

## **Criterion One—Mission**

**The institution's mission is clear and articulated publicly; it guides the institution's operations.**

Ball State University's mission is clearly stated within *Education Redefined 2.0: Advancing Indiana*, the institution's 2012–2017 strategic plan: "As a public research university, we focus on students and high-quality, relevant educational outcomes. Disciplinary knowledge is integrated with application. We do this in a manner that fundamentally changes students, researchers, and our external partners, who look to the university for guidance. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems."

This mission drives our strategic planning process, the development of goals and academic programs, and the operations of the university. It is publicly articulated to our constituents and stakeholders, including students, faculty, administrators, staff, parents, alumni, and members of the local community. It is evaluated annually along with the strategic plan's goals and objectives in a process that is transparent to our constituents. The results of this evaluation for our recently completed plan, *Education Redefined: Strategic Plan 2007–2012*, are available on the university's website in the form of annual progress reports and progress metrics that were collected and reported annually.

In fall 2012, all employees were asked to complete a Workplace Environment Survey. In response to the statement, "How well my work supports the mission of the university," 88 percent of staff respondents indicated they were satisfied or very satisfied.

Ball State has evolved better systems for assessing progress on strategic plan metrics since our initial attempts for the 2001–2006 strategic plan. Systems used for the 2007–2012 strategic plan and implemented for the 2012–2017 strategic plan allow us to more efficiently evaluate annual and overall progress in achieving our goals.

The development of Ball State's mission statement has been tied to the five-year cycle of the strategic planning process. Thus, we have had three vision, mission, and value statements since 2001 that reflect the evolution of the university. These statements demonstrate the institutional priorities of providing students with a challenging, learner-centered education that includes excellent academic programs with immersive learning, applied research, and community outreach experiences.

## **Core Component 1.A.**

**The institution's mission is broadly understood within the institution and guides its operations.**

The consistent threads in Ball State University's evolving mission are broadly understood by students, faculty, administrators, and staff. The institution is clearly focused on providing a relevant, high-quality education for its students. With our goals, we value the integration of scholarship and outreach and embrace immersive learning and other creative/experiential academic programs for students that expand Ball State's reach into state, national, and international communities. The university achieves these goals on a campus that is vibrant and welcoming.

Every three years, Ball State participates in the National Survey of Student Engagement (NSSE). In the 2012 results, our seniors reported significantly higher levels in the category of "enriching educational experiences" than all comparison groups. This category is specifically related to the statement, "Disciplinary knowledge is integrated with application," in the university mission.

Ball State's mission is widely publicized within the institution. Academic, financial, and infrastructural decisions are guided by the university's mission, as will be demonstrated throughout this self-study report. Lessons learned from our first strategic planning process for 2001–2006 included the need to define clear, measurable outcomes and an appropriate, consistent metric reporting process to achieve successful assessment. The 2007–2012 and 2012–2017 strategic plans each include more than 100 defined outcome measurements assessed clearly on an annual basis so the institution is aware of its progress in meeting its goals. This assessment, published in print and online, also provides a basis for continued decision making in all areas of the university.

**Subcomponent 1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.**

Ball State's culture of strategic planning has been one of inclusive representation on the task forces that developed the plans, including the mission, vision, and values statements. Much like the original 2001–2006 strategic planning process described in our previous self-study, development of the subsequent strategic plans for 2007–2012 and 2012–2017 included campuswide task forces of 20 or more members meeting during the course of two or three academic years. Care was taken to represent the university community as comprehensively as possible within the limitations of groups this size.

### **Strategic Plan 2007–2012**

The 2007–2012 Strategic Planning Task Force met 31 times over a period of 21 months. A review of agendas and minutes for these meetings between January 19, 2005, and December 14, 2006, indicates the task force took care to achieve procedural and substantive objectives. Task force members gathered data from a wide variety of sources, including institutions outside the university, such as peer institutions and governmental agencies within the state, and

departments within the university, such as budgeting and enrollment. They carefully examined the previous strategic plan using a rigorous SWOT (strengths, weaknesses, opportunities, threats) analysis. Smaller subcommittees looked intensively at specific issues, including the goals, mission, vision, and values, which became the cornerstone of the strategic plan.

The task force provided time for the university's many units to become engaged in the strategic planning process, encouraging and providing opportunities for feedback from all employees to ensure the process would merge top-down and bottom-up approaches. Feedback was gathered through two open forums (with task force members present) that were made available as webcasts, along with a presentation to the University Senate and a discussion board with comment forms. Commentary from the surrounding communities was also solicited.

In the 2007–2012 strategic plan, the task force systematically included quantifiable outcomes as well as assessment metrics and deadlines for achieving those outcomes. University units across the campus had considerable autonomy in determining objectives, outcomes, and assessment metrics that best applied to them relative to the institutional mission and strategic plan. The mission, vision, and values were developed to emphasize Ball State's distinctiveness in, for example, immersive learning and sustainability initiatives.

The university's Board of Trustees was kept informed about the development of the 2007–2012 strategic plan through presentations by the board's vice president and Ball State's president and provost at regular meetings in 2005 and 2006. The board also provided input into the development of the strategic plan as a whole during its annual retreat in 2006. Consensus was reached indicating the board members' satisfaction with the plan.

### **Strategic Plan 2012–2017**

The 2012–2017 Strategic Planning Task Force met 22 times over 16 months. The meeting minutes and the data summary detail the procedural and substantive objectives. This group systematically analyzed the 2007–2012 strategic plan metrics to determine which objectives were met, which were nearly met, and which were not met in order to identify important targets for planning. The task force also performed a SWOT-A (strengths, weaknesses, opportunities, threats, and aspirations) analysis.

Data gathering from 450 stakeholders organized into 21 groups—including faculty, students, alumni, parents, and community and business leaders—included reflection on the SWOT-A analysis and an evaluation of the following within a five-year window: what went well for Ball State, what could have gone better, and what new information we learned about ourselves. The SWOT-A analysis also attempted to identify an area where change would have a significant impact on the university.

Among Ball State's strengths, the task force cited:

- campus infrastructural improvements
- increases in student quality and retention
- unique identity and pride in the institution's reputation
- immersive learning experiences for students

- ability to work successfully toward change and achieve progressive goals
- strength and vitality due to strong teaching and research

Among areas for improvement, they cited the university's need to enhance:

- student connectivity in areas of campus life
- faculty morale by continuing to work to increase salaries, providing more support and recognition for research, and achieving a better balance between teaching loads and research expectations
- administrative communication on decision-making processes

With these data in mind, a subcommittee of the task force developed the vision, mission, and values statements that are the basis for the remainder of the strategic plan. The 2012–2017 strategic plan emphasizes four goals:

- providing distinctive, high-quality educational experiences
- becoming a recognized leader for educational and disciplinary innovation
- creating a vibrant and integrated university and community emphasizing cocurricular speakers and events, improving faculty and staff relationships, and expanding community interactions
- advancing economic vitality throughout the state of Indiana through student engagement and faculty expertise, with projects and programs that benefit business, community, and government partners

Performance indicators were developed in keeping with these four goals and will be assessed annually. The university community was asked to provide input into the plan via e-mail and forum discussions in spring 2012. Similarly, Ball State's Board of Trustees was apprised of progress on the development of the mission and the entire strategic plan and provided input into the planning process. The board approved *Education Redefined 2.0: Advancing Indiana* at its December 14, 2012, meeting.

**Subcomponent 1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

Ball State's 2007–2012 mission challenged the institution to offer students “action-oriented learning, including immersive out-of-class experiences, research, and study abroad.” For 2012–2017, the university's charge is to “transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.”

As a comprehensive university, Ball State offers a wealth of academic opportunities, including about 180 undergraduate majors and preprofessional programs and more than 100 master's and doctoral degrees. The university's programs in entrepreneurship, architecture, landscape architecture, telecommunications, educational leadership, and nursing (online master's degree) are consistently ranked among the nation's best. A number of other academic programs have also earned national rankings or recognition. Ball State is committed to increasing the list.

This excellence is due in part to the quality of Ball State's faculty and their commitment to teaching. Notably, about 97 percent of the university's classes are taught by faculty, unlike at other large universities where graduate assistants take on more of the teaching responsibilities. Also driving academic excellence at Ball State are innovative, real-world learning experiences on and off campus, critical support services and resources, and an increasingly bright and selective student body.

## **Immersive Learning**

At the heart of a Ball State education, immersive learning melds course content, practical skills, societal need, and student interests into an intense, transformative experience. Interdisciplinary student teams work alongside faculty mentors and community or business partners to solve real-world problems. The result is a tangible product that enhances the community with a lasting impact. Students have created business plans, websites, documentaries, emerging media content and applications, publications and performance productions, and much more. Examples of immersive learning experiences are provided under Core Components 1.B., 1.C., and 1.D. A detailed description of immersive learning is provided under 1.D. Learn more about some of these projects in the university's [Chronicles videos](#) and [online feature stories](#).

## **Experiential Learning**

Students are provided numerous opportunities to collaborate with faculty on research projects and participate in internship, practicum, or other related professional experiences. Graduate and undergraduate students participate in research with faculty in many academic departments via master's, doctoral, or certificate programs as well as honors theses and research for credit in undergraduate and graduate classes. More information about student research is provided in Subcomponent 1.B.2.

Many departments require competitive internships for degree completion, including athletic training, criminal justice and criminology, exercise science, family and consumer sciences, finance, graphic arts management, and medical technology. Other programs such as accounting, biology, chemistry, management, natural resources and environmental management, and many more strongly encourage completion of internship hours as part of the degree. All teacher education students complete a student teaching experience. Details and curriculum requirements for these programs are outlined in the university's online course catalog.

Overall, the number of students participating in an experiential learning opportunity rose from 2,005 (12 percent of all students) in 2007–08 to 5,607 (34 percent of students) in 2011–12, an increase of 22 percentage points.

## **International Programs**

Through the Rinker Center for International Programs, Ball State students can incorporate a wide variety of study-abroad opportunities into their curricula. They may study at one of Ball State's centers in England, Australia, and Costa Rica and take classes through an exchange program or one of our study-abroad consortia. They can participate in a field study during the summer or complete an international internship in Dublin, Ireland. Selected experiences are

described via student blogs on the International Programs website. View a photo gallery of [College of Architecture and Planning study-abroad programs](#).

Since 2006, the number of students participating in a stimulating study-abroad experience has ranged from 566 to 790 per year. The difficult economic times have caused a decline in the number of students participating in study-abroad experiences. Nevertheless, Ball State is committed to improving the quality and quantity of international experiences available to students.

## **Support Services**

Academic support services for students are critical to ensure the success of Ball State's mission. Support for academics, career planning, health and wellness, and a variety of other services are available to all students. Academic advising starts at orientation, when new students develop their first-semester schedule with an academic advisor. Students are then assigned a freshman advisor until they have accrued 30 credit hours and have declared a major; then they are assigned a faculty advisor in the department of their major.

Online, students can plan their degrees and evaluate their progress through DegreeWorks—Ball State's new online summary of each student's plan of study—as well as access their grades and transcripts, view suggested four-year plans of study for many majors on department websites, prepare a graduation plan, register for classes, and apply for graduation. These and many other services assist students and advisors in the process of mapping a schedule for completing academic goals.

**Learning Center**—Ball State's Learning Center—honored with the 2010 National College Learning Center Association/Frank L. Christ Outstanding Learning Center Award for a four-year college—provides students with a variety of services for learning enhancement and academic achievement. In keeping with the university's mission, the Learning Center's mission is “to enhance the academic success of Ball State students by providing free peer tutoring, supplemental instruction, and workshops covering a variety of academic issues. In addition, the Learning Center models the university's goal of becoming a premier teaching institution by serving as a scholarly pre-professional experience for undergraduates and graduate student employees. Finally, the Learning Center strives to impact the extended university community through faculty development efforts, learning technologies, and outreach programs at other sites.”

In 2011–12, the Learning Center provided services to 34.1 percent of freshmen and 18.8 percent of the entire Ball State student population while employing 140 or more undergraduate and graduate students as peer tutors and supplemental instruction leaders. Use of Learning Center services particularly for freshmen and sophomores resulted in higher overall GPAs—2.886 and 2.979, respectively—compared with GPAs for the overall Ball State population for those class standings—2.613 and 2.858, respectively. In 2011–12, the Learning Center recorded 15,600 student visits for tutoring and test proctoring sessions, serving a total of 3,366 individual students. Supplemental instruction served an additional 1,958 students.

**Career and Counseling Centers**—Ball State’s Career Center provides a variety of services for students at every stage of their education, beginning even before their first day of classes. During the orientation program, all incoming freshmen complete a career survey to help them make more informed decisions about their path of study. For freshmen seeking advice on possible careers and associated majors, the Career Center and the Counseling Center offer personal assessment tools such as Quest, SIGI3, and TypeFocus to aid in career exploration. For juniors and seniors needing a job or internship, resources include professional career advising, links to job fairs, immersive learning information, internship opportunities, job fair information, and mock interview services. The online booklets *Internships and Career Planning* and *The Job Search* offer advice on resume preparation, networking, application, and interviewing.

Cardinal Career Link provides lists of job and internship opportunities for current students and alumni. Additionally, the Career Center maintains listings of part-time student jobs available on campus. Career Center and Counseling Center staff work one-on-one with students in pursuit of their career goals.

**University Libraries**—Ball State’s University Libraries support student pursuits for academic success and faculty endeavors for the creation of knowledge. As of August 2011, the libraries housed 1,076,635 total titles that are accessible to students, faculty, and staff in hard copy, microfilm, or digital format. The highly trained librarian staff provides reference services, library instruction in classrooms, online tutorials, workshops, online chat services, and support for distance education students. In addition to materials for class research, the libraries provide student access to more than 400 computers as well as printing services, the Cardinal Scholar digital repository for media storage, and the digital media repository. Free apps allow students to access the library’s services via mobile devices.

Bracken Library is also a meeting place for students in the middle of the campus, providing study spaces and meeting rooms for student reservation and use. Interlibrary loan, course reserves, and individual research consultations are available to the Ball State community. Students take advantage of this area to research, learn, and interact with friends and colleagues. During daily peak usage, as many as 5,400 individuals use the library’s services. The number of visitors increased from 807,606 in 2002 to more than 1.6 million in 2011. The story of the library’s transformation from a repository to a learning destination is provided under Criterion 3, Subcomponent 3.D.4. View a photo gallery of [Bracken Library’s facilities](#).

### **Bright, Curious Students**

Immersive and experiential learning requires bright and curious students. Almost 17,000 students applied for admission to Ball State for fall 2012, producing an increasingly selective student body. That fall, 63.2 percent of our freshmen held the Indiana Academic Honors Diploma or its equivalent from other states, an increase of more than 16 percentage points from the 2006 freshman class. By comparison, about 33.5 percent of 2012 Indiana high school graduates earned the state’s honors diploma. Ball State’s 2012 freshman class also averaged a high school GPA of 3.35, and nearly 8.7 percent of them were enrolled in the university’s Honors College program.

Demographically, 14.1 percent of the fall 2012 freshman class came from outside Indiana, and 14.3 percent were underrepresented minorities, up significantly from 8.6 percent in 2006. The 2011 freshman cohort's retention rate was 78 percent, up from 74.7 percent for the 2005 entering class. The quality of Ball State's degree-seeking graduate students also improved from 2006, when 22 programs enrolled students with a mean undergraduate GPA of 3.3 or above, to the 2011–12 level of 37 programs, well on the road to the university's strategic plan goal of 44 programs. Ethnic diversity among Ball State's graduate student applicants increased from 10.6 percent in 2006 to 13 percent in 2011–12 but came short of the 15 percent strategic plan goal. Learn more about some of these bright, curious students in the university's [Chronicles videos](#).

## **Enrollment Strategy**

Ball State's enrollment strategy continues to support the goals of the institution's mission and strategic plan. The Division of Enrollment, Marketing, and Communications recruits students who are creatively curious, prepared for college academic rigor from diverse backgrounds, and likely to persist to completion of a degree at Ball State. The four goals of this strategy include:

- developing an increasingly selective student body
- representing diverse ethnic, geographic, and international populations
- building a strong graduate student enrollment
- increasing undergraduate student retention and completion rates

This strategy will continue to provide Ball State with outstanding students who will be prepared to complete a rigorous and immersive college experience and be successful lifelong learners.

### **Subcomponent 1.A.3. The institution's planning and budgeting priorities align with and support the mission.**

Ball State's biennial and annual budget planning process occurs in the Office of the Vice President for Business Affairs and Treasurer in consultation with the university's president, the Board of Trustees, and faculty, staff, and student constituents through the Finance and Budgetary Affairs Committee. This budget is developed to allow Ball State to advance its priorities as defined in the university's mission and strategic plan. Our request for state appropriations is presented and negotiated by the president through the biennial legislative process. The Board of Trustees ultimately approves the university budget. Details on the budgetary processes that support Ball State's mission are provided under Criterion 5, Subcomponent 5.C.1.

## **Summary: Core Component 1.A.**

Ball State's mission was developed using a broad-based process during the university's five-year strategic planning efforts. The mission statement, crafted first, drove the development of the remainder of the strategic plan and its assessment metrics. As a result, our academic programs, student support services, and enrollment strategies reflect the mission, vision, and values in the strategic plan. The evolution of the institutional mission into the 2012–2017 strategic plan, *Education Redefined 2.0: Advancing Indiana*, will allow the university to continue

to meet such challenges as providing quality immersive and experiential learning experiences for our students, increasing student participation in study-abroad experiences, and increasing the quality and diversity of our student body.

## **Core Component 1.B.**

### **The mission is articulated publicly.**

Ball State University's mission is developed with broad, campuswide input, so it is clearly articulated to constituents for feedback during the development process. It is then widely distributed via the web and written materials, including communications from the university president. The constant availability of the strategic plan on Ball State's website allows off-campus constituents such as donors, alumni, community partners, legislators, and parents of students to understand the mission, vision, and values of the university.

### **Subcomponent 1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

As part of the strategic planning process, Ball State evaluates and modifies its mission, vision, and values statements in keeping with its continuing evolution as a university and as the mechanism to develop specific future goals. These statements are articulated publicly both during and after development and approval by the publication and distribution of the strategic plan in electronic format for faculty, student, staff, alumni, and community constituents. These documents are always available on the university's website.

In addition, annual reports that assess our progress in meeting the strategic plan goals remind constituents of our mission, vision, and values. Announced by e-mail, these annual reports are available on our website and in a limited number of printed copies provided to constituencies such as the university's Board of Trustees, community and government leaders, and university donors and alumni.

The emphases of the mission, vision, and values statements from Ball State's strategic plans are described under Core Components 1.A, 1.C, and 1.D. These statements are also compiled in one document for review.

### **Subcomponent 1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

Ball State's mission, reviewed in five-year cycles as explained above, is articulated publicly first and foremost in the university's 2007–2012 and 2012–2017 strategic plans, four of whose main components—mission, vision, values, and strategy—clearly identify the university's priorities with regard to the various aspects of its mission. The mission documents place emphasis on:

- high-quality instruction
- academic scholarship (research, application of research, and creative endeavors)
- public service/economic development

Both of these strategic plans explained the extent of the mission through specific outcomes. The 2012–2017 plan includes more than 100 performance indicators.

## High-Quality Instruction

As the strategies and vision in the 2007–2012 strategic plan state, Ball State is committed to being “one of the most innovative and attention-worthy undergraduate-focused institutions nationwide” and “a national model of excellence.” Continuing into the 2012–2017 strategic plan, our vision states: “We seek to become recognized for providing bright and curious students a holistic learning experience that occurs both in and out of the classroom.”

The university has seen the number of nationally ranked or recognized programs on campus grow from 17 in 2006–07 to 54 in 2011–12, more than doubling the strategic plan’s target. For example, Ball State’s School of Music was recognized by *In Tune* magazine in its “Best Music Schools” listings in 2009 and 2010 along with Juilliard, Oberlin, and the New England Conservatory. The Department of Educational Leadership has been ranked among the nation’s top leadership development programs by *Leadership Excellence* magazine since 2005. The accounting undergraduate and graduate programs were ranked in the top 25 among the nation’s midsize colleges and universities by *Public Accounting Report* in 2009 and 2010. A current list of Ball State’s national rankings and recognitions is maintained on the university’s website.

As a “learner-centered academic community,” Ball State offers “action-oriented learning” in the form of research and study-abroad opportunities as well as immersive learning experiences available to all students. Students also benefit from accessible faculty, collaborative experiences, and a core curriculum that fosters lifelong inquiry.

**Research**—Ball State promotes student research at both the undergraduate and graduate levels, and through the 2012–2017 strategic plan, the university is committed to increasing student participation in research and other experiential learning from 34.1 percent to 50 percent. Participation in research activities is clear through evaluating the following:

- master’s and doctoral student enrollment: 4,520 in 2011–12, an increase of 53 percent since 2006
- degrees conferred at the graduate level: 1,441 in 2010–11
- internal grant proposals submitted: 112 graduate and undergraduate combined for the 2011–12 academic year, up slightly from previous years’ averages of approximately 100
- honors theses completed: 145 to 186 graduating Honors College students per year from 2006–07 through 2010–11
- presentations at the annual student research symposium: 175 given by 208 total graduate and undergraduate students in 2012

Examples of student immersive research projects include analyzing land use along Buck Creek and a study performed in conjunction with the Fort Wayne Children's Zoo. Project summaries are available for review. Learn more about some of these projects in [online feature stories](#).

**Study Abroad**—Ball State provided 95 study-abroad programs in 43 countries in 2010–11, an increase from 87 programs in 30 countries in 2009–10. Of the 651 students who participated in study-abroad programs in 2010–11, 376 took part in faculty-led field studies and 156 studied at Ball State's centers in England, Australia, and Costa Rica, while still others studied through consortia, exchange programs, and international internships. In 2011–12, 595 students participated in study-abroad experiences, a slight decline from previous years. View a photo gallery of [College of Architecture and Planning study-abroad programs](#).

**Immersive Learning**—As a significant part of a Ball State education, immersive learning epitomizes action-oriented instruction. An objective of the 2012–2017 strategic plan is to “place immersive learning at the center of a Ball State education,” and several performance indicators include immersive learning, such as providing “every undergraduate student with an immersive learning opportunity” and “all undergraduate departments will offer at least one immersive learning opportunity each year.”

Between 2007 and August 2012, 16,416 students participated in 1,019 immersive learning projects. Projects have been conducted throughout Indiana and as far away as Hong Kong, Venice, and Malawi. In September 2011, *U.S. News and World Report* recognized Ball State's distinctive and transformative educational offerings, ranking Ball State eighth among universities and colleges “that are making the most promising and innovative changes in the areas of academics, faculty, and student life.” Examples of immersive learning include:

- creation of a website to promote Delaware County, Indiana, as a retirement destination
- development of a social media command center to assist visitors to Indianapolis before or during the 2012 Super Bowl
- design and construction of a solar-powered house by a multidisciplinary team from Ball State, the University of Louisville, and the University of Kentucky in the 2013 Solar Decathlon sponsored by the U.S. Department of Energy, one of only 20 international groups chosen to participate

Additional immersive learning project descriptions and/or links are available for review. Learn more about some of these projects in Ball State's [Chronicles videos](#) and [online feature stories](#).

**Accessible Faculty**—In the 2007–2012 strategic plan, Ball State pledged to maintain “an open learning community,” to provide “extraordinary access to and collaboration with professors,” and to promote collaborative and interdisciplinary strategies in the classroom. Goal 1, Objective 5 of the 2012–2017 strategic plan commits to fostering “student-faculty collaboration at the graduate and undergraduate levels.”

Ball State's faculty are available to students during classes and office hours, during review and study sessions in preparation for examinations, and during research and experiential learning experiences for undergraduate and graduate students. In the science disciplines, for

example, most faculty in the 200-level and above classes are assigned to teach not only their lectures but also their own laboratory sections. This provides students with ready access to their professors in a small class environment with no more than 24 students. This is not always the case at large universities, where graduate assistants often teach all of the laboratory sections for classes in the sciences.

Smaller class sizes promote faculty-student interaction and extraordinary access to professors. Ball State's student-to-faculty ratio is 18 to 1, and the average class size is 31 students. The College of Sciences and Humanities, the largest college on campus, reported an average class size of 38 students in 2010–11.

**Collaboration**—The atmosphere at Ball State is one of collaboration both within and outside the university, as exemplified in Goals 1 and 4 of the 2012–2017 strategic plan: “provide distinctive, high-quality educational experiences” and “advance Indiana through student engagement and faculty expertise.” Collaborations on campus often create interdisciplinary learning experiences via our immersive learning projects and our interdisciplinary academic programs, including majors in mathematical economics and women's and gender studies as well as minors in environmentally sustainable practices, Asian studies, and peace studies and conflict resolution.

Many collaborative experiences occur through internships, such as those for interior design majors at a variety of top interior design and architectural firms throughout the country or the immersive internships offered by community agencies, health care facilities, businesses, and school corporations to students in the John and Janice Fisher Institute for Wellness and Gerontology.

**Lifelong Learning**—Ball State fosters lifelong, wide-ranging intellectual curiosity in students across the arts, humanities, and sciences. This is accomplished by providing all undergraduate students a common core curriculum that is broad and inclusive of these topics in 100- through 400-level classes. The University Core Curriculum has been designed to develop graduates who will live healthy, productive lives by acquiring, discovering, creating, and applying knowledge responsibly and by providing civic and professional leadership in the future.

As reflected in the mission statement for the 2012–2017 strategic plan, the University Core Curriculum strives to provide students with the skills “to transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.” In addition, the university provides students with a wide range of enrichment activities in these areas by way of guest speakers, film series, and cultural and social events at Emens Auditorium, Sursa Performance Hall, University and Strother Theatres, the David Owsley Museum of Art, and various other locations on campus. View photo galleries of [notable speakers](#), [musical performances](#), [theatrical performances](#), and [art exhibitions](#).

## **Academic Scholarship**

Ball State's 2007–2012 value statements affirm the institution's commitment to “sustaining a climate for open inquiry, investigation, exchange of ideas, and creative activity.” Likewise in the 2012–2017 values, we are committed to advancing “critical thinking and creative problem

solving, scholarship, and creative activity.” The university ensures all members of the academic community are provided the intellectual freedom essential to preserving a climate that fosters strong scholarly productivity. Policies are in place to protect intellectual property, and faculty members are afforded the intellectual freedom to perform research in areas that may be considered controversial. In this climate, academic scholarship has thrived with high faculty productivity and implementation of a modified teacher-scholar model.

**Faculty Productivity**—In 2011, the Carnegie Foundation for the Advancement of Teaching classified Ball State as a research university/high research activity (RU/H), placing us in the same category as Boston College, Clemson University, and the College of William and Mary, among others. Our faculty members are active in research, and most tenure-track professors receive at least 3 credit hours of release time for research or more if grants allow for additional buyout of teaching. Faculty are productive in publishing peer-reviewed books, articles in primary literature, and creative projects such as books of poems, short stories, and juried artwork. They are also successful in obtaining grants from a wide range of agencies, garnering record amounts of more than \$26 million annually in 2008–09 and 2009–10.

As stated in Goal 2, Objective 1 of the 2012–2017 strategic plan, Ball State is committed to increasing “the number and range of academic programs and faculty members that are nationally ranked and/or recognized. Nationally ranked or recognized programs and faculty can be found across the campus.

**Teacher-Scholar Model**—In the Higher Learning Commission report from Ball State’s last accreditation review in 2004, two comments in the assurance section that needed institutional attention dealt directly with the teacher-scholar concept based on the Boyer Model. The first addressed a lack of clarity when individuals were asked to differentiate between the model as a mechanism to fulfill the university’s mission and the actual mission itself. The language of the mission statement from the 2001–2006 strategic plan clearly reflected Boyer’s Teacher-Scholar Model and focused on discovery, integration, and outreach, which are the major points of the model. It is perhaps easy in hindsight to see how this would lead to confusion in explaining the differences. Since that time, the two subsequent mission statements for 2007–2012 and 2012–2017 use very different language to describe the university’s mission that is not centered on the principles of the Boyer Model.

The second issue involved faculty concern about their ability to fulfill the “teacher-scholar” role as enrollment continued to grow and the number of faculty remained constant. Implementing the Boyer Model as written is a major undertaking that would indeed make it difficult for faculty to continue their scholarship in an integrative way as Boyer describes.

To facilitate a better understanding of the expectations for faculty from a promotion and tenure perspective, during the 2007–08 academic year Ball State’s University Promotion and Tenure Committee, in collaboration with the provost, implemented a modified version of the Boyer Model that applied to scholarship only. This initiative emphasized the need to provide recognition to faculty who were pursuing scholarship in the areas of discovery, integration, application, and teaching. This statement included a definition of each of the four areas of scholarship, but it was careful to state that productivity could occur in any of the areas and did not require participation in all four. This modification does not fully integrate the Boyer

Model into the teaching or service components of the promotion and tenure review; rather, it works to broaden the areas of acceptable scholarship in which faculty can participate and encourages interdisciplinary work.

To ensure faculty understood the implications of this change, workshops were held for department and college representatives across the campus in fall 2007. The chair of the University Promotion and Tenure Committee also met with individual departments or colleges upon request to help with adding appropriate materials into their respective promotion and tenure documents for approval for use in 2008–09 and to answer questions about the intent of the change. This system has been functional since the 2008–09 academic year.

### **Public Service/Economic Development**

As a state-assisted institution, Ball State is committed to forging educated citizens who will discharge their civic duties responsibly and promote democratic principles, including social justice and respect for diversity in its many forms and wherever they encounter it. In Goal 4 of the 2012–2017 strategic plan, Ball State pledges to “continue to emphasize learning and scholarship that synthesize disciplinary knowledge with application to today’s most complex challenges.”

The university is passionate about engaging the larger communities to which it belongs, both within Indiana and on a national or global scale, in order to enhance educational, economic, and cultural development. In doing so, Ball State seeks to extend its commitment to collaborative and interdisciplinary pedagogical strategies beyond the classroom through partnerships and other collaborations across the institution and with the wider world beyond its walls. A central feature of the university’s broader civic engagement is reflected in its commitment to environmental sustainability and economic vitality. More detail is provided under Core Component 1.D. View a photo gallery of [student community service work](#).

**Subcomponent 1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services Ball State provides.**

Ball State’s mission, vision, and values statements for 2007–2012 and 2012–2017 clearly identify the constituents that the university as a public institution of higher learning is meant to serve. These statements address:

- our commitment to our internal constituents—students, faculty, and staff of the university—in providing a stimulating environment for discipline-specific, interactive, and immersive learning
- our commitment to state, national, and international communities whom we serve to assist in advancing economic development, business success, and government organizations and in providing educational opportunities and cultural development for all constituencies

## **Summary: Core Component 1.B.**

Ball State makes its mission available to the public through the strategic planning area of the university's website. The mission, vision, and values statements that are part of the strategic plan clearly delineate the emphasis we place on instruction, scholarship, diversity and inclusion, cultural awareness, and outreach focused on public service and economic development. Our 2012–2017 mission, vision, and values led to the development of strategic planning goals and metrics that will allow the university to continue to strengthen its academics, scholarship, and community involvement. We will continue to work to increase funding for research to previous levels as, it is hoped, the overall economy improves and funding becomes more widely available.

## **Core Component 1.C.**

**The institution understands the relationship between its mission and the diversity of society.**

Ball State University's mission strongly emphasizes an understanding of and appreciation for the diversity of society regionally, nationally, and internationally. This is accomplished by offering programs and classes with diversity and inclusion themes that foster student understanding of cultural differences. In addition, the university has developed strategies to diversify the student and faculty populations on campus and to retain and enhance the experience of diverse populations through the development of support services for students, faculty, and staff. This emphasis has continued to evolve over the past 10 years and has been reflected in changes in the mission, vision, and value statements of Ball State's strategic plans.

### **Subcomponent 1.C.1. The institution addresses its role in a multicultural society.**

In the 2001–2006 mission statement, Ball State's role in a multicultural society was not overtly addressed but only alluded to in the last points of the value statement: "In our civic and professional leadership, we value integrity, social justice, and social responsibility." Although social justice and social responsibility are important goals, they were addressed only in a more civic and professional leadership context. Diversity and commitment to diversity were not specifically addressed.

With the development of the 2007–2012 mission, vision, and values statements, the importance of diversity and inclusion on campus became a more significant component. Specifically, the mission highlights the opportunity to inspire students by offering study-abroad experiences as well as "engaging state, national, and international communities to enhance educational, economic, and cultural development." The values and culture statements add: "We expect all members of the university community...to recognize, respect, and welcome the diverse cultures, heritages, and perspectives within our institution and the larger community. We recognize that we live and work in a global, diverse, and technological society, and we seek to serve, engage with, and learn from members of our community, the state, nation, and world."

In the mission, vision, and values section of the 2012–2017 strategic plan, Ball State continues to emphasize its role in a multicultural society. The values statement includes the following language: “As a creatively pragmatic institution, we seek to articulate our distinctive place in an increasingly diverse and interconnected world while holding these [traditional values of the academy] dear. External forces will continue to shape the role of higher education. We seek to lead rather than follow...”

The university challenges “students to question assumptions and extend boundaries” and embraces “diversity and inclusion” and “engagement with communities across Indiana.” By using the term “inclusion,” the new strategic plan broadens the definition of diversity from primarily a multicultural perspective to also include disabilities, gender, and sexual orientation. This inclusion is achieved by speaking about the broadened definition through student, faculty, and staff engagement and by challenging student assumptions and comfort zones.

### **Office of Institutional Diversity**

Although Ball State’s 2001–2006 mission statement did not directly address multicultural and diversity aspects, the university was already moving in that direction as early as 1998 with the creation of the Diversity Policy Institute. Through this institute, faculty members were selected as Diversity Associates to develop curricular modules emphasizing diversity and multicultural themes for class use. Since 1998, projects by more than 100 associates have been incorporated into classes across the campus, focusing on one or more of the following areas: race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and/or religious viewpoints.

In 2007, the Diversity Policy Institute became the Office of Institutional Diversity (OID), and the institute’s director became the university’s assistant provost for diversity. Also that year, by Indiana state legislation, Ball State’s Board of Trustees established the University Diversity Committee as an advisory group to OID and the assistant provost for diversity. The *2011–2012 Diversity Report* was presented to the Board of Trustees with a response from the university’s provost.

OID’s mission states that “Ball State University is committed to: creating innovative courses, programs, and practices that attract, retain, and nurture a diverse university community; and fostering a university environment that enables all who contribute to excel in a culture that is growing ever more diverse.” The office has established committees and events that promote and encourage diversity in student and faculty endeavors. For example, OID sponsors Martin Luther King Jr. commemorative lectures and concerts annually, organizes a diversity seminar series across the curriculum, facilitates the ongoing Diversity Associates Program for faculty, implements a minority mentoring program, and participates in regional and national organizations focused on diversity.

### **University Diversity Committee**

Ball State’s University Diversity Committee works with OID to develop suggestions for increasing diversity awareness across the campus. In 2009–10, the assistant provost for diversity presented the committee with a diversity plan for consideration. This resulted in the development of the *Strategic Diversity Plan*, which provided an action plan for meeting

Ball State's 2007–2012 strategic goals dealing with diversity and inclusion issues for underrepresented ethnic minorities, individuals with disabilities, and lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) minorities among students, faculty, and staff.

The committee's 2010–11 annual report, issued to the university's president and provost, carefully evaluated Ball State's progress in diversity, multicultural, and inclusion initiatives and made concrete suggestions for continued improvement. In response, the provost highlighted six specific recommendations and actions that should be taken in future years, including a climate survey pretest in the 2011–12 academic year and an investigation into the low percentage of female faculty at the professor rank. The provost recommended the development and administration of the survey instruments in collaboration with the Office of Institutional Effectiveness. The female faculty rank survey was completed in spring 2012 and is undergoing analysis. The climate survey was included in the Workplace Environment Survey and administered in fall 2012.

### **Other Diversity Resources**

Ball State also has numerous other offices and centers that advance the mission to increase diversity and understanding of diversity on campus and to support the increasingly diverse population of students, faculty, and staff. Examples include the Rinker Center for International Programs, Multicultural Center, Counseling Center, Office of Disabled Student Development, and Office of Housing and Residence Life. Diversity-oriented student organizations supported by the Office of Student Life include the Asian American Student Association, Black Student Association, Latino Student Union, and Spectrum (for LGBTQ students). These resources serve all students on campus, and their activities are described under Subcomponent 1.C.2.

### **Diversity Awareness**

Data from the National Survey of Student Engagement (NSSE)—administered in 2004, 2007, 2008, 2009, and 2012—indicate moderate student awareness of the relationship between Ball State's mission and the diversity of society. For example, the 2012 survey found that:

- 54 percent of freshmen and 60 percent of seniors indicated they included diverse perspectives in class discussions or written assignments
- 57 percent of freshmen but only 48 percent of seniors felt Ball State encouraged contact among students from different economic, social, and racial or ethnic backgrounds
- 71 percent of freshmen and 80 percent of seniors indicated their Ball State experience had contributed to their knowledge, skills, and personal development in the area of working effectively with others
- 49 percent of freshmen and 53 percent of seniors believed their educational experiences contributed to understanding people of other racial and ethnic backgrounds very much or quite a bit

Although some student responses to these and other survey questions hovered at or below the 50 percent mark, it appears gains have been made in student diversity awareness in comparison to data from 2004 and in certain cases 2007. Continued emphasis on campus could certainly generate additional improvements in student development.

### **Subcomponent 1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

Ball State processes and activities that address human diversity within the institution's mission can be divided into three major areas:

- programs and classes with diversity and inclusion themes
- efforts to diversify the faculty, student, and staff populations
- services that support diverse populations on campus

#### **Diversity Programs and Classes**

A number of undergraduate academic programs at Ball State are interdisciplinary and focus on issues of diversity and inclusion in society. These include, for example, a major and minor in women's and gender studies, a major in international business, and minors in multicultural education, peace studies and conflict resolution, Asian studies, and European studies. Many courses have a diversity theme related to a specific area such as age, gender, global cultures, race/ethnicity, religion, and sexuality.

For graduate students, the Department of Educational Studies offers a certificate program in diversity, which can be completed by a non-degree-seeking student or applied to a graduate degree. The program description reads: "The graduate certificate in diversity studies addresses issues pertaining to race, ethnicity, class, gender, and sexual orientation in an increasingly pluralistic society. The 15- credit program is designed for teachers, administrators, policy makers, and health and human services personnel." In addition, all courses in the Department of Psychological Sciences graduate programs include diversity as a course objective.

Other courses with some emphasis on diversity, multicultural, or international topics can be found in a variety of fields, including international business, multicultural education, counseling psychology, wellness and gerontology, and journalism. Cognates for doctoral degrees in multicultural issues and diversity can be constructed on an individual basis.

**Immersive Learning**—Ball State's immersive learning experiences frequently include a diversity theme. Such projects have been sponsored by both the Office of the Provost and the Virginia B. Ball Center for Creative Inquiry. At the latter, for example, the Consuming a Nation seminar in spring 2005 studied the roles tourism and travel writing play in constructing and marketing Ireland's national identity. Students in the class traveled throughout Ireland conducting research and recording conversations, and then they created a series of short radio programs that illustrated the significance of tourism in contemporary Irish culture. The students won a first-place award for best radio documentary or series (*Consuming a Nation*), first place for best radio feature (*The Changing Face of Ireland*), and second place for best radio feature (*Plastic Pubs*) from the Society of Professional Journalists.

Also at the Virginia Ball Center, the State of Assault seminar in fall 2008 immersed students in a victim-centered study on how sexual assault cases are handled by experts in forensics, nursing, law enforcement, DNA analysis, patient advocacy, and legal prosecution. The end product was a short documentary film addressing the current issues and evolving needs of

rape case management. *State of Assault* won a regional Emmy Award. Details of these and other examples of diversity-oriented immersive learning projects are available for review.

**Other Programs**—Study-abroad opportunities offered by the Rinker Center for International Programs also increase diversity awareness among Ball State’s undergraduate and graduate students. For additional discussion of these programs, see subcomponent 1.A.2. Diversity is also emphasized in the following programs:

- **Office of Institutional Diversity’s Annual Lecture Series**, in which faculty and other invited speakers with expertise in various diversity-related areas present their work to faculty and students on campus
- **International Conversation Hour Program**, sponsored by the university’s Counseling Center, in which students from various countries hold conversations about specific countries and their customs
- **Perspectives Discussions**, sponsored by the Multicultural Center, and **Cultural Exchanges**, sponsored by the Rinker Center for International Programs once per week, in which students who have participated in exchanges or study-abroad programs talk about their experiences with others who may be interested in participating in these programs or who wish to learn more about a particular country or international students and faculty teach about the cultures in their respective countries
- **Diversity Fellows**, a faculty learning community that discusses and implements the infusion of diversity materials into classroom instruction with support from the Office of Institutional Diversity and the Office of Educational Effectiveness

Monthly calendars of events are available from the Multicultural Center.

### **Diverse Students, Faculty, and Staff**

Goal 1, Objective A of Ball State’s 2007–2012 strategic plan called for attracting, enrolling, retaining, and graduating a more selective and diverse student body. Goal 4, Objective D focused on increasing the diversity of student, faculty, and staff populations on campus and enhancing the climate supporting diversity. This focus continues in the 2012–2017 strategic plan, in which Goal 1, Objective 7 states that Ball State is to be a university that “attracts a diverse student body, faculty, and staff” and Goal 3 encourages the university community to “reflect the diverse and interconnected world in which we live.”

In this spirit, the university’s Equal Opportunity and Affirmative Action Policy—approved by the Board of Trustees on July 24, 1998, and revised in August 2002 and again in April 2009—provides for equal opportunity for student admission or employment considerations “without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age.” In fall 2011, this statement was amended to include “gender identity/gender expression,” which will appear in the 2012–13 policy. In addition, the policy states: “The university also takes affirmative action to employ and advance minorities, women, qualified disabled persons, and qualified disabled veterans and veterans of the Vietnam era.”

Ball State’s president reviews these policies and programs annually, measures progress against the objectives stated in the affirmative action programs, and reports findings and conclusions to the Board of Trustees. The university also maintains data on the distribution of ethnic minorities in the student and faculty populations online in the *Ball State Fact Book*.

**Student Enrollment**—Under Goal 1, Objective A of the 2007–2012 strategic plan, Ball State set a goal to achieve 15 percent of total enrollment from underrepresented minorities in the undergraduate population and to increase graduate applications from minority groups to 15 percent annually.

**Table 1.1: Fall Percent of Total Enrollment from Underrepresented Minority Populations**

	2006	2007	2008	2009	2010	2011	2012	Target
Freshmen	8.6	10.8	10.0	11.7	11.9	13.8	14.3	15.0
All Undergraduates	8.1	8.9	9.4	10.3	10.9	11.9	12.0	15.0

At the graduate level, minority student applications increased from 10.6 percent in 2006–07 to 13 percent in 2011–12. While significant strides have been made in diversifying the student population, further work is needed to meet our strategic goal. The 2012–2017 strategic plan continues to focus on this effort with a goal of 17 percent of the entering freshman class coming from underrepresented populations.

The University Diversity Committee and the Office of Institutional Diversity have evaluated this new goal and suggested measures for increased success. The provost’s responses to their report recommends that Ball State “continue existing minority recruitment efforts and add new programs: a) visit of Multicultural Ambassador Corps to targeted schools, b) translation of key marketing materials to Spanish, c) creation of DVDs for secondary schools which promote access for students with disabilities, d) hold virtual info sessions on the graduate school for [underrepresented minority] students.” The provost referred these improvements to appropriate university units for implementation.

**Faculty Employment**—Ball State’s 2007–2012 strategic goals for faculty and staff populations called for increasing the diversity of tenure-track faculty to 15 percent and of all other employees to 9.5 percent.

**Table 1.2: Fall Percent of Employees from Underrepresented Minority Groups**

	2006	2007	2008	2009	2010	2011	2012	Target
Tenure track faculty	12.44	12.67	14.22	14.33	14.77	14.80	14.96	15.00
Contract faculty	7.47	7.44	9.17	9.62	8.58	8.26	8.97	
All other employees	8.26	8.56	8.81	8.72	8.71	8.45	8.74	9.50
Total	8.88	9.09	9.83	9.87	9.76	9.54	9.89	

The fluctuation in the contract faculty population and all other employees might be expected due to larger turnover than for tenure track faculty. The city of Muncie has a minority population of 17.2 percent, and Delaware County has a minority population of 11.1 percent.

The 2012–2017 strategic plan continues to support and emphasize these goals for increasing underrepresented minorities in the faculty and staff populations. To advance these goals, the deans of Ball State’s seven academic colleges have been asked to develop guidelines for attracting and retaining a diverse faculty.

### **Services Supporting Diversity**

Success in diversifying Ball State’s campus and promoting an environment of understanding and acceptance of multicultural diversity and inclusion for students, faculty, and staff is dependent on providing readily available, well-developed, and welcoming support services for all constituents.

**Rinker Center for International Programs**—In addition to providing study-abroad experiences, the Rinker Center facilitates the recruitment, admission, and enrollment of international students at Ball State. The center also provides support services for these international students, including the awarding of scholarships, advising for immigration, employment and taxes, early-intervention academic advising for at-risk international students, personal and social advising, and facilitating freshman and departmental advising when needed. Various events sponsored by the Rinker Center throughout the year focus on international and multicultural themes, including cultural exchanges and friendship families for international students. In collaboration with the Multicultural Center and the Office of Housing and Residence Life, the center also sponsors Culture Week, The Amazing Taste and International Festival, and the International Living-Learning Community.

**Multicultural Center**—Ball State’s Multicultural Center offers programs and services that assist students of color and of all cultures in achieving academic, cultural, economic, and social success. The Excel Program is a five-day summer orientation experience that pairs incoming minority freshmen with returning student mentors. In summer 2011, 30 students participated in this program, which acclimates new students more quickly to campus life and helps them prepare for academic and social challenges they may face on campus.

Other programs include Perspectives Discussions; the One World speaker series, which offers a more informal question-and-answer session with community leaders on topics of multiculturalism and diversity; and the Heritage Film Festival, which documents experiences and perspectives of diverse groups around the globe. The center also provides space and services for student use through the Malcolm X Library, a computer lab, the Henry Watkins Conference Room, and a kitchen that is available for small gatherings.

The Multicultural Center reported visits from 2,940 students in 2011–12, with attendance of 1,850 students at 74 events and programs. Overall, 6,740 students, faculty, and staff attended the center’s programs in 2011–12. Many of these programs were cosponsored with the Rinker Center for International Programs, Office of Institutional Diversity, Counseling Center, and multicultural student organizations. Nine annual awards are given to outstanding students, faculty, staff, and organizations composed of or supporting people of color or international students—for example, minorities who are outstanding freshmen or people of color who exhibit outstanding leadership throughout the year. Summaries of the Multicultural Center’s activities are available for review.

**Counseling Center**—Services of Ball State’s Counseling Center are fully accredited by the International Association of Counseling Services, and the center’s predoctoral internship is accredited by the American Psychological Association. The center provides numerous services for all campus constituents. Master’s and predoctoral interns engage in social justice and diversity immersion projects throughout their year of training. The Diversity Outreach Team presents programming for and about international students; issues facing lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) students; and issues of race/ethnicity, social class, gender, and prejudice, for example. Workshops and presentations are adapted to specific needs of the faculty, staff, or students requesting the presentation.

For international students and issues, the Counseling Center offers a weekly International Conversation Hour and International Women Conversation Hour and workshops on dating cultures and friendships, understanding and coping with cross-cultural experiences, and academic success, offering important information on study skills, classroom culture, academic writing, and test-taking skills.

In support of LGBTQ community members, the Counseling Center coordinates the Safe Zone network program of faculty, staff, and students, offering workshops in cooperation with the Office of Institutional Diversity several times each year. General LGBTQ workshops are also provided upon request. The center also offers counseling services for sexual abuse and threats, sexual responsibility, and other health and wellness issues such as eating disorders.

Statistics on the overall use of the Counseling Center can be found in the center’s annual reports. In 2012, an assessment of the impact of the International Conversation Hour on international and domestic students found that both groups gained more confidence in social settings. American students reported having a more positive intercultural attitude and an increased understanding of different cultures and cross-cultural communication skills. International students reported higher academic efficiency, but the number of international students participating was small.

**Disabled Student Development**—Ball State’s Office of Disabled Student Development (DSD) strives to create a campus environment that provides access and opportunities for students, faculty, and staff with disabilities to fulfill their potential. This effort includes enhancing students’ ability to understand how disability affects them in the educational setting and to be better self-advocates. DSD also encourages participation of disabled individuals on boards or campus groups to provide a voice for this constituency, sponsors guest speakers and campus events and presentations to increase disability awareness, and ensures court and civil rights rulings are implemented appropriately on campus to provide the most effective accommodations for community members.

Under the leadership of DSD, the Ball State campus for more than 20 years has enhanced access for individuals with disabilities in all campus areas and has been known as a disability friendly campus. DSD is committed to providing equal opportunity for students with disabilities who have been admitted to the university.

DSD annual reports show freshmen who disclose their disabilities had retention rates of 87 percent from 2009–10 to 2010–11 and 80 percent from 2010–11 to 2011–12. Assessment

of life skills competencies of students with disabilities in 2011–12 found:

- 97 percent could describe their disability and its limitations in an educational setting
- 93 percent agreed they knew what to do to acquire a disability accommodation
- 84 percent understood their rights and responsibilities relative to the Americans with Disabilities Act
- 67 student respondents were involved on campus in a total of 85 activities and 55 student organizations and had used 97 campus services

**Housing and Residence Life**—Ball State’s Office of Housing and Residence Life (HRL) also plays a major role in supporting multicultural students on campus. The International Living-Learning Community and the Languages Living-Learning Community, both housed in the newly renovated Studebaker East Complex, accommodate international as well as American students wanting to learn more about each other’s culture. For these programs, the International Partner Program pairs international and U.S. students as roommates based on common interests and the desire to learn more about other cultures. These programs also partner with the university’s Department of Modern Languages and Classics. Undergraduate and graduate resident assistants and professional staff receive diversity education training to be prepared for specific issues or problems that might arise in these communities.

As with all other multicultural programs, HRL collaborates with the Rinker Center for International Programs, Counseling Center, and Multicultural Center as well as Academic Advising and the Learning Center to provide the strongest support for Ball State’s diverse student population.

**Ball State University Foundation**—In addition to university funding support for multicultural and diversity programs on campus, the Ball State University Foundation maintains 39 funds targeted to areas and people of diverse backgrounds, with 11 funds specifically for nontraditional students. These funds usually target general minority or African-American students and groups. Among these are funds supporting Safe Zone projects, the Merrill Marshall Scholarship facilitated by the Office of Institutional Diversity, and the Velvet Day Scholarship facilitated by the Pre-Health Professions Advising Office and the Department of Biology. Details of these activities are available for review.

### **Summary: Core Component 1.C.**

Ball State’s mission, vision, and values statements have emphasized the importance of diversity and an understanding of issues in diversity. Strong programs provide academic opportunities for studying diversity issues and that provide support for our population of minority and international students. One goal of the university has been to increase the diversity of the campus population in all areas.

Although major gains were achieved under the 2007–2012 strategic plan and goals were essentially met for freshman and faculty diversity, work is continuing through the 2012–2017 strategic plan to achieve 17 percent diversity among freshman undergraduates, the undergraduate student population overall, and the contract faculty and staff populations.

## **Core Component 1.D.**

### **The institution's mission demonstrates commitment to the public good.**

Ball State University's mission, vision, and values consistently address a commitment to the public good. In *Strategic Plan 2001–2006*, these statements emphasized application of the discovery of knowledge and integration of learning experiences through civic and professional leadership demonstrating the university's social responsibility. In *Education Redefined: Strategic Plan 2007–2012*, the mission recognized Ball State's responsibility to improve economic vitality and quality of life while engaging and learning with members of state, national, and international communities.

The mission in the 2012–2017 strategic plan, *Education Redefined 2.0: Advancing Indiana*, includes an even stronger emphasis on the public good. Ball State seeks to be recognized for “fresh and pragmatic thinking that will address problems facing communities, businesses, and governments in Indiana and beyond” who look to the university for guidance.

### **Subcomponent 1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

In the transition from the 2001–2006 mission to the 2007–2012 mission, Ball State substantially increased the emphasis on a commitment to the public good. The 2007–2012 values and cultures statements clearly said: “As civic and professional leaders, we value civic engagement with the larger communities of which we are a part and are dedicated to preparing civic and professional leaders for the future. We accept our individual and institutional responsibilities to improve the economic vitality and quality of life in the greater society we serve. We seek healthy and productive living, social justice, and environmental sustainability for Indiana, the nation, and the global community.”

The university's strategy for accomplishing this mission included “supporting partnerships and collaborations across the institution and with the greater external community to accomplish the mission in an integrated manner.”

The decisions that went into developing the 2007–2012 and 2012–2017 strategic plans demonstrate the university understands its educational role serves the public and not solely the institution. Ball State has implemented numerous programs, demonstrating through its actions and decisions a clear understanding of a commitment to the public good. The university has enhanced its efforts toward outreach in multiple areas, including an emphasis on immersive learning, which by definition involves a community partner who will benefit from the student team's work.

In addition, the Building Better Communities initiative consolidates many of Ball State's outreach efforts, and support for public programming is demonstrated through resources such as the public television and radio stations on campus and expanded academic programs in off-campus locations such as Ball State's Indianapolis Center and Fishers Center.

## Immersive Learning

Ball State's strategic planning process in 2007 included the decision to define immersive learning as a major initiative and differentiator for the university. This is reflected in the mission and values statements indicating Ball State is "dedicated to providing opportunities for interdisciplinary work and for collaboration, looking to teamwork for problem solving in the classroom, within the institution, and with the larger communities to which the university belongs."

The definition for immersive learning projects is unique to Ball State and includes the following seven criteria:

- carry academic credit
- an active learning process that is student driven, guided by a faculty mentor, and solves a real-world problem
- produces a tangible outcome or product
- involves a team of students which is often interdisciplinary
- includes a community partner
- focuses on student learning outcomes
- helps students define a career path or make connections to a profession or industry

Not all experiential activities are immersive by the Ball State definition, but all immersive projects are experiential. Between 2007 and 2012, more than 16,400 students participated in more than 1,000 projects throughout Indiana and as far away as Hong Kong, Venice, and Malawi. The majority of immersive learning projects are part of individual courses. Learn more about some of these projects in the university's [Chronicles videos](#) and [online feature stories](#).

Students can also focus on one project for an entire semester by participating in Virginia B. Ball Center for Creative Inquiry seminars. These projects include 15 students from a variety of disciplines who receive 15 credits for their efforts. One very successful seminar involved adapting Indiana author Cathy Day's novel *The Circus in Winter* for the musical theater stage. The musical has received numerous awards and participated with professional productions in a prestigious festival in New York City attended by theatre insiders. See an [online feature story and video](#) about this project.

Immersive learning projects suggested by faculty members can be supported by grants from the Office of the Provost. Final products range from business plans, documentaries, and programs to websites and emerging media content. As a result of these real-world projects, students develop important critical-thinking skills, problem-solving experience, and knowledge and become more confident self-starters. Three examples of immersive learning experiences that demonstrate commitment to the public good are described below.

**Schools within the Context of Community**—This program is an immersive 18-credit semester emphasizing that knowledge about the communities in which children are growing and learning is a critical component to effective teaching. As part of the semester, Ball State students complete a practicum at a high-need elementary school. After school, the local

community center is their classroom, where they develop relationships with children, families, community members, and community mentors.

This program allows students to experience children’s lives both in and outside formal schooling and to examine the challenges and strengths inherent in the community. Teaching students earn credit for core courses in the elementary education curriculum, and the course content is integrated seamlessly within their students’ lives at school and in their community. See an [online feature story](#) about this project.

**Vernacular Memorials: Commemoration in Delaware County**—This immersive project allowed students to investigate specific manifestations of “vernacular memorials”—and more importantly, the people and events behind these memorials—throughout Delaware County. Vernacular memorials include roadside crosses, car decals, quilts, tattoos, and other individual efforts to commemorate losses and joys in the public sphere. The students created a public exhibition and a catalog for their community partners, the Muncie Public Library and the Delaware County Historical Society. See an [online feature story](#) about this project.

**Project 18**—Created by Peyton Manning Children’s Hospital at St. Vincent, Project 18 is an anti-childhood obesity campaign encouraging children and their families to make healthier food choices in a state where nearly one-third of children ages 10–17 are overweight or obese. Ball State students collaborated with St. Vincent on an 18-week curriculum that brought the campaign into schools, a plan and materials to support a grocery program, and public relations strategies. Since 2009, Project 18 has touched more than 100,000 students in 550-plus schools. Students are addressing major risk behaviors through nutrition, physical activity, and holistic health in 76 counties and 121 communities across the state. See an [online feature story](#) about this project.

Information and links about these and other specific immersive learning projects—including the Kurt Vonnegut Memorial Library Interpretation and Technology Enhancement project (see an [online feature story](#))—are available for review. Immersive projects have also received many awards.

## **Building Better Communities**

Ball State’s Building Better Communities (BBC) initiative is historically rooted in the College of Architecture and Planning’s Community-Based Projects Program in the 1960s and later the Center for Economic and Community Development and the Center for Organizational Resources in the 1980s and 1990s. BBC was launched as a university-wide initiative with state funding from the 2003–2005 biennium budget under the leadership of the newly appointed associate vice president of economic development and community engagement. Ball State President Jo Ann Gora presented the BBC initiative to constituents throughout Indiana in 2006, and it was incorporated into Goal 3 of the university’s 2007–2012 strategic plan.

In 2008, the BBC initiative brought three key teams under its umbrella: the Center for Organizational Resources (COR), the Center for Economic and Community Development (CECD), and Business Fellows (now BBC Fellows), an immersive learning program established with a grant from Lilly Endowment Inc. The outreach programs offered by the E.B. and Bertha

C. Ball Center also became part of BBC in 2010.

Building Better Communities connects businesses, organizations, and communities across Indiana with the university's expertise and resources, providing real-world solutions to real-world problems. Through customized efforts, the initiative's work results in stronger businesses, improved communities, and more efficient state and local agencies. The BBC office now serves as a single coordinated gateway for communicating about and providing outreach services to external audiences. "Building Better Communities reflects a vision well beyond a simple expansion of already-existing outreach services: it embodies instead a major strategic alignment of Ball State's education distinction—immersive learning—with its recognized leadership among peer organizations in active community engagement."

Community partners are invited to become involved in the immersive BBC Fellows program. "We invite you to collaborate with a Ball State faculty mentor and student team to develop solutions to meet the needs of your organization. Benefits include: new ideas and perspectives applied to your organization's distinct challenges or problems; an energetic team of Ball State students from diverse majors selected specifically to meet your needs; expertise and knowledge that comes from a faculty-led team; advantages of a consulting team approach without a long-term investment; and relationships with Ball State students for future internship and full-time job openings."

BBC reports from the 2008–09 fiscal year through the 2011–12 fiscal year show continued growth in project numbers, student participants, and external funding generated. The number of completed projects increased from 183 in 2008–09 to 619 in 2011–12, impacting 64 and 55 Indiana counties, respectively. Student participation increased from 544 in 82 projects in 2008–09 to 5,083 in 282 projects in 2011–12, and external funding generated increased by approximately \$2.72 million.

Building Better Communities activities fall into several categories:

- outreach partnerships, which provide faculty expertise to help businesses reach and assess goals
- BBC Fellows, an immersive learning program in which students develop solutions to real-world problems for businesses and communities (funded in part by Lilly Endowment Inc.)
- applied research, in which participants conduct detailed research and analysis customized to the achievement of goals by the client
- training and education, including courses for Indiana communities on topics such as economic development, emerging media, and organizational service
- strategic planning, which provides clients with suggestions and strategies to meet the missions of their organizations

Examples of BBC projects completed in 2011 include:

- education and training classes on retention through customer service at Henry County Hospital (100 participants)
- Magna cum Murder Crime Writing Festival (116 participants, two students involved)

- immersive and experiential learning projects between Ball State's Department of Marketing and Management and school districts in Delaware and Madison counties to develop a marketing strategy and communication plans for the Camp Adventure Environmental Learning Center (nine students involved)
- a project between Ball State's Office of Charter Schools and Department of Architecture with five Indiana charter schools to develop an interactive website and a guidebook on planning and designing charter school facilities (10 students involved)
- a consulting project between faculty in Ball State's Department of Anthropology and the Fort Recovery Historic Society and State Museum in the Mercer, Ohio, area to develop plans for Fort Recovery preservation funded by the American Battlefield Protection Program (25 students involved)

A complete list of 2010–11 BBC projects is available for review.

### **WIPB Public Television**

Ball State's public television station, WIPB-TV, was founded in 1971 and is housed in the E.F. Ball Communication Building on campus. WIPB develops programming for local, regional, and national presentation. Recent community outreach programming include:

- *Facing the Mortgage Crisis*, aired on February 25 and April 1, 2010. This two-part live call-in program featured a panel of guest experts discussing what viewers can do to save their homes. Both parts featured panelists who addressed questions by viewers on the topic of foreclosure.
- *Surviving Unemployment: Solution Oriented Approach*, aired in 2009. WIPB's in-depth look at the economy offered information on resources available in the community, news on the economy in Indiana and across the nation, and special local programming. This program provided help with finding a job and coping with losing one.
- *The National Parks: America's Best Idea*, premiered September 27, 2009. WIPB partnered with Ball State's Department of Natural Resources and Environmental Management to visit the Indiana Dunes National Lakeshore and State Park with children from the Boys and Girls Club of Muncie.

More information on these projects is available for review.

### **College of Architecture and Planning**

Outreach centers housed in Ball State's College of Architecture and Planning (CAP) serve multiple purposes for students and the public. First, they give students a series of viable learning experiences in urban planning and design, citizen participation methods, and neighborhood revitalization. Students need a realistic and pragmatic understanding of these activities, and that can be gained through their participation in a community-based, problem-focused, hands-on format. Second, these programs provide public education in environmental planning and design to both the public and private sectors. Third, they provide service in the form of technical assistance in urban planning and design matters to both the public and private sectors and promote applied research activities that focus on Indiana urban contexts, from inner-city neighborhoods to small rural towns.

The CAP Indianapolis Center (CAP:IC) is a major part of the College of Architecture and Planning. Its mission is “to provide community outreach and service activities to neighborhoods and other organizations while offering students invaluable immersive learning experiences.” CAP established the center in the mid-2000s to expand the college’s reach of service in the state of Indiana. Neighborhoods, organizations, and communities can request CAP:IC assistance, which is then designed to meet the needs, resources, and project end products required. Common ways CAP:IC helps communities include:

- participation on boards, design juries, and task forces
- academic design studios and classes undertaking community design or planning issues as class projects
- community design *charrettes* that quickly analyze a design issue and develop a series of alternative visions
- community education, visioning exercises, workshops, and training
- research activities, including demographic and best-practice research
- field work, including building condition and land use inventories
- grant-supported research and studies
- support for community initiatives

CAP:IC’s noteworthy projects include facilitating the Indianapolis Regional Center Plan 2020, which included public assistance and interaction, conducting urban design and youth workshops, managing committee membership for the program and communication, and graphic design of logos as well as merchandise and publication development. The Speedway Speedzone workshop engaged the community of Speedway in planning to redevelop the village by supporting the heritage associated with the Indianapolis Motor Speedway but developing mixed-use facilities that could be used for both the racing events and daily by residents.

The Historic Meridian Park Neighborhood Workshop paired Ball State with residents to plan for the future preservation of the neighborhood in celebration of its 100th anniversary. A summary of the design plans and *charrettes* for this project are available for review. More details and links for these three projects are also available for review.

## **Teachers College**

For 15 years, Ball State’s Teachers College and its Burriss Laboratory School on campus produced 60 Electronic Field Trips (EFT) that were viewed by more than 80 million students and teachers in schools throughout the country. For each program, a teacher and a few Burriss students traveled to a site in the United States with a film crew to learn about subjects such as volcanoes, baseball, national parks, history, space, and dinosaurs, to name only a few. Some parts of the programs were prerecorded, but much was live, and students watching at their schools could submit questions during the broadcast. These programs have been archived and are still available for teachers to use in their classes.

This initiative received 23 Telly Awards and 16 World Media Festival Gold and Silver Awards. EFT sponsors included Apple Learning Interchange, which developed the online educational environment used, and other organizations and foundations such as the National Park Service, Space Center Houston, and the National Baseball Hall of Fame.

When the Indiana legislature passed a statute in 2001 authorizing the mayor of Indianapolis and institutions of higher education to sponsor charter schools, Ball State became the only university to participate. Ball State has authorized as many as 42 charter schools impacting more than 15,000 Indiana children. In response to the charter school movement, the university created a graduate certificate in charter school leadership.

Ball State's Office of Charter Schools (OCS) recently revised the process by which it grants and renews charters. After a process that included an extensive review of academic, financial, and organizational performance and compliance, OCS in January 2013 took action on 20 of the 42 charters up for renewal. Four were granted five-year renewals, seven received three-year extensions with performance conditions, seven charters were not renewed, and two schools withdrew their requests.

**Subcomponent 1.D.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Ball State's 2007–2012 mission statement clearly emphasizes “offering action-oriented learning, including immersive out-of-class experiences, research, and study abroad” as our primary educational responsibilities, but it also includes engagement with state, national, and international communities as long as the goal is to enhance educational, economic, and cultural development.

Our continuing focus on education, including educational outreach in support of external interests, is reflected in the vision statement from the 2012–2017 strategic plan: “We seek to become recognized for providing bright and curious students a holistic learning experience that occurs both in and out of the classroom; for being relentlessly focused on learning outcomes; for embracing and solving today's greatest educational challenges; and for bringing fresh and pragmatic thinking to the problems facing communities, businesses, and governments in Indiana and beyond.”

Members of the Ball State community have interacted with the city of Muncie and the larger communities of Indiana, the nation, and the world in a variety of ways. All of these can and should benefit an external interest to improve economic vitality and quality of life in these communities, as this is part of the university's mission of outreach and commitment to the public good. However, Ball State's primary interest in these interactions involves enhancing education, scholarship, and community life for our students, faculty, and staff. Examples of such external engagement follow.

### **CAP Indianapolis Center**

Through Ball State's College of Architecture and Planning Indianapolis Center (CAP:IC), the city of Indianapolis gains valuable ideas and funding possibilities to improve the community's economic stability, but the main reason for the university's involvement is the student experience (the community outreach aspect is discussed in Subcomponent 1.D.1. CAP:IC draws from the rich interdisciplinary nature of the college's programs in architecture,

landscape architecture, urban planning, historic preservation, and urban design. Combining this richness with the urban context offered by Indianapolis, the center affords the college a unique opportunity to help shape not only future professionals but also the future of Indiana's capital and largest city.

Projects that have provided both real-world learning experiences for students and benefits for economic vitality in Indianapolis include:

- BioCrossroads, a life sciences initiative that generates plans for a downtown research community
- Indianapolis Cultural Trail, which developed information on a new urban greenway
- IndyConnect, a proposed rapid transit initiative for central Indiana
- Smart Growth District, a concept for sustainable neighborhood renewal that is one of five federal Sustainable Communities Partnership pilots

More information about these projects is available for review.

### **Building Better Communities Fellows**

Ball State's Building Better Communities (BBC) Fellows program engages interdisciplinary teams of students led by faculty mentors in on-site, problem-based projects that directly help Indiana business and community partners to improve their services, quality, or competitiveness or develop new job opportunities. These projects benefit the state and local economies while providing real-world immersive learning experiences and career connections for participating students, thus meeting our educational priorities as well as the university's goals of community outreach. More information about BBC Fellows and other BBC projects is provided in Subcomponent 1.D.1.

### **Faculty Consulting**

Faculty in a variety of Ball State departments participate in consulting projects for external community partners. While outside firms and organizations stand to benefit economically from this work, these projects enhance the scholarly activity of the faculty members involved. Their external contacts may also build internship opportunities for Ball State students. Since these projects are often compensated work, they must follow the university's policies on conflict of interest and conflict of commitment in the *Faculty and Professional Personnel Handbook*. These policies are implemented appropriately, and the process is overseen by Ball State's Office of Research Integrity.

### **WIPB-TV**

Public television station WIPB-TV is sponsored by Ball State, which provides the infrastructure required for operation, but today it is sustained largely by external grants, corporate contracts for various products, and private gifts handled through the Ball State University Foundation. Funds generated for the station's operations are also dedicated, along with university funding, to upgrading equipment as a partnership to provide immersive learning projects, such as the telecommunications sports network initiative

known as Ball State Sports Link. See an [online feature story](#) about Sports Link.

## External Giving

Gifts from external investors enhance education, scholarship, and campus life at Ball State and support the overall betterment of the university. They are overseen and administered by the Ball State University Foundation, which is governed by a clear set of bylaws and a well-defined policies and procedures manual. The foundation follows the Association of Fundraising Professionals (AFP) Code of Ethical Principles and Standards as well as the AFP Donor Bill of Rights and the Partnership for Philanthropic Planning Model Standards of Practice for the Charitable Gift Planner.

As part of its Policy for Planned Giving and Endowment Stewardship, the foundation is charged with promoting gifts that fulfill its mission to serve Ball State and thus reserves the right to refuse gifts that do not fulfill its mission or that violate any laws or ethical standards. In practice, the Ball State University Foundation does not accept every gift offered if the investor is the only one who will benefit.

A number of gifts to the foundation have benefited Ball State's strategic priorities. Examples include:

- David Letterman's contributions toward telecommunications student scholarships and the David Letterman Distinguished Professional Lecture and Workshop Series, which has brought media icon Oprah Winfrey, Twitter cofounder Biz Stone, MSNBC's Rachel Maddow, legendary newscaster Ted Koppel, and Burberry CEO Angela Ahrendts to campus to interact with students.
- A. Umit Taftali's support of the finance program in the Miller College of Business. His lead gift enabled the university to establish the A. Umit Taftali Center for Capital Markets and Investing, which closely simulates the real world of financial services firms by creating an environment of hands-on training in the workings of financial markets, financial modeling, and valuation.
- A gift from The Glick Fund, a fund of the Central Indiana Community Foundation established by Marilyn and Eugene Glick, in support of Ball State's glass program. The lead gift enabled the construction of the 10,000-square-foot Marilyn K. Glick Center for Glass and establishment of a glass arts program in the College of Fine Arts. View a video about the [Glick Center](#).
- Joe Rinard's support of the Department of Biology Greenhouse Project. The Dr. Joe and Alice Rinard Greenhouse will be a new 1,500-square-foot greenhouse for about 1,800 orchids, the largest collegiate-based collection of its kind in the country.
- David Owsley's support of the David Owsley Museum of Art expansion and renovation. He was one of numerous donors who contributed to the addition of four new galleries that will increase the museum's exhibition space by about 50 percent to almost 27,000 square feet.
- The Scheumann family's significant contribution to the renovation of the John B. and June M. Scheumann Stadium, Ball State's NCAA Division I football venue.
- Sport Graphics' contribution to the installation of signs and banners at Scheumann Stadium and in Worthen Arena, the university's two largest athletic facilities.

An example of a gift the foundation did not accept because it would not benefit the university involved a donor's offer to help purchase a piece of property for use by Ball State's Field Station and Environmental Education Center and its programs. After a careful review of the property by representatives from the foundation and from Ball State's Department of Natural Resources and Environmental Management and Department of Geology, the gift was declined because it did not meet the needs of the educational programs in these departments.

**Subcomponent 1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

In the 2007–2012 mission statement, Ball State emphasized engaging state, national, and international communities to enhance educational, economic, and cultural development. That commitment continues in the 2012–2017 strategic plan, whose vision calls for “bringing fresh and pragmatic thinking to the problems facing communities, businesses, and governments in Indiana and beyond.” As a need is identified for an external constituent—often through the Building Better Communities initiative—the university responds with collaboration when possible. In addition to the projects and programs cited earlier for this criterion, the following examples reflect such identified needs and responses:

**Student Volunteers**

To provide services to meet the needs of community members, local not-for-profit agencies often need volunteers to offer their time and talent. Ball State's Student Voluntary Services (SVS) program had 109 active nonprofits and schools in its database as of November 2011. During the 2010–11 academic year, 1,685 student volunteers were registered through SVS for 2,990 placements (several volunteers registered for more than one program). These volunteers completed a total of 25,685 hours of service. In 2011–12, 1,935 students volunteered for 27,365 hours of service. In addition to SVS, Ball State's fraternities and sororities also organize service opportunities. Through these projects, students provided 28,453 hours of service in 2011–12, an increase of 8,000 hours from 2010–11. View a photo gallery of [student community service work](#).

The National Survey of Student Engagement (NSSE) in 2004 found that 70 percent of freshmen and 76 percent of seniors planned or had participated in community service at Ball State. In the 2008 and 2012 surveys, 75 and 79 percent of freshmen and 80 and 78 percent of seniors, respectively, indicated the same. When asked to what extent their experience at Ball State contributed to their knowledge, skills, and personal development in contributing to the welfare of the community, only 18 percent of freshmen and 21 percent of seniors indicated very much or quite a bit in 2004. In 2008 and 2012, these numbers rose to 40 and 41 percent of freshmen and 45 and 44 percent of seniors, respectively, indicating a significant increase in awareness for contributing to the public good.

**Bowen Center for Public Affairs**

In response to a need for Indiana legislators and government officials to collect information about residents' attitudes regarding public policy, the Bowen Center for Public Affairs—

housed in Ball State's Department of Political Science—conducts the annual Hoosier Survey of attitudes related to current issues and policy such as right-to-work laws and health care reform. In addition, the Bowen Center's Institute for Public Service is the only educational institution authorized to offer certified public manager (CPM) training to local government officials in Indiana.

The institute also sponsors the Community Conversation Series, which promotes dialogue between community leaders and citizens from the public, private, and nonprofit sectors to address challenges, evaluate solutions, and acquire access to resources, technology, and expertise through Ball State to implement solutions as well as ongoing consultative support. Examples of projects include a community cleanup in Orange County and the Horizon 2.0 Project in Elkhart, Indiana.

Values statements in Ball State's 2007–2012 strategic plan also addressed the university's commitment to service for the public good. As a vital academic institution, Ball State values problem solving with the larger communities to which the university belongs, and “as civic and professional leaders, we value civic engagement with the larger communities of which we are a part...We accept our individual and institutional responsibilities to improve the economic vitality and quality of life in the greater society we serve.” The values statement in the 2012–2017 strategic plan reaffirms the university's commitment to the values of the academy “for the purpose of bettering society and individuals.”

The university has participated in many projects that meet these goals, including these:

- Hancock County Chamber of Commerce in Bay St. Louis, Mississippi, needed post-hurricane reconstruction assistance. Students from the Entrepreneurship Center and the College of Architecture and Planning assisted in constructing a valuable business database, creating awareness of hardships in Hancock County, and promoting hurricane relief efforts. The combined efforts resulted in monetary grants for reconstruction and a kick-start of many businesses after Hurricane Katrina.
- Midwest POS Solutions Inc. in Anderson, Indiana, needed market research data before a product launch. Entrepreneurship students conducted the research, and the results suggested the product would not be profitable. The company ultimately decided against launching the product.

### **Other Outreach Groups**

Ball State has built a significant group of programs that address outreach for the public good. The university continues to emphasize and expand this commitment in the new mission, vision, and values statements in the 2012–2017 strategic plan by providing “fresh and pragmatic thinking to address problems in communities, businesses, and governments in the state of Indiana and beyond,” integrating discipline-specific knowledge with application that “fundamentally changes students, researchers, and our external partners,” and embracing “engagement with communities across Indiana.” Other outreach groups include:

- **Center for Business and Economic Research (CBER)** is a resource for economic data, policy analysis, and regional demographics and provides a

weekly newsletter on current issues.

- **Social Science Research Center (SSRC)** provides support to faculty and staff and to public and private organizations for externally funded social science research and service projects, including program evaluation services.
- **Software Engineering Research Center (SERC)** is a cooperative research center with business and university partners.
- **Center for Middletown Studies** continues the sociologic research work of studying Muncie as Middletown USA, established as a barometer of social trends in the United States.
- **Human Performance Laboratory (HPL)** has conducted research on aging and effects of space travel on muscles.
- **Center for Energy Research/Education/Service (CERES)** has sponsored international Greening of the Campus conferences since 1996 that provide opportunities for diverse groups to share information on environmental issues.
- **Aquatic Biology and Fisheries Center (ABC)**, the first center of its kind in Indiana, was established in 1998 to promote applied research in the aquatic science discipline.
- **Digital Corps** is a group of certified student software experts who work on digital media projects for campus and community clients. For the 2013 Indiana General Assembly, Digital Corps helped pilot a project in which 62 Indiana legislators used iPad tablets to access documents and track bills online, thereby reducing paper, saving money, and increasing efficiency.

### **Summary: Core Component 1.D.**

Ball State demonstrates its commitment to the public good through academic programs that feature immersive learning experiences as well as service learning classes. The Building Better Communities (BBC) initiative allows faculty and students to identify and participate in projects that involve partnerships in the community. Certainly the outreach and public service projects in the College of Architecture and Planning serve as excellent models for our commitment to the public good. Students are also encouraged to give back to the community through opportunities afforded them by Student Voluntary Services.

The challenge in the 2012–2017 strategic plan is to promote continued commitment to the public good and expansion of our immersive experiences, BBC opportunities, and volunteer services to extend the university’s reach to all areas of the state and beyond.