

Criterion Three—Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.C.

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Faculty and professional staff make up two large groups of personnel who work diligently toward achieving Ball State University's institutionally stated goals of providing effective and high-quality educational programs and student services. This section addresses the roles these two groups play in helping the university deliver on its promises.

Subcomponent 3.C.1.

The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

Ball State has an appropriate number of faculty members to effectively perform the various roles expected of them. From 2003 to 2010, the university's faculty-to-student ratio on average was 1:16, and the total number of full-time equivalent faculty members ranged from 1,067 to 1,116. In the classroom, all faculty are required to state clearly the learning objectives and expectations in their course syllabi, which are consistent with the master syllabi developed by their departments. Faculty members implement the Assurance of Learning throughout their courses and report student performance results to their departments at the end of each semester. Beyond the classroom, faculty also advise students and serve on the undergraduate and graduate education committees at the department, college, and university levels that are responsible for the oversight of curriculum and expectations for student performance.

Academic Advising—When students complete 30 or more credit hours at Ball State or transfer 30 or more hours from another institution, they are assigned to a faculty advisor in their major area or home department. Faculty members have unique expertise and are valuable and natural mentors for the students in their programs. Faculty advising is the primary source of academic advising to students, and it is an important part of each faculty member's service load in addition to teaching and scholarship.

Learning Assessment—Ball State's *Faculty and Professional Personnel Handbook* provides guidelines for assessing student learning in each course and program that units are required to follow. The undergraduate and graduate education committees at the university, college, and department levels are responsible for leading the assessments. The provost and vice president for academic affairs provides general oversight of the university's assessment program and reviews the college assessment reports.

Faculty Teaching—As stated in the *Faculty and Professional Personnel Handbook*, Ball State's teaching

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evaluation committees at the university, college, and department levels are responsible for the oversight of faculty teaching. Each faculty member's teaching is evaluated each semester by the committee in their department and by students who take their classes. Student participation rates in faculty teaching evaluations were 56 percent in fall 2010 and 54 percent in spring 2011. These relatively low rates were affected by the implementation of a web-based, online evaluation system that replaced the traditional in-classroom, paper-and-pencil format. Clearly, student participation in the online evaluation of faculty teaching needs improvement.

Subcomponent 3.C.2.

All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Ball State does not have a written policy that explicitly describes minimum qualifications for hired faculty across the campus. Given the wide range of academic and professional disciplines represented by numerous academic units, establishing a single set of standards would be extremely difficult. This conclusion is based on analysis of the *Faculty and Professional Personnel Handbook* and direct inquiries to the Office of the Provost, Office of University Compliance, and Office of Human Resource Services. However, the faculty handbook outlines and describes qualifications and requirements for academic ranks. This description is appropriately open and avoids explicit descriptions of specific qualifications:

1. There are four basic academic ranks: instructor, assistant professor, associate professor, and professor. (After January 1991, no person was hired into a tenure-track position at the rank of instructor.) Qualifications for rank are set by the individual colleges and must be approved by the University Promotion and Tenure Committee.
2. Advancement in rank is based on a continuing pattern of achievement throughout the faculty member's professional career in
 - teaching
 - scholarship
 - service in a professional capacity
3. A terminal degree in the faculty member's specialty area is usually required for either hiring at or advancement to associate or full professor. However, certain kinds of expertise, experience, and/or recognition may be accepted by individual colleges as appropriate qualifications for either rank, upon approval of the provost.

In the absence of explicit written standards, Ball State's hiring practices serve to promote the selection of highly qualified individuals for academic positions. Specific processes and policies include:

Three-Level Approvals—Before a position is advertised, academic units must have a formal position description approved by the department chair, college dean, and university provost. This description must state the minimum degree and/or discipline-specific experience requirements. After a candidate is selected, hiring that person also requires the approval of the department chair, college dean, and provost. In this way, a variety of administrative perspectives are brought to bear on the functional qualifications of the candidate in relation to the academic goals and objectives of the unit, the college, and the university.

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Candidate Screening—Before candidates for an academic position can be interviewed, Ball State’s Office of University Compliance must verify that they have the minimum qualifications based on the advertised job description and the discipline of study. Academic units must provide a list of candidates to be interviewed along with transcripts for their latest completed degree. The university compliance staff verifies that the transcript reflects the minimum degree requirements. This has been the university’s established procedure since 2004.

In some cases, the Office of University Compliance makes additional inquiries about a candidate, often when a candidate’s degree is not in the target discipline or when equivalent experience is cited as a possible requirement instead of a terminal or graduate degree. This conclusion is based on direct inquiry with the compliance office, speaking with the director of compliance, and specific language within the Request to Interview for Faculty and Professional Staff Positions Form used by the compliance office.

Hiring Record

A spreadsheet compiled by Ball State’s Office of Human Resource Services lists all academic hiring since the time of the university’s last Higher Learning Commission accreditation review in 2004. Analysis of this list provides a perspective on Ball State’s hiring practices in relation to candidate qualifications. The 372 full-time faculty hired in more than 50 academic and professional units included both tenure and contract faculty.

Of 199 tenured faculty (54 percent of academic hires):

- 187 (93 percent) held obvious terminal degrees in their disciplines.
- 12 (7 percent) held graduate degrees in their disciplines and equivalent experience (as suggested by unit accreditation standards and Office of University Compliance procedures).
- None were hired without a graduate degree as a minimum qualification.

Of 173 full-time contract faculty (46 percent of total hires):

- 48 (28 percent) held obvious terminal degrees in their disciplines.
- 114 (65 percent) held graduate degrees in their disciplines with equivalent experience (as suggested by unit accreditation standards and Office of University Compliance procedures).
- 11 (6 percent) were hired with undergraduate degrees in their disciplines with equivalent experience (as suggested by unit accreditation standards and Office of University Compliance procedures).

Terminal Degrees

Ball State’s Office of Institutional Effectiveness (OIE) maintains simple statistics reflecting the current number of tenure and contract faculty with terminal degrees. Many of these statistics are presented in the university’s online Fact Book and updated annually. As the Table 3.2 below indicates, 92.5 percent of Ball State’s tenure-track faculty and 35 percent of contract faculty have terminal degrees. These are categorical averages, and it is interesting to note that the College of Communication, Information, and Media, the College of Architecture and Planning, and the College of Fine Arts are all below 90 percent in tenured faculty with terminal degrees. However, architecture and communication both represent major areas of study in which professional practice is viewed as important and often the equivalent of a terminal degree. In the largest fine arts unit, the School of Music, professional performance credentials

are also viewed as equivalent to a terminal degree. In both fine arts and architecture, contract faculty with terminal degrees are near or more than 60 percent, significantly higher than other colleges.

Table 3.2: Faculty Highest Terminal Degrees by Tenure Status

BALL STATE UNIVERSITY FACT BOOK 2010–11

Faculty Highest Terminal Degrees by Tenure Status - Fall Semester 2010			
Academic College	Terminal Degrees		
	Tenured/On Track	Contract Full-Time	All
	<i>In Percentages</i>		
Applied Sciences and Technology	95.2	16.9	57.4
Architecture and Planning	78.0	58.3	73.6
Miller College of Business	98.6	16.7	87.1
Communication, Information, and Media	66.7	12.9	43.8
Fine Arts	83.1	70.0	80.7
Sciences and Humanities	97.1	43.2	80.3
Teachers College	100.0	33.3	83.3
University	92.5	35.0	75.2

Source: Office of Academic Assessment and Institutional Research

Accreditation Measures

Since accrediting organizations generally have discipline-driven standards required for instructors, the number of accredited units on campus can be used as an additional, although indirect and approximate, measure of appropriate faculty credentials. Programs and departments that are not accredited advise the institution regarding appropriate instructional qualifications based on common norms within their disciplines. Commonly held normative standards within academia also drive such judgments.

Qualified Faculty

This analysis of faculty credentials indicates Ball State’s instructors are appropriately qualified. Although explicit minimum standards are not part of the university’s guidelines, the institution maintains practices that prioritize hiring faculty—especially tenured faculty—with a minimum qualification of a terminal degree in their teaching discipline or a graduate degree and equivalent experience. This practice is consistently demonstrated by available data reflecting hiring practices since 2004. The university makes the qualifications of its faculty available as public information and actually presents these statistics in promotional materials.

Subcomponent 3.C.3.

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Effective teaching is central to Ball State’s mission. The university recognizes that regular, meaningful evaluation of faculty facilitates improvements in teaching and course content. Therefore, faculty members are evaluated regularly per established institutional policies using a variety of formats. University policy states that yearly requirements for evaluating the teaching of faculty members must include the completion of student evaluations and either a chair evaluation, peer evaluation, or review of portfolio. Contract faculty are not exempt from this yearly evaluation requirement. Procedural

guidelines require these evaluation processes to be fair and systematic.

Student Evaluations

Each academic department is responsible for developing procedures for the yearly evaluation of teaching, which includes the use of online student course evaluations for all instructors. The online student course evaluation site is managed by Unified Technology Support (UTS) using Digital Measures. The student course evaluations are anonymous, and instructors do not see the results until after final grades have been submitted. All faculty participate in student course evaluations, including regular and contract faculty members as well as full- and part-time instructors. Because of sheer numbers, the process of moving from paper to online evaluations in summer 2010 was a daunting task. However, the university provided sufficient resources for effective implementation, and online student evaluations are now employed for every course with more than four students, whether it's a traditional, online, hybrid, internship, or other type of course.

Peer Evaluations

Academic departments are responsible for developing procedures for regular peer, chair, or portfolio evaluations and appropriate forms to guide the evaluation process for peer or chair evaluation. Procedures and forms must be approved by the respective college. In addition to the colleges, the University Teaching Evaluation Committee reviews the procedures for the evaluation of faculty members at least every three years, including individual department policies.

Administrative Evaluations

Administrators are not exempt from evaluations. A special policy exists for evaluating chairs and directors of departments, centers, institutes, schools, and other units. This policy requires that every five years, each administrator must undergo an evaluation and election conducted by a committee composed of members of the academic unit and the respective dean. This evaluation is in addition to the regular required teaching evaluations, if the administrator also serves as an instructor.

Other Faculty Evaluations

Clearly, regular evaluation of Ball State faculty is a university priority. Furthermore, Ball State recognizes the need for faculty to remain current in their disciplines and proficient in their teaching roles. The institution has a number of processes and programs that promote and verify instructors' currency in their areas of specialty. For example, Ball State maintains a university promotion and tenure document, and each college and department maintains promotion and tenure documents. All collegiate and departmental promotion and tenure documents are reviewed annually by the University Promotion and Tenure Committee. Faculty are also evaluated for the following purposes:

- **Salary and Merit**—All units maintain current salary and merit documents, which are reviewed and approved at the unit level by salary and merit committees, department chairs, deans, the University Salary and Benefits Committee, and the provost. According to the Policy for Annual Salary Adjustments, Ball State's salary program is designed to encourage and reward meritorious performance of faculty members based on contributions to their fields and exceptional achievement.

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- **Release Time**—In order for tenured or tenure-track faculty to receive release time for their research, normally 3 credit hours per term, they must submit an annual release time document outlining their scholarly pursuits. A comprehensive sabbatical program (special assigned leave with full or half pay) is available for full-time faculty members for a single semester leave (full pay) or an academic year leave (half pay).
- **Faculty Status**—In order to maintain graduate faculty status, faculty members must demonstrate currency in their discipline as a member of the Council of Graduate Schools. Those desiring graduate faculty status must submit regular requests outlining multiyear scholarly accomplishments, which are then evaluated and approved at the departmental level. At the undergraduate level, the Undergraduate Education Committee is responsible for recommending policies and procedures regarding qualifications for faculty members.

Subcomponent 3.C.4.

The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Ball State supports faculty in maintaining currency in their disciplines and proficiency in their teaching by providing a number of resources that promote professional development and research initiatives. Examples include:

Sponsored Programs Office—SPO assists instructors and faculty members in the quest for external funding to carry out their research and other scholarly activities. SPO offers several internal research grant programs and considers requests for support of journal page costs and the subvention of monograph publications. The Publications and Intellectual Properties Committee also considers and recommends to the provost university publication of original, unpublished faculty manuscripts.

Office of the Associate Provost—This office coordinates many programs that encourage professional growth and academic currency. The brochure *Professional Development for Academic Year 2011–2012* outlines the large variety of offerings, including teaching support, research and scholarship support, program development, travel support grants, special leaves, and external funding support. For example, full-time faculty may apply to the University Creative Teaching Committee or the Creative Arts Committee for support of creative or experimental instructional activities. Qualified faculty may also participate in the Educational Assistance Program, which provides tuition support for employees who wish to enroll in Ball State.

Office of Educational Excellence—OEE is a widely used university resource that promotes the advancement of teaching through informed reflective practice. This office distributes a monthly faculty development newsletter outlining its offerings and initiatives, which include support in implementing innovative teaching practices, course design, curriculum development, pedagogy, and assessment. OEE also offers teaching consultation and intervention services, faculty learning communities, new faculty training, several teaching awards and grant programs, and an assortment of workshops and seminars.

Travel Support

Although Ball State obviously values the currency and professional development of its faculty, one

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concern is that individual colleges and departments provide varying degrees of financial support for conference travel. The university expects regular full-time professors to present at conferences, as evident in policies on promotion and tenure and on salary and merit. However, the allotted departmental travel funds may not fully cover the costs associated with conference registration, housing, transportation, and other expenses. Then professors are faced with covering a portion of conference travel costs as out-of-pocket expenses.

Foundation Assistance

In some cases, additional financial assistance can be requested through other sources, such as the Ball State University Foundation, which provides grants and awards designed to strengthen the university's academic programs and to provide faculty development support. One example of a professional development grant program managed through the foundation is the Terhune Program, which provides supplemental travel and professional development funds to faculty in the Teachers College.

Subcomponent 3.C.5.

Instructors are accessible for student inquiry.

Ball State has a long history of providing a nurturing environment for learning with close, personal-professional contact between instructors and students. A host of examples illustrate student/faculty collaboration in the classroom and through independent study projects, undergraduate honors theses, graduate research projects, collaborative research, and immersive learning projects. Faculty/student collaborations like these have numbered in the hundreds since the university's last self-study report for the Higher Learning Commission. All of these examples focus on the robust, vibrant, and diverse nature of campus student inquiry. In addition to these special projects, faculty are accessible to students for class advising, career counseling, and assistance with other aspects of student life and learning.

A number of sources confirm students' overall positive experiences regarding their ability to consult with faculty. Results from the Ball State Senior Survey conducted in fall 2011 include the following:

- When asked about the "ease of access to instructors," respondents stated some level of satisfaction 90.2 percent of the time, with 73.2 percent of the respondents indicating they were "satisfied" or "very satisfied."
- Of the respondents, 73.3 percent agreed or strongly agreed with the statement, "I have developed a close personal relationship with at least one faculty or staff member at Ball State University."
- More than 95 percent of respondents agreed or strongly agreed that "most Ball State faculty are friendly and helpful."
- When asked about consulting with faculty outside of class about course work and career plans, the responses were overwhelmingly positive, with agreement 87.9 percent and 77.7 percent of the time, respectively.

Likewise, Ball State's 2010 Alumni Survey of 2008–09 graduates yielded the following results:

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- Of the campus alumni respondents, 50 percent indicated they occasionally interacted with faculty and another 19.5 percent stated they often interacted with faculty.
- Responses to the statement, “I am satisfied with faculty advising in my department,” were overwhelmingly positive as 71 percent of alumni agreed or strongly agreed.
- Given the statement, “I am satisfied with opportunities for interaction with departmental faculty,” 80.5 percent of respondents agreed or strongly agreed.

Finally, the National Survey of Student Engagement found the perceived quality of student/faculty relationships is directly applicable to student accessibility to faculty. Specifically, data were gathered for four separate years (2004, 2007, 2008, and 2012) and two measurement periods (first year and senior year). For this analysis, responses with the highest ratings (5–7) were extracted from the original table and collapsed to compare the data collection periods. In each survey, student satisfaction increased from the first year to the senior year—by 10 percent in 2004 and by 14 percent in 2007 and 2008. Therefore, when comparing the first-year experience to the senior-year experience, it appears students perceive the quality of their relationships with faculty more positively, which in turn should promote accessibility.

The 2012 National Survey of Student Engagement also provides useful information about Ball State student/faculty interaction through the following questions:

- “Are faculty members accessible and supportive?” Results: 74 percent of first-year students say their faculty are available, helpful, and sympathetic.
- “How many students work on research projects with faculty?” Results: 22 percent of students do research with a faculty member by the spring of their senior year.
- “Do students receive prompt feedback on academic performance?” Results: 51 percent of first-year students frequently get prompt verbal or written feedback from faculty members.
- “How often do students talk with advisors or faculty members about their career plans?” Results: 86 percent of seniors at least occasionally discuss career plans with faculty, while 14 percent never talk with faculty members about career plans.
- “Do students and faculty members work together on committees and projects outside of course work?” Results: 40 percent of first-year students at least occasionally spend time with faculty members on activities other than course work.

In the area of student and faculty interaction, the survey found “Ball State first-year students generally reported slightly lower levels of student and faculty interaction than comparison groups, seniors at Ball State reported significantly higher levels, evidencing much growth in faculty and student interaction between the first and final year at Ball State.” Regarding the quality of student/faculty relationships, Ball State students reported quality consistent with other Indiana public universities, institutions in the same Carnegie classification, and Ball State peer institutions.

In summary, Ball State provides and fosters a dynamic and vibrant environment for student inquiry with instructors. Both seniors and alumni responding to the Senior Survey and the Alumni Survey indicated an impressive level of satisfaction with their ability to interact with faculty on campus and within their programs of study. This was also the case in the National Survey of Student Engagement. This evidence—along with the many, varied, and successful student/faculty collaborative efforts on

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campus—speaks highly of the effort put forth by faculty in the form of accessibility and student support in learning.

Subcomponent 3.C.6.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Data collected through Ball State’s Office of University Human Resource Services indicate staff members providing support services to students across the campus are appropriately qualified, trained, and supported in their professional development. Information for numerous support service areas is summarized here and available in detail in the document *Qualifications of Staff Members Providing Student Support Services*.

Academic Advising

Academic advisors assist students by opening the possibilities of our programs, putting a plan for graduation in place, helping students plan schedules, using the tools to track progress, and working with students and faculty advisors beyond the first-year experience with their freshman advisor.

Qualifications of Staff Members:

Academic advisors are professional personnel hired with minimum qualifications of master's degrees, advising experience, and evidence of commitment to student success.

- Average experience: 19.33 years
- Bachelor’s degree only: 0 percent
- Master’s degree: 86.6 percent
- Doctoral degree: 13.4 percent

Training and Support of Professional Development:

New advisors are assigned seasoned mentors/advisors to help with the acclimation process to Ball State policies, programs, and resources. During the academic year, all advisors meet in weekly training sessions with faculty from academic departments to maintain currency on program requirements. Usage data for all advising centers (freshman and upper division) reflect a total of 13,859 students (unduplicated headcount) in a total of 25,690 contacts in fall 2010. In spring 2011, 10,385 students (unduplicated headcount) made a total of 18,689 contacts. Student satisfaction with their advisors is documented in the freshman center by evaluations administered each semester. Advisees use a 1–4 satisfaction scale to evaluate their advisors on 24 factors, including academic program knowledge, availability, and interpersonal/interactive skills. For fall 2011, the overall rating of all freshman advisors averaged 3.42/4.0 on all factors.

Career Center

This resource assists current students and Ball State alumni exploring career options. Services include internship placement, job search preparation, and career counseling.

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Qualifications of Staff Members:

Professional staff are hired with previous advising experience. The center's resources lab coordinator is a professional educator with a master's degree and close to finishing a doctorate.

- Average experience: 17.375 years
- Bachelor's degree only: 0 percent
- Master's degree: 75 percent
- Doctoral degree: 12.5 percent

Support of Professional Development:

Continuing education for staff is provided through conferences and institutes of the Career Development Professionals of Indiana, Midwest Association of Colleges and Employers, and assorted webinars and professional resource materials. The Career Center also follows the professional standards of the National Association of Colleges and Employers. Graduate assistants are extensively trained before assuming the advising role.

Counseling Center

Every year, hundreds of students, faculty, and staff members use the services of this office, which provides free and confidential psychological and career resources to students.

Qualifications of Staff Members:

- Average experience: 16.06 years
- Bachelor's degree: 18.75 percent
- Master's degree: 6.25 percent
- Doctoral degree: 62.5 percent

Training and Support of Professional Development:

No specific information was provided by the unit. As with other university employees, staff are provided funding for continuing education and/or training and belong to professional organizations.

Disabled Student Development

DSD coordinates services and accommodations for students with disabilities. In addition, this office provides disability awareness programs and training for the campus community.

Qualifications of Staff Members:

- Average experience: 8 years
- Associate degree: 33.3 percent
- Bachelor's degree only: 0 percent
- Master's degree: 66.67 percent

Training and Support of Professional Development:

Staff are members of the Association on Higher Education and Disability (AHEAD) and the professional organization for disability services providers in postsecondary education. They attend the annual AHEAD conference each year, and they are also members of the Indiana chapter of AHEAD, which holds two

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training meetings annually. AHEAD offers several webinars and publications that serve as important DSD resources.

Emerging Technologies, Media Development, and Training

This unit identifies and supports technological solutions while fostering learning opportunities for students, faculty, and staff. Services and programs are provided by a design team, a development team, and a training team that create and deliver software, projects, and courses.

Qualifications of Staff Members:

- Average experience: 8.5 years
- Bachelor's degree: 50 percent
- Master's degree: 50 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

No specific information was provided by the unit. As with other university employees, staff are provided funding for continuing education and/or training and belong to professional organizations.

Extended Education

School of Extended Education staff serve the nearly 8,000 students who take online and distance education classes each year, providing support to more than 60 online degrees and certificates and approximately 500 online undergraduate and graduate courses.

Qualifications of Staff Members:

- Average experience: 11.53 years
- Some post-high school education: 35.4 percent
- Bachelor's degree: 17.6 percent
- Master's degree: 29.4 percent
- Doctoral degree: 17.6 percent

Training and Support of Professional Development:

No specific information was provided by the unit. As with other university employees, staff are provided funding for continuing education and/or training and belong to professional organizations.

Health, Alcohol, and Drug Education

This office promotes healthy and productive lifestyles to students, including sexual responsibility, tobacco cessation, nutrition, and basic health issues.

Qualifications of Staff Members:

- Average experience: 1 year
- Bachelor's degree only: 0 percent
- Master's degree: 50 percent
- Doctoral degree: 50 percent

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Training and Support of Professional Development:

No specific information was provided by the unit. As with other university employees, staff are provided funding for continuing education and/or training and belong to professional organizations.

Housing and Residence Life

This nationally recognized residence hall program oversees the operations of nine residence complexes and two apartment communities.

Qualifications of Staff Members:

Residence hall directors must have a master's degree prior to employment, and they complete six weeks of training that covers all aspects of their role. Assistant residence hall directors must have a bachelor's degree prior to employment and be enrolled in a master's program. They complete four weeks of training.

- Average experience: 5.1 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development

- Resident assistants (RAs) complete a 1 credit hour course that covers topics such as leadership, conflict management, time management, diversity, and college student development. An intensive one-week workshop before fall classes covers area such as emergencies, policy enforcement, student academic success, and crisis management.
- Residence hall directors attend in-service training sessions throughout the academic year. Residence hall staff are provided travel funds to participate in regional, national, and international professional organizations such as NASPA, ACUHO-I, and GLACUHO.
- Assistant residence hall directors have the same opportunities to participate in in-service programs and professional development with organizations such as NASPA, ACUHO-I, and GLACUHO.

Learning Center

This center's services include free tutoring by students who meet certain academic requirements and are available one-on-one or in small groups. The center has earned national and regional honors, awards, and recognition for its programs and services.

Qualifications of Staff Members:

Tutoring staff members are required to have earned a grade point average of 3.0 or above, although the average GPA of the tutors is typically above 3.5. They also must have earned an A or B in the courses for which they will tutor, and they must provide a faculty reference. Majors or minors in the subject area are preferred.

- Average experience: 1 year
- Some post-high school education: 100 percent

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Training and Support of Professional Development:

Peer tutors and supplemental instruction leaders are hired, trained, and supervised by three full-time coordinators and a staff of graduate assistants. Tutors earn national certification through the College Reading and Learning Association (CRLA) tutor training program. Training involves 10 hours of various activities and 25 hours of tutoring per level. The Learning Center's tutor training program is certified for all three levels offered through CRLA: regular, advanced, and master. Tutors are also observed each semester and given a formal evaluation by a supervising graduate assistant in the respective areas. The professional personnel are active in professional organizations such as the College Reading and Learning Association, National Association for Developmental Education, and National College Learning Center Association. Because of their work in the Learning Center, two coordinators have earned leadership certification through the National College Reading and Learning Association.

Multicultural Center

The "Multi," as it is called, brings together students of different genders, races, and ethnicities to discuss social and racial issues. In addition, the center is a place for fellowship, study, and meetings.

Qualifications of Staff Members:

- Average experience: 2.5 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Staff are SafeZone trained (as allies to the lesbian, gay, bisexual, transgender, and questioning community on campus) and members of the National Association of Student Personnel Administrators, Association of Black Cultural Centers, and Indiana Student Affairs Association. They attend numerous best practices webinars sponsored by the Student Affairs Leadership Council throughout the year.

Orientation

Ball State's orientation programs assist new freshmen in their transition from high school to college as well as help transfer and nontraditional students acclimate to the university.

Qualifications of Staff Members:

- Average experience: 7.5 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

The training staff has monthly meetings (sometimes more often) that include various updates from the campus, local and national news, and trends in higher education and, more specifically, the admissions profession. Each professional staff member is also involved with or at least a member of their respective state's admissions professional organization where they travel, such as the Indiana Association for College Admissions Counseling. They are encouraged to participate in different committees within those

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associations and attend one of their conferences to help network and learn about what other schools are doing. Further development and education is also encouraged, as some staff members have taken classes toward a master's and/or second bachelor's degree while working in the Office of Admissions. In addition, one or two retreats are scheduled each year to prepare for the upcoming semester or year, and new monthly lunch discussions moderated by students keep staff up-to-date on trends in higher education.

Student orientation leaders complete two weeks (eight business days) of training before they work with incoming freshmen and their families. Many presenters update the student staff on various aspects of the university, such as housing, financial aid, and dining. The Counseling Center conducts a few sessions on group leading, diversity training, and leading panel discussions, and the Office of Disabled Student Development discusses working with students with physical and mental disabilities. The student leaders are also trained in giving tours and working with families, and they review what families and their students experience during the transition to college. The student leaders perform multiple team-building activities and discussions focused on appreciating the differences among people.

Recreation Services

This unit provides fitness classes taught by trained instructors plus many other recreational opportunities for all members of the Ball State community.

Qualifications of Staff Members:

Graduate assistants are selected through a national search and come from a variety of universities. Candidates have experience managing their peers in all forms of sport and recreation management during their undergraduate careers.

- Average experience: 1.5 years
- Bachelor's degree: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Upon arrival, graduate assistants complete an extensive orientation provided by professional staff, and they receive constant feedback and direction as they counsel students. Graduate assistants are typically active in the National Intramural Recreational Sports Association (NIRSA) to stay current in their knowledge of administrative and programmatic trends in the field.

Registrar/Registration and Academic Progress

Through this office, students register for classes, check grades, obtain an ID, update personal information, request an official transcript, seek information about their current academic status, and apply for graduation or reinstatement. This office also maintains information on voter registration and the Family Educational Rights and Privacy Act (FERPA).

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Qualifications of Staff Members:

- Average experience: 15.25 years
- Some post-high school education: 40 percent
- Bachelor's degree: 40 percent
- Master's degree: 20 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Staff are kept informed of institutional policies and policy revisions, and they remain current with professional campus advising assignments for each college or program through monthly departmental meetings. The associate director is a member of state and national professional registrar organizations and remains current through conferences and news bulletins published by the organizations.

Rinker Center for International Programs

The center coordinates a variety of international study-abroad programs and assists international students and scholars with everything from admissions to orientation to cultural acclimation.

Qualifications of Staff Members:

- Average experience: 12.5 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Funds are provided to attend the regional meeting of NAFSA: Association of International Educators, which offers many workshops, seminars, and presentations to help individuals who provide international student support services to develop professionally.

Scholarships and Financial Aid

This office provides students and families with accurate information and outstanding services to obtain maximum financial resources.

Qualifications of Staff Members:

- Average experience: 19.3 years
- Some post-high school education: 26.3 percent
- Bachelor's degree: 31.6 percent
- Master's degree: 36.8 percent
- Doctoral degree: 5.3 percent

Training and Support of Professional Development:

Staff are members of state, regional, and national financial aid organizations that provide continual training through various webinars, publications, and conferences. The U.S. Department of Education and the State Student Assistance Commission of Indiana also offer continual training regarding federal and state financial aid programs. Many staff members are on various financial aid related list-serves, where

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they monitor and participate in discussions with colleagues. The director and the three associate directors form a senior staff that meets once a week for planning. Many of those discussions are carried to professional and support staff meetings that take place every two weeks. Full staff meetings for the entire department are scheduled once a month. All of these meetings are intended to make sure the office has consistent communication and training across all staff levels.

Student Affairs

The Office of the Vice President for Student Affairs provides direct student services and programming and oversees such services as housing, health services, counseling, and student employment.

Qualifications of Staff Members:

- Average experience: 17.8 years
- Bachelor's degree only: 0 percent
- Master's degree: 40 percent
- Doctoral degree: 60 percent

Training and Support of Professional Development:

Funds are provided for staff to travel to a national conference of their choosing. The director for student rights and community standards usually attends the Association for Student Judicial Affairs, and the retention and graduation specialists attended two national conferences related to their field. All staff are eligible to travel to the National Association for Student Personnel Administrators. The office also offers an array of staff development programs in-house. The assistant to the vice president organizes training programs covering a wide range of relevant topics, such as assessment. Staff also participates with a national Student Affairs Leadership Council hosted by the Advisory Board Company. The organization provides webinars and consulting services on a wide range of topics related to student affairs work. All professional staff have access to the council's large online library.

Student Center Programs

This unit of the L.A. Pittenger Student Center plans special events for students through two student organizations: Late Nite and the University Program Board (UPB). Late Nite hosts safe, alcohol-free social activities every Saturday. UPB plans various types of events throughout the year, including Friday Night Filmworks. This office is also responsible for working with other departments to plan Family Weekend every year.

Qualifications of Staff Members:

- Average experience: 12.5 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development: Student Center Programs encourages and supports participation in standing university committees, Ball State's Learning and Development Program, the Indiana Student Affairs Association (ISAA) fall conference, and leadership positions with professional organizations. The office also maintains memberships in the Association of College Unions International

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(ACUI), National Association of Campus Activities (NACA), and National Association of Campus Auxiliary Services (NACAS) and provides opportunities to attend and present at regional and national conferences for ACUI and NACA.

Student Legal Services

SLS provides confidential assistance to students with criminal law and all areas of civil law, including rental, employment, debt, and traffic tickets..

Qualifications of Staff Members:

- Average experience: 14 years
- Doctoral degree: 100 percent

Training and Support of Professional Development:

See Student Rights and Community Standards below.

Student Life

This office is a one-stop shop for student involvement opportunities, with more than 380 student organizations, a variety of leadership development programs, opportunities for community service, and information on Greek life and multicultural organizations.

Qualifications of Staff Members:

- Average experience: 4.67 years
- Bachelor's degree only: 0 percent
- Master's degree: 83.3 percent
- Doctoral degree: 16.67 percent

Training and Support of Professional Development:

This office maintains membership in the National Association of Student Personnel Administrators and the Association of Fraternity/Sorority Advisors. Professional development training is also offered in biweekly staff meetings.

Student Rights and Community Standards

Staff answer questions about university policies and procedures and help students respond to allegations of misconduct and violations of the Code of Student Rights and Responsibilities. They also provide information about reporting a crime and assist students experiencing financial hardships.

Qualifications of Staff Members:

- Average experience: 2 years
- Bachelor's degree only: 0 percent
- Master's degree: 0 percent
- Doctoral degree: 100 percent

Training and Support of Professional Development:

Funds are provided for travel to a national conference of choice. An array of staff development

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programs are also offered in-house. The assistant to the vice president for student affairs organizes training programs covering a wide range of relevant topics. The division also participates with a national Student Affairs Leadership Council hosted by the Advisory Board Company. The organization provides webinars and consulting services on a wide range of topics related to student affairs work. All professional staff have access to the council's large online library.

Unified Technology Support

UTS professionals provide information and guidance on campus technology resources and oversee the Technology HelpDesk, Desktop Support, Hardware Repair, TechTime, Technology Store, Equipment and Projectionist Services, and a Concierge Desk.

Qualifications of Staff Members:

- Average experience: 12.2 years
- Bachelor's degree: 55.2 percent
- Master's degree: 24.1 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Staff receive three phases of on-the-job training involving scenarios and role-play exercises with benchmarked pass rates. Mystery shoppers are used in follow-up to ensure training was successful. Ongoing support and professional development related to enterprise systems on campus such as Blackboard, Microsoft Office, Webmail/Outlook, and other such applications involve online training and teaching materials provided to staff with enterprise partners. Staff are kept up-to-date on current technologies and applications through extensive online learning materials and online meetings to identify new features. These materials are used to build the UTS knowledge base and stay current with the latest upgrades, patches, and versions of campus systems.

University Libraries

Ball State's libraries support student pursuits for academic success and faculty endeavors for the creation of knowledge. This unit's three objectives are to support the university's mission of teaching, scholarship, and public service through the collections of rich informational materials and the services of its highly trained personnel.

Qualifications of Staff Members:

- Average experience: 10.4 years
- Bachelor's degree: 34.2 percent
- Master's degree: 59.5 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

Staff participate in national and state professional associations and organizations that are important to remaining current in their skills and knowledge, including the American Library Association, Association of College and Research Libraries, Academic Libraries of Indiana, and Indiana Library Federation.

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Veterans Affairs

This office coordinates several types of educational benefits students can receive depending on their own or their parents' involvement with the military.

Qualifications of Staff Members:

- Average experience: 25 years
- Bachelor's degree only: 0 percent
- Master's degree: 100 percent
- Doctoral degree: 0 percent

Training and Support of Professional Development:

School certifying officials are audited each year by the U.S. Department of Veterans Affairs, Indiana Office, and the Indiana Office of Veterans Affairs to be in compliance with all federal VA guidelines and rules. The federal audit lasts four days, and the state audit lasts one day. To keep abreast of changes, the staff member studies the National Association of Veterans Program Administrators Listserv weekly and attends annual training for three days in Indianapolis and three days at the St. Louis regional VA office. As a member of the Servicemembers Opportunity Colleges (SOC) consortium, Ball State's VA office is also responsible for keeping up-to-date on all VA changes and for following the guidelines for "military friendly" campuses per the SOC agreement.

Ball State's VA staff attended the spring and fall meetings of the Military Family Research Institute (MFRI), specifically the Operation Diplomas Initiative, that discuss changes to VA policy and suggestions from MFRI for improving the academic success and transition of students from the battlefield to the campus. Staff are also members of state, regional, and national financial aid organizations, which provide continual training through various webinars, publications, and conferences. The U.S. Department of Education and the State Student Assistance Commission of Indiana offer continual training regarding federal and state financial aid programs.

Writing Center

This center provides free one-to-one feedback sessions, workshops, presentations, writing communities, and online resources for writers. It also custom builds workshops, programs, and presentations upon request for specific classes, degree programs, residence halls, faculty members, or student groups.

Qualifications of Staff Members:

Consultants must have strong writing and interpersonal skills, a minimum 3.25 GPA, and sophomore or junior standing. Graduate teaching assistants from the Department of English work with writers, but the center also recruits undergraduate and graduate students to tutor in a variety of disciplines.

- Average experience: 1 year
- Some post-high school education: 100 percent

Training and Support of Professional Development:

Tutors must observe for at least two weeks before beginning to work with students, and they read a series of articles related to writing center scholarship. Staff meetings every other week address issues

and provide further professional development. Often these meetings involve a discussion of an article on writing center pedagogy. Tutors also have the opportunity to attend the East Central Writing Center Association conference once a year. Once a semester, tutors are observed and given feedback by the center's director or assistant director.

University Support for Staff Development

Beyond the individual units, Ball State offers a variety of university-level professional development and training opportunities for staff members providing student support services across the campus.

- **Fee Remission Program**—Employees who meet the university's normal admission requirements may enroll for up to 6 credit hours per semester and have 100 percent of undergraduate fees waived.
- **Educational Assistance Program**—Employees who meet the university's normal admission requirements may enroll for up to 6 credit hours per semester and have undergraduate and graduate fees, exclusive of special fees, waived equal to the greater of 50 percent of the total fees or, for on-campus instruction, the contingent portion of the general fees. Employees on an approved leave for study may enroll for up to 18 credit hours per semester.
- **Staff Development Program**—This option is available if a department requests an employee enroll in course work to enhance his or her skills to meet the needs of the university or the employee's potential future assignment within the university. Under this program, the department may pay fees not covered by either the Fee Remission Program or the Educational Assistance Program.
- **Learning and Development Programs**—At no cost to employees, the Office of Learning and Development within University Human Resource Services offers dozens of sessions to address learning needs of Ball State employees. Other offices and areas on campus also provide no-cost training to employees to keep their skills current. For example, University Libraries offer specialized workshops to faculty.
- **External Funding Support**—The Sponsored Programs Office (SPO) assists Ball State personnel in the search for external funding to carry out research, creative, and scholarly activities. Support includes identification of potential funding opportunities, guidance in proposal and budget development, and submission of applications to agencies. SPO offers workshops in proposal preparation and advises faculty and staff about research incentive programs and the ASPIRE internal grant program.