

Criterion III

The institution is accomplishing its educational and other purposes.

Chapter 9: *Faculty Development and Accomplishments*

Introduction

The accomplishments of Ball State University faculty in teaching, scholarship, and professional service reflect widespread acceptance of the teacher–scholar model and of the university’s mission statement, which articulates the institution’s intent to foster “a learning community engaged in the discovery of knowledge, the integration of learning experiences, and their application through civic and professional leadership.” This chapter reports on the support mechanisms in place at Ball State for the teacher–scholar model and the resulting accomplishments of faculty in teaching, scholarship, and professional service. In addition, evidence is presented here to demonstrate the university has addressed the following concerns raised by the 1993 reaccreditation site team:

- ☞ The lack of university-wide, uniform promotion and tenure guidelines and their associated implementation may inhibit the development of the teacher–scholar model.
- ☞ The incomplete implementation of the adjustment of teaching loads to establish the teacher–scholar model may impede the quality of improvements and external funding expansion the university seeks.

Portions of this chapter rely on data collected using a survey administered to department chairpersons in 2002. These data report faculty accomplishments between July 1, 1999, and June 30, 2002. A copy of the survey can be found in Appendix 9.1, and complete results of the survey are available as Exhibit 26 in the resource room. The data provide a sampling of information rather than an exhaustive account of all faculty accomplishments and university support activities.

The Teacher–Scholar at Ball State

Ball State’s teacher–scholar initiative was in the initial stages of development and implementation when the reaccreditation site team visited the campus in 1993. This model, as described by Ernest Boyer, became a central topic of discussion at university-wide Pew Roundtables that took place in the mid-1990s. As a result of these discussions, a committee was created by the university provost to develop the *Different Dawn* document (Exhibit 1 in the resource room), which outlined the important features of the teacher–scholar model and supported its further implementation at Ball State.

Since the distribution of the *Different Dawn* report, the teacher–scholar model has been integrated within most academic departments. Examples of this change include the following:

- ☞ College and university promotion and tenure documents have been revised to reflect the teacher–scholar ethos and to encourage uniformity of guidelines and their consistent

implementation.

- ☞ Efforts are made to acquaint new faculty with clear and unambiguous information about how Ball State applies and assesses scholarship. One example is the letter from the dean of the College of Sciences and Humanities that appears at the beginning of the *Faculty Field Guide* (Exhibit 36 in the resource room), which is provided to all new college faculty upon their arrival at Ball State.
- ☞ Faculty regularly seek external grant support to fund projects related to the scholarship of teaching, and this funding has increased 406 percent between 2000–01 and 2002–03, as noted in the annual reports of the Office of Academic Research and Sponsored Programs (Exhibit 59 in the resource room).
- ☞ The university’s new strategic plan specifically acknowledges the teacher–scholar model and establishes measures to secure its full and effective implementation.
- ☞ University fundraising efforts endowed the first teacher–scholar chairs, signaling to the faculty the terms, standards, and rewards of the new model.
- ☞ New facilities, staff, faculty development programs, and funding of the Office of Teaching and Learning Advancement have reinforced the teacher–scholar model by infusing significant resources to support its implementation.
- ☞ The university has made efforts to explain new teacher–scholar initiatives to a broader audience in its external publications.

Ball State’s strategic plan generally reflects the values of the university’s teacher–scholar model and specifically reinforces the institution’s commitment to this model by requiring that the university “integrate learning with faculty scholarship consistent with the teacher–scholar model.” The plan also details the measures used to assess the model’s impact. Progress in this area is reflected in the Summer 2002 Survey of Faculty and Professional Staff. The survey demonstrates that between 1999 and 2002, full-time faculty reported co-authoring with students more than 800 publications related to the scholarship of teaching, 26 percent reported being engaged in activities related to the scholarship of teaching, 31 percent reported involving undergraduate students in their scholarship, and 40 percent reported involving graduate students in their scholarship. These data confirm the widespread integration of the teacher–scholar value system at Ball State.

Significant Curricular Initiatives That Enrich Faculty–Student Interaction

Significant curricular revisions during the past decade also demonstrate the university’s buy-in to the teacher–scholar model. Ball State initiates, implements, and assesses meaningful curricula through programs devoted to the development of student critical thinking, computer competency, and writing skills. Examples include the following:

Between 1999 and 2002, full-time faculty reported co-authoring with students more than 800 publications related to the scholarship of teaching, 26 percent reported being engaged in activities related to the scholarship of teaching, 31 percent reported involving undergraduate students in their scholarship, and 40 percent reported involving graduate students in their scholarship.



- ☞ The Freshman Connections program has been funded since 1997 by Lilly Endowment Inc. grants with the goal of increasing freshman retention. The program has been notably successful and has attracted national attention, contributing to Ball State's naming as one of 13 institutions of excellence in a first-year experience from a field of 131 competitors.
- ☞ The Teacher Education Reform project, funded by a \$1.4 million grant from the U.S. Department of Education supplemented with nearly \$1.8 million in Ball State and Apple Computer funds, has brought content-area faculty into regular congress with education faculty, teacher education majors, technology experts, and education professionals in an effort to revise the university's teacher education curriculum. In the future, content-area faculty will be expected to share their educational expertise in a professional collaboration with their students headed for K–12 teaching assignments.
- ☞ The Virginia B. Ball Center for Creative Inquiry, which fosters student–faculty research partnerships, funds project-driven interdisciplinary seminars in which students and faculty spend a semester studying together and producing a collaborative project that is shared with the public.

Ongoing Support for Professional Development

Ball State supports the teacher–scholar model through the professional development of its faculty. Development opportunities for professional and staff personnel were outlined in Chapter 6 of this report. University, college, and department training opportunities, financial support, and a variety of services for faculty are provided on an annual basis and described below.

Support for Teaching and Learning

Office of Teaching and Learning Advancement: The OTLA was established to provide Ball State faculty with opportunities to build their expertise in pedagogy for higher education. Examples of OTLA seminars available for spring 2002 are provided in Exhibit 61 in the resource room. The university also has special seminars designed for first- and second-year faculty. Self-directed projects include working with faculty in different disciplines to develop plans and adapt syllabi to permit the sharing of ideas and methodologies. Within the OTLA, the Center for Teaching Technology (www.bsu.edu/CTT) offers various training sessions. Among these are DVD workshops to add units to course Web sites, workshops on Blackboard use with Web or televised courses, and breakfast and lunch discussions on teaching systems, technology, and other resources.

George and Frances Ball Foundation Fund for Academic Excellence and Twenty-First Century Fund for Faculty Development: These funds provide money for department and college awards for creative and innovative projects designed to strengthen

the university's academic programs and to provide faculty development support. Over the past three years, 47 awards totaling \$706,400 have been distributed.

Assistant Provost for International Education: Ball State's establishment of this office in 2002 reflected the university's commitment to improving and enhancing the internationalization of the campus. Endowed funds in support of international program development provide resources enhancing international curricula and exchange programs, study-abroad programs, and international student recruitment. Between 2000 and 2002, 253 awards totaling \$128,536 were made.

Teleplex: Within the Information Technology area, the Teleplex also provides a number of services to support faculty research and creative activities. These include multimedia equipment and services as well as Web-based design. The Teleplex grant program promotes faculty development in instructional technologies and provides opportunities to apply technologies in the classroom. The program supports a summer or academic year stipend, assigned time, and special services. A total of 199 awards amounting to \$278,050 were made from 2000–01 to 2002–03. Table 9.1 below lists the grant totals for the past three years.

Table 9.1: Teleplex Grants, Past Three Years

Academic Year	Number of Grants	Total Dollar Amount
2000–01	83	96,500
2001–02	62	88,300
2002–03	54	93,250
Total	199	\$278,050

University Support for Faculty Scholarship and Research

Office of Academic Research and Sponsored Programs: The OARSP (www.bsu.edu/research) provides the primary and most direct resources to support Ball State faculty in their research and creative endeavors. The office oversees the following:

- ☞ grant information services
- ☞ proposal development and transmittal
- ☞ clearance, cost sharing, and record keeping
- ☞ research compliance
- ☞ intellectual property
- ☞ internal grants
- ☞ research recognition and dissemination
- ☞ policy issues



Much of the direct financial support for faculty research and creative activity is available through competitive programs administered by the OARSP, and these funds can be used to provide assigned time during the academic year, summer stipends, supplies, expenses, equipment, travel, and graduate assistants. A total of 492 grants amounting to \$909,000 were awarded from 2000 to 2002. Additional resources provided by the Provost Initiative Grant Program support efforts to secure major external grants that extend beyond a faculty member's individual research or creative agenda to a more broadly based activity having university priority. A few small grants are awarded to support the development of intellectual property and publication costs. A detailed history of the internal support provided through grant programs administered by the OARSP is available in the 2001, 2002, and 2003 annual reports (Exhibit 59 in the resource room).

Cost Sharing Committed to Sponsored Programs: Ball State is aggressive in its cost-sharing policy for sponsored programs. Through the Matching Grant Reserve (MGR) administered by the OARSP, commitments are made when grant proposals are submitted. MGR support totaled \$2.4 million between 2000 and 2002.

Academic departments together with deans, the provost, and support centers such as the Teleplex and University Computing Services provide other cost sharing. Much of this support is provided through the research assigned time available to faculty principal investigators. For the past three years, cost-sharing allocations were as follows: \$1.2 million in 2000; \$1.6 million in 2001; and 1.6 million in 2002.

Office of Contracts and Grants: This office helps principal investigators manage budgetary matters related to their funded external grants from industry, private foundations, various government agencies (local, state, and federal), and other sources. The major activities of this office include managing all accounting matters related to external grants and contracts and advising faculty on contract negotiation matters.

Office of the Provost: This office oversees the process of awarding special assigned leaves to faculty who wish to pursue their research and scholarship. A total of 137 faculty members were awarded special assigned paid leave during the past three academic years. Other paid leaves, such as the Fulbright program, also are supported.

The provost also appoints faculty to the university's various endowed and distinguished professorships. Ball State's endowed and distinguished professors are recognized for their exemplary and singular achievements within their disciplines, and they are nationally recognized experts and researchers in their fields. A list of faculty holding distinguished professorships can be found in Appendix 9.2.

The Office of the Provost annually provides funds to upgrade and enhance equipment. These funds are distributed via college deans and other administrative areas.

Expenditures for equipment upgrades from July 1, 1999, through June 30, 2002, totaled \$2.8 million.

The associate provosts have administrative responsibility for units that support faculty in their research and creative endeavors. They also regularly disseminate information about the various university programs and other opportunities available to faculty, and they oversee the university's recognitions and awards for faculty research and creative endeavors. Descriptions of these support programs and related awards are available as Exhibit 35 in the resource room.

Additional Sources of Support: The deans of Ball State's seven academic colleges manage and supervise programs in support of faculty research. These programs include equipment and travel funds, assigned time, and matching dollars. Departments also offer supplemental travel funds for conferences, workshops, and other development activities outside the university. Graduate assistants and undergraduate fellows are available to assist faculty in their research and creative endeavors. Finally, the department chairperson may use funds from foundation accounts to supplement a faculty member's research grants by providing assigned time and money for travel, equipment, and supply costs. Faculty members in tenured or tenure-track positions who are active scholars may be assigned load credit for pursuing their research and/or creative activities each semester.

University data indicate the percentage of total full-time equivalents (FTE) assigned to faculty for research was 18 percent in the 2000–01 academic year, 18.7 percent in the 2001–02 academic year, and 18.6 percent in the 2002–03 academic year. These data, broken down by college, are presented in Table 9.2 on the next page.

In contrast, the percentage of total faculty FTE assigned to research was 14 percent in 1991, leading to the 1993 reaccreditation site visit team's concern that "the incomplete implementation of the adjustment of teaching loads to establish the teacher–scholar model may impede the quality of improvements and external funding expansion the university seeks." As the current data above demonstrate, Ball State has significantly increased the amount of assigned time for faculty research since the last reaccreditation visit. Not surprisingly, the university also has seen a rising interest among faculty in the acquisition of external funding, which has resulted in significant gains in this area.

University Computing Services (UCS) provides computing, networking, and related services to faculty for their research and creative endeavors. These services include consulting, data management, and software support. University Libraries personnel assist faculty in their research and creative endeavors through search services and the

Ball State has significantly increased the amount of assigned time for faculty research since the last reaccreditation visit. Not surprisingly, the university also has seen a rising interest among faculty in the acquisition of external funding, which has resulted in significant gains in this area.



Table 9.2: Research Load of Tenure-Track Faculty by College

Academic Year Data					
AY 1991-92	Faculty FTE			Total All Functions	Percent Research Load
	Research				
	Internally Funded	Externally Funded	Total		
CAS&T	23,836	2,619	26,455	210,442	12.57%
CAP	6,560	1,000	7,560	82,545	9.16%
COB	31,417	0,500	31,917	171,333	18.63%
CCIM*	-	-	-	-	-
CFA	15,173	0,000	15,173	171,967	8.82%
CS&H	98,194	6,532	104,726	553,225	18.93%
TC	14,310	1,193	15,503	173,249	8.95%
University	189,740	11,844	201,584	1,439,030	14.01%

AY 2000-01	Faculty FTE			Total All Functions	Percent Research Load
	Research				
	Internally Funded	Externally Funded	Total		
CAS&T	23,524	3,928	27,452	141,349	19.42%
CAP	7,016	1,692	8,708	84,607	10.29%
COB	32,250	0,000	32,250	159,000	20.28%
CCIM	8,729	0,000	8,729	80,069	10.91%
CFA	11,892	0,000	11,892	146,498	8.16%
CS&H	103,337	6,327	109,664	539,853	20.31%
TC	33,898	4,893	38,791	167,853	23.11%
University	220,646	16,900	237,546	1,321,200	17.98%

AY 2001-02	Faculty FTE			Total All Functions	Percent Research Load
	Research				
	Internally Funded	Externally Funded	Total		
CAS&T	24,667	1,750	26,417	139,756	18.99%
CAP	8,329	0,420	8,749	79,581	10.99%
COB	33,500	0,000	33,500	152,000	22.04%
CCIM	14,283	0,000	14,283	73,831	19.35%
CFA	10,064	0,090	10,154	154,534	6.57%
CS&H	105,858	6,682	112,540	538,220	20.91%
TC	34,461	4,872	39,333	169,069	23.23%
University	231,162	13,764	244,926	1,307,991	18.73%

AY 2002-03	Faculty FTE			Total All Functions	Percent Research Load
	Research				
	Internally Funded	Externally Funded	Total		
CAS&T	17,898	2,349	20,247	142,133	14.25%
CAP	10,417	0,500	10,917	89,999	12.13%
COB	33,000	0,500	33,500	150,000	22.33%
CCIM	14,961	1,000	15,961	76,500	20.86%
CFA	8,906	1,513	10,419	161,166	6.46%
CS&H	105,346	8,016	113,362	537,881	21.08%
TC	38,980	5,251	44,231	174,746	25.31%
University	229,508	19,129	248,637	1,333,585	18.64%

*CCIM, College of Communication, Information, and Media was created in 1998. Prior to 1998, CCIM departments resided in the College of Sciences and Humanities.

Source: Faculty FTE by Position Status and Function, Fall and Spring Semesters 1991-02, 2000-01, 2001-02, 2002-03. Office of Academic Assessment and Institutional Research.

acquisition of research publications, books, and reference materials.

In addition to the financial resources dedicated to supporting scholarship, Ball State's exceptional physical resources contribute to and promote faculty success in teaching, research, and service. A detailed discussion of these facilities is available in Chapter 5 of this report. Among the variety of laboratories on the Ball State campus are 456 research and special laboratories available for faculty and students (undergraduate and graduate). A large number of technical support personnel assist faculty in their research and creative endeavor activities. The technical support staff includes lab technicians, computer and

network support personnel, multimedia support personnel, and specialized equipment workers.

Recognition Programs for Faculty

Faculty members are recognized for professional development and accomplishments in teaching, scholarship, and professional service. In the past few years, many colleges have been more active and aggressive in nominating their faculty for these awards and recognitions, which are administered through the associate provosts. These awards are supported by endowment funds and are presented in the following categories: outstanding teaching, outstanding faculty, outstanding research, outstanding creative endeavor, outstanding faculty academic advisor, outstanding junior faculty, outstanding faculty service, and outstanding administrative service. Additional recognition programs are offered by individual units.

Each fall the Office of Academic Research and Sponsored Programs publicly recognizes campus research activities by honoring all directors of funded projects at BeneFacta Day. This event also celebrates the annual publication of *BeneFacta*, which features faculty, staff, and students who have made significant achievements in research and grantsmanship. About 5,000 Indiana leaders in business, the professions, and the arts receive this publication each year. Samples of *BeneFacta* are available as Exhibit 15 in the resource room, or view the 2003 Web-based version at www.bsu.edu/benefacta.

A recognition column titled "Campus Spotlight" in Ball State's official weekly newspaper for university employees lists grants, recognitions, publications, creative endeavors, presentations, and service awards received by faculty and staff. Individual colleges honor their faculty with special awards or grants, recognition programs, and merit salary increases supported by the dean's discretionary funds.

Faculty Accomplishments

Consistent with Ball State's emphasis on the teacher-scholar model, the university's promotion and tenure policies require faculty members to strike a balance between research and teaching in a way that will best serve Ball State's mission as a learner-centered institution. Faculty members are committed to scholarly activity and service. As the information below indicates, many faculty have become nationally and internationally recognized in their fields as evidenced by the number who have been honored for their excellence in teaching, received external grants, published and presented their work in refereed forums, received international/national awards, and performed significant professional service.



Several Ball State programs have received national awards and rankings. Among the most noteworthy are the national ranking of the physics and astronomy master's program, the entrepreneurship program, and the educational psychology doctoral program. Faculty awards from national and international organizations such as the American Historical Society, National Council for Geographic Education, Association of Collegiate Schools of Architecture, American Institute of Architects, and American Psychological Foundation provide evidence for excellent classroom instruction at Ball State. Finally, the university's history of securing external support for projects related to teaching and learning is substantial. For example, grants for instruction totaled \$2.23 million in 2000, \$8.75 million in 2001, and \$9.05 million in 2003.

Ball State has shown a striking increase in its external funding for research and sponsored programs in recent years. Appendix 9.3 provides a 10-year external funding history for Ball State, showing an increase from \$4.9 million in 1992–93 to \$25.2 million in 2002–03. In addition, a detailed summary of the grants received between 2000 and 2002 is available in the OARSP annual reports provided in Exhibit 59 in the resource room. Awards from foundations and state and federal agencies account for the largest percentage of grant dollars received during the review period. During the past three years, 657 external grants have been funded for a total of \$44.3 million.

The research and scholarly activities of full-time faculty and professional personnel from July 1, 1999, through June 30, 2002, can be summarized as follows:

- ≈ 156 books
- ≈ 1,685 refereed journal articles/book chapters
- ≈ 3,749 refereed/invited presentations
- ≈ 71 patents and copyrights
- ≈ 579 awards and recognitions
- ≈ 876 juried performances/exhibitions

Of the awards and recognitions earned by faculty, 191 were at the international or national level. In addition to juried performances and exhibitions, creative accomplishments during this period also included faculty involvement in more than 500 nonrefereed performances, concerts, exhibitions, and shows.

Ball State faculty members also are strongly committed to professional service at the university, regional, state, national, and international levels. Many faculty have been recognized by their professional organizations for their outstanding service as editors, reviewers, jurors, officers, and workshop coordinators.

The professional service activities of faculty and professional personnel from July 1, 1999, through June 30, 2002, can be summarized as follows:

- ≈ 240 editorships
- ≈ 1,469 manuscript referees/reviewers (59 percent of faculty are involved in this activity)
- ≈ 249 creative works jurors/judges
- ≈ 720 offices in professional associations
- ≈ 271 awards for professional service (35 percent at international and national levels)

Evaluation with Respect to Criterion III

Criterion III states that “the institution is accomplishing its educational and other purposes.” As documented in this chapter, Ball State is achieving the goals of this criterion in the areas of ongoing support for faculty professional development, faculty service that contributes to the institution's effectiveness, and support for stated commitment to basic and applied research and fine and creative arts.

Faculty development programs that further the university's mission have increased significantly in the past 10 years. Opportunities for creative teaching and curriculum development have moved Ball State forward as a university committed to a learner-centered community. The institution's internal grant opportunities are effective in supporting creative teaching and research endeavors. According to reports from department chairpersons, more than 77 percent of the university's faculty have undertaken research, creative, or scholarly programs that resulted in publications or presentations in the past three years, and many of these programs have involved students. External funding has reached \$25.2 million, an indicator of Ball State's implementation of the teacher–scholar model.

Ball State faculty are active in service to their professions as evidenced by significant contributions such as editorships and the number of faculty who review/referee/judge in their respective fields of scholarship or who serve as officers in professional organizations. These numbers reflect the respect Ball State's faculty enjoy in their professions outside of the university and enhance the institution's reputation at both the national and international levels.

Institutional Strengths

The university's support of the teacher–scholar model at all levels has been consistent and unambiguously stated. Adoption of the teacher–scholar model has resulted in more scholarly productivity from the faculty, including a significant body of pedagogical research. Revised promotion and tenure guidelines articulate the value Ball State places on excellence in both teaching and scholarship regardless of discipline. The university's articulation of Boyer's concepts has encouraged academic units to be receptive to the products of nontraditional scholarship, and the assessment of those products has



remained rigorous and rooted in the most traditional of methods: peer review. Support for research projects involving students at both the undergraduate and graduate levels is a notable expression of the teacher–scholar model across the campus.

Resources that sustain teaching effectiveness, scholarship, and creative activity are extensive. Faculty development opportunities have increased significantly in areas such as the development of teaching strategies, curricular development, use of technology in the classroom, and development of specialty modules for classes. In addition, international global studies and exchange activities are supported by the Center for International Programs. Increased support for grant proposal preparation from the Office of Academic Research and Sponsored Programs has resulted in significant increases in procurement of external funding. Deans and departments as well as the OARSP provide substantial matching funds for external grants.

The quality and quantity of professional service offered by the university’s faculty at the national and international levels are significant, as demonstrated by their editorships, manuscript reviews, association leadership, and professional service awards.

Concerns and Future Challenges

Although Ball State has progressed since 1993 in adopting the teacher–scholar model, variability still exists with respect to faculty understanding of this model. Each year new faculty members require guidance about how to integrate this model in their teaching, research, and service.

An important obstacle to the full implementation of the teacher–scholar model is the view among some that aspects of scholarship in the Boyer model are not sufficiently rigorous. Although department, college, and university promotion and tenure documents have incorporated the new model, other records such as vitae forms, applications for assigned research time, and departmental merit documents may need further revision to include nontraditional scholarship.

Reduced state funding and the weak economy challenge Ball State’s ability to continue to provide internal sources of support for scholarship and curricular development such as assigned time and student assistance. As the university’s strategic plan continues to develop, new sources of financial assistance for beginning faculty will need to be identified to sustain their scholarly productivity. Reduced funding also affects the university’s ability to maintain facilities and equipment needed to perform high-quality research, particularly in the sciences and technology areas. It also may limit professional development activities that are essential for maintaining faculty vitality.