

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

**March 3, 2020 ~ Campus Center 450A ~ 3-5 p.m.**

**Faculty and Guests Present:** Lisa Angermeier, Gustavo Arrizabalaga, Mark Bannatyne, Anne Belcher, Edward Berbari, Kathryn Berlin, Ashay Bhatwadekar, Brenda Blacklock, Bonnie Blazer-Yost, Amy Blevins, Ben Boukai, Herbert Brant, Angela Bruzzaniti, Kenneth Carow, Timothy Corson, Hannah Craven, Theodore Cummins, Tamara Davis, Cornelis De Waal, Jeffrey Dean, Kimberly Donahue, Rob Elliott, Sasha Fedorikhin, Pat Fox, Stephen Fox, Philip Goff, Brittney-Shea Herbert, Debbie Herold, Catherine Herrold, Krista Hoffmann-Longtin, Matthew Holley, Ann Holmes, Catherine Hudnall, Ashley Inman, Sarath Janga, Kathy Johnson, Sara Johnson, Kyle Jones, Justin Kani, NiCole Keith, Sarah Koskie, Joan Kowolik, Alexey Kuznetsov, Chris Lamb, Matthew Landman, Jessica Lee, Katharine Macy, Brendan Maxcy, Lindsey Mayo, Laura Menard, Marc Mendonca, Willie Miller, Gwendolyn Morrison, Mohamed Razi Nalim, Kristi Palmer, Nasser Paydar, Stefan Petranek, Celeste Phillips-Salimi, Christine Picard, Daniel Ramras, Robert Rebein, Nila Reimer, Ronald Sandwina, Jesse Savage, Kristina Sheeler, Deborah Stiffler, Sean Stone, Thomas Stucky, Ruben Vidal, Kathleen Visovatti Weaver, Diane Von Ah, Crystal Walcott, Marlene Walk, Lixin Wang, John Watson, Jeffrey Watt, and Jeremy Wilson (alt: Hilary Kahn)

**Members Absent:** Rafat Abonour, Marta Anton, Rafael Bahamonde, James Ballard, Kristy Beach, Teresa Bell, Nicolas Berbari, Stephen Boehm, Shawn Boyne, Nicholas Brehl, Olguta Buse, Joan Carlson, Jeremy Carter, Subir Chakrabarti, Ellen Chernoff, Amber Comer, Andrea Copeland, David Craig, Susan deMaine, Alexander Dent, Brian Dixon, Gregory Druschel, Hong Du, Christine Eckel, Shiao-fen Fang, Charles Feldhaus, Aaron Ganci, James Gladden, Nan Goggin, Raymond Haberski, Eileen Hacker, Paul Halverson, Jay Hess, Reinhold Hill, Chang Ho, Tandra Jackson, Peter Jenkins, Jennifer Johnson, Steven Jones, Kevin Jones, Benjamin Keele, Kathleen King Thorius, Andrew Klein, Daniella Kostroun, Debomoy Lahiri, Lawrence Lee, Steven Mannheimer, Troy Markel, James Marrs, Kathleen Marrs, Kyle Minor, Dean Morton, Carol Murdoch-Kinch, Miriam Murphy, Robin Newhouse, Mathew Palakal, Megan Palmer, Amir Pasic, Michael Pitts, Ted Polley, Karen Pollok, Hongxia Ren, David Russomanno, Jim Scheurich, Genevieve Shaker, Sylk Sotto, Evelyn Stephenson, Jake Streepey, Rosa Tezanos-Pinto, Jennifer Thorington Springer, Matthew Turner, Joshua Vest, John Watson, Clark Wells, Jennifer Wessel, Rachel Wheeler, Angela White, Craig Willey, L. Jack Windsor, Andrew Winship, 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 February 4, 2020, Meeting**

The minutes of the February 4, 2020, 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:

- Professor of Law and Associate Dean for Graduate Studies and International Affairs Karen Bravo has been named the next dean of the Robert H. McKinney School of Law.
- The women's basketball team finished the season as champions. They will be playing in the semi-finals. Macy Williams was named Player of the Year of the Horizon League with Austin Parkinson, coach, named Coach of the Year.
- *To alleviate concerns, Paydar addressed the coronavirus situation. These remarks were delivered on March 3, 2020, and some information may be outdated at the time of publication.*

- The epicenter of the coronavirus is [Wuhan, China]. There is a website, created by John's Hopkins, that shows the global coronavirus situation and is updated continuously. One of the charts shows the worldwide death count by the coronavirus. Another chart shows the number of confirmed cases. Chancellor Paydar shared the different graphs and aspects of this website with the council. In the U.S., there are 108 cases, 6 have lost their lives and 8 have recovered.
- There have been issues with testing in the U.S. This will unfortunately lead to more cases going forward. Many businesses have banned certain types of travel. Typically, young people are not much affected unless they have underlying conditions. Those who are 40 and above are experiencing most of the impact. There is no type of medication for infection, unless it turns to pneumonia or another illness as a result. Most have been instructed to call their personal healthcare provided rather than to go to the hospital, unless the case is severe.
- Three groups have formed to monitor the situation and make plans. One of the departments reviewing the situation is the Incident Management Team (IMT). The IMT is made up of 40 internal and external individuals, meeting on a daily basis regarding daily activities on campus. Another group is the Executive Policy Group who coordinates the work of IMT and handles policies regarding travel, staff, faculty, and other areas. The third group is the Emergency Operations Center who operate a call center and monitor the issues on campus. Over 100 universities have formed a listserv and are sharing their policies with one another regarding the coronavirus.
  - Although there are many units monitoring this from inside and outside of our campus, there is only one unit who has the authority to distribute resources, issue more test kits, and make decisions—and that is the county health departments. IUPUI follows CDC requirements. IUPUI's problem under these circumstances is scale (30,000 students and 10,000 faculty members, and the number grows when taking into consideration the university as a whole).
- Most policies are focusing on containing this disease and to limit travel to these areas experiencing more problems. With time, it will become necessary to look at mitigating issues and helping people. This coronavirus will spread, it is unknown how bad, but it will spread.
- All the travel restrictions in place has been established to tackle this issue. The CDC has different travel levels ranging from 0, where everything is normal, to 3, where people should not travel to that area. China, South Korea, Iran, and Italy are at level 3 right now. If traveling from a level 3 country, it is required to self-isolate for a period of 14 days before returning to campus. For level 2 countries, travel is not restricted but it is strongly encouraged to not to travel to those areas and the 14-day isolation period is still required.
- Study abroad has been affected by these travel restrictions. There are currently 27 students studying abroad. There are 614 who are planning to go. These restrictions are in place to mostly protect those who would be impacted by the person traveling and transmitting the disease, and perhaps not the person traveling themselves. In addition to students, 10 scholars come to IUPUI from various parts of the world. It is important to be mindful of this.
- You will be sent a lot of information regarding the coronavirus from schools, deans, and other units. The most important email to review in complete detail is the one that comes from the Office of Public Safety. The protect.iu.edu website is another resource for up-to-date information. The emails from the Office of Public Safety are archived on this website as well.
- Another issue we face is that spring break is near. The campus does instruct all faculty, staff, and students who are traveling out of the country, to complete a form that informs the university about travel plans for safety.

- Because the outcome on the spread of the virus is unknown, in the circumstance that face-to-face classes are suspended, the keep-teaching.iu.edu website was created to guide faculty in the transition to a completely online method of instruction and class management.
- Applications from international students have not been that negatively impacted at the moment. But there could be issues with visas and other areas.
- We are asking of anyone who feels ill at all, to not come to work. So, there will be more messaging about this.
- These plans are not intended to cause panic, but these measures are to prepare. There will also be more signage around campus indicated what everyone can do to prevent a spread, like washing hands properly and sterilizing materials.
- The Chancellor's Cabinet has been reviewing the continuity plan.

#### **Agenda Item V: Question / Answer Period**

- Is there a plan for staff time off, especially in regard to self-quarantine?
  - Camy Broeker said that HR has updated their website FAQ for this information. The campus wants to be as flexible as possible with this, since it is being mandated. This also relates back to a business continuity plan and whether some staff members could continue work from home. If specific issues come up, HR and Broeker can be reached for questions.
- Is it possible to do a dry-run continuity plan for a day?
  - Broeker said that there is not a campuswide plan for this, however, she encourages units to do what they feel is necessary to prepare for their planning. Testing or dry runs could be a part of that. Paydar also said that this will be discussed at the dean's meeting tomorrow.
- Are emails being sent to students just as was discussed today for faculty and staff?
  - Yes, they are receiving emails. Each school dean will also receive a special email and should feel comfortable sending those to their schools.

#### **Agenda Item VI: Updates / Remarks from the IFC President**

John Watson, President, IUPUI Faculty Council

Watson reported on the following:

- University Faculty Council: The non-tenure-track (NTT) faculty voting rights task force will provide their recommendations to the UFC-EC this Tuesday. The proposal encompasses a different way of allocating at-large representatives from the campuses. Currently, the definition of the voting faculty will be full-time tenured and tenure-track (TT) faculty and full-time NTT faculty with the following appointments: clinical, lecturer or teaching professor, professor of practice, and research scientist / scholar. The following will not be members of the voting faculty: acting, visiting, adjunct, specialist, honorary, emeritus, and other academic appointees. The elected faculty membership will be determined as follows: Each regional campus will have two elected representatives; 1 TT and 1 NTT. IUPUI and IU Bloomington will each have 12 representatives with at least one being NTT and at least one being TT. The elected president of each campus faculty will also serve on the UFC as is currently. The campuses will decide how to elect their representatives with the 60/40 rule in mind.
- The UFC-EC is appointing a financial exigency task force. IU Bloomington and IUPUI both have plans, but the university does not. The task force will work on a university plan. Each campus will have a member and one member will be from the UFC Budgetary Affairs Committee. Ann Holmes will represent IUPUI.
- UFC Consensual Relations Task Force distributed a survey. Watson hopes that everyone participated. Peggy Stockdale and Marc Mendonca participate on the task force.

**Agenda Item VII: [Action Item – Vote]: Slate for the Election of the At-Large Representatives**  
Ed Berbari, Chair, Nominations Committee

Berbari noted that one candidate on the slate reviewed at the last meeting was found to be ineligible. The revised slate follows. The election for at-large representatives will be held electronically following this meeting.

**IUPUI Faculty Council: Slate for At-Large Representatives**

**Term: June 2020 through June 2022**

Need to elect 30; number to slate 45

Last Name	First Name	Middle Name	Rank		School	Department
Andersson	Fredrik O.		NTK	FT3	IN-SPEA	IN-SPEA
Ando	Masatoshi		TEN	FT2	IN-DENT	IN-DSPD
Anwar	Sohel		TEN	FT2	IN-ENGT	IN-ENGT
Baich	Tina		TEN	LT1	IN-LIBR	IN-LIBR
Bell	Teresa	Maria	NTK	FT3	IN-MED	IN-SURG
Boehm	Stephen	L.	TEN	FT1	IN-SCI	IN-PSY
Boukai	Ben		TEN	FT1	IN-SCI	IN-MATH
Brant	Herbert	J.	TEN	FT2	IN-LART	IN-LANG
Coleman	Christopher	Lance	TEN	FT1	IN-OACA	IN-FWNU
Conner	Jennifer	M.	TEN	FT2	IN-COLU	IN-CEDU
De Waal	Cornelis		TEN	FT1	IN-LART	IN-PHIL
Duarte	Simone		NTK	FT2	IN-DENT	IN-DSPD
Everett	Thomas	H	NTK	FT2	IN-MED	IN-MDEP
Fedorikhin	Sasha		TEN	FT2	IN-BUS	IN-BUS
Fox	Stephen	L.	TEN	FT1	IN-LART	IN-ENG
Gavrin	Andrew	D.	TEN	FT2	IN-SCI	IN-SCI
Gray	Brian	Wallace	NTK	FT3	IN-MED	IN-SURG
Hacker	Eileen	Danaher	TEN	FT1	IN-NURS	IN-NURS
Kani	Justin		NTK	LT3	IN-LIBR	IN-LIBR
Keele	Benjamin	John	TEN	LT2	IN-LAW	IN-LAWL
Keith	NiCole	Ruth	TEN	FT1	IN-SHHS	IN-PE
Kelly	Jason		TEN	FT1	IN-LART	IN-HIST
Kim	Il-Man		TEN	FT2	IN-MED	IN-PBIO
Koskie	Sarah		TEN	FT2	IN-ENGT	IN-ENGT
Kostroun	Daniella	Jane	TEN	FT2	IN-LART	IN-HIST
Lahiri	Debomoy	K.	TEN	FT1	IN-MED	IN-PSYC
Li	Lei		TEN	FT2	IN-SCI	IN-CHEM
Li	Lingxi		TEN	FT2	IN-ENGT	IN-ENGT
Macy	Katharine		NTK	LT3	IN-LIBR	IN-LIBR
Mao	Weiming		NTK	FT2	IN-MED	IN-OPHTH
Morrison	Gwendolyn		TEN	FT2	IN-LART	IN-ECON
Neal-Beliveau	Bethany	S.	TEN	FT2	IN-SCI	IN-PSY
Odell	Jere		TEN	LT2	IN-LIBR	IN-LIBR
Ramras	Daniel	Alexander	TEN	FT2	IN-SCI	IN-MATH
Randall	Stephen	Karl	TEN	FT1	IN-SCI	IN-BIOL
Roberts	Eva	L.	TEN	FT1	IN-HERR	IN-ACD
Rogers	Christian	Bryan	TEN	FT2	IN-ENGT	IN-ENGT
Russell	Steven		TEN	FT1	IN-LART	IN-ECON
Shieh	Carol		TEN	FT2	IN-NURS	IN-NURS
Storey	Susan		NTK	FT3	IN-NURS	IN-NURS
Upton	Thomas		TEN	FT1	IN-LART	IN-ENG
Vidal	Ruben		TEN	FT1	IN-MED	IN-PATH
Walter-McCabe	Heather	A	TEN	FT2	IN-SOCW	IN-SOCW
Yu	Whitney		TEN	FT2	IN-ENGT	IN-ENGT
Zhang	Xinna		NTK	FT3	IN-MED	IN-MMGE

**[First Read] Slates for the Elections of the Executive Committee, Nominating Committee, and University Faculty Council**

**IUPUI Faculty Council: Slate for Executive Committee – Tenure Track Faculty**

**Term: June 2020 through June 2022**

Number to Elect: 4; Number to Slate: 8

Last Name	First Name	Rank	School	Department Description
Bell	Teresa	TT03	Medicine	General Surgery
Boukai	Ben	T01	Science	Mathematical Sciences
Li	Lei	T02	Science	Chemistry
Marrs	Kathy	T02	Science	Biology
Mayo	Lindsey	T02	Medicine	Pediatrics
Mendonca	Marc	T01	Medicine	Radiation Oncology
Miller	Willie	T02	University Library	University Library
Murphy	Miriam	T02	Law	Library
Watt	Jeff	T01	Science	Mathematics
White	Angela	TT03	University Library	University Library

\*No two elected members of the committee shall be from the same academic unit, except from the School of Medicine which may have two members: one each from the basic science and clinical departments.

**IUPUI Faculty Council: Slate for Executive Committee – Non-Tenure-Track Faculty**

**Term: June 2020 through June 2022**

Number to Elect: 1; Number to Slate: 2

Last Name	First Name	Rank	School	Department Description
Angermeier	Lisa	FC2	Health and Human Sciences	Physical Education
Donahue	Kim	FLS	Kelley School of Business	Kelley School of Business
Yost	Robert	FLS	Science	Biology

\*No two elected members of the committee shall be from the same academic unit, except from the School of Medicine which may have two members: one each from the basic science and clinical departments.

**IUPUI Faculty Council: Slate for Nominating Committee**

**Term: June 2020 through June 2022**

Number to Elect: 3; Number to Slate: 6

Last Name	First Name	Rank	School	Department Description
Berbari	Ed	T01	Engineering and Technology	Biomedical Engineering
Buse	Olguta	T02	Science	Mathematics
Mayo	Lindsey	T02	Medicine	Pediatrics
Windsor	L. Jack	T01	Dentistry	Biomedical Sciences and Comprehensive Care
Mihaylov	Plamen	TT03	Medicine	Transplant Surgery
Rodd	Zachary	T02	Medicine	Psychiatry
Stiffler	Deb	T02	Nursing	Nursing

**IUPUI Faculty Council: Slate for University Faculty Council**

**Term: July 1, 2020, through June 30, 2022**

Need to elect 4; number to slate 8

Last Name	First Name	Rank	School	Department Description
Goff	Philip	T01	Liberal Arts	American Studies
Jones	Kevin	T02	Columbus	Business

Kostroun	Daniella	T02	Liberal Arts	History
Ladd	Alan	T01	Medicine	Surgery
Li	Jiliang	T02	Science	Biology
Palmer	Megan	T02	Medicine	Emergency Medicine
Thorington Springer	Jennifer	T02	Liberal Arts	English
Walcott	Crystal	T02	Columbus	Education

**Agenda Item VIII: [Action Item - Vote] Teaching Professor Criteria**

Rachel Applegate, Convener, IFC Ad Hoc Committee to Review Promotion and Tenure  
Assistant Vice Chancellor for Faculty Affairs

[Circular 2020-01](#): Campus Criteria for Senior Lecturer and Teaching Professor Ranks

Applegate said that the teaching professor criteria is up for a vote. The ballot for this agenda item will be distributed electronically after the meeting. Voting will end March 6. The results will be announced next week.

**Agenda Item IX: [Information Item] IUPUI Dimensions of Global Learning**

Hilary Kahn, Associate Vice Chancellor for International Affairs  
Gabriel Filippelli, Professor, Department of Earth Sciences

[Circular 2020-05](#): Developing Global Mindsets for All IUPUI Students: IUPUI Dimensions of Global Learning

[Circular 2020-06](#): Teaching Examples: IUPUI Dimensions of Global Learning

Kahn and Filippelli referred to the appended IUPUI Dimensions of Global Learning and reported on the following:

- The dimensions answer goals two and eight of the IUPUI Strategic Plan.
- The goal of the dimensions is to reach 90 percent of the students who are not doing study abroad so that they have an international or global learning experience as well.
- The dimensions map to the Profiles, but they are different than the Profiles. They will not be assessed or required. They are a resource.
- The appended teaching examples are to assist you in supporting the goals you have in your existing courses.
- Filippelli discussed how he has used the dimensions in his classroom. He teaches the capstone course in Environmental Science. How do they communicate with the science and connect to it? The dimensions helped him clarify how to make the connection to global initiatives. What influence will the students have on local global policy, state policy, or federal policy?

Kahn asked for endorsement of the IUPUI Dimensions of Global Learning. A motion was moved and seconded to endorse the IUPUI Dimensions of Global Learning. The motion passed unanimously.

**Agenda Item X: Unfinished Business**

There was no Unfinished Business.

**Agenda Item XI: New Business**

There was no New Business.

**Agenda Item XII: [Action Item - Vote] Bylaw Change: Ombudsteam**

Tina Baich, Member, Constitution and Bylaws Committee

[Circular 2020-02](#): Proposed Changes to the Bylaws of the IUPUI Faculty Council

Baich said the proposed changes to the IFC Bylaws were reviewed. The committee moved the changes to be adopted. A ballot will be sent electronically for voting. Voting ends March 6. Watson acknowledged Chancellors Professor Emerita Marianne Wokeck who brought the idea of an Ombudsteam to the council.

### **Agenda Item XIII: Call for IFC or UFC Standing Committee Reports**

- Academic Affairs Committee (Peggy Daniels Lee, Chair):
  - [First Read] Percentage of IUPUI Courses Required for the Conferral of a Certificate: [Circular 2020-04](#): Percentage of IUPUI Courses Required for the Conferral of a Certificate

Lee Presented the below circular for a first read.

#### **Percentage of IUPUI Courses Required for Conferral of Certificate**

##### **Scope**

Students completing a certificate program from IUPUI with completed courses from another IU campus or external institution.

##### **Policy Statement**

IUPUI requires that a minimum of 25% of the credit hours earned for the conferral of a certificate be earned at IUPUI.

##### **Reason for Policy**

While specific policies exist for the conferral of a bachelor's or associate's degree, no policy currently exists for the conferral of IUPUI certificates.

##### **Procedures**

In reviewing requirements for the conferral of an IUPUI certificate, academic units must require that at least 25% of the completed coursework be earned at IUPUI.

Example: A 15-credit hour certificate (based on five, 3-credit hour courses), requires that at least two of the courses be completed at IUPUI to award the certificate. The 25% calculations come to 1.25 courses or 3.75 credit hours which would round up to 2 courses, in this example.

Example: An 18-credit hour certificate (based on six, 3-credit hour courses) requires that at least two of the courses be completed at IUPUI to award the certificate. The 25% calculations come to 1.5 courses or 4.5 credit hours which would round up to two courses, in this example.

##### **Sanctions**

Conferral of an IUPUI certificate with fewer than 25% of the coursework earned at IUPUI could result in rescinding the certificate.

##### **History**

The [Higher Learning Commission](#) has outlined specific criteria with respect to the minimum number of credit hours required for an institution to confer a bachelor's or associate's degree

*The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically, institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the*

*Commission. Any variation from the typical minima must be explained and justified.*

Based on the established minimum number of credit hours, a bachelor's or associate's degree requires that 25% of the course requirements be completed by the conferring school. This same standard should be used for conferral of an IUPUI certificate.

- Lee also provided a report on what the committee is working on:
  - The committee has been working on a new grading policy document under review by the UFC.
  - They are working with the Faculty Affairs Committee on an associate faculty policy.
  - They are looking at Canvas so that IU Online faculty can review attendance. Boost is under review and is an app on the left side of the Canvas menu bar. It is no longer optional and is an app students receive that remind them that assignments are due.
  - The Student Engagement Roster: The committee was asked to write a recommendation to encourage faculty to use the roster. They will be passing on that recommendation to the EC.

Distance Education Committee (Gina Londino Smolar, Chair):

- Smolar submitted the following report in absentia.

### **IFC Distance Education Committee**

#### **Chair: Gina Londino-Smolar**

Members	Babich, Suzanne (Public Health), Friesth, Barb (Nursing), Shrum, Rebecca (Liberal Arts)(sabbatical), Wilkerson, David (Social Work), Wolfe-Taylor, Samantha (Social Work), Ekser, Burcin (Medicine), Embree, Jennifer (Nursing), Hook, Sara (Informatics & Computing), Hinrichs, Rachel (University Library), Price, Jeremy (Education), Smith, John Reed (Business), Tezanos-Pinto, Rosa (Liberal Arts), Johnston, Ann (Public Health), Stout, Rebecca Lynn (Medicine), Peterson, Dina (Medicine)
Liaisons	Applegate, Rachel (Administrative Liaison), Ferguson, Margie (Administrative Liaison), Stiffler, Deb (Nursing) (Executive Committee Liaison) , Gosney, John/Stacy Morrone (VPIT) (Administrative Liaison), Hundley, Stephen (Planning and Institutional Improvement) (Ex Officio), Taylor, Nolan (Business) (Liaison from Technology Committee)

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**10/10/19 Teaching Online Resources:** Anna Lynch and Maggie Ricci  
Quality Matters, Center for Teaching and Learning, “The Forum” and “The Faculty Crossing” space, Curriculum Enhancement Grants

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**12/12/19 Teaching Resources to Build Online Courses:** Anna Lynch and Maggie Ricci  
The Tool Finder, Canvas Studio, Teaching for Student Success: an Evidence Based Approach

**Support Structure for students in online programs and individual courses:** Chris Foley  
Student support was never funded nor intended to replace on-campus services, but to compliment these services for online students; multiple campuses administer different services, i.e. “Admissions and Recruitment” is done through IUK, asynchronous “Math and Writing Support” is done through IUE.  
A description of support services for IU Online students can be found at <https://teachingonline.iu.edu/programs/student-services/index.html>

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**01/16/20 ATAC Update:** Michael Mace

Current serving 107 courses across IU, currently IUPUI has the larger population of visually impaired students (12), 2 of them are in online programs; Online courses have to think about captioning for videos, DLT resources, image alternate text, and content organization, overall online courses are done well

**Quality Matters Update:** David Becker Jr.

There is a total of 40 course at IU QM certified; IUSE leads with 28; IUPUI has 1; there are 90 QM reviewers across IU, with 15 at IUPUI. Contact your teaching center if you are interested in doing in initial QM review. A QM syllabus template and IU Online Quality Checklist have recently been developed as resources for faculty teaching online.

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**02/13/20 Update on IU Anyware:** Stephanie Cox and Ellyn Pruitt

Currently 30,000 students, faculty and staff across IU are active users, 247 virtual applications including virtual desktops; IU Online vPC – partnership with eDS; one-to-one virtual desktop for specific students; Accessibility technology desktop, provide for all IU students, faculty and staff; OS compatibility – for windows application, is a big benefit; Storage on the cloud; box, dropbox, google drive, onedrive, local files shares (IU cloud storage)

**Update on Kaltura:** Nate Pairitz

Media space on Kaltura, in Canvas there is media gallery which is course specific and My Media; Desktop Recorder, Kaltura Capture and Classroom Capture; Benefit of using Kaltura – saved individual files (audio, web camera, and screen), searchable within My Media, Analytics on videos, closed captioned automatically and transcript video

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**04/16/20 Marketing and Future of IU Online:** Chris Foley

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*Additional Information*

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

Lindsey Mosier, Second Vice President, IUPUI Staff Council

Mosier reported on the following:

- Staff Council is collaborating with the IFC in the School of Science dean search.
- Elections will begin in April.
- Staff Council will also sponsor the 13th Annual Caesar Chavez dinner and purchasing tickets for staff and students.
- The Random Acts of Kindness initiative: The council will perform random acts of kindness and give the recipient a wrist band. The recipient is then asked to pass on the kindness to promote a welcoming campus.
- Save-the-Dates will be sent out soon for the Staff Council Mini-Conference, which is scheduled for May 22.
- Staff Council will participate in a spring service project for the Christamore House.
- Staff Council adopted Salesforce as a communication mechanism. It will be used to communicate directly with the staff on certain initiatives.

**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](mailto:fcouncil@iupui.edu)/<http://www.facultycouncil.iupui.edu>

## Report on Council Actions 2019-20 (per Bylaws Article 1. Section C.3)

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:

- Review and make recommendations regarding the Global Learning Outcomes dated April 3, 2019.
- Review and provide feedback on IUPUI Test Optional Task Force Report of January 17, 2019.

#### 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 Oberfell)
- 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” faculty, especially 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)

## **IUPUI Promotion and Tenure Guidelines**

### **Campus Criteria for Senior Lecturer and Teaching Professor Ranks**

#### **Background:**

In his 2017 State of the University address, President Michael McRobbie called for a redoubling of efforts to assure pervasive excellence in teaching and learning through a number of new initiatives aimed at underscoring the central importance of excellent teaching on all campuses of Indiana University. One such initiative focused on strengthening career paths for faculty devoted to teaching and learning. In particular, President McRobbie asked that:

*...the UFC and other faculty governance organizations work with campus academic leadership to consider developing new, well-defined, rigorous pathways for tenure and promotion based specifically on excellence in teaching. The pathways should be evidence-based, use multiple types of evidence of excellence, consider evidence of student learning, and be peer reviewed. I also ask that they consider changes to the non-tenure-track ranks to provide stronger career paths that recognize the professionalism of these important and growing segments of IU's instructional community. In this connection, UFC might also consider other full-time faculty ranks to recognize long-term commitment to excellence and mentorship in teaching. (President Michael A. McRobbie, 10.10.2017)*

Following considerable discussion among faculty governance groups across the campuses of Indiana University, the UFC recommended the creation of a new tier within the lecturer career path, *Teaching Professor*, to ensure that the professional path for lecturers was parallel to that for the tenure stream and clinical professor ranks, both of which include three tiers. This recommendation was approved by the Indiana University Board of Trustees in June, 2019. The rank of *Teaching Professor* is situated at the top of the lecturer rank, beyond *Lecturer* and *Senior Lecturer*.

#### **IUPUI Campus Standards and Expectations for Documenting Teaching Performance:**

Campus-level standards are developed to serve as a foundation for evaluating faculty performance across the domains of teaching, research and creative activity, and professional service. When the new tier of *Teaching Professor* was approved, it was important for campus standards to be developed quickly in order to help serve as a guide for the development of school-specific criteria and standards (and in some cases, department-specific criteria and standards). The table below reflects recommendations of the Promotion and Tenure *ad hoc* Task Force. These standards reflect an initial effort to establish minimum expectations for promotion to Senior Lecturer and Teaching Professor for all academic units at IUPUI, IUPUC and IU Fort Wayne. School criteria (and department criteria, when applicable) are expected to meet or exceed these levels of performance.

	<b>Advancement to Senior Lecturer</b>	<b>Advancement to Teaching Professor</b>
Standard for Excellence	<ul style="list-style-type: none"> <li>Documented student learning</li> <li>Distinct teaching philosophy</li> <li>Achievement of excellence in a teaching-related domain</li> <li>Achievement of excellence in instruction (see below)</li> </ul>	<ul style="list-style-type: none"> <li>Record of publicly disseminated and peer reviewed scholarship in teaching</li> <li>Documented student learning</li> <li>Distinct teaching philosophy</li> <li>Achievement of excellence in a teaching-related domain, sustained over time</li> <li>Achievement of excellence in instruction (see below)</li> </ul>
Documentation of Student Learning	<ul style="list-style-type: none"> <li>Student learning outcomes (e.g., at course, program levels)</li> <li>Student input into teaching (e.g., student evaluations)</li> <li>Peer evaluations of teaching</li> </ul>	
Documentation of Distinct Teaching Philosophy	<ul style="list-style-type: none"> <li>Teaching philosophy statement</li> <li>Reflection on input from student learning outcomes, student evaluations, and peer evaluations</li> </ul>	
<b>Excellent achievement in Instruction and also in at least one of the other domains (course or curricular development, mentoring/advising, service in support of teaching/learning), depending on responsibilities.<sup>1</sup></b>		
Excellent Achievement in Instruction	<ul style="list-style-type: none"> <li>Documentation of extraordinarily successful teaching and learning outcomes. The case for teaching excellence is grounded in a sophisticated teaching philosophy.</li> </ul>	
Excellent Achievement in Course or Curricular Development	<ul style="list-style-type: none"> <li>In addition to producing effective course and curricular products, shows evidence of having disseminated ideas <i>locally or internally</i> through administration, mentoring, publication, presentation, or other means.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to producing effective course and curricular products, shows evidence of having disseminated ideas <i>within the profession or generally</i> through administration, mentoring, publication, presentation, or other means.</li> </ul>
Excellent Achievement in Mentoring and Advising	<ul style="list-style-type: none"> <li>Mentoring and advising (of students) is characterized by a scholarly approach. High accomplishments of students mentored or advised are consistently linked to the influence of mentor, demonstrating impact. Scholarly and reflective approach to mentoring and advising is documented.</li> </ul>	
Excellent Achievement in Service in Support of Teaching and Learning	<ul style="list-style-type: none"> <li>Course coordination, training of other faculty, support of student learning experiences, support of community in area of expertise, etc.</li> </ul>	

### External Reviewer Requirements:

	<b>Advancement to Senior Lecturer</b>	<b>Advancement to Teaching Professor</b>
External Reviewers: 2020-2021 Cycle	Reviewers can be from IU, PU or IUPUI as long as they have no close associations with the candidate and are outside the candidate's department (or school, if there are no departments).	At least two reviewers must be outside the IU and PU systems. Up to 4 reviewers may be from IU, PU or IUPUI as long as they have no close associations with the candidate and are outside the candidate's department (or school, if there are no departments).
External Reviewers: 2021 and beyond		Up to 2 reviewers may be from other IU or PU campuses; at least 4 reviewers must be outside of the IU and PU systems. <sup>2</sup>

<sup>1</sup> Most of this description comes from current excellence-in-teaching criteria that is intended for all faculty types. It is more common for tenure-track faculty to demonstrate excellence in student mentoring, particularly of graduate students. Current language does not include mentoring of adjunct or junior faculty.

<sup>2</sup> The same expectations apply to tenure-track and clinical faculty appointments.

### Standards for Satisfactory Service:

	Advancement to Senior Lecturer	Advancement to Teaching Professor
Satisfactory Service to University	<ul style="list-style-type: none"> <li>Routine department expectations; chair's determination that service is more than mere participation</li> </ul>	
Satisfactory Service to Discipline or Community	<ul style="list-style-type: none"> <li>Routine, required or expected service to the discipline or community</li> </ul>	

**Note on criteria formatting:** 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. The other stipulates expectations for areas of excellence, without regard to faculty type. A formatting change is in development 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.

### Key Highlights of Proposed Changes:

1. There are no changes to the current standards for tenure-track and clinical cases based on excellence in teaching. Tenure-track cases require an emerging (associate) or achieved (full) national reputation, dissemination in teaching, and disseminated scholarship in one's research area. Clinical cases require national-level peer reviewed dissemination in teaching (clinical associate professor), sustained over time (clinical professor).
2. No changes are proposed for any requirements pertaining to student input on teaching or to peer evaluations.<sup>3</sup>
3. Senior Lecturers and Teaching Professors must both establish strong teaching records (student learning outcomes) and a distinct teaching philosophy.<sup>4</sup> Candidates may choose a specific domain within teaching to demonstrate excellence<sup>5</sup> (e.g., curriculum development, student support, mentoring, classroom instruction, technological innovation).
4. Senior Lecturers would not need peer-reviewed dissemination, whereas Teaching Professors would.
5. Senior Lecturers would not need external reviewers beyond IUPUI, whereas Teaching Professors would.
6. Teaching Professors would need to demonstrate sustained excellence over time. While a specific period of time is not stipulated, it is assumed that faculty will demonstrate 5 or more years of excellence at the Senior Lecturer rank, similar to current language regarding advancement to full professor. For a transition period through 2023-2024, each promotion case would be examined for a sustained record of excellence, regardless of the exact rank held at the time (e.g., a candidate may have met the criteria and standards for Senior Lecturer while holding the rank of Lecturer).

<sup>3</sup> Current senior lecturers who have not had a recent formal peer evaluation should take steps to engage in the process before applying for promotion. This can be achieved by setting up and documenting a discussion of teaching with peer faculty.

<sup>4</sup> See the [Scholarly Teaching Taxonomy](#)

<sup>5</sup> See the [FACET Statement Concerning Criteria for Promotion to Teaching Professor](#)

## Appendix: Additional Resources and Summary of Process

### Additional Resources:

[On this page](#), use link to get to a Box folder with materials. These include:

- [Scholarly Teaching Taxonomy](#)-Post Review Draft
- [FACET Statement Concerning Criteria for Promotion to Teaching Professor](#)
- [Definitions and examples](#) related to lecturer activities (include examples of *peer review* and *dissemination*)
- [Faculty by school, type, and highest degree across lecturer, senior lecturer and clinical ranks](#)

### Process for Developing Campus Standards:

- Fall 2019: Ad Hoc Committee to Revise P&T produces, “Moving the Middle” document, based 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 of the campus promotion and tenure committee as well as the Faculty Affairs Committee from the IUPUI Faculty Council.
- Timeline developed by Kathy Johnson and John Watson (IFC President).
- Workshop held October 31, 2019
- January 2020: Information item for IUPUI Faculty Council. Questions asked, answered; feedback, incorporated into new proposal (after distribution to Ad Hoc Committee)
- **Due: January 30, school-level criteria**
- Next steps:
  - February 4, 2020 IFC meeting: 1<sup>st</sup> reading of change
  - March 3, 2020 IFC meeting: 2<sup>nd</sup> 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 in spring 2020. *Future reviewer requirements: 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.

**IUPUI**OFFICE OF INTERNATIONAL AFFAIRS  
Curriculum Internationalization**IUPUI Dimensions of Global Learning  
Developing Global Mindsets for all IUPUI Students**

February 2020

The IUPUI Dimensions of Global Learning are designed as a tool for faculty, staff, and administrators to help them develop more intentionally global and intercultural learning experiences across the curriculum and co-curriculum.

The IUPUI Dimensions of Global Learning represent a vital step in achieving IUPUI's goal to: *Develop curricular and co-curricular activities that enable all IUPUI students to have at least one substantial global learning experience during his or her IUPUI career, either internationally or locally.*

**With a global mindset, IUPUI students will be able to:**

1. Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.
2. Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.
3. Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world.
4. Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests.
5. Summarize the consequences of policies, global systems, and/or historical trends for people as well as how people the world over impact these processes.
6. Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems.
7. Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve.
8. Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities.



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS  
Curriculum Internationalization

## **IUPUI Dimensions of Global Learning**

### **Teaching Examples**

Updated Feb 27

**1. Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.**

Through the Next Gen Coder's Network, students communicate synchronously and asynchronously to complete a digital project on international communication with students from the Middle East. They complete a pre-and post-course survey about their beliefs, values, and assumptions, and they complete reflections during the project to foster their own thinking about cultural differences. (School of Engineering and Technology, Global Information Technology)

**2. Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.**

Students learn how to provide culturally-relevant healthcare to Burmese refugees by engaging in a case study. Students receive pertinent background about Burmese culture and then work through a healthcare scenario that requires cultural competency to successfully navigate. A Burmese doctor, nurse, interpreter, and case manager act as a review panel: asking questions, providing feedback, and guiding the students in the delivery of culturally-appropriate healthcare. (School of Nursing, Leadership in Healthcare Delivery and Policy)

**3. Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world.**

Students write a 2500-word research paper in which they take two countries of their choice and compare some aspect of government and politics in the two, which might involve comparing constitutions, executives, legislatures, elections, or political parties, etc. (School of the Liberal Arts, Introduction to Comparative Politics)

**4. Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests.**

Using service-learning pedagogy, culturally diverse student teams work with external clients on software design projects with particular attention to understanding the global elements of the project. (School of Science, Computer and Information Science)

**5. Summarize the consequences of policies, global systems, and/or historical trends for people as well as how people the world over impact these processes.**

Through course readings and class presentations, students explore how international climate change policies were developed, and continue to be negotiated in the face of science, economic drivers, and political pressures. (School of Science, Global Cycles Capstone Course)

**6. Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems.**

Students write a review article on a global issue that uses different academic and cultural sources. Students choose from a limited set of topics, but they must include at least two academic articles from different disciplines or two cultural perspectives. The goal is to examine a global issue from different academic perspectives and regional contexts. (School of Liberal Arts, Introduction to Global and International Studies)

**7. Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve.**

Faculty use Zoom to organize a videoconference with a class at a university in Mexico. Students on both sides respond to questions about their respective community health concerns, environmental issues, and healthcare services. After the one-hour virtual exchange, students engage in reflection about what surprised them about the different perspectives, what insights they gained, and how this exchange will help them in their future nursing practices. (School of Nursing, Managing Health and Illness Across Care Environments)

**8. Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities.**

Using intergroup dialogue, students explore issues in diverse technical communication workplace settings and engage with clients, co-facilitators, and guest speakers. Race/ethnicity, nationality of origin/citizenship, gender, sex, sexual orientation/attraction, SES/social class, age, religion/spirituality, ability/disability status, etc. are explored in the context of facilitating effective technical communication in the workplace. (School of Engineering and Technology, Exploring Intercultural Technical Communication)

## BYLAWS OF THE IUPUI FACULTY COUNCIL

### BYLAW ARTICLE IV. FACULTY GRIEVANCES PROCEDURES

#### Section A. Purpose

1. To further the aims of IUPUI in teaching/performance, research/scholarly activity/creative work/professional development, and professional/public service, the faculty has established grievance procedures. These grievance procedures serve the full-time tenured and tenure-track faculty and librarians, full-time clinical and scientist/scholar rank faculty, and full-time lecturers of the IUPUI campus, by providing peer evaluation with respect to administrative actions of dismissal, academic freedom, non-reappointment, tenure, promotion, salary adjustment, and the nature or conditions of work. Equity for the individual and the good of the university shall always be considered.
2. The IUPUI Faculty Ombudsteam Grievance Advisory Panel is an elected faculty group designed to be available early on in the course of developingemerging concerns or potential grievances. It is further designed to provide designated places and persons for faculty to voice concerns and learn about options for channeling criticisms and addressing complaints so that faculty can be fully informed about possible actions and consequences before they make a decision as to what steps, if any, to take next. The IUPUI Faculty Ombudsteam serves all IUPUI faculty, including both full- and part-time faculty and librarians who may utilize these grievance procedures and other faculty and librarians who may wish to voice concerns but otherwise lack standing to file a formal grievance pursuant to these procedures.
  - a) The Faculty Ombudsteam Grievance Advisory Panel members are available to serve as impartial consultants for faculty/librarians and administrators who seek confidential informed advice from senior faculty colleagues.
  - b) The Ombudsteam Panel members also are available to help resolve situations informally by the following means:
    - encouraging and facilitating discussions between the parties to the grievance-identifying and evaluating options and possible solutions to respond to concerns
    - providing coaching, shuttle diplomacy or informal mediation
    - making referrals to appropriate resources within and outside the university for additional support
    - with the faculty member or librarian's consent and without serving as an advocate for the individual, making formal inquiries and ensuring concerns are heard with relevant university administrators, offices and representatives
    - advocating for fair, objective processes for addressing and resolving concerns and potential grievances
    - encouraging and facilitating discussions between the parties to the emerging concern or potential grievance.
    - b)- other actions consistent with the International Ombudsman Association Standards of Practice and applicable University policy and law
  - c) At the conclusion of its work, the Faculty OmbudsteamGrievance Advisory Panel shall not compile any report or file containing the specific information of any concern or potential grievance brought to it.
3. A Faculty Board of Review is to consider grievances, via a Formal Hearing, to gather appropriate information, and to consider its findings in light of existing policies and

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principles of fairness. The Board of Review shall file a written report of its findings and recommendations in a timely and expeditious manner.

4. In each formal grievance case, the Faculty Board of Review acts in an impartial way. It is not an advocate for the faculty member or librarian, nor is it an advocate for the administration. The Board shall determine:
  - a) whether appropriate procedures were followed;
  - b) whether the grievance arose from inadequate consideration of the qualifications of the faculty member or librarian;
  - c) whether presentation of erroneous information substantially affected the decision; and
  - d) whether essential fairness was accommodated throughout the decision-making process.
  - e) The Boards of Review may consider the issues set forth in 4 a-d regarding promotion and/or tenure grievances, but a Board of Review shall not function as a substitute Promotion and Tenure Committee.
5. In those cases in which the Board of Review concludes that the rights of a faculty member or librarian have not been adequately protected, the Board is expected to formulate a recommendation for remediation.

## Section B. Submission of Grievances

1. A faculty member or librarian seeking advice about or informal assistance with review of an administrative action may contact:
  - a) the President of the IUPUI Faculty; or,
  - b) the Chair or any member of the Faculty ~~Ombudsteam Grievance Advisory Panel~~.
    - 1) The ~~Ombudsteam Panel~~ roster will be available in the IUPUI Faculty Council Office.
2. A faculty member or librarian may consult informally with a member of the Faculty ~~Ombudsteam Grievance Advisory Panel~~ before filing a formal grievance for a Board of Review.
3. A faculty member or librarian may request that a grievance be considered by a Faculty Board of Review without first presenting it to the Faculty ~~Ombudsteam Grievance Advisory Panel~~.

## Section C. Composition and Election of Faculty ~~Ombudsteam Grievance Advisory Panel~~

1. The Faculty ~~Ombudsteam Grievance Advisory Panel~~ shall consist of ~~seven~~ ~~five~~ members of the IUPUI ~~tenured~~ faculty and librarians nominated by the Executive Committee and elected by the IUPUI Faculty Council at ~~its~~ ~~their~~ ~~January~~ ~~May~~ meeting. Members of the IUPUI Senior Academy who have served as ~~tenured~~ faculty or librarians are also eligible for election. The President of the IUPUI Faculty serves as a member ex officio.
2. In offering nominations for election to the Faculty ~~Ombudsteam Grievance Advisory Panel~~, the Executive Committee should give consideration to representation across the academic units of IUPUI.
  - a) At least ~~four~~ ~~three~~ members of the ~~Ombudsteam Panel~~ shall be tenured full ~~or~~ ~~emeritus~~ professors.
  - b) At least ~~five~~ ~~four~~ members should have served on the IUPUI or a Unit Promotion and Tenure Committee, ~~Academic Affairs Committee, Faculty Affairs Committee, Diversity, Equity and Inclusion Committee~~, on a Faculty Board of Review, or as President of the IUPUI Faculty.
3. ~~Ombudsteam Panel~~ members shall hold office beginning ~~February~~ ~~July~~ 1, for staggered terms of ~~two~~ ~~three~~ years. ~~Members should complete their work on any grievance on which they have begun work, even if their terms have expired.~~
4. The members of the ~~Ombudsteam Panel~~ shall elect their own chairperson, who should be a tenured full Professor or Librarian.
5. No faculty member serving on the Faculty ~~Ombudsteam Grievance Advisory Panel~~ may serve concurrently on a Faculty Board of Review or as the Grievant's representative before a Faculty Board of Review.

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## Section D. Procedures of the Faculty ~~Ombudsteam Grievance Advisory Panel~~

1. When an ~~Ombudsteam Panel~~ member has been contacted by a faculty member/librarian or an administrator seeking advice, that member will:
  - a) meet with the Individual to discuss the case; and
  - b) inform the Individual concerning the types of further assistance the ~~Ombudsteam Panel~~ members can provide and other resources available on campus.
2. The ~~Ombudsteam Panel~~ members who are contacted by or designated to assist the ~~Grievant~~ faculty member/librarian or administrator shall keep all information shared by the ~~Grievant~~ individual in confidence.

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3. The faculty member or librarian may terminate the assistance of the Faculty ~~Ombudsteam~~ Grievance Advisory Panel at any time.
4. The meetings of the ~~Ombudsteam~~ Panel and the process of assistance employed by the ~~Ombudsteam~~ Panel members should be informal, neutral, impartial and confidential consistent with the International Ombudsman Association Standards of Practice as permitted by applicable University policy and law.
5. The full ~~Ombudsteam~~ Panel should meet regularly to review ~~its, their~~ methods and update facilitation techniques.
6. Reports:

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- a) The [OmbudsteamPanel](#) shall not report case-related or summary data that include any specifics of individual cases.
  - b) The [OmbudsteamPanel](#) shall prepare an annual summary of its work for the Executive Committee of the IUPUI Faculty Council. This report shall include only the number of cases, the categories of the [concerns and potential](#) grievances, the number or cases in which the [OmbudsteamPanel](#) was successful in resolving [concerns and potential](#) grievances, and the number of cases in which the [individual Grievant](#) withdrew the request for assistance prior to the Panel completing its work.
7. A faculty member requesting the assistance of the [OmbudsteamPanel](#) may also utilize assistance offered by other faculty or other organizations, except that an attorney representing the [Grievantfaculty member or librarian](#) or the Administration may not participate in the [Faculty Grievance Advisory Panel facilitationany](#) process [facilitated by the Ombudsteam](#).

### **Section E. Composition and Election of Faculty Boards of Review**

1. Each Faculty Board of Review shall consist of five members appointed by the Executive Committee of the IUPUI Faculty Council from a group of 20 faculty members and librarians elected by the Faculty Council.
  - a) Members should be appointed to a Board of Review as needed on a rotating basis.
  - b) No more than two members of a Board may be from the same academic unit.
  - c) No more than four members should hold the same academic rank.
  - d) At least four of the members shall be tenured.
  - e) No person with the authority and responsibility to sign an administrative document concerning the title, pay, or working conditions of a faculty member or librarian may serve on a Board of Review.
2. At its January meeting, the Faculty Council shall elect members to serve on the Boards of Review from a slate of eligible faculty members and librarians presented by the IUPUI Nominating Committee.
  - a) The number of nominees should be at least half again as many as the number of positions to be elected.
  - b) If there is a tie vote that affects the election of a member, an individual vote of the Council involving only the tied nominees shall be taken.
  - c) If during the course of the year the Executive Committee determines that there is a need for additional Board members, the nomination and election process may be repeated.
3. Faculty members and librarians elected to be members of Boards of Review shall hold office beginning February 1 for staggered terms of two years. Members should complete the review of any case that they have begun to consider, even if their terms have expired. (If a member leaves after the Formal Hearing has begun, that member shall not be replaced. The Board shall continue with four members and may continue with only three members with the consent of the parties concerned.)
4. An orientation session for all elected members shall be provided annually by the President of the IUPUI Faculty or his/her designee. An IUPUI Faculty Board of Review Current Practices Manual, approved by the Executive Committee of the IUPUI Faculty Council and the Dean of the Faculties, will be provided.
5. Faculty members or librarians elected to be members of Boards of Review shall be eligible for re-election, except that no person may serve more than two terms consecutively.
6. In the event legal actions are brought against faculty members or librarians in connection with or as a result of their membership on a Board of Review, the Trustee's Liability Insurance Policy, resolution of May 22, 1971, shall apply.

## **Section F. Procedures for Beginning a Formal Board of Review Hearing**

1. A faculty member or librarian desiring a formal review of administrative action shall submit to the President of the Faculty a specific written request for review stating:
  - a) the category or categories of the grievance actions involved (dismissal, academic freedom, non-reappointment, tenure, promotion, salary adjustment, and/or nature and conditions of work);
  - b) the nature of the grievance in a concise summary of the grievance scenario;
  - c) the steps taken to have the grievance redressed prior to contacting the President; and
  - d) the redress of the grievance sought.
2. The Dean of the Faculties of IUPUI shall immediately be informed of the request. If discrimination or sexual harassment is alleged in the complaint, a copy of the complaint shall also be sent to the IUPUI Office of Equal Opportunity.
  - a) The determination of whether discrimination or sexual harassment has occurred is in the purview of the Director of the Office of Equal Opportunity. The Board of Review shall not render an opinion concerning the existence of discrimination or sexual harassment.
  - b) The Board of Review can proceed, however, with a formal hearing concerning the conditions of work, essential fairness of treatment, and other aspects of the grievance generally in the purview of Boards of Review. A simultaneous investigation of charges of discrimination or sexual harassment by the Director of the Office of Equal Opportunity shall not delay the Board of Review process.
  - c) A faculty member or librarian may not file a Board of Review grievance against the Director of the Office of Equal Opportunity. Rather, any faculty or librarian complaint concerning the Office of Equal Opportunity may be brought to the Executive Committee of the IUPUI Faculty Council, which shall gather appropriate information and advise the Chancellor.
3. If the Dean of the Faculties of IUPUI is unable to resolve the problem to the satisfaction of the faculty member or librarian within two weeks, the President of the Faculty shall submit the grievance to the Faculty Council Executive Committee to determine that:
  - a) administrative reviews have been completed;
  - b) the complaint was brought within one year, for good cause; and
  - c) the complaint falls within the purview of a Faculty Board of Review.
4. If the conditions of Section F.3 have been met, the Executive Committee of the IUPUI Faculty Council shall constitute a Board of Review to consider the grievance (See Section E). In the motion approving the appointment of a Board of Review, the Executive Committee shall specify a reasonable time period during which the hearing should be conducted and the final report issued. The time period should allow for the timing during the academic year, but should not generally exceed six months.
5. Disqualification
  - a) A potential member of a Board of Review who is a member of a department (or a school which is not departmentalized) from which a case arises is disqualified from considering that case.
  - b) A member of a Board who believes that he/she may not be impartial shall disqualify himself or herself, and a replacement shall be appointed by the Executive Committee provided that the formal hearing has not yet been initiated.
6. The Grievant may withdraw a complaint at any time. If the complaint is withdrawn prior to the appointment of a Board of Review, the grievant has up to one year to ask for the complaint to be reopened. If the complaint is withdrawn after the appointment of a Board of Review, it is up to that board to determine at that time whether a future request by the grievant to reopen the case will be considered. If so, the grievant will have up to one year

from the date of the appointment of the Board of Review to ask for the complaint to be reopened.

7. Among other things, Boards may be asked to review cases of Dismissal and Non-Reappointment
  - a) Dismissal shall mean the involuntary termination of a tenured faculty member's or librarian's appointment prior to retirement or resignation, or the termination of the appointment of a non-tenured faculty member or a librarian prior to the expiration of his or her term of appointment. Dismissal shall be deemed legitimate only by reasons of:
    - 1) incompetence,
    - 2) serious personal professional misconduct, or
    - 3) extraordinary financial exigencies of the University.
  - b) Non-reappointment shall mean the involuntary termination of a non-tenured faculty member or librarian at the time of the expiration of his or her term of appointment.

### **Section G. Board of Review Meetings and Reports**

1. Before the first meeting
  - a) Upon notice that a Board of Review will be convened, the Dean of the Faculties of IUPUI shall have the appropriate administrator promptly furnish a written statement of the reasons for the action which led to the grievance. This document should be a concise narrative that provides pertinent background information and that addresses all of the points made in the Grievant's written request for review of administrative action.
  - b) The Grievant may provide for the Board of Review a written response to this statement of reasons.
  - c) In setting the date for a Formal Hearing, sufficient time must be allowed for the Grievant and other parties involved to prepare their case.
2. General Considerations
  - a) The Faculty Council Office will provide logistical support for the Boards of Review.
  - b) The Board of Review proceeding does not delay the timing of administrative actions related to other policies and procedures.
  - c) Throughout the Board of Review process, the Grievant and the Administration should communicate only with the Chair of the Board and not with the other members of the Board.
  - d) The Board may consult concerning clarification of legal matters at any time with the members of the Law School faculty who have been designated as the IUPUI Board of Review consultants by the School of Law Executive Committee.
3. The President shall call the initial meeting of the Board of Review. At the first meeting;
  - a) the President shall respond to procedural questions;
  - b) the President shall present the Grievant's written statement, the Administration's written response, and the Grievant's written response to that (if any); and
  - c) the presiding officer of each Board shall be elected by the Board's members from among its members.
4. At formal hearings before the Board of Review,
  - a) The Grievant shall be required to appear in person, video conferencing or other forms of electronic participation should not be used.
  - b) Both parties shall have the right to counsel or a representative of their choice. If external or University legal counsel are present, they shall offer private advice to their clients but may not speak during the hearing unless special permission to do so is granted by the Chair of the Board of Review. If the Grievant wishes to have another

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faculty member or librarian present as a representative, that person may speak during the hearing to help the Grievant present his/her case effectively, as long as the Chair of the Board deems that the representative's participation is not disruptive to the Board of Review process.

- c) The faculty member or librarian and the administrative parties shall be permitted to present witnesses and other evidence relevant to the case, and to hear and question all witnesses who are called to appear before the Board. So that the hearing is not unreasonably delayed, a witness may reply in writing to questions drafted by the board if the witness is unable to attend the hearing. Witnesses shall not be present in a hearing during the presentation of other witnesses unless all parties concur.
  - d) The faculty member or librarian making the complaint is responsible for stating the grounds upon which he or she bases the complaint.
  - e) The hearing may also include observers, but observers will not be permitted to attend the hearing of the Board of Review if either the Grievant or the University Administration objects.
5. The Board of Review may request and secure further information from the Grievant and/or the university administration when it feels this is necessary to render a proper decision. The Dean of the Faculties (or Chancellor) Administration and Grievant shall make available to the Board of Review all materials relevant to the decision against which the faculty member or librarian had complained, provided that:
- a) confidential faculty records of other faculty members and librarians shall not be made available to the Board of Review; and
  - b) all further information obtained by the Board shall be shared with the parties to the grievance.
6. An electronic record of the hearing shall be prepared at the University's expense through the Office of Academic Affairs. The tape will be available to the Board during their deliberations. It also will be made available for confidential listening in the Office of Academic Affairs on request to either party in the dispute. Copies of the tape may not be made for either party in the dispute. Upon completion of the Board's review, this tape, along with the Board's written documentation and correspondence, shall be kept in the Office of Academic Affairs; provided that if the Board reviewed any letters of recommendation that had been obtained under pledge of confidentiality, such letters shall be returned to the original confidential file and shall not be part of the Board's stored materials. Four years after the completion of the Board of Review, the material shall be destroyed.
7. Board recommendations.
- a) Upon completion of the Formal Hearing and submission of additional written materials, the Board of Review shall meet in executive session to assess:
    - 1) whether a reasonable case has been made by the Administration to support the decision complained of by the aggrieved faculty member or librarian;
    - 2) whether essential fairness was accommodated in observing the formalities and in following the procedures; and
    - 3) whether the challenged actions are inconsistent with the policies of Indiana University or the policies of the school or division involved.The Board shall render a decision within two weeks.
  - b) If the Grievant withdraws the grievance, the Board of Review process shall cease and no Board of Review report shall be compiled.
  - c) If the Grievant voluntarily leaves the University (not because of dismissal or non-reappointment) during the period of time in which the Board is considering the grievance, the Board of Review may choose to continue its work when doing so appears to be in the best interest of the University. If the Board chooses not to continue, it shall

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report the decision and reasons to those listed Section G, Subsection 9, paragraph b. If the Board continues, it shall submit a Final Report as specified in Section G, Subsection 9.

8. The final report.
  - a) The Board must make a Final Report that includes:
    - 1) the nature of the grievance and redress sought,
    - 2) a summary of the findings of the Board,
    - 3) conclusions of the Board based upon the findings,
    - 4) recommendations of the Board based upon the conclusions, and
    - 5) signatures of the Board members.
  - b) Copies of the Final Report must be communicated to:
    - 1) the Chancellor of IUPUI;
    - 2) the Grievant;
    - 3) the appropriate School administrative officer;
    - 4) the President of the Faculty;
    - 5) the Dean of the Faculties;
    - 6) the Office of Academic Affairs; and
    - 7) each member of the Faculty Board of Review.
9. Administrative response.
  - a) Any review by the University Administration of the final report of the Board of Review shall be limited to information that has been presented to the Board of Review, and shall remain within the confines of sections A.4 and G.7.a of the present article, as will any determination by the Administration to agree or disagree with the recommendations of the Board.
  - b) Should the Administration in its review chance upon any information that affects in any way the decision-forming process but that was not previously communicated to the Board of Review, this new information must be shared promptly with all parties to the grievance. The President of the IUPUI Faculty Council, upon consultation with the Board of Review, shall then determine whether the new information warrants a reexamination of the grievance.
  - c) In cases where any such information cannot be legally disclosed to all parties, the Administration shall promptly inform all parties to the grievance of its existence, identify it under a general nondisclosure category, and clarify the extent to which that information influences its final decision.
  - d) The Chancellor of IUPUI shall report the Administration's final decision within four weeks after receiving the report of the Board of Review. Copies of this report shall be sent to all parties that received the final report of the Board of Review in accordance with section G.8.b of the present article.
  - e) If a recommendation of the Board of Review is not followed by the Administration, the Chancellor's report shall state in detail the reason(s) that the Administration disagrees with said recommendation, pointing out divergent interpretations of facts or erroneous representations of procedural handlings.
  - f) If the Administration fails to state its reasons against the Board of Review's recommendations, the President of the IUPUI faculty shall
    - 1) inform in writing all parties that received the final report of the Board of Review of the fact, and
    - 2) include it in his or her report for the May meeting of the IUPUI Faculty Council as described in section G.12 of the present article.
  - g) Should the Administration agree with the findings and recommendations of the Board of Review but form in the end a decision not in harmony with the latter, the

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Administration shall clarify the extent to which its final decision was shaped by reasons foreign to the Review.

10. Further appeal by the Grievant may be made to the President of the University and the Board of Trustees.
11. A copy of each final Faculty Board of Review Report and the Chancellor's response shall be kept in confidence in the Office of Academic Affairs.
12. The President of the IUPUI Faculty shall prepare a report for the May meeting of the IUPUI Faculty Council on Faculty boards of Review activity for the year. The report shall include no confidential information related to any case but shall include:
  - a) the number of cases brought to the Faculty Boards of Review in each of the following categories: dismissal, academic freedom, non-reappointment, tenure, promotion, salary adjustment, and the nature or conditions of work; and
  - b) in each category for each Board of Review:
    - 1) the number of cases in which the findings and recommendations of the Board supported the position of the grievant,
    - 2) the number of cases in which the findings and recommendations did not fully support the grievant,
    - 3) the number of cases in which the recommendations of the Board were sustained by appropriate and sufficiently documented Administrative action,
    - 4) the number of cases and the extent to which the recommendations of the Board were denied by the Administration and, within the latter,
    - 5) the number of cases that involved violations by the Administration of section 9 of the present article, and the general character of those violations.

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#### **Section H. Confidentiality**

1. The activities of the Boards and the Faculty [OmbudsteamGrievance Advisory Panel](#) shall be carried out in confidence.
2. Confidential material shall be treated in accord with the Indiana University Policy ACA-27 "Access to and Maintenance of Academic Employee Records."
3. Public statements concerning the details of any case are to be avoided by the principals involved, including Board members, Faculty [OmbudsteamGrievance Advisory Panel](#) members, the Grievant [or other faculty member or librarian raising a concern or potential grievance](#), witnesses, observers, and administrative officials, prior to and during the hearing, and to the extent practicable at all times thereafter.

## Percentage of IUPUI Courses Required for Conferral of Certificate

### Scope

Students completing a certificate program from IUPUI with completed courses from another IU campus or external institution.

### Policy Statement

IUPUI requires that a minimum of 25% of the credit hours earned for the conferral of a certificate be earned at IUPUI.

### Reason for Policy

While specific policies exist for the conferral of a bachelor's or associate's degree, no policy currently exists for the conferral of IUPUI certificates.

### Procedures

In reviewing requirements for the conferral of an IUPUI certificate, academic units must require that at least 25% of the completed coursework be earned at IUPUI.

Example: A 15-credit hour certificate (based on five, 3-credit hour courses), requires that at least two of the courses be completed at IUPUI to award the certificate. The 25% calculations come to 1.25 courses or 3.75 credit hours which would round up to 2 courses, in this example.

Example: An 18-credit hour certificate (based on six, 3-credit hour courses) requires that at least two of the courses be completed at IUPUI to award the certificate. The 25% calculations come to 1.5 courses or 4.5 credit hours which would round up to two courses, in this example.

### Sanctions

Conferral of an IUPUI certificate with fewer than 25% of the coursework earned at IUPUI could result in rescinding the certificate.

### History

The Higher Learning Commission has outlined specific criteria with respect to the minimum number of credit hours required for an institution to confer a bachelor's or associate's degree

*The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically, institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.*

Based on the established minimum number of credit hours, a bachelor's or associate's degree requires that 25% of the course requirements be completed by the conferring school. This same standard should be used for conferral of an IUPUI certificate.