

CONFLICT OF COMMITMENT POLICY DRAFT COMMITTEE CHARGE

Bicentennial Strategic Priority Two states that “Indiana University will renew its commitment to the university as a community of scholars that attracts and retains an excellent faculty.”* Its preamble describes the increasingly centrifugal forces that can draw faculty members away from campus, and thus from the regular interaction with their students and colleagues that is a foundation of our instruction, research and creativity, and service missions. Thus, the first action item includes: “In support of the scholarly community, faculty are urged to consider and adopt clear expectations for active engagement with students and colleagues, which reflect the missions, student needs, and faculty responsibilities of the relevant academic units.”

“Expectations for active engagement” can be found in several places, most notably the Conflict of Commitment policy (ACA-29), Principles of Ethical Conduct (principles.iu.edu), Code of Academic Ethics (ACA-33), Code of Student Rights, Responsibilities, and Conduct (studentcode.iu.edu). It is also found in implicit expectations of presence and availability, reflected in the recent IUPUI Guidelines for Faculty Work Arrangements.**

There is universal agreement that full-time academic employees owe their first and full-time loyalty to IU and to fulfilling their responsibilities for instruction, research or creative activity, and service at IU. Faculty members’ presence or availability to students and colleagues for all of these purposes is essential. At the same time, there is universal agreement that the instructional, research, and service missions of the university benefit from faculty members’ serious engagement with outside professional activities, including with other institutions, some of which can require time away from IU duties or from IU workplaces. Given the nature of much of faculty members’ work outside of the classroom and of the nature of valuable external engagements, it is difficult and not necessarily desirable to quantify the balance between university responsibilities and external opportunities. The current Conflict of Commitment and other policies seek to achieve the appropriate balance, as well as the “ghost employment” requirements of Indiana state law.

While the considerations that motivate these policies have not changed, the environment of higher education has. Information technology now makes it possible for many of the duties that once absolutely required physical presence – in offices, in libraries, in studios and labs, in classrooms, and so on – now to be performed remotely, at least minimally effectively. It also makes it much easier to split professional commitments between multiple institutions without being physically absent from IU. By the same token, it makes possible for IU to employ instructors or researchers who are remote from our campus, but who bring special knowledge, skill, or perspectives that benefit our students and faculty, and in fact enrich our academic community.

The committee is charged to: (1) review, and propose revisions if appropriate, the Conflict of Commitments and related university policies to assure that they reflect the needs a maintaining a vital academic community; (2) consider whether university-wide

or campus guidelines for faculty work arrangements (for example, a version of the IUPUI guidelines) would be useful; and (3) undertake a wider examination of the nature of an academic community in the 21st century, mindful of both new technologies and enduring values. The committee should include both faculty and academic administrators (at the school, campus, and university levels) to assure a full range of perspectives on these issues.

***BICENTENNIAL PRIORITY TWO: A COMMUNITY OF SCHOLARS**

Indiana University will renew its commitment to the university as a community of scholars that attracts and retains an excellent faculty.

Bicentennial Action Items

1. IU will foster a culture that promotes a scholarly community on all IU campuses and across the arc of faculty members' careers, including support for mentoring, active engagement with colleagues and students, and opportunities for professional development. In support of the scholarly community, faculty are urged to consider and adopt clear expectations for active engagement with students and colleagues, which reflect the missions, student needs, and faculty responsibilities of the relevant academic units.
2. IU will create and maintain networks of IU faculty members across all campuses, the subjects of which may be disciplinary, interdisciplinary, shared research or creative activity, teaching and learning, or other scholarly subjects. The establishment of such networks is particularly important for regional campus faculties, which are typically smaller and have greater teaching responsibilities.
3. IU will encourage broader use of, and enhance where needed, IU's existing resources in instructional development, with special attention to supporting part-time faculty and the effective use of new technologies in face-to-face and online environments.
4. IU will add to existing academic and staff leadership development programs that identify and prepare individuals for leadership positions and offer advancement in leadership career paths at IU.
5. IU will encourage and support the convening of academic conferences at Indiana University, which bring scholars *to* IU and further diversify and enrich our community of scholars and learners.

**** IUPUI GUIDELINES FOR FACULTY WORK ARRANGEMENTS**

Full time faculty members and other academic appointees typically have responsibility for research, teaching and service. Much of this work necessarily involves being physically present on campus—in the lab, the classroom or the office. Service to the department, school and campus and mentoring of colleagues and students is dependent upon an active, engaged and present faculty. Moreover, the presence of the faculty is critical for the health and wellbeing of the campus community.

Exceptions to the general expectation of working and living within proximity of one's campus will be rare, truly exceptional, and entirely at the discretion of the dean. In such cases, there

must be clear evidence of benefit to the school, program or department and their missions. Expectations as to teaching, research and service must be clearly delineated in writing. The burden will be on the faculty member to proactively demonstrate that they are contributing to the community of the school and campus. Faculty presence will continue to be employed as a factor in assessments of faculty performance for salary decisions, promotion and retention. Finally, such flexible work agreements must contain a plan and timeline for reexamination (at least once a semester) to assure that the faculty member is meeting the agreed upon expectations and the arrangement continues to serve the interests of the school, program or department. If at any time the faculty member fails to honor the agreed upon expectations, the dean may revoke the agreement.

Approved IFC 5-2-17