OFFICE OF THE VICE PROVOST FOR **FACULTY AND ACADEMIC AFFAIRS**
IU Bloomington

Start of Semester Guide

FALL SEMESTER AY 2026-2027

Table of Contents

Important Semester Dates 2
Syllabus Posting 2
Resources to Help You with Your Teaching 4
Student Attendance and Participation 4
Addressing Student Needs 5
Addressing Student Conduct 8
Other Information for Your Courses 9
Graduate Student Items 11
General Faculty Items 11

Important Semester Dates

See the Official Calendar for more details

August 24, 2026 (Monday): Classes Begin
September 7, 2026 (Monday): Labor Day: no classes.
October 4, 2026 (Sunday): **a. Attendance Verification due (please look for e-mail reminders!)**
b. Early Evaluations due through the Student Engagement Roster (accessible through CANVAS)
October 19, 2026 (Monday): Second 8 Week Courses Begin
October 25, 2026 (Sunday): Last day to Withdraw with an Automatic W

November 22 – 29, 2026: THANKSGIVING BREAK
December 12, 2026 (Saturday): LAST DAY OF CLASSES
December 14 – 18 (Monday-Friday): EXAM WEEK (See Schedule here)
FINAL GRADES DUE 8 PM on the fourth day after the last class meeting or final exam (Find more information regarding final grades here)

- **FINAL EXAMS AND IUB COMMENCEMENT CEREMONIES:** This year's Winter Commencement is scheduled to take place on Thursday, December 17. Faculty with classes scheduled for final exams on Thursday, December 17, should plan accordingly for any scheduling conflicts this may create for students. Faculty should work through the scheduling officer in their academic unit to request that the exam class be rescheduled to an earlier timeslot or that an alternate exam period be added earlier in the week.

Syllabus Posting

Posting of Syllabus (ACA-85): IU has a policy (ACA-85) which states, "*A faculty member shall prepare and post on the university's website a syllabus for each course the faculty member is teaching. The syllabus shall be posted no later than seven (7) days before the first day of any course.*" To meet this requirement, and align with the IUB policy (BL-ACA-H28), all instructors must use the syllabus

page in Canvas to post their syllabus.

Additionally, to comply with state law (IN Code § 21-42-3-7), course syllabi must be made publicly available. The information published on the syllabus page of Canvas will then be cataloged in the CourseLeaf platform to create a public-facing page. This interim measure will be used to maintain compliance with the state law. Over the next academic year, we will partner with the Bloomington Faculty Council to determine the long-term solution.

OTHER TIPS:

1. Syllabus Creation in Canvas: Instructors are required to ensure that a course syllabus exists in the Syllabus section of the Canvas site provisioned for each course. These Canvas sites are automatically created each term by UITS. Instructions for setting up your syllabus in Canvas can be found here: Publish your course syllabus in Canvas - Indiana University Knowledge Base.

2. Syllabi and the CourseLeaf Platform: IU is using **CourseLeaf**, a curriculum and course management platform. **CourseLeaf currently serves as the primary portal for exploring course syllabi for those considering a course**. Additionally, CourseLeaf has been adopted to support a range of student and institutional needs, including:

- Creation and sharing bulletins
- Course and curriculum approvals
- The course catalog
- Syllabi posting & review
- Degree and catalog management
- Additionally, CourseLeaf will eventually replace legacy systems such as CARMIN and APPEAR
- To foster informed student choice making in course selection, and alignment with new legislation, course Syllabi will be made viewable via a link from CourseLeaf to the syllabus section of each Canvas course.

IMPORTANT: Only the syllabus section of Canvas will be accessible via this link—no other Canvas course materials will be viewable through CourseLeaf.

3. Key Considerations:

- **Avoid including** Zoom, Teams, or virtual meeting links in the syllabus section in Canvas, due to the fact that this information would become publicly shared via CourseLeaf. Embed these in another Canvas section and reference their location in the syllabus.
- **Do not share** personal contact information (e.g., home addresses, personal phone number, personal email) in the syllabus section of Canvas due to this information inadvertently being shared through Courseleaf.

Resources to Help You with Your Teaching

- **CITL (Center for Innovative Teaching and Learning)** features the latest developments in pedagogy at IU through a wide range of classes, individual consultations, and a blog.
- **FACET (Faculty Academy on Excellence in Teaching)** is a community of faculty recognized for teaching excellence. FACET offers a variety of resources and opportunities for improving your teaching, including classroom peer review (supplementing unit-based peer reviews).
- **LIBRARY SUPPORT:** IU Librarians can help instructors utilize library materials in the classroom for a richer student experience.
- **TEACHING.IU.EDU** is a dynamic, engaging, university-wide site with a wealth of IU-specific and general teaching resources. It contains links to IU's pedagogical centers, including CITL and FACET (above), discussions of current topics, and sections on tools and professional development. Your questions about teaching at IU will likely find answers here.

Student Attendance and Participation

Please prepare your syllabi with instructional policies that balance clear expectations for student participation with reasonable accommodations for physical and mental health. Please use the following resources to assist:

- The Center for Innovative Teaching & Learning recommends measuring engagement, rather than attendance, to accommodate students who must miss class due to health and safety reasons and minimize the effect of reasonable absences on course grades: "Attendance Policies and Student Engagement".
- The IUB Office of Student Life page on Attendance Issues offers student-facing guidelines including: "If you miss more than 20% of the semester (approximately 3 weeks) for medical or personal reasons, it may be best to consider withdrawing from all courses until you are able to return and focus on your academic goals."
- You cannot under any circumstances ask students to provide medical information, and the IU Student Health Center does not provide "notes." Please prepare course expectations accordingly. The Health Center is willing to work with students who have ongoing or serious illness, injury or disability to provide care and documentation as necessary.
- Students who seek accessibility measures (accommodations) due to temporary impairments, which AES defines as including, but not limited to, "broken bones, sprains, concussions, and appendicitis," should be referred to Accessible Educational Services.

- Encourage students with significant attendance challenges to contact the Student Care and Resource Center; which can provide attendance memos in the event of hospitalization or the death of an immediate family member. Please see Attendance Memo FAQs for more information.

Addressing Student Needs

Faculty Initiated Early Alert Warning Guidelines (OVPUE): Early Alert Warnings (EAWs) are an effort to sustain student momentum and facilitate early identification of students with academic issues. If a student has attendance issues, poor performance on quizzes and assignments, or a sudden decline in academic performance, please use the Student Engagement Roster to communicate with the student. That message will also go to the student's Academic Advisor.

Please add the following language to your syllabi:

> *"In this course the instructor wants to make sure you connect with resources that will help you be successful. If you receive a message through the Student Engagement Roster that asks you to consult with your advisor, please know that the message is sent to both you and your academic advisor, who will follow up and view the feedback from this course."*

How to give meaningful feedback through the Student Engagement Roster
https://undergraduate.indiana.edu/for-educators/student-engagement-roster.html

Webinar *SER: Voices from Faculty, Advisors, and Students* at the bottom of the page. It's a fantastic resource for our instructional faculty.

The SAC (Student Academic Center) can help you and your students with evidence-based strategies for learning the content for your course - including everything from studying and note-taking to reading and preparing for exams. Connect your students with them for individual Academic Coaching, and they'll even come to your class and do tailored Workshops. They also help manage the central IUB Tutoring website, host Residential Hall Tutoring, and even teach for-credit classes on college success skills.

Student Mental Health Resource: For a quick reference, see IU's Care Card, and a list of resources, including the newly created TimelyCare service that gives students 24/7 virtual access to mental health care professionals.

Please consider including information in your syllabus about mental health services offered by CAPS and other support services that are available to students, or direct them to the Student Care and Resource Center for information on where to find support services.

If you have concerns about a student's health and well-being, please consider submitting a care referral so that the staff in the Student Care and Resource Center can work to get the student connected to the appropriate campus and community resources.

Find information regarding Mental Health Support for IU Employees, Student Academic Appointees, and their Family Members here

Accessible Educational Services (AES): Please read the Office of Student Life Accessible Educational Services Faculty Handbook, which describes the documentation and accessibility measure (accommodation) process for students with qualifying medical conditions, and provides a sample statement to include in your syllabi. Note that only AES-approved accessibility measures (accommodations) should be utilized in the classroom. It is the student's responsibility to meet with AES and, upon receiving an accessibility memo, make appropriate arrangements with the instructor. For information about support services or accessibility measures (accommodations) available to students with qualifying medical conditions and for the procedures to be followed by students and instructors, please visit: https://studentlife.indiana.edu/care-advocacy/iub-aes/index.html.

Please consider adding the following information to your course syllabi:

> ***ACCESSIBILITY, ACCOMMODATION & PREGNANCY:*** *Indiana University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Accessible Educational Services (AES) on your campus [iubaes@iu.edu]. Additional information can be found at accessibility.iu.edu. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus AES office as soon as possible if accommodations are needed.*
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> *Additionally, IU is dedicated to supporting students who are pregnant or have experienced other conditions related to pregnancy (termination of pregnancy, miscarriage, lactation, or related medical conditions). To register for accommodations due to pregnancy or a related medical condition, please contact our campus Accessible Educational Services (AES) office at iubaes@iu.edu. Additional information can be found at pregnancy.iu.edu.*
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> *To learn about the rights and resources available to students, such as academic accommodations, please visit pregnancy.iu.edu or email ocrc@iu.edu for more information.*

Digital Access and Equity: Students do not all have the same access to experience technology-related access problems that interfere with their work in the course. You may also wish to direct students to technology-related resources provided by the university, such as:

- *Free on-campus wireless internet (wifi) access through the "eduroam" network.*
- *Free software for download and for cloud-based use.*
- *Free 24/7 IU techsupport (e.g., email, Canvas, wifi, printing, device setup, etc.).*
- *Free in-person tech support in the Wells Library.*

Library Research Help: IU Libraries offers one-on-one consultations with students who need assistance with library research (Link to https://libraries.indiana.edu/help-researching).

Writing Tutorial Services (WTS): For free help at any phase of the writing process—from brainstorming to revising a final draft—visit Writing Tutorial Services! When students meet with WTS tutors, they'll find them to be sympathetic and helpful readers of their prose. WTS offers both in-person and synchronous online tutorials from their main location, in the Learning Commons on the first floor of the West Tower of Wells Library, which is open Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. For any questions about our other locations or our services, please visit the WTS website at https://wts.indiana.edu or email us at wts@iu.edu.

Religious Observances: Per policy BL-ACA-H10, instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. Students must request a religious accommodation no later than 2 weeks prior to the anticipated absence (even if the exact date of the observance is unclear at the time). The policy also encourages instructors to include on the syllabus and announce at the beginning of the semester the policy and procedures for religious observances.

Consider this syllabus language:

> *Students missing class for a religious observance must fill out the request for accommodation for religious observances form on the Vice Provost for Faculty and Academic Affairs webpage at least two weeks before your anticipated absence.*

Student Advocates Office: Refer students who are facing an issue that is affecting their ability to succeed at Indiana University Bloomington to the Student Advocates Office. SAO can assist with issues such as responding to a conduct charge, understanding IU's academic policies and procedures, finding resources, preparing grade appeals and financial appeals, as well as withdrawing from all courses.

Addressing Student Conduct

Code of Student Rights, Responsibilities, & Conduct: STU-00

Academic Misconduct: If you believe that a student has engaged in academic misconduct, you may file a report with the Office of Student Conduct.

Bias Incident Reporting: Many students are unaware of options for reporting bias incidents, so please consider adding the following information to your course syllabi:

> ***BIAS INCIDENT REPORTING:***
> *Bias-based incident reports can be made by students, faculty, and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at https://reportincident.iu.edu/; 2) call the Dean of Students Office at (812) 855-8187.*
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> *Reports can be made anonymously at https://reportincident.iu.edu.*

Disruptive Students: For guidance on addressing difficult student situations in the classroom, contact the Office of Student Conduct at (812) 855-5419 for guidance. If you have concerns about the immediate safety of the classroom, call IU Police at 911 or call (812) 855-4111.

FN/FNN Grades for Non-Attendance (BL-ACA-H30): Faculty must assign an **FN** or **FNN** grade when a student earns a failing grade (**F**) due to non-attendance. Use:

- **FN** - An "FN" should be assigned to a student who has failed a course because the student stopped attending classes, labs, exams, or other activities and has not officially withdrawn. As specified in VPSS 10, Unofficial Withdrawal, when an FN is assigned, the instructor must indicate the last known date of class attendance, and when an FN is assigned in an online course, the instructor must indicate the last date of participation in an academic activity.
- **FNN** - An "FNN" should be assigned to a student who has failed a course because the student never attended a class and did not withdraw.

Accurate reporting of non-attendance is essential for Federal Aid compliance. Faculty, as part of their instructional responsibilities outlined in the above policy, shall receive a request for an evaluation of beginning students enrolled in their courses. These evaluations should be provided as feedback, grades, or observations within the Student Engagement Roster. Faculty shall expect the request during the fourth week of the regular semester, with evaluations due the Sunday of the sixth week of the regular term.

Sexual Misconduct and Title IX – Syllabus Language. Faculty are considered Responsible Employees for purposes of Title IX, which means they have an obligation to report incidents of possible sexual misconduct known to them to the appropriate Title IX Officials for their campus. To help students understand your obligation and to inform them of their rights and available resources on campus, we advise that all instructors include the following message within their syllabi:

> ***SEXUAL MISCONDUCT:***
> *As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can contact IU Survivor Counseling Services at (812) 855-8900 or contact a Confidential Victim Advocate at (812) 856-2469 or cva@iu.edu. Additionally, Indiana University also prohibits discrimination. See the university's Non-Discrimination policy here: https://policies.iu.edu/policies/ua-01-non-discrimination/index.html.*
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> *It is also important that you know that because of my role, University policy requires me to share information brought to my attention about potential sexual misconduct. In that event, you may be contacted with information about resources and your options for any next steps. Protecting student privacy is of utmost concern, and information will only be shared with those who need to know to ensure the university can respond and assist. I encourage you to visit stopsexualviolence.iu.edu and ocrc.iu.edu to learn more.*
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> *If you feel like you have experienced discrimination, harassment, or sexual misconduct and wish to make a report, please use the online form available through the Office of Civil Rights Compliance. https://ocrc.iu.edu/report-incident/index.html.*

Other Information for Your Courses

Reminder: Instructors must adhere to scheduled course times for online or in-person class meetings and the planned modality for the course.

Course Evaluations (Midterm and OCQ): Consider offering a formative midterm course evaluation to gauge student learning and gather feedback. Check with your department OCQ administrator for any department-specific policies or guidelines regarding evaluations and midterm feedback.

End-of-semester (or end-of-session) course evaluations (OCQs) are managed centrally. The four campus-wide questions are asked for every IUB course and are included in faculty tenure and promotion dossiers. Responses to the OCQ's 11 core questions are shared with instructors, department chairs, deans, the Vice Provost for Undergraduate Education (VPUE), and the Vice Provost for Faculty and Academic Affairs (VPFAA).

The BFC's Policy on OCQs can be found at https://vpfaa.indiana.edu/policies/bl-aca-h39-online-course-questionnaire/index.html.

Disclosure of Student Records (FERPA): The 1974 Family Educational Rights & Privacy Act ("FERPA") protects the privacy of students' educational records and generally prohibits the release or disclosure of student records by school officials to any third party without the student's prior written consent. Prior to communicating with parents, potential employers, other universities, or any other third party about a student's educational records (including grades, papers, performance, etc.), faculty must have obtained the necessary prior written consent from the student. The Office of the Registrar has compiled FERPA resources for instructors at https://registrar.indiana.edu/policies/ferpa/index.html Reporting student performance to IU officials who have a "need to know" is allowed under FERPA.

Fire Drills: Fire drills are required by state law. The law also requires that the drills be "unannounced." In most academic buildings they happen only once a year; some require them quarterly. If you have a large class with non-routine events such as exams, guest speakers, or special events, we encourage you to notify your Building Manager of those specific dates and times (drills are not scheduled for midterm or final exam weeks). Building managers work with the scheduling team and may be able to avoid these times (as well as other building maintenance functions that might disrupt.) If you do not know who the building manager is, please feel free to send the information directly to IU Emergency Management and Continuity at iuemc@indiana.edu with the campus, building name, event type, and date/time.

Textbooks: IU eTexts and the IU Bookstore (Follett Discover) will be accepting orders **for Fall and Winter 2026 and Spring/Summer 2027 terms beginning September 2, 2026.** Submitting orders on time makes certain that IU complies with the Higher Education Opportunity Act. This information not only complies with federal law but also saves our students money by providing them a single, easy-to-use, and comprehensive repository where information about textbooks and course materials can be reliably retrieved. IU Bookstore also has a Price Match program available! Planning ahead? **Ordering for Fall 2026 begins on February 2, 2027.** For information on both, see: https://uits.iu.edu/textbook-ordering.

Graduate Student Items

Student Academic Appointments University Policy: ACA-16

SAA Grievances: In April 2023, the Bloomington Faculty Council approved policies addressing SAA Grievances (BL-ACA-D28), the SAA Mediation Committee (BL-ACA-D23), and the SAA Board of Review (BL-ACA-D24). Please familiarize yourself with these policies.

International Student Appointee Work Hour Limits: International Appointees: F-1 and J-1 students acknowledge that under U.S. SEVP policy, they may work no more than 20 hours any week while the university is in session, regardless of whether weekly hours are reported or how payment is structured (J-1 students must receive written authorization from OIS/program sponsor prior to beginning employment). Working more than 20 hours per week is permitted only during Thanksgiving, winter, spring, and summer breaks. Violations of these visa rules have severe consequences for students.

General Faculty Items

Indiana Code 21-39.5 Criteria: We encourage all academic appointees to review the SEA 202 Frequently Asked Questions from the University Faculty Council and to set clear expectations about the topics engaged in the class and the scholarly domain of the class.

- Questions? Please submit to the SEA 202 Questions Tool.

Annual Faculty Productivity Reports: University policy requires that faculty provide annual information on their academic activities for merit review and other purposes. Elements @ IU is the tool for reporting activities. Faculty activities for 2026 must be submitted by January 15, 2027.

Award Nomination Deadlines: To find upcoming deadlines for nominations/applications for VPFAA awards (Outstanding Junior Faculty, Provost Professors, Distinguished Service, Patten Lecturers, Mary Burgan and others) see https://vpfaa.indiana.edu/faculty-affairs/honors-awards/index.html.

Campus Safety: The PROTECT IU website offers a variety of resources to keep you safe on campus, including:

- The Rave Guardian app, free for IU students, faculty and staff. It includes access to 911 dispatchers and campus police, IU safety alerts, a "See Something/Say Something" anonymous tip feature, and a Safe Walk Timer.

- Road Safety: IU saw an increase in vehicle and pedestrian accidents last year. Please be aware of your surroundings at all times. See the PROTECT IU Road Safety page for tips.

Conflict of Interest and Commitment: University policy (UA-17) requires that all academic appointees must disclose, in writing, to their chair or dean, outside professional activities that may interfere with their teaching, research or service. This includes teaching for another university, including online teaching. It also requires that anyone responsible for the design, conduct, or reporting of research, regardless of funding, must complete the annual disclosure form, even if you have no outside interests to report: https://research.iu.edu/compliance/conflict-interest/index.html. The form can be found at: https://research.iu.edu.

Emergencies: To report an emergency, call the IU Police Department at 911, (or 9-911 from any campus phone) or (812) 855-4111 from off campus. For information about campus emergency preparedness: http://protect.iu.edu/.

Faculty Writing Groups: OVPFAA sponsors writing groups throughout the semester. Faculty Writing Groups meet weekly to help build accountability and community. Peer Review Groups meet every other week during the semester to read and offer feedback on participants writing. All groups are open to full-time academic appointees. For more information on writing groups, contact Gen Creedon, Director, Scholarly Writing Program, at swp@iu.edu or (812) 855-5337, or visit: https://vpfaa.indiana.edu/programs-initiatives/scholarly-writing-program/index.html.

Family Leaves: Information on IU's options for paid family and other types of leaves for academic appointees can be found at https://vpfaa.indiana.edu/faculty-affairs/leaves-absences/index.html, Contact vpfaa@iu.edu with questions.

Generative Artificial Intelligence (GenAI) at Indiana University: The following resources may be helpful as you maximize the opportunities (and minimize the issues) associated with Generative AI in your classes:

- **Tools available at IU:** Several generative AI tools are widely available for faculty, staff, and students. Learn more about these tools, including their core features, data classification approvals, and usage guidelines.
- **Data privacy:** Microsoft Copilot, when used with your IU credentials, includes data protections not available in public versions. It is the only widely available tool approved for use with university data. It is against IU policy to share university data with non-approved tools (e.g., ChatGPT, etc.).
- **Course policies:** You should consider adding information about the appropriate use of GenAI to your syllabus. See Teaching.IU for more guidance on drafting strong syllabus statements.

- **AI Detection**: No AI detection tools have been approved for institutional use at Indiana University. Sharing institutional data, including student writing, with unapproved third-party tools is against university policy, even if the data are anonymized and de-identified.
- **Trainings and Resources**
  - Teaching.IU has a continually updated list of events, including GenAI events.
  - Explore these IU-created Canvas modules to learn more about GenAI in the classroom and how you can integrate GenAI into your courses.

Mental Health Support for IU Employees, Student Academic Appointees, and their Family Members: Just like our students, SAAs and employees and their families may at times need mental health support. IU provides free access to an Employee Assistance Program (EAP). This confidential resource provides 24/7 access to professional counseling and referrals. Licensed counselors can provide short-term assistance with issues such as grief and loss, substance abuse, marriage and relationship problems, depression, work-related pressures, and stress and anxiety. Services are provided at no cost to all full-time employees, Graduate Appointees, Fellowship Recipients, and their household members.

Peer Teaching Observations (Unit-based): Peer Teaching Observations play a crucial part in tenure and promotion dossiers. Consider setting them up now. While all teaching faculty should have regular observations, OVPFAA recommends that faculty and unit heads work together to schedule at least one observation per semester for probationary faculty, and at least one observation per year for Associate Professors, Senior Lecturers, and Associate Clinical Faculty.

Other Peer Review Services: FACET provides two peer-review-related services. You can complete FACET's peer review training or request a FACET peer review. The CITL also offers a peer review training cohort each fall semester.

Scholars' Commons: The IU Scholars' Commons in the Wells Library provides researchers a centralized location where faculty can consult with experts on copyright issues, data management plans, and attend Scholars' Commons workshops. Visit https://libraries.indiana.edu/scholars-commons to learn more. Faculty may also apply for Information Literacy Grants here: Instructional Grant.

Explore VPFAA Events: VPFAA offers an array of events designed to support faculty at every stage of their careers, from onboarding to promotion & tenure, leadership development, and scholarly writing.