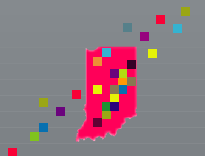


Ball State University in the Community



Welcome to BeneFacta 2004! We are pleased to showcase the exemplary work of some of Ball State University's faculty, staff, and students who are carrying out imaginative and useful projects in the community. Ball State enjoys a wealth of human resources, and by sharing those resources with organizations, needful populations, and individuals, we help build better communities for us all.

We find community as near as our own "backyard," where Motivate Our Minds offers Muncie youth enhanced learning experiences, or as distant as Japan, where educational exchange programs shed light on understanding other cultures. We serve community in the businesses, organizations, and towns that are seeking solutions to their economic or civic challenges, and in Hoosier homes

Ball State University

in the Community



where radio waves bring news of current cultural events. We enable community when applying scholarship to the special needs of youngsters who might otherwise lose the opportunity to participate fully as future empowered citizens.

At the heart of all our outreach work are reciprocal relationships—two-way exchanges that benefit the communities served and enhance our university mission of teaching and learning. Ball State students realize their academic goals by engagement in the community, adding real-life experiences to complement academic theories. Faculty members expand their knowledge base and bring that wisdom into the classroom.

I am proud to be a part of Ball State University's service to its students and to the citizens of Indiana through these initiatives. I hope you enjoy reading about some of these activities, chronicled in this issue of BeneFacta.

Frank J. Sabatine
Dean of the School of Extended Education



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Custom-designed Economic Expertise



Elaine Fisher

Delaina Boyd

Two Ball State
centers work
with business
and community
to create
strategies for
economic
success



Two centers located within steps of each other in Ball State University's School of Extended Education take different but complementary approaches to improving Indiana's economic profile.

Now in its 20th year, the Center for Economic and Community Development (CECD) specializes in "big picture" issues, according to Director Elaine Fisher. Its client list includes broad coalitions of citizens determined to stimulate and manage economic growth in their home communities. Recent projects had the CECD staff leading a planning retreat in Morgan County, conducting an economic analysis and strategic planning process for Elkhart County, and helping Noblesville harness its housing boom. "Each challenge is different," says Fisher. "When it comes to creating plans for community and economic development, one size doesn't fit all."

In contrast to the broad approach of the CECD, the Center for Organizational Resources (COR) works one-on-one with businesses in Indiana, building long-term relationships by designing training programs to meet the specific needs of a company's workforce. Communication skills, team building, conflict management, and leadership development are among dozens of options. "We're very practical in our approach," explains COR Director Delaina

Boyd. "We don't deliver direct services ourselves; we find experts to do that. We use Ball State faculty members, private trainers, and consultants from around the state. By brokering, we can leverage our resources to manage 10 to 20 projects at a time."

Some of COR's projects are local. For example, a county hospital has an ongoing contract with a Ball State marketing professor to train all newly hired employees in customer service. Other projects are regional. Boyd and her staff are working with the Central Indiana Corporate Partnership, Inc., to develop strategies and partnerships that will connect advanced manufacturers to education and training services. A few projects are linked to national initiatives. The U.S. Department of Labor awarded COR a grant to manage a Hamilton County technology center that upgrades the computer skills of displaced Hoosier workers.

"We're finding that a lot of companies are cutting back on their training budgets," says Boyd. "One of our goals this year is to market our expertise and management capabilities to organizations that need assistance running their training departments. We bring a fresh perspective that is very attractive to clients, and our affiliation with the university adds credibility to their programs."



Greenfield, Indiana, is one of many communities that benefit from Ball State's economic outreach.

It was the notion of tapping into campus expertise that led to the founding and funding of both COR and CECD. In 1984 Indiana was in the throes of a recession, and Lt. Gov. John Mutz envisioned a partnership between the state and its universities as part of the solution. “He set up a network of business and community assistance services,” explains Fisher. “Each school assumed a different role. Our challenge was to educate people about economic development.”

That mission soon expanded to incorporate hands-on services, including strategic planning, business retention and expansion, and economic analysis. When Ball State consultants began fielding questions pertaining to individual businesses, they proposed the launch of a sister unit, and COR was born. “The two pieces mesh,” says Fisher, although they usually function independently. A rare collaboration currently has them designing a program to train and certify strategic planners. “We’re trying to find ways to help organizations and communities become more self-sufficient,” explains Fisher.

Part of the challenge in guiding communities through the strategic planning process is correcting long-held misperceptions. For example, many still believe that the primary goal of economic development is to convince large global companies to relocate to their communities. This belief is reinforced by occasional newspaper articles that boast of a city’s success in luring a major corporation to Indiana and then reaping the rewards of well-paying jobs and an expanded tax base.

In truth, this business attraction strategy is costly, and the competition is fierce.

“The number of relocations of businesses has decreased over the years,” says Fisher. “Most new jobs today are created by small and medium-sized businesses that already exist in a community. The idea is to help those businesses grow and thrive.” Sometimes assistance takes the form of modernizing facilities, training employees in new processes, supplying technical assistance, or offering low-cost loans.

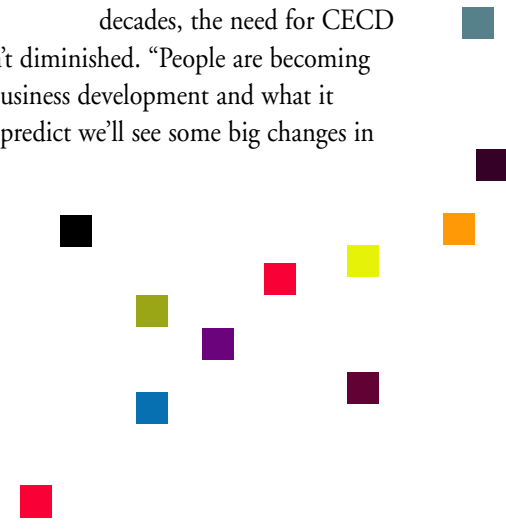
Economic development professionals are coming to understand the long-term benefits of developing an

environment in which a community can develop and expand its own businesses. Some have had success with business incubators, in which new start-up companies share space and services during the initial phase of development.

As popular as incubators are, Fisher says they may not be the answer for all communities. She cautions clients not to assume that what succeeds in one location will meet with equal success in another setting. “Communities often say, ‘Tell us what they did and we’ll do the same thing,’” she says. “But it doesn’t work that way.”

What does work is a multifaceted and individualized approach to brightening Indiana’s economic picture. After two decades, the need for CECD

and COR services hasn’t diminished. “People are becoming more educated about business development and what it entails,” says Fisher. “I predict we’ll see some big changes in the next few years.”

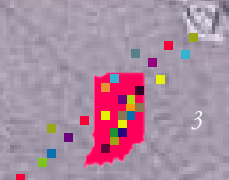


East Meets Midwest



Unique educational programs orient elementary students to a global view

Sadatoshi Tomizawa



In Crawfordsville, Indiana, first graders greet each other with a hearty “Subarashi!” when they pass in the halls. “They gobble up Japanese,” says their music teacher, Carol Airey. Japanese also is the common ground for her ten Latino students who are learning English. “I added Spanish vocabulary words to the back of my Japanese flash cards,” says Airey, describing a strategy that reaped unanticipated benefits. As a result, all the children have become acquainted with the Japanese words; the Hispanic students hear the English translation, and the English-speaking children are exposed to the Spanish equivalent. Their art teacher, Maria Cassell, continues the language lesson by encouraging students to experiment with writing and reading Kana alphabet characters.

Meanwhile, last year at Muncie’s South View Elementary School, faculty members Amy Bellinski and Sandra Lehman met students at the door dressed in handmade kimonos. The costumes served as a colorful preview of a Japanese theme that the teachers wove into the year’s music and art programs. By spring, the children were singing and counting in Japanese, had dabbled in Nami watercolors, and had created Nobori banners, Haiku scrolls, and Inu finger puppets.

Sue Gombus, a second-grade teacher at East Chicago’s Benjamin Harrison Elementary School, joined her Muncie and Crawfordsville colleagues in participating in a Japanese language and culture project initiated by Sadatoshi Tomizawa of Ball State’s Department of Modern Languages and Classics.

At the conclusion of the three-week experience, Gombus applied what she learned by planning lessons that introduced her students to origami art, sushi cuisine, and Japanese literature. The activities unfolded the following fall in a classroom that Gombus had decorated with lanterns, paper fans, and Hiroshige prints.

“Urban children, whose horizons are sometimes limited, are viewing the world in a new and curious way,” says Gombus, “The project that Dr. Tomizawa created at Ball State is changing the lives of 27 second graders in my school.”

Indeed, Tomizawa is committed to orienting all ages to a global view. Prompted by the surprising statistic that nearly 150 Japanese companies maintain operations in Indiana, employing approximately 40,000 Hoosiers, Tomizawa proposed a cost-efficient way to acquaint elementary-age children with the language and culture of Japan. The program, funded by the Indiana Department of Education, targets art and music instruction because the Japanese theme fits into existing curricula, supports state-mandated education standards, and requires no additional staff. In addition, art and music teachers normally are responsible for instructing all students in a school—not just a class or two—so all children are exposed to the material.

“We live in a global society, and the best time to start learning about other cultures is at an early age,” says Tomizawa. “I’ve taught Japanese language and culture on many levels. Adults view language largely as a tool to communicate; they often have a narrowly defined reason for learning.” He explains that children, by contrast, are more curious, less pragmatic, and are motivated by personal—not professional—interests. “The reason many American students are fascinated by Japan is because of pop culture icons, such as Nintendo, Pokemon, and Japanese animation.”

Tomizawa notes that the Japanese government made the decision years ago to be part of the West. “This meant Japan had to educate its students so they could become a sophisticated workforce capable

of making high-quality products that would saturate the global market,” he says. “Foreign language is required for everyone, beginning in elementary school.”

Even though Japanese society is becoming increasingly westernized, Tomizawa believes Americans can benefit from learning about Japanese traditions and lifestyle. His experience tells him that more Hoosiers need to think globally, and one way to do that is to immerse themselves—especially their youngest citizens—in other cultures.



Students in Amy Bellinski’s art class at South View Elementary School in Muncie create colorful Tsunami wave drawings.



Japanese and American students exchange cultures, families, and fun

Ball State University's Burris Laboratory School enjoys a global learning initiative with its "sister" school in Japan. The exchange program has students crisscrossing the Pacific on alternating years, with children from Okazaki Primary School coming to Indiana and Burris fifth- and sixth-graders traveling to Japan.

"We prepare the students by teaching them some language, showing them pictures that illustrate everything from typical schools to the public baths, and talking about customs that are accepted in America but would be inappropriate in Japan," says Danette Morrell, assistant principal at Burris and exchange program coordinator. "We even demonstrate how to use chopsticks."

The Muncie students return from their extended field trip with a strong sense of geography and a genuine love for their Japanese host families. "They walk away from the experience with an understanding that we are really much more alike than we are different," says Morrell. "They see Japan firsthand; they play ball and do kid things. That's why this age level is so terrific for participating in this kind of program. They aren't teenagers, worried about whether or not they are 'cool.' They're just kids."

Some Burris students become so enthralled by their exposure to Japanese culture that they choose to continue their study. "One of our students visited Japan as a seventh grader and fell in love with the country," recalls Morrell. "She joined 4-H and, as an eighth-grader, returned to Tokyo as part of a 4-H project. By the time she had graduated from Burris, she had already completed a minor in Japanese at Ball State."



Students from Okazaki Primary School in Japan participate in school activities with their Hoosier counterparts at Burris Laboratory School, under the direction of program coordinator Danette Morrell, pictured at right.



Arts Across the

Indiana Public Radio
connects to East
Central Indiana's
cultural community

Carol Trimmer

Anthony Hunt



Airwaves

Indiana ArtsDesk senior producer and on-air host Marcus Jackman has chatted it up with Doc Severinsen, interviewed the Pulitzer Prize-winning author of “one of the top five books I’ve ever read,” and documented a master British glassblower carving a pumpkin. Still, Jackman says, he’s barely skimmed the surface of potential ArtsDesk stories. The 10-minute segment, broadcast on Indiana Public Radio (IPR) each Thursday afternoon at 4:20 and 6:20, takes a wide view of culture in East Central Indiana. From Jackman’s perspective, almost anything goes.

“It’s become very easy for us to say, ‘It’s a real art to...’ and then we fill in the blank,” he notes. “But I don’t want to empty the term by calling everything art; instead, I want to explore the broad boundaries of the definition.” The result of this weekly exploration is an eclectic mix of the predictable—a preview of an upcoming play—and the unexpected—a visit to the shop of a welder Jackman describes as “an artist in steel.”

Through ArtsDesk, IPR—a National Public Radio affiliate, licensed to Ball State—has found a unique way to connect to the cultural community of East Central Indiana. Serving that community requires a balance of creativity and collaborative support, since the station does not derive income from commercial sources. General Manager Anthony Hunt indicates that roughly a fifth of the annual funding for the program comes from the Corporation for Public Broadcasting. Additional support is derived from Arts Place, the Region Five partner organization for the Indiana Arts Commission located in Jay County, and from the Community Foundation of Muncie and Delaware County.

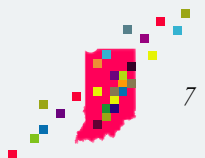
ArtsDesk’s territory stretches far beyond Ball State’s campus, home to the IPR studios, and includes the entire 22-county region reached by the IPR signal. “It’s a challenge to create local impact when we’re covering an area that large with limited resources,” Hunt says. The enthusiasm of IPR supporters, who tune in from as far away as Fort Wayne, and their attendance at cultural events is an indication that the station is meeting that challenge. When Jackman mentions an upcoming performance as part of his weekly ArtsDesk report, a standing-room-only audience often turns out in response. This is one reason the program is aired on Thursday, when listeners make their weekend plans, and is repeated twice as part of National Public Radio’s popular All Things Considered during commuters’ drive time.

The IPR staff is well acquainted with its listeners and their interests. Typically, people don’t “discover” public radio until they reach their mid-30s and have developed a preference for in-depth news and an appreciation for classical music. “Statistics also show that people who listen to public radio tend to be active in their communities, attend concerts and theater performances, and like to encourage area artists,” says Hunt.

ArtsDesk takes aim at that audience. Mindful that IPR’s goal is to educate and inform its listeners about the arts, Jackman works hard to achieve geographic and artistic balance. If he previews an exhibit of Japanese kimonos at the Ball State art gallery one week, he might travel to Anderson

University the next Thursday to see what Professor Arlon Bayliss, a glass artist from England, can do with a pumpkin and carving knife. Among his favorite ArtsDesk moments are interviews with childhood hero Doc Severinsen and author N. Scott Momaday.

Jackman believes East Central Indiana is “a resource-rich area.” Story ideas come to ArtsDesk via e-mail, telephone, and from the many arts organizations in the region. This year, a series of four roundtable discussions called Art-Meets enabled IPR personnel to communicate directly with those groups and learn how the station and ArtsDesk can best serve the cultural community.



“The sessions have been very productive,” says Carol Trimmer, IPR outreach coordinator. “We’ve learned that artists are not well trained at promoting themselves, so we’ve asked them how we can facilitate getting their information to the public.” Disseminating news about the arts not only helps the cultural organizations, but it also gives IPR a programming niche unavailable to its ever-expanding competition.

“Two satellite networks currently provide hundreds of channels of classical music for about the same price we ask people to pay for a membership,” explains Hunt. “Why would people who can afford satellite radio choose to contribute to public radio unless there were compelling reasons to feel extra connected to what we’re doing?”

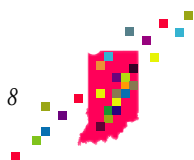
That extra connection comes through local programming and through IPR efforts to know its 2,000 members by name

and even by face. “I see them everywhere,” says Trimmer. “They’re active in the community. They come in and help us with pledge drives by bringing in food and answering phones in two-hour shifts. It’s not uncommon for them to continue their memberships even after they’ve moved out of the listening area. They feel passionately about public radio, and they want it to succeed.”

The enthusiasm of the audience is matched by the commitment of IPR as the station continues to play a vital role in East Central Indiana communities by airing the arts.



Ball State's Marcus Jackman is senior producer and on-air host of Indiana Artsdesk, which covers the East Central Indiana cultural community four Indiana Public Radio broadcasts each Thursday afternoon.



Exceptional Gifts, Special Keys



Ball State's Center for Gifted Studies and Talent Development helps unlock opportunities for Indiana's high-ability students

Rebecca Pierce

Cheryl Adams



The picture resembles a large jigsaw puzzle with one piece missing. Below the puzzle are six pieces of various sizes, shapes, and patterns. The student studies the picture, understands the challenge, and points to the piece that correctly completes the picture. The teacher nods in affirmation and then produces a more difficult puzzle. The entire exercise, which unfolds with very few words exchanged, seems more like a game than a test.

The student working her way through the sequence of visual puzzles is part of a growing Hispanic population within Indianapolis Public Schools (IPS). If her intellectual talents were measured according to her performance on a standard written exam, she might score poorly and find herself assigned to a remedial learning class. Instead, the nonverbal assessments correctly identify her as a candidate for her elementary school's gifted and talented program.

"Some children who had been directed into special education programs score at the 99th percentile when we use nonverbal evaluation methods," explains Cheryll Adams, director of the Center for Gifted Studies and Talent Development at Ball State University and president of the Indiana Association for the Gifted. "These may be children who don't yet have a good command of language or don't see a lot of reading materials in their homes. They may not look as if they are gifted, but when we test them, they score very well."

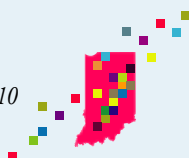
Adams currently leads a team of faculty colleagues—Tracy Cross, Felicia Dixon, and Rebecca Pierce—who work in partnership with the state's largest public school district on Project CLUE (Clustering Learners Unlocks Equity). An award from the U. S. Department of Education's Jacob K. Javits Gifted and Talented Students Education Program supports the five-year initiative that targets IPS elementary school students who too often are overlooked and underrepresented in programs for gifted and talented children. To ensure that family poverty or limited language skills do not hinder the identification of an academically able child, Ball State-trained coordinators use creative methods to assess children from disadvantaged backgrounds or from families for whom English is not the primary language.

"There is not just one way to identify gifted students," Adams emphasizes. "Many schools use standardized achievement and IQ tests, which may be culturally biased. A school corporation that is culturally diverse needs other measures to find appropriate children who need services. If a school is 90 percent culturally diverse, the gifted program should reflect the same level of diversity."

Research revealed that wasn't the case at IPS, where minority youth made up 68 percent of the student body but accounted for fewer than half of the children designated as gifted. More disturbing, only one percent of the gifted



Students in Lewis Goins' third-grade class at Indianapolis Public School #79 work together with Cheryll Adams on the challenging four-triangle problem.



minority students were ESL (English as a Second Language) children. “We decided we had to change the way we identified gifted children because we were not picking up on all who qualified,” says Adams. The statistics improved dramatically after Project CLUE educators removed the language barrier by adopting nonverbal assessment methods. The result: “We’ve nearly tripled the number of Hispanic students identified for the gifted programs.”

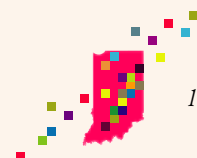
Project CLUE recognizes that correctly identifying high-ability learners is only part of the challenge IPS presented. Just as there are many methods of identifying gifted children, so are there many ways of grouping and teaching them. Rather than create whole classes of gifted students, Project CLUE places small clusters of gifted students in classrooms with children of varying abilities. This model leads to new responsibilities for teachers, some of whom have had limited experience with gifted education. Now they must prepare tiered lesson plans that are appropriate for learners at a range of academic levels. A basic third-grade math lesson might need to include a tier that emphasizes algebraic thinking skills for those students who are ready for such advanced concepts. Rebecca Pierce has provided the challenging replacement math units and Felicia Dixon the reading curriculum units for Project CLUE.

“We don’t want gifted children to have *more* work; we want them to have *different* work,” explains Adams. “When

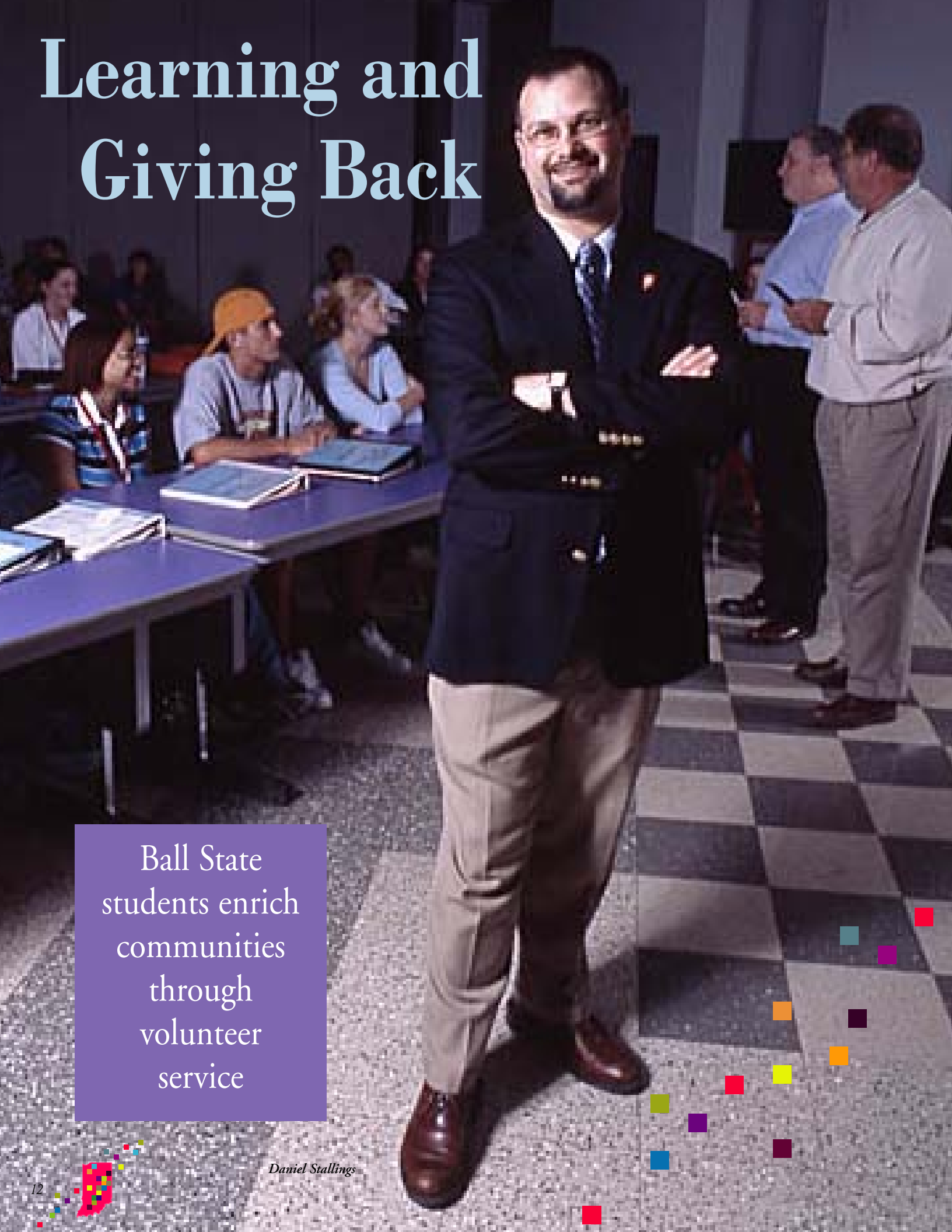
children capable of doing accelerated work are given routine assignments, it’s hard to measure their progress because they hit the ceiling on all the tests. They’re so used to getting As for not doing much work that when you put them in a more difficult learning situation, they cry ‘foul!’”

Project CLUE supports its teachers by maintaining a Web-based newsletter, offering workshops and training sessions, designing classroom curricula, and providing supplies to carry out special lesson plans. All aspects of the program are documented, and researchers compare findings from classrooms with clusters of gifted students and classrooms without clusters. The data are likely to prove useful as Indiana prepares to license teachers in gifted education beginning in 2006.

“We see this project as very important because we have a whole group of children who are very bright but who have not been recognized, served, or challenged to think abstractly,” says Adams. She notes that one year into the initiative, the Ball State and IPS team sees indications that children from diverse economic and cultural backgrounds are fully capable of handling advanced work. “At first, some people may say, ‘These kids can’t do that!’ Then they find that, yes, when asked, these kids can do that. They rise to the challenge and take off.”



Learning and Giving Back



Ball State
students enrich
communities
through
volunteer
service

Daniel Stallings



On most weekday afternoons, as many as 200 Ball State students squeeze into shuttles and pile into vans for the short commute to another world. Their destinations range from a children’s museum to a homeless mission, a state prison to an animal shelter, an urban juvenile detention center to a rural elementary school. The students arrive in waves to work

“Students today seem more focused on the needs in their immediate communities.”

Over the years, the volunteer initiative at Ball State has evolved into a university-sponsored program that attracts grant support from several sources. In its long tenure Leadership and Service Learning has moved its offices



Ball State students get a jump start on volunteer service as they participate in the Cardinal Leadership and Service Seminar (C.L.A.S.S.) program, a three-day leadership experience for as many as 100 incoming freshmen who join in activities and workshops that focus on leadership, team building, goal setting, and service.

two-hour shifts, or work as teams to cover weekend events and evening activities. They’re all part of a campus program that connects university students with local communities through volunteer service.

“We’re about to celebrate our 40th year, and we’re seeing an increased commitment among students to serving others,” says Daniel Stallings, director of Leadership and Service Learning and advisor to Student Voluntary Services (SVS) since 1999. Unlike the 1960s, when volunteerism centered on global and national efforts, according to Stallings,

periodically and expanded its scope gradually. What has remained constant is its goal to provide students with assorted ways to immerse themselves in good works. If success is measured in numbers, current statistics tell a positive story. Volunteer recruitment fairs typically draw 800 browsers. Service hours, collectively tallied at the end of the year, usually exceed 95,000. And participation in the Indiana Reading Corps effort is so enthusiastic that Ball State’s after-school literacy program is now the largest in the state.

The Indiana Reading Corps project, funded by

AmeriCorps and Indiana Campus Compact, pairs university student volunteer tutors with elementary school students who are struggling readers. The results of the one-on-one collaborations reveal that youngsters gain an average 2.5 reading levels per year. The benefits often go beyond improved literacy,

however. “For some children, the interactions with their tutors are among the most stable relationships they have,” explains Stallings.

Tutors also discover a gratifying experience. One freshman participant, whose semester as a reading coach confirmed her decision to major in elementary education, says, “The program really strengthened my desire to have an impact on the lives of students on a daily basis.”

Because volunteer work often supports and expands the learning that occurs in college classrooms, many professors are adding service components to their academic course curricula. Some instructors require students to complete volunteer assignments; others offer participation as a practical alternative to a research paper or test.

“For academic departments interested in incorporating service learning in their curricula, we have syllabus samples to show the innovative ways in which faculty in various disciplines have done this,” says Stallings. “We coordinate the service, and we act as informal consultants. Sometimes my role is as simple as creating connections. Professors come to me with their ideas, but they may need assistance in identifying community agencies as partners.”

At the request of a professor, Stallings, his staff, and student volunteer leaders visit the classroom, explain the concept of service learning to students, and dispel any notion that the program is little more than “fluff.” Students are told

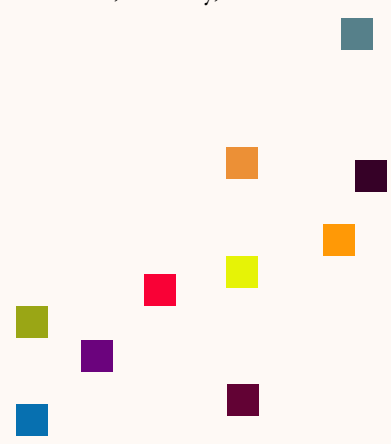
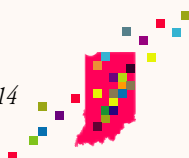


that completing a volunteer assignment for credit differs from a more casual approach to community service. First, the assignment includes clearly stated learning objectives; second, the professor evaluates students not by how much they do, but by how much they learn.

“Students have to demonstrate that they have mastered the course concepts,” Stallings explains. “Additionally, there has to be a certain degree of reciprocity with the community. The agency needs to benefit from the student’s service, but the student also must gain academically.” He offers as an example a telecommunications class that worked with area nonprofit organizations to create public service announcements, promotional brochures, and Web sites. “The organizations had the needs and the students had the skills. It was a great match!”

While Stallings concedes that service learning can enhance students’ resumes and boost their marketability, he hopes the program affects its participants on a far deeper level. “What

we’re really trying to do is help students become good citizens,” he says, noting that evaluations of the program indicate progress toward this goal. “Some students say their desire to serve their community has increased. Others say they want to continue to be involved. Overall, most say, ‘I think I made a difference.’”



Gateway to a Brighter Future

Ball State faculty
member helps
expand Motivate
Our Minds

Jonathan Spodek,

Motivate Our Minds needed more room. The 2,840 square feet provided by the tutoring and enrichment program's headquarters—a former butcher shop on Highland Avenue—did not offer enough space for the approximately 50 children who gather there each day after school and in the summer.

When the Motivate Our Minds (MOM) staff approached Ball State for help in designing an addition, Jonathan Spodek, faculty member in the Department of Architecture, accepted the task and set out on a course that would triple the available space.

A community forum kicked off the project and helped Spodek gain direction. “We broke into small groups—we even had a group for the kids. We talked about: ‘What do you want? What are your visions? What are the strengths and weaknesses of this program?’” explains Spodek, whose involvement was partially funded by MOM. “From that, we were able to articulate what programs they wanted to have now, as well as 10 or 20 years down the line.”

Security was one of the key issues and needs. A strong desire to provide a facility without windows created a unique design quandary for Spodek. How could he design an environment that encouraged growth and learning without windows and still invite light into rooms, giving those inside a sense of connection with their outdoor surroundings? His solution: an enclosed courtyard accessed through glass doors from anywhere in the building.

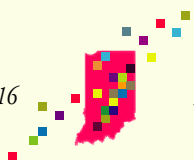
“The whole concept revolves around the courtyard,” Spodek says. “It creates another classroom—outside. Kids can go out and build a snowman. They can read at a picnic table. They can sit outside with tutors.”

Spodek believes the courtyard provides excitement in a design focused mostly on function. At its center, gardens and an imperial locust tree, dubbed “the learning tree,” offer further investigative, learning, and enrichment opportunities. Its interior counterparts include a library, a computer classroom, three large, multifunction classrooms equipped for cooking and other activities, administrative and staff offices, an inviting reception area, and a staff workroom.

The expansion has benefited not only the MOM program, but also Spodek and his students. “For me to be a good teacher, I need to be engaged in the design and construction process on a regular basis,” he says. “When I come back to the classroom, I bring those experiences. I think the students appreciate that engagement.”



The expanded Motivate Our Minds headquarters provides young learners and their Ball State student tutors with much-needed additional space for a wide range of educational activities, including reading, math, computer skills, and crafts.



Ball State student Carla Burke reports on the miracle of Motivate Our Minds

Outside the Highland Avenue headquarters of Motivate Our Minds (MOM), a large sign reads, “Building a brighter future, youth by youth, brick by brick.” Inside, the walls are lined with books, from floor to ceiling, from every genre, and for all ages. First through eighth grade students are at work with Ball State University student tutors who regularly volunteer at MOM. While some groups are working on homework, other students are working one-on-one with their tutors on daily assignments, which are presented to tutors at the beginning of each session. If there is no homework, and if the daily assignment is complete, the children are allowed to play with flash cards, checkers, and other games that challenge the brain.

“At first my work at MOM was a homework assignment for a Ball State class,” says tutor Cathy Musselman, a sophomore at Ball State. “But after a while, it became something that I wanted to do. I love hanging out with the kids. I’ve been here for two years, and I plan on staying until I graduate. These children need consistency.”

Motivate Our Minds grew from the recognition that children need an after-school alternative to the streets, television, and video games. In the summer of 1987, Mary Dollison and Raushanah Shabazz, two strong women who lived in the Whitely neighborhood, put their heads together and decided to begin a summer reading program in the living room of Dollison’s home. What began as a group of seven kids grew within weeks to 16.

The students were delighted with the program, and wanted to keep it going throughout the school year. With the help of Union Baptist Church, the Urban Enterprise Association, grants, and individual contributions, the summer reading program became Motivate Our Minds, and in 1993 moved into its own facility on Highland Avenue. Four years later, the program expanded into its five satellite centers—Buley Community Center, Delaware County Housing Authority, Earthstone Terrace, Ross Community Center, and South Madison Center.

The Motivate Our Minds programming, which is consistent from center to center, has expanded as well. “MOM was founded on reading and math, but now we have extended the subjects to also include history, spelling, computer programming, language arts, and even table manners,” says Sharon Collis, executive director of the program. “The children receive more than after-school help. We have taken them to symphonies, plays, basketball games, and much more. We want to provide them with the skills that are needed for their futures. And it’s a safe environment where children can talk about what’s going on at school or at home.”



Carla Burke visits Motivate Our Minds tutoring and enrichment program before filing this story.

What’s next for an institution with more than a decade of success helping hundreds of children who are at-risk educationally and who need a safe and nurturing environment? “We want to make our service a one-stop shop,” says Juanita Crider, program coordinator. “We not only want to serve the kids, but we want to provide services for the parents. Building on Mrs. Dollison’s vision, we are planning a program in which parents can come and be educated on the basic skills for success, including resume building, computer training, and job interview preparation.”

The MOM staff believes that parents are the number one factor in a child’s life and that they need to be part of any growth the child is experiencing. The program has an open door policy that enables parents to have lunch with their child or see the progress their child is making. And, if one day, the parents want to take classes of their own, they can do that as well.

What began as a summer reading program is now a gateway to a better future for countless children and their families. “I never imagined it would get to where it is now,” says MOM co-founder Mary Dollison. “Learning has always been very important to me, and with a little encouragement and motivation, a child’s learning can go a long way.”



Researcher of the Year



Carolyn MacKay



Research

Carolyn MacKay describes her entry into the field of linguistics as a happy accident. While pursuing a master's degree in anthropology, her thesis research led her to Chipilo, Mexico, where a unique Italian dialect, Veneto, was being spoken. MacKay began meeting the people of Chipilo, developed a fascination with their language, and changed the focus of her thesis from archaeology to linguistics. She has since become an expert in minority language description and maintenance, producing numerous publications on the Veneto dialect and on Totonac and Tepehua, two Totonacan languages of Mexico.

The unwritten, endangered form of the language Tepehua, spoken in Pisaflores, Veracruz, is MacKay's most recent focus. Since 1999, she has spent her summers in Pisaflores, alongside colleague and husband Frank Trechsel, developing a written grammar of Pisaflores Tepehua. Equipped with open ears and tape recorders, they engage community members in conversations that are the foundation for the language's documentation.

"We'll particularly record life histories, discussions about how things used to be, or different ceremonies they have in the community," explains MacKay, professor in the Department of English. "We try to work with as many speakers as possible, because everyone uses language just a little bit differently."

After several days of recording, MacKay and Trechsel journey out of the community, accompanied by one or two native speakers, to begin transcription and analysis. "For every five to ten minutes of Tepehua, it takes about six hours of working with native speakers to transcribe it," MacKay explains. "The native speakers will listen to the story and

repeat it for us, over and over and over again, however long it takes us to write down what is being said. They're helping us transcribe the actual words, but also what it means; they can explain to us the cultural significance."

The resulting grammatical sketch, lexicon, and practical orthography, will be published in the Spanish-language *Archivo de Lenguas Indígenas de México*, enabling community members to learn the written form of their native language. "Right now, if they want to write something, they have to write it in Spanish," MacKay says. "Having an orthography will allow them to write down their own stories, write poetry, short stories, novels—whatever they might want to—in their own language."

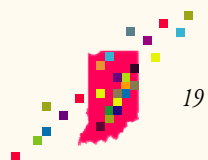
This distinction does more than simply change the words seen on paper. It changes the way the language itself is seen, lending it status and helping ensure the preservation of a critical component of the Pisaflores culture.

MacKay has authored or co-authored several books, including *El dialecto veneto de Segusino y Chipiilo: gramática y lexioco*, *A Grammar of Misantla Totonac*, and *El Totonaco de Misantla*. Her work has also earned her honorary citizenships in both Segusino, Italy, and Chipilo, Mexico; funding from the

National Science Foundation; the Mary R. Haas Award from the Society for the Study of the Indigenous Languages of the Americas; and, appropriately, Ball State University's Researcher of the Year award.



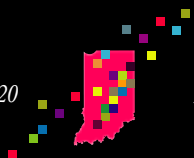
Researcher of the Year



Distinguished Dissertation of the Year



Carolyn Goffman



Distinguished

Years spent living in Istanbul, including a year teaching at Bogazici (Bosphorus) University, helped Carolyn Goffman mold the themes found in her doctoral dissertation, titled *“More Than the Conversion of Souls”: Rhetoric and Ideology at the American College for Girls, Istanbul, 1871-1923.*

Bogazici University is situated on the site of the former American-founded Robert College, whose archives became the center of research for Goffman’s dissertation. She explored how American educational operations in the Middle East reacted to changes in the social and political milieu preceding World War I.

“My project brings together theory and practice from several disciplines,” Goffman explains. “I took questions from my areas of study and research—postcolonial theory, gender theory, and the rhetoric of education—and applied them to the American colleges in Turkey.”

Goffman addressed her questions through an extensive perusal of the archived college correspondence, catalogs, and official reports, as well as faculty-generated articles and student writings. From these documents, she pieced together a picture of the institution’s changing image and purpose in

the pre-war period. The result is a multifaceted work proposing new avenues for the application of postcolonial theory in studying non-Western educational projects.

Now a visiting assistant professor in the English department at DePaul University in Chicago, Goffman is presently studying the reactions of Americans in Beirut and Istanbul to the Young Turk Revolution of 1908, a major topic within her dissertation. In comparing these two groups of Americans, she recently visited archives in Beirut, where she carried out what she considers to be the highlight of any academic endeavor.

“The very best part—the part I look forward to every time I start something new—is archival research,” Goffman says. “You never know what you will find, and you usually end up going in a totally unexpected direction.”

of the Year

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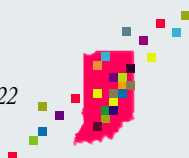
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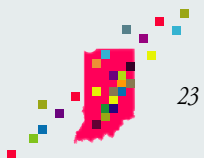
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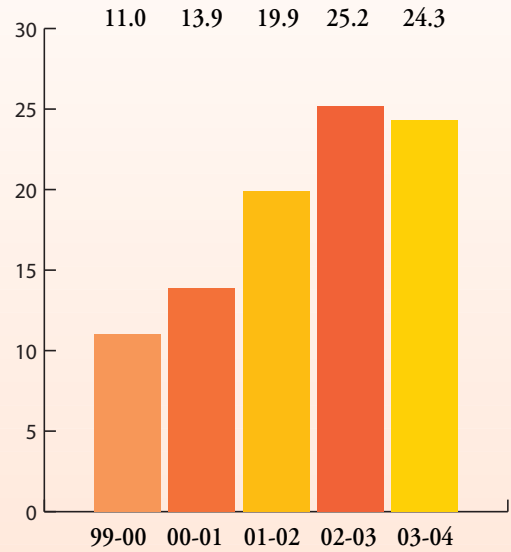
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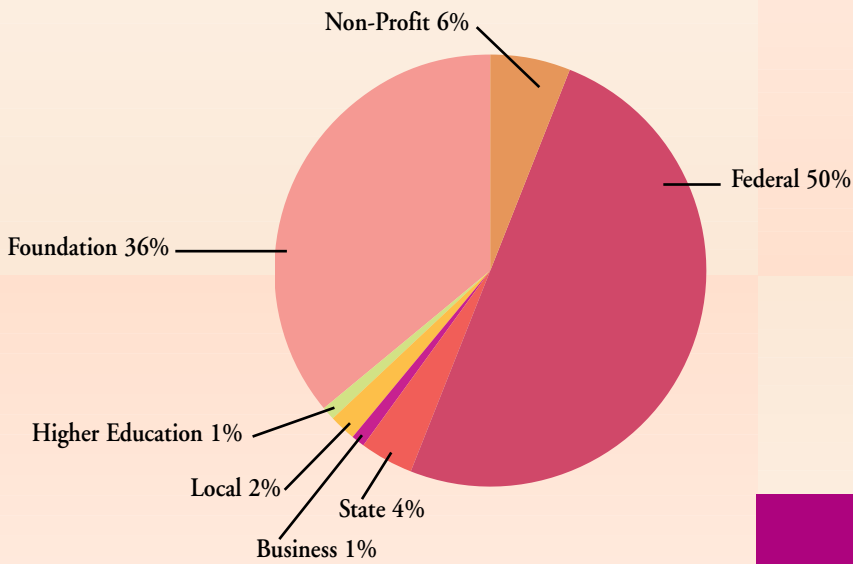
Ball State University Sponsored Projects 2003-2004

For the second successive year, Ball State University researchers and project directors have garnered grant awards totaling more than \$20 million. This success represents a benchmark of our present potential and is indicative of our ability to compete successfully for sponsored programs large and small. Many of these projects are characterized by collaborations with partners in education, business, national or regional institutions, and not-for-profit organizations. These graphs show recent levels of total funding, the sources of sponsorship, and the types of activities supported.

External dollars received (in millions)



Funding Sources



Type of funded activity

