

**IUPUI
Indianapolis Faculty Council (IFC)
Minutes**

November 6, 2018 ~ Hine Hall Auditorium ~ 3-5 p.m.

Faculty and Guests Present: Lisa Angermeier, Rachel Applegate, Ed Berbari, Nicolas Berbari, Ashay Bhatwadekar, Brenda Blacklock, Bonnie Blazer-Yost, Janice Blum, Stephen Boehm, Ben Boukai, Boyd Bradshaw, Herbert Brant, Camy Broeker, Subir Chakrabarti, Amber Comer, Tim Corson, Susan deMaine, Cornelis De Waal, Brian Dixon (alt: Valerie Yeager), Kimberly Donahue, Jerome Dumortier, Sasha Fedorikhin, Erin Foster, Pat Fox, Stephen Fox, Patrick Gerety, Subhadip Ghatak, Gina Gibau, Jay Gladden, Philip Goff, Nan Goggin, Charles Goodlett, Matthew Gunkel, Eileen Hacker, Steve Haug, Brittney-Shea Herbert, Catherine Herrold, Krista Hoffmann-Longtin, Matthew Holley, Ann Holmes, Marjorie Hovde, Sarath Janga, Kathy Johnson, Benjamin Keele, NiCole Keith, Sarah Koskie, Joan Kowolik, Matthew Landman, Jessica Lee, Peggy D. Lee, Lei Li, Katharine Macy (alt: Justin Kani), Kathy Marrs, Kevin McCracken, Marc Mendonca, Cullen Merritt, Willie Miller, Robert Minto, Kyle Minor, Gwendolyn Morrison, Stacy Morrone, Lindsey Mosier, Miriam Murphy, Megan Palmer, Nasser Paydar, Tod Perry, Celeste Phillips-Salimi, Gemmicka Piper, Ted Polley, Karen Pollok, William Potter (alt: Nan Goggin), Stephen Randall, Nila Reimer, Brian Richwine, Beth Mary Riner, Eva Roberts, Eric Saak, Ron Sandwina, John Schild, Mithun Sinha, Jodi Smith, Deborah Stiffler, Peggy Stockdale, Jennifer Thorington Springer, George Towers, Matthew Turner, John Watson, Jeff Watt, Angela White, Craig Willey, Jeremy Wilson, Robert Yost, Ben Zarzaur, Xinnna Zhang

Members Absent: Rafat Abonour, Marta Anton, Leslie Ashburn-Nardo, Simon Atkinson, Rafael Bahamonde, James Ballard, Tina Baich, Mark Bannatyne, Kristy Beach, Teresa Bell, Brian Brewer, Krista Brucker, Dwight Burlingame, Anna Carmon, Ken Carow, Ellen Chernoff, Elaine Cooney, Andrea Copeland, Theodore Cummins, Tamara Davis, Jeff Dean, Mary De Groot, Alexander Dent, Lisa DesNoyers, Greg Druschel, Adam Eckerd, Vance Farrow, Amanda Friesen, Aaron Ganci, Jeff Gruenewald, Ray Haberski, Paul Halverson, Randall Halverson, Jay Hess, Reinhold Hill, Tambra Jackson, Andy Klein, Daniella Kostroun, Alexey Kuznetsov, Debomoy Lahiri, Kathy Lay, Troy Markel, Brenden Maxcy, Lindsey Mayo, Jesse Perez Mendez, Bethany Neal-Beliveau, Robin Newhouse, Mathew Palakal, Kristi Palmer, Shahid Parvez, Amir Pasic, Hanxiang Peng, Lynn Pike, Mike Pitts, Gina Pleshkan, Daniel Ramras, Robert Rebein, Hongxia Ren, Simon Rhodes, Eva Roberts, David Russomanno, Stephanie Savage, James Scheurich, Kristina Sheeler, Ross Silverman, Sylk Sotto, Thomas Stucky, Rosa Tezanos-Pinto, Beth Townsend, Ruben Vidal, Crystal Walcott, Lixin Wang, Rachel Wheeler, Kim White-Mills, John Williams Jr., L. Jack Windsor, Andrew Winship, Samantha Yeap, Teresa Zimmers

Agenda Item I: Welcome and Call to Order

IUPUI Faculty Council Vice President Jeff Watt called the meeting to order at 3:00 p.m.

Agenda Item II: Adoption of the Agenda as the Order of Business for the Day

The Agenda was adopted as the Order of Business for the Day.

Agenda Item III: [Action Item] Approval of the Minutes of the October 2, 2018, Meeting

The minutes of the October 2, 2018, meeting were approved and entered into the record.

Agenda Item IV: Updates/Remarks from the Chancellor

Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

Paydar reported on the following:

- Paydar read and submitted the following civility statement into the record:

Reaffirming IUPUI's Commitment to a Safe, Welcoming, and Civil Campus

"I am writing to reiterate IUPUI's commitment to create a safe and welcoming campus for all.

Among our core values at IUPUI is our commitment to provide opportunities both in and out of traditional classrooms for the free expression and exchange of ideas, including those we may not condone. However, that free expression does not include disruptive behavior, intimidation, harassment, or other harmful or threatening actions based on age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status.

Whether in a classroom or out, open dialogue remains central to academic freedom and our educational mission, but such dialogue must rest on a foundation of mutual respect and civility.

The university abhors all forms of racism, bigotry and discrimination, including antisemitism as well as other forms of discrimination based on religious beliefs or political views. We must collectively work to ensure that every member of IUPUI's faculty, staff and student body feels safe and supported."

Agenda Item V: [Information Item] Faculty Support for Students with Visual Impairments

Matthew Gunkel, Director of Teaching and Learning Technologies

Kevin McCracken, Director, Adaptive Education Services

Brian Richwine, Manager, UITS Adaptive Technology and Accessibility Center

McCracken introduced Richwine and Gunkel and then spoke to the appended presentation.

McCracken reported on the following:

- The Office of Adaptive Education Services assists in creating equitable access to education such as extended times to take an exam. There are also times where high-tech assistance is needed. Richwine will address costs and opportunities with this process.
- There are 165 visually-impaired students currently at IUPUI. Providing materials for these students is difficult due to cost and time to prepare.

Richwine reported on the information in the appended presentation then suggested IUPUI have a special early registration for students with disabilities. Knowing far ahead of time would help in the production of visually-impaired texts and supplies.

Questions/Comments

- Is there a National Clearinghouse where you can find textbooks that have already been translated? Access Tech Network is an agency that does this, but most schools do not post their information. There is work being done in the Big10 network with tech and libraries to see what information could be shared.

- You should look at RIT since they have a large blind population and focus on the sciences.
- Since LaTeX is a well-known language, and many textbooks are already written in this, it could be a valuable resource to implement. That is an opportunity, and if textbooks were found that faculty can commit to, that would greatly accelerate the work they do.

Agenda Item VI: [First Read] Adding a Third Tier to the Lecturer Ranks

Robert Yost, Chair, Faculty Affairs Committee

Circular 2018-17: Faculty Affairs Committee Recommendation for Adding a Third Tier to the Lecturer Track

Yost reported on the following:

- Yost presented the following summary statement on this topic:

“As a body, the IFC has done and continues to do many things to strengthen the IUPUI community. Some of these initiatives have been aimed specifically towards promoting faculty equity and fairness across the ranks, most notably the tenure track.

The faculty affairs committee was assigned the task of looking at the lecturer rank and consider how to provide advancement opportunities that reflect those afforded to all of the other ranks. This meant discussing the addition of a third tier to the lecturer track. Adding a third level would allow lecturers to advance in ways similar to those of other IUPUI faculty. The faculty affairs committee has spent two years discussing this possibility. As reported by last year’s committee and carried forward by this year’s committee, the vast majority of the past and present members feel that this idea should now be advanced to this body for consideration and supported at the university governance level.

We realize that there are pros and cons, as is true whenever anything is presented and discussed for the first time. Especially when new frontiers are being explored. We realize that some schools and departments will be concerned about the potential financial impact and that some faculty members may view it as a further erosion of the tenure track ranks. However, we believe that the majority of our colleagues will see the value of recognizing and rewarding the contributions that lecturers make to the mission and goals set forth by the university as well as the teaching support lecturers provide to the tenure track faculty.

There is never a perfect solution upon which everyone will agree. However, IUPUI is always moving forward and the support of this body will be a strong indicator to Indiana University that the IUPUI faculty is a collaborative and cohesive group whose members are joined together as professional colleagues all working toward a unified goal.”

- The appended document is a statement on what the Faculty Affairs Committee recommends. The committee proposes to add a third-tier rank in the middle, not the top.
- The current senior lecturers would maintain the same title. They could then apply for “promotion” while retaining their title. This is to avoid the concern of appearing as though senior lecturers have been demoted.

Questions / Comments

- Is this an IFC process or UFC process? Right now this is an IFC process that will then be followed by a UFC process if the IFC supports moving forward. Knowing this, terminology needs to be more defined. There is strong support for the three teaching professor ranks rather than the lecturer ranks. IFC also needs to state that IUPUI does not support the up-and-out mechanism. In a past

conversation, the term master lecturer as a top rank was a well-liked idea. The committee talked about that, the feedback was the title could bring on negative consequences.

- Because of the master teacher title, would a title in front of lecturer make more sense? The Faculty Affairs Committee thought about principle and there are other ideas as well.
- What is the difference between a teaching professor and a lecturer? The difference is a teaching professor rank would be reserved for those with a terminal degree in their field, the lecturer rank would remain as it is now (recommended to have a master's degree). This would create a path that is equivalent to the tenure-track faculty, which is that they have a terminal degree in their field and offered the title "professor." This is why the committee feels the conversations about the ranks of lecturer and professor should be separate.

Watt brought the discussion to a close saying that the topic will come back as a vote that will then go to the UFC at the December IFC meeting.

Agenda Item VII: Updates / Remarks from the IFC President

John Watson, President, IUPUI Faculty Council

Watson reported on the following:

- The October meeting of the Board of Trustees of Indiana University was held at IUPUI. Chancellor Paydar and student government leaders hosted presentations.
- University Faculty Council Executive Committee (UFC-EC) meeting: Two task forces are being formed. One is created to merge the conflict-of-interest documents and they are now available for review on the IU policy website. The other task force has been formed to look at the non-tenure-track faculty issue of adding the third tier to the lecturer ranks. This is charged by Vice President John Applegate and will begin work soon. The Bloomington teaching professor concept is controversial. Watson hopes to start a conversation on this topic. The news at UFC is that they are creating a proposal for a policy review committee by the policy office in order to review all IU policies over the next five years.
- Anti-Semitic act on campus: The response from faculty governance was to ask the Student Affairs Committee to review the student code to ensure there was language in favor of professors as well as the students. These documents will need to pass through the UFC.

Agenda Item VIII: Call for IFC or UFC Standing Committee Reports

- Student Affairs Committee (Robert Yost, Member)
[First Read] Code of Student Rights, Responsibilities, and Conduct (IUPUI Procedures)
Circular 2018-18: IU Code of Student Rights, Responsibilities, and Conduct Revision Draft

Yost reported on the following:

- Corrections on the code are highlighted on the document. The Office of Student Conduct has tasked the Student Affairs Committee with reviewing the code to align it with what happens under personal procedure conduct on campus. This is an IUPUI-specific document addressing the procedures of how you would handle academic misconduct.

Question/Comment

- One member had two suggestions. First is that due to the importance of following procedures exactly as intended, a flow chart would be helpful. The second suggestion is to modify the document for the student to notify whether or not they will be accompanied by an advisor so that all parties can be in-the-know.
- On the second page, "Action by a Faculty Member in Cases Related to Academic Misconduct," point two states that after the meeting the faculty member can come up with sanctions. But then, if you look at the top of the next page, it says that at the end of the meeting with the student, the

faculty member must provide the student with the copy. The timing needs to be made clear of how much time after the meeting the faculty member has to make decisions and provide what is necessary.

- Remove the definition of calendar day and/or replace with the correct definition. However, this term is never used in the document, so it could be taken out completely and/or replaced to the term and definition of a business day.

Agenda Item IX: Question / Answer Period

There were no Questions.

Agenda Item X: Unfinished Business

There was no Unfinished Business.

Agenda Item XI: New Business

There was no New Business.

Agenda Item XII: Report from the IUPUI Staff Council

Lindsey Mosier, Second Vice President, Staff Council

Mosier reported on the following:

- In the future, the Staff Council is excited to participate in some of the dean searches.
- Recently they participated in the chancellor's Staff Recognition Ceremony on October 18. The Staff Council President, Kristy Beach, was able to present awards to several recipients. Staff Council intends to give out 50 grants for staff development award recipients.
- There will be a winter service project for the Free Little Library in Indianapolis.
- Staff Development Mini-Conference event planning is underway.

Agenda Item XIII: Final Remarks and Adjournment

With no further business appearing, the meeting was adjourned.

Minutes prepared by Kasey Cummins, communication and administrative specialist of the Office of Academic Affairs
University Hall 5002/274-8974/fcouncil@iupui.edu/<http://www.facultycouncil.iupui.edu>

Report on Council Actions 2018-19 (per Bylaws Article 1. Section C.3)

Detailed final reports are available on the IFC committee webpage.

Committee Assignments

Academic Affairs Committee

Assigned:

- Credits transferred from campuses within both the IU and Purdue systems, how credits outside these systems are viewed by IUPUI, and how many credits must be taken at IUPUI before an undergraduate diploma may be granted at the IUPUI campus.
- Review of credit transfers and residency.
- Review of grade replacement policy (F to F*)
- How degrees are awarded on diverse campuses and internationally by programs within the IU and PU systems and how they might affect programs on the IUPUI campus.
- Review and recommend to the Faculty Affairs Committee standards used in hiring adjunct faculty.
- Continue work with IUPUI+ development.
- Use of LMS (Canvas) data for instructional monitoring (online courses)
- Review of grade assignment for cases of academic dishonesty.

Budgetary Affairs

Assigned:

- Campus Conversations
- Banded tuition results
- Midwest Student Exchange
- IU Fort Wayne
- RCM Review of University Assessment
- Change in Resource Planning Committee
- Continue meetings with deans one on one.
- Follow up with Chris Foley about IU Online budget.
- Follow up with ad hoc Library Committee (recommendations on how to move forward).
- IUPUI Budget Updates (continue to follow budget and issues about it).
- Continue conversation with IU Online especially a) support services and b) effect on course.
- Financial Aid—coordination between campus and school efforts.
- Conversations with UFC Budgetary Affairs Committee to follow IU budget issues (first meeting with the co-chairs of the UFC BAC with the IU VP for Finance planned for September 2018).

Campus Planning Committee

Assigned:

- Review all surveys that come out during the year.
- Higher Learning Commission mid-cycle report about IUPUI meeting criteria.
- Invite leadership of IU Fort Wayne to meet with the committee and then report to the EC. (Contact: Ann Obergfell)
- Review Summer 2018 IU Communications Audit
- Conduct Campus Conversations. Review the list of invitees.
- Review student surveys.
- Monitor changes in medical school impact.
- Updates/refreshes of campus strategic plan.
- Results of faculty survey.

Constitution and Bylaws Committee

Assigned:

- Collaborate with Ad Hoc Committee on Diversity regarding charge and function.
- Amend the Bylaws Grievance Procedures to allow for a Unit Recommendation Report to follow a completed Board of Review. The purpose of the Unit Recommendation Report would be for the Board of Review to recommend to the Chancellor or dean structural changes in the operations of an academic unit that would benefit the prevention of future grievances. (Received by the Committee in e-mail message from Rachel Applegate on April 24, 2017.)
- Inclusion of Ft. Wayne as a unit.
- Review EC membership to organize school overlap rules now that NTTs are present. (Currently, no two ECs can be from the same school but an officer (president, VP) can be from the same school as an EC regular member. Rule suspended for 2018-19. Probably: allow one NTT to be from the same school as one TT.)
- Review C&B to find out whether Honors College and University College both get one seat on the IFC (non-voting). They were both given one seat in 2018-19 until it can be confirmed.
- Add to the C&B the rule of only having one seat on the council. This was recommended but it didn't make it to the revisions approved in May 2018.

Distance Education Committee

Assigned:

- Follow up on CTL "The Forum."
- Support structure for students who are fully online.
- Follow up on Quality Matters
- Continue follow-up conversations with IU Online.
- Update with eDS.
- Coordinate with Online Director/Faculty Group (revived from 2016-17; to be organized by Rachel Applegate).
- Use of LMS (Canvas) data to assess instructional interactivity and collect data for pro-active compliance (with Academic Affairs).
- Changes to infrastructure given Watermark acquisition of Taskstream, etc.

- Forum Fellows with CTL working on the forum space and resources for instructors.
- Recognition of Online Teaching Faculty.
- Proctoring
- Canvas as a source for data
- Support structure for faculty who are teaching online. Create resources.

Diversity, Equity, and Inclusion Committee (Ad Hoc)

Assigned:

- Coordinate with Faculty Forum Network (overall structure for faculty development/support)
- Address the strategic plan's goals and objectives of:
 - Create pathways for success for underrepresented students, faculty, and staff
 - Develop cross-cultural awareness and competence among all members of the IUPUI community (focusing on faculty)
 - Becoming an employer of choice for faculty by providing meaningful work, improved workplace culture and communication, and advancement opportunities

Faculty Affairs Committee

Assigned:

- Need for systematic analysis of policies and procedures in the Faculty Guide to assure definitions for "faculty" and "full-time," for example, are consistent and correctly and appropriately applied: The SAVCAA and the Constitution and Bylaws Committee need to be involved in coordinating this effort.
- Review policies and procedures for tenure, practice plan, and compensation in the School of Medicine.
- Determination of "full-time" for School of Medicine faculty, especially with those whose "effort" and compensation is primarily in IU Health.
- Discuss the creation of a subcommittee of the Faculty Affairs Committee and the campus P&T Committee to review core school policy of P&T at IUPUI.
- Discuss matching Kelley School of Business (IUB) promotion and tenure up through IUPUI.
- Continue with NTT career paths, potential new classifications or ranks.
- How does the Ombudsteam operate? Should the Ombudsteam replace the Faculty Grievance Advisory Panel? Is there training? Can the Ombudsteam sole a faculty member's issue? Coordinate with new Ombudsteam for methods of addressing faculty concerns.
- Update the language of the policy on Faculty Access to Student Evaluations in the Faculty Guide to reflect the use of Blue.
- Update the language of the Policy on School or Program Restructuring in the Faculty Guide. Clarify the language regarding faculty. Does faculty refer to non-tenure-track or clinical?
- Career Path for Non-Tenure-Track Faculty

Faculty Guide Committee

Assigned:

- Need to link to a policy on creating a new department within a school that isn't in financial distress. Kathy Johnson is willing to construct new language to point to this.
- Look at the guide that could cause confusion and provide recommendations on new verbiage.

Fringe Benefits Committee

Assigned:

- Monitor benefits
- Review forthcoming changes in retirement benefits provider.

Library Affairs Committee

Assigned:

- Providing input to and advocating for the University Library at IUPUI
- Continue to monitor Open Access policy
- Link open access uploading to Activity Insight.
- Evolving nature of the scholarly record
- Library Town Halls and Campus Tour
- Improve communication with faculty
- Assist with dean search.

- Continue discussion of library finances; follow-up from Task Force on Library Finances.
- Discuss scholarly communication situation.
- Consider methods of educating general faculty regarding information-access issues.
- Training for chairs and associate deans for research (Open Access/ScholarWorks)
- Collaborate with Research Affairs Committee regarding support for R1 university status.

Promotion and Tenure Committee

Assigned:

Research Affairs Committee

Assigned:

- Policy on Centers and Institutes
- Indirect Cost Recovery guidelines to the IFC. Review campus, university, and unit (school) use of ICR funds.
- Center designation process – inventory of active/inactive centers as a first fact-finding step.
- IUCRG Program – faculty input into future directions/funding priorities if the program continues.
- Collaborate with Library Affairs Committee regarding support for R1 university status.
- Monitoring of the Grand Challenges.
- Policy on Proposing funds coming from tobacco companies.
- Research strategic direction.
- Description of effort of funded studies for dossiers developed for promotion and tenure.

Staff Relations Committee

Assigned:

- Discussion on communication across campus including all units and positions.
- Review of bylaws, including policies and procedures for staff under circumstances of reorganization (faculty have a policy, staff do not).
- Evaluation of the campus pedestrian safety: report back to the committee.
- Review policies and procedures in the bylaws that govern the IFC's Staff Relations Committee and, comparably, the ISC's Faculty Relations Committee and change them to current practices.
- Search committee training (better and more systematic across campus and at all levels)
- Review of staff participation in TIAA-CREF. The benefit may change to a new vendor. How many does that affect staff?
- Several questions have been raised about the "status" (role, venues for input) for full-time staff who also teach (e.g., as associate faculty).
- Ask if there is a member of the committee who would like to serve on the Fringe Benefits Committee.

Student Affairs Committee

Assigned:

- 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.
- Elaboration of co-curricular aspects of IUPUI+.
- Review of Code of Student Rights, Responsibilities, and Conduct in relation to hate speech.

Technology Committee

Assigned:

- Update on electronic and IT accessibility
- Find a better way to keep faculty informed.
- Potential replacement of Taskstream.
- Bridge vs. Zoom?
- Coordinate with communications task force for faculty information dissemination.
- Digital learning (discussion with Kathy Johnson who serves as a digital scholar with ACUE)

- TopHat
- Pearson's integration with Canvas.
- Pressbooks (substitute for eTexts or student portfolio) – Open Access link to ScholarWorks.
- Digital Measures changes. The School of Medicine is beginning to use the tool and the changes added will affect the rest of the campus. The changes are felt to be positive.

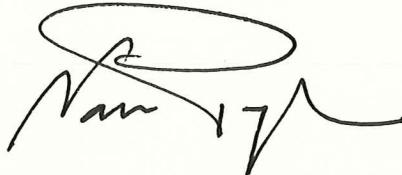
IUPUI
**OFFICE OF
THE CHANCELLOR**
INDIANA UNIVERSITY-PURDUE UNIVERSITY
Indianapolis

To: IUPUI Faculty Council

From: Nasser H. Paydar, Chancellor

Date: Tuesday, November 6, 2018

Subject: Reaffirming IUPUI's Commitment to a Safe, Welcoming, and Civil Campus

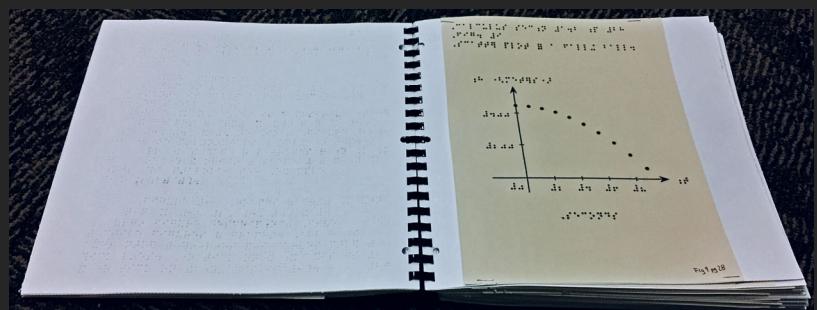


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Costs, challenges, and opportunities in supporting course material accommodations

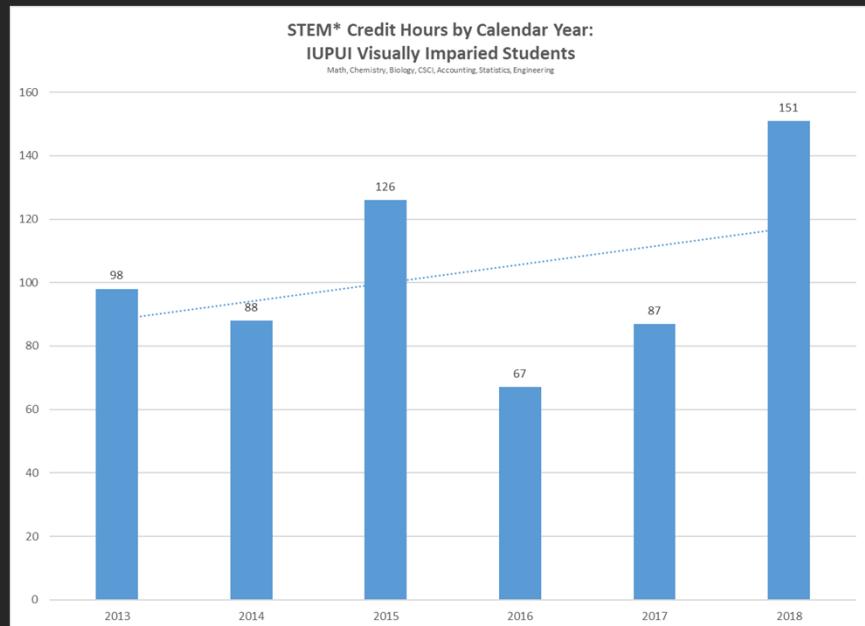
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We will be quickly covering:

- Trends in STEM enrollment by students with visual impairments
- Brief background on creating alternate formats of STEM course materials
- Raise another course material concern
- Summarize cost drivers and challenges
- Summarize opportunities

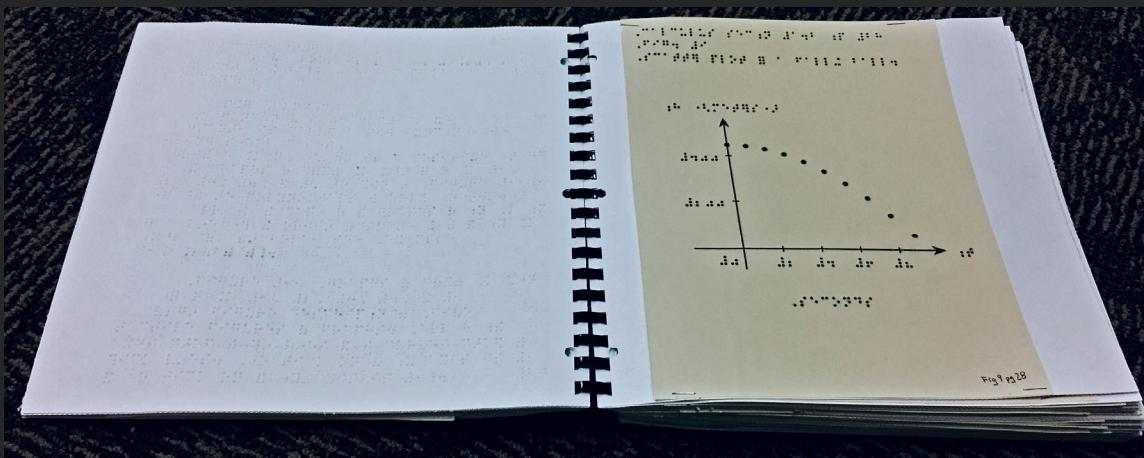


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Creating alternative format STEM materials



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First, we search for existing versions



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5.4 Normal Approximation to a Binomial Random Variable

Example A
An unfair coin with $\Pr[H] = 0.4$ is flipped 200 times. What is the probability that at least 70 heads occur?

Solution
This problem satisfies the conditions for a sequence of Bernoulli trials. Therefore, the probability of a binomial random variable with $n = 200$ trials and $p = 0.4$ probability of success can be obtained by using the normal approximation to the binomial distribution, if the following two conditions are satisfied:

$n \cdot p > 5$ and $n \cdot (1-p) > 5$.

Since both conditions are satisfied, the normal approximation is valid. We can use the formula,

$$\Pr[k \leq X \leq l] \approx \Pr\left[\frac{k-5-n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}} \leq Z \leq \frac{l+5-n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}}\right]$$

where, $k = 70$, $l = 200$, $n = 200$, and $p = 0.4$

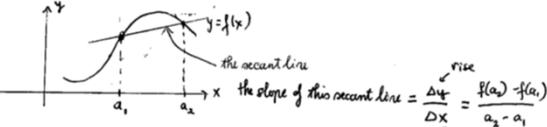
$$\Pr[70 \leq X \leq 200] \approx \Pr\left[\frac{70-5-200 \cdot 0.4}{\sqrt{200 \cdot 0.4 \cdot (1-0.4)}} \leq Z \leq \frac{200+5-200 \cdot 0.4}{\sqrt{200 \cdot 0.4 \cdot (1-0.4)}}\right]$$

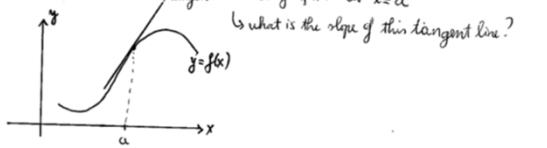
$$= \Pr[-1.52 \leq Z \leq 17.39]$$

2.1 and 2.2 The derivative

What is a derivative?

Derivative in the geometric sense





We're going to explore a method of finding the slope of a tangent line to $y = f(x)$ at $x = a$





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Human editors format the text and retype the math equations in LaTex

Example A
An unfair coin with $\Pr[H] = 0.4$ is flipped 200 times. What is the probability that at least 70 heads occur?

Solution
This problem satisfies the conditions for a sequence of Bernoulli trials. Therefore, the probability of a binomial random variable with $n = 200$ trials and $p = 0.4$ probability of success can be obtained by using the normal approximation to the binomial distribution, if the following two conditions are satisfied:

$$n \cdot p > 5 \text{ and } n \cdot (1-p) > 5.$$

Since both conditions are satisfied, the normal approximation is valid. We can use the formula,

$$\Pr[k \leq X \leq l] \approx Pr\left[\frac{k - .5 - n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}} \leq Z \leq \frac{l + .5 - n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}}\right]$$

where, $k = 70$, $l = 200$, $n = 200$, and $p = 0.4$

$$\Pr[70 \leq X \leq 200] \approx Pr\left[\frac{70 - .5 - 200 \cdot .4}{\sqrt{200 \cdot .4 \cdot (1-.4)}} \leq Z \leq \frac{200 + .5 - 200 \cdot .4}{\sqrt{200 \cdot .4 \cdot (1-.4)}}\right]$$


Example A
An unfair coin with $\Pr[H] = 0.45$ is flipped 200 times. What is the probability that at least 70 heads occur?

Solution
This problem satisfies the conditions for a sequence of Bernoulli trials. Therefore, the probability of a binomial random variable with $n = 200$ trials and p success can be obtained by using the normal approximation to the binomial distribution, if the following two conditions are satisfied:
 $n \cdot p > 5$, and , $n \cdot (1-p) > 5$.
Since both conditions are satisfied, the normal approximation is valid. We can use the formula,

$$\Pr[k \leq X \leq l] \approx Pr\left(\Pr\left[\left(k - 5 \cdot n \cdot p\right) / \sqrt{n \cdot p \cdot (1-p)} \leq Z \leq \left(l + 5 \cdot n \cdot p\right) / \sqrt{n \cdot p \cdot (1-p)}\right]\right)$$

$$\Pr[70 \leq X \leq 200] \approx Pr\left(\Pr\left[\left(70 - 5 \cdot 200 \cdot .45\right) / \sqrt{200 \cdot .45 \cdot (.55)} \leq Z \leq \left(200 + 5 \cdot 200 \cdot .45\right) / \sqrt{200 \cdot .45 \cdot (.55)}\right]\right)$$

Exercises

5. A fair pair of dice is rolled 100 times. Find the probability that the same point comes up on both dice at least 20 times.
6. The scores on a finite mathematics test were normally distributed with a mean of 70 and a standard deviation of 15.
(a) The minimum score a student could obtain in order to receive an A is 90. What is the probability a randomly selected student receives an A?
(b) The minimum score a student could obtain in order to pass the test is 55. What is the probability a randomly selected student failed the test?
7. A mathematics department wants to attract the top ten percent of high school students based on the analytic portion of the SAT exam (SAT Math). They containing academic scholarship information to every high school student in the state who received an SAT Math score in the top ten percent. If the mean deviation is 100, and the SAT Math scores are rounded to the nearest 10 points, what is the lowest SAT Math score that would be used for sending these



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The DesignScience MathType tool is used to convert LaTex into MathType objects

Example A
An unfair coin with $\Pr[H] = 0.4$ is flipped 200 times. What is the probability that at least 70 heads occur?

Solution
This problem satisfies the conditions for a sequence of Bernoulli trials. Therefore, the probability of a binomial random variable with $n = 200$ trials and $p = 0.4$ probability of success can be obtained by using the normal approximation to the binomial distribution, if the following two conditions are satisfied:
 $n \cdot p > 5$, and , $n \cdot (1-p) > 5$.
Since both conditions are satisfied, the normal approximation is valid. We can use the formula,

$$\Pr[k \leq X \leq l] \approx Pr\left[\frac{k - .5 - n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}} \leq Z \leq \frac{l + .5 - n \cdot p}{\sqrt{n \cdot p \cdot (1-p)}}\right]$$

where, $k = 70$, $l = 200$, $n = 200$, and $p = 0.4$



Example A
An unfair coin with $\Pr[H] = 0.4$ is flipped 200 times. What is the probability that at least 70 heads occur?

Solution
This problem satisfies the conditions for a sequence of Bernoulli trials. Therefore, the probability of a binomial random variable with $n = 200$ trials and p success can be obtained by using the normal approximation to the binomial distribution, if the following two conditions are satisfied:
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where, $k = 70$, $l = 200$, $n = 200$, and $p = 0.4$



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MathType objects can be converted into many formats depending on a student's format needs

TeX	MathType	MathSpeak
$x=\frac{-b\pm\sqrt{b^2-4ac}}{2a}$	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	x equals StartFrac negative b plus-or-minus StartRoot b squared minus 4 a c EndRoot Over 2 a EndFrac



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Some images can be described using text:

[begin figure caption]

Plain-view Doctrine

Left: No violation of doctrine. Evidence is admissible. Right: Violation of doctrine. Evidence is inadmissible.

[end figure caption]

[begin figure description]

This figure has two illustrations one left and one right, each with a top and bottom part.

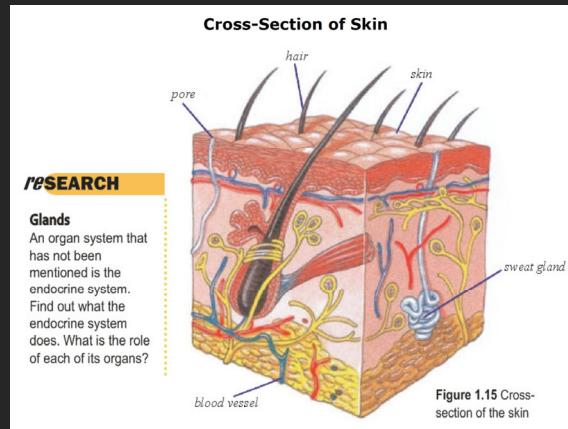
- Left illustration – no violation of doctrine:
 - Top: A police officer stands next to a wall and there are plants behind the wall. The officer is tall enough to be able to see over the wall.
 - Bottom: A police officer stands next to the driver's side of a car. The officer shines a flashlight into the car and at the driver of the car.
- Right illustration – violation of doctrine:
 - Top: A police officer stands on a ladder next to a wall and there are plants behind the wall. The officer needs the ladder to see over the wall.
 - Bottom: A person looks through binoculars and sees another person in a ski-mask who seems to be in the process of picking a lock.

[end figure description]

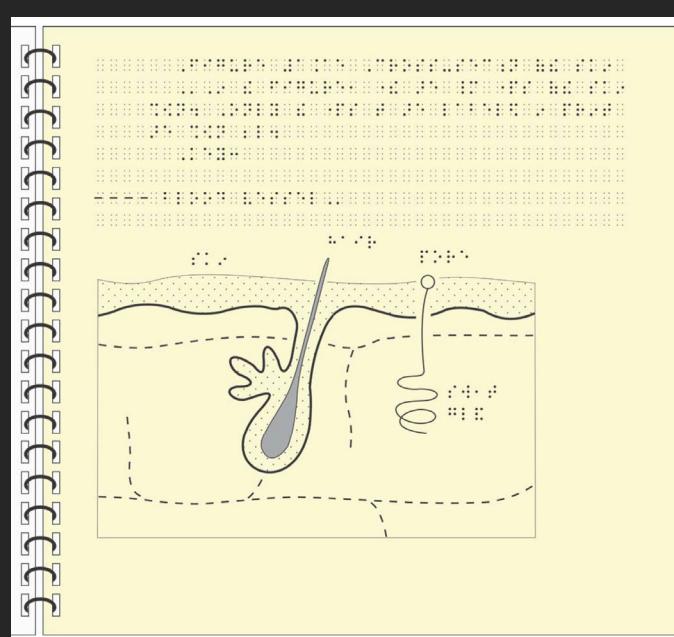


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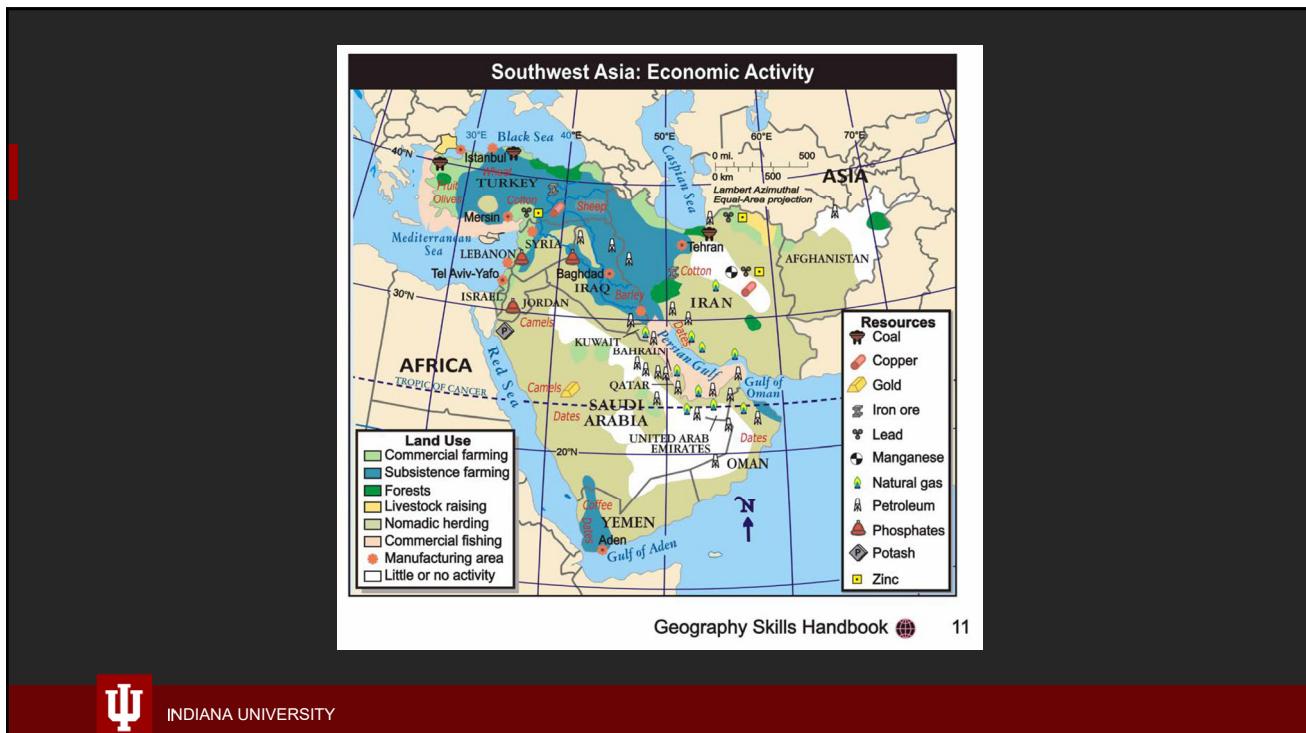
However, some images really “say a million words”



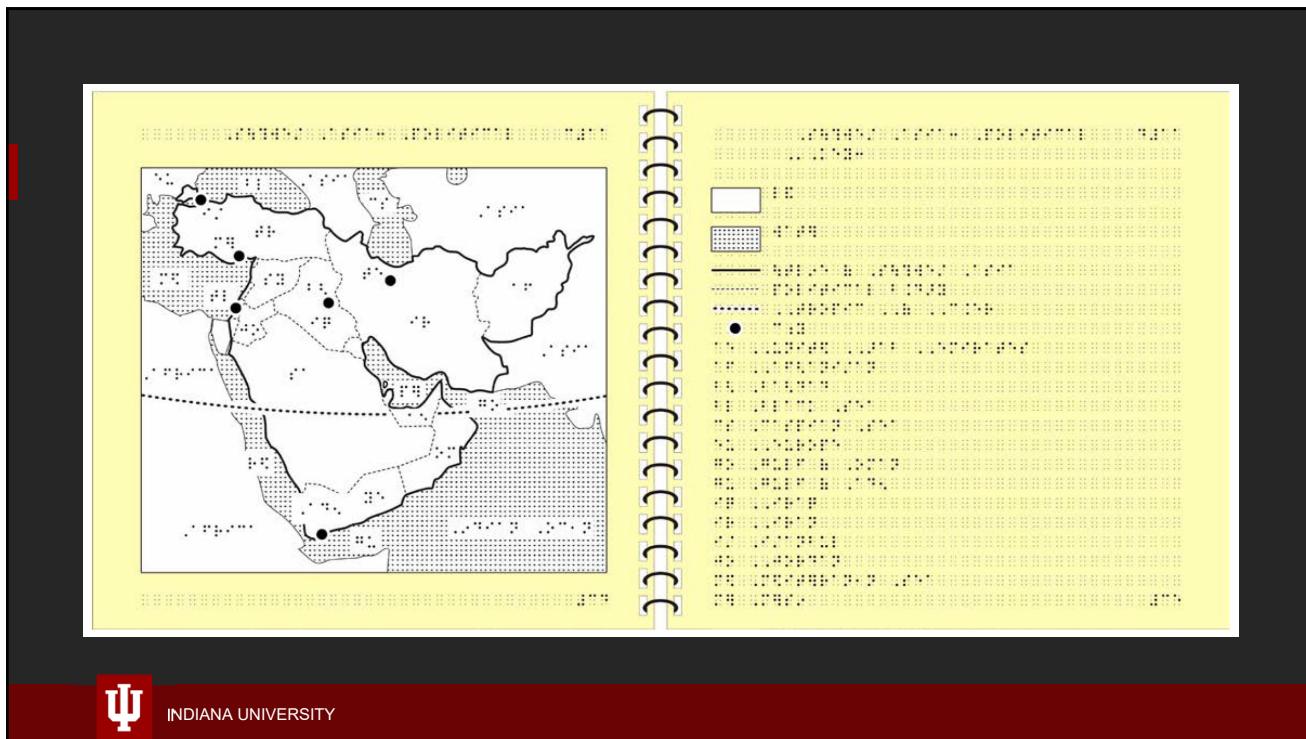
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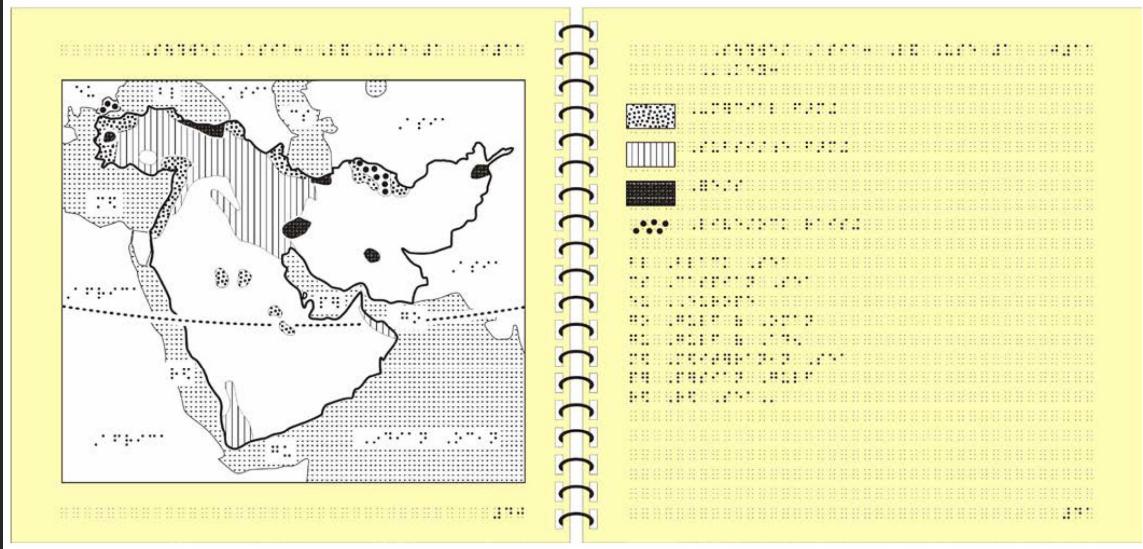
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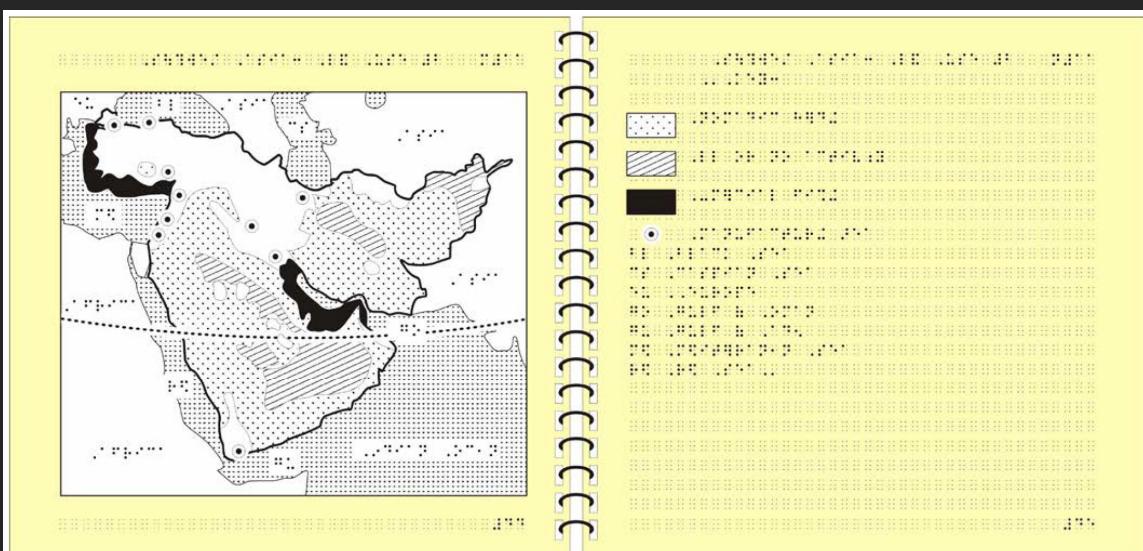
INDIANA UNIVERSITY



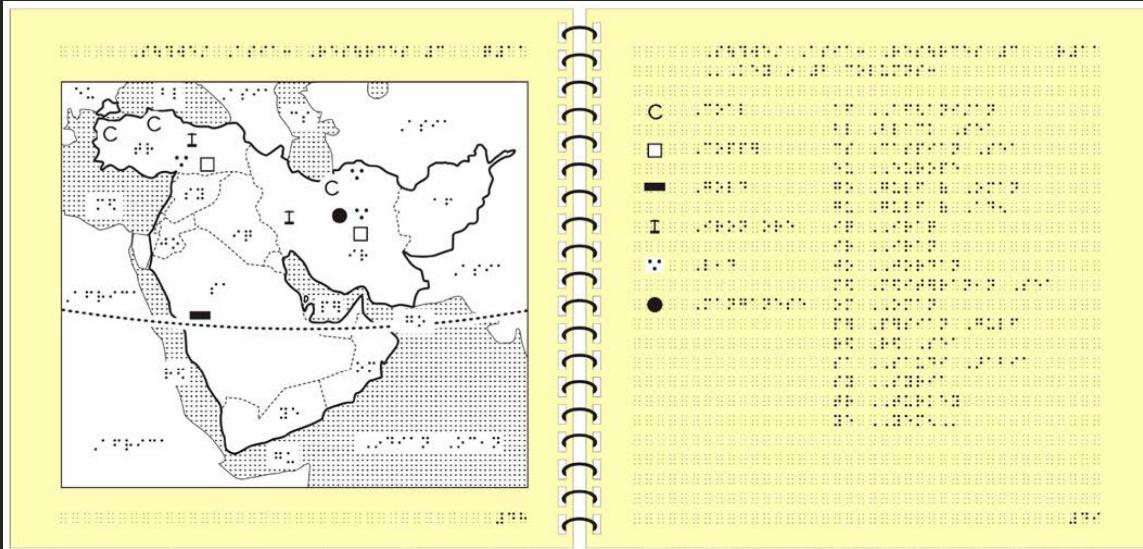
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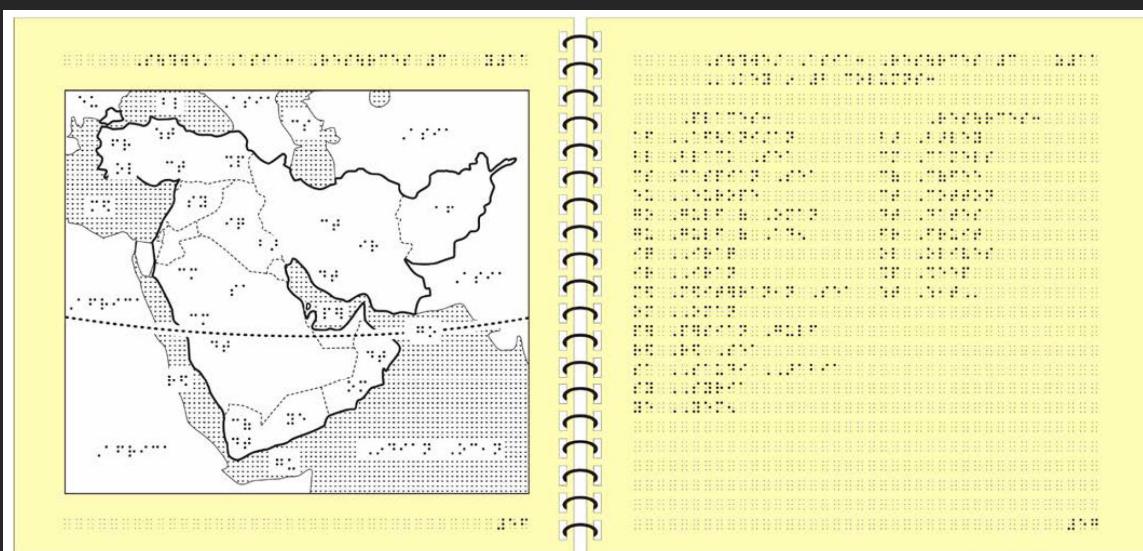
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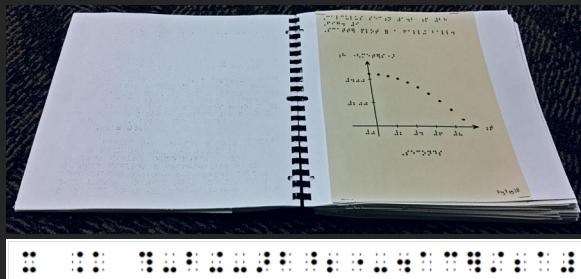


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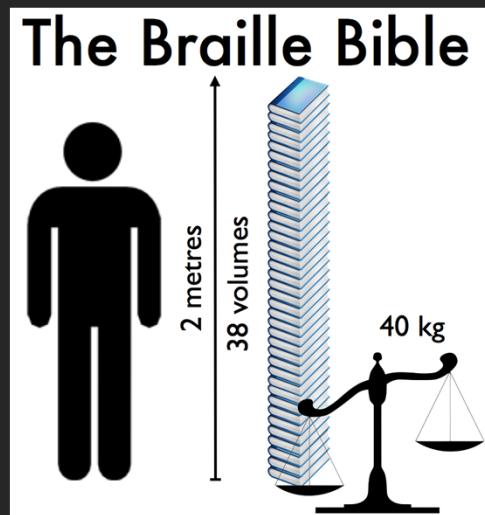
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**Math materials can be provided in many formats:
Fixed embossed or refreshable electronic tactile**



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A consideration for students is the physical volume of paper required for braille materials



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The ATAC has a large staff dedicated to creating alternate media

- 9 FT Staff Positions
- 1 GA Lead Editor
- 30-40 Student/Regular Hourly



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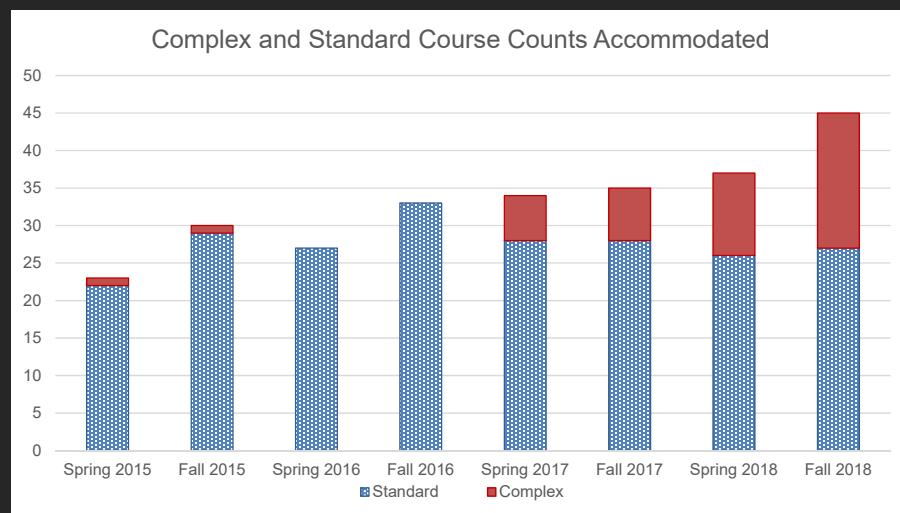


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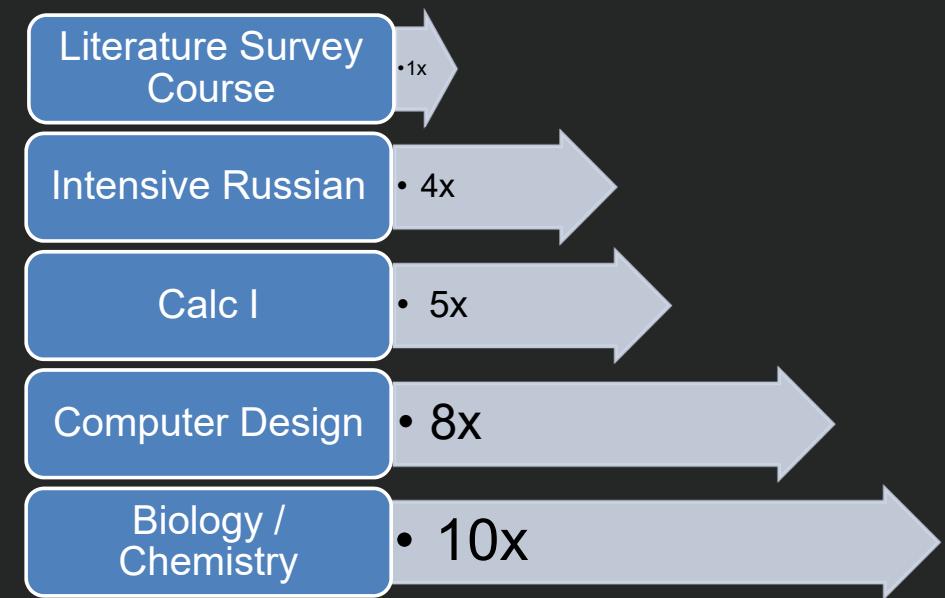
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Upward trend in courses accommodated (all IU)

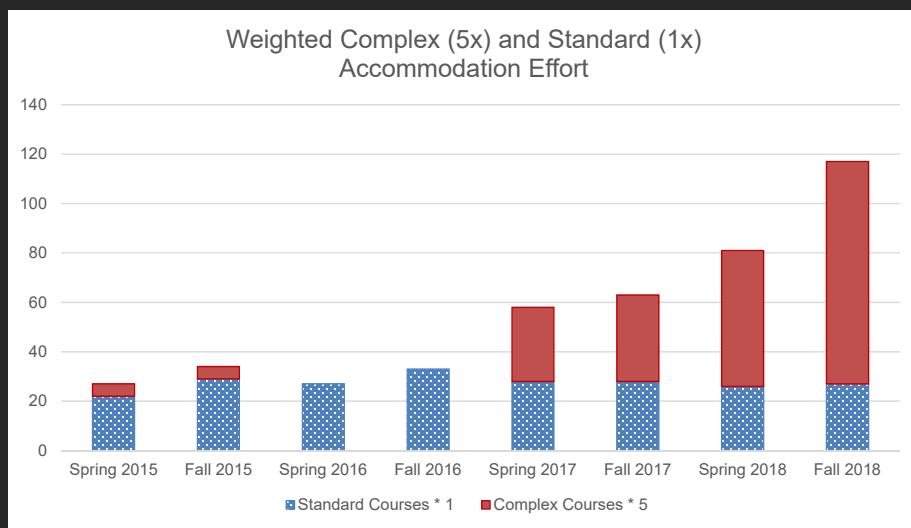


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**Difficulty
and time
required
varies with
complexity**



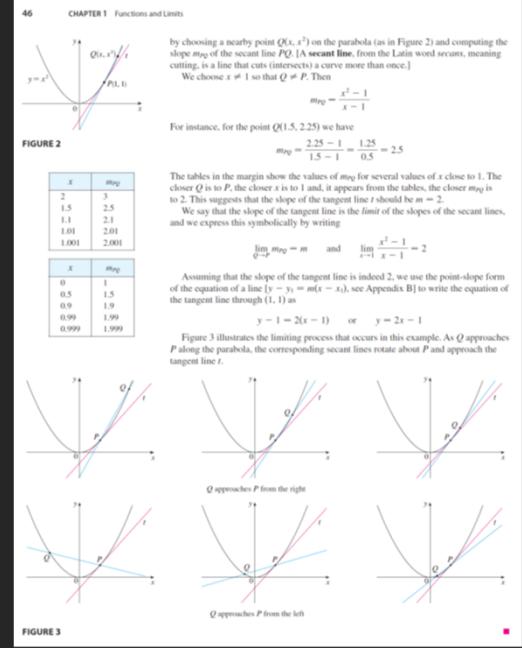
Weighted trend illustrating work required



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A single page of a math textbook can have 6 or more figures that require a tactile graphic.

This can mean 1.5 – 3 hours of tactile graphics work per page.



INDIANA UNIVERSITY

It's not just textbooks

Breakdown of Biology K101's materials:

- Textbook: 820 pages
- Lecture PowerPoints: 540 pages
- Lecture Study Guide: 102 pages
- Lab Manual: 220 pages
- Lab PowerPoints: 100 pages
- Recitation Manual: 64 pages

Total of 1846 pages, 1026 of which are not the textbook



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Figure 5.5 What are disaccharides? ("double sugars")

Hydrolysis breaks dietary disaccharides into monosaccharides: (note ring form and numbering)

Lactose: Glu-Gal
Disaccharides consist of two monosaccharides.

Figure 5.6 Storage polysaccharides of plants and animals

Figure 5.6 Structural polysaccharides of plants

Figure 5.7 Polysaccharides: Starch vs. cellulose: What's the Difference?

When glucose forms a ring shape, the -OH group can end up below the plane of the ring (alpha-glucose) or it can end up above the plane of the ring (beta-glucose).

Starch: 1-4 linkage of α -glucose;
-storage polysaccharide in plants (energy)
-Cornstarch, pasta, crackers, etc.
-Amylose, amylopectin, etc.
-Glycogen: in animal cells
-Fibers

Cellulose: 1-4 linkage of β -glucose;
-structural polysaccharide (cell walls).
-Indigestible by plants and animals
-Chitin and Cartilage are two other structural polysaccharides
(See Fig 5.10)

Figure 5.8 First up: What are Carbohydrates?: Common monosaccharides (monomers = simple sugars)

General formula: CH_2O (lose H)

Triose sugar ($\text{C}_2\text{H}_4\text{O}_3$)
Pentose sugars ($\text{C}_3\text{H}_6\text{O}_5$)
Hexose sugars ($\text{C}_6\text{H}_{12}\text{O}_6$)

Figure 5.4 Chitin, a structural polysaccharide

YES, AND THEY'RE ALL MADE OF GLUCOSE (OR RELATED) MONOMERS

Note: Look at Fig 5.4 CAREFULLY: Linear and ring forms of glucose:

Glucose in cells forms a more energetically favorable **ring shape**: it can exist in two forms: a chair and a boat.

Figure 5.26: What are nucleic acids?

What are the Nitrogenous bases?

- Purines: Adenine, Guanine
- Pyrimidines: Cytosine, Thymine (DNA), Uracil (RNA)

Monomer: Nucleotide

- A 5-carbon sugar (Ribose = RNA, Deoxyribose = DNA)
- A Nitrogenous base (A, C, G, T and U)
- A phosphate group

What are the Pentose sugars?

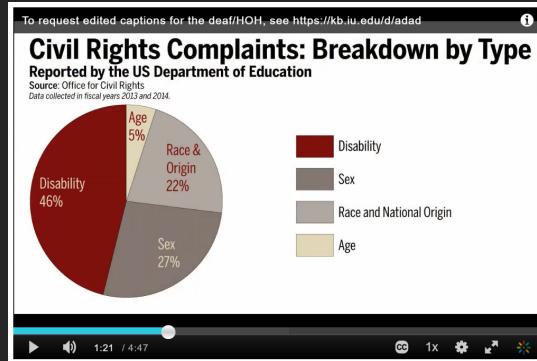
- Deoxyribose (in DNA)
- Ribose (in RNA)



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Video content in courses is increasing

Depending on the content, videos may need to be described. Typical course w/videos requires 20-30 hours of staff time.



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Getting alternate formats created by vendors is possible...

- Expect long lead times (as much as 14 weeks from quote request before first volume shipped)
- Expect it to be expensive (as much as \$50 or more per print page)
- Expect the quality to vary
- Expect that the vendor will be late

	Product	Quantity	Sales Price	Total Price
Analytic Geometry, Classic	Contracted Nemeth Braille (UEB)	4,604.00	\$7.50	\$34,530.00
Analytic Geometry, Classic	Tactile Graphics - Transcription	972.00	\$12.25	\$11,907.00
Analytic Geometry, Classic	Copy Fee	1.00	\$3,330.10	\$3,330.10
Grand Total			\$49,767.10	

(This quote for \$49.8K was for 920 pages)



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Vendor quotes/estimates for BIOL-K101

Breakdown of Biology K101's materials:

- | | |
|----------------------------------|----------------|
| • Textbook: 820 pages | \$35,200 |
| • Lecture PowerPoints: 540 pages | \$9,200 |
| • Lecture Study Guide: 102 pages | \$2,100 |
| • Lab Manual: 220 pages | \$5,000 |
| • Lab PowerPoints: 100 pages | \$1,700 |
| • Recitation Manual: 64 pages | <u>\$1,300</u> |

For the 1846 pages, vendor quotes were: \$54,400



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More publishers offer accessible textbooks

How can faculty discover accessible textbooks from publishers?

The screenshot shows a book page for "Math Know-How: Answers to Your Most Persistent Teaching Issues, Grades 3-5" by Amy Morse and John Smith. The page includes a thumbnail of the book, its ISBN, publication year, and a "Details" section. Below the book image, there are five icons: "eTextbook Features" (with a blue star icon), "Accessible" (blue book icon), "ePub" (white book icon), "Read Anywhere" (blue book icon), "Study Tools" (blue book icon), and "Printing" (blue printer icon). A red arrow points from the "Accessible" icon to a detailed accessibility summary on the right. The summary includes sections for "Accessibility Features" (alternativeText, annotations, audioDescription, bookmarks, braille), "Access Mode" (visual, auditory), "Access Mode Sufficient" (visual, auditory), and "Accessibility Hazard" (sound). It also states that the book "Conforms to WCAG 2.0 conformance level".



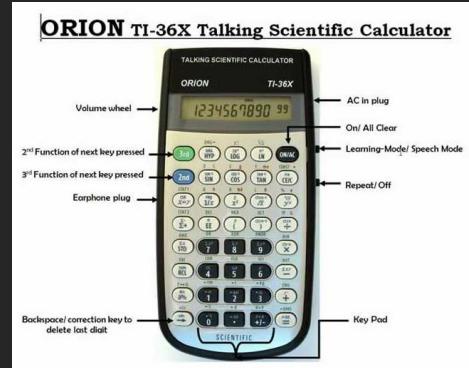
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Tools may be needed for creating tactile graphics on the fly by students, sighted assistants, note takers, tutors, etc.



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Or, for doing calculations



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Another concern: Digital learning tools and software

Many courses require use of software and online tools that are difficult or impossible for some students with disabilities to use.

Examples:

- Microsoft's Access database
- IBM's SPSS Statistical software
- 3D Modeling / Computer Aided Design (CAD) software
- Textbook companion websites / software

Alternatives or accommodations are required



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Summary: Cost drivers

- Enrollment in courses and programs with complex materials is increasing
- The increased volume of complex materials is requiring vended alt-media
- Incorrect assumptions about course materials leads to wasted work
- Need for auxiliary aids / assistants and unique assistive technologies is increasing
- Legal risk is increasing



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Summary: Challenges

- Increasing need for determining course material details in advance
- Increased need for faculty and department response and cooperation
- Convincing students to register as early as possible
- Securing appropriately sourced funding for accommodations
- Courses are increasingly reliant on software and tools that are difficult or impossible to use with assistive technologies



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Summary: Opportunities

- Advanced planning guided by a program's course progression
 - Earlier commitment to textbook selection
 - Willingness to work with equivalent textbooks that are already available in braille
- Student advising that is sensitive to course accommodation needs



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Summary: Opportunities

- Improving communication with faculty, course coordinators and departments
- Early registration for students authorized for alt-media accommodations
- The funding of alternative media should not be subject to traditional budgetary restraints and needs to be sourced appropriately
- Informing faculty on course accessibility, ADA procedures, roles, and responsibilities



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Questions?



INDIANA UNIVERSITY
FULFILLING *the* PROMISE

Recommendation from Faculty Affairs Committee

Adding a Third Tier to the Lecturer Track:

Apart from the Lecturer/Senior Lecturer track, all of our current full-time instructional, research, or clinical tracks consist of three ranks. An example is the Research Professor rank with Assistant Research Professor, Associate Research Professor, and Research Professor. However, the Lecturer rank has only two tiers: Lecturer and Senior Lecturer¹. Although the Lecturer rank has existed at IU for many years, the rank of Senior Lecturer was created in the mid-1990s. It was meant to represent a promotion from the rank of Lecturer for those who demonstrate excellence in teaching and satisfactory performance in service. However, examination of the FAC records from that period indicate that the original idea considered by the FAC was to expand the lecturer rank to encompass three tiers, similar to the Research Professor track. Despite support for the previous proposal within the IFC-FAC, the concept of a three-tier Lecturer rank was changed to a two-tier track for reasons that are now obscure. With this proposal, the FAC intends to correct what we consider to be an historical mistake.

The IFC-FAC proposes that we create a third tier within the current Lecturer/Senior Lecturer track. We propose the new rank be called Associate Lecturer. It would be the middle rank between Lecturer and Senior Lecturer. During the transition to the new system, the current Senior Lecturer rank would be considered equivalent to the new Associate Lecturer. In this way, current Senior Lecturers could stand for promotion, and even though promotion would not result in a change in title, the promotion would be expected to include a salary increase. Those currently at the Lecturer rank could remain at that rank or stand for promotion to Associate Lecturer as they wish. Promotion to Associate Lecturer should be expected to carry with it an increase in salary. In the proposed system, current Lecturers could achieve 2 promotions (and salary increments) to reach Senior Lecturer. Current Senior Lectures could achieve 1 promotion (and salary increment), even though their title would not change.

In the committee's view, having three tiers within the Lecturer track will considerably strengthen the career path for faculty in the Lecturer track as well as rewarding long-term commitment to excellence in teaching at IUPUI.

Robert Yost, Current Chair Faculty Affairs Committee

¹ University Policy ACA-18, Regulation of Clinical and Lecturer Appointments

1 **IU Code of Student Rights, Responsibilities, and Conduct**

2 **Part V: Student Disciplinary Procedures for Academic Misconduct 3 Involving the IUPUI Campus**

4 **Preamble**

5 Indiana University procedures for imposing academic and disciplinary sanctions are
6 intended to provide students with due process and procedural fairness, to ensure equal
7 protection for all students, and to allow for the imposition of similar sanctions for similar
8 acts of misconduct. At the same time, the procedures reflect concern about the individual
9 student involved in a particular case. The procedures, therefore, provide that the
10 imposition of disciplinary sanctions should take into consideration the circumstances and
11 evidence in a particular case, including a student's prior record of misconduct, if any.

12 **A. Jurisdiction**

13 **1. Academic Misconduct**

- 15 a. Allegations of academic misconduct may consist of two basic types:
 - 16 (i.) academic misconduct by a student enrolled in a course and who commits
17 an act of misconduct related to that course;
 - 18 (ii.) academic misconduct by a student that is not related to a course in which
19 the student is enrolled.
- 20 b. When a student commits an act of academic misconduct related to a particular
21 course, the faculty member responsible for the course has the authority to initiate
22 academic misconduct proceedings against the student whether that student is
23 enrolled in the course or not.
- 24 c. When a student commits an act of academic misconduct related to a course in
25 which the student is not enrolled, the Campus Dean of Students, or the Office of
26 Student Conduct has the authority to initiate academic misconduct proceedings
27 against the student after consulting with the appropriate Academic Officer of the
28 School, Unit, or Division (henceforth **called** the Academic Officer) in which the
29 student is enrolled.

30 **2. Simultaneous Acts of Academic and Personal Misconduct**

31 When a student commits an act of academic misconduct related to a **particular** course and
32 a *simultaneous act of academic or personal misconduct unrelated to that course*, separate
33 academic misconduct **and/or personal misconduct proceedings** may be initiated by the
34 faculty member responsible for the course and the **IUPUI Office of Student Conduct**, as
35 outlined in these procedures. **Prior to taking any action the Office of Student Conduct**

36 should consult with the Academic Officer to decide if the matter will be handled jointly
37 or by only one of them.

38

39 **B. Action by a Faculty Member in Cases Related to Academic
40 Misconduct in a Course**

41 1. When a faculty member becomes aware that a student has committed an act of
42 academic misconduct related to a course, the faculty member must initiate efforts
43 to determine if academic misconduct did really occur (i.e., investigate the matter).
44 Within 5 business days (See Appendix) of discovering possible academic
45 misconduct, the faculty member must schedule a meeting with the student. The 5
46 days begins the first business day after the discovery by the faculty member.
47 During that meeting the faculty member must:

- 48 (a) advise the student of the alleged act of misconduct and the information
49 upon which the allegation is based;
50 (b) provide an opportunity for the student to respond to the allegation;
51 (c) complete an Academic Misconduct Reporting Form (See Appendix or
52 down load from the IUPUI Office of Student Conduct website.)

53 2. After the meeting, if the faculty member concludes that the preponderance of
54 information available to them indicates that the student did commit an act of
55 misconduct, the faculty member is authorized to impose an academic sanction
56 related to the particular course involved. Sanctions imposed by the faculty
57 member may include, but are not limited to, any one or a combination of the
58 following:

- 59 (a) no formal penalty, but the student is given a written reprimand
60 outlining the offense;
61 (b) the student is required to repeat or to resubmit the work or to complete
62 additional work for the course in which the act of misconduct
63 occurred;
64 (c) the student may be
65 (i) given a lower grade than the student would otherwise have
66 received for any course work (e.g., an assignment, examination, or
67 paper) involved in the act of misconduct, as well as the final course
68 grade.
69 (ii.) withdrawn from the course with a grade of W (see B5).
70 (iii.) The student may receive an F for the course that will be
71 recorded by the registrar as a permanent grade and one that is
72 not able to be replaced using a grade replacement policy.

73 At the end of the meeting with the student, the faculty member must provide the
74 student with a copy of the completed reporting form and a list of any sanctions
75 that were imposed.

- 76 3. Whenever **an academic sanction is imposed** the faculty member must, within **5 business days** of meeting with the student, report the matter and the sanction imposed. The faculty member must provide copies of the Academic Misconduct Reporting Form and documentation completed after the meeting with the student to the Academic Officer in the School, Unit, or Division in which the course is being offered and who will be responsible for notifying
- 82 a. the Academic Officer in the School, Unit, or Division in which the
83 student is officially enrolled and
- 84 b. **the Office of Student Conduct.**
- 85 4. Until the case has been resolved, the faculty member must allow the student to continue attending and participating in the course, to complete all assignments, and to have **all grades recorded normally.**
- 88 5. In the event that the matter cannot be resolved before final grades are due, an interim course grade of Incomplete (I) may be given.

90

91 C. **Role of the IUPUI Office of Student Conduct in Cases Related to Academic Misconduct in a Course**

93

94 After the case of academic misconduct has been resolved at the School, Unit, or
95 Division level and the student has been informed of that outcome, the Office of
96 Student Conduct has the authority to impose additional sanction(s) if, after
97 consulting with the appropriate Academic Officer, **the Office of Student Conduct**
98 believes that such a sanction is justified because of the nature of the student's
99 misconduct or because of **other reported acts of misconduct by the student** (See
100 Appendix). These additional sanctions may include:

- 101 (a) disciplinary probation for a specified period of time;
102 (b) suspension from the University for a specified period of time;
103 (c) expulsion from the University.

104 Any action(s) related to academic sanctions that impact a student's grade in a
105 course remains under the authority of the Academic Officer in whose School,
106 Unit, or Division the act of misconduct occurred.

107 D. **Right to Appeal**

- 108 A student has the right to appeal any of the following concerning an alleged act of
109 academic misconduct:
- 110 1. the decision of the faculty member that the student committed the act of
111 misconduct;
- 112 2. the sanction imposed by the faulty member is grossly disproportionate to the
113 offense committed and the totality of the circumstances;
- 114 3. the occurrence of a significant procedural error that reasonably would have
115 affected the outcome of the process;
- 116 4. the discovery of new information about the event that was not otherwise
117 known to exist or was not available at the time of the student/faculty meeting.
118 Any new information must be submitted along with the appeal form at the time
119 the appeal is made to the Academic Officer.
- 120 5. the decision of the Office of Student Conduct to impose an additional sanction
121 that is grossly disproportionate to the offense committed and the totality of the
122 circumstances. This appeal would be reviewed by the IUPUI Dean of Students.

123

124 **E. Process of Appeal**

125 **1. Appealing the decision made by a Faculty Member**

126 a. **Responsibility of the student**

127 The student must submit a written request to the Academic Officer for a
128 hearing before the Appeal Board within 5 business days after receiving a copy
129 of the Academic Misconduct Reporting Form at the conclusion of the
130 discussion with the faculty member.

131

132 i. The student is required to provide any statements or evidence and the list
133 of witnesses, if any, the student intends to present at the appeal to the
134 Appeal Board Presiding Officer at least 3 business days prior to the hearing,
135 or they may not be seen or heard by the Appeal Board.

136

137 ii. The student is required to appear before the Appeal Board and failing to
138 appear is grounds to dismiss the appeal if the Board determines that the
139 failure to attend was without good cause. Exceptions to this requirement
140 may be granted at the discretion of the board.

141

142 iii. The student is required to actively participate in the proceedings.

143

144 b. **Rights of the student**

145

- 146 1. The student may present witnesses who possess relevant and factual
147 information concerning the matter at the appeal hearing.
- 148
- 149 2. The student may be accompanied by an advisor. The advisor may confer or
150 pass notes to the student but the advisor will not be allowed to address the
151 Board or otherwise actively participate in the appeal hearing process.
- 152
- 153 3. The student will have an opportunity to address the Appeal Board and to
154 respond to all information provided concerning the alleged misconduct.

155

F. The Appeal Board

1. Constituting an Appeal Board

156 Within 5 business days after receiving such a written appeal, the Academic
157 Officer **will constitute an Appeal Board and appoint a faculty member to**
158 **serve as the Presiding Officer. The Presiding Office will be responsible for**
159 **convening the Appeal Board.**

2. Composition of the Appeal Board

160 a. The Academic Officer will select a Board that is as impartial as possible in
161 its composition. The Board will consist of three faculty and two students
162 selected from the Officer's School, Unit, Division or Area. No member is
163 to be from the subject area, or course section in which the offense occurred.
164 A selected faculty member may be a full-time tenure or non-tenure track
165 individual holding a10 or a 12 month **appointment.**

166 b. If the School, Unit, Division, or Area should not have enough faculty
167 members or students to fully constitute a Board, it may utilize members
168 from other Schools, Units, Divisions, or Areas, but the Presiding Officer, if
169 possible, is to be a faculty member from the School, Unit, Division, or Area
170 in which the appeal is being made.

171 Note: A hearing may only be held if at least two faculty members and one
172 student member of the Appeal Board are present. If, upon notification of
173 selection, an Appeal Board member is unable to be present or requests to
174 be excused from serving for any good cause, the member is to be replaced
175 with a like member.

3. Appeal Board Presiding Officer

176 **Five business days** prior to the scheduled hearing, the Presiding Officer will send
177 a letter to the student and to the faculty member who imposed the sanction(s) being
178 appealed.

191 The letter to the student will:

- 192 a. include the date, time, and place the appeal will be heard;
- 193 b. state that the faculty member will be present;
- 194 c. state that the student is required to attend the hearing;
- 195 d. inform the student a list of any witnesses the student intends to have
196 called before the Appeal Board must be presented to the Presiding
200 Officer **3 business days** before scheduled date of the hearing or they
201 may be precluded from presenting witnesses or evidence at the appeal if
202 the information has not been provided prior to the meeting.
- 204 (e) state the student may be accompanied by an advisor, and that the advisor will
205 not be allowed to address any other participants involved in the appeal process;
- 207 (f) state the student is expected to address the Appeal Board and to respond to the
208 testimony and information provided concerning the alleged misconduct, even if
210 the student simply states that they do not wish to comment;
- 211 (g). state that a failure to appear before the Appeal Board shall be sufficient to
212 justify the dismissal of the appeal if the Board determines that the failure to
214 attend was without good cause.

216 The letter to the faculty member will:

- 217 a. include the date, time, and place the appeal will be heard;
- 220 b. state that the faculty member is required to attend the hearing;
- 223 c. inform the faculty member that a list of any witnesses they intend to have
224 called before the Appeal Board must be presented to the Presiding Officer **3**
225 **business days** before scheduled date of the hearing;
- 226 d. state the faculty member is expected to present the case to the Board and
227 respond to testimony and information provided or they may be precluded from
228 presenting witnesses or evidence at the appeal if the information has not been
229 provided prior to the meeting;
- 231 e. state that a failure to appear before the Appeal Board shall be sufficient to
232 justify the dismissal of the appeal if the Board determines that the failure to
233 attend was without good cause.

235 **Three business days prior to the scheduled hearing**, the Presiding Officer will
236 send any additional information provided to them (e.g., witness list) to the student
237 and to the faculty member who imposed the sanction(s).

238
239 During the Appeal Board the Presiding Officer will
240

- 241 1. make an official voice recorded transcript of the appeal hearing;
- 242 2. provide both the student and the faculty member with an opportunity to present
243 evidence to support their side of the case and to address the Board;
- 244 3. provide the student an opportunity to make a concluding statement in support of
245 the appeal;
- 246 4. provide the faculty member with an opportunity to respond to the student's final
247 statement concerning the appeal.

248
249 **4. Role of the Appeal Board**

250
251 During the hearing, the Appeal Board will consider the information presented to
252 it, including statements and materials submitted by the student as well as the
253 documentation submitted by the faculty member supporting their original finding.

254
255 The Board may conclude that the preponderance of the evidence before it:

- 256 a. does support the allegation that the student committed the act of academic
257 misconduct, and support the decision of the faulty member, to find the student
258 responsible for academic misconduct and the assigned sanction(s).
- 259 b. does support the allegation that the student did commit the act of academic
260 misconduct, but that the sanction or sanctions should be reduced or increased [See
261 Academic Misconduct Reporting Form]. Under these circumstances, the Board may
262 recommend that the Dean, Director, or Academic Officer of the School, Unit,
263 Division, or Area impose a different sanction than that imposed by the faculty
264 member.
- 265 c. does not support the allegation that the student committed the act of academic
266 misconduct, and direct the Dean, Director, or Academic Officer of the School, Unit,
267 Division, or Area to set aside the sanction (s) imposed. If the decision of the faculty
268 member concerning the student's alleged act of misconduct is reversed by the
269 Board, any additional sanction(s) imposed by the Dean of Students is automatically
270 reversed.

271
272 **5. Report of Appeal Board**

280 Within **5 business days** after hearing the appeal, the Presiding Officer in consultation
281 with the Academic Officer must prepare a written statement that includes an explanation
282 of the Board's action and the rationale for the outcome reached by the Appeal Board. The
283 decision must be sent to

284 1. the student;

285 2. the faculty member;

286 3. members of the Appeals Board;

287 4. the Academic Officer of the School, Unit, Division or Area in which the student
288 is enrolled;

289 5. the Office of Student Conduct.

290 All decisions and/or recommendations made by the Board are considered to be final and
291 the appeals process is terminated with the filing of the Board's report.

292 A copy of the report will be maintained by the Academic Officer.

300 **G. Action by the IUPUI Office of Student Conduct**

301 The Office of Student Conduct is required to maintain the University record of all
302 sanctions imposed by, or reported to, that Office in order to determine if a particular
303 student is developing a record of repeated acts of misconduct.

304 Note: The Office of Student Conduct has no authority to reconsider an academic decision
305 made at the School, Unit, Division or Area level.

306 1. Review by the Office of Student Conduct

307 (a) is required to review the complete record provided by the school, which
308 includes the faculty member's report concerning a student's act of academic
309 misconduct and any outcomes reached by the Appeals Board, to determine
310 whether the act might warrant probation, suspension, or expulsion.

311 (b) is required to determine if the student has a record of any previous acts of
312 academic or personal misconduct and to decide whether probation,
313 suspension, or expulsion might be imposed on the student because of any
314 previous acts of misconduct.

315 (c) must, **within 5 business days** after receiving the University record, notify
316 the student via University e-mail or U.S. mail that a date has been set for an
317 informal conference between the student and a representative of the Office of
318 Student Conduct. That letter must state either that a decision not to impose

326 additional sanctions has been made or that the Office is considering additional
327 sanctions

328
329 If the Office of Student Conduct is considering additional sanctions, the
330 notification to the student will include;

331
332 (a) a statement that the Office has been notified of the academic
333 proceedings taken by the student's School, Unit, Division, or Area;

334
335 (b) a statement that the student is required to meet with a representative
336 of the Office of Student Conduct

337
338 (c) a statement that the student may, at the student's own expense, have
339 an adviser present during the informal conference. An advisor may only
340 speak with the student and no other individuals involved in the informal
341 conference.

342
343 2. The student conference with the Office of Student Conduct

344
345 The conference will be limited to a consideration of the seriousness of the academic
346 misconduct involved, any record of student's relevant misconduct as maintained by the
347 Office of Student Conduct, and any additional sanction(s) the Office is considering.
348 The Office of Student Conduct will review with the student the purpose of the
349 informal conference, the University record, and any prior acts of misconduct that
350 would be considered relevant to the possible creation of additional sanctions. The
351 student will be given an opportunity to respond.

352
353 (a) If the student fails to appear for the conference and if the Office of
354 Student Conduct reasonably concludes that the failure to appear is without
355 good cause, the Office may impose any of the authorized additional
356 sanctions.

357
358 (b) The student has the right to appeal a decision of the Office of Student
359 Conduct to impose an additional sanction(s) directly to the Dean of
360 Students.

361
362 Note: The informal conference is not an appeal, and any previous academic sanctions are
363 not to be reconsidered in the discussion.

364
365 3. Report of the Office of Student Conduct

366
367 After the informal conference, the Office of Student Conduct and, if the sanctions
368 include probation, suspension, or expulsion, in consultation with the Academic
369 Officer of the relevant School, Unit, or Division has the authority to impose an
370 additional sanction.

- 372 (a) The Office of Student Conduct must inform the Academic Officer of
373 the academic unit(s) involved of the Office's dispensation of the case.
374
375 (b) If a sanction of suspension or expulsion from the University is
376 imposed, the Office of Student Conduct is required to notify the Office of
377 the Registrar to indicate the suspension or expulsion on all copies of the
378 student's academic transcript. In cases of suspension, the Registrar will
379 remove the notation from the transcript when the term of the suspension
380 has ended.
381

382 **H. Appealing a decision made by a representative of the IUPUI
383 Office of Student Conduct**

384 The IUPUI Dean of Students may hear appeals of a sanction imposed by a
385 representative of the Office of Student Conduct. Any decision made by the Dean of
386 Students is final and terminates this part of the appeals process.

387

388 **F. Unique circumstances**

389 The University recognizes that in some situations it may be difficult for a student to
390 clearly articulate their case or to quickly process and interpret the proceedings, for
391 example:

- 392 1. students for whom English is a second language;
393 2. students who have registered a disability **with the Office of Adaptive
394 Educational Services (AES)**.

395 IUPUI is committed to creating a learning environment and academic
396 community that promotes educational opportunities for all individuals,
397 including those with disabilities. Just as it is the responsibility of students with
398 documented disabilities seeking accommodations to notify their course directors
399 in a timely manner concerning the need for such accommodation, the Academic
400 Officer receiving the appeal requests similar notice from the student if any
401 accommodation is to be considered. The Academic Officer will work with the
402 student and Adaptive Educational Services to arrange reasonable
403 accommodations for access to programs, services, and facilities as outlined by
404 applicable state and federal laws. Students requesting disability-related
405 accommodations and/or services should contact Adaptive Educational Services
406 at 317-274-3241.

407 If requested by the student the Academic Officer and the Presiding Appeal Board
408 Officer in consultation with Adaptive Educational Services will arrange
409 accommodations to meet the student's needs. The Office of Student Conduct provides

410 similar accommodations.

411

412 Appendix A: Definitions

413

414 Academic Misconduct

415

416 Academic misconduct is considered to have occurred if a student commits an act that
417 brings into question the authenticity of the course work submitted by the student as the
418 student's own original work. Examples of academic misconduct are listed on the
419 academic misconduct reporting form.

420

421 Academic misconduct has been defined by Indiana University in the IU Code of Student
422 Rights, Responsibilities and Conduct.

423

424 The current definition in the Code states that "Academic misconduct is defined as any
425 activity that tends to undermine the academic integrity of the institution. The University
426 may discipline a student for academic misconduct. Academic misconduct may involve
427 human, hard-copy, or electronic resources."

428

429 Policies of academic misconduct apply to all course, Department, School, Campus, and
430 University related activities, including field trips, conferences, performances, and sports
431 activities off campus, exams outside of a specific course structure (such as take home
432 exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying
433 exams and dissertations), and research work outside of a specific course structure (such
434 as lab experiments, data collection, service learning, and collaborative research projects).
435 The faculty member may take into account the seriousness of the violation in assessing a
436 sanction(s) for acts of academic misconduct. The faculty member must report all cases of
437 academic misconduct to the Dean of Students, or appropriate official.

438

439 Academic Misconduct Reporting Form

440

441 This form is available on the Office of Student Conduct website. A faculty member must
442 use the form to document and report an accusation of academic misconduct lodged
443 against a student. A copy of this report must be presented to the student at the initial
444 meeting with the faculty member where alleged misconduct is discussed. After being
445 signed by the student at the meeting a copy of the form must be sent to the Academic
446 Officer of the faculty member's School, Unit, or Division

447

448 Note: For courses taught online, the meeting with the student concerning academic
449 misconduct may occur in an electronic format. However, a faculty member is strongly
450 encouraged to hold the student meeting with the student physically present whenever
451 possible.

452

453 Academic Officer

455 This is the individual in the School, Unit, Division, or Area who is responsible for
456 enforcing academic policies and student conduct.

457

458 **Advisor**

459

460 This is an individual whom the student requests to accompany him or her to a hearing.
461 The advisor may only speak with and advise the student(s). An advisor may not directly
462 address members of the Appeal Board or actively participate in the appeal process.

463

464 **Appeal Board**

465

466 The Appeal Board is a group of faculty and students selected by the Academic Officer to
467 hear an appeal by a student accused of academic misconduct.

468

469 **Calendar Day**

470

471 The term "calendar day" refers to any day, Monday through Friday, in which the
472 University offices are open.

473

474 **Business Day**

475

476 The term business day refers to a Monday through Friday calendar day and does not
477 include Saturday and Sunday. The term also excludes any days when Campus offices are
478 closed such as Campus recognized holidays or declared public emergencies.

479

480 **IUPUI Dean of Students**

481

482 **Undergraduate Dean of Students**

483

484 This is the individual at the campus level who is responsible for maintaining records on
485 undergraduate student conduct and who administers the IUPUI Office of Student
486 Conduct. The Dean or the Office of Student Conduct has the authority to impose
487 additional sanctions on undergraduates.

488

489 **Graduate Dean of Students**

490

491 This is an individual at the Graduate School level who maintains records on graduate
492 student and professional student conduct and who is responsible for administering the
493 Graduate Office. The Graduate Dean of Students or their designee has the authority to
494 impose additional sanctions.

495

496 **Office of the Registrar**

497

498 The Office of the Registrar maintains a student's academic course records. This record
499 will include grade changes related to cases of academic misconduct.

500
501 If the penalty includes a failing grade for the course, the Registrar will be notified that the
502 grade was given because of academic misconduct. The Registrar will record the grade of
503 "F" on the student's permanent academic transcript without any notation concerning the
504 reason for the grade. In accordance with other academic policies or procedures, such as
505 the "FX" or grade replacement policy, the Registrar must, however, follow procedures to
506 ensure that the grade of "F" will not thereafter be removed from the transcript. An "F"
507 given because of academic misconduct must be calculated in a determination of the
508 student's grade point average, but the grade will not prevent the student from repeating
509 the same course for credit.
510

511 **Official Communications**

512
513 The University has the option to send communications via a University e-mail account or
514 other delivery service such as the United States Postal Service.
515

516 **Personal misconduct**

517
518 Personal misconduct encompasses behaviors such as those listed in Code (Part II sections
519 H and I.)
520

521 **Preponderance of Evidence**

522
523 The evidence must prove that it is more likely than not that the student(s) committed an
524 act misconduct. The preponderance standard shall be applied to resolve cases of alleged
525 acts of academic or personal misconduct.
526

527 **Presiding Officer**

528
529 The Presiding Officer will be a faculty member chosen by the Academic Officer to serve
530 on and chair the Appeal Board. The Presiding Officer, in consultation with the Appeal
531 Board and the Academic Officer, is responsible for selecting a date and time for the
532 appeal to be heard, for conducting and maintaining order during the meeting, for making
533 rulings that are necessary for the fair and expeditious consideration of an appeal, and for
534 making reasonable efforts to provide the student with due process.
535

536 **Sanction**

537
538 This is a penalty imposed upon a student.
539

540 **School**

541
542 Some Schools are Core Schools or System Schools. For the purposes of this document,
543 School refers to the Indianapolis campus (IUPUI) operations.