

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

# Chapter 1: Description of Institution

# **History of the University**

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

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

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

# Changes Since the 1993 Self-Study Report

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

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

#### Administrative Structure

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



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

# **Academic Programs**

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

# **Enrollment and Planning**

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

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

Average SAT scores steadily increased from 986 in 1997–98 to 1040 in 2003, and freshman-to-sophomore retention rose from 69 percent in 1997 to 80 percent in 2003–04.



# **Capital Improvements**

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

# **University Advancement**

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

## **Academic and Student Services**

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

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

#### Advancement of the Teacher-Scholar Model

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

## **National Visibility**

➣ In 2002 the Policy Center on the First Year of College, sponsored by the Pew Charitable Trusts and the Atlantic Philanthropies, identified Ball State as one of the top 13 institutions offering exemplary comprehensive first-year programs. External funding for research and sponsored programs grew from \$4.9 million in 1992–93 to \$25.2 million in 2002–03.



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

# Responses to 1993 Evaluation Team Concerns

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

#### Concern #1

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

## Response

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

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

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

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

1.8



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

### Concern #2

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

## Response

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

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

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

## Concerns #3, 4, 5

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

#### Response

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

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

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



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

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

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

#### Concern #6

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

#### Response

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

additional opportunities.

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

#### Concern #7

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

## Response

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

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

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



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

#### Concern #8

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

### Response

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

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

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

<sup>&</sup>lt;sup>a</sup>Sorted by Nine-Month Compensation

Academe, March-April 1994, 2003.

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

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

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

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

<sup>&</sup>lt;sup>a</sup>Sorted by Nine-Month Compensation

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

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

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

1:14 1:15

<sup>&</sup>lt;sup>b</sup>Salary plus fringe benefits

Source: The Annual Report on the Economic Status of the Profession,

<sup>&</sup>lt;sup>b</sup>Salary plus fringe benefits Source: The Annual Report on the Economic Status of the Profession,

Academe, March April 1994, 2003.

The MAC Salary Study, 2002 03 and 1993 94, Ball State University, Office of Academic Assessment and Institutional Research



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

## Concern #9

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

## Response

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

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

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

#### Concern #10

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

## Response

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

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

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



# **Purpose and Overview of the Self-Study Process**

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

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

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

In spring 2002 members of the self-study leadership team attended the Higher Learning Commission's annual meeting. Dr. Appelson visited the Ball State campus and met with several individuals assisting with the self-study, including President Brownell and Provost Vander Hill. Throughout the spring and summer, task force members researched and prepared draft chapters for the self-study report. The self-study director and associate director provided frequent status reports to senior administrators.

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