The University of Iowa is committed to lifelong learning, discovery, and innovation, as demonstrated by the achievements of our faculty, staff, and students.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion 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

The University of Iowa’s commitment to promoting a life of learning for all members of the community is expressed in our mission documents, our policies, our programs to support inquiry and to reward achievement, and our curricula. The real evidence of that commitment, however, is the extraordinary record of accomplishment on the part of faculty, staff, and students.

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

The theme of “valuing a life of learning” pervades The Iowa Promise. One of our core values is “learning.” Our goal for undergraduate education is, in part, to help students become “lifelong learners.” Our diversity goal focuses on the role of diversity in promoting “excellence in education.” Our vitality goal is, in part, to “promote a thriving intellectual environment.” Our engagement goal hopes to promote “the mutual
exchange of ideas and synergistic use of complementary expertise.” And in setting a
top-level goal to “advance the research and scholarly enterprise,” we celebrated our
dedication to the “discovery, dissemination, and preservation of knowledge”:

Faculty, staff, and student research produces new knowledge, innovations, and
creative works that improve our lives and our society. The University’s research
and postbaccalaureate programs foster a rich, vibrant learning environment for all
students, including undergraduates.

**Academic Freedom**

A “rich, vibrant learning environment” depends on the exercise of free inquiry and on
respect for academic freedom throughout the University community.

Section III-15.1 of the *Operations Manual*, which begins the University policy on
professional ethics and academic responsibility, states:

The indispensable condition for the successful discharge of [the University’s basic] functions is an atmosphere of intellectual freedom. Unless he or she is free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, the University faculty member cannot properly perform his or her work. As a participant in an enterprise that depends upon freedom for its health and integrity, the faculty member has a special interest in promoting conditions of free inquiry and furthering public understanding of academic freedom.

In 2007, after a lengthy process of revision, the Board of Regents approved the final changes to Chapter 6 of the *Policy Manual*, which specifies policies related to strategic planning, academic program review, approval of new programs, academic freedom, and other academic issues. Section 6.10 now states:

University teachers shall be entitled to freedom in the classroom in discussing the teachers’ subject, but should not introduce into the teaching controversial matters that have no relation to the subject.

University faculty are also citizens. When they speak or write as citizens, they should be free from institutional censorship or discipline, but they should remember that the public may judge their institution by their public utterance. Thus, they should make every effort to indicate that they are not speaking for the institution.

Regent universities shall not be or become an instrument of partisan political action. The expression of political opinions and viewpoints shall be those of individuals, not of institutions, because the official adoption of any political position, whether favored by majority or minority, tends to substitute one-sided commitment for the continuing search for truth.

Academic freedom features prominently in other University policies, as well, such as the anti-harassment policy (Section II-14), which promises that:

The University also is committed strongly to academic freedom and free speech. An educational institution has a duty to provide a forum in which free speech and differences of opinion are actively encouraged and facilitated, and where opinions and deeply held beliefs are challenged and debated. Critical to this mission is providing a nondiscriminatory environment that is conducive to learning. Respect for these rights requires that members of the University community tolerate expressions
of opinion that differ from their own or that they may find abhorrent.

The policy on inviting guest speakers to participate in academic exercises (section V-28.2) reflects these commitments. Policies affecting students do as well: the introduction to the Code of Student Life states, “Freedom to teach and freedom to learn are inseparable facets of academic freedom . . . . Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions conducive to such freedom.”

The University’s tenure policies (section III-10) require that a tenured faculty member’s appointment “may be terminated only for good cause and in accordance with the principles of academic freedom stated in the Statement on Tenure and Academic Vitality at The University of Iowa” (section III-10.1). Section III-29.5 specifies that a decision to deny tenure, promotion, or reappointment may be challenged on the grounds that it was made for a reason that violates a faculty member’s academic freedom.

**Sponsored and Nonsponsored Research and Creative Activity**

UI faculty, staff, and students have submitted more than 3,000 grant and contract applications in each of the past five years. In FY 2007 they received 1,995 awards, for a record total of $382.2 million. As noted previously, according to the most recent National Science Foundation survey (2005), UI ranked 18th among public universities in terms of federally financed expenditures for research and development. In the National Institutes of Health (NIH) 2005 report, UI ranked 13th in NIH awards among all public universities.

Whether or not they attract external funding, faculty scholarship and creative activity are the foundation of the University’s mission. Departments and disciplines across the University serve as engines of discovery, contribute to the quality of life in Iowa and beyond, improve the quality of education we offer our students, and enhance the University’s stature and reputation, thereby increasing our ability to attract top-notch scholars and students.

The University maintains partnerships with cultural venues throughout the state to recognize the importance of arts, culture, and recreation to building community vitality. University of Iowa faculty share insights into the life of discovery with diverse audiences and constituencies throughout the year, examining how creativity shapes lives and transforms communities. Many of these are described under Criterion 5, below.

Similar examples of the impact of faculty scholarship and creative activity could be taken from departments and disciplines across campus, and might include the College of Education professor researching how to improve literacy in our schools, the sociology professor studying the impact of workplace policies on working parents, and the law professor researching international human rights issues.

**Internal Research Support**

The Office of the Vice President for Research maintains a comprehensive list of internal funding sources for research and scholarship available to faculty and staff. Resources are available from the Colleges of Dentistry, Education, Engineering, Liberal Arts and Sciences, Medicine, Nursing, and Public Health, as well as the central administration, which offers research support through International Programs, the Office of the Provost, the Graduate College, and the Office of the Vice President for
Research. In the aggregate, these awards total over $2 million. One prominent example among these awards is the Arts and Humanities Initiative, created in 1997-98, which supports humanities research and work in the creative and performing arts. The program is regarded as a model for arts and humanities support at public universities elsewhere in the country.

Researchers, scholars, and creative artists have at their disposal, through the Division of Sponsored Programs (DSP) in the Office of the Vice President for Research, electronic access to descriptions of external funding sources, application forms, and on-line proposal submission. Information and forms for nearly all major federal funding agencies (and many private agencies) are now obtained and distributed to UI researchers via the DSP web page. The newly-established Office of Research Development (ORD) helps develop complex projects, offers assistance to those new to the grants process who seek advice about proposal and budget preparation, develops connections with funding agencies and foundations, and sponsors grant-writing seminars.

The University recognizes the need to assist junior faculty in obtaining the skills necessary to achieve success in grant applications. The College of Liberal Arts and Sciences has an active program to assist faculty in preparing proposals. To supplement departmental and collegiate mentoring, the DSP offers individualized assistance and provides regular workshops through the University’s staff development program.

Mentoring by senior faculty is a key means of improving junior faculty skills in grant writing and in many other areas (see the final report of the UI Task Force on Mentoring for a review of the literature about the effectiveness of mentoring relationships). Some UI colleges (Education, Dentistry, and Law) have developed formal mentoring programs for junior faculty, as described in the Mentoring Task Force report. As mentioned, a mentoring web site is under development in the Office of the Provost.

The DSP employs a graduate assistant who works with other graduate and professional students to help them identify funding opportunities. The Graduate College also maintains a database of research awards available to graduate students. Many individual colleges and departments also offer scholarships to graduate students, many of them to support research in a particular discipline. The Stanley Graduate Awards for International Research provide $2,000 in travel money to help graduate students pursue research abroad in any field.

A variety of grants are available to support undergraduate research as well, as described in the special emphasis section of this self-study.

The University Libraries, also considered in the special emphasis section of this self-study, are a valuable resource available to researchers at all levels. Also valuable, though to more specialized users, are the University’s many (often interdisciplinary) centers, programs, and institutes and their focused expertise in issues related to teaching, research, and service.

Scholars from any discipline may apply for an appointment at the Obermann Center for Advanced Studies, located on the Oakdale Campus, where up to 30 scholars participate in “an intellectually exciting and productive research community.” The Center provides a supportive environment in which scholars can work alone or in groups, and often with public partners. The Center also administers several competitive grants and fellowships for UI faculty to pursue their own research and to host conferences and seminars that bring national and international scholars to campus.
The heart of the University’s faculty development program is the Career Development Award (CDA), a competitive program that offers (in most cases) a single semester of paid leave during which the faculty member pursues a defined research project. A faculty member with a nine-month appointment may apply for a CDA after completing the equivalent of ten semesters of full-time academic service; a faculty member with a twelve-month appointment must have completed four years of service. An individual who has taken a CDA leave must complete the same amount of additional service to become eligible for a subsequent award. The program is designed to encourage scientific inquiry, research, artistic creation, clinical or technical expertise, and/or innovation in teaching. Following the semester of the award, faculty members report on the results achieved, which should include one or more products for dissemination through publication, exhibit, professional presentation, performance, or instruction. Faculty may receive awards based on their accomplishments and potential in teaching, research, creative, or clinical activity.

The highly competitive and prestigious Faculty Scholar Award gives scholars of great promise the opportunity to do extended, concentrated work on a defined project. Award recipients are released from half of their usual teaching, advising, administrative, and service obligations for three consecutive years.

The Global Scholar Award is similarly prestigious. It gives tenured faculty members with established records of research and teaching the opportunity “to consider their research and teaching in relation to significant globalizing trends.” Global Scholars are released from half of their usual teaching, advising, administrative, and service obligations for two consecutive years.

A series of fellowships rounds out the University’s faculty development program. Old Gold Summer Fellowships fund summer work on research, creative activity, or instructional development; the program is open to probationary tenure track assistant and associate professors with nine-month appointments who have completed no more than three years on the tenure track faculty at The University of Iowa. Any regular tenure track or clinical track faculty member may apply for a May Brodbeck Humanities Fellowship or a James Van Allen Natural Science Fellowship, which are offered in alternate years. Both come with a $15,000 stipend that may be used in any of a variety of specified ways.

In fall 2007, the Office of the Provost created a new staff position—coordinator of faculty development programs. The new coordinator will work with the associate provost for faculty to develop new programs to assist faculty in achieving their career goals, including leadership training. In conjunction with this effort, the Office of the Provost plans to develop a newsletter for new faculty, a mentoring web site, facilitated peer mentoring groups, and workshops aimed at career skills such as grant writing and time management. Other offerings are being considered for mid-career and senior faculty.

Professional development opportunities for instructors—including the activities of the Council on Teaching and the Center for Teaching—are described in the special emphasis section of this self-study. The Council on Teaching administers a number of the teaching awards mentioned below, as well as the annual Instructional Improvement Awards that provide up to $5,000 (to each of eight or nine recipients) to support especially promising instructional initiatives. The Center for Teaching encourages and supports excellence in teaching and learning via consultations, workshops,
special events, written and audiovisual resources, and scholarship. In addition, the Academic Technology Advisory Council each year awards a total of $100,000 to support innovative instructional computing projects that have the potential to improve teaching and learning.

The Department of Human Resources, through its Organizational Effectiveness unit, administers the University’s UI Learning and Development Program, which provides professional development and training for University faculty and staff (and also for regional corporations). Opportunities for University employees range from classroom instruction to online learning with SkillSoft. Organizational Effectiveness also includes the UI Learning and Development Resource Center, offering more than 1,200 books, videos, and other learning tools.

One of our strategic planning progress indicators tracks faculty and staff enrollment in developmental and leadership programs. In 2006-07, 11,447 faculty and staff enrolled in these programs, exceeding the target of 10,250.

Units and Programs that Support Lifelong Learning

Nontraditional units such as the Labor Center, Summer Writing Festival, and online courses provided by the Division of Continuing Education serve the campus, graduates, and Iowa citizens regardless of location and serve to enhance lifelong learning.

The Senior College is a joint project of the UI Emeritus Faculty Association and the UI Retirees Association, with support from the UI Alumni Association. The Senior College offers short-term, low-cost classes open to any retired person. The classes, taught by emeritus and current UI faculty or by experts in the community, cover a range of subjects each year. Fall 2007 offerings range from “Exploring Your Family Stories” to “Mental Illness and Behavioral Pathology in Opera.”

Recognition of Achievement

The University and its colleges, departments, and non-academic units recognize and honor the achievements of faculty, staff, and students in ways too numerous to list comprehensively. Following are some representative examples.

At the annual Faculty and Staff Awards Banquet, held each fall at the Levitt Center Assembly Halls, the University Community honors the winners of some of the most prestigious staff and faculty awards, including:

The University Outstanding Staff Award. The University of Iowa Staff Council presents the University Outstanding Staff Award each year to six recipients who have made significant contributions to the University community. Nominations are made by faculty, students, and staff.

The Graduate College Outstanding Mentor Award. The Graduate College Outstanding Mentor Award recognizes and rewards exemplary faculty mentoring efforts. Award recipients are selected from graduate faculty in four large disciplinary areas: humanities and fine arts, biological and life sciences, mathematical and physical sciences and engineering, and social sciences.

The President and Provost Award for Teaching Excellence. This award was created in 2004 to recognize tenure track or clinical track faculty who have sustained a high level of teaching excellence. Beginning in 2007, non-tenure track lecturers will also
be eligible for an award.

The President’s Award for Technology Innovation. This award recognizes the year’s most creative use of technology in teaching. The creativity of the project, its breadth of applicability, and its potential impact on both teachers and learners weigh heavily in the competition.

The Regents Award for Faculty Excellence. Given by the Board of Regents, State of Iowa, in cooperation with the Faculty Senate, this award honors faculty members who have made significant contributions to excellence in public education across the domains of teaching, research, and service.

The Lola Lopes Award for Undergraduate Student Advocacy. The Lola Lopes Award for Undergraduate Student Advocacy, named in honor of a former associate provost for undergraduate education and professor emerita of the Tippie College of Business, was established by the Office of the Provost in 2007 to honor University of Iowa administrators and staff who support undergraduate education and serve as strong, effective advocates for undergraduate students and the undergraduate experience.

The winners of several awards for extraordinary service to the University and the community are also honored at the Banquet. Those awards are described under Criterion 5, below.

The top teaching award presented by each college is the Collegiate Teaching Award. In 2007, 20 faculty from the Tippie College of Business, the Carver College of Medicine, and the Colleges of Liberal Arts and Sciences, Dentistry, Education, Engineering, Law, Nursing, Pharmacy, and Public Health won the award for demonstrating qualities such as dedication to teaching and mentoring, enthusiasm and ability to inspire students, successful incorporation of service learning into their curricula, and creative and effective presentations of classroom concepts.

The Improving Our Workplace Awards (IOWA) for staff members recognize individual and team efforts that exceed expectations, demonstrate innovation, and/or result in cost savings for the organization.

Hancher-Finkbine Medallions are awarded each year to two undergraduate students, two graduate or professional students, a faculty member, and a graduate of the University, in recognition of “leadership, learning, and loyalty.” The Medallions are presented at an annual dinner that first took place in 1917. These prestigious awards are named for the founder of the Finkbine Dinner, William O. Finkbine, a Des Moines businessman and 1880 UI law graduate, and for Virgil M. Hancher, president of the University from 1940 to 1964.

Many departments, programs, and colleges present awards to students. The College of Education, for example, lists more than 30 scholarships and awards available to students on its web pages, and the Carver College of Medicine has more than 40. The College of Engineering “Honor Wall” lists student award recipients as well as faculty and alumni.

During the 2007-08 academic year, the College of Liberal Arts and Sciences (CLAS) will provide almost $270,000 in financial support through a combination of 124 different academic scholarships, prizes, and awards. Compared to the 1997-98 academic year, CLAS has increased the number of scholarships, awards, and prizes by 273% and the total amount of financial support awarded by 415%. For the 2008-09
academic year, these numbers will continue to increase; CLAS plans to award close to $325,000 through 127 academic scholarships, awards, and prizes. Many CLAS departments also offer scholarships and awards.

Students who participate in the University of Iowa Honors Program benefit from several endowments that fund annual scholarships used to celebrate outstanding performance in the program. At the end of the first year and again at the end of the second year, the program selects eight students to receive $1,000 Rhodes Dunlap Scholarships and one student in CLAS to receive a Dewey Stuit Scholarship ($1,500 for the student ending his or her first year, $2,000 for the student ending his or her second year). At the end of the third year, the program awards one $2,500 James D. Robertson Scholarship to a CLAS student in the social sciences, and each year a junior or senior student in history earns the $1,000 Kay Keeshan Hamod Scholarship. The Honors Program administers all of these award programs and appoints faculty committees that select the recipients. The Honors Program also recognizes the top graduating seniors from each of the undergraduate colleges as Collegiate Scholars, among the highest honors available to UI undergraduates.

The Graduate College awards the

D.C. Spriestersbach Dissertation Prize to recognize excellence in doctoral research: the winner becomes The University of Iowa’s nominee in the national competition for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Award

L.B. Sims Outstanding Master’s Thesis Award to recognize distinguished scholarship at the master’s level: the winner’s thesis becomes The University of Iowa’s nomination for the Midwestern Association of Graduate Schools Distinguished Thesis Award

Jakobsen Conference Awards to acknowledge the top submissions to the James F. Jakobsen Graduate Conference, an annual event organized by the Graduate Student Senate to highlight the work of graduate students across campus

Duane C. Spriestersbach was dean of the Graduate College from 1965 to 1989, and Leslie B. Sims was dean of the Graduate College from 1991 to 2001. James F. Jakobsen served as associate dean of the Graduate College from 1968 until his retirement in 1998.

The University also demonstrates that it values a life of learning by honoring the achievements of alumni. The College of Public Health, for example, gives Outstanding Alumni Awards each year, as well as the Hansen Leadership Award, which honors a person who has demonstrated exemplary leadership in the health field. The Carver College of Medicine’s Distinguished Alumni Award is the highest honor the College bestows on its graduates. The College of Dentistry gives the Dental Alumnus of the Year Award, the Alumni Service Award, and the Dental Educator of the Year Award. The University of Iowa Alumni Association has awarded the UI Distinguished Alumni Award every year since 1963.

University News Services works with colleges, departments, and central administration to generate news releases about the remarkable accomplishments of faculty, staff, students, and alumni.
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.

Undergraduate Education

The first of the five top-level goals in The Iowa Promise is “to create a University experience that enriches the lives of undergraduates and helps them to become well-informed individuals, lifelong learners, engaged citizens, and productive employees and employers.” Further description of this goal reads, in part:

The University considers excellent undergraduate education the core of its mission. In meeting this responsibility, we will provide high-quality curricular and cocurricular programs that encourage intellectual and physical vitality and help students acquire the habits of mind that sustain lifetime learning.

One of the strategies associated with this goal is to “ensure that all students graduate with strong core skills, a broad liberal arts education, and concentrated study in one or more majors.”

The special emphasis section of this self-study describes and evaluates the University’s General Education Program (GEP), the goals of which, as stated by the College of Liberal Arts and Sciences, compose two categories:

The GEP intends to facilitate the acquisition of essential proficiencies and skills in and familiarity with:

- The use of language (both English and a second language)
- The manipulation and analysis of symbols (both mathematical and verbal)
- Critical reasoning
- Modes of thinking and basic information across the liberal arts and sciences disciplines
- Discipline-appropriate research and inquiry

The GEP also aims to develop in every student enduring qualities that mark a liberally educated person, including:

- A lifetime pursuit of personal intellectual growth and social responsibility
- A tolerance and open-mindedness, facilitating the ability to question and evaluate one’s own attitudes and beliefs
- A sufficient general knowledge and proficiencies to adapt to new vocations and opportunities
- An ability to understand and to cope with the complexity and diversity of contemporary life

For purposes of its investigations, a subcommittee of the self-study committee shaped these goals into eight major desired learning outcomes of the GEP, described in the special emphasis section of this self-study:
Critical thinking includes skills in evaluating bodies of information and analyzing and judging values expressed by oneself and others.

Communication skills include the ability to organize thoughts clearly and to communicate them effectively in words, writing, and visual displays.

Understanding of world complexity includes understanding distinctive characteristics of different countries and the varied ways countries interact with each other.

Appreciation of diversity includes understanding one’s own uniqueness and also the uniqueness of persons different from oneself.

Understanding of scientific inquiry includes the ability to collect and use dependable sources of data and follow standards of scientific method while evaluating results.

Social responsibility includes understanding the importance of bringing one’s educational skills to contribute to the local community and society as a whole.

Appreciation of the arts includes understanding how visual, written, and performing arts help us think and enhance our emotional lives.

Life of the mind includes developing interests and habits for life-long learning and enjoyment of creations of others and ourselves.

The special emphasis self-study also describes and evaluates undergraduate education within the major, as well as a variety of co-curricular activities, many of which give students opportunities to engage in research, creative activity, and public service.

Graduate and Professional Education

The second of the five top-level goals in The Iowa Promise is “to cultivate excellent graduate and professional programs, and to advance the research and scholarly enterprise.” Further description of this goal states:

As a research university, The University of Iowa is dedicated to the discovery, dissemination, and preservation of knowledge . . . . [O]ur graduate and professional programs prepare the next generation of scientists, scholars, artists, and faculty members to carry this crucial effort forward into the increasingly knowledge-intensive world of the future. In the next five years, we will seek to enhance existing and develop new programs of distinction that are central in these ways to our teaching, research, and service mission.

Mechanisms to ensure the quality and academic rigor of graduate programs include the academic review and faculty evaluation processes described above.

The Graduate Council also has a crucial responsibility to “evaluate new graduate programs and revisions in existing programs, including nondepartmental and interdisciplinary programs, and to make recommendations to the graduate faculty on new programs and on such aspects of curricula as will maintain uniform and effective educational policy.”

Assessment of how well graduate students have achieved expected learning outcomes may involve measuring their performance on qualifying and comprehensive examinations, an assessment of dissertation and thesis quality, scholarly publications or grants received, post-doctoral fellowships or residencies, or performance on
professional certification licensure exams.

Several of the indicators with which we track progress toward the goals of our strategic plan relate to graduate education, as described above.

**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.

**Globalization, Diversity, and Technology in The Iowa Promise**

The Iowa Promise repeatedly demonstrates the University’s attention to our changing society—to how increasing diversity, globalization, and rapidly evolving technology affect students (and all members of the University community), and must therefore affect how we carry out our mission.

As already noted, The University of Iowa’s mission statement calls us to “educate students for success and personal fulfillment in an increasingly diverse and global environment.” An elaboration of the top-level goal devoted to diversity recognizes that our learning environments must “equip [students] to live as members of an international community, in which success and personal happiness increasingly depend on the ability to appreciate and negotiate difference on a global scale.” Strategies associated with the top-level goal devoted to undergraduate education include:

- Making sure that general education requirements foster . . . an understanding of science, technology, and mathematics . . . and the skills needed to participate in an increasingly global environment.

- Continuing efforts to internationalize the educational experience.

- Providing curricular and cocurricular opportunities that will enable [students] to understand and succeed in a multicultural and global community.

- Promoting [students’] facility . . . for the use of information technology.

**General Education and Major Program Curricula**

As noted above, the key learning outcomes of Iowa’s General Education Program (GEP) include (as phrased by one self-study subcommittee) “understanding of world complexity” and “appreciation of diversity,” as well as critical thinking and communication skills—all of which bear on an individual’s ability to “live and work in a global, diverse, and technological society.” Among the program’s goals as defined by the College of Liberal Arts and Sciences (CLAS) are development of “tolerance and open-mindedness,” and “an ability to understand and to cope with the complexity and diversity of contemporary life.”

The special emphasis section of this self-study describes the University’s process for review and modification of the GEP, and presents an assessment of the program that takes into account the perceptions of students, faculty, and employers in the community.

The special emphasis self-study also describes the process of curriculum review for undergraduate major programs. The review process is meant to ensure that departments revise their undergraduate curricula, when appropriate, to respond to changes in student needs and in the relevant field of study. As noted there, some departments
and colleges use advisory boards composed of professionals in the field to assist in providing feedback about curriculum design and implementation. In addition, every department in CLAS has a liaison to the Pomerantz Career Center, which maintains close relationships with employers around and outside of Iowa. This helps to keep the departments and the Academic Advising Center informed about current and emerging employment needs.

**Focused Programs to Help Prepare Students for a Changing World**

Many programs at the University help students and faculty acquire knowledge and skills related to multicultural understanding or technology.

**Globalization and Diversity**

International Programs, in collaboration with the College of Liberal Arts and Sciences (CLAS), offers a B.A. degree program in international studies, which was approved by the Board of Regents, State of Iowa, in November 2002 to replace a group of narrowly focused programs. Students may choose to pursue the interdisciplinary international studies program with either a geographic or thematic emphasis. The proposal for the program noted that:

> In an era of increasing globalization, it is essential to utilize the strengths and methods of many disciplines to understand the growing connectedness and diversity of interactions and regional and global levels. The modified International Studies major will prepare students for a changing and complex world by increasing their knowledge of international issues and developing their skills in critical thinking, logical reasoning, and communication from multiple intellectual perspectives.

The program is intended to prepare students to pursue graduate study or careers in fields such as business, government, international development, philanthropy, and the arts. In fall 2007, 471 students were enrolled as international studies majors (either first or second major).

International Programs administers The University of Iowa's study abroad program, which gives students opportunities to experience different cultural perspectives, gain confidence and self-reliance, improve communication skills, and accrue experience that future employers are likely to value. The number of students participating in study abroad programs is among the indicators we use to track progress toward our strategic planning goals. In 2006-07, 801 undergraduate and 356 graduate students participated in study abroad programs, up from 564 undergraduate students and 130 graduate students in 2000-01. The special emphasis section of this report provides more detailed information about UI study abroad programs.

International Programs also supports 16 programs and centers that host lectures and activities, many of which support undergraduate classes and research interests.

The University of Iowa is participating in the American Council on Education (ACE)'s Internationalization Laboratory for 2006-07. The program engages a small group of institutions in finding ways to internationalize their teaching, learning, research, and service functions. As part of the laboratory, UI has committed to:

> Forming an internationalization leadership team
Developing a set of global learning outcomes, either recommended or required, and an assessment plan

Reviewing current institutional internationalization activities with the objective of sharpening institutional goals and determining whether students have sufficient opportunity to meet those learning outcomes

Analyzing the findings of the review

Developing a strategic action plan analyzing the state of internationalization on campus and recommending international goals and strategies to achieve them

In 2006-07 the College of Engineering introduced a global awareness component to the engineering curriculum. Eight invited lectures by speakers from diverse fields were offered over the course of the year. The College’s curriculum committee evaluated the effectiveness of the initiative at the end of the year, and concluded that the program should continue in 2007-08. The College of Engineering has also established a partnership with the Université de Provence in Marseille, France, to develop an international project experience for undergraduate engineering students. The industry-sponsored initiative, called Virtual International Project Teams, involves interdisciplinary teams of students from the two universities collaborating on a common project. The UI students will travel to France for a one-week exchange, to interact with their Université de Provence counterparts and tour European industry.

CLAS has revised its African American studies program, and is in the process of building a Latino studies program. Other CLAS academic programs that focus on diversity and multiculturalism include American Indian and native studies (minor and certificate programs), American Sign Language and deaf studies (a certificate program), sexuality studies (a certificate program), and women’s studies (major and minor programs).

Individual courses in programs across campus also deal with multiculturalism and diversity.

Information Technology

Many degree programs and individual courses help students build skills in the use of information technologies—including “Online@Iowa,” a course for new undergraduates described in the special emphasis section of this self-study. In addition, some focused programs help faculty incorporate the use of technology into their courses.

Instructional Services, a division of Information Technology Services (ITS), supports the use of information technology in teaching and learning. The unit provides training, software development, assistance with course web sites and the University’s new course management system (described in the special emphasis section of this self-study), and other services.

Instructors and instructional support staff may choose to register for New Experiences with Teaching Technology (NExTT) workshops, which cover topics such as the use of the course management system, creating and maintaining web sites with an HTML editor, working with digital images, or best presentation practices.

Among the workshops offered by the Center for Teaching each semester, several focus on use of information technology in teaching, such as “How to Click with your

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

**Policies and Procedures Governing Academic Integrity among Students**

The Code of Student Life defines “academic misconduct,” and section II.C. of the Policies and Procedures Affecting Students describes how individual concerns about potential academic misconduct will be reviewed, by whom, and what disciplinary action may be taken if the complaint is upheld. The College of Liberal Arts and Sciences Student Handbook further clarifies the definition and consequences of academic fraud for students in the College, which requires that course syllabi include a reference to the definition and policy. The Tippie College of Business Honor Code defines academic offenses that are punishable under the College’s judicial procedures. Section IV.F. of the Graduate College Manual of Rules and Regulations outlines the College’s policy regarding cases of plagiarism by graduate students. The College of Liberal Arts and Sciences also provides template language regarding academic misconduct (among other issues) for faculty to use in syllabi construction.

The Center for Teaching web site provides an excellent compilation of resources (both UI and others) about plagiarism, including links to University and collegiate policies. The Handbook for Teaching Assistants outlines policies and procedures for TAs who encounter academic misconduct.

To achieve certification by the National Collegiate Athletic Association (NCAA) Division I Committee on Athletics Certification (as The University of Iowa did most recently in spring 2007, following a review that started with a 2004-05 self-study), the University must demonstrate academic integrity within its athletics programs. The self-study report on academic integrity describes academic standards and academic support systems for student athletes, and how the standards and systems in place at UI meet the NCAA criteria.

**Policies and Procedures Governing Research**

As described above under Core Component 1e, the Division of Sponsored Programs (DSP) publishes on its web page a comprehensive set of links to University, state, and federal policies related to research. Most of the University policies listed there are contained in section II-27 of the Operations Manual, including the policy on ethics in research and the policy on anti-retaliation for reporting of misconduct in research.

The Office of the Vice President for Research also maintains a “research compliance” page, with links to policies with which researchers must comply, including policies regarding human and animal subjects, conflict of interest, export controls, financial responsibilities, and research misconduct.

Several offices and entities advise researchers about, and monitor compliance with, these policies. The Health Protection Office, for example, audits workplace environments for biological, chemical, radiological, and general safety, according to local, state, and federal regulations. The UI Grant Accounting Office enforces various financial policies, including a cost sharing policy designed to ensure compliance with
the federal requirements set forth in OMB Circulars A-21 and A-110. As required by the UI conflict of interest in research policy (section II-18.6 of the Operations Manual), potential conflicts of interest in research are managed by a Conflict of Interest Officer (CIO) and a Conflict of Interest in Research Committee (CIRC), both appointed by the vice president for research. The Institutional Animal Care and Use Committee advises the vice president for research and makes a biannual report on the status of animal programs and facilities. The Human Subjects Office provides administrative support for the University of Iowa institutional review boards (IRBs), of which there are now three: a biomedical IRB, a behavioral/social science IRB, and a new one established in 2007-08 to provide review for the Iowa City Veterans Affairs Medical Center. The IRBs review and approve human subject research at The University of Iowa in accordance with Department of Health and Human Services regulations.

**Intellectual Property**

Section V-30 of the Operations Manual contains the University’s Intellectual Property Policy, which has two parts: a Patent Policy and a Copyright Policy. These policies apply to all patentable inventions and copyright-protected works created by faculty, staff, or students.

The objective of the Patent Policy is

... to enable the public to use and benefit from inventions originating at the University. In pursuing this objective, the University will seek to manage inventions in a way that advances the academic missions of the institution, including research and scholarship. The Patent Policy further provides a framework for the orderly transfer of academic inventions to the private sector in exchange for equitable compensation to the institution as well as to individual inventors. In keeping with the University’s academic objectives, the policy directs that portions of the institutional earnings from any patent will support research broadly across campus, research related to the patent, and administrative efforts to secure and manage additional patents.

The objective of the Copyright Policy is

... to advance the mission of the University by:

(a) Encouraging and supporting the exercise of academic freedom, innovation, and creativity;

(b) Structuring the rights of ownership and the rights to use copyright materials created by members of the University community in a way that:

   (i) Enables the timely dissemination of materials resulting from the scholarship, teaching, research, and creative activities of faculty, staff, and students;

   (ii) Permits the University to retain a copyright in and/or use materials created by members of the University community under certain circumstances;

   (iii) Permits the University to meet contractual obligations to outside entities; and

   (iv) Accommodates and is consistent with related University policies.
(c) Assuring compliance with applicable laws and regulations in the management of copyright materials.

The policies are administered by an Intellectual Property Committee appointed by, and advisory to, the vice president for research.

The University of Iowa Research Foundation (UIRF), a nonprofit corporation dedicated to promoting the commercialization of UI-developed technologies and inventions to contribute to economic development and other public benefit, helps UI inventors obtain patents and copyrights and provides other advice and services related to intellectual property protection and commercialization. Under the University’s Intellectual Property policy, the UIRF owns most of the intellectual property developed from University resources. The UIRF receives payments due according to license agreements and distributes income to the inventor (and, when applicable and according to the policy, to other University entities).

**Academic and Research Ethics as Course Content**

Students learn about acquiring and applying knowledge responsibly primarily by putting principles into practice in their coursework. Many courses, in fact, focus on ethics in relation to an academic subject or profession. Examples in fall 2007 include the Department of Epidemiology course “Clinical Research Ethics,” the Department of Psychological and Quantitative Foundations course “Issues and Ethics in Professional Psychology,” and the “Responsible Conduct in Research” course offered by both the Graduate College and the Carver College of Medicine.

Individual instructors teach students about the nature of cheating and the importance of academic honesty in a variety of ways within their courses. Two programs for first-year students that are described in the special emphasis section of this self-study—“Online@Iowa” and “The College Transition”—incorporate modules having to do with academic integrity. Instructors who teach writing actively educate students about plagiarism.