Indiana University-Purdue University Indianapolis
Indianapolis Faculty Council (IFC)
Minutes
April 3, 2018 ~ Campus Center 450A ~ 3-5 p.m.


Agenda Item I: Welcome and Call to Order
IUPUI Faculty Council Vice President Jeff Watt called the meeting to order.

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: Updates/Remarks from the Chancellor
Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

Paydar reported on the following:
- Summit on Student Retention and Success:
  - On March 21, the academic deans, members of the Strategic Information Council, Diversity Cabinet, and Enrollment Management Advisory Council came together to discuss student retention and success. We learned what we were doing right and wrong at the campus level. Paydar encourages faculty to speak with their deans to find out more information about what was discussed during this event.
- Searches:
  - Dean of Herron School of Art and Design: Candidates will visit campus at the end of the month.
  - Dean of School of Education: Candidates will visit campus later in the spring semester.
- Construction:
  - Michigan Street: This project will be completed by the end of May.
  - West Street: New light polls have been implemented. A sewer will be finished next, then sidewalks, and then landscaping.
Gateway (Intersection of Michigan Street and West Street): A 52’ gateway will be constructed to welcome visitors to campus. The plans are out for bids. We are close to receiving a seven-figure donation for the construction. A second gateway construction will be on the intersection of New York Street and West Street.

Tower Garage: We have bids out for repairs for a water leak, then we will renovate the space between the Tower and Hine Hall. It is hoped to have a large Jaguar there.

Vermont Street Garage: Renovation on the exterior will be completed soon. The redwood that was taken out is being used to make furniture on campus. These furniture pieces will be on campus by the end of May.

Fitness Center: The fitness center has opened in the Barnes and Noble space. He encouraged the members to look at the space and use it.

• Regatta: We are approaching our tenth year. The location will now be on the canal between Military Park and the Indiana State Museum. We want to be closer to our own campus so that more can attend and see our campus.

• The graduation speaker will be A’Lelia Bundles, the great-granddaughter of Madame Walker. Commencement is on Saturday, May 12. Bundles will receive the Chancellor’s Medallion.

• Budget:
  - State appropriation will go up 1.38 percent for general academics, and 1.25 percent for the School of Dentistry and the School of Medicine. Fees will increase by 1.4 percent in this coming year. Campus assessment will increase 1 percent. Salary guidelines: Expectation that schools could give up to 3 percent raises on average. There is a mandatory 1 percent increase for units and 2 percent optional for schools. If a unit/school cannot make the 1 percent, there is a protocol for procedure and instructions to ask for an exception. Union percentage is 2 percent. For those who make less than $31,200, they get another $600 as long as the hourly rate does not increase to $15/hour. There are exceptions to this. For example, salary increases due to promotion would be in addition to the rates above.

• This Friday will be Dean David Lewis’ last day. Paydar thanked him for his work in the University Library. He was awarded recently the Sagamore of the Wabash.

• Rachel Applegate has been appointed as assistant vice chancellor for faculty affairs beginning May 1. Paydar thanked her for her service as IFC President.

Agenda Item IV: Updates/Remarks from the IFC President

Rachel Applegate, IFC President
Circular 2018-08 appended to the minutes.
Circular 2018-09 appended to the minutes.

Applegate reported on the following:

• At today’s meeting, a vote will occur to change the council’s Constitution and Bylaws. When the constitution is amended, it has to be passed by the voting faculty across the campus. The redlined and clean documents will be sent to the voting faculty for their review. A memo will be included that explains the process, and she asked the members to encourage their faculty to vote. A vote was taken at the last meeting to change the composition of the IFC taking effect this coming year. Election slates are being compiled.

• A survey will go out to the faculty about faculty wellness. This will be in conjunction with the welcoming campus initiative. IRDS is managing the survey. The survey is anonymous.
Agenda Item V: [Action Item - Vote] Changes to the Constitution and Bylaws
Rachel Applegate, IFC President, for Judy Wright, Chair, Constitution and Bylaws Committee
Circular 2018-06
Circular 2018-07 appended to the minutes.

Applegate reported on behalf of Judy Wright, chair of the Constitution and Bylaws Committee. She said the changes come out of a committee motion, so no second is needed. Watt asked for the vote and the changes were passed unanimously.

Applegate spoke about a rule in the Constitution and Bylaws about no more than one faculty member per school (except for the School of Medicine) can be on the Executive Committee. A motion was made to suspend the rules for the entire Executive Committee membership for one year while work is done to improve the election process. A second was offered. A vote was taken and the motion passed unanimously.

Agenda Item VI: [Action Item - Vote] Election of the Board of Review Pool and Faculty Grievance Advisory Panel
Jack Windsor, Member, Nominations Committee

Windsor noted the slates listed below and said a vote will be taken electronically. Watt confirmed it would occur within the next week.

IUPUI Faculty Council: Slate for Board of Review Pool
Term: February 1, 2018, through January 30, 2020
Number to Elect: 10; Number to Slate: 15

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Rank</th>
<th>School</th>
<th>Department Description</th>
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<tr>
<td>Baich</td>
<td>Tina</td>
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<tr>
<td>Brewer</td>
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<td>Venuri</td>
<td>Gautam</td>
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IUPUI Faculty Council: Slate for Faculty Grievance Advisory Panel

**Term:** February 1, 2018, through January 30, 2020
**Number to Elect:** 4; **Number to Slate:** 8

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<td>L. Jack</td>
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<td>Oral Biology</td>
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[First Read] Election Slate for President and Vice President of the IFC and University Faculty Council

Windsor noted the slates for the president, vice president, and University Faculty Council slates as follows:

**IUPUI Faculty Council: Slate for President**

**Term:** July 1, 2018, through June 30, 2020

**Need to elect:** 1; **number to slate:** 2.

<table>
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**IUPUI Faculty Council: Slate for Vice President**

**Term:** July 1, 2018, through June 30, 2020

**Need to elect:** 1; **number to slate:** 2.

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

**Term:** July 1, 2018, through June 30, 2020

**Need to elect:** 4; **number to slate:** 8.

Online election.
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<td>Education</td>
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A second read and vote will be taken at the May IFC meeting.

**Agenda Item VII. [Information Item] IUPUI High Impact Practices Taxonomies**  
Jennifer Thorton- Springer, Director, RISE Program

Thorton- Springer gave the appended presentation.

**Agenda Item VIII: [First Read] IUPUI PLUS+ (PULs Refresh)**  
Mark Bannatyne, Chair, Academic Affairs Committee  
Document and Timeline: [http://go.iupui.edu/1T1y](http://go.iupui.edu/1T1y)

Bannatyne introduced the document appended to the minutes. A vote will be taken at the May IFC meeting.

**Agenda Item IX: [Information Item] IUPUI Peers**  
Michele Hansen, Assistant Vice Chancellor, Institutional Research and Decision Support

Hansen reported on the appended presentation.

**Questions/Comments:**
- How does UNVC compare to IUPUI? Johnson said the student body is small, they do not have a medical school, and they are located in the green area of the state versus our urban location. Hansen said it is something to consider for future research, however they were not included in this current official list of peers.
- What year is the National Survey of Student Engagement data from? 2015
- In reference to a recent Washington Post article, is charting student hunger a factor that can be correlated to student work? There is a problem of hunger on college campuses. Hansen said PAWs Pantry talks about the number of students who are using the pantry. We have surveyed students about this – CHIP – that looked at our students on Pell grants. The response rate was not good, but we can share the information.

**Agenda Item X: [Information Item] Meet IUPUI Police Chief**  
Doug Johnson, Chief, IU Police Department-Indianapolis
Camy Broeker introduced Doug Johnson to speak about himself and his vision for the unit.

Johnson reported on the following:

- He has met with many people across the campus community already.
- After retiring from the city department, he went to the Columbus campus.
- He will focus on mastering the art of police and community relations.
- The service provided will be planned and executed with a team effort and with the constitution of the state and United States and policies/procedures.
  - A large portion of his work will be community engagement. Traffic safety is a priority as well. He wants to meet with student groups, faculty, and staff stakeholders. Johnson also wants input on where we should be placing our resources, and what kind of staffing should we have. We are part of the public safety data.
- Another focus will be on intelligence-led policing. He wants to look at different professional development opportunities for all police employees and the community.

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

- Athletics Affairs Committee (Jeremy Wilson, Chair): See appended presentation.
- Library Affairs Committee (Brian Dixon, Chair):
  - Work is divided in two groups: passive oversight and active work.
  - Active work:
    - This work centers on the budget crisis that is imminent for our library.
    - The marketplace in which scholarly work is disseminated has evolved over the past decade. Library subscriptions for journals are expensive and getting harder to fund.
    - There are funds to shift space in the facility away from print books and journals into space for students to study. The library has adopted more electronic resources.
    - Items needing to be cut have been put on hold, which means that next year the library will have a deficit by about $150,000. The Budgetary Affairs Committee, IFC-EC, and Library Affairs Committee are meeting to discuss how to ameliorate these issues and will report back to the IFC during the summer. In the long-term, how can we position the library to meet the needs of our students and faculty (digital archives, research, publication, data management)?
  - Passive oversight:
    - The renovations in the library have occurred and are about 90 percent completed. Funding came from the campus which provides the library with more individual study space and private study space for grad students.
    - The open access policy is also progressing. The campus’s embracing of this policy is the highest in the United States. The addition of thesis titles and links to ScholarWorks from the graduate students to their transcripts is being monitored. This has stalled and we need to get it cleared out. We are open to suggestions.
    - In addition to Dean Lewis’s award of the Sagamore of the Wabash, he was also named the 2018 Association of College and Research Libraries’ Academic/Research Librarian of the Year.
- Faculty Affairs Committee (John Watson, Chair):
  - The committee has looked at issues affecting non-tenure-track faculty (NTTF) specifically looking at areas of current lecturer/senior lecturer track and adding a possible third tier for promotion beyond senior lecturer. The committee is in favor of this concept and is working to bring this to fruition. The Bloomington Faculty Council favors this as well. We are calling it a master lecturer at this time, but are still working on a great title. It is felt that this corrects a historical error when the original proposal called for an assistant, associate, and lecturer positions.
Another proposal is a teaching professor title that aligns with President McRobbie’s State of the University address this year. Neither IUPUI nor IUB has this teaching track. We will continue our work into the next year and then bring proposals to the IFC in the next academic year.

Questions / Answers
- Will the teaching professor be a tenure-track position? No, it will be NTTF with a terminal degree requirement or equivalent of a master’s degree and considerable experience could be eligible.
- Is there potential for acting retroactively? Specifically, for those who are no longer interested in research and want to focus on teaching. Watson said the committee wants to be able to have the lecturer track transition to the teaching professor track.
- Will the teaching rank be one rank above senior lecturer or is it a different track? Watson said they are looking at it being part of the lecturer track. They envision a track with three tiers: assistant, associate, and full-teaching professor.

**Agenda Item XII: Question / Answer Period**
There were no questions.

**Agenda Item XIII: Unfinished Business**
There was no Unfinished Business.

**Agenda Item XIV: New Business**
There was no New Business.

**Agenda Item XV: Report from the IUPUI Staff Council**
Kristy Beach, President

Beach reported on the following:
- A blood drive will be held tomorrow in the Taylor Courtyard and Med Science Atrium.
- May 25 is the Staff Development Mini Conference.
- The council is updating their bylaws.
- The council is donating to Paws Pantry on a regular basis. They welcome your donations as well.
- The council uses Facebook, Twitter, and Instagram.

**Agenda XVI: Final Remarks and Adjournment**
With no further business appearing, the meeting was adjourned.

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

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**Report on Council Actions 2017-18** (per Bylaws Article 1. Section C.3)

**Committee Assignments**

**Academic Affairs Committee**
Assigned:
- Student Achievement Record - part of Comprehensive Student Record Project - [http://www.aacrao.org/resources/record](http://www.aacrao.org/resources/record)
  - Invite Mary Beth Myers and Jay Gladden to EC meeting to discuss project. Key issue is whether student can/should be credited for learning on “achievement record” (co-curricular transcript) if there already is a RISE designation on transcript.
- Potential Policy on Credit Hour Overlap Between Minor to Major or Major to Second Major (Porter email of 5-14-14) ([Reported at February 3, 2015, IFC Meeting: The committee concludes that the academic units should have such policies and is generating a draft.](http://www.facultycouncil.iupui.edu))
- Potential “refreshing/updating” of Principles of Undergraduate Learning. [Partner with Undergraduate Affairs Committee.] Can they be integrated with Principles of Co-Curricular Learning?
- Policy on the use of transferred credits being counted for award of both major and minor programs

**Carry Over to 2017-18:**
- 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.

**New for 2017-18:**
- Proposal to move Commencement to Saturday (Provisional approval given by email vote by 2016-17 committee.)
- Review PULs including merging PULs with Principles of Co-Curricular Learning (create ad hoc committee from Academic Affairs, Student Affairs Committee, and Undergraduate Affairs Committee)

**Budgetary Affairs**
**Assigned:**
- Banded tuition results
- Midwest Student Exchange
- IU Fort Wayne
- RCM Review
- Campus Conversations
- Change in Resource Planning Committee

**Campus Planning Committee**
**Assigned:**
- Review and comment on Continuing Student Campus Survey
- Review and comment on PULSE surveys (e.g., campus safety, diversity, common theme).
- Request updates on implementation of IUPUI Strategic Plan and Welcoming Campus Initiative. Report any concerns to IFC.

**Constitution and Bylaws Committee**
**Assigned:**
- Amend the Bylaws Grievance Procedures to allow for a Unit Recommendation Report to follow a completed Board of Review. The purpose of the Unit Recommendation Report would be for the Board of Review to recommend to the Chancellor or dean structural changes in the operations of an academic unit that would benefit the prevention of future grievances. (Received by the Committee in e-mail message from Rachel Applegate on April 24, 2017.)
- Collaborate with Ad Hoc Committee on Diversity regarding charge and function.
- Inclusion of Ft. Wayne as a unit.

**Distance Education Committee**
**Assigned:**
- Monitor Graduate Faculty Council for graduate-level policies
- Follow-up with Unizin
- Follow-up with online proctoring
- Follow-up with the transition to Zoom from Adobe Connect

**Diversity Committee (Ad Hoc)**
**Assigned:**
- Consult with Gina Gibau, associate vice chancellor for faculty diversity and inclusion, to identify faculty to serve along with you.
- Develop a charge for the standing committee (yet to be proposed to the IFC)
- Address the strategic plan’s goals and objectives of:
  - Create pathways for success for underrepresented students, faculty, and staff
  - Develop cross-cultural awareness and competence among all members of the IUPUI community (focusing on faculty)
  - Becoming an employer of choice for faculty by providing meaningful work, improved workplace culture and communication, and advancement opportunities

**Faculty Affairs Committee**
**Assigned:**
- NTTF Voting
• Need for systematic analysis of policies and procedures in the Faculty to assure definitions for “faculty” and “full-time,” for example, are consistent and correctly and appropriately applied: The SAVCAA and the Constitution and Bylaws Committee need to be involved in coordinating this effort.
• Review policies and procedures for tenure, practice plan, and compensation in the School of Medicine.
• Determination of “full-time” for School of Medicine faculty, especially with those whose “effort” and compensation is primarily in IU Health.
• Discuss the creation of a subcommittee of the Faculty Affairs Committee and the campus P&T Committee to review core school policy of P&T at IUPUI.
• Discuss matching Kelley School of Business (IUB) promotion and tenure up through IUPUI.
• Create a formal pathway to feed into the community for discussion.

New for 2017-18:
• Promotion and Tenure Committee (primary/department and unit/school) size – 4 vs. 7. Is additional language necessary to further clarify expectations with regard to committee size and the minimum number of positive or negative votes. REFERENCE - 2017-18 Guidelines, page 13: Primary/Department and Unit/School Level Promotion and/or Tenure Committees Responsibilities (per email from Gail Williams, July 10, 2017).

Faculty Guide Committee
Assigned:
Carry Over to 2017-18:
• Revisit the status of Circular 2017-07.1 – Creation of an IUPUI Ombudsteam (up for second read/vote at IFC)
Action Items:
• Review the Faculty Guide to identify any policies that are potentially outdated and recommend to the IFC that the identified policies be assigned to the appropriate council committees for currency review.

Fringe Benefits Committee
Assigned:
• Monitor benefits

Library Affairs Committee
Assigned:
Carry Over to 2017-18:
• Continue to monitor Open Access policy
• Link open access uploading to Activity Insight.
• Providing input to and advocating for the University Library at IUPUI
• Evolving nature of the scholarly record
• Explore adding doctoral student thesis information to IUPUI transcripts
• University Library budgetary concerns: Advocate for increase in budget.

New for 2017-18:
• Library Town Halls and Campus Tour
• Improve communication with faculty

Promotion and Tenure Committee
Assigned:
• Reviewing major/substantive changes to the guidelines each year (distinguishing between cosmetic or procedures changes and those involving substance)

Research Affairs Committee
Assigned:
• Policy Reviews:
  o Revisions to the Sponsored Research Programs – Internal Submission Deadlines: http://policies.iu.edu/policies/categories/research/IU-Research-Policies/internal-deadlines.shtml
  o Dual Use Research of Concern: http://policies.iu.edu/policies/categories/research/IU-Research-Policies/durc.shtml
• Policy on Centers and Institutes
• Indirect Cost Recovery guidelines to the IFC.
• 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.

Staff Relations Committee
Assigned:
Carry Over to 2017-18:
• Review policies and procedures in the bylaws that govern the IFC’s Staff Relations Committee and, comparably, the ISC’s Faculty Relations Committee and change them to current practices.
• Review impact of HR 2020
• Search committee training (better and more systematic across campus and at all levels)
• Effective ways of communication about issues and concerns of interest to all IUPUI employees.
• Overcome incompatible technologies that hinder effective communication across campus and systems.

New for 2017-18:
• Campus pedestrian safety

Student Affairs Committee
Assigned:
• Review of sexual misconduct policy brought forward by the UFC
• Off-campus student conduct (note new Greek policy)
• Review PULs including merging PULs with Principles of Co-Curricular Learning (create ad hoc committee from Academic Affairs, Student Affairs Committee, and Undergraduate Affairs Committee)

Carry Over to 2017-18:
• Update the Academic Misconduct portion of the Student Code of Rights, Responsibilities, and Conduct
• Campus climate for adult learners
• Campus climate for adult learners

Technology Committee
Assigned:
Carry Over to 2017-18:
• How does the committee become informed about policies, guidelines, recommendations, proposed technologies, etc., and how can it provide input before a decision is made? Matt Gunkel shared a proposal about a better dissemination plan for existing UITS resources (January 2017). We also worked on sending questions to presenters ahead of time so that they would be able to be prepared with answers and make efficient use of everyone’s time.
• Updates on new classrooms and classroom technology. Matt Gunkel, Julie Johnston, and Mary Beth Myers gave a presentation in January 2016, but were willing to return to given an update.
• Update on web collaboration tools
• Canvas update
• New Electronic and IT Accessibility Coordinator
• Have Marcia Gonzales (compliance office) come and talk about the role of UITS for accommodations and accessibility. Also launch of an ADA course for faculty that is supposed to be ready in fall 2017.
• Continue meeting in different locations to try out the technology. Can alert faculty and UITS of the joys and struggles with different technology setups.
• Top hat has a dedicated contact for IUPUI

New for 2017-18:
• Find a better way to keep faculty informed.
To: School Council Leadership  
Re: Constitution/Bylaws Revisions/Updating  
From: Rachel Applegate, IFC president (and others)  

Date: March 30, 2018  

I hope that all of your schools are doing well with whatever constitutional revisions you have planned. We would be happy to consult on a one to one basis:

- Rachel Applegate rapplega@iupui.edu  
- Eric Saak the IFC parliamentarian esaak@iupui.edu  
- Joyce Mac Kinnon past parliamentarian jmackinn@iu.edu and  
- Phil Goff, Executive Committee member and constitutional guru pgoff@iupui.edu  

Attached is the model constitution (previously distributed).

There are a few points to leave you with:

- **NTT voting power.** Almost half of IUPUI schools now have non tenure track faculty (clinical or lecturer) as 40% or more of the total. ACA-18 requires that voting be structured so that tenure track faculty make up at least 60% of the total.
  - “The role of clinical faculty in governance within the unit shall be determined by vote of the tenured and tenure-probationary faculty of the unit, provided that where non-tenure track appointees have voting privileges, their voting participation must be structured in a way that reserves at least 60% of voting weight to tenure track faculty. The academic integrity of the school and its programs ultimately is the responsibility of tenured and tenure-probationary faculty.” ACA-18  
  - There are two ways to do this: a limited # of NTT voting positions at the school council, or seats/votes for all NTT but the NTT votes to be mathematically adjusted. A formula is provided below.  
  - In the constitution you can say, “Voting power of NTT will be restricted to 40% of the total by a process overseen by the Steering Committee.” [or whatever]

- **Division of powers.** The strongest faculty-led governance has faculty as leads for almost all roles. Thus, check to see that you have a faculty governance president who is elected, an executive or steering committee that is elected, and as many of the other committee memberships and leaderships as possible, elected. If you have a grievance procedure (one that involves grievances against administration), ensure elected faculty leadership lead that process.
  - In this light, determine who is considered ‘faculty’ and who as ‘administration.’ Generally, the IFC uses ‘associate / assistant dean’ as the dividing line: those ABOVE that level (executive associate deans, deans) are ‘administration’ and those at AT or BELOW that level (including chairs) as ‘faculty.’

- For the school’s representation at the IFC, either TT or NTT can be elected. You will be informed as to how many your school will elect (it will be the same as now for almost all
schools). For any particular IFC meeting, the elected representative can designate an alternate. That alternate can be TT or NTT.

Formula for
Maximum voting power for NTT:
Determine the total # of tenure track faculty in your School.
Multiply this number by .60 to determine the maximum NTT voting power = NVP. You can have a lesser # of NTT votes. You cannot have a lesser # of TT votes.
Either: have this many voting seats at your school council, elected at large or by department,
Or: have all NTT vote at the school council, but multiply their votes by this: NVP divided by total NTT.

Example: School A has 40 TT and 45 NTT.
.60 times 40 = 24
24 is the NVP, the maximum non-tenure-track voting power. (total votes: 64, of which at least 40 are TT, maximum 24 are NTT)
Have 24 seats for NTT at the council,
OR,
Multiply the NTT votes by .53. (.53 is 24 divided by 45).

Example: School B has 70 TT and 52 NTT.
.60 times 70 = 42
42 is the NVP, the non-tenure-track voting power. (total votes: 112, of which at least 70 are TT, maximum of 42 NTT.)
Have 42 seats for the NTT at the council,
OR,
Multiply the NTT votes by .81 (.81 is 42 divided by 52).

Example: School C has 30 TT and 30 NTT.
.60 times 30 = 18
18 is the NVP, the non-tenure track voting power. (total votes: 48, of which at least 30 are TT, maximum of 18 NTT).
Have 18 seats for NTT at the council,
OR,
Multiply the NTT votes by .6 (.60 is 18 divided by 30)
Model School Council Constitution

Preamble

The purpose and name of this body—not exactly the same as the mission of your School.

Authority / Role

Legislative authority: from IU Constitution [Special note 1 at end]
Consultative role

Membership, voting rights, meetings

Consider full time/rank/appointment type, split appointments, emeritus
Consider administrators (dean, associate deans)—role and voting
[Special note 2 on NTT voting at the end]

Leadership

Nomination, election, term of office, and qualifications for the presiding officer of the council.
Duties of presiding officer other than presiding: setting agenda? Chairing an executive committee? Representing the School at IFC? Attending dean’s meetings?
Other officers: secretary, future president, chair of any executive committee.
Method of replacing an officer if needed.

Committees

Specify the nomination or election process
Consider if departments or areas need specific representation
Coordinate with administrators and administrative functions

Essential:
Executive, planning, policy, small, high-level committee to assist the presiding officer
Budgetary Affairs Committee. (Can be included in executive or other committee)
Promotion and Tenure Committee.

Potential:
Academic affairs; per-program, graduate, undergraduate curriculum
Faculty affairs, faculty policy
Student affairs; admissions
Awards (faculty, staff or student)
Grievance, post-tenure review, etc.
Others: library, nominating, research, assessment

Processes

Minimum number of meetings per academic year
Normal and extraordinary methods of calling meetings (e.g., by executive committee, or by petition of 10+ faculty)
Methods of voting; any differences for voting particular things; specifics about what can and cannot be voted on electronically; when a quorum is needed and what that is
Method for amending the Constitution

Special note 1:
ACA-04 Constitution of the IU Faculty
Areas within the faculty’s legislative authority include:

A. Academic mission.
B. Structure and standards for faculty governance.
C. Standards and procedures for creation, reorganization, merger, and elimination of academic programs and units.
D. Standards and procedures for determining the authority of academic units and the relationship between them.
E. Curriculum.
F. Class scheduling and academic calendar.
G. Admission and retention of students.
H. Student academic performance.
I. Standards and procedures for student conduct and discipline.
J. Athletics.
K. Creation and definition of academic ranks.
L. Standards and procedures for faculty appointments, promotion and tenure, compensation, conduct and discipline, and grievances.
M. Standards and procedures for appointment and review of academic officers.
N. Conferring degrees.
O. Other authorities delegated to the faculty by the Trustees.

......

School faculties (and campus faculties with regard to academic programs not within the authority of a school faculty) have legislative and consultative authority pertaining to the school regarding:

1. The school’s academic mission.
2. The school’s structure of faculty governance, consistent with University faculty standards.
3. Creation, reorganization, merger, and elimination of academic programs and units within the school.
4. Authority of academic units within the school and the relation between them.
5. Conferring of degrees.
7. Academic calendar, with only such deviation from University and campus calendars made necessary by special curricular or accreditation requirements.
8. Admission and retention of students in the school.
10. Student conduct and discipline, consistent with University and campus faculty standards.
11. Appointment, promotion and tenure, compensation, conduct and discipline, and grievances of school faculty, consistent with University and campus faculty standards.
12. School facilities and budgets.
13. Appointment and review of school academic officers (except the dean of the school) and administrative officers affecting the school’s academic mission, consistent with campus and University standards.

14. Other matters affecting the academic mission of the school, subject to the legislative authority of the University and campus faculties.

Special note 2:
ACA-18 Regulation of Clinical and Lecturer Appointments specifies that NTT should make up no more than 40% of the voting weight of any faculty body.

Currently no IUPUI school constitution discriminates in general voting between NTT and TT. To protect decisions against protests, it may be wise to have differentiated voting where matters are contested. That is, in any vote which is closer than the margin of NTT and TT in a School, call for voting by appointment type. *This is just a suggestion.*
CONSTITUTION OF THE IUPUI FACULTY

PREAMBLE

We, the faculty members of Indiana University-Purdue University Indianapolis, in recognition of our common goal to better human conditions through the process of education, and in recognition and appreciation of the rights and responsibilities bestowed upon us by the State of Indiana through the Indiana University and the Purdue University Boards of Trustees for the accomplishment of this goal, do establish this Constitution for the purpose of creating a system which will aid in the identification, definition, and accomplishments of major specific objectives of this faculty.

ARTICLE I. FACULTY MEMBERSHIP

Section A.

1. Individuals serving full-time who hold instructor (including lecturer) or professorial (including clinical and research) rank, as well as librarians of comparable rank, and who perform their functions primarily in Indianapolis, or who, having their principal functions elsewhere have rank in an academic unit which is primarily situated at IUPUI, shall be considered members of the faculty.

2. The faculty is divided between, on the one hand, tenured and tenure-track faculty members, and, on the other, non-tenure-track faculty members.

Section B.

1. All tenured and tenure-track faculty members shall be voting members of the faculty (referred to herein as the Voting Faculty).

2. Regarding issues that are in the broadest sense of the term relevant to IUPUI, voting privileges can be granted to full-time non-tenure-track faculty members, but these privileges must be made explicit in this Constitution or its Bylaws.

3. Any provision in the IUPUI Constitution or Bylaws stating, directly or by implication, that voting shall occur by means of an in-person vote or a paper ballot shall be understood to permit electronic voting. The method and means of electronic voting shall be as established from time to time by the IUPUI Faculty Council Executive Committee.

Section C.

The Office of Academic and Faculty Records at IUPUI shall be responsible for maintaining a census of the faculty, as well as a census of the Voting Faculty. It shall send a certified list of Voting Faculty as of October 1 to the President of the Faculty, and to the President of each academic unit not later than the middle of October each year.

Section D.

Anyone wishing to challenge any inclusion or omission from the official list shall first petition the Office of Academic and Faculty Records. If that Office holds against the petitioner, the petitioner may present
his or her case to the Faculty Council, which may rule for the petitioner by a 2/3 vote of those present and voting.

ARTICLE II. FACULTY RIGHTS AND RESPONSIBILITIES

The faculty shall:

1. advise the Chancellor of IUPUI, the Indiana University and the Purdue University Presidents, and the Boards of Trustees concerning policies for admission, retention, and academic placement of students;
2. establish policies governing conduct and discipline of students;
3. develop curricula, course content, academic procedures, and degree requirements, and nominate candidates for degrees, subject to the rights of review by appropriate governing bodies within the universities and by appropriate external bodies when their prerogatives are affected;
4. fix the academic calendar and the general policies for scheduling classes;
5. establish policies for institutional and student participation in extracurricular activities;
6. advise the Chancellor of IUPUI, the Indiana University and the Purdue University Presidents, and the Boards of Trustees concerning policies and administration of the libraries;
7. recommend to the Chancellor of IUPUI procedures for implementing at Indianapolis all-university criteria and procedures for appointments to the faculty, general faculty welfare, dismissal from the faculty, non-reappointment, promotion in academic rank, tenure, and sabbatical leaves of absence;
8. consult with decision-making administrators regarding proposed changes in academic organizations;
9. continually review educational policies;
10. consult with decision-making administrators regarding planning of physical facilities and staffing;
11. participate in the process of selecting candidates for major executive academic positions; and,
12. have the right to petition the Boards of Trustees through appropriate channels regarding views of the faculty on any matter pertaining to the conduct and welfare of the institutions.

ARTICLE III. EXERCISE OF RIGHTS AND RESPONSIBILITIES

Section A. Academic Unit Organization

The faculty of academic units within the University exercise their rights and responsibilities through faculty organization established by the faculty of those units, subject to the limitations of this Constitution.
Section B. The Faculty Council

1. Authority shall be exercised on behalf of the faculty by the Faculty Council (referred to herein as the Council) in regular and special meetings, subject to the limitation of this Constitution.
2. The Council shall adopt Bylaws of the IUPUI Faculty Council.
3. The Council shall fill vacancies for unexpired terms of any of its elected officers.

Section C. Review of Council Actions

1. If, at a duly called regular or special meeting of the Voting Faculty, a majority of those present and voting opposes an action of the Council, that matter shall be remanded to the Council for reconsideration. To become effective, it must then be reaffirmed by 2/3 of the entire membership of the Council. However, by a majority vote the Council may submit the matter to a mail ballot of the faculty where a majority of those voting shall suffice for passage.
2. Fifty voting members of the Voting Faculty may mandate a referendum concerning an action of the Council. The Executive Committee of the Council shall conduct the referendum.

Section D. Meeting of the Faculty

1. There shall be at least one meeting of the Voting Faculty during the academic year. The time and place of the meeting shall be determined by the Vice President of the Faculty in conjunction with the Executive Committee. The Vice President of the Faculty shall preside at any meeting of the faculty. The Chancellor of IUPUI shall report on the state of the Indianapolis campus at the annual meeting.
2. Special meetings of the faculty may be called by the President of the Faculty, the Chancellor of IUPUI, the Vice President of the Faculty, the Executive Committee of the Council, the Council itself, or by petition of at least fifty voting members of the Voting Faculty, said petition to be delivered to the President of the Faculty. A special meeting shall be called within thirty days of receipt of such a petition. Any special meeting of the faculty must be called for a specific purpose and may depart from that purpose only by a suspension of the rules of order. Faculty must be given notice of time, date, place, and agenda of any meeting of the faculty at least ten days in advance. The Vice President of the Faculty shall be responsible for keeping minutes of such a meeting and for distributing a copy of the same to each member of the faculty.
3. One hundred voting members of the Voting Faculty shall constitute a quorum for a meeting of the faculty.

ARTICLE IV. FACULTY COUNCIL

Section A. Membership

Faculty Council shall be composed of elected and ex officio members. All members of the Council shall be eligible to vote in matters brought before the Council, unless otherwise restricted in this Constitution, the Bylaws, or university policy.

1. Elected members. Faculty members dedicated to teaching, research, creative work, and service, and librarians dedicated to performance, professional development, and service shall

Commented [WJK4]: Here again, Voting Faculty means TTF. It gives the TTF ability to challenge an action by the Faculty Council.

Commented [WJK5]: Note: This refers to meetings of the entire faculty, not to meetings of the Faculty Council.

Commented [WJK6]: Once elected to the Council, TTF and NTTF Council Members vote on all matters, unless restricted. For example, Indiana University policy limits votes on matters involving tenure to TTF.
represent academic units. To be entitled to representation on the Faculty Council, an academic unit shall have its faculty organization documents on file with the President of the Faculty, be headed by an Academic Dean, and be certified by the IUPUI Faculty Council. The University Libraries of IUPUI shall be considered an academic unit.

a) Elected members of the Faculty Council shall consist of unit representatives and at-large representatives.

b) If the Council selects as President of the Faculty or Vice President of the Faculty a faculty member who is not otherwise a member of the Council, this shall confer ex officio membership, and their presence on the Council shall be disregarded in apportioning unit and at-large representatives.

c) If the Council elects to its Executive Committee a faculty member or librarian who is not otherwise a member of the Council, this shall confer ex officio membership. That person shall serve ex officio as a member of the Faculty Council. His or her presence on the Council as an ex officio member shall be disregarded in apportioning unit and at-large representatives.

d) Elected members of the Council shall serve terms of two years, commencing with the first Council meeting of the fall semester. No elected member shall be eligible to serve more than two terms consecutively.

e) Defining "N." At its November meeting of each odd numbered year the Faculty Council will select a number N, as the apportionment base for election of unit representatives. Each academic unit will be entitled to elect one representative for each N persons in that unit and one representative for any fraction thereof comprising its eligible voting faculty. The "eligible voting faculty" will consist of the voting faculty as of October 1, as officially listed and certified by the Office of Academic and Faculty Records. The Faculty Council Coordinator, at the direction of the Executive Committee, will notify the president or chair of each unit no later than the middle of November of the number of unit representatives it may elect for the following term.

f) Election of unit representatives. Each academic unit shall conduct its election of unit representatives by procedures it shall itself establish. The results of the unit elections shall be reported by each academic unit president or chair to the Faculty Council Coordinator and the President of the Faculty no later than the middle of March. The President shall announce the results of the elections at the April Council meeting.

g) Election of at-large representatives. Election of at-large representatives shall be conducted in accordance with the procedures specified by the Faculty Council Bylaws, provided that the number of tenured or tenure-track at-large representatives shall be equal to the number of unit representatives, and provided further that the number of elected tenured or tenure-track representatives from any academic unit shall be less than one-half of the total number of elected members of the Council. Ten additional at-large representatives shall come from the ranks of the full-time non-tenure-track faculty (NTTF) and be elected by their peers; they will have the same rights and duties as other at-large representatives.

2. Ex officio members. The Chancellor of IUPUI, two members from the Chancellor’s cabinet who hold faculty appointments, Indianapolis administrative officers having campus-wide responsibilities and having been designated by the Chancellor, the head of each academic unit located in Indianapolis, and any elected member of the Executive Committee as well as any elected IUPUI representative to the University Faculty Council, who is not otherwise a member of the Council shall be ex officio members of the Council.
3. Alternate members. A member of the Council who must be absent from any meeting of the Council may be represented at that meeting by an alternate who is not a member of the Council, who will be permitted voice and vote. If the absent member is a member of the Voting Faculty, the alternate who is not currently a member of the Council must be a voting member of the Voting Faculty (Constitution Article I, Section A). If the absent member is not a member of the Voting Faculty, the alternate may be any member of the faculty. The alternate may have only one vote and may not represent more than one member of the Council.

4. Non-voting, ex officio members
   a) The head of each academic unit located in Indianapolis shall be a non-voting ex officio member of the Council.
   b) An elected representative of the faculty organization of academic units utilizing existing IUPUI faculty shall be non-voting ex officio members of the Council. The voting rights of each IUPUI faculty member shall be vested solely with the department and school or college of his or her primary academic appointment. Each such faculty organization shall be entitled to elect one ex officio non-voting representative for each N persons in the organization and one non-voting representative for any fraction thereof.
   c) An elected Parliamentarian of the Council who is otherwise not an elected member of the Council shall be a non-voting ex officio member of the Council.
   d) The President or, in his or her absence, the Vice President of the IUPUI Student Assembly shall be a non-voting ex officio member of the Council.
   e) The President of the IUPUI Staff Council shall be a non-voting ex officio member of the Faculty Council. When the Staff Council President is unable to attend meetings of the Faculty Council, he or she may send a designated alternate.
   f) Members of the University Faculty Council (UFC) not otherwise holding positions in the IFC, shall be non-voting ex officio members.
   g) An elected representative of the IUPUI Senior Academy (an organization of retired IUPUI faculty and staff members) shall be a non-voting ex officio member of the Council.

Section B. Officers

The Officers of the Faculty Council shall be the President of the Faculty, the Chancellor of IUPUI, the Vice President of the Faculty, and the Parliamentarian of the Faculty Council. The Presiding Officer shall be the Vice President of the Faculty or his or her designee. The President of the Faculty, the Vice President of the Faculty, and the Parliamentarian shall be selected in accordance with the procedure specified by the Faculty Council Bylaws.

Section C. Meetings of the Council

1. Regular meetings of the Council shall be held monthly during the academic year, starting in September.
2. Special meetings may be called by the President of the Faculty, the Chancellor of IUPUI, the Vice President of the Faculty, the Executive Committee, or by petition of at least 20 members of the Council, said petition to be delivered to the President of the Faculty. The person(s) calling the meeting shall state the reason(s) for calling it, and the business of the meeting shall be restricted to items relevant to the matters for which it is called. Members of the Council must be notified at least one week in advance of the meeting.
Section D. Quorum

A majority of the Faculty Council shall constitute a quorum.

Section E. Record

The Vice President of the Faculty shall be responsible for preparing minutes of the Faculty Council meetings and the President of the Faculty shall be responsible for preparing minutes of the Executive Committee meetings. The original copies of all minutes and the verbatim recording of the Faculty Council meetings shall be retained cumulatively in the Faculty Council Office for a period of at least one academic year. At the end of a year the original copies of the minutes and the verbatim recordings shall be sent to the IUPUI Archives for preservation.

Section F. Executive Committee

1. Composition. The Executive Committee shall consist of eight (8) members of the faculty, eight who are Voting Faculty and two who are not Voting Faculty, elected by the Faculty Council. The President of the Faculty, who will Chair the Committee, the Chancellor of IUPUI, or that Officer's designee, and the Vice President of the Faculty, shall serve ex officio. The Immediate Past President of the Faculty shall also serve as an non-voting ex officio member.

2. Eligibility. Any person who has served as an elected member of the Council, as Chair of a Council Committee, or as the presiding officer of a school faculty governance body within the past four years is eligible for election to the Executive Committee. 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.

3. Election. Each year, at the Council’s April meeting, the Nominating Committee shall submit a slate of nominees to serve on the Executive Committee. At the following May meeting of the Council, four members of the Voting Faculty and one member who is not Voting Faculty of the Executive Committee shall be elected to the Executive Committee each year for staggered terms of two years. At the Council’s May meeting, from a slate of nominees prepared by the Nominating Committee and submitted at the Council’s April meeting, they shall be eligible for re-election, provided that no person shall serve more than two terms consecutively.

4. Duties. The Executive Committee shall:
   a) determine the agenda for its own meetings and for regular meetings of the Council;
   b) solicit, with the help of the Faculty Council Coordinator, the interest of faculty in serving on IUPUI Faculty Council Standing Committees by the middle of March;
   c) serve as the Committee on Committees for the Council;
   d) conduct the elections which are governed by the provisions of the Faculty Council Bylaws, and rule on matters of dispute relating to election procedures;
   e) recommend to the Council the size of N for the coming year; determine the proper apportionment of unit representatives among the academic units, in accordance with the Bylaws; and
   f) perform such other duties as may be assigned to it by the Council or by the Council’s Bylaws.

Section G. Procedures
1. A member of the Council may appeal an action of the Executive Committee to the Council, which may overrule the Executive Committee by majority vote.

2. Matters which the Council deems to be of extraordinary significance may, by majority vote, be termed "important," thereby requiring a 2/3 vote of those voting in the Faculty Council to ratify.

ARTICLE V. REVIEW FUNCTIONS OF THE FACULTY

Section A.

The faculty shall express its judgment on any administrative action brought to its attention which raises an issue of academic freedom, tenure, promotion, salary, the nature and conditions of work, non-reappointment, or dismissal.

Section B.

The Faculty Boards of Review shall consider grievances of faculty members or librarians concerning academic freedom, tenure, promotion, salary adjustment, the nature or conditions of work, or reappointment. Any faculty member or librarian desiring a review of university action in these stated areas shall request, in writing, a review by a Faculty Board of Review.

Section C.

Collective faculty judgment on major issues affecting faculty interests may be expressed via a referendum. A referendum shall be initiated by delivery to the President of the Faculty of a petition by the Chancellor of IUPUI, the Vice President of the Faculty, the Executive Committee of the Council, the Council itself, or at least 50 voting members of the Voting Faculty. The Executive Committee of the Faculty Council shall conduct the mandated referendum within four weeks of the delivery of such petition. The question (or series of questions) comprising the referendum shall be answerable by the word "yes" or "no." A majority vote shall be necessary to sustain or reject the question(s). The President of the Faculty shall inform the faculty of the results of the referendum within a period of no longer than 30 days after the final receipt date of answer specified on the circulated referendum.

ARTICLE VI. AMENDMENTS

Section A.

A constitutional amendment may be brought to the Council by any member thereof, or by a petition signed by twenty voting members of the Voting Faculty.

Section B. Adoption

1. If an amendment is approved by two-thirds of those present and voting at any regular meeting of the Council, copies of the amendment shall be distributed by campus mail by the President of the Faculty to the Voting Faculty within one week of this approval.
2. If fifty or more voting members of the Voting Faculty so request by a written petition delivered to the President of the Faculty within three weeks after Council approval, the President of the Faculty shall then call a special meeting (Constitution Article IV, Section C, Subsection 2) of the entire Voting Faculty within no less than two weeks nor more than four weeks to consider the amendment. The amendment may be returned to the Council (with or without instructions) by a majority vote of those present and voting at this special meeting. If the amendment is not returned to the Council, the President of the Faculty shall conduct a mail ballot within one week after the meeting.

3. If no meeting is requested, a mail ballot shall be conducted within four weeks after Council approval and counted no earlier than four weeks later.

4. The ballots shall be distributed within a time frame to assure that both ten-month and twelve-month faculty will have the opportunity to cast their ballot.

5. An amendment shall become effective at the beginning of the academic year following its adoption, unless otherwise specified.

Amended: 06/26/86; 10/07/87; 06/25/92; 01/01/93; 03/04/93; 07/01/98; 03/02/00; 5/31/04; 3/3/09, 11/3/09.

BYLAWS OF THE IUPUI FACULTY COUNCIL

BYLAW ARTICLE I. OFFICERS OF THE COUNCIL: DUTIES

Section A. President

The President of the IUPUI Faculty shall:

1. be the primary representative of, and spokesperson for, the Faculty;
2. serve as co-chair of the University Faculty Council and represent the IUPUI faculty at University Faculty Council and University Faculty Council Executive Committee meetings;
3. serve as informal intermediary between aggrieved faculty members and the Administration;
4. be an ex officio member of the Executive Committee and serve as its chair;
5. be responsible for reviewing, editing, and distributing the minutes of the Executive Committee meetings, including reporting in the minutes those present at and those absent from the committee meetings; and,
6. at the end of the elected term, the President shall normally serve as the Immediate Past President for one year.

Section B. Chancellor

The Chancellor of IUPUI shall be an ex officio member of the Faculty Council and shall represent the University Administration.

Section C. Vice President
The Vice President of the IUPUI Faculty shall:

1. preside at all regular and special meetings of the Faculty Council;
2. be responsible for reviewing, editing, and distributing the minutes of the Council meetings, including reporting in the minutes those present at and those absent from the Council meetings;
3. report in the minutes of the Council meetings on the status of all Council actions which require subsequent implementation but have yet to be completed, and shall continue to report the status of implementation of such actions until they are completed or the Council authorizes their discontinuation from the minutes;
4. be the liaison with the Faculty Council Coordinator to circulate the next Council meeting agenda and documents at least two days in advance of the meeting to all members of the Faculty Council and to such other persons as the Executive Committee may designate. Members of the Council shall be notified of the time, place, and agenda of any special meeting at least six days in advance of the meeting;
5. prepare an annual summary of the activities of the Council for the faculty;
6. serve as an ex officio member of the Executive Committee;
7. perform such other duties as may be delegated by the President; and,
8. in the President’s absence, serve in the President’s stead.

Section D. Parliamentarian

The Parliamentarian shall be appointed by and serve at the pleasure of the Vice President of the Faculty in conjunction with the President of the Faculty and the Chancellor of IUPUI, and he or she shall:

1. serve as advisor on parliamentary procedure to the Presiding Officer;
2. serve as a resource to faculty committees at their requests; and,
3. serve as an ex officio member of the Constitution and Bylaws Committee.

Section E. Immediate Past President

The Immediate Past President shall:

1. serve as an advisor to the newly elected Presiding Officer;
2. serve as a resource to faculty committees, at their request; and,
3. normally serve as a non-voting ex officio member of the Executive Committee for one year.

BYLAW ARTICLE II. ELECTIONS

Section A. Election of Unit Representatives to the IUPUI Faculty Council

Unit representatives to the IUPUI Faculty Council shall be elected in accordance with the procedures specified by the IUPUI Faculty Constitution Article IV, Section A, Subsection 1, Paragraph f.

Unit representatives shall be full-time faculty and may be of any rank. The total number of unit representatives shall be forty (40). Each academic unit shall have at least one unit representative.
The Executive Committee shall equitably apportion the remaining academic unit representatives among the academic units based on the number of Voting Faculty in each unit as relates to the number of all Voting Faculty.

Section B. Elections of At-Large Representatives to the IUPUI Faculty Council

For the purpose of the election of at-large representatives, a distinction is to be made between two groups of voting faculty:

1. Full time tenured or tenure track faculty (hereafter Group 1) and
2. Full time non tenure track faculty (hereafter Group 2)

At-large representatives shall be members of the Voting Faculty. The total number of at-large representatives shall be sixty (60).

For each group, two elections are required to choose at-large representatives to the IUPUI Faculty Council: one for nominating candidates for the available at-large representatives’ positions, and a second to elect the at-large representatives. For the first ballot, for each group the slate of candidates will consist of all eligible voting members of that group the Voting Faculty. In the subsequent voting, at-large representatives will be elected by each group the Voting Faculty from a slate resulting from the popular vote in the first election by that group (Constitution Article IV, Section A, Subsection 1, Paragraph g.).

1. Nomination to the at-large ballot
   a) Each voting member of Group 1 the Voting Faculty shall be eligible to nominate no more than three persons from a list of the tenured or tenure track Voting Faculty prepared by the Faculty Council Coordinator under the supervision of the Nominating Committee. Each voting member of Group 2 shall be eligible to nominate no more than three persons from a list of non-tenure track voting faculty prepared by the Faculty Council Coordinator under the supervision of the Nominating Committee.
   b) These lists shall be distributed no later than the middle of November and the nominating votes shall be returned no later than the middle of December to the Faculty Council Office for counting under the supervision of at least two members of the Nominating Committee.
   c) The Nominating Committee shall submit the ballot to the Voting Faculty by the end of January two ballots.
      1. One ballot for the tenured or tenure track voting faculty containing The ballot shall contain twice one and one-half times the number of nominees as the number of persons to be elected.
      1. One ballot for the non-tenure track faculty also containing twice the number of nominees as the number of persons to be elected, and securing that the results of each election be such that of the ten non-tenure track faculty representatives on the Faculty Council no more than two shall come from the same school and that there are at least two representatives from each of the clinical, research, and lecturer ranks.
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2. Each The ballot shall contain the names of persons receiving the most nominations. In the case of a tie for the last position on a ballot, the Nominating Committee shall select persons for the ballot from among those tied.

2. Elections of At-Large Representatives
   a) The ballots containing the names of the nominees shall be distributed by the Faculty Council Coordinator to members of the Voting Faculty no later than the end of January. The two ballots shall identify each nominee by name, academic title, school, department, and administrative title, if any. Each member of the Voting Faculty may vote for as many at-large representatives on their ballot as there are positions to be filled and this number shall be specified on the ballot. No candidate may receive more than one vote per ballot. Votes shall be returned to the Faculty Council Office no later than the end of February for counting under the supervision of at least three members of the Nominating Committee before the middle of March. The candidates receiving the greatest number of votes shall be declared elected. In case of a tie, the Executive Committee shall vote by secret ballot to break the tie.
   b) The chair of the Nominating Committee shall announce the results of the election at the Council’s April meeting.

Section C. Election of the President and the Vice President of the Faculty

1. Eligibility. Members of the Voting Faculty holding the rank of assistant professor or higher and librarians of comparable rank shall be eligible for nomination by the Nominating Committee as President of the Faculty or Vice President of the Faculty, provided that any nominee shall have served, or shall be presently serving, as a member of the Faculty Council. The slate shall be announced to the Council at its March meeting.

2. Term of office. The President of the Faculty and the Vice President of the Faculty shall serve a term of two years starting immediately after the last meeting of the academic year. They shall be eligible for re-election, provided that no person shall serve more than two terms consecutively in the same office.

3. Election. The Faculty Council shall elect the President of the Faculty and the Vice President of the Faculty at its April meeting by a vote of those present and voting.

4. Vacancy. In case of a vacancy in the office of the President of the Faculty or the Vice President of the Faculty, the Executive Committee shall appoint a President or a Vice President pro tem until another election can be held.

5. Privileges. The President of the Faculty and the Vice President of the Faculty shall have all the privileges of membership on the Council, including the right to participate in debate and to vote in the business of the Council.

Section D. Election of IUPUI Representatives to the University Faculty Council (UFC)

1. Number of members - UFC. The number of members elected from IUPUI to the University Faculty Council will be determined in accordance with the provisions of Article 4, Section 4.1, Subsection B of the Indiana University Faculty Constitution.

2. Term of office - UFC. All elected members shall serve terms of two years, starting with the first meeting of the academic year, and shall be eligible for re-election, provided that no member...
shall serve more than two terms consecutively, or until their successors are elected, and whereby any extension beyond two terms may not exceed the length of one term.

3. Apportionment - UFC. The President of the IUPUI Faculty shall serve ex officio. The remaining members shall be elected from the IUPUI faculty at-large, provided that not more than 40% of the total number of members may be from the same academic unit. Half, or the number nearest to half, of the at-large members shall be elected each year.

4. Nomination - UFC representatives from IUPUI.
   a) The faculty of each academic unit may nominate two candidates. These nominations shall be submitted by the president or chair of the unit to the Nominating Committee by the middle of January.
   b) Additional nominations may be made by filing with the Nominating Committee, by the middle of January, a nominating petition signed by at least 25 members of the Voting Faculty.
   c) The Nominating Committee may supplement the list of nominees if necessary to provide a reasonable balance between academic units and to select nominees with current or recent experience as members of the IUPUI Faculty Council. The ballot shall slate at least twice the number of persons as the number to be elected. Any candidate nominated for membership on the University Faculty Council shall be provided the opportunity to file a written statement of not more than fifty (50) words to accompany the ballot.

5. Elections - UFC.
   a) The Faculty Council Coordinator shall distribute the ballot to the Voting Faculty by the end of January. The ballot shall identify each nominee by name, academic title, school, administrative title, if any, and term of service on the IUPUI Faculty Council, if any, and it shall designate the number of candidates to be elected. The ballot must be returned to the Faculty Council Office before the end of February.
   b) A subcommittee of no fewer than three members of the Nominating Committee appointed by the President of the Faculty with the concurrence of the Executive Committee shall open and verify the returned ballots and assure that votes are properly tallied and reported to the President by the middle of March. The President shall report the results to the Council at the April meeting. In case of a tie, the Executive Committee shall vote by secret ballot to break the tie.

6. Vacancies - UFC. In case an at-large member of the University Faculty Council cannot complete his or her term of office, the Executive Committee shall decide if, and by what method, the vacancy is to be filled, provided that if an election is held to fill the vacancy, the nominees shall be drawn from the slate of nominees prepared for the last election of the at-large members.

Section E. Election of the Executive Committee

1. Election of members of the Executive Committee of the Faculty Council shall be made in accordance with the provisions of Article IV, Section F of the Constitution of the IUPUI Faculty Council.

2. In case an elected member of the Executive Committee cannot complete his or her term of office, the Executive Committee shall choose the replacement from the eligible slate of nominees from the last two elections to the Executive Committee.

BYLAW ARTICLE III. COMMITTEES OF THE FACULTY
Section A. Committee on Committees

1. Composition. The Committee on Committees shall be composed of the members of the Executive Committee of the Faculty Council.

2. Responsibilities. The Committee on Committees shall:
   a) determine the size, appoint the members, and designate the chairs of each standing committee of the faculty, except as provided otherwise by the Constitution or the Bylaws. At least one member of each standing committee shall be a member of the Faculty Council, and no committee shall have a majority of its members appointed from the same academic unit. To facilitate year-to-year transition, the Committee on Committees may designate that a standing committee will have staggered co-chairs, each serving two-year terms;
   b) specify the terms of service of each person appointed to a standing committee, provided that no appointment shall be for a term exceeding two years, and that no person shall be eligible to serve more than three terms consecutively on the same committee;
   c) make recommendations to the Council concerning the establishment of new committees, abolition of existing committees, or modification of the charge to any committee; and,
   d) solicit and receive from the faculty, nominations for committee appointments, provided that the nominees shall have indicated their willingness to serve if appointed.

Section B. Standing Committees

The standing committees of the faculty shall be:

1. Academic Affairs. 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. 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.

2. Athletic Affairs. This committee participates in the development of general athletics policies related to academic matters, team competition, and practice schedules within the scope of athletics conference and association rules. The committee participates in the approval of plans for addition/elimination of sports and plans for significant modification of athletics facilities. The Chancellor shall appoint the IUPUI Athletic Affairs Committee on the recommendation of the IUPUI Faculty Council Executive Committee. The Committee shall consist of 7 voting members. The Committee’s voting membership shall have a majority of faculty.

3. Budgetary Affairs. 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 economic well-being of the faculty and the academic programs.

   Among others, the committee’s responsibilities shall include:
a) Assessing the fiscal health of all academic and administrative support units, through its participation in the Campus Planning and Budgetary Hearings, and by other means including direct communication with faculty budgetary committees at the school or unit level.

b) Considering and reviewing the general academic priorities of IUPUI and the reflection of such needs in capital outlays and in the creation of budgets.

c) Considering the relative allocations of the Campus financial resources with respect to new programs and the implications to existing programs.

d) Alerting the Council to all matters of budgetary importance internal or external to IUPUI.

e) Facilitating coordination and communication among school level budgetary affairs or equivalent committees.

4. Campus Planning.

a) Composition. 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 academic and strategic planning.

b) Duties. Broad faculty involvement in institutional planning is valued. 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. This Committee shall be responsible for continued communication with the Administration, particularly the Vice Chancellor for Planning and Institutional Improvement.

5. Constitution and Bylaws. This committee shall periodically review the Constitution and Bylaws, draft revisions when necessary and provide, in conjunction with the Parliamentarian, interpretations of those documents when questions arise.

6. Distance Education. This committee represents the IUPUI Faculty Council and advises and acts as liaison with administration as well as faculty and other units concerned with distance education, including those that involve collaboration with other institutions. The committee coordinates its activities with those of the IUPUI Faculty Council Technology Committee, the Center for Teaching and Learning, UITS, the Office of Online Education, and individual schools.

7. Faculty Affairs. This committee shall advise the Council on matters involving the faculty, including but not limited to, issues of academic freedom, appointments, and tenure and promotion policies and procedures.

8. IUPUI Faculty Guide.

a) Composition. This committee shall include faculty members appointed by the Executive Committee and administrative members appointed by the IUPUI Chancellor as appropriate for review and production of the Faculty Guide.

b) Duties. This committee shall be responsible for developing the IUPUI Faculty Guide as a supplement to the Indiana University Academic Policies. This committee then shall review the IU Policies and the IUPUI Faculty Guide annually and make recommendations concerning revisions to the Faculty Guide to the Faculty Council.

9. Fringe Benefits. This committee shall be responsible for reviewing needs unique to the IUPUI campus and recommending to the Council policies to deal with such needs, and shall participate in policy development and ongoing reviews of fringe benefits matters affecting the total Indiana University system.

10. Library Affairs. This committee shall review and advise the Council on policies and resources of the IUPUI University Library. It shall also consider issues that might affect the quality of the campus libraries. This committee may serve as a forum for the discussion of existing or proposed policies and for the critique of planning and budgetary proposals. 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.

11. Research Affairs. 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 be responsible for continued communication with the administration through the IUPUI Vice Chancellor for Research.

12. Staff Relations. 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. The Committee shall, when necessary, meet independently to formulate faculty positions on faculty-staff matters.

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

14. Technology. 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 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.

15. Nominating.

a) Composition. This committee shall consist of seven members who are or were members of the Faculty Council serving staggered two year terms. No more than two members of the committee shall be elected from the same academic unit.

b) Election.

(1) Members of the voting faculty shall be nominated by the Nominating Committee. The slate shall be announced to the Council at its April meeting.

(2) Election of the members of the Nominating Committee shall be by vote of the Faculty Council at its May meeting. Those persons elected will commence their terms of committee service on July 1, following their election. The nominee receiving the highest
number of votes in any year should chair the committee during the second year of his or her term.

c) Duties. The Nominating Committee shall:
(1) solicit and receive from members of the Voting faculty nominations for at-large representatives to the IUPUI Faculty Council (Bylaws Article II, Section B) and for members of the University Faculty Council (Bylaws Article II, Section D);
(2) nominate members of the faculty and librarians for elections by the Faculty Council to the positions of:
   (a) President of the Faculty and Vice-President of the Faculty (Bylaws Article II, Section C)
   (b) membership on the Executive Committee (Bylaws Article II, Section E),
   (c) membership on the Nominating Committee (Bylaws Article III, Section B, Subsection 13.15, Paragraph c, Subparagraph 2, Clause c),
   (d) at-large membership on the IUPUI Promotion and Tenure Committee (Bylaws Article III, Section C, Subsection 2, Paragraph b), and
   (e) membership in the pool for appointment to Faculty Boards of Review (Bylaws Article IV, Section E, Subsection 2);
(3) verify in every case that any nomination is made with the prior consent of the person(s) nominated; and
(4) oversee the election of the at-large IUPUI representatives and the UFC representatives. The members of the Faculty Grievance Advisory Panel shall be nominated by the Executive Committee for election by the Faculty Council at their January meeting (See Bylaws Article IV, Section C, Subsections 1-2).

Section C. Promotion and Tenure Committee

1. Composition. The IUPUI Promotion and Tenure Committee shall consist of the following members:
   a) one representative from each school with five or more full-time members who are based at IUPUI except from the School of Medicine which shall have two representatives, one each representing the basic science and the clinical departments;
   b) one librarian representative who shall be elected by the IUPUI Library Faculty;
   c) three members elected at-large by the IUPUI Faculty Council; and
   d) the executive vice chancellor who shall serve as a member ex officio without vote.

   All members of the committee shall be tenured and to the extent practicable shall hold appointment at the rank of professor or librarian. 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 the Promotion and Tenure Committee. The Chair of the Committee shall be elected from and by the members of the Committee.

2. Election
   a) School representatives shall be elected by the respective promotion and tenure committee of each school from among the school’s eligible members in accord with procedures established by each school. The librarian representative shall be elected by the IUPUI Library Faculty in accord with procedures which that group shall establish. Elections shall be held in time for the representatives to be named prior to November 1. The head of the faculty
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governance of each school and of the IUPUI Library Faculty shall notify the executive vice chancellor of the name of the representative by November 1 of each academic year.

b) Three at-large members of the Promotion and Tenure Committee shall be nominated by the Nominating Committee. The slate shall be announced to the Council at its September meeting for election at the October meeting.

3. Term of office. Term of office shall start December 1. Terms for school or librarian representatives may be up to three years and shall be determined by school or IUPUI Library Faculty procedures. The term for at-large representatives shall be three years. No elected member of the committee may serve more than six consecutive years. The chair will be elected annually.

4. Responsibilities. The IUPUI Promotion and Tenure Committee shall:

a) monitor the promotion and tenure policies of the University and recommend, as may be desirable from time to time, such modifications as the Faculty Council may seek thereof;

b) recommend on the promotion and tenure of those candidates who are presented for consideration by the schools or libraries. Voting shall be by secret ballot, and the results recorded for each candidate;

c) review, as needed or requested, methods to establish primary and unit promotion and tenure committees, and, when such methods are deemed to be deficient, recommend changes to the schools or libraries;

d) review, as needed or requested, primary and unit level procedures for promotion and tenure and, when such procedures are deemed deficient, recommend changes to the schools or libraries;

e) review, as needed or requested, documents which specify standards that are used at the primary, unit, and campus levels to evaluate whether candidates meet the criteria for tenure and promotion and, when such documents are deemed deficient, recommend changes to the schools, libraries, or campus;

f) establish such internal committee procedures as may be necessary to assist the committee and the Dean of the Faculties in providing for reviews of candidates for promotion and tenure; and,

g) receive requests from any faculty member or librarian, and, if appropriate, investigate and evaluate the promotion and tenure process of any department or unit, and make a written report to the faculty member or librarian making the request and to the department chairperson or the chief administrative officer of the unit.

5. The executive vice chancellor shall provide the administrative support necessary for the operation of the committee.
Section D. Reports

Chairpersons shall supply the President of the Faculty the minutes of committee meetings on a continuing basis, and each committee shall make an annual report to the Council toward the close of the academic year.

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 Grievance Advisory Panel is an elected faculty group designed to be available early on in the course of developing or potential grievances.
   a) The Faculty 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 Panel members also are available to help resolve situations informally by encouraging and facilitating discussions between the parties to the grievance.
   c) At the conclusion of its work, the Faculty Grievance Advisory Panel shall not compile any report or file containing the specific information of any 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 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 Grievance Advisory Panel.
      (1) The 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 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 Grievance Advisory Panel.

Section C. Composition and Election of Faculty Grievance Advisory Panel

1. The Faculty Grievance Advisory Panel shall consist of seven members of the IUPUI tenured faculty and librarians nominated by the Executive Committee and elected by the IUPUI Faculty Council at their January 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 Grievance Advisory Panel, the Executive Committee should give consideration to representation across the academic units of IUPUI.
   a) At least four members of the Panel shall be tenured full professors.
   b) At least five members should have served on the IUPUI or a Unit Promotion and Tenure Committee, on a Faculty Board of Review, or as President of the IUPUI Faculty.
3. Panel members shall hold office beginning February 1, for staggered terms of two 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 Panel shall elect their own chairperson, who should be a tenured full Professor or Librarian.
5. No faculty member serving on the Faculty Grievance Advisory Panel may serve concurrently on a Faculty Board of Review or as the Grievant's representative before a Faculty Board of Review.

Section D. Procedures of the Faculty Grievance Advisory Panel

1. When a 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 Panel members can provide and other resources available on campus.
2. The Panel members who are contacted by or designated to assist the Grievant shall keep all information shared by the Grievant in confidence.
3. The faculty member or librarian may terminate the assistance of the Faculty Grievance Advisory Panel at any time.
4. The meetings of the Panel and the process of assistance employed by the Panel members should be informal.
5. The full Panel should meet regularly to review their methods and update facilitation techniques.
6. Reports.
a) The Panel shall not report case-related or summary data that include any specifics of individual cases.

b) The Panel 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 grievances, the number or cases in which the Panel was successful in resolving grievances, and the number of cases in which the Grievant withdrew the request for assistance prior to the Panel completing its work.

7. A faculty member requesting the assistance of the Panel may also utilize assistance offered by other faculty or other organizations, except that an attorney representing the Grievant or the Administration may not participate in the Faculty Grievance Advisory Panel facilitation process.

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 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. 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 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.


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 workings.

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 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.

Section H. Confidentiality

1. The activities of the Boards and the Faculty Grievance Advisory Panel shall be carried out in confidence.

2. Confidential material shall be treated in accord with the Indiana University Academic Handbook: "Policy governing 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 Grievance Advisory Panel members, the Grievant, witnesses, observers, and administrative officials, prior to and during the hearing, and to the extent practicable at all times thereafter.

BYLAW ARTICLE V. PARLIAMENTARY AUTHORITY

Robert's Rules of Order (Most Recent Edition) shall govern the conduct of the meetings of the faculty legislative bodies except insofar as the Constitution or the Bylaws may otherwise provide.

BYLAW ARTICLE VI. AMENDMENTS

Section A. Introduction of Amendments

A resolution to amend the Bylaws may be introduced at any regular meeting of the Faculty Council by any member thereof, by the Constitution and Bylaws Committee, or by written petition of at least 20 members of the voting Faculty submitted to the President of the Faculty. Any resolution to amend the
Bylaws not arising from the Constitution and Bylaws Committee shall be referred to that committee for review. The Constitution and Bylaws Committee shall report to the Council at its regular meeting.

**Section B. Adoption**

Adoption of an amendment to the Bylaws shall require a favorable vote of 2/3 of those present at a regular meeting of the Faculty Council, if prior notice of the intention to conduct a vote is given to members of the faculty and to members of the Council. If no prior notice is mailed at least two weeks prior to the meeting adoption will require a favorable vote of 2/3 of the total membership of the Faculty Council.

**Section C. Clerical Modifications**

The President is authorized, after consultation with the Chair of the Constitution and Bylaws Committee, to make simple clerical modifications to the Bylaws—such as corrections to spelling or punctuation, insertion or removal of cross-references, or updating the Bylaws to reflect changes in the names of administrative offices or positions—provided that doing so in no way alters the intent of the text thus modified.

Adopted 6/1/82. Amended: 07/26/84, 08/21/85, 06/26/86, 10/07/87, 04/05/90, 08/05/91, 03/05/92, 05/07/92, 06/25/92, 01/01/93, 02/03/94, 05/07/97, 05/28/98, 04/06/00, 02/01/01, 03/06/03, 04/06/04, 04/05/05, 03/06/07, 05/06/08, 01/13/09, 03/03/09, 05/05/09, 06/01/09, 05/03/11, 12/3/13, 4/15/14, 5/5/15, 5/2/17.

Clerical Modifications: 10/3/12, 6/29/15, 9/15/17
Overview

- Background
- Design and Process
- Challenges and Benefits
- Next Steps
- Questions
Background

- Executive Vice Chancellor and Academic Chief Officer asked that each unit with responsibility for a high impact teaching practice develop a taxonomy to serve as a frame work that can guide quality course design, implementation, assessment and improvement.
- This approach supports the campus assessment strategy, managed through the Office of Institutional Research and Decision Support (IRDS), to understand the value of HIPs on student learning and success.

All taxonomies may be found at https://rise.iupui.edu/taxonomies

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Design

- Unit Leaders/Institutional Research and Decision Support (IRDS)
- Association of American Colleges & Universities (AAC&U) Value Rubrics
- National Research on HIPs – Done Well
- RISE Criteria/PULs
Process

• Reviewed by all units and RISE Steering Committee Members
• Vetted by University College (UC) and the Division of Undergraduate Education (DUE) Faculty/Staff
• Undergraduate Affairs Committee (UAC)
• Program Review and Assessment Committee (PRAC)

Implementation

• TLC Cohort – Retreat
• RISE Taxonomy Community of Practice (COP)
• Workshop Series – Center for Teaching and Learning (CTL)
• Local and National Conferences – Featured In AAC&U News letter
Challenges

• Instructor Suspicion
• Incentives
• Taxonomy vs. Rubric
• Low, Medium, High Descriptors

Benefits

• Fidelity
• Assessment
• Course development
• Resource
Next Steps

• Communication Blast
• School/Department Visits
• Short Videos
• Student Feedback
• Publications

Questions
Profiles of Learning for Undergraduate Success: IUPUI+

January 18, 2018
Revision February 19, 2018
Revision March 5, 2018
Revision March 22, 2018

Approved May 1, 2018

Prepared by:
Mark Bannatyne
Tralicia Lewis
Suzann Lupton
Kristy Sheeler (Chair)
Kate Thedwall
Jane Williams
Elee Wood
Crystal Walcott
Angela White

A note on implementation: Upon approval of the IUPUI+, we will move into the implementation phase during 2018-2019. During this academic year, individual units will be able to participate in professional development, reflect on the PLUS as they relate to specific units, and develop examples and assessment mechanisms at the introductory, benchmark and capstone levels appropriate for students to progress along each profile. Individual units have the flexibility to interpret the profiles as they relate to student learning and growth from first year to culminating experiences. We will also engage the Registrar to develop an appropriate way to code the profiles for courses, programs, and co-curricular experiences.
IUPUI prepares all students to communicate, innovate, and engage local and global communities to solve the problems of the 21st century. Along this journey, students have many opportunities to reflect upon their classroom and co-curricular learning, develop expertise in their chosen field(s), and grow as human beings. Students become acquainted with each of the profiles of communicator, problem solver, innovator, and community contributor in general education and first year experiences and progress along these pathways through their major coursework and co-curricular activities toward the capstone/culminating experience. Each profile is not distinct but supports and enhances the others in multiple ways, providing students with various occasions to deepen disciplinary understanding and refine what it means to be a well-rounded, well-educated person prepared for lifelong learning.

**Communicator**
The IUPUI Student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

| Evaluates Information | Listens Actively | Builds Relationships | Conveys Ideas Effectively |

**Problem Solver**
The IUPUI Student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

| Thinks Critically | Collaborates | Analyzes, Synthesizes, and Evaluates | Perseveres |

**Innovator**
The IUPUI Student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world’s most pressing and enduring issues.

| Investigates | Creates/Designs | Confronts Challenges | Makes Decisions |

**Community Contributor**
The IUPUI Student is an active and valued contributor on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global.

| Builds Community | Respectfully Engages Own and Other Cultures | Behaves Ethically | Anticipates Consequences |
Profiles of Learning for Undergraduate Success: IUPUI+

COMMUNICATOR
- Evaluates Information
- Listens Actively
- Builds Relationships
- Conveys Ideas Effectively

INNOVATOR
- Investigates
- Creates/Designs
- Confronts Challenges
- Makes Decisions

COMMUNITY CONTRIBUTOR
- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

PROBLEM SOLVER
- Thinks Critically
- Collaborates
- Analyzes, Synthesizes, and Evaluates
- Perseveres

COMMUNITY CONTRIBUTOR
- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

This visual is a snapshot for ease of illustration. For a richer description of each profile, please read the details in the pages that follow. Upon approval of the PLUS, we will work with IU Communications to make sure the visual reflects the colors and branding of IUPUI.
Communicator
The IUPUI Student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

<table>
<thead>
<tr>
<th>Evaluates Information</th>
<th>Listens Actively</th>
<th>Builds Relationships</th>
<th>Conveys Ideas Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it look like?</strong> Communicators scrutinize information prior to opinion formation and knowledge dissemination. They comprehend, interpret, analyze, and assess ideas, facts, and arguments. Communicators challenge assumptions and ask questions; they use complex information from a variety of qualitative and quantitative sources, personal experiences and observation to draw logical conclusions, form a decision or opinion, and/or advance an argument.</td>
<td><strong>What does it look like?</strong> Communicators listen attentively to others, observe and read actively, and respond appropriately. Communicators are aware of personal biases.</td>
<td><strong>What does it look like?</strong> Communicators actively engage with others to deliberate, negotiate, build consensus, navigate conflict, define values, or meet shared goals. Communicators operate with civility and cultivate healthy and meaningful relationships with others.</td>
<td><strong>What does it look like?</strong> Communicators are able to express and adapt information and arguments to diverse audiences across formats and settings. They speak, write, and communicate visually with a purpose, make informed and principled choices and foresee consequences of these choices on self and others.</td>
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<td><strong>What do you do?</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>What do you do?</strong></td>
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<tr>
<td>- Determine key issues for consideration and access information using well-designed search strategies.</td>
<td>- Observe, listen, and read for information.</td>
<td>- Evaluate and apply diverse perspectives to complex topics in the face of multiple or conflicting positions.</td>
<td>- Develop a central message that is compelling, stylistic, and strongly supported with credible evidence relevant to the intended audience.</td>
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<tr>
<td>- Find and use a variety of credible information sources.</td>
<td>- Paraphrase ideas.</td>
<td>- Engage in reflection to increase self-awareness and personal growth.</td>
<td>- Rely on language and visual choices that are clear and appropriate to diverse audiences and purposes.</td>
</tr>
<tr>
<td>- Interpret/evaluate oral, written, visual, and mathematical evidence to develop comprehensive analysis or synthesis.</td>
<td>- Perform self-reflection.</td>
<td>- Engage others respectfully; motivate others.</td>
<td>- Convey information mathematically.</td>
</tr>
<tr>
<td>- Ask questions to consider thoroughly diverse viewpoints.</td>
<td>- Respectfully engage others in ways to facilitate their contributions.</td>
<td>- Tailor communication strategies to express, listen, and adapt to others to establish relationships to further goals.</td>
<td>- Deliver polished and organized informative and persuasive presentations to diverse audiences.</td>
</tr>
<tr>
<td><em>Academic:</em> Advance class discussion with peers. Summarize in-class group meetings or class sessions for the purpose of checking perceptions and getting input from all members.</td>
<td><em>Co-curricular:</em> Facilitate a Democracy Plaza event; go through intergroup dialogue facilitation training and facilitate a difficult dialogue.</td>
<td><em>Academic:</em> Work with others to accomplish a team project; work with classmates and community members on a service learning (RISE) project.</td>
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</tbody>
</table>
- Analyze own and others’ assumptions.
- Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting position.
- Express logical position that accounts for complex perspectives.
- Acknowledge limitations.

**What are some examples?**

**Academic:** Engage in the research process to produce a paper or report; design and conduct an experiment or survey and convey the results to diverse audiences (RISE)⁴.

**Co-curricular:** Analyze data on student organization participation to convey conclusions to student affairs.

**How could it be evaluated?** An assignment, such as one of the examples above, evaluated according to the relevant VALUE⁶ Rubric or a rubric included with the REAL⁷. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.

**Co-curricular:** Work with student organization to accomplish a shared goal. Build community with residential living cohort.

**How could it be evaluated?** An assignment or classroom approach, such as one of the examples above, developed in alignment with the RISE Service Learning Taxonomy⁸ and evaluated according to the Teamwork or Civic Engagement VALUE Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.

**Co-curricular:** Present information during a student organization new student induction ceremony; participate in a theatre performance. Develop and present a poster or presentation.

- Use visual imagery effectively with oral and written ideas.
- Write informative and argumentative reports or essays for diverse audiences.
- Use credible information sources.
- Reflect on speaking, writing, and visual choices.

**What are some examples?**

**Academic:** Convey information orally, in writing, and visually to audiences inside and outside topic area. Express ideas mathematically using the Greek alphabet.

**Co-curricular:** Present information during a student organization new student induction ceremony; participate in a theatre performance. Develop and present a poster or presentation.

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³ Examples are provided for illustration only and are not meant to be prescriptive. During the implementation phase, each unit will be able to develop examples that align with its goals for student learning.

⁴ RISE to the IUPUI Challenge is an acronym referring to Research, International, Service Learning, and Experiential Learning. For more information, see https://due.iupui.edu/student-success/student-initiatives/rise-program/index.html.

⁵ These evaluation mechanisms are provided for illustration and are not meant to be prescriptive. During the implementation phase, each unit will be invited to develop assessment mechanisms to evaluate student learning at the introductory, benchmark and capstone levels.

⁶ VALUE is an acronym that refers to Valid Assessment of Learning in Undergraduate Education, an initiative of the Association of American Colleges and Universities (AAC&U). Sixteen VALUE rubrics are available for faculty to assist developing and evaluating student work. For more information, see https://www.aacu.org/value-rubrics.

⁷ REAL refers to the Record of Experiential and Applied Learning. The REAL is being developed at IUPUI as a complement to a student’s official transcript and will record other experiences to provide a fuller picture of a student’s undergraduate learning.

⁸ For more on the RISE Taxonomies, see: https://rise.iupui.edu/resources/course-development/taxonomies/index.html.
An experience developed and assessed using the RISE Research taxonomy.

How could it be evaluated? An assignment, such as one of the examples above, evaluated according to the Oral and Written Communication VALUE Rubric. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.

<table>
<thead>
<tr>
<th>Problem Solver</th>
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<tbody>
<tr>
<td>The IUPUI Student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.</td>
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<tr>
<th>Thinks Critically</th>
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<tr>
<td>What does it look like? Problem Solvers think critically and from multiple perspectives about the world and their place in it; using their disciplinary expertise, they evaluate information resources carefully and conduct research independently to determine the most reliable and useful sources for their work.</td>
<td>What does it look like? Problem Solvers know how to work with others; they make the results of research understandable to a variety of audiences, including using visual forms of communication and communication tools; they listen to, respect, and incorporate a diversity of opinions and experiences into their plans.</td>
<td>What does it look like? Problem Solvers are curious about other perspectives and use their disciplinary expertise, along with knowledge and skills from a variety of fields, in their own work; they work to understand the details of a problem and break down ideas into manageable segments; they solicit and integrate information from scholars and community members to enrich their knowledge; they translate complex ideas into action plans and assess the effectiveness of their solutions.</td>
<td>What does it look like? Problem Solvers are comfortable with ambiguity and do not give up when the task they’re facing is difficult; they seek solutions from professionals, mentors, friends, and academic resources to work through challenging moments.</td>
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<td>What do you do?</td>
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<tr>
<td>• Define a problem through creating an actionable problem statement.</td>
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<td>• Recognize and effectively manage ambiguous ideas, experiences and situations.</td>
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<td>• Identify and propose solutions for problems using qualitative and quantitative tools, reasoning, and creative thinking.</td>
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<td>• Manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development.</td>
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<tr>
<td>• Cultivate healthy, meaningful relationships with others.</td>
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<td>• Demonstrate transferrable life skills (e.g., time management,</td>
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<tr>
<td>• Operate with civility in complex local and global environments.</td>
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<td>• Listen attentively to others and respond appropriately.</td>
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<td>What do you do?</td>
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<tr>
<td>• Identify and adjust behaviors by applying previously understood</td>
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- Use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion.
- Apply cultural, historical, and scientific knowledge to contemporary global contexts.

**What are some examples?**
- **Academic:** Conduct academic research for a research paper; design and implement an experiment or survey on a topic of the student’s own choosing; use visual representations of work to present research findings.
- **Co-curricular:** Participate in Fall Alternative Break Program by completing short-term project for a community agency in addressing social issues.

**How could it be evaluated?**
- A signature assignment that requires extensive research using primary and/or secondary sources, evaluated according to the Critical Thinking or Information Literacy VALUE rubrics; a signature assignment involving quantitative or qualitative data analysis, evaluated according to the Quantitative Literacy VALUE rubric.

- Actively engage with others to build consensus, define values, or meet shared goals.

**What are some examples?**
- **Academic:** Work with a small group to create a report; Successfully design and implement a scientific procedure or study involving multiple people.
- **Co-curricular:** Join a student organization and participate in its activities; Volunteer with a local nonprofit organization.

**How could it be evaluated?**
- A group project that tracks both individual contributions and the quality of the completed project, evaluated using the Teamwork VALUE rubric.

- Modify one’s approach to an issue or problem based on the contexts and requirements of particular situations.

**What are some examples?**
- **Academic:** Resolve conflicts in group work to move on with the assignment; takes criticism as an opportunity to improve skills and ideas.
- **Co-curricular:** On-campus employment experiences; participation in campus leadership programs.

**How could it be evaluated?**
- Student journals written over the course of a large project or reflection papers at the end of an assignment; active and thoughtful student participation in group meetings to resolve differences; frequent one-on-one meetings with students; self-evaluations of student participation in group work.

- Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**What are some examples?**
- **Academic:** Work with a group of students and community members on a service learning project assessing a significant problem in the community. Use quantitative/mathematical techniques to answer research questions.
- **Co-curricular:** Examine the effects of social issues on communities through discussion and reflection on varied lived experiences. For example, the Tunnel of Oppression, alternative spring breaks, international communication, and problem solving) developed while participating in classroom and co-curricular activities.

**How could it be evaluated?**
- Examine the effectiveness and impact of solutions and make specific recommendations for future improvement.

- Examine the effects of social issues on communities through discussion and reflection on varied lived experiences. For example, the Tunnel of Oppression, alternative spring breaks, international communication, and problem solving) developed while participating in classroom and co-curricular activities.
experiences, and/or film series aimed at highlighting contemporary social justice issues of oppression, microaggressions and the “isms” faced in communities.

**How could it be evaluated?**
A signature assignment or project that proposes a course of action or solution to a problem, evaluated using the Problem Solving or Integrative and Applied Learning VALUE rubrics. Quantitative/ mathematical knowledge and skills tests.

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**Innovator**
The IUPUI Student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world’s most pressing and enduring issues.

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<th>Investigates</th>
<th>Creates/Designs</th>
<th>Confronts Challenges</th>
<th>Makes Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it look like?</strong> Innovators know how to investigate; they are inquisitive, can carry out research (fieldwork, international or community-based, bench science, humanities, arts, technology and social science), apply disciplinary expertise, are proactive, can advocate for issues, and work toward building consensus with others.</td>
<td><strong>What does it look like?</strong> Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Students combine or synthesize existing ideas, images, or expertise in original ways.</td>
<td><strong>What does it look like?</strong> Innovators confront challenges by building on experiences and disciplinary expertise to approach situations and circumstances in original ways. They use the tools and resources available, are willing to risk failure, and understand that failure is a step on the road to success.</td>
<td><strong>What does it look like?</strong> Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Students see possibilities/need for change, and demonstrate/use their skills, talents, abilities, and disciplinary knowledge to pursue change/improvement/advancement/ innovation/knowledge creation in their own communities and beyond.</td>
</tr>
</tbody>
</table>
| **What do you do?** • Explore a topic in depth. | **What do you do?** • Use divergent thinking to work in an imaginative way. • Take risks either personally (in terms of embarrassment or rejection), or risk of failure in going beyond expectations. | **What do you do?** • Modify an approach to an issue or problem based on the contexts and | **What do you do?**
- Indicate an intense interest in an area; show substantial knowledge and understanding of at least one field of study.
- Reflect on future self by building on experiences and responding to new challenges.
- Use quantitative data to inform decision-making.

**What are some examples?**

**Academic:** Conduct research, describe, and explain a complex historical event in a coherent manner, employing the conventions and standards of the discipline.

**Co-curricular:** Identify an area of interest and pursue it with others in a meaningful way toward mastery.

**How could it be evaluated:** Assignments that require identification of an area of interest or question for investigation, a plan to carry out that investigation and report on findings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are some examples?</strong></td>
<td><strong>What are some examples?</strong></td>
</tr>
<tr>
<td><strong>Academic:</strong> Create the electronic structure of health data to meet a variety of end user needs.</td>
<td><strong>Academic:</strong> Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</td>
</tr>
<tr>
<td><strong>Co-curricular:</strong> Develop a new program for student involvement.</td>
<td><strong>Co-curricular:</strong> Develop a proposal to create mechanism or system to meet a student need across campus.</td>
</tr>
<tr>
<td><strong>How could it be evaluated?</strong> Assignments that present new ideas and solutions to a problem; includes creation of procedures, products, or materials that have viable application or implementation.</td>
<td><strong>How could it be evaluated?</strong> Signature assignment that identifies a need, develops a plan, carries a plan to implementation.</td>
</tr>
</tbody>
</table>

- Embrace contradictions.
- Provide novel or unique solutions to a situation.
- Connect, synthesize, or transform ideas into new ones.
- Transfer skills, theories, abilities, methodologies by adapting or applying to new situations.
- Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

- Embrace contradictions.
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- Transfer skills, theories, abilities, methodologies by adapting or applying to new situations.
- Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

- Connect to relevant experiences and academic knowledge across disciplines and perspectives at both local and global levels.
- Integrate communication in ways that enhance knowledge and understanding.
- Envision solutions to global challenges.
- Recognize and effectively manage ambiguous ideas, experiences and situations.
- Identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting.

- Connect to relevant experiences and academic knowledge across disciplines and perspectives at both local and global levels.
- Integrate communication in ways that enhance knowledge and understanding.
- Envision solutions to global challenges.
- Recognize and effectively manage ambiguous ideas, experiences and situations.
- Identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting.

- Create a plan based on available evidence to achieve a goal related to a meaningful issue.
- Advocate for change or improvement with others that uphold values.
- Carry out a plan to implementation.
- Anticipate and avoid difficult situations before they become an issue both in academic life and career.

**What are some examples?**

**Academic:** Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

**Co-Curricular:** Develop a proposal to create mechanism or system to meet a student need across campus.

**How could it be evaluated?** Signature assignment that identifies a need, develops a plan, carries a plan to implementation.
<table>
<thead>
<tr>
<th>Builds Community</th>
<th>Respectfully Engages Own and Other Cultures</th>
<th>Behaves Ethically</th>
<th>Anticipates Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it look like?</strong></td>
<td>Community Contributors are active participants in their communities. They are willing to contribute their talents and knowledge in ways that improve the world around them. They are respectful, inclusive, and have developed a civic identity.</td>
<td></td>
<td>Community Contributors have strong personal insight and are able to understand their needs and motivations. They are able to make sound, evidence-based decisions and they can predict the reasonable consequences of their choices and actions on themselves and others.</td>
</tr>
<tr>
<td><strong>What do you do?</strong></td>
<td>Make informed and principled choices.</td>
<td>Understand the diversity and universality of human experience.</td>
<td>Engage in meaningful self-examination and reflection. Track these efforts by including them in your E-PDP.</td>
</tr>
<tr>
<td></td>
<td>Learn to recognize your own cultural rules and biases.</td>
<td>Engage others civilly, and with respect.</td>
<td>Manage adversity in a flexible and ethical manner.</td>
</tr>
<tr>
<td></td>
<td>Communicate effectively with others in a variety of settings.</td>
<td>Understand and appreciate the interconnectedness of local and global communities.</td>
<td>Change course when doing so is prudent or necessary.</td>
</tr>
<tr>
<td></td>
<td>Builds and connects local and global communities.</td>
<td>Recognize and appreciate cultural differences and initiate interactions with those who are culturally different.</td>
<td>Care for your personal and emotional health.</td>
</tr>
<tr>
<td></td>
<td>Cultivate health and meaningful relationships.</td>
<td></td>
<td>Set and pursue personal goals.</td>
</tr>
<tr>
<td></td>
<td>Adjust behaviors by applying previously understood information,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some examples?</td>
<td>How can it be evaluated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic:</strong> Learn to communicate ideas and beliefs in a clear and concise way to a variety of audiences.</td>
<td>Assignments that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-curricular:</strong> Join and participate regularly in a campus or community organization. Identify a cause or activity important to you and volunteer your time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What are some examples?</strong></td>
<td><strong>How can it be evaluated?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic:</strong> Take courses focused on a period of time, a religious tradition, a culture or a language other than your own.</td>
<td><strong>Assignments</strong> that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-curricular:</strong> Explore the art, music, or food of other cultural or ethnic communities. Live or work with others whose culture and traditions are different from your own.</td>
<td><strong>Assignments</strong> that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What are some examples?</strong></td>
<td><strong>How can it be evaluated?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic:</strong> Develop strategies that allow you to identify and use information critical to sound decision-making in multiple areas. Take courses that expand your ability to think creatively as well as critically.</td>
<td><strong>Assignments</strong> that require self-assessment and self-reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-curricular:</strong> Take advantage of campus resources, including classes, seminars and campus support services to learn how to best care for your physical and mental health.</td>
<td><strong>Assignments</strong> that require self-assessment and self-reflection.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Understand and articulate the generally accepted ethical principles and legal systems in the communities in which you live and work.
- Understand the ethical principles of other cultures, societies and environments.
- Exhibit respect for and preserve the dignity of others.
IUPUI Peer Institutions

Overview

1. Why important?
2. Who are they?
3. How selected?
4. How do we compare?
5. What institutions could be considered as aspirational peers?
Why Identify Peers?

1. Benchmark against
2. Basis of comparison
3. Setting goals and aspirations

Official Peers – Approved by Board of Trustees April 6, 2006

1. Temple University (Philadelphia, PA)
2. University at Buffalo (Buffalo, NY)
3. University of Alabama at Birmingham (Birmingham, AL)
4. University of Cincinnati - Main Campus (Cincinnati, OH)
5. University of Colorado Denver/Anschutz Medical Campus (Denver, CO)
6. University of Illinois at Chicago (Chicago, IL)
7. University of Louisville (Louisville, KY)
8. University of New Mexico - Main Campus (Albuquerque, NM)
9. University of South Florida - Main Campus (Tampa, FL)
10. University of Utah (Salt Lake City, UT)
11. Virginia Commonwealth University (Richmond, VA)
12. Wayne State University (Detroit, MI)

*Can be found on IRDS website with links to institutions https://irds.iupui.edu/*
Process Used to Identify

1. Presented to the Board of Trustees – April 7, 2006
2. In 2006 Peer institutions for IUPUI were selected through a series of analyses and discussions between the IUPUI Chancellor’s Cabinet and the Associate Vice President for University Planning, Institutional Research, and Accountability (at the time Victor Borden).
3. Part of IU Mission Differentiation Project

Methods Used to Identify

1. The modeling analysis employed a hybrid threshold/distance methodology, wherein the target institution (IUPUI) was compared to all other institutions in the selection pool across a varied set of measures.

2. For each measure, ranges were defined according to the distribution of institutions around the IUPUI value. Percentile ranges were used to determine the cutoff points. Institutions within a 10 percentile range (+/- 5 percentile) were deemed most similar and assigned zero points. Institutions beyond percentile range but within 25 (+/- 12.5) percentile points were assigned 1 point. Point values increased for institutions less similar, from 3 to 10 to 25 for the next three concentric percentile ranges. The distance of an institution from IUPUI was determined by summing the assigned points across all measures.

3. The interactive model also allowed the user to weight any or all measures from zero (not included in the analysis) to an unlimited upper range. Various combinations were provided as examples.

4. The model also accommodated setting aspirational values for any or all of the measures. Peer listings generated using the aspirational values illustrated institutions that are closest to the aspirational profile thus created.
Methods and Selection Criteria

Considerations (based on 2003, 2004 and 2005 data primarily from the Integrated Postsecondary Education Data System -IPEDS)

- **Fall Enrollments**: Undergrad, Grad/Professional, Course Load (PT, FT)
- **Student Profile Characteristics**: Gender, Race/Ethnicity/Citizenship Status, State Residency, FT Undergrad Age
- **Undergraduate Admissions**: Matriculation, Avg SAT/ACT, Freshmen Top 10%, % Trad Cohort
- **First-Time Undergraduate Student Charges**: In-State and Out-of-State Tuition and Fees
- **First-Time, First-Year Undergraduate Student Aid**: Federal Aid and Institutional Aid
- **Student Progress and Achievement**: One-Year Retention, Six-Year Grad Rate, National Merit Scholars, Student Fulbrights
- **Class Size**: % less than 30 and % 100+ students
- **Degrees Conferred by Level**: Associate, Bachelor's, Master's, First Prof., Doctoral
- **Degrees Conferred**: By Program Area
- **Faculty Profile**: Total, % Medical, % Tenure Track, % Female, Percent Minority, % Underrepresented Minority, Avg. Full Professor Salary, Avg. Assistant Professor Salary.
- **Faculty Awards and Recognitions**: Current active members in the National Academies, which includes the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine; National Academy of Public Administration, American Council of Learned Societies, Fulbright Fellowships, Guggenheim recipients.
- **U.S. News & World Report Rankings**: Total ranked graduate and undergraduate programs, and those in Top 10 and Top 25.
- **Library Comparisons**: Library Holdings, Current Serials, Gate Count per week, Expenditures for Electronic Materials, Total Library Expenditures Per FTE
- **Research Indicators**: Total Expenditures, % Revenue from Grants and Contacts, Research Expenditures per FT Tenure-Track Faculty, Highly Cited (ISI)
- **Resource Indicators**: Operating Expenditures, Oper Exp. Per FTE, Tuition and Fees + State Appropriations, Alumni Giving Rate, % Exp on Instruction, Research, and Service, % Exp on Administrative and Support Service.

Based on the initial analyses and a face-to-face simulation meeting, the Chancellor and his staff selected a set of 12 institutions as a core peer group. In addition, they identified an aspirational reference group to monitor “20-year targets of excellence.”

1. The Ohio State University
2. University of California-Los Angeles
3. University of Minnesota
4. University of Washington-Seattle
## Other Peers for Consideration – Urban Peers not Already on List of Official

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Enrollment</th>
<th>Undergrad Enrollment</th>
<th>Percent of Undergrad - African American</th>
<th>Percent of Undergrad - Latinx</th>
<th>Percent of FT, FT - Pell</th>
<th>FT/FT One Year Retention 2015 Cohort</th>
<th>Six-Year Graduation – 2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>29,804</td>
<td>21,748</td>
<td>10%</td>
<td>7%</td>
<td>41%</td>
<td>74%</td>
<td>46%</td>
</tr>
<tr>
<td>Cleveland State</td>
<td>16,864</td>
<td>12,352</td>
<td>17%</td>
<td>5%</td>
<td>46%</td>
<td>71%</td>
<td>41%</td>
</tr>
<tr>
<td>Georgia State</td>
<td>32,237</td>
<td>25,228</td>
<td>42%</td>
<td>10%</td>
<td>57%</td>
<td>83%</td>
<td>53%</td>
</tr>
<tr>
<td>Portland State</td>
<td>26,627</td>
<td>21,071</td>
<td>4%</td>
<td>12%</td>
<td>42%</td>
<td>74%</td>
<td>48%</td>
</tr>
<tr>
<td>UMass-Boston</td>
<td>16,847</td>
<td>12,847</td>
<td>16%</td>
<td>14%</td>
<td>46%</td>
<td>79%</td>
<td>45%</td>
</tr>
<tr>
<td>University of Memphis</td>
<td>21,301</td>
<td>17,183</td>
<td>36%</td>
<td>5%</td>
<td>40%</td>
<td>80%</td>
<td>42%</td>
</tr>
<tr>
<td>University of Missouri – Kansas City</td>
<td>16,936</td>
<td>11,704</td>
<td>12%</td>
<td>8%</td>
<td>36%</td>
<td>75%</td>
<td>49%</td>
</tr>
<tr>
<td>University of Missouri - St. Louis</td>
<td>16,989</td>
<td>13,898</td>
<td>15%</td>
<td>3%</td>
<td>47%</td>
<td>79%</td>
<td>53%</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>8,037</td>
<td>6,442</td>
<td>16%</td>
<td>12%</td>
<td>50%</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>28,664</td>
<td>19,123</td>
<td>5%</td>
<td>3%</td>
<td>13%</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>University of Wisconsin - Milwaukee</td>
<td>25,601</td>
<td>20,968</td>
<td>8%</td>
<td>10%</td>
<td>36%</td>
<td>72%</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Fall 2015 Comparisons

**Note:** All are Large, Urban Public

<table>
<thead>
<tr>
<th>Institution</th>
<th>Headcount</th>
<th>Selectivity</th>
<th>Urbanization</th>
<th>Avg. SAT /ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>3604</td>
<td>3</td>
<td>City Large</td>
<td>1015</td>
</tr>
<tr>
<td>Temple U (PA)</td>
<td>4892</td>
<td>1</td>
<td>City Large</td>
<td>1135</td>
</tr>
<tr>
<td>U at Buffalo, SUNY (NY)</td>
<td>3607</td>
<td>1</td>
<td>Suburb Large</td>
<td>1162</td>
</tr>
<tr>
<td>U of Alabama-Birmingham (AL)</td>
<td>1590</td>
<td>1</td>
<td>City Midsize</td>
<td>26</td>
</tr>
<tr>
<td>U of Colorado Denver (CO)</td>
<td>1278</td>
<td>2</td>
<td>City Large</td>
<td>25</td>
</tr>
<tr>
<td>U of Illinois-Chicago (IL)</td>
<td>3462</td>
<td>2</td>
<td>City Large</td>
<td>23.3</td>
</tr>
<tr>
<td>U of Louisville (KY)</td>
<td>2735</td>
<td>1</td>
<td>Suburb Large</td>
<td>24</td>
</tr>
<tr>
<td>U of New Mexico (NM)</td>
<td>3289</td>
<td>2</td>
<td>City Large</td>
<td>25.5</td>
</tr>
<tr>
<td>U of Utah (UT)</td>
<td>3086</td>
<td>1</td>
<td>City Midsize</td>
<td>22.5</td>
</tr>
<tr>
<td>Virginia Commonwealth U (VA)</td>
<td>4061</td>
<td>2</td>
<td>City Midsie</td>
<td>1100</td>
</tr>
<tr>
<td>Wayne State U (MI)</td>
<td>2320</td>
<td>2</td>
<td>City Large</td>
<td>23.1</td>
</tr>
</tbody>
</table>

## Fall 2015 Comparisons

**Note:** All are Large, Urban Public

<table>
<thead>
<tr>
<th>Institution</th>
<th>Federal Pell Grants</th>
<th>Under Rep. Minorities</th>
<th>24 yrs or older</th>
<th>Campus Housing</th>
<th>First Fall GPA Below 2.0</th>
<th>Fall-Spring Retn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>42%</td>
<td>15%</td>
<td>1%</td>
<td>37%</td>
<td>20%</td>
<td>88%</td>
</tr>
<tr>
<td>Temple U (PA)</td>
<td>28%</td>
<td>19%</td>
<td>0%</td>
<td>78%</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>U at Buffalo, SUNY (NY)</td>
<td>35%</td>
<td>14%</td>
<td>0%</td>
<td>78%</td>
<td>15%</td>
<td>95%</td>
</tr>
<tr>
<td>U of Alabama-Birmingham (AL)</td>
<td>34%</td>
<td>26%</td>
<td>1%</td>
<td>71%</td>
<td>12%</td>
<td>93%</td>
</tr>
<tr>
<td>U of Colorado Denver (CO)</td>
<td>38%</td>
<td>34%</td>
<td>1%</td>
<td>24%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>U of Illinois-Chicago (IL)</td>
<td>58%</td>
<td>43%</td>
<td>0%</td>
<td>37%</td>
<td>18%</td>
<td>91%</td>
</tr>
<tr>
<td>U of Louisville (KY)</td>
<td>31%</td>
<td>13%</td>
<td>0%</td>
<td>74%</td>
<td>16%</td>
<td>93%</td>
</tr>
<tr>
<td>U of New Mexico (NM)</td>
<td>41%</td>
<td>57%</td>
<td>0%</td>
<td>23%</td>
<td>10%</td>
<td>91%</td>
</tr>
<tr>
<td>U of Utah (UT)</td>
<td>29%</td>
<td>15%</td>
<td>0%</td>
<td>45%</td>
<td>12%</td>
<td>93%</td>
</tr>
<tr>
<td>Virginia Commonwealth U (VA)</td>
<td>32%</td>
<td>28%</td>
<td>0%</td>
<td>82%</td>
<td>14%</td>
<td>94%</td>
</tr>
<tr>
<td>Wayne State U (MI)</td>
<td>48%</td>
<td>22%</td>
<td>0%</td>
<td>38%</td>
<td>17%</td>
<td>93%</td>
</tr>
</tbody>
</table>
## 6 Year Graduation Rates

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Cohort Year 2008</th>
<th>Cohort Year 2009</th>
<th>Cohort Year 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. at Buffalo</td>
<td>72%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Temple U.</td>
<td>69%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>U. of South Florida - Main Campus</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>U. of Cincinnati - Main Campus</td>
<td>65%</td>
<td>65%</td>
<td>67%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>62%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>59%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>60%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>55%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>54%</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>40%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.- Indianapolis</td>
<td>44%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>U. of New Mexico - Main Campus</td>
<td>47%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>34%</td>
<td>35%</td>
<td>39%</td>
</tr>
</tbody>
</table>

### Difference Between IUPUI Peers Pell Grant Recipients

<table>
<thead>
<tr>
<th>Institution</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>41%</td>
</tr>
<tr>
<td>University of Illinois - Chicago</td>
<td>58%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>47%</td>
</tr>
<tr>
<td>Univ. of Alabama - Birmingham</td>
<td>34%</td>
</tr>
<tr>
<td>University at Buffalo - SUNY</td>
<td>34%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>31%</td>
</tr>
<tr>
<td>Temple University</td>
<td>28%</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>23%</td>
</tr>
</tbody>
</table>
Institutional Aid and Scholarships

- In 2014-2015, we ranked 11th out of 13 peers (ahead of only University of Colorado Denver/Anschutz Medical Campus and Virginia Commonwealth University).

- In 2015-2016, we ranked second to last (ahead of only University of Colorado Denver/Anschutz Medical Campus).

Based on The Integrated Postsecondary Education Data System (IPEDS)

National Survey of Student Engagement

Administered Spring 2015 FY and Seniors
About 560 colleges and universities participate in NSSE each year.
Over 1,600 have participated since 2000.

Official Peers (N=8)
- University at Buffalo, State University of New York (Buffalo, NY)
- University of Alabama at Birmingham (Birmingham, AL)
- University of Cincinnati (Cincinnati, OH)
- University of Illinois at Chicago (Chicago, IL)
- University of Louisville (Louisville, KY)
- University of South Florida (Tampa, FL)
- Virginia Commonwealth University (Richmond, VA)
- Wayne State University (Detroit, MI)
**High Impact Practices**

**First-Year Students**
- IUPUI students significantly more likely to participate in learning communities, service learning, internships or field experience, and capstones.
- IUPUI students less likely to participate in study abroad.
- Similar levels of participation in undergraduate research.

**Strengths**
- Participation in High-Impact Practices
- Quality Interactions With Faculty
- Talked About Career Plans With A Faculty Member
- Instructors Clearly Explained Course Goals And Requirements
- Writing And Speaking Clearly And Effectively
- Thinking Critically And Analytically
- Acquiring Job- Or Work-related Knowledge And Skills
- Working Effectively With Others
- Developing Or Clarifying A Personal Code Of Values And Ethics
- Institution Emphasizes:
  - Spending significant amount of time engaged in academic work
  - Providing support to help students succeed academically
  - Using learning support services (tutoring services, writing center, etc.)

**Areas of Concern**
- Work More Hours Off-Campus for Pay
- Work Fewer Hours On-Campus
- Less likely to feel institution emphasizes:
  - Spending time attending campus events and activities
  - Providing support for well-being (recreation, health care, counseling, etc.).
- Lower Interactions with Diverse Peers (based on race/ethnicity, religion, economic backgrounds, political views)
Seniors

Strengths

• Participation in High-Impact Practices
• Quality Interactions with Faculty, Other Students, Advisors, Student Services Staff, and Administrative Offices
• Writing and Speaking Clearly and Effectively
• Acquiring Job- or Work-Related Knowledge and Skills
• Examining the Strengths and Weaknesses of your Own Views on a Topic or Issue
• Institution Emphasizes:
  • Providing support to help students succeed academically
  • Using learning support services (tutoring services, writing center, etc.)

Areas of Concern

• Work More Hours Off-Campus for Pay
• Work Fewer Hours On-Campus
• Spend more time Providing Care for Dependents
• Less likely to feel institution emphasizes:
  • Spending time attending campus events and activities
  • Providing support for well-being (recreation, health care, counseling, etc.).
• Fewer Interactions with Diverse Peers (based on race/ethnicity, religion)
• Lower time spent on Analysis of Numerical Information (evaluated and reached conclusion)

Contact Information

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Assistant Vice Chancellor
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317-278-2618

Institutional Research and Decision Support
irds.iupui.edu

IUPUI Data Link

Contact us with questions or requests for information!
IFC Athletics Affairs Committee

Charge: This committee participates in the development of general athletics policies related to academic matters, team competition, and practice schedules within the scope of athletics conference and association rules. The committee participates in the approval of plans for addition / elimination of sports and plans for significant modification of athletics facilities. The Chancellor shall appoint the IUPUI Athletic Affairs Committee on the recommendation of the IUPUI Faculty Council Executive Committee. The Committee shall consist of 7 voting members. The Committee's voting membership shall have a majority of faculty. (Bylaw III.B.2).

Monthly meetings during the academic year with 1) Dr. Roderick Perry, Director of Athletics; 2) Gail Barksdale, Deputy Director of Athletics; 3) Denise O'Grady, Associate AD for Academics; 4) Jared Chasey, Associate AD for Compliance; 5) Sharon Holland, Alumni Relations Representative; 6) Christine Fitzpatrick, Chief of Staff, Office of the Chancellor; and 7) Trista Sunderland, Athletics Administrative Manager.
## Committee Composition

### 2016-17 AAC
- Jennifer Guiliano (2019)
- Malcolm Moran (2019)
- Stuart Warden (2019)
- Darwin May (2017) - Community Leader
- Robin Hughes (Standing Appointment through Chancellor’s Office) - Faculty Athletic Representative
- Lennart Kuester – Student Athlete Advisory Committee Representative (SAAC)¹
- Matthew Stowe – Student Athlete Advisory Committee Representative

### 2017-18 AAC
- Jennifer Guiliano (2019)
- Malcolm Moran (2019)
- Stuart Warden (2019)
- Jeremy Wilson (2020)
- Stan Burton, Community Leader (2020)
- Robin Hughes, Faculty Athletic Representative
- Jeremy Breedlove, Student Athlete Advisory Committee Representative
- Michael Johnson, Student Athlete Advisory Committee Representative

¹While two SAAC Reps may be present, the organization only gets one vote.

## Annual Topics Re: Student-Athlete Well-Being

- Monthly reports from the Director of Athletics
- NCAA Policy Changes
- External Affairs Updates
- Compliance and Governance Report
- NCAA Policy on Combating Sexual Violence
- Office of Sports Medicine Update
- Nutrition Update
- Strength & Conditioning Update

- Missed Class Time Reports by semester and sport
- Student-Athlete Academic Performance Reports
- Budget and Fiscal Affairs Update
- Development Update
- SAAC Update
- Life Skills Update
Policy & Procedural Changes: Revised Missed Class Time Policy

- No student-athlete may miss class due to scheduled team meetings, strength and conditioning practice, and individual or team practice.
- Excused absences, at the discretion of the individual class instructor, are allowed for travel to and from away contests or to compete in home contests.
- Coaches to schedule in such a manner that the team, as a collective body, will not miss a total of 10 class days total over the course of the semester.
- Individual student-athletes should not miss more than four class days of any one class over the course of the semester.
- No contests, except for Conference or NCAA contests, may be scheduled during final exam periods. Exceptions must be requested by the Director of Athletics and forwarded to the IUPUI Athletics Affairs Committee for approval.
- In accordance with NCAA regulations, no class time shall be missed in the sports of Softball, Soccer, Volleyball, and Cross Country for competition (including travel) during their non-championship segment.
- Review of missed class times and academic performance for teams will occur post-hoc by the IUPUI Athletics Affairs Committee to ensure sustained and/or improving performance in the classroom.
- If necessary, corrective measures will be suggested by the committee for the next year of competition and academics.
- Per NCAA regulations, this policy excludes the Men’s Basketball team, which must seek approval of their competition schedule prior to the season.