

Indiana University East Faculty Senate

Faculty Personnel Policies and Practices Responsibilities and Privileges

1. Faculty Meetings

See Constitution of the Indiana University East Faculty Senate.

2. Academic Freedom

Academic freedom, accompanied by responsibility, relates to all aspects of a teacher's professional conduct.

The teacher shall have full freedom of investigation, subject to adequate fulfillment of his/her other academic duties. No limitation shall be placed upon the teacher's freedom of exposition of the subject in the classroom or on the expression of it outside. The teachers should not subject students to discussion in the classroom of topics irrelevant to the content of the course. In public utterances the teacher shall be free of institutional control, but when the teacher writes or speaks as a citizen, he or she should avoid appearing to be a spokesperson for the university. The teacher should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

3. Code of Academic Ethics

Please see Indiana University Academic Handbook.

4. Political Meetings

University facilities shall not be used for political rallies or for campaign purposes that would further the interests of the candidate or candidates of any one political party, except that the University may from time to time invite political candidates to speak at University convocations. In such cases, it is the policy of the University to extend invitations to the candidates of different major parties on an equal basis. This rule is not interpreted as prohibiting the meeting of student political groups which are open to attendance by students and faculty members of Indiana University East, but which are not open to the general public.

5. Outside Commitments

Indiana University East recognizes the benefits obtainable from outside research, classes, and work related to one's academic discipline. These pursuits can enhance the faculty effectiveness as teachers and scholars, and can contribute to professional growth of both the individual and the University.

While supporting these pursuits, Indiana University East emphasizes that the first obligation of the faculty is to the University, and it must take priority over outside commitments. In light of the increasing responsibilities placed on the faculty, the following policy will be used:

- a. Full-time faculty are urged to carefully budget outside commitments to avoid conflicts of obligations;
- b. Full-time faculty members shall not devote more than an average of one day per week to outside work. They may engage in such outside work only provided the nature of the activity is compatible with the broad objectives of the University and will enhance his/her effectiveness as a member of the faculty. Should a potential conflict between faculty duties and outside duties exist, the faculty member should first consult with the Division Chairperson before engaging in said outside duties;
- c. Should a conflict occur between Indiana University East duties and outside commitments, the Division Chairperson should advise the faculty member against any future activity which might perpetuate the problem. In the event of a continuing conflict which produces clear evidence of diminished faculty effectiveness, the Division Chairperson will be obligated to evaluate the faculty accordingly in the annual Faculty Review;
- d. Any misunderstandings and/or disagreements resulting from the above policy may be appealed to the Faculty Review Board and then to the Vice Chancellor for Academic Affairs for a final decision.

6. Conflict of Interest

For information about Indiana University Conflict of Interest policies, please consult "Policy on Financial Conflicts of Interest in Research," "Policy on Conflicts of Commitment Involving Outside Professional Activities" and "Outside Activities and Extra Compensation" in the Indiana University Academic Handbook. [EFS 5/5/09]

7. Faculty Teaching Load [EFS 3/1/94]

1. Teaching loads for tenure-track and tenured faculty should be equalized.
2. Teaching load for all tenure-track and tenured faculty should be 12/12 with 3 credit hours per year assigned to professional development activities. The semester in which three hours will be assigned to professional development activities will be determined by divisional needs. Faculty members should be held accountable for all reassigned time. Faculty three-year plans should include proposals for how reassigned time will be spent, and annual reviews should include assessment of what was accomplished. Consistent failure to accomplish a reasonable proportion of goals may result in withdrawal of reassigned time by the Chair. It is possible for a tenured faculty member to choose not to accept reassigned time for professional development.

3. Full-time continuing lecturers will receive 3 credit hours reassigned time in their first year.

3a. Teaching loads for full-time lecturers should be 12/12.

4. All full-time faculty (lecturers, tenure-track, tenured) should have the opportunity to apply for reassigned time for professional development, over and above that which would be expected from the granting of the three hours per year outlined in guideline two. To receive the additional assigned time, the faculty person must submit a proposal outlining what will be done, how the project enhances the individual's contribution to the university or professional development, and how satisfactory progress on the project is to be determined. It should be possible to grant proposals or reassigned time for one semester, one year, and multi-year proposals, up to three consecutive years.

5. Ideally, all meritorious proposals would be supported. Given any financial constraints, at least fifty percent of meritorious proposals submitted by each division should be granted each year. The majority will be assigned proportionately according to the number of meritorious proposals per division. Approval for the remaining meritorious proposals will be handled by a faculty-elected representative faculty committee. We recommend that this committee be constituted as a standing committee of the Faculty Senate, with the Vice Chancellor for Academic Affairs as an ex-officio member.

6. The elected representative committee will articulate criteria and guidelines for how all reassigned time, including time for service and administrative activities granted by the administration, is used. The committee will also develop statements of minimal time expectations for reassigned time. For example, a faculty member with 3 credit hours reassigned time might be expected to spend, on the average, one day per week on the activity for which the reassigned time was given.

7. Division Chairs will be responsible for assessing accountability for all reassigned time during annual reviews using criteria developed by the committee and their division.

8. Administrators (Chair, Vice Chancellor for Academic Affairs and/or Chancellor) who grant reassigned time will be responsible for evaluating the use of that time. If the faculty persons do not fulfill the accountability guidelines as developed by the committee, their reassigned time can be withdrawn and they will return to the 9/12 credit hour teaching load or to a 12/12 load as the case may be.

9. Credit hour equivalency, productivity units and career paths may be explored and implemented by divisions with the approval of the Vice Chancellor for Academic Affairs.

8. Guidelines for Special Instructional Program Assignments for Faculty, Staff, and Administrators

Full-time faculty, staff, and administrators (employees) at I.U. East are being offered an increased number of opportunities to teach in or direct special instructional programs. To ensure that the interest of the campus, the campus unit offering the program, the employee, and the client or student are best served, it is necessary to establish broad guidelines governing the assignments of responsibility in these programs.

Special instructional programs include off-campus credit courses, courses offered through special units such as the Center for Economic Education, continuing studies credit and non-credit courses, and "Bridge-to-College" courses. In general, instructional programs of a "non-traditional" or "community education" nature will fit into this category.

The guidelines which follow are meant to provide alternative methods by which full-time employees may be engaged in these programs. Furthermore, a number of factors which must be taken into consideration when offering or accepting such assignments are also set forth. These guidelines must not be interpreted as an attempt to limit the special instructional programs as an important and expanding part of this campus' mission. The guidelines are meant to ensure that assignments are offered and accepted only after full examination of the potential effects on all parties. Such an examination is necessary to ensure that both the students and the employees involved are benefitting from the assignment.

I. Adjustment to Regular FTE Assignment

A faculty or staff member may receive an assignment in a special instructional program as part of his or her regular responsibilities or FTE load. If the assignment requires travel beyond the city limits of Richmond, a mileage allowance will be paid. (Each member of the faculty may expect to receive such an assignment from time-to-time.)

In most cases, the assignment will simply mean that a credit course in the program will replace a similar course in a faculty member's regular FTE instructional assignment. If the program course is not offered for credit, however, then an equivalency based on contact hours can be used to determine the portion of the normal FTE assignment to be offset. In some cases it will be advisable to recognize the program assignment as falling within the public service mission of the campus. The normal FTE would then be adjusted to reflect released time for public service; for example, 75% instruction, 25% public service. In this example, the program assignment has been determined to equal a one semester, three credit course.

A staff member or a faculty member on administrative released time might accept a temporary reduction of administrative responsibilities to undertake an assignment in a special instructional program. In this case as well, some evidence of equivalence should be available.

II. Overload Assignments

Compensated overload assignments for administrative personnel are not encouraged. Each such assignment must be clearly justified and there must be demonstrable reason why the administrator is being selected. Reasons might include the lack of availability of suitable outside

or faculty personnel, uniqueness of the administrator's credentials, and etc. Administrators over the rank of department chair will rarely be compensated for an overload.

The offering and acceptance of responsibilities over and above a 100% FTE assignment is a complex matter. The overload assignment should be made on the basis of additional credit hours instruction, the contact hour equivalent of credit hour instruction, or some other valid method of determining the time required by the assignment. The magnitude of the overload assignment will be limited by the amount of time that the individual has available beyond the conduct of his or her regular responsibilities. The magnitude will also be limited by University regulations governing the time spent and/or compensation offered for overload assignments.

Finally, the magnitude must be limited by the extent to which an individual engages in paid consulting, research or other activities outside of the University. These activities must be included in calculations determining the amount of time the individual has available and the maximum compensation he or she can be paid.

It is difficult, if not impossible, to establish quantitative guidelines governing overload assignments. Therefore, it becomes even more essential to establish procedures through which the interests of all parties can be recognized and taken into account. This means that the supervisor of the campus unit contracting for the assignment, the member of the faculty or staff requesting the assignment, and that individual's immediate supervisor must all be involved in the approval procedure. All overload assignments for faculty and all instructional overloads of staff must have prior approval of the Vice Chancellor for Academic Affairs and the employee's supervisor.

III. Compensation for Overload Assignments

Compensation for full-time employees who accept overload assignments can only be set within the context of a number of factors. These briefly, are as follows:

- A. The University has established a maximum limit on overload compensation. This can be stated briefly as 20% of an individual's salary in any academic period (the 10 month academic year on the summer period except for 12 month appointees). So too, the University considers that the maximum time to be spent by a faculty member should not exceed an average of one day per week in any academic period.
- B. Income generated by the activity obviously must limit compensation in many cases.
- C. Often, regulations governing the operation of special instructional programs, especially programs funded by the federal government, may set the compensation for a specific service.
- D. In cases of contract programs, the level of compensation will be determined by the willingness and ability of the contractor or client to pay.
- E. Market factors must be expected to play a significant role in many cases. The campus unit seeking to staff a program must seek high quality but must be cognizant of cost factors.

Full-time faculty and staff must expect to compete for these positions with qualified people outside of the campus.

F. Overload for credit courses of more than three credit hours in any one academic year will only be approved when there are extenuating circumstances. Overloads for summer sessions in credit courses will rarely be approved.

In conclusion, compensation for faculty overload assignments in special instructional programs will not be handled on the same basis as are summer academic salaries. Courses offered for credit are likely to be accompanied by compensation more on the level of existing adjunct faculty salaries. Pay for non-credit offerings will be much more flexible, although more dependent on the amount of time and work involved and the six factors noted above.

9. Policy and Procedure for Faculty Requested Reassigned Time

Subject to budgetary constraints and appropriate review processes, faculty members may be reassigned from teaching activities to undertake special projects in areas of research, scholarly activity, innovative teaching development, community service or university service. [EFS 8/24/95] Administrative reassignments are recognized as a special kind of university service that may also be made under special circumstances. As such they may be made as required. However, all such assignments, with conditions and prerogatives of assignment, will be reported in a timely manner to the Senate Workload Committee. That committee may then, if it chooses, recommend a course of action to appropriate parties.

The following guidelines will be in effect:

1. [EFS 8/24/95] All full-time tenure-track faculty shall have the opportunity to apply for reassigned time for professional development, over and above that which would be expected from the granting of the current three hours per year. To be considered for the additional reassigned time, the faculty person must submit a proposal outlining what will be done, how the project enhances the individual's contribution to the university or professional development, and how satisfactory progress on the project is to be determined. Reassigned time may be requested for a period covering up to three years.
2. [EFS 8/24/95] The Vice Chancellor for Academic Affairs reserves the prerogative of limiting the cumulative total amount of reassigned time for the campus faculty in order to ensure budgeting targets and to maintain a satisfactory full-time/adjunct ratio. The Vice Chancellor for Academic Affairs, in consultation with the Senate Budgetary Affairs Committee, will develop reassigned time funding as a regular part of the budgetary process.
3. All projects must be consistent with the campus mission.

The following application procedure will be in effect:

1. The faculty member will submit a written statement to the chairperson which outlines the project to be pursued and how this project will benefit the faculty member and the institution in the pursuit of its mission.
2. The chairperson of the division will attach his or her comments regarding the proposal rated as excellent, good or not recommended and submit it to [EFS 8/24/95] the Faculty Senate Workload Committee. The Committee will forward its recommendation, with that of the Chair, to the Vice Chancellor for Academic Affairs who will render and communicate the final decision to all interested parties.
3. Where reassigned time has been approved [EFS 8/24/95], funds will be provided where necessary to secure adjunct faculty to cover the original assignment.
4. A report will be due to the division chair and to the [EFS 8/24/95] Vice Chancellor for Academic Affairs following the project summarizing the results of the project.
5. All requests for reassigned time will be due in the Vice Chancellor's office in sufficient time to allow a decision to be made no later than thirty days prior to the beginning of the semester in which the reassigned time is requested.

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