

The Teacher/Scholar at Indiana University South Bend (Unanimously endorsed by the Academic Senate on 11.17.2017)

Context

In August of 2017, regional chancellors sent a memo to regional executive vice-chancellors as a follow-up to the chancellors' meeting. In that memo, they asked directors of regional teaching and learning centers to "lead a discussion of an adaptable definition of the teacher-scholar . . . (and) to identify professional development activities that are grounded in the teacher-scholar model."

On our campus, there were open forums, a survey, discussions at Academic Senate, and some school meetings, as well as informal conversations with several members of the Senate PTR Committee and administrators.

Two documents were particularly helpful. The IUSB Handbook, under Guidelines for Tenure, Promotion, and Reappointment: Criteria and Procedures (p. 36), states:

It is manifestly desirable and beneficial to IUSB for faculty, both probationary and tenured, to strive to achieve excellence in as many areas as possible. A candidate for promotion and/or the granting of tenure will normally excel in at least one of the areas of teaching, scholarship, or service and exhibit at least satisfactory performance in the remaining areas. In exceptional cases, promotion and/or tenure may also be given to a candidate exhibiting a balance of strengths demonstrating excellent overall performance (1/94). At IU South Bend, tenure is commonly awarded on the basis of excellence in teaching or in scholarship. Promotion to full professor is commonly awarded based on excellence in teaching, scholarship, service, or the balanced case.

The second document was "What does it mean to be a Teacher/Scholar in the College of Liberal Arts and Sciences at Indiana University South Bend?" This 2011 document was based on extended faculty discussion, and formed the basis of the Definition below.

Definition of the Teacher/Scholar at IU South Bend

Teaching and scholarship are essential to how we define our work at IU South Bend. These components shape our service to the university and to the region as well.

Our conceptualization of the teacher/scholar stands as a powerful identity that distinguishes IU South Bend as a regional state university with a comprehensive offering of undergraduate degrees and select graduate programs. Teaching and research constitute our core identity--each informing the other, each benefiting our students and the state of Indiana. Our IU South Bend Strategic Plan clearly states that we are "committed to exceptional teaching and scholarship."

Our central concern is learning. Our core values include intellectual curiosity, disciplined inquiry, evidence-based scholarship, and informed creativity. We encourage learning in all aspects of our work, not only for faculty and students, but also for staff and administrators. Students learn in all sorts of environments: classrooms, laboratories, communities, workplaces, in casual conversation, thus our commitment to service learning, community engagement, and international study. We honor and encourage deep immersion in a learning environment as central to every student's experience on our campus.

The teacher/scholar models rigor in interpretation, synthesis, analysis, argumentation, and problem-solving and in this way teaches the core skills for successful graduates in this swiftly changing world. Teacher/scholars train students to develop healthy skepticism, rigorous investigation of given customs and practices, and the pursuit of truth essential for democracy.

In order to maintain this ideal, research and creative activity are essential to what we do as teachers because:

- ❖ Faculty demonstrate what it means to be intellectually curious knowledge creators.
- ❖ When faculty engage in research, we become like students ourselves, reawakening our curiosity and helping us stay learning-centered.
- ❖ The depth of knowledge acquired through active research keeps faculty nimble in the classroom.
- ❖ An active faculty research agenda promotes and supports student research.

Our own research need not apply directly to course content (although it may); but having an active research agenda creates a rich and inviting environment for learning throughout the community.

As specified in our mission, applied and regionally focused research is highly valued; research that is theoretical or more broadly focused also contributes to our mission. IU South Bend students need to know about the world outside their community in order to be effective citizens of Indiana.

As teachers, we recognize research is similarly enriched by our work in the classroom because:

- ❖ Students ask stimulating and provocative questions that can inspire new research projects.
- ❖ Preparation for teaching promotes creative thinking.
- ❖ Deepening our understanding of the learning process allows us more effectively to make public the results of our research.
- ❖ Some research projects directly benefit from student participation.
- ❖ We value the scholarship of teaching and learning as a form of research.

Our campus has established an award to recognize excellence in teaching, research and service—it rewards the ideal IU South Bend faculty member. Our top award, the Eldon F. Lundquist Award recognizes a faculty member who has exhibited excellence in teaching, scholarly achievement, and diversified relevant service. In addition, we have established a rank beyond Professor—the Chancellor's Professor rank is given to one Professor each year who has demonstrated excellence in teaching, scholarship or creative activity, and service.

Examples of resources that support and reward professional development in teaching:

- University Center for Excellence in Teaching activities and support through institutes, workshops, and consultations, see: www.iusb.edu/ucet/
- UCET Teaching Fellows
- UCET Learn and Earn Program for Associate (Part-time) Faculty
- UCET Materials for Active Learning Techniques (MALT) grants
- Mentoring and support to apply for membership in the Faculty Colloquium on Excellence in Teaching, see: <https://facet.indiana.edu/>
- Software and Equipment for Engagement and Discovery (SEED) grants
- Online Course Development stipends
- Vision 2020 Grants for student success initiatives
- Peer review training and programs on campus and through FACET
- FACET's FALCON conference for lecturers and part-time faculty
- FACET's annual conference
- FACET's grants to campuses
- FACET's Quick Hits publications
- Curriculum Development Grants
- IU Bicentennial Course Development Grants
- IU Office of International Affairs grants
- Promotion based on excellence in teaching for all ranks, including Associate faculty
- Trustees Teaching Awards
- IU South Bend Distinguished Teaching Award
- IU South Bend Associate Faculty Distinguished Teaching Award
- IU South Bend Award for Excellence in Online Teaching
- IU South Bend Award for Excellence in Teaching with Technology
- IU's Faculty Academy on Excellence in Teaching
- IU South Bend Alumni Association Legacy Award for outstanding teaching
- IU's President's Award
- IU's Frederic Bachman Lieber Memorial Distinguished Teaching Award
- IU's Sylvia E. Bowman Award
- IU Part Time Teaching Award
- IU's Ehrlich Service Learning Award
- IU's Mosaic Active Learning Fellows

Examples of resources that support and reward research and creative activity:

- 6 credits per year (25% FTE) routinely reassigned for scholarly activity
- One-semester sabbaticals at full pay and full-year sabbaticals at half pay
- Summer research grants
- Research & Development Grants
- External Funding Seed Grants
- Deans' Seminar series
- IU library network resources and local library support services
- UCET/Library Writers Group
- New Center for Excellence in Research and Scholarship (CERES)
- Start-up packages for new faculty
- Travel money to deliver papers, participate in panels, etc.

- IU New Frontiers Grants, see: http://www.research.indiana.edu/funding_newfrontiers.shtml
- IU Collaborative Research Grants, see: <http://www.research.indiana.edu/internal.shtml>
- Student resources such as SMART grants and IU South Bend Undergraduate Research Conference
- Promotion based on excellence in scholarship or creative activity
- IU South Bend Distinguished Research Award

Examples of resources that support and reward service:

- Course release-time for major service obligations
- Promotion based on excellence in service, particularly to Professor
- Pinnell Award

Examples of resources that support and reward some combination of teaching, research and creative activity, and service:

- SMART grants for student researchers and mentors
- Annual Midwest Scholarship of Teaching and Learning (SoTL) conference
- Mack Center Fellows and travel grants for Scholarship of Teaching and Learning
- FACET's Journal of Scholarship of Teaching and Learning, Journal of Teaching and Learning with Technology
- Promotion based on the balanced case, particularly to Professor
- Eldon F. Lundquist Award
- Chancellor's Professor rank
- Carnegie Engaged Campus Initiative and Fellows