

VITA
COLLEGE OF SCIENCES AND HUMANITIES

I. PERSONAL DATA

Dr. Pamela M. Schaal Associate Professor

Department of Political Science

A. EDUCATION

Degree	Date	University	Major
Ph.D.	05/16/09	University of Notre Dame	Political Science (American and Comparative)
M.A.	01/02/05	University of Notre Dame	Political Science
M.A.	12/20/97	University of Toledo	Political Science (Public Policy)
B.A. <i>(Magna cum laude)</i>	06/11/94	University of Toledo	Sociology

B. PROFESSIONAL EMPLOYMENT PRIOR TO ARRIVAL AT BALL STATE

Adjunct Professor, Department of Public and International Affairs, George Mason University, Fairfax, VA, 2007-2008

Teaching Assistant, Department of Political Science, University of Notre Dame, Notre Dame, IN, 2002-2007

Program Evaluation Analyst, Legal Services Corporation, Office of Inspector General, Washington, D.C., 2000-2002

Associate Analyst, COSMOS Corporation, Bethesda, MD, 1998-2000

Research Assistant Intern, The Urban Institute, Washington, D.C., 1997

Staff Assistant, Office of the Honorable Mike DeWine, United States Senate, Washington, D.C., 1996

Legislative Intern, Office of the Honorable Rob Portman, United States House of Representatives, Washington, D.C., 1996

C. INITIAL EMPLOYMENT AT BALL STATE

Date: August, 2009

Rank: Assistant Professor

D. PROMOTIONS AT BALL STATE

July, 2018: promoted to Associate Professor

July, 2022: promoted to Interim Chair of Department

E. FIELDS OF PROFESSIONAL SPECIALIZATION

American Politics (Political Institutions, Congress, The Presidency, State and Local Politics, Urban Politics)

Public Policy (Education, Criminal Justice, Defense Spending)

Research Methods (Quantitative and Qualitative)

F. RESPONDENT'S CONCEPT OF HIS/HER PRIMARY ROLE AS A FACULTY MEMBER AT BALL STATE

As an associate professor of Political Science, my pedagogical approach is to politically engage our students by introducing them to the institutional veto players of our national and subnational governments and by increasing their knowledge of substantive policy areas through interactive research. By providing an exceptional teaching environment, I relate my agenda to their needs and encourage them to pursue research in policy areas that are relevant to them and to present their research at professional conferences. By relating to their needs, my hope is to inspire a concerted interest in the current and historical institutional functioning and integrity of our American democracy. Through interactive participation, my purpose is to foment an excitement about the topic of politics at the international, national, and sub-national levels. Once this fundamental interest is developed, my objective is to enhance my students' learning skills through critical thinking and writing exercises as well as research projects because one of the most valuable lessons that an undergraduate learns is the art of writing clearly and objectively. My goal is also to stress the importance of the practical application of their lessons in governmental studies through internships and extra-curricular activities including research with professors. Ultimately, my students should feel empowered with their knowledge and their capabilities to become proactively involved in their political world.

Through the publication of peer reviewed articles and textbooks, my goal is to continue to examine the governmental institutions of our democracy at the national (Congress) and subnational (city-county consolidation) levels, as well as specific policy areas such as education. As service to the field, I will continue to peer review both

manuscripts for journals such as American Politics Research along with books/book proposals for select publishers such as Routledge/Taylor and Francis, Westview Press, and CQ Press. I would also like to serve as a peer reviewer for Legislative Studies Quarterly as I consider legislative governance my primary area of expertise. Additionally, I plan to continue my service at professional conferences such as the Indiana Political Science Association (IPSA) annual meeting as discussant, chair, and executive board member. As service to the department, my objective is to continue to work on our committees in order to learn about the functioning of our internal affairs. Endeavoring to provide future service to the department, I would like to become involved with the Washington Program committee so that I could tie my extensive professional experiences with my academic achievements. Having worked on Capitol Hill for several members of Congress as well as a number of think tanks/federal contractors, and the Office of Inspector General for Legal Services Corporation, I offer students a unique perspective to the study of policy making at the national level. Through teaching, research, and service to the department and to the field, my overarching purpose is to facilitate academic growth and achievement empowering students to become immersed in their political world through research and internships.

PART II: ACCOMPLISHMENTS

A. EVIDENCE OF OUTSTANDING TEACHING

As a professional in Washington, DC, my objective involved learning all that was possible to supplement the academic content of my college courses in Political Science and Sociology. The time that I spent working for several Ohio Members of Congress such as Marcy Kaptur, Rob Portman, and Mike DeWine and in several think tank establishments such as the Urban Institute significantly augmented the curriculum that I mastered during my undergraduate and graduate degree programs. As a professor, my goal is to introduce my students to this political world through academic and extra-academic materials.

First and foremost, I employ an historical institutional approach to the study of political science highlighting both the formal and informal institutional veto players that are instrumental in shaping policy making at the national and subnational levels. My pedagogical style also stresses research both inside and outside of the classroom; I cover how research relates to public policy but I also equip students to conduct independent research in policy areas such as education, healthcare, and criminal justice among others which has led to several successful presentations at professional conferences. Having students attend professional conferences and present their research helps the department and the college meet a strategic goal of the university. Specifically, participating students receive an “innovative and entrepreneurial education” as suggested by Ball State’s Strategic Plan which strives to “increase the number of experiential and service learning participants” and “provide every undergraduate student with an immersive learning opportunity.” In the last two school years, seven of my students have presented their research at the Indiana Political Science Association (IPSA) Annual Meetings at Ball

State University (3) and at the University of Southern Indiana in Evansville (4). I have several more students who are currently interested in presenting their research at IPSA this spring.

For my discussion sessions, I engage students to participate through several instructional methods including small group deliberations, structured debates as well as unstructured, open discussions. These small groups enable students to become familiar with one another before expressing their thoughts openly to the rest of the class which greatly serves our unstructured discussions. Class discussions compel students to prepare their arguments ahead of time as individual presenters and as team members. Through the debate style format, students learn to strategically articulate their passionate reasoning and to gain a better understanding of complex issues from topics as diverse as the implementation of domestic policies to the philosophies of judicial adjudication. These discussions also facilitate a camaraderie among the students in preparation for the end of the semester presentations.

Furthermore, in preparation for exams, I incorporate course material into a game-like format (political science Jeopardy) which is beneficial to the students because they need to compete with each other to win and this element of friendly competition is not only challenging but also fun for them. Additionally, my teaching approach encourages students to become politically active by writing a letter to their Representatives and/or Senators or by becoming involved in a political campaign or simply by voting. For letter writing, extra credit points are offered to those who provide me with a copy of their letter along with a copy of the response letter.

Of course, the formal evaluations at the end of each semester always offer valuable and constructive criticism of my teaching methods from both required classes and non-required classes but the most rewarding assessment of my teaching style occurs when students from previous semesters approach me randomly throughout the campus or email me commenting on how effective our discussions were to their learning or how helpful my mentoring was to their research and writing. Furthermore, the evaluations by my peers at Ball State have been helpful with my teaching agenda including those that confirmed the efficacy of my open discussion format and instructional methods as well as my encouragement to conduct research and attend professional conferences to present such research.

With an incredibly polarizing political environment, the comprehensive study of government and learning to appreciate both sides of the political spectrum has never been more critical. As a faculty member, my job is to expose my students to the different ideological arguments surrounding an array of public policy areas. Inspiring a collaborative interest in the current and historical institutional functioning of our democratic political system, I believe that my teaching relates to the needs of my students. I continue to modify the curriculum so that it is not only informative but relevant to their lives. Thus, as an educator, I am rewarded when my students learn the fundamental content of political science as well as the critical thinking skills for researching and writing objectively about political topics of interest. More importantly, I am truly rewarded when I stir an awakening about how they are personally affected by this governmental system and that they feel empowered with their knowledge and their skills to become politically active.

1. Classroom Instruction:

a. Student ratings as required by the department.

Courses:

POLS 130 Introduction to Political Science
POLS 237 State and Local Politics
POLS 238 Urban Government in the United States
POLS 238 (on-line) Urban Government in the United States
POLS 342 Problems in Public Policy
POLS 342 (on-line) Problems in Public Policy
POLS 371/571 Public Interest Groups and Government
POLS 431/531 Legislation
POLS 499 Senior Seminar in Government and Politics
POLS 630 American Political Institutions
POLS 631 Political Behavior
POLS 632 The American Presidency
POLS 642 Problems in Public Policy (Graduate)

- i) Student evaluations with comments [included in file]
 - (1) Summary

The following tables illustrate the student evaluation summary statistical averages for all courses taught at Ball State University. The seven groupings of different tables reflect the change in wording and order of the questions from Fall 2009 through Spring 2020. Averages of the averages are provided at the bottom of each table for each question.

1. Summary Student Evaluation Statistics Table and Key:

- Q1: My instructor explains the course objectives clearly.
- Q2: My instructor explains course content clearly.
- Q3: My instructor effectively engages me in the learning process.
- Q4: My instructor is respectful when I have a question or comment.
- Q5: My instructor provides opportunities for students to engage in the learning process.
- Q6: My instructor provides timely feedback.
- Q7: My instructor is available for consultation (e.g., email, office hours, by phone, by videoconference, or by appointment).
- Q8: This course has clear objectives.
- Q9: This course is effective in meeting its objectives.
- Q10: This course has assignments related to the objectives of the course.
- Q11: This course has a clear grading system.
- Q12: This course broadens my perspective and/or knowledge.
- Q13: I would rate the instructor's explanation of the course content as: (1) very confusing to (5) very clear.
- Q14: I would rate the instructor's organization of the course material as: (1) very disorganized to (5) highly organized.

Q15. Compared to other instructors I have had at Ball State, I would rate this instructor as: (1) much worse to (5) much better.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	
	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	N/Tot al N
<u>POLS 237</u>																
Spring 2022	4.00	3.89	3.78	4.89	4.11	4.00	4.56	3.89	4.11	4.00	3.88	4.22	4.11	3.78	3.78	9/19
Fall 2021	3.88	4.38	4.00	4.5	4.75	3.88	4.50	4.00	4.25	4.25	4.25	4.25	3.75	3.88	3.88	8/21
Fall 2020	4.00	3.86	4.43	4.43	4.67	4.29	4.43	4.29	4.29	4.57	4.29	4.57	4.14	3.71	4.00	7/27
Fall 2019	3.86	3.50	3.57	4.50	4.07	3.86	4.29	4.00	3.69	3.69	3.92	3.75	3.79	3.50	3.21	14/38
Fall 2018	4.00	4.00	3.80	4.60	4.40	4.00	4.20	4.20	4.20	4.00	4.40	4.40	4.20	4.60	4.50	5/12
<u>POLS 238</u>																
Spring 2021	4.56	4.56	4.78	5.00	5.00	4.89	5.00	4.89	4.44	4.89	4.67	4.78	4.67	4.44	4.67	9/19
Spring 2020	4.50	4.50	4.00	5.00	5.00	3.50	4.50	4.50	4.50	4.50	5.00	4.50	4.50	5.00	3.50	2/22
Spring 2019	4.00	4.29	4.57	5.00	4.86	4.57	4.29	4.57	4.57	4.29	4.43	4.71	4.57	4.14	4.43	7/17
<u>POLS 342</u>																
Spring 2022	3.33	3.44	3.00	4.11	3.89	4.00	4.33	3.44	3.56	3.89	3.44	3.50	3.44	3.22	2.89	9/26
Fall 2021	4.44	4.63	4.69	4.88	4.88	4.56	4.94	4.75	4.69	4.81	4.50	4.75	4.75	4.40	4.44	16/31
Spring 2021	4.50	4.50	4.38	4.75	4.75	4.50	4.75	4.50	4.50	4.63	4.25	4.25	4.38	4.50	3.75	8/29
Fall 2020	4.57	4.29	4.29	4.43	4.71	4.57	4.71	4.57	4.29	4.29	4.71	4.14	4.14	4.14	3.71	7/18
Spring 2020	4.00	4.43	3.71	4.71	4.86	4.71	4.71	4.29	4.14	4.71	4.83	4.14	4.14	4.00	3.43	7/20
Fall 2019b	3.12	3.36	3.19	3.76	4.18	3.71	4.00	3.86	3.53	4.14	3.86	4.00	3.41	3.47	3.41	17/28
Fall 2019a	3.00	3.33	3.08	3.33	3.75	3.75	3.75	3.58	3.58	4.00	4.17	3.42	3.50	3.50	2.58	12/13
Fall 2018	3.59	3.47	3.47	4.38	4.47	4.12	4.41	3.65	3.47	3.94	3.88	4.20	3.82	3.59	3.18	17/27
Spring 2018	3.00	3.09	3.09	3.45	3.45	2.90	3.55	3.09	3.09	3.27	3.09	3.36	3.09	3.18	2.73	11/28
<u>POLS 431</u>																
Spring 2022	4.75	4.50	4.38	4.88	4.63	4.88	4.75	4.63	4.63	4.75	4.63	4.38	4.50	4.75	4.00	8/19
Spring 2021	4.25	4.50	4.50	4.75	4.75	4.25	4.50	4.75	4.50	4.75	4.50	4.75	4.50	4.00	4.25	4/17
Spring 2020	4.00	3.67	3.67	4.50	4.17	4.17	4.67	4.17	4.17	4.33	4.00	4.00	4.17	4.17	4.00	6/14
Spring 2019	4.80	4.40	4.80	5.00	4.60	5.00	5.00	4.60	4.40	4.80	4.40	4.60	4.20	4.60	4.60	5/19
Spring 2018	4.20	4.20	4.40	4.60	4.60	4.00	4.40	4.60	4.60	4.60	4.60	4.60	4.40	4.40	4.40	5/12
<u>POLS 630</u>																
Fall 2020	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.80	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5/15
<u>POLS 631</u>																
Fall 2021	4.40	4.40	5.00	4.80	5.00	5.00	5.00	4.75	4.50	4.75	4.75	4.75	5.00	4.75	4.75	5/8
<u>POLS 632</u>																
Fall 2018	4.50	4.75	4.75	5.00	5.00	3.50	4.50	5.00	4.25	4.75	4.50	4.75	4.50	4.50	4.25	4/8
<u>POLS 471</u>																
Spring 2019	4.67	4.67	4.33	5.00	4.33	4.33	4.33	4.67	4.67	4.67	3.67	4.67	4.67	4.33	4.00	3/6
<u>POLS 642</u>																
Spring 2018	4.50	3.50	3.00	4.00	3.50	4.00	4.50	4.00	3.50	3.00	4.50	4.00	3.50	3.00	3.00	2/5

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q 11	Q12	Q 13	Q 14	Q 15	N/T otal N
	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av	Av.	Av.	Av.	Av.	Av.	Av.	
POLS 130																
Fall 2016	4.25	4.25	4.33	4.33	4.67	4.50	4.42	4.50	4.33	4.50	4.08	4.67	4.33	4.50	4.08	12/ 26
POLS 342																
Summer 2017 (on- line)	4.00	4.00	3.67	4.67	4.33	3.33	4.67	4.00	4.00	4.67	4.33	4.67	4.33	3.33	3.33	3/7
Spring 2017	3.64	3.71	3.93	4.43	4.21	3.79	4.29	4.07	4.07	4.00	3.93	4.00	4.00	4.00	3.57	14/ 33
Fall 2016	3.44	3.31	3.44	3.69	3.69	3.60	4.19	3.94	3.81	4.00	4.06	3.81	3.53	3.71	3.00	17/ 36
Summer 2016 (on- line)	4.50	4.50	4.50	4.50	4.50	3.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.00	4.00	2/7
POLS 431/531																
Spring 2017	3.67	3.83	3.83	3.83	4.00	3.83	4.17	3.67	3.83	4.17	3.33	4.17	4.00	4.00	3.67	6/2 2
POLS 499																
Spring 2017	5.00	4.50	4.50	5.00	5.00	5.00	5.00	4.50	4.50	4.50	4.50	4.00	4.50	4.50	4.50	2/5
Average	4.1	4	4	4.4	4.3	3.9	4.5	4.2	4.1	4.3	4.1	4.3	4.2	4	3.7	

2. Summary Student Evaluation Statistics Table and Key:

Questions 1-6 were answered according to (1) strongly disagree to (5) strongly agree:

Q 1: My instructor explains the course objectives clearly.

Q 2: My instructor explains course content clearly.

Q 3: My instructor uses effective examples and illustrations.

Q 4: My instructor is respectful when I have a question or comment.

Q 5: My instructor provides feedback that helps me improve my performance in the class.

Q 6: My instructor is available for consultation (e.g., after class, email, office hours, or by appt.).

Q 7: I would rate the instructor's explanation of course content as: (1) very confusing to (5) very clear.

Q 8: I would rate the instructor's organization of the course material as: (1) very disorganized to (5) highly organized.

Q 9: Compared to other instructors I have had at Ball State, I would rate this instructor as: (1) much worse to (5) much better.

Questions 10-14 were answered according to (1) strongly disagree to (5) strongly agree:

Q 10: This course has clear objectives.

Q 11: This course is effective in meeting its objectives.

Q 12: This course has assignments related to the objectives of the course.

Q 13: This course has a clear grading system.

Q 14: This course broadens my perspective and/or knowledge.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q 11	Q12	Q 13	Q 14	
	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	N/Total N
POLS 130															
Fall 2014	3.97	3.69	3.83	4.17	3.83	4.06	3.40	4.00	3.47	4.13	4.06	4.22	4.13	3.88	35/61
POLS 238															
Fall 2015	4.50	4.33	4.50	4.50	4.50	4.50	4.67	4.33	4.33	4.50	4.50	4.50	4.50	4.50	6/10
Fall 2014	4.38	4.38	4.25	4.25	4.19	4.19	4.25	4.31	3.75	4.40	4.47	4.60	4.53	4.40	16/19
Fall 2013	4.22	4.00	4.00	4.56	3.89	4.22	4.00	4.11	3.89	4.44	4.44	4.33	4.33	4.44	9/22
POLS 342															
Spring 2016 (2)	4.30	4.00	4.00	4.50	4.30	4.60	4.10	4.20	3.90	4.20	4.30	4.40	4.00	4.30	10/24
Spring 2016 (1)	3.75	3.25	3.50	4.00	3.75	3.75	3.88	3.38	3.38	4.13	3.88	4.13	3.13	4.00	8/27
Fall 2015 (2)	4.17	4.00	4.00	4.33	4.17	4.00	3.33	3.83	3.83	4.00	4.17	4.33	4.33	4.40	6/13
Fall 2015 (1)	3.77	3.69	3.77	3.92	3.77	4.15	3.77	3.62	3.69	3.85	3.85	4.23	4.08	4.08	13/22
Spring 2015 (2)	3.40	3.20	3.30	4.00	3.70	3.80	3.10	3.30	3.20	3.50	3.70	3.60	3.80	3.70	10/11
Spring 2015 (1)	3.93	4.00	3.80	4.07	3.73	4.13	3.87	3.93	3.40	4.00	3.93	3.87	4.00	3.80	15/20
Fall 2014	3.60	3.73	3.60	3.87	3.67	3.60	3.60	3.40	3.20	3.80	3.80	3.87	3.93	3.93	15/30
Summer 2014(on-line)	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1/7
Spring 2014	4.00	3.78	3.67	4.00	4.00	4.22	3.78	4.11	3.44	3.67	3.78	4.00	3.89	4.00	9/17
Fall 2013	4.27	4.45	4.27	4.45	4.09	4.10	4.18	4.36	4.09	4.45	4.45	4.55	4.45	4.45	11/22
Spring 2013	3.75	3.81	3.81	4.19	3.56	4.00	3.63	3.63	3.38	3.69	3.56	3.56	3.93	3.88	16/27
POLS 371/571															
Spring 2016	3.17	3.67	4.17	4.67	4.33	4.17	3.83	3.33	3.33	3.50	3.67	3.83	3.83	3.83	6/13
Spring 2014	4.17	4.17	4.17	4.50	4.17	4.50	4.33	4.50	3.50	4.17	4.50	4.17	4.33	4.50	6/9
Spring 2013	4.00	4.00	3.75	4.25	3.50	4.25	3.50	3.50	3.50	3.75	3.50	3.50	3.75	4.00	4/12
POLS 431/531															
Spring 2015	4.00	4.00	4.00	4.20	3.80	4.20	4.20	4.20	4.00	4.40	4.60	4.60	4.60	4.60	5/10
Spring 2014	3.33	3.33	2.67	3.33	3.33	3.33	4.33	4.33	4.33	4.67	4.67	4.67	4.67	4.67	3/3
Fall 2013	4.57	4.57	4.33	4.71	4.57	4.57	4.29	4.43	4.00	4.57	4.71	4.71	4.57	4.71	7/11
Spring 2013	4.33	4.17	4.00	4.50	3.50	4.50	3.67	3.83	3.50	4.50	4.50	4.50	4.50	4.50	6/13
Average	4.0	4.0	3.9	4.3	4.0	4.2	3.9	4.0	3.7	4.2	4.2	4.2	4.2	4.3	

3. Summary Student Evaluation Statistics Table and Key:

Q 1: I would rate the instructor's explanation of the course content as: (1) very confusing to (5) very clear.

Q 2: I would rate the instructor's concern about my progress in the course as: (1) very unconcerned to (5) genuinely concerned.

Q 3: I would rate the instructor's organization of the course materials as: (1) very disorganized to (5) very organized.

Q 4: I would rate the testing materials including papers and presentations as (1) not too challenging to (5) very challenging.

Q 5: I would rate the class discussions and debates (as applicable) as: (1) not too engaging to (5) very engaging.

Q 6: I would rate the grading methodology of the professor as (1) not very fair to (5) very fair.

Q 7: My research skills were _____ with this instructor's guidance (1) not enhanced to (5) enhanced.

Q 8: Compared to other instructors I have had at BSU, I would rate this instructor as: (1) much worse to (5) much better.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	N/Total N
POLS 342									
Summer 2013	5	5	5	4	5	5	5	4.5	2/2

4. Summary Student Evaluation Statistics Table and Key:

Questions 1-11 were answered according to (1) strongly disagree to (5) strongly agree:

Q 1: My instructor explains the course objectives clearly.

Q 2: My instructor explains course content clearly.

Q 3: My instructor uses effective examples and illustrations.

Q 4: My instructor is respectful when I have a question or comment.

Q 5: My instructor provides feedback that helps me improve my performance in the class.

Q 6: My instructor is available for consultation (e.g., after class, email, office hours, or by appt.).

Q 7: This course has clear objectives.

Q 8: This course is effective in meeting its objectives.

Q 9: This course has assignments related to the objectives of the course.

Q 10: This course has a clear grading system.

Q 11: This course broadens my perspective and/or knowledge.

Q 12: I would rate the instructor's explanation of course content as: (1) very confusing to (5) very clear.

Q 13: I would rate the instructor's organization of the course material as: (1) very disorganized to (5) highly organized.

Q 14: Compared to other instructors I have had at Ball State I would rate this instructor as: (1) much worse to (5) much better.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
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	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	N/Total N
POLS 130															
Summer 2012	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	3.00	1/6
POLS 238															
Fall 2012	4.50	4.33	4.33	4.83	4.83	4.67	4.67	4.83	4.50	4.50	4.67	4.17	4.67	4.00	6/17
Fall 2011	2.82	3.18	3.09	3.18	2.82	4.00	3.55	2.73	3.73	3.45	3.45	2.55	2.55	2.45	11/19
POLS 342															
Fall 2012 (sect. 2)	3.67	3.42	3.83	3.67	3.92	4.00	3.92	3.75	3.82	3.58	4.08	3.67	4.08	3.25	12/21
Fall 2012 (sect. 1)	3.93	4.00	3.80	3.60	3.47	3.93	3.87	3.87	3.93	3.93	4.07	3.67	4.00	3.20	15/22
Summer 2012	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.50	2/6
Spring 2012	3.50	3.50	3.33	4.17	3.50	3.67	3.67	3.83	3.83	3.83	3.33	3.33	3.33	2.67	6/22
Fall 2011 (sect. 2)	3.95	3.84	3.58	4.11	4.00	4.42	4.05	3.95	4.21	4.32	4.05	3.84	3.89	3.21	19/29
Fall 2011 (sect. 1)	4.22	4.33	4.22	4.44	4.11	4.44	4.11	4.22	4.22	4.33	4.00	4.33	4.33	4.00	9/17
POLS 371/571															
Spring 2012	4.50	4.50	5.00	5.00	5.00	5.00	4.50	4.50	4.50	4.50	5.00	4.50	5.00	5.00	2/8
POLS 431/531															
Spring 2012	4.00	4.00	4.17	4.33	4.17	4.50	4.17	4.00	4.00	4.00	4.17	4.17	4.17	4.40	6/15
Average	4.0	4.0	4.0	4.2	4.1	4.3	4.1	4.1	4.2	4.1	4.3	3.9	4.1	3.6	

5. Summary Student Evaluation Statistics Table and Key:

Questions 1-6 were answered according to (1) strongly disagree to (5) strongly agree:

Q 1: My instructor explains the course objectives clearly.

Q 2: My instructor explains course content clearly.

Q 3: My instructor uses effective examples and illustrations.

Q 4: My instructor is respectful when I have a question or comment.

Q 5: My instructor provides feedback that helps me improve my performance in the class.

Q 6: My instructor is available for consultation (e.g., after class, email, office hours, or by appt.)

Q 7: I would rate the instructor's explanation of course content as: (1) very confusing to (5) very clear.

Q 8: I would rate the instructor's organization of the course material as: (1) very disorganized to (5) highly organized.

Q 9: Compared to other instructors I have had at Ball State, I would rate this instructor as: (1) much worse to (5) much better.

Questions 10-14 were answered according to (1) strongly disagree to (5) strongly agree:

Q 10: This course has clear objectives.

Q 11: This course is effective in meeting its objectives.

Q 12: This course has assignments related to the objectives of the course.

Q 13: This course has a clear grading system.

Q 14: This course broadens my perspective and/or knowledge.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	
	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	N/Total N
POLS 130															
Summer 2011	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1/4
Spring 2011	3.76	3.19	2.95	4.24	3.38	3.67	3.00	3.67	2.90	3.65	3.60	3.45	3.70	3.90	21/43
POLS 238															
Fall 2010	4.20	3.60	3.40	4.20	4.00	4.40	3.80	3.60	3.40	4.20	4.00	4.20	4.20	4.20	5/19
POLS 342															
Summer 2011	5.00	5.00	5.00	4.67	5.00	5.00	4.33	5.00	4.50	5.00	5.00	5.00	5.00	4.67	3/5
Spring 2011	2.88	2.63	2.81	3.69	3.00	3.50	2.75	3.13	2.56	3.06	3.06	3.06	3.25	2.75	16/27
Fall 2010	3.25	2.92	2.75	3.92	3.50	4.25	2.83	3.75	2.83	3.33	3.25	3.33	3.50	3.17	12/35
POLS 371/571															
Spring 2011	5.00	4.50	5.00	5.00	5.00	5.00	4.00	4.50	4.00	3.50	4.50	4.50	4.50	5.00	2/7
POLS 431/531															
Fall 2010	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	1/10
Average	4.3	4.0	4.0	4.5	4.2	4.5	3.7	4.1	3.5	4.0	4.1	4.1	4.1	4.1	

6. Summary Student Evaluation Statistics Table and Key:

The following questions were answered according to (1) strongly disagree to (5) strongly agree:

Q 1: My instructor explains the course objectives clearly.

Q 2: My instructor explains course content clearly.

Q 3: My instructor uses effective examples and illustrations.

Q 4: My instructor is respectful when I have a question or comment.

Q 5: My instructor provides feedback that helps me improve my performance in the class.

Q 6: My instructor is available for consultation (e.g., after class, email, office hours, or by appt.)

Q 7: This course has clear objectives.

Q 8: This course is effective in meeting its objectives.

Q 9: This course has assignments related to the objectives of the course.

Q 10: This course has a clear grading system.

Q 11: This course broadens my perspective and/or knowledge.

COURSE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	
	Avg.	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	N/Total N
POLS 130												
Summer 2010	4.20	3.80	4.00	4.00	3.80	4.40	4.20	4.40	4.00	4.40	4.20	5/5

7. Summary Student Evaluation Statistics Table and Key:

Q 1: I would rate the instructor's explanation of the course content as: (1) very confusing to (5) very clear.

Q 2: I would rate the instructor's concern about my progress in the course as: (1) very unconcerned to (5) genuinely concerned.

Q 3: I would rate the instructor's organization of the course materials as: (1) very disorganized to (5) very organized.

Q 4: Compared to other instructors I have had at BSU, I would rate this instructor as: (1) much worse to (5) much better.

COURSE	Q1	Q2	Q3	Q4	
	Avg.	Avg.	Avg.	Avg.	N/Total N
POLS 130					
Spring 2010	3.22	3.10	3.61	2.73	41/53
POLS 238					
Fall 2009	4.14	4.14	4.29	3.71	7/12
POLS 342					
Spring 2010	2.88	3.00	3.00	2.24	17/28
Fall 2009	3.22	3.88	3.71	3.00	24/34
POLS 371/571					
Spring 2010	3.38	3.88	4.00	3.25	8/14
POLS 431/531					
Fall 2009	4.08	4.25	4.25	4.08	12/13
Average	3.5	3.7	3.8	3.2	

- b. Provide evidence of at least one of the following means of evaluating teaching.

Peer review of teaching, such as:

- a. Classroom visitation

From Ball State University, I have peer evaluations from Dr. Vasicko of the Department of Political Science for my POLS 238 course and Dr. Hall, Dr. Taylor, and Dr. Reagan (Chair) of the Department of Political Science for my POLS 342 course. I also have evaluations by Dr. Kathleen Jacobi of the Office of Educational Excellence for my POLS 238 and my POLS 342 courses as well as Mrs. Mann of the Department of Intensive English Institute for several lectures on the federal government and democracy.

For example, Dr. Jacobi stated that "students are engaged in the discussion through answering questions and identifying personal experiences related to the topic." Similarly, Dr. Vasicko explained that "(Dr. Schaal) makes every attempt to use the material being covered to draw the students into a discussion. She is

very concerned about the students understanding the material and through the use of the power point, she gives them illustrations of the points she is making.” Furthermore, Dr. Hall’s “overall impression was that (Dr. Schaal’s) presentation was well-organized and poised and that she effectively engaged student participation throughout the session.” “She used a number of techniques that both facilitated student understanding and interest.” According to Dr. Taylor, “I observed an instructor who was very effective in the classroom, engaged students in the discussion, and utilized her own experience and knowledge to assist students in understanding the material and its relevance to the larger course topics.” Lastly, Mrs. Ana Mann, rated my lectures on the federal government and democracy on two separate occasions as exceptional stating that “Dr. Schaal played a crucial role in exposing the students to authentic university lectures by visiting, teaching, and interacting with the international students.”

b. Evaluation of syllabi, examinations, and other classroom materials

c. Evaluation of student achievement

ii. Chairperson review of teaching, such as:

a. Evaluation of syllabi, examinations and other classroom materials

After reviewing my syllabi and observing my teaching, Dr. Reagan (Chair) acknowledged that “this was an impressive pedagogical performance. Dr. Schaal not only helps her students see how social science theories can deepen their understanding of American public policy, but she equips them with the research skills and experience that they will need to be successful in other endeavors long after this semester ends.”

iii. Peer and/or chairperson review of the teaching portfolio

b. Other evidence in support of outstanding classroom instruction:

Pre-test/post-test results

Number of majors and non-majors in each course

Grade distribution for each class

The following tables illustrate the grade distributions for all courses taught at Ball State University categorized by course and semester.

Summary Course Grade Distributions at Ball State University

COURSE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	N
<u>POLS 130</u>														
Fall 2016	3	4	1	4	3	4	2	1	2			3		27
Fall 2014	3	11	11	6	5	6	7	4	2	1		5		61
Spring 2011	5	4	7	11	5	1	3	1	1	1		4		43
Spring 2010	9	9	7	15	2	2	3					6		53
<u>POLS 237</u>														
Spring 2022	1	12	2	2			1			1				19
Fall 2021	5	6	3	2		2	1		1				1	21
Fall 2020	4	11	1	4		1				1	2	3		27
Fall 2019	3	14	4	6	3	2	1	1			1	3		38
<u>POLS 238</u>														
Spring 2021	4	8	1	1	1			1					3	19
Spring 2020	3	9	3	4	1	1	1							22
Spring 2019	1		3	4	3	1			3	1		1		17
Fall 2015	2	3	1	2			1				1			10
Fall 2014	6	8	2	2								1		19
Fall 2013	2	6	6	2	2	2						2		22
Fall 2012	1	8	3	1	1	2			1					17
Fall 2011	3	8	3	2		1				1		1		19
Fall 2010	3	9	3	3	1									19
Fall 2009	3	4	3	1									1	12
<u>POLS 342</u>														
Spring 2022	6	12	6		1							1		26
Fall 2021	6	19	1	2					1				2	31
Spring 2021	10	7	4	4	1	1			1				1	29
Fall 2020	6	6	4	1	1									18
Spring 2020	4	7	2	2	2	2							1	20
Fall 2019a	1	4	3	1	3						1			13
Fall 2019b	1	10	6		1	4		3	1			2		28
Spring 2017	2	2	10	6	6	2	3	1				1		33
Fall 2016	6	18	2	3		1	1		3	1			1	36
Spring 2016 (sect. 2)	5	6	5	4	1	2	1							24
Spring 2016 (sect. 1)	3	8	4	4	3	3	1	1						27
Fall 2015 (sect. 2)	7	3	2			1								13
Fall 2015 (sect. 1)	3	9	3	2	2	1	1						1	22
Spring 2015 (sect. 2)	3	4		2	1	1								11
Spring 2015 (sect. 1)	7	7	2	2			1	1						20

Fall 2014	2	7	6	7	2	2						1	1	28
Spring 2014	4	2	4	4	2			1						17
Fall 2013	1	11	4	2	3		1							22
Spring 2013	5	6	2	7	5	1		1						27
Fall 2012 (sect. 2)	1	8	7	1		3						1		21
Fall 2012 (sect. 1)	3	4		2	4	4	1		1					19
Spring 2012		9	3	5	2	2	1							22
Fall 2011 (sect. 2)	5	7	6	3	3	2	1					1	1	29
Fall 2011 (sect. 1)	2	5	5	2	1							2		17
Spring 2011	3	6	4	3	3	2		1	1			4		27
Fall 2010	3	11	3	7	2	4	3						2	35
Spring 2010	7	8	9	2								2		28
Fall 2009	1	14	3	7	3	1	1					1	3	34
<u>POLS 371/571</u>														
Spring 2016	5	6	1										1	13
Spring 2014	1	2	4	1									1	9
Spring 2013	3	3	1	2						1		1	1	12
Spring 2012	1	2	4	1										8
Spring 2011		2	1	2			2							7
Spring 2010	3		2	5								2		13
<u>POLS 471</u>														
Spring 2019		2	2		2									6
<u>POLS 431/531</u>														
Spring 2022	2	7	4	1				2				3		19
Spring 2021	2	3	4	3	1	1				2		1		17
Spring 2020	1	7	2	1	1	2								14
Spring 2019	2	5	2	4		1	1				1	3		19
Spring 2017	2	4	2	7	3	1		1	1			1		22
Spring 2015	3	3		2	1			1						10
Spring 2014	2	1					1	1						5
Fall 2013		5	1	2	3									11
Spring 2013	1	5		5			1			1				13
Spring 2012	1	5	5		3		1							15
Fall 2010	3		1	4		1							1	10
Fall 2009	3	4	2		1								2	12
<u>POLS 499</u>														
Spring 2017	1	2	1				1							5
Spring 2014		1												1
Fall 2012			3											3
<u>POLS 631</u>														
Fall 2021	6	1	1											8

<u>POLS 630</u>																			
Fall 2020	8	7																	15
<u>POLS 632</u>																			
Fall 2018																			
<u>POLS 642</u>																			
Spring 2018																			

1. Other Instructional Activity:

- a. Implementor of instructional innovation

- b. Initiator of new programs/courses

I developed an online version of POLS 238 during the Fall 2015 semester, for delivery during the Summer 2016 semester and received an internal grant (iLearn Course Development). I also developed an online version of POLS 342 during the Spring 2014 semester, for delivery during the Summer 2014 semester and received an internal grant (iLearn Course Development).

- c. Thesis/dissertation committee member or chairperson and/or independent studies
 - i. Angiemar Naranjo (Summer 2022)
 - ii. Sam Snideman (AY 2016-2017, 2017-2018, 2018-2019 and 2019-2020)
 - iii. Jesse Cordray (Summer 2016)
 - iv. Ann Fost (Summer 2014)
 - v. Benjamin Patrick Beuchel (Spring 2014)
 - vi. Andrew Michael Luce (Fall 2013)
 - vii. Matthew T. Speidel (Spring 2013)

- d. Research paper/creative project adviser
 - i. Led the following students in their conference papers
 1. Cathy Siebert (2022)
 2. Chloe Alspach (2022)
 3. Noah Berryman (2022)
 4. Bulbi Ahmed (2021-2022)
 5. Carsten J. Beyer (2021-2022)
 6. Katie Schwipps (Fall 2018)
 7. Alexis Palmer (Fall 2018)
 8. Yinka Ajibola (Fall 2018)
 9. Rachel DeMasi (Spring 2017)
 10. Tessa Haefcke (Spring 2017)
 11. Conner Ortman (Spring 2017)

- 12. Zachary Rosine (Spring 2017)
- 13. Ciera Beane (Spring 2016)
- 14. Zachary Malitz (Spring 2016)
- 15. Casey Richman (Spring 2016)

- e. Special assignments, e.g., independent studies, coordination of courses
- f. Creative teaching grants
- g. Other
 - i. Served as department representative at several preview days/informational sessions to recruit new majors and minors at Ball State University from 2009 to 2019.

Advanced Study, Additional Accomplishments, and Professional Improvement

Advanced Budget and Appropriations Process, The Government Affairs Institute at Georgetown University, Washington, DC, 2007

American Political Science Association's Annual Meeting Working Groups (Qualitative Methods), Washington, DC, 2005

SPSS, Stata, SAS training, University of Notre Dame, Notre Dame, IN, 2002-2003

Inspector General Auditor Training Institute, Introductory Auditor Training, Ft Belvoir, VA, 2002

SPSS Incorporated, Arlington, VA & Chicago, IL, 2001-2002

The Foundation Center, Proposal Writing Seminar, Washington, D.C., 2001

The University of Toledo, Study Abroad Program, Montpellier, France, 1992

B. EVIDENCE OF SCHOLARSHIP

Theoretically, my primary area of research is motivated by the political conditions which enhance our institutional separation of powers and system of federalism namely more enhanced veto points achieved through divided government. My research focuses on examining the correlation between divided or unified governmental regimes and the use of formulaic statutes as a method of bureaucratic oversight in the policy areas of criminal justice, defense, and homeland security. Next it examines how deliberation is fomented in these policy areas through congressional proceedings such as floor

amendments. It also studies the correlation between divided or unified government and the equitable distribution of federal outlays illustrating whether certain states or regions are favored during unified government when political variables such as key committee representation are potentially more critical to patterns of disbursement. Eventually my research in this area will compare methods of spending in the United States to other federal democracies such as Canada.

Focusing on the United States of America, my secondary area of research studies the antecedent conditions to city-county consolidations (amalgamation) and town-township consolidations as well as the economic ramifications of such consolidations. For example, with respect to the antecedent conditions to city-county consolidations in the southern states, I examine how institutional veto points facilitate or impede the consolidation attempts. Such veto points are identified in state constitutions as well as state legislation through a case study approach while economic outcomes are found in local financial data.

Thirdly, my research looks at specific public policies such as health care and education, particularly the voucher program in the state of Indiana as well as criminal justice (police reform) and military spending. With health care, I employ an inter-professional approach, applying my expertise in political science in collaboration with colleagues in the health profession to examine the impact of the Patient Protection and Affordable Care Act on the field of recreation therapy illustrating the process that led to the development and implementation of this important piece of legislation. The resulting article also informs recreational therapists on the elements most likely to impact those served, and discusses the potential implications for recreational therapists.

As to the voucher program, police reform, and military spending, my research considers the role of public opinion in such policy areas. For example, with the Indiana Choice Scholarship program, currently the largest voucher program in the United States, Hoosier Survey data collected by the Bowen Center is analyzed regarding resident support for the voucher program. The paper on police reform also examines Hoosier Survey data and expands on these findings through interviews with police officers and mayors of Indiana to learn which method of reform is most favored.

With the military spending article, I examine the political-economic determinants and consequences of defense spending policy focusing on the relationship between public opinion and military expenditures in the United States and Germany during the post-cold war time period. Specifically, I consider how public opinion via the diversionary theory of force model and the referendum model influences defense policy as well as how defense policy directs public opinion through the manipulation of media effects especially the glamorization of force.

1. Refereed publications (excluding abstracts), published or accepted for publication

Ball State Publications

Faulk, Dagney, Charles D. Taylor, Pamela Schaal. (2022). "Local Government Responses to Property Tax Caps: An Analysis of Indiana Municipal Governments" (to be included in the upcoming volume of *Vulnerable Communities: Research, Policy, and Practice in Small Cities* (eds. James J. Connolly, Dagney G. Faulk, Emily J. Wornell).

- My role (30%) included revisions to the literature review and methods sections.

Taylor, Charles D., Dagney Faulk, Pamela M. Schaal. (2020). "The Varieties of Consolidation Experience: A Synthesis and Extension of Local Government Consolidation Frameworks" *Journal of Public and Nonprofit Affairs (JPNA)*. Vol. 6, No. 3, 326-353.

- National level journal

Schaal, Pamela M. (2019-2021) "Voucher Programs in the State of Indiana: An Assessment of Resident Satisfaction." *Political Science Studies*, Vol. 1, 19-39.

- State level journal

Schaal, Pamela M., Charles D. Taylor, and Dagney Faulk. (2017). "To Consolidate or Not to Consolidate: An Analysis of the Enabling Legislation that Facilitates City-County Consolidation." In *The Governance of Local Communities: Global Perspectives and Challenges*, ed., Thom Reilly. Nova Science Publishers, Inc. New York. 201-219

- My role (40%) included significant contributions and revisions to the whole chapter including the collection and analysis of data through interviews and secondary sources.

Taylor, Charles D., Dagney Faulk, and Pamela M. Schaal. (2017). "Remaking Local Government: Success and Failure under Indiana's Government Modernization Act." *Journal of Public and Nonprofit Affairs*. Vol. 3 No. 2, 155-175.

- This national level journal has an acceptance rate of 28%.
- My role (30%) included significant contributions and revisions to the literature review and methods sections.

Taylor, Charles D., Dagney Faulk, and Pamela M. Schaal. (2017). "Where Are the Cost Savings in City-County Consolidations?" *Journal of Urban Affairs*. Vol. 39, No.2, 185-204.

- This national level journal has an impact factor of .889. It ranks 28/39 according to ISI Journal Citation Reports (Urban Studies).
- My role (30%) included significant contributions and revisions to the literature review and methods sections.

Schaal, Pamela M. (2016). "Legislative Deliberation and the Appropriations Process of Justice, Defense, and Homeland Security: Does Divided Government Matter?" *Illinois Political Science Review*, Fall 2016, Volume 16, 123-160.

- State level journal

De Vries, Dawn, Pamela M. Schaal, and Roy H. Olsson. (2016) "The Patient Protection and Affordable Care Act of 2010 and Its Impact on Recreational Therapy." *Annual in Therapeutic Recreation, Volume 23, 52-63.*

- National level journal
- My role (35-40%) included significant contributions to the legislative history and policy sections.

Faulk, Dagney, Pamela Schaal, and Charles D. Taylor. (2013) "How Does Local Government Amalgamation Affect Spending? Evidence from Louisville, Kentucky." *Public Finance and Management, Volume 13, No. 2, 80-98.*

- This international level journal has an acceptance rate of less than or equal to twenty percent according to Cabell's Directories.
- My role (30%) included significant contributions and revisions to the literature review and methods sections.

Schaal, Pamela M. (2011) "Veto Player Behavior in the Federal Criminal Justice Spending Process: The Effects of Divided Versus Unified Government." *Journal of Political Science, Volume 39, 153-184.*

- This regional level journal has an acceptance rate of 27%.

Schaal, Pamela M. (2010/2011). "Fiscal Federalism: The Effects of Divided Versus Unified Government on the Distribution of Federal Aid in Criminal Justice." *Indiana Journal of Political Science, Volume 13, 2-17.*

- State level journal

Publications Prior to Ball State

Olsson, R., Kucharewski, R., & Schaal, P. (2002). "The Americans with Disabilities Act: a review and analysis of its impact on recreational therapy." *Global Therapeutic Recreation 6, 22-30.*

- National level journal
- My role (35%) included significant contributions to the legislative history and policy sections.

2. Contract, Grants and Funding for Research/Creative Endeavors

- a. External

b. Internal

Ball State Funding

During the fall of 2016, I was granted a course release by the Center for Business and Economic Research at Ball State University to examine school vouchers in Indiana. I continued this research for CBER during the summer and fall of 2017.

I developed an online version of POLS 238 during the Fall 2015 semester, for delivery during the Summer 2016 semester and received an internal grant (iLearn Course Development). I also developed an online version of POLS 342 during the Spring 2014 semester, for delivery during the Summer 2014 semester and received an internal grant (iLearn Course Development).

Funding Prior to Ball State

At the University of Notre Dame, I was awarded a departmental research stipend during the fall of 2006 and 2008 as well as the summer of 2006 and 2007 to conduct research and to write my dissertation.

3. Papers presented at professional meetings (invited or refereed)

Ball State Presentations

Beyer, Carsten and Pamela M. Schaal, "The Political-Economic Phenomena of Military Spending: A Comparative Analysis of Public Opinion and Milex in the United States and Great Britain" (Indiana Political Science Association Annual Conference, March 27, 2022, Evansville, IN).

Schaal, Pamela M. "Voucher Programs in Indiana: An Assessment of Resident Satisfaction From Hoosier Survey Data." Paper presented at the Annual Meeting of the Indiana Political Science Association in Evansville, IN, March 24, 2017.

Schaal, Pamela M. "Legislative Deliberation and the Appropriations Process of Justice, Defense, and Homeland Security: Does Divided Government Matter?" Paper presented at the Annual Meeting of the Indiana Political Science Association in South Bend, IN, March 27, 2015.

Schaal, Pamela M., Charles D. Taylor, Dagney Faulk. "To Consolidate or Not to Consolidate: An Analysis of the Enabling Legislation that Facilitates Consolidation." Paper presented at the State Politics and Policy Conference at Indiana University in Bloomington, IN, May 15-17, 2014.

Taylor, Charles D., Dagney Faulk, Pamela M. Schaal. "Where Are the Cost Savings in City-County Consolidations?" Paper presented at the Midwest Public Affairs Conference at Indiana University-Purdue University in Fort Wayne, IN, March 27-29, 2014.

Schaal, Pamela M. "The Significance of Divided Government on Legislative Deliberation: The Appropriations Process." Paper presented at the Annual Meeting of the Indiana Political Science Association, Evansville, IN, March, 2013.

Schaal, Pamela M. "The Significance of Divided Government on Legislative Deliberation: The Appropriations Process." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April, 2012.

Schaal, Pamela M. "Fiscal Federalism: The Effects of Divided Versus Unified Government on Federal Grant in Aid Spending." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April, 2010.

Presentations Prior to Ball State

Schaal, Pamela M. "Fiscal Federalism: The Effects of Divided Versus Unified Government on Distributive Policy." Paper presented at the Annual Meeting of the Western Political Science Association, Albuquerque, NM, March 16-18, 2006.

Schaal, Pamela M. "The Effects of Divided Versus Unified Government on Distributive Policy." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL April 20-23, 2006.

Schaal, Pamela M. "The Distributive Patterns of Crime Control Funding: A Comparison of Grant Distribution under the Anti-Drug Act of 1988 and the Violent Crime Control Act of 1994." Paper presented at the Annual Meeting of the Southwestern Political Science Association, Corpus Christi, TX, March 2004.

Kirkland, C. Eric, and Pamela M. Schaal. Evaluation of Performance Indicators for the National Legal Services Program. Paper presented at the American Evaluation Association Conference, St. Louis, Missouri, November 2001.

4. Professional/creative endeavor presentations (invited/sponsored)

Spring 2019, guest lecturer for Yorktown Elementary School 5th grade class to discuss the fundamentals of American National Government.

Fall 2017, guest lecturer for the Intensive English Institute discussing the balance of authority among our separate branches of government at the federal level as well as through federalism.

Spring 2015, guest lecturer for the Intensive English Institute illustrating the Dahlian perspective of democracy featuring the United States as a case in point (Dahl, 1971).

5. Development of exceptional curricular and course materials, such as textbooks, CD-ROM's, videotapes, etc
(see item #7)

6. Audio tapes, videotapes, film, software, etc

7. Non-refereed publications

Ball State Publications

Faulk, Dagny, Charles D. Taylor, Pamela M. Schaal. (2019). "Local Government Responses to Property Tax Rate Caps: An Analysis of Indiana Municipal Governments." Center for Business and Economic Research. Ball State University.

Schaal, Pamela. M. (2013) Book Review of Congress In Context by John Haskell (Westview Press, 2010). *Journal of Politics*, Volume 75-2, 1-2.

Publications Prior to Ball State

Encyclopedia

Schaal, Pamela M. (2008) Logrolling. Encyclopedia of American Government and Civics published by Facts-on-File.

Reports

Yin, Robert K., Anthony M. Pate, Dawn Kim, David Sheppard, Emily Warner, Michael Cannon, Margaret Gwaltney, Elizabeth Linz, and Pamela Schaal. 2001. National Evaluation of the Local Law Enforcement Block Grant Program: Phase 1. Final Report. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. COSMOS Corporation. Principal Investigator: Robert Yin

Assessment of State Minority Health Infrastructure and Capacity to Address Issues of Health Disparity. The Office of Minority Health, U.S. Department of Health and Human Services, COSMOS Corporation, September 2000. Principal Investigator: Thérèse van Houten

Assessment of 1999 Case Statistical Data, Special Report to the Committees on Appropriations. Legal Services Corporation, Office of Inspector General, July 2000. Principal Investigator: Eric Kirkland

Indicators and Measures for the National Science Foundation's Informal Science Education Program in Support of GPRA Requirements. Division of Research, Evaluation and Communications, National Science Foundation, COSMOS Corporation, July 1999. Principal Investigator: Robert Yin

Promising Strategies to Reduce Gun Violence. Research and Program Development Division, Office of Juvenile Justice and Delinquency Prevention, Department of Justice, COSMOS Corporation, December 1999. Principal Investigator: David Sheppard

Draft Interim Report on the National Evaluation of Title I of the 1994 Crime Act (COPS). Department of Justice, The Urban Institute, State Policy Center, 1997. Principal Investigator: Jeffrey A. Roth

8. Published Abstracts (excluding those included in papers in B1 above)

9. Sponsorship of student grants

10. Advanced Study, Additional Accomplishments, Professional Improvement

11. Other (including work submitted but not yet accepted for publication)

Schaal, Pamela M. "Police Reform in the 21st Century: An Assortment of Perceptions" (in preparation for the Midwest Political Science Association Annual Conference, April, 2023, Chicago, IL)

Beyer, Carsten and Pamela M. Schaal, "The Political-Economic Phenomena of Military Spending: A Comparative Analysis of Public Opinion and Mileyx in the United States and Great Britain" (Indiana Political Science Association Annual Conference, March 27, 2022, Evansville, IN).

C. EVIDENCE OF PROFESSIONAL SERVICE

In the field of Political Science, my service includes performing as a peer reviewer for several journals including State Politics and Policy Quarterly as well as American Politics Research. In recognition of my expertise in congressional studies, I have been invited to review several books and book proposals for select publishers such as Routledge/Taylor and Francis, Westview Press, and CQ Press on the topic of legislative behavior and policymaking. Furthermore, I have served as a conference discussant at the annual meetings of the Midwest Political Science Association (MPSA) and the Indiana Political Science Association (IPSA) as well as an executive board member to IPSA. I also served as the president for the Indiana Political Science Association for the 2015-2016 academic school year. As president of IPSA, I orchestrated the entire annual conference hosted at Ball State University on March 25, 2016. This role included planning the conference, reviewing all manuscript entries and assigning accepted papers to panels, scheduling chairs and discussants for such panels,

inviting a guest speaker for the luncheon, designing the program among other responsibilities.

At Ball State University, I continue to encourage both undergraduate and graduate students to present their research at professional conferences throughout the state of Indiana and beyond such as the Indiana Political Science Association (IPSA) Annual Meetings at Ball State University, and at the University of Southern Indiana in Evansville, IN. My research oriented courses stress the importance of conducting original studies in particular policy areas following the scientific method. Such courses reiterate some of the material covered in the required methods course and also prepares students for their senior seminar capstone option. This pedagogical approach also inspires them to present their finished work at professional conferences in the field. Several students have already expressed an interest in presenting at the upcoming annual meetings of IPSA and/or MPSA. Lastly, I worked on the Dean's Faculty Advisory Council in from 2018 to 2020 serving as a liaison between the faculty and the administration as well as the Collaborative on Academic Careers in Higher Education (COACHE) Task Force in 2012 to help identify current problems experienced by newer faculty members.

To the Department of Political Science, my objective is to continue to work on our committees such as Promotion and Tenure in which I served as chair and Recruitment in which I have served as secretary and as chair. I was also instrumental in strengthening our MA program as a committee member. Serving on our committees has provided invaluable insight into the functioning of our internal affairs. Endeavoring to provide further service to the department, I would like to become involved with the Washington Program committee. My extensive experience with the Washington, D.C. area and knowledge of its functions and operations would allow me to creatively assist students to navigate the maze of practical housing and transportation issues but, more importantly, to locate meaningful internships through successful networking and extensive preparation.

Lastly, I have represented our department at Preview Information Fairs to recruit new majors and minors. In this role, and, again, utilizing my previous government experience, I am able to offer valuable information about our political science degrees at the undergraduate and graduate levels specifically noting the utility of such degrees in the real world as well as the world of academia. Speaking from my professional experiences as a policy analyst and a staffer on Capitol Hill, as well as my academic positions at the University of Notre Dame, George Mason University, and Ball State University, I offer students a holistic perspective of how these degrees will enrich their worlds.

1. Service to the academic community

Academic Community

Indiana Political Science Association

President: 2015-2016

Vice President: 2019-2021

Executive Board Member 2013-2014; 2014-2015; 2016-2017; 2017-2018;
2018-2019

Co-editor, 2021-2022

University

Women in National Politics and Law Advisor: 2020-2021

Faculty Council: 2020-2021

Research Committee: 2020-2021

Dean's Faculty Advisory Council: 2018-2021

Collaborative on Academic Careers in Higher Education (COACHE) Task
Force Member: Spring, 2012

Department

Department Chair, 2022-2023

Department Representative at Preview Information Fairs to recruit new
majors/minors: 2010-2022

MA Program Committee: 2018-2020

Promotion and Tenure

Chair: 2019-2020

Member: 2020-2021

Recruitment Committee

Chair: 2017-2018

Secretary: 2016-2017

Member: 2014-2015

Student Programs Committee

Chair: 2015-2016

Member: 2013-2014; 2020-2021

Academic Programs Committee
Member: 2009-2013

Special lectures, interdepartmental contributions

Administrative and counseling/advising duties

2. Service related grants funded

3. Offices held in local, regional, state, national and international professional organizations

4. Editorships, review panels

Reviewer/Consultant

May 16, 2022, I reviewed a manuscript entitled “Legislative Gridlock and Policymaking Through the Appropriations Process” for *American Politics Research*.

April, 2021, I served as a consultant for the evaluation of the IU-East Political Science Program Review

October 22, 2019, I reviewed a manuscript entitled “Democracy Vouchers and Democratic Representation” for *American Politics Research*.

December 6, 2017, I reviewed a manuscript entitled "The Power of the Purse and Defense Policymaking in the U.S. House of Representatives" for *American Politics Research*.

Fall of 2017, I completed a pre-revision review for the upcoming 7th edition of *Governing States and Localities* by Kevin B. Smith (University of Nebraska – Lincoln) and Alan Greenblatt. CQ Press.

Fall of 2016, I reviewed a proposal for a book tentatively entitled *Congressional Representation: A Demographic Assessment* for Routledge.

August 24, 2014, I reviewed a manuscript entitled “Desirable Pork: Do Voters Reward for Earmark Acquisition?” for *American Politics Research*.

Fall of 2014, I also reviewed a manuscript entitled “Why Are Some Institutions Replaced While Others Persist? Evidence from State Constitutions” for *State Politics & Policy Quarterly*

Fall of 2013, I reviewed a proposal for a book tentatively entitled *American Policymaking: Issues in Governance*, by Matthew Grossmann for Routledge/Taylor and Francis.

July 30, 2013, I reviewed a manuscript entitled “The Lifespan of a Tax Break: Comparing the Durability of Tax Expenditures and Spending Programs” for the *American Politics Research*.

Summer of 2012, I reviewed the first edition of *Congress In Context* by John Haskell published by Westview Press.

November 4, 2011, I reviewed a manuscript entitled “Divided Government and the Expansion of Federal Power, 1946 to 2008” for the *American Politics Research*.

Spring of 2011, I reviewed Chapter 5 (Congress) of *The American Political System* by Ken Kollman of the University of Michigan published by W.W. Norton & Company, Inc., 2012.

Spring of 2011, I reviewed *Public Policy: Politics, Analysis, and Alternatives (3rd Edition)* by Michael E. Kraft and Scott R. Furlong published by CQ Press.

Discussant and Other

November 13, 2021, I served as a moderator for the “Candidates of the Future,” Panel 4 (Women in political leadership) held at the Horizon Convention Center, Delaware Hall 1, Muncie, IN.

Spring 2019, I served as a discussant to a panel at the Midwest Political Science Association Conference (MPSA) in Chicago, IL.

At the MPSA Conference in 2018, I served as a chair for one of the panels. I also participated in a review of a book proposal for CQ Press (AmGov; Long Story Short by Christine Barbour).

Spring of 2017, I led a team of undergraduate students attending the Annual Meeting of the Indiana Political Science Association to Evansville, IN.

During the 2015-2016 school year, I served as the president to the Indiana Political Science Association. As president, I planned the entire IPSA annual meeting which was hosted at Ball State University.

Spring of 2016, I served as a discussant and chair to an undergraduate panel entitled American Politics as well as a discussant and chair to a panel entitled

Political Sociology at the Indiana Political Science Association Conference in Muncie, IN.

Spring of 2015, I served as discussant and chair to an undergraduate panel entitled Economics and Voting in American Politics at the Indiana Political Science Association Conference in South Bend, IN.

Spring of 2012, I served as a discussant to a panel entitled Legislative Governance of the Policy Process at the MPSA Conference in Chicago, IL.

5. Service to the local, state, regional, national and international communities

Interviews

Interview Project for English 104 with Andrew Hopkins, 2021

Daily News Interview, 2020

Daily News Interview, 2019 (https://issuu.com/bsuunifiedmedia/docs/bsu_08-22-19)

6. Advanced Study, Additional Accomplishments, and Professional Improvement

D. ADDITIONAL ACCOMPLISHMENTS

1. Recognitions
2. Awards

PART III. INDEX TO SUPPORTING MATERIALS

Grade distributions, student evaluations and letter samples, and syllabi for courses taught at Ball State University are located in the Evidence of Outstanding Teaching folder. Publications and works in progress are included in the Evidence of Scholarship folder. All service related endeavors are included in the Evidence of Professional Service folder.