

## IU School of Informatics, IUPUI Teaching Load Policy

The standard teaching load for tenured or tenure-track faculty in the School of Informatics, IUPUI, is 4 courses per year for a 10-month faculty member (a 2/2 load for two semesters). Clinical rank faculty members are required to have a load of 6 courses per year (3/3 for two semesters). Lecturers are required to have a load of 8 courses per year (a 4/4 load for two semesters). No faculty member will be permitted to buy out 100% of his/her teaching workload during an academic year. Faculty members who have administrative duties, such as Program Directors or the President of the Faculty Council will be given a reduction of one course per semester.

Faculty teaching distance education courses receive a reduction in the maximum classroom hour assignment due to the increased time in course preparation and the demands of interactive electronic communication with individual students.

Faculty members will have a reduction of one course for each semester they are developing a course for distance education. Once a course is developed, a distance education course will count as 1.5 courses in determining faculty workload for the semester.

Graduate thesis/capstone/independent study courses are counted as one credit hour per semester for every 2 students enrolled in a 3 credit hour course. Undergraduate thesis/capstone courses are counted as one credit hour per semester for every 5 students enrolled in a 3 credit hour course.

It is important to note that teaching is central to the role of a faculty member in the School of Informatics and must be at least satisfactory for those seeking promotion or tenure. In the case of lecturers, teaching must be excellent for promotion to Senior Lecturer.

As a School of Informatics, we take a broad perspective in defining research and scholarly activity. Examples of such activity include basic and applied research and scholarly presentations, the creation of multimedia and new media work, such as animations, digital presentations, websites, 2D and 3D images, and the display of such works, and research and scholarship as related to teaching and learning. Indicators of research activity that merit a course reduction may include but are not limited to:

- Publication of peer-reviewed articles in scholarly journals, including electronic journals
- Publication of research reports from supported research
- External grant funding and sponsored projects
- Publications of monographs and books by scholarly presses
- Publication of peer-reviewed chapters in edited volumes
- Publication of edited volumes, including scholarly editions
- Creation and display of multimedia or new media works in either peer-reviewed or high quality venues where the work is competitively judged and critiqued or where the work is requested by an invitation to a specific faculty member
- Research presentations at professional meetings

- Public performances associated with scholarly work as related to an Informatics discipline

It is not practical or appropriate to impose a strict formula in applying these criteria to judge individual faculty research or creative activity for purposes of a course release. In some instances, such as the development of a book or major multimedia work, progress in the form of draft chapters or segments will serve as an indicator of significant scholarly or creative activity. Alternatively, although presentations at professional meetings and public performances are indicators of scholarly or creative work, successive presentations or performances that do not lead to publication or some other substantive result may be an indicator of a lack of progress. The same may hold for successive external grant applications that are not funded. The Executive Associate Dean will consider these issues and allow course releases for research and creativity in a manner consistent with disciplinary standards for what constitutes ongoing research and creative activity.

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