

# **INDIAN INSTITUTE OF TECHNOLOGY GANDHINAGAR**

## **FACULTY LEADERSHIP & SERVICE POLICY**

Faculty play a critical role in shared governance at any top educational institution. The faculty build and maintain traditions, culture, and mutual expectations in the campus community through their everyday actions and behaviour. The Institute values faculty contributions to institutional development. It encourages development of, and commitment to constructive leadership by the members of its faculty. Besides helping their professional development and personal advancement, such leadership promotes excellence in the cause of higher education as well as inspire the generation of young students to achieve their maximum potential and become leaders in their own right. Therefore, in addition to research and instruction, leadership and service to the discipline, Institute, and the profession are essential components of expectations from Faculty at IITGN and are factored in all faculty evaluation and promotion decisions.

### **Service Expectations**

The Institute expects faculty members to allocate 20% of their time to leadership and service activities, and it allocates 20% weightage to this component in a faculty member's overall performance evaluation. The leadership and service expectation may be met through contributions to Institute service as well as service to the community and the profession. However, the dominant component of such service is expected at the Institutional, discipline or community level. Some forms of external professional service (such as contributions to policymaking or professional bodies at Institutional request, contributing to Institutionally sponsored -- as opposed to personally driven -- outreach efforts, etc.) may count toward Institutional service.

Faculty members are expected to identify and develop opportunities for service contributions on their own and are encouraged to be enterprising in developing new programmes and initiatives that contribute to Institutional development, their discipline, profession or the campus community. In case faculty members are unable to identify opportunities by themselves, they may seek the help of Associate Dean (Faculty Relations). Any activity carried out by the faculty member, which contributes towards advancing their research profile will not be counted towards service requirements. Further, professional service contributions counted in the service category will not be factored under research evaluation.

Faculty should demonstrate progressively greater leadership and active involvement in service over time at the Institute. Candidates for promotion to full professor are expected to demonstrate high levels of service and leadership in discipline or Institute programs or in professional bodies. Membership or appointment to a particular position alone is not evidence of service. Faculty members are expected to provide a description of the nature, quantity and time commitment for each service as well as documentation of their specific contributions and impact.

### **Evaluation of Service**

The service contributions of faculty members will be evaluated based on their effectiveness and impact and the enthusiastic recommendations from their peers to be included in

leadership/administrative/service roles. This will be considered in all evaluation and promotion decisions. Faculty are expected to meet satisfactory service standards unless relief from service has been sought and granted.

### **Relief from Service**

- a) Faculty members may request temporary relief from the service expectation for transient personal or professional considerations (such as health, family, past extensive service contributions, pressing research or professional demands, etc.).
- b) Faculty members who do not wish to participate in service, may request for relief from service in lieu of more teaching, wherever possible.
- c) Faculty members who are not able to contribute effectively to service or had weak service participation in the past may make a request for a reduced service contribution, with a corresponding increase in teaching load. Faculty members are expected to assess their service contributions and request for this additional teaching load *apriori*.

Requests for such reliefs will be considered on a case-by-case basis and the request may be sent to Associate Dean (Faculty Relations). If granted, such relief is for a specific and limited duration. In absence of such an approval, all faculty are expected to satisfy the service requirements.

### **Workload Relief and Support for Leadership and Service**

The Institute relies upon the service contributions by its faculty to lead and run critical academic and administrative operations. It is committed to nurturing faculty service and leadership opportunities and providing professional and administrative development support to faculty to advance their leadership potential. At the same time, the Institute expects all faculty to meet high standards of research and teaching performance, including from faculty who may be dedicating disproportionate efforts on Institutional service.

Faculty members serving in major administrative capacities may need to spend substantially higher time than the 20% service expectation of all faculty. To ensure that the research and professional activities of such faculty members are not compromised, the Institute may provide teaching load relief and/or research or professional leave, travel support, etc., to enable them to nurture and stay abreast of their professional and research aspirations. The determination of teaching load relief, research or professional leave or other forms of support is made on a case-by-case basis by the Director based on the administrative workload and contributions of the faculty member.

For any clarification regarding this faculty leadership and service policy, the contact person will be Associate Dean (Faculty Relations).