

## CHAPTER 4

# Criterion 4: Acquisition, Discovery, & 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.***

### Introduction

The acquisition, discovery, and application of knowledge stand at the center of the university's mission. Fostering learning and creating knowledge is Goal One of the IPFW Strategic Plan 2008–14, which describes the goal as “the heart of the university's mission.” This goal is achieved through both research and teaching. This chapter examines the university's efforts towards this achievement.

IPFW promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting the acquisition, discovery, and application of knowledge through a broad definition of research, offering support through the Office of Research and External Support, the Office of University Engagement, the Centers of Excellence, and the Center for the Enhancement of Learning and Teaching. Furthermore, university policies for promotion and tenure and for the responsible conduct of research are consistent with its mission.

In terms of its teaching mission, the Baccalaureate Framework has provided a solid base for the university's undergraduate programs, including general education. Assessment in these programs is and will continue to be a major priority. IPFW is also committed to improving and expanding its graduate program offerings. The Office of Graduate Studies provides key support in this area and continues to seek ways to improve administrative effectiveness and program development and improvement.

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

IPFW is committed to fostering a life of learning for all of its stakeholders. This commitment is clearly articulated in the university's Strategic Plan, which states, “We are committed to excellence in teaching, student learning, research and creative endeavor, and regional development. As such, IPFW values the pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity” (IPFW Strategic Plan, 2008–14).

This commitment is reinforced by IPFW's Baccalaureate Framework, which articulates the foundations of excellence in learning that all students are expected to achieve with the assistance of university faculty and staff. This framework, which emphasizes the acquisition and application of knowledge, personal and professional values, a sense of community, critical thinking and problem solving, and communication, is the bedrock upon which the university's commitment to a life of learning is built. Additionally, the IPFW Statement on Civility (SD 07-5, available in the Resource Room) defines the values that support the mission of fostering free and open inquiry. It is no accident that the Statement on Civility and Baccalaureate Framework are reproduced in the opening pages of the *IPFW Student Handbook and Planner* — they point the way down the paths to scholarly discovery, creativity, and development.

### Faculty Research and Creative Endeavor

One way IPFW demonstrates its commitment to a life of learning is through its sponsorship and support of faculty research and creative endeavor. The majority of the university's full-time faculty are designated as research faculty, indicating that the university has made the financial commitment to provide faculty a .25 FTE release (which

translates as a 3-credit-hour reduction in teaching load), in exchange for a corresponding commitment to research and creative endeavors. Research faculty develop and maintain an agenda for research or creative work, and report on this work through their department chairs, schools, and colleges. Some of this work is highlighted in the university's annual report of faculty *Accomplishments*, which is published by the Office of Research and External Support (ORES), within the Office of Academic Affairs. The mission of ORES is "to facilitate the procurement of external support through research grants, contracts, and technical assistance agreements; to administer internal support for research; and to document and publicize the scholarly achievements of members of the IPFW community."

Besides the ORES report, faculty achievements are announced through department and/or school/college awards, such as the College of Engineering, Technology, and Computer Science's Faculty Excellence awards; Purdue Special Merit awards; and campus awards. Campus awards involve a competitive, peer-reviewed process for selection and include the IPFW Outstanding Research Award, which honors a faculty member for outstanding performance in research, scholarly activity, or creative endeavor. Five schools and colleges offer competitive, peer-reviewed awards focused on research, scholarly activity, or creative endeavor. There are campus and college/school awards that consider the scholarship of teaching and learning, including the Friends of the University Outstanding Teacher Award, the Leepoxy Teaching Award, the Associate Faculty Teaching Award, and the Advisor of the Year award.

In 2007, ORES and the library developed iBidX — the IPFW Faculty Scholarly Works Database — a bibliographic database of the scholarly and creative works by IPFW faculty and administrative staff past and present. Featured in the database were faculty-authored works, including, but not limited to, books, journal articles, book chapters, conference presentations, patents, artistic works, performances, exhibits, and instructional materials. In 2009, through a partnership with ORES and the Office of Academic Affairs, the library has begun an initiative to develop an institutional repository at IPFW. This repository, Opus: Research and Creativity at IPFW (<http://opus.ipfw.edu>), supports the university's goal to raise the national profile of the academic and creative accomplishments of its faculty and students by both identifying published work and providing access to the full-text content of that work in one dedicated Web site. The site will include data from iBidX and add content as copyright permissions are secured. The site will also include IPFW-sponsored journals, conferences, master's theses, student projects, and individual faculty profile pages.

As is true at most universities, a key measure of faculty research is publication. IPFW faculty have been quite productive in this area, as is summarized in Table 4-1 below:

**Table 4-1: IPFW Faculty Publications 2003–08**

Year	Journal Articles	Book Chapters	Books
2008	184	48	21
2007	145	44	17
2006	182	36	5
2005	176	19	15
2004	136	17	13
2003	191	26	12

Books published by IPFW faculty 2005–08 include:

### **College of Arts and Sciences**

#### **Anthropology**

Sandstrom, A. R. (2008). *El Maiz Es Nuestra Sangre: Cultura e Identidad Etnica en un Pueblo Indio Azteca Contemporaneo*. Centro de Investigaciones y Estudios Superiores en Antropologia Social, Mexico.

Berdan, F., Chance, J., Sandstrom, A. R., Stark, B., Taggart, J., & Umberger, E. (2007). *Ethnic Identity in Nahua Mesoamerica: The View from Archaeology, Art History, Ethnohistory, and Contemporary Ethnography*. Salt Lake City: University of Utah Press.

Kuznar, L. A. & Sanderson, S. K., eds. (2007). *Studying Societies and Cultures: Marvin Harris's Cultural Materialism and Its Legacy*. Boulder, CO: Paradigm Press.

Kuznar, L. A. (with Frederick, W. G., Sedlmeyer, R. L.) (2006) "The Effect of Nepotism on the Evolution of Social Inequality." In *Studying Societies and Cultures: Marvin Harris' Cultural Materialism and Its Legacy*, ed. L. Kuznar and S. Sanderson, 168–179. Paradigm Press.

## Biology

Kingsbury, B. A. (2008). *Northern Population Segment of the Copperbelly Water Snake (Nerodia erthrogaster neglecta) Recovery Plan*. Fort Snelling, MN: U.S. Fish and Wildlife Service.

Williams, R. N., MacGowan, B., Walker, Z. J., and Kingsbury, B. A. (2006). *Salamanders of Indiana*. West Lafayette, IN: Purdue University Extension.

MacGowan, B., Kingsbury, B. A., and Williams, R. N. (2005). *Turtles of Indiana*. Purdue University Extension.

## Chemistry

Atkins, P., and Friedman, R. (2005). *Molecular Quantum Mechanics* (4th ed.). Oxford University Press.

## Communication

Cooks, L. M. & Simpson, J. S., eds. (2007). *Whiteness, Pedagogy, Performance: Dis/Placing Race*. Lanham, MD: Lexington Books.

Godwin-Starks, D. (2005). *Drinking the Living Water: A View from the Edge*. Bloomington, IN: AuthorHouse Publishing.

Godwin-Starks, D. (2005). *Davon Goes Fishing at the Big Green Yucky Lake*. Bloomington, IN: AuthorHouse Publishing.

## English and Linguistics

Bogue, E., & Rowand, C., et al. (2008). *Visual Communications in a Digital Age: An Introduction to Photography and Photoshop*. Dubuque, IA: Kendall/Hunt.

Minton, J. (2008). *78 Blues: Folksongs and Phonographs in the American South*. Jackson, MS: University Press of Mississippi.

Sun, H., & Kadar, D. Z. (2008). *It's the Dragon's Turn — Chinese Institutional Discourses*. Berne, CH: Peter Lang.

Crisler, C. L. (2007). *Tough Boy Sonatas*. WordSong.

Felber, L. ed. (2007). *Clio's Daughters: British Women Making History, 1790–1890*. Newark, DE: University of Delaware Press.

## Geosciences

Farlow, J. O., Langston, W. Jr., et al (2007). *Texas Giants: Dinosaurs of the Heritage Museum of the Texas Hill Country*. Canyon Lake, TX: Heritage Museum of the Texas Hill Country.

Brett-Surman, M. K., Farlow, J., Beuthin, J., and Kvale, E. (2005). *Dinosaur Sciences — from Field to Classroom: What We Can and Cannot Know about Dinosaurs*. Shell, WY: GeoScience Adventures.

Eichhubl, P. and Flodin, E. A. (2005). "Brittle deformation, fluid flow, and diagenesis in sandstone at Valley of Fire State Park, Nevada." *Geological Society of America Annual Meeting Field Trip Guidebook*.

## History

Galoppe, Raúl and Weiner, Richard, eds. (2005). *Explorations on Subjectivity, Borders, and Demarcations: A Fine Line*. Lanham, MD: University Press of America.

## International Language and Culture Studies

Roberts, S., Schechtman R., eds. (2007). *Finding the Foreign*. Newcastle, U.K.: Cambridge Scholars Press.

## Philosophy

Buldt, B., & Löwe, B., et al (2008). *Towards a New Epistemology of Mathematics*. Dordrecht, NL: Springer.

Butler, C. W. (2008). *An Introduction to the Logic of Hegel*. El Cajon, CA: National Social Science Press.

Butler, C. W., trans. (2008). *Lectures on Logic*. Bloomington, IN: Indiana University Press.

Butler, C. W. (2008). *Human Rights Ethics: A Rational Approach*. West Lafayette, IN: Purdue University Press.

Ohlander, E. S. (2008). *Sufism in an Age of Transition: Umar al-Subrawardi and the Rise of the Islamic Mystical Brotherhoods*. Leiden, NL: Brill.

Butler, C., ed. (2007). *Guantanamo Bay and the Judicial-Moral Treatment of the Other*. West Lafayette, IN: Purdue University Press.

Strayer, J. (2007). *Subjects and Objects: Art, Essentialism, and Abstraction*. Leiden: Brill.

Butler, C. W. (2005). *Hegel's Lectures on Logic*. Bloomington: Indiana University Press.

## Political Science

Lutz, B. J. & Lutz, J. M. (2008). *Global Terrorism, Volumes 1–4*. London: Sage.

Lutz, J. M. and Lutz, B. J. (2008). *Global Terrorism*. London: Routledge.

Lutz, B. J. & Lutz, J. M. (2007). *Terrorism in America*. New York: Palgrave.

Lutz, J. M. & Lutz, B. J. (2005). *Terrorism: Origins and Evolution*. New York: Palgrave, 240 p.

## Psychology

Bordens, K. S., & Abbott, B. B. (2008). *Research Design and Methods: A Process Approach*. New York, McGraw Hill.

Hill, C. A. (2008). *Human Sexuality: Personality and Social Psychological Perspectives*. Thousand Oaks, CA: Sage.

Bordens, K. S., & Horowitz, I. A. (2007). *Social Psychology* (3rd ed.). St. Paul, MN: Freeload Press.

Gerow, J., Bordens, K., & Blanch-Payne, E. (2007). *General Psychology: With Spotlights on Diversity*. Reno, NV: Bent Tree Press.

Bordens, K. S. and Abbott, B. B. (2005). *Research Design and Methods: A Process Approach* (6th ed.). Boston: McGraw-Hill.

Gerow, J. and Bordens, K. S. (2005). *Psychology: An Introduction* (7th ed.). Cincinnati: Alliance Press.

## Sociology

Shupe, A. (2008). *Rogue Clerics: The Social Problem of Clergy Deviance*. New Brunswick, NJ: Transaction.

McKissack, L. B. (2007). *Women of the Harlem Renaissance*. Compass Point Books.

Shupe, A. (2007). *Spoils of the Kingdom: Clergy Misconduct and Religious Community*. Champaign, IL: University of Illinois Press.

Shupe, A. (2007). *Rogue Clerics: The Social Problem of Clergy Deviance*. New Brunswick, NJ: Transaction.

Shupe, A. D. & Darnell, S. E. (2006). *Agents of Discord: Deprogramming, Pseudo-Science, and the American Anticult Movement*. New Brunswick, NJ: Transaction.

## **School of Education**

### **Educational Studies**

Watson, L., & Swim, T. (2008). *Infants and Toddlers: Curriculum and Teaching*. New York: Thomson Delmar Learning.

Swim, T. (2007). *Infants and Toddlers* (1st ed.). Clifton Park, NY: Thomson Delmar Learning.

## **Health and Human Services**

Hewes, D. W. and Leatherman, J. M. (2005). *An Administrator's Guidebook to Early Care and Education Programs*. Boston: Allyn & Bacon.

## **Division of Public and Environmental Affairs**

Grant, J. A. (2008). *The New American Social Compact: Rights and Responsibilities in the Twenty-first Century*. Lanham, MD: Lexington Books.

Pearson-Nelson, B. J. (2008). *Understanding Homicide Trends: The Social Context of a Homicide Epidemic*. New York: LFB Scholarly Publishing.

## **College of Engineering, Technology, and Computer Science**

### **Manufacturing and Construction Engineering Technology and Interior Design**

Ding, S. (2008). *Modeling and Visualization with AutoCAD*. New York: Fairchild Publications.

## **College of Health and Human Services**

### **Consumer and Family Sciences**

Lolkus, L., & Cooper, M. (2008). *Nutrition in Dentistry*. Baltimore, MD: Wolters Kluwer/Lippincott Williams & Wilkins.

### **Dental Education**

Cooper, M. D. & Palmer, C. (2007). *Instructor's Resource Manual with Test Bank and PowerPoint™ lecture CD-ROM: Diet and Nutrition in Oral Health*. Upper Saddle River, NJ: Prentice Hall.

## **Richard T. Doermer School of Business and Management Sciences**

### **Economics**

Dilts, David A. (2006). *Cases in Collective Bargaining & Industrial Relations*. 11th ed. NY: McGraw-Hill.

Dilts, David A. (2006). *Instructor's Manual for Cases in Collective Bargaining & Industrial Relations*. 11th ed. NY: McGraw-Hill.

Faculty have also published numerous book chapters, as well as articles in a broad variety of peer-reviewed journals. In 2008, these journals included:

*Advances in Developing Human Resources*

*American Literary Realism*

*American Secondary Education*

*Animal Behaviour*

*ASCE Journal of Materials Engineering*

*Behaviour*

*Behavioural Processes*

*Bioorganic & Medicinal Chemistry Letters*

*Canadian Journal of Zoology*

*Canadian Journal of Chemistry*

*Chinese Annals of Mathematics*

*Compendium of Continuing Education in Dentistry*  
*Complex Variables and Elliptic Equations*  
*Computer Applications in Engineering Education*  
*Conservation Biology*  
*Conservation Genetics*  
*Death Studies*  
*Deviant Behavior*  
*Diaspora, Indigenous, and Minority Education: An International Journal*  
*Early Child Development and Care*  
*Education Resources Information Center*  
*Electronic Journal of Linear Algebra*  
*Empirical Economics Letters*  
*Endangered Species Research*  
*Erkenntnis*  
*Ethos*  
*Feminist Media Studies*  
*Global Economy Journal*  
*Human Services*  
*Human Services Education*  
*IEEE Transactions on Instrumentation and Measurement*  
*Indiana Policy Review*  
*Inorganica Chimica Acta*  
*International Journal of Bifurcation and Chaos*  
*International Journal of Electronics and Computer Systems*  
*International Journal of Mechanical Engineering Education*  
*International Journal of Services Technology and Management*  
*International Journal of Social Inquiry*  
*International Journal of Sociology and Social Policy*  
*International Journal of Systems Science*  
*International Review of Industrial and Organizational Psychology*  
*Japan Studies Review*  
*Journal for Economic Development and Business Policy*  
*Journal of Applied Physics*  
*Journal of Behavioral and Applied Management*  
*Journal of Business and Information Technology*  
*Journal of Business and Technical Communication*  
*Journal of Business Communication*  
*Journal of Child and Adolescent Psychiatric Nursing*  
*Journal of Clinical Endocrinology and Metabolism*  
*Journal of Collective Negotiations*  
*Journal of Engineering Technology*  
*Journal of Enterprising Communities: People and Places in the Global Economy*  
*Journal of Family Psychology*  
*Journal of Herpetology*  
*Journal of Human Nutrition and Dietetics*  
*Journal of Management Development*  
*Journal of Medical Ethics*  
*Journal of Multimedia Tools and Applications*  
*Journal of Music Therapy*  
*Journal of Small Business and Entrepreneurship*  
*Journal of Social Studies Research*  
*Journal of Soil and Water*

*Journal of Systems Science and Mathematical Sciences*  
*Journal of Telecommunication Systems*  
*Journal of the Optical Society of America*  
*Journal of Vertebrate Paleontology*  
*Journal of Zoology*  
*JP Journal of Heat and Mass Transfer*  
*Molecular Ecology*  
*Monokl*  
*Physical Review E*  
*Plant & Cell Physiology*  
*Quarter After Eight: A Journal of Prose and Commentary*  
*Quarterly Review of Distance Education*  
*Reflective Practice*  
*Renaissance Quarterly*  
*Scholarly Partnerships.edu*  
*Small Group Research*  
*Social Studies Research and Practice*  
*Spenser Studies: A Renaissance Poetry Annual*  
*Studies in Philology*  
*Talisman: A Journal of Contemporary Poetry and Poetics*  
*Teacher Education & Practice*  
*Teaching and Learning in Nursing*  
*Teaching and Teacher Education*  
*The ASPPA Journal*  
*The Oral History Review*  
*The Physics Teacher*  
*Thresholds in Education*  
*Women, Politics & Policy*

The ORES reports of faculty accomplishments for 2005–08 are available for review in the Resource Room.

Although somewhat more difficult to quantify, IPFW faculty have also been very successful in the area of creative endeavor. In addition to the large number of on-campus theatre productions, music performances, and art exhibits (see Table 4-2), IPFW faculty have performed and exhibited in a variety of international, national, and regional venues. Examples of recent accomplishments are provided below in Table 4-3.

**Table 4-2: College of Visual and Performing Arts Sponsored Performances and Exhibits**

	2008	2007
Gallery Exhibits	10	7
Music Performances	43	45
Theatre Productions	6	8

**Table 4-3: Examples of External Creative Activity**

Year	Faculty Member(s)	Unit	Title	Activity	Venue
2006	Christopher Ganz	Fine Arts, VPA	19th University of Dallas National Print Invitational	Exhibition	Traveling
2006	Christopher Ganz	Fine Arts, VPA	Paper in Particular – National Juried Works on Paper Exhibition	Exhibition	Columbia College, Columbia, MO

2006	Dana Goodman	Fine Arts, VPA	Into View, the 15th Anniversary Window on Sculpture Exhibition	Exhibition	The Sculpture Center, Cleveland, OH
2006	Dana Goodman	Fine Arts, VPA	16th San Angelo National Ceramic Competition	Exhibition	San Angelo Museum of Art, San Angelo, TX
2006	Dana Goodman	Fine Arts, VPA	Crafts National	Exhibition	Lancaster Museum of Art, Lancaster, PA
2006	John Hrehov, Nancy McCroskey	Fine Arts, VPA	Summer Group Exhibition	Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	John Hrehov	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	Nancy McCroskey	Fine Arts, VPA	Art Miami, International Art Exposition	Exhibition	Miami, FL
2006	Audrey Ushenko	Fine Arts, VPA	Untitled	Exhibition	National Academy of Design, NY, NY
2006	Audrey Ushenko	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Art Inc., NY, NY
2006	Benita Brewer	Visual Communication & Design, VPA	Beyond the Night: Rites and Awakening	Online Exhibition	caladangallery.com
2006	Benita Brewer	Visual Communication & Design, VPA	6th Annual Summer All Media International Online Juried Art Exhibition	Online Exhibition	Upstream People Gallery
2006	Richard Nelipovich (Elaver)	Visual Communication & Design, VPA	Simply Droog Exhibition	Exhibition Designer	Museum of Arts and Design, NY, NY
2006	Thomas Bernard	Theatre, VPA	Greater Tuna, Oklahoma, 1776, Out of Order, Gypsy, The Wizard of Oz	Costume Designer	Barn Theatre, Augusta, MI
2006	Mark Ridgeway	Theatre, VPA	Wonderland, Fowl Play	Scenic Designer	Northbrook Theatre, Chicago, IL
2006	Melanie Bookout	Music, VPA	Viola da Gamba Society of America Conclave	Performer	St Olaf College, Northfield, MN
2006	Melanie Bookout	Music, VPA	Concert & CD Project	Performer/Codirector	Allentown, PA
2006	Braham Dembar, David Cooke, Jay Remissong	Music, VPA	International Double Reed Society Convention	Performer	Muncie, IN
2006	Gregg Gausline	Music, VPA	New York State Summer Music Camp	Conductor	Oneonta, NY
2006	Robert Allen Saunders	Music, VPA	Frigyes Hidas' Requiem	Solo Performer	Middle Tennessee State University, Murfreesboro, TN
2006	J. Farrell Vernon	Music, VPA	Williams Schmidt's Saxophone Quartet #3, With Sempre Saxophone Quartet	Performer	University of Iowa, Iowa City, IA
2006	J. Farrell Vernon	Music, VPA	Guest Recital	Performer	Appalachian State University, Boone, NC
2006	J. Farrell Vernon	Music, VPA	Sempre Saxophone Quartet	Performer	Nebraska Tour
2007	Christopher Ganz	Fine Arts, VPA	Alter Egos: Drawings and Prints by Christopher Ganz	Solo Exhibition	Trisolini Gallery, Ohio University

2007	Christopher Ganz	Fine Arts, VPA	Untitled	Solo Exhibition	The Carnegie Gallery, Covington, KY
2007	Christopher Ganz	Fine Arts, VPA	Hong Kong Graphics Arts Festival 2007	Group Exhibition	Hong Kong Polytechnic University, Hong Kong
2007	Audrey Ushenko	Fine Arts, VPA	Untitled	Solo Exhibition	Denise Bibro Fine Arts Inc., NY, NY
2007	Nancy McCroskey	Fine Arts, VPA	Earth and Sky: The Wall as Ethereal Canvas-Group Exhibition	Exhibition	Mellwood Arts and Entertainment Center, Louisville, KY
2007	Dana Goodman	Fine Arts, VPA	Ohio University Ceramics: 1990 Until Now	Group Exhibition	Riverbend Winery, Louisville, KY
2007	Dana Goodman	Fine Arts, VPA	On a Pedestal and Off the Wall	Group Exhibition	The Sculpture Center, Cleveland, OH
2007	Dana Goodman	Fine Arts, VPA	Earth and Sky: The Wall as Ethereal Canvas	Exhibition Curator	Millwood Art Center, Louisville, KY
2007	Richard Elaver	Visual Communication & Design, VPA	Virtual Tangible 2.0	Exhibition	Velvet de Vinci Gallery, San Francisco, CA
2007	Richard Elaver	Visual Communication & Design, VPA	Simply Droog-10 + 3 Years of Creating Innovation and Discussion	Exhibition Designer	Museum of Arts and Design, New York, NY
2007	James Gabbard	Visual Communication & Design, VPA	Group Photography Exhibition	Best of Show	Clark Gallery, Honeywell Center, Wabash, IN
2007	James Gabbard	Visual Communication & Design, VPA	Group Photography Exhibition	First Place	Wassenberg Art Center, Van Wert, OH
2007	Jeffrey Casazza	Theatre, VPA	The Love Poetry of Karl Marx	Actor	New Play Development Conference, Indiana Repertory Theatre, Indianapolis, IN
2007	Mark Ridgeway	Theatre, VPA	Can-Can, Picnic, Sweet Charity, and Little Shop of Horrors	Scenic Design	Tibbits Opera House, Coldwater, MI
2007	Mark Ridgeway	Theatre, VPA	Little Women	Scenic Design	Huntington University, Huntington, IN
2007	Brittney Coughlin	Theatre, VPA	Hall of Fame for Dance Competition	Choreographer	Chicago, IL
2007	Melanie Bookout	Music, VPA	Barthold Kuijken Master Class	Performer	University of Indianapolis
2007	Melanie Bookout	Music, VPA	Orlando Ensemble für alte Musik	Performer	Berlin, Germany
2007	Melanie Bookout	Music, VPA	Music Alive Series & Early Instruments	Performer and Coproducer	Marshall University, Huntington, WV
2007	J. Farrell Vernon, Melanie Bookout	Music, VPA	The Forgotten Saxophone: New Music for the Sopranino	CD Recording	Arizona University
2007	J. Farrell Vernon, Laura Lydy	Music, VPA	Rome Festival Concert Series	Performer	Rome, Italy
2007	Farrell Vernon	Music, VPA	North American Saxophone Alliance Region 7 Conference	Performer	University of North Carolina, Greensboro, NC

2007	Farrell Vernon	Music, VPA	Rousseau International Saxophone Masterclass	Performer	University of Minnesota, Minneapolis, MN
2007	Amy Prickett	Music, VPA	Haydn's "Creation"	Soprano Soloist	South Bend Vesper Chorale, St. Matthew Cathedral, South Bend, IN
2007	Todd Prickett	Music, VPA	"Socrates" (Opera Premiere) by Hollis Thoms	Tenor	St. John's College, Annapolis, MD
2007	Robert Allen Saunders	Music, VPA	Recital	Solo Performer	Northwestern University, IL
2007	Robert Allen Saunders	Music, VPA	The Viola da Gamba Dojo	Vocal Soloist	New York, NY
2007	Robert Allen Saunders	Music, VPA	Amahl and the Night Visitors by Gian Carlo Menotti	Role of Balthazar	First Presbyterian Church, Columbus, OH
2008	Christopher Ganz	Fine Arts, VPA	National Contemporary American Realism 2008 Biennial	Grand Prize Winner	Fort Wayne Museum of Art, Fort Wayne, IN
2008	Dana Goodman	Fine Arts, VPA	5th Ceramic World International Biennial Competition Exhibition	Artist	World Ceramic Center, Gyeonggi Province, South Korea
2008	Dana Goodman	Fine Arts, VPA	International Festival of Ceramics Exhibition	Artist	Mino, Japan
2008	John Hrehov	Fine Arts, VPA	Summer Group Exhibition, 2008	Artist	Denise Bibro Fine Art Inc., NY, NY
2008	John Hrehov	Fine Arts, VPA	National Contemporary American Realism 2008 Biennial	Artist	Fort Wayne Museum of Art, Fort Wayne, IN
2008	Audrey Ushenko	Fine Arts, VPA	Members Exhibition	Artist	National Academy of Design, New York, NY
2008	Audrey Ushenko	Fine Arts, VPA	Installation: Smile, You're on the Forefront of Medicine	Artist	University of Chicago, Chicago, IL
2008	Nancy McCroskey	Fine Arts, VPA	Tribute	Commissioned Ceramic Tile Installation	Central Insurance, Van Wert, OH
2008	Richard Elaver	Visual Communication & Design, VPA	Algorithmic Design Exhibition	Solo Exhibition	SNAG Conference, Savannah, GA
2008	James Gabbard	Visual Communication & Design, VPA	Annual Juried Photography Exhibition	First place, portraiture, and plants	Wassenberg Art Center, Van Wert, OH
2008	Jeffrey Casazza	Theatre, VPA	Playwrights in Process: New Plays	Director and Dramaturg	Indiana Repertory Theatre, Indianapolis, IN
2008	Brittney Coughlin	Theatre, VPA	National Dance Competition	Choreographer	Las Vegas, NV
2008	Melanie Bookout	Music, VPA	Master Class, Lute Society of America	Performer	Case Western Reserve, Cleveland, OH
2008	Melanie Bookout, Farrell Vernon	Music, VPA	Rousseau Celebration Grand Finale	Performers	University of North Carolina, Greensburg, NC
2008	Farrell Vernon, Melanie Bookout, Laura Lydy	Music, VPA	Living with the Classics Vols. 1&2	CD Recording	University of Arizona, Tucson, AZ

2008	Todd Prickett	Music, VPA	Oregon Bach Festival Chorus	Performer	University of Oregon, Eugene, OR
2008	Amy Prickett	Music, VPA	Carmina Burana	Soloist	Bowling Green Western Symphony Orchestra and Choral Society, Bowling Green, KY
2008	Amy Prickett	Music, VPA	Oregon Bach Festival Chorus	Soloist	University of Oregon, Eugene, OR
2008	Eric Schweikert	Music, VPA	St. Paul Chamber Orchestra International Tour	Performer	Scandinavia
2008	Hamilton Tescarollo	Music, VPA	Duo Recital with Cellist, Carlos Audi	Performer	Tampa, FL, and University of South Carolina, Columbia, SC
2008	Hamilton Tescarollo	Music, VPA	Duo Recital with Cellist, Carlos Audi	Performer	Goiania, Sao Paulo, and Rio de Janeiro, Brazil
2008	Farrell Vernon	Music, VPA	North American Saxophone Alliance National Conference	Performer	University of South Carolina, Columbia, SC

Research and creative endeavor activities are, of course, not limited to faculty. Publication and presentation by administrators and staff in the Office of Student Affairs are encouraged and supported. Student Affairs publications in recent years are listed below:

Barr, M. J., & McClellan, G. S. (under contract). *Budgets and financial management in higher education*. San Francisco: Jossey-Bass.

Blythe, S., Darabi, R., Kirkwood, B. S., & Baden, W. (in press). Exploring options for students at the boundaries of the “at-risk” designation. *WPA Journal*.

Carr, P. L., & McClellan, G. S. (2008). Alcohol awareness through the arts: The power of dance in a college alcohol awareness program. *Journal of Dance Education*, 8(4), pp. 128-130.

Darabi, R. L., & Ehle, B. J. (2008). Civic engagement through first-year experience conversations. In M. J. LaBare (Ed.), *First-year civic engagement: Sound foundations for college, citizenship, and democracy*. The University of South Carolina: The Center for the First-Year Experience and Students in Transition and *The New York Times*.

Fox, M., Lowe, S., & McClellan, G. S. (Eds.). (2005). Serving Native American students in higher education. *New Directions for Student Services*, #109. San Francisco: Jossey-Bass.

Hoff, A. K., & Parker, J. S. (2009, March). Faux pas to avoid in an advisor job search. *Academic Advising Today*.

Hoff, A. K. (2009, June). Tips for creating a successful résumé. *Academic Advising Today*.

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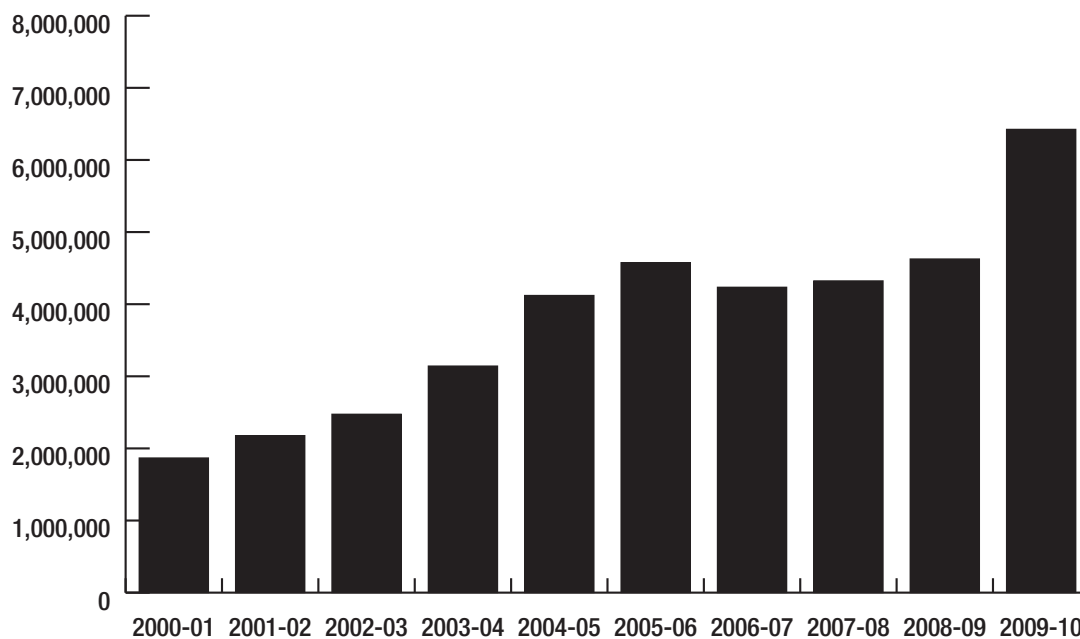
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Another important measure of the success of ORES and the faculty and staff is the university's success at receiving research funding from external sources. The growth of this funding can be seen in Figure 4-1.

**Figure 4-1: Total Grants and Contracts Awarded 2000–10**



With the support of ORES, IPFW has striven to increase its grants and contracts funding as part of its Strategic Plan. The impact of this effort is seen above with the total grants and contracts awarded increasing from \$1.2 million in 1998–99 to \$4.5 million in 2008–09. Recent major grants and contracts received by academic units are listed below in Table 4-4.

**Table 4-4: Recent Major Academic Unit Grants and Contracts**

Year	Recipient & Unit	Title	Source	Amount	
2006–07	McCullough, Robert G., Anthropology, A&S	REU: Undergraduate Experience in the Application of Geophysical Methods to the Archaeology of Late Prehistoric Central Indiana	National Science Foundation	\$61,381	
	Wang, Guoping, Engineering, ETCS	Preview, Exercise, Teaching and Learning in Digital Electronics Education	National Science Foundation	\$81,220	
	Paladino, Frank V., Biology, A&S	Costa Rican Sea Turtles	EarthWatch	\$63,213	
	Putt, Mark S., Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Church & Dwight	\$68,825	
	Putt, Mark S., Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Johnson & Johnson Consumer Products Worldwide	\$120,450	
	Finke, Linda M., Health Sciences, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$198,231	
	McCrary, Kenneth A., Continuing Studies	Small Business Development Center Northeast Indiana	U.S. Small Business Administration	\$124,573	
	O’Connell, Kathleen L., Behavioral Health and Family Studies Institute, VCAA	Northeast Indiana Area Health Education Center Program	Health Resources and Services Administration	\$241,500	
	O’Connell, Kathleen L., Behavioral Health and Family Studies Institute, VCAA	Gambling and Suicide Prevention	Indiana Family and Social Services Administration	\$105,000	
	Palevich, Robert F., Management and Marketing, DSBMS	Northeast Indiana Strategic Skills Initiative “BEST Institute”	Northeast Indiana Workforce Investment Board	\$121,200	
	Sternberger, Carol S., Nursing, HHS	Support for IPFW Nursing Program	Parkview Health Systems	\$562,000	
	2007–08	McCullough, Robert G., Archaeological Survey, A&S	Open-ended Contract	Indiana Department of Transportation	\$55,051
		O’Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Suicide Prevention Coalition	Indiana Department of Health	\$70,000
		Broberg, Harold, Electrical and Computer Engineering Technology, ETCS	Electronic Sensor System Testing	Tuthill Controls Group	\$62,309
Miller, Geralyn, Pension Institute, PEA		IPFW Institute for Pension Plan Management	American Society of Pension Professionals and Actuaries	\$50,000	
Miller, Geralyn, Pension Institute, PEA		IPFW Institute for Pension Plan Management	Indiana Economic Development Corporation	\$74,998	
Paladino, Frank V., Biology, A&S		Costa Rican Sea Turtles	EarthWatch	\$81,480	
Finke, Linda, Health and Human Services, HHS		Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$104,171	

	Finke, Linda, Health and Human Services, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$112,172
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Northeast Indiana Area Health Education Center	Health Resources and Services Administration	\$355,000
	Miller, GERALYN M., Pension Institute, PEA, IPFW Institute for Pension Management	Phase 1	Lincoln Financial Group	\$150,000
	Nowak, Jeffrey, Elementary Education, EDUC	ISTEM Resource Network	Central Indiana Corporate Partnership Foundation	\$100,000
2008-09	Alhassan, Mohammad, Engineering, ETCS	Superiority and Constructability of Fibrous Additives for Bridge Deck Overlays	Illinois Center for Transportation	\$56,795
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	K-12 Outreach Northeast Indiana Area Health Education Center	U.S. Department of Health and Human Services	\$50,000
	McCullough, Robert G., Archaeological Survey, A&S	Field School and Archaeology Month 2009	Indiana Department of Natural Resources	\$48,939
	McCullough, Robert G., Archaeological Survey, A&S	Intensive Survey of New Washington and Ellinsworth in Clark County, IN	Indiana Department of Natural Resources	\$43,730
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Suicide Prevention Coalition	Indiana State Department of Health	\$80,000
	Leffers, Regina, Manufacturing & Construction Engineering Technology and Interior Design, ETCS	Development of a Sustainable Positive Energy Construction Lab at IPFW	The Kresge Foundation	\$75,000
	Paladino, Frank V., Biology, A&S	Interactions of Leatherback Turtles and Fisheries in the Pacific Ocean	Drexel University/Pew Charitable Trusts	\$74,799
	Putt, Mark, Health Science Research Center, HHS	Laboratory Evaluations of Dental Products	Johnson & Johnson Consumer and Personal Products Worldwide	\$72,850
	Finke, Linda, HHS	Lafayette Street Family Health Clinic	U.S. Department of Health and Human Services	\$233,900
	McCrary, Kenric, Continuing Studies, VCAA	Northeast Indiana SBDC	Indiana Economic Development Corporation	\$196,116
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Northeast Indiana Area Health Education Center	Health Resources and Services Administration	\$289,627
	O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Cares Youth Suicide Prevention Project	U.S. Department of Health and Human Services	\$499,999
2009-10 Year-to-date	Hilpert, Jonathan C., EDUC	Collaborative Research: Examining the Impact of the Freshman Teaching Academy on Engineering Student Future Time Perspective and Strategic Learning	National Science Foundation	\$50,462
	Alhassan, Mohammad and Ashur, Suleiman, ENGR, ETCS	Superiority and Constructability of Fibrous Additives for Bridge Deck Overlays	Illinois Center for Transportation (U.S. Dept. of Transportation)	\$52,045

Paladino, Frank, BIOL, A&S	Costa Rican Sea Turtles	Earthwatch	\$97,580
O'Connell, Kathleen, Behavioral Health and Family Studies Institute, HHS	Indiana Cares Youth Suicide Prevention Project	U.S. Department of Health and Human Services	\$499,997

Nonacademic units including Student Affairs and Financial Affairs have also been successful in obtaining external support. These awards are listed below in Table 4-5:

**Table 4-5: Recent Major Nonacademic Unit Grants and Contracts**

Year	Recipient & Unit	Title	Source	Amount
2006–07	Christmon, Kenneth, Multicultural Services, VCSA	Twenty-First Century Scholars Program Site Agreement	State Student Assistance Commission of Indiana	\$247,083
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$220,000
	Lohmuller, Bernard, College Cable Access Center	College Cable Access Center	City of Fort Wayne, Cable Access Fund	\$160,567
2007–08	Christmon, Kenneth, Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000
	Christmon, Kenneth, Multicultural Services, VCSA	Vocational and Technical Education Services for Students Who Are Handicapped/Disadvantaged	Indiana Commission for Higher Education	\$140,644
	Christmon, Kenneth, Multicultural Services, VCSA	Twenty-First Century Scholars Program Site Agreement	U.S. Department of Education	\$178,601
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,800
	Branson, Walter J., Vice Chancellor for Financial Affairs, VCFA	St. Joseph River Pedestrian Bridge	Indiana Department of Transportation	\$1,180,145
2008–09	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,000
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000
	Lohmuller, Bernard, CATV, CHAN	Support for College Access Television	City of Fort Wayne, CATV Fund	\$198,531
2009–10 Year-to-date	Christmon, Kenneth, Multicultural Services, VCSA	Career and Technical Education Development Services	Indiana Department of Workforce Development	\$147,403
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound	U.S. Department of Education	\$250,000
	Gregg, Angela R., Multicultural Services, VCSA	IPFW Upward Bound Expansion	U.S. Department of Education	\$250,000

ORES administers internal grants, including faculty summer grant programs sponsored by IPFW and Purdue, which are aimed at helping new faculty begin or develop a research or creative agenda, and assisting experienced

faculty in further advancing their research agendas. These grants provide fiscal support for two months of uninterrupted scholarly research by faculty. IPFW Summer Grants provide support to 10 faculty each year, with the Purdue Research Foundation (PRF) Summer Faculty Grant adding support for six additional faculty. Other internal support includes special grants for international travel, external grant proposal development assistance, special grants for interdisciplinary research, and assistance to faculty engaging in partnerships with area businesses and nonprofit organizations.

Faculty also receive support for their research and creative endeavors from their individual academic units. All academic departments make funds available for faculty and staff professional development through their Supplies and Expenses portion of the budget. Amounts allotted for professional development are at the discretion of department/unit chairs and directors. Additional monies may be requested from the college/school deans and the vice chancellor for academic affairs. IPFW faculty are also eligible for travel grants from both Indiana University and Purdue University for presentations outside of the United States.

In 2006, the university initiated a new program to recognize and reward outstanding faculty entitled IPFW Featured Faculty. On a biannual basis, the program recognizes six–eight faculty members who make outstanding contributions to the campus and community in teaching, research, and service. These faculty are provided with resources to support their continuing work and featured in a variety of public events including a lecture series.

To further enhance faculty research and to raise the profile of faculty accomplishment, IPFW has set a goal to increase the number of endowed faculty chair positions. This initiative stands as an action item in the 2008–14 Strategic Plan. In recent years, IPFW has established eight endowed faculty chair positions. These include:

- The Howard and Betsy Chapman Distinguished Professor of English
- The Paul E. Shaffer Chair in Finance
- The Steel Dynamics Distinguished Professor of Engineering
- The Distinguished Professor of Systems Engineering
- The Chair of Wireless Communication and Applied Research
- The Donald R. Willis Professor of Entrepreneurship
- The Jack W. Schrey Professor of [Any Discipline: The two professorships are currently in Mathematics and Biology]

Besides research faculty, IPFW also rewards the research and creative efforts of teaching faculty and part-time faculty. IPFW has steadfastly encouraged the scholarship of teaching, and the Office of Academic Affairs, in consultation with the faculty, has developed criteria to help faculty earn promotion and tenure through teaching and the scholarship of teaching. Teaching faculty receive comparable professional development support from their departments as do research faculty. The Office of Academic Affairs has made available three resource documents to assist faculty in assembling evidence to document their cases for promotion and tenure. The documents (available in the Resource Room) are:

*Examples for Documenting and Evaluating Teaching*

*Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor*

*Examples for Documenting and Evaluating Faculty Service*

Internal grants for the scholarship of teaching are administered through the Center for the Enhancement of Learning and Teaching (CELT). Summer instructional grants support faculty work in enhancing teaching and in new course development. The Distance Education Coordinating Committee (DECCO) provides grants of up to \$10,000 for development of distance education courses and innovations in distributed learning. CELT also sponsors an annual fall conference that supports the scholarship of teaching and a spring conference that supports and celebrates the achievements of part-time faculty.

Another way IPFW has supported research in specific areas has been through its research labs and facilities and its Centers of Excellence program. IPFW now has 16 Centers of Excellence on campus. In a program begun less than 10 years ago and formalized in 2003, the university has made a commitment to utilize these centers to recognize and advance faculty expertise; engage undergraduate and graduate students in experiential learning opportunities through service and research; market these capabilities to the public, private, and not-for-profit sectors; provide opportunities to integrate teaching, research, and service; encourage multidisciplinary collaboration; and facilitate the administration of externally supported projects. The current Centers of Excellence include:

- Archaeological Survey
- Behavioral Health & Family Studies Institute
- Center for the Built Environment
- Center for Reptile and Amphibian Conservation and Management
- Center for Excellence in Systems Engineering
- Community Research Institute
- Institute for Decision Sciences and Theory
- Institute for Human Rights
- Mike Downs Center for Indiana Politics
- Scholar-Practitioner Center for the Advancement of Educational Leadership and Learning Organizations
- Information Analytics and Visualization Center
- Institute for Pension Plan Management
- Center for Wireless Technology
- Three Rivers Language Center
- Institute for Holocaust and Genocide Studies
- Center for Social Research

## Student Research and Creative Endeavor

IPFW, through ORES and its schools, colleges, and departments, has made a commitment to foster student research and creative endeavor. ORES does this through three different grant programs and two student research conferences. While being separate programs, all define research and creative endeavors broadly within the Strategic Plan of the ORES.

### Research Grants

**Undergraduate Summer Research Support Program:** Successful undergraduates receive \$1,000 in wages to support research and creative endeavors. See Figure 4-6 below.

**Undergraduate Research Supplies and Expenses Mini-grant Program:** Students can receive grants of up to \$250 to defray costs of research including travel to research sites, equipment, and expendable supplies. See Figure 4-6 below.

**Undergraduate Conference Travel Program:** Students can apply for up to \$250 to help fund expenses related to presenting a paper at a professional conference.

**Table 4-6: Undergraduate Student Research Support**

Year	Summer	S&E	Total
2009	6	0	\$6,000
2008	8	2	\$7,000
2007	8	2	\$7,500
2006	11	5	\$12,250

## University Undergraduate Research Conferences

**Annual Undergraduate Research and Creative Endeavor Symposium:** Provides IPFW and area students the opportunity to present research to faculty and peers in a formal research conference. See Figure 4-7 below for student participation.

**Purdue University System Student Research Competition:** Five-category research competition with monetary awards for students throughout the Purdue University system.

**Table 4-7: Student Participation in the IPFW Research Symposium**

Year	Presentations	Students Involved
2009	42	47
2008	50	74
2007	44	54
2006	43	54

In addition to the ORES research and creative support efforts, the university's colleges, schools, and numerous departments have provided students with faculty research collaboration, research mentoring, ongoing research project participation, and departmental research conferences. The growing campus-wide efforts involving research and creative endeavors have led to significant and tangible results while also extending classroom work, providing solid experience in preparation for graduate or professional school, and providing a basis for student and faculty publications. These efforts have encompassed three categories.

The first category of departmental efforts toward student research and creative endeavor efforts is borne out of intentional departmental course design. Not surprisingly, professional degrees have integrated research endeavors that apply directly to professional expectations. For example, six MBA students presented two different papers associated with their Human Resource Research course at an international conference. In nursing, students in Introduction to Healthcare Informatics developed Web sites that demonstrated a grasp of the difficulties of integrating health information, information management, informatics, and cultural literacy that are very much part of contemporary medicine. There are numerous examples among other schools and colleges, from departments with capstone course seminars to courses such as MATH 163H-164H Honors Calculus and PSY 441 Advanced Research in Social and Personality Psychology, where students present research at the end of the semester. Other such curriculum-based research and creative endeavors occur across multiple disciplines.

The second category of research and creative endeavor efforts on campus centers on annual or semi-annual departmental events that provide incentives for students to produce and present research relevant for their discipline. Such efforts are vital to the academic environment at IPFW and to the broader community of stakeholders, and they also provide students with tremendous opportunities for later success in graduate school, professional school, or law school. These events acclimate students to disciplinary expectations and provide an opportunity to expand on academic work from the classroom. Listed and described below are some of the many such activities on campus:

### Departmental Research Journals, Conferences, and Symposia

**Department of History.** History hosts an undergraduate research conference with undergraduate papers that are reviewed by faculty. The conference has been televised on Campus Access Cable. The department also has helped coordinate undergraduate participation in Indiana University university-wide conferences on women's and gender studies.

**Department of International Language and Culture Studies:** Students, colleagues, and outside contributors have produced articles, poetry, and films on numerous topics that are collected and edited in an online multimedia journal called *Soleado* by faculty members of Spanish.

**Department of English:** The English department edits a journal entitled *Confluence* for students, alumni, and the community that includes manuscripts, photographs, and artwork. In recent years, undergraduates

have had manuscripts appear in *Confluence*. The English Graduate Colloquium has provided numerous students the opportunity to present their research for a departmental audience and review.

**IPFW Writing Center.** The center's sponsorship of student research into writing center pedagogy is exemplary. Every year for the past 10 years the center has worked with its student tutors to develop presentations on Writing Center research, which are submitted to the annual conference of the East Central Writing Centers Association (ECWCA), a regional group that includes 475 writing centers within its region. Attendance at this conference gives IPFW student tutors the opportunity to share their research with students from other colleges and universities, and gives them greater insight into the role they play in assisting their fellow students with their academic work.

**College of Visual and Performing Arts.** Among many annual student performances and exhibitions, most Visual and Performing Arts students must participate in a senior exhibition, performance, or design at IPFW or in the arts community prior to graduation. This includes designated IPFW senior recitals; performance roles and set, lighting, or costume designs in theatre performances; and exhibitions of student art in the Visual Arts gallery or other gallery spaces.

**Student Art in the Library Exhibitions.** This collection showcases two-dimensional artwork by IPFW students. Pieces are entered in a faculty-judged competition with the winners and other selected pieces then shown in a semester-long exhibition in Walter E. Helmke Library. Exhibition participants provide a digital image and description of their art for inclusion in the Student Art in the Library digital collection. The first exhibition was held spring 2007. In fall 2008, United Art and Education became a partner in Student Art in the Library with the donation of gift cards to award the top three entries. There are now eight exhibitions available for viewing on mDON at <http://sail.mdon.lib.ipfw.edu/>

**Nursing Spectacular.** A celebration that showcases the capstone projects presented by the graduating baccalaureate and master's degree students. All nursing students and faculty participate in the conference-style event that includes breakout sessions. The Department of Nursing sponsors the four-hour event at the end of each semester.

The third category of growing research and creative endeavor at IPFW involves faculty/student research collaboration. There are frequent collaborations among faculty with graduate students, but even more remarkable has been the surge in collaborative research among faculty and undergraduate students. The result of these efforts has been faculty/student research collaboration presentations at international, national, and regional conferences. A few of the many examples of this follow.

### ***Recent Faculty/Student International, National, or Regional Professional Conference Presentations***

**Doermer School of Business and Management Sciences:** Six faculty/student papers were presented in 2008 and 2009, with two papers receiving conference best paper awards: the Best Faculty-Student Collaboration Award at the Academy of Business Disciplines Annual Meeting and Best Practitioner Paper Award at the United States Association for Small Business and Entrepreneurship Conference.

**Chemistry:** Forty student/faculty collaborative professional conference presentations.

**Biology:** Twenty-eight student/faculty collaborative professional conference presentations.

**Sociology:** Five student/faculty collaborative professional conference presentations.

**Communication Sciences and Disorders:** Three student/faculty collaborative professional conference presentations.

**Nursing:** Four students presented a theory-based project at a national conference. The project was a collaborative effort by students and faculty.

**Physics:** Five student/faculty collaborative professional conference presentations.

**Psychology:** Thirty student/faculty collaborative professional conference presentations.

**Political Science:** Two student/faculty collaborative professional conference presentations.

**IPFW Writing Center:** Every year for the past 10 years the director of the Writing Center has worked with student tutors to develop presentations on Writing Center research, which are submitted to the annual conference of the East Central Writing Centers Association (ECWCA).

Even more impressive than the concerted effort to have students and faculty conduct research together has been when the fruits of their collaboration are published in peer-reviewed disciplinary journals or are included in an edited encyclopedic or book volume. Results vary by department and/or school, as one would expect given different disciplinary journals and publishing opportunities. Nevertheless, the following examples demonstrate the importance faculty place on the mission of student research and creative endeavors.

### ***Student/Faculty Publications in Peer-Reviewed Journals (2004–08)***

**Chemistry:** One student/faculty collaborative journal publication.

**Biology:** Four student/faculty collaborative proceedings publication.

**Political Science:** One student/faculty collaborative journal publication.

**Sociology:** One student/faculty collaborative journal publication.

**Physics:** Five student/faculty collaborative journal publications.

**Psychology:** Five student/faculty collaborative journal publications.

**English:** One student/faculty collaborative journal publication.

Taken together, the university, college/school, and department support of student research and creative endeavors demonstrates a broad and deep commitment to placing these at the heart of student learning.

### ***Graduate Student Research***

The IPFW Office of Graduate Studies (OGS) and the university provide a number of programs to support graduate student research. These include OGS Travel Grants, Purdue Graduate Student Government Travel Grants, and competitive Graduate Research Assistantships. These are in addition to graduate student research support offered by the departments or colleges. Information on each of these programs is available at [www.ipfw.edu/gradstudies/](http://www.ipfw.edu/gradstudies/). In many of the master's programs, graduate students regularly publish or present their work, sometimes as coauthor or copresenter with faculty, and sometimes as sole author or presenter. Eight of the master's programs on campus provide a thesis option. These include biology, business, computer science, engineering, English, liberal studies, nursing, sociological practice, and special education.

***Table 4-8: Graduate Student Research***

<b>Year</b>	<b>Theses</b>	<b>Published Articles</b>	<b>Presentations</b>	<b>Creative Activities</b>
2008	9	3	19	6
2007	10	4	21	7

In 2005, OGS and the Office of Research and External Support began offering competitive graduate research assistantships. The purpose of the awards is to support IPFW strategic initiatives and to further graduate student research goals. The OGS research assistantship and the ORES research assistantship are awarded annually to graduate students who demonstrate excellent potential for pursuing research. Applicants are expected to be involved in a specific research program with potential for publication or presentation. Applicants must also demonstrate either the potential for external funding or for significant community or regional impact. Since the program's inception, eight assistantships have been awarded. OGS began offering graduate student travel grants in 2004. The program was established to support the efforts of IPFW graduate students involved in research projects. To be eligible, a student must have a paper or creative project accepted for presentation at a professional conference or event. Since the inception of the program, 25 grants totaling \$6,250 have been awarded.

***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.***

IPFW's mission has broadened as a comprehensive public university serving the needs of a growing and diverse northeast Indiana. In response, the university has moved to provide baccalaureate graduates with greater curricular and experiential opportunities through the Baccalaureate Framework based on enduring foundational skills. To cultivate these skills, IPFW has established broad general education curricular requirements, greatly expanded its experiential opportunities, developed institutional support offices to enhance students' ability to succeed, and increased the mechanisms of assessment of how well IPFW's educational goals are met. At the graduate level, IPFW has positioned itself as the region's premier graduate institution. Through a combination of research support, institutionally mandated program review, and specialized accreditation, IPFW's graduate programs meet regional needs for specialized expertise while assuring that its graduate students attain the necessary breadth of knowledge and depth of expertise.

As described in Chapter Three, the most important activity undertaken by the campus to demonstrate the acquisition of a breadth of knowledge and skills was the development of the Baccalaureate Framework. This document passed the IPFW Senate in April 2006. The framework clarifies what an IPFW education and degree mean to graduates and incorporates the broad offerings of the university into one pedagogical structure.

The IPFW Senate's Educational Policy Committee followed up on the passage of the IPFW Baccalaureate Framework by asking departments to account for how each individual department's mission, goals, and objectives fit with the broader Baccalaureate Framework. Departments developed statements of their mission and goals, which included specific learning objectives. These learning objectives now appear explicitly for the first time in the 2008–09 *Undergraduate Bulletin* and connect the broad foundational skills of the Baccalaureate Framework with the major and with specific course offerings. A virtue of the Baccalaureate Framework is that it provides an outline for not only an IPFW undergraduate's curricular experiences, but for that student's cocurricular experiences as well. Thus, the Baccalaureate Framework provides the institution's link between curricular and cocurricular activities. Such a link demonstrates IPFW's commitment to inquiry, practice, creativity, and social responsibility not only across the curriculum, but also through the entire undergraduate experience. A more detailed discussion of assessment of cocurricular experiences can be found in the preceding chapter.

## **General Education at IPFW**

Fulfilling the Baccalaureate Framework's goals requires a rigorous general education program. Since fall 1995, all entering IPFW students have been required to fulfill six broad areas of general education. The Principles of General Education were amended by the IPFW Senate in 2007 to reflect the Baccalaureate Framework. The principles now state:

General Education ensures that, upon graduation, students will be familiar with the important modes of human thought that are the foundations of science, philosophy, art, and social behavior. General Education expects students to understand the traditions that have informed one's own and other cultures of the world.

In order to do so, General Education at IPFW defines an integrated pedagogical framework for courses taken outside the student's major discipline. Furthermore, General Education requires that students consider the nature and diversity of individuals, cultures, and societies around the world.

General Education courses should offer both substantive knowledge and an appreciation of multiple methods of inquiry and learning. While specific General Education approved courses may be foundational or advanced, the overall goals of the General Education requirements are achieved through cumulative course work.

Therefore, students who have completed the General Education requirements at IPFW are expected:

- To be familiar with the important modes of human thought that are the foundations of science, philosophy, art, and social behavior.
- To possess effective foundation skills:
  - Read, write, and speak with comprehension, clarity, and precision.
  - Identify substantive knowledge and disciplinary methods.
  - Develop information literacy skills.
  - Reason quantitatively (as means of gaining and creating knowledge and drawing reliable conclusions).
- To demonstrate the ability to think critically and to solve problems using the foundation skills:
  - Evaluate their ideas and the ideas of others based upon disciplined reasoning.
  - Understand the traditions that have formed one's own and other cultures.
  - Be able to articulate their ideas in appropriate media.
- To complete a research/creative project outside the student's major discipline that requires synthesizing knowledge and applying skills gained.

IPFW has undertaken several initiatives to assure that the General Education Program and its rationale are widely publicized. This information appears in the *Undergraduate Bulletin*, in the *Schedule of Classes*, and on the IPFW Web site. The Office of Academic Affairs publishes a brochure entitled "Questions and Answers about Your Undergraduate Education at IPFW" that is distributed to all incoming students. The same materials appear on the IPFW Web site. The Baccalaureate Framework has been widely distributed as well, with framed copies displayed in most campus offices and larger displays on outdoor banners and in selected hallways.

The six areas of IPFW general education and their pedagogical goals are detailed below in Table 4-9.

**Table 4-9: Goals of the IPFW General Education Program**

Area of General Education	Credits	Learning Goals	Skills Required of Courses Approved for Area
<b>Area I: Linguistic and Numerical Foundations</b>	9 credits -3 credits in Reading/Writing -3 credits in Listening/Speaking -3 credits in Quantitative Reasoning	Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Courses in this area teach students (1) to speak and write precisely, clearly, and persuasively; (2) to read and listen actively and with comprehension; and (3) to reason quantitatively as means of gaining and creating knowledge and drawing reliable conclusions. Every student's curriculum should be arranged so as to provide skills in each of these three areas, as well as skills in the area of computer literacy. Because of its fundamental nature, this requirement should be completed within each student's first 30 credits of enrollment.	Should include discussions that emphasize how core skills transcend disciplines. Developing skills that students may transfer or adapt to tasks inside and outside the university should be central to the course. Should require students to develop and apply appropriate information-gathering skills. Should require the development of skills that allow students to construct arguments and rationales in a variety of contexts, and to consider the arguments and rationales of others in a reasoned manner.

**Area II: Natural and Physical Sciences**    *6 credits*

Understanding of the physical and natural world requires comprehension of the role of human intelligence and imagination in formulating concepts; the role of observation and inference in investigations; how theories are formed, tested, and validated; the limitations inherent to scientific inquiry; and the impact of science and mathematics upon intellectual history. Such learning fosters scientific thinking; knowledge of the physical and natural world; and understanding of the human, social, and political implications of theories and research.

Should require the student to demonstrate understanding of the physical, chemical, and biological bases of living and nonliving systems that make up our world and the larger universe.

Should show how scientific knowledge is developed; how observations are made, hypotheses formulated and tested, and theories developed.

Whenever possible, should involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem-solving.

May also expose students to the writing in this area, e.g., journal articles, reviews, and popular essays, and involve students in writing of their own, e.g., preparing laboratory reports, critically evaluating published articles.

**Area III: Individual, Culture, and Society**    *6 credits*

Students must understand the nature and diversity of individuals, cultures, and societies around the world. An exploration of behavioral, societal, and cultural processes forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; in developing the willingness, confidence, and sense of responsibility for making informed decisions; and in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.

Should require the student to demonstrate understanding of the nature and diversity of individuals, organizations, cultures, and societies. May involve developing an historical consciousness; familiarity with social structures and institutions; knowledge of behavioral processes; comprehension of the interplay among ideas, technology, and social organization.

Should show how knowledge of social and behavioral processes is developed; how information is gathered, hypotheses formulated and analyzed, and theories developed.

Whenever possible, should involve students in writing of their own, e.g., critically evaluating published articles, reaction papers.

May also involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem solving.

**Area IV: Humanistic Thought**    *6 credits*

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge. Humanistic inquiry assesses — across temporal, cultural, disciplinary, and theoretical divisions — how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Should require the student to demonstrate understanding of scholarly approaches to such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge.

Should lead students to reflect critically on the traditions that have shaped their values, beliefs, and aesthetic preferences, and make meaningful comparisons between the traditions that have shaped them and traditions different from theirs.

Whenever possible, should expose students to the writing or creative works in this area, e.g., essays, works of art, and music, and involve students in writing of their own, e.g., critical analyses, reaction papers.

May also involve students in demonstrations or hands-on participation to develop an understanding of data collection and analysis and quantitative problem solving.

**Area V: Creative and Artistic Expression** 3 credits

Creative and artistic expression requires practicing the visual, the performing, the literary, the popular, or the applied arts as a means of exploring and enlarging human sensibilities.

Should require the student to demonstrate understanding of the creative process and to perform and/or create a work of personal expression.

Should show how the creative process develops from the idea stage to production; how elements of the particular medium are synthesized into the final work; and how applicable skills and techniques are used to bring the work to fruition.

Whenever possible, should expose students to the processes of observation, reflection, and critical evaluation of their creative efforts, and should involve students in written or oral communication of the analysis of their work.

**Area VI: Inquiry and Analysis** 3 credits

Building on Areas I–V, the Inquiry and Analysis requirement provides opportunities for synthesizing knowledge. Inquiry and Analysis courses are problem-oriented and require completion of a project. The requirement is fulfilled by completing one approved course outside the major discipline.

Inquiry and Analysis courses meet general-education criteria and require completion of the Area I requirement plus any applicable pre- or corequisites specified by the program offering the course. Inquiry and Analysis courses are not open to students with A1 or B1 status.

Should require students to demonstrate the ability to gather, evaluate, select, organize, and synthesize material in order to complete a research or creative project. To this end, Area VI courses should require completion of a project that involves planning, research, and presentation in an appropriate medium.

Should provide opportunities for students to demonstrate the ability to think critically and solve problems by applying knowledge and skills gained in earlier (prerequisite) courses.

May also provide opportunities to work across disciplinary boundaries.

*Source: Senate Document SD 99-25: (Amended & Approved, 4/24/2000); (Amended & Approved, 2/12/2007); (Amended & Approved, 4/16/2007)*

Students have many ways to fulfill these general education requirements. Most commonly, students take general education courses in the classroom on the Fort Wayne campus. Others take courses at the IPFW Warsaw Center, either face-to-face or by video. Other students choose to take general education courses at Ivy Tech Community College. Through the Crossroads program, Ivy Tech credits transfer to IPFW toward an IPFW degree. The courses that transfer directly meet the state requirements of the Indiana Core Transfer Library and are easily tracked for students entering IPFW. Further, many of these courses are available through distance learning via television, the Internet, or off-site facilities through the Division of Continuing Studies.

In 1999, the IPFW Senate adopted a policy (SD 99-25) that addresses the general education requirements for associate degree programs. The policy states, “The General Education requirement for associate degree programs shall consist of 12 credits: Area I (9 cr.) plus one approved course outside the major discipline from Areas II–V.” This policy has been implemented for all IPFW associate degree programs.

### ***Institutional Support for General Education***

IPFW has strengthened its support infrastructure for students in general education and lower-level courses. The IPFW Center for Academic Support and Advancement (CASA) has increased its presence, offerings, and programming to assist students. CASA offers many support services such as English as a second language, Supplementary Instruction for many general education courses, the Student Technology Education Program (STEP) free technology workshops, tutoring, Math Test Center programs, and the IPFW Writing Center. CASA also has developed First-Year Experience Learning Communities, which are course partnerships typically in general education courses. These courses pair the same group of students in two sections of different courses that are meant to integrate learning across different disciplines and develop the skills necessary to succeed in general education. CASA’s support services distinctly provide real nuts-and-bolts help to students, but integrated together

they demonstrate IPFW's intentionality of support for the foundational skills development highlighted in the Baccalaureate Framework.

To further the implementation of the Baccalaureate Framework, in spring 2010 the Office of Academic Affairs announced a special instructional development grant opportunity entitled "LEAP at IPFW." This project is one of the aspects of IPFW's participation in the Association of American Colleges and University's (AACU) Liberal Education and America's Promise (LEAP) initiative. The purpose of these grants is to provide faculty with support, time, and resources to implement innovative and interdisciplinary learning communities comprised of two or more existing general education courses. The projects will be designed to further the goals and purposes of the Baccalaureate Framework and LEAP. To date, four projects have been funded.

The Office of Academic Affairs has recognized the need for additional support for general education infrastructure, and has announced the creation of a half-time director of general education. The position will be filled in fall 2010 and will work directly with the General Education Subcommittee and the Office of Academic Affairs to assure the successful implementation and assessment of the program.

### ***Institutional Support for Graduate Education***

IPFW has a unique regional position as a locus for research and innovation. The primary means through which these are accomplished is with a highly qualified faculty. In terms of the breadth of knowledge and depth of experience required in graduate-level education, the faculty, and hence our graduate programs, are supported not only in their home departments, but through efforts of two associate vice chancellors for academic affairs — one devoted to research and external support and the other to academic programming and the direction of graduate education. Please see Criterion 4a above for a detailed discussion of the former and institutional research support. The latter, the associate vice for chancellor for academic programs and director of graduate studies, oversees IPFW's program review process as well as its Office of Assessment. As described in the preceding chapter, all IPFW degree programs must undergo an extensive program review on a seven-year rotation. As specified in Office of Academic Affairs Memorandum 05-4, these program reviews must have a detailed assessment of each program's learning outcomes in the self-study process, and a thorough peer-review by internal and external review teams. For those graduate programs that have specialized accreditation (e.g., NCATE and AACSB), the institution has an additional means of assuring that its graduate programs establish both a firm knowledge base and the depth expected of a master's degree graduate.

To coordinate the growth and development of graduate degrees at IPFW, the campus established the Office of Graduate Studies (OGS) in 2004. The mission of the OGS is to "facilitate offering a range of distinctive graduate programs, especially targeted professional master's degree programs, important to the social, economic, cultural, and intellectual life of northeast Indiana." The OGS, working with the academic units, assesses and responds to the graduate education needs of the region. Graduate education serves three vital functions for northeast Indiana. First, graduate education is an important component of workforce development, providing the high-level skills and abilities required in the marketplace. Secondly, graduate education supports the development of the education infrastructure, providing teachers and administrators with the knowledge and skills they require to shape the future of education in the region and the country. And finally, graduate education offers the opportunity for discovery, creating new knowledge to help students understand the rapidly changing world. Through the Office of Graduate Studies, IPFW addresses all of these vital functions. Since the creation of the office, IPFW has responded to community needs and added master's programs in organizational leadership and supervision, public management, engineering, technology, special education, nursing practice, and nursing education. Certificate programs in special education mild intervention and teaching English as a new language have also been added. OGS has also assisted academic units in the development of new delivery models, including an executive MBA and a cohort program in educational leadership.

The OGS has also worked to provide an infrastructure to support graduate education. The office coordinates its activities with the Purdue University and Indiana University Graduate Schools and provides annual orientations for graduate faculty and graduate assistants. OGS also coordinates marketing efforts for IPFW graduate programs, including a major multi-year publicity campaign and annual graduate program open houses.

***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.***

The Baccalaureate Framework provides an overarching set of outcomes that can serve as a foundation for assessment of the usefulness of the broader curriculum. While individual departments have aligned their specific degree outcomes to the framework (assessment of these programs is discussed in detail in Chapter Three of this self-study), the university is also working on ways to assess the baccalaureate degree as a distinct entity. During summer 2010, two task forces of five–six faculty members each met twice for three–four hour workshops intended to address two of the goals of the Baccalaureate Framework, communication and critical thinking. These workshops were intended to create a working definition of the appropriate goal and develop a rubric for determining whether or not a student has achieved that goal. Task force members will pilot the rubrics for a paper or project in fall 2010, and then meet to modify and plan full implementation. The additional Baccalaureate Framework goals will be the target of future summer workshops. Comparable, though less intensive, efforts are ongoing for associate degree programs. Two major efforts in this direction are general education assessment and the Voluntary System of Accountability.

***General Education Assessment: IPFW General Education Program***

There have been many efforts to assess the IPFW General Education Program. The earliest attempts involved questionnaires distributed to students in randomly selected courses. These apparently yielded no results of which we have record. The summer 2001 North Central Reaccreditation report stated several key challenges for the General Education Program: the need for assessment of the program and the need to communicate the philosophy of the program to the constituents.

The method adopted to address these challenges was to focus on assessment to demonstrate the value of the General Education Program. The initial approach to assessment was to set up multiple ad-hoc committees to explore each of the program areas. These committees met for two years trying to develop assessment methods. Of the six areas, only the Area II and the Area III committees were successful. Area I had some accomplishments in specific disciplines (math, communication, and writing). Area V developed learning outcomes. At this point, the General Education Subcommittee of the Education Policy Committee was given complete responsibility for assessment of the program.

The General Education Subcommittee spent significant time considering methods of assessment of the program and what the goals and desired outcomes of the program should be. This work is detailed in Table 4-9 above. Simultaneously, the committee was considering courses for approval and other business pertaining to General Education (such as the need for the Area VI course to be completed at IPFW, alignment with the Baccalaureate Framework, development of rubrics for the course approval process, etc.). After much deliberation, the committee concluded that program assessment would be performed in the nominal capstone: the Area VI course. To assess the Area VI courses, the committee would collect artifacts from the final course projects for analysis. In the fall 2007 and spring 2008 semesters, the General Education Subcommittee collected artifacts from almost all Area VI courses. This included 370 final projects from 49 courses spanning 21 departments. A sample consisting of 28 final projects (primarily papers) from 15 courses offered by 11 departments was selected by the director of assessment for review.

While the committee had collected artifacts, there still was the need to develop a rubric by which to assess the evidence. The process of approving courses was the most valuable activity to this end. In considering what courses fit within the defined program, the committee became cognizant that the courses often did not consider the General Education Program goals but focused purely on the domain content. This was a sign that the program was most likely not meeting its goals. Second, developing the rubrics for evaluating whether a course should be part of the General Education Program made the task of developing the assessment rubric easier. These rubrics were based on the General Education Subcommittee's interpretation of the goals and outcomes of the program defined in SD99-25 (available in the Resource Room) and described in Table 4-9 above.

In its assessment of the artifacts, the General Education Subcommittee concluded that “If one were to base the judgment of the entire General Education Program on these artifacts, then one would have to state that the program is failing the students and not achieving the desired outcomes.” This is a sobering judgment, and the subcommittee went on to find that, “It is clear that the program does not, at this time, have the cohesiveness necessary to effectively achieve the goals. This is, most likely, because of the ad hoc way in which the program was assembled. At present, the General Education Program is a course distribution system. This needs to be changed.” The subcommittee went on to make a series of recommendations, which were presented to the VCAA in late 2009. A copy of the subcommittee’s report is available in the Resource Room.

To address the shortcomings listed above, the General Education Subcommittee has moved assertively. The long-term goal is to ensure campus-wide standards in all areas of general education with the Baccalaureate Framework as the backdrop. To achieve this, new course proposals will be closely studied and eventually every course currently counting for general education credit will be required to be recertified. This is a long-term deliberate plan to establish clear expectations for each area of general education in defined evaluation rubrics and with the type of artifacts needed for assessment.

This process has already begun with Area VI because it is the general education capstone and because the previously studied artifacts demonstrated such clear problems with assessment and lack of uniform critical thinking outcomes expectations. The General Education Subcommittee announced in summer 2009 that current Area VI courses would have to be resubmitted for recertification. To ensure that departments and faculty are fully aware of expectations, the General Education Subcommittee’s chair, as well as an associate vice chancellor of academic affairs who is an ex-officio member of the General Education Subcommittee, have begun to host workshops explaining the recertification process. Through the workshops and recertification process, it is hoped that expectations of more stringent requirements for these courses will be made clear, a common evaluative rubric will be achieved, and that the sort of assessable artifacts that demonstrate the critical thinking skills outlined in Table 4-9 above will be at the center of each course.

As part of its commitment to the Voluntary System of Accountability, IPFW has begun to administer the CAAP Critical Thinking exam and the CAAP Writing Essay to sample populations of incoming first-year students and seniors. During 2009–10, the IPFW Critical Thinking senior mean (63.9) was slightly higher than the national senior mean (63.2). Notably, the IPFW senior mean (63.9) is higher than the IPFW first-year mean (58.8) which is below the national mean (61.0). This information indicates some student success achieving the critical thinking goals spelled out in the Baccalaureate Framework and the General Education Program.

On the CAAP Writing Essay, the IPFW senior mean (3.2) is slightly lower than the national senior mean (3.3). However, the IPFW senior mean (3.2) is higher than the IPFW first-year mean (2.9) which is also below the national mean (3.1). Again, this information indicates some student success achieving the Baccalaureate Framework and the General Education writing goals.

### ***General Education Assessment: College of Arts and Sciences General Education Requirements***

The College of Arts and Sciences has undertaken an extensive review of its general education curriculum that is required in addition to the IPFW General Education Program. While pertaining to only one college, this comprehensive reassessment of the curriculum affects IPFW broadly, as over 63 percent of IPFW undergraduate credits are taken in College of Arts and Sciences courses, and 18 percent of all IPFW students are College of Arts and Sciences department majors. Currently, the College of Arts and Sciences requires that its majors take and pass the following courses with a grade of C or better for B.A. and B.S. degrees (except those students pursuing teaching certification through a major in mathematics or one of the sciences).

**Table 4-10: Arts and Sciences General Education Requirements**

A&S General Education	Requirement	Credits
Part A: English Writing	Student must complete Intermediate Expository Writing or alternative writing course approved by college	3
Part B: Foreign Language	Students must complete a two-year sequence of a foreign language (students may demonstrate equivalent proficiency to receive credit for first year of the sequence if they pass the second-year sequence at a grade of C or higher).	14
Part C: Distribution	Students must take additional courses distributed across all three areas of arts and sciences.	9 Total
	<i>Science and Mathematics:</i> Students must take a science or mathematics course in addition to the science and mathematics credits required for IPFW General Education.	3
	<i>Social and Behavioral Sciences:</i> Students must take a course from listed social/behavioral science departments.	3
	<i>Humanities:</i> Students must take courses from listed humanities departments.	3
Part D: Cultural Studies	Students must complete two courses that are approved for each of the following areas of cultural studies:	6 Total
	1. <i>Western Tradition:</i> courses listed approved by Arts and Sciences Curriculum Committee.	3
	2. <i>Non-Western Culture:</i> courses listed approved by Arts and Sciences Curriculum Committee.	3

After debating the merits of the current arts and sciences general education requirements in an annual convocation of faculty in spring 2008, the College of Arts and Sciences Executive Committee created a General Education Task Force to weigh possible changes to the requirements listed in Table 4-10. The task force had a representative from each of the college's departments and met regularly through spring 2008, fall 2008, and spring 2009 to offer and to weigh alternative proposals to the requirements. Given specific concerns raised by some faculty about particular requirements and given that the arts and sciences general education requirements predated the IPFW General Education Program, there were many issues to debate. The task force debated proposals including a complete redesign of college requirements to pursuing only incremental changes.

There were three general areas of consensus that emerged from the task force. First, the task force concluded that the general framework of the arts and sciences general education requirements fits very well with the IPFW General Education Program and in particular with the Baccalaureate Framework. No overall redesign would be necessary. Second, the task force altered the description of the arts and sciences requirements in the *Undergraduate Bulletin* both to explain better how each required area fits with the Baccalaureate Framework and to provide a clearer guide for students concerning the learning goals of each area of arts and sciences general education. Third, the college faculty better defined what "C or better" means with the recent addition of plus and minus grades by requiring that general education courses be passed at a 2.0 grade point or better.

While these three areas of consensus helped align the college general education requirements with the broader university requirements, consensus was less easily achieved on particular suggested changes to some required areas. The task force primarily focused on two potentially significant reforms to the arts and sciences foreign language requirement.

The first reform to foreign language requirement dealt with the question of whether American Sign Language should be considered a valid foreign language to fulfill this requirement. Another suggestion was to change the foreign language requirement by splitting it into a "language requirement" of 6 to 8 credits and a "global awareness requirement" of 3 to 6 credits.

The second significant reform for task force consideration dealt with whether students interested in teacher certification through the mathematics or sciences departments should be required to take an additional 6 credits foreign language credits beyond the 8 currently required of these B.S. students. On one hand, this would be an additional number of credits for students who already have a significant number of defined credit requirements for their degree. On the other hand, this would make the B.S. consistent with expectations of other arts and sciences

students. The task force recommended these controversial changes, which are being considered by the Arts and Sciences Council, a representative body of college departments.

From the year-and-a-half meetings of the general education task force, open debates in two annual faculty convocations, and the continued consideration of the requirements by the Arts and Sciences Council, the requirements, goals, and general program have been examined in depth to assess how well they fit with the university's mission. Since nearly one in five IPFW students is a College of Arts and Sciences department major, this reassessment of arts and sciences general education is extremely significant for general education at IPFW.

### ***General Education Assessment: Task Force on Distance Learning***

As the number of credit hours taken via online courses through distance learning at IPFW was surging to nearly 10 percent credit hours in regular semesters and nearly 25 percent of summer semester credit hours in the 2007–08 academic year, the vice chancellor for academic affairs appointed a task force to examine how online courses fit with the Strategic Plan. This task force provided a number of recommendations that are relevant to the assessment of general education at IPFW (“Task Force on Distance Learning: Summary of Recommendations” and “Distance and Online Learning at IPFW Task Force Report and Recommendations June 13, 2008” are available in the Resource Room).

First, the task force concluded that the university was well served by a broad set of general education courses being offered online. Second, the task force suggested that distance learning concentrate on providing broader departmental incentives for online course development rather than luring individual faculty members to teach distinct courses. This should lead to more systematic course development, and online course assessment, as well as allow for focused faculty recruitment.

The task force also assessed how well online students performed compared to students in courses with traditional forms of instruction. In studying the success rates of online courses, the task force found that the percentage of students receiving Ds, Fs, or Ws (withdrawal) was higher than for traditional face-to-face classroom settings (68 percent of online class participants received a C or better compared to 83 percent of face-to-face class participants between fall 2003 and summer 2007). This was not consistent with national findings that performance differences between the two forms of courses were insignificant.

Consequently, the task force recommended particular steps toward course design and pedagogy for the online environment. These generally followed the Quality Matters™ rubric developed at the University of Maryland that provides course design and instructional material recommendations, ideas on measurement of student learning and use of technology, and suggestions on course goals, policies, grading, and interaction with students. The task force also suggested that class size be carefully considered because of the extra time pressures on faculty presented by online courses. The report encouraged departments to establish assessment tools for online courses, include peer review for online teaching evaluation, and consider mentoring junior faculty concerning online instruction. Finally, the task force recommended that professional development support be offered by the university, particularly that IPFW provide DECCO grants for faculty development focused on general online course development. In sum, as the number of general education credits taken online increases, there need to be concerted efforts to make distance learning sections consistent with traditional general education course offerings in departments. The task force concentrated heavily on the need to have departments develop online course goals and assessments to fit the learning goals of normal face-to-face courses with attention to the online environment, and this could be improved through the use of the Quality Matters™ rubric.

### **The Voluntary System of Accountability**

In 2008 IPFW agreed to participate as an “Early Adopter” in the Voluntary System of Accountability (VSA), a collaborative effort of the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-Grant Universities (A•P•L•U) to provide “consistent, comparable, and transparent information on the characteristics of institutions and students, cost of attendance, student

engagement with the learning process, and core educational outcomes. The VSA information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders.” As part of this process, IPFW has created an online College Portrait (see [www.collegeportraits.org/IN/IPFW](http://www.collegeportraits.org/IN/IPFW)) that is also linked from the IPFW Web site. As part of this process, IPFW administered the Collegiate Assessment of Academic Proficiency (CAAP), a standardized test that measures some college learning outcomes, to random groups of freshmen and senior students during 2009–10. The results are reported earlier in this chapter. Additionally, CAAP will be used as one of the tools to assess the Baccalaureate Framework and key General Education Program outcomes. Departments may also find the data useful in the assessment of their academic programs. The university hopes to use data from this measure, as well as information from the National Survey of Student Engagement (NSSE) and Noel-Levitz surveys to provide a baseline assessment in the College Portrait.

## **A Response to Assessment: Experiential Learning**

IPFW’s experiential learning offerings are rich in both for-credit and extracurricular offerings. In 2004, the Honors Program expanded to meet the new demands of the growing university and offers distinct courses as well as a certificate. The Office of Academic Internships, Cooperative Education, and Service Learning (OACS) offers a variety of experiential opportunities. Other activities such as noncredit internships, and exchange programs abroad and with other American universities have all enjoyed an increased presence on campus. Each of these programs has either created new structures or formalized existing offices to better serve students. Examples include the Honors Program Council (and director), Service-Learning Advisory Council, Office of International Programs (now a part of International Student Services), National Student Exchange Coordinators, and the active involvement of the First-Year Experience staff in CASA. Like other universities (peer institutions particularly) across the country, IPFW has actively embraced numerous for-credit experiential learning avenues for students to enhance their education.

In an effort to ensure its programs are relevant to the lifelong learning needs of its students, IPFW has made significant efforts to provide opportunities for learning in nontraditional environments where classroom skills can be applied. Experiential learning is not limited to traditional course work alone. IPFW’s Office of Career Services works with individual departments and employers to provide students with the opportunity for noncredit internships as well as short “externships” in local and regional companies and nonprofit organizations. As the flagship public university in northeast Indiana, and as an intellectual fixture in America’s 70th largest city, IPFW also offers students and the community numerous continuing learning opportunities, including a broad range of Continuing Studies noncredit courses.

OACS has a long history of providing high-quality cooperative education experiences. This is evidenced by the exceptionally high six-year graduation rate of cooperative education students, which consistently tops 90 percent. In spite of a difficult economic climate, OACS has successfully placed a significant number of students in paid positions with regional employers (see Table 4-11).

**Table 4-11: Students and Employers in the Co-op Program**

<b>Year</b>	<b>Students Placed</b>	<b>Number of Unique Employers</b>
2006–07	133	45
2007–08	144	49
2008–09	100	36
2009–10	93	33

OACS also coordinated the Interns for Indiana program, which was funded by the Lilly Endowment. This three-year program, which was focused on developing entrepreneurship, placed 75 students with 36 young or start-up companies in the region. More than 40 percent of these interns continued in some capacity with the Interns for Indiana company, and another 10 percent continued with another OACS program.

Most recently, OACS has provided leadership for campus service-learning initiatives. These initiatives include:

**Listening to Communities** (in collaboration with the IPFW Division of Continuing Studies and the University of Saint Francis): This program, funded by Indiana Campus Compact, explores ways to develop and/or improve partnerships with community agencies.

**IPFW VISTA:** This program, also supported by a grant from Indiana Campus Compact, works with United Way to move its Learn United program out of pilot stage with four schools into a regular program with 10 schools. VISTA (Volunteers in Service to America) will also work with the Fort Wayne African-American Cancer Alliance to develop an education program addressing prevention/wellness initiatives related to growing/preserving foods.

**IPFW Summer VISA:** Once again funded by an Indiana Campus Compact grant, this program works to develop service-learning initiatives as well as on-campus outreach programs (i.e., Girls Leading Others and Office of Diversity and Multicultural Affairs programs).

OACS received an Indiana Campus Compact three-year, \$30,000 Service-Engagement Infrastructure grant to support the development of a service leaning library, directories, Web site, and faculty consultations.

The Midwest Campus Compact Citizen Scholars program awarded OACS a grant for academic years 2008–09 and 2009–10, targeting low-income and first-generation students with a goal to improve retention rates. Students receive \$1,000 education awards for 300 hours of service with a community partner.

IPFW's efforts to promote experiential learning do not just occur at the university level; they also occur within the colleges and schools. For example, the Doerner School of Business and Management Sciences promotes hands-on experiential learning in business curriculum. In six of its required business courses, students are required to participate in marketing and strategic consulting projects with business in the northeast Indiana area. To assure that future business leaders in the community are prepared for a global, diverse, and technological society, the school selects a group of talented students in the international business area to work on projects developing markets for new and high-tech products in foreign countries.

Beyond this, IPFW hosts hundreds of public events every year for students and the community. Perhaps the highest profile of these is the Omnibus Lecture Series, which last year welcomed Pulitzer Prize–winner Eugene Robinson, Academy Award–nominee and Tony Award–winner Hal Holbrook, and former Supreme Court Justice Sandra Day O'Connor, among others. Other programs, such as hands-on access to classic texts and documents via the Remnant Trust, included lectures and televised topical panel discussions about these texts, historical character reenactments, art shows, and even for-credit themed-classes. The American Association of State Colleges and Universities' American Democracy Project program has been very active on the IPFW campus with Campus Compact programming, dozens of lectures, panel discussions, voter registration and education programs, events around such topics as Constitution Week, and providing free copies of the *New York Times* at public spots throughout campus. Diversity and Multicultural Affairs has provided a very extensive set of programs, lectures, roundtables, and movie nights on social, political, and cultural topics.

## **A Response to Assessment: Cocurricular Learning**

IPFW's cocurricular offerings contribute to acquisition of a breadth of knowledge and skills. Consistent with its strategic priorities as articulated in Six Degrees of Connection, programs and services in Student Affairs focus on learning opportunities in academic success skills, leadership, multiculturalism, social skills, and values and ethics.

The Office of Student Life's leadership program is one example of a cocurricular program focused on student learning. Designed to equip students to become social change agents and multifaceted leaders inside the university and in their broader communities, the Emerging Leader Series promotes participants' development of greater self-knowledge and leadership skills. Utilizing leadership theories developed by Dr. Susan Komives and Dr. Helen Astin as a framework, the three components of the program focus on leadership and self, leadership and groups, and leadership and communities as described below.

## **Leadership 101**

Entitled, “Leading Yourself,” Leadership 101 aims at providing leadership foundations, self awareness, and life skills to entry-level undergraduate students. With topics focusing on goal setting, time management, and overcoming obstacles, this portion asks students to identify these key personal qualities that are essential to personal and group performance.

## **Leadership 102**

Developed around “Leading Others,” Leadership 102 builds upon the competencies identified in 101 and equips students with the skills to effectively build collaborative groups and teams. With topics centered on communication, networking, and conflict management, this mid-level piece functions to equip students with the skills necessary to further develop their peers and constituents.

## **Leadership 103**

With awareness of self and collaborative leadership at the core, the final component, Leadership 103, brings leadership into the realm of community and a multicultural age. Focusing on topics of inclusion and servant leadership, students are challenged to continue their personal development while making a positive change within their communities.

### ***Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.***

IPFW takes seriously its responsibility to the citizens of Indiana. As such, on April 11, 2005, the IPFW Senate adopted the following Statement on Integrity:

We as a university community are committed to integrity and ethical conduct. We foster an environment that nurtures and supports the complementary concepts of freedom and responsibility. Paramount to our commitment is continued validation and support of the highest ethical standards of equity, fairness, and confidentiality. We respect differences and embrace diversity. We are committed to equitable treatment and mutual respect for all members of the IPFW community.

We respect both individual rights and the public interest. We encourage a learning environment in which open and free pursuit of knowledge takes place, and individuals share their personal convictions without imposing them on others. Additionally, we embrace the ideal of freedom of expression for faculty, staff, and students in their academic work and as citizens of the university. The professional contributions of all individuals involved are fully and accurately acknowledged.

It is the responsibility of the entire IPFW community to honor the principles of ethics and academic integrity. Students and faculty have the right to expect their work to be assessed on its academic merit. All members of the IPFW community are expected to espouse academic honesty, and every individual is responsible for upholding this expectation. Ethical and honest behavior is required in all actions that support IPFW’s academic mission.

IPFW takes seriously its responsibility to the citizens of Indiana. All faculty, students, and staff of the university will be responsible stewards of the public trust.

Working with our community partners, we share knowledge and resources for reciprocal benefit and advancement. IPFW faculty and staff pledge to uphold the highest ethical standards while providing an education of the highest academic quality.

The document is available in the Resource Room, is featured prominently on the IPFW Web site ([www.ipfw.edu/about/integrity.shtml](http://www.ipfw.edu/about/integrity.shtml)), and is reflected in other documents as appropriate.

IPFW’s Baccalaureate Framework emphasizes the importance of the responsible acquisition and application of knowledge through its commitment that students will develop personal and professional values and “will

demonstrate the highest levels of personal integrity and professional ethics.” IPFW supports these efforts by communicating, and enforcing when necessary, codes and policies that apply to students, faculty, and staff. The *IPFW Student Handbook and Planner* provides students with copies of these standards, which include the IPFW Statement on Civility, a grade appeals policy to resolve conflicts between students and faculty, ethical guidelines for computer users, antiharassment policies, drug and alcohol policies, smoking and tobacco policies, as well as a detailed set of Student Rights and Responsibilities. This latter document defines acts such as cheating, fabrication, plagiarism, and academic dishonesty and establishes procedures and processes for investigating possible violations of these policies.

IPFW has a clearly stated policy on academic honesty. The policy specifies that academic honesty is expected of all students. Students are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another’s cheating. The policy also addresses the instructor’s responsibilities, stating that the instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students and for applying methods of teaching and examination that encourage honesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course. The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and ensure equity.

Issues such as plagiarism and fabrication are best addressed through a process of prevention, rather than through disciplinary procedures such as expulsion. IPFW’s writing program regularly conducts workshops for faculty on issues such as proper citation and use of intellectual property, avoiding plagiarism, and proper use of online materials. These standards have become part of the writing curriculum at IPFW. The IPFW Writing Center also has conducted workshops for students on these issues, and Writing Center tutors are trained to help teach their fellow students how to write and research responsibly.

The Office of Research and External Support (ORES) serves as the contact point between faculty and Purdue University’s Institutional Review Board (IRB), which ensures human subject research is conducted in an ethical and responsible manner. ORES and Purdue provide training on the IRB process as well as a set of online workshops on ethical research that must be completed before a research project involving human subjects can be approved. The IRB process is fully explained at [www.purdue.edu/research/vpr/rschadmin/rschoversight/humans/index.php](http://www.purdue.edu/research/vpr/rschadmin/rschoversight/humans/index.php). ORES offers an annual “Nuts and Bolts Workshops for IRB Certification” and coordinates Collaborative Institutional Training Initiative (CITI) Certification. All investigators, key personnel, and graduate students involved in the use of human subjects are required to complete the CITI online tutorial to be certified as eligible to engage in human subject research. As part of ongoing efforts to assist IPFW faculty and staff with their research and sponsored program endeavors, ORES has also created an IRB Mentoring program. IRB Mentoring provides assistance to those who need or want help in preparing an IRB protocol application. Faculty members with IRB application experience will review applications or revisions, and offer guidance on fulfilling the requirements of an IRB protocol application.

## **Professional Development**

New full-time faculty receive a two-day orientation conducted by the Office of Academic Affairs, coordinated by the associate vice chancellor for faculty affairs in collaboration with a variety of departments across campus, such as the Office of Diversity and Multicultural Affairs and the Center for Enhancement of Teaching and Learning. Tenure-track faculty are offered a yearly series of workshops designed to guide them through the process of writing and building their case for promotion and/or tenure. Tenured associate professors are offered workshops on building their case for promotion to professor.

In addition, faculty and staff are offered a wide variety of free professional development choices by the university. These include training sessions related to office, productivity, and teaching software offered by Information Technology Services; student information systems and FERPA offered by the Office of the Registrar; personnel issues offered by Human Resources; student rights and accommodations offered by Student Affairs; teaching theory, skills, and technology offered by the Center for Enhancement of Learning and Teaching (CELT); proposal

preparation, human subjects review, and grants management offered by the Office of Research and External Support; and advising offered by the Academic Advising Council.

Administration and staff also have opportunities for professional development with regular funding available for attendance at professional meetings and conferences. A variety of on-campus professional development events have been sponsored by Student Affairs and other units.

Directors, chairs, and deans routinely receive updates on policies and protocols through the Academic Officers Council, the twice yearly chair/dean retreats, and as needed. Persons new to the role of chair or dean receive a three-day orientation to the university and to their role. They are also offered the opportunity to attend a national conference for chairs/deans offered by ACE or other organizations, paid for by the Office of Academic Affairs (OAA) and their department. OAA also sponsors a chairs' luncheon series each year so that chairs may get together in an informal atmosphere to discuss common issues and concerns. These discussions sometimes also generate requests to OAA for workshops related to a topic of concern or identified area of skill building, such as conflict resolution.

## **Summary**

### ***Strengths***

- IPFW has a well-articulated commitment to the acquisition, discovery, and application of knowledge as evidenced by its mission and values statements, its Strategic Plan, the Baccalaureate Framework, and its policies.
- The Office of Research and External Support provides excellent support for faculty and student research.
- The Office of Graduate Studies provides excellent support for graduate education on campus.
- IPFW provides a variety of faculty development opportunities, both on-campus and support for off-campus activities.
- The Center for the Enhancement of Learning and Teaching provides excellent support for the scholarship of teaching and learning.
- The Centers for Excellence program provides excellent opportunities for faculty research and engagement with the region, the nation, and the world.
- IPFW is an “Early Adopter” of the Voluntary System of Accountability and is currently implementing CAAP examinations as part of that program.

### ***Challenges and Opportunities***

- Although IPFW provides some opportunities for student research, a more robust program for undergraduate and graduate research should be developed.
- IPFW has done an excellent job of defining the educational experience it desires for its students with the Baccalaureate Framework, but needs to actively integrate the components of that document into the missions and goals of every academic and nonacademic unit on campus.
- General Education Program assessment at IPFW has been slow to develop. After several attempts, it appears that the General Education Subcommittee has developed a viable assessment strategy. The implementation of this strategy should be an extremely high priority.

### ***Conclusion***

IPFW promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting the acquisition, discovery, and application of knowledge in ways consistent with its mission as a learning-focused institution. IPFW, in recognition of its role in northeast Indiana, has a broad definition of research, which includes creative endeavor, the scholarship of teaching and learning, and community-based research. The institution provides support for all of these through the Office of Research and External Support, the Office of

University Engagement, the Centers of Excellence, and CELT. University policies for promotion and tenure and for the responsible conduct of research are consistent with its mission. All of these activities clearly demonstrate that IPFW is a connected organization, with a clear sense of its distinctive role in the region.

Through the Baccalaureate Framework, IPFW has demonstrated its commitment to being a learning-focused organization. The framework provides a solid base for its undergraduate programs, including general education. The assessment of student achievement in these programs is and will continue to be a major priority for the campus. IPFW is also committed to improving and expanding its graduate program offerings. The Office of Graduate Studies provides key support in this area and continues to seek ways to improve administrative effectiveness and program development and improvement.

The university is proud of its successes but is not content to rest on those successes. As a future-oriented organization, IPFW will continue to use its strategic planning processes to improve on the good work already being done, and to address key areas of concern.

