STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, philosophy, goals/objectives and expected results. The faculty, as a resource of the program, enables the achievement of the mission, philosophy, goals/objectives and expected results of the program.

II. A. The parent institution and program should provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission and philosophy of the program.

II-B. Resources are sufficient to enable the program to fulfill its mission, philosophy, and goals/objectives, and these resources are reviewed, revised and improved as needed. Academic support services are improved and upgraded on a regular basis to meet program needs.

II-C. The chief nursing administrator is qualified to lead the program in its pursuit of accomplishment of the mission, philosophy, goals/objectives and expected results.

II D. Faculty members are qualified and sufficient in number to accomplish the mission, philosophy, goals/objectives and expected results of the program.

II-E. The faculty roles in teaching, scholarship, service and practice are identified clearly and correlate to the mission, philosophy, goals/objectives and expected results of the program.

II-F. Documents and publications accurately reflect resources available to the program.

INSTUTIONAL COMMITMENT AND RESOURCES

IUK and the Division of Nursing support the faculty in comprehensive and diverse ways in the fulfillment of the mission, philosophy, and goals of the IUK Division of Nursing. The fiscal resources available to the Division of Nursing are adequate to support goal achievement and are commensurate with institutional resources. The physical facilities consisting of faculty offices, classrooms, conference rooms, multimedia rooms, supplies and equipment are adequate to accomplish teaching goals and objectives, and provide access for individuals with special needs. Library holdings and facilities; computer access and consultants; and positive collegial relationships support the faculty in regards to teaching, research, and service. The qualifications and experience of the Dean of Nursing and each member of the Nursing Faculty are uniquely matched to accomplish the goals and missions of the Division of Nursing. The faculty handbook, student handbook and university catalog accurately reflect resources available to the program.
Environment

Parent Institution (IUK)

Teaching

The predominant mission of the Kokomo campus of Indiana University is teaching. Thus, the parent institution strongly emphasizes faculty development in teaching. Evolving from this emphasis, the IUK teaching excellence center developed. The goals of the teaching excellence center are to provide equipment, educational programming, technical resources and collegial collaboration to enhance the quality of faculty teaching. The teaching excellence center is located in the main building and provides up to date computers, scanners, printers, and digital cameras to aid the faculty in computer presentations. Literature and articles related to excellence in teaching are also accessible to the faculty at this site.

In addition, the center provides faculty development workshops and seminars focused on enhancement of the teaching role. Faculty are made aware of the seminars and workshops at the beginning of each semester and by e-mail during the semester. Multiple workshops are provided each semester related to developing skills in a variety of software programs such as Excel, PowerPoint, and Word and in utilizing the peripheral computer equipment. Web page and Web course development and design technology have also been offered through the center. Teaching seminars have been provided on numerous diversified teaching issues, i.e.: peer review, student evaluation, creative teaching strategies, and teaching portfolios.

Teaching excellence has also been enhanced through the center via collaboration with faculty from various disciplines at IUK. Frequent "brown bag" discussions are provided in the center to allow the faculty to brainstorm about a number of teaching issues. Additionally, peer review may be coordinated through the center if the faculty member wishes. The peer review enables a member of the faculty from another discipline to visit a faculty member’s class and evaluate their teaching and offer encouragement and suggestions for improvement.

An additional way IUK supports the faculty in teaching initiatives is through financially supported attendance at local, state, and national seminars. Examples of teaching seminars attended by nursing faculty include ones hosted by the American Association of Higher Education, National Honor Society, and the Lily Foundation.

IUK also emphasizes the teaching role by providing a selection of faculty development opportunities during convocation held at the beginning of each semester. During this one-day event, selected teaching topics are presented or demonstrated. Faculty can attend 1 or several of these
professional development sessions. Finally, IUK acknowledges the value of teaching by offering financially compensated teaching awards consisting of the annual Teaching Excellence Recognition Awards and the system wide FACET awards. The Division of Nursing boasts several TERA award winners, and one FACET winner since our last accreditation visit (materials available on site).

**Scholarship**

Faculty must publish articles in peer reviewed journals as a requirement of promotion and tenure. The provision of up to date library resources, interlibrary loans and continuous efforts to upgrade faculty computers have assisted faculty to strive toward the realization of this requirement. Seminars related to scholarship are supported by IUK, such as copyright seminars and others related to publishing issues. In addition, IUK supports a monthly forum for faculty related to education on a variety of scholarship issues and promoting collaboration on specific faculty research and potential publication. A glass-enclosed case at IUK prominently displays the current book and article publications and research of the IUK faculty.

**Service and Practice**

A variety of service opportunities are provided by IUK including tenure as officers and members in the governing body of the faculty senate, and on administratively assigned committees, IU system wide committees, and others as the need arises. IUK supports these service endeavors by announcement of meetings via e-mail, room allocations for meetings, by providing staff support, and by consideration of the results evolving from the committee work. IUK encourages faculty involvement in community service and practice through recognition during promotion and tenure deliberations. In recent years, the Virgil Hunt Service Award has been allocated by IUK to recognize excellence in the area of service.

**IUK Division of Nursing**

**Teaching**

The IUK Division of Nursing supports the teaching role by providing ample, equitable travel compensation for professional seminar and workshop attendance (see travel policy in faculty handbook). In addition, seminars and workshops by curriculum and teaching consultants are provided at IUK to strengthen nursing faculty’s teaching abilities and their ability to evaluate the curriculum, and outcomes of teaching. Peer review is encouraged among nursing faculty and other divisional faculty to improve teaching and as a part of the evaluation of their teaching on annual reports. The Dean of Nursing has provided direction for the faculty on utilizing specificity and analysis techniques to portray a comprehensive picture in their annual reports of their excellent contributions to teaching at IUK. The Division of Nursing
Promotion and Tenure Committee has developed parameters to identify and enable documentation of evidence of satisfactory and excellent teaching (see promotion and tenure in faculty handbook).

**Scholarship**

The IUK Division of Nursing supports the scholarship role by providing increased financial support/compensation when faculty are presenting at professional seminars and workshops (see travel policy in faculty handbook). The Dean of Nursing encourages publication efforts through editing potential articles, providing innovative ideas for articles and promoting celebration activities upon positive decisions regarding publications, research, and doctoral accomplishments. The Dean facilitated a weekly forum of newspaper articles to which faculty may contribute. The "Ask A Nurse" column is published weekly in the Kokomo Tribune. Another way the faculty is supported by the Division of Nursing in regards to scholarship is by employing a full time laboratory coordinator who among other roles is the first level computer support for the nursing faculty. As the first level of computer support and Division of Nursing Web Master, faculty using the computer in their scholarship activities have computer assistance accessible, in the Division of Nursing.

A positive collegial relationship among the members of the IUK nursing faculty enhances the support for scholarship. In recent years, six faculty members have been encouraged by the Dean of Nursing and other nursing faculty in their pursuit of doctorates. Thus, two have completed the doctorate, two are in the dissertation phases of the doctorate, and two have completed course work and are preparing their comprehensive examinations. The positive collegial relationship among the nursing faculty also contributes to encouragement in publication efforts via brainstorming innovative ideas for articles, editing, and collaboration on content of potential articles.

Still, the publication requirement for promotion and tenure is a source of time conflict for nursing faculty. The time conflict results from the emphasis on the teaching components of their role and the involvement of many faculty in doctoral studies or clinical rank pursuits. The Division of Nursing Promotion and Tenure Committee has developed parameters to identify and enable faculty documentation of evidence of satisfactory and excellent scholarship (see promotion and tenure in faculty handbook) and to clarify peer expectations for the faculty. Evidence of faculty productivity in scholarship is found in Standard IV. Actual products of the faculty will be available to visitors on site.

**Service and Practice**

The IUK Division of Nursing provides a variety of opportunities for service via the Local Council of Nursing Faculty committees, search and screen committees, and nursing system wide committees. Support for these service opportunities is provided by the Division of Nursing by coordination of meeting
times, allocation of rooms for meeting, staff support, and recognition of goal accomplishment by each committee. The practice component is facilitated by community initiatives in a variety of the BSN courses and by the newly developed Community Based Nursing Center (CBNC). The Division of Nursing Promotion and Tenure Committee developed parameters to identify and enable documentation of evidence of satisfactory and excellent service (see promotion and tenure in faculty handbook).

**Resources**

**General Fund Budget**

The Division of Nursing receives financial support comparable to other IUK divisions and units and adequate to achieve nursing program goals. Due to declines in enrollment and freshmen retention challenges institution-wide, there have been no increases in operating budget for any unit during the period encompassed in this report. In addition, adjunct and support staff budgets were reviewed and revised to address institutional budget deficits for all units during 1999-2000. Full documentation of nursing budgets is available on site.

Nursing faculty salaries are comparable to other IUK Faculty as noted in Table 3.

<table>
<thead>
<tr>
<th>TABLE 3: Indiana University Kokomo Mean Salary by Rank 1998-99</th>
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<tbody>
<tr>
<td><strong>Rank</strong></td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>Professor</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Clinical Instructor</td>
</tr>
</tbody>
</table>

**Additional Fiscal Resources**

In addition to the general fund budget allocation to the Division of Nursing, the division manages three other standing budgets. The first is the continuing education (CE) budget. CE funds support programs and projects that provide continuing education to the Kokomo health professional community. This is a rolling budget with a base carry forward of approximately $10,000 in academic year 1999-2000. This budget allows for profit making, with funds held centrally for the Division of Nursing’s use.

A second standing auxiliary budget is the practice account. This account carried forward a base of approximately $20,000 in 1999-2000. Funds in this account are earned by the Division of Nursing through
RN to BSN transitional programming and through funds generated by the community-based nursing center initiatives.

The third standing auxiliary budget is the representation account. This is a foundation account that rolls over each year and allows minor monies for food and drinks used for promotional events to foster interest in and understanding of the nursing profession. Recently new monies have been generated to this account by the annual Nightingale Dinner held to honor alumni and community nurses.

Additional competitive grant monies are variable annually. The division grant budgets will be available to visitors on site.

**Support Personnel**

The Division of Nursing is supported by a faculty secretary, an administrative secretary to the dean, a coordinator of nursing student services, a secretary/recorder who reports directly to the coordinator of nursing student services, and a learning laboratory coordinator (web master). All of these support persons are in full-time, 12 month positions. The support staff in the Division of Nursing is highly regarded and has been recognized for exemplary performance at the campus level. They are a committed team of employees who enable the work of the Division of Nursing to go smoothly. In addition, student workers provide intermittent support as needed. Work study students in nursing are supported equally by the institution and unit.

In summary, the fiscal and the personnel resources of the Division are comparable with institutional resources and adequate to promote goal achievement in the Division of Nursing.

**Physical Facilities**

Since 1980, the Division of Nursing has occupied its current physical facilities in the East Building. The facilities are adequate to accomplish nursing’s goals and objectives, and to provide access for individuals with special needs.

The administrative suite (KE220) is on the second floor and includes offices for the Dean, the Coordinator of Nursing Student Services, the Nursing Recorder, and the Administrative Secretary. Each office space has its own computer, printer and phone. The administrative suite also includes a moderate sized conference room, a workroom, a file room for student records and an office supplies store room. The workroom has a desk and computer utilized by work study students, along with a fax, copier machine, and various office supplies.

Full-time faculty have individual offices on the third floor of the East Building. Each office is equipped with a personal computer, telephone, desk, file cabinets and bookshelves. Each program
coordinator also has an in-office printer. Faculty have access to the faculty lounge on the third floor of the East Building. Part-time faculty have access to faculty lounges, the faculty computer workroom, conference rooms, offices and classrooms as needed.

**Nursing Laboratory for Student Learning**

The Nursing Laboratory consists of five student resource areas located on the second floor of the East Building. The laboratory supplies and equipment for student learning are stored in cabinets, closets, and on 4 large rolling carts.

1. Laboratory A has a simulated nursing station, three scrub sinks, five hospital beds along with a patient bathroom and one large table for demonstrations or discussions.
2. Laboratory B simulates a four bed hospital unit with privacy curtains, bedside tables and stands, and physical assessment equipment.
3. Laboratory C has two simulated hospital bed units, three tables for display or discussion, three file cabinets, a refrigerator, a sink, and a TV/VCR.
4. The multimedia laboratory area has three FITNE stations and three personal computers for interactive computer learning. There are 7 TV/VCRs for individual or group video viewing. A large open area has chairs for discussions, demonstrations, or lecture type activities. There are also three video cameras available for student recording of assignments and a digital still camera.
5. The study room has a large table and chairs for up to eight people. It has a file cabinet and bookshelves with recent nursing journals for student/faculty use. It is used for small group discussions, individual conferences and meetings.
6. In addition, the Laboratory Coordinator has an office in the laboratory area with a personal computer, printer and telephone. The office has shelving which stores all the Division of Nursing videos and computer programs. There is also a faculty computer workroom with two Pentium computers, along with a color printer and file cabinets.

**Academic Enrichment Program**

The academic enrichment laboratory includes space for nursing students to study individually or in groups. There are three Pentium computers with multiple anatomy, physiology, nursing and NCLEX educational software products available. Additionally, multiple reference books are provided for student use.

The academic enrichment program is utilized by all Division of Nursing students to enhance learning in content areas. Workshops are also provided to enable students to improve their test-taking
techniques and study skills. A science tutor and nursing tutor are available on site. An AEP web page is being developed that includes practice tests and other study material, as well as e-mail links.

Although the academic enrichment program is funded by a Perkins grant for ASN students, the program has provided diverse learning opportunities for BSN students as well. There is a notebook available on site that includes the goals, functions, and annual evaluations for the academic enrichment program. The following application sketch describes more details regarding the program.

APPLICATION SKETCH: ACADEMIC ENRICHMENT PROGRAM TUTORING

As the nursing tutor in the Academic Enrichment Program (AEP) for the past several years, Lucy Tormoehlen has developed an exceptional ability to help students understand difficult material and succeed in nursing school. She has a keen understanding of the day-to-day struggles facing nursing students and can work with students in a manner that is empathetic and supportive, while maintaining standards of excellence. These skills spill over into every aspect of Lucy’s teaching, didactic and clinical.

Although the AEP is sponsored by a grant designed primarily to assist ASN students, AEP activities are open to BSN students as well. For example, workshops for pre-nursing sciences and other topics are available to all nursing students. ASN and BSN students attend and are very well served!

Space for Noninstructional Activities for Faculty, Staff and Students

The faculty lounge is located on the third floor of the East Building. The faculty lounge is a comfortable room with a sofa, two round tables, and small kitchenette. There is an electric typewriter, copier machine, scan-tron test scoring machine, and an electronic mail computer station. A variety of reference materials for faculty use can be found on bookshelves. A central computer printer and additional computers are housed in a secured area.

A student study lounge is on the second floor of the East Building adjacent to the administrative suite. There are several comfortable upholstered chairs and two tables with chairs. There is a bookshelf with nursing reference books. Two computers are available for electronic mail and class registration.
There is a bulletin board where information is posted. Each student in the BSN major has a file folder where current information is distributed. Faculty can access the folders to leave graded materials, course assignments and messages for students. The student study lounge is open Monday through Friday, 6:30 a.m. to 9 p.m. The Kelley Student Center offers additional lounge areas for nursing student use.

**Computer Laboratories**

Indiana University Kokomo has a centralized computer laboratory. Located in the main building, the computer laboratory is open throughout the day and some evenings to accommodate student needs. A resource person at the computer help desk is available to help students and faculty with computer operations throughout the campus. The computer laboratory may be scheduled for group related work such as computerized testing. A faculty workroom adjacent to the computer laboratory is equipped with grading software. Additionally, the Center for Teaching Excellence is equipped with two Pentium computers, printers, and a variety of state of the art technological advancements for faculty use. Information regarding full computer services will be available to visitors on site.

**Classrooms**

Classrooms are scheduled through the Office of Planning and Research. There are fifteen classrooms which have been given priority for nursing classes. These rooms are located in the Main Building, East Building and the Observatory Building. Each is equipped with chairs, desks or tables, TV/VCR, overhead projectors, a portable lectern, and blackboards. Classrooms can accommodate from 24 to 92 students. The university is currently developing a technology plan for systematic classroom updates.

**Conference Rooms**

There are six conference rooms available on campus which can be scheduled for nursing activities. Each conference room is equipped with table and chairs. Two of the conference rooms are equipped with a dry board and small kitchenette. Additionally, faculty have access to a conference room in the nursing administrative suite. Scheduling of this conference room is initiated through the Dean office.

**Multimedia Rooms**

There are eleven rooms which are available for use by the Division of Nursing and which contain multimedia equipment. One of these areas (Kresge Auditorium) can accommodate up to 194 individuals and is equipped with state of the art multimedia equipment including advanced technological software support, internet access, a projection booth, public address system, closed circuit monitors, and centralized light dimmers. One of the ways various nursing faculty utilize these rooms is via PowerPoint presentations.
to display complicated content incorporating text and graphics. The following application sketch illustrates the utilization of a PowerPoint presentation within a BSN course.

APPLICATION SKETCH: MULTIMEDIA UTILIZATION IN THE CLASSROOM

Dr. Nancy Myers states, “It is my teaching philosophy that information retention is improved when the presenter engages multiple senses. One way I implement this philosophy is by utilizing PowerPoint presentations in most of my courses. Thus, the senses are engaged via text, pictures, and sound. Sometimes I also have objects related to the information which the students are able to manipulate, thereby enhancing their sense of touch. This is an example of a slide of a computer powerpoint presentation used for one of my courses”.

Prevention for Pulmonary Emboli

- Passive & Active ROM
- Early ambulation after surgery
- TED hose & pneumatic compression stockings
- Avoid tight clothing
- Prevent popliteal pressure

The remaining rooms are equipped with video equipment, screens, and projectors for transparencies. Additional video equipment can be obtained from the centralized audio-visual services. Two rooms are equipped for video conferencing and can receive conferences over the university closed circuit television conference system (IHETS/VTHEL).

Community-Based Nursing Center

The Division of Nursing established a Community-Based Nursing Center (CBNC) in 1998. As a demonstration project, a clinic was developed in cooperation with the Kokomo Public Housing Authority at one of the senior apartment complexes. Services available through the center include both continuing education for RN’s and practice opportunities for students. Over time, a variety of initiatives have evolved from the CBNC, enabling nursing student and community collaboration and education. Two of these initiatives include annual asthma camp and triple touch programs. These initiatives are described in the following application sketches.
APPLICATION SKETCH: COMMUNITY-BASING THE CURRICULUM: BACCALAUREATE MATERNITY EXPERIENCE

Bridget Whitmore states, “In the fall of 1995 the Indiana Division of the American Cancer Society adopted the Triple Touch curriculum as their breast and cervical health program for the state of Indiana. When I learned about the program I found two other IUK nursing faculty, Dorothy Walker and Lucy Tormoehlen, who were interested in becoming Triple Touch trainers (I knew I would need additional help training large groups of students). We attended the initial trainers’ class and began to acquire necessary equipment needed to present public programs. I developed student objectives and evaluation criteria for this community-based teaching experience. The first Triple Touch Breast and Cervical Health Instructors’ class was held on the IUK campus in September 1996 with 23 senior BSN nursing students.

A Triple Touch instructor is a front-line provider of information and skills that motivate and prepare women to adopt lifesaving and life enhancing behaviors. The instructor provides women with the American Cancer Society’s breast and cervical health plan of action to detect breast and cervical cancer early, which includes mammography, clinical breast exams, breast self-exams (BSE), Pap tests, and pelvic exams. As a Triple Touch instructor the senior BSN nursing student performs as an educator, advocate, and role model.

In the fall semester of the baccalaureate senior year the nursing students take the childbearing family course which has a strong emphasis on client education. The students have excellent opportunities for post-natal education on the childbearing units but no consistent opportunities for community educational experiences. The Triple Touch Breast and Cervical Health Program provides consistent opportunities year round for community teaching opportunities for IUK nursing students.

According to the statistics from the Indiana Division of the American Cancer Society, in the first two years of this program (1996 and 1997) 107 programs were presented statewide reaching a total of 2,283 women in Indiana. During this time span, the senior BSN nursing students presented 22 programs reaching 239 women in the Kokomo area. This means that of all
the Hoosier women who attended a Triple Touch program during 1996 and 1997, 10% attended a Triple Touch program presented by IUK senior BSN students.

Over the past four years, seventy-seven senior BSN nursing students have become certified Triple Touch instructors. To date, the IUK nursing students have presented 49 programs to 694 women. High school health classes, church groups, family shelters, professional groups, and hospitals are examples of community groups which have participated in this endeavor with IUK nursing students. The Triple Touch program on the IUK campus is an excellent example of IUK students making an impact on the health of their community.

<table>
<thead>
<tr>
<th>IUK Triple Touch Initiatives</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>11</td>
<td>139</td>
<td>11</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>Faculty</td>
<td>5</td>
<td>84</td>
<td>6</td>
<td>138</td>
<td>6</td>
</tr>
<tr>
<td>Annual Total</td>
<td>16</td>
<td>223</td>
<td>17</td>
<td>230</td>
<td>21</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

The IUK campus is also perceived as a community. Thus, the CNBC, through the efforts of nursing faculty and nursing students, contributes to the IUK campus via health fairs and health screening activities. This mutual collaboration assists the IUK campus members with health issues while concurrently enabling nursing students to obtain essential health promotion experiences.

Appendix D summarizes the physical space/facilities available to the IUK Division of Nursing. The physical facilities are more than adequate to accomplish nursing unit goals.

Library

In January 1995, IUK opened a beautiful new library building designed to meet immediate and projected needs for space and materials and to move the campus technologically into the 21st century. More than doubling available space and incorporating advanced telecommunications and computing features, the new building assists the Indiana University Kokomo Library in fulfilling its primary mission, which is to support the academic programs of the campus by serving the reading, reference, and research needs of students and faculty. The new facility, in part by being a prominent physical presence on campus, has also strengthened the secondary mission of the library, serving the reading, reference, and research needs of the general public within the IUK service area. Any resident of the state of Indiana with valid identification may obtain an IU library card and use all of the resources and services of the library.

With the volume of information resources in all formats increasing at an exponential rate, no library can purchase all the material relevant to its users. Integrating access as a part of the collection
development plan is a modern necessity for libraries to continue to be information providers. Developments in electronic information systems have made it possible for the IUK Library to provide access to a vast amount of information. The library goal is to move toward a logical combination of acquiring traditional collections and of providing access to material that, for whatever reason, cannot be acquired. The library is committed to building a collection that supports the basic educational needs of IUK undergraduate and graduate students and to providing access services consisting of the timely retrieval of bibliographic information and materials from other libraries.

Being one of 57 libraries that comprise the IU Library system helps the IUK Library achieve its goals. All IU libraries are connected to an online catalog-circulation system, giving patrons at any of the libraries access to all of the system materials. The library catalog, IUCAT, and numerous full-text indexes and abstracts are available through remote access via the Internet. Users of the IUK Library may access IUCAT through computers distributed throughout the facility. All of these computers are connected to the Internet to expand access to additional information resources. To assist students in learning to use the library resources, the library houses a bibliographic instruction classroom and an electronic reference room with 25 computer workstations containing Pentium-level processors all networked to laser printers.

In addition to being part of the IU system, in 1997-98 the IUK Library became a part of the statewide Indiana Spectrum of Information Resources (INSPIRE), a project coordinated by the State Library and funded through the Indiana Legislature. INSPIRE provides users with access to numerous databases and full-text periodical titles that would otherwise be unavailable. The State Legislature funded INSPIRE for two years and during the 1999 session will consider continued funding for the project.

The library has designed a home page that contains hypertext links to 1) many of the electronic databases, including the catalog; 2) recommended Web sites for a variety of disciplines; and 3) several of the subject bibliography guides and instructional handouts. Additional information available on the home page includes Ask-A-Librarian, a form to submit reference questions over e-mail to a librarian; information on government documents; and a link to the Yahoo! search engine.

All faculty and students (including nursing) play an important role in shaping library policies and selecting holdings. Through monies provided annually to each division, the faculty is involved in the collection development process. Although the book budget has been stable for three years, each department is also allocated a part of the library budget and may request items for purchase at any time throughout the year. Each month, librarians send Choice cards to the appropriate departments (nursing dean/coordinators) to assist with the selection process and regularly consult with the appropriate faculty
when making decisions to add substantially to the holdings for a specific discipline, topic, or new program initiative. A member of the library faculty sits on the Educational Policies Committee of the Faculty Senate and is aware of all major changes in course curricula and of the additions and deletions of courses in all departments.

In response to student requests, the library increased its hours of operation on Monday through Thursday, moving closing time from 9:00 p.m. to 10:00 p.m. Similarly, video loans have been increased from a 3-day loan period to a 7-day loan period. Sunday hours were changed from noon to 5:00 p.m. to 1:00 to 6:00 p.m. to accommodate student workers who wished to attend church and eat lunch with their families and found noon too early a starting time. To assist students in using a new and technologically sophisticated library, bibliographic instruction has been greatly increased, and librarians are active participants in Freshman Seminar. As a response to student requests, a photocopy card option was installed on the library copy machines and on the microfilm reader/printers. The McNaughton Collection, a rental collection of both fiction and non-fiction, has been expanded to better serve the recreational reading needs of students.

Overall, the IUK Library is a valuable resource for both the campus and the community. Operating with a professional staff of 6 librarians (5 full-time and 1 part-time), 3 clerical staff, and several hourly student workers, the IUK Library serves approximately 3,000 students, 83 resident faculty members and approximately 100 adjunct faculty plus numerous students from local schools and members of the service area. To maintain and expand library services, the campus must address the challenges posed by the increasing reliance on technology and the lack of growth in the budget for acquisitions. The Strategic Plan acknowledges these challenges by making it a goal to enhance support for superb library resources and laboratories, vital to faculty excellence. Library information is included in the university catalog.

The library building includes Kresge Auditorium, an advanced technology auditorium that seats approximately 200 students. This auditorium is a teaching facility tied into the interactive instructional network that was made possible through the implementation of the multi-campus technology project that connects all eight campuses of the university. As a medium-size auditorium it fills a niche on campus, which previously had auditorium seating for 100 or 900, but for nothing in between.

Other classrooms with interactive instructional technology include a 24-seat classroom-studio and a small videoconferencing room. Both of these classrooms have been used for distance education. Classes originating at IUK are televised at other sites and classes originating on other IU campuses are televised at IUK. This distance education capability enables IUK students to pursue programs not available
here or to enroll in courses in disciplines not represented at IUK. During the fall 1998 semester IUK originated an introductory French class and a second-year Spanish class that were made available to students at IU East in Richmond, Indiana. The campus hopes to expand this pilot project in cooperation with other IU regional campuses to enable IUK students to have access to a wider range of courses. IUK faculty in turn would have the opportunity to teach courses that would not generate adequate enrollment on this campus alone. In addition, the Indiana Higher Education Telecommunications System (IHETS) has been used to provide instruction in anatomy to an IUK outreach class at Peru High School. Each semester nursing students may enroll in the core courses of the master curriculum offered at IUPUI over the distributed education network (IHETS). Specialty courses in various nursing curricula are offered, as well, on a systematic, scheduled basis.

**Center for Teaching Excellence**

Faculty interested in increasing their knowledge and use of instructional technology can obtain such from the Center for Teaching Excellence. The center houses powerful multimedia computers and a range of peripheral devices, such as printers, scanner, and a digital camera and makes them available for use by both full-time and adjunct faculty. The center also sponsors workshops on the use of instructional technology and provides some technical assistance. Center funds have been used to purchase mobile technology for use in classrooms. A faculty committee sponsored by the center surveyed faculty regarding their technology needs. Nursing faculty were represented on this committee. As a result of the survey findings, the campus mounted TV-VCR units on walls in over a dozen classrooms and improved the technological infrastructure of a smaller number to prepare them to accommodate more technology. Since its founding in 1996, the center has been a major force for increasing the use of new instructional technology.

The center, however, operates through a three-year Strategic Directions grant that expired at the end of 1998-99. With the expiration of the grant, the campus must find other ways to fund the center and its activities. Given the center role in developing faculty expertise in the use of instructional technology, the future of the center will depend upon IUK meeting two of the goals listed in the Strategic Plan:

1. Create focused, flexible development programs that provide explanations of the potential of new technologies and their integration and hands-on instruction in the use of new teaching technologies in the classroom, laboratory and studio.
2. Develop a campus-wide plan for acquisition and use of instructional equipment and technology resources to the levels needed for quality support of the instructional mission, and provide sufficient
human and fiscal resources to ensure effective and efficient support for the implementation, integration and maintenance of technological equipment.

**Other Computer Resources**

In 1992, the campus implemented a technology fee to fund improvements in computer resources available for students. In 1998-99, undergraduate students paid a technology fee of $5.20 per credit hour for on-campus courses. Income generated by this fee may be used only for computer equipment and services directly used by students. Technology fee income has enabled IUK to add a full-time student-computing coordinator, increase the number of computer consultants available in the computer laboratories, offer short courses in the use of software, and continuously improve the number and power of computers in laboratories and classrooms. In 1998-99, students have over 130 computers available for use, a ratio of approximately 1 computer for every 20 undergraduates.

IUK maintains one computer laboratory for general student use. This laboratory in the lower level of the Main Building houses 49 workstations, 33 of which are Pentium based processors. In this laboratory, students have access to laser printers, a wide range of software, and the Internet. The campus also maintains three computer classrooms that are available for general use when not scheduled for classes. Two of these rooms are equipped with 27 networked Pentium workstations as well as LCD projectors and laser printers. The third classroom is equipped with 24 computers built around the 486 processor, and it will either be phased out or upgraded as the campus determines the demand for computer classrooms.

Students also have access to seven computer workstations distributed among the campus buildings for e-mail access. All students may request e-mail accounts and are encouraged to do so. Computer Services offers a number of non-credit short courses in the use of other software installed on workstations in the computer laboratories. These courses help students develop an initial familiarity with software widely used on campus. Nursing students are major users of IUK library, technologic, and learning support services. The library administrator will meet with visitors on site and tours of the facilities are planned into the visitors’ agenda.

**Dean of Nursing**

Dr. Penny S. Cass was appointed Dean of the Division of Nursing at Indiana University, Kokomo on July 1, 1994. Dr. Cass holds the academic rank of full professor with tenure. She has over 21 years of experience in university administration and 28 years as a faculty member in community college and baccalaureate and higher degree nursing programs. Her academic credentials include an earned doctorate
(PhD) in Nursing and a Master of Science (Nursing/Childbearing/Education) from the University of Michigan; the BSN (Madonna University); and an ADN (Henry Ford College).

The Dean's professional experiences have included roles as faculty member, junior year coordinator, undergraduate program director, and interim dean. Nearly 20 years of that time was spent in comprehensive institutions, offering undergraduate and graduate nursing programs. In addition, she has been a staff nurse and head nurse in a childbearing unit of a major inner city hospital. She has consistently been involved in multiple professional and scholarly activities.

**Dean of Nursing Responsibilities**

The Dean is responsible for the total administration of the IUK Division of Nursing on a full-time, year round basis. Dr. Cass provides leadership in the Division of Nursing for the teaching, service and research/scholarship missions of the school. In addition, she facilitates the progress and development of the Division, its programs and its faculty. She also interprets Division goals and resource needs through the University school and local campus planning processes. Furthermore, she represents the Division to the system-wide University, the local campus, the community, and the nation.

Dr. Cass has facilitated the identification, implementation, and evaluation of each of the goals of the IUK Division of Nursing (Appendix E). She guided the development of an innovative RN-BSN accelerated program that attracted many ASN and diploma graduate nurses from the community and most recently created an articulation program for LPN’s with the local technical school (LPN-ASN). She also has created a synthesis between the community and the IUK Division of Nursing via the establishment of a Community Based Nursing Center. A significant contribution to the development of the nursing faculty has been the Dean's proactive stance in soliciting for the promotion of many nursing faculty members. In addition, the Dean has strongly encouraged doctoral studies by the nursing faculty.

The Dean is contracted for 12 months in accordance with IU System policy. Such policy also dictates vacation, sick time, and other benefits allocated to the Dean. The Dean is generally on site each day and has the authority, responsibilities, autonomy, and flexibility to fulfill off-campus and other professional responsibilities as appropriate. The workload of the Dean allows her to accomplish her administrative and leadership functions, activities, and occasional teaching responsibilities. She directs faculty development, new curricular development, and program innovations.

In addition to managing the Division of Nursing, the Dean has been the chair of campus planning committees since 1997. Dr. Cass is highly esteemed for her contributions and leadership on statewide
committees. The Dean is well known to local constituents and portrays leadership at the national level in various accreditation, curricular, and faculty development initiatives.

In the broader professional community, the Dean holds multiple professional memberships and provides leadership in accreditation activities. This leadership is evidenced by CCNE program evaluator visits, holding committee office in AACN, presentations, publications, grantsmanship, and as a reviewer of texts, grants, papers, etc. The Dean’s full curriculum vita is available for perusal on site.

In conclusion, Standard II-C is thoroughly achieved by the qualifications, credentials, and experience of the IUK Dean of Nursing. Dr. Cass possesses the proactive authority, responsibility, and innovative creativity to administer the goals of the Division of Nursing and to secure a place for the IUK BSN program in the new millennium.

Faculty Roles of Teaching, Scholarship, Service, and Practice

Roles of the faculty are determined by the mission of the unit and institution. Appendix F: A Faculty Time Utilization Profile demonstrates the use of the faculty time and commitment to the predominant mission of IUK teaching. Position descriptions for nursing faculty and staff are included under personnel policies in the nursing faculty handbook.

Since IUK’s primary mission is teaching, this role is the role of excellence pursued by the nursing faculty. The nursing faculty’s excellence in teaching is evidenced by positive student evaluations; the receipt of teaching or curriculum grants; teaching excellence recognition awards; and speaking and poster presentation invitations. The roles of scholarship, service and practice are pursued by the nursing faculty as manifested by published articles, active committee memberships, and practice roles of clinical track faculty. Each of these roles evolve from the goals and mission of the Division of Nursing. Specificity regarding these roles will be elaborated on under Standard IV. Each of the roles of teaching, scholarship, service and practice as well as promotion and tenure requirements are clearly outlined in the Division of Nursing faculty handbook.

Faculty Qualifications and Utilization

All IUK Nursing faculty hold, as a minimum, a graduate degree with a major in nursing. Appendix G: Full-Time and Adjunct Faculty Profile lists each IUK nursing faculty by name, initial appointment date, rank, academic degrees, clinical and functional expertise, academic teaching and other responsibilities.
All faculty credentials meet the Indiana State Board of Nursing (ISBN) and governing organizations requirements. The ISBN requires that faculty have graduated from an approved school, carry a current Indiana license, teach in a school that has written personnel policies, have experience in the practice of nursing, [majority] must hold a masters degree in nursing, and [the majority] must be full-time employees (document available on site).

Faculty maintain educational and clinical expertise in various ways including but not limited to attending continuing education/conferences; reading nursing books and journals; working in clinical settings; and through continued academic studies in nursing and related disciplines. Full documentation of their efforts is available on site to visitors in annual faculty reports and curriculum vita.

The number and utilization of full-time and part-time faculty are appropriate to meet the needs of the IUK BSN program. In the Division of Nursing, 13 full-time faculty and 1 (.8) special lecturer are employed on a 10 month contract and are expected to teach 12 credits per semester. If full-time faculty are active in research or creative endeavors they receive 3 credit hours reassignment per semester. Full-time faculty FTE ranges from 76 - 120%. Eight part-time faculty, known as Adjuncts are expected to teach at 48 - 50% FTE per semester. Percentage FTE credits are predetermined for each faculty activity. A full listing will be available on site.

In summary, the division of nursing BSN program has adequate numbers of full and part-time faculty to accomplish its goals and to continuously strengthen unit effectiveness. The IUK Division of Nursing faculty meets all requirements of the Indiana State Board of Nursing and enjoys reasonable ratios in both clinical and didactic settings.

Quality Improvement Plan

The plan of action addresses the strengths and the areas for quality improvement that are identified by the program as a result of the self-study process under Standard II. These include the following:

Strengths

1. IUK and the Division of Nursing’s focus upon faculty development and provision of a supportive environment as evidenced by e.g. travel compensation for professional seminars, teaching excellence center, and multiple university supported workshops;

2. Provision of adequate resources: fiscal, human and physical, to promote goal achievement in the Division of Nursing;
3. Division of Nursing led by an innovative visionary Dean with stellar qualifications, and vast experience;

4. An exceptional nursing faculty comprised of educators with diverse backgrounds, extraordinary qualifications, innovative creativity and proactive expertise;

5. Clearly identified role expectations for faculty in teaching, scholarship and service;

6. Highly qualified and experienced support personnel;

7. Documents and publications that accurately reflect program resources;

8. Up to date computers, technical support, modern library, extensive nursing laboratory, current multimedia and classroom facilities;

9. Evolution of a Community-Based Nursing Center; and

10. Adequate fiscal resources.

Areas for Quality Improvement

1. Plan for the future graduate program and for adequate graduate faculty positions;

2. Analyze the time conflicts perceived by faculty to publish and be excellent teachers and design innovative solutions to rectify the problem; and

3. Expand the services of the Community Based Nursing Center.