. Other models in Indiana were then studied, including the Archaeological Resources Management Service and Community-Based Projects Program at Ball State and the Historic Southern Indiana program of the University of Southern Indiana. Following are summaries of the findings from each investigation:

### **1. Center for Historic Preservation, Middle Tennessee State University**

Perhaps the most intriguing model for a Ball State Center for Historic Preservation is the center located at Middle Tennessee State University in Murfreesboro, Tennessee. The Middle Tennessee Center for Historic Preservation, founded in 1984, has made an extraordinary contribution to historic preservation efforts in its state during its 17 years.

Its initial mission as a Center of Excellence in the Tennessee state university system was to achieve excellence in historic preservation at Middle Tennessee State, promote economic development in the state, enhance the intellectual, cultural, and social climate for Tennessee citizens, improve the research base of the state, encourage Middle Tennessee State to increase its financial support of outreach activities, and increase educational and professional opportunities in historic preservation for students in the preservation degree programs of the university. Funded throughout that period by a combination of a state line item appropriation, university matching funds, and contract and grant income, the Center has dramatically expanded public awareness and appreciation of Tennessee heritage in all of its forms and stimulated nearly \$45 million in public and private grants, investments, and spending into the state through its projects. Under the leadership of Dr. James K. Huhta, the founding director of the center, the three-person professional staff and a host of graduate history and preservation students have undertaken six major historic preservation initiatives, all of which have had significant achievements:

(a) Town and Country Preservation Planning Initiative, which has helped Tennessee cities and towns nominate key landmarks and districts to the National Register of Historic Places, develop Main Street programs, qualify rehabilitation projects for preservation tax credits, and start heritage tourism projects.

(b) Heritage Tourism, which has helped Tennessee communities develop comprehensive strategies to draw visitors through heritage-related landmarks, entertainment options, retailing, museums, and the arts. In several areas, the center has developed heritage tourism plans and heritage trails. The largest heritage tourism project of the Center has been planning and developing the Tennessee National Civil War Heritage Area, which will be created over 10 years with up to \$1 million per year of federal funds.

(c) Building Technology and Architectural Conservation, which has provided technical assistance systematically to local communities and non-profit organizations with problems involving the rehabilitation, preservation, or restoration of historic structures. Projects have included paint analysis of prominent public buildings, historic structures reports for museum properties, and three-dimensional computer models for house museums to assist in analyzing construction evolution of the structures and in assessing conservation needs.

(d) Heritage Education, which has developed a comprehensive national website for teachers of history and heritage, The Heritage Education Network (THEN), including lesson plans, glossaries, survey forms, and other aids for students exploring historic architecture, historic farms, archaeology, cemeteries, museum objects, historical photographs, family history, and historical documents. The initiative has also prepared heritage education plans for local Tennessee school systems.

(e) Heritage Museums and Historic Sites Initiative, which has provided technical assistance to house museums and other historic sites across Tennessee with respect to restoration/rehabilitation, adaptive uses, and interpretation. A major recent example is the Bradley Academy project in Murfreesboro, in which the Center helped raise \$1.1

million to rehabilitate an African-American school and adaptively use it as a museum and community/cultural center.

(f) Publications, which has emerged as one of the most impressive accomplishments of the Center, the staff of which has written, illustrated, or edited well-received, authoritative books such as *Tennessee Agriculture: A Century Farms Perspective*, *Hearthstones: The Story of Rutherford County Homes*, *Powerful Artifacts: A Guide to Surveying and Documenting Rural African American Churches*, *Tennessee's New Deal Landscape: A Guidebook*, and the 1500-article *Tennessee Encyclopedia of History and Culture*.

In all of its projects, the Center staff has provided an authoritative analysis and interpretation of heritage for its client communities and organizations that affords an authentic flavor to the communities served. It has also gone only where it was needed, so as to complement and support the efforts of other historic preservation and history organizations and agencies in the state.

The Center has also succeeded in providing excellent educational experiences and professional training in preservation to some 20 graduate history students at Middle Tennessee State per year as interns and graduate assistants.

The annual budget of the Middle Tennessee Center is \$349,658, which includes faculty salaries, professional and clerical staff salaries and fringe benefits, stipends for approximately 20 graduate assistants, travel, supplies, equipments, computers, phones, and books/journals. Facilities consist of three houses owned by the university at the edge of campus.

## **2. Center for Historic Preservation, Mary Washington College**

The Center for Historic Preservation at Mary Washington College has a different mission, scope of activities, and funding mechanism than those of the center at Middle Tennessee State. The Mary Washington Center, created in 1980 with grants from the Virginia Governor's Fund for Excellence, has as its mission to support the Bachelor of Arts in Historic Preservation degree program at Mary Washington and to encourage preservation activities in its service area through outreach programs and consulting services. The center is an integral part of the Department of Historic Preservation, and one of the five faculty members in the department, Dr. Douglas Sanford, heads the center. Since the mid-1990s, most of the center's activities have centered on contract historic archaeological projects. A full-time, benefitted archaeologist manages the contracts, and a force of 5-10 students and alumni carry out archaeological excavations for state agencies, cities and towns, and non-profit historical and preservation organizations.

The center provides professional experience primarily to students in the historic archaeology track of the preservation degree curriculum through the field projects it undertakes. It also provides limited below-cost assistance to historical societies, small non-profit preservation organizations, and other community groups needing technical advice. In addition, the center owns an archaeological site at Germanna, Virginia and conducts excavations there, as well as

administering the James Monroe Museum and Memorial Library in Fredericksburg. Preservation students serve as interns in the museum. The center is very active in the local community, conducting historic archaeological investigations in the early 19th century Market Square downtown, near the outbuildings in the Kenmore plantation, and a circa 1749 store building in the city. The center also sponsors a six-week annual summer field school in historic archaeology at Stratford Hall plantation for preservation students and others.

A \$19,000, state-funded line item in the Mary Washington budget pays for the Center to support the preservation degree program in several ways, including awarding an annual historic preservation book prize, maintaining an archaeological laboratory for center projects and for department classes, providing scholarships for preservation students to attend conferences, printing the department/center newsletter, preparing exhibits prepared by the museum laboratory class, putting on receptions for preservation speakers at the college, and supporting faculty travel to preservation and other professional conferences.

The personnel costs of the center are financed through the contract income; the college contributes a fourth of the time of the center director for overall coordination.

The annual budget of the Center for Historic Preservation at Mary Washington is estimated at approximately \$200,000 per year for its contract activities, plus \$19,000 for the state line item for the center, for a total estimated budget of about \$220,000 per year. Mary Washington College supplies a spacious suite of three laboratories, drafting room, faculty offices, office work area, seminar room, and library.

### **3. Archaeological Resources Management Service, Ball State University**

The Archaeological Resources Management Service, part of the Department of Anthropology at Ball State, parallels the mission and operation of the Mary Washington College Center. Founded in 1978, the Service has as its mission to provide educational and professional experiences to anthropology students in the degree programs of the parent department and to provide some outreach to avocational archaeologists and non-profit organizations with an interest in archaeology. Its operation is financed primarily through income from approximately 100 contracts per year with the Indiana Department of Transportation and several large engineering companies. The contract work deals mainly with prehistoric archaeological investigations. There are also one to two archaeological research grants obtained annually through the Indiana Division of Historic Preservation and Archaeology. The contracts make possible temporary employment to some 20 anthropology students at any given time as field crew members. The service also hires one to two graduate assistants each semester to assist with the office and laboratory operations.

The director of the service, Donald Cochran, is a full-time, professional employee of the university who also teaches a fourth of his time in the Department of Anthropology. He provides overall supervision to the contract and grant operation of the service, while two assistant directors--Mitch Zoll and Beth McCord--oversee the contract and research grant

projects, respectively. Mitch and Beth are full-time, benefitted professional employees also. A half-time secretary handles accounting for the service and oversees the student payroll.

Since 1978, the Service has brought approximately \$2 million in contract and grant income into the university. Some of the overhead from contract income is set aside for the outreach service operation of the Service, which provides some free technical assistance to avocational archaeological groups and property owners with archaeological sites. Most of the overhead goes to support the facilities and operation of the Service.

The educational and professional support to the department comes through archaeological field experience for students, analysis and curation of archaeological artifacts, and through an annual summer field school. Don Cochran directs the field school at various archaeological sites and oversees principally Ball State anthropology students, who take the field school through the Ball State School of Continuing Education.

The university supplies a spacious suite of rooms for the Archaeological Resources Management Service on the third floor of Burckhardt Hall. The space includes an archaeological laboratory; computer facility; reception area; and offices for faculty, staff, and students. The Service has occupied the suite since 1986. The university also pays for electricity and water.

In terms of personnel costs, the university pays for Don Cochran's salary. The contract work of the Service pays for all other personnel costs, including two full-time professional archaeologists, the part-time secretary, and the students working as field crew. Contract income also pays for furnishing the Service rooms, computers and software, supplies, phones, and other operating expenses.

#### **4. Historic Southern Indiana, University of Southern Indiana**

Historic Southern Indiana parallels some of the characteristics of the centers for historic preservation, but is different in several important respects. Founded in 1985, it was intended by then-President David Rice to be a regional development arm of the University of Southern Indiana, both to assist the economically depressed region of southern Indiana and to provide some linkages for the university with its home area. A professor in the Department of History, Dr. Darrel Bigham, became the founding director of Historic Southern Indiana, which is both an operating entity of the university and a non-profit membership organization. The mission of Historic Southern Indiana is to contribute to regional economic development through promotion and facilitation of heritage tourism. The service area is the 26-county section of the state south of U.S. 50. Through workshops, festival events, publications, and heritage education, the office seeks to assist member communities to enhance, protect, and promote qualities that distinguish Southern Indiana from other areas.

The University of Southern Indiana contributes 2.5 full-time employees (one faculty person, one professional, and one-half secretary), office space, furniture, computer equipment, etc. Publications and special events of Historic Southern Indiana are financed through its membership income. Grants are sought for special projects, and the largest grant obtained was a

\$350,000 grant received recently. The total operating budget supplied by the university is estimated at approximately \$150,000.

## **5. Community-Based Projects Program, College of Architecture and Planning, Ball State**

The Community-Based Projects Program is one of the oldest outreach and service programs of the university, founded in 1966. It exists as an educational enhancement arm for all four of the disciplines in the College of Architecture and Planning, not a single degree program, as in the other models studied. The mission since 1966, according to interim director Tony Costello, FAIA, has been to provide education for students, education to the public, technical assistance to communities, and to conduct applied research. The center provides assistance in urban design, urban planning, and landscape design to communities through academic studio projects mounted within a commuting distance from Muncie and through intensive 2-3 day charrettes conducted outside the commuting area around the state. The emphasis is on providing design education for students, not competing with private architectural, planning, and landscape firms for professional contracts. The program operates on a word of mouth basis and goes only into a community for a studio project or charrette if asked.

The operating expenses of the program are funded as follows: the director receives 3 hours loading per semester to administer the projects (one-fourth of time per year). The College provides \$4,000 per year for operating expenses. All other costs of operating the program come from fees paid by client communities and organizations for projects. The College also supplies an office and work area for the program on the fifth floor of the Architecture Building.

Although the focus of the Community-Based Program is on service through class projects and limited, short-term planning projects, it, like the centers for historic preservation, emphasizes education experience for students and community service in its mission.

### Market Analysis for Center

The third portion of the feasibility study was to conduct a market analysis of the need for a Center for Historic Preservation at Ball State. The analysis was done by conducting brainstorming sessions and personal interviews with the following agencies, organizations, firms, and individuals associated with historic preservation and heritage in Indiana: ARSEE Engineering; Central Indiana Community Foundation; Judy Cowling, preservation consultant and President of Historic Fairmount, Inc.; Division of Historic Preservation and Archaeology, Indiana Department of Natural Resources; Historic Landmarks Foundation of Indiana; HNTB Architects; Minnetrista Cultural Center; Ratio Architects; Senator James W. Merritt, Jr.; National Center for Preservation Technology and Training, National Park Service; and the Tourism and Main Street Programs of the Tourism Division, Indiana Department of Commerce.

The objective of the interviews was to assess the need for a Center for Historic Preservation at Ball State. In each session, everyone was presented with a summary of findings about the two existing centers for historic preservation in Tennessee and Virginia and then asked what needs in the preservation or heritage fields were currently unmet in Indiana that could be met by a center

at Ball State. It was made clear in each interview that the intent of a center would not be to compete with either the for-profit or non-profit sectors of preservation. What services in communities and among local non-profit preservation organizations and studies in the preservation field generally were not currently economical for consulting firms or not possible for non-profit preservation organizations to pursue? The question of which services might be financed through contracts and grants was also posed in each meeting or interview.

## **Needs Identified**

*Preservation Technology.* Nearly every party interviewed commented on the need for additional capability in the state for laboratory analysis and training opportunities related to preservation technology. One of the most common requests made of both Historic Landmarks Foundation and the Division of Historic Preservation and Archaeology is to assess the condition of a historic building and make recommendations on appropriate responses to deterioration. The demand for such advice by local non-profit preservation and historical organizations and private individuals far outstrips the time available from Ron Zmyslo of Historic Landmarks and David Duvall of the Division of Historic Preservation. Currently, Jonathan Spodek of Ball State has a grant from the division to put on a series of workshops around the state demonstrating how to address a variety of preservation technical issues. Much more in training could be done.

Historic Landmarks recently has been considering starting some type of preservation technology center or training initiative to assist with one of the major challenges faced by its staff: contractors who lack knowledge about historic building materials and appropriate repairs to them.

Another need relates to an absence in the state of a preservation laboratory, either private or public, with the capability to perform paint analysis and mortar analysis sufficient to meet the needs of house museums and other museum-quality historic buildings. Currently Historic Landmarks and private consulting firms such as HNTB and Ratio have to send such analysis out of the state to specialists, at an additional expense to the owner or client. A center with such capacity in Indiana with competitive fees would likely be used by those needing such analyses. A center, through its initial feasibility analysis, could provide a foundation for other professional projects in a community. One word of caution: one member of the advisory panel suggested that the center should develop a needs test to avoid taking professional projects that were economical for consulting firms to undertake.

The Division of Historic Preservation and Archaeology needs assistance for expert analysis to be done of mortar in brick buildings where restoration is to occur under Historic Preservation Fund Acquisition and Development Grants. A center could possibly provide such analysis under contract before approval of the plans for each grant project were made by the division.

Grants could be sought through the division to hold workshops for demonstrating advanced paint analysis, with national authorities on such analysis brought to make demonstrations for museum employees, contractors, architects, engineers, etc.

The Indianapolis Historic Preservation Commission occasionally needs quick and dirty feasibility studies done that are modestly priced but professionally credible, for buildings in historic districts that are deteriorated.

Finally, Historic Landmarks Foundation believes increasingly that the \$2,500 maximum amount available through its Preservation Grants Fund for conducting feasibility studies on rehabilitation costs for deteriorated historic buildings is no longer enough to attract the services of most architectural firms. Therefore, a center might be able to undertake these assessments.

*Heritage Tourism.* There was general agreement among those organizations and agencies that deal with heritage tourism that a need exists in many communities of the state (especially north of Historic Southern Indiana's service area, the northern boundary of which is U.S. 50) for authoritative research, analysis, and interpretation of the elements of their heritage that would be potentially interesting to visitors. In addition, there are multiple potential regional heritage themes that could be exploited to create heritage areas or regional heritage tourism campaigns. The individual communities that share in these themes often are largely unaware of the linkages with other cities and towns and the possibilities. Examples include the natural gas boom area in east central Indiana, the Lincoln Highway corridor in northern Indiana, Michigan Road corridor in north and southern Indiana, automobile manufacturing in Indiana, the authentic Indiana prairie in northwest Indiana, and many others. Thirdly, there is a large potential need for walking tour brochures and guides to historic architecture and heritage in communities across the state. The Tourism Division, Indiana Department of Commerce, is very interested in expanding the research and interpretation of heritage themes for tourism, but is limited currently in capacity for contract or grant support, due to the State's financial downturn. The division would be willing to promote a center's capacity to undertake such studies. In addition, John Goss, Director of the division, suggested that the many convention and visitor bureaus of the state have the funds and potentially the interest to commission walking tour brochures for their communities.

The Indiana National Road Association, which is staffed by the Eastern Regional Office, Historic Landmarks Foundation, might have an interest in contracting with a center to provide interpretive analysis and heritage theme planning for the U.S. 40 corridor as National Scenic Byway funds for interpretive planning become available. Architectural and Historical Grants from the Division of Historic Preservation and Archaeology for walking tour brochures could be sought by communities to contract with the center to prepare such brochures for their heritage.

Students in the Graduate Program in Historic Preservation at Ball State have previously prepared recommendations for heritage tourism campaigns in New Castle and Ellettsville, Indiana, as part of a historic preservation design studio class and as part of the Indiana Main Street Program Assistance Project.

*National Register Nominations and Surveys.* There also seems to be some agreement among private consulting firms, Division of Historic Preservation and Archaeology, and Historic Landmarks Foundation that there is a need for many more districts in Indiana communities to be nominated to the National Register of Historic Places. Only a handful of communities apply for Architectural and Historical grants from the division each year to hire a consultant to prepare a

nomination for historic districts. Some communities lack the matching funds or the organization to apply for a grant. Only some small consultant operations with lower overheads can afford to prepare nominations for the amount of grant funds available, and there do not seem to be enough such consultants to meet the potential need. Thus, if a center were to prepare district nominations, it would be meeting a need statewide. It also would be competing probably with at least some smaller preservation consultants.

One type of Register nomination is economical for private firms to complete: a nomination for a building that must be listed in the Register in order for its owner to qualify for the federal historic rehabilitation tax credit. The center should avoid preparing nominations for tax credit buildings. A needs test might be desirable also in this context.

Regarding surveys, according to the Division of Historic Preservation and Archaeology, there are several counties, particularly in southwestern Indiana, for which there has never been a survey conducted of properties and districts eligible for the National Register. This is due in large part to the lack of a match locally to enable Historic Landmarks Foundation to apply for a survey grant from the division to undertake the inventory and subsequent interim survey report. A center, if it had base funding, could apply for survey grants from the division to conduct such surveys.

*Main Street Technical Assistance.* The Graduate Program in Historic Preservation has already established a successful record of providing preservation and design assistance to Main Street communities through its four years of partnership with the Indiana Main Street program. Under Indiana Main Street's Main Street Assistance Project, one to two second year graduate preservation students have provided technical service to three Main Street communities per year. Projects have included a range of services, such as a walking tour brochure for historic architecture in Logansport, a user-friendly guide to preservation tax credits for Farmland, recommendations for improving merchandising displays in stores in Rising Sun, recommendations for restoring facades covered with aluminum siding in Greencastle, recommendations for a heritage tourism campaign in Ellettsville, sign guidelines in Goshen, and a tax credit application in Bedford. The project could be extended through a center to more Main Street communities in cooperation with Indiana Main Street.

*Economics of Historic Preservation Studies.* At the May 7 advisory panel meeting, it was suggested that there currently is no agency, organization, or firm in Indiana that undertakes studies of the economics of preservation in different situations. For example, there needs to be a study of successful, small- and medium-sized adaptive uses for historic structures that can be used as a sales tool by preservation organizations. Local development corporations might find useful studies that compare the economics of demolishing a house and building a new one on its site versus rehabilitating a vacant house, or compare the economics of rehabilitation/adaptive use of schools as affordable housing versus new housing with comparable space. There may be Local Initiative Support Corporation (LISC) funds available for such studies. Historic Landmarks Foundation may need additional studies undertaken of the economic impacts of local historic district designations or studies of the economics of continued use of historic school buildings through rehabilitation versus abandonment and replacement by new schools. Or

Landmarks might be interested in financing a study of the economics of local county highway departments rehabilitating historic bridges and continuing to use them versus abandoning them and building new structures. With respect to heritage tourism, the Indiana Department of Commerce or the Indiana National Road Association might be interested in financing a study of the economic impact of heritage tourism campaigns on individual communities along national scenic by-ways and heritage corridors such as U.S. 40 or the Wabash Heritage Corridor. Finally, the Division of Historic Preservation and Archaeology might be interested in financing a study documenting the economic impact of federal and state historic rehabilitation tax credits in Indiana since 1981 or in specific areas of the state.

*Local Historic District Administration.* The Indianapolis Historic Preservation Commission might be interested in contracting with a center to assist in preparing preservation plans for potential new historic areas and conservation areas in Indianapolis-Marion County. Communities outside Indianapolis with new preservation ordinances and modest financial resources might be interested in a center preparing design guidelines for local historic districts. A center might also be retained to put on workshops for members of historic preservation commissions on successful design review in historic districts.

Jonathan Spodek and two preservation graduate assistants recently completed design guidelines for new construction in the downtown area of Muncie, for the City of Muncie. Jim Glass prepared design guidelines for the historic sections of the U.S. Naval Academy, in Annapolis, when he worked for the architectural and engineering firm of Greenhorne and O'Mara, Inc. in 1988-89.

*Heritage Education.* Both Historic Landmarks Foundation and Historic Southern Indiana have active heritage education projects, providing materials and some lesson plans to local educators. There is a large potential need for interpretation of local heritage for school children in fourth grade Indiana history classes and in junior and senior high school history classes. The Heritage Education Network website of the Middle Tennessee State Center has demonstrated the sort of information that teachers find useful in teaching about local heritage, providing lesson plans, glossaries of terms, and sample visual survey forms for children to use to inventory heritage. It also takes a very broad view of heritage, including historic architecture, historical documents, historical photographs, archaeology, genealogy, etc.

The preservation program is embarking this year on a heritage education project with the Muncie Public Library and the Muncie Public Schools to re-cast the three walking tour guides to historic architecture in Muncie for use in elementary and possibly secondary schools. Minnetrista Cultural Center in Muncie is interested in collaborating on developing heritage education workshops for teachers and possibly exhibits. Depending on the interest of Historic Landmarks Foundation and Historic Southern Indiana, there could be center projects in heritage education that had applications statewide. Limited project funding is available currently through the Heritage Education grants of Historic Landmarks and the Indiana Council on the Humanities. There may be interest on the part of other foundations in financing proto-type heritage education teaching materials.

*Documentation of Historic Properties.* The College of Architecture and Planning has a thirty-year old tradition of documenting historic buildings through Historic American Buildings Survey (HABS) measured drawings, photographs, and written reports. There are many significant historic properties in Indiana that have not been recorded according to the documentation standards of HABS or the Historic American Engineering Record (HAER). The center could meet a need for documentation to HABS or HAER standards in those situations where owners lack the funds to hire for-profit consulting firms.

*Studies of National Preservation Issues.* During the visit to Middle Tennessee State University, James Huhta stated that the National Center for Preservation Technology and Training of the National Park Service, on the board of which he serves, was committed in its five year plan to set up a consortium of allied preservation organizations and university units outside government who could study preservation issues with national implications and receive possible financial support from the National Center. Huhta also said that the National Center had recently expanded its scope of grant-making beyond preservation technology to heritage education and the preservation of historic schools. On August 10, Jim Glass visited the National Center for Preservation

Technology at its facility, which is part of Northwestern State University at Natchitoches, Louisiana. He met with Dr. Robert Stearns, the executive director of the center, and three of his senior staff to discuss the center's plans for a consortium and the potential for grants to preservation entities to undertake special studies. The outcome of the meeting was that the center would try to convene a meeting of a consortium in the next two to three years, and a Ball State center for historic preservation could be included. Funding to support consortium members from the National Center, however, is not certain. The center staff also indicated that a Ball State center could apply for grants through the National Center's existing grant programs in preservation technology, training, and environmental and materials research, although with a limited, \$430,000 annual grant budget, the chances of grant funding are currently about 1 in 8.

*Other Types of Studies.* The Indianapolis Historic Preservation Commission might be interested in a study of the demographic changes resulting from local historic district designation, such as population changes over time or the extent to which gentrification occurs. A center might also be called on to help the commission deal with local preservation crises in historic areas and provide a third party perspective. For example, a proposal to build a shelter for the homeless in the Old Northside would involve addressing design, preservation, neighborhood, and social issues. A center could also help develop guidelines for new urban design in historic contexts, for use in Indianapolis or other larger cities of the state.

*Summer Field School.* During previous advisory meetings for the preservation program, a summer field school for Ball State preservation students was proposed as an enrichment that might assist with recruitment of new students. The specific venue of Madison, Indiana and other Ohio River towns has been suggested, with the wealth of architectural history, landscape design, and Main Street revitalization experience present for study and with the Ohio River National Scenic By-way available for exploration. Such a field school, like that at Mary Washington College and that sponsored by the Archaeological Resources Management Service at Ball State,

could be sponsored by the Center for Historic Preservation. Faculty could be drawn from Ball State full-time preservation faculty and adjunct faculty from preservation organizations statewide and locally. There might be a possibility of using Veraestau, the summer estate of the Cornelius O'Brien family near Aurora, as a base for the field school; Historic Landmarks Foundation manages the property and is looking for education uses. The market for the field school could include students from around the country in addition to preservation and other College of Architecture and Planning students at Ball State. The School of Continuing Education at Ball State could handle registration and academic logistics. Opinions among the advisory panel on August 30 ranged from favoring a hands-on rehabilitation field school in Madison or Veraestau to holding field schools in different locations around the state each year.

### Draft Conclusions of Feasibility Study.

From the first advisory panel meeting, the visits to the existing centers for historic preservation and other models for a Ball State center, and the marketing analysis meetings and interviews, it seems clear that successful models for such a center exist and that there are multiple needs in the preservation field in Indiana that a center could fill without, for the most part, competing with existing organizations, government agencies, or private firms. It also seems clear that in order to fulfill its mission and respond to the needs found, a center will need both base funding and contract and grant income.

Following are preliminary conclusions about the mission, services and activities, service area, location and facilities, operating budget and financing, milestones for establishing a Center for Historic Preservation at Ball State, and potential next steps after the study.

### **Mission**

The discussions at the May 7 advisory panel meeting and the conversations with the staffs of the two existing centers strongly indicate that the mission of a Center for Historic Preservation should be four-fold: (a) to provide enhanced educational and professional experiences and opportunities for students in the Graduate Program in Historic Preservation and other Ball State students involved in studying historic preservation or related disciplines, (b) to support and enhance the M.S. in Historic Preservation degree program and help act as an enrichment that assists in recruiting high quality students for the program, (c) to provide preservation services to communities, non-profit organizations, government agencies, and private firms that are needed but not available through other sources, (d) to educate preservation constituencies and the general public in Indiana about historic preservation, and (e) to serve as a research and analysis arm of the preservation field in Indiana, providing authoritative analysis and recommendations on subjects and issues of benefit to the preservation movement in the state.

### **Services and Activities**

As outlined above in the statement of needs in the Market Analysis, there appears to be a demand (need) for multiple types of services and activities by a Ball State center for historic preservation.

1. *Preservation Technology.* If a center included a preservation laboratory with the capacity to conduct paint analysis, mortar analysis, and other forms of building material testing and analysis, there would likely be a market for its services from the Division of Historic Preservation and Archaeology, Historic Landmarks Foundation of Indiana, private architectural and engineering firms, and house museums and the owners of other museum-quality historic buildings. There also probably would be a market for a center with base funding to undertake feasibility studies under Historic Landmarks's Preservation Services Grant program. In addition, there also seems to be a demand for the center to provide training contractors, architects, and building owners about preservation technology.

2. *Heritage Tourism.* There appears to be a demand (need) in the northern two-thirds of Indiana for a center to provide authoritative research, analysis, and interpretation of themes in local communities, in regions, and along heritage corridors that can be used as the basis for successful heritage tourism campaigns. Potential clients could include the Indiana Department of Commerce, Indiana National Road Association, Historic Landmarks Foundation, and local convention and visitor's bureaus.

3. *National Register Nominations and Surveys.* There appears to be a demand for a center to prepare district nominations for the National Register of Historic Places on behalf of communities and local non-profit preservation organizations where sufficient funds for hiring a consultant do not exist. Where counties lack funds for a conventional county survey by Historic Landmarks Foundation, a center could undertake such surveys, with grant funds from the Division of Historic Preservation and Archaeology.

4. *Main Street Technical Assistance.* If Main Street communities needing preservation or design assistance could provide a match, a center with base funding could provide additional assistance, expanding the existing Main Street Assistance Project of the Indiana Main Street Program.

5. *Economics of Historic Preservation.* There appears to be a demand (need) for additional studies comparing the economics of preservation to that of new construction or economic impacts of preservation-related strategies such as heritage tourism. Clients or sources of grant funds could include Historic Landmarks Foundation, the Local Initiative Support Corporation, the Indiana Department of Commerce, local convention and visitor bureaus, the Division of Historic Preservation and Archaeology, and the Indiana National Road Association.

6. *Local Historic District Administration.* There appears to be a need for some assistance in Indianapolis and other communities in the state with local historic districts in preparing preservation plans or design review guidelines. In addition, there seems to be a continuing need for workshops in communities with historic preservation commissions to train commission members in administering design reviews successfully.

7. *Heritage Education.* There appears to be an unmet demand (need) for heritage education in the state. A center could fill part of the void potentially by re-casting available information of built heritage in local communities in forms that can readily be used by elementary, junior high, and secondary school teachers. There could be joint ventures with Historic Landmarks Foundation and Historic Southern Indiana and statewide proto-types could be developed if

sufficient interest developed from the Indiana Department of Education and local school corporations.

8. *Documentation of Historic Properties.* There appears to be a need for documentation of particular historic Indiana properties to the standards of HABS or HAER where owners lack sufficient funds to pay for documentation by a for-profit consulting firm. Because of the expense of preparing measured drawings, it might be advisable to focus such services on historic properties of national or statewide significance in the state. If grant funds were available, documentation through new types of technology, such as laser technology and three-dimensional computer software, might be pursued.

9. *Studies of National Preservation Issues.* There appears to be limited opportunity for a center to obtain financial support to engage in studies of national preservation issues through a consortium of preservation organizations, and centers established by the National Center for Preservation Technology and Training. Once a Ball State center compiled a track record on studying specific issues, it might be possible to interest the National Trust for Historic Preservation or other units of the National Park Service in financing studies of preservation issues with national interest.

10. *Other Studies.* There seems to be some interest in studies on the impacts of preservation or historic district designation on the population and possibly for center guidelines for new construction in historic contexts. Possibly a center could also act as a third party agent in helping to resolve preservation crises in local historic districts.

11. *Summer Field School.* There may be some interest on the part of Historic Landmarks Foundation in cooperating in mounting a field school in historic preservation along the Ohio River and a potential market among preservation and other students. Another conception of a field school could be one that moves around the state to provide exposure to varied historic locales and preservation issues. This could be coordinated by a Center for Historic Preservation.

## **Service Area**

Nearly everyone in Indiana interviewed in the study supported the idea that a Ball State Center for Historic Preservation take as its service area the whole state. As the only university in Indiana with a historic preservation degree program, Ball State is the logical university to create such a center, and as the only university center in preservation, it would be further logical for the center to have a statewide service area.

## **Location**

The starting premise of the feasibility study was that a center for historic preservation would be located in Muncie, and it is the conclusion of this study that a Muncie location would be the best prospective site for the center. In particular, it would provide for maximum interaction between students and faculty of the College of Architecture and Planning and activities and facilities of the center. Both the Mary Washington and Middle Tennessee State centers demonstrate the benefits of a center being close geographically to the academic program that it serves. Some

comments in the Market Analysis phase of the study stressed the opportunities that might be available if a center were located in Indianapolis, with respect to fund-raising, serving a statewide service area, and collaborating with agencies and organizations based in the state capital. However, the disadvantages of students splitting their time between two locations an hour and a half apart and most College faculty not having convenient access to the center appear to outweigh any advantages to an Indianapolis location.

It should be noted that there will likely be center projects involving Indianapolis properties or subjects from time to time, and the field work for specific projects may need to be done in the state capital. The facilities of the College of Architecture and Planning Indy Center may be used as the need arises in particular projects.

### Budget and Financing

A tentative budget has been developed for a fully-established Center for Historic Preservation, based on budgetary information supplied by the Middle Tennessee State center and discussions with the directors of the Mary Washington College center, Archaeological Resources Management Service at Ball State, and Historic Southern Indiana. Possible sources of funds to establish and operate a Center are then provided, based on both the visits to existing centers and the interviews conducted as part of the market analysis.

**Tentative Annual Budget (for discussion purposes only; revised 3-1-02)**

*Personnel:*

Faculty Director (one-fourth time loading [6 hours] per academic year, plus 3 hours salary in summer).....	\$25,000
One Faculty Buy-out (one-fourth time [6 hours] per academic year, plus 3 hours salary in summer).....	\$19,000
Project Coordinator (full-time, benefitted professional employee).....	\$40,000
Project Coordinator (full-time, benefitted professional employee).....	\$35,000
Clerical.....	\$20,000
Total, Regular Salaries.....	\$139,000
Fringe Benefits.....	\$22,000
Graduate Assistants (6) @ \$6500 per academic year.....	\$39,000
Summer Interns (6) @ \$3500 per summer.....	\$21,000
Subtotal, Personnel.....	\$221,000

*Non-Personnel:*

Software.....	\$1000
Books and Journals.....	\$1000
Supplies.....	\$9,000
Equipment.....	\$6,000
Maintenance.....	\$2,000
Phone.....	\$7,000
Travel (in-state project travel and out-of-state conference travel for 6 FTEs).....	\$13,000
Subtotal, Non-Personnel.....	\$39,000

*Facilities:*

Short-term: Space and utilities supplied by University

Long-term: Capital campaign for permanent facility

Total, Tentative Annual Budget.....	\$260,000
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## Strategies for Raising Operating Budget

Two strategies have been developed for raising the \$260,000 annual operating budget of a Center for Historic Preservation. After a meeting with President Blaine Brownell in January, 2002, it has been decided to explore the feasibility of both.

### 1. *Private Endowment for Preservation Excellence Income*

A Center fund-raising campaign would be undertaken over three years to raise an operating endowment to underwrite the operating cost of the Center. The endowment income would pay for part of the staff time and direct costs incurred by projects carried out for communities and non-profit organizations that are unable to pay the full cost of projects. Each client organization would contribute part of the cost of a project undertaken by the Center. It is projected that the income from the endowment would supply all of the initial annual operating budget, \$260,000. The campaign goal, then, would be \$5,200,000 (assuming a 5% investment return).

The feasibility of this strategy could be determined through commissioning a study by a reputable consultant with experience in testing reactions of potential donors to capital campaigns for non-profit organizations and colleges/universities. One such consultant, recommended highly by Reid Williamson of Historic Landmarks Foundation of Indiana, is Johnson, Grossnickle, and Associates of Franklin, Indiana. An informal discussion with Ted Grossnickle, President of the firm, disclosed that a reliable study testing donor responses to the concept of the Center and to the amount of the campaign could be carried out for between \$25,000 to \$30,000. This amount would need to be raised.

Endowment for Preservation Excellence Campaign.....\$5,200,000.

### 2. *State Center of Excellence Appropriation*

Following the example of the State of Tennessee, Ball State would propose that the State of Indiana designate the Center for Historic Preservation as a Center of excellence at Ball State University, as a mechanism to provide needed assistance to Indiana communities and non-profit organizations to capitalize on their heritage as an economic development tool and to enrich the educational and cultural climate of the state. Under this option, the entire annual operating budget of the center would come from an annual center of excellence appropriation from the State.

At the suggestion of Provost Vander Hill, Dean Joe Bilello and Jim Glass met in January, 2002 with Jeff Lindner, Ball State's lobbyist for the Indiana General Assembly. Mr. Lindner was very encouraging about the appeal of the Center concept to legislators and said that it could be portrayed as contributing to the Quality of life issue in Indiana communities. He recommended that the university ask for the whole amount needed for the annual operating budget, \$260,000 and indicate that such an amount would develop a Center with excellent services. He also suggested that a request be submitted in 2002 and conversations be started with legislators to identify supporters of the concept. The next step in pursuing this strategy would be a meeting in

March or April of 2002 of the President, Dean Bilello, Jim Glass, Jeff Lindner, and Senator Jim Merritt, a potential supporter, to discuss how to proceed.

Center of Excellence appropriation.....\$260,000

**Other Sources of Financial Support**

*Contract/Grant Income*

Based on the experience of the Middle Tennessee Center for Historic Preservation, it is anticipated that once the Center is established, matches for community and non-profit projects and income from contracts and grants for projects undertaken by the Center would add an additional \$75,000 to the Center's income and boost its operating budget to \$335,000.

Potential contract/grant/matching contribution income on annual basis.....\$75,000

*Ball State University Support*

Following the models set at Middle Tennessee State University, Mary Washington College, the Archaeological Resources Management Service of Ball State, and the Historic Southern Indiana unit of the University of Southern Indiana, the university would provide facilities for the Center and the initial loading (release time) for a faculty Center director, until an endowment or appropriation is secured. It is difficult to put a value on the facilities at this point, without knowing location and ownership. The value of the loading for a director is estimated to be approximately \$30,000 annually (one-fourth of time in academic year, fringe benefits, and three hours summer salary)

Ball State Support (faculty director only).....\$30,000

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CENTER FOR HISTORIC PRESERVATION PROPOSAL  
APPENDIX

ADVISORY PANEL  
CENTER FOR HISTORIC PRESERVATION STUDY

Graduate Program in Historic Preservation  
Department of Architecture  
College of Architecture and Planning

May through September, 2001

(Revised 8/29/01)

**Preservation Faculty**

Tony Costello, FAIA, Irving Distinguished Professor of Architecture  
Andy Seager, Professor of Architecture  
Ted Wolner, Associate Professor of Architecture  
Carol Flores, Associate Professor of Architecture  
Jonathan Spodek, AIA, Assistant Professor of Architecture  
Jim Glass, Director, Graduate Program in Historic Preservation, Professor, Department of  
Architecture

**Students** (all are invited to attend sessions)

These students are serving on panel as representatives of their class:

Second Year Class (2001-2002)

Cathy Compton  
Jill Downs

First Year Class (2001-2002)

Kirk Rappe  
Diane Tuinstra

**Alumni**

Class of 2001 (second year class, 2000-2001)

Kirstin Clouten  
Amy Cunningham, Preservation Planner, Indianapolis Historic Preservation Commission

Lisbeth Henning, '80-'82, Executive Director, Utah Heritage Foundation  
Marsh Davis, '82-'84, Director, Community Services, Historic Landmarks Foundation of Indiana  
Steve Kennedy, '94-'96, Grants Manager, Division of Historic Preservation and Archaeology,  
Indiana Department of Natural Resources  
David Kroll, '82-'84, Head, Historic Preservation Discipline, Ratio Architects, Indianapolis

Bill Taft, '87-'89, Executive Director, South East Neighborhood Development Corporation,  
Indianapolis

Amy Kotzbauer, '90-'92, Program Officer, Central Indiana Community Foundation, Indianapolis

Judy Cowling, '94-'98, President, Historic Fairmount, Inc., Fairmount, Indiana

Michelle McCullough, '97-'99, Architectural Historian, ARSEE Engineers, Noblesville, Indiana

### **Preservation Employers**

David Baker, Administrator, Indianapolis Historic Preservation Commission

Jim Kienle, AIA, Vice President, HNTB Corporation, Indianapolis

Mark McConaghy, Director, Indiana Main Street Program, Indiana Department of Commerce

Jon Smith, Director, Division of Historic Preservation and Archaeology, Indiana  
Department of Natural Resources

Jayne Stites, Executive Assistant, Communities for Community, Office of First Lady Judy  
O'Bannon, Indianapolis

Reid Williamson, President, Historic Landmarks Foundation of Indiana

### **Community Organizations/Agencies**

Cindy Brubaker, Director, Central Indiana Office, Historic Landmarks Foundation of Indiana,  
Indianapolis

Gretchen Cheesman, Historic Preservation Officer, City of Muncie

Jane Cassady, Director, Southern Regional Office, Historic Landmarks Foundation,  
Jeffersonville,  
Indiana

Kevin Cox, Past President, Historic Farmland, Inc.

Owen Glendening, President, Minnetrista Cultural Center, Muncie

Ginny Nilles, Director, Muncie Public Library

Todd Zeiger, Director, Northern Regional Office, Historic Landmarks Foundation, South Bend,  
Indiana

Scott Zimmerman, Director, Eastern Regional Office, Historic Landmarks Foundation,  
Cambridge City, Indiana

Ron Zmyslo, Director, Design Services, Historic Landmarks Foundation

### **At Large**

Bob Bates, Director of Historic and Multi-Family Development, Mansur Real Estate  
Services, Indianapolis

Josie Fox, San Jose, California

Joe Bilello, AIA, Dean, College of Architecture and Planning

Senator Jim Merritt, Indianapolis

Brian Sinclair, Chair, Department of Architecture

Pat Szuch, Director of Development, University Development, Ball State

Marianna Weinzapfel, Director, Development and Grants, Tourism Division, Indiana  
Department of Commerce