# IUB Policy Statement on Allocation of Faculty Time Including Non-Tenure Track (NTT) Faculty

The following are guidelines for the allocation of faculty time:

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|  | Teaching | Research and Creative Activity | Service |
| Tenure probationary faculty | 40% | 50% | 10% |
| Tenured faculty  | 40% | 40% | 20% |
| Clinical faculty | 40 – 60% | \* | 40 – 60%\*\* |
| Lecturers/senior lecturers/teaching professors | 60-80% | \* | 20-40\*\* |
| Research Scientists/Professors  | 0% | 50-90% | 10-50%\*\* |

\* Research and Creative Activity should align with the scholarship noted in the promotion guidelines for clinical faculty and lecturers.

\*\* Service commitments for NTT faculty should be primarily aligned with their roles (i.e. research-related for research scientists, pedagogy-related for lecturers, etc.)

# Definitions

The definitions of the three traditional categories of faculty activity can be found in the School of Education [Promotion and Tenure Criteria](https://education.indiana.edu/faculty/governance/policy-council/_docs/22.57-IUB-SOE-Promotion-Tenure-Criteria.docx) (22.57R) and the [Non-Tenure Track Policies](https://education.indiana.edu/faculty/governance/policy-council/_docs/22.43R-NTT-Policies.docx) (22.43R). These allocations are an attempt to acknowledge that tenure probationary, tenured faculty, clinical faculty, lecturers, and research faculty face different expectations for how their time is allocated, with a reduced emphasis on service for tenure probationary faculty.

# Teaching Expectations

Expectations are that the 40% teaching represents a two-course (three credit hours per course) load per semester, 60% teaching represents a three course (three credit hours per course) load per semester For tenured and tenure-track, the recommendation is to establish 40% as the baseline for teaching effort rather than a more traditional 50% to reflect IUB status as a major research university.

Course buyouts are generally based on 12.5% buy-out per course, but faculty may be involved in projects that require buy-out of service time (i.e., some projects may require a substantial decrease in time devoted to service within one’s program and or department).

Allocations of teaching and service for clinical faculty are determined in agreement with the department chair while taking into consideration varying roles in program coordination, external agencies, and other academic administration duties.

# Research and Creative Activity Expectations

Given the considerable differences in standards for research and creative activity across the many fields represented in the School of Education, there are not set expectations for numbers of publications, conference presentations, and the numerous other activities that fall under this category (e.g., scholarship of research, teaching, and service). Detailed descriptions of what might be included in Research and Creative Activity can be found in the respective tenure and promotion criteria.

# Service for Tenure Probationary Faculty

The 10% service allocation for pre-tenure faculty will generally include service on one department or program committee and one school committee, with limited responsibilities in both cases. Service requests for pre-tenure faculty should be discussed with the faculty member’s mentor and the department chair to provide a buffer and allow requests beyond a 10% commitment to be turned down with a minimum of political discomfort.

At the same time, the 10% guideline is not meant to send the message that campus service is not important. Indeed, participating actively in service allows a junior faculty member to network, learn about institutional history and campus culture, and participate directly in faculty governance. The intent of limiting tenure probationary faculty to 10% is to protect them from excessive service requests that will keep them from the teaching and scholarship activities that will likely form the basis of their tenure case. Furthermore, it is assumed that state, national, and international service is also important and should be included in the 10% allocation. It is expected that the tenure probationary faculty member would also discuss such commitments with the department or program chair and mentor.

# Modifying These Baseline Expectations

If a faculty member wishes to change their allocation of time they should discuss this issue with the department chair as soon as possible. Any modifications to these baseline percents should be agreed to by the chair and faculty member in writing. This document should outline how any increase in teaching allocation should correspond with an increase in teaching load, just as any increase in service or research allocation should correspond with an increase in productivity in these respective areas. The modified allocation would serve as the basis for the annual merit review for that faculty member.