

STRATEGIC PLAN 2001-2006

Defining Excellence



President Brownell

Corporate investors measure excellence by earnings and market value. Broadway entertainers define it by Tony Awards and ticket sales. Professional athletes tally win-loss records and championship rings.

Ball State's new definition of excellence—at least for the next five years—lies in the university's first-ever comprehensive strategic plan. Developed by a 25-member task force with widespread public participation, this living document will guide and shape the direction, priorities, and identity of Ball State through 2006.

The plan outlines excellence in education through its vision, mission, and six major goals:

- Excellence in learning
- Rich learning climate
- High-quality faculty and staff
- Optimal enrollment
- Innovative technology
- Relationships beyond the campus

It's a cohesive, detailed map for the university as we begin to navigate the 21st century, a challenging era when survival and success depend on global relationships, rapidly advancing technology, increasing diversity, and social responsibility.

It's also a unique opportunity for the faculty, staff, and students in all areas and disciplines across the campus to enhance the life and legacy of this thriving state-supported learning community.

Drafting the Plan

The details of our Strategic Plan 2001–2006 emerged from the diligent work of a university-wide task force appointed at my request in the fall of 2000. Led by Provost Warren Vander Hill, this dedicated group produced a draft document in January 2001 that was shared with the university and external communities for feedback.

We invited and received comments through public forums, a Web site, e-mail, phone calls, faxes, and letters. The task force received nearly 500 comments from faculty and staff members, students, community constituents, alumni, and emeriti faculty.

Equipped with this new information, the task force spent the next month revising the draft document, adding a vision statement, rewriting the mission statement, and modifying some goals and objectives. The panel also reduced and refined the measures to make the plan more manageable.

The final plan was presented to me in a formal ceremony in April 2001 and unveiled to the public via the Internet and printed copies. The Board of Trustees accepted the plan, specifically approving the vision and mission statements.

Illustrating the Plan

Ball State's first strategic plan outlines a bold vision and mission for the next five years. It describes a learner-centered and socially responsible academic community with intellectual vitality and integrated, enhanced learning experiences. It's a place where knowledge is discovered and applied through civic and professional leadership.

The plan describes a university that is setting the standard for its peers and the society around it as a national model in higher education. It's a university that is connected to the major patterns of change that shape today's world.

Ball State already serves as a national—and in some cases international—model in several areas, while other initiatives show strong leadership potential in the years ahead. A few examples come to mind:

- Exceptional academic programs ranging from architecture and telecommunications to physics, entrepreneurship, and music engineering technology
- Ongoing efforts to infuse today's technology into teaching and learning experiences across the campus and to prepare graduates for high-tech careers
- Ten years of strategies to foster environmental sensitivity and education
- Theatre, dance, and other arts programs that are steadily expanding their scope of influence and achieving national honors
- Diverse projects and partnerships that help communities nearby, around the state, and across the country address critical quality of life and economic issues
- Repeated rankings among the nation's top 10 doctoral universities for the number of students studying abroad

The pages that follow describe some of the areas where Ball State is leaving its mark on the nation's educational landscape and show how those efforts support the new strategic plan.

Refining the Plan

The Strategic Plan 2001–2006 is a beginning, not an end. Now we must focus on implementing, assessing, and refining the plan as it was drafted. We have to develop a way to monitor its success. More specific measures need to be identified, and our progress has to be tracked annually.

Individual units across campus also have begun to develop specific strategies for implementing the plan on their level.

With the strategic plan in hand, the challenge ahead for this selective, primarily residential public university during the next five years is an unwavering commitment to high-quality education in a technology-rich, sustainable, and dynamic campus environment.

It's an ideal that embraces cultural diversity, global connections, innovative scholarship, and community service while nurturing a supportive, interactive learning environment that ensures student success through and beyond graduation.



Blaine A. Brownell
President, Ball State University

The Vision

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

The Mission

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

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

In our learning community, we value—

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

In our discovery of knowledge, we value—

- Intellectual freedom
- Inquiry and investigation
- Creative activity

In our integration of learning experiences, we value—

- Connection
- Coherence
- Collaboration

In our civic and professional leadership, we value—

- Integrity
- Social justice
- Social responsibility

GOAL I *Ball State University will enhance excellence in undergraduate and graduate learning.*

Excellence in Learning



Architecture design studio on campus

Anticipation is everything. Ball State's 35-year-old architecture program remains a national and international leader in design education, community service, and curriculum innovation by looking ahead and refocusing its vision with the changing profession.

"We're out in front trying to anticipate where things are going and taking steps to move in that direction," says architecture department chair Brian R. Sinclair. "We're pretty good at anticipating and questioning directions in the marketplace. And we look at our role as a leading school of architecture in reacting to those trends and helping to shape where the profession and architectural education are headed."

Indiana's only state-supported architecture program is the cornerstone of Ball State's College of Architecture and Planning. It is one of several elite programs on campus that

offer the latest resources, an outstanding faculty, and diverse learning experiences in and out of the classroom to prepare students for successful careers.

Architecture major Dale Vogel calls the learning environment exceptional and the professors highly distinguished.

"They show you more of the professional practice," Vogel says. "They let you know what to expect in the environment. They really teach you the methods that people are going to look at when they start hiring students. They prepare you with a portfolio."

Ball State is the nation's only three-time winner of the American Institute of Architects' Education Honors Award and was featured as a national model in a 1996 Carnegie Foundation for the Advancement of Teaching report on the future of architecture education and practice.

In 2001 a national reaccreditation team praised the architecture program's service to the community and state, its nationally and internationally recognized faculty, its strong internship program, and its tradition of international travel that exposes students to diverse cultures. Ball State's architecture facilities and technology resources were said to reflect "an enviable contemporary standard."

The team also said faculty members have a passion for teaching, mentoring, and intellectual exploration, and architecture students rank high academically and are "unusually enthusiastic" about their courses.

"The Ball State graduate enjoys the reputation of being a well-rounded, skilled, and hard-working employee," the team said. "The internship program and the practical nature of most course work prepare graduates desired by architectural firms."

To boost career prospects even more, the five-year professional bachelor of architecture degree is being replaced with a new sequence that combines a four-year preprofessional bachelor's degree and a rigorous professional master's degree. The move reflects a national trend, and it promises to make graduates more attractive to employers and to help them attain higher salaries.

"We are willing to raise the bar in terms of the expectations we have on students and on ourselves as educators to be more rigorous, to introduce more research components, to ensure that our graduates have a flexibility and adaptability to move into various roles emerging in the marketplace," Sinclair says.

New technology initiatives also will prepare architecture students for today's profession. All majors now must have laptop computers and must achieve a high level of computer skills, including three-dimensional modeling, high-end rendering, and animation.

Students also learn about environmental sustainability, and they gain a critical global perspective through international field study tours and exchange programs with leading design schools in locations such as Asia and Europe.

Closer to home, national award-winning programs and projects let students work with faculty members to help cities and towns with development challenges, affordable housing, and historic preservation. A new Indianapolis design center opened in 2001.

These community design initiatives give students in-the-field learning experiences while providing a public service.

"We continue to be at the forefront in terms of service learning and getting students out working on real projects," Sinclair says. "We're engaged in the community. That keeps us connected to the marketplace and providing leadership."



Architecture student / faculty visit to Tibetan refugee camp



Regional Emmy Awards

And the Winner Is . . .

Emmy Awards nearly always go to professional broadcasters.

But on June 16, 2001, Ball State walked away with two regional Emmys, the only university to be honored that night by the Cleveland chapter of the National Academy of Television Arts and Sciences.

In addition to a writing award for telecommunications instructor Jim Shasky, a student-produced television magazine program was honored as the best student program. *Connections Live* originates in the Department of Telecommunications and airs on WIPB-TV, public broadcasting for east central Indiana.

"Universities just don't earn awards like these very often," says Scott Olson, dean of Ball State's College of Communication, Information, and Media. "And in this case, it was student work being honored."

Connections Live is created entirely by Ball State telecommunications students, with faculty and staff members serving in advisory positions. Students generate story ideas, shoot and edit footage, and produce the program in the WIPB studios on campus.

The award-winning television show broadcasts news and entertainment segments and stories about current issues to some 250,000 homes served by the public television station.

More than that, the program provides Ball State students with invaluable opportunities to turn new knowledge and skills into real-life achievements.

GOAL II *Ball State University will promote a learning climate that values civility, diversity, multicultural awareness, appreciation of the arts, healthy and productive living, and environmental sustainability.*

Rich Learning Climate

Being different is what Ball State's Diversity Policy Institute is all about—different cultures, races, genders, ages, abilities, economic backgrounds, sexual identities, and religious viewpoints. Its approach to promoting diversity on campus is different as well.

Through academic research, curricula, and projects, the unique institute strives to help Ball State recruit and retain a more diverse body of students, faculty, and staff while preparing graduates for a more diverse society.



Student group project in Christy Woods

The vision includes weaving diversity issues into university courses, contributing to the national debate on diversity policy in higher education, and improving the campus climate for diverse groups. The new institute complements the student programs and support systems already offered by organizations at Ball State.

The initiative comes at a time when the university is attracting more students from diverse populations in larger cities and international enrollment has reached a new high. Both trends are changing the student body's demographics and bringing more cultures and ideas to campus.

"My goal with this institute is to produce graduates who are much more competent in understanding and dealing with different people, who can communicate across cultural boundaries and be successful in a multicultural, global environment," says Michael Stevenson, director of the Diversity Policy Institute and a professor of psychological science. "People shouldn't be leaving institutions like this ignorant of these issues."

Graduates who understand diversity issues will have the advantage in the job market and will be more attractive to employers, Stevenson says. With companies thinking globally, hiring may be based on the ability to work well with diverse groups.

A recent survey coordinated by the institute found that faculty members and students on campus agree that understanding diversity is important for success after graduation.

According to Stevenson, for graduates to be diversity competent, educators must infuse the curriculum with the relevant material and skill-development opportunities. To that end, the Diversity Policy Institute supports the development of diversity curricula in new and existing academic programs at Ball State.

The institute's Diversity Associates program has been helping about 10 faculty members a year with diversity projects related to their courses, departments, or areas. History professor Tony Edmonds added a Vietnamese point of view to his Vietnam War course and an immigrant perspective to his course on the history of the family. A nursing professor's new materials on African-Americans and cancer changed her department's entire curriculum.

"The kinds of changes that have occurred in programs and curriculum have been phenomenal," Stevenson says. "It's a course-by-course thing, but it adds up over time."

The Diversity Policy Institute also helps academic areas find ways to implement Ball State's Strategic Plan goal encompassing diversity.

"I would like to see each department or college define more clearly what it means to be diversity competent in their area of expertise as we work toward a curriculum that would ensure that every graduate can claim to be diversity competent," Stevenson says.

Off campus, the institute is connecting Ball State faculty members and students with community organizations dealing with diversity issues so they can support each other. Collaborations with other colleges, universities, corporations, and nonprofit agencies are in the works and could create sizable external funding opportunities.

Stevenson also wants Ball State to play a role in national discussions on diversity issues. Faculty members are presenting their diversity projects at national conferences, and Stevenson is involved in professional groups exploring diversity in education. He was recently elected to the board of the Diversity Roundtable of Central Indiana.

Ultimately, the Diversity Policy Institute might become a model for other colleges and universities across the country.

"I haven't come across anyone who's doing this," Stevenson says. "Most campuses have some type of student affairs office and an equal employment office. It is very uncommon to have an office based on diversity research that intends to engage the entire campus."



Adaptive computer lab on campus



Ball State's duck pond

Going Green

It's not easy being green, but Ball State's decade of work to promote environmental sustainability on its own campus and across the country is bearing fruit.

In a 2001 issue of *The Chronicle of Higher Education*, Ball State led a list of 22 green colleges and universities compiled by Noel Perrin of Dartmouth College. The elite group also included four Ivy League schools.

Every other year, Ball State's Greening of the Campus Conference brings together nearly 200 faculty, staff, and student representatives from colleges and universities around the United States and abroad for an interdisciplinary dialogue on campus environmental strategies.

The diversity of participants and topics makes these gatherings unique. National leaders in environmental education, research, economics, and science help schools discover how to become environmentally sensitive models for society.

Meanwhile, Ball State's 94-member Green-2 Committee has developed 186 new action items to implement tenets of the international Talloires Declaration, an environmental agreement signed by Ball State and 250 other universities worldwide. Proposals range from a comprehensive campus bikeway system to a touring "trunk show" on sustainability issues.

"Ball State is poised to continue its international leadership in the Greening of the Campus," the committee reports. "The Green-2 recommendations provide the framework and steps for such action."

GOAL III *Ball State University will attract and retain high-quality faculty, professional personnel, and staff.*



Curtis Gary Dean

High-Quality Faculty and Staff



Sherry Kloss, violin

Through her teaching, Sherry Kloss—acclaimed as one of the foremost violinists of her generation—is passing on a magnificent musical legacy to Ball State students.

It's a legacy the Ball State distinguished professor inherited from renowned violinist Jascha Heifetz, for whom she served seven years as master-teaching associate, and one that is part of a genealogy of violin greats dating back to 1600 and Vivaldi.

Kloss says she often wondered why Heifetz chose her to receive the historic Tonomi violin with which he made his famous Carnegie Hall debut in 1917. She concluded, "He knew I would do the right thing."

Doing the right thing means making a commitment to teach a whole new generation of students the artistry and techniques Kloss has honed in years of performing, recording, and presenting master classes throughout the world.

The Sursa Distinguished Professor in Fine Arts has brought her hopes, dreams, and high expectations for all students, whether future performers or music education majors, to Ball State.

"I choose to show young people how they can succeed," she says. "They are the hope of future generations to keep the arts alive and to keep the love of music vital. I see it happening here at Ball State."

Kloss is one of many dedicated teacher-scholars of the highest caliber who have been drawn to Ball State by its enthusiastic commitment to teaching.

Thanks to the generosity of alumni and friends, a number of distinguished professorships and endowed chairs attract outstanding new faculty members from across the country, and reward and retain the finest of the current faculty.

David Haber came to Ball State this year as the John and Janice Fisher Distinguished Professor of Wellness and Gerontology, eager to combine teaching and research in the two areas for which he has built a reputation for excellence. He is on the faculty of the Fisher Institute for Wellness and Gerontology.

"This is the only institute for wellness and gerontology in the country," he explains. "My twin interests blend very well with the twin focuses of the institute."

The author of one of the most popular textbooks in the field, Haber plans to conduct research at Ball State that focuses on the collaboration between medical care and community health. In a new course he'll begin teaching in 2002, he also will provide Ball State students with unique opportunities to meld the latest research with the experiences and attitudes of older adults at the institute's Community Center for Vital Aging in Muncie.

"I've always involved students with older adults in the community, and I plan on continuing that here," Haber says. "That's the kind of thing that enables me to enjoy myself educationally."

A dedication to education also influenced Curtis Gary Dean's decision to accept a faculty position at Ball State as its Lincoln Financial Groups Distinguished Professor of Actuarial Science. "I was meeting people at Ball State who had a commitment to teaching students," he says. "There's an enthusiasm and a sense that this is the mission."

A former executive with SAFECO Insurance Companies in Indianapolis, Dean brings 25 years of professional industry experience and expertise, as well as ties to the business world, to students in the actuarial science courses he teaches at Ball State. "I can tell students what it's like out there in the job world, to provide real-life examples of what they will be doing with what they're learning here at Ball State," he explains.

Dean, a Fellow of the Casualty Actuary Society and a frequent speaker at professional meetings and conferences, is one of three fully certified actuaries in Ball State's Department of Mathematical Sciences.

"Students get lots of individual attention and mentoring from us," Dean says. "When I talk to prospective students, I tell them that Ball State focuses on teaching and producing outstanding graduates."



David Haber with students



Tetrapsylon Gate, Aphrodisias, Turkey

Seeing the World

Enriching faculty perspectives through international experiences is a priority at Ball State.

So much so that the university was recently cited by *Peer Review*, a publication of the Association of American Colleges and Universities, as one of the nation's best examples of an institution that supports faculty members to conduct international teaching and research.

Named one of four "best practice" institutions, Ball State was commended for its use of private gifts to a comprehensive fund-raising campaign to fund exchange programs, to provide seed money for the creation of study abroad programs, and to fund grants for attending overseas conferences, as well as grants that encourage junior faculty members to internationalize their teaching and research.

As part of the university's international training and development efforts, 18 Ball State faculty and professional staff members traveled to Turkey for two weeks this past summer. The time spent learning about the country, exploring ancient ruins, and exchanging ideas with Istanbul University's faculty, staff, and students will provide educational inspiration for years to come.

The trip's group leader, Honors College Dean James Ruebel, reports: "To have seen the remains of the monuments from what were once great cities in western Asia Minor in their original physical context is priceless. It will change the way I teach not only the political culture but to some extent the literature of the ancient Greek and Roman world."

GOAL IV Ball State University will attain optimal enrollment based on selective admissions policies and successful retention programs.

Optimal Enrollment



Residence hall roommates

Tolulope Olowomeye felt at home on the Ball State campus from the day she arrived from her home outside Washington, D.C. That day, the freshman remembers, she and her parents stopped a gentleman to ask for directions to a campus building, and he responded not only by offering directions, but also by showing them the way.

“We felt so appreciated,” she says. “When I came to Ball State they were really friendly. Everyone was smiling. They accepted me.”

Olowomeye says she wasn’t used to making that kind of connection with people in the city where she grew up. But at Ball State, it’s a way of life.

Making connections and developing a sense of commitment are key components for student success. Ball State knows that. In fact, the university’s Freshman Connections, a

learning community program involving all freshmen, was the cornerstone of a freshman-to-sophomore project that began in 1997 and pushed retention rates from 68 percent to 76 percent in three years.

That project, funded by a \$3 million grant from Lilly Endowment Inc., was so successful that in 2001 the Endowment awarded another \$3.5 million to Ball State to expand its retention efforts through a series of new programs designed to increase student retention and persistence through to graduation.

“The first grant was about getting freshmen connected to the university,” explains Ball State Associate Provost Beverley Pitts. “Our challenge with this new grant is to make better what we already do.”

The goal of “Building the Four-Year Commitment” is to increase the retention rate from freshman to sophomore years from its current 77 percent to 80 percent, and to raise the graduation rate for students in the project by 6 percent.

Specific activities funded by the new grant include a series of summer enrichment programs, faculty development workshops, programs to help undecided students identify major and career goals, faculty advising initiatives, intervention programs for at-risk students, and assessment.

This year, continued improvement in retaining students contributed to the increase in Ball State’s enrollment for the second year in a row. More than 17,660 students enrolled on campus in fall 2001, an increase of 172 students from the previous year.

Other factors that have contributed to the increased enrollment include greater numbers of new freshmen, graduate students, and transfers from other colleges. Higher admission standards also have had an effect on the academic preparation of the students admitted.

Douglas McConkey, Ball State vice president for student affairs and enrollment management, notes that academic achievement scores for incoming freshmen at Ball State have increased each of the last four years. "The average SAT score for freshmen is 1040, up six points over last year," he says. "It has improved each year since 1998, when we raised our admission standards."

The close connections that Tolulope Olowomeye, now a junior biology/pre-med major in the Honors College, made during her first year at Ball State have steadily expanded. She's made a commitment to her education and is benefiting from the commitment the university has made to her.

In addition to course work that is challenging and comprehensive, Olowomeye says she also has had many opportunities to learn "beyond books." She explains, "I've learned to network with people, to work with people other than my race, to communicate with different ethnicities. I've learned how to talk to my professors."

Olowomeye is impressed with both her academic preparation for medical school and the supportiveness of Ball State faculty members.

"They're always there for you," she says. "Ball State is really willing to accommodate students. They're going to do whatever they can to help you. Ball State is definitely meeting and exceeding what I expected."



May Commencement 2001



Ball State women's tennis team

Winning Grades

Ball State student athletes are in top form, not just physically but also academically.

With a 77 percent graduation rate among student athletes, Ball State ranked first in the Mid-American Conference and ninth in the nation in the NCAA's 2000 Graduation Rate Study.

The growth of Ball State's Academic Support Services program, which is available to all students, has been key to the academic performance of nearly every student athlete at the university.

In addition to maintaining detailed files on each athlete's academic progress, Academic Support Services Coordinator Linda Hall and Assistant Coordinator Pam Riegle coordinate with coaching staffs, faculty members, and the administration to assess student athlete concerns and direct students to appropriate campus support services including tutoring, counseling, and career programs.

The Academic Support Services staff also addresses additional needs of student athletes that may affect academic performance, including making the transition to college; developing independent, self-disciplined learning; and taking ownership of personal, academic, and social responsibility.

"Accountability and responsibility are expected from every student we counsel," Hall says. "We expect every student athlete to want to be above average—to be outstanding, to be the best."

GOAL V Ball State University will continue to be a best-practice institution in the innovative use of instructional and information technology.

Innovative Technology



New journalism graphics lab on campus

What if students could create the all-digital local news program of the future, seamlessly integrating television, radio, and the Web?

What if they could explore the cutting edge in digital entertainment, or collaborate with a professional journalist in Philadelphia to design the front page of a major newspaper digitally?

These dream projects and many others are poised to become reality at Ball State through a bold technology project called “iCommunication: The Media Design Initiative.”

Supported by the largest gift in the university’s history, a \$20 million grant from Indiana-based Lilly Endowment Inc., the endeavor will make the university an international leader in educating students for the digital media revolution.

The initiative also could upgrade the state’s economy by making Indiana a potential site for high-tech entertainment and information companies.

“The world of entertainment is rebooting,” says Scott Olson, dean of Ball State’s College of Communication, Information, and Media. “We need to get ready for Hollywood 2.0. It will be a Hollywood that isn’t in California, but is everywhere that highly trained and motivated professionals have the tools and expertise to create.”

Through the iCommunication project, students will gain new opportunities to prepare for creative high-technology careers in the digital communication media industry. Ball State has a national reputation in the communication, entertainment production, and media technology areas and in the use of technology in the classroom.

“This new initiative will encourage a strategic alignment of several significant assets at Ball State, which should in turn solidify the university’s position as a national player in communications technology and education,” says N. Clay Robbins, president of Lilly Endowment.

Ball State’s program is uniquely comprehensive in addressing the professional, global, and learning aspects of the new digital media.

The iCommunication components include the Center for Media Design, a research, development, and teaching program linking state-of-the-art design technology to media and communications fields. The center will include three-dimensional animation technology and digitally produced entertainment and news. It also will provide courses to students in media-related fields as well as research and industry partnerships.

Another component, the Global Media Network, will create distance-learning opportunities and provide a location for international professionals, scholars, and students to study and create international networks for learning. The Media Studies Program will help all Ball State students to be both media and technology literate.

New electronic media businesses will be created through an incubator program, and seed money will be awarded to faculty-conceived projects such as developing content for electronic textbooks or digitizing the student-produced television nature series *Indiana Outdoors* so it can go to schools throughout the state.

Right now, interdisciplinary campus teams are working with noted professionals to develop new design labs, an intensive undergraduate curriculum, a graduate program unlike any in the Midwest, and workshops and courses open to all students.

Classes, labs, production space, and research facilities will be in the Ball Communication Building and the new “wireless” Art and Journalism Building, which will dedicate more space to media technology than almost any other campus in the Midwest. Other supporting resources will include the Visualization, Imaging, and Animation (VIA) Lab, the Teleplex, and the Center for Teaching Technology.

The iCommunication initiative will benefit students, faculty members, and academic programs across the campus.

“We plan to have the space, labs, faculty, curriculum, and funding all in place so this robust, exciting program can be fully operational by August 2002,” Olson says.



Electronic field trip at Burriss Laboratory School

Reality TV

Millions of school children have had the chance to dig up dinosaurs, swim with sea turtles, and take part in a space mission thanks to an innovative program produced by Ball State's Teachers College and Teleplex.

The electronic field trip program provides K-12 students throughout the United States with unique learning experiences through interactive television broadcasts and online curriculum activities. Classroom and Web-based materials help them comprehend complex scientific ideas, explore new learning concepts, and consider expanded career opportunities.

Now in its fifth year, this model for interactive learning has broadcast from locations including the Smithsonian National Air and Space Museum, the Smithsonian National Museum of Natural History, remote dinosaur digs in the western United States, and the coast of Florida to track the migratory patterns of sea turtles.

Participation has steadily increased. About 8 million students viewed the sea turtle broadcast in September 2000, and an estimated 15 million students took part in a recent field trip to the International Space Station.

Ball State is the only university in the nation to provide the electronic field trips, which won first-and second-place honors at the 2001 Worldmediafestival Global Competition for Modern Media in Germany. The program is supported by Best Buy Company Inc., the nation's largest consumer electronics retailer.



Music Engineering Technology Studios

GOAL VI *Ball State University will broaden, diversify, and enrich its relationships beyond the campus.*

Relationships Beyond the Campus



Building trades training in Muncie

Amid tough economic times, Ball State is working with community partners to enhance lives, boost careers, and aid economic development efforts in central Indiana.

Two new federally funded training programs administered by Ball State's Center for Organizational Resources (COR) are giving new job skills and new hope to 3,000 unemployed and underemployed workers in Muncie and Indianapolis.

Programs like these are the lifeblood of COR, which serves more than 7,500 individuals and organizations each year by using its staff, the Ball State faculty, and a statewide network of professionals to provide workforce development assistance.

These efforts also demonstrate the university's commitment to community service and public-private partnerships. Extending educational resources to Indiana residents, businesses, schools, and other organizations is a fundamental part of Ball State's mission as a state-supported university.

It's an example worth emulating for colleges and universities that are striving to make a difference in the world beyond the classroom.

One of Ball State's new training programs, a two-year initiative called Building Employment Skills Together (BEST), prepared 2,700 local residents for new job opportunities before it concluded in 2001. BEST was funded by a \$1 million grant from the U.S. Department of Housing and Urban Development.

The program was nominated for a Best Practice Award from HUD and won the Award of Excellence in Economic and Community Development from the University Continuing Education Association. Both honors have recognized that BEST is a national model for community-based projects.

Participants included 300 welfare recipients assisted through the Impact division of East Central Opportunities in Muncie. "When they found out Ball State was going to be involved, it just made a world of difference," says Impact instructor Steve Janney. "It changed people's lives."



Information technology training in Fishers

Others helped by the BEST program ranged from displaced workers needing new jobs to clerical employees seeking new skills or careers. The initiative nearly tripled its original goal of 1,000 participants.

BEST offered classes in computer software, stress and time management, interpersonal communication, teamwork, conflict resolution, problem solving, job search readiness, certified training consultant skills, and personal financial management. Preapprenticeship training prepared workers for the building trades, and participants constructed six new houses for low- and moderate-income home buyers.

BEST was a partnership with the Muncie-Delaware County Chamber of Commerce, Muncie Community Schools Adult Education, Delaware County Building Trades, Muncie Home Ownership and Development Center, and other groups.

Today another Ball State program is training 300 displaced workers in the Muncie and Indianapolis areas for higher-wage jobs in Indiana's information technology industry. This two-year program is funded by \$1.1 million from the U.S. Department of Labor and HUD.

The IT project supports the state's economic development work as Indiana faces increasing numbers of workers displaced from an aging manufacturing economy.

"Technology has become the focus of economic development for higher-wage jobs both nationally and globally, and we will play a major role in helping Indiana address the critical need for skilled information technology workers," says Stephanie Huffman, assistant director of the Center for Organizational Resources in Ball State's School of Continuing Education and Public Service.

Participants can earn national IT certifications and Ball State certificates in computer hardware and software skills. Other classes enhance overall employment skills, helping workers to reenter the labor force at wage rates comparable to their prior earnings.

The new information technology training involves a partnership with East Central Opportunities in Muncie and the Interlocal Association in Fishers, Indiana.

"This important partnership will leverage state and federal resources to assist a vital industry," says Craig Hartzer, commissioner of the Indiana Department of Workforce Development. "The certifications available through this program prepare workers for the future demands of the new economy."



September 11 vigil on campus

Resisting Terror

Hope. That's what Ball State English professor Lee Papa had in mind when he founded Artists Resisting Terror (ART), a unique affiliation of college and university arts organizations and departments that responded to the terrorist attacks of September 11, 2001.

As Papa brought together singers, actors, musicians, and creative writers for an ART-sponsored benefit for the Red Cross at Ball State on October 11, he noted, "We want 10/11 to mean hope as much as 9/11 meant horror."

Papa's initial inspiration for creating ART was an e-mail message that featured a World War II-era newspaper article quoting Winston Churchill on defending "the free arts." The writer, director, and drama studies teacher explains, "I began to realize that many writers wanted to express themselves, and I thought it would be great to organize a place for writers and artists to present all of their responses."

The idea has expanded into a multiuniversity organization devoted to using the arts to demonstrate resolve and resistance to terror and violence in all its forms, at home and abroad. One hundred percent of the proceeds from events go to organizations that support victims, including the Red Cross and the United Way.

Thanks to Papa, ART is providing help to those in need while promoting hope and healing for artists, the community, and the world.

Financial Report

	June 30	
	2001	2000
Current Operations		
Operating Revenues:		
Student fees	\$ 85,671	\$ 80,604
State appropriations	126,638	129,243
Grants and contracts	42,203	32,808
Sales, services, and other	<u>53,749</u>	<u>48,992</u>
Total Operating Revenue	<u>\$308,261</u>	<u>\$291,647</u>
Operating Expenditures and Transfers:		
Instruction	\$109,314	\$108,191
Research	6,060	4,736
Public service	8,211	8,673
Academic support	32,242	29,979
Student services	13,300	13,088
Institutional support	23,127	22,140
Operation and maintenance of plant	27,484	26,139
Scholarships and fellowships	24,622	22,181
Auxiliary enterprises	<u>39,325</u>	<u>36,644</u>
Total Operating Expenditures	<u>\$283,685</u>	<u>\$271,771</u>
Transfers-net		
Plant funds	\$ 14,229	\$ 16,907
Loan funds	<u>6</u>	<u>(1)</u>
Net Transfers	\$ 14,235	\$ 16,906
Total Operating Expenditures and Transfers	<u>\$297,920</u>	<u>\$288,677</u>
Plant additions during year	<u>\$ 4,136</u>	<u>\$ 16,143</u>
Balances as of June 30		
Investment in plant (net of depreciation)	<u>\$333,324</u>	<u>\$336,636</u>
Outstanding indebtedness on physical facilities	<u>\$ 64,706</u>	<u>\$ 70,281</u>

(in thousands of dollars)