

Criterion One—Mission

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

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 *Strategic Plan 2012–2017*, 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

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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.

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 *Diversity Committee Strategic Plan*, which provided an action plan for meeting Ball State's 2007–2012 strategic goals dealing with diversity and inclusion issues for underrepresented 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

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was completed in spring 2012 and is undergoing analysis. The climate survey was 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:

- Rinker Center for International Programs
- Multicultural Center
- Counseling Center
- Office of Disabled Student Development
- 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.

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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. In addition, the University Core Curriculum's components include elective courses with an emphasis on international awareness, and numerous classes open to all undergraduate students satisfy this elective with diversity or multicultural themes.

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. A description of the program 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 many other examples of diversity-oriented immersive learning projects are available for review.

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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 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, 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

Monthly calendars of events are available on the Multicultural Center’s website under “Programs and Events, Campus Events.”

Diverse Students, Faculty, and Staff

Goal 1, Objective A of Ball State’s *Education Redefined: Strategic Plan 2007–2012* 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 will continue into *Strategic Plan 2012–2017*, 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—In 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 also increase graduate applications from minority groups to 15 percent annually. Among freshman undergraduates,

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minority students increased from 8.6 percent in 2006–07 to 13.8 percent in 2011–12, while the overall undergraduate minority population grew from 8.1 percent to 11.9 percent during the same period. 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. *Strategic Plan 2012–2017* will continue to focus on this effort. The University Diversity Committee and the Office of Institutional Diversity have evaluated this 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 URM 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. Data show tenure-track faculty minority positions increased from 12.44 percent of total tenure-line faculty in 2006–07 to 14.8 percent in 2011–12, close to the university’s goal. For contract faculty, a 7.47 percent value in 2006–07 rose to 8.26 percent in 2011–12, although the latter represents a slight decline from 2010–11. This type of fluctuation might be expected in the contract faculty population, which often changes from year to year. For all other employees, the 2006–07 baseline of 8.26 percent increased to 8.81 percent in 2008–09 but fell to 8.45 percent by 2011–12, short of the 9.5 percent goal.

Strategic Plan 2012–2017 will continue 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. A variety of 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

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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.

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.

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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. DSD is committed to providing equal opportunity for students with disabilities who have been admitted to Ball State.

DSD annual reports show freshmen who disclose their disabilities had retention rates of 87 percent from 2009–10 into 2010–11, and 80 percent from 2010–11 were retained into 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 International Language Living-Learning Community 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.

Core Component Summary

Ball State’s mission, vision, and values statements have emphasized the importance of diversity and an understanding of issues in diversity. Strong programs are in place that provide academic opportunities

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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 will continue through *Strategic Plan 2012–2017* to achieve 15 percent diversity among freshman undergraduates, the undergraduate student population overall, and the contract faculty and staff populations.