

2008-2009
Policies and Procedures Manual for the
Office of Institutional Planning and Research

September 2008

COLLEGE OF
Saint Benedict



Saint John's
UNIVERSITY

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We acknowledge the Bowdoin College Office of Institutional Research, whose Policies and Procedures Manual served as a guide for this manual.

Policies and Procedures Manual for the Office of Institutional Planning and Research

The Office of Institutional Planning and Research (IPR) provides knowledge for strategic decision-making in support of the colleges' coordinate mission and aspiration. The role of IPR is three-fold:

1. Create and disseminate information and analysis to improve institutional decision-making and quality, focusing on the goals and objectives associated with *Strategic Directions 2010*.
2. Continuously scan the environment to identify key research issues in higher education and their implications for the College of Saint Benedict and Saint John's University.
3. Use research to demonstrate college performance (including the student experience, student outcomes, student expectations, market performance, and academic performance).

The Office of Institutional Planning and Research is located on the ground floor of the Main Building, College of Saint Benedict, 37 South College Avenue, St. Joseph, Minn. 56374.

Reporting and Responsibilities

The Office of Institutional Planning and Research at the College of Saint Benedict and Saint John's University reports to the Vice President for Enrollment, Planning, and Public Affairs. IPR serves all aspects of the colleges' work, including academic affairs, student development, admission and financial aid, finance and institutional advancement. Major responsibilities include:

- Compiling and reporting institutional data in an annual Fact Book;
- Coordinating internal survey research;
- Conducting special research projects;
- Tracking data for use in comparative and benchmark analyses;
- Responding to special requests for data;
- Serving as a clearinghouse for most statistical information about the colleges;
- Completing requests for data from outside agencies, college guidebooks and publications; and
- Consulting about data-gathering activities in operating departments and encouraging data coding and reporting practices that will make for higher levels of consistency and accuracy.

The IPR office currently has two full-time administrative staff members who concentrate on different areas of research.

- Tago Mharapara
Research Associate
Main G32
(320) 363-5452
tmharapara@csbsju.edu
Areas of Research:
 - Management Research, Financial and Operational Analyses
 - External Surveys
 - IPEDS survey coordination
 - Student survey design and analysis

- Bi-monthly *Trends* research newsletter
- Annual *CSB/SJU Fact Book* and *Vital Statistics*

- Karen Knutson
Associate Director for Institutional Research
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Areas of Research:
 - Enrollment and Retention Analysis
 - Market Characteristics
 - Student Characteristics
 - Banner Conversion

Professional Ethics

The Office of Institutional Planning and Research at the College of Saint Benedict and Saint John's University complies with the *Code of Ethics* established by the Association for Institutional Research (AIR) and adopted by its membership in 1992. (See appendix 6.)

Documents and Their Distribution

Projects that result in documents for institution-wide circulation are distributed to the Presidents, the Coordinate Cabinet, members of the Strategic Directions Council, and other relevant constituencies. Copies of these reports can be requested from the Office of Institutional Planning and Research. The *Fact Book* and *Trends* research newsletter are available online at <http://www.csbsju.edu/institutionalresearch/profile> and <http://www.csbsju.edu/institutionalresearch/trends>.

Certain reports are prepared for internal audiences only. We do not permit the sharing of this data and information with anyone outside of the College of Saint Benedict and Saint John's University without the express consent of the Office of Institutional Planning and Research. External requests for restricted reports or data should be directed to the IPR office.

The IPR office releases the following scheduled reports and data annually:

	Report Date	Lead Responsibility	Audience
US News Rankings Summary	August 30	IPR	Cabinet/excerpts to campus community
Recent Graduate Follow-Up Survey	August 15	IPR/Career Services	Campus community
Enrollment & Retention	September 15	IPR	Campus community
<i>Vital Statistics</i>	October 1	IPR	Campus community, Boards
Alumnae/i	November 15	IPR	Campus community
Retention Analysis	December 1	IPR	Cabinet
New Entering Student Survey	December 15	IPR	Campus community
Academic Demand Trends	January 15	IPR/Academic Affairs	Cabinet/excerpts to campus community
Senior Survey	January 15	IPR	Campus community
Spring 10th Day Enrollment	February 1	IPR/Registrar	Campus community
Institutional Fact Book	Rolling	IPR	Campus community

Outcomes Assessment

At the institution-wide level of analysis, IPR staff:

1. Maintain key institutional research databases,
2. Collect and assemble data to be used in particular assessment studies,
3. Analyze and interpret assessment data in order to produce usable information, and
4. Communicate assessment reports and findings.

In support of unit assessment plans (e.g., those for academic departments, general education units, and student development units), IPR staff, in collaboration and consultation with the Office of Academic Assessment, will assist faculty and staff as they design assessment studies, transform assessment data into usable information, and interpret and utilize findings. More specifically, we will:

1. Consult with faculty and staff as they plan and conduct assessment activities, particularly relative to the design, collection, analysis, interpretation, and reporting of assessment studies.
2. Help create and design assessment data collection instruments (e.g., surveys, rubrics, etc.). Note that IPR does not oversee departmental or unit data collection or provide scanning services for studies originating outside the office.
3. Confidentially maintain and steward assessment data files, combining them as needed for analysis with other assessment data and with CSB/SJU institutional data.
4. Produce usable information from assessment data and help faculty and staff execute such processes themselves.
5. Ensure that we do not allow others to view assessment data or assessment documents with which we are entrusted without permission from the faculty and/or staff who conducted the particular assessment.

Please see appendix 1, the *IPR Support of Unit Assessment Plans*, for a more extensive and detailed discussion of IPR's philosophies and procedures related to outcomes assessment.

Internal Surveys

New entering and senior students are surveyed each fall using instruments designed, maintained and administered by IPR staff. In addition, the office also periodically sponsors surveys generated by outside organizations (e.g., the National Survey of Student Engagement (NSSE)).

- The *CSB/SJU New Entering Student Survey* is administered during new student orientation each August. This survey is designed to provide information about the characteristics, attitudes, aspirations, and expectations of first-year college students.
- The *CSB/SJU Senior Survey* is administered online each fall to seniors at the College of Saint Benedict and Saint John's University. The survey provides students with an opportunity to describe and evaluate their experiences at CSB and SJU. National comparison data comes from the NSSE administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. The College of Saint Benedict and Saint John's University also participate in NSSE triennially.
- The *CSB/SJU Alumnae/Alumni Survey* is administered online each summer and it focuses on College of Saint Benedict and Saint John's University experiences which are central to our mission. Findings from this survey aid in the improvement of programs we offer to current and future students.
- The *CSB/SJU Parent Survey* is administered to parents of first-year students online in early December. The survey is designed to provide parents with an opportunity to describe and evaluate their experiences with the college recruitment process as well as their expectations for their child's college education.

Data reports and copies of the most recently administered survey instruments are available from the IPR office.

External Surveys and Required Reporting

The Office of Institutional Planning and Research has lead responsibility for completing data requests from government and private agencies, college guidebooks and publications. Some requests are fulfilled for the College of Saint Benedict and Saint John's University jointly, while other requests require that the institutions provide data separately. While external ad hoc requests occur frequently, IPR completes the following surveys annually:

- American College Testing (ACT) Institutional Data Questionnaire
- American Council on Education (ACE) American Universities and Colleges Survey
- AnyCollege.Net Update
- Barron's Profiles of American Colleges
- The Business Journal Top 25 List: Colleges and Universities Survey, Who's Who Survey, and Nonprofits Survey
- Catholic College and University Guidebook Survey
- Cambridge Associates' Annual Survey of Student Charges
- Chronicle Guidance Publications
- College 'Scope Survey
- College Board Survey

- Common Data Set
- Falcon Management Group, Inc. Tuition Funding Sources Survey
- The Fiske Guide to Colleges Institutional Questionnaire – IPR staff complete the Administration Questionnaire; the Admission Office coordinates the distribution of Student Questionnaires.
- Higher Education Data Sharing (HEDS) Consortium Surveys
- Higher Learning Commission (HLC) Annual Institutional Data Update
- Institute for International Education Open Doors Surveys – IPR staff complete the International Student Census and assist the Office of International Education with the U. S. Study Abroad Survey.
- Institutional Research & Evaluation, Inc. Annual National College Survey
- Integrated Postsecondary Education Data System (IPEDS) Reporting – The IPR office serves as the key holder for CSB/SJU and fills out the Institutional Characteristics Survey. The other IPEDS surveys are distributed to the appropriate campus departments and reviewed by IPR staff.
- Minnesota Office of Higher Education Private Institutions Registration Application
- Minnesota Department of Education Programs of Study Survey
- The Official Catholic Directory – IPR staff provide statistical information; Communication and Marketing Staff provide updated contact information for administrators.
- Peterson’s Guide to Colleges
- The Princeton Review Surveys – including Best Entrepreneurial Colleges, Most Connected Campuses and America’s Best Value Colleges
- Thomson Peterson’s Annual Tuition Update
- *U.S. News and World Report* Survey
- The Insider's Guide to the Colleges by *Yale Daily News*

IPR also serves as a resource for other administrative and academic departments completing external surveys. Our goal is to ensure the accuracy and consistency of institutional data supplied to external sources. To that end, we review and file all external surveys received and submitted by the institutions. **If you are currently submitting an annual survey or report to an external body, please inform a member of the IPR staff.**

Special Requests

The Office of Institutional Planning and Research is committed to supporting the coordinate mission of the institutions and the goals set forth in *Strategic Directions 2010*. IPR staff resources primarily support research efforts which advance the institutional mission.

The IPR office welcomes requests for data and information (e.g., What percentage of new entering students are first generation college students? How many students are enrolled in history courses this fall?) Members of the Coordinate Cabinet or the Strategic Directions Council initiate most ad hoc requests. However, students, faculty and staff may also request information. Please remember that ad hoc requests are prioritized by the IPR office and may take time to fill.

Requests for IPR collaboration on an extensive research project that is conceived externally to IPR must be accompanied by a written **Statement of Research Purposes**. Statements of Research Purposes should include the following:

1. *Research question*. Which specific questions would you like to address through your proposed research? Which particular aspects of CSB/SJU, its environment, or its students

would you like to investigate? Your research questions can be stated tentatively or as a first draft; IPR staff can help you develop them upon request.

2. *Predicted or expected results.* Please describe some examples of results you expect or hope to find.
3. *Intended uses.* How might you or others *use* the information that is yielded (given your predicted or expected results)? How might the information lead to action toward institutional improvement?

Confidentiality

The Office of Institutional Planning and Research maintains strict standards related to confidentiality. Data held in confidence are typically of three types:

1. Data on individual students or staff (typically subject to federal or state data privacy laws),
2. Non-public data on other colleges we obtain through documents or sharing agreements with other institutions (e.g., HEDS), and
3. Data that would compromise our competitive position in the marketplace.

The Office of Institutional Planning and Research follows all rules for data sharing set forth by the Minnesota Private College Council (MPCC) and HEDS and abides by AIR policy with regard to release of confidential information. The office complies with the institutional policy on storage of personal protected data on mobile media devices and the registrar's office policy pertaining to student records. (See appendices 4 and 5.)

Confidential information will be reported only in aggregate. Institutional Planning and Research staff will ensure that the following stipulations are met when releasing sensitive information to faculty and staff:

1. Personal identifying information has been removed,
2. Analytical possibilities of isolating small groups of individuals with particular shared characteristics have been eliminated, and
3. Data intended for internal or restricted use only will be marked as confidential.

The Office of Institutional Planning and Research adheres to the *Family Educational Rights and Privacy Act* (FERPA). FERPA addresses students' rights to consent to disclosures of personally identifiable information contained in the student's education record. More information about FERPA is available at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Public Reports

Copies of all publicly released IPR reports are available from the Office Coordinator.

Appendix 1. Institutional Policy on Storage of Personal Protected Data on Mobile Media Devices

E-mail communication from CSB President MaryAnn Baenninger on August 21, 2006:

The College of Saint Benedict/Order of Saint Benedict have a responsibility to protect the personal data of its students and employees. To that end, a significant investment in hardware, software, security policies and practices, along with external security audits has been employed to safeguard this data. Nevertheless, the most common method of losing confidential data is by loss or theft of mobile devices or media that had protected data stored on them. (Data that is used for identity theft and other illegal purposes is characterized as “protected” data.) Therefore, we are making the following policy effective immediately:

Storage of Protected Personal Data on Mobile Media and Devices

Federal and State Laws, most notably the Family Educational Rights and Privacy Act (FERPA), require that maximum efforts be enlisted at all times to protect the privacy of student educational records. Similar laws are designed to protect the privacy and confidentiality of employees.

Because of the extreme vulnerability of mobile computer hardware (theft, damage, loss, etc.,) all information of this nature including student educational records and any information of a private or confidential nature relating to employees, especially those containing personal identifiers, should only be stored on network drives. At CSB/OSB end user network drive designations are defined as your home directory “M: drive” and department shares “O: drive.” FERPA protected data should never reside on mobile computer hardware or other storage media (e.g. external hard drive, flash drives, floppies, CD's, Zip disks, etc.).

FERPA protected data has been defined as any file that contains a combination of NAME and one of the following:

- Social Security number
- CSB/OSB Student ID number
- Birth date
- Grades/GPA
- Race/ethnicity
- Gender
- Country of citizenship
- Religion

Please direct questions about this information to Sue Palmer, spalmer@csbsju.edu or 363-5509.

Appendix 2. Registrar's Office Policy Pertaining to Student Records

August 21, 2006

All employees of the College of Saint Benedict and Saint John's University (administrative, academic faculty, staff, and student employees) are required to abide by the policies governing review and release of student education records. The Family Education Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's education records must be kept confidential.

Please be aware that Confidential Information includes, but is not limited to:

- Student's Class Schedule
 - Ontrack Report
 - Academic Transcript
 - Grade/GPA Information
 - Student SSN
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- Confidential Information should only be given to students in person, with proper identification, or via their individual email accounts. Confidential information should not be given over the phone.
 - Confidential Information should not be given to the parents of any student unless you verify with the Registrar's Office that they claim the son or daughter as a dependent according to the IRS tax laws. This includes the student's schedule of classes.

A complete policy statement on the CSB/SJU implementation of FERPA guidelines can be found in the Registrar's Office. In part, the policy states that officials of the University may be given access to student education records on a "need to know" basis and that such access must be limited to job-related, legitimate educational interests. The information contained in a student's education record may not be released to a third party without the written consent of the student. The only exception would be directory information defined by FERPA as the student's name, address, telephone number, dates of attendance, class, date of birth, major field of study, participation in officially-recognized activities and sports, degrees conferred, and the most recent previous educational institution attended. Inappropriate use or misuse of student records is a violation of CSB/SJU Statutes and could result in civil and/or criminal prosecution.

Contact the Registrar's Office with questions.

Appendix 3. AIR 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