Chapter 4

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Research and creative activities are central aspects of IU East’s mission as demonstrated in its Mission Statement:

“Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.”

The Strategic Plan identifies Excellence in Research, Scholarship, and Creative Activity as one of four major themes. Goals and action items in the plan focus on developing a campus culture for research and creative activity and enhancing the infrastructure for supporting this work of faculty, staff, and students.

Campus learning objectives, general education, program curricula, and co-curricular activities all interact to meet the goal of creating a culture of learning, providing tools that will serve students, faculty, and staff in the knowledge-based economy that will continue to characterize the 21st century.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

With the transition in mission from that of a community college to being a full-fledged undergraduate university with selected master’s degrees, has come an increased emphasis on both faculty and student research. IU East’s mission statement drives this emphasis in its call for “a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.” The 2010 Strategic Plan identifies Excellence in Research, Scholarship, and Creative Activity as one of the four key themes for campus planning.

“Engagement in research, scholarship and creative activity is a key component in the development of a life of learning for students, faculty, administration and staff, and it is critical for meeting the expectations and building the image of the campus as a four-year
and graduate institution. A strong program of support for research and creative activity will attract talented new faculty who will strengthen academic programs and contribute to the development of the region as they generate new knowledge and creative works. Students ultimately benefit from having the most qualified faculty available as their teachers and mentors, guiding them in intellectual inquiry and responsible use of knowledge. Accomplishments in this aspect of faculty work need to be recognized and rewarded.”

Creating a Culture of Research

Upon his arrival in 2007, Chancellor Nasser Paydar set into motion several strategies that would raise the level of emphasis on research and lead to increased scholarly productivity on the part of faculty. One of his first actions was to establish a 3/3 standard for teaching loads for tenured and tenure-track faculty beginning in 2008-2009. In addition, a 2/2 course load was made possible for first-year tenure-track faculty to provide extra time to jump-start their research agendas. In the first year, most new faculty were hired with the 2/2 load, but in subsequent years (09-10 and 10-11) Deans have chosen to provide a 2/3 load for some new hires, with the possibility of one additional course release at some point during their first five years.

During the 2008-09 academic year, a faculty member was named for one year to serve as a Special Assistant to the Chancellor, with a focus on facilitating the growth of research on this campus. Also during that academic year, a Faculty Research Advisory Council was appointed with the charge of developing recommendations about ways in which to support and increase research activities. This resulted in an event where a group from IU Sponsored Research came to campus, gave an overall presentation, with follow-up small group presentations highlighting different specialty areas (NSF, NIH, etc.). A campus liaison position within the IU Office of the Vice Provost for Research was created, and that individual made regular visits to the IU East campus to work with faculty during Spring 2009. (Liaison Schedule) This liaison still functions as the first line of contact for faculty who have questions about grants, and regularly sends RFP’s to the IU East Associate Vice Chancellor for Academic Affairs, who is responsible for coordinating faculty research. The Office of Sponsored Research in Bloomington is available to assist faculty with grant preparation, particularly the complicated budgets.

A webpage devoted to Faculty Research and Creative Activity was created and linked from the Academic Affairs page. This webpage provides forms and instructions for submitting proposals, information about helpful resources and links to funding sources as well as news about current projects.

With the shift in culture came changes in the search and screen process for new full-time, tenure-track faculty. Examination of research skills and potential for productivity have become an even more important factor in hiring. Faculty who have joined the IU East faculty in the last three years have come with research agendas well under way, and have continued to grow in this area. Much of the campus financial support for research has gone to these new faculty members.

Faculty are evaluated on their accomplishments in research and creative work. Annual reviews must address this area, and it becomes a factor in the Deans’ determination of a tenure-track
faculty member’s satisfactory progress toward tenure. The IU East Promotion and Tenure policy confirms the importance of research and creative work:

*Research and creative work are important and distinguishing features of a faculty member’s responsibility. Broadly conceived, research entails systematic inquiry into a subject, attainment of a level of expertise, and communication of that expertise to others.*

This document also provides a framework for evaluating this facet of faculty work.

**Freedom of Inquiry for All**

Indiana University’s Academic Handbook (1.1) stipulates that: “The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher’s and librarian’s freedom of exposition of the subject in the classroom, or library, or on the expression of it outside.”

This support for freedom of inquiry is reinforced elsewhere in the Handbook: “Academic personnel will strive to protect not only their own right to freedom of inquiry, teaching, and expression but also their colleagues’ right to the same freedoms.” (1.2.3.2II) “Further, inquiry (research) and communication (teaching) are fundamental rights that the University would not and cannot prohibit.” (2.1.2) “The larger institution has a major role to play in three respects: (1) providing an environment for open inquiry in which research can be conducted appropriately, (2) declaring the standards which must not be abrogated, and (3) enforcing the standards on those occasions where violations may have occurred.” (5.10.1)

The IU East Faculty Senate document on Responsibilities and Privileges of the Faculty adopts language from the Indiana University Academic Handbook.

Freedom of inquiry for students is upheld in the IU Academic Handbook (1.2.3.1I). “The teacher protects their academic freedom and serves as an example of this principle by assuring that each student and colleague is free to voice opinions openly and to exchange ideas free from interference.”

**Professional Development**

Opportunities for professional development contribute to the life of learning for faculty and staff. The key provider of professional development on campus is the IU East Center for Teaching and Learning (CTL). The CTL is staffed with a doctorally prepared Instructional Design Specialist who manages the Center, a doctorally prepared Instructional Support Specialist, a Technical/Support Assistant, and work-study students. CTL training for faculty and staff is comprised of four general areas: workshops, consultations, events/Webinars, and classroom visits.

Each semester, the CTL schedules training classes in technology designed specifically for new faculty. Other classes teach faculty and staff to use specific software products such as Microsoft
Office, Dreamweaver, or Photoshop. Additional classes focus on teaching technologies such as WebCam, Flip cameras, Clickers, Adobe products, and Turnitin. Between 2008 and 2010, there were 512 scheduled consultations with CTL staff, 1,612 help desk/2nd tier requests handled by CTL staff, and 67 classroom visits. Fifty-five webinars and events were held during this time period with over 425 participants.

A regular schedule of workshops and presentations is advertised to the campus through weekly Faculty and Staff Newsletters (email) and weekly “What’s Up” flyers that are posted around the campus. These sessions address such things as new technologies that are being implemented or how to most effectively use current technologies, including Oncourse (learning management system) tools.

Other events and resources include:

- Teacher to Teacher (T2T) lunch events involve small groups of faculty in conversation about issues that impact teaching, both online and face-to-face.
- Distance Education Faculty retreats provide a time for updating and sharing best practices, and showcasing the products of Course Enhancement and Development grants.
- Equipment Initiatives put technology into the hands of faculty and staff who wish to develop innovations in pedagogy and student support.
- Print resources and handouts are available in the Center.
- In Your Inbox (email newsletter) includes tips, hints, and videos as well as links to relevant articles.
- Webinars and other online presentations offered by external groups are promoted by the CTL, and the Center often serves as a host location for faculty and staff to gather to take part in these events.
- Presentations on special topics to School faculty
- CTL staff offer individual consultation and instruction.

The CTL provides a variety of other supports as well. For example, the staff is well-versed on copyright law and related issues, and they serve as a resource for faculty. Additionally, the CTL purchases equipment that the faculty can check out for periods varying from two weeks to a complete semester. The CTL strives to provide equipment that is both user-friendly and compatible with faculty office/home systems. CTL services are often a starting place for larger conversations and projects. The services have grown over the years, as has the number of faculty requesting services. (CTL Report)

Schools also provide professional development for their faculty and staff. Funding is often made available for attending conferences on teaching, such as the Lily Conference at Miami University and diversity conferences held on various campuses. Faculty take part in training workshops either away or on campus, as whole groups or as individuals or teams who then share information with others in their school. Schools have invited guests to campus to share expertise with faculty, staff, and/or students, sometimes inviting the campus as a whole. Book discussions and study groups for specific topics also provide opportunity for professional growth.
Indiana University’s **Faculty Colloquium on Excellence in Teaching** (FACET) is a community of faculty devoted to excellence in teaching. Each year the best teachers from across IU’s campuses are nominated for membership in this organization. Since FACET’s inception, 30 faculty from IU East have been inducted; 15 of that total are still at IU East, and remain highly committed to teaching excellence. (FACET List) Throughout the year, FACET sponsors events statewide and on local campuses that focus on innovative and effective teaching. Each fall IU East is able to send a group of 10 Adjunct Faculty or Lecturers to the Associate Faculty and Lecturers Conference with registration and lodging paid by FACET. For the past several years, interest among faculty has exceeded the 10 allotted spaces, and those not accommodated from a waitlist are given priority for the following year. FACET also sponsors events on individual campuses. A recent example for IU East was bringing world-renown IU faculty member, Curtis Bonk, to campus to give a presentation at the 2010 Faculty Senate Retreat, and lead afternoon workshops dealing with trends in online learning.

Indiana University East faculty and staff have also benefited from the **Management Training Series**, sponsored by University Human Resource Services. This training has as its goal empowering leaders to master organizational and leadership challenges. Participants are selected by the Chancellor or EVCAA from faculty or staff who have leadership responsibilities at Director/Assistant Director level or above. Participants meet one day a month for seven months, and during that time develop professional leadership development goals and action plans. (MTS Participants)

Professional staff at IU East are allocated $300 each for professional development. These funds can be used for a variety of activities or materials, with appropriate approval.

**Financial Support for Scholarship**

*Faculty Research*

**Internal Funding**

IU East financially supports the engagement of its faculty members in professional development, scholarly research, and creative activity. Within each academic unit (School), funds are budgeted to support faculty in scholarly work. Prior to 2008-09, each faculty member was allocated $500 annually for professional development, either in teaching or in research. Faculty could use this for a variety of activities including conference attendance, membership fees to professional organizations, the purchase of books in a discipline, etc. In 2008-09, that amount was doubled; however, with the economic downturn, and resulting changes in University budget policies related to travel, this amount was reduced to $500 in 2009-10. It was restored in 2010-11.

The funding for faculty research and professional development has changed with the funding model of the institution. Faculty now collaborate with the Dean of their school to seek funding for professional development activities. Lecturers are included in receiving funding for professional development, and these are used primarily for maintaining currency in their discipline. Each school has the equivalent of $1000 per faculty member in a professional
development budget line. These funds may be distributed according to merit, plans for dissemination, etc. rather than equally. The transition to Responsibility Centered Management (RCM) in 2008-09 also provided the opportunity for Deans to utilize unallocated funds as additional support for professional development. Examples include sending faculty to the Lily Conference on Teaching, providing training on simulation equipment for Nursing Faculty, and funding travel expenses for the FACET Associate Faculty Conference, as well as to conferences to deliver papers.

The IU East Research and Grants Committee was in place through the end of Spring 2007. This committee provided grant-in-aid awards for various faculty development needs, although for the most part, these funds were used by faculty to assist in defraying the cost of attending conferences related to teaching or research. When academic divisions transitioned to schools, and Deans were given more control with regard to the funding for faculty development, the Research and Grants Committee was disbanded and the funding that originally resided with that group was distributed to the schools.

Other IU East funding sources include the following:

**Faculty Research Support Fund** provides funding to support faculty in initiating or continuing a scholarly project. Funding comes from the Office of the Vice President for Research at Indiana University, Bloomington, and is matched by IU East. The awards made are between $5,000 and $10,000. (Faculty Research Support Fund projects)

**Summer Faculty Fellowships** Up to five awards of $5,500 each are provided each year to faculty who wish to devote full time during the summer to research projects. Faculty who receive these funds are not permitted to teach during the summer grant period. (Summer Faculty Fellowship projects)

**Sabbatical Leaves** provide support for tenured faculty to take either one semester- (at full pay) or year-long (at half pay) leaves to work on approved projects. A faculty member on the tenure track is eligible for one sabbatical leave during each period of seven years' full-time service (including time on sabbatical), following the completion of his/her first six years of full-time service. As of 2007, **Senior Lecturers** are also eligible to apply for up to one semester of paid professional leave during each seven-year period. Requests for these leaves follow a formal application and approval process that begins with the Dean of the School, through the Executive Vice Chancellor for Academic Affairs to the Chancellor and Board of Trustees. (Leaves awarded)

**Scholarship of Teaching and Learning (SoTL) Grants** Beginning in 2008, one $2000 award is given annually to fund one project in the Scholarship of Teaching and Learning. (SoTL Call for Proposals) Results of this research are made available to the campus through presentations, with any relevant materials housed in the Center for Teaching and Learning. The award was not available in 2010, but will again be offered in 2011. (SoTL projects)
### Distribution of IU East Funds for Faculty Research

<table>
<thead>
<tr>
<th>Grant</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Research Support Fund</td>
<td>14,920</td>
<td>18,400</td>
<td>24,385</td>
<td>35,405</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Faculty Fellowship</td>
<td>27,500</td>
<td>27,500</td>
<td>16,500</td>
<td>27,500</td>
<td>16,500</td>
<td></td>
</tr>
<tr>
<td>SoTL Grant</td>
<td></td>
<td>2,000</td>
<td>2,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**System-wide funding**

Maintained by the Office of the Vice President for Research, a [Research Gateway website](#) provides a central, system-wide location for information about funding opportunities.

The Intercampus Research Fund funded projects until 2004. After that date, these funds became available to campuses as the Faculty Research Support fund (described above).

**New Frontiers in the Arts and Humanities** provides support for faculty members to expand their work into disciplinary or interdisciplinary frontiers that promise new insights into the human condition or pursue innovative directions in artistic creativity. Grants of up to $50,000 to support innovative work in the arts and humanities are available for Indiana University faculty from all campuses through the Office of the Vice President for Research. A yearly theme of broad and topical interest provides intellectual focus for the program. Exploration Travel grants up to $2500 are also available to fund national and international travel for scholars and researchers pursuing new and innovative projects in the arts and humanities. From 2005 to 2010, Indiana University East faculty members have received a total of $60,932 through this program. (New Frontiers projects) Most of these have been Exploration Travel grants.

**External Funding**

IU East faculty have become more active in applying for external funding for grants. (External Grant Applications) For funding opportunities that have limited submission requirements, applicants must go through an internal review and selection process in order to be authorized to submit pre-proposals or proposals on behalf on an IU campus or IU as a whole. All external grants are administered through the Indiana University Office of the Vice President for Research. An increasing emphasis on obtaining external funding for research is beginning to show results, as demonstrated in the table below:

<table>
<thead>
<tr>
<th>Externally Funded Grants</th>
<th>Total Submissions</th>
<th>Amount</th>
<th>Awarded</th>
<th>Amount</th>
<th>Pending</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1</td>
<td>$930</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>$80,968</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>1</td>
<td>$2,707</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>$5,000</td>
<td>1</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>$314,590</td>
<td>1</td>
<td>$12,365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>$1,673,726</td>
<td>2</td>
<td>$15,605</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>$494,966</td>
<td>2</td>
<td></td>
<td>$494,966</td>
<td></td>
</tr>
<tr>
<td>2011 through May</td>
<td>4</td>
<td>$426,345</td>
<td>4</td>
<td></td>
<td>$426,345</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>$2,999,232</td>
<td>4</td>
<td>$32,970</td>
<td>6</td>
<td>$921,311</td>
</tr>
</tbody>
</table>
**Student Research**

IU East students regularly participate in research and creative activities with faculty, and as the institution has become more research oriented, the numbers of students participating in research has increased. IU East provides support for student research through two special programs. Both of these require sponsorship by a faculty member, and students and faculty work together to apply for support through either one.

<table>
<thead>
<tr>
<th>Student Research Funding – 2005-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>Undergrad Student Research Fund</td>
</tr>
<tr>
<td>1,207</td>
</tr>
<tr>
<td>SUMRS Program</td>
</tr>
<tr>
<td>6,000</td>
</tr>
</tbody>
</table>

The **Undergraduate Student Research Expenses Fund** provides assistance for expenses (up to $1000 per student) associated with conducting student research as well as support to help defray the cost of presenting student work at student and professional conferences. (Student Research projects)

The **SUMRS Program** provides a summer stipend of $2000 in support of outstanding student research projects. Faculty mentors receive $300 in professional development funds upon the submission of a final report by the student. The program began in 1999 with the selection of a single student who was interested in pursuing a research project. Through the years, more resources have been allocated to this valuable program, and currently up to six scholars can be supported each year. The requirement of a presentation of the research result ultimately led to the establishment of Student Research Day, an event that highlights student research across disciplines and includes oral and poster presentations. (SUMRS projects)

**Production of Scholarship**

**Faculty products**

Products of scholarly and creative engagement provide evidence of currency in discipline that is expected of faculty at IU East.

<table>
<thead>
<tr>
<th>Faculty Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>Articles</td>
</tr>
<tr>
<td>Book Chapters</td>
</tr>
<tr>
<td>Proceedings</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Articles accepted, but not yet published</td>
</tr>
<tr>
<td>Books accepted, but not yet published</td>
</tr>
</tbody>
</table>
Unfortunately, there has been no effective way to collect accurate data on scholarship productivity, except by manually going through all faculty annual reports. Numbers in the table above were hand-tallied by review of individual faculty annual progress reports, with the person doing the tabulating making decisions about what categories are represented by reported items. This chart also does not reflect products that fall into the category of creative works. Beginning calendar year 2011, annual faculty reports will be submitted using a university-wide electronic system. Data from those reports will be integrated into the Indiana University Information Environment (IUIE), and it will be possible to generate reports of scholarship productivity as well as many other facets of faculty work.

**Student products**

Students who receive SUMRS grants (described above) are required to present research results in a public forum. This requirement ultimately led to the establishment of [Student Research Day](#), an event that highlights all student research (not just SUMRS recipients). Many disciplines are typically represented through oral and poster presentations. The School of Nursing sponsors a separate Nursing Showcase to highlight the research accomplishments of students in this program.

In addition to the campus events, IU East supports students who travel to research conferences to give presentations. In recent years, students have participated in the Indiana University Undergraduate Research Conference, the Butler University Undergraduate Research Conference, and national, regional, and state conferences in various disciplines. These events, along with others, are part of the growing investment that IU East is making to foster student research.

**Public Acknowledgment of Achievements**

Through public acknowledgement of achievements, faculty and administrators become models of life-long learning. All internally funded faculty research grants require public presentations on-campus. These are scheduled throughout the academic year and draw audiences from the campus and community. In 2008 and 2009, the hiring of several tenure-track faculty members with established research agendas led to the presentation of a “New Faculty Research” seminar series in conjunction with a system-wide “Celebrate IU” month. (New Faculty Research Seminars 2008, 2009)

IU East’s YouTube video channel includes Faculty Excellence videos that are periodically featured on the IU East Home Page. ([Mohammed video](#), [Greer video](#), [McKinley video](#)) The weekly faculty and staff newsletter acknowledges research and creative achievements. On-campus research presentations are announced in this newsletter as well as on flatscreen monitors (Wolfvision) and weekly “What’s Up” flyers posted around campus.

IU East Office of Media Relations prepares news releases on a regular basis. Included in releases are stories about research and creative activities of faculty and students. These articles are frequently published in the local newspaper. The weekly faculty and staff newsletter includes links to online newspaper articles.
Tributaries is the campus literary magazine, housed in the English Department. Students in The Writers' Club have the opportunity to edit the magazine and choose the submissions that will actually be published. Any student enrolled in at least one IU East course when the call for entries goes out can submit poetry, fiction, or creative non-fiction. With the assistance of a faculty member, The Writers' Club then determines which submissions will be published. After the publication of the magazine, a nationally known writer is invited to campus and is asked to choose the top three entries in each genre. In the spring of 2011, Pulitzer Prize nominated author, Lee Martin judged the magazine and gave a reading of his work.

The Whitewater Valley Annual Art Competition is open to all citizens in the region, including students, professors, and independent artists. Entries number between 200 to 250 and come from as many as 40 universities, art organizations, art centers, and independent artists throughout the 300-mile radius around Richmond, Indiana. Jurors for the competition are drawn from major art publications and high profile curators. Unlike other art competitions, the judge critiques each entry with the artists present and able to hear the strengths and weaknesses of their pieces. Select pieces are chosen for display in the IU East galleries. Through the Whitewater Valley Annual Art Competition, artists have enhanced their careers through networking; recognition that has led to exhibitions, and commissions from the sale of their works.

University-wide and campus awards for outstanding faculty accomplishments in teaching, research, and service are presented annually. The quality of IU East faculty is reflected in the significant number of university-wide awards received through the years. A list of recipients 2000-2011 is provided. (Indiana University Awards)

Campus awards for teaching have been in place for many years, and are discussed in detail in Criterion 3. Since 2008, awards for excellence in service and in research, and an award for overall contributions, the Chancellor’s Faculty Award, have been added to the ways in which IU East recognizes accomplishments of its faculty. A list of recipients 2008-2011 is provided. (IU East Faculty Awards)

**Evaluation**

**Strengths**

- The 2009 Strategic Plan clearly emphasizes the importance of research and creative work for both faculty and students.
- The Center for Teaching and Learning is a strong professional development resource.
- IU East faculty receive a high level of support from the Indiana University Office of the Vice President for Research.
- Achievements of faculty and students are publicly recognized in a variety of ways.

**Opportunities**

- Products of faculty and student research could be tracked more accurately. Utilization of the system-wide electronic annual review for faculty will help.
- Faculty could benefit from a more formal structure and process for encouraging and supporting sponsored research and creative activity. The hiring of a Dean of Research and Graduate Studies will help.
Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The first Campus Learning Objectives, consisting of eight statements of expected knowledge and skills to be attained by IU East graduates, were developed as part of the 1989 strategic planning process. Revisions approved in 1998 resulted in seven objectives. The seven Campus Learning Objectives have remained unchanged since 1998, though they were reviewed as part of the General Education review (described below) in 2005, and were re-named “IU East Undergraduate Learning Objectives” in 2011, to reflect the need to differentiate undergraduate and graduate learning experiences.

Undergraduate Learning Objectives

1) Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.

2) Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.

3) Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.

4) Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

5) Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

6) Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.
7) Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

Within these objectives, the Assessment Academy Team identified numbers 3-7 as comprising general education that would be assessed campus-wide. Depth and breadth of knowledge (Objectives 1 and 2) are currently considered to be part of program objectives. The original General Education Assessment committee considered Objective 1, Breadth of Knowledge, to be something that would be assessed by programs at the end of a student’s coursework. However, in addressing the need to align General Education Assessment more closely with learning outcomes stated in the General Education Framework, the current committee will begin work in Fall 2011 to add the assessment of Objective 1 to the General Education Assessment package. (General Education Framework)

The existence of a well-defined General Education Curriculum and Framework is relatively new. Prior to 2007, acquisition of breadth of knowledge and skills was directed by the seven Campus Learning Objectives, rather than a set of courses that formed a general education core. Institutional degree requirements included basic skills courses in writing, mathematics, speech, and computer literacy. Courses enabling students to fulfill the Learning Objectives were chosen by individual programs, and assessment of these objectives was also the responsibility of faculty at the program level.

In Fall 2005, concurrent with a University-wide initiative to better define General Education for Indiana University, a General Education Review Committee was appointed by the Vice Chancellor for Academic Affairs, and charged with developing a General Education Framework for IU East consistent with policies being drafted at the University level. Lengthy discussion and debate followed, and in Fall 2006 new general education requirements were passed by Faculty Senate to be implemented for students beginning in Fall 2007. While the framework is course-based (consisting of 39 credit hours), it is closely tied to the Undergraduate Learning Objectives through the incorporation of measurable outcomes for each general education requirement. In this way, General Education at IU East can be described, not as a menu of courses, but as a set of skills and attitudes possessed by all graduates of its bachelor’s degree programs.

The Higher Learning Commission report from the 2001 reaccreditation visit cited assessment of general education as an area needing attention with a follow-up report required in 2007. In response to this needed attention, Indiana University East applied and was accepted as a member of the HLC Assessment Academy in 2007. Assessment of General Education is one of our ongoing Assessment Academy projects. Details of the process and results of General Education assessment can be found in Criterion 3 of this self-study.

With the ongoing development of master’s programs, the need to distinguish between the characteristics of undergraduate and graduate learning became apparent. The IU East Graduate Affairs Committee has drafted a set of Principles of Graduate Education to be reviewed, discussed, and ultimately approved by the campus. (Principles of Graduate Education) These principles will then be used to guide assessment of individual degree programs.
LEAP

Recognizing that there is little consistency in general education coursework among the IU campuses, but substantial agreement on the goals of general education across campuses, a 2010 report from the Office of the Associate Vice President for University Academic Planning, General Education at Indiana University - Context, Content and Competencies, encouraged campuses to consider adopting the American Association of Colleges and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes. After examining and discussing the LEAP outcomes, and recognizing the congruence with IU East’s Undergraduate Learning Objectives, in March 2011, the IU East Faculty Senate endorsed a resolution to support University Faculty Council’s Proposed Endorsement of the LEAP Essential Learning Outcomes.

Intellectual inquiry

Undergraduate Learning Objective #5 focuses on intellectual inquiry as a skill to be demonstrated by all IU East graduates at the bachelor’s level.

5) Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

The table below provides data from NSSE surveys between 2004 and 2009 that indicate students are experiencing instruction that supports the inquiry skills demanded in this learning objective.

Responses from senior year students taking the 2009 survey are shown in the table below. Complete Means Summary Reports are available on the Academic Affairs webpage.

<table>
<thead>
<tr>
<th>Senior student responses to Mental Activities questions 2010</th>
<th>2010 comparison of IUE mean scores with peer and with all NSSE participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</td>
<td>IUE</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td>3.43</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>3.30</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>3.21</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>3.35</td>
</tr>
</tbody>
</table>

*statistically significant
Degree programs include courses or experiences that provide opportunities for students to think critically about content, engage in research, and/or apply knowledge in realistic settings. Examples include capstone courses, research methods courses, and integrative experiences (student teaching, nursing clinicals, case studies, exhibitions/performances).

In Fall 2012, all freshmen will be administered the ETS Proficiency Profile as another assessment of student learning, critical thinking in particular. It will be given again to the same group in four years. This will become the assessment tool for the Voluntary System of Accountability (SVA). Every freshmen class will subsequently participate in this evaluation.

At the master’s level, the expectation of intellectual inquiry is more robust. Graduation requirements for the MS in Education include action research in a classroom setting leading to a thesis. In Social Work, MSW candidates are expected to develop advanced competence in practice through the completion of over 900 clock hours of practicum experience. Newly proposed Master’s degrees in Management and in Nursing also require students to analyze and synthesize information as they engage in the creation of management plans, or carry out research projects in selected areas of nursing.

**Evaluation**

**Strengths**

- Undergraduate Learning Outcomes are clearly stated.
- The General Education Framework provides a structure for meeting Undergraduate Learning Outcomes.
- The implementation of a variety of assessment tools is providing data on which improvements in general education can be based.
- Program curricula include opportunities for students to develop critical thinking and inquiry skills.
- Graduate programs require greater levels of performance related to advanced practice or inquiry in the discipline.

**Opportunities**

- Adoption of LEAP Essential Learning Outcomes would provide an opportunity to review IU East’s General Education Framework within a national context.
- The ETS Proficiency Profile, to be implemented in Fall 2012, will provide another source of data on attainment of critical thinking skills.
- Schools should begin the integration of the new Principles of Graduate Education into existing master’s programs.
Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Program curricula prepare students to live and work in a global, diverse, and technological society. The appropriateness of curricula for achieving this purpose is evaluated internally through program assessment (see Criterion 3), through analysis of student perceptions (based on data from NSSE), and through input from external sources.

Program Learning Objectives

Learning objectives for each program are presented in their respective assessment plans. Among these objectives are those that illustrate the expectation that students will acquire the knowledge and skills necessary to function in a diverse, technological and global society.

Some examples:

School of Business and Economics
- Analyze a Global Business Case taking into account international business practices and requirements . . .
- Use technology for finding and presenting information.

BA and BS in Communication Studies
- ability to use technology to develop and produce written and oral projects
- thoughtful engagement with important issues in the contemporary world

BS in Nursing
- a culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities
- a politically aware individual who participates in the profession and the practice of nursing with a global perspective

Applied Practice

The School of Education requires extensive field experiences for students at all levels. As students progress through their programs these field experiences provide for increasing amounts of responsibility in working with K-12 students in school settings. Students are assigned to classrooms in schools with whom the School of Education has agreements, and are supervised by cooperating teachers who have gone through training to become familiar with School of Education processes and learning outcomes. Students are assigned to a variety of schools and grade levels throughout their programs including placements in urban, suburban, and rural school corporations.
Nursing students are provided opportunities to apply didactic theory and skills in a variety of settings. Clinical settings reflect societal needs, current trends, and are consistent with program outcomes. Students have the opportunity to use critical thinking skills and technical skills with clients across the lifespan. Clinical experiences encompass clients from varying cultures and socioeconomic backgrounds. Students have the opportunity to develop independent and collaborative decision-making skills through interactions with other essential health care personnel. Clinical experiences across the semesters promote learning in a manner consistent with the student’s skill and knowledge levels. Moving from simple to complex, the student is challenged to employ and build upon current skills. A major strength of the BSN program is the diversity of clinical experiences afforded through the use of 40+ clinical sites. (Nursing Clinical Sites) A majority of acute and chronic care experiences are provided by Reid Hospital and Health Care Services, located adjacent to the IU East campus. Students at Reid Hospital have experience in general adult health, orthopedics, oncology, pediatrics, mental health, maternity, critical care, and emergency care. Community-based learning is also an integral part of the BSN student experience, including the RN to BSN mobility option.

For Bachelor of Social Work students, the process of moving from social work student to social work practitioner is facilitated by a systematic educational process that interconnects and creates application between field and academic instruction. The Council on Social Work Education (2008) describes field education as the “signature pedagogy” of social work education (p.8). The signature pedagogy is social work education’s primary mechanism of instruction, knowledge acquisition, and socialization of social work students into the profession. It is through this interplay of field and classroom that students synthesize and integrate social work theory and practice. The primary intention of this educational model is to purposefully connect the essential elements of the conceptual classroom with the diverse, complex practice settings of the social work profession. In order to facilitate student learning, the field education environment and experiences are systematically developed, supervised by competent practitioners, and then coordinated and evaluated to promote student achievement of BSW program competencies. Students in the undergraduate program engage in two practicum courses for developing competencies in generalist practice. Practicum courses are designed to provide practice experience by engaging students in practice with systems of various sizes and two differing types of fields of practice. These courses are based on a strengths perspective model, and they maintain a focus on the person-in-environment fit, with particular attention given to both the helping process and development of internal and environmental resources for social functioning.

In other degree programs, internships or practica may be required or offered as options for students. For example, the minor in Entrepreneurship requires students to complete BUS-W 408 Small Business Practicum, and the BS in Biotechnology requires BIOL-L 498 Internship. Other programs, such as Informatics and Communication Studies offer Internship credits as options in the major.

**Promoting Social Responsibility**

Curricular and co-curricular activities provide opportunities for students to engage in projects that foster social responsibility. Most student organizations on campus are involved in social action projects either on campus or in the community.
**SIFE**

*Students in Free Enterprise* is a global non-profit organization that establishes student teams on university campuses. SIFE participants draw on knowledge and skills gained in their academic programs, working with faculty advisors and local business professionals to implement projects that create real economic opportunities for the community. Examples of business and non-profits that students have assisted include: Habitat for Humanity, Lowe’s, Sam’s Club, and Washington Township Waste Management.

The IUE SIFE team has been awarded high placement in regional competitions and has been in the top twenty in the nation for student involvement in entrepreneurship and sustainability.

Recently, an IU East Business Administration junior received one of three Jules and Gwen Knapp Ambassador Scholarships from Students in Free Enterprise (SIFE) USA. The national scholarship recognizes the leadership, teamwork and communication skills developed in SIFE students.

**Service-Learning**

Many programs and courses require students to participate in service-learning activities. Their work has benefited such local organizations as Amigos, Boys and Girls Clubs, Townsend Community Center, Wayne County Minority Health Coalition, and the Early Learning and Family Literacy Center.

**American Democracy Project**

This national initiative is designed to assist students in achieving a greater engagement in civic life and responsibility. IU East has participated in this project since 2005, and since that time approximately fifty students have been involved in activities both on campus and in the community. Students in ADP have been very active in preparations for recent elections by initiating ‘get out the vote’ panels with state and local candidates. They also sponsored a panel addressing the role of super delegates in a presidential election. Other events hosted by students in ADP include a student-led panel on the effects of Hurricane Katrina, and an event on freedom of the press that included a panel of staff and reporters from the local newspaper. Members of the IU East ADP have also attended five national ADP conferences.

**Champions of Character**

IU East participates in the National Association of Intercollegiate Athletics (NAIA) Champions of Character program. The goals of this program are to promote integrity, respect, responsibility, sportsmanship and servant leadership in student athletes. IU East athletes have participated in a variety of community projects as part of this program. Indiana University East has received a 5-Star Champions of Character Award in each of its three years of participation in the NAIA. In addition, the Men’s Basketball team has received the national Champions of Character Team Award for the 2008-09 and 2010-11 seasons. The team was selected to receive these honors out of more than 100 institutions that compete in NAIA Division II men's basketball. The Men’s
Golf team and the Women’s Golf team also received these awards for the 2010-11 season. IU East's golf teams were selected to receive this honor out of almost 200 institutions that compete in NAIA golf.

**Earth Day Celebration**

In April 2009, 2010, and 2011, IU East hosted the community’s annual [Family Earth Day Celebration](#). Student members of the IU East Environmental Club were leaders in organizing these events. In 2010, the celebration included over 60 booth displays and educational information from environmental organizations, with more than 3,500 attendees.

**Student Perception of Relevance of Learning Experiences**

The National Survey of Student Engagement provides data that reflect students’ assessment of how learning experiences have contributed to their growth in areas that relate to technology, diversity, and social responsibility. Sample data are provided in the tables below. Complete summary data are available on the IU East [Office of Academic Affairs website](#).

### Senior student responses to Educational and Personal Growth questions 2010

<table>
<thead>
<tr>
<th>Area</th>
<th>IUE</th>
<th>Peers</th>
<th>NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using computing and information technology</td>
<td>3.53</td>
<td>3.21*</td>
<td>3.33*</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>3.40</td>
<td>3.17*</td>
<td>3.19*</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>2.88</td>
<td>2.65*</td>
<td>2.69*</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>2.92</td>
<td>2.80</td>
<td>2.83</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>2.66</td>
<td>2.40*</td>
<td>2.52</td>
</tr>
</tbody>
</table>

* statistically significant

**External Feedback**

In designing and revising programs that will serve students well in their professional work lives after graduation, faculty are attentive to external constituencies.

**Alumni and employer surveys**

Some schools and programs make use of alumni and employer feedback to obtain information about success of graduates. The School of Nursing uses both alumni and employer surveys, and will be transitioning to the use of Educational Benchmark, Inc. (EBI) to facilitate collection of data from these sources on a 2-3 year cycle. Programs in the School of Humanities and Social Sciences have used alumni surveys, but not on a consistent basis. The School of Education has
used surveys in the past, but is moving to the use of focus groups for school principals (the predominant employer of graduates) and for alumni.

**Accreditations and Program Reviews**

Four schools/programs are accredited by professional accrediting organizations:

- Elementary and Secondary Education undergraduate programs - National Council for the Accreditation of Teacher Education (NCATE)
- School of Business and Economics - Association of Collegiate Business Schools and Programs (ACBSP)
- Bachelor of Science in Nursing (including the RN to BSN mobility option) - National League for Nursing Accrediting Commission (NLNAC)
- Indiana University School of Social Work programs (undergraduate and graduate) - Council on Social Work Education (CSWE)

Criteria and standards for accreditation by these groups assure that programs are relevant and represent best practices in the professions that their students will enter. The most recent reports from these accrediting bodies will be available for team review on-site.

Programs in the School of Humanities and Social Sciences and the School of Natural Science and Mathematics are reviewed as part of the external review process for those schools. Occurring on a five-year cycle, these reviews are carried out by teams that include two external evaluators and one tenured IU East faculty member from another School. Processes and criteria are well defined for external review. (School and Program Review Process)

**Advisory Boards**

Schools have advisory boards, made up of internal and external constituencies. These boards provide feedback about programs, performance of graduates, and needs of the community.

**School of Humanities and Social Sciences**

The purpose of the HSS Board of Advisors is to support and help advance the mission, vision, strategic plans, and long-range objectives of the Indiana University East School of Humanities and Social Sciences.

The HSS Board of Advisors is made up of members who work in areas of the various disciplines in the School, or at least are connected to those areas. The board meets two times a year. This board is only one year old, so its first year was devoted to building the team and receiving some input on fundraising and developing internships. Board members are eager to play an active role and plan to have working sessions at each meeting. It is hoped that as the role of the board evolves, working groups or committees will become involved in assisting with program review and revision.
School of Nursing

The School of Nursing Advisory Board consists of nursing executives or their designees from area hospitals and clinical agencies, a local physician, and an emeritus nursing faculty member. These individuals meet at least twice yearly and provide feedback regarding the BSN program, its students, and its graduates. For example, members were asked for input about the clinical dress code policy. This information was then used in decision-making for policy revision. These individuals also participate in on-going conversations regarding the program via phone and electronically. The School faculty and the Board discuss the “product” the School produces and Board members provide feedback on how well these students perform once placed in their facilities. Discussion topics include health care trends and how these affect the Nursing programs and the health care arena’s needs for IU East Nursing graduates.

School of Education

The School of Education (SoE) advisory board is composed of school administrators, community members, professional school faculty, teachers, Ivy Tech faculty, and education students.

The whole group meets each spring. Throughout the year, Task Forces meet via small group and email to address issues of diversity, assessment, professional development, special education, recruitment, retention, and marketing. The Dean sends an annual fall letter updating board members on changes from the past year and goals for the current academic year. The Dean sends an annual fall letter updating board members on changes from the past year and goals for the current academic year.

Board members support analysis of program assessment data and provide input to programmatic changes such as the Secondary Intern Program. For example, at the Spring 2011 meeting they gave input into the new Teacher Performance Assessment System, and those changes are being incorporated into this assessment tool.

When Board members are providing input or analyzing data with School faculty, the framework is always the SoE conceptual framework that includes “Teacher As Global Citizen.” Also, they have a broad understanding of the NCATE standards. Diversity and technology are integrated throughout these standards. Those involved with education (actually the majority of the board) are familiar with 21st Century Skills so they also use that perspective when providing feedback.

School of Natural Science and Mathematics

The advisory board in this School has recently been appointed, and a mission statement has been adopted.

The Board of Advisors exists to support the School of Natural Science and Mathematics of the Indiana University East (IU East) to ensure the continued strength and vigor of the School. With a comprehensive understanding and active advocacy for the School’s mission, operations and aspirations, the Board of Advisors will work to advance the School of Natural Science and Mathematics as one of the state’s leading schools in Science and Mathematics.
However, the group is so new that it has met only once; plans are for it to become more active in Fall 2011.

School of Business

The School of Business will establish an advisory board in Fall 2011. Many of the School’s initiatives (described in Criterion 5) involve participation of community business leaders. Regular interaction with these individuals provides a mechanism for receiving feedback about programs and about how well graduates are prepared for careers in the business world.

Evaluation

Strengths

- Program learning objectives reflect the importance of preparing students for work within a global and technological society.
- Schools receive input from external constituencies, including professional accreditors and local advisory boards.
- Opportunities exist for real world practice in professions, and for activities that promote social responsibility.

Opportunities

- Program learning objectives could be more prominently displayed on School websites.
- Schools with recently established advisory boards should develop strategies to maximize the input and advice from those groups.
Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

IU East is committed to creating an environment in which faculty, students, and staff act responsibly in their pursuit of knowledge. Clear policies and procedures exist to protect human and animal subjects in research and to prevent research misconduct. Rules and guidelines for appropriate academic conduct are described in the IU Faculty Handbook and the IU Code of Student Rights, Responsibilities, and Conduct. Resources to assist faculty can be found on the IU East Office of Academic Affairs webpage and the webpage of the IU Office of the Vice President for Research.

Ethical Conduct in Research Activities

The Institutional Review Board for the Protection of Human Subjects (IRB)

Pursuant to federal law and University policy, all research involving human subjects conducted by IU East investigators must be reviewed and approved by the Indiana University East Institutional Review Board (IRB). The Board is established under and pursuant to the letter of assurance between Indiana University and the Department of Health and Human Services (HHS), as an institutional review board (IRB) under title 45 CFR, 46.103 of the HHS Regulations. The Board has the authority to:

- Review all funded and unfunded research by faculty, students, or staff that involves the use of human subjects prior to the beginning of the research.
- Determine the type of review (exempt, expedited, or full committee) the research requires.
- Disapprove, modify, or approve research proposals based upon the consideration of the protection of human subjects.
- Suspend or terminate a research project.
- Require progress reports and perform such monitoring it deems necessary.

The Board is directly responsible to the IU Office of the Vice President for Research and through that office to the President of Indiana University. The Board coordinates its actions and policies with those of the Indiana University Policy Committee on the Protection of Human Subjects in Research. Minutes of each Board meeting are kept by the Board chairperson and are kept in perpetuity. All proposals are kept for three years after the completion of the research.

The IRB keeps the campus informed of the requirements for conducting research with human subjects and of IRB processes, procedures and deadline through web pages linked to the IU East Academic Affairs website.

As shown in the figure below, the IRB has approved a variety of faculty research projects over the years.
Indiana University East has been certified by the United States Department of Agriculture as a Class R Research facility, certificate number 32-R-0048. An Institutional Animal Care and Use Committee (IACUC), established in 2008, provides oversight for animal safety at Indiana University East. Faculty and students who wish to engage in any research involving animals must have approval from this committee before beginning the project. Additionally, anyone who plans to bring an animal to campus for class observational purposes must also have committee approval. In establishing the committee, the Director of Laboratory Animal Resources at Indiana University provided extensive training for the committee with regard to US Government Principles, the Animal Welfare Act, reporting requirements, and the expectations for the IU East IACUC. As obligated by the USDA and AWA registration, the committee submits an annual report, detailing regulated activities that took place in the previous fiscal year. IUE undergoes regular USDA inspection. Since the formation of the IACUC, four protocols have been approved by the USDA. These protocols are reviewed and updated for the IACUC meeting every six months, and numbers of participatory animals are submitted to the USDA yearly.

Policy on Financial Conflicts of Interest in Research

The Indiana University Handbook (5.6) sets policies and procedures for avoidance, disclosure, management, and resolution of financial conflicts of interests regarding research carried out by members of the University community. Individual campuses have the responsibility for adopting procedures consistent with this policy and with state and federal law.
Policy on Conflicts of Commitment Involving Outside Professional Activities

The IU Academic Handbook (5.7) addresses academic appointee’s involvement in professional activities outside the university appointment, and establishes policies for disclosure and regulation of such activities. On the IU East campus, faculty are required to submit a Disclosure of Outside Activities form to their Deans early each fall, and to update the form as needed throughout the academic year. (Disclosure Form) Deans have the authority to approve or disapprove a faculty member’s outside activities. Copies of these forms are kept in the Office of Academic Affairs.

Intellectual Property Rights

The Indiana University Handbook (5.9) includes the University statement of principles on intellectual property, and a policy that governs patentable intellectual property, traditional works of scholarship, university works, externally funded works, and on-line instructional materials.

Research Misconduct

The Indiana University Academic Handbook (5.10) defines research misconduct as: fabrication, falsification or plagiarism in proposing, performing, or reviewing research, or in reporting research results. The Handbook clearly describes the procedures for reporting, inquiry, investigation, and resolutions of the cases. The IU Office of the Vice President for Research is responsible for the overall implementation of this policy.

Policies on Ethical Conduct in Instructional Activities

IU Handbook (1.2.3.2.II)

Teaching. A teacher encourages the pursuit of learning in students, holding before them the best scholarly standards of the discipline. Respecting students as individuals, the teacher seeks to establish a relationship of mutual trust and adheres to the proper role as intellectual guide and counselor. The teacher makes every effort to foster honest academic conduct and to assure that the evaluation of students’ scholastic performance reflects their true achievement, with reference to criteria appropriate to the field of study. Any exploitation of students for private advantage is rejected and their significant assistance is acknowledged. The teacher protects their academic freedom and serves as an example of this principle by assuring that each student and colleague is free to voice opinions openly and to exchange ideas free from interference.

The Code of Student Rights, Responsibilities, and Conduct states that:

The classrooms, laboratories, libraries, and studios are the essential learning environments of the university, and the freedom to learn in these environments should be promoted and encouraged by instructors.
A list of statements elaborates on specific rights. Along with these rights, comes responsibility for maintaining academic integrity. The Code is specific about what constitutes academic dishonesty, and processes and procedures that apply to such cases.

**Developing Student Skills and Attitudes**

IU East’s academic and co-curricular programs develop student skills and attitudes fundamental to responsible use of knowledge. Students are introduced to these issues early—in the First Year Seminar (FYS), and in each of the Freshman Composition classes (W131 and W132). In FYS, students are introduced to academic honesty through discussion of the Code of Student Rights, Responsibilities, and Conduct. Composition classes emphasize the importance of properly citing work of others. Writing Center staff reinforce this process as they work one-on-one with students. Throughout their programs, students are often reminded in course syllabi of expected behaviors and consequences related to plagiarism and other forms of cheating and dishonesty. Every student and faculty member has free access to Turnitin (plagiarism detection software). Some faculty use this as a teaching tool, asking students to monitor their own writing, and others use it as a detection tool when grading final products of student writing. Handouts on the CTL website provide guidance for faculty and students in using this tool. In spite of these efforts, plagiarism remains a concern, as several incidences are reported to the Dean of Students each semester.

Many degree programs offer courses that focus on research in the discipline; in some cases these are required for graduation. Examples are: research methods courses (Psychology, Communications), independent research courses (Criminal Justice, Biology), or capstone/senior seminar courses (English, Behavioral and Social Sciences). Nursing undergraduates focus on research in a variety of ways during their program. Required courses include those that cover research methods as well as application and evaluation of existing research in the field.

Education undergraduate programs stress the importance of ethical and professional behavior throughout the required clinical experiences. The National Education Association Code of Ethics and the IU East School of Education Assessment of Professional Potential (APP) are introduced in the first Educational Foundations course. The APP is a tool for assessing student behaviors in the areas of Personal and Professional Responsibility, Social, Emotional and Physical Well-Being, and Interpersonal Relationships. Each student signs a form stating that he or she has read and agrees to follow these professional ethics.

Nursing students are held to the professional code of ethics for nurses (found on the American Nurses Association website). Students learn of the Code as they learn of ethical expectations and ethical decision making in their first nursing course. Subsequent courses reinforce the importance of the Code, and extend discussion to the topic of ethical behavior as it related to the protection of human subjects. Students are also evaluated on ethical performance within the clinical arena. One of the Nursing program outcomes is to be a beginning practitioner whose actions are consistent with professional legal and ethical standards. For program evaluation, student progress is documented on clinical evaluation tools. There is at least one assignment per year that is designed to demonstrate this outcome and its associated competencies.
Student research or applied practice, whether in the classroom or outside that structure, is overseen by IU East faculty or staff. Faculty provide mentoring and guidance in the use of laboratory facilities and equipment; librarians or library staff instruct students in research strategies and ethical use of information; clinical faculty (both full-time and adjunct) supervise students in applied practice in medical or K-12 settings.

**Evaluation**

**Strengths**

- Indiana University has clear policies on ethical conduct of research.
- The IU East Institutional Review Board provides excellent assistance for faculty doing human subjects research.
- IU East has had no negative actions taken in response to required reporting regarding conflict of interest in research.
- IU East has had no instances of research misconduct.
- IU East’s Animal Care and Use practices are approved by the USDA.
- Program curricula provide experiences to assist students in developing skills and attitudes that promote ethical application of knowledge.

**Opportunities**

- There will be continuing need to place emphasis on anti-plagiarism instruction and tools, and to develop new approaches to this national problem.
- Faculty should be reminded of the importance of reporting instances of academic dishonesty according to procedures specified by the Student Code.

**Criterion 4 Conclusion**

Information presented in this chapter demonstrates that Indiana University East meets and exceeds the expectations of Criterion 4.

As a result of its changed mission, now focusing on baccalaureate and masters degrees, IU East has placed increasing emphasis on research and creative work of both faculty and students. The creation of a “culture of research” has been achieved through adjustment of faculty teaching loads, increased interaction with the Indiana University Office of the Vice President for Research, increased involvement of students in both faculty research and creative work and their own projects, and public recognition of accomplishments. IU and IU East policies protect the right to freedom of inquiry, and insure that the discovery and application of knowledge is carried out in a legal and ethical manner.

A life of learning for faculty and staff is promoted through opportunities for professional development provided both locally and system-wide.
Through a broad program of general education and rich opportunities for learning inquiry skills, practical application of knowledge, and involvement in community projects students gain the tools they will need to succeed in a global, diverse, and technological society in which continued learning will be essential. Program learning objectives reflect these skills, and assessment plans for general education and academic programs point the way to continuous feedback and improvement.