School of Informatics Guidelines for Balancing Tenure-Track Faculty Teaching, Research and Service

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The School of Informatics allows faculty to have assignments of their teaching, research and service obligations that differ from the standard 40%/40%/20% weighting. When there is an adjusted workload, merit review expectations for each category are adjusted correspondingly, and an appropriately adjusted weighting is used to determine the overall merit rating. Thus, there is equivalent reward for equally meeting or exceeding expectations.

**Standard teaching loads for tenure-track faculty:**

- At IUB, the standard teaching load for untenured faculty members is 2 courses per year for their first 3 years and 3 courses per year thereafter (or an equivalent arrangement, e.g., electing to defer the third reduction to the pretenure year). The standard teaching load for tenured faculty members is 3 courses per year.

- At IUPUI, the standard teaching load for untenured faculty members is 3 courses per year for their first 2 years and 4 courses per year thereafter. The standard teaching load for tenured faculty members is 4 courses per year. As the research expectations at IUPUI become equal to those at IUB, the teaching expectations should as well.

These loads will be re-examined periodically taking into account teaching loads at peer institutions, the ability of the school to meet its teaching obligations, and campus expectations.

**Adjustments**

Department chairs (IUB) or the executive associate dean (IUPUI), in consultation with the committee structure established in their unit, may make adjustments to a faculty member’s balance between teaching, research and service annually based upon various factors:

- Considerably higher than normal research activity – generally this includes a large amount of active graduate research student supervision together with the funding to support these students, and/or management of very large scale funded research projects. This can occur as follows:
  1. Support of at least 3 graduate research assistants from external grant funding to reduce course load by one course. Support of a postdoctoral fellow can substitute for one RA.
  2. A contribution of 15% of academic year salary and benefits from external sources to reduce course load by one course, coupled with support of graduate students who are beyond their first two years. Faculty may buy down a second course at an
additional 15% of salary and benefits, but not below 1 course/year at IUB and 1 course/semester at IUPUI.

3. Management of very large scale funded research projects, coupled with support of graduate students who are beyond their first two years, to reduce course load by one course.

• Considerably higher than normal teaching and/or curriculum development activity. This can occur as follows:
  1. Exceptional contributions to curriculum development or other non-classroom, instruction-related activities.
  2. A faculty member’s desire to contribute more than the normal teaching load and have a reduced research expectation, with the concurrence of the chair/EAD that this is appropriate for the faculty member and the unit.
  3. An extra course assigned by the chair to a faculty member who is not deemed active in research.

• Extraordinary departmental, school or university service roles. This may include serving as director of an active research center.

Other considerations

• For untenured faculty, any teaching reduction (beyond the normal expectations for an untenured faculty member at that stage) must take into consideration the need to develop a strong record of teaching performance by the tenure review.

• Adjustments that decrease the research expectation below 40% are not permitted for untenured faculty.

• For all faculty members, teaching assignments must balance the school’s need for undergraduate and graduate teaching, and give preference to coverage of required courses. Faculty who reduce their teaching load must still maintain this balance. Chairs will work with the associate deans for undergraduate and graduate studies in determining course reductions to assure coverage and balance.

• Teaching reductions should be established by April 1 for the next academic year.