

IUPUI
IUPUI Faculty Council (IFC)
Minutes

May 3, 2022 ~ Campus Center 002 or Zoom ~ 3-5 p.m.

Faculty and Guests Present: Mangilal Agarwal, Keith Anliker, Lisa Angermeier, Cheryl Armstrong, Leslie Ashburn-Nardo, Rafael Bahamonde, Tina Baich, Emily Beckman, Zina Ben Miled, Kathryn Berlin, Silvia Bigatti, Janice Blum, Ben Boukai, Nicholas Brehl, Camy Broeker, Angela Bruzzaniti, Christian Buerger, Francesco Cafaro, Kenneth Carow, Christopher Coleman, Karen Dace, Tamara Davis, Jeffrey Dean, Debbie DeMeester, Cornelis De Waal, Kimberly Donahue, Claire Draucker, Rob Elliott, Alyson Essex, Peter Federman, Sasha Fedorikhin, Pat Fox, Stephen Fox, Robyn Fuchs, Andrew Gavrin, Philip Goff, Kelli Herm, Debora Herold, Patricia Snell Herzog, David Hoegberg, Ann Holmes, Lisa Hubbard, Muhammad Idrees, Merle Illg, Sarath Janga, Nikki Johnson, Sara Johnson, Steven Jones, Miyeon Jung, Hilary Kahn, Benjamin Keele, Jason Kelly, Andy Klein, Sarah Koskie, Daniella Kostroun, Joan Kowolik, Brian Krohn, Kim Lewis, Gina Londino-Smolar, Catherine Macris, Jennifer Mahoney, Gary Maixner, Brendan Maxcy, Lindsey Mayo, William Mello, Willie Miller, Pamela Morris, Gwendolyn Morrison, Niki Munk, Carol Anne Murdoch-Kinch, Miriam Murphy, M. Razi Nalim, Bethany Neal-Beliveau, David Nguyen, Thu Suong Thi Nguyen, Jere Odell, Mathew Palakal, Megan Palmer, Phil Pash, Amir Pasic, Stefan Petranek, Christine Picard, Ted Polley, William Potter, Sherry Queener, Rajeev Raje, Stephen Randall, Patrick Rooney, Debra Rusk, David Russomanno, Lamia Scherzinger, Jim Scheurich, John Schild, Stuart Schrader, Margaret Schwarz, Carol Shieh, Kristy Sheeler, Shariq Siddiqui, Mansi Singh, Margie Smith-Simmons, Armando Soto, Deborah Stiffler, Susan Storey, Mark Urtel, Nicole Vanandel, Kathy Visovatti-Weaver, John Watson, Jeffrey Watt, Kim White-Mills, Libba Willcox, Becky Wood, Robert Yost, and Xinna Zhang

Members Absent: Fredrik O. Andersson, Brenda Blacklock, Stephen Boehm, Davide Bolchini, Herbert Brant, Karen Bravo, Anna Carmon, Jeremy Carter, Julia Cilleruelo Fernandez Del Moral, Amber Comer, Tim Corson, Emilee Delbridge, Sarah Delima, John DiTusa, Simone Duarte, Jerome Dumortier, Christine Eckel, Tami Eitle, Dominique Galli, Jasmine Graham, Brian Gray, Richard Gunderman, Paul Halverson, Jay Hess, Reinhold Hill, Greg Hull, Tamara Jackson, Mark Jaime, Kathy Johnson, Lasana Kazembe, NiCole Keith, Linda Kelly, Kathleen King Thorius, Amy Knopf, David Kondrat, Leonidas Koniaris, Alexey Kuznetsov, Debomoy Lahiri, Jiliang Li, Lei Li, Katharine Macy, Nadzeva Marozkina, James Marrs, Kathy Miller, Leslie Miller, George Mohler, Janet Nes, Robin Newhouse, Kristi Palmer, Padhu Pattabiraman, Celeste Phillips-Salimi, Michael Pitts, Mike Polites, Rupa Radhakrishnan, Cory Robinson, Christian Rogers, Jesse Savage, Sheila Segura, Sacha Sharp, Aisha Smiley, Heather Staggs, Jennifer Thorington Springer, John Turchi, Thomas Upton, Joshua Vest, Ruben Vidal, Crystal Walcott, Chandler Walker, Jennifer Wessel, Pamala Wiepking, Yar Luan Yeap, Constantin Yiannoutsos, and Hiroki Yokota

Agenda Item I: Welcome and Call to Order

IUPUI Faculty Council Vice President Deborah Stiffler 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: Memorial Resolutions

Memorial Resolutions for Carey Chisholm (School of Medicine) and Ann Lowenkron (School of Nursing) were read, the members stood for a moment of silence, and the resolutions were entered into the record. The resolutions are as follows.

**Memorial Resolution
Carey Chisholm**

Dr. Carey Chisholm died on July 7, 2021, at the age of 66. Carey was born on November 3, 1954, to the late Herbert and Norma Chisholm. In the winter of 2018, Carey was unexpectedly diagnosed with terminal lung cancer. Along with his palliative care physician, and family he created a photo essay to represent how he felt at different stages of dying and interpreted them with words to

describe his journey. It comes as no surprise that as a lifelong educator, Carey continued to educate his former residents and loved ones about seeing the dying process as a celebration of life.

Dr. Chisholm earned his bachelor's degree from Washington and Lee University in 1976 and his medical degree from Medical College of Virginia in 1980. Carey completed his residency training in emergency medicine at the *Madigan* Army Medical Center in Washington State. Following completion of his residency training program, Dr. Chisholm served as the medical director for the U.S. Army Hospital in Nuremberg, Germany. In 1985, Carey became the emergency medicine residency program director at Brooke Army Medical Center. He served in this capacity until 1989 when he came to Indiana University. Dr. Chisholm was the emergency medicine residency program director for over 23 years.

Dr. Chisholm shaped the careers of many IU School of Medicine graduates. Along with his longtime friend and colleague, Dr. Kevin Rodgers, he created a powerhouse of a residency that trained over 500 hundred emergency medicine physicians. Carey and Kevin strongly believed that no resident should ever graduate from the IU emergency medicine program without strong clinical skills, with the litmus testing being that they were comfortable with the graduates caring for one of their loved ones. The second source of pride in the program and its graduates revolved around leadership development. Perhaps rooted in Kevin and Carey's shared military service experiences, they thoughtfully and systematically developed leadership roles for residents.

Carey also has served in multiple leadership roles within the Department of Emergency Medicine and was elected or appointed to high-impact leadership positions in professional organizations. This included serving as president of the Society of Academic Emergency Medicine. Further, Dr. Chisholm was the recipient of many prestigious awards including the American Academy of Emergency Medicine Program Director of the Year Award in 2002; Accreditation Council for Graduate Medical Education (ACGME) Parker J Palmer "Courage to Teach" Award in 2007, American College of Emergency Physicians Hero of Emergency Medicine Award in 2008, and the American Academy of Emergency Medicine Lifetime Achievement Award in 2014.

Dr. Chisholm was a prolific and effective educator, known for exceeding all expectations related to the time and passion he put toward training the next generation of emergency medicine physicians. Dr. Chisholm was a beloved educator. He has served as a faculty advisor to numerous senior medical students and residents during his time in the department. Beyond serving as residency program director, he taught evidence-based medicine, bioethics, and professionalism competency case scenario courses to the medical students.

Following the tragic death of Dr. Kevin Rodgers in 2017, Drs. Carey Chisholm, Robin Chisholm, and Ruth Rodgers established the Chisholm-Rodgers Legacy Fund. To date, over \$800,000 has been raised. The fund facilitates and supports these two foundational principles of the excellent, nationally respected residency program Drs. Rodgers and Chisholm developed. First, in recognition of the importance of clinical education, the fund supports the "Chisholm-Rodgers Clinical Teaching Award in Emergency Medicine," which is given to an IUSM EM teaching faculty member who demonstrates excellence as a clinical teacher of residents and medical students. Secondly, the fund will support a professorship that will enable the faculty recipient to advance their leadership development skills.

Outside of his professional accomplishments, Dr. Chisholm loved his family, good meals, travel, and good wine. Carey is survived by his wife, Robin, of nearly 40 years and his daughters Kelsey and Tyler. He will also be remembered forever by his brother, Mark, extended family and friends, and the IUEM community.

Despite the hole his death leaves in the hearts of his loved ones and colleagues, Dr. Chisholm made the world a better place. His legacy lives on in the over 500 physicians he trained who now teach residents and medical students and take care of patients across the globe.

Be it here resolved that this memorial resolution be adopted by the Faculty Council of Indiana University Purdue-University Indianapolis and a copy be sent to his loving wife, Dr. Robin Chisholm, at PO Box 235, Bayview, ID, 83803.

Respectfully submitted on behalf of Dr. Chisholm's colleagues,

Steve Roumpf, M.D.

Chris Strachan, M.D.

Jennifer Sullivan, M.D.

Elizabeth Weinstein, M.D.

Megan Palmer, Ph.D

Memorial Resolution Ann Lowenkron

Dr. Ann H. Lowenkron, Associate Professor Emerita, (1978-2006) 79, award-winning nurse educator and beloved wife, mother and grandmother died peacefully surrounded by her husband and daughters Saturday, March 26, 2022.

A New Yorker born and bred; Ann graduated from Taft High School in the Bronx winning a New York State Regent's Scholarship for college. She graduated from Alfred University's baccalaureate program in nursing in 1964 and completed a Master of Science in Nursing from Columbia University. Years later she earned a PhD from Indiana University's School of Nursing while teaching full-time and raising her family.

Ann was admitted into membership of the International Honors Society in Nursing, Sigma Theta Tau, and was a Founding Faculty member at IUPUI's University College, a program that helps develop successful first-year college learners. She was awarded "Outstanding Teacher of the Year" multiple times by her IU baccalaureate graduates, truly a reflection of the student support and advocacy that was her hallmark.

Ann and her husband moved to Indianapolis in 1977. She is a long-time member of Indianapolis Hebrew Congregation, its Sisterhood, and B'nai B'rith. She was an avid Colts fan who never missed watching a game and enjoyed Mah Jong and reading. But most of all, Ann loved her family. She is survived by her husband of 51 years, Henry "Hank" Lowenkron; daughters, Rosemary Lowenkron Borek, and Tara Lowenkron Kamm (Justin); and grandchildren, Megan Kamm, Amanda Borek, Zachary Kamm, Sara Borek and Kayleigh Borek. She was predeceased by her parents, Reuben and Sara Herman; and her brother, William (Billy) Herman.

This memorial resolution is presented to the Faculty Council of Indiana University Purdue University Indianapolis as an expression of the School and campus faculty's appreciation of Associate Professor Emerita Lowenkron's contribution to the University. Upon adoption of the resolution, we request that a copy be sent to her loving husband, Mr. Henry "Hank" Lowenkron at their home 15327 Declaration Drive, Westfield, IN 46074.

*Respectfully submitted on behalf of the Indiana University School of Nursing
Prepared by Dr. Enid Zwirn, Associate Professor Emerita*

Agenda Item IV: Updates / Remarks from the Chancellor

Andrew R. Klein, IU Interim Executive Vice President and Interim Chancellor of IUPUI

Klein reported on the following:

- The chancellor's first remark was inaudible due to a poor connection in the meeting room.
- The chancellor search did not lead to a permanent hire. We will begin again in the next academic year.
- The chancellor thanked Watson and Stiffler for their service as president and vice president of the faculty. He thanked the Faculty Council members as well for their engagement.
- The Athletics Hall of Fame Induction Ceremony was held for the first time in two years in person with almost 250 people in attendance for five honorees.
- Commencement is in one week, including honors events, and affinity graduation events.

Agenda Item V: Updates / Remarks from the IFC President

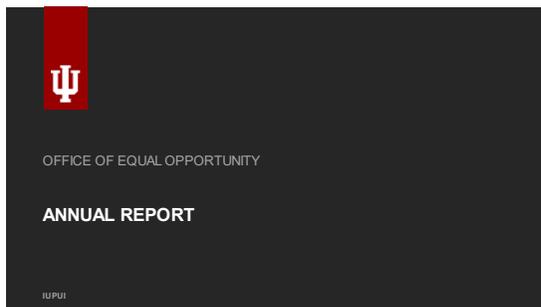
John Watson, President, IUPUI Faculty Council

Stiffler recognized John Watson as president for two terms (four years). The members stood and honored him with applause. Watson spoke about his terms as president and co-chair of the University Faculty Council (UFC). Among many items the UFC covered, Watson noted a policy on course evaluations, uniform standards for Faculty Boards of Review, and a UFC Research Affairs Committee. With research centralization being discussed, it would be advisable for the UFC to appoint the Research Affairs Committee and that will be on their agenda in the fall.

Agenda Item VI: [Information Item] Report from the Office of Equal Opportunity

Ann Mitchell Director

Mitchell gave the following presentation:



WHAT OEO DOES.

- ADA COORDINATION / ACCESSIBILITY
- EQUAL EMPLOYMENT OPPORTUNITY / AFFIRMATIVE ACTION
- DISCRIMINATION / HARASSMENT / SEXUAL MISCONDUCT
- EDUCATION / COLLABORATION



The Office of Equal Opportunity does not handle matters of discrimination, harassment, and sexual misconduct for students. The Office of Student Conduct handles those matters.

Over the last few years, Mitchell has covered different responsibilities listed above depending on which had the more pressing business. The report this year focuses on equal employment opportunity and affirmative action because the landscape of recruitment and retention has changed dramatically in particular for staff.

1. ADA COORDINATION / ACCESSIBILITY

- ADA Steering Committee
- Upcoming: consideration/discussion of a faculty advisory group for AES; employee resource group for faculty/staff with disabilities
- Accommodation requests should be always be directed to appropriate accommodation office/specialist
- Concerns / Grievances about accommodations or accessibility directed to OEO



2. EQUAL EMPLOYMENT OPPORTUNITY / AFFIRMATIVE ACTION

Monitor adverse impact in hiring & write campus -wide Affirmative Action Plan.

Meet with unit leadership annually



The Faculty Advisory Group is led by Kevin McCracken of Adaptive Education Services and Margie Ferguson of the Office of Academic Affairs. They will bring the present the work of the committee at another IFC meeting as well as a report on having more faculty engagement in AES practices.

Student accommodation requests should go to AES and employee accommodation should be directed to the Office of Academic Affairs for IUPUI, the Office of Faculty Affairs for the School of Medicine, and Human Resources for staff. If, during the accommodation process, there are concerns or grievances with faculty, staff, or students, OEO will handle those matters.

In regard to equal employment opportunity and affirmative action, OEO monitors adverse impacts in hiring and writes a campuswide Affirmative Action Plan. The plan is required by the Department of Labor annually and shows the demographics of our workforce compared to what we would expect the demographics of our workforce to look like given jobs that we have on our campuses. The following slides demonstrate the expected demographic characteristics for every job. Additionally, her office meets with every dean the campus serves every year to talk about what specific unit numbers look like in the report and whether they are under-represented and certain groups in certain job types. The deans are expected to talk about what they are seeing in terms of hiring, in terms of applicants, and retention concerns. She has found that the conversations are localized to the unit and not every unit experiences the same things. This year was an exception. The vast majority of the conversations dealt with staff recruitment and retention.

Staff

- Job Framework Redesign
- Staff exits and movement internal to IU
- Staff recruitment landscape has changed quickly and dramatically



First, the staff went through Job Framework Redesign—a process in which all staff positions were remapped to a new framework, or new rank. IU saw 3,500 staff members exit in the past two years and 2,700 staff positions were moved internally within IU. That is over 6,000 staff positions that either changed because of external movement or changed because of internal movement. When there is exit of that multitude, who picks up the duties of the exiting staff members? There becomes increased HR work and staff/faculty work that is

associated with hiring new employees. Morale concerns increase. As a result, the staff recruitment landscape has changed quickly and dramatically in that we are seeing our staff positions harder to fill. Where a position used to be easy to fill with qualified applicants, positions now are harder to fill with less qualified applicants. The “Great Resignation” includes faculty, but staff resignations are higher.

The following slides are the results of the Affirmative Action Plan. The first two charts are for staff with the other two for faculty. Areas that are shaded mean “out of compliance” and “under-represented.” The percentages show indicates how well we are doing compared to what we would expect to be doing. For staff, the top row (i.e., People Leaders, etc.) show the categories of the new job framework.

AA/EEO: IUPUI Staff (Excluding IUSM)

	People Leaders	Exempt Staff	Admin. Support Staff	Technical Staff	Skilled Craft	Service/ Maintenance
All People of Color	76.7%	94.3%	132.5%	151.7%	24.8%	187.3%
Asian	43.7%	120.2%	216.1%	303.6%	0.0%	172.4%
Black	112.1%	86.3%	137.7%	118.8%	46.8%	280.4%
Latino	29.5%	85.4%	102.5%	82.1%	0.0%	48.7%
Other	-	-	-	-	-	-
Native American	0.0%	0.0%	0.0%	0.0%	0.0%	67.1%
NHOPI	-	-	-	-	-	-
Total Women	114.8%	108.2%	90.9%	92.9%	0.0%	100.9%
Veteran	39.3%	13.0%	47.7%	70.2%	72.3%	52.8%
Disability Reported	68.0%	72.3%	124.0%	128.6%	44.2%	68.0%
No. of Employees	357	810	772	100	97	399

- 100% signifies exact parity with expected employee demographics.
- Under 80% flagged in red (unless 0% and >1 FTE expected)



This chart shows we are under-represented for People Leaders (i.e., staff who supervise others). We have consistently been under-represented in the Skilled Craft and Service/Maintenance staff. The CFS leadership has made changes and although we are still under-represented, the numbers are much better.

AA/EEO: IUPUI Staff (IU School of Medicine only)

	People Leaders	Exempt Staff	Admin. Support Staff	Technical Staff	Skilled Craft	Service/ Maintenance
All People of Color	57.1%	111.5%	94.9%	113.4%	-	133.8%
Asian	31.2%	165.2%	133.6%	533.4%	-	177.9%
Black	72.1%	74.4%	96.5%	49.9%	-	113.7%
Latino	47.4%	126.8%	78.3%	206.1%	-	215.4%
Other	-	-	-	-	-	-
Native American	473.9%	0.0%	111.4%	60.4%	-	0.0%
NHOPI	-	-	-	-	-	-
Total Women	138.2%	108.2%	99.0%	91.5%	-	87.6%
Veteran	16.6%	23.5%	7.8%	3.2%	-	37.3%
Disability Reported	33.9%	57.5%	82.7%	90.6%	-	121.6%
No. of Employees	211	745	449	552	-	47

- 100% signifies exact parity with expected employee demographics.
- Under 80% flagged in red (unless 0% and >1 FTE expected)



IUPUI continues to under-represented in the Veteran and Disability categories. We have seen an increase in people with disabilities but the percentage for veterans remains unchanged. OEO is prioritizing better understanding the pipeline for recruitment and retention of veterans.

AA/EEO: IUPUI Faculty (Excluding IUSM)

	Tenure Track	Non-Tenure, Clinical	Visiting, Other Acad.	Adjunct Faculty	Dually Employed	Executive Management
All People of Color	122.0%	72.8%	116.5%	83.9%	-	94.8%
Asian	163.2%	61.0%	105.8%	70.8%	-	65.1%
Black	101.8%	97.6%	131.1%	128.6%	-	161.4%
Latino	79.1%	74.0%	122.9%	44.3%	-	85.2%
Other	-	-	-	-	-	-
Native American	40.1%	0.0%	0.0%	65.2%	-	0.0%
NHOPI	0.0%	0.0%	0.0%	43.0%	-	0.0%
Total Women	90.6%	118.0%	114.2%	117.8%	-	87.8%
Veteran	18.2%	60.1%	12.3%	46.1%	-	33.7%
Disability Reported	56.8%	52.4%	50.0%	67.5%	-	64.1%
No. of Employees	578	409	143	952	-	156

- 100% signifies exact parity with expected employee demographics.
- Under 80% flagged in red unless 0% and >1 FTE expected)



Executive Management includes chairs, associate deans, deans, vice chancellor ranks, and the chancellor. Native Americans have consistently been under-represented across all job groups. Adjuncts are flagged for various reasons including how we hire them and the process we go through for hiring them. This chart shows over-representation for Asian tenure-track faculty and under-representation of Asians in Executive Management or leadership positions. The same issue is shown for the School of Medicine faculty in the chart below. Under-representation occurs with medicine faculty who are Dually-Employed with other organizations, most notably IU Health. Veterans and individuals with disabilities have the same issues as noted in the chart above.

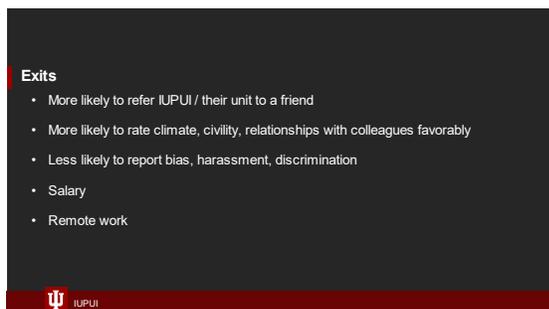
AA/EEO: IUPUI Faculty (IU School of Medicine only)

	Tenure Track	Non-Tenure, Clinical	Visiting, Other Acad.	Adjunct Faculty	Dually Employed	Executive Management
All People of Color	143.3%	167.4%	216.0%	110.1%	100.5%	133.7%
Asian	196.6%	247.2%	299.5%	86.9%	120.8%	142.3%
Black	58.7%	85.5%	68.0%	204.1%	111.0%	80.5%
Latino	87.3%	76.3%	163.4%	124.2%	59.8%	268.3%
Other	-	-	-	-	-	-
Native American	0.0%	0.0%	0.0%	4761.9%	30.5%	0.0%
NHOPI	0.0%	0.0%	0.0%	0.0%	610.1%	0.0%
Total Women	77.5%	107.9%	126.5%	122.3%	96.7%	91.0%
Veteran	6.0%	0.0%	41.8%	25.1%	36.4%	0.0%
Disability Reported	19.6%	29.9%	34.0%	0.0%	13.9%	0.0%
No. of Employees	292	334	84	210	1639	71

- 100% signifies exact parity with expected employee demographics.
- Under 80% flagged in red unless 0% and >1 FTE expected)



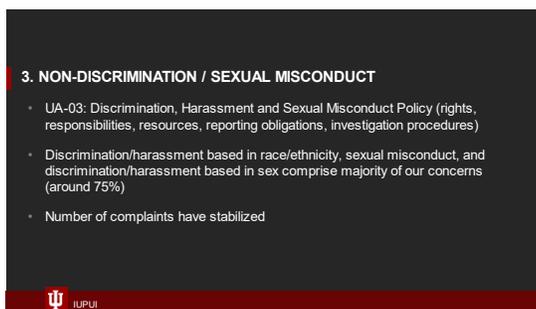
OEO monitors the recruitment of all faculty and staff at IUPUI and is available to talk to anyone about strategies for recruitment, diversity of pools, and meeting the expectation of the pool. They can also address retention. To address the number of staff exiting IU, exit surveys have shown the following results.



Exits

- More likely to refer IUPUI / their unit to a friend
- More likely to rate climate, civility, relationships with colleagues favorably
- Less likely to report bias, harassment, discrimination
- Salary
- Remote work

IUPUI

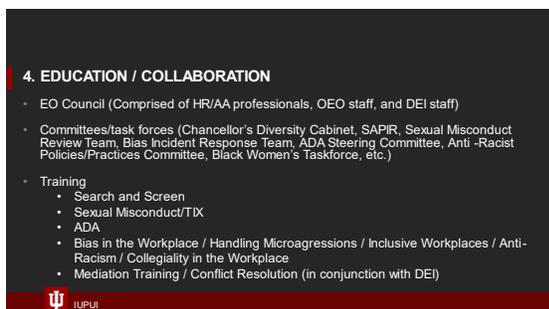


3. NON-DISCRIMINATION / SEXUAL MISCONDUCT

- UA-03: Discrimination, Harassment and Sexual Misconduct Policy (rights, responsibilities, resources, reporting obligations, investigation procedures)
- Discrimination/harassment based in race/ethnicity, sexual misconduct, and discrimination/harassment based in sex comprise majority of our concerns (around 75%)
- Number of complaints have stabilized

IUPUI

IUPUI is seen more favorably with climate, civility, and relationships and is a place that is less likely to report bias, harassment, and discrimination. However, salary and the ability to work remotely has been seen less favorable. Since the pandemic, remote work has been seen as more favorable and is happening in terms of employee movement across the country. Salary expectations for staff is different than it has been before. However, the individuals who have expressed low salary and no remote work as the reason for exiting are the same individuals who are talking about climate and civility and being frustrated with their supervisor, not being recognized, and having poor relationships with their colleagues.



4. EDUCATION / COLLABORATION

- EO Council (Comprised of HR/AA professionals, OEO staff, and DEI staff)
- Committees/task forces (Chancellor's Diversity Cabinet, SAPR, Sexual Misconduct Review Team, Bias Incident Response Team, ADA Steering Committee, Anti-Racist Policies/Practices Committee, Black Women's Taskforce, etc.)
- Training
 - Search and Screen
 - Sexual Misconduct/TIX
 - ADA
 - Bias in the Workplace / Handling Microaggressions / Inclusive Workplaces / Anti-Racism / Collegiality in the Workplace
 - Mediation Training / Conflict Resolution (in conjunction with DEI)

IUPUI



IUPUI OFFICE OF EQUAL OPPORTUNITY

Anne Mitchell (she/her), Director
 Charlette Bowling (she/their), Office Coordinator
 Nay Patrucalli (he/him), Data & Compliance Specialist
 Myka Simmons (she/her), Equity Specialist / Recruitment & Retention
 Karloa Stevens (she/her), Equity Specialist / Investigator
 Keisha Green (she/her), Equity Specialist / Investigator
 Cara Reader (she/her), Equity Specialist / Investigator
 David Heard (he/him), Equity Specialist / Training & Education

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Questions:

- (Watson) When you are dividing the cause statements during the exit interview, there seems to be some bins that might be overwhelmed. Are people nice?
 - (Mitchell) We have a number of different categories related to collegiality, comfort level with supervisors, supervisor's decision-making. We have a number of things related to civility, collegiality, and relationship. Some overlap, others don't.
- (Person unidentified) For the numerical data presented, what is the difference in the categories? Is that an international reference?
 - (Mitchell) It depends on the job. Some of our staff positions are recruited primarily from Marion County or the doughnut counties. For a position like a welder or custodian, we use a localized metric. For faculty positions, we use a national metric for all of them except adjuncts. For searches for tenure-track faculty, the expectation is that it will be an external national search. But we also use what we have typically recruited from in the past (i.e., adjuncts).

Agenda Item VII: [Information Item] Election Slate for Nominating Committee
 Tom Stucky, Co-Chair, Nominating Committee

Stucky announced the following slate. The election will be held after the meeting by Qualtrics.

IUPUI Faculty Council: Slate for Nominating Committee

Term: June 2022 through June 2024

Number to Elect: 3; Number to Slate: 6

Last Name	First Name	Rank	School	Department Description
Chakrabarti	Subir	Professor	Liberal Arts	Economics
Nho	Kwangsik	Associate Professor	Medicine	Radiology and Imaging Sciences
Polley	Ted	Associate Librarian	University Library	University Library
Rodd	Zachary	Associate Professor	Medicine	Psychiatry
Wen	Zhang	Assistant Professor	Medicine	Biochemistry and Molecular Biology
Windsor	L. Jack	Professor	Dentistry	Biomedical and Applied Science

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

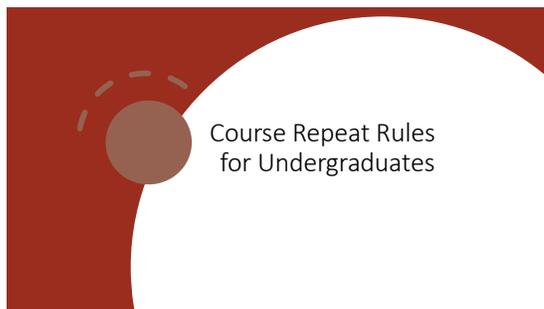
Deb Stiffler

Academic Affairs Committee

Andy Gavrin for Brenda Blacklock, Chair, and Kim Lewis, Registrar

Gavrin presented the following proposed changes to policy:

- [Second Read-Vote] Course Repeat Policy
Circular 2022-14: Course Repeat Policy



Issues with School-specific Repeat Rule

- "Repeat rule" determines what happens to student's GPA and credit hours once they have retaken a course
- Current rules vary by school and are difficult to determine.
- Students and advisors unable to anticipate impact of repeated course on academic statistics and degree progression
- Students in identical courses could have different GPA based on school. GPA could change overnight due to change in program with no change to enrollment or grades.



Since the motion to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motion passed unanimously with two abstentions.

- [Second Read-Vote] Equivalency in Criteria for Admission to a Degree Program from University College and Degree Requirements

Equivalency in Criteria for Admission to a Degree Program

Admission criteria for direct admits and UCOL admits

- Discrepancies discovered in minimum grades being required of UCOL students before being admitted into degree program vs. those grades being required of direct admits into same program
- **Recommendation:** Criteria used for all student admission into a degree program should be no higher than what is required for completion of the degree. UCOL admits + direct admits should have same criteria.

Since the motion to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motion passed nearly unanimously with two abstentions.

[Second Reads-Vote] Grade Change and Grade Replacement Policy Revisions Circulars 2022-13, 2022-19, and 2022-20

Grade Change & Grade Replacement Policy Revisions

Alignment with ACA-66: Grades & Grading policy

- In Spring 2021, UFC consolidated 7 separate grading-related policies into one consolidated "Grades & Grading" policy. <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>
- New policy effective Fall 2021
- Revisions to IUPUI-specific policies necessary to align
- Opportunity to address common questions re: process

Grade Replacement: new display grade

Current Policy (DX, CX, FX)	Update/New (X)																																																																								
<p>----- Beginning of Undergraduate Record -----</p> <p style="text-align: center;">Fall 2019 Indianapolis</p> <p>Program : Engineering Undergraduate</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Course</th> <th>Title</th> <th>Grd</th> <th>Grd</th> </tr> </thead> <tbody> <tr> <td>CHM-C 185</td> <td>ELEMENTARY CHEMISTRY I</td> <td>3.00 D</td> <td></td> </tr> <tr> <td colspan="4">Attention: No Academic Program Credit or GPA (Repeat/Excl...)</td> </tr> <tr> <td>COMW-A 110</td> <td>FUNDAMENTALS OF SPEECH COMM</td> <td>3.00 A</td> <td></td> </tr> </tbody> </table> <hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Math</th> <th>15900</th> <th>PRECALCULUS</th> <th>5.00 FX</th> </tr> </thead> <tbody> <tr> <td>Semester:</td> <td>GPA Hours:</td> <td>7.00</td> <td>GPA Points: 21.000</td> </tr> <tr> <td>Hours Earned:</td> <td>7.00</td> <td>GPA:</td> <td>3.143</td> </tr> <tr> <td>Cumulative:</td> <td>GPA Hours:</td> <td>7.00</td> <td>GPA Points: 21.000</td> </tr> <tr> <td>Hours Earned:</td> <td>7.00</td> <td>GPA:</td> <td>3.143</td> </tr> </tbody> </table>	Course	Title	Grd	Grd	CHM-C 185	ELEMENTARY CHEMISTRY I	3.00 D		Attention: No Academic Program Credit or GPA (Repeat/Excl...)				COMW-A 110	FUNDAMENTALS OF SPEECH COMM	3.00 A		Math	15900	PRECALCULUS	5.00 FX	Semester:	GPA Hours:	7.00	GPA Points: 21.000	Hours Earned:	7.00	GPA:	3.143	Cumulative:	GPA Hours:	7.00	GPA Points: 21.000	Hours Earned:	7.00	GPA:	3.143	<p style="text-align: center;">Fall 2021 Indianapolis</p> <p>Program : Engineering Undergraduate</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Course</th> <th>Title</th> <th>Grd</th> <th>Grd</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>26000</td> <td>INDUSTRY DIFFERENTIAL EQUATIONS</td> <td>3.00 X</td> </tr> <tr> <td>ME</td> <td>27000</td> <td>BASIC MECHANICS I</td> <td>3.00 B-</td> </tr> <tr> <td>NOTE</td> <td>20000</td> <td>PROG & MODELING FOR INTERSPORTS</td> <td>2.00 Ex</td> </tr> </tbody> </table> <hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Semester:</th> <th>GPA Hours:</th> <th>12.00</th> <th>GPA Points:</th> <th>29.680</th> </tr> </thead> <tbody> <tr> <td>Hours Earned:</td> <td>12.00</td> <td>GPA:</td> <td>2.467</td> <td></td> </tr> <tr> <td>Cumulative:</td> <td>GPA Hours:</td> <td>76.00</td> <td>GPA Points:</td> <td>212.000</td> </tr> <tr> <td>Hours Earned:</td> <td>76.00</td> <td>GPA:</td> <td>2.800</td> <td></td> </tr> </tbody> </table>	Course	Title	Grd	Grd	Math	26000	INDUSTRY DIFFERENTIAL EQUATIONS	3.00 X	ME	27000	BASIC MECHANICS I	3.00 B-	NOTE	20000	PROG & MODELING FOR INTERSPORTS	2.00 Ex	Semester:	GPA Hours:	12.00	GPA Points:	29.680	Hours Earned:	12.00	GPA:	2.467		Cumulative:	GPA Hours:	76.00	GPA Points:	212.000	Hours Earned:	76.00	GPA:	2.800	
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Clarifications include:

Request prior to conferral of 1st bachelor's degree

Applicable to all students, all careers

Course equivalencies: course owner

Academic misconduct: replacement not available

Grade Change Updates

- 01**
Including IUPUC and IU Fort Wayne
- 02**
Expanded scope to now include all UGRD, GRAD, and professional programs
- 03**
Outlined 4 types of grade changes and timelines associated with each

Grade Change Type	Overview	Timeline
Grade Change Corrections	Updates made immediately following term ("corrected grades period")	~6 weeks
Grade Change Appeals	Student dispute of final grade	1 year*
Retroactive Withdrawal	For documented, extenuating circumstances only	5 years
Removal of I or R	Upon completion of coursework/requirements	At any time

*Aligns with records & retention schedule of graded coursework for instructors

Since the motions to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motions passed with two abstentions.

Distance Education Committee

Lamia Scherzinger and Jennifer Mahoney, Co-Chairs

- [Second Read-Vote] Proposal: Quality Assurance in Distance Education Courses
Circular 2022-15: Quality Assurance in Distance Education Courses

The following proposal was presented:

2021-2022 Proposal for Quality Assurance in DE Courses

Per IFC guidance, faculty should already be using Canvas for each course they are teaching. Therefore, the following recommendations are based on the use of Canvas for course set-up.

The importance of IUPUI's distance education (DE) courses and their ability to deliver high quality, engaging learning cannot be overstated. However, there is a wide divide in the assurance of this type of learning. Therefore, in an effort to improve and streamline the quality assurance for distance education (DE) courses at IUPUI, the Distance Education Committee is providing the following recommendations that we would like to offer as a set of guidelines for all campus units to consider adopting and the IFC to promote.

Course Set-up Recommendations

Per IFC guidance, faculty should already be using Canvas for each course they are teaching. Therefore, the following recommendations are based on the use of Canvas for course set-up. Units should be provided with the campus-designed Canvas template for DE courses. Recognizing that some programs have created their own Canvas templates to meet their accreditation or other needs, deviation from the campus-designed templates can be done but every

Canvas course must include:

- A landing/homepage that includes instructor contact information and instruction on where the student goes to begin the course.
 - There should also be a policy for the instructor's response time for emails; we encourage a 24-hour business day turnaround.
- A syllabus page with a downloadable and accessible syllabus.
- The use of modules to break down the requirements for assignments, readings, and assessments.

The DE Committee also encourages:

- The instructor provides opportunities (using Zoom or discussion boards) for active interaction whenever appropriate and possible.
- Instructors should use the Canvas assignments tool with dates for all graded assignments.

[DE Course Resources](#)

Noting that some instructors/programs may not be familiar with the ample resources available within IUPUI and DE communities, below is a list of these resources available to our faculty.

IU-Approved Training Resources

- **Quality Matters**
IU has an exclusive agreement with Quality Matters (QM) to deliver our IU-customized Applying the Quality Matters Rubric (APPQMR) foundational training for QM credit (which means it functions as a prerequisite to other QM certification training). This is delivered through the teaching centers across all campuses. To learn more, contact the IUPUI CTL at thectl@iupui.edu or (317) 274-1300.
- **Quality Matters Peer Reviewer**
After you have completed the APPQMR certification, you can continue your certification and become a peer reviewer. In this role, you have the opportunity to review both IU and non-IU online courses for a small stipend. To learn more please [request a consultation](#) with an IU QM-certified consultant.
- **Quality Matters Advantage**
The QM Advantage custom self-review tool enables instructors to examine the quality of their online courses using the standards from the QM Higher Education Rubric, Sixth Edition. QM Advantage is an LTI app that integrates a Qualtrics survey with Canvas. The tool allows up to three reviewers per course to record their findings in the rubric and add free-text comments. Conducting an informal course evaluation with the tool can help you prepare your course for an official course review to put it on the pathway to QM certification. For more about QM Advantage, please visit [here](#).
- **Teaching for Student Success: An Evidence-based Approach, 2e (TSS)**
IU offers a free certificate-generating Canvas course developed through a partnership between the Faculty Colloquium on Excellence in Teaching (FACET) and eLearning Design and Services (eDS). The CTL offers facilitated semester-long cohorts or you can complete the course on your own time, receiving asynchronous feedback on your assignment submissions to secure a certificate. To enroll in the TSS modules, visit this [webpage](#).
- **The Association of College and University Educators (ACUE)**
An alternative certification to the TSS, ACUE's course in Effective Teaching Practices ensures that faculty learn about—and implement—the approaches that improve engagement and persistence and promote deeper learning. This 25-module course concentrates on teaching practices effective in face-to-face and online instruction. To learn more about the course and how to apply, please visit [here](#).

- **Accessibility Pressbooks**

A tool that enables faculty and students to create and publish text in multiple formats, faculty can use this tool to compose and publish eTexts, deliver no-fee eTexts, build and compile collections of student reports throughout a course, publish student work, and much more. To learn more, please visit [here](#).

- **Zoom to the Next Level: Active Learning in the Virtual Classroom pressbook**

Zoom can be a simple tool to get started with video conferencing, but it's also feature-rich enough to orchestrate some complex interactions. The purpose of this book is to provide sample activities that leverage Zoom's features and demonstrate how they can work in concert to support active learning in the virtual classroom. With that in mind, we'll be adding new activities as we discover them, so please check back when you need some Zoom inspiration. To learn more, please visit [here](#).

IUPUI DE Resources

- [Teaching Online at IU](#)
 - Specifically [Ensuring Quality: Faculty Support](#)
- [IU Online Test Drive - IU Online](#)
- [Improving the Accessibility of Your Online Course](#)
- [Canvas Course Templates](#)
- [IUanyWare](#)
- [LinkedIn Learning](#) via [One.IU.edu](#)
 - LinkedIn Learning is a large repository of short, focused training videos on a wide variety of topics. The Technology collection includes a number of videos that would be helpful to faculty teaching online, including training clips on recording lectures, facilitating online discussions, and choosing appropriate technological tools for certain types of content.

External DE Resources

- [MERLOT](#): The MERLOT system provides access to curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers.
- [Online Learning Consortium](#): OLC is a collaborative community of higher education leaders and innovators, dedicated to advancing quality and leadership in digital education.
 - Specifically the [OLC Quality Scorecard Suite](#): This comprehensive Quality Scorecard Suite provides institutions with the necessary criteria and benchmarking tools to ensure online learning excellence for the entire institution.

Since the motion to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motion passed nearly unanimously with one abstention.

Constitution and Bylaws Committee

Cornelis de Waal, Chair

de Waal presented the following proposed changes to the Faculty Council Bylaws:

- [Second Read-Vote] Proposed Changes to the Bylaws: Ombudsteam
Circular 2022-11: Proposed Changes to the Bylaws: Ombudsteam



CONSTITUTION AND BYLAWS COMMITTEE

REVISIONS TO THE BYLAWS

IUPUI

CHANGES TO THE FACULTY GRIEVANCE PROCEDURE

BYLAW ARTICLE IV. FACULTY GRIEVANCES PROCEDURES

Section A. Purpose

Section B. Submission of Grievances

Section C. Composition and Election of Ombudsteam

Section D. Procedures of the Ombudsteam ← **New subsection added**



IUPUI

Reason for adding the new subsection

To provide language that will stop the Ombudsteam work on an issue or concern brought to it by a faculty member that has led to a faculty Board of Review.

This would prevent the grieved faculty member from reactivating the Ombudsteam to assist in continuing the discussion following the Board of Review and chancellor's decision.



IUPUI

The new subsection (IV.D.8)

8. The Ombudsteam, or any member of it, cannot be reinstated to assist an individual for the original criticism, complaint, or grievance following the decision of a Faculty Board of Review and/or a decision by the Chancellor. Members should refrain from interacting with the faculty member/librarian about the case once the Board of Review process begins.



IUPUI

Since the motion to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motion passed unanimously with no abstentions.

- [Second Read-Vote] Proposed Changes to the Bylaws: Committee Charges
Circular 2022-12: Proposed Changes to the Bylaws: Committee Charges



COMMITTEE CHARGE REVISIONS



IUPUI

SECTION TITLE GOES HERE IF NECESSARY

Campus Planning Committee

The Committee is not itself the faculty planning body, but works to facilitate involvement and communication between the Faculty Council, Executive Committee, Budgetary Affairs Committee, and committees and academic units concerning institutional planning and improvement at IUPUI that ensures an equitable outcome for all campus and community stakeholders.



IUPUI

Academic Affairs Committee

This committee shall make recommendations to the Council on matters relating to general, not school specific, educational curriculum matters, establishing and revising academic calendars, degree formats, graduation requirements, the academic structure of IUPUI, and other related matters. **This committee shall act in alignment with the diversity, equity, and inclusion strategic priorities of IUPUI.** The Executive Committee of the IUPUI Faculty Council may appoint one or more students as non-voting members of the standing committee. The Executive Committee of the IUPUI Faculty Council shall make this appointment based on nominations submitted by the Undergraduate Student Government and Graduate Student Organization.



Faculty Affairs Committee

This committee shall advise the Council on **all matters that pertain to the responsibilities, rights, privileges, opportunities, and welfare of the faculty, collectively and as individuals; involving the faculty**, including but not limited to, issues of **equity**, academic freedom, appointments, and tenure and promotion policies and procedures.



Faculty and Staff Relations Committee

This committee shall be responsible for setting up the two Constitutionally - mandated annual joint meetings in conjunction with the Staff Council's Faculty Relations Committee. This committee shall serve in conjunction with the Staff Council's Faculty Relations Committee as a clearinghouse for information of common interest **including, but not limited to, shared issues of equity, morale, health, safety, community, human resources, and compensation.** The Committee shall, when necessary, meet independently to formulate faculty positions on faculty -staff matters.



Research Affairs Committee

This committee shall periodically review research policies and procedures, draft revisions when necessary, and provide interpretations about those policies and procedures when questions arise. The Committee shall include faculty members from a broad range of schools across campus reflecting both faculty and student research interests and artistic/scholarly activities. The Committee shall coordinate its activities with other relevant committees with a goal of improving the environment for research at IUPUI. **The Committee shall support the goal of fostering diverse, equitable, inclusive, and just research endeavors by IUPUI faculty, staff, and students.** The Committee shall be responsible for continued communication with the administration through the IUPUI Vice Chancellor for Research and Graduate Studies.



Distance Education Committee

This committee represents the IUPUI Faculty Council **and advises and acts as liaison with and administrative administration as well as faculty and other units concerned with interests in programs of distance education, including those that involve collaboration with other institutions** aims to improve and promote distance education, making use of best practices and frameworks, and coordinating resources available with **the Committee coordinates its activities with those of the IUPUI Faculty Council Technology Committee, the Center for Teaching and Learning, UITS, the Community Learning Network, the Office of Online Education, and individual schools. The committee supports faculty teaching online, provides distance education assessment guidelines, and assists in ensuring inclusive and accessible learning for all students**



Since the motion to approve came out of committee, no second was needed. A voice vote was taken for those voting faculty in the meeting room and a poll taken by those on Zoom. The motion passed unanimously with no abstentions.

- [First Read] Proposed Changes to the Bylaws - Committee Charges: Technology Committee and Budgetary Affairs Committee
Circular 2022-24: Proposed Changes to the Bylaws

Technology Committee

This committee shall examine overall planning, use, and funding of technology at IUPUI; and advise and act as liaison with administration, as well as faculty and other technology committees including those which are university-wide (e.g., University Faculty Council, University Information Technology Services). **The committee shall strive to make recommendations supporting equity, inclusion, and the diversity of IUPUI's faculty, staff, and students.** The Executive Committee of the IUPUI Faculty Council may appoint one or more students as non-voting members of the standing committee. The Executive Committee of the IUPUI Faculty Council shall make this appointment based on nominations submitted by the Undergraduate Student Government and Graduate Student Organization.



Budgetary Affairs Committee

This committee shall act as a representative of the Council in offering to the IUPUI Chancellor and the Campus Administration its continuing advice and the Faculty perspectives on all aspects of the IUPUI budgetary policy and the allocation of the IUPUI financial resources, especially those proposed allocations and re-allocations of financial resources that have bearing on the **overall economic well-being, equity, and fairness for of the Faculty and the academic programs, and possible ramifications for the achievement of the campus mission.**



These charges will be up for a vote at the September 6, 2022, meeting of the Faculty Council.

Faculty Affairs Committee

Silvia Bigatti, Chair

Bigatti presented the following proposals:

- [First Read] Changes to the Policy on Dealing with the Effect of Financial Difficulties Upon Faculty at IUPUI
Circular 2022-25: Changes to Policy on Dealing with the Effect of Financial Difficulties

Dealing with Effects of Financial Difficulties

There were recommendations in several sections of the policy. These were:

- 1) **Include NTT** faculty in all sections of this policy along with tenured/tenure track faculty
- 2) In the sections that address dismissal, **use AAUP language** for 'other measures' before considering removal, and include AAUP definition of financial exigency
- 3) School/unit plans for addressing financial difficulties should be shared with **Faculty Assembly/Senate** and made available to entire faculty
- 4) **Deans and unit faculty committees do not have unilateral authority** to implement measure that affect faculty/librarian employment or salaries
- 5) **Define terms** such as 'reasonable effort'
- 6) Extend **faculty BOR** rights to untenured and NTT faculty

Comments on Policy Dealing with Effects of Financial Difficulties

Comments From: George Towers, FAC Chair 2020-2021

May, 2021: The FAC's recommendations for revision (in italics) follow the policy statements (in normal typeface) that they address. The FAC recommendations will be forwarded to the Executive Committee for review. Margie Ferguson indicated that the Executive Committee will forward approved recommendations to the Faculty Guide Committee for editing. The FAC requests that the Faculty Guide Committee then return the edited revisions for FAC review.

Section I. General Principles: "Accordingly, consideration of removal of persons with tenured or tenure-track academic appointment should never be considered as a tactic to be employed before other measures have been given a chance to work, much less as a routine or automatic step in the process of financial recovery, but rather as a measure of last resort, and the proponents of such action bear the burden of proving its necessity." (p. 123)

FAC recommendations:

- *Include NTT faculty with tenured and tenure-track faculty.*
- *Specify that "other measures" (underline added above) are consistent with the those identified by the AAUP which include "expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred-compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration" (AAUP, p. 12).*
- *Include a definition of financial exigency that is consistent with the AAUP's definition: "Financial exigency can legitimately be declared only when the institution's academic integrity will be fundamentally compromised by prolonged and drastic reductions in funds available to the institution and only when the determination of the institution's financial health is guided by generally accepted accounting principles" (AAUP, p. 19).*

Section III. Impending Financial Difficulties (pp. 124-125)

FAC recommendation:

- *School or unit plans for addressing impending financial difficulties should be shared with the school-level faculty assembly (aka faculty senate) and made available to the entire faculty in that school or unit.*

Section V.B.1 Formulation, review, and reporting of a detailed plan for meeting financial exigency

“The chancellor has the responsibility for dismissal of faculty or librarians with tenure, non-reappointment, and termination before the expiration of a term of appointment. It is imperative that decision makers at the school or unit level be involved in the consideration of such actions as remedial measures for financial exigency, and that they and their respective faculties have in place detailed policies and procedures well in advance of the occurrence of financial exigency. However, deans and school or unit faculty committees do not have unilateral authority to implement such measures. Because financial exigency reflects the condition of the campus as a whole and permits the dismissal of faculty or librarians whose tenure originally was approved by the president and Trustees of Indiana University, the dismissal of tenured faculty or librarians for financial exigency must be authorized by the president and reported to the Indiana University Trustees” (p. 128).

FAC recommendation:

- *Please see underlined passage in above excerpt. Add that deans and school or unit faculty committees do not have unilateral authority to reduce faculty salaries.*

“The criteria must stand the test of fairness and equity without regard to age, sex, color, race, national origin, religious preference, status as a veteran, political preference or allegiance, or sexual preference. In addition, given the university's long-range commitment to diversity, such dismissals should consider the sexual and racial balance of faculty and librarians in the unit” (p. 128).

FAC recommendation:

- *Revise this passage to be consistent with institutional values regarding diversity, equity and inclusion.*

Section V.C.3 Replacement; reinstatement of dismissed faculty or librarians

Item a) “Vacancies created by dismissal of tenured faculty or librarians and faculty not reappointed or terminated prior to expiration of the term of appointment: For at least three years following dismissal, school or units that have terminated faculty or librarians pursuant to a financial exigency plan shall offer such person reinstatement and a reasonable time in which to accept or decline the offer prior to hiring a replacement for the dismissed faculty member or librarian” (p. 130).

Item b) “Vacancies in tenured positions created by normal attrition: Within an affected school, unit, or University Libraries, essential replacement hiring to fill vacancies in tenured positions created by normal attrition shall be possible for the three year limitations periods above, and every consideration shall be given to hiring dismissed faculty or librarians if the possibility exists for retraining or adapting to the requirements in the area of need” (p. 130).

FAC recommendation:

- *Extend protections described in V.C.3.a & b to dismissed untenured and NTT faculty.*

Item c) “Replacements for part-time positions: Every reasonable effort should be made by the affected school or unit to reinstate dismissed tenured faculty members and librarians before hiring replacements for part-time positions. Replacement hiring for part-time positions is appropriate in cases where part-time positions have been a regular component of the school or unit's workforce, and continuation of such positions is necessary to maintain the financial health of the school or unit” (p. 130).

FAC recommendations:

- *Please address the clarity of items a, b, and c. Please increase the specificity of terms such as those underlined in the above excerpts.*

Item d) Faculty Board of Review: “Dismissed faculty or librarians have a right to request a Faculty Board of Review within the three year limitations periods above for the purpose of obtaining review of issues concerning hiring or reinstatement decisions that affect them” (p. 130)

FAC recommendation:

- *Specify that this right extends to dismissed untenured and NTT faculty.*

Section V.C.4 Special Considerations for Dismissed Tenured Faculty and Librarians (pp. 130-131)

FAC recommendation:

- *These special considerations be extended to dismissed untenured and NTT faculty.*
Please also scroll to App. D in "FAC edits to Appendix D faculty guide.pdf" (attached).

- [First Read] Review of IUPUI Faculty/Librarian Review and Enhancement (Appendix B of Faculty Guide)
Circular 2022-26: Review of IUPUI Faculty/Librarian Review and Enhancement

Faculty/Librarian Review and Enhancement

IUPUI Faculty/Librarian Post-Tenure Review and Enhancement

IUPUI's faculty and librarians represent its most important resource. The development and maintenance of every faculty member or librarian's professional expertise must be among the highest priorities of the institution. An overwhelming majority of faculty and librarians are professionally competent, productive, and contribute to fulfilling the mission of IUPUI. Thus, Faculty/Librarian Post-Tenure Review and Enhancement is designed to focus on two small groups of tenured faculty and librarians - those who seek a change in career direction or emphasis and those who are failing to meet minimum levels of performance or productivity. Faculty/Librarian Post-Tenure Review and Enhancement provides a structure for the preparation and implementation of faculty/librarian development plans to meet the needs of these two groups of individuals.

Faculty Affairs Committee Review of IUPUI Faculty/Librarian Review and Enhancement (Appendix B) IUPUI Faculty Guide

Assigned: July 1, 2020

Due: June 30, 2021

Description: The last significant update was 1999. Plan B "involuntary" is not clear as to which faculty groups this applies to and might be interpreted to any faculty member including tenure-track, non-tenure-track full-time, part-time appointments, and academic specialists.

Recommendations from 2020-2021 FAC:

March '21: Recommended revision to add "Post-Tenure" or "tenured" in several places as follows:

Appendix B

IUPUI Faculty/Librarian Post-Tenure Review and Enhancement

IUPUI's faculty and librarians represent its most important resource. The development and maintenance of every faculty member or librarian's professional expertise must be among the highest priorities of the institution. An overwhelming majority of faculty and librarians are professionally competent, productive, and contribute to fulfilling the mission of IUPUI. Thus, Faculty/Librarian Post-Tenure Review and Enhancement is designed to focus on two small groups of tenured faculty and librarians - those who seek a change in career direction or emphasis and those who are failing to meet minimum levels of performance or productivity. Faculty/Librarian Post-Tenure Review and Enhancement provides a structure for the preparation and implementation of faculty/librarian development plans to meet the needs of these two groups of individuals.

History:

Developed by the IUPUI Faculty Affairs Committee, June 6, 1997

Forwarded to IUPUI Faculty Council Executive Committee, June 26, 1997

Revisions: April 10 and April 21, 1998
Recommended for Approval by the Executive Committee, April 23, 1998
Approved at the IUPUI Faculty Council Meeting, May 7, 1998
Accepted by IUPUI Chancellor, July 1, 1998
Revisions Approved at the IUPUI Faculty Council Meeting, May 6, 1999
Revisions Approved at the IUPUI Faculty Council Meeting, December 2, 1999
Edited for title and handbook names changes, April 14, 2015
Edited pronouns (he/she) for inclusivity (their), 7/1/20

- [First Read] Proposed Changes to IUPUI Emeritus Policy
Circular 2022-27: Proposed Changes to IUPUI Emeritus Policy

Current guidelines allow for emeritus for associate rank equivalent for all types of faculty.

Recommendation from the Committee:

Recommend editing IUPUI Emeritus Policy in Faculty Guide to include all faculty members. See revisions below.

IUPUI Emeritus Policy

Preamble

The emeritus/emerita title (hereafter simply “the title”) may be awarded upon retirement from IUPUI to faculty members as recognition of substantial contributions to the university in the fields of teaching, research, and/or service. Upon recommendations by the department, chair, dean, executive vice chancellor and chief academic officer, and chancellor, the Board of Trustees awards the title as recognition of scholarly and professional contributions made before retirement and, to a lesser degree, as encouragement for continued association with IUPUI and continued pursuit of scholarly and other professional interests.

Eligibility

Faculty members may, upon retirement, be awarded the title if they meet the following criteria:

1. have been at IUPUI for a significant period of time (ordinarily at least ten years); and
3. have made substantial scholarly and professional contributions for the university.

Procedures

1. Recommendations for the title are initiated by the department (or unit) and transmitted by the chair to the dean. (If the candidate holds a tenured or affiliate appointment in more than one department, the departments are expected to coordinate recommendations.) Transmissions to the dean should include a narrative summary, preferably one page in length, citing the professional accomplishments and the record of university service of the candidate, as well as a copy of the letter of retirement and the expected retirement date.
2. With the dean’s approval, documentation (including the departmental letter of recommendation) is transmitted to the executive vice chancellor and chief academic officer, the chancellor, and the Board of Trustees.
3. Recommendations for candidates for the title retiring at or prior to the end of the fiscal or academic year are considered at budget preparation time (in February or March): and the title is awarded on the day of retirement, or as soon thereafter as possible.

For administrators and those outside the regular faculty member or librarian ranks, these procedures will be modified as needed.

Privileges

Retirees awarded the title may be accorded the following privileges:

1. lifetime ID card indicating their status, and listing in university catalogs and directories;
2. network account and access privileges;
3. regular-faculty library privileges, including remote access to on-line databases;
4. by invitation of the department or unit, service as guest lecturer, substitute or part-time faculty, or member of master's and doctoral thesis committees—in some cases, especially in the health and legal areas, this may include the provision of licensure and insurance fees;
5. based on availability and the recommendation of the department or unit, use of office or lab space, equipment, and other campus facilities in support of research or educational projects;
6. in exceptional cases, service as department chair or in other administrative functions;
7. with the recommendation of the school or unit, voting privileges in the department;
8. purchase of regular-faculty parking permits and/or, when underwritten by the department or unit, receipt of free parking for special committee assignments;
9. fee courtesy for credit courses and reduced fees for non-credit Continuing Studies courses;
10. participation in university public ceremonies (such as Commencement) and, on request, receipt of campus publications;
11. regular-faculty access to and ticket arrangements for use of recreational and social activities;
12. reduced membership fees in The University Club at IUPUI.

Retirees awarded the title are expected to maintain the same level of professionalism as before their retirement; if such professionalism is not maintained, the emeritus/emerita title may be rescinded.

Approved by Faculty Affairs Committee 1/28/2000

Amended 1/29; 2/25; and 3/24/2000; 1/2017

Approved by the IUPUI Faculty Council 4/6/2000; 2/7/2017

Title changes made by Karen Lee, 4/13/15

Questions for all three policies:

A motion was made and seconded to allow non-members to speak to these proposals. The motion passed.

- (Applegate) First, I would like to clarify that non-tenure-track faculty can be given the emeritus title. The dividing line is between rank, not type of faculty. To be a non-tenure-track emeritus faculty member, you need to hold the ranks of senior lecturer, teaching professor, clinical associate, or clinical full. You cannot be a clinical assistant or lecturer or an assistant professor (tenure track). Second, I am not a member, but if I were, I would appreciate more time to discuss these proposed policies than we have time for today.
 - (Stiffler) Is there a motion?
 - (Scheurich) I move that we discuss these proposals at the first meeting of the Faculty Council in the new academic year. The motion was seconded and those who were able to vote either by voice or in chat agreed. The motion passed.

Agenda Item IX: [Information Item] Board of Review Annual Report

John Watson, President

Circular 2022-23: Annual Report of Board of Review Activity

Watson presented the following report.

Annual Report on Board of Review Activity

Since May 2021

John Watson, President

IUPUI Faculty Council meeting

May 3, 2022

Total Number of Board of Review Cases: 2

Total Number of Requests Denied: 0

Number of Board of Review Cases (Approved) for:

- Dismissal
- Academic Freedom
- Non-Reappointment
- Tenure
- Promotion
- Salary Adjustment
- Nature or Conditions of Work 1
- Office of Equal Opportunity**
- Research Misconduct*** 1

*Same case.

**A board of review cannot be filed against the Office of Equal Opportunity. Instead, the IFC Executive Committee hears cases brought against this campus office.

***The university policy on [Research Misconduct](#) allows appeals to campus Boards of Review.

Case Carried Over from 2020-21:

Board of Review Case 21-01: A board of review was appointed, and a formal hearing was held on May 26, 2021. The board's findings did not fully support the grievant; however, recommendations were made for improvement. The chancellor acknowledged the findings and referred the recommendations to Senior Associate Vice Chancellor for Academic Affairs Margie Ferguson for review and action. Category: Nature or Conditions of Work.

Requests Approved 2021-22:

Board of Review Case 21-02: A board of review was appointed; however, a case was never presented.

Requests Denied: None

Agenda Item X: [Information Item] Promotion and Tenure Update

Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Applegate gave the following presentation:



Office of Academic Affairs

Promotion and Tenure Spring 2022 Review

IUPUI

2021-2022 by the numbers

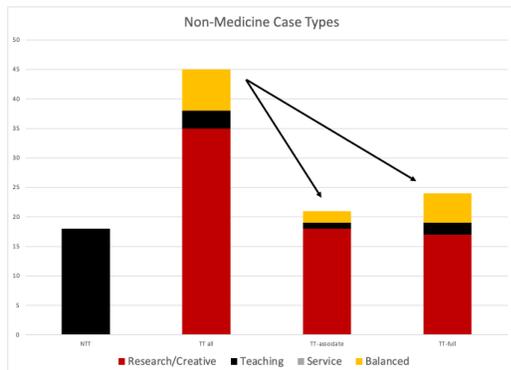
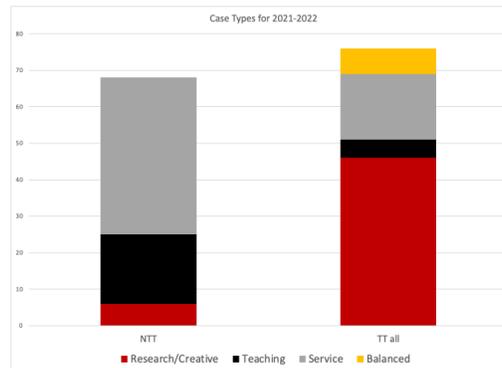
148 cases completed

41 cases involved tenure (42 last year)
33 to associate professor + tenure (32)
3 to full professor + tenure (2)
2 tenure-only associate professors
3 to associate librarian + tenure

39 tenure track promotion-only cases (promotion to full) (33 last year)

non-tenure track promotion cases (58 last year):
52 clinical (39 to associate, 13 to full) (35; 28, 7)
6 research (5 to associate, 1 to full) (6)
6 senior lecturer (2)
4 senior lecturer to teaching professor (15)

2017-2018: 115
2018-2019: 142
2019-2020: 122
2020-2021: 134



Some trends

- This year:**
- Continued increases in promotion to full
 - Many more clinical cases
 - Small number of tenure-track teaching cases
 - Small but strong number of balanced cases
 - No balanced cases yet for clinical faculty
 - Return to "normal" for lecturer faculty: 6 cases for senior lecturer, 4 for teaching professor (last year: 15 for teaching professor, first year available).

The Way-Back Machine

Issues for 2021-2022

Dossier and CV format: simplification?
Not yet

Integrative case: Community-engaged? Translational?
YES. Integrative-Thematic

Evidence of satisfactory teaching / minimum documentation including use of evaluations
UFC proposal coming.

Work on effective metrics
Appendix: Quality and Impact



Workshop changes (attendees)

- Added:
- Candidate statement (lecture; 86), hands-on (34)
 - Integrative DEI (23)
 - Third year reviews (57)
 - New Chairs and P&T (late April)

- Most popular:
- Dossier preparation (147)
 - Candidate statement (86)
 - Third year reviews (57)
 - Administrator's Update (57)

Campus P&T Reviewer Console!
Smashing success in usability and record-keeping

Changes to Guidelines

DEI cases for Clinical and Lecturer Faculty

Integrative Thematic Case (tenure track, clinical, and lecturer)
(community-engaged, translational, global, etc.)

Service—broadening of definition

Balanced-Binned: for highly satisfactory in service, no peer-reviewed dissemination needed.

NTT scholarship: disciplinary scholarship may be used to support excellence in service or teaching.

Measurement framework for “Quality and Impact.”

Format: separation of main guidelines from charts, CV formats, and sample letters for external reviewers.

Plans for 2022-2023

Dossier simplification
Some e-dossier structural changes

CV simplification

Solidify experience with integrative case types

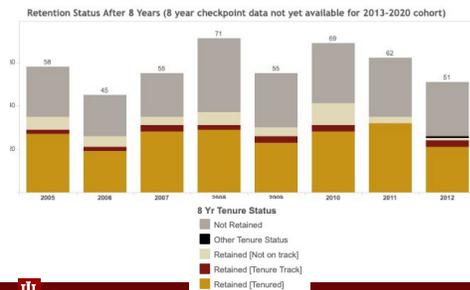
Test external reviewer forms/guidance



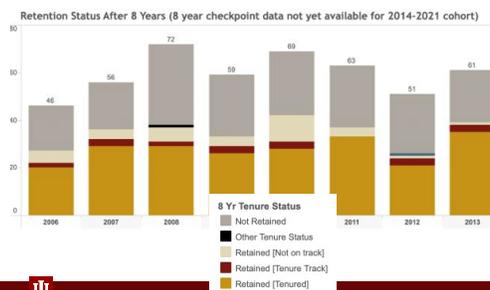
[Data link](#), IRDS

[Data link](#), IRDS

What do we want? When do we want it?



What do we want? When do we want it?



Agenda Item XI: Unfinished Business

- Watson thanked Karen Lee (IFC Director) for her assistance during his presidency.
- Scheurich voiced concerns about the impact research reorganization will have on IUPUI. He felt that Vice President Fred Cate ignored the IU Constitution and Bylaws. He was to consult with the University Faculty Council parliamentarian and did not. It was Scheurich’s understanding that the parliamentarian would have told Cate that reorganization falls under the Constitution. The decision was made on Cate’s own and was inappropriate. If the Constitution is not defended, it will hold no meaning. Secondly, Scheurich said that Cate’s focus is on large grants (\$5 million was mentioned). Many faculty would be happy with large grants; however, some faculty do community-engaged work that produces low or no money grants. Those grants will become secondary which will undermines the central meaning of the campus. Third, he will take indirect funds. Many units depend on indirect funds to supplement their departments/schools. Fourth, as a university, he felt we would look at research on organizational change and how best to do it. We have faculty who are experts in organizational change, yet Cate is designing the reorganization himself without consultation from the experts. Scheurich suggested a possible vote of no confidence. He believes IUB is talking about it and thought the IFC might need to hold an emergency meeting to take a vote on that ourselves. He reiterated that if the campus does not make a stand, whether you agree with the change or not, then the campus will have no voice and administration will proceed to do what they want and may choose other initiatives to do the same thing next. (A faculty member, unidentified, agreed with what has been said.)

Agenda Item XII: New Business

- Fox proposed the following resolution:

The IUPUI Faculty Council affirms the following:

- Graduate students possess the human right to organize and act collectively in pursuit of what they conceive to be their interests.
- We support Indiana University graduate students in their efforts for better working conditions.
- We urge the Indiana University administration to meet with the Indiana Graduate Workers Coalition.
- Graduate Students at any IU campus, including IUPUI, should not be discouraged or prevented from organizing on behalf of their interests as workers.

The Faculty Council is not taking a position on what form the negotiations take, but supports the right to negotiate. Watson said he was told that IU faculty and students could not unionize according to state law and asked if that was true. An unidentified faculty member responded that although he is not an expert on labor law, that it is a constitutional right to organization and have unions. The state of Indiana cannot deny that. He believed the state of Indiana, perhaps starting under then-Governor Mitch Daniels, was to say they would not negotiate with certain unions that were in state organization, but organization is not forbidden.

Janice Blum, vice chancellor for research and graduate education, said that her office has been discussing the issue with IUPUI graduate students. She urged caution on trying to help graduate students as there are many differences between the two campuses. While IUB students have indicated concerns with communication, IUPUI students are actively engaged with. Urging caution, she recognized that the IFC could vote to approve the resolution. If they do unionize, they cannot protest. We want to support our IUPUI students but there has not been an overwhelming response to get involved with the union. Communication is open and they are not focused on the topic.

Klein clarified the students could become a public sector union and could protest, but they are not able to strike.

Holmes found the juxtaposition of two issues – research reorganization and student unionizing—interesting. While we say we do not want to centralize, have more independence and say over what happens to our campus, with this resolution we are basically interfering with what is happening on the Bloomington campus. She felt IUPUI should focus on their own graduate students and let Blum take the less confrontational approach.

Stiffler received the resolution of the Bloomington Faculty Council and read it as follows:

Whereas student academic appointees or GAs play an essential role in the educational and research mission of IU Bloomington,

Whereas SAAs are both students and workers,

Whereas, as workers, SAAs have the right to organize, associate collectively, and when necessary, to strike,

Whereas, as student's, SAAs have rights of academic freedom and shared governance that are best protected when they are organized,

Whereas the Indiana Graduate Workers Coalition, the IGWC, has been organizing and campaigning responsibly and effectively on behalf of SAAs and has gained significant support from IUB graduate students, at last 6,800 of whom have signed union cards,

Whereas an SAA strike will have negative impact on IUB's mission, particularly in education mission,

Now therefore, be it resolved that the Bloomington Faculty Council calls on Provost Srivastan to dialogue with the IGWC immediately to avoid a strike and not retaliate against any SAAs who engage in work stoppage, urges the provost and President Whitten and the Board of Trustees to reconsider their decision to refuse SAA's request to form a union and urges all faculty and campus administrators not to penalize any of their graduate students who choose to exercise their right to strike.

A motion was made and seconded to table the original motion of the resolution. A vote by hand and a vote in chat by those eligible to vote was taken. The motion passed. The motion will be tabled for now and if the issues continues, we can bring this back to the members for more discussion.

Agenda Item XIII: Question / Answer Period

- Goff asked Interim Chancellor Klein about the status of the associate vice chancellor for undergraduate education search. Klein responded that he and Executive Vice Chancellor Kathy Johnson should have an update the next day or no later than Thursday or Friday of the current week. The path forward is dependent on several conversations that could not be shared at this time.
- Elliott asked for an update on research centralization as nothing had been shared for a few weeks. Klein did not have an official update but shared that the IFC Executive Committee had shared an email with him for transmittal to President Whitten. She received the message and had read it. Klein believes she understands the concerns but had not update beyond what was shared.
- [Next question was inaudible.]

Agenda Item XIV: Final Remarks and Adjournment

With no further business appearing, the meeting was adjourned.

Minutes prepared by Karen Lee, Director of Academic Affairs and Strategic Initiatives
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