



Criterion Four: Acquisition, Discovery, & Application of Knowledge

Chapter Four: Acquisition, Discovery, and Application of Knowledge

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

Overview

By this point in Eastern's Self-Study Report, several themes should be apparent. Each one represents a tradition the university has cultivated over time, a core value visible in the university's mission documents, its planning goals and budgeting activities, its classrooms, its governance structures, and the relationships it builds with its constituents. These values are excellence, innovation, and community. They speak to a fourth value, one they all serve: the value of lifelong learning.

How does a university demonstrate its investment in lifelong learning? As this chapter will show, such an institution embeds the concept in its mission documents, as Eastern does. It offers its faculty, students, and staff an organized program of professional development, as Eastern does. It embeds its general education program, its graduate education program, and each one of its academic programs with learning goals that direct students to acquire the habits of lifelong learners, as Eastern does. It also enacts policies and programs that require and facilitate applied learning, research, and creative activity; respects and supports freedom of inquiry; and recognizes the achievements of those who work diligently to demonstrate their own commitment to this value. Last, it is mindful of the challenges that face it, and it strives diligently to overcome them. In the context of this chapter, this means that Eastern will continue its work to provide faculty with the resources and support they need to become active teacher-scholars.

This emphasis on discovering and applying knowledge ensures that students' degree programs will be relevant and current and that their faculty will model and involve them in scholarship that will strengthen their knowledge of and commitment to the discipline while it hones their critical thinking and communication skills. It invigorates the faculty's primary duty, teaching, and supports their efforts to attain tenure and promotion. Equally important, it provides them a means of connecting to communities outside the university, communities that benefit when scholarship strengthens—or questions—the underpinnings of a discipline, when it discovers ways of conserving the physical or natural environment or otherwise enhancing the quality of human life, and when it results in works of art that enrich the lives of those who experience them. Last, from an institutional perspective, mindful scholarship informs organizational restructurings that improve service. But most importantly, it helps to create an environment that fosters critical and reflective thinking and the unimpeded exchange of ideas. In other words, it helps to ensure that universities continue to exist for the right reason, one espoused by Eastern's Vision Statement: that "men and women will be prepared to lead, to inspire, and to continue a life of learning."



Criterion Four: Acquisition, Discovery, & Application of Knowledge

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

“Preparing for the Future” reports on the university’s success at addressing planning goals related to the life of learning it promotes: enhancing the quality of academic programs, achieving equitable faculty/staff compensation, increasing public and private funding, increasing access and diversity, enhancing technology and equipment, and addressing deferred maintenance and the campus master plan. Eastern’s success at achieving the latter goal is worth exploring further, since the condition of its facilities has a significant impact on its learning environments.

Renovating Booth Library was one of Eastern’s highest priorities during the past decade. A \$22.5 million renovation and addition, the first comprehensive investment in the library’s infrastructure since 1968, was initiated at the conclusion of the 1995 self-study process. In 1999, the library relocated to five branch libraries; in February 2002, it returned to its newly renovated, expanded, and technology-enhanced location. The renovation has had a significant impact on the university learning environment. Technology is now pervasive throughout the library, stack areas provide more seating, media collections are now on open shelves, and a dozen group study rooms accommodate on-campus learners. Equipment for disabled patrons was increased, and several additional services for the distance students and faculty who serve them were expanded. The Florence Coles Ballenger Teachers Center, which features materials and services for K-12 professionals and pre-professionals, is new to the library. Since one-third of all Eastern students seek teaching credentials, it is appropriate that Booth Library maintain close contact with regional teachers, school administrators, those who help train future teachers, and students preparing to teach. An Eastern alumna and former teacher, the late Florence Coles Ballenger, endowed the center.

Booth Library:
<http://www.eiu.edu/~booth/>

As was noted in section 3c of “Student Learning and Effective Teaching,” Booth Library is East-Central Illinois’ premier educational resource, with holdings of nearly one million cataloged volumes. Each year, this inventory is augmented with thousands of print books, e-books, print journals, e-journals, databases, microfilm reels, musical recordings, videocassettes, and DVDs. Each year, Library Technology Services offers nearly fifty educational technology workshops and seminars to faculty, staff, and students. New services such as “Ask a Librarian,” by which patrons may request assistance online, a film and speaker series, and story time for children have been added to improve support to individuals on and off campus.

Similarly, when the renovation/expansion of the Doudna Fine Arts Center is completed, its art, music, and theatre arts laboratories, practice rooms, concert halls, and theaters also will provide environments critical to fostering a life of learning in the fine arts. Planning and financial allocation to renovate and expand this facility began in 1998; the units housed in the facility were relocated to alternative facilities in 2002. While initial renovation began shortly thereafter, it was subsequently stalled due to state budget reductions, and it is not known when work will resume. This capital project will provide an environment in which students can explore new ideas and technologies and develop their skills and talents as performing and visual artists. In addition to

Doudna Fine Arts Center:
<http://www.eiu.edu/~physplnt/finearts/>



Criterion Four: Acquisition, Discovery, & Application of Knowledge

administrative and faculty offices and general classrooms, key elements of the new facility will be state-of-the-art computer labs; graphics design drafting labs and studios; well-equipped studio space for metals, printmaking, drawing, painting, sculpture, ceramics and teacher education; new percussion labs; electric piano, music and keyboard labs; a new band, choral and orchestra rehearsal studio; expanded music library and music practice space; a renovated Dvorak Concert Hall; a second recital hall; a new movement studio; expanded scene and costume shops and related storage space; a new 275-seat proscenium theatre; a studio theatre (black box); and a 150-seat lecture hall. Equally important, the facility will provide an open and inviting environment that will encourage the exchange of ideas, embrace the freedom of individual expression, and enhance the public's awareness, understanding, and appreciation of the arts.

A full list of significant facility improvements since the last self-study is provided in the Highlights Chapter of this report.

As previous discussions of the Center for Academic Technology Support (CATS) and the campus-wide network upgrade project suggest, Eastern also has been very diligent in meeting its goal to foster a life of learning through the effective use of technology. CATS' creation and its comprehensive faculty, student, and staff development programs were detailed in "Preparing for the Future," as was the university's recently completed data infrastructure overhaul project. Improvements in the Office of Grants and Research also have positively impacted this goal. In 2003, this unit moved to newly renovated physical facilities in Blair Hall, providing space for the addition of an assistant, a compliance officer, and a small conference/laboratory room. These facilities were ultimately lost in the Blair Hall fire; however, the newly renovated Blair Hall will provide even finer facilities for the office when it is completed in 2006. The addition of a clerical assistant has allowed the director and the assistant to the director to expand services to grant writers, including a comprehensive orientation for new faculty; individual meetings with the leadership in each academic college; individual consultation with departments and faculty; expansion of workshops to promote and increase the competitiveness of grant applicants; an expanded web site; expanded grant web linkages; a quarterly newsletter to faculty; quarterly reports to deans and vice presidents regarding applications and funded projects; and comprehensive implementation of compliance policies and procedures. All of these activities play an important role in promoting a life of learning on Eastern's campus since they help faculty members secure resources needed to initiate and maintain a research agenda. In 2005, it will add a compliance officer who will assist the university with meeting federal compliance regulations for use of human and animal subjects. As a result of these planned investments, grant resources have steadily increased during the past decade as described in section 2.b. While additional work in and investment in 2005 is required to implement fully the compliance procedures appropriate for the mission and scope of research at Eastern, the basic infrastructure is in place.

A life of learning also is promoted by the existence of policies pertaining to freedom of inquiry. Eastern's Board of Trustees Governing Policies, Article II, Section 4, "Academic Freedom," states:

The faculty member is entitled to full freedom in research and in the publication of results, academic freedom in classroom discussions, and freedom from institutional censorship. Students, faculty, and staff have an obligation to respect

**Board of Trustees
Governing
Policies:**
[http://www.eiu.edu/
~auditing/botregs/p
olicy.htm](http://www.eiu.edu/~auditing/botregs/policy.htm)



Criterion Four: Acquisition, Discovery, & Application of Knowledge

the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Students are entitled to an atmosphere conducive to learning and to fair and just treatment in the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced to make personal choices regarding political action or their own part of society. Evaluation of students and the award of credit must be based on academic performance, irrelevant to personality, race, religion, degree of political activism, or personal beliefs.

**Internal
Governing
Policies:**

<http://www.eiu.edu/~auditing/IGP>

In addition, the university has adopted Internal Governing Policy (IGP) 48, “Research,” which states: “An indispensable prerequisite to academic research is the freedom of all investigators to select, in their field of competence, the problems which they wish to study and to have complete freedom to make public the results of their work.”

**University
Newsletter:**

<http://cats2.eiu.edu/univpub/unews/current.php>

As is evidenced by its written policies, Eastern supports freedom of inquiry for students, faculty, and staff. That it honors those statements in practice is supported by the results of the NCA Self-Study Survey: When addressing Item 10f, “Eastern supports freedom of inquiry,” almost 61% of all respondents agreed or strongly agreed, while over 84% expressed at least some level of agreement. Similarly, almost 61% of faculty agreed or strongly agreed with the statement, while nearly 88% agreed at least somewhat.

**Campus
Calendar:**

<http://www.eiu.edu/%7Eeiuevent/main.php>

Professional Development

Eastern’s support of a life of learning for its faculty, staff, and students also is evidenced by its organized program of professional development. These opportunities are advertised in the *University Newsletter*, the online Campus Calendar, and on the Faculty Development and Human Resources web sites. Most include assessment measures to gauge their effectiveness and improve subsequent programming. At the time of the 1995 Study, the NCA Site Visit Team expressed the concern that “[f]aculty and staff professional development opportunities need to be greatly expanded. Resources need to be devoted to enhancing travel to conferences, workshops, and seminars.” Since then, the university has enhanced faculty and staff development by creating a series of on-campus workshops, seminars, and related instructional opportunities provided at no cost, and by increasing the financial resources available to faculty through campus-wide competitions.

**Faculty
Development:**

<http://www.eiu.edu/~acaffair/FacultyDevelopment/>

Human Resources:

<http://www.eiu.edu/~humanres/>

Many of the recent improvements in faculty development resulted from the Faculty Senate’s creation of a new Faculty Development Committee in 2002 and from the realignment of responsibility for faculty development directly with the Office of the Provost and Vice President for Academic Affairs. The Faculty Development Committee began its work by developing a new mission statement which identifies the role of faculty development: to “develop and enable excellent faculty to provide high quality service and leadership across the university’s integrated missions of teaching, research, scholarship and creative activities. The aim is to promote overall faculty excellence, morale, and collegiality and to facilitate superior and timely responses to



Criterion Four: Acquisition, Discovery, & Application of Knowledge

changing external and internal circumstances and priorities.” The committee’s goals include providing professional development opportunities related to teaching effectiveness, research and creative activities, integration of instructional technologies, and early, middle, and late career needs and interests.

The committee also developed a web site to provide information about opportunities and activities and established the two programs described below:

- **The Faculty Development Workshop Series** includes a comprehensive set of workshops for faculty that are offered in collaboration with other campus offices. Typically, one workshop per month is offered; the series usually culminates with a workshop delivered by a nationally or internationally recognized expert. In the Fall of 2004, for example, five workshops are planned. “Finding Grant Opportunities with Electronic Searches” is co-sponsored by the Office of Grants & Research. “Faculty Study Abroad Experience/Opportunities” is co-sponsored by the Office of International Programs. Similar workshops will be co-sponsored by CATS and the Honors College. In addition, the Committee will host Dr. L. Dee Fink, a nationally recognized expert on college teaching, who will present the workshop “Want Your Students to Learn More? Some New Ideas for Designing Your Courses Differently.” This integrated approach brings together the resources of many campus offices and ensures that the workshops are meeting the specific needs of faculty as identified by the Faculty Development Committee.
- **The Faculty Circles Program** at Eastern, a joint effort of the university and University Professionals of Illinois, provides a development and acculturation experience for new faculty, assisting them in making the transition to full-time academic work and a career at Eastern. The program provides a wide range of mentoring assistance to new faculty, including advice, social support, information, coaching and friendship, and helps them to develop social networks outside their academic departments. Each circle comprises six to eight new faculty and two senior faculty facilitators. Circles are organized across college lines, with no more than one person from any department in a circle. Each circle meets for lunch or dinner for at least one hour, once a month, throughout the academic year. Topics for these meetings are determined by the group and may include such things as teaching techniques, student academic integrity, strategies for achieving tenure, identifying useful resources at the university, balancing teaching and research, maintaining a healthy balance between work and life, handling ethical problems, and negotiating departmental politics, among others.

Faculty Circles Program:
<http://www.eiu.edu/~acaffair/FacultyDevelopment/info.html>

Since the last NCA site visit, Eastern also has re-conceptualized its New Faculty Orientation. The orientation now organizes new faculty into small groups to facilitate interaction and discussion. The groups meet at various campus locations prior to the first week of classes, but they also have opportunities to participate in focused discussions and presentations throughout the year.

In addition to the professional development opportunities described above, many others are available through three primary campus centers:



Criterion Four: Acquisition, Discovery, & Application of Knowledge

- **Booth Library:** Library Services traditionally offers free technology workshops each semester. (A comprehensive summary of Booth Library's workshops is available at the library's web site.) In addition, Booth Library hosts themed exhibits and related workshops that provide development opportunities for both the campus and region. A recent example is "Elizabeth I: Ruler and Legend." This exhibit and accompanying workshops related to Queen Elizabeth marked the 400th anniversary of her death. A photo-panel exhibit produced by the American Library Association, an illustrated catalog, and a web-based exhibit with interactive features complemented the gallery display and exposed a wider audience to the exhibit. The panel exhibit included information about rare Elizabethan books, manuscripts, paintings, maps, and artifacts. Drawing primarily on the Newberry's renowned Renaissance collections, the exhibit also discussed significant materials from the British Library, the libraries at the University of Kansas and the University of Illinois at Urbana-Champaign, and several distinguished private collections.
- **The Center for Academic Technology Support (CATS):** As has been noted in previous chapters, CATS offers instructional technology-related professional development, training activities, and information seminars to Eastern faculty and staff under the umbrella of TECnet, a network of individuals on campus working together to help others increase their knowledge levels and enhance their skills to effectively integrate technology into academic programs. CATS also provides core classes in WebCT, Dreamweaver, Photoshop, Fireworks, Acrobat, SPSS, and Flash.
- **The Committee for the Assessment of Student Learning (CASL):** CASL provides regular workshops on-campus focusing on the assessment of student learning. Last year, for example, faculty from Communication Studies provided four workshops designed to acquaint faculty from all disciplines with oral communication assessment techniques. The committee also hosts an annual forum featuring an international expert on assessment. In Spring 2004, Dr. Trudy Banta, Professor of Higher Education and Vice Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis (IUPUI), was the invited expert.

Individual colleges and departments offer additional development programs to support faculty development within their areas of expertise. The College of Education and Professional Studies' Teaching, Learning, and Technology (TLT) PASSPORT program, for example, is a series of ten topics that form the core program designed to provide faculty with professional development opportunities related to learning technologies. The core workshops build upon each other to help faculty realize the potential of technology integration to improve the learning process. The TLT PASSPORT Series is designed for participants to experience the power of using technology from a student perspective while learning new skills in a collaborative environment. Similarly, the College of Arts & Humanities provides an annual fund for faculty members seeking travel funds. Awards of up to \$600 are available to as many as forty faculty members. The College of Sciences sponsors Science Fest each spring, an opportunity for faculty (and students) to share their research through posters, presentations, and panel discussions. The college also offers a comprehensive series of competitive grants to promote research development among faculty and students.

Booth Library:
<http://www.eiu.edu/~booth/>

TecNet Training:
<http://cats.eiu.edu/training/training.cfm>

Assessment Web Site:
www.eiu.edu/~asses/

TLT Workshops:
<http://www.eiu.edu/cps/techshare/spring2003/tlt.htm>



Criterion Four: Acquisition, Discovery, & Application of Knowledge

Student-focused professional and personal development opportunities also are available. The Honors College, for example, provides a competitive grant program to promote undergraduate research. Units such as the Counseling Center and the Student Academic Success Center offer series of annual workshops focused on student issues and concerns that range from information on eating disorders to issues related to credit card debt on one hand and time management and note and test taking skills on the other. The Office of International Programs hosts the International Forums that are designed to provide all students with an understanding of international cultures, while the Office of Minority Affairs hosts the Latino and African American Heritage Week series, programs designed to provide development for all students on multicultural awareness. The student-run University Board routinely brings nationally known speakers to campus, so that students have the opportunity to listen to the perspectives of individuals such as Maya Angelou and Anita Hill. And the Graduate School now offers a series of programs to promote development primarily focused on graduate students:

- **Graduate School Research Awards:** These awards provide up to \$1000 for selected graduate research projects.
- **Williams Travel Awards:** These awards provide up to \$500 for graduate students to present at conferences.
- **Graduate Education Initiatives:** The purpose of this program is to provide resources to graduate programs bringing outstanding speakers and researchers to campus for the development of graduate faculty and students.
- **Graduate Assistant Development:** The Graduate School offers a series of workshops on teaching pedagogy, research, and mentoring for graduate assistants. The development workshops are repeated twice during the fall term. Graduate Assistants report that these workshops are effective with helping them initiate their careers as teaching and research assistants.
- **Graduate Exposition:** The Graduate Exposition is a week-long series of papers, posters, panels, and presentations showcasing the research/creative activity of graduate students.

Student focused development opportunities also are available through colleges and departments. For example, the College of Sciences hosts the Scholars in Undergraduate Research at Eastern (SURE) program to foster undergraduate participation in research. The goal of the SURE program is to facilitate research activities through an incentive program for students. The Chemistry Department promotes research development by providing opportunities for students to join research groups and by hosting an annual research fair each spring which showcases the student and faculty research. Students' professional development also is facilitated at the department level through colloquia, visiting artists and scholars, professional organizations, and clubs. As is visible from the Campus Calendar, every day at Eastern offers the campus an opportunity for professional and personal enrichment.

Human Resources has established an Office for Training and Development with a full-time Training Coordinator and a full-time Training Assistant. The Office for Training and Development provides numerous opportunities for staff development. Its training programs include the nine-module "Leading Edge" supervisory development program; the "Fiscal Agent Toolbox," currently consisting of information presented in eleven topical workshops; and

Human Resources:
<http://www.eiu.edu/~humanres>

Leading Edge:
<http://www.eiu.edu/~humanres/Training/le.htm>

Fiscal Agent Toolbox:
<http://www.eiu.edu/~humanres/Training/toolbox.htm>



Criterion Four: Acquisition, Discovery, & Application of Knowledge

fourteen stand-alone workshops on topics such as communication, dealing with difficult people, leadership styles, team building, goal development, customer service, and time and stress management. Human Resources also accepts requests to develop training programs if a needed program is not offered. A variety of training and development books and videos also are available at the Human Resources Office.

Resources for faculty development are available through seven competitive, campus-wide programs. The first four support scholarly activity; the last three are aimed at improving teaching:

- **Council on Faculty Research (CFR) Grants:** CFR Grants are competitive research awards that provide funds for contractual services, commodities, and equipment supporting faculty research during an academic year. Approximately \$35,000 is distributed each year. An average grant is approximately \$2000.
- **Summer Research Awards:** Summer Research Awards are competitive research awards that provide a \$4000 stipend during the summer when faculty members have fewer teaching responsibilities and can pursue a research/creative activity project more easily. The total amount awarded is \$80,000; twenty awards are given each summer.
- The CFR and Summer Research Projects that are ranked highest by the Council on Faculty Research each earn the graduate **Dean's Award for Excellence in Research**. Typically the dean funds these projects, allowing an additional project of merit to be funded from the central pool. Examples of recent CFR and Summer Research Projects earning the Dean's Award include "Ion Regulation and Freezing Avoidance in Fertilized Eggs of the Antarctic Naked Dragon Fish (*Gymnodraco acuticeps*)" and "Birth of Brain Cells – Death of a Dogma, and Rise of Hope for Alzheimer's Disease."
- **International Initiatives:** The Office of International Programs provides competitive awards to promote international development through its International Initiatives Program. Ten awards of up to \$500 each are available to support faculty travel to international locations to collaborate with international colleagues, present research, teach, or foster exchange programs related to the discipline in each of the academic programs. A recent recipient presented his research on a 15th century chant treatise to the Cantus Planus Conference hosted by the International Music Society in Lillafured, Hungary.
- **Faculty Development Mini-Grants:** The Faculty Development Committee awards mini-grants of up to \$300 to individual faculty for the purpose of improvement of instructional activities and the improvement of course content.
- **Redden Undergraduate Instruction Improvement Grants:** The EIU Foundation provides an annual competition for instructional development grants from the Redden Fund for the Improvement of Undergraduate Instruction. The program began in 1993 with \$4,600. In 2004, \$80,000 in grants was distributed to sixty-two recipients.

**CFR/Summer
Research/Creative
Activity Grants:**
[http://www.eiu.edu/
%7Egrants/CFR.htm](http://www.eiu.edu/%7Egrants/CFR.htm)

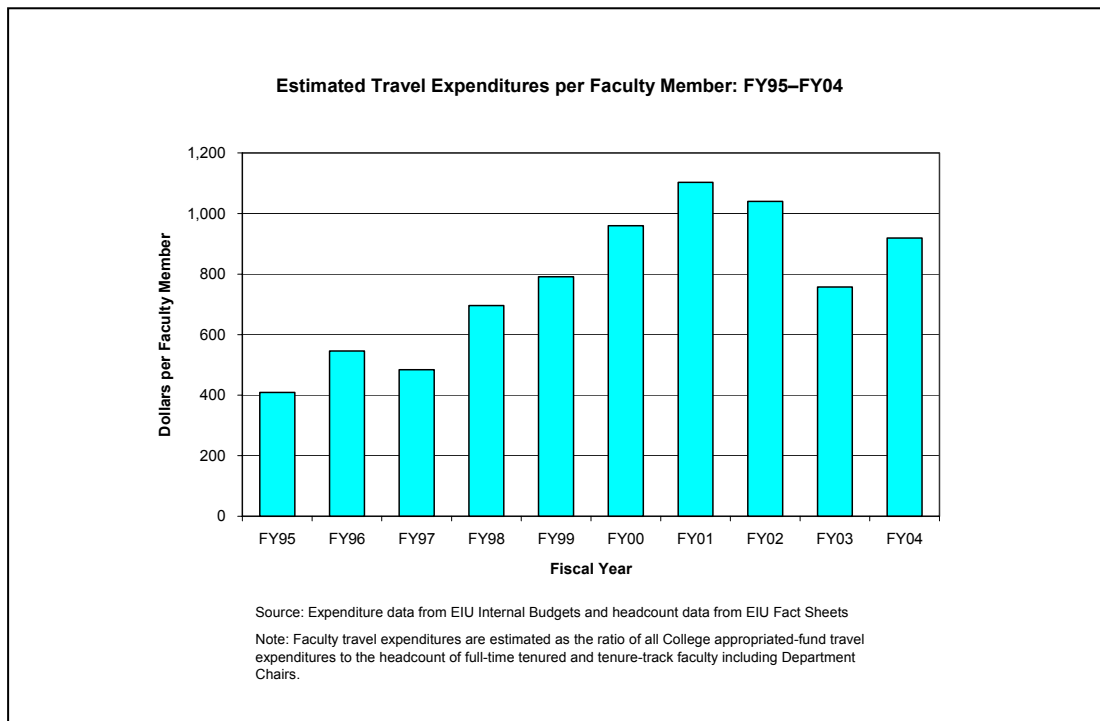
**Mini Grants,
Redden Grants,
TEAM Grants:**
[http://www.eiu.edu/~
acaffair/FacultyDeve
lopment/teaching.ht
ml](http://www.eiu.edu/~acaffair/FacultyDevelopment/teaching.html)



Criterion Four: Acquisition, Discovery, & Application of Knowledge

- **TEAM Professional Development Grants (PDG) and Planning, Implementation, and Evaluation Grants (PIE):** TEAM PDG and PIE grants were described in section 2.a.1. A recent recipient earned a PDG Award to attend the Key Curriculum Mathematics Applications workshop sponsored by the National Council of Teachers of Mathematics. A recently funded PIE Grant in the College of Education and Professional Studies provided funding to enhance the software and training opportunities in all college computer laboratories.

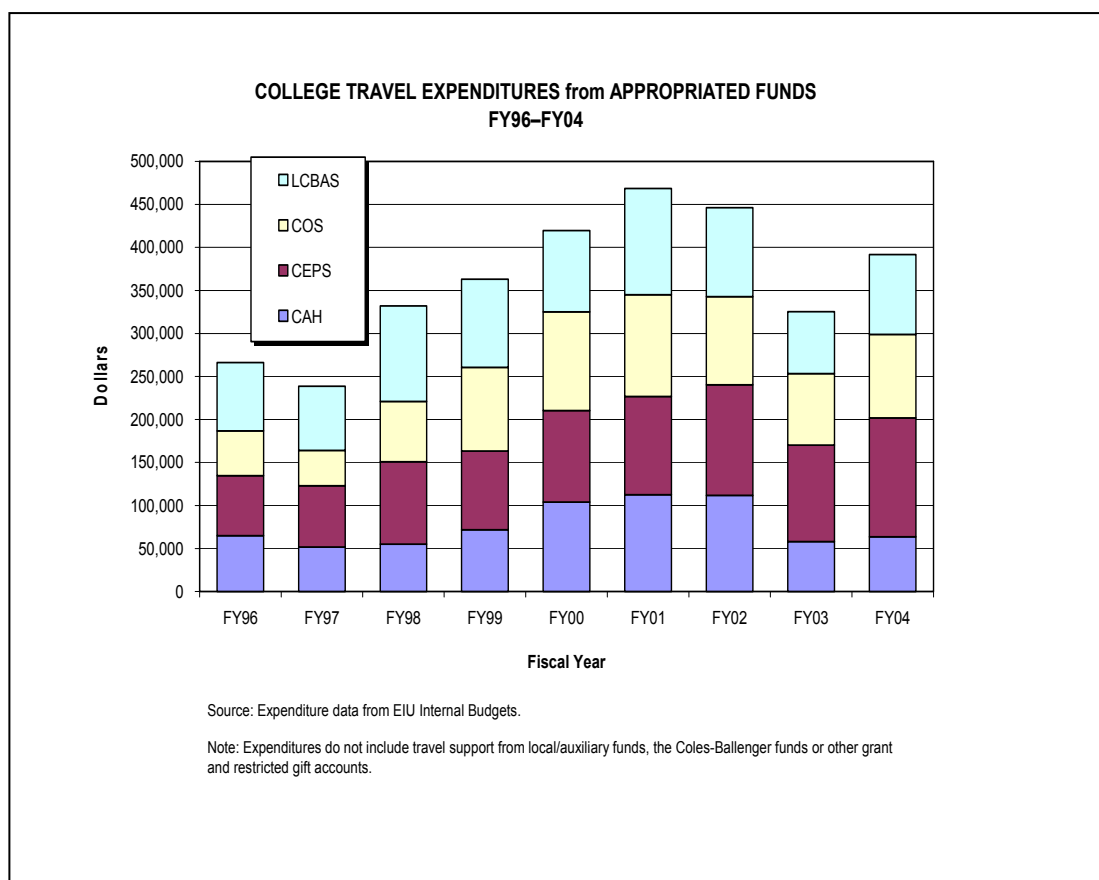
Additional faculty development resources have been made available through new funding opportunities. For example, through Program Priorities Budget Requests (explained in Core Component 2d of “Preparing for the Future”) the university received state funding to enhance operating budgets, including travel. As a result, support for faculty travel from appropriated funds in FY 2001 was nearly double the level of support available in FY 1997. Table 1, “Estimated Expenditures on Faculty Travel,” shows that prior to FY 1998, faculty travel expenditures from appropriated dollars were well below \$600 per faculty member. By FY 2001, the average travel amounts approached \$1100 per faculty member, an increase reflective of increased state appropriations.





Criterion Four: Acquisition, Discovery, & Application of Knowledge

As the “College Travel Expenditures” chart below reveals, recent reductions in state support decreased travel support in FY 2002-FY 2004. Yet at just under \$800 per faculty member, funding still remains above FY 1996 and FY 1997 levels.



Eastern’s professional development efforts also were enhanced in 1999, when the university received a major gift from the estate of Florence Coles Ballenger, a 1925 alumna of Eastern Illinois State Teachers College (one of Eastern’s former incarnations). More than \$600,000 of the gift--\$1000 per faculty member—was allocated to faculty development activities between 1999-2003.

As the preceding discussion illustrates, support for faculty development has increased significantly in the past decade, both at the institutional and at the departmental level. Owing to the efforts of the Faculty Development Committee, the VPAA Office, the Graduate School, CATS, Booth Library, and CASL, not only are there more development activities and grant opportunities than ever before, but they also are promoted and administered more centrally. And to at least some extent, the increase in the number of on-campus workshops with broad appeal and application also has reduced the need for certain kinds of off-campus travel. In 1995, Eastern’s *Self-Study Report* identified limitations in department-level support for faculty development as an issue that



Criterion Four: Acquisition, Discovery, & Application of Knowledge

needed to be addressed by the university. At that time, the typical department budgeted \$100 per faculty member per academic year. During the past decade, as a decentralized budgeting was adopted, both deans and chairs were able to improve resources for department-level faculty development, particularly in Fiscal Years 1999, 2000, and 2001 when increases in state funding were available. As a result, chairpersons responding to the 2004 NCA Self-Study Survey could report that department-level annual support for faculty development now ranges from \$250 to \$2000 per faculty member, depending on the department.

Evidence of the impact of such improvements is visible in responses to other survey items. Almost 87% of the faculty, civil service personnel, and administrators responding expressed at least some degree of agreement that Eastern “provides opportunities for professional growth” (Item 10g), with 60% agreeing or strongly agreeing. Almost 37% felt that professional development opportunities actually had improved (Item 11c). Disaggregated, the data suggest that perceptions are more ambiguous, however. Thirty-two percent of faculty reported that resources for faculty development had improved during the past decade while 64% reported that professional development had remained the same or declined. In addition, over 60% of faculty agreed that they had had to forego professional development opportunities due to a lack of department/unit financial support. However, 60% of faculty also reported that their department/unit demonstrated an appropriate level of financial commitment to professional development. At the same time, 41% reported that one of their department’s greatest priorities for investment in the future should be professional development.

Yet even though responses to survey items relevant to professional development are mixed, at best, there clearly is room for improvement. While funding for Summer Research Grants increased from \$50,000 to \$80,000 in 2000, funding for both the faculty development mini-grant program and the CFR Program has remained at the same level for almost a decade, for example. The uneven distribution of support for development across departments also is of concern. Because Eastern is a master’s comprehensive institution whose primary responsibility is teaching, however, its greatest faculty development need may be discovering and applying a program focused on successfully developing the *teacher-scholar*. This discussion continues in the conclusion to this report.

Recognizing Constituencies’ Achievements

The university provides a wide range of scholarships to acknowledge the achievements of its students; a complete list will be available in the Resource Room. The highest student honor is the \$2000 Livingston C. Lord scholarship, but dozens of awards are available through academic departments, colleges, the Athletics Department, the Office of Greek Life, the Office of International Programs, and the Eastern Illinois University Foundation, among other units. The majority of these awards are received and publicly acknowledged in ceremonies conducted by the sponsoring department or school.

As part of the NCA Self-Study Survey, department chairpersons were asked to identify the methods they used to publicly recognize student achievements. As the table below shows, the majority indicated that they used school/department/unit newsletters, web sites, and awards ceremonies as their primary means of honoring award recipients. Other methods cited were



Criterion Four: Acquisition, Discovery, & Application of Knowledge

university newsletters and web sites, newspapers, and international, national, and state publications or award ceremonies. These methods far exceed those reported in the *1995 Self-Study Report*, when only the *University Newsletter*, the *Daily Eastern News*, and local and regional newspapers were used.

Methods for Publicly Recognizing Student Achievements	Response Rate	Percentage
School/department/unit newsletter, web site, awards ceremony recognition	25	93%
University newsletter, web site, awards ceremony recognition	18	66%
Local, regional, newspaper or awards ceremony recognition	20	74%
State publications or awards ceremony recognition	9	33%
National publications or awards ceremony recognition	10	37%
International publications or awards ceremony recognition	4	15%
Other	2	7%

Opportunities for faculty scholarship recognition also are extensive. The two highest honors bestowed on faculty are the Distinguished Faculty Award, presented to a tenured or tenure-track faculty member in his or her fourth (or subsequent) year of employment who has excelled in teaching/performance of primary duties, research/creative activity, and service. A total of thirty-nine faculty members have received the award since it was instituted in 1979. Professor Laureate, a much newer award, is presented annually by the Council on Academic Affairs to a member of Eastern's teaching faculty who has shown evidence of interest in general/liberal education and undergraduate students and has demonstrated excellence as an undergraduate teacher. A total of seven awards have been presented to faculty members since 1998.

A complete list of faculty awards will be available in the Resource Room. Like students, faculty recipients of awards for scholarly activity are acknowledged at all levels through public ceremonies and print and electronic publications. (Additional means of acknowledgement are discussed below.)

Results from the NCA faculty questionnaire indicated that over 64% of all respondents agreed or strongly agreed that Eastern strives to acknowledge outstanding achievements (Item 10h). Altogether, over 88% of respondents expressed at least some level of agreement with Item 10h.

Scholarly Activity

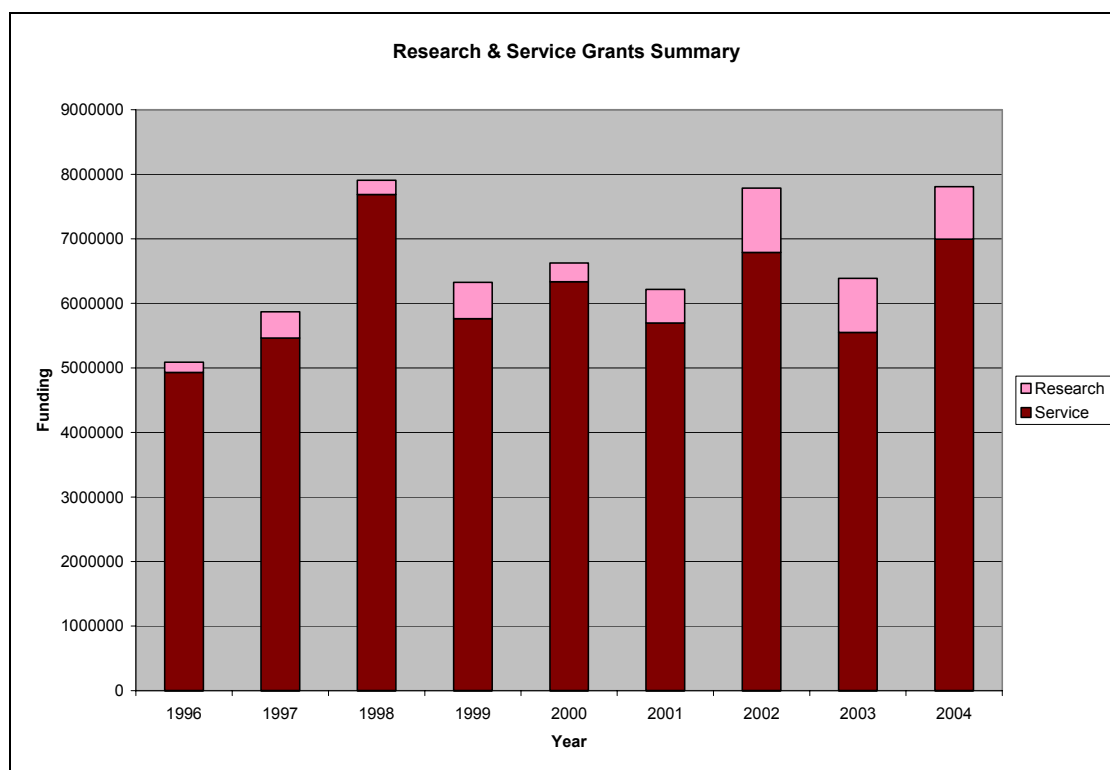
Eastern's Mission Statement references its faculty's "commitment" to research/creative activity, a commitment evidenced by the faculty's long and distinguished history of engaging in scholarship. It is a responsibility that current faculty take very seriously, as just a few examples of their research shows. An associate professor in the Department of Communication Studies conducts research on the political power of aging and on communication between grandparents and grandchildren in geographically dispersed relationships, for instance. An associate professor in the School of Family and Consumer Sciences conducts research on the compliance of Illinois school lunch menus with the Dietary Guidelines for Americans. An associate professor in the Department of Biological Sciences conducts research aimed at understanding the pathological pathways that lead to the death of brain cells in aging humans and predisposes them to dementia



Criterion Four: Acquisition, Discovery, & Application of Knowledge

such as Alzheimer's disease. And a professor in the Department of Physical Education conducts research in the areas of school health report cards and children's body mass indexes.

One of the simplest means to document faculty scholarship is to examine external and internal grants and contracts awarded during the last decade. These data reveal that Eastern's faculty members continue to secure external funding to support their research. Representative, recent research grants include \$407,353 from the National Science Foundation in support of research entitled "MRI/RUI: Proposal for Acquisition of 400MHZ NMR Spectrometer," \$195,318 from the National Science Foundation in support of "Haptic Spatial Perception in the Sighted and Blind," and \$35,000 from the Petroleum Research Fund in support of "High Resolution Fourier Transform Microwave Spectroscopic Studies of C-H Hydrogen Bonding Interactions." The graph below provides a summary of the annual achievements in grants and contracts, offering evidence that faculty and staff consistently have earned \$5 to \$6 million in grants and contracts during the past ten years.



Each year, the Office of Grants and Research provides internal research grants supporting 30-40 projects (CFR and Summer Research Grants) for a total of two hundred projects and an investment of approximately \$1,200,000 during the self-study period. Examples of recent noteworthy projects include "The Glyoxylate Cycle in Fungal Plant Pathogens: Its Role in Virulence and the Disease Process," and "I Wash My Hands of This Story: Competing Histories of Coloured Identity in Zoe Wicomb's *David's Story*."



Criterion Four: Acquisition, Discovery, & Application of Knowledge

Each academic college promotes basic and applied research as well. The College of Education and Professional Studies does so in two important ways. It publishes the *Eastern Education Journal*, a compilation of contemporary scholarly works in the field of education, and it also offers an annual competition for faculty called the Telefund Faculty Research Grants. A maximum of \$750 is provided per proposal. Faculty members receiving awards present their research to the campus community each year. Examples of recent awards include those for projects entitled “Occurrence of Induction Activities Perceived by Administrators and Special Educators: A Questionnaire Field Test” and “Developing Fluency Skills in the Elementary Classroom.” Similarly, the College of Arts and Humanities promotes research through its College Travel Fund. Awards range from \$250 to \$400 and support faculty presentation or participation in discipline-based conferences. Recent recipients of this award conducted research on “Making Writing-To-Learn Matter in the Transition for High School to College” and “Musico-Rhetorical Methodology in Medieval German Franciscan Homiletics.”

(A complete list of funded research projects will be available in the Resource Room.)

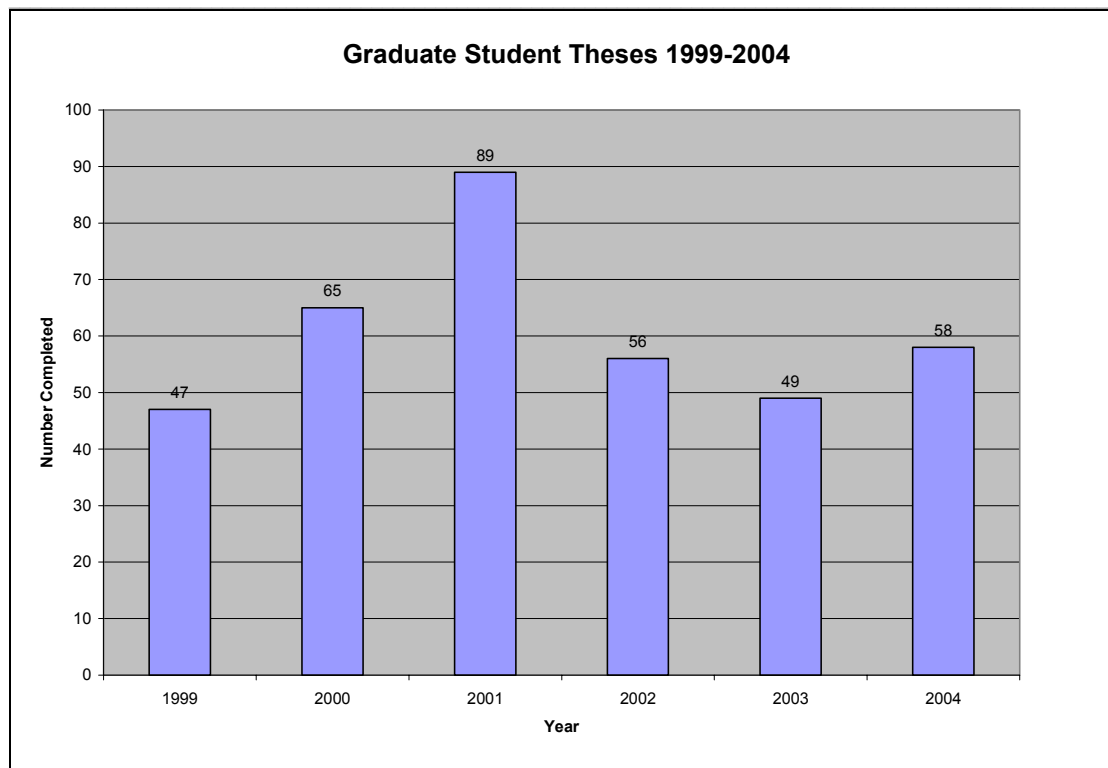
Students also contribute to research/creative activity in their respective disciplines through honors and graduate theses, non-thesis capstone experiences, publications, and presentations. As was noted above, the Honors College sponsors an annual Undergraduate Research Grant competition, for instance. Any undergraduate may apply for an Undergraduate Research Grant if his or her grade point average is at least 3.0 on a 4.0 scale. The grant, which is awarded for fall and spring semesters as well as summer term, is \$500 for students and \$250 for the departments of sponsoring faculty. Approximately twenty awards are given annually. Recent awards were provided for projects that included “Cross-cultural Gender Difference in Jealousy” and “Poetry for the Eye: A Study of Blake’s Illuminated Technique.” Similarly, the College of Sciences promotes undergraduate research through its Scholars in Undergraduate Research at Eastern (SURE) Awards. This program provides ten to fifteen awards of \$100-\$200 annually to juniors and seniors, particularly those pursuing research through independent study, research courses, or honors theses. Projects recently chosen to receive awards include “An X-ray Diffraction Study of Rocks from San Miguel Volcano, El Salvador” and “The Effects of Perceived Test Difficulty on Test Performance.”

The thesis is the most common graduate-level student research project. As the graph below demonstrates, thesis production has remained reasonably constant during the past five years, with fifty to eighty new projects produced annually. Majors in psychology, biological science, chemistry, and counseling and student development are the most consistent producers of thesis research.

**Undergraduate
Research Program:**
[http://www.eiu.edu/~
honprog/undergradr
esearch.htm](http://www.eiu.edu/~honprog/undergradresearch.htm)



Criterion Four: Acquisition, Discovery, & Application of Knowledge



The Graduate School provides a number of awards that promote and honor graduate student research. For example, graduate thesis writers are eligible to compete for the Distinguished Master's Thesis Award. Recent winners include projects entitled *Cognitive Complexity of Heterosexual Arguments on the Civil Rights and Liberties of Homosexuals*, *Saxo Grammaticus: History and the Rise of National Identity in Medieval Denmark*, and *Framing the War: Government Strategies used during the Kosovo Conflict*. The Graduate School Research/Creative Activity Awards are competitive awards given to provide financial support for outstanding graduate research and creative activity projects with external sponsors. Approximately ten awards up to \$1000 each are provided annually. "Effects of Collaboration and Consultation in Speech Pathology" and "The Effects of Agricultural Land-use on Stream Food Webs: A Field Test of Food Web Theory using Stable Isotope Techniques" are recent award winners sponsored by Hidalgo School System and the Illinois Natural History Survey, respectively. Similarly, the Williams Travel Awards provide travel support for graduate candidates whose research or creative activities have been accepted for presentation at regional, state, or national conferences. Twenty awards of up to \$500 are provided on a competitive basis each year. Recent recipients' projects include "How Intimacy is Formed in Organizations" and "How Stock Options have Influenced Corporate Behavior."

Individual colleges promote research among their own graduate majors as well. The College of Sciences does so through its Graduate Student Investigator Awards, a program that provides three awards of \$200 to graduate students who have completed or are nearing completion of their research projects. All recipients are recognized during the annual Science Fest program. "Model Study Towards and Total Synthesis of Heritol" and "Germination Strategies for Commercial



Criterion Four: Acquisition, Discovery, & Application of Knowledge

Production of Select Native Illinois Plants for Use as Alternative Landscape Perennials” are recent winners’ projects.

Major Assessment Profiles:

<http://www.eiu.edu/~acaffair/MAP/>

Students also collaborate with faculty in research/creative activity. On its most recent Major Assessment Profile (MAP), for instance, the Department of Chemistry reports offering twenty-seven student-faculty collaborative research projects for undergraduate students and eight for graduate students. Its faculty also co-authored journal publications with one undergraduate and one graduate student, and co-authored conference presentations with fifteen undergraduates and eleven graduates. (Other collaborations are described on the MAPs online.)

As part of the Self-Study Survey, department chairpersons provided information on their respective majors’ contributions to research and creative activity. As the table below indicates, conference presentations and honors theses are undergraduate students’ most common research media; graduate students most commonly produce publications and theses.

Average Number of Student Contributions to Research/Creative Activity

Graduate Students	
Internal (Eastern-sponsored) grants awarded	11
External grants awarded	11
Graduate theses completed	12
Non-thesis capstone experiences completed	6
Publications	12
Presentations at conferences	10
Other:	1
Undergraduate Students	
Internal (EASTERN-sponsored) grants awarded	12
External grants awarded	12
Honors theses	15
Publications	13
Presentations at conferences	16
Other	1

According to the results of the 2004 NCA Self-Study Survey, of the 208 faculty respondents, 66% agreed or strongly agreed that their “department/unit demonstrates an adequate commitment to student research/creative activity,” and over 50% agreed or strongly agreed that planning in their units addressed research/creative activity. Of the 761 student respondents, almost 75% agreed or strongly agreed that their “department/unit provides an environment in which research/creative activity is encouraged.” In addition, 72% rated individual research/creative activity projects as highly valuable or valuable to their educational experience.

Concerns related to research exist, however. The need to increase support for professional development is discussed above. Hiring a compliance officer also will enhance the ability of the faculty to secure external funding for research and meet compliance regulations. External research funding contributes significantly to the creation of a community of scholars by providing



Criterion Four: Acquisition, Discovery, & Application of Knowledge

resources essential to achieving the research mission of the university. Remaining in compliance with all regulations related to human and animal subjects is an essential part of participation. Another recommendation is that the academic area more actively promote--and publicize--faculty-student collaboration in research/creative activity projects. The current VPAA Focus Statement calls on the academic area to “[p]rovide students compelling learning experiences and implement ‘learner-centered’ principles,” in part by expanding “the engagement of students in research, scholarly/creative activity and service.” And much collaboration does occur, particularly in the sciences, but the only centralized mechanism for reporting them—the Major Assessment Profile—is not used consistently.

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 education programs.

“Student Learning and Effective Teaching” (particularly 3a) notes that effective critical thinking skills and oral and written competency, foundational to intellectual inquiry, are goals of the general education program. Thirty-nine percent of all assessment plans include critical thinking as a learning objective in the major; 46% include writing skills as a program objective; 39% include communication skills. While results of the Watson-Glaser Critical Thinking Appraisal are still being collected and analyzed, relevant results already are available from the IBHE Alumni Survey. As was noted in “Mission and Integrity (1e), alumni were asked to address the impact of the General Education Program on their development of lifelong learning skills. Sixty-one percent indicated that the program was extremely or very helpful in developing their critical thinking abilities, while 98% indicated it was at least slightly helpful. Eighty-one percent of the students who completed the NCA Self-Study Survey expressed at least some level of agreement with the statement “Eastern’s general education program prepares students for a life of learning” (Item 8); almost 55% agreed or strongly agreed. A review of learning outcomes represented in departmental assessment plans also documents this preparation, as the following examples show:

- In the College of Sciences, the departments of physics and chemistry both reported that over 50% of their graduates engaged in independent research projects before completion of the bachelor’s degree. The Department of Communication Disorders and Sciences reported a 95% acceptance rate into graduate programs, demonstrating effective preparation for continued learning.
- In the College of Arts and Humanities, the Department of History reported that students are engaged in independent studies, internships, theses, and student teaching. Their successful completion of these learning opportunities is extremely high. In the Communication Studies major, students also complete internships, practica, theses, community projects, audio and video productions. The Public Relations internships are quite extensive: In one year, there were seventy-eight interns at fifty-two different sites in the United States.
- In the College of Education and Professional Studies, 100% of the master’s degree students in Educational Administration passed the General Administrative Certification



Criterion Four: Acquisition, Discovery, & Application of Knowledge

Test. In the B.S. program in Physical Education with an Athletic Training option, 46% of students passed the National Athletic Trainer Association Board of Certification Exam, as compared to a 43.5% national average. In the Department of Elementary Education, students are required to attend a professional conference or serve on the Executive Board of one of the pre-professional student organizations on campus.

- In the College of Business and Applied Sciences, the ability to think critically and demonstrate independence in problem solving is part of most assessment plans and is evaluated through applied projects. For example, in the graduate Gerontology Program, the ability to continue to learn effectively is evaluated through successful completion of an internship experience by all students in the program. In Computer Information Systems, learner outcomes evaluate the ability to analyze, design, develop, and implement business information systems using a rubric of basic programming principles.

Graduate programs are assessed regularly by departmental curriculum and assessment committees and the Council on Graduate Studies. Such review facilitates departments' annual revision of their major assessment plans and their regular revision of curricula; it also is required as part of the state-mandated IBHE program review process. And while such reviews include an analysis of graduate students' success at achieving the learning objectives established for their degree programs, they may not specifically address how effectively these programs establish a discipline-specific *knowledge base*, since this has not been established as a goal for graduate programs generally. It may, however, be a graduate-level *program* goal. It is a given, for instance, that all programs that prepare teacher educators (that is, all programs under the auspices of the National Council for the Accreditation of Teacher Education, NCATE) establish the appropriate knowledge base and assess students' mastery of it, since this is one of NCATE's standards. It also is true that graduate program admission standards are based, in part, on students having a knowledge base, one that may be established by their completion of specific course work, undergraduate degrees, or exams. Graduate curricula begin where this general knowledge base ends. A program like the MBA actually distinguishes "Phase I" courses that provide business fundamentals normally covered in an undergraduate business degree program from "Phase II" courses that provide advanced business study. (It also allows students to complete Phase I courses but stipulates that they must do so before completing fifteen hours of Phase II courses.)

A *general* graduate-level knowledge base also is embedded in the Mission Statement for graduate education. Like that for the general education, this statement acknowledges the importance of fostering advanced scholarship through critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics. Currently, however, there is no centralized mechanism for assessing students' achievement of these objectives. Instead, it is left to individual departments to determine and assess programmatic learning objectives (though they are required to do so). Developing a centralized assessment program at the graduate level is a priority of both the Graduate School and the Council on Graduate Studies that will help the institution achieve a long-term goal of ensuring the comprehensive assessment of all programs at all levels.



Criterion Four: Acquisition, Discovery, & Application of Knowledge

In addition to developing foundational skills prerequisite to student's ability to conduct intellectual inquiry, Eastern actively links in-class and out-of-class learning opportunities that enrich this ability, as the examples that follow illustrate:

- **Speech-Language-Hearing Clinic:** Students majoring in Communication Disorders and Sciences are required to enroll in clinical techniques courses. In conjunction with the curriculum, students shadow clients receiving services in the university clinic. Subsequent courses require students to complete a minimum number of hours providing diagnostic and therapeutic services to clients who have communication disorders. This provides students with opportunities to apply classroom information, further explore specific disorders and their etiologies, and design therapy sessions to motivate and address documented deficits. The National-Student Speech-Language-Hearing Association (NSSLHA) is a student organization that further enhances the curricular learning experiences in an optional co-curricular organization. Activities include sponsoring a client picnic, holiday party, and other events promoting majors' responsibility to meet the needs of communication disordered individuals.
- **Psychology Undergraduate Research Symposium:** Psychology majors who enroll in a required course focused on research methods are encouraged to prepare and present their findings in an annual Research Symposium. The Psychology Department serves as a co-sponsor of the Mid-America Undergraduate Psychology Research Conference, which provides a vehicle for students to engage in practical application of their scientific inquiry and creativity demonstrated through their research project. The Psychology Colloquium Series promotes inquiry through sponsored faculty seminars for student attendance. The Psychology Honors Society, Psi Chi, promotes social responsibility through organized events. Psychology majors also function as tutors for other students, providing opportunities to practice and reinforce acquired knowledge.
- **Physical Education Program with the Athletic Training Option:** Majors in Physical Education complete coursework that includes practicum hours providing athletic training experiences in local schools. This offers students an opportunity to link curriculum with functional application. Majors who choose the Athletic Training option also must enroll in additional curricular hours and complete seven hundred hours of clinical experience by serving student-athletes competing on intercollegiate teams. Co-curriculum practica also include hours providing service in hospitals, clinics, and local high schools. Participation in the Student Athletic Training Club also is required for majors with this option. The club promotes scientific inquiry through guest speakers such as local doctors, who broaden students' understanding of the profession through seminars and lectures. The club also raises money for equipment and gear that is necessary to provide services.
- **Elementary Education:** Students majoring in elementary education are required to join one of several professional clubs and participate on a regular basis. Students also are required to serve on one of the club Executive Boards or attend a professional conference. Clubs are focused on emphasizing curriculum in co-curricular activities, such as the Reading Club or Math Energy Club. Students also have to engage in volunteer

**ELE Student
Organizations:**
[http://www.eiu.edu/~
eemedu/org.html](http://www.eiu.edu/~eemedu/org.html)



Criterion Four: Acquisition, Discovery, & Application of Knowledge

activities with children, such as tutoring or Special Olympics. The Early Childhood Education majors also have to observe and participate in the Child Development Lab at Eastern. The lab is an excellent example of curriculum linked with co-curricular activities. Students work with children and meet with and interview parents to gain a better perspective on how the child functions in the home environment.

- **Theatre Arts:** Theatre majors have the opportunity to be part of several curricular and co-curricular opportunities within the department. Most courses include practical application projects, many of them related to plays produced by the department. These include six full plays, four student-directed one-act plays, and one children's theatre production per year. Alpha Phi Omega is a national honors drama fraternity that majors can join by participating in some aspect of departmental sponsored productions. Two other organizations, Hello Dali, an improvisation group, and Lunch Box Voodoo, a comedy group, allow students to generate their own creations and develop individual talents. Productions are often chosen to support curricular offerings in other departments, such as English/Literature, History, and Music. The children's theatre production is part of a community outreach program performed for local schools. Majors in theatre can also participate in the American College Theatre Festival, which involves competition in performance and design as well as informational seminars.
- **The Newman Center:** The Newman Center coordinates a student volunteer center. Activities have included the Fair Trade Symposium, Eccho Fest, Soup and Substance Series, Haiti Connection, After School Program, Alternative Spring Break, and the Habitat for Humanity. The goal of the center's activities is to break the "self-serving" mode of thinking and encourage community service and involvement by students. Success stories have included the Fair Trade Symposium that resulted in only fair trade coffee being sold at the university. Students also successfully constructed a Habitat for Humanity house as well as two homes in Nicaragua.

Faculty expectations relative to Eastern's responsibility for developing independent learners are visible in the mission documents, curricula, and assessment programs they create. Eastern's Vision Statement, for instance, indicates that it is an institution committed to "independent thinking and personal growth." As was noted above, the VPAA Focus Statement commits the academic area to engaging students in applied learning activities such as "research, scholarly activity and service." General education and graduate education learning goals—developed by faculty—address several skills important to students' ability to learn independently, including communication and critical thinking. So do goals established for majors. The Department of Geology/Geography, for example, emphasizes the application of classroom principles learned in "real-work settings and laboratories," including field camps and internships and to "promote independent study and research." Section 3c of "Student Learning and Effective Teaching" noted that of the approximately sixty-five majors and minors at Eastern, nearly fifty included an internship, field placement, or student teaching program that allowed students to enhance their educational and professional growth through the application of knowledge and skills in non-academic settings. Of those surveyed students who participated in an internship (n=264), almost 84% found it valuable or highly valuable (Item 28d). (See Appendix C-3, "Disciplines with Internship/Practica/Field Placement & Student Teaching Programs," for a complete list of these



Criterion Four: Acquisition, Discovery, & Application of Knowledge

activities.) Independent study courses are available in forty-two undergraduate and thirty graduate disciplines at Eastern. As a result of this emphasis throughout the curriculum, 91% of students surveyed expressed at least some level of agreement with the statement, “My department/unit prepares me to engage in independent learning” (Item 20f). Over 72% agreed or strongly agreed.

In their responses to Eastern’s NCA Self-Study Survey, students addressed additional issues that impact their success in developing lifelong learning skills and facilitating intellectual inquiry. Over 66% agreed or strongly agreed that “[m]y department/unit ensures that its curriculum prepares students to meet the technological demands of the future” (Item 20d); over 88% agreed at least somewhat. Over 64% agreed or strongly agreed that “[m]y department/unit ensures that its curriculum prepares students to meet the demands of a global society” (Item 20e); over 87% expressed at least some level of agreement. Over 58% (443) indicated that they had participated in a community service project (Item 28b). Almost 76% found it valuable or highly valuable; nearly 95% found it at least somewhat valuable. Finally, nearly 67% agreed or strongly agreed that “[m]y education at Eastern has provided me the opportunity to participate in curricular and co-curricular activities that promote socially responsible use of knowledge” (Item 25); over 85% agreed at least somewhat.

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.

Section “b” of “Mission and Integrity” details the relationship between Eastern’s university and general education mission statements and describes how the latter embeds a commitment to diversity in one of its three major learning goals: “EIU graduates will demonstrate the ability to function as responsible global citizens.” And as was noted in that chapter, almost 60% of students responding to the most recent Illinois Board of Higher Education (IBHE) Alumni Survey indicated that general education was extremely or very helpful in developing their appreciation of diversity, while almost 98% noted it at least slightly helpful. Similarly, “Student Learning and Effective Teaching” reports that most programs’ student learning objectives address one or more of the goals for general education: Out of sixty-six assessment plans submitted for review, thirty (45%) include objectives that relate to global citizenship. While this number may suggest there is room for improvement, it may also be more reflective of the number of departments that have found a reliable way to assess students’ ability to function in a diverse society than of the number that actually do address the issue: Developing students prepared to learn and live in a diverse society is certainly one of the more “ineffable”—that is, less easily measured—learning goals, after all. At any rate, such skills are embedded in departmental learning goals. The undergraduate program in Special Education, for instance, lists among its objectives one to ensure that majors “have an appropriate knowledge base relative to diversity in society and across and among communities.” Similarly, the undergraduate program in Economics cultivates students who understand the “national and international implications” of the major and are enabled to “contribute to social welfare.” Likewise, Eastern’s Journalism major prepares students who can “[d]emonstrate an understanding of the diversity of groups in a global society in relationship to communication,” “[d]emonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.” At least three



Criterion Four: Acquisition, Discovery, & Application of Knowledge

degree programs—African-American Studies, Latin American Studies, and Women’s Studies—specifically are designed to support students’ lifelong learning in a diverse society.

**Electronic
Course
Library:**
<http://www.eiu.edu/~eiucaa/eli-brary/>

This goal is, however, even more apparent in individual courses required in degree programs, as a perusal of the Electronic Course Library reveals. Each course proposal must identify that course’s learning objectives. All courses provided for education majors, for instance, include an objective to ensure that students know how to provide an environment that embraces cooperation and respect for individual differences and multiple learning styles. In Business 4340, students are expected to understand the “strategy and policy implications of the international environment.” Other courses’ emphasis on diversity is apparent from their titles: “Nutrition in a Global Society” (FCS 2100), “Cross-Cultural Counseling” (CSD 5600). Other evidence that Eastern students are prepared to function in diverse societies is available in departmental assessment plans. For example, the MS in Counseling Program includes competency in a diverse society as one of its six student learning goals. Based on exit surveys, the department determined that 100% of the students were “well-prepared.” Additional assessment of this ability occurs in CSD 5600. In its most recent assessment plan, the department noted that 90% of the students achieved this goal.

**ISBE/NCATE
Website:**
<http://www.eiu.edu/~ncate/>

All of Eastern’s teacher education programs are accredited by NCATE/the Illinois State Board of Education (ISBE). New ISBE standards for teacher education require that programs address students’ preparation to work in a diverse society. School counselors, for example, must possess “the knowledge and skills to appropriately address issues of diversity and cultural difference.” Indicators associated with this standard note that the competent school counselor “is knowledgeable about diverse groups with which she or he may work” and “understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, and manifestation of difficulties and strengths in academic, career, and personal/social development.” Related performance indicators note that such a counselor “incorporates an approach to social and cultural diversity that is equitable for all students,” “adopts intervention skills appropriate to the specific diverse needs of the student,” “develops programs for students that acknowledge their diversity and meet special needs as appropriate,” “adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity,” and “teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students.” All teacher education programs have implemented strategies to meet each ISBE-mandated standard and performance indicator.

State law mandates that public universities review their undergraduate and graduate academic programs at least once every eight years, following guidelines developed by the IBHE. The primary focus of the review process is to improve the quality and productivity of individual academic programs. The review process requires the broad involvement of faculty and their peers from both within and outside the program and department, as well as students, department chairs, college deans, the provost, and appropriate academic councils. It is expected to result in specific improvements or plans for improvement in the quality and productivity of the program.

Program Review:
<http://www.eiu.edu/~acaffair/progreview.doc>

Eastern’s guidelines for the program review process, available online, require departments to address the “currency and relevance” of curricula in several ways. Departments are expected to



Criterion Four: Acquisition, Discovery, & Application of Knowledge

collect information from both current and former students regarding their academic expectations, their satisfaction with the curriculum and instruction, their assessment of their own learning, and their success in securing employment or further education related to their major. They also must examine external opinions as to how well Eastern students are prepared for employment or further education in the field, and how compatible program goals and learning objectives are with employer needs and expectations. Similarly, they must address whether technology is integrated into the curriculum as is appropriate to the discipline and to program goals.

As has been noted elsewhere in this report, seventeen departments offer accredited programs; accreditation also facilitates regular review of curricula to ensure their currency. So does the oversight provided by college curriculum committees and Eastern's three academic councils, the Council on Academic Affairs, Council on Graduate Studies, and the Council on Teacher Education. As part of the NCA Self-Study Survey, department chairpersons were asked how they ensured the relevance of their curricula. A majority indicated that they relied on their assessment programs to direct necessary revisions, as the table below shows:

Chair Summary of Significant Changes Made to Program as a Result Assessment Plans

Addition of new degrees, options, or certificate programs	7	23%
Deletion of existing degrees, options, or certificate programs	0	
Addition of new courses	5	16%
Deletion of existing courses	1	3%
Significant revision of course content, goals, or evaluation methods requiring council approval	8	26%
Other	9	29%
No significant changes have occurred.	1	3%

That curricula are current and relevant is substantiated by one final example of evidence: In response to the NCA Self-Study Survey, almost 76% (578) of students agreed or strongly agreed that “[m]y department/unit prepares me for further education or employment” (Item 20g); almost 92% (699) expressed at least some level of agreement.

Many departments have developed and rely on advisory committees to assist them to continuously improve their programs. For example, the Recreational Administration Department meets twice a year with its advisory group of alumni and their employers. At each meeting curriculum is discussed and revisions are suggested. In addition, the advisory group helps prepare the self-study for accreditation, assists with the accreditation visit, and cooperatively works on the alumni and student surveys. The survey of department chairpersons conducted as part of the self-study process asked them to identify the methods they used to solicit feedback on the curriculum. Results indicate that 77% rely on alumni surveys and exit interviews; 54% use accreditation reviews; 50% use employer surveys and advisory boards; and 40% use external “expert” reviewers.

Alumni also are enabled to comment on curricula through the annual IBHE Alumni Survey. Previous sections of this chapter have noted their responses to the efficacy of the curriculum at developing various lifelong learning skills. The Campus Climate Survey conducted by the Office



Criterion Four: Acquisition, Discovery, & Application of Knowledge

of Civil Rights and Diversity provides additional evaluation of the usefulness of Eastern's curricula. A majority of students reported in 2001 and 2003 surveys that the university should require coursework in ethnic or diversity studies. On the other hand, 36% of the Asian students, 29% of Hispanic students, one-quarter of the white students, and 18% of the African-American students opposed such a requirement. Students in general appear to be more likely to support the requirement in principle rather than as an addition to their own course requirements. The Office of Civil Rights and Diversity, in coordination with others, is continuing to refine this information. Faculty members serving on academic curriculum committees are encouraged to discuss ways in which the curriculum could more fully address diversity issues.

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

Student Conduct Code:

<http://www.eiu.edu/~judicial/code.html>

Section 1b of "Mission and Integrity" discusses the "Student Conduct Code," published by the Office of Judicial Affairs and available on-line. The code also is identified in the "Academic Integrity" sections of both the undergraduate and graduate catalogs and in Internal Governing Policy 75, "Student Conduct and Discipline." This code instructs students in the responsible use of knowledge.

During freshman orientation, students and parents are introduced to the "Student Conduct Code." (The Judicial Affairs Officer also provides faculty an orientation to the code during the New Faculty Orientation.) Presentations also are provided to students enrolled in the University Foundations course and, upon request, to faculty members during department meetings. Eastern also is a member of the Center for Academic Integrity (CAI), a consortium of approximately three hundred institutions that promotes academic integrity initiatives and the development of honor codes. Through Judicial Affairs, the university has participated in CAI research related to misconduct and regularly sends both student and faculty representatives to annual CAI conferences.

The "Student Conduct Code" identifies five specific standards of conduct for students. The first one is most pertinent to the topic at hand: "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Specified violations follow:

1. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
2. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
3. Submitting work previously presented in another course unless specifically permitted by the instructor.
4. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
5. Complicity with others in violations of this standard.



Criterion Four: Acquisition, Discovery, & Application of Knowledge

The Director of Judicial Affairs, or designee, determines if there is reasonable cause to believe that a violation of the code occurred and how the allegation is to be resolved in accordance with the provisions of the code. One of the hallmarks of the process is a requirement that any student reported for cheating must complete the Multi-media Integrity Teaching Tool (MITT), a thirty-two lesson academic integrity tutorial. This requirement ensures that the student receives instruction on academic integrity that is in addition to the penalty imposed for the violation.

A summary of academic integrity violations from 1995-2004 will be available in the Resource Room. The number of violations has increased more than 300%, from twenty-six to 114 documented cases, though this growth may be due to an increase in instructors' propensity to report violations as much as to an increase in students' committing them. The most common penalties imposed for academic dishonesty are reduced exam scores and failing course grades. The least common recourse is student suspension or expulsion.

Strategies to reduce misconduct include Writing Center-sponsored instruction that helps students understand plagiarism so that they are more likely to avoid it. Flyers posted in classrooms throughout campus also remind students of the penalties associated with academic dishonesty. With the increased use of technology, academic misconduct in relation to cheating and plagiarism is becoming more widespread. As a result, Eastern Illinois University recently purchased *Turnitin* software designed to detect plagiarism. (The license began July 1, 2004.) A strategy under review is the adoption of a modified honor code that would include a stronger role for students in the judicial process, one that would emphasize student responsibility for academic integrity. Another goal for the Judicial Affairs Office is to improve the office's web site by providing processes for discouraging Internet plagiarism, promoting honesty, explaining the MITT program, and informing the university community about term paper mills. With the increased use of technology, more measures will be needed to ensure academic integrity.

Section 1b of "Mission and Integrity" also reports on the MBA program's development of a student honor code, the first program-specific code of its kind at Eastern. The foundations for ensuring the ethical conduct of research activities are Internal Governing Policy 58, "Scientific Misconduct," "Compliance Procedures for Use of Human Subjects," and "Compliance Procedures for Animal Care and Use." Policy 58 states, "Eastern Illinois University recognizes that integrity in research is an uncompromising component of academic life." The policy explicitly outlines the procedures for defining and investigating claims of misconduct. Faculty are introduced to the policy during the New Faculty Orientation and, when requested, during departmental meetings or related retreats and orientations.

The university obtained a Federal Wide Assurance (FWA) for the Protection of Human Subjects from the U.S. Department of Health and Human Services in September 2003. Though the FWA only requires the review of federally-sponsored projects, policies and procedures have been developed and circulated to campus constituents to ensure that all research and teaching projects involving the use of human subjects comply with federal regulations. The Director of Grants and Research is collaborating with the Institutional Review Board chair and other appropriate campus constituents to develop policies and procedures to be applied to all research projects and teaching activities involving the use of human subjects. The plan for mandatory compliance training for all

MBA Honor Code:
<http://www.eiu.edu/~mba/Honor%20Code.doc>

Internal Governing Policies:
<http://www.eiu.edu/~auditing/IGP>

Grants & Research Office:
<http://www.eiu.edu/~%7Egrants/>



Criterion Four: Acquisition, Discovery, & Application of Knowledge

faculty, students, and staff who engage in research and instructional activities involving human subjects will begin in January of 2005.

The university established an Institutional Animal Care and Use Committee (IACUC) to oversee the use of animals in research. The IACUC currently is chaired by a faculty member from the Department of Biological Sciences. The university has an Animal Welfare Assurance with the Federal Office of Laboratory Animal Welfare (OLAW) through April 30, 2005. Currently only federally-funded projects involving endothermic vertebrate animals are reviewed and approved by the IACUC, but the Director of Grants and Research is working in collaboration with the IACUC chair and other appropriate constituents to broaden the scope of IACUC reviews. The intention is for the IACUC to review all proposed uses of all vertebrate animals in all teaching and research activities. Policies and procedures have been developed and are being reviewed by campus constituents. This plan for mandatory compliance training for all faculty, students, and staff who engage in research and instructional activities involving animals also will begin in January of 2005.

Eastern helps to support ethical conduct in instruction by requiring all new faculty and graduate assistants to complete sexual harassment program in person or online; ongoing training for continuing employees also is available. It also has recently identified an ethics officer (the General Counsel) responsible for interpreting the State Officials and Employees Ethics Act, advising the university on compliance with the law, receiving complaints of ethics violations, and resolving or referring the issues to state officials for resolution. The state ethics act primarily focuses on the resolution of ethics violations related to financial conflicts such as gifts to employees that might impact an employee's performance of assigned duties. As of Fall 2004, all state employees are required to complete ethics training online.

Engaging students in service learning activities also helps them to learn to use knowledge responsibly—that is, to improve the lives of others. And thus, Physical Education majors focusing on cardiac rehabilitation assist with health assessments, for example, while Elementary Education majors act as reading tutors for small children, and Special Education majors assist with Special Olympics, held at Eastern each year. Political Science majors assist with voter registration, while majors in Communication Disorders and Sciences support the Speech-Language-Hearing Clinic, where they practice responsible behaviors such as providing services only to clients who will benefit from them and not offering a treatment they are not trained to provide. The Alcohol and Other Drug Coalition, sponsored by the Health Education Resource Center (HERC), was developed to “[c]reate a campus and community environment that enhances learning and academic performance” by decreasing “alcohol and other drug induced socially irresponsible behaviors.” The coalition is one of many programs provided by HERC; others focus on educating students about responsible sexual behavior, nutrition, stress management, and so on. The unit also sponsors the “Don’t Cancel that Class” program, providing health-related instruction to students whose instructors would otherwise cancel class to attend a professional meeting or deal with a family medical issue.

Section 4c provides additional examples of opportunities for students to link classroom learning and the responsible use of knowledge, further evidence that such opportunities are readily available. However, because Eastern has no formal mechanism in place to track co-curricular activities, no complete, central list is available from which to draw conclusions. Through an ad-

**Health Education
Resource Center:**
[http://www.eiu.edu/~
herc/](http://www.eiu.edu/~herc/)



Criterion Four: Acquisition, Discovery, & Application of Knowledge

hoc committee, preliminary work has begun to address the need to acknowledge and increase students' participation in service learning activities. This effort may result in improved data collection, a clearer relationship between service and Eastern's mission documents, and a more focused direction for these activities.

Student research is supported by the faculty who oversee their majors' independent study, research, and thesis courses. Providing support for faculty research, in contrast, largely is the purview of the Office of Grants and Research. Office staff members coordinate completion of the Internal Routing of Proposals Form for external grant proposals, for example, ensuring the comprehensive review of each grant proposal submitted to an external agent. The review includes assurance by the department chairperson and college dean that the project is appropriate to the mission and scope of the program and college and that Eastern has the facilities and technology to support the project fully. The Director of Grants and Research is the final authority for projects less than \$100,000. For projects greater than \$100,000, the Vice President for Business Affairs and the Vice President for Academic Affairs must ensure that the project is within the mission and scope of the university. Grants and Research also has been designated to provide comprehensive oversight for human and animal subject compliance, as described above. Since Fall 2004, the Office of Grants and Research web site has provided comprehensive information on compliance procedures at Eastern.

Oversight also is provided by the Office of the Internal Auditor, which conducts annual audits of one to two grants each year to evaluate compliance with appropriate processes and regulations. (The TRIO Grant is the focus of an audit in 2004-2005.) A discussion of safety compliance programs and policies, many of which facilitate effective research, is available in section 1e of "Mission and Integrity."

Policies on intellectual property rights are disseminated and enforced through Article 30, "Copyrights and Patents," of the 2002-2006 Eastern Illinois University Unit A *Agreement* and Article 26, "Copyrights and Patents," of the Unit B *Agreement*. These documents are distributed to each employee covered by the *Agreement*, as well as being available on line. The contract states that "in keeping with academic tradition, an employee who produces work shall own the copyright therein and have exclusive rights thereto subject to the provisions of the agreement. The Board waives any claim to revenue generated by the commercialization or sale of an employee-owned copyrighted work." Workshops such as one recently sponsored by the Faculty Development Committee, "Is Copying Right? What Every Professor Should Know about Copyright Laws," have been presented to Eastern faculty to further acquaint them with intellectual property rights policies and practices.

See the Conclusion of this report for final comments on issues discussed in this chapter.

Grants & Research Office:

[http://www.eiu.edu/
%7Egrants/](http://www.eiu.edu/%7Egrants/)

Unit A Agreement:

[http://www.eiu.edu/~
acaffair/ua2002-
2006sig-b.pdf](http://www.eiu.edu/~acaffair/ua2002-2006sig-b.pdf)

Unit B Agreement:

[http://www.eiu.edu/~
EiuUpi/Contracts/Uni
t_B/Unit_B_Contract
.pdf](http://www.eiu.edu/~EiuUpi/Contracts/Unit_B/Unit_B_Contract.pdf)