IUPUI
Indianapolis Faculty Council (IFC)
Minutes
January 14, 2020 ~ Campus Center 450A ~ 3-5 p.m.

Faculty and Guests Present: Lisa Angermeier, Marta Anton, Tina Baich, Mark Bannatyne, Anne Belcher, Edward Berbari, Nicolas Berbari, Kathryn Berlin, Ashay Bhatwadekar, Brenda Blacklock, Bonnie Blazer-Yost, Davide Bolchini, Ben Boukai, Nicholas Brehl, Camy Broeker, Angela Bruzzaniti, Olguta Buse, Kenneth Carow, Timothy Corson, Hannah Craven, Theodore Cummins, Tamara Davis, Cornelis De Waal, Jeffrey Dean, Lisa DesNoyers, Susan deMaine, Kimberly Donahue, Hong Du, Jerome Dumortier, Rob Elliott, ShaoFen Fang, Sasha Fedorikhin, Pat Fox, Stephen Fox, Barbara Friesth, Gina Gibau, Philip Goff, Debbie Herold, Catherine Herrold, Chang Ho, Matthew Holley, Ann Holmes, Catherine Hudnall, Sarah Janga, Kathy Johnson, Hilary Kahn, Justin Kani, Benjamin Keele, Kathleen King Thorius, Sarah Koskie, Joan Kowolik, Chris Lamb, Matthew Landman, Jessica Lee, Katharine Macy, Steven Mannheimer, James Marrs, Kathleen Marrs, Marc Mendonca, Willie Miller, Sally Mitchell, Gwendolyn Morrison, Miriam Murphy, Mary Beth Myers, Mohamed Razi Nalim, Kristi Palmer, Nasser Paydar, Stefan Petranek, Celeste Phillips-Salimi, Daniel Ramras, Robert Rebein, Nila Reimer, David Russomanno, Ronald Sandwina, Jim Scheurich, Kristina Sheeler, Carol Shieh, Deborah Stiffler, Sean Stone, Thomas Stucky, Rosa Tezanos-Pinto, Wanda Thuston, Matthew Turner, Ruben Vidal, Kathleen Visovatti Weaver, Diane Von Ah, Marlene Walk, Lixin Wang, Amy Warner, John Watson, Jeffrey Watt, Jennifer Wessel, Angela White, Jeff Wilson, Jeremy Wilson, Robert Yost, Xinna Zhang, and Teresa Zimmers


Agenda Item I: Welcome and Call to Order
IUPUI Faculty Council Vice President Jeff Watt called the meeting to order at 3:02 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 December 3, 2019, Meeting
The minutes of the December 3, 2019, meeting were approved and entered into the record.

Agenda Item IV. Memorial Resolution for Lillian Scott Stokes (School of Nursing)
Circular 2019-17: Memorial Resolution for Lillian Stokes
A moment of silence was given by the assembly, and the resolution was entered into the record.

Agenda Item V: Updates/Remarks from the Chancellor
Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI
Paydar reported on the following:
• In December, Dean Goggin resigned from Herron School of Art + Design. After consultation with faculty and staff from the school, Greg Hull, the Valerie Eickmeier Professor in Sculpture, was selected as the interim dean. Paydar thanked Dean Nan Goggin for her contributions. A search for a dean will begin in fall 2020.
• The Robert H. McKinney School of Law dean search continues as the first candidate of four will visit campus next week. These candidates will be announced to the campus community before their visit.
• Yesterday was the first day of classes, headcount is down .1 percent from last year and credit hours are down .4 percent. Some schools individually are above their mark from last year and others are down. The School of Liberal Arts is up by .2 percent in heads and remained flat in their credit hours.
• As an update for research on campus, in the first six months of this fiscal year, non-School of Medicine awards are flat compared to the first six months of last year. The School of Medicine was up by $16 million. The campus, as a whole, is up from last year, but not by much. However, last year was a record year.
• This coming Monday is 202020 (January 20, 2020), and is the day to celebrate the IU Bicentennial. There are a number of events in Bloomington and on this campus, there will be historical markers at hospitals, and the Department of Social Services, etc. to celebrate history on the campus. There are a number of events happening on the IUPUI campus to celebrate.
• As an update on infrastructure, effective this January, IUPUI became managing tenant of the Madame Walker theater. IUPUI will manage the building and work with the board to come up with programming. The first public event will be held there this Monday for Martin Luther King Jr. Day. This building will be an asset to the community.
• Innovation Hall is set to open at the end of the summer, on schedule.
• Work will begin this summer on two gateways that will be on the west of campus on Michigan and New York Streets.
• Soon construction will begin on six new tennis courts.
• Approval has been given for the jaguar statue installation between University Tower and Hine Hall in May or August.
• From the campaign, IUPUI has raised $1.82 billion for the campus.

Agenda Item VI: Updates / Remarks from the IFC President
John Watson, President, IUPUI Faculty Council

Watson reported on the following:
• The Test Optional Approach was passed unanimously at the December UFC meeting. There will be more conversations about implementation. Other campuses are busy working on this and some have drafted amended admissions policies.
• The Faculty Engagement Task Force, created by Assistant Vice Chancellor Rachel Applegate for Academic Affairs, finished a statement on reasons for having a strong academic union and a companion document.
• The task force for non-tenure-track faculty voting rights proposed to use current ratios to determine how many each campus will have (at least 1 tenure-track faculty and 1 non-tenure-track faculty), while upholding the 60/40 rule.

Agenda Item VII: [Information Item] Update on Teaching Professor Criteria
Rachel Applegate, Convener, IFC Ad Hoc Committee to Review Promotion and Tenure Assistant Vice Chancellor for Faculty Affairs

Circular 2019-18: Standards for Excellence in Teaching by Faculty Type and Rank
Circular 2019-19: Proposed Campus Criteria for Lecturer Ranks
Applegate reported on the appended presentation.

- Questions / Comments:
  - A faculty member asked about the possibility of clinical faculty being able to become teaching professors due to conversations earlier in this process. Applegate said that option has not been included in the work going on currently, and that the clinical track needs more attention from the campus.
    - Senior Associate Vice Chancellor Margie Ferguson said that there was caution against shifting one whole track to another because there will need to be new positions created and searches to move tracks. There is no mechanism currently. If there are people who are mis-classified, there are ways to get them into the correct track, but it is discouraged to create a mechanism that feeds one track into another. They plan to follow up on this topic.
  - One faculty member asked about the letters needed for people going up for teaching professor, one slide said two letters and the other said four. Applegate said that this was a typo in the slides and only two letters were needed.
  - Another faculty member asked about whether this was internal or external letters. Applegate said traditionally it has been said to have non-IU letters and that it would need to be outside the campus.
  - A faculty member from the School of Informatics and Computing said that, as someone who has been at IUPUI for decades and made use of the slow climbing mechanism, it was a little distressing to see the bar be lowered. The School of Informatics and Computing has been consistent to maintain a rigorous process. The faculty member said they do not see the rational for this change and noted that they wished to have been updated on what was changing and how, along with documentation. Applegate said that the experience has been varied for all units. School standards may also be higher than the campus requirements, they just cannot be lower.
  - A faculty member said that one thing that has not been addressed is who is going to invest in the people and where does that investment come from? They mentioned the need to attend conferences and that professional teachers will need more investment from the institution.
    - Executive Vice Chancellor and Chief Academic Officer Kathy Johnson said that each school has standards and policies for funding needs of faculty. Junior faculty and others are supported. Deans and chairs are encouraged to ensure that faculty have mentors. There are also many conferences in the state and close by.
  - A faculty member asked what is the size of the group of current senior lecturers who are prepared to go up for teaching professor during this abbreviated procedure period? Applegate said that there are at least four people ready and that deans have been updated and included during this process.
  - Applegate said that she will talk to the ad hoc task force about the external letters need and revisit the topic.

Questions can be emailed to Applegate at rapplega@iupui.edu.

**Agenda Item VIII: [First Read] Slate for the Election of the Faculty Grievance Advisory Panel**
Ed Berbari, Chair, Nominations Committee

Berbari shared the following slate with the council.
IUPUI Faculty Council: Slate for Faculty Grievance Advisory Panel
Term: February 1, 2020, through January 30, 2022
Number to Elect: 4; Number to Slate: At least 8

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<tr>
<th>Last Name</th>
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<th>Rank</th>
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<td>Bell</td>
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<td>Davide</td>
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<td>Watt</td>
<td>Jeff</td>
<td>T01</td>
<td>Science</td>
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The vote for the election of the Faculty Grievance Advisory Panel will follow the February 4 meeting by electronic ballot.

Agenda Item IX: [Information Item] Research and Graduate Education at IUPUI
Janice Blum, Interim Vice Chancellor for Research and Graduate Education, IUPUI

Blum reported on the following in addition to the appended presentation:

- Questions / Comments:
  - A faculty member asked what are the initiatives for graduate recruitment? There are different types of programs. If you have an undergraduate student interested in a graduate program, bring them to the different opportunities.

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

- Technology Committee (Rob Elliott, Chair):
  - Elliott reported on the appended presentation.
  - Questions / Comments:
    - Is there any advantage or efficiency to be gained to engage with the Indiana School for the Blind and Visually Impaired? That idea can be taken to the committee. In mathematics and STEM this could be very helpful, especially when finding someone who translates. IUPUI has the most visually impaired and cognitively impaired students in the IU system and this campus is also high on the Big 10 cohort as well.
    - Are opt-out options for student publicized for faculty to share when a student asks if they must purchase the online version of the textbook? It is shared in the knowledge base and is a legal obligation, though it is not publicized.
    - A faculty member said they have created a website that stores materials for every class since they began teaching. The faculty member asked if this means that if they have a blind or visually impaired student in the class, that they must take down those materials? Elliott said that he is unsure of the solution for this. From the language that has been shared, if it is in your canvas site it must be accessible, though your personal site may be different. There is an ADA office that is set up
for these questions or the UITS Assistive Technology and Accessibility Centers (ATAC).

- For mathematics, most of the textbooks do not have an e-text option. ATAC would assist in this case, the publisher would have a digital version somewhere and ATAC would be able to request that.
- Has the committee been told about the EDUroam transition on campus? Currently, both are available. Elliott will bring this to the next meeting.

**Agenda Item XI: Question / Answer Period**

- What is the reason for waiting until fall for Herron School of Art + Design dean search?
  - Paydar said that the campus is in the middle of three dean searches and it takes about two months to prepare for the search. The reason is due to timing and the cycle of searches.

**Agenda Item XII: Unfinished Business**

There was no Unfinished Business.

**Agenda Item XIII: New Business**

There was no New Business.

**Agenda Item XIV: Report from the IUPUI Staff Council**

Kristy Beach, President, IUPUI Staff Council

Beach reported on the following in absentia:

- The Staff Council will be attending the IUPUI Men’s Basketball game on Saturday, January 18, and the IUPUI Women’s Basketball game on Friday, February 21.
- For Staff Council elections, nominations will be accepted for Staff Council Representatives beginning March 9 through March 20, with voting April 13 through April 24. Announcements will be made at the May 20 Staff Council Meeting. Nominations will be accepted for Executive Committee Representatives (first vice president and three at-large members) April 27 through May 8. Nominees will speak at the May 20 Staff Council meeting. Voting will take place May 25 through June 5 and announcements will be made at the June 17 Staff Council meeting.
- The Martin Luther King Jr. Dinner is on Sunday, January 19. The Staff Council purchased a table and will ask attendees to share about their experience at the February Staff Council meeting. The next sponsorship dinner will be the Cesar Chavez Celebration Dinner in March.

**Agenda Item XV: 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
Detailed final reports are available on the IFC committee webpage.

Committee Assignments

**Academic Affairs Committee**
Assigned:
- Student Engagement Roster: Review proposal and provide feedback on IFC endorsement to the Executive Committee. The Student Affairs Committee is reviewing as well.
- Voting rights of non-tenure-track faculty within the schools (working with the Faculty Affairs Committee)
- IU Online (Face-to-Face and residency) – Collaborate with the Student Affairs Committee.

Ongoing:
- 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.
- 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.
- Use of LMS (Canvas) data for instructional monitoring (online courses)
- Use of Boost, software that “proactively prevents students from missing assignments.”
- Percentage of a certificate that needs to be completed using IUPUI courses (from 2018-19 Annual Report). Needs endorsement by the IFC.

Completed:

**Budgetary Affairs**
Assigned:
- Change in Resource Planning Committee
- 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.

Ongoing:
- Campus Conversations
- Banded tuition results
- Midwest Student Exchange
- IU Fort Wayne
- RCM Review of University Assessment/Tax
- Continue meetings with deans one on one.
- Conversations with UFC Budgetary Affairs Committee to follow IU budget issues.

**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
- Review student surveys.
- Monitor changes in medical school impact.
- Updates/refreshes of campus strategic plan.
- Results of faculty survey.

Ongoing:
- Campus Conversations
• Examine faculty vitality (IUPUI and School of Medicine)
• IU Branding

**Constitution and Bylaws Committee**
Assigned: No assignments as of August 2019.

**Distance Education Committee**
Assigned:
- Follow up on CTL “Faculty Crossing”
- 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.
- Time faculty are spending on online courses.

**Diversity, Equity, and Inclusion Committee**
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
- Climate Survey
- School diversity strategic plans
- Policies/procedures for incident reporting

**Faculty Affairs Committee**
Assigned:
- Review of Draft Research Disclosure Policies
- Voting rights of non-tenure-track faculty within the schools (working with the Academic Affairs Committee)
- 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?
• Unit Recommendation Report from Board of Review 18-02.
• Propose Pinnell Award guidelines for the IUPUI campus.
• Lecturer Rank Criteria
• NTTF Voting
• Emeritus status eligibility (in light of changes to include teaching professor)

Faculty and Staff Relations Committee
Assigned:
• Bias training
• Discussion on communication across campus including all units and positions.
• Evaluation of the campus pedestrian safety: report back to the committee.
• Search committee training (better and more systematic across campus and at all levels)

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.
• Addition of language describing clinical rank (similar to language of lecturers).
• Addition of language describing the new teaching professor rank, when available from the campus.
Ongoing:
• Review the guide and updated all links.
• Review the guide and update for obsolete language.
• Review of the term “faculty” throughout the document and particularly in Section 1. Are definitions for faculty clearly defined? Are there definitions that are missing or confusing? Create annotation guide.

Fringe Benefits Committee
Assigned:
Ongoing:
• Monitor benefits
• Review forthcoming changes in retirement benefits provider and plan changes.

Library Affairs Committee
Assigned:
• Explore adding doctoral student thesis information to IUPUI transcripts.
• Collaborate with Research Affairs Committee regarding support for R1 university status.
• Link open access uploading to Activity Insight.
• Library Town Halls and Campus Tour
• Improve communication with faculty
• Discuss scholarly communication situation.
• Review and expand the Promotion and Tenure service offered by UL staff.
Ongoing:
• Providing input to and advocating for the University Library at IUPUI
• Continue to monitor Open Access policy
• Evolving nature of the scholarly record
• Training for chairs and associate deans for research (Open Access/ScholarWorks)
• Consider methods of educating general faculty regarding information-access issues.

Promotion and Tenure Committee
Assigned: No assignment given as of August 2019.

Research Affairs Committee
Assigned:
• Limited submission assignments to campuses
• Review of Draft Research Disclosure Policies
• 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 plans
• Use of Academic Analytics to help with incentives for awards for faculty.
• Description of effort of funded studies for dossiers developed for promotion and tenure.

Student Affairs Committee
Assigned:
• Student Engagement Roster: Review proposal and provide feedback on IFC endorsement to the Executive Committee. The Student Affairs Committee is reviewing as well.
• Course Networking (work with Technology Committee)

Ongoing:
• Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).
• Review of sexual misconduct policy brought forward by the UFC
• Off-campus student conduct (note new Greek policy)
• Campus climate for adult learners / co-curricular aspects
• Use of LMS (Canvas) for student intervention.
• Elaboration of co-curricular aspects of the Profiles.
• Review of Code of Student Rights, Responsibilities, and Conduct in relation to hate speech.

Technology Committee
Assigned:
• Intellectual Property and ability to share materials
• Communication with UITS
• Update on electronic and IT accessibility
• Find a better way to keep faculty informed. (A task force chaired by Margie Ferguson is underway for 2019-2020.)
• Potential replacement of Taskstream.
• 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.
• Course Networking (work with Student Affairs)
Memorial Resolution  
On behalf of  
Lillian Scott Stokes  
Associate Professor Emerita of Nursing and Director of Diversity and Enrichment  
Indiana University School of Nursing  
1942-2019

Indiana University School of Nursing celebrates the life of Dr. Lillian Stokes, a transformational leader, champion for diversity, teacher, scholar, and mentor to many. Over her forty-year tenure, Dr. Stokes made significant contributions to the IU School of Nursing. She made a sustained and lasting legacy as a champion of diversity through her leadership and influence on culturally competent care and many minority professional and health initiatives, including Breaking the Myths of Nursing.

Lillian was born and raised in North Carolina, the youngest of twelve children. Even as a child, she loved to read and attend school, her dream of becoming a nurse ever-present. Graduating from Pitt County Training School in 1959, Lillian attended North Carolina A&T State University as a Biology major. To realize her lifelong dream of becoming a nurse, she transferred to Kate Bitting Reynolds School of Nursing after her freshman year, graduating with honors, and became a Registered Nurse. After working as a staff nurse for a year, she continued her education at North Carolina Central University, earning her Bachelor of Science degree with honors.

In 1965, Lillian married her true love, Robert Everett Stokes, whom she began dating during high school. They moved to Joliet, Illinois and eventually came to reside in Indianapolis in 1967 for her to further her education at Indiana University. Lillian graduated from Indiana University with a Master of Science in Nursing in 1969 and spent her early career as a staff nurse in hospitals in Virginia, Illinois, and Indiana. Dr. Stokes earned her Doctorate in Educational Psychology in 1998 from Indiana University Bloomington, once again exhibiting her commitment to higher education.

Her career in teaching began at Purdue University in 1968. Indiana University School of Nursing was fortunate to have her join the faculty as a nurse educator in 1972, where she spent the fullness of her career until her retirement in 2008. In the department of Adult Health, Lillian served as an Associate Professor. From the beginning, Dr. Stokes focused on the success and support of diverse groups of students, nurturing and mentoring them in their educational and career paths. She shared her passion for education and development of nurses with many, and helped her students understand the multiple options and career paths available to nurses. Lillian had two textbooks published that were widely used throughout the United States, Canada, and Australia. Health care in the African American community being one of her focuses, Dr. Stokes often wrote chapters for books targeted to this population.

After her appointment as the Director for Diversity and Enrichment in 1996, Dr. Stokes’ efforts led to an increase in minority recruitment, enrollment, retention, and graduation. One of her most important contributions is the development of a Diversity Statement that is still present into the school’s core values and deeply imbedded in the strategic goals for the future of the school today.

Dr. Stokes had a passion for service and spent her life giving back. She was dedicated to several ministries through Witherspoon Presbyterian Church where she was a member for nearly forty years. These various ministries include nineteen years as a Sunday School teacher, the Acolyte Ministry, Vacation Bible School, Hospitality Ministry, the Sharing Tree Initiative, and the Homeless Ministry. Utilizing her education in nursing, Dr. Stokes was one of the founders of Mothers & Mentors, a unique
ministry designed to address the high infant mortality rate in the community by mentoring young teen mothers.

Dr. Stokes also served on the boards of many organizations including the National Kidney Foundation, The Orchard School, and the Executive Council of Indiana University Alumni Association. She received many prestigious awards, including her induction in October of 2019 to the Distinguished Alumni Service Award (DASA) for Indiana University Alumni, an honorary fellow of the National League for Nursing’s Academy of Nursing Education, and as a Fellow in the American Academy of Nursing.

Even in her retirement, Dr. Stokes continued her mentorship and commitment to diversity. During her “retirement,” she developed important programs such as “Career Connections” to mentor underrepresented students in their pursuit of graduate degrees in nursing and “Developing Future Nurse Leaders”, a mentoring program for high school students.

Maya Angelou once said, “they may forget your name, but they will never forget how you made them feel.” Over her career, Dr. Stokes affected the lives and careers of many students, faculty and staff who will never forget the way she made them feel about nursing as a profession with her valuable lessons of caring and multi-cultural advocacy. Dr. Lillian Stokes left a legacy - teaching students and faculty alike how to become caring practitioners, enabling our cultural competence, and expecting that we pay her lessons forward to make a difference in the health of all people, families, populations and healthcare worldwide.

For all of Lillian’s career and service accomplishments, perhaps most important was her love for her family as she was a devoted wife, mother, grandmother, and family member. She is survived by her husband Robert of fifty-four years; children Scott (Chandria) and Robyn; grandchildren Chase, Bryson, and Madison; aunt Ellomethea Dixon Hueston; sisters Queenie Taft and JoAnn (Monroe) Roundtree; brothers James (Geneva) Gatlin and Paul Gatlin, as well as a host of nieces, nephews, cousins, and other close family and friends.

Dr. Stokes made the IU School of Nursing better, students more successful and faculty and staff efforts relevant and responsive to needs of our community. She taught everyone who an IU Nurse is, what an IU Nurse does and how an IU Nurse leads by her example, advice and service.

Respectfully submitted on behalf of the Indiana University School of Nursing

Prepared by Robin P. Newhouse, PhD, RN, NEA-BC, FAAN, IUSON Dean and Distinguished Professor
Standards for Excellence in Teaching
by Faculty Type and Rank

Background:
The current IUPUI Guidelines have two separate presentations of criteria:

- What does excellence mean by faculty type and rank—without regard to area and
- What does excellence mean in each area—without regard to faculty type and rank

For simplicity, the following omits mention of librarian expectations and standards, and the balanced case, for simplicity.

CURRENT By type and rank: 1 top level expectations

- Tenure track
  o To associate: “record of nationally and/or internationally disseminated and peer reviewed scholarship. Emerging national reputation.”
  o To full: “record of nationally and/or internationally disseminated and peer reviewed scholarship. A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.”

- Clinical
  o To associate: “record of publicly disseminated and peer reviewed scholarship in area of excellence.”
  o To full: “record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence.”

- Lecturer-current
  o To senior lecturer: “record of publicly disseminated and peer reviewed scholarship in teaching.”

- Research
  o To associate: “Record of nationally and/or internationally disseminated and peer-reviewed scholarship and/or grants in research; evidence of substantial research contributions to the discipline.”
  o To full: “Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship and/or grants in research; evidence of independent work; evidence of substantial research contributions to the discipline.”

CURRENT: By area of excellence 2 area-specific expectations

The current grids only say what is ‘excellent’ with respect to each facet, not how many or which facets are essential.

Teaching

- Instruction:
  o Documentation of extraordinarily successful teaching and learning outcomes
  o The case for teaching excellence is grounded in a sophisticated teaching philosophy

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1 In original, chart, “Summary of Areas of Excellence and Expectations for Various Faculty Categories.” P. 37
2 In original, charts, “Suggested Standards for Evaluating Teaching Performance” p. 39, “Suggested Standards for Evaluating Research and Creative Activities” p. 42, and “Suggested Standards for Evaluating Professional Service” p. 45. None of these indicate whether ALL rows (areas) are required, or only some.
Evidence of innovative and reflective teaching practice

• Course or curricular development
  o In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation, or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.

• Mentoring and advising
  o Mentoring and advising characterized by scholarly approach
  o High accomplishments of students mentored or advised consistently linked to influence of mentor
  o Scholarly and reflective approach to mentoring and advising documented
  o Demonstrated impact on accomplishments of mentored and advised students
  o External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work

• Scholarly activities, including awards
  o Documentation of a program of scholarly work that has contributed to knowledge base and improved the work of others through appropriate dissemination channels
  o Positive departmental evaluations of the stature of the published work (e.g., journals)
  o Peer review supporting the quality of the publications, presentations or other dissemination methods
  o National or international teaching awards or significant funding for teaching projects
  o Some level of national peer-reviewed dissemination of scholarship is required to document excellence for clinical and tenure-track faculty.

• Professional development efforts in teaching
  o Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning
  o Membership in communities of practice on the campus, national, or international level
  o Participation in dissemination of good practice
  o Peer review of efforts and impact of candidate’s work in this area

Research or Creative Activities

• Disciplinary or Professional Research
  o Significant contributions to the knowledge in the field that clearly demonstrate attributes of scholarly work associated with research, including peer refereed presentations and publications and national recognition of the quality of research.

• Grants and external support (Review the candidate’s funding in light of the present context for funding in the field).
  o Significant contributions that clearly demonstrate the attributes of scholarly work associated with obtaining external support, including the degree to which the process was competitive

• Peer review
Expert external peer review clearly demonstrates the attributes of scholarly work associated with research, including peer refereed presentations, grants, and publications
Evidence of national recognition of the quality of work

- Scholarly activities, including awards
  - Evidence of a program of scholarly work that has contributed to knowledge base and improved the work of others
  - Departmental evaluations of the stature of the work

Professional Service
- University Service // Service to Discipline // Service to Community—all three rows have the same wording for ‘excellence.’
  - Significant contributions that clearly demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work.
  - Awards and recognition that reflect on the significance and academic nature of the work have been received.

New format specific to each faculty type and rank: TEACHING EXCELLENCE INDICATORS

Plus research (tenure track) and service (tenure track, clinical, and lecturer) requirements

Language for tenure track and clinical is taken directly from existing language, just re-formatted.
Language for lecturers is presented as-is (CURRENT) and then rephrased to reflect the proposed changes (PROPOSED)

<table>
<thead>
<tr>
<th>Tenure track—to associate</th>
<th>Tenure track—to full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence requires:</td>
<td>Excellence requires:</td>
</tr>
<tr>
<td>Record of nationally and/or internationally disseminated and peer reviewed scholarship.</td>
<td>Record of nationally and/or internationally disseminated and peer reviewed scholarship.</td>
</tr>
<tr>
<td>Emerging national reputation</td>
<td>A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.</td>
</tr>
</tbody>
</table>

With this documentation:

Instruction: Documentation of extraordinarily successful teaching and learning outcomes; The case for teaching excellence is grounded in a sophisticated teaching philosophy
Course or curricular development: In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation, or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.
Mentoring and advising: Mentoring and advising characterized by scholarly approach; High accomplishments of students mentored or advised consistently linked to influence of mentor; Scholarly and reflective approach to mentoring and advising documented; Demonstrated impact on accomplishments of mentored and advised students; External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work
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channels; Positive departmental evaluations of the stature of the published work (e.g., journals); Peer review supporting the quality of the publications, presentations or other dissemination methods; National or international teaching awards or significant funding for teaching projects; Some level of national peer-reviewed dissemination of scholarship
Professional development efforts in teaching: Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning; Membership in communities of practice on the campus, national, or international level; Participation in dissemination of good practice; Peer review of efforts and impact of candidate’s work in this area.

And also: **Satisfactory research**
Candidate has performed research that is appropriate to the discipline/profession and reflects standards of good practice
Candidate has disseminated the results of research in scholarly journals and other appropriate venues
Research program is clearly articulated

And also: **Satisfactory service**
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.

<table>
<thead>
<tr>
<th>Clinical track—to associate</th>
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<tr>
<td><strong>Excellence requires:</strong></td>
<td><strong>Excellence requires:</strong></td>
</tr>
<tr>
<td>Record of publicly disseminated and peer reviewed scholarship in area of excellence</td>
<td>Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence</td>
</tr>
</tbody>
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With this documentation:

Instruction: Documentation of extraordinarily successful teaching and learning outcomes; The case for teaching excellence is grounded in a sophisticated teaching philosophy
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For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.

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<th>Lecturer track—to senior lecturer PROPOSED</th>
<th>Lecturer track—to teaching professor PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence requires:</td>
<td>Excellence requires:</td>
</tr>
<tr>
<td>Documented student learning</td>
<td>Record of publicly disseminated and peer</td>
</tr>
<tr>
<td>Distinct teaching philosophy</td>
<td>reviewed scholarship in teaching</td>
</tr>
<tr>
<td>Excellent achievement in a teaching-related domain</td>
<td>Documented student learning</td>
</tr>
</tbody>
</table>

With this documentation:

Excellent achievement in **instruction and also in one or more of other domains, depending on responsibilities**

**Instruction:** Documentation of extraordinarily successful teaching and learning outcomes; The case for teaching excellence is grounded in a sophisticated teaching philosophy

**Course or curricular development:** In addition to producing effective course and curricular products, shows evidence of having disseminated ideas (locally or internally, for senior lecturer; within the profession or generally, for teaching professor) through administration, mentoring, publication, presentation, or other means.

**Mentoring and advising:** Mentoring and advising characterized by scholarly approach; High accomplishments of students mentored or advised consistently linked to influence of mentor; Scholarly and reflective approach to mentoring and advising documented; Demonstrated impact on accomplishments of mentored and advised students.

**Service in support of teaching and learning,** such as course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc.

And also: **Satisfactory service**
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.
Campus Criteria for Lecturer Ranks

Proposed

Process:

- Fall 2019: Ad Hoc Committee to Revise P&T produces, “Moving the Middle” document, based on discussions and on input from FACET and from a group working on a Scholarly Teaching Taxonomy. Ad Hoc Committee includes NTT faculty, representation from large schools, and members from the campus P&T committee and the IFC Faculty Affairs Committee.
- Timeline developed by Kathy Johnson and John Watson (IFC Executive Committee).
- Workshop held October 31.
- **Due: January 30, school-level criteria**
- Next steps:
  - February 4 IFC meeting: 1st reading of change
  - March 3 IFC meeting: 2nd reading of change; vote
  - If adopted:
    - First candidates for teaching professor may apply for the 2020-2021 cycle, including completing submission of a dossier in summer 2020 and preparing materials for external review, spring 2020 (at least 2 reviewers must be external to IUPUI).
    - Candidates for senior lecturer may use new criteria for the 2020-2021 cycle, but may also use existing criteria. *Reviewers need not be external.*
    - From 2020 through 2024, “time in rank” will be interpreted on a case by case basis.

Key aspects of proposed Teaching Professor-Senior Lecturer Changes

- No change to current tenure track and clinical cases based on excellence in teaching
  - Tenure track requires an emerging (associate) or achieved (full) national reputation, dissemination in teaching, and also disseminated scholarship in one’s research area
  - Clinical requires national-level peer reviewed dissemination in teaching (associate), sustained over time (for full).
- No change to all-instructor requirements for student input and peer evaluations.
- Senior lecturers and teaching professors must both establish strong teaching records (student learning outcomes) and a distinct teaching philosophy; then, they may choose a specific domain within teaching (e.g. curricular development, student support, mentoring, classroom instruction, technological innovation) for excellence
- Senior lecturers would not need peer-reviewed dissemination; teaching professors would.
- Senior lecturers would continue to not need external (to IUPUI) evaluators; teaching professors would.
- Teaching professors would need sustained excellence over time.

---

1 Current senior lecturers who have not had a recent formal peer evaluation should take steps to approximate the process before applying for promotion. This can be achieved by setting up and documenting a discussion of teaching with peer faculty.
- No specific period of time but approximately 5 or more years of excellence at the (new) senior lecturer level of achievement, similar to current language regarding full professor.
- For a transition period of approximately 3 years after implementation, each promotion case would be examined for a sustained level of excellence regardless of the exact rank at the time (e.g. someone may have achieved the new senior-lecturer level of performance while holding the rank of lecturer.)

Criteria for the IUPUI Promotion and Tenure Guidelines:
Currently, the IUPUI P&T Guidelines present criteria in two grids: one has expectations for particular faculty types and ranks, without regard to area of excellence; another has expectations for areas of excellence, without regard to faculty type. A formatting change will be proposed which presents expectations for each faculty type and rank, by area of excellence. A separate document, “Standards for Excellence in Teaching,” provides the old and new formats.

PROPOSED:

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Excellent achievement in **instruction and also in one or more of other domains, depending on responsibilities**

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**Service in support of teaching and learning,** such as course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc.

And also: **Satisfactory service**
For university: Routine department expectations; chair’s determination that service is more than mere participation. For discipline or community: routine, required, or expected.

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<td>Record of publicly disseminated and peer reviewed scholarship in teaching</td>
</tr>
<tr>
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</tr>
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Update: Promotion in the Lecturer Ranks

Overview

• Key changes
• Key non-changes
• Adoption and implementation

Circular 2019-18: Campus Criteria for Lecturer Ranks

Circular 2019-19: Standards for Excellence in Teaching

To be developed:
Criteria grids for each area of excellence by each type of faculty and for each rank.

Current P&T Guideline grids present areas without regard to type and type without regard to area
Key changes

1. Senior lecturers would no longer need peer-reviewed dissemination; teaching professors would.
2. Teaching professors would need external evaluators (senior lecturers continue to accept IU and IUPUI evaluators).
3. Both senior lecturers and teaching professors would need:
   - Input from both students and peer evaluators
   - Evidence of student learning
   - Teaching philosophy
   - Excellence in a teaching-related domain

Teaching professor adds:
   - Peer-reviewed dissemination
   - Sustained excellence

Key non-changes

1. No change for excellence in teaching cases for clinical and tenure track faculty
   - Tenure track faculty require: emerging national reputation, dissemination, and satisfactory disseminated disciplinary research; for full, a sustained national reputation.
   - Clinical faculty require: national-level disseminated scholarship; for full, sustained over time
2. All faculty who teach must collect and use student input and peer evaluation input.
Adoption and Implementation

School guidelines: deadline, January 30th

Campus guidelines:
1st reading: February IFC meeting
2nd reading: March IFC meeting \(\rightarrow\) approval

Spring 2020 and 2020-2021 cycle:
• Current lecturers may choose old OR new criteria for senior lecturer
  • Prepare materials for external (to school) evaluators, and, for dossier
• Current senior lecturers may apply for teaching professor
  • At least 2 external evaluators must be external to IUPUI. Should be of comparable rank to teaching professor (clinical full, tenure track full, equivalent title at other institution, TT or NTT)
  • Articulate clearly what “sustained” achievement means in your particular case.
    “In rank” not taken literally.

Edits, questions, or concerns:
  send to Robert Yost (FAC)
  John Watson (IFC)
  Rachel Applegate (Ad Hoc)

2020-21, 2021-22, 2022-23

Teaching professor candidates may present an argument that they have achieved sustained excellent performance, no matter how long they have been in the rank of 'senior lecturer.' Dissemination may have occurred while they were lecturers.

No lecturer may apply directly for teaching professor, due to the requirement for sustained excellence.

In 2020-2021, teaching professor candidate cases need at least 4 non-IUPUI evaluators; from 2021 on, all six need to be external.

For someone to be hired at senior lecturer or teaching professor rank, they must have possessed an equivalent rank at their former institution, or, the school P&T committee must review and endorse their qualifications.
Goal: A career path for full time teaching-focused faculty that supports, encourages, and rewards excellence
Graduate Education and Research at IUPUI

Overview

Graduate Education and Research at IUPUI

History of Graduate Education in Indianapolis
Current Programs and Success
Connecting Graduate Education and Research
Interdisciplinary Research Programs
A Longstanding Commitment to Graduate Education in Indianapolis

1st IU Doctorate of Medicine (MD) in Indianapolis, 1908
/photo class 1924/

IU Master of Social Work accredited, Indianapolis 1923

1st graduate research degree
IU School of Dentistry Indianapolis, 1949

Graduate research in medicine established in Indianapolis, 1951

Interdisciplinary graduate research degrees initiated at IUPUI, 1980's

1st IU Nursing master's degree Indianapolis, 1963

Purdue graduate degree programs established at IUPUI in 1970's

Graduate Education at IUPUI Today….

Over 200 Degrees & Certificates

40 Research-Intensive Ph.D. Programs

111 Master’s Degree Programs

9 Professional Doctorates

50 Distinct Graduate Certificates
IUPUI Graduate Degree Programs

Ranked: #3
Non-profit Management

Ranked: #25
Occupational Therapy

Ranked: #17
Urban Policy

Ranked: #54 Nursing Doctor of Practice

Ranked: #98 Biological Sciences

Ranked: #16
Local Government Management

Ranked: #36 Social Work

Ranked: #62 Clinical Psychology

Ranked: #39 Public Affairs

Ranked: #108 Law - McKinney

Ranked: #28 Health Care Management

Ranked: #23 Online Nursing

Ranked: #62 Public Health

Ranked: #111 Engineering

Ranked: #48 Medicine

National Rankings: US News and World Reports

Graduate and Professional Students at IUPUI

Graduate Non-degree 3%

Doctoral - Research (Ph.D.) 10%

Doctoral - Practice 35%

Graduate Master’s & Certificates 52%

Enrollment Distribution
Stable Graduate Enrollment IUPUI

Numbers of Graduate and Professional Students*

*Includes Indianapolis and Columbus Fall Enrollment

Growth in Research-Intensive Ph.D. Student Enrollment

Total Number of Ph.D. Students Enrolled

- 43.5% Ph.D. students enrolled in health sciences and biomedical research degrees
- 54% Ph.D. students enrolled in STEM research degrees

Connecting Graduate Education and Research

- Improve recruitment and retention of graduate student scholars
- Increase resources to support graduate students and faculty engaged in research
- Build a sustained pipeline for external funding to support research, creative scholarship, and discovery
- Strengthen campus interdisciplinary and community-based research
Assets and Challenges for IUPUI Master’s Students

Campus Assets Most Valued by Students

Greatest Challenges to Students

Spring 2019 IUPUI Master’s Student Survey, 30% Student Response Rate

Research-Intensive Ph.D. Degree Awards and Student Career Outcomes

Ph.D. Degrees Awarded/Year

Nonprofit 8%
Industry/Business 34%
Academe 47%
Government 8%
Other 3%
Ph.D. Post-graduation Employment

NSF Survey of Earned Doctorates 2017 IUPUI Ph.D. Students
Research
Indianapolis External Award Dollars

Award Obligated Totals (Millions $)

2018 2019 2020
July-December (FY)

IUPUI Total (IUSM & IUPUI)

Research
Indianapolis External Awards and Faculty Funding

Number of Awards

2018 2019 2020
July-December (FY)

% Funded Faculty

2018 2019 2020

IUPUI Total (IUSM & IUPUI)
## Support for Research

1. OVCR Proposal Development Services and Workshops
2. Institutes Supporting Faculty in Research Development
   - STEM Education and Innovation Institute (SEIRI)
   - IUPUI Arts and Humanities Institute
   - Indiana Clinical and Translational Sciences Institute
3. OVCR Support for New Projects, Equipment, Bridge Grants, Research Mentoring (EMPOWER), Commercialization (FORCES), Student Research, and Interdisciplinary and Community-Based Research
Interdisciplinary Research

- Precision Health
- Regenerative Medicine
- Responding to the Addictions Crisis
- Musculoskeletal Health
- Medical Neuroscience
- AI/Data Science
- Cancer Biology
- Prepared for Environmental Change

Related Doctoral Degrees:
- Ph.D. in Musculoskeletal Health
- Ph.D. in Exercise Science
- Ph.D. in Anatomy and Cell Biology
- Ph.D. in Health and Rehabilitation Science

NIH Funded Research in:
- Bone Development, Strength & Disease

Joe Bidwell
Stuart Warden
Joey Wallace

School of Medicine
School of Health & Human Sciences
School of Engineering & Technology
Anatomy & Cell Biology
Physical Therapy
Biomedical Engineering
Interdisciplinary Research

School of Science
Chemistry/Chemical Biology

School of Medicine

School of Science
Psychology

Responding to the Addictions Crisis

Funded Research in:
Illicit Drug Monitoring
Substance Abuse
Risk Behaviors
Populations Impacted
Genetics
Bioinformatics

Nicholas Manicke
Titus Schleyer
Melissa Cyders
Stephen Boehm

Tamika Zapolski

Related Doctoral Degrees:
Ph.D. in Bioinformatics
Ph.D. in Chemistry
Ph.D. in Clinical Psychology
Ph.D. in Addiction Neuroscience

Focus on Enrollment and Support for Graduate Students

Expanding Opportunities for Interdisciplinary and Collaborative Research

Strengthening the Connections Between Research and Graduate Education
Special Thanks to:

IUPUI University Library Digital Collections & Archives - Stephen Towne

President’s Diversity Initiative –
IUPUI Graduate Mentoring Center

IUPUI Institutional Research & Decision Support

IUPUI Graduate Office

Office of the Vice Chancellor for Research

Our many talented graduate and professional students at IUPUI - #IMAGRADJAG
Boost App

• Companion to Canvas
  • Gives students more control over alerts for upcoming due dates and announcements
• iOS and Android
• Available to all IU students
• No extra work for faculty – simply promote the app (boost.iu.edu)

Communication
IUPUI Faculty Comm. Task Force

- Led by Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
- Short-term goal: consolidate/systematize communication with faculty
- Target completion date: end of Fall 2019

Communication w/ UITS

- Email:
  - “Too many” newsletters & need better opt-in, opt-out instructions
  - Open rates for UITS emails to faculty are around 47%
    - Less clear what happens afterward
Communication w/ UITS

- Email Alternatives:
  - Announcements on landing pages: One.IU, Canvas, etc.
  - IU Knowledgebase kb.iu.edu
  - Online tutorials/courses (e.g. IU eText course on IU Expand)
  - Events: Speed Dating w/ LT, Scholarly Book Fair, “Walk IT” Workshops

Accessibility of Course Materials
Increase in Complexity

• Students with Disabilities have had more support in K-12 and are coming to college prepared to engage with more sensory-complex majors than in the past

• Accommodation effort is based on types of courses accommodated

Difficulty and time required varies with complexity:

- Literature Survey Course: 1x
- Intensive Russian: 4x
- Calc I: 5x
- Computer Design: 8x
- Biology / Chemistry: 10x
Faculty Responsibility

- Legal interpretation of the ADA is that individual faculty are responsible for the accessibility of their course materials
- Student accommodations cannot fundamentally alter the curriculum (e.g. submitting substantially different assignments than other students)
- Everything posted in a course (even “recommended” materials) must be made accessible to all students

UITS - ATAC

- ATAC is transitioning to a support-and-training model instead of a production house
- Will still support development of advanced materials
  - 3D models
  - Tactile graphics
- Can no longer convert all course materials for every accommodated course – focus is pulled to complex accommodations
Proactive Steps for Faculty

• Create/use well-formatted documents (easy in Word and PowerPoint)
  - Creating an Accessible Syllabus course on IU Expand (>1 hour)
• Ensure only truly required materials are shared with students
• Work with librarians to get truly digital versions of articles, etc. (no scanned documents)
• Evaluate accessibility of digital learning tools you may adopt (Pearson MyLab, etc.)
• Video content should be in Kaltura for easy professional captioning

IU “eTexts”
eTexts and Digital Learning Tools

- The IU eText program encompasses all of the following:
  - Textbooks
  - Digital Learning Tools (Pearson MyLab, McGraw-Hill Connect, etc.)
  - OER (at no cost to students)
  - Additional course materials created/provided by instructor (articles, etc.)
- Over 50% of purchases through IU eText are DLTs

Improvements For Faculty

- UITS will improve the “front door” to explain how to suggest/add additional titles and course materials
- Can assign a “Course Coordinator” in the eText system to order materials for multiple courses/sections (not just instructor of record)
- Working to improve the analytics of student activity
Concerns For Students

• There is an opt-out process, but it is not well-publicized
• Students retain access to texts as long as they are with IU
• Most DLT access is removed at the conclusion of the semester

Accessibility Concerns

• The Engage reader does not work with screen readers
• UITS/ATAC can provide the textbook in another digital format (PDF, ePub) to students who require accommodations
• However, accommodation of Digital Learning Tools is still a major issue
Suggestions

• Provide faculty an ability to preview desk copies of books *within* the Engage reader prior to adoption

• Give faculty earlier access to eText after adoption
  • Currently, faculty only get the text when the Canvas course is created

• Clarify processes for adding custom content into the system

Upcoming Topics
Upcoming Topics

• February:
  • Software Services Selection Process (SSSP)
  • Conference & Classroom Reservations

• March:
  • ePortfolio
  • Faculty Insight

• April:
  • Updates on 2019-2020 topics