

IUPUI Faculty Council Committee

Annual Report 2010-11

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Action Items:

Action Items	Status
Early Promotion and Tenure Policy	Finalized. Passed by IFC, 4/5/2011.

Discussion Items:

Discussion Items	Status
Students' Evaluations of Teaching (or Students Feedback Survey)	Active subcommittee now morphed into an IFC task-force chaired by Robert Yost. Survey in preparation.
Statement of Faculty Work ("Plater document")	Research is ongoing. W. Babler directs subcommittee to review and rewrite the entire document.
Disruptive Faculty Behavior Guidelines	Active subcommittee work (chaired by L. Garetto). Draft of "Credo" statement ready. Draft of "self-assessment" document in the works.
Updating of Faculty Contracts following Promotion or Reassignment	Discussion initiated. Subcommittee chaired by Sara Hook. Work to be done in the fall of 2011.
Work Conditions of Associate Faculty	Conversations held with Associate Faculty Coalition representatives. FAC participated in a forum on contingent faculty. Statistical research has been conducted. Ongoing discussion.
Lecturers Policy	Discussion held. Recommendations submitted to the IFC EC.
Faculty Late to or Absent from Class	Discussion held. Recommendations submitted to IFC EC.
IUPUI Admission Committee vs. Faculty Grievance Advisory Panel	Discussion held. Recommendations submitted to IFC EC and Handbook Committee. Part of the issue is purview of the Constitution and Bylaws Committee.
Professor of Practice Policy	Extensive discussions held. Initial recommendations submitted to the IFC EC. Special research report submitted to the IFC EC. Resolution submitted by FAC to the IFC EC. Two more resolutions prepared by FAC for the IFC to the IFC EC.
Early Retirement Plan	Discussion withdrawn (became pointless).
Honors College representation on the IFC	Discussion not initiated.
IU Handbook Academic Freedom Policy in light of Supreme Court 2006 Decision	Discussion not resumed.

Action Items to be carried over to 2010-2011:

Action Item(s)	Status
Statement of Faculty Work	Research and rewrite the document, and hold IFC discussion.
Professor of Practice Policy	Continue mentoring the development of that policy if that remains possible.
Disruptive Faculty Behavior Guidelines	Finalize and discuss “Credo” document and “Self-assessment” document separately at the IFC

Discussion Items to be carried over to 2010-2011:

Discussion Item(s)	Status
Updating of Faculty Contracts	Examine especially consequences of lack of contract updating on NTTF.
Students' Evaluations of Teaching (or Students Feedback Survey)	Continuation of study. Initial survey of faculty.
UFC Faculty Affairs Committee	Examine ramifications of the suppression that UFC committee on faculty policies.
Promotion of Senior Lecturers	Examine feasibility of creating a third lecturer rank: principal lecturer.
Work Conditions of Part-Time Faculty	Continue study and come up with general suggestions for the campus schools and the Administration
Trustees' Teaching Awards	Examine whether IUPUI's interpretation of the Trustees' policy remains misguided.
Honors College representation on the IFC	Determine whether that's a good idea, and if so, how it could be implemented without any redundancy

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ISSUES DISCUSSED BY THE FACULTY AFFAIRS COMMITTEE IN 2010–2011

The Faculty Affairs Committee met as a whole six times during the academic year 2010–2011: on 9/22/10, 10/29/10, 11/19/10, 1/21/11, 3/25/11, and 4/29/11. In addition, various subcommittees met separately to fulfill their own assignments and report afterward, while the chair participated in numerous meetings with several parties for collateral discussions. The present report is based on the minutes of these meetings and summarizes committee discussions as they took place throughout the academic year, without necessarily seeking to sort out what is well grounded in investigated facts from what is mere opinion. The main intention is to apprise the IFC executive committee of what went on at FAC and what people think, correctly or not. Its usefulness is principally to share what is in people's mind.

SUBCOMMITTEES [ORGANIZATION]. Five subcommittees were appointed, as follows.

- (1) **STATEMENT OF FACULTY WORK.** Chair: Bill Babler. Members: Ben Boukai (Fall 2010), Yaobin Chen, Eyas Hattab (Spring 2011), Sally Hornback, Mary Fisher.
- (2) **FACULTY LETTERS OF REAPPOINTMENT AND CONTRACTS.** Chair: Sara Hook. Members: Lisa McGuire, Steve Miller, Jeff Rothenberg.
- (3) **EARLIER-THAN-NORMAL TENURE POLICY.** Chair: André De Tienne. Members: Deb Lahiri, Marianne Wokeck.
- (4) **GUIDELINES TO HANDLE DISTURBING FACULTY BEHAVIOR.** Chair: Larry Garetto. Members: Jaena Alabi (Fall 2010), Dean Hawley, Ann O'Bryan (Spring 2011), Pat Wittberg, Mary Fisher.
- (5) **STUDENT FEEDBACK SURVEYS.** Chair: Robert Yost. Members: Jan Beckstrand, Sherree Wilson.

1. EARLY TENURE AND PROMOTION POLICY [ACTION ITEM].

A FAC subcommittee (De Tienne, Lahiri, and Wokeck) revised an old document known as the “Earlier-than-Normal Tenure Recommendations” promulgated by former Chancellor Bepko in 1988 (23 years ago). The revision was submitted to the entire committee and was further fine-tuned. Background material was gathered, related policies were examined to prevent policy conflicts, and several issues were discussed, including the possibility for early-tenure candidates to withdraw their request at any time before the President's final decision (since this is an IU Academic Handbook policy, it has to be respected). The first IFC reading occurred on 1 March 2011. The proposal elicited a number of questions, less regarding the details of its wording than the spirit of the policy. One IFC member suggested that we could simply get rid of the policy altogether and have all faculty go up for tenure only at the regular end of their probationary period, but there was fortunately no echo to that radical suggestion. Worry was expressed regarding the possibility that many faculty would suddenly try to go up early. Although no data are known or kept about early P&T, the impression is that it is not a frequently used option (two or three cases a year). There is no reason to believe that this would change. The importance of having early candidates being adequately informed about the process, its stakes, and its risks, was emphasized. A special policy stipulation was therefore added requiring candidates to discuss the request for early review with their mentors, the department chair, or the appropriate dean. The revised policy (minus its preamble) was presented at the IFC meeting on 5 April 2011. Discussion centered on the last sentence of section A “Definition and Applicability.” That sentence read “For example, a seven-year probationary period in a school that has extended its length to nine years remains standard and will not be conducive to an “early” request.” Its ending clause “and will not be con-

ductive to an ‘early request’” was found to “make no sense whatsoever.” A friendly amendment was made to delete it, leaving the rest of the sentence unmodified. The amendment carried. The IFC then voted unanimously in favor of the policy. Subsequently FAC revised the truncated ending for elegance and turned it into the following sentence: “In such schools, the seven-year probationary period remains standard.”

2. STUDENT FEEDBACK SURVEY [DISCUSSION ITEM].

See the FAC annual report for 2009–2010 for plenty of relevant details. Subcommittee chair Robert Yost managed to get his subcommittee transformed into a campus-wide task force empowered to continue the work done so far in collaboration with PRAC. That work had been conducted far enough to determine what was the range of issues affecting current student surveys, and what would be ways to remedy them so as to make them more useful to the faculty and their administrators and to clarify their role, summative or formative. In the end the Administration declined to sponsor the task force, and Yost turned to the IFC Executive Committee instead, who promptly endorsed the concept. Under examination is a bank of survey questions with clearly differentiated purposes, the understanding being that there is no desire to impose any sort of uniform survey across schools or even departments: surveys must be adapted to the wide variety of pedagogical methods and classroom dynamics. This initiative is relevant to all schools, professional or not. PRAC has conducted a random survey of about 200 faculty regarding student surveys: how do they see them being used, how valuable do they think they are (there are about a dozen questions). Not to be lost is the fundamental concern regarding the role to be played by student surveys in the administrative evaluations of faculty teaching at all levels, especially as far as it regards promotion or tenure. The task force met four times during the year. It has reached a number of conclusions that will be summed up together in a report in the fall.

3. STATEMENT ON FACULTY WORK [DISCUSSION ITEM].

See the FAC annual report for 2009–2010 for plenty of relevant details. Bill Babler heads the FAC subcommittee charged with revising the statement on faculty work, which needs to be both more comprehensive and more general than the current one. So far materials have been gathered from most schools regarding their own relevant guidelines or policies; those documents are vastly unequal as far as depth and breadth are concerned. The subcommittee will use those documents, as well as the related AAUP statement, to outline all the elements that need to be in a campus statement. More progress will be accomplished in the fall.

4. LECTURERS POLICY [DISCUSSION ITEM].

FAC learned that John Applegate, IU Vice President for University Regional Affairs, Planning, and Policy, had reviewed how the IU campuses were handling the appointment and advancement of lecturers on the basis of the 2001 policy described in the *IU Academic Handbook* pp. 84–86. Applegate found that half the campuses, including IUPUI, were not in compliance. The crux of the problem concerns whether lecturers promoted to senior lecturers are or not getting long-term contracts, whether they are retained beyond the probationary period without a promotion, and whether they are given due process during the probationary period or at the expiration of a contract. It appears the 2001 policy has been misinterpreted by different sides. How to transition to full compliance without creating personnel problems, and without grandfathering people into a revised system, is not evident.

Applegate’s reading of the policy is that lecturers, because they “shall be given long-term contracts after a probationary period of not more than seven years” (p. 85), cannot be given the option of an indefinite succession of short-term contracts: the policy essentially amounts to an up-

or-out system. Whether that interpretation is correct is one issue being pursued at the UFC level (it would be inconsistent with how research or clinical positions are handled). What concerns IUPUI is whether we are following the long-term contract language of the policy, whereby lecturers after a probationary period are promoted to senior lecturers and appointed to long-term contracts. FAC learned that IUPUI Deans were not thrilled by Applegate's reading of the Academic Handbook, and would prefer a more flexible interpretation. One reason is that there are lecturers who are doing very good work year after year but who are simply not interested in getting promoted to Senior Lecturer, while their Department heads are happy with their performance and would hate to let them go because of the good work they are doing. Those chairs don't relish the idea of having to hire a new lecturer (which involves a full-blown search committee with attendant time and costs) to replace someone they are happy with, while making that valuable person thoroughly unhappy.

A number of IUPUI schools are actually complying with the Applegate reading of the Handbook. Many are providing their lecturers with regular performance reviews as expected of a probationary period, and encourage them to get promoted to senior lecturers with longer-term contracts. That is generally what happens. But there are lecturers who are happy with indefinite shorter-term contracts, and who do not ask or need to be put on a promotion track.

The FAC chair was invited by the IFC Executive Committee to discuss the Applegate reading of the IU Academic Handbook policy to present our Committee's views about it. He made the case for a flexible solution, which would require changing the wording of the Handbook. IFC President Jack Windsor explained that VP Applegate is open to such a solution: what concerns him is compliance with the Handbook, and if we change the Handbook to reflect current practice, then the current compliance issue will disappear. Windsor asked FAC to write him a memo supporting this more flexible policy; he intends to convince his UFC colleagues to appoint a UFC FAC charged with rewording the Handbook policy. THE MEMO SUMMING UP FAC'S RECOMMENDATIONS IS FOUND IN APPENDIX 2 TO THIS REPORT.

NEW FAC RECOMMENDATION: A great solution would be to create a third category of lecturers, which could be called "Principal Lecturer" (see Appendix 4, "Discussion and Recommendations regarding the Professor of Practice Proposal," section 7.2). Precedents for such a position exist in several universities, including Carnegie Mellon University, the University of Pennsylvania, the University of North Texas, the Rochester Institute of Technology, the University of Washington, Utah State University, Michigan Technological University, Northern Arizona University, Arizona State University, and Trinity College (Hartford, CT). " Senior lecturers the FAC chair approached about this idea are in favor of it. It deserves to be further examined, and that should be an important discussion item for next year.

5. ASSOCIATE FACULTY COALITION: WORK CONDITIONS OF PART-TIME FACULTY [DISCUSSION ITEM].

Tracy Donhardt (President of the Associate Faculty Coalition [AFC]), Amanda Roberts (AFC secretary), Joe Weaver and Jolene Kernick (AFC advisory board members) made a presentation at the October meeting of FAC. What the AFC wanted from FAC was (1) to conduct a joint study of part-time faculty at IUPUI including their count, salaries, benefits, physical space conditions, professional development, job security, contracts, and circulation of relevant information; (2) create guidelines instructing schools to oversee the implementation of part-time faculty policies and to include part-time faculty in relevant committees; (3) create an Office of Part-Time Faculty (which would comply with a 1994 Trustees policy found in the *IU Academic Handbook* p. 112). Donhardt said that the AFC's ultimate goal is equity and respect. The AFC wants to improve working conditions, improve the culture, and integrate part-time faculty within the faculty gov-

ernance structures, including giving them the right to vote on curriculum development and any other area that is integral to undergraduate education.

FAC considered a number of facts and issues, including the following. (1) Curriculum decisions are constitutionally under the authority of the tenure-track and tenured faculty. The AFC wants that to change. (2) There are many categories of part-time faculty, each motivated by different objectives and funded differently, and it is counterproductive to lump them all together indiscriminately. (3) The Coalition is far from being representative of the whole part-time population; distinctions need to be made for the sake of clarity: graduate students employed as TAs, for example, are not part-time faculty but students under training and supervision—it's a category subject to a different set of rules. (4) The "associate faculty" category is not clear-cut; terminology varies from school to school without rigor. (5) The IU Handbook specifies (p. 65) that "'part-time' is not an appointment classification, but is a descriptive term indicating that the appointee is employed in an appointment classification at less than 1.0 FTE." What needs to be distinguished are all the academic instructional and non-instructional appointments listed at the end of the Handbook that allow for part-time employment. The Handbook contains a number of short statements scattered in various places concerning part-time employment. They need study and careful interpretation (several of those statements are open-ended and call for new policies to be crafted). (6) The logic of the academic job market in surrounding colleges, universities, and Ivy Tech. (7) The low pay of part-time faculty. (8) Different strategies of investigation: local, regional, comparative.

FAC acknowledges that the part-time faculty situation is often lamentable. If the work conditions and status of part-time faculty at IUPUI are to improve, it would improve the status and the quality of education at least in some schools, if not even within the whole undergraduate program at IUPUI. If part-time instructors have good pay and good status, then IUPUI can boast having quality instructors and quality education. Faculty Council deliberation is needed to help improve the situation, without turning it into a social movement. The main focus of the effort should be on student learning. It is necessary to compare real workloads to salaries to better understand differences between part-timers and full-time lecturers, for instance. Lecturers do a lot more than part-time faculty, they are also better credentialed: many part-timers don't have Ph.D.'s. The focus should be on the fact that part-time faculty are major players in educating students. What is problematic is how they as a category fit within the faculty organization. As to the claim that part-time faculty teach better than full-time, it is completely gratuitous and dubious, given the track record of our tenured teaching faculty.

The AFC has wanted to form a task force with FAC, but FAC is a very busy committee with lots of priorities, and doesn't want the AFC to govern its handling of part-time faculty issues, keeping in mind that the AFC is not officially recognized by IUPUI and is not representative of the part-time faculty. FAC will adopt a course of inquiry that suits its calendar. Several things need to be done, including especially a clarification of the different existing categories of part-time faculty and their distribution across campus units. The terminology used to refer to them varies wildly, as do their missions, their pay, and their personal motivations. As long as we don't have a good grip on those points, discussion will remain fruitless. We need more refined statistics, and they may well show that IUPUI is not so far out of line, compared with other institutions, than claimed. Part-time faculty play an essential role in university education, and we need better data. There are several critical points to keep in mind, including the part-time faculty's influence on curriculum matters and their involvement in governance. We shouldn't downplay the fact that there is a moral issue in any case: a lot of those part-time faculty do work very hard with great dedication, but for little pay. At the same time we cannot gauge the contribution of contingent faculty as a percentage of a full-time position: the levels of responsibilities, competence, and engagement are not commensurate.

6. THE AAUP SPECIAL FORUM ON CONTINGENT FACULTY [DISCUSSION].

The FAC chair represented FAC on the panel convened for this forum on contingent faculty (21 February 2011) organized by the AAUP local chapter in conjunction with the Associate Faculty Coalition. He presented numerous statistical data about the contingent faculty population at IUPUI (later forwarded to the IFC EC: SEE APPENDIX 7). Other panelists include Robert Yost, Marianne Wokeck (as moderator; president of the AAUP local chapter), Dean Bill Blomquist, Jean Robertson (Herron), and Rich Schneirov (past president of the AAUP Indiana Conference).

AAUP has published an abundance of discussions on contingent faculty. In the Red Book (AAUP Policy Documents & Reports, 10th edition, 2006), relevant documents include “The Status of Part-Time Faculty: (1980, pp. 73–83); “On Full-Time Non-tenure-Track Appointments” (1986, pp. 85–92); and “Contingent Appointments and the Academic Profession” (2003, pp. 98–114). The AAUP journal, *Academe*, has devoted several issues to the topic: Nov.–Dec. 2008: “Contingent Faculty Fighting For Equity,” “Gender and Contingency,” “The problem with Post-docs”; Jan.–Feb. 2010: “Graduate Student Labor”; July–Aug. 2010: “A Primer on Improving Faculty Conditions.” A recent “Supplement to *Academe*,” vol. 96 (2010), has an article on “Tenure and Teaching Intensive Appointments” (pp. 89–100). And let’s not forget a useful article by former Dean of the Faculties William Plater: “Using Tenure: Citizenship within the New Academic Workforce” in the *American Behavioral Scientist* 41.5 (Feb. 1998): 680–715.

A useful list of issues to be considered is the following: types of time-related commitment of the institution toward the different categories of contingent faculty; tenurability at any professorial rank with varying criteria; budgetary pressures (decrease of state and federal support; investment in technology and physical plant); impact of contingent faculty on student learning; economic security, salaries, fair compensation, equity, fringe benefits; hiring process; evaluation and development of contingent faculty; flexibility in hiring and work schedule; academic freedom; workload distribution (teaching, research, service); engagement in faculty governance; conversion to the tenure track; distinction between permanent appointment and tenure; limitation of contingent appointments (AAUP: 15% institution-wide, 25% within department); timing of appointment and reappointment; term of notice of non-reappointment and evaluation leading to it; practice of hiring contingent faculty to replace full-time faculty; participation in curriculum planning and student advising.

A FAC member suggested that FAC considered examining the possibility of instituting “Teaching Professor” ranks at the assistant, associate, and full levels. Many things can and should be done to improve the work conditions of contingent faculty. We may not be able to effectuate big changes, given budgetary conditions, but paying more attention to the legitimate demands of the large part of faculty constituency represented by contingent faculty is important for the well-being of the institution as a whole. This is a set of questions that fall within the purview of our committee; from that standpoint, FAC ought to make these issues its own.

7. DISRUPTIVE FACULTY BEHAVIOR [DISCUSSION ITEM].

Over the spring and summer 2010, Mary Fisher set up a special task force that sought to clarify how best to help and handle faculty whose behavior causes concerns due to its negative effects on students, colleagues, or themselves. Incidents occur regularly that involve faculty who may be undergoing a personal or professional crisis, or who engage in some sort of excessive behavior that brings people to complain. How to bring such problems to the attention of those faculty or that of their hierarchy, how to induce them to change the behavior or solve the situation causing it, are among the questions to be addressed. At stake are not the problems that would lead faculty to a post-tenure review, nor conduct that would be the prerogative of a court of law. It’s rather the kind of procedures that should be put into place that would help remedy troublesome faculty behavior while not stepping onto the boundaries of academic freedom.

What is wanted is a faculty-approved set of procedures that can be effective and not bureaucratically slow and burdensome, while still ensuring due process. Behaviors that are not acceptable could be identified and classified. Guidelines spelling out stages of remedies and their further consequences would be useful (for instance, what to do if a full-time faculty is no longer allowed to teach, as far as that person's salary is concerned?). The Dean of the Faculties Office has often acted as a kind of ombudsperson on a case-by-case basis, without clear general guidelines, but seeking to resolve issues within the confines of existing university policies. Some professional schools have elaborate codes of conduct for their employees, based on considerations that pay heed to the fact that such schools often serve the public in various forms. In some schools, clinical faculty have a contract that commits them to responsible behavior and addresses the possible loss of privileges in case of a breach. Identifying the threshold beyond which a behavior is no longer acceptable may be key (such as the first time it generates a complaint, formal or informal).

The *Academic Handbook* includes a fairly detailed "Code of Academic Ethics" (pp. 54–63). Few faculty have read that document and are aware of such things as the assumption that "academic personnel will accept without reservation the rules of conduct outlined in the *Code of Student Rights, Responsibilities and Conduct* that are generally applicable within the University community" (p. 55). The "enforcement procedures" (pp. 62–63) may not be adequate or effective to handle the type of egregious behavior that would call for swift remedy. In the Medical School there are rapid response teams that are student-run (they include a student, a peer, and an administrator); those teams talk to all parties in a dispute. There are various levels of intervention to consider when approaching an offending faculty: from the informal coffee conversation with a neutral counseling party to a more serious review of the case accompanied by specific measures, up to eventual non-reappointment or dismissal. Part of what is needed is to get a good sense of what is the appropriate level of intervention to apply in a given situation, so as to avoid blowing it unnecessarily out of proportion. Another component of the solution involves training supervisors or administrators in conflict-resolution techniques and in nurturing a positive and open environment with an established culture or a set of widely known rules through which personnel conflicts are handled or faculty in distress are offered help. FAC discussed elements of the Virginia Tech policy and of the Vanderbilt code and conduct model that is inspiring the School of Medicine's current rethinking of their practice and even training.

Larry Garetto has been actively chairing a FAC subcommittee on Disruptive Faculty Behavior. Documents have been gathered from different institutions that have spearheaded initiatives in the desired direction (Saint-Louis U., Tulane, Vanderbilt). Vanderbilt has been emphasizing "collegial interaction," a positive concept that we should use; they provide good suggestions as to how to respond to non-collegiality. Some principles are worth keeping in mind, like "what you permit, you promote." The subcommittee has been working with IUSM to get involved in one of their training workshops. One of the subcommittee's aims is to take the Vanderbilt document and adopt it as a framework for a general IUPUI document. Another aim is to examine peer-to-peer intervention steps. The subcommittee prepared two working documents: a "Draft IUPUI Credo (based on Vanderbilt model)" delineating six categories of aspirational behaviors, and "Working from the VUMC Credo"—a four-sheet tabular representation of how different Credo items corresponding to the six categories could be scored in order to self-assess performance. The document is aspirational and addresses appropriate behaviors. It focuses on a civility-based process. The next step is for some subcommittee members to attend a series of training seminars organized by Vanderbilt University experts at the IU Medical School; they will take place over the spring and summer. That initiative constitutes a massive undertaking, for its scope extends to the sixteen or so hospitals that are part of the IU medical system.

8. UPDATING OF FACULTY CONTRACTS FOLLOWING PROMOTION OR REASSIGNMENT [DISCUSSION ITEM]

FAC has taken on the question of the frequent practice of not updating faculty contracts or reappointment letters in order to spell out new distributions of commitments or changes of expectations or special agreements between the administration and individual faculty. Often arrangements are made informally, but the absence or lack of documentation may prove detrimental, especially when there is a change of guard in a department or school. Non-tenure-track faculty are especially vulnerable in that regard. A subcommittee chaired by Sara Hook was constituted to handle that discussion, and its first mission is to clarify what the real issues are. It involves questions of job security—itself a not-so-clear concept—and also of administrative organization, for it is important that we avoid excessive bureaucratization of a process that needs to remain nimble and flexible. Having a set of best practices can make a positive difference (including having letters of agreement on file). Some schools have workload documents and memoranda of understanding. The subcommittee was unable to do much work this year, but will become more active in the fall of 2011.

9. PROPOSAL FOR A PROFESSOR OF PRACTICE POLICY [DISCUSSION ITEM].

In January 2011, the IUB Faculty Council endorsed the draft of a policy describing the rules and regulations that would define a new category of faculty called “Professors of Practice”—a one-rank-only position. The IFC EC asked FAC in March to study the document. The FAC chair first provided a preliminary analysis of the document at a meeting of the IFC EC, and delineated a number of concerns that were subsequently summed up in a memo submitted to the IFC EC (see Appendix 3). FAC learned that the Kelley School of Business was interested in this type of positions, which would be particularly useful to help move a number of clinical professors to far more suitable professor of practice positions. The School of Engineering needed them too. Another suggestion was that the new designation would be also useful to help increase faculty from less represented populations through the SRUF program. FAC’s position was that this was a momentous opportunity for IUPUI and that the policy needed to be crafted far more flexibly and intelligently than IUB had managed to do. There was also a consensus that three ranks of professors of practice would be far more advantageous than just one rank at IUPUI.

IFC President Jack Windsor forwarded the FAC memo to IUB stakeholders. Soon thereafter the PoP policy was discussed at the UFC for an hour, and our objections were aired, with little results. IUB Vice Provost for Faculty and Academic Affairs Tom Gieryn made inconsequential corrections to the policy and wrote to Windsor to say “I’ve attached a revised version of the PoP proposal, based on the many helpful suggestions for change at today’s UFC meeting. Actually, these were the relatively easy changes to make. Other legitimate issues were raised at the meeting, but it was not obvious to me on a first pass how they translated into new language for the policy. Let me know how you would like to move forward. It would be terrific if the objections heard today could be resolved in time for the Council to vote on April 26. Barb was right that John Applegate and University Counsel would need to vet the proposed policy before it goes before the Board of Trustees.” Windsor asked the FAC chair for comments on the revised policy. The latter decided to research the issue far more broadly by looking at other universities had done across the nation. He wrote a substantial report on his findings (Appendix 4) that he sent to Windsor three days before the subsequent meeting of the UFC took place. De Tienne was surprised that the PoP proposal was already slated as an action item on the agenda of that meeting. That was much too fast for such a significant new faculty policy.

After that meeting, Windsor reported that he had “raised the concerns and send IUB your review. They want it the way it is. They stated that they considered most of your issues when they were drafting the policy. However, the Deans (IUB) want it the way it is and they want it now.

They wanted to vote and I delayed it because I told them that a motion to pass and a vote required quorum, which we did not. They are going to try to do the motion and vote online before the end of the year.” FAC replied that this was disappointing, because one campus was seeking to impose its will over the other campuses. They may have “considered” the issues FAC raised, but clearly without taking into account non-IUB interests, and without sharing their reflections with the real stake-holders at IUPUI. They have especially failed to explain why allowing IUPUI to have a three-rank system is a bad idea, which demonstrates they have little care for the rest of IU’s concerns. The FAC chair asked whether it would be possible to send a circular to the entire UFC membership explaining IUPUI’s concerns to all campuses and urging all voters to get well informed and consider the legitimate non-IUB needs before deciding what’s best. Windsor replied that “Most of the people present voiced little concerns, especially those from the regionals. I pulled the issues and Provost Hanson, John Applegate, and Erika all did not understand our concerns. It all sounded like IUB wants it so why is it not acceptable. I voiced that this will be a University Policy not just an IUB policy, but got nowhere. I got little to no support from anyone so it will probably get voted on and passed. I can try sending your report to all the UFC members before they vote if you and FAC are fine with that. Your thoughts!”

FAC discussed the whole matter and found several egregious problems. An important one concerns due process, which went out the window. Creating a new category of faculty is an extraordinary move that requires, by the very nature of things in a “One University” system, to be thoroughly vetted by the faculty councils of all campuses. The *IU Academic Handbook* is not the IUB-only Handbook, after all. It stands to reason that an IU policy ought to be broader or more flexible and general than restrictive campus or school policies. IU policies must take care to do justice to the concerns and interests of all campuses and not of just one. The IUB Faculty Council endorsed Circular U8-2011. But that is not enough. The policy needs to be vetted and endorsed by all the campus faculty councils, or at least all of those that feel they have an important stake in the issue. IUPUI has important stakes in it, and they should not be ignored with an arrogant shrug, or bypassed by an offensive parliamentary maneuver. We need to be aware of the unintended consequences such a policy and the political maneuvering behind it will have. FAC cannot envision its going forward without IFC debate. The issue of academic freedom and tenurability needs to be debated extensively. The Administration’s push toward decreasing the body of tenured faculty in favor of contingent faculty is detrimental and the argument that such a push helps increase efficiencies is indemonstrable.

The PoP policy is precisely one that should have been discussed by an appointed UFC FAC committee that reflects about it from a university-wide standpoint. No such committee has been appointed for years, but if there is any issue calling for its appointment, this one was it. There clearly is a huge process problem here, and it cannot be allowed to go uncontested. There are two issues: one regarding the content of the PoP proposal, regarding which FAC voiced a lot of concerns that have not been properly answered or given due consideration. It is essential that FAC gets to hear what the IFC as a whole thinks of this issue, including the IUPUI Deans, who don’t seem to have been consulted. The other issue is political: IUB is seeking to monopolize the debate without regard for other campus concerns. They seem to think that just because the IUB Deans want the PoP policy, that is more than enough reason to pass it uncritically. That attitude is discourteous, invidious, and divisive. IUPUI cannot condone it.

FAC members moved that FAC issue a motion or resolution urging the IFC Executive Committee for specific action. The Committee voted unanimously in favor and asked the chair to compose the motion in a way that would reflect FAC discussion. THE TEXT OF THE RESOLUTION IS FOUND IN APPENDIX 5.

Subsequently an IFC discussion took place on 3 May 2011 where the FAC chair was given the opportunity to explain the difficulties both FAC and the IFC leadership encountered while dealing with the proposal. A significant result of that discussion yielded two distinct resolutions

offered by the IFC to the IFC EC at FAC's initiative, one regarding the Professor of Practice policy proposal, and the other regarding UFC process and procedures. THE TEXT OF THOSE TWO RESOLUTIONS IS FOUND IN APPENDIX 6.

10. FACULTY LATE TO OR ABSENT FROM CLASS [DISCUSSION ITEM].

Background: The IFC Executive Committee has asked FAC to examine whether "a policy for how long students should wait on lecturers or faculty to show up" in class would be useful. As it turns out, there is no official policy at Indiana University that addresses this issue. The *IU Academic Handbook* only states that "A teacher will plan and regulate class time with an awareness of its value for every student and will meet classes regularly," while the *Code of Conduct, Rights and Responsibilities* states that "Students have a right to . . . expect to interact with faculty who . . . meet classes as scheduled." After inquiry, De Tienne learned that the School of Liberal Arts has no specific policy, and that the presumption that after 15 minutes students may assume that the instructor is not coming and they can leave is a persistent campus myth.

FAC RECOMMENDATIONS:

1. FAC agrees that it would be very useful for students to know what to do when instructors are late or even not showing up at all: it should be clear whether they have a right to leave or not, and what kind of consequences that could entail for both faculty and students.
2. FAC does not think that a blanket campus policy would be useful, given the wide diversity of classroom and lab situations across schools and departments.
3. FAC believes that what would be far more useful is a solution that includes some of the following suggestions.

(a) It would be good if the administration could provide students with a direct point of contact to report *any* problem in the lab or classroom: whether the instructor is late, not showing up at all, or also whether any sort of disruption is occurring, someone is misbehaving inappropriately, or is fainting, or a lab accident has occurred, and the like. This could take the form of a hotline any student can call to report such events, and the person at the other end would provide instructions, take action, and report what the call was about to appropriate persons.

(b) Establishing a hotline would probably be more efficient if it was school or unit specific. The IFC could thus encourage all schools to activate such a hotline and communicate it widely to students.

4. Regarding the possibility for students to leave after 15 minutes, FAC thinks that this is not a good policy: the instructor might show up after all, and students would then lose important class time. What should be the case is that students should know what number to call if the instructor is late in order to report the fact and await further instruction. Therefore,

(a) Academic units need to develop a policy mandating instructors to do everything they can to contact students or colleagues and alert them they will be late (and by how long) or not showing up at all.

(b) Academic units need to have back-up plans: alternate instructors, make-up classes, and the like.

(c) Sanctions could be implemented in case an instructor fails repeatedly to show up or be on time. A FAC member even suggested that students could be refunded for classes not taught—after all, as SLA Assistant Dean for Students Amy Jones put it in an email, "students in 3 credit hour classes have a legal right to expect 2200 minutes of class time per semester."

(d) Each academic unit could be required to have a well defined procedure that is added to class syllabi: it would tell students whom to contact, what numbers to call; it would also specify that leaving the classroom is not recommended in any case, and certainly not before calling first the instructor or a unit's point person to figure out what's going on.

(e) Faculty, too, should know what to do in case they are getting late: whom to call, and what are the consequences for not alerting students regarding their absence.

5. In sum, an array of measures should be put into place and well advertised. It would send the clear and positive message to everyone that the institution takes this issue very seriously and is being proactive about it in order to guarantee that quality education remains priority number one.

11. IUPUI MEDIATION COMMITTEE VS FACULTY GRIEVANCE ADVISORY PANEL [DISCUSSION ITEM].

The Handbook Committee asked FAC to look at a paragraph in the *IUPUI Supplement to the IU Academic Handbook* under “Alleged Misconduct” where reference to the “IUPUI Mediation Committee” occurs twice. As Karen Lee found out, that committee was replaced several years ago by the Faculty Grievance Advisory Panel.

1. FAC agrees that what we are dealing with is simply language that was not updated as it should have. Replacing therefore “IUPUI Mediation Committee” with “Faculty Grievance Advisory Panel” is the thing to do, and the Handbook Committee should go ahead and just do it.

2. The other element to consider is that in the situation described (a Dean and a faculty member alleged to have committed an act of serious misconduct don’t agree on the composition of an impartial three-member committee charged with investigating the misconduct), the solution consists of making the chair of the Faculty Grievance Advisory Panel the third member of the committee. The problem is that there is no such chair. The Bylaws simply state that when a panel is convened, its members will elect their own chair. But Panel members generally don’t convene: they are approached individually.

FAC proposes the following solution. Whenever there is a need for the chair of the Faculty Grievance Advisory Panel to participate in an impartial committee to investigate a case of serious misconduct (a rare occurrence in any case), the Panel members should be asked to designate or elect one of their own to the task on a case by case basis (neither the Dean nor the faculty under investigation may select that member, of course).

This solution entails adding a specific stipulation to Bylaw Article IV, Section D (Section B needs no rewording, it seems to us). The specific stipulation should confine itself to addressing the special case under “Alleged Misconduct,” which is completely distinct from the other situations addressed in Section D. Since this is a Bylaw, rewording it is the purview of the Constitution and Bylaws Committee.

APPENDIX 1

IFC Faculty Affairs Committee

EARLY PROMOTION AND TENURE POLICY

A. Definition and Applicability:

In the IUPUI Faculty Council policy, the phrase “early promotion and tenure” shall refer to a request for promotion and tenure based on a probationary period of fewer than seven years, with a tenure review occurring earlier than the sixth year of probationary service. This policy applies to all tenure-track faculty, including those who have received one or more years of credit toward tenure based on countable service prior to their tenure-track appointment, as long as the number of years of their probationary period added to that of their prior countable service is less than seven. This definition applies equally to tenure-track faculty who serve in schools that have extended the probationary period beyond seven years. In such schools, the seven-year probationary period remains standard.¹

B. Policy:

(1) No promise, either expressed or implied, regarding early promotion and tenure shall be made to candidates, including promises at the time of initial appointment.

(2) Faculty members who determine they have met or exceeded all applicable promotion and tenure requirements at all levels of review fully one or two years before the start of the customary sixth year of probationary service may request early promotion and tenure.

(3) Candidates for early tenure must discuss the request for early review with their mentors, the department chair, or the appropriate dean to ensure that they understand the process and realize that the review may result in a notice of non-reappointment.

(4) All tenure-probationary faculty members must undergo a three-year formative review in their third full year of academic service, except those who enter that service with more than two years of credit toward tenure. For that reason, no candidate can make a request for early tenure before the fourth year of their probationary period, or the second year of their service at IUPUI if they entered with more than two years of credit toward tenure.

(5) Requirements, procedures, and standards for reviewing early promotion and tenure cases shall be identical to those for reviewing ordinary cases and shall occur at the same time. The case must be made on the merits of the candidate’s accomplishments, which must be comparable to the merits of candidates who have served the full probationary period.

¹ [IFC Circular 2009-04](#) [PDF]: “School Tenure Probationary Period Extension Policy” (approved March 2, 2010).

(6) Rules regarding dossier reconsideration and negative tenure decision² apply equally to all candidates for tenure, irrespective of the length of their probationary period.

(7) Purdue faculty should be recommended for early promotion (or already hold the rank of associate professor or professor) to be considered for early tenure, in accord with Purdue University Executive Memorandum No. B-48. For Purdue faculty, recommendations regarding promotion are made to the President and Trustees of Purdue University while recommendations regarding tenure are made to the President and Trustees of Indiana University.

(8) No candidate may apply for early tenure more than once.

(9) If a candidate is reapplying for promotion and tenure as a result of withdrawal of the case prior to final decision, all original external letter writers must be contacted with a request to update their letter with the new dossier information. If provided, the new letter is substituted in the dossier. If not, the original letter must be retained in the dossier. Three additional new letters should be sought at the time of resubmission. In addition, each level of review may request access to the initial dossier's reviews or reports that were made at an equal or lower level.

C. Recommendation:

Candidates for early tenure should be forewarned that they may only expect one "full" review. In accord with the *Academic Handbook* (August 2008, p. 72), this implies that candidates for early tenure may withdraw their request for early tenure at any time prior to a final decision by the President of Indiana University. This right does not preclude the risk of a notice of non-reappointment.

Approved by IFC: April 5, 2011

² *IU Academic Handbook* [2.3.1.2.6](#), and *IUPUI Dean of the Faculties' Guidelines For Preparing and Reviewing Promotion and Tenure Dossiers* (for 2010-2011), pp. 28–29.

APPENDIX 2

IFC FACULTY AFFAIRS STANDING COMMITTEE

Comments on the Policy regarding Lecturers

The Faculty Affairs Committee met twice to discuss the current IU policy regarding lecturers, as laid out in the *IU Academic Handbook* pp. 84–86, in the context of Vice President Applegate’s reading of it and the debate it has prompted at IUPUI within the IFC Executive Committee and the Administration. IFC President Jack Windsor asked Faculty Affairs to provide him with the conclusions of our examination of the issue. We are offering them below.

1. One issue is whether or not the language in the *IU Academic Handbook* disallows any other reading than that all lecturers are required to undergo a probationary period of no more than seven years followed by promotion to Senior Lecturers and the receipt of long-term contracts of no less than five years or equivalent.

According to the “Benefits Summary Table” at the end of the *IU Academic Handbook* (p. 225), there is only one category of lecturers that can be reappointed annually without probationary period: adjunct lecturers. The other categories (lecturers, senior lecturers, and clinical lecturers and senior lecturers)³ “shall be given long-term contracts after a probationary period of not more than seven years.” Technically, this means that *if* lecturers are put on a probationary track, that track cannot last more than seven years, at which point an evaluation would have taken place, followed either by non-reappointment or a long-term contract (some schools associate the long-term contract with a promotion to senior lecturer, but the Benefits Summary Table doesn’t assume this to be necessarily the case).

But this supposes that lecturers *are* put on a probationary track. If they are not, then the rule may not apply. Whether the *Handbook* language allows the interpretation that it is not mandatory for lecturers to be put on a probationary track is open to sophisticated debate. The Benefits Summary Table doesn’t assume that this could be the case, and the fact that we have an adjunct lecturer category with indefinitely renewable annual appointments would seem to buttress the claim that non-adjunct lecturer positions should include a seven-year probationary period. The word “adjunct,” though, is reserved for part-time teaching appointments (*Handbook* p. 68), and thus it doesn’t seem that we have a category of full-time lecturers that could be reappointed annually indefinitely without a probationary period.

2. The difficulty, at least at IUPUI, is that the practice has varied within and among schools for many years. Most lecturer positions are in compliance with the *Handbook*: they are provided with regular performance reviews as expected of a probationary period, and encouraged to get promoted to senior lecturers with longer-term contracts. But there are quite a number of lecturers who have been working for sometimes more than seven years to everyone’s satisfaction without having been engaged in a probationary period and without the benefit of a long-term contract for a variety of reasons, chief among which may be the budgetary inability of a department or school to

³ At IUPUI, as of fall 2010, there are 132 lecturers, 69 senior lecturers, and 20 clinical lecturers. Liberal Arts counts 63 such positions (27 lecturers and 36 senior lecturers), and Science 40 (29 lecturers and 11 senior lecturers).

actually commit years in advance to the lecturer position for the duration of a long-term contract. Those positions survive from year to year but their viability remains an annual budgetary conundrum.

3. Deans and department chairs like the flexibility of having two categories of full-time lecturers: those on a probationary period toward a long-term contract, and those who are not but are reappointed annually following a review of their contributions and of departmental needs. This arrangement also suits many lecturers for a variety of reasons; quite a few are happy with indefinite annual reappointments, and do not ask or need to be put on a promotion track.

4. Interpreting the *Handbook* as implying that all lecturer positions that are currently not in compliance with the spirit or letter of the *Handbook* should be made compliant immediately is what has been causing dismay. No one wants to suddenly force lecturers to submit dossiers for promotion when they were never advised or required or given the time to prepare one before. Those lecturers would undoubtedly complain and might ask for due process review, and there is little doubt boards of review would rule in their favor. There probably are some abusive situations where lecturers should have been promoted long ago or put on a clear promotion track in any case, and those positions should be corrected right away, but with fair individualized conditions adopted and implemented sensibly and responsibly. The current portfolio of each of those lecturers should be evaluated, and then a probationary timetable toward promotion should be agreed upon between the lecturer and the department chair and the dean that all parties find reasonable. It is important for the good reputation of our institution that those lecturers be not made the victims of a situation they did not cause. The higher moral ground should be preferred to blindly following a strict interpretation for its own sake.

5. The fact of the matter is that there are lecturers who are doing very good work year after year but who are simply not interested in getting promoted to senior lecturer, while their department heads are happy with their performance and would hate to let them go because of the consistently good work they are doing. Those chairs don't relish the idea of having to hire a new lecturer (which involves a full-blown search committee with attendant time and costs) to replace someone they are happy with, while making that valuable person thoroughly unhappy. The *Handbook* does not dictate that lecturers be promoted to senior lecturers when getting a long-term contract, and one avenue to explore is whether those lecturers could be given a shorter-term contracts without a promotion.

6. What Faculty Affairs recommends is that the language of the *IU Academic Handbook* be revised in order to allow for greater flexibility. The less rigid a system is, the more options it offers, and an institution can accomplish a great deal more with a wider set of tools.

We therefore recommend that the UFC appoint a university-wide Faculty Affairs Committee to address the question and revise the *IU Academic Handbook* language (mostly p. 85 and pp. 223–24), taking into account the desiderata of all campuses. The UFC will then discuss the new language, amend it, until it reaches a majority of votes, and then the Trustees will be asked to endorse it.

7. Different scenarios can be envisioned.

- (1) A department decides at the time of hiring that the lecturer position will be long-term, and that the selected candidate will be put on a probationary period with up or out option by year seven, and promoted to senior lecturer if successful.
- (2) A department has only short-term (but full-time) needs for a lecturer position and decides to hire on an annual reappointment basis only.

- (a) Such a lecturer could be placed right away on a probationary track in case the conjuncture changed and a longer-term hire became viable, but no promise would be made. By year seven, however, that lecturer should get a long-term contract if successful.
- (b) Or such a lecturer could be kept off the probationary track by mutual agreement, or as long as certain conditions were not met (like acquiring a terminal degree, or not being engaged in the scholarship of teaching and learning).
- (c) Or such a lecturer could be given the option, when the “certain conditions” are met or when the departmental conjuncture becomes favorable, but as early as the fifth year of continuous employment (the year the dossier would be prepared for submission) or in subsequent years, to either continue under year-to-year reappointment or to elect to be considered for promotion to senior lecturer within a specific timeframe that would not exceed three years.
- (d) Or such a lecturer could be offered a longer-term contract after the seventh year, but without promotion to senior lecturer.

Other scenarios or variations on these ones will probably be considered. But here is the basis the IFC Faculty Affairs Committee offers for starting the discussion at the UFC level.

Submitted by André De Tienne, chair of the IFC Faculty Affairs Committee, 3/25/11.

APPENDIX 3

IFC FACULTY AFFAIRS STANDING COMMITTEE

Comments on the Proposal for a Professor of Practice Policy

The Faculty Affairs Committee met on March 25 and discussed the proposal for a Professor of Practice endorsed by the Bloomington Faculty Council. IFC President Jack Windsor asked Faculty Affairs for advice and recommendations, here provided.

A. Critical Remarks

As it stands, the document raises several significant questions and concerns that need to be addressed.

1. No general clear definition is provided of the concept of “practice” to be used in the name of this new professorial category. As a result the position seems to be opened to anyone doing anything whatsoever. No helpful contrast with other activities is adduced that would clarify this. What would it take for someone not to be a professor of practice, such as a standard kind of professor, or a clinical professor, or even a research professor who would teach students how to do research in a lab?
2. The title comes without rank: there would be no assistant or associate professor of practice. The title therefore implies that candidates to such positions are so eminent that that they deserve the full title even before scrutiny by their peers.
3. How these professors of practice would be hired, through what search and screen process, conducted by what unit, academic or administrative, is left unstated. The fact that a particular hire needs to be approved only by the provost or chancellor suggests that we are not dealing with a regular recruitment process opened to competition, but with an invitation-only kind of hiring process. One also wonders what would be the criteria that could determine excellence or “distinction” in a chosen field of practice.
4. If the position is designed to serve only a certain elite kind of professionals useful for enhancing the reputation of the university and for attracting students and funding, their title should simply be “master class teachers,” as is the common practice in certain schools. If it is designed to provide a title to a donor in exchange for a large donation, it should be called “philanthropic professor.” Faculty Affairs, however, is strictly opposed to any attempt to sell out the title of “professor” to just anybody with a reputation simply because that person happens to have a stellar reputation or a lot of money. If the University wants to honor such persons, honorary degrees should be conferred instead. The title of “professor” should remain one that is hard earned, and bestowed upon someone only after rigorous scrutiny by the faculty elected for that purpose.
5. The position as described, as well as the document itself, feels too ad hoc to be of general use to the university. It seems to address only a rare kind of hire done mostly for opportunistic reasons, and that kind of hire should not be part of the *IU Academic Handbook*.
6. The proposal lifted most of its wording from the *Handbook* language used for clinical professors. The authors of the proposal, in their haste, created a number of inconsistencies that raise eyebrows.

(a) If the main mission for professors of practice is teaching, the *Handbook* stipulates, p. 67, that the appropriate classification for non-tenure-track teaching faculty is “lecturers or senior lecturers.” That statement would need to be either complied with or amended.

(b) That professors of practice could be “visiting” or “adjunct” is in contradiction with the description of the position, per their definitions in the *Handbook*. “Visiting” is reserved for positions that are temporary (maximum two years), and “adjunct” for positions that are part-time. But the description clearly states that the minimum term is for three years, and the language implies everywhere that we are dealing with full-time positions. The very design of this position makes the adjunct or visiting designation incongruous. Besides, we already have a category of adjunct or visiting professors (in the regular sense), which is all that Schools need in order to hire such impermanent faculty. There is no need to create a new category for those kinds of spur-of-the-moment hires.

(c) The document in one paragraph states that “a major performance review shall take place before the end of the seven-year probationary period,” while in the following paragraph it states that the probationary period is “of not more than three years.” This is either the result of a shoddy copy-paste job, or a glaring inconsistency.

(d) But there is no need for a probationary period, since the title of “professor of practice” is granted from the start. There is no incentive for the person hired to make any effort toward promotion since there is no promotion. And why bother getting a long-term contract since such elite professors, who clearly must already enjoy a fulfilling life given their accomplishments, will have no need for it?

(e) In that connection, the document doesn’t seek to define criteria regarding how a professor of practice would transition into a long-term contract. This is bothersome. It may be replied that all that is being sought is to add a few paragraphs in an area of the IU Handbook that does not need to include such specifics. The reply is that this is not how a good case is made for creating a new category of professors. A good case requires providing very rich background full of compelling examples, demonstration of various real needs, excellently formulated definitions, testimonies from a large group of faculty and other relevant constituencies, detailed discussions of hiring practice and peer-review process—in short it requires providing a full picture down to the small details. The current proposal is excessively skimpy. It feels like it is taking the whole affair for granted and won in advance. We cannot condone the appearance of its hubristic affectation.

B. Constructive Recommendations

1. There is no need to rush off the creation of this new category of professor. The proposal has not been well prepared and thought out. As it stands, it is too constricted to be useful in the middle and long term. It requires more work and more creative imagination. It does present an excellent opportunity to rethink faculty composition far more widely, and that’s something that deserves to be carried through.

2. Faculty Affairs has learned that a far less narrowly conceived position of “professor of practice” is actually of great interest to some IUPUI schools. The IUPUI Kelley School of Business, for instance, sees great potential in having a full assortment of such professors (assistant, associate, full). At the moment they have a number of clinical professors for whom “professor of practice” would be a better designation than the much abused clinical one. Other schools, like Engi-

neering, Education, and Law, have also been using the clinical designation by default, simply because there is no other designation available, and they would be glad to switch to the “professor of practice” title (or something better) much to the advantage of real clinical faculty, whose missions actually correspond to the clinical criteria defined in the *Handbook*. Here then is a great opportunity to clean up that particular category.

3. We therefore need to spell out a procedure to transition these clinical professors (assistant, associate, full) to corresponding ranks of practice professors. FAC insists that the position comes with three ranks and not just one.

4. The title might gain to be changed to “Practice Professor” so that it can be followed by a specialization like “in Physics,” or “in Geography,” or—why not—“in Malpractice.”

5. The fact that this position is non-tenured might be useful for another great purpose. Given that IUPUI’s stated goal is to increase the number of faculty from less-represented populations, this faculty designation could provide an avenue toward that goal as individuals who are experts in their fields but who may not have experience in higher education and/or who do not have interest in pursuing tenure-track positions could be actively recruited. Relaxing the SRUF criteria in that regard in order to include this faculty rank would be wonderful.

6. The position also offers an opportunity for promoting senior lecturers to a professorial title that many of them deserve. This needs to be examined thoroughly.

7. Faculty Affairs recommend that the UFC appoint either a university-wide Faculty Affairs Committee to address the issue of “professors of practice” in a way that meets the needs of all campuses, or a joint IUB-IUPUI taskforce to address that issue in a way that meets the needs of the core campuses.

Submitted by André De Tienne, chair of the IFC Faculty Affairs Committee, 3/29/11.

APPENDIX 4

IFC FACULTY AFFAIRS COMMITTEE

DISCUSSION AND RECOMMENDATIONS REGARDING THE PROFESSOR OF PRACTICE POLICY PROPOSAL

The following recommendations are based on research done across a wide spectrum of universities across the nation that have adopted Professor of Practice (POP) policies.

1. Categories of POP policies

There are two categories of POP policies across the nation: those that establish two or generally three ranks (Assistant, Associate, and Full), and those that only establish a one-rank-only full position.

Representative universities that have instituted a three-rank POP policy include Syracuse University, the University of Nebraska-Lincoln, the University of Arizona, Arizona State University, Northern Arizona University, Drake University, Texas A&M University, North Dakota State University, Oregon State University, the New York Medical College, Ohio State University, the University of Chicago, the Tufts School of Arts and Sciences, Vanderbilt University, Virginia Polytechnic Institute and State University, and MIT (MIT has only two ranks: Associate POP and POP).

Representative universities that have instituted a one-rank-only POP policy include the University of Michigan, Carnegie Mellon University, Marshall University, Florida International University, Georgetown University, National Defense University, the University of Maryland, Georgia Tech, Lehigh University, Penn State University, Worcester Polytechnic, Duke University, Washington University, the University of Virginia, and Tulane University (Tulane has POP and Senior POP).

All policies without exception make POP positions non-tenure-track. Most make it full-time, and a few make provisions for part-time or visiting accommodations.

2. AAUP's 2004 Statement

AAUP published in 2004 (<http://www.aaup.org/AAUP/comm/rep/A/practice.htm>) a statement commenting on the new category of professors of practice (aka “practice professors,” “professors of the practice,” or “professors of professional practice”). What follows is a summary of key points in that important analysis.

POP positions are commonly reserved for practitioners who are appointed because of skills and expertise acquired in nonacademic careers, but they are also offered sometimes to individuals with academic backgrounds. POPs are principally engaged in teaching and are not expected to be significantly involved in research activities. They are usually appointed following a national search. Their academic performance is regularly evaluated according to criteria appropriate to their positions. The length of their renewable term appointments is typically five years. Their salaries and benefits often approach those of probationary and tenured faculty members. They may also have more opportunity to participate in departmental and institutional structures of faculty governance than other full-time non-tenure-track faculty.

The actual number of professors of practice is unknown, but (as of 2004) appears to be relatively small. Those positions are sometimes confined to particular schools within a university, sometimes open to all schools. [Limits are sometimes placed on the number of professors of practice—usually a maximum percentage (like 5%, 10%, or 20%) of a school’s faculty, but sometimes a particular number is used, such as no more than 5 at any time within a school (U. of Virginia). Those limits are meant either to maintain the balance of faculty governance responsibility within the tenure ranks, or to ensure that POP appointments remain exceptional.]

The AAUP believes that the POP category illustrates an anomaly in how colleges and universities treat faculty members who are not eligible for tenure. On the one hand, institutions have sometimes taken steps to improve the professional status of non-tenure-track faculty (e.g., by converting part-time appointments to full-time). On the other hand, the more closely the responsibilities, benefits, and privileges of full-time non-tenure-track faculty come to resemble those of faculty who have tenure, the more anomalous is the failure to accord to these faculty members the safeguards for academic freedom that accrue with tenure.

The AAUP has long held that all full-time teachers, irrespective of their titles, should either be tenured or probationary for tenure, except in special circumstances like short-term replacements. Full-time non-tenure-track appointments have adverse effects for individual faculty members, for students, for academic freedom, and for the academic profession as a whole. Most importantly, the argument that non-tenure-track appointments endanger academic freedom is especially compelling when aimed at professors of practice, precisely because they are expected to be deeply engaged with students, colleagues, and administrators on a myriad of controversial educational issues, many of which will almost certainly arouse strong opinions. At the same time, professors of practice are necessarily beholden to others—senior tenured colleagues, department chairs, deans, provosts, or presidents—for continued appointment. Because they serve indefinitely at the discretion of others, professors of practice might reasonably assume a stronger need than their tenured colleagues to be cautious in expressing their opinions. The safeguards of tenure are intended to reduce this threat to academic freedom.

The AAUP cautions, however, that providing professors of practice with the opportunity to participate meaningfully in institutional governance carries its own limitations. On the one hand, the faculty’s voice, tenure or non-tenure-track, should be heard across the range of issues that bear on its responsibilities for teaching and research. On the other hand, participation in governance by faculty who can never have the protections of tenure, and who therefore occupy positions of permanent insecurity, can erode the independence of the faculty’s voice. The fundamental solution to this problem is neither to reduce nor to expand the role of professors of practice in the governance of their institutions, but to ensure that they are accorded tenure’s protections.

FAC COMMENT: FAC agrees with AAUP that the fact that POP hires often come from outside the academy to teach and share their real-world experience with students—which is the principal value of their professorial category—makes them especially vulnerable regarding issues of academic freedom. Professors of Practice are more likely to share blunter opinions stemming from their actual experiences in the professional, industrial, corporate, or governmental worlds. They therefore need especially strong academic freedom protections from the start, otherwise they may not feel sufficiently safe to express themselves freely, with the result that the special benefit expected of their professional teaching on students would be weakened. This would directly undermine the very objectives that motivated their hiring. It is therefore essential that strong guarantees of academic freedom be formulated in writing in the IU POP policy and in POP contracts. A special tenuring process could also be created that was adapted to POPs.

3. Definitions, Credentials, Responsibilities of the POP position

(a) At one-rank-only institutions (sample)

U. of Maryland: “This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.”

Lehigh U.: “Professionals appointed to the professor of practice position, because of their prior occupational experience, will add instructional value to university programs, enhance the research or professional missions of their departments, and/or permit the university to expand its course offerings, often in cutting-edge areas. The professor of practice position is a non-voting faculty position. The educational and professional credentials of professors of practice may vary, thus exact qualifications are not specified. *Examples* of potential professors of practice include: personnel who have had careers in corporations, government agencies, or non-profit organizations; retired K-12 superintendents, principals, and teachers; individuals with specialized applied skills such as architects, designers, journalists, musicians, photographers, and public historians.”

Tulane U.: “Professor of the Practice: A member of the faculty whose primary assignment is instruction and activities related to instruction. Professors of the Practice have terminal degrees or equivalent professional experience. Professors of the Practice do not receive and are not eligible for tenure. After completion of a second term [or third term, according to another paragraph], Professors of the Practice may be offered renewable appointments, and shall be promoted to Senior Professors of the Practice.”

U. of Virginia: “Eminently qualified leaders who have made major impacts on fields and disciplines important to academic programs at the University of Virginia may be employed as non-tenure-track faculty members holding the rank of professor of practice. The rank of professor of practice recognizes individuals with a long and distinguished record of professional accomplishment. Professors of practice do not earn tenure and are not eligible for the Expectation of Continued Employment. Qualifications of candidates for the rank of professor of practice, while clearly demonstrating excellence in a particular field, are not required to conform to those of a member of the tenured faculty. They may or may not hold a terminal academic degree. Their accomplishments may or may not include a list of distinguished publications. Candidates should demonstrate the ability to transfer experience into instruction through a record of scholarship or previous teaching and/or mentoring. Professors of practice must have substantial experience and be recognized nationally or internationally for their significant contributions to their field. Their area of expertise must clearly benefit the programs of the school or department in which they hold their appointment.”

(b) At three-rank institutions (sample)

Northern Arizona U.: “Professors of practice are faculty members who have established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished professionals in an area of practice or discipline but who may not have the terminal de-

gree in the discipline. Professors of practice are non-tenure eligible faculty. A professor of practice is appointed to one of the following academic ranks: assistant professor of practice, associate professor of practice, or professor of practice. They are primarily responsible for teaching courses, including seminars and independent studies, to undergraduate and graduate students and for modeling the intersection of theory and practice in the relevant field. Professors of practice are appointed for one to three years. They shall have no expectation of continued employment beyond the end of the current appointment period. These appointments may be renewed. To be eligible for the rank of assistant professor of practice, the faculty member must demonstrate effectiveness in teaching and other student-related responsibilities or show promise of such effectiveness if the candidate has no prior teaching experience. To be eligible for the rank of associate professor of practice, the faculty member must meet the criteria for assistant professor of practice and supply evidence of substantial scholarly, creative, or professional achievements. To be eligible for the rank of professor of practice, the faculty member must meet the criteria for associate professor of practice and supply evidence of outstanding scholarly, creative, or professional achievements.”

U. of Chicago: “Professors of Practice in the Arts in the Division of the Humanities. In the Division of the Humanities and the College, persons whose responsibilities are for instruction and instruction-related activities in the performing and creative arts programs may be appointed to one of the following positions. Appointments as Assistant Professor of Practice in the Arts shall be made for terms of up to three years and may be renewed with no limit on the number of terms, though ordinarily for no longer than a total of six years. Appointments as Associate Professor of Practice in the Arts shall be made for terms of up to five years and may be renewed with no limit on the number of terms. Appointments as Professor of Practice in the Arts shall be made for terms of up to five years and may be renewed with no limit on the number of terms.”

Virginia Tech: “The professor of practice series provides for short- or long-term, full- or part-time, nontenure-track faculty appointments for individuals who bring specialized expertise to the instructional programs of the University, thereby complementing the qualifications and contributions of tenure-track faculty. There are three professor of practice ranks, beginning with Assistant Professor of Practice. Tenure will not be awarded at any of these ranks and all service at one of these ranks will be excluded from the probationary period should the faculty member later be appointed to a tenure-track position. Those professor of practice faculty members with outstanding performance may be considered for promotion in rank by the relevant departmental and college promotion and tenure committees, with administrative approval by the Provost.”

North Dakota State U.: “The designation, Professor of Practice, shall be for faculty members whose primary function is to teach in their academic discipline and carry out other responsibilities assigned at the discretion of the department or college, including apportionment of their time to service and/or other professional responsibilities. Appointments at the Assistant, Associate, and Full Professor of Practice are based on academic qualifications. For appointment as Assistant Professor of Practice, candidates must have a terminal degree or equivalent professional experience, and demonstrated professional or industrial/business experience. The length of appointment may be 1-3 year, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be instructional activities and practice. For appointment as Associate Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of leadership in instructional activity in academic or professional instruction that has had a significant impact on the department, college, university, or profession. The length of appointment may be 1-4 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. For appointment as Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of contributions to advancing learning in the field (i.e. national visi-

bility in dissemination of instructional methods and/or materials, successful grant funding for instructional activities/innovations, leadership in professional organizations.) The length of appointment may be 1-5 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. The position of Assistant, Associate, or Professor of Practice neither carries tenure nor eligibility for tenure, though promotion is possible through ranks, based on time in rank and satisfactory evaluation of assigned responsibilities. Typically, the promotion cannot be achieved until the candidate has spent a minimum of five years in rank. Promotion shall be based primarily on demonstrated success in instructional activities and other assigned responsibilities. A faculty of practice member is eligible to apply for a tenure-track position. Upon recommendation by the chair, dean and the Provost and Vice President for Academic Affairs, up to 3 years prior experience in a Professorship of Practice can be counted toward tenure probation.”

MIT: “Academic departments may appoint members to the instructional staff to provide supplementary teaching to meet unfilled or temporary needs, to incorporate teaching for professional practice courses, or to host visiting colleagues. Appointments are for a definite term and carry no expectation of tenure or promotion. Appointments to the rank of ‘Professor of the Practice of _____’ or ‘Associate Professor of the Practice of _____’ are made only to practitioners who have developed a high level of expertise in fields of particular importance to the MIT academic program and who also demonstrate a deep commitment to teaching and research. Responsibilities include, but are not limited to, teaching and conducting and supervising research. Each appointee should teach at least the major part of one subject per academic year, may be the instructor in charge of subjects of instruction, may supervise theses with departmental permission, and may be principal investigator on research projects. Professors or Associate Professors of the practice are academic instructional staff positions and may be full or part time, paid or unpaid. In cases where departments wish to commit to multiple-year appointments such appointments may be for two or more years, but not more than ten years (eight years for Associate Professors of the Practice). An appointment as professor or associate professor of the practice carries no implication of academic tenure or of membership on the Faculty. The total number of appointments as professors or associate professors of the practice will be limited to 10 percent of the full-time faculty in each department of the School of Architecture and Planning and 5 percent of the full-time faculty in each department in the other Schools.”

4. Rationales for creating POP positions (compiled from various sources)

- Some departments, usually but not necessarily associated with professional programs, see considerable benefit in appointing outstanding members of their profession to non-tenure-track positions in support of their instructional, research, or outreach programs.
- Some professional or disciplinary accrediting bodies may encourage departmental use of experienced practitioners in teaching specific courses or overseeing certain student experiences.
- Individuals with significant and successful field experience bring with them exceptional understanding of the practice of their professions, thereby enriching the students’ experiences and enhancing the quality of outreach and practitioner-based research.
- The position of Professor of Practice enables universities to hire individuals as non-tenure-track faculty in order to engage them in teaching, research, and service, even though they may not have terminal degrees or may not have had the traditional academic background that is typical of faculty as they move through the professorial ranks. The general expectation, however, is that such individuals would have accumulated a decade or more of high level and leadership experience in the private or public sectors outside the academy that would provide a unique background and

wealth of knowledge that is of particular value as it is shared with the University's students and other faculty. A senior professorial title is often necessary to attract such individuals to the University faculty.

- The three ranks of "Professor of Practice" create a more flexible set of tools enabling departments to meet instructional needs that have not been successfully addressed by traditional tenure-track appointments.
- In professional schools, the involvement of experienced practitioners in teaching the skills and values of the profession, overseeing internships and project experiences, and career advising, can be a vital aspect of a successful program. Professional programs are often committed to ongoing continuing education of practitioners in the field, resulting in a greater commitment to delivery of outreach programs. Programs in the arts may wish to attract resident artists or performers to contribute to student instruction.
- Individuals appointed to these ranks are expected to be successful and effective professionals in a given field. As effective teachers of the profession or discipline, they are able to understand and evaluate the research that applies to their field and to teach it to students from a field perspective.

5. Issues needing clarification

(a) Limit on number of hires

The IUB proposal makes no mention of a *numerus clausus* regarding how many professors of practice a department, school, or campus could hire, either in the absolute or as a percentage function of some faculty category (normally the tenure-track/tenured group). Other institutions, as noted above, have taken that precaution in order to appease legitimate faculty concerns regarding the ever increasing ratio of non-tenure-track faculty vs. the tenure track. That this increasing ratio is undesirable is universally recognized at Indiana University, both by faculty governance and by the Administration at all levels.

FAC recommends that POP proposal proponents reflect on this significant issue, which cannot be trivialized. A clear statement in the POP policy that would invite campuses, schools, or departments to address that question when implementing some version of the POP policy would be very useful.

(b) Clarity in distribution of responsibilities

The sample of university POP policies presented above provides only a partial picture of the variety of requirements different academic institutions have assigned to their POP appointments, whether they relate to qualifications, credentials, responsibilities, review procedures, promotion opportunities, salary and benefit policies, and lengths of probationary periods and of term contracts. Some of those matters are the prerogative of university-level policies, others from campus, school, or department policies and practices.

FAC recommends that, given the essentially diverse nature of POP appointments, the university policy ought to be very open to a variety of configurations as far as the distribution of assignments is concerned: the percentage assigned to teaching, research, service, outreach should be left wide open so as not to force all POPs into a single mold that will be too constrictive. That POPs should be mostly confined to teaching everywhere may be poor calculation, considering what other institutions are allowing (including managing grants and directing programs). What IU is prepared to accept is therefore very important to clarify, as broadly as possible.

(c) Credentials and qualifications

The sample given above under 3(b) illustrates partially the varied language used to distinguish the three POP ranks in different institutions. What they have in common is that individuals appointed to a professor of practice rank must usually have a graduate or professional degree in the discipline (or a related discipline) in which their expertise as practitioners is desired, professional certification(s) if relevant, and/or very significant professional experience. Appointments without the relevant *terminal* degree in the field usually call for further inquiry or certification on the part of the hiring department to ensure the candidates are appropriately credentialed for their particular instructional assignment in accordance with guidelines for regional accreditation and university policy and procedures. Documentation supporting alternative credentials certification is usually required as well. A record of significant professional achievement is expected for appointment at the associate or full level; initial appointments at such ranks must be approved by the appropriate departmental committee and head. In many cases these appointments must also be approved at higher levels, and sometimes even reviewed at regular intervals by special high-level committees.

FAC recommends that the IU POP policy stipulate clearly the need to differentiate clearly the three levels of appointment in units that adopt them, and that if a school or campus adopts a one-rank-only approach, that other campuses make sure that their requirements for the highest POP rank reasonably match those of the one-rank-only school or campus.

(d) Lengths of probationary period, term limits

The sample given above also partially illustrates the variety of term lengths given by different institutions to different POP rank appointments. The length of the probationary period varies from three to seven years, while the length of initial appointments varies from 1 to 3, 4, or 5 years according to ranks. The lengths of ensuing contracts varies as well, as do the conditions and frequency of their renewals.

FAC recommends that, in view of such a variety, the IU POP policy proponents study more broadly the competition before settling on a particular pattern. Mimicking what is already the case for other categories of faculty at IU may not be the best solution: there should be no automatic reasoning in this case.

(e) Part-time vs. full-time

As advertised, POP positions are clearly meant to be full-time. The possibility of making them adjunct or visiting belies that. Note that we have not seen any other university envisioning the possibility of making this position an adjunct one, with the only exception of MIT which makes the two words, “adjunct” and “of practice,” strictly equivalent (and that’s just them). A number of institutions allow POPs to be part-time and/or visiting (and even unpaid, but that makes little sense: this is not a position for volunteers).

FAC restates the opinion provided in a previous document: That professors of practice could be “visiting” or “adjunct” is in contradiction with the description of the position, per their definitions in the Handbook. “Visiting” is reserved for positions that are temporary (maximum two years), and “adjunct” for positions that are part-time. The very design of the POP position makes the adjunct or visiting designation incongruous. We recommend that that line be deleted from the policy, especially since we already have a category of adjunct or visiting professors (in the regular sense), which is all that Schools need in such cases. Deleting that line will also avoid causing unnecessary confusion among categories of faculty.

(f) Distinction from other non-tenure-track faculty positions

Clarity demands that precise distinctions be made in order to distinguish POPs from Lecturer, Clinical, and Research (Scientist/Scholar) appointments. This is essential as far as criteria for promotion are concerned, and of course also in order to help hiring departments to determine unambiguously the exact type of appointment they need to pursue.

FAC recommends that the policy stipulates the need for clear guidelines at all levels of hiring.

(g) Conflict of commitments

Given that POPs will very likely retain strong ties with the non-academic sectors they hail from, and that such ties can be very beneficial not only for their continued efforts to remain current but also for the connections they can facilitate between colleagues, students, and their sectors, some measure of leeway that goes beyond what IU's conflict of commitment policy allows may need to be granted to POPs under some reasonable formula.

FAC recommends that attention be given to this issue by the appropriate UFC committee. This will have an impact in how hiring contracts will be drawn. Many institutions have added language to that effect in their POP policies.

(h) Change of academic track

Two situations need to be envisioned. One concerns the clinical faculty positions that a number of non-medical, non-client-serving schools have appointed simply because there was no other classification available in the *IU Academic Handbook*. Many of those positions are likely to fit the definition given to some professor of practice rank. The IU POP policy must contain language allowing the conversion of those clinical positions to POP positions under certain conditions, possibly within a timeframe limited to just a few years. This would have the virtue of "cleaning up" the clinical category to its own advantage.

The second situation is inverse: the policy should also include clear language disallowing certain categories of faculty to change their career track to POP, especially if the cause is their failure to succeed in the track they were hired in. Thus pre-tenure faculty should not be allowed to move off the tenure track to a POP track.

(i) Promotion criteria and review

FAC recommends that the policy also stipulate that any unit seeking to hire POPs have clear evaluation criteria in place by the time of the search and screen—criteria that have been vetted by their school and campus to make sure they conform to existing guidelines. Those guidelines themselves will need to be updated as well. This is no small work, and the amount of time it takes needs to be taken under consideration.

(j) Participation in faculty governance

Hiring units at all levels will need to think very precisely about the kind of university service expectation that should be attached to any given POP position (and this will tend to vary according to the type of hire). If POPs are called to play an increasing role in the education of students, they will need to be well integrated within the different levels of the institution and treated as first-class, not second-class, citizens of the university.

6. One rank vs three ranks

(a) This is a key difficulty in the IUB proposal. That proposal is focused only on the needs of the Bloomington campus, and yet IUB wants to alter the IU-wide academic handbook for their singular purposes. This won't do. The fact of the matter is that a very strong case can be made to institute a three-rank POP system at IUPUI, which would solve many problems and position our campus favorably for the long term. We cannot afford to let that opportunity pass simply for the sake of one campus's self-esteem.

What FAC recommends is a common-sense compromise. Let us have a three-rank POP policy in the IU Academic Handbook, while giving latitude to different schools or campuses to restrict POP positions to two or one ranks within their walls. That way, we achieve flexibility while allowing different entities to institute the system most conducive toward the fulfillment of their specific mission or strategic goals.

Should there be any concern that IUB's Professor of Practice would not be as prestigious if other campuses adopted the three-rank system, the answer would be that there is no possible rational argument that could sensibly buttress such a concern. Note, too, that at least one university has implemented a system that distinguishes (full) Professor of Practice from Senior Professor of Practice, thus acknowledging the need for clearer promotion even within that one rank. The current IUB proposal envisions no title change once the Professor of Practice is promoted to a longer-term contract—a flaw that a two- or three-rank system easily obviates.

(b) When the President of Penn State University rejected the three-rank system advocated by the faculty in favor of a one-rank system, he did it for three reasons: (1) "The academic leadership of the University believes it will only cause greater confusion and uncertainty than might already exist across the institution." (2) "What began as a limited mechanism to clean up faculty titles in certain units of the University was transmogrified in the process to represent a wholesale transfer of instructors and lecturers to the professorial ranks in a form of 'off-line' tenure and promotion system. The term 'practice' became the practice of teaching or professing, in contrast to the more narrowly drawn use of the term to reflect experience outside the academy." (3) "Many faculty believe the [three-rank system] would de-value the efforts they have made in working through the tenure process and the academic ranks, accumulating strong records in multiple dimensions of teaching, research, and service."

None of those reasons applies in the case that is being made at Indiana University. There is no desire to transfer lecturers to the professorial ranks (see point 7 below), but there is a desire to clean up the much misused clinical professor ranks in those schools that have adopted it simply by default. Because lecturers would not be transferred or given the possibility of promotion to a professor of practice rank, faculty have no concern about the devaluation of their efforts. And there is clearly no risk of causing "greater confusion or uncertainty," as long as the policy is well crafted, with appropriate changes made in other parts of the faculty constitution and handbook documents to make sure no inconsistencies or policy conflicts are created.

7. Senior lecturers and Professors of Practice

There are two considerations worth pointing out.

(1) The *IU Academic Handbook* stipulates, p. 67, that the appropriate classification for non-tenure-track teaching faculty is "lecturers or senior lecturers." Since the main mission of professors of practice as so far conceived is teaching, that statement will need to be amended at the same time as the POP policy gets passed.

(2) A growing problem, certainly at IUPUI, concerns senior lecturers. Lecturers have only one

shot at promotion. Once they have become senior lecturers after seven years, they have reached the final ceiling of a possibly much longer career, unless they managed to apply successfully for a tenure-track position. Some schools, like Liberal Arts, have manifested a strong desire to provide senior lecturers with a second level of promotion, as is the case with clinical, research, and tenure-track professorial ranks. Liberal Arts had suggested in a fleeting moment of ill-placed inspiration that senior lecturers be given the possibility of getting promoted to associate teaching professors. While this was an idea poorly expressed, it remains that it reflects at bottom a legitimate need, made pressing today for the natural reason that several years after implementing the lecturer system our institution is now faced with a cohort of senior lecturers with merits and aspirations that did not need to be met in years passed.

*FAC proposes, as a possible rider attached to the POP policy, to create a third lecturer rank, that of **Principal Lecturer**. Precedents for such a position exist in several universities, including Carnegie Mellon University, the University of Pennsylvania, the University of North Texas, the Rochester Institute of Technology, the University of Washington, Utah State University, Michigan Technological University, Northern Arizona University, Arizona State University, and Trinity College (Hartford, CT).*

8. Other recommendations

(1) Faculty Affairs again recommends that the UFC appoint either a university-wide Faculty Affairs Committee to address the issue of “professors of practice” in a way that meets the needs of all campuses, or a joint IUB-IUPUI taskforce to address that issue in a way that meets the needs of the core campuses.

(2) FAC urges that any motion to proceed with the current IUB proposal at the next UFC meeting be tabled as long as the appointed UFC FAC or task force has not finished its work.

Submitted by André De Tienne, chair of the IFC Faculty Affairs Committee, 4/22/11.

APPENDIX 5

Motion regarding the Professor of Practice Policy Proposal

The IFC Faculty Affairs Committee presents the following motion to the IFC Executive Committee regarding the Professor of Practice policy proposal (Circular U8-2011 with revisions) that the Bloomington Faculty Council endorsed in January 2011 and that the UFC has debated and turned into an action item up for vote without taking seriously any of the very serious concerns and alternate proposals put forth by the IFC Faculty Affairs Committee.

The text of this motion was sent to IFC President L. Jack Windsor, IFC Vice President Jeffrey Watt, and IFC Coordinator Karen Lee on May 2, 2011. (A draft was submitted on 30 April 2011.)

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Whereas the IFC Faculty Affairs Committee regrets that adequate IFC consultation on a matter of such momentous importance to the faculty as that of the Professor of Practice proposal has not taken place;

Whereas the IFC Faculty Affairs Committee is alarmed that the Bloomington Faculty Council is seeking to get such a momentous proposal voted on by the UFC through the quickest procedure they can manage without regard for the concerns of other campuses;

Whereas the IFC Faculty Affairs Committee cannot accept that a narrow IUB-specific policy be transformed into an IU-wide policy in the *IU Academic Handbook* with the effect of preventing other campuses from taking advantage of a more broadly worded policy that takes their own interests into account;

Therefore, the IFC Faculty Affairs Committee asks the IFC Executive Committee

- (1) to bring the discussion of the Professor of Practice proposal to the IFC floor as soon as practicable (calling a special meeting if necessary);
- (2) to share with the UFC Agenda Committee our consternation about the flippant disregard so far manifested toward IUPUI's concerns;
- (3) to ask the UFC Agenda Committee to review and remedy the process that has so far taken place to ensure that matters of momentous University significance be debated by all campuses prior to UFC debate;
- (4) to convince the UFC to postpone the electronic vote on the Professor of Practice proposal until at least one of the two following conditions has been met:
 - (a) the Proposal has been vetted, amended, and endorsed by the Indianapolis Faculty Council and other interested campus faculty councils; or
 - (b) a UFC Faculty Affairs Committee, appointed by the UFC Agenda Committee, will have examined the policy, led an inter-campus negotiation about it, and amended its language so that it becomes a truly IU-wide policy endorsed if not by all campuses, at least by the two core campuses.

APPENDIX 6

Resolutions regarding the Professor of Practice Policy Proposal and UFC Process

Following the 3 May 2011 IFC meeting where the IFC body instructed the chair of Faculty Affairs to rewrite the resolution concerning the Professor of Practice policy proposal by turning it into two distinct resolutions, one that addresses the policy, the other the UFC process, the IFC Faculty Affairs Committee now presents the two following resolutions to the IFC Executive Committee and the UFC Agenda Committee.

1. Resolution regarding the Professor of Practice Policy Proposal

The first resolution concerns the Professor of Practice policy proposal (Circular U8-2011 with revisions) that the Bloomington Faculty Council endorsed in January 2011 and that the UFC has debated and turned into an action item up for vote without paying fair heed to any of the serious concerns, objections, and alternate proposals put forth by the IFC Faculty Affairs Committee.

. . .

RESOLUTION REGARDING THE PROFESSOR OF PRACTICE POLICY PROPOSAL

Whereas the IUPUI Faculty Council (IFC) regrets that adequate IFC consultation on a matter of such momentous importance to the faculty as that of the Professor of Practice policy proposal has not taken place;

Whereas the IFC is alarmed that a sister campus is seeking to get such a momentous proposal voted on by the UFC through the quickest procedure that can be managed without adequate regard for the feedback, concerns, and questions of other campuses, without timely notification of all stake-holders, without providing satisfactory explanations, and without widely sharing documentation supporting the proposal;

Whereas the IFC cannot accept that a narrow campus-specific policy be transformed into an IU-wide policy in the *IU Academic Handbook* with the effect of preventing other campuses from taking advantage of a more broadly worded policy that takes their own interests into account;

Therefore, the IFC asks the IFC Executive Committee and the UFC Agenda Committee

- (1) to recognize the fact that the proposed Professor of Practice policy is of momentous University significance given that it creates an entirely new category of faculty, and that as such it naturally requires thorough discussion by the faculty councils of all IU campuses prior to UFC debate; and
- (2) to convince the UFC to reopen the question currently being voted on regarding the Professor of Practice policy proposal and to defer any new vote until at least one of the two following conditions has been met:
 - (a) the Proposal has been properly researched, vetted, amended if necessary, and endorsed by the IUPUI Faculty Council and other interested campus faculty councils; or
 - (b) a UFC Faculty Affairs Committee, appointed by the UFC Agenda Committee, will have examined the policy, led an intercampus negotiation regarding its form and content, and amended its language so that it becomes a truly IU-wide policy endorsed if not by all campuses, at least by the two core campuses.

2. Resolution regarding UFC Process and Procedures

The second resolution concerns the UFC process and procedures that have led to the regrettable acrimony regarding the Professor of Practice policy proposal.

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RESOLUTION REGARDING UFC PROCESS AND PROCEDURES

Whereas the IUPUI Faculty Council (IFC) regrets that adequate IFC consultation on a matter of momentous University significance has not taken place when it was imperative that it should have by the principles of intercampus courtesy and good sense;

Whereas the IFC is alarmed that a sister campus attempted to get a proposal of momentous University significance voted on by the UFC through the shortest procedure it could manage without adequate regard for the legitimate concerns of other campuses;

Whereas the IFC believes that the *IU Academic Handbook* should not contain policies that are calculated to serve the interests of one campus to the possible detriment of others, but should contain policies that are well defined and sufficiently flexible to accommodate the respective objectives of all campuses without prejudice;

Whereas the IFC believes that a spirit of effective collegial collaboration and communication is vital for the conduct of intercampus affairs, and that invidious processes that circumvent collegiality should give way to processes that foster mutual consultation and respect;

Therefore, the IFC asks the IFC Executive Committee to urge the UFC Agenda Committee

- (1) to review and remedy the process of examining issues of momentous University significance so that they and the policies that emanate from their study be discussed by all Indiana University campus faculty councils before they are debated on the UFC floor to ensure that all UFC members be well informed of the issues and of their varied campus significance before casting their votes;
- (2) to consider other reforms that increase the effectiveness of faculty governance at Indiana University and reinvigorate faculty participation;
- (3) to appoint ad-hoc or standing UFC committees to investigate and negotiate any matter of momentous University significance whenever necessary.

APPENDIX 7

Faculty Affairs Committee

Statistical Charts regarding the Distribution of Full-Time and Contingent Faculty at IUPUI

(presented by the FAC chair at the AAUP special forum
on Contingent Faculty on 21 February 2011)

1. Distribution of Lecturers at IUPUI
2. Distribution of Lecturers at IU-Bloomington
3. Lecturers and Senior Lecturers at Indiana University, Fall 2010
4. Clinical Faculty, IUPUI, Fall 2010
5. Ratio of Clinical Faculty to Tenure-Track Faculty (without Librarians)
6. Research Faculty, IUPUI, Fall 2010
7. Ratio of Research Ranks to Tenure-Track Faculty (without Librarians)
8. Tenure-Track & Tenured Professors and Librarians, IUPUI, Fall 2010
9. Ratio of Lecturers to Tenure-Track Faculty
10. Full-Time Non-Tenure-Track Faculty vs. Tenure-Track Faculty (without and with Librarians)
11. Evolution of Full-Time TTF-to-NTTF Ratio at IUPUI, 2003–2010
12. Part-Time Employees by faculty status at IUPUI (11/1/2010)
13. Full-Time vs. Part-Time Teaching Faculty at IUPUI (Fall 2010)
14. Teaching Faculty: Lecturers, Clinical, TTF, and PT Associate Faculty at IUPUI
15. Full-Time vs. Part-Time Instructional Faculty at IUPUI (Fall 2010)

DISTRIBUTION OF LECTURERS AT IUPUI

	Lecturers	Sr Lecturers	Total	Lecturers	Sr Lecturers
IUPUI	132	69	201	65.67%	34.33%
Business	2	10	12		
Dentistry	1		1		
Education	2		2		
Engineering	15	3	18		
Health & Rehab	1		1		
Herron School of Art	5	2	7		
Informatics	9		9		
IUPU-Columbus	13	1	14		
Journalism	2		2		
Law		1	1		
Liberal Arts	27	36	63	42.86%	57.14%
Anthropology	2		2		
Communicatio	3	8	11		
Economics	2	2	4		
English	10	18	28		
Foreign Langu	3	1	4		
Geography	1	1	2		
History		2	2		
Philosophy	1	4	5		
Political Scienc	3		3		
Religious Stud	1		1		
Sociology	1		1		
Nursing	0	2	2		
Library & Info Science	1	1	2		
Physical Education	8	1	9		
SPEA	2		2		
Medicine	9	1	10		
Continuing Studies	2		2		
Science	29	11	40	72.50%	27.50%
Biology	5	1	6		
Chemistry	5	1	6		
Computer Scie	2	1	3		
Geology	1	1	2		
Mathem. Scien	3	3	6		
Mathematics	8	2	10		
Physics	3	0	3		
Psychology	2	2	4		
Social Work	1	0	1		
University College	2	0	2		
University Continuing Educat	1	0	1		

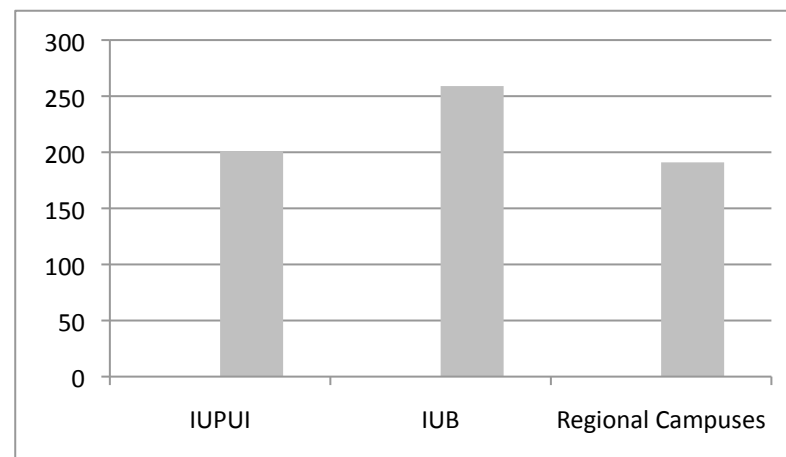
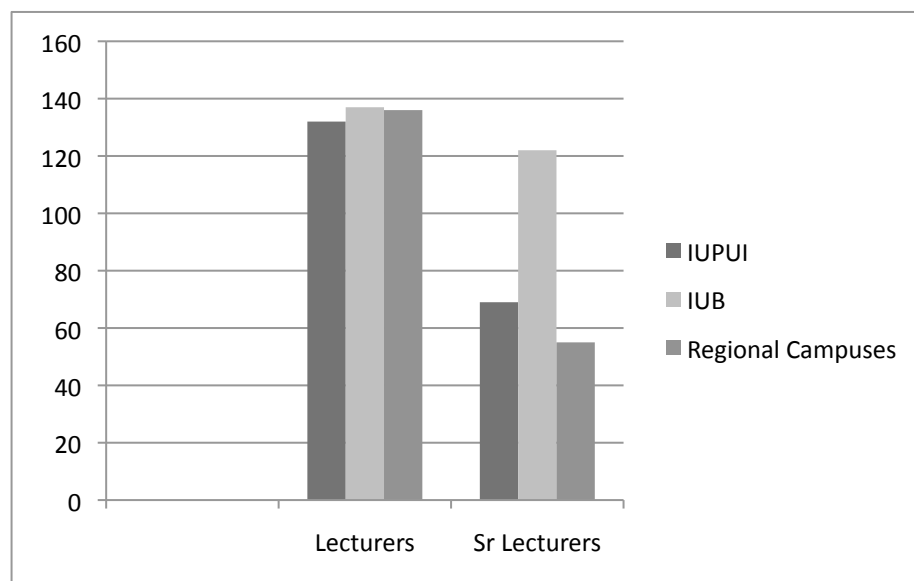
Source: IUIE Reports

DISTRIBUTION OF LECTURERS AT IU-BLOOMINGTON

	Lecturers	Sr Lecturers	Total	Lecturers	Sr Lecturers
IU-Bloomington	137	122	259	52.90%	47.10%
School of Arts & Sciences	70	48	118	59.32%	40.68%
Health, Phys Ed, Recreation	12	5	17		
Informatics	3	10	13		
Music	4	7	11		
Journalism	6	0	6		
Kelley Business	32	42	74	43.24%	56.76%
Law	3	5	8		
Optometry	2	0	2		
SPEA	3	5	8		
Education	1	0	1		
Executive Managt	1	0	1		

Source: IUIE Reports

LECTURERS AND SENIOR LECTURERS — Fall 2010					
Campuses	Lecturers	Sr Lecturers	Total Lecturers	Lecturers	Sr Lecturers
IUPUI	132	69	201	65.67%	34.33%
IUB	137	122	259	52.90%	47.10%
Regional Campuses	136	55	191	71.20%	28.80%
INDIANA UNIVERSITY	405	246	651	62.21%	37.79%



Source: IUIE report

Clinical Faculty — Fall 2010 — IUPUI						
School	Asst Clin.	Assoc. Clin.	Clin. Prof.	Clin. Lect.	Clin. Instru	TOTAL
Business	4	4	2			10
Dentistry	49	9	1	4		63
Education	7	2		4		13
Engineering	5	3	2			10
Health/Rehab	2	2	2	2		8
Herron Art						0
Informatics	1	1				2
IUPUI-Columbu	9	1				10
Journalism		1				1
Law		4	8			12
Liberal Arts			1			1
Univ. Library						0
Nursing	25	3		8		36
SLIS						0
Phys Ed/Touris	2					2
SPEA			2	1	1	4
Medicine	373	174	53	1		601
Science	0	0	0			0
Social Work	1					1
Univ. College						0
Labor Studies						0
	478	204	71	20	1	774

Ratio of Clinical Professors to TTF (w/o Librarians)				
	Clinical	TTF	Clinical	TTF
Business	10	28	26%	74%
Dentistry	63	60	51%	49%
Education	13	29	31%	69%
Engineering	10	76	12%	88%
Health/Rehab	8	16	33%	67%
Herron Art	0	35	0%	100%
Informatics	2	22	8%	92%
IUPUI-Columbu	10	19	34%	66%
Journalism	1	2	33%	67%
Law	12	35	26%	74%
Liberal Arts	1	156	1%	99%
Nursing	36	46	44%	56%
SLIS	0	7	0%	100%
Phys Ed/Touris	2	21	9%	91%
SPEA	4	17	19%	81%
Medicine	601	656	48%	52%
Science	0	131	0%	100%
Social Work	1	33	3%	97%

Source: IUIE Reports

Research Faculty – Fall 2010 – IUPUI					
Research Scientists					
School	Assistant	Associate	Senior		TOTAL
Serv Learning			2		2
Business					0
Dentistry	1				1
Education					0
Engineering			1		1
Health/Rehab					0
Herron Art					0
Informatics					0
IUPU-Columbus					0
Journalism					0
Law			1		1
Liberal Arts					0
Univ. Library					0
Nursing	7	2			9
SLIS					0
Phys Ed/Tourism					0
SPEA			1		1
Medicine	136	26	8		170
Science	4	1	1		6
Social Work					0
Univ. College					0
Labor Studies					0
	148	29	14		191

Ratio of Research Ranks to TTF (w/o Librarians)				
	Research	TTF	Research	TTF
Serv Learning	2			
Business	0	28	0%	100%
Dentistry	1	60	2%	98%
Education	0	29	0%	100%
Engineering	1	76	1%	99%
Health/Rehab	0	16	0%	100%
Herron Art	0	35	0%	100%
Informatics	0	22	0%	100%
IUPU-Columbus	0	19	0%	100%
Journalism	0	2	0%	100%
Law	1	35	3%	97%
Liberal Arts	0	156	0%	100%
Nursing	9	46	16%	84%
SLIS	0	7	0%	100%
Phys Ed/Tourism	0	21	0%	100%
SPEA	1	17	6%	94%
Medicine	170	656	21%	79%
Science	6	131	4%	96%
Social Work	0	33	0%	100%

Source: IUIE Reports

Tenure-Track & Tenured Professors and Librarians – Fall 2010 – IUPUI							
School	Asst Prof	Assoc. Prof.	Professor	Asst. Libr	Assoc. Libr.	Librarian	TOTAL
Business	1	15	12				28
Dentistry	14	22	24	1		1	62
Education	10	13	6				29
Engineering	26	25	25				76
Health/Rehab	6	5	5				16
Herron Art	15	12	8		1		36
Informatics	8	8	6				22
IUPUI-Columbu	16	2	1		1	1	21
Journalism			2				2
Law		9	26	2	7		44
Liberal Arts	27	69	60				156
Univ. Library				8	18	2	28
Nursing	9	19	18				46
SLIS	4	2	1				7
Phys Ed/Touris	10	7	4				21
SPEA	4	6	7				17
Medicine	182	181	293	1	3	4	664
Science	38	49	44				131
Social Work	10	14	9				33
Univ. College		1	1				2
Labor Studies		4	1				5
Total per school	380	463	553	12	30	8	1446
Actual headcount	377	456	543	12	30	8	1426
Ratio of Lecturers to TTF (w/o Librarians)					Above variations due to cross-school appointments		
	Lecturers	TTF	Lecturers	TTF			
Business	12	28	30%	70%	IUPUI Average (per school count)		
Dentistry	1	60	2%	98%			
Education	2	29	6%	94%	With IUSM		
Engineering	18	76	19%	81%			
Health/Rehab	1	16	6%	94%	Lecturers		
Herron Art	7	35	17%	83%			
Informatics	9	22	29%	71%	TTF		
IUPUI-Columbu	14	19	42%	58%			
Journalism	2	2	50%	50%	W/o IUSM		
Law	1	35	3%	97%			
Liberal Arts	63	156	29%	71%	IUPUI Average (per headcount)		
Nursing	2	46	4%	96%			
SLIS	2	7	22%	78%	With IUSM		
Phys Ed/Touris	9	21	30%	70%			
SPEA	2	17	11%	89%	Lecturers		
Medicine	10	656	2%	98%			
Science	40	131	23%	77%	TTF		
Social Work	1	33	3%	97%			
Univ. College	2	2	50%	50%	W/o IUSM		
Labor Studies	1	5	17%	83%			
					Source: IUIE Reports		

FULL-TIME NTTF vs. TTF (w/o Librarians)							
	Lecturers	Clinical	Research	Total NTTF	TTF	NTTF/TTF %	
Business	12	10	0	22	28	44%	56%
Dentistry	1	63	1	65	60	52%	48%
Education	2	13	0	15	29	34%	66%
Engineering	18	10	1	29	76	28%	72%
Health/Rehab	1	8	0	9	16	36%	64%
Herron Art	7	0	0	7	35	17%	83%
Informatics	9	2	0	11	22	33%	67%
IUPUI-Columbu	14	10	0	24	19	56%	44%
Journalism	2	1	0	3	2	60%	40%
Law	1	12	1	14	35	29%	71%
Liberal Arts	63	1	0	64	156	29%	71%
Nursing	2	36	9	47	46	51%	49%
SLIS	2	0	0	2	7	22%	78%
Phys Ed/Touris	9	2	0	11	21	34%	66%
SPEA	2	4	1	7	17	29%	71%
Medicine	10	601	170	781	656	54%	46%
Science	40	0	6	46	131	26%	74%
Social Work	1	1	0	2	33	6%	94%
Univ. College	2	0	0	2	2	50%	50%
Labor Studies	1	0	0	1	5	17%	83%
Continuing Stu	2	0	0	2	0	100%	0%
IUPUI	201	774	189	1164	1396	45%	55%

Adding IUPUI Librarians				
Librarians: 12 Asst Libr, 30 Assoc. Libr, 8 Librarians			50	
IUPUI		1164	1446	45% 55%

IFC FACULTY AFFAIRS COMMITTEE
EVOLUTION of FULL-TIME TTF-to-NTTF RATIO at IUPUI

2/20/11

 Based on source: Human Resource Management System (HRMS), <http://reports.iupui.edu/render.aspx/INSTITUTIONAL%20DATA/FACAPPT/IUPUI>

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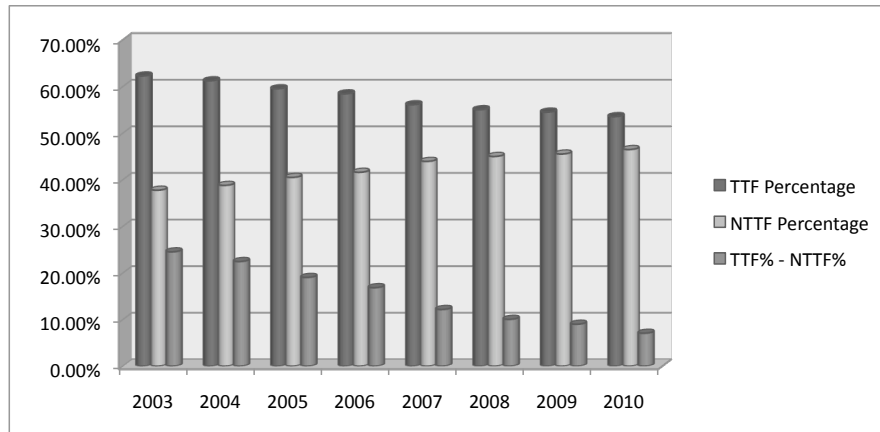
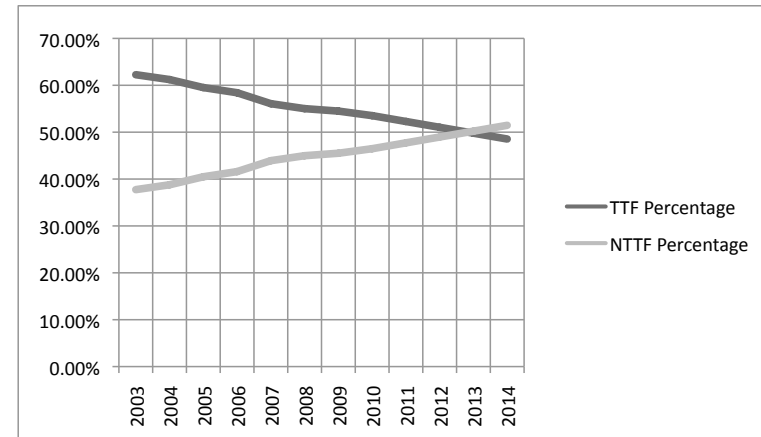
Fall Semesters	2003	2004	2005	2006	2007	2008	2009	2010
Professor	510	529	513	509	519	529	534	535
Associate Professor	453	444	446	436	428	429	440	446
Assistant Professor	329	337	362	347	331	335	344	368
Librarian	54	54	52	48	51	50	46	47
Subtotal TTF	1346	1364	1373	1340	1329	1343	1364	1396

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Fall Semesters	2003	2004	2005	2006	2007	2008	2009	2010
Instructor	5	4	0	0	0	0	0	0
Lecturer	138	148	169	169	167	178	179	187
Clinical Ranks	439	479	519	516	584	625	666	721
Academic Specialist	8	19	17	30	38	29	36	45
Research Ranks	226	214	229	239	252	266	258	259
Subtotal NTTF	816	864	934	954	1041	1098	1139	1212

Subtotal TTF	1346	1364	1373	1340	1329	1343	1364	1396
Subtotal NTTF	816	864	934	954	1041	1098	1139	1212
Total TTF + NTTF	2162	2228	2307	2294	2370	2441	2503	2608

	2003	2004	2005	2006	2007	2008	2009	2010	PROJECTION 2011 to 2014			
TTF Percentage	62.26%	61.22%	59.51%	58.41%	56.08%	55.02%	54.49%	53.53%	52.28%	51.03%	49.79%	48.54%
NTTF Percentage	37.74%	38.78%	40.49%	41.59%	43.92%	44.98%	45.51%	46.47%	47.72%	48.97%	50.21%	51.46%
Yearly variation		1.04%	1.71%	1.10%	2.34%	1.06%	0.52%	0.97%	1.25%	1.25%	1.25%	1.25%
Mean variation 03-10								1.25%				
TTF% - NTTF%	24.51%	22.44%	19.03%	16.83%	12.15%	10.04%	8.99%	7.06%	4.56%	2.07%	-0.43%	-2.92%

PROGRESSION from 2003 to 2010

CONTINUING PROJECTION TO 2014


PART-TIME EMPLOYEES by faculty status at IUPUI as of 1 November 2010					
A. IUPUI without Medical School					
Primary Function	Tenure-track	NTT	Graduate assistants	Without faculty status	TOTALS
Instruction		814			
Instruction/ research/public service	1		428		
Research		2			
Public service		5			
Exec./admin.					
Other professionals	1			14	
Tech. & paraprof.					
Clerical & secretarial				8	
Skilled crafts					
Service/maintenance				1	
TOTAL 2010	2	821	428	23	1274
TOTAL 2009	2	774	380	26	1182
B. Medical School					
Primary Function	Tenure-track	NTT	Graduate assistants	Without faculty status	
Instruction		206			
Instruction/ research/public service			168		
Research		25			
Public service		3			
Exec./admin.				2	
Other professionals				66	
Tech. & paraprof.				9	
Clerical & secretarial				8	
Skilled crafts					
Service/maintenance					
TOTAL 2010	0	234	168	85	487
TOTAL 2009	0	222	158	90	470
GRAND TOTALS					
GRAND TOTAL 2010	2	1055	596	108	1761
GRAND TOTAL 2009	2	996	538	116	1652

Source: IUIE Report

IFC FACULTY AFFAIRS COMMITTEE
FULL-TIME VS PART-TIME TEACHING FACULTY AT IUPUI

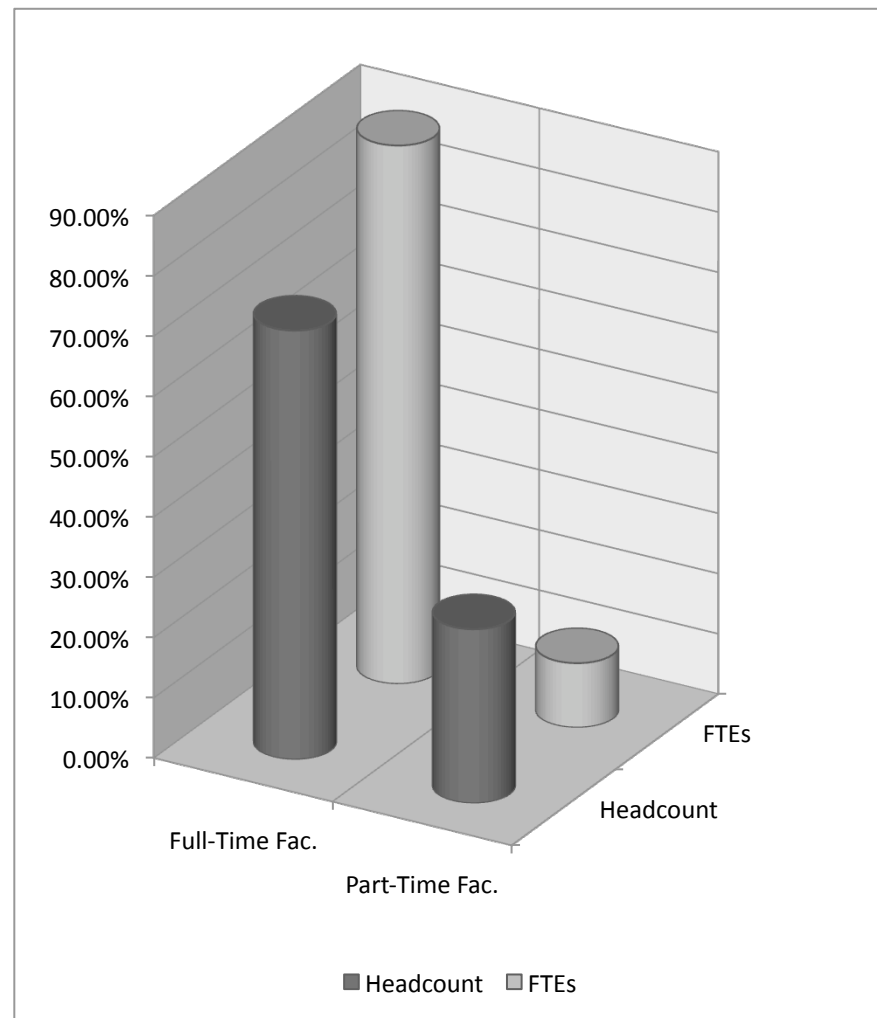
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Fall 2010

AC1 include lecturers, TTF, and clinical track.

AC2 = part-time faculty. FTE = Full-Time Equivalent.

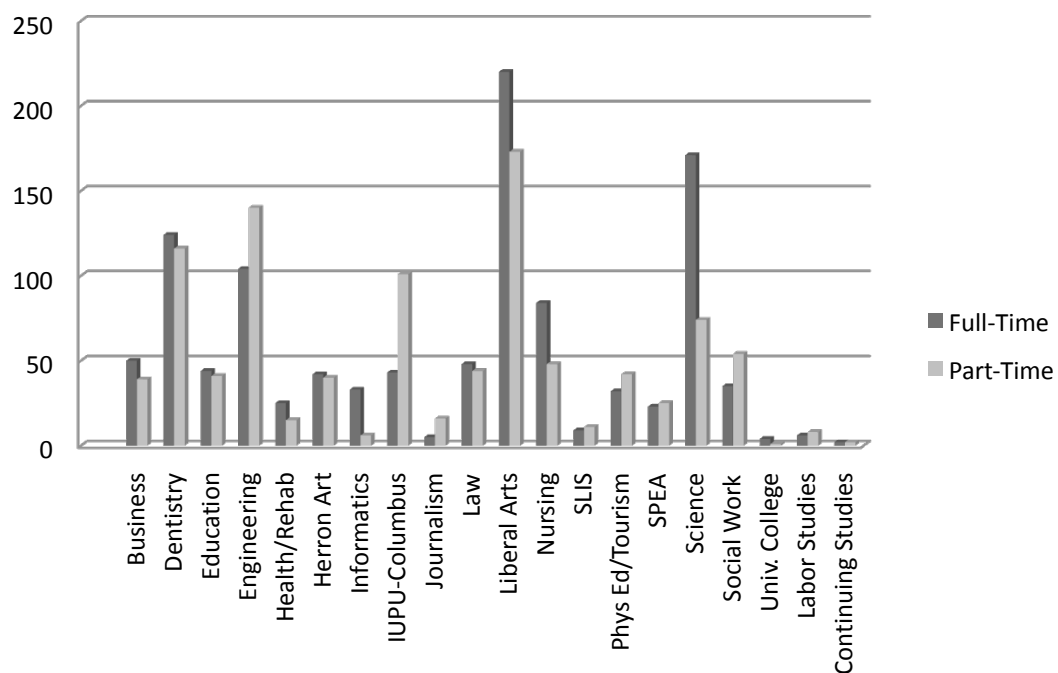
Total # of AC1 Employees & FTE			Total # of AC2 Employees & FTE		
Units	# of AC1 Employees	Sum of Employee Total Job FTE	Units	# of AC2 Employees	Sum of Employee Total Job FTE
IN-ACSP	20	20	IN-ACSP	8	1.27
IN-AHLT	23	22.5	IN-AHLT	15	3.45
IN-BUS	52	51.4	IN-BUS	39	11.53
IN-COLU	47	47	IN-COLU	101	30.75
IN-DENT	103	102.1	IN-DENT	116	24.51
IN-EDUC	42	42.01	IN-EDUC	41	11.4
IN-ENGT	110	108.01	IN-ENGT	140	40.24
IN-EXEC	9	9			
IN-HERR	42	42	IN-HERR	40	14.94
IN-INFO	34	33.5	IN-INFO	6	1.07
IN-JOUR	5	5	IN-JOUR	16	4.8
IN-LART	210	209.13	IN-LART	173	64.04
IN-LAW	58	58	IN-LAW	44	7.27
IN-LIBR	31	30.5			
IN-MED	1428	1411.07	IN-MED	53	16.11
IN-NURS	82	81.5	IN-NURS	48	10.89
IN-OACA	9	9	IN-OACA	11	5.35
IN-PHED	32	32	IN-PHED	42	11.8
IN-SCI	169	169	IN-SCI	74	26.36
IN-SOCW	50	49	IN-SOCW	54	12.69
IN-SPEA	22	22	IN-SPEA	25	6.88
IN-UCOL	6	6	IN-UCOL	1	0.14
UA-SCS	2	2	UA-SCS	2	0.4
UA-VPIT	1	1			
UA-VPR	1	1			
Total	2588	2563.72	Total	1049	305.89



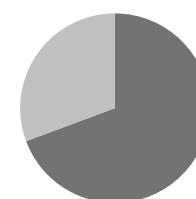
	Full-Time Fac.	Part-Time Fac.
Headcount	71.16%	28.84%
FTEs	89.34%	10.66%

Source: Katy Reiter, FAA, IUPUI

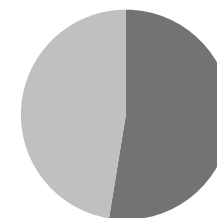
Teaching Faculty: Lecturers, Clinical, TTF, and PT Assoc. Faculty				
School	Full-Time	Part-Time	Full-Time vs Part-Time %	
Business	50	39	56%	44%
Dentistry	124	116	52%	48%
Education	44	41	52%	48%
Engineering	104	140	43%	57%
Health/Rehab	25	15	63%	38%
Herron Art	42	40	51%	49%
Informatics	33	6	85%	15%
IUPU-Columbu	43	101	30%	70%
Journalism	5	16	24%	76%
Law	48	44	52%	48%
Liberal Arts	220	173	56%	44%
Nursing	84	48	64%	36%
SLIS	9	11	45%	55%
Phys Ed/Touris	32	42	43%	57%
SPEA	23	25	48%	52%
Medicine	1267	53	96%	4%
Science	171	74	70%	30%
Social Work	35	54	39%	61%
Univ. College	4	1	80%	20%
Labor Studies	6	8	43%	57%
Continuing Stu	2	2	50%	50%
IUPUI	2371	1049	69%	31%
IUPUI - IUSM	1104	996	53%	47%



Teaching Faculty: Lecturers, Clinical, TTF, and PT Assoc. Faculty				
School	Full-Time	Part-Time	Full-Time vs Part-Time %	
Business	50	39	56%	44%
Dentistry	124	116	52%	48%
Education	44	41	52%	48%
Engineering	104	140	43%	57%
Health/Rehab	25	15	63%	38%
Herron Art	42	40	51%	49%
Informatics	33	6	85%	15%
IUPU-Columbus	43	101	30%	70%
Journalism	5	16	24%	76%
Law	48	44	52%	48%
Liberal Arts	220	173	56%	44%
Nursing	84	48	64%	36%
SLIS	9	11	45%	55%
Phys Ed/Tourism	32	42	43%	57%
SPEA	23	25	48%	52%
Medicine	1267	53	96%	4%
Science	171	74	70%	30%
Social Work	35	54	39%	61%
Univ. College	4	1	80%	20%
Labor Studies	6	8	43%	57%
Continuing Studies	2	2	50%	50%
IUPUI	2371	1049	69%	31%
IUPUI w/o IUSM	1104	996	53%	47%

IUPUI

■ Full-Time
■ Part-Time

IUPUI without IUSM

■ Full-Time
■ Part-Time