



SOUTHERN UNIVERSITY
NEW ORLEANS

Institutional Effectiveness Policies & Procedures

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Institutional Effectiveness Mission

The mission of the Office of Institutional Effectiveness is to support quality data and decisions for Southern University at New Orleans to maintain an environment conducive to learning and growth.

IE is committed to:

- Quality
- Excellence in customer service
- Integrity in data collection and analysis
- Confidentiality of information
- Accurate and timely data
- Collaborative working relationships

In implementing this commitment, IE complies with the [Code of Ethics](#) established by the Association for Institutional Research.

Institutional Effectiveness (IE), formerly known as Center for Planning, Research and Evaluation, is a Title III Program created to satisfy University matters in Institutional Research and Effectiveness. IE is one of many significant components to Southern University at New Orleans (SUNO). Sixty-two (62%) of institutions have faced challenges and have been identified as non-compliance to accrediting body, Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) in Standard 3.3.1, Institutional Effectiveness. The responsibility of IE is to develop, maintain and disseminate accurate information for use in academic and administrative decision making and assessment activities. This component serves the entire University community as a pool for institutional data; responds to internal and external data requests; and provides consultation on institutional research-related activities for the University.

Furthermore, as an open admissions institution IE administers the ACT Residual test to prospective students as an incentive to enroll at SUNO. Student feedback from the various assessment/evaluations conducted by IE help administrators re-examine and implement better ways to enhance the student learning experience at SUNO in which contributes to the University's mission by creating and maintaining "an environment conducive to learning and growth."

All public and private sector entities have internal units charged with continuous quality evaluation and monitoring. IE is the primary component within SUNO assigned to this function. Presently IE is the primary informational key holder. As the University's key holder, this unit's mandated oversight responsibilities address strategic planning, performance accountability, institutional effectiveness and external reporting integrity. Title III proposed funding for IE is in support of the SUNO mission as defined by state mandates. Moreover, presented Title III goals and related objectives are collateral implementation strategies supporting mandated goals and evaluation processes as identified in the Louisiana Board of Regent's (LaBoR) Strategic Master Plan for Postsecondary Education and state laws affecting performance accountability. The primary functions of this unit are planning and assessing, institutional effectiveness, institutional research and evaluation and measurement of student outcomes.

Institutional Effectiveness goals for the Title III funding years are:

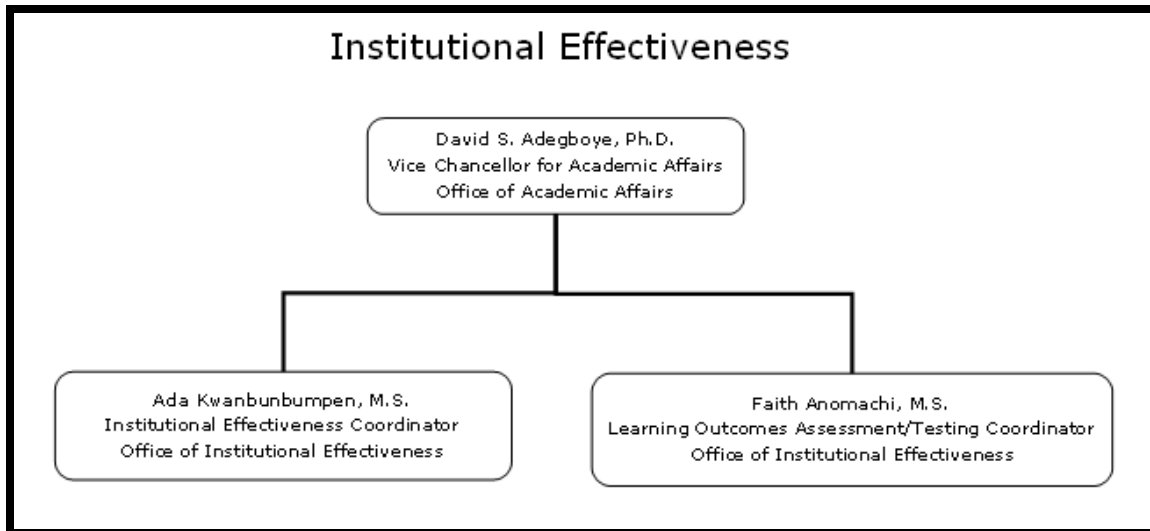
1. To support informed decision making throughout the University, independently and in collaboration with other campus constituencies charged with the responsibility for collection, analysis, and presentation of data to promote institutional effectiveness.
2. To coordinate data collection efforts that support internal and external reporting, as well as, compliance with governing and accrediting bodies.
3. To provide data on student satisfaction and faculty performance that will inform and enhance decisions for improving the educational quality and experience.

The component documents progress and statistics for unit objectives in Quarterly and End-of-Year Grant reports which are submitted to the Office of Title III, as required. The

Title III reports will also include survey analysis and relevant documentation. Upon completion of the 2009-2010 grant year results produced from the component objectives will ensure that the measurable outcomes will provide Southern University at New Orleans with essential information that will implement institutional effectiveness.

Institutional Effectiveness Organizational Chart

Intitutional Effectiveness (IE) consists of two positions, the Institutional Effectiveness Coordinator and Learning Outcomes Assessment/Testing Coordinator. Both report to the Vice Chancellor for Academic Affairs.



Coordinator of Institutional Effectiveness Job Description

- Provide the U.S. Department of Education with all relevant University data on schedule
- Provide the Board of Regents with all relevant University data on schedule
- Provide the Board of Supervisors with all relevant University data on schedule
- Provide the offices of the Chancellor and Academic Affairs with timely reports
- Provide the Office of Title III with timely reports.
- Maintain/publish institutional characteristics to the SUNO Website
- Prepare and publish a SUNO Fact Book
- Conduct Outcome Measures (Entry to Exit Surveys)
- Continue on-going preparation for accreditation of departments and the university
- Attend State and National meetings related to institutional research, testing, and survey administration as required of the Institution.
- Conduct statistical analysis on assessments and provide synopsis of survey outcomes for the administration's decision-making process.
- Collaborate with Faculty and Staff to conduct comprehensive "Student Survey of Course/Instructor" analysis/reports.
- Archive historical data/reports for ongoing/comprehensive analysis
- Other duties and tasks as requested

Learning Outcomes Assessment/Testing Coordinator (LOATC) Job Description

Testing

- ACT Assessment
 - Order Test Registration Packets
 - Provide University subunits with Test Registration Materials
 - Attend Recruitment/Enrollment Meetings as necessary
 - Provide area feeder schools with Registration Materials
 - Register SUNO with ACT Assessment, Inc. to receive test score reports
 - Submit freshmen roster to ACT Research Services for ACT Comprehensive Freshmen Report.
 - Submit freshmen roster to State of Louisiana for the First Time Freshman Report
 - Collect/Analyze/Summarize both ACT Comprehensive Report and the Louisiana First Time Freshmen Report
 - Coordinate with Enrollment Management and Admissions for administering the ACT Residual
 - Coordinate with ACT, Inc. handling ACT Residual Test materials
 - Warehouse ACT Assessment test score results for dissemination to Admissions, Enrollment Management, and the Information Technology Center
 - Coordinate administration of the ACT Assessment on national test dates
 - Facilities/Planning
 - ADA-friendly environment
 - Recruit test proctors
 - Transport and store sensitive test materials, including the scoring rubric
 - Operate the ACT Information Manager (AIM) software for test score storage and analysis
- GRE
 - Register with the College Board and the Educational Testing Services, Inc.
 - Receive/secure test score reports (paper and electronic)
 - Disseminate test score results to Graduate Studies
 - Disseminate test score results to the Information Technology Center for migration to SIS Plus
 - Analyze test score results for trends and recruitment insights

Survey Administration

The Center currently administer the full schedule of Entry to Exit survey instruments, and the LOATC will need to assist in successfully completing this model as

it contributes directly to the accreditation process. The CIE will continue to administer this program and perform analysis.

Learning Outcomes Assessment

The primary goal of outcomes assessment is on-going improvement of the academic regimen which students adhere to during their undergraduate and graduate matriculation. The LOATC and CIE are directly responsible for constantly upgrading these methodologies to maintain SUNO's standard of education quality. Comprehensive analysis of the Entry to Exit data is essentially at the core of this process. We currently administer three (3) external instruments (CIRP, YCFY, and the ACT Student Opinion Survey) to meet these goals. In addition, the Center administers the Evaluation of Instruction in the Fall and Spring semesters. Finally, all graduating students have completed the Graduate Assessment, which rates all aspects of the educational experience our students encounter.

The LOATC works with the CIE to constantly explore new statistical techniques to shed light on how SUNO can grow a better educational experience. This process primarily entails membership in the local, state, and national groups which study trends in higher education and utilize advanced statistical analysis to improve our institution's educational product.

Finally, the LOATC provides the CIE with the necessary support to provide the University and all external reporting agencies with an agile and timely analysis of data which drives this institution's decision making.

Faculty Evaluation

The Center for Planning, Research and Evaluation's *Student Survey of Course/Instructor* faculty evaluation process is designed to highlight the accomplishments of faculty members and to encourage faculty members to improve the quality of their teaching and service when appropriate.

Faculty members use the Student Survey of Course/Instructor form as a means of summative evaluation for all courses. These forms and the specific directions for completion will be provided to the students by the Office of Institutional Effectiveness. Forms should be completed post midterm exams and prior to the week of final exams. Individual reports are provided to the Office of Academic Affairs and each College Dean. The Dean then distributes the reports to department heads after final grades have been recorded. Copies are then distributed to individual faculty members and kept on file by the department heads.

The primary purpose of student ratings of courses and instructors is to improve teaching and programs. The Office of Institutional Effectiveness supports and encourages faculty members' use of innovative teaching methods and considers multiple data sources when evaluating faculty members' teaching, taking into consideration the research on validity and reliability of student ratings. Faculty members are also encouraged to use various forms of formative assessment in their courses throughout the semester.

PRE has a primary responsibility to promote and participate in activities that improve the educational process for all students. To that end, it is considered essential that the faculty evaluation process emphasize faculty achievement in the following areas:

- teaching effectiveness
- promotion
- tenure
- pre- and post-tenure decisions are made

Guidelines for the Use of the Student Survey of Course/Instructor Forms

1. Each course, in every department, should be formally evaluated by all students during allotted class time.
2. Courses should be evaluated within the final two weeks of the semester and before final grades are determined.
3. All departments will use a common, standardized form.
4. Faculty will be given ample notice of dates for evaluation so that the procedure does not interfere with final critiques or exams.
5. Each instructor must sign-out for the Student Survey of Course/Instructor (faculty evaluation) packet from their respective College/School Dean's Office.
6. Before forms are distributed to class members, a brief explanation of the function and importance of the evaluation process should be offered, perhaps by reading the introductory paragraph of the form.
7. Please inform students to complete the forms in Black/Blue Ink or Pencil only.
8. The instructor should designate a reliable student to return the faculty evaluation packet to its respective College/School Dean's office promptly after class.
9. All evening/weekend instructors should designate a reliable student to return the faculty evaluation packet to its respective College/School Dean by office hours the following day.
10. Instructors **MUST** leave the room while faculty evaluation forms are being completed.
11. The Office of Institutional Effectiveness will collect the sign-out forms and all evaluation packets from each of the College/School Dean's office.
12. Faculty will not be given the results of their faculty evaluations until after final grades for the current semester are submitted.
13. Once completed, faculty evaluation forms will be processed by the Office of Institutional Effectiveness and reports will be made available to the College/School Dean and the Office of Academic Affairs.

ACT Residual Testing Regulations

An on-campus or Residual Testing program is available at Southern University at New Orleans to administer the ACT test to enrolled, admitted or applicant students. Results are reported only within SUNO. No Student or High School Reports are generated and Students may not request Additional Score Reports for any other college, school and or University.

Testing may be conducted on any test date except a regularly scheduled ACT Test Date.

Students may not repeat Residual Testing within 60 days of his/her previous testing. Student may take the ACT no more than 12 times total. Student can only test once per national, international, or state test date, or if tested through Residual Testing, a student must wait a minimum of 60 days before retesting. If the retest restrictions are violated, the retest scores will be cancelled automatically.

Residual Testing scores are NOT accepted for NCAA initial eligibility.

Source: 2009-2010 Taking the ACT Residual Testing © 2009 by ACT, Inc. All rights reserved.

IPEDS Data Submission Requirements

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17).

The collection and reporting of racial/ethnic data are mandatory for all institutions that receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any ED regulations implementing Title IX of the Education Amendments of 1972. The collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

The Fall Staff section of the Human Resources component is also mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q), in odd-numbered years (i.e., 2007-08, 2009-10, etc.), for institutions with fifteen (15) or more full-time employees.

For those institutions not required to complete this survey on the basis of the above requirements, completion is voluntary and authorized by P.L. 103-382, National Education Statistics Act of 1994, Sec. 404(a).

IPEDS data are not collected under a pledge of confidentiality.

Source: <https://surveys.nces.ed.gov/IPEDS/Index.aspx>

Office of Planning & Budget

The Office of Planning and Budget (OPB) has primary responsibility for implementation of performance-based budgeting in the Executive Branch of Louisiana state government. This includes budget-related services (such as long- and short-term financial analysis and operating budget development, monitoring and control) and policy development, planning, accountability, and other management services (including the maintenance of a statewide performance database and integration of performance information into the budget development process. OPB staff represent the governor and commissioner of administration on commissions, councils, task forces, and consensus estimating conferences; through the State Economist, the OPB provides revenue projections to the Revenue Estimating Conference.

Source: <http://www.doa.louisiana.gov/OPB/index.htm>

Performance Based Budgeting - An Overview

Performance-based budgeting (PBB) is budgeting that related funding to expected results. PBB is often referred to as managing for results. It is a process that relies heavily on strategic and operational planning, and performance accountability to build budgets.

Louisiana began its journey toward managing for results in 1987 which involved a transition from line item budgeting to program budgeting. The concept really began to take hold in both executive and legislative branches in 1995. Since that time, program budgeting has evolved into performance budgeting.

Act 1465 of the 1997 Regular Legislative Session (also called the Louisiana Government Performance and Accountability Act) mandates performance-based budgeting in the Executive Branch of Louisiana state government. There are now statutory requirements for strategic planning, operational planning, performance accountability, and performance reporting for all Executive Branch agencies (whether they are headed by statewide elected officials or officials appointed by the governor or another entity). Post-secondary institutions are included as well. In addition, a range of performance-based rewards and penalties has been established.

<http://www.doa.louisiana.gov/OPB/pbb/pbb.htm>

Performance Accountability

Performance accountability measures progress and results.

Building in accountability during the strategic planning and policy development processes enables an organization to measure progress toward accomplishment of desired results. Accountability involves regular monitoring and periodic review and evaluation of policies, plans, and programs. It examines the extent to which strategies have been implemented, compares actual with expected results, and identifies reasons for and magnitudes of differences between actual and expected results.

Louisiana's Executive Branch departments and agencies are required to submit quarterly performance reports through the Louisiana Performance Accountability System (LaPAS). LaPAS compares actual performance with annual performance standards and quarterly interim targets and calculates variances. Variances greater than 5% must be explained by reporting entities. A range of performance-based rewards and penalties has been established, including the Exceptional Performance and Efficiency Incentive Program.

Agency performance standards and actual performance reports are open to public view through the LaPAS View function on the LaPAS homepage.

About LaPAS

Act 1465 of 1997 (the Louisiana Government Performance and Accountability Act) required that each agency (budget unit) receiving an appropriation in the general appropriation act or the ancillary appropriation act produce a series of performance progress reports. The purpose of these reports is to track the agency's progress toward achievement of annual performance standards.

The Office of Planning and Budget (OPB) in the Division of Administration, as the official record keeper and repository of performance data, maintains an electronic performance database, the Louisiana Performance Accountability System (LaPAS) to track performance standards and actual performance.

To ensure the integrity of the performance database, the OPB also designates the medium for transmission and storage and established the rules for electronic transmission of progress reports and database access. State departments and agencies submit quarterly performance progress reports via LaPAS.

The OPB invites the public to view performance information for state departments and agencies in real time.

Source: <http://www.doa.louisiana.gov/opb/lapas/lapas.htm>

Acronyms

Southern University at New Orleans (SUNO)
Institutional Effectiveness (IE)
Integrated Postsecondary Education Data System (IPEDS)
Office of Planning and Budget (OPB)
Louisiana Performance Accountability System (LaPAS)

Code of Ethics

PREAMBLE

The Code of Ethics of the Association for Institutional Research was developed to provide members of the Association with some broad ethical statements with which to guide their professional lives and to identify relevant considerations when ethical uncertainties arise. It also provides a means for individuals new to the profession to learn about the ethical principles and standards that should guide the work of institutional researchers.

Although the Association also serves those institutions that employ our members, our primary service to those institutions is achieved through our individual members. Hence this Code is directed to individuals and not institutions, although basic tenets contained within the Code are also applicable to our colleges and universities and should be compatible with institutional codes and values.

The persons who practice institutional research (IR) are a diverse group from many different academic backgrounds and from many different professional experiences. Add to this diversity among IR practitioners the tremendous variation in the practice of IR as defined at individual colleges and universities, and IR professionals would seem to have little common ground. It is precisely for these reasons that this Code of Ethics is important.

Many of the professions from which IR practitioners come have their own standards or codes for acceptable and even expected performance. This Code adds to those existing documents in recognition of the special and different demands inherent in the practice of institutional research. In many institutions the institutional researcher is viewed as the “guardian of truth” or the “conscience” of the institution. This is an extra burden for institutional researchers, and this Code provides some guidance to practitioners who bear that burden. Along with the other professional standards, this Code defines a normative expectation for institutional researchers in their work. At the same time, the Code provides the foundation for institutional research as a profession.

The application of this Code requires good judgment and common sense, and its use in any given case may depend upon the presence or absence of shared values, institutional politics, the individuals involved, and the level of the potential threat posed by a specific ethical lapse. There is no licensure process within institutional research, there is no court to determine guilt, and there are few absolutes. Thus the shades of gray highlighted in this Code need to be reviewed and applied carefully lest they be seen either as powerless or as all-powerful, neither of which is appropriate.

Although it provides standards, the Code does not provide a set of rules. Reasonable

differences of opinion can and do exist with respect to interpretation, and specific application must take into account the context of a given behavior. A code of ethics cannot guarantee ethical behavior or resolve all disputes. Rather it merely sets forth standards to which professionals aspire and against which their actions can be judged (both by themselves and others). Ethical behavior should result from a personal commitment to engage in ethical practice and an attempt to act always in a manner that assures integrity. All members of AIR should pledge to maintain their own competence by continually evaluating their research for scientific accuracy, by conducting themselves in accord with the ethical standards expressed in this Code, and by remembering that their ultimate goal is to contribute positively to the field of postsecondary education.

Finally, this Code is a living document that must change and be shaped as the practice of institutional research continues to evolve and develop.

Thanks and acknowledgement to the American Statistical Association, the National Association of Professional Geriatric Care Managers, the National Association of Social Workers and to the members of the Association for Institutional Research who commented on and contributed to this revision of the Code

SECTION I - COMPETENCE

I (a) Claims of Competence. The institutional researcher shall not, in job application, resume, or the ordinary conduct of affairs, claim or imply a degree of competency he/she does not possess.

I (b) Acceptance of Assignments. The institutional researcher shall not accept assignments requiring competencies he/she does not have and for which he/she cannot effectively rely upon the assistance of colleagues, unless the supervisor has been adequately apprised or unless he/she would acquire the necessary competence prior to doing the research. Institutional researchers should use methodologies or techniques that are new to them only after appropriate study, training, consultation, and supervision from people who are competent in those methodologies or techniques.

I (c) Training of Subordinates. The institutional researcher shall provide subordinates with opportunities for professional growth and development.

I (d) Professional Continuing Education. The institutional researcher has the responsibility to develop his/her own professional skills, knowledge, and performance and to keep abreast of changes in the field.

SECTION II - PRACTICE

II (a) Objectivity.

i) Unbiased Attitude. The institutional researcher shall approach all assignments

with an unbiased attitude and strive to gather evidence fairly and accurately.
ii) Conflicts of Interest. The institutional researcher should be particularly sensitive to avoid personal conflicts of interest when performing services.

II (b) Use of Accepted Technical Standards. The institutional researcher shall conduct all tasks in accordance with accepted technical standards.

II (c) Initial Discussions. Before an assignment is begun, the institutional researcher shall clarify with the sponsor and/or major users the purposes, expectations, strategies, and limitations of the research.

- i) Special care shall be taken to recommend research techniques and designs that are appropriate to the purposes of the project.
- ii) Special care shall be taken to advise the sponsor and/or major users, both at the design phase and, should the occasion arise, at any time during the execution of the project, if there is reason to believe that the strategy under consideration is likely to fail or to yield substantially unreliable results.

II (d) Identification of Responsibility. The institutional researcher shall accept responsibility for the competent execution of all assignments which he/she, or a subordinate, undertakes, and shall display individual and/or office authorship, as appropriate, on all such reports.

II (e) Quality of Secondary Data. The institutional researcher shall exercise reasonable care to ensure the accuracy of data gathered by other individuals, groups, offices, or agencies on which he/she relies, and shall document the sources and quality of such data.

II (f) Reports. The institutional researcher shall ensure that all reports of projects are complete; are clearly written in language understandable to decision-makers; fully distinguish among assumptions, speculations, findings, and judgments; employ appropriate statistics and graphics; adequately describe the limitations of the project, of the analytical method, and of the findings; and follow scholarly norms in the attribution of ideas, methods, and expression and in the sources of data.

II (g) Documentation. The institutional researcher shall document the sources of information and the process of analysis in each task in sufficient detail to enable a technically qualified colleague to understand what was done and to verify that the work meets all appropriate standards and expectations.

SECTION III - CONFIDENTIALITY

III (a) Atmosphere of Confidentiality. The institutional researcher shall establish clear guidelines about confidentiality issues within the institutional research office.

III (b) Storage and Security. The institutional researcher shall organize, store, maintain,

analyze, transfer and/or dispose of data under his/her control in such a manner as to reasonably prevent loss, unauthorized access, or divulgence of confidential information.

III (c) Release of Confidential Information. The institutional researcher shall permit no release of information about individual persons that has been guaranteed as confidential, to any person inside or outside the institution except in those circumstances in which not to do so would result in clear danger to the subject of the confidential material or to others; or unless directed by competent authority in conformity with a decree of a court of law.

III (d) Special Standards for Data Collection.

i) Balancing Privacy Risks Against Benefits. The institutional researcher shall, at the design stage of any project, thoroughly explore the degree of invasion of privacy and the risks of breach of confidentiality that are involved in the project, weigh them against potential benefits, and make therefrom a recommendation as to whether the project should be executed, and under what conditions.

ii) Developing Specific Guidelines. Where appropriate, the institutional researcher shall adopt a written description of any specific steps beyond the regular guidelines within the institutional research office that are necessary during a specific assignment to ensure the protection of aspects of privacy and confidentiality that may be at specific risk.

iii) Disclosure of Rights. The institutional researcher shall ensure that all subjects are informed of their right of refusal and of the degree of confidentiality with which the material that they provide will be handled, including where appropriate, the implications of any freedom of information statute. Any limits to confidentiality should be made clear.

iv) Appraisal of Implications. The institutional researcher shall apprise institutional authorities of the implications and potentially binding obligations of any promise to respondents regarding confidentiality and shall obtain consent from such authorities where necessary.

SECTION IV - RELATIONSHIPS TO THE COMMUNITY

IV (a) Equal Treatment. The institutional researcher shall promote equal access and opportunity regarding employment, services, and other activities of his/her office, without regard to race, creed, gender, national origin, disability or other accidental quality; and in analysis, demeanor, and expression shall be alert to the sensitivities of groups and individuals.

IV (b) Development of Local Codes of Ethics. The institutional researcher should develop and promulgate a code of ethics specific to the mission and tasks of the institutional research office and should strive to cooperate with fellow practitioners in the institution in developing an institution-wide code of ethics governing activities in common. The institutional researcher should take reasonable steps to ensure that his/her employers are aware of ethical obligations as set forth in the AIR Code of Ethics

and of the implications of those obligations for work practice.

IV (c) Custody and Archiving. The institutional researcher shall apply all reasonable means to prevent irrevocable loss of data and documentation during its immediately useful life; and, being aware of the role of data as institutional historic resource, shall act as an advocate for its documentation and systematic permanent archiving.

IV (d) Assessment of Institutional Research. The institutional researcher shall develop and implement regular assessment tools for the evaluation of institutional research services.

IV (e) Institutional Confidentiality. The institutional researcher shall maintain in strict confidence and security all information in his/her possession about the institution or any of its constituent parts which by institutional policy is considered to be confidential, and shall pursue from Section III of this Code all processes for that purpose as are appropriate.

IV (f) Integrity of Reports. The institutional researcher shall make efforts to anticipate and prevent misunderstandings and misuse of reports within the institution by careful presentation and documentation in original reports, and by diligent follow-up contact with institutional users of those reports. If an institutional research report has been altered, intentionally or inadvertently, to the degree that its meaning has been substantially distorted, the institutional researcher shall make reasonable attempts to correct such distortions and/or to insist that institutional research authorship be removed from the product.

IV (g) External Reporting. The institutional researcher has an obligation to the broader community to submit and/or report accurate data and professionally responsible interpretive material when requested by legitimate authority, including federal, state, and other governmental agencies and accrediting bodies. With respect to private inquiries, such as those from guidebook editors, journalists, or private individuals, the institutional researcher, should he/she respond, is bound by the same standards of accuracy, confidentiality, and professionally responsible interpretation.

SECTION V - RELATIONSHIPS TO THE CRAFT

V (a) Research Responsibilities.

- i) The institutional researcher shall seek opportunities to contribute to and participate in research on issues directly related to the craft and in other professional activities, and shall encourage and support other colleagues in such endeavors.
- ii) Acknowledging Credit. Institutional researchers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. They should honestly acknowledge the work of and the contributions made by others.

V (b) Integrity of the Profession. The institutional researcher should work toward the maintenance and promotion of high standards of practice.

i) Institutional researchers should uphold and advance the values, ethics, knowledge, and mission of the profession. They should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

ii) Institutional researchers should contribute to the knowledge base and share with colleagues their knowledge related to practice, research, and ethics. They should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

V (c) False Accusations. Institutional researchers shall take care not to falsely demean the reputation or unjustly or unfairly criticize the work of other institutional researchers.

V (d) Incompetence of Colleagues. Institutional researchers who have direct knowledge of a colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

V (e) Unethical Conduct of Colleagues.

i) The institutional researcher shall take appropriate measures to discourage, prevent, identify, and correct unethical conduct of colleagues when their behavior is unwittingly or deliberately in violation of this code or of good general practice in institutional research.

ii) Institutional researchers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such a discussion is likely to be productive.

Adopted by AIR membership 12/18/92

Updates Approved by the AIR Board 12/14/01

Source: <http://www.airweb.org/?page=140>