

Academic Affairs Committee: January 14, 2022; 3-4 pm

Zoom link: <https://iu.zoom.us/j/85704908960>

Members Present (X)

Jen Kazmierczak. Susan Moore Shanon Oldenburg. Jamie Smith. Kathy Sullivan Denise Henderson. Scott Shoger Registrar representative: Terri Langel	jenkazm@iu.edu sulmoore@iusb.edu soldenbu@iusb.edu jms21@iusb.edu sullivka@iusb.edu dhhender@iu.edu sshoger@iu.edu tlangel@iusb.edu
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November Agenda

1. Follow up on old business: (3-3:15)
2. New Business: 3:15-4:00

TOPIC	DISCUSSION AND OUTCOMES
Old Business updates (3-3:15):	
New Business (3:15-4:00):	
Establish adverse weather policy (see email comments below from Elaine)	.Discussed a town hall meeting in February to gather more faculty and staff input.
Discuss request for appeal of grade removal from 1981	Denied appeal due to out of time limit.
Discuss 2000 minute minimum for 3 credit hour	Discussed lab and lecture minute policy consistent for the entire campus. This would exclude exams and any program

classes (see email comments below from Keith)

with clinical placements. This would be prorated for summer classes and those with less than 16 weeks. Reviewed Kokomo, Northwest, and Bloomington's current policy. Reviewed Department of OT here at IUSB new minute policy.

Request from Elaine re: “a proposal regarding inclement weather for future years.”

Below is her entire statement about Inclement Weather.

The Executive Committee would like to ask the Academic Affairs Committee to take this up. You might begin by considering whether or not the committee thinks such a policy is necessary. If so, the committee might consider whether it should be a “policy” or a set of “Best Practices.” Finally, if the committee does decide to develop a policy or set of Best Practices, the Executive Committee requests that the possibility of exceptions be made clear, since several schools have classes with contact hours that must be maintained (CHS; Education; CLAS labs; etc.).

In her request, the EVCAA suggests gathering “input from all constituencies,” which may involve coordinating with the SGA to gain insight into student perspectives on snow days.

In any case, if the Academic Affairs Committee would be willing to respond to this request within a week or two with a plan, that would be great. If the committee were to develop a policy or set of Best Practices, it would be great if it could be brought to the Academic Senate in March or April, so that it could be voted on at the April or September meeting for adoption in the 2022-2023 school year.

Thank you for your work on this important and also very active Senate Committee! Please let us know if you have any questions about this request.

Best,
Elaine

Inclement Weather

Inclement weather can impact courses in different modalities (on campus, online, hybrid) in different ways. This will be clarified in the campus announcement you receive, but are summarized here for your information. *Please note* – the summaries include the typical processes, but there could be changes based on the specific situation; *so always read the full campus announcement carefully.*

Ø When classes are delayed, courses in all modalities follow the delay schedule, including online & hybrid courses that have live synchronous content scheduled during that day.

Ø When classes are cancelled, on campus courses and in person meetings of hybrid courses are cancelled. However, online classes and virtual meetings of hybrid classes will meet as normally scheduled.

Ø When the campus is closed, on campus courses and in person meetings of hybrid courses are cancelled. However, online classes and virtual meetings of hybrid classes *could* meet normally or *could* be cancelled, based on the severity of the situation; this will be clarified in the campus announcement.

Please remember that students taking online courses from other IU campuses may face challenges when one campus is delayed but another is not, should their online course have synchronous components.

ON CAMPUS COURSES & IN-PERSON COMPONENTS OF HYBRID COURSES

The pandemic has changed both our comfort with and utilization of remote technologies for instruction. *For on campus courses and in person components of hybrid courses*, this experience with remote methodologies has impacted our collective ability to offer instruction when the weather may have previously prevented it. While I both appreciate and respect the ability of our faculty to adapt instruction to alternate formats rapidly to advance learning on our campus, our students may have challenges accessing a course that has shifted to an online format at the last minute. They may not have access to the needed technology (computer/internet), there could be a power outage, or they may need to deal with the current situation (shoveling, children home). For these reasons, we need to have a broader campus conversation about how campus closures due to weather are managed for on campus courses and in-person components of hybrid courses. As such, I have asked that the Senate charge a committee to gather input from all constituencies and develop a proposal regarding inclement weather for future years.

PLEASE NOTE: For this semester, particularly given the added stressors of the last two years, on any day when *on-campus and in-person hybrid* classes are cancelled by campus authorities, I ask that faculty do not require any course activities (zoom, asynchronous work, or assignment/test/quiz deadlines).

Request from Registrar Keith Dawson re: 2000 minutes for 3 credit hour classes

“Raman would like to have the minimum 2000 minutes for 3 credit classes officially in the IUSB policies. We used to have this when it was in the IU policies, but it was removed a few years ago. Doug uses this number still for HLC and we will need to have this number officially in our policies so that we do not get questioned by the HLC.

So, whenever the AAC meets again, I would like to talk about this. I don't think this will be that big of an issue.

We can use something like this for a reference (though it's a bit old). Indiana University Bloomington Campus Credit Hour Definition”

FYI: IU Bloomington Credit Hour Definition. [Indiana University Bloomington Campus Credit Hour Definition: Policies: Office of the Vice Provost for Faculty & Academic Affairs: Indiana University Bloomington](#)

At IU Bloomington, a standard 3 credit lecture class at the undergraduate level meets three times per week for 50 minutes per session or twice a week for 75 minutes per session. Following the ending of classes, a week is reserved each semester for final examinations. **The 120 minute (2 hour) final examination period has been included in computing class contact minutes and number of meetings. Indiana University policy requires a minimum of 2,000 minutes of instructional activity for a three credit lecture class.**

IU Kokomo Definition. [Credit Hour Definition: Indiana University Kokomo \(iuk.edu\)](#)

IU Kokomo follows the University standard for the minimum instruction time for a three-credit class. **In all cases, the usual 3-credit lecture class meets for a minimum of approximately 2000 minutes, excluding the final examination period.** In most cases a 3-credit class will be scheduled for 2250 minutes plus the final examination period. The minimum instruction time may include distance education techniques as well as class meetings.

IU Northwest. [Definition of a Credit Hour - Indiana University Northwest \(iun.edu\)](#) (IU East is similar - [Academic Credit: Policies: IU East](#))

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. **IU Northwest guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,000 minutes excluding the final examination period.** Emerging delivery methodologies may necessitate determining a unit of undergraduate credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.