

IUPUI Faculty Council Committee

Annual Report 2018-2019

Committee Name: Student Affairs

Chair: Diane Sturek

Members:

Flowers, Natasha

Garvin, Andrew

Keller, Deborah

Lupton, Suzann

Marrs, Jim

Morgan, Anita

Musgrave, Megan

Oruche, Ukamaka

Piper, Gemmicka

Sheeler, Ian

Stump, Norman

Westerhaus-Renfrow, Charlotte

Wood, Zebulun

Action Items:

Action Item	Status
Request from IFC President to prepare a report regarding the appropriate action in response to a specific incidence of student misconduct in the classroom.	Committee prepared a report detailing the relevant sections of the student code of conduct under which action should be taken regarding this misconduct.
Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).	In 2017-2018 the committee voted to add the following language: "The student may receive an F for the course that will be recorded by the registrar as a permanent grade that is not able to be replaced using a grade replacement policy. Any final course grade, including a W, that is given as a result of academic misconduct will be considered to be permanent and one that is not able to be replaced under a grade replacement policy." Meeting with Academic Affairs to discuss is pending.
Update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct.	Update was presented to UFC by Robert Yost. Discussion occurred and a vote was taken. Recommendation was adopted.
Review of sexual misconduct policy brought forward by the UFC.	Pending due to changes in federal Title IX laws.

Off-campus student conduct (note new Greek policy)	Pending due to changes in federal Title IX laws.
Campus climate for adult learners	
Review recruitment of faculty members of the University Hearing Boards: opportunities for training and service (currently requires all-day training)	<p>Committee recommends the following to increase participation of faculty on University Hearing Boards:</p> <ul style="list-style-type: none"> • Survey faculty for interest in serving. • Assign faculty to either student misconduct cases or academic misconduct cases – with separate training for each to reduce the time needed for individual faculty training and participation. • Assign two faculty members to a case. • Ask Deans from all schools to recommend faculty; have a quota from each school.
Use of LMS (Canvas) for student intervention. Presentation was given by Jay Gladden, Associate Vice Chancellor for Undergraduate Education, Dean of University College, Acting Dean of Honors College to inform the committee of the benefits of using the student engagement roster to provide feedback to students. Dean Gladden requested that the committee make a recommendation to faculty to use the student engagement roster to report student engagement and the use of Canvas to provide students with basic course information. Dean Gladden reported that some faculty members do not use Canvas or the student engagement roster.	The committee recommends that the University explore an integrated system of reporting that could be used by the Dean's office, the athletic department and registrar to minimize the multiple systems of reporting. The committee also supported requiring faculty to at least report if students were attending class using the Student Engagement Roster and, at a minimum, to comply with University policy to post the course syllabus to Canvas.
Elaboration of co-curricular aspects of IUPUI.	Request further explanation of the nature of this charge.
Committee received a letter from a professor written on behalf of an anonymous Kelley School of Business student and a letter of response from Philip Powell, Associate Dean of the Kelley School of Business. The letters were read and discussed.	<p>The Committee agreed that the responses proposed by Philip Powell were good first steps. The Committee recommends a campus wide discussion of diversity and inclusion issues. Some suggestions discussed to help mitigate problems:</p> <ul style="list-style-type: none"> • Peer grading should be formative • Time to reflect on initiatives put in place and the achieved outcomes • Promote dialog and listen to each other • Find ways to be more open to feedback
Received request to provide feedback on 2019 Global Learning Outcomes.	Feedback was provided to Faculty Council. Feedback is detailed in the April Minutes.

Action Items to be carried over to 2019-2020:

Action Item
Campus climate for adult learners
Elaboration of co-curricular aspects of IUPUI

Suggested new action items for 2019-2020:

Action Item
Explore the possibility of adding more students to the committee; perhaps leaders of student government from the various schools.
Explore issues regarding the use of etexts. Specifically the reasons for and appropriateness of the requirement for faculty to agree not to disclose other options for acquiring the textbook.
Explore the impact on students and student learning of the banded tuition policy.
Invite staff from the division of Student Affairs to discuss the process of the hearing boards for student misconduct.
Invite the Executive Director of Student Financial Services to present opportunities for under resourced students.
Invite the director of CAPS to present to the committee.
Invite the director of AES to present to the committee.

**IUPUI Student Affairs Meeting Agenda
Wednesday, October 17, 2018**

1:30 p.m. Call to Order

Diane Sturek, Chair

Introduction of members present

IFC Student Affairs Committee 2018-2019

Members with Term Expiring June 30, 2020

Flowers, Natasha (Education)
Keller, Deborah (Education)
Lupton, Suzann (SPEA)
Musgrave, Megan (Liberal Arts)
Piper, Gemmicka (University Library)
Sheeler, Ian (Liberal Arts)
Sturek, Diane (Business) (Chair)
Westerhaus-Renfrow, Charlotte (Business)

Members with Term Expiring June 30, 2019

Garvin, Andrew (Science)
Marrs, Jim (Science)
Morgan, Anita (Liberal Arts)
Oruche, Ukamaka (Nursing) – sabbatical
Stump, Norman (Dentistry)
Wood, Zebulon (Informatics & Computing)

Liaisons for 2018-2019 (or Ex Officio)

Mintch, Landan (Graduate Student Organization President)(Graduate Student Liaison)
Pleshkan, Gina (Undergraduate Student Government President) (Undergraduate Student Liaison)
Spratt, Jason (Student Affairs)
Weldy, Eric (Student Affairs) (Administrative Liaison)
Yost, Robert (Science) (Executive Committee Liaison)

Review of Committee Charge

Charge of Committee

This committee shall review and make recommendations to the Council regarding matters involving student affairs. The committee shall provide advice and guidance to the Vice Chancellor for Student Life and Diversity and to the Dean of Students in the area of student administrative and campus life services. The committee shall maintain liaison with IUPUI student governing bodies. The committee membership shall include two full-time students: one enrolled as an undergraduate and one enrolled in either the Graduate School or one of the graduate professional programs. Appointments of student members will be made from nominations submitted to the Executive Committee of the IUPUI Faculty Council by the IUPUI Undergraduate Student Assembly and the Graduate Student Organization. Student members shall have the same responsibilities and privileges as the other members of the Student Affairs Committee (Bylaw III.B.12).

Update on Academic Misconduct Policy

Robert Yost

Action Item carried over to 2018-2019

Academic Misconduct Procedures

Urgent Action Item assigned:

Following receipt of letters from members of the Jewish Faculty and Staff Council and the Psychology faculty regarding an incident which occurred on campus, Faculty Council President John Watson has requested the Student Affairs Committee (SAC) form a 4 person subcommittee to review the relevant sections of the Student Code. The goal is to ascertain whether the Code contains appropriate content for the IUPUI faculty and administration to deal effectively with events of that type. FC President Watson requested a written response describing the subcommittee's conclusions and recommendations by Wednesday, October 31.

Action Items assigned for 2018-2019

- Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).
- Update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct.
- Review of sexual misconduct policy brought forward by the UFC
- Off-campus student conduct (note new Greek policy)
- Campus climate for adult learners
- Review recruitment of faculty members of the University Hearing Boards: opportunities for training and service (currently requires all-day training).
- Use of LMS (Canvas) for student intervention.

Suggested new action items for 2018-2019

- Corrections and updates needed for Personal Misconduct Procedures.
- Director of CAPS should visit this committee.
- Director of AES should visit this committee.

Formation of sub committees**Discuss future meeting dates****Adjourn**

**IUPUI Student Affairs Meeting Minutes
Wednesday, October 17, 2018**

Meeting was called to order at 1:30 p.m. by Diane Sturek

Present: Deborah Keller, Megan Musgrave, Gemmicka Piper, Gena Pleshkan, Diane Sturek, Zebulon Wood, Robert Yost

Absent: Natasha Flowers, Suzann Lupton, Ian Sheeler, Charlotte Westerhaus-Renfrow, Andrew Garvin, Jim Marrs, Anita Morgan, Ukamaka Oruche, Norman Stump, Landan Mintch, Jason Spratt, Eric Weldy

Introduction of members present

Each member present introduced themselves, stated the department of their academic appointment and what they would most like the committee to address to improve student life on campus. These issues included increasing inclusiveness, improving the total student experience, improving the campus culture, focusing on the co-curricular experience and improving campus safety.

Review of Committee Charge

The official charge to the committee from faculty council was reviewed.

Update on Academic Misconduct Policy

Robert Yost

This item was carried over from 2016-2017 and 2017-2018. The committee prepared a recommendation to faculty council to update the procedures for reporting academic misconduct. Robert Yost will put this item on the agenda for the executive committee. It will require two reads before it can be voted on by faculty council. Robert Yost will facilitate this process and update the committee.

Urgent Action Item assigned:

Following receipt of letters from members of the Jewish Faculty and Staff Council and the Psychology faculty regarding an incident which occurred on campus, Faculty Council President John Watson requested the Student Affairs Committee (SAC) form a four person subcommittee to review the relevant sections of the Student Code. The goal was to ascertain whether the Code contains appropriate content for the IUPUI faculty and administration to deal effectively with events of that type. FC President Watson requested a written response describing the subcommittee's conclusions and recommendations by Wednesday, October 31.

The issue was presented and the letters read individually by committee members during the meeting. The issue was discussed at length. The committee decided to research the relevant parts of the IU Code of Student Rights, Responsibilities, and Conduct regarding student conduct and academic misconduct. Instead of forming a four person committee, we decided to make a recommendation collectively based on our discussion and research conducted at the meeting. A report was written after the meeting and distributed to the members present at the meeting for comment and revision. The report was forwarded to FC President Watson as requested on October 30 as amended. The report is included below.

Discussion of action Items assigned for 2018-2019

1. Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).

2. Update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct.
3. Review of sexual misconduct policy brought forward by the UFC
4. Off-campus student conduct (note new Greek policy)
5. Campus climate for adult learners
6. Review recruitment of faculty members of the University Hearing Boards: opportunities for training and service (currently requires all-day training).
7. Use of LMS (Canvas) for student intervention.
8. Elaboration of co-curricular aspects of IUPUI.

Suggested new action items for 2018-2019

- a) Corrections and updates needed for Personal Misconduct Procedures.
- b) Director of CAPS should visit this committee.
- c) Director of AES should visit this committee.

The committee discussed the possibility of breaking the assignments up into sub committees. Robert Yost will forward the current recommendations for items 1 and 2 for FC and provide updates to the committee.

The committee discussed the possibility of combining items 3 and 4 and 5 and 8 and possibly 6 and 7. Assignments will be made at a future meeting.

Discuss future meeting dates

The committee agreed to set the next meeting date for the 3rd or 4th week of November. A meeting request invitation will be sent to all committee members.

Adjourn at 2:55.

Student Affairs Committee Report to John C. Watson, President of Faculty Council

October 30, 2018

Re: Issue occurring in August in the School of Education

On October 17, 2018, the Student Affairs Committee (SAC) met for the first time for the Academic Year 2018-2019. Prior to the meeting the committee received a request from John C. Watson, President of Faculty Council to form a subcommittee to review sections of the Student Code relevant to a situation which occurred in the School of Education. The request was precipitated by letters from colleagues in the Jewish Faculty and Staff Council and the Department of Psychology. The goal was to ascertain whether the Code contains appropriate content for faculty and IUPUI to deal effectively with events of the type which occurred. The request was included in the meeting agenda.

Copies of the letters referenced above were distributed and read by the committee members. The rules and procedures for the Adjudication of Allegations of Personal Misconduct were reviewed. It was noted that these rules were updated on the University's website on August 27, 2018, which was after the referenced incident occurred. The committee unanimously decided to discuss and perform the necessary research to form a recommendation during the meeting. The discussion included the following:

The committee determined that the incident should be adjudicated as an act of Academic Misconduct. It is our opinion that since the incident occurred in the classroom and had the potential to disrupt class and interfere with the learning environment the rules and procedures relating to adjudicating acts of Academic Misconduct would apply.

The relevant sections of the code are as follows:

https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/06-Policies/Code%20of%20Student%20Rights%20Responsibilities%20and%20Conduct_April%202012.pdf

A. Jurisdiction

1. Academic Misconduct, page 1, lines 16-24, which states:

“Allegations of academic misconduct may consist of two basic types:

(1) academic misconduct by a student who is enrolled in a particular course and who commits an act of misconduct related to that course

(2) academic misconduct by a student that is not related to a particular course in which the student is enrolled.

b. When a student commits an act of academic misconduct related to a particular course, the faculty member responsible for the course has the authority to initiate academic misconduct proceedings against the student whether that student is enrolled in the course or not.”

Appendix A: Definitions, page 6, lines 165-168, which states:

“Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.”

Lines 176-179, which state:

“The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official.”

The **Academic Misconduct Reporting Form** includes the following types of academic misconduct: Cheating, Fabrication, Facilitation, Interference, Plagiarism, Violation of Course Rules, and Other (specify).

The faculty member can select the type of misconduct and provide the documentation necessary to support the allegation.

The committee also examined parts of the **Student Code** that would apply.

<http://studentcode.iu.edu/rights/index.html>

Code of Student Rights, Responsibilities, & Conduct

Specifically of interest is the **Right to Freedom from Discrimination**, wherein is stated: “A student has the right to be free from such discrimination by other students that has the effect of interfering with the student’s ability to participate in programs or activities of the university.”

Also of interest is the **Right to Freedom from Harassment**, wherein is stated: “Discriminatory harassment is defined as conduct that targets an individual based upon age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status, or veteran’s status and that adversely affects a term or condition of an individual’s education, housing, or participation in a university activity; or has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive environment for academic pursuits, housing, or participation in university activities.”

<http://studentcode.iu.edu/responsibilities/on-campus-personal.html>

Outlined under section H is the specific behavior that the university can punish a student for. It explicitly states, “Disorderly conduct, including obstructive and disruptive behavior that interferes with teaching, research, administration, or other university or university-authorized activity. (See Guidelines for Dealing with Disruptive Students in Academic Settings, University Faculty Council, April 12, 2005.)”

In conclusion, the committee voiced support for the faculty member. It is imperative for faculty to be able to conduct class in a manner which benefits all students. All members of the academic community should be allowed to engage in activities free from the behaviors enumerated above which inhibit the

learning environment. The faculty member should be allowed to hold students accountable for behavior which violates the code of conduct through established procedures.

Respectfully submitted by the following members of the Student Affairs Committee:

Diane Sturek, Business, Chair

Deborah Keller, Education

Megan Musgrave, Liberal Arts

Gemmicka Piper, University Library

Zebulun Wood, Informatics & Computing

Gina Pleshkan (Undergraduate Student Government President)(Undergraduate Student Liaison)

Robert Yost, Science, Executive Committee Liaison

**IUPUI Student Affairs Meeting Agenda
Tuesday November 27, 2018**

Meeting called to order at 1:30 p.m. by Diane Sturek

Present: Natasha Flowers, Jay Gladden, Deborah Keller, Susan Lupton, Jim Marrs, Anita Morgan, Gemmicka Piper, Ian Sheeler, Charlotte Westerhaus-Renfrow, Jason Spratt, Norman Stump, Diane Sturek, Zebulon Wood,

Absent: Andrew Gavrin, Landan Mintch, Megan Musgrave, Ukamaka Oruche (sabbatical), Gina Pleshkan, Eric Weldy, Robert Yost

Approved minutes from 10/17/18 meeting.

Old Business:

Read message from John C. Watson, IFC Council President, thanking the committee for our report dated October 30, 2018 regarding the issue occurring in August in the School of Education. President Watson also indicated he would appreciate feedback from the committee about whether the student code needs to be updated with regard to hate speech and anti-Semitism.

Presentation to the committee by Jay Gladden, Ph.D., Associate Vice Chancellor for Undergraduate Education, Dean of University College, Acting Dean Honors College

Dean Gladden informed the committee of the benefits of using the student engagement roster to provide feedback to students. Examples of positive feedback from students were provided. The use of the engagement roster also provides information to the University regarding student attendance to support financial aid and other considerations. Recent reports show that retention at the University is down. The student engagement roster could be a tool to help with retention rates. To the extent that the engagement roster promotes faculty/student relationships this could aid in increasing retention. Dean Gladden also discussed the requirement (per IFC policy) for faculty to post the course syllabus to Canvas. There are faculty members on campus who do not provide the syllabus or any other information on Canvas. Finally, Dean Gladden discussed the benefits of experiential and applied learning to students.

Discussion regarding Dean Gladden's report included the drawbacks of using multiple systems for providing feedback to students (Canvas, engagement roster, athletic department reports) and the possibility of an integrated system that could function as a central location for providing information. The committee recommended more research be done on this topic. We also discussed researching possible policy statements regarding faculty use of reporting systems. A sub-committee will be formed to explore these issues.

The meeting was adjourned at 3 p.m.

**IUPUI Student Affairs Meeting Agenda
Friday March 1, 2019, BS 4095**

1:00 p.m. Call to Order

Diane Sturek, Chair

Approve minutes from 11/27/18 meeting

Updates:

- **Academic Misconduct Policy**

Robert Yost

Proposed presentations to the committee:

- d)** Director of CAPS
- e)** Director of AES
- f)** Director of Office of International Affairs, IUPUI Global Learning Outcomes

Formation of sub-committees

1. **Academic issues:** permanence of grade given as the result of academic misconduct (working with Academic Affairs Committee), use of LMS (Canvas) for student intervention, use of student engagement roster.

2. **Student life:** review of sexual misconduct policy brought forward by the UFC, off-campus student conduct (note new Greek policy), review personal misconduct procedures, update student code with regard to hate speech and anti-Semitism.

3. **University Hearing Boards:** review recruitment of faculty members to the University Hearing Boards and training policies.

Elaboration of co-curricular aspects of IUPUI

Discuss future meeting dates

Adjourn to working groups

IUPUI Student Affairs Meeting Agenda
Thursday March 28, 2019, BS 4095

10:00 p.m. Call to Order

Diane Sturek, Chair

Future Student Affairs topics:

- Etexts
- Banded Tuition
- Creation of a campus committee for Academic Integrity

Proposed presentations to the committee for the April Meeting:

- g)** Director of CAPS
- h)** Director of AES
- i)** Director of Office of International Affairs, IUPUI Global Learning Outcomes

Formation of sub-committees

1. **Academic issues:** permanence of grade given as the result of academic misconduct (working with Academic Affairs Committee), use of LMS (Canvas) for student intervention, use of student engagement roster.

2. **Student life:** review of sexual misconduct policy brought forward by the UFC, off-campus student conduct (note new Greek policy), review personal misconduct procedures, update student code with regard to hate speech and anti-Semitism.

3. **University Hearing Boards:** review recruitment of faculty members to the University Hearing Boards and training policies.

Elaboration of co-curricular aspects of IUPUI

Discuss future meeting dates

Adjourn to working groups

IUPUI Student Affairs Meeting Minutes
Thursday March 28, 2019

Meeting was called to order at 10:00 a.m.

Present: Andrew Gavrin, Deborah Keller, Megan Musgrave, Ukamaka Oruche, Gemmicka Piper, Norman Stump, Diane Sturek, Robert Yost

Future Student Affairs topics:

- Etexts: issues with communication to students, how many faculty use etexts, clarification of pledge by faculty to agree not to discuss other sources of acquiring the text with the students. What are the consequences for violation?
- Banded Tuition: research the impact of banded tuition on student performance and wellbeing. Ask Michelle Hanson for an update.
- Promote the use of Academic Integrity modules to faculty and Deans.
- Include more student members on the Student Affairs Committee

Academic issues:

- Diane Sturek to contact Peggy Daniels Lee, Chair of Academic Affairs Committee regarding permanence of grade given as a result of academic misconduct.

Student life:

- Postpone review of sexual misconduct policy, off-campus student conduct, reviewing misconduct procedures until changes to Title 9 are known and implemented.

University Hearing Boards:

- Proposed solutions to increasing participation of faculty on University Hearing Boards
 - Survey faculty for interest in serving.
 - Assign faculty to either student misconduct cases or academic misconduct cases – with separate training for each. This would reduce the amount of time required of faculty.
 - Assign two faculty members to a case.
 - Ask Deans from all schools to recommend faculty; have a quota from each school.

The meeting was adjourned at 11:30 a.m.

IUPUI Student Affairs Meeting Agenda
Thursday April 25, 2019, BS 4095

10:00 a.m. Call to Order

Diane Sturek, Chair

Approve minutes from March 28, 2019 meeting.

Action Items:

Committee feedback on Global Learning Outcomes:
Discussion and draft report to Faculty Council

Letter from anonymous Kelley School of Business student sent on their behalf by Edward Curtis, IV Prof. of Religious Studies.

Update on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).

Summary of this year's activities:

1. Prepared report for IFC regarding the appropriate course of action to take in the case of a specific incident of student misconduct in the classroom, as requested by John C. Watson, President of Faculty Council. The report detailed the relevant sections of the student code under which action code be taken in the event of misconduct.
2. **Academic issues:** Jay Gladden, Associate Vice Chancellor for Undergraduate Education, Dean of University College, Acting Dean Honors College informed the committee of the benefits of using the student engagement roster to provide feedback to students. Dean Gladden requested that the committee make a recommendation to faculty to use the student engagement roster to report student engagement and the use of Canvas to provide students with basic course information. The committee recommends that the University explore an integrated system of reporting that could be used by the Dean's office, the athletic department and registrar to minimize the multiple systems of reporting. The committee also supported asking faculty to at least report if students were attending class using the Student Engagement Roster and to comply with University policy to post the course syllabus to Canvas.
3. **Student life:** The committee decided to postpone addressing the issues of the sexual misconduct policy brought, off-campus student conduct (note new Greek policy), review personal misconduct procedures, or updating the student code with regard to hate speech and anti-Semitism until changes to Title 9 are known.
4. **University Hearing Boards:** Proposed solutions to increasing participation of faculty on University Hearing Boards:
 - Survey faculty for interest in serving.
 - Assign faculty to either student misconduct cases or academic misconduct cases – with separate training for each. This would reduce the amount of time required of faculty.

- Assign two faculty members to a case.
- Ask Deans from all schools to recommend faculty; have a quota from each school.

Proposed topics for 2019/2020:

- Etexts – reasons for and appropriateness of requirement for faculty to agree not to disclose other options for acquiring the textbook
- Banded Tuition – what is the impact on students of the banded tuition policy?
- Request for additional students to be appointed to the committee – perhaps leaders of student government from the various schools
- Invite staff from the division of Student Affairs to discuss the process of the hearing boards for student misconduct.
- Invite directors of CAPS and AES to present to the committee.

IUPUI Student Affairs Meeting Minutes
Thursday April 25, 2019, BS 4095

Meeting was called to order at 10:10 a.m.

Present: Deborah Keller, Jim Marrs, Ukamaka Oruche, Norman Stump, Diane Sturek

Approved minutes from March 28, 2019 meeting.

Action Items:

Committee feedback on Global Learning Outcomes:

Discussion and draft report to Faculty Council – see addendum to the minutes

A Letter from anonymous Kelley School of Business student sent on their behalf by Edward Curtis, IV Prof. of Religious Studies and a letter of response from Philip Powell, Associate Dean of the Kelley School were read and discussed. The committee felt that the responses proposed by Philip Powel were good first steps. The committee felt that a broader campus wide discussion of inclusion may be beneficial.

Some ideas discussed were:

- Peer grading should be formative
- Time to reflect on initiatives put in place and the achieved outcomes
- Promote dialog and listen to each other
- Find ways to be more open to feedback

Diane Sturek contacted Peggy Daniels Lee for an update on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee). This item is not on the agenda for the next meeting of the Academic Affairs Committee. Diane Sturek will work with Peggy Lee to put this item on the agenda for 2019/2020.

Summary of this year's activities:

1. Prepared report for IFC regarding the appropriate course of action to take in the case of a specific incident of student misconduct in the classroom, as requested by John C. Watson, President of Faculty Council. The report detailed the relevant sections of the student code under which action could be taken in the event of misconduct.

2. **Academic issues:** Jay Gladden, Associate Vice Chancellor for Undergraduate Education, Dean of University College, Acting Dean Honors College informed the committee of the benefits of using the student engagement roster to provide feedback to students. Dean Gladden requested that the committee make a recommendation to faculty to use the student engagement roster to report student engagement and the use of Canvas to provide students with basic course information. ***The committee recommends that the University explore an integrated system of reporting that could be used by the Dean's office, the athletic department and registrar to minimize the multiple systems of reporting. The committee also supported asking faculty to at least report if students were attending class using the***

Student Engagement Roster and to comply with University policy to post the course syllabus to Canvas.

3. **Student life:** The committee decided to postpone addressing the issues of the sexual misconduct policy brought, off-campus student conduct (note new Greek policy), review personal misconduct procedures, or updating the student code with regard to hate speech and anti-Semitism until changes to Title 9 are known.

4. **University Hearing Boards:** Proposed solutions to increasing participation of faculty on University Hearing Boards:

- Survey faculty for interest in serving.
- Assign faculty to either student misconduct cases or academic misconduct cases – with separate training for each. This would reduce the amount of time required of faculty.
- Assign two faculty members to a case.
- Ask Deans from all schools to recommend faculty; have a quota from each school.

Proposed topics for 2019/2020:

- Etexts – reasons for and appropriateness of requirement for faculty to agree not to disclose other options for acquiring the textbook
- Banded Tuition – what is the impact on students of the banded tuition policy?
- Request for additional students to be appointed to the committee – perhaps leaders of student government from the various schools
- Invite staff from the division of Student Affairs to discuss the process of the hearing boards for student misconduct.
- Invite directors of CAPS and AES to present to the committee.
- Invite Marvin Smith, Executive Director of Student Financial Services to present opportunities for under resourced students

The Proposed 2019 Global Learning Outcomes
Revised to incorporate campus feedback to date, April 3rd, 2019

Students will be able to:

1. State the global dimensions of their area of interest.
2. Describe the experiences of other cultural groups historically or in contemporary contexts with respect to their area of interest.
3. Explain communication styles used in their own and at least one other national culture. (Communicator)
4. Define global problems in relation to their area of interest.
5. Analyze, using disciplinary knowledge, the forces that have shaped contemporary and historical global problems.
6. Use knowledge of world cultures past and present to create solutions for complex problems. (Problem Solver)
7. Use knowledge of other cultures to inspire original approaches to challenges and circumstances.
8. Apply knowledge, skills, or multiple perspectives to create new and effective strategies to address complex global challenges
9. Evaluate new solutions to global challenges using multiple contextual perspectives. (Innovator)
10. Describe the consequences of policy decisions on diverse populations in the local, national, and international communities.
11. Demonstrate intercultural communication skills with the intent of cultivating respectful and humble engagement with others who are culturally diverse.
12. Apply learning from experiences abroad in the communities in which they live. (Community Contributor)

Student Affairs Committee Feedback:

1. Overall the outcomes fail to provide any concrete or measurable skills for students. As the whole point of SLOs (Student Learning Outcomes) are to communicate to students what value or focus a particular experience or course will have, I find this to be highly problematic.
2. There are several outcomes that I feel equate to the same thing. For example, outcomes 1 and 4 ask students to state and define respectively the global context that affects their area of interest. In practice these two terms are interchangeable. Likewise, outcomes 6, 7, and 9 are all saying the same thing, which is, use multiple perspectives from cultures past and present to analyze and evaluate complex problems.
3. The document states "The Committee recognizes that concepts and abilities relevant to these learning outcomes and IUPUI's imperative "to prepare its graduates, no matter their discipline or profession, to operate in a globalized world with skill, wisdom, and responsibility" may not be explicitly stated as one of the 12 outcomes." It does not need to be explicitly stated but I do not feel that the current outcomes well reflect the overall mission.
4. Re: learning outcomes. Yes, nowadays when learning outcomes are stated, an accompanying example (although it may be fictitious, it should be plausible) of an intended learning behavior in the described situation is commonly expected. In other words, if an example of what we are asking someone to do be given cannot be given, then maybe the objective is not realistic nor useful.
5. When reading items 1 and 4 , I can get the idea that number 1 indicates that the student will be expected to state how their area of study may relate to other cultures and global situations than their own in general. Whereas, number 4. Is more specific in that it suggests that the learner be aware of global *problems* specifically and how their own field of study/interest may relate to those *problems*. I can see how one could make a distinction here and also the value of making the distinction. (Better yet, just combine the two into one sentence and state ". . . global situations in general and also when related problems arise").
6. After much looking at numbers 6. 7. And 9. I also cannot think of a need for a distinction to be made between the three. Unless someone can give clear examples of learning behaviors that would be different for the three, I see no reason why the three aspects of the same idea be combined into one sentence or so.
7. some redundancies: 1 and 4; 2,5 ,and 9.
8. The statements also seem relatively broad, although the authors acknowledged that. The benefit is that is leaves faculty to tighten relevant outcomes more specifically to their courses competencies.