

CHAPTER FIVE

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Criterion Statement: *The University of Southern Indiana 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.*

One important element in support of lifelong learning is showing students that University faculty, staff, and administrators value learning in its many forms and that they continue to study, learn, and teach regardless of their rank, age, or experience. Furthermore, students take note when the University rewards and celebrates these efforts as important and worthy of recognition. No matter how much we do, there remain challenges to do more and to do it more effectively, particularly in a cultural climate that gives more attention and money to entertainment than to education. Involving students in research projects, as regularly happens in many USI programs, getting students excited about intellectual pursuits, and recognizing their successes all contribute to creation of a different climate: one in which learning is shown to be valuable by the time, money and attention we devote to it; one in which it is “cool” to be intelligent and knowledgeable, to strive for and to accomplish much in a lifelong quest for learning, knowing, and sharing that knowledge.

The University of Southern Indiana states its dedication to preparing students for a rich life of learning in the following excerpt from the University’s mission statement:

“Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.”

Preparation for living wisely happens both in and outside the classroom. Internships, service learning, research projects, and other co-curricular activities are vital to the development of the complete individual. University faculty and staff have an obligation to themselves and to each other, as well as to students, to engage in scholarly endeavors, applied research, or service to the community in ways that enhance their own lives and model these behaviors for students.

Service to the region and the state is the primary foundation upon which the principles of the University of Southern Indiana are built, and this value is upheld by the University faculty, staff, administration, students and Board of Trustees. This service takes many forms, including economic development programs such as the Center for Applied Research and Economic Development (CARED), opened in early 2006 to provide a mechanism through which the University can use its expertise to help bring practical solutions to problems

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that inhibit economic development in the region. Both students and faculty will work through CARED to serve business constituents throughout the region.

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

4A.1: Many professional development opportunities are available to administrators, faculty and staff.

Division of Academic Affairs

Academic Affairs has provided periodic development sessions for faculty and academic administrators and support staff. Topics for support staff have included understanding the nexus between personality types and interaction styles, and the importance of confidentiality in handling personnel material. Because the staff have frequent electronic mail and telephone contact with each other, these sessions served to increase personal contact and cooperation.

Academic Affairs holds an annual retreat for deans, department chairs, and program directors before the beginning of each academic year. In recent years retreat sessions have facilitated communication about processes and policies, brought in speakers to discuss the legal issues in recruiting and evaluating faculty, and invited peers to share their understanding of the connections between teaching effectiveness and student learning.

In addition, Academic Affairs has supported deans and department chairs to conferences on the work of higher education administration (sponsored by Kansas State, American Council on Education, and Council of Colleges of Arts and Sciences, among others). Those who attend these conferences are requested to bring information back to their peers. The fall 2006 University meeting speaker was identified by program directors and chairs who had heard him at a conference and wanted their colleagues to hear the same presentation.

USI encourages faculty and staff to attend and participate in seminars and professional meetings. Much of the funding for travel to scholarly seminars and professional conferences is developed through the USI Foundation. The efforts of the Foundation are detailed in 2B.3. The Supplemental Travel for Teaching program provides funds to supplement other University resources for faculty members' trips to teaching-oriented conferences and workshops. The goal is to encourage faculty to develop new and innovative teaching skills.

Finally, though less ideal as a mode of communication, audio conferences on topics such as First Year Programs, and the work of department chairs have been sponsored by Academic Affairs.

Excellence through Engagement - During 2004 Academic Affairs was awarded a \$2.5 million grant by the Lilly Endowment with the goal of the “Recruitment and Retention of Intellectual Capital.” Statewide concern about the “brain drain” from Indiana and the challenge of recruiting the best students and faculty to Indiana institutions prompted the Lilly Endowment to offer institutions these grant monies. The campus title for the grant is “Excellence through Engagement” because many of the initiatives seek to involve students and faculty in learning activities beyond the classroom. Among the components are:

- Summer Research Fellowships for tenure-track faculty in their first three years of tenure eligibility. These fellowships provide a \$7,000 stipend for 10 weeks of the summer session to give junior faculty an opportunity to build their scholarship portfolio. They are restricted from teaching during those 10 weeks and required to submit a report at the end of the fellowship period on the work they have completed. This competitive fellowship has drawn almost 20 applicants for each of the past two years with funding available for a total of 16 applicants across those two years.
- Enhanced sabbatical opportunities to supplement a relatively meager sabbatical program. Tenured faculty are required to submit a proposal that incorporates one of the approaches of Boyer’s four domains of scholarship (teaching, integration, discovery, and engagement) for their sabbatical project. During the two years this opportunity has been available, four faculty have been awarded these sabbaticals.
- A regional leadership program called “Connect with Southern Indiana” gives individuals from the surrounding nine-county region, as well as USI faculty and staff, an opportunity to develop the critical thinking skills needed to address regional issues. One of the goals of the program is to provide participants the encouragement and confidence to get involved in their home communities.
- Graduate student research support grants provide the first institutional support for graduate students to travel to professional conferences and present research, participate in workshops, and other activities important to their development as professionals.

Faculty Research and Creative Work Awards - Proposals are accepted for creative work, applied research, and basic research. Proposals to initiate new research or creative work, continue research or work in progress, or complete a project are eligible for funding. Individuals or groups of USI faculty may apply for the awards. Request for proposals is promoted through the Provost’s Office and the Office of Grants and Sponsored Research.

CTLE - The USI Center for Teaching and Learning Excellence (CTLE) promotes effective teaching and faculty development and facilitates the University community's efforts to provide effective learning experiences for students. The CTLE functions as the faculty development arm of the University. Some of its services are:

- Serves as a clearinghouse for information about activities, resources, and projects related to the enhancement of teaching and learning.

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- Acquires and distributes grant monies for new course development, assessment of student learning, exploration of innovative teaching methods, and/or research on issues related to teaching and learning.
- Provides workshops designed to enhance specific teaching skills for both full- and part-time faculty.
- Conducted the CTLE Fellows program to encourage faculty to develop expertise in their areas of interest and share that expertise with fellow teachers.
- Provides support in addressing special teaching and learning needs.
- Provides assistance to new faculty.
- Develops a synergistic relationship between the various campus resources directed toward teaching and learning.

A compilation of faculty development activities can be found in The Resource Room.

Instructional Technology Services - Instructional Technology Services offers several professional development benefits to the campus community. Activities are promoted through a variety of outlets including but not limited to brochures, emails, and a significant Web presence. Some of the activities offered through Instructional Technology Services include:

- presentation support--equipment loans, deployment, troubleshooting, and training
- technology training
- satellite and multi-point video conferencing
- multimedia services including video production, photography, scanning, CDROM authoring, transparency creation, poster-making, and lamination
- audio- and videotape duplication
- instructional videotape lending
- distance education development and coordination through the USI Learning Network

Computer Services - Computer Services provides support and professional development for faculty, staff, and students. This encompasses support and professional development for administrative and academic computing, Local Area Network (LAN), microcomputer hardware and software, presentations, Internet applications, telecommunications, and various software applications.

Extended Services - The USI Division of Extended Services complements the University's traditional role by providing and facilitating quality educational, research, and technical development and support for people, groups, and organizations. In addition, activities that support and promote individual well-being, social and cultural enrichment, economic opportunity and regional development are included. Many of these outreach programs are described in Criterion 5. Within the University, Extended Services offers a comprehensive staff development program in cooperation with Human Resources and Instructional Technology Services. Some included programs are:

- The faculty/staff fee waiver program provides access to Extended Services noncredit programming at a reduced (or no) cost. This program extends to

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wellness and leisure activity courses, as well as those related to professional development.

- Registration for training developed by Human Resources and other departments is facilitated by Extended Services via its Web site, registration software, and expertise in short course management. An example of an extensive training effort in the past year is that for the conversion to new software for USI's human resources, finance, and student records systems.
- Extended Services develops courses upon request for USI staff and departments. A recent example is a short course on taking notes and minutes at meetings developed at the request of the provost.

Library - The David L. Rice Library supports the mission of the University of Southern Indiana by assisting the instruction and research efforts of the University's students and faculty through the provision of appropriate collections and responsive services.

The following are a few of the general areas in which the library, as a service unit, provides faculty and staff with professional development:

- Rice Library provides course-integrated instruction and individual consultation to assist users in identifying, locating, and interpreting information in a variety of formats. The provision of instruction is intended to assist users in becoming more critically aware, self-confident information consumers and researchers.
- The selection, cataloging, management, and evaluation of information resources is undertaken to support present and future programs of the university. Ongoing review and evaluation of library resources and services are carried out in collaboration with the University community to determine the nature of information resources and services needed.
- The library uses appropriate technology to make services and resources available to members of the USI community on campus and in remote locations, in support of distributed education as well as on-campus courses. The library makes use of the campus Web site to provide information, to further communication, and to facilitate access to online resources.
- The library shares information resources with local, state, national, and international communities, and librarians attempt to anticipate and respond to new trends in scholarship, instruction and the communication and delivery of information as these affect libraries.

*The generous support of the community in helping to support discovery and application of knowledge is evidence of our status as a **Connected Organization**.*

College-Specific Opportunities - Each college at USI has its own development opportunities and activities. The following is a representative sample of some of these activities:

College of Business

- Summer Research Grants – Every summer faculty submit research project proposals, and a committee decides which faculty members receive these awards. This opportunity has been in existence since 1993. Dollar amount for each grant = \$7,500 plus student assistance of 20 hours per week for 10 weeks.
- Travel support for faculty members to present papers or to attend a conference as an officer of a professional organization, track chair, or paper discussant; to attend teaching conferences; and to attend accrediting body (AACSB) conferences are provided periodically.
- Faculty support for development through service activities – use of expertise to address issues in the local area which may be supported by a requesting organization – for projects that may require purchase of materials, mailing surveys, etc, faculty may receive stipends (\$70 per hour) plus amounts to cover software, mailing expenses, etc.
- Publication incentives (\$100 per refereed journal article) which can be used for professional development, e.g., travel support to conferences or book/software purchases.
- Regular research seminars sponsored by the College of Business Research Improvement Committee – encompasses topic discussions, presentations on using statistical analysis software (e.g. SAS), research paper presentations.
- Regular teaching-related seminars sponsored by the College of Business Teaching Improvement Committee – encompass discussions on technology in the classroom, assessment of teaching, teaching methods.

Bower-Suhrheinrich College of Education and Human Services

Throughout the college, faculty receive travel support for local, state, national, and international conferences aimed at increasing their productivity in teaching, scholarship, and service, as well as professional practice where appropriate. Faculty and departmental staff are supported in attending a variety of continuing education opportunities at the University of Southern Indiana, including those designed to build skills in using computer applications and instructional technology.

Additionally, these departments provide special opportunities:

- **Teacher Education** holds an annual faculty luncheon at which an hour-long workshop for instructors (both full time and adjunct) who teach the same course is followed by discussion of course objectives, assignments, and assessments over lunch.
- **Social Work** holds an annual faculty retreat focusing on a variety of teaching, learning, curriculum, and self-development issues.
- **Physical Education** ensures that each full-time instructor has an annual professional development meeting with the chair to discuss teaching, research, and service goals for the coming year.

Pott College of Science and Engineering

The Pott College of Science and Engineering encourages and supports faculty development through Pott Foundation Faculty Development Awards. Members of the faculty may submit proposals for any faculty development projects or activities in teaching, research or service consistent with College guidelines for promotion and reappointment. Proposals to initiate, continue, or complete development projects are eligible for funding. Potential for faculty development and benefits of the project to the college, department(s) and/or individual(s) are essential factors in award decisions, with highest priority being given to proposals which have the broadest impact on college-wide or department-wide faculty development.

The Pott College of Science and Engineering also has available funds to support research endeavors by college faculty. These funds are administered through the Science and Engineering Research Grant Award Program. With these awards, the college encourages and supports faculty scholarship. Proposals for applied or basic research are welcomed. Proposals to initiate new research, continue research in progress, or complete a project are eligible for funding.

College of Liberal Arts

In addition to faculty development support available for conference participation, the College of Liberal Arts encourages and supports faculty development through College of Liberal Arts Faculty Development Awards (CLAFDA), intended to enhance faculty members' professional standing and improve their teaching skills through projects that may be intra-disciplinary or interdisciplinary in nature. In addition, faculty members may apply for one of four research awards available each fall and spring semester. These awards provide a one-semester, one-class reduction in teaching for a well-defined project that leads to a specific intellectual or creative product.

College of Nursing and Health Professions

Part of the mission statement in the 2003-2008 College of Nursing and Health Professions strategic plan states that the school will create an atmosphere to optimize faculty and staff professional development. To achieve this expectation, the school has implemented annual professional development opportunities including:

- The Mitchell Fellowship supports enhancement of faculty clinical and/or discipline-specific skills. The faculty member submits a proposal to a college committee articulating the professional development activity. Funding is awarded based upon the activity, anticipated faculty outcomes, and college outcomes.
- Each year, the Student and Instructional Affairs Committee of the CNHP arranges a faculty professional development workshop. Examples include a presentation on writing multiple choice exams by Dr. Joseph Palladino, an expert in the topic who is a member of USI's psychology faculty; a local attorney's workshop explaining the new HIPAA (Health Insurance Portability and Accountability Act) rules to

- students, faculty, and staff to comply with federal law; and staff and faculty programs on the latest in distance education technology and software.
- CNHP professional disciplines require continuing education (CE) to maintain licensure or certification in the designated discipline. The college's Continuing Education coordinator develops and offers numerous on-site CE programs for faculty professional development in conjunction with Extended Services and area health care organizations. In the 2004-2005 academic year, over 15 professional continuing education programs were offered.

Grants and Sponsored Research - Sponsored Research Services: The primary mission of USI's Sponsored Research Office (SRO) is to maintain a supportive environment for research, scholarly, and creative endeavors of the faculty and academic staff. SRO provides assistance with identifying funding sources, developing proposals, preparing budgets, obtaining administrative approvals, ensuring compliance, and submitting proposals. The staff coordinates with the Special Funds accountant to provide continuous service on grant funded projects.

The Sponsored Research Office provides administrative support to the Institutional Review Board (IRB), which reviews research involving human subjects. The staff also manages the routing and record-keeping processes for the Faculty Research & Creative Work Awards (FRCWA), which are reviewed by the Faculty and Academic Affairs committee (FAAC).

In addition, SRO initiates, researches, and develops policy to address specific faculty needs or fulfill research administration-related voids in our current policies and procedures. SRO also maintains a channel on *MyUSI* to provide faculty and academic staff with funding opportunities and other relevant news.

- Funding Databases:
 - GrantSearch: Through the University's affiliation with the American Association of State Colleges and Universities (AASCU), SRO has access to the Grants Resource Center (GRC) providing a national network of sources of possible support for project ideas. The Office makes available GrantSearch, GRC's Web-based database of funding sources and electronic publications listing deadlines of grant opportunities appropriate for a comprehensive state university.
 - IRIS: SRO also subscribes to Web-based IRIS (the Illinois Researcher Information Service), a database of over 7,000 research funding opportunities, and IRIS's *Online Periodical Service (OPS)*, a full-text database of selected items from *Commerce Business Daily* and abstracts of research related items from the *Federal Register*. IRIS's Alert Service enables faculty to receive funding alerts automatically. The IRIS Expertise Service enables faculty to network nationally with other members of the research community with similar research interests.

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- Grantsmanship and Research Compliance Workshops:
 - Designated open workshops each semester
 - Individualized training and attention for faculty
 - Customized workshops for specific group or purpose
 - <http://www.usi.edu/gr&res/ogsr.asp> provides useful resources about research grant-writing, University policies, proposal development, and compliance information

Faculty Development Programs - The Office of Grants and Sponsored Research offers many faculty development opportunities throughout the academic year. In general this office provides faculty with workshops on finding funding and grant writing, provides information on dates and deadlines, and serves as a clearinghouse for grant writing information.

Distance Education Office/USI Learning Network - The USI Distance Education Office/USI Learning Center maintains a small collection of books and videotaped events, such as PBS satellite conferences, available for checkout. This office, along with the CTLE, offers the USI Institute for Online Teaching and Learning. The Institute, offered 2001-2003 and again in 2005, provides faculty with a stipend and the professional development needed to build an Internet-based course. The request for proposals is distributed each year at the fall faculty meeting, and proposals are chosen on a competitive basis.

Each year the Indiana Legislature provides funding for distance education course development grants through IHETS, the Indiana Higher Education Telecommunication System. Many USI faculty have submitted grants and have had them funded. Information about the grants is available on the IHETS Web site and are coordinated at USI by the USI Learning Network.

The USI Learning Network provides a wide array of faculty development activities for distance education, course and program development, technology use for on- or off-campus instruction, and instructional technology training and resources. This office also provides support for information about PBS Satellite Learning Programs, on-campus workshops or learning opportunities, distance education course development grants, conferences, and Web resources for instruction.

The USI Learning Network offers various technology training sessions throughout the calendar year. The staff also provides one-on-one training on Blackboard, distance education course development, or specific application demonstrations for departments and schools.

Division of Student Affairs

The Division of Student Affairs is dedicated to the advancement of its professional and student staffs through a variety of different methods, including:

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- Conference attendance - Departments within the division have dedicated travel monies for participation of staff and student organization members to attend local, state, regional and national conferences for professional and student development.
- Professional Association Membership - Different members of the division participate in a wide variety of professional associations, including those for registrars, housing officers, student personnel administrators, and financial assistance professionals.
- Software Training Sessions - Training sessions for skill training and software use are encouraged on a regular basis. Banner training sessions are scheduled and attended by several personnel in student affairs, in preparation for the conversion to the new university information system. Various departments participate in other software training sessions based on specialized software for their distinct areas of responsibility. Other software application training sessions are offered via Extended Services.
- Coursework – Staff members within the division are encouraged to continue their education, either through the University of Southern Indiana, or through another accredited institution.
- Staff Development Committee - The Staff Development Committee organizes presentations for the members of the Student Affairs staff. Presentations are developed by members of the Student Affairs staff, and outside speakers are brought in to present to the division as well. Recent sessions have included:
 - Helping Students Help Themselves
 - In-house sessions about Student Affairs departments and their services
 - Legal Affairs in Student Affairs
 - Title IX Sexual Harassment
 - Gender Issues
 - Spiritual Development
 - Responsible use of the Internet and Web resources
 - Customer service skills
- Teleconferences and audioconferences – These are sponsored for staff and students on a regular basis. Past presentations have included:
 - Terrorism on College Campuses
 - Emergency Preparedness
 - Student Suicide
 - Civil Rights Investigation
 - Title IX Sexual Harassment
- Divisional Staff Retreat – Each year the Division of Student Affairs holds a retreat for its professional and support staff. A review of the mission statement and goals and objectives for the year is conducted. During summer 2004, a collaborative strategic planning process was initiated. Development of a new vision statement, an update of the division’s mission statement, and creation of core functions were achieved at the 2006 retreat. The strategic planning committee will facilitate completion of a new divisional strategic plan later in 2006.

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Student travel funds are available via a grant fund from the vice president for Student Affairs, as well as in several departments in the division. Students have attended many conferences with these funds, and have also obtained funds from the Student Government Association for travel opportunities. Additionally, this fund has allowed students to attend and present academic projects and research at local, state, regional and national conferences. These conference and presentation experiences allow students to further develop their leadership skills, apply knowledge learned in student organizations and in the classroom, and begin to understand more concretely how larger organizations work.

Human Resources

Human Resources has responsibility for providing administrative support and development to faculty and staff by overseeing the following areas: Employment, Employee Relations, Benefits, Compensation, Job Evaluation and Design, Payroll, Employee Training, Employee Data, Policies and Procedures, and related administrative functions.

Recent courses and workshops developed by Human Resources include:

- A preparatory session for supervisors who will be conducting annual performance reviews
- Advanced Connections, a program developed in conjunction with Extended Services staff, helps to instill a service culture at USI with the intent of improving retention of both students and employees
- A new program on how to be a supervisor was piloted with library staff in summer 2005 and is now available to other departments

*In addition to faculty development opportunities offered by the Colleges, the wide variety of education and training available to all USI employees makes USI a **Future-Oriented, Learning-Focused, and Distinctive Organization.***

4A.2: USI publicly acknowledges the achievements of student and faculty in acquiring, discovery, and applying knowledge in many ways:

RISC Showcase

The RISC Showcase, sponsored by CTLE, provides an arena for undergraduates in all disciplines to present, demonstrate, or display their academic works to fellow students, faculty members, and the public. The showcase distributes a pamphlet of presentations acknowledging the success of the student presenters and their faculty sponsors. Additionally, the pamphlet is posted on the Web. The showcase takes place each spring and features a prominent keynote speaker.

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[USI Web site](#)

The University Web site has multiple areas and links that provide information on faculty and student achievements. The main page of the Web often highlights one or more faculty and/or students with additional links on various other pages.

USI Magazine

USI Magazine is the main communication link with alumni, donors, potential donors, and opinion leaders. It is designed to engage readers in activities and programs of the University – to promote a lifelong relationship with the University. Articles reflect the concerns of the University, especially its mission of providing higher education in an underserved region and preparing the workforce for that region. The magazine delivers this message and informs on a variety of subjects beyond campus through articles focusing on the achievements and experiences of individual members of the University community.

College/Departmental Newsletters

- *College of Business Reports*
- *Synapse*, College of Nursing and Health Professions
- *LA Story*, College of Liberal Arts
- *Teacher Educator*, Department of Teacher Education
- *Reflections*, newsletter on planned giving, USI Foundation
- *Eagle Outlook*, the newsletter for Varsity Club
- *Vista*, Historic Southern Indiana
- *In Harmony*, Historic New Harmony
- [Connect](#), an online newsletter from Alumni and Volunteer Services
- *Rice Library News*
- *Living@USI*, Residence Life
- [Connections](#), the online newsletter of the Multicultural Center
- The Admission Office emails an informal newsletter to prospective students

University Notes

University Notes is the employee communication vehicle. Its purpose is to cover success stories about employees, inform employees about new programs and policies, promote the University's mission through the employee ranks, and build community through the University's faculty, administrators, staff, and retirees. It is published weekly online during the academic year and every-other week during the summer.

Experts Guide and Speakers Bureau

The Experts Guide is a resource for reporters who seek expertise and/or advanced knowledge from faculty members on stories of current interest, trend stories, or background information to support a story. It is composed of faculty members and

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administrators who are willing to be interviewed by reporters, and it is a useful tool in helping build awareness of the University beyond southern Indiana. The Speakers Bureau is a guide to USI faculty and staff willing to present programs on various topics to local organizations at no charge.

Honors Week

Each spring, the University conducts honors week. During this week, each of USI's colleges hosts a special ceremony to recognize and honor students for academic excellence and outstanding achievements and to present scholarship awards.

USI Foundation Excellence in Teaching and Learning Awards

Beginning in 2006, the USI Foundation made available funds for recognition of student learning. Each of the five colleges set its own criteria and two \$1,000 scholarships were awarded in each college. Also established were a \$1,500 Teaching Award for New Faculty and \$1,500 Teaching Award for Adjunct Faculty. The faculty award winners are selected by the Faculty Senate.

Cooper Teaching Award

The Cooper Teaching Award is given annually to a faculty member at USI whose work in University Core courses has been especially creative and successful in furthering the University Core Curriculum goals. This award focuses exclusively on teaching. The recipient receives a generous check (\$1,500) as well as a plaque and a professional development stipend. The recipient also delivers a lecture that is publicized and open to the University and Evansville communities.

Integra Bank Distinguished Professor Award

The award honors a faculty member who has significant achievements in teaching, scholarship, and service. The recipient of award is presented with a generous faculty development award (\$2,000) and the ability to select a student for a scholarship in the recipient's name. Recipients are announced in multiple press releases and presented with their award at commencement.

Berger Faculty and Community Service Award

This award recognizes a USI faculty member for distinguished community services to groups, agencies, and institutions external to the University. The recipients are announced in multiple press releases and receive a monetary award.

Many of the scholarships awarded during Honors Week are made possible by community donors, both organizations and individuals. The Cooper and Berger Awards are funded by leading citizens who appreciate and encourage faculty

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*excellence. The Distinguished Professor Award is funded by a local bank. All of these are indications that USI is a **Connected Organization**.*

Faculty and Staff Scholarly and Creative Work

A compendium of faculty and staff scholarly and creative work for the period 1996-2005 was recently published. Henceforth, this information will be published on an annual basis. The 10-year report is available in the resource room.

Honor Societies for Students

The University has many local, national, and international honor societies that students can join. Some of these societies include: Sigma Zeta (Science), Beta Alpha Psi (Business), Beta Gamma Sigma (Business), Omicron Delta Epsilon (Business), Sigma Tau Delta (Liberal Arts), Alpha Chi, Alpha Kappa Delta, Kappa Delta Pi, Omicron Delta Epsilon, Order of the Omega, Psi Chi, Golden Key, and the National Society of Collegiate Scholars. Students are recognized through University and college publications.

Core Component 4B: The University of Southern Indiana demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

4B.1: General education is integrated into undergraduate degree programs. Curricular and experiential offerings in general education develop attitudes and skills requisite for a life of learning in a diverse society.

A student's major area of specialized study and the [University Core Curriculum](#) complement each other. Many majors include requirements in the core curriculum. The former provides knowledge that distinguishes us from one another in our diverse walks of life; the latter provides knowledge and abilities that all educated people share. By joining the two, the University can accomplish its primary mission of preparing students to live wisely.

The program as a whole seeks to achieve the objectives presented below. But among the overall goals for the program are these two: **critical thinking** and **information processing**.

Critical thinking is defined as “the ability to analyze and critically evaluate information.” Students who complete the core curriculum should learn to analyze information presented in numerical, written, spoken, and visual formats. They should develop higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should learn to differentiate opinion, theory, and fact, and should be able to define problems and identify solutions.

Information Processing is defined as “the ability to locate, gather, and process information.” Students who complete the core curriculum should also know how to perform basic research tasks involving primary and secondary sources, including laboratory and field experiences. They should learn to retrieve and organize information stored in diverse formats, and use the computer to extend their ability to process information.

The capstone Synthesis course is intended to help student “draw on their educational experiences to develop interdisciplinary responses to problems and issues of contemporary life.” A dozen major programs have developed synthesis courses and included them in major requirements for upper-division majors. This “vertical” component to the core curriculum broadens its impact and infuses core curriculum goals into those major programs.

Mission and Values

The University of Southern Indiana reviews the relationship between the mission and values and the effectiveness of general education in two major ways. The first involves a recently completed seven-year program assessment focusing on the University Core Curriculum’s four major categories: The Mind, The Self, The World, The Synthesis. In essence, each of the core’s categories was examined by a specially-chosen faculty committee, which

- developed a plan for assessing that category,
- had it approved by the UCC Council (a governing board consisting of seven elected faculty representatives and one student representative, presided over by the University Core director with the assistance of the UCC Assessment director),
- administered the plan, and
- made recommendations to the Council, most of which were implemented shortly thereafter.

Another way in which USI reviews the relationship between the mission and values of general education, and the effectiveness thereof, is through a currently-in-progress seven-year review of each course included in the core curriculum. The purpose of this review is to re-evaluate the relevance of each core curriculum course to established core goals and objectives. In essence, the UCC Council deals with approximately 25 courses during each of the seven years of the project and

- asks the faculty teaching these courses to provide examples of in-class student measures (exams, projects, etc.) that evaluate students on core-related goals and objectives, and
- asks the faculty to update its original core petition as needed and to provide recent syllabi that clearly indicate to students where and how each course fits into the core curriculum

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After reviewing these materials, the Council determines whether or not each course remains suited for the core curriculum. In the case of a negative judgment, the Council provides the faculty with a reasonable amount of time to revise course materials as needed. In the absence of such a revision, the course will be removed from the core curriculum.

*The University's commitment to providing students with a core curriculum that fits them to "live wisely" as well as to providing an education that prepares students for workplace success makes it a **Future-Oriented and Learning-Focused Organization**.*

4B.2: The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.

University policies and procedures relative to graduate education have been reviewed and graduate programs are included as part of the University's long-term academic master plan. Graduate Program coordinators have been appointed for each of the University's graduate programs and the University Graduate Council has been reorganized. The appointment process for graduate faculty has been revised and a Graduate Student Organization has been developed.

USI offers ten master's degrees. Each graduate program is evaluated internally in the program review rotation. Additionally, seven of the programs undergo external review through program accreditation. Most importantly, each program has procedures to evaluate how effectively it establishes a knowledge base on which its students develop depth of expertise.

MALS – The nature of the Master of Liberal Studies (MALS) program requires a variety of evaluation strategies. The MALS focuses on writing skills, critical thinking, and a broad education in the tradition of the liberal arts and sciences. Students come from a wide variety of backgrounds: teachers, retired persons, individuals employed in the public and private sectors, and those pursuing lifelong learning beyond any degrees they already hold. A required Capstone Seminar recognizes the student's ability to bring coherence and synthesis to a course of study from a wide variety of disciplines. As an alternative to the Capstone Seminar, some students choose to complete a thesis or project overseen by a committee of three faculty members. These projects are archived in the Rice Library.

The MALS has no national certification body but has been a full member of the Association of Graduate Liberal Studies Programs (AGLSP) since 2000. Membership requires on-site visitation and program assessment.

MBA - In addition to a learning outcomes assessment process that seeks to establish the knowledge base and skills of MBA students, periodically we conduct a graduate exit survey and an employer survey to evaluate the effectiveness of the MBA program. An important baseline about the written communication, quantitative, and analytical skills of

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MBA students is obtained from the GMAT scores of entering students. Rubrics for the assessment of learning goals have been developed and the assessment data provided through these rubrics provide the basis for continuous improvement in the learning environment and the learning experiences of MBA students.

The graduate exit survey focuses on how well the program prepares students in area such as using information to solve problems, building skills for effective management of business organizations, promoting an understanding of social responsibility, and incorporating a global perspective in business decisions.

In the past two years USI's MBA program has been featured in *The Princeton Review's* Best Business Schools, and according to this publication our students rate the quality of the technology in our classrooms very highly and value their preparation in teamwork and communication/interpersonal skills. The College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

MHA - The mission of the Master of Health Administration (MHA) program is to educate students for leadership roles in health care for the 21st Century. Application of theory to the practice of health care administration is a key element in the program's course offerings. The program assesses the applied knowledge base of its students and alumni through two primary mechanisms. The final semester of the program involves an extensive administrative residency experience. During the residency, students gain firsthand experience of the operational, administrative, and strategic issues of concern to senior management in health care organizations. Students apply the theories, concepts, principles, and skills learned in the didactic portion of their graduate education to an operational environment under the guidance of a faculty advisor and a business preceptor, who is a member of the organization's executive management team. The residency experience allows the student, the faculty advisor, and the health care community to assess the applied knowledge base of the program through the individuals involved.

The second mechanism involves program graduates' pursuing certification status in the American College of Health Care Executives (ACHE) at the Diplomate and Fellow level. ACHE requires its certified members to pass a comprehensive written and oral exam covering the essentials of the field and thus allows the MHA program to gauge the appropriateness and effectiveness of the curriculum. Since the first cohort of MHA students completed their degree in 2003, six of the 18 graduates have successfully become Board Certified in Health Care Administration. This certification is strongly recommended but not required.

MPA - The Master of Public Administration (MPA) program is only three years old. The six students who will have completed degree requirements by December 2006 are employed in both the public and private sectors, including two in administrative positions at USI. Current students include employees of law firms as well as city departments and other public entities.

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Agency supervisors of students pursuing internships provide regular feedback to the professor of record. Goals for the internships are for the student to: learn how public or not-for-profit agencies operate internally; synthesize academic theories with professional practice; and develop a network of professionals in the field.

MSA - The Master of Science in Accountancy (MSA) program began admitting students in 1997. Designed to build upon the knowledge obtained at the baccalaureate level, the program was created to further students' personal and professional development by providing additional depth in accounting, information systems, and other business topics selected to meet each student's interest. In addition, for those interested in sitting for the Certified Public Accountant exam, the MSA degree would fulfill the 150-hour state requirement of university education effective for Indiana, Illinois, and Kentucky.

Unfortunately, while the original state legislation creating the 150-hour state requirement mandated a specific number of graduate hours in accounting and business, the amended legislation only required 150 total hours, graduate or undergraduate. Therefore, demand for the MSA program decreased, and the program suspended admission in 2005 because it had lower enrollments than was considered optimal for student learning. New admission into the program will remain suspended at least until the National Association of State Boards of Accountancy (NASBA), comprised of the 55 U.S. boards of accountancy, delivers its final pronouncement regarding the criteria for the 150-hour requirement. However, no specific date has currently been established for NASBA's final pronouncement regarding the criteria for the 150-hour requirement.

Those students currently enrolled in the MSA program are being given a reasonable period of time to complete the program. Classes for the various accounting core courses will continue to be offered through summer 2006, with one additional accounting course offered in spring 2007.

MSE - Candidates for the Master of Science in Education demonstrate mastery through validated performances at three stages: portfolio representing student organization of course-related and professional development knowledge, skills, and dispositions (candidacy stage); oral presentation of prospectus of project with emphasis on demonstrating mastery of knowledge related to assessment, evaluation, curriculum theory, and teacher action research (admission to synthesis stage); and completed teacher action research project (synthesis phase and graduation).

Effectiveness of the master's coursework in School Administrative Licensure is demonstrated by 100 percent successful completion of the Praxis assessment for building level administrators. Programming also has been successfully certified through the Division of Professional Standards and the National Council for the Accreditation of Teacher Education, as demonstrated by both formative and summative documentation of program alignment with state and national best practices for teachers.

MSIM - Students in the Master of Science in Industrial Management (MSIM) program have many opportunities to gain confidence and proficiency in application of theory,

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methods, critical thinking, problem solving, and decision making skills. Many of the Industrial Management courses require the student to apply relevant course content in their own work environment. This provides the student and employer with opportunities to measure and assess knowledge, expertise, and skills acquired. Each successful MSIM student conducts a graduate project requiring preparation of a formal thesis upon completion of the project. The student also makes an oral presentation and defense of the project covering problems and difficulties encountered, how they were resolved, and the overall project experience to a thesis committee.

The MSIM program has been offered to a number of specific firms with a local or regional office on an individual student cohort basis. This provides an opportunity for the firms to provide cross-training and a common set of knowledge and skills to individuals across their organization with a variety of responsibilities. One difference in this program design is that the capstone course was modified to provide for leadership and team work opportunities by enabling several students to work as a team on the graduate project. Those firms that have completed this program experience have expressed their satisfaction with the value received as a result of the benefits achieved for individual students and with the significant improvement in efficiency, productivity, continuous improvement, and cost reductions in the firm.

MSN - The graduate nursing program has a comprehensive evaluation plan that includes several assessment measures of the knowledge base and depth of expertise. Graduates in the Acute Care Nurse Practitioner (ACNP), Clinical Nurse Specialist (CNS), and Family Nurse Practitioner (FNP) sit for a certification exam in their specialty area through the American Nurse Credentialing Center or the American Association of Nurse Practitioners. This certification exam tests knowledge over the breadth of the content area for that specialty. For the last seven years, the aggregate results for these certification exams have been above the national average and in some years at a 100 percent pass rate on the first attempt. There is a certification exam for both the Nursing Education and the Nursing Management and Leadership graduates, but the exam is not required so fewer graduates have taken them. Of those graduates that have chosen to take the respective certification exam in either nursing education or nursing management and leadership, USI's Master of Science in Nursing has a 100 percent pass rate on the first attempt.

In addition to the certification exam, USI also gathers data from employers nine months after the graduate has entered the workforce. The employer is asked to rate the expertise and ability to function in the clinical environment for the ACNP, CNS, and FNP graduates. We also send an employer evaluation to the immediate supervisor of the nursing education and nursing management and leadership graduates to address their ability to function effectively in their given nursing role. The aggregate data for each specialty is compiled and shared with faculty and the School of Nursing Advisory Council. All of these data are used to review and revise the curriculum, if needed. For example, the feedback we received from employers and our Advisory Council that our ACNP, FNP, and CNS graduates needed additional information on coding medical diagnoses and procedures resulted in our integrating additional presentations and

assignments on coding in the curriculum for the ACNP, FNP, and CNS specialty. We will reassess how effective our revision has been with the 2006 graduates.

A final method to assess knowledge base and expertise occurs through the alumni evaluation sent to the graduates one year after completing the program. The alumni assess the effectiveness of the educational process in preparing them to function in the clinical environment, their expertise in their specialty role, and the level of knowledge base acquired while in the program. All of these efforts are used by the faculty to evaluate the effectiveness of the graduate nursing curriculum and make revisions as needed.

MSOT - Graduates of the Master of Science in Occupational Therapy (MSOT) program are eligible to take the Certification Examination for the Occupational Therapist Registered ® administered by the National Board for Certification in Occupational Therapy (NBCOT). The first cohort of students in this program graduated in May 2006; therefore, at the time of this writing, data regarding a pass rate or successes of students graduating from the program was not yet available. The graduate portion of the Occupational Therapy Program curriculum consists of two practicum experiences and an internship. In OT 627: Occupational Therapy Educator Practicum Seminar, students participate in a 120-hour practicum experience to apply knowledge, values, and skills related to the role of an educator. In OT 687: Occupational Therapy Researcher Practicum Seminar, students participate in an additional 120-hour practicum applying knowledge, values, and skills, related to the role of a researcher. Finally, in OT 698: Specialized Role Internship Seminar students participate in a 250-hour fieldwork internship in their area of interest incorporating knowledge of occupational therapy practice, concepts, philosophy, and ethics.

MSW - Since its accreditation by the Council on Social Work Education in 1998, the goal of the Master of Social Work (MSW) program has been to prepare advanced practitioners, within the context of the clinical concentration, who act as agents of change to promote individual and societal well-being, ensuring that each graduate's practice is rooted in traditional social work values and theory but is also current with the demands of the changing practice environment. The MSW Program has a comprehensive system to assess program effectiveness. This effort includes an annual exit survey and focus groups for all graduating students, advisory board input, evaluations of field practice, pass/fail reports from the national social work licensure examinations, and alumni surveys and employer surveys conducted every three years. Findings show that employers report students are well prepared for professional practice; field evaluations conducted in agencies where students complete internships show students meet their learning objectives; and students report they are satisfied with their educational experiences. Findings from the outcomes of the national licensure examinations show USI students on or near the national rates in passing the examinations. To improve this outcome, the USI MSW program is collaborating with the National Association of Social Workers to provide a 2007 licensure preparation course to be conducted at USI for Southwestern Indiana social workers preparing to take licensure examinations. Additional changes resulting from our annual assessment process have included increased content on

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substance abuse in clinical assessment and treatment courses and the development of a School Social Work Specialization.

*Although a young institution with limited graduate offerings, USI's attention to the needs of its constituents and the success of its graduates makes it a **Connected, Distinctive, and Future-Oriented Organization.***

4B. 3: The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

One way in which the University of Southern Indiana establishes linkages between curricular and co-curricular activities is through the University Core Curriculum's Speaker Series. Established in 2001, the series is co-sponsored by Academic Affairs and Student Affairs. It brings to campus nationally-recognized individuals who speak to large audiences (usually 400-500 people) on aspects of a theme identified for the given academic year. Recent themes include Encountering Nature, The Free and Open Society, Diversity, and Human Sexuality.

This series supports inquiry, practice, creativity, and social responsibility in a variety of ways. Speakers address issues of current concern to students and the general public. These issues are announced in the late spring or early summer preceding the year in which a given theme will be highlighted, and faculty are encouraged to work the theme, and the speakers, into their courses whenever possible. Some speakers have attended class sessions and met with small groups of students in addition to presenting their public lecture. A good deal of publicity, both on and off campus, announces each speaker in the series, and members of the Evansville-area community attend in significant numbers, making the series another opportunity for campus-community interface.

Another project that establishes linkages between curricular and co-curricular activities is our Residence Life Living Learning Centers. These centers bring self-selected freshmen interested in specified majors or themes to a specially-designated residence hall floor. Students often take clustered blocks of freshman classes together, and then enhance their understanding of class material, and their floor's theme, with discussions, both organized and spontaneous, in and around the residence hall itself.

In recent years, Living Learning Centers have been established for majors in business, elementary education, nursing and health professions, and science and engineering. There are also Living Learning Centers for those in the Honors Program, those participating in First Year Initiatives, and those interested in the theme of Global Communities. The centers support inquiry, practice, creativity, and social responsibility by bringing education outside the classroom's walls. A more detailed description of Living Learning Centers is found in Appendix 4B4-B.

*USI's Living Learning Centers serve students now, by broadening their grasp of the world, and in the future by instilling the desire to know more, making USI a **Future-Oriented and Learning-Focused Organization.***

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Another program that establishes curricular/co-curricular linkages is [THREADS](#), sponsored by USI's Multicultural Center. THREADS (Teaching Human Respect and Encouraging Action Diversity Series) sponsors or co-sponsors programs that promote the [USI Creed](#). One example involved its active participation in the University Core's 2003-04 Speaker Series on "Diversity."

As a means of demonstrating that learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry, as part of the University Core Curriculum (UCC) all students complete a culminating course meant to unify their work in the UCC. This is accomplished through the "synthesis" course and most often completed during a student's senior year. The course's philosophy, according to the UCC handbook, requires that "Students should be able to draw on their educational experiences to develop interdisciplinary responses to problems and issues of contemporary life. They should explore the factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute toward their resolution."

To become a synthesis course the designer(s) of the course must submit a request to the University Core Curriculum Council. After reviewing the proposal the council requests an interview with the person(s) sponsoring the request for discussion and approval or denial. Once approved, the course must be renewed as a synthesis course every seven years. In this process course instructors submit syllabi, assessment tools, and written responses linking course objectives with the UCC's objectives. Review teams either accept the renewal request or return the request packet for modifications

Overall, the University of Southern Indiana demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program. We also note that the University effectively prepares its students for the workforce and graduate school. This is based on the surveying of recent graduates via the Office of Career Services and Placement, departmental program reviews using formal and informal interviews, and meetings with graduates and community stakeholders.

However, we do acknowledge the following areas of concern.

A self-recognized problem involving linkages between curricular and co-curricular activities is the growing number of co-curricular activities available both on campus and in the Evansville community. We need to develop means to coordinate such programs to avoid scheduling conflicts. Though an online University calendar is available for such a purpose, very few program sponsors use it. This issue needs further study in the near future.

A final self-recognized concern is the slow pace with which changes can be made based on graduate feedback. Namely, changes to programs can be targeted and made, but may not be enacted for almost two years. This lies in the administrative and legal requirements for making changes to a program, the USI bulletin, etc.

Core Component 4C: The University of Southern Indiana assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

4C.1: Regular academic program reviews include attention to currency and relevance of courses and programs.

The University implemented an internal academic program review during the summer of 1998. In the self-study outline, the faculty of each program is asked to speak to the educational goals of the program which includes currency of content and pedagogy. In addition, the program is asked to explain how the curriculum leads to the accomplishment of the education goals. Please refer to the [Guidelines for Academic Program Review](#) for a complete discussion of the review process, as well as a schedule for academic program reviews through the 2009-2010 academic year.

The University has completed a review of the academic review process with the committee charged with conducting an “evaluation of current institutional practice relative to Academic Program Review, including but not limited to, an evaluation of the review criteria, institutional data used in the context of the review, the review evaluation process and resulting program improvement plans”. The committee has written a final summary of results of the evaluation and recommendations have been sent to the Academic Affairs Council.

In addition to the academic program reviews, external [accreditation processes](#) address the currency and relevance of courses within each program’s curriculum. Currently 50 percent of the programs offered at USI hold some type of external national accreditation. Graduate programs are discussed in 4B.2.

4C.2: Learning goals and outcomes include skills and professional competence essential to a diverse workforce and global society.

In keeping with the University mission, the learning goals and objectives of the University’s programs provide an educational environment that supports achievement of skills, knowledge, and professional competence for the USI graduates. The University Core Curriculum addresses workforce diversity and the global society through the requirement that students have an understanding of the Earth as a global community consisting of interrelated and interdependent cultures. Students learn about different cultures and the way in which these cultures respond to global issues differently.

In addition, the professional programs (business, teacher education, social work, nursing, and health professions) have specific classroom and field work assignments throughout the course of study that expose students to the diversity in the workforce and the cultural and global influences the affect the work environment.

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4C.3: Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

University programs of study utilize several methods to obtain curricular evaluation data. The University Core Curriculum has implemented a review process that includes students and faculty feedback.

The colleges (or programs within colleges) have implemented the use of advisory boards comprised of students, graduates, community representatives, and employers. The board members bring insightful feedback about curriculum content and employment opportunities to the faculty.

Programs holding external accreditation are required to have some form of evaluation plan that includes obtaining evaluation data from employers, graduates and other external constituents. Evaluation of the curriculum is one category addressed in the accredited programs evaluation plans.

4C.4: The organization supports creation and use of scholarship by students in keeping with its mission.

Explicit in its mission, the University of Southern Indiana supports increased opportunities for undergraduate research. Many academic programs offer undergraduate research opportunities, and the RISC (Research, Innovation, Scholarship and Creativity) program offers both grant opportunities and a symposium in which students can present and display the results of their research. Annual attendance at the Butler Undergraduate Research Conference is another venue for presentation of research by USI undergraduate students. USI is one of four Midwestern colleges (the others are Butler University, Eastern Illinois University, and Thomas More College) sponsoring a research conference for psychology undergraduates. The conference, which rotates among the host institutions, is now in its 25th year.

Various funds are available for students who wish to actively use scholarship, including the aforementioned RISC grants, vice president for Student Affairs' special funds, Indiana Campus Compact funds, and additional funds for faculty/student research. The Honors Program is another venue for students desiring to expand their knowledge base and actively apply/use scholarship via honors seminar courses, colloquiums, and field trips.

Activities sponsored by academic departments are additional venues for application of student knowledge and scholarship. Participation of students in competitions in their various fields of study (e.g., engineering students participating in the concrete canoe competition, presentations by marketing students at national competitions) test students to actively use skills learned in the classroom. In 2004 and 2005, teams of four USI accounting students won the Indiana CPA Society Case Study Competition. In 2006, the team was one of four national finalists.

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4C.5: Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

In conjunction with its fundamental mission of teaching, the University of Southern Indiana has high expectations of its students. The University of Southern Indiana demonstrates the expectation of knowledge mastery by students in the following ways:

- Clear and thorough individual course syllabi (Examples can be found on the Teacher Education Web site or in each school's collection of print syllabi.)
- Individual degree program requirements, such as the Senior Art Seminar exhibitions for art majors or the senior project required for engineering students.
- Evaluation for practical field experience (e.g., nursing and social work clinical experiences, student teaching evaluations, laboratory research experiences)
- A combination of teaching methods including laboratory experiences, field experiences, lectures, online programs, writing projects, presentations, and group projects
- Independent study opportunities allowing individual students to work on a project in conjunction with a faculty member
- Internships and cooperative education experiences
- Successful achievement of licensure or certification in the discipline by passing a national comprehensive exam. (e.g. all CNHP graduates, except those in Health Services, sit for a national exam prior to practicing in their discipline)

4C.6: The organization provides curricular and co-curricular opportunities that promote social responsibility.

Linking the curricular and the co-curricular experiences for students is a vital part of student development. At the University of Southern Indiana, efforts are made to connect in-class and out-of-class experiences for a more holistic approach to learning. In particular, the concept of social responsibility is central to the development and education of our students, part of helping them learn “to live wisely.”

The segment of the Core Curriculum entitled “The World: Enhancement of Cultural and Natural Awareness” includes six hours of courses concerning individual development and social behavior. Additionally, the Core Curriculum has a three hour synthesis course designed to integrate and apply knowledge. The complete outline of the Core Curriculum can be found in Appendix 4B1-A. Several degree programs have course offerings in ethics that encourage students to understand how the application of the knowledge in a given field impacts the world around them, thereby encouraging social responsibility with respect to their field.

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Opportunities for co-curricular promotion of social responsibility include:

- [Student Rights and Responsibilities: A Code of Student Behavior](#) – Fundamental to any institution is the Code of Student Behavior, as these are the expectations given to students regarding their conduct at the institution. Infused throughout the [USI Code of Student Behavior](#) is the fundamental principle of education and development. This principle is found in the behavioral expectations, the judicial process and the sanctioning process.
- [International Programs and Services](#) – this program supports the international student population at the University of Southern Indiana, and provides programs to the University community about various global community issues.
- Study Abroad experiences – these experiences give students the ability to study subjects in their context, expand their own understanding of a given discipline and of countries around the globe.
- Service Learning - a variety of opportunities through academic departments and student organizations for service learning exist at USI. Volunteer organizations like College Mentors for Kids, Habitat for Humanity, a variety of religious volunteer organizations, and others help students understand their responsibility to the greater community. USI is a member of Indiana Campus Compact, an organization dedicated to promoting service learning in higher education.
- USI Speakers Series - experts and practitioners from a variety of fields present to the University population in a series during the academic year. Sponsored by various departments and organizations, these speakers help introduce new ideas and give practical information to students, faculty, and staff.
- Students in nursing and social work are given opportunities to attend continuing education programs for practitioners in their professions, usually at a greatly reduced cost. One such program in spring 2006 was presented by Frederic Reamer, Ph.D., the man who literally wrote the book on ethics in social services professions.

*USI's efforts to support student achievement of skills and professional competencies to enter the diverse work environment and global society make us a **Future-Oriented and Distinctive Organization.***

Core Component 4D: *The University of Southern Indiana provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

It is certainly the aim of the USI academy that our students graduate with knowledge that is both broad and deep. Having achieved this, we cannot assume success in the training of our students if they are not also well-grounded in the responsible use of that knowledge. As broad as the spectrum of degrees we offer is the breadth of responsibility needed to put those degrees to work. We strive for the USI graduate to be morally ethical, socially responsible, environmentally aware, and politically conscious. We want USI graduates to understand the impact that their newly acquired knowledge can have on health, diversity, and global issues. To this end, USI provides discipline-specific training

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in many areas to ensure that not only content is gleaned, but an awareness that with knowledge comes responsibility.

College of Business

- Management 341, 361, 408, 443 include some treatment of ethical issues, including business ethics and corporate social responsibility. Syllabi include sections on preventing plagiarism, “ethical principles for e-commerce,” and so on.
- Management 305 deals with supervisor and employee relations including issues of employee rights and privacy, diversity management, and how organizations can use information to foster responsible employee behavior. For graduate students, Management 601 deals with many of these same issues and more in-depth study of human resource management issues such as privacy in relation to employee records and socially responsible decision making.
- Business communication and business career planning and development courses discuss ethics with attention given to plagiarism, academic honesty and how to use evidence responsibly; sexual harassment and hostile environments; international relationships and the need for communicating across cultural barriers.

Pott College of Science and Engineering

Many courses in all disciplines contain elements that convey to the students the nature of science and the need for responsible application of its findings. Some of these courses directly target the implications of science in our world and attempt to teach the student how their use of science knowledge can impact our society. These include:

- Biology 251: Environmental Conservation
- Biology 282: Heredity and Society
- Chemistry 341: Environmental Chemistry
- Geography 112: Earth System Science
- Geology 131: Geology, the Environment, and Society
- Geology 481: Advanced Environmental Geology

College of Nursing and Health Professions

The undergraduate nursing program requires a three-hour ethics course (HP 456) for all undergraduate nursing students, and a one-hour course on legal issues. Courses with clinical components always include an orientation reminding students of similar issues such as confidentiality. Many of the pedagogical practices reflect requirements of federal mandates.

The graduate nursing program has an ethics section built into Issues courses that graduate nursing students must complete. Each of the five specialties includes legal and ethical issues, e.g., human resources courses examine legal and ethical aspects of employment, firing, evaluation, etc.

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Bower-Suhrheinrich College of Education and Human Services

The Department of Teacher Education offers synthesis seminars in each of four concentration areas: Early Childhood Education, Special Education, Secondary Education, and Elementary Education. Each of the courses is designed in a once-per-week seminar concurrent with the student teaching term. Case studies and real-life examples providing a wide range of situations encountered by K-12 teachers are examined. Students explore the instructional, ethical, and legal ramifications of working with children and their parents/guardians with the challenge of keeping all of these perspectives in balance. One group of prospective teachers, those who pursue a major or minor in special education, enroll in EDUC 411—Legal and Contemporary Issues Related to Exceptional Needs due to the large number of federal regulations involved with working with this audience.

The Department of Physical Education offers several courses dealing with legal issues relevant to students, their rights, and professional conduct in a work setting. Special needs, field experience and curriculum classes discuss federal mandates, application of those mandates, and legal issues relevant to teaching and work in a professional setting.

College of Liberal Arts

Composition courses English 101 and 201, with their emphasis on argumentation, research, and critical thinking, lay groundwork for using information ethically, from the technical points of documenting sources to the very rationale for using researched information. Both courses also stress the importance of academic honesty. At the other end of the curricular spectrum, in English 316 the shape, value, and use of different kinds of research and hence, knowledge, is discussed.

Several other Liberal Arts courses apply, including

- English 100 discusses situational ethics, the scope of curiosity, and the generation of knowledge
- English 310 discusses the ethics of education. i.e., why do we educate children and what is the meaning of education
- English 412 acquaints students with the ethical issues involved in professional and technical writing
- Philosophy 200, the survey course, has a strong ethics component
- Philosophy 201 is the introduction to ethics course
- Philosophy 363, Bioethics, and Philosophy 365, Sexual Ethics, address particular applications of ethics
- The Master of Public Administration (MPA) program offers requires Public Administration 653, Ethics in Public Administration

Additionally, many courses in literature, psychology, sociology, and other disciplines deal with ethical issues.

Policies and Procedures for Ethical Conduct in Research and Instruction

The University has some explicit policies and procedures to ensure ethical conduct in its research and instructional activities. One of the primary responsibilities of the Office of Graduate Studies and Sponsored Research (GSSR) is to facilitate research and creative activity. [Guidelines and approval forms](#) for research involving human subjects are posted online and available through the office. The Institutional Review Board monitors investigations involving human subjects to comply with federal law and to prevent harm to participants. Together, these policies underscore the University's commitment to honest, responsibly conducted research and practice. They include an Academic Honesty Policy and Academic Affairs Grievance Procedure, A Human Subject Research Policy, and a Faculty Research Integrity Policy.

The University of Southern Indiana expects and requires all of its students to develop, adhere to, and maintain high standards of scholarship and conduct. *The Student Rights and Responsibilities: A Code of Student Behavior* is the guiding document for USI community standards, and outlines all rights and responsibilities afforded to USI students. The Code of Student Behavior defines academic dishonesty and outlines the penalties and procedures related to academic misconduct. This information is published in the USI Bulletin. When a major revision of the document became effective August 2004, it was distributed in booklet format throughout the campus.

In addition, the USI Creed was formally adopted in fall 2003. The creed calls for all members of the University community to “practice personal and academic integrity ... [to reject] all manifestations of discrimination ... [to] demonstrate concern for others ... [and to] refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.” The USI Creed is published on the Web site, in the course schedule and the University planner each term, and has been widely distributed throughout the campus.

The University of Southern Indiana creates, disseminates, and enforces clear policies on practices involving intellectual property rights. During 2002/2003 USI hired a consultant, Dwayne Buttler, associate professor, University Libraries, Evelyn J. Schneider Endowed Chair for Scholarly Communication, University of Louisville, who gave a presentation on intellectual property issues for deans and directors and also conferred with the chair of the campus committee on intellectual property. In the wake of that consultation, a new [Intellectual Property Policy](#) was approved in 2003. Dr. Buttler returned in January 2005 to meet with deans and associate deans to discuss developing contracts for special cases as well as holding a more general session on copyright issues with the faculty, focused on online coursework.

Librarians are available for consultation with faculty about materials to be placed on reserve (print or electronic) and related matters about intellectual property, such as limits on interlibrary loan. Access to library databases goes through a proxy server to insure that only current USI faculty, staff, and students have access, in compliance with legal licenses for these materials.

Summary

In conclusion, the University of Southern Indiana has demonstrated its commitment to the development of its staff, faculty, and students, its dedication to the acquisition and discovery of knowledge, and its support of the application of said knowledge both in and outside of the University community. The principles of teaching excellence, research, and service are found throughout all of the aforementioned activities, processes, policies, and initiatives, and link directly back to the University mission.

Strengths

USI is truly a learning community, one in which the value placed on learning is demonstrated by faculty, administrators, and support staff. The acquisition and application of knowledge involves students in undergraduate research projects, internships, co-op experiences, service learning, conferences, and showcases.

The recently-established Center for Applied Research and Economic Development provides opportunities for faculty and students to engage in real-life work that serves the needs of the region and gives students hands-on learning experiences.

USI is involved in the economic and cultural life of the region, as well as its educational life. Engagement and outreach are central to USI's mission and are a key reason for the good reputation USI enjoys among its constituents.

Challenges

Greater monetary resources should be dedicated for the support of faculty development opportunities. Grant opportunities certainly exist and have increased in recent years, but these remain limited, especially given the growth of the campus and an increasingly professionally active faculty. With the stressors of limited funding and a rapidly growing University community, this level of support will continue to be an important element in maintaining and enhancing a high-quality academic environment.

Annual Program Reviews are a standard part of Academic Affairs that might well be modeled in Student Affairs, Business Affairs, Governmental Relations, and Advancement in order to effectively target appropriate services to assist with the advancement of this criterion.

More information about the responsible use of knowledge, beyond the human subjects review board for academic research, needs to be shared with the University community – particularly faculty and staff – in order to ensure that responsible use of new technology occurs as well as greater awareness of, and sensitivity to, a variety of ethical concerns.

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Opportunities

The Excellence through Engagement program funded by a \$2.5M grant by the Lilly Endowment provides for Summer Research Fellowships; enhanced sabbatical opportunities; Connect with Southern Indiana regional leadership program; and graduate student research support grants. All of these are opportunities to increase USI's positive impact in the region.

The creation in early 2006 of the new [Center for Applied Research and Economic Development](#) offers expanded opportunities for faculty and students to apply their knowledge to issues and problems in the region. This initiative reinforces the effort to embrace the broader definition of scholarship proposed by Ernest Boyer, and expands the learning opportunities for students.

As needs are identified for new postgraduate programs in the region, USI is well-positioned to add those programs that are congruent with its mission.