NTID FACULTY WORKLOAD GUIDELINES
For Tenure-Track & Tenured Faculty & Lecturers
Revised January 2019

Introduction

The following document is a revision of the workload guidelines originally distributed to NTID faculty in April 2013. The revisions reflect experience in applying the original guidelines in the semester system, and the feedback of the academic chairs and NFC.

In accordance with RIT policy E7.0, the workload of an individual faculty member is to be determined in a Plan of Work (POW), which outlines an agreement between the faculty member and chair regarding goals for teaching, scholarship, and service. (Please note that because of its unique nature, NTID also includes "Communication and Diversity" as a fourth category.) The POW is a document that faculty prepare in the spring of each academic year outlining the faculty member's expected work activities for the following academic year's contract period. A POW can be amended by the mutual consent of faculty member and department chair at any time.

	Teaching/Tutoring portfolio for tenure-track faculty	Balanced portfolio for tenure-track faculty	Administrative portfolio for chairs/ associate deans	Teaching/Tutoring for lecturers
Teaching/Tutoring	60-70%	40-45%	0-10%	Lecturers=90% Senior & Principal Lecturers=85%
Communication and Diversity	5-10%	5-10%	5%	5%
Scholarship	10-20%	40-45%	0-10%	0%
Service	10-20%	5-10%	75-85%	5-10%

The distribution of these components of workload is subject to negotiation between faculty member and chair.

<u>Section One: Teaching & Tutoring</u>

This Section is based on a number of documents:

- NTID Tenure-Track/Tenured Positions Portfolio System: Workload Guidelines document. Revised May 2011
- Provost's Guidelines for Teaching Load for Semesters
- Provost's 1/6/11 memo to deans, chairs and directors: "Basic Unit of teaching equivalency for semesters"
- Recommendations in the NTID Budget Planning Committee Final Report, November 2012
- Analysis of workload data reported by department chairs in November 2012 and November 2013
- Analysis of contact hours in semester course outlines proposed by departments and approved by NCC during 2010-2012
- Baccalaureate Support Model Committee Report, March, 2013.

General factors to consider in determining workload for teaching faculty:

- The provost has established that under semesters, **one three credit course equals 10% of annual full-time load.** A tenured faculty member on a teaching-only portfolio (i.e., no tutoring) where the teaching accounts for 70% of work expectations would therefore normally teach seven courses during the academic year.
- Faculty workloads should be computed annually, rather than on an individual semester basis.
- The general target number for an NTID course section is ten students.
- There are many factors that influence workload. These should be taken into account in the development of a faculty member's POW. These factors may include but are not limited to the following:
  - Number of credit hours taught.
  - Contact hours in excess of credit hours, such as labs and practica.
  - Lack of equipment or space necessary to accommodate the target number of 10 students per section.
  - Development of a new course.
  - Number of different preparations.
  - Faculty unfamiliarity with an assigned course.
  - Faculty receipt of funding, e.g. sponsored research, for course release.
  - Concurrent assignment of tutoring responsibility.
  - Assignment of other responsibilities, such as department or program coordinator.

General factors to consider in setting workload for faculty tutors:

- Faculty workloads should be computed annually, rather than on an individual semester basis.
- There are many factors that influence workload. These should be taken into account in the development of a faculty member's POW. These factors may include but are not limited to the following:
  - Number of total NTID-supported students in assigned courses.
  - Number of different courses assigned.
  - Historical patterns of student demand for tutoring in given courses.
  - Familiarity with assigned courses.
  - Potential for grouping students (as opposed to 1:1 tutoring).
  - Liaison responsibilities.
  - Concurrent assignment of direct instruction responsibility.
  - Faculty receipt of funding, e.g. sponsored research, for course release.
  - Assignment of other responsibilities, such as department or program coordinator.

It is important to note that these guidelines specify ranges as opposed to fixed numbers because workload criteria apply differently across and within departments. Therefore, these guidelines should be interpreted by chairs with each individual faculty member when a POW is established.

<u>Teaching/Tutoring Loads</u>
Asterisks in this section pertain to the notes on pp. 4-5.

1. Teaching/Tutoring Portfolio for Tenured Faculty

- Courses (teaching): normally 6-7 sections per year = 3-4 per semester*
- Courses (tutoring): normally 12-20 courses per year = 6-10 per semester*
- Students served: minimum of 60 per year (average target of 10 per section for NTID courses 15-30 for COLA & MSSE courses*)
- Classroom contact (credit-bearing courses): 9-16 hours per week**
- Office & other student contact for classroom faculty: 6-13 hours per week***
- Total student contact (classroom instructors & faculty tutors): 22 hours per week**

2. Balanced Portfolio for Tenure-Track/Pre-Tenured Faculty
   - Courses (teaching): normally 4-5 sections per year = 2-3 per semester*
   - Courses (tutoring): normally 8-14 courses per year = 4-7 per semester*
   - Students served: minimum of 40 per year (average target of 10 per section for NTID courses/15-30 for COLA & MSSE courses*)
   - Classroom contact (credit-bearing courses): 6-9 hours per week**
   - Office & other student contact for classroom faculty: 3-6 hours per week***
   - Total student contact (classroom instructors & faculty tutors): 15 hours per week**

3. Administrative Portfolio for Department Chairs & Associate Deans
   - In addition to the administrative duties specified in their POWs, Department Chairs and Associate Deans may, but are not required to, teach 1 section per semester or tutor students in an equivalent number of courses.*

4. Lecturers
   - Courses (teaching): normally 8-9 sections per year = 4-5 per semester*
   - Courses (tutoring): normally 16-24 courses per year = 8-12 per semester*
   - Students served: minimum of 80 per year (average target of 10 per section for NTID courses/15-30 for COLA & MSSE courses*)
   - Classroom contact (credit-bearing courses): 12-20 hours per week**
   - Office & other student contact for classroom faculty: 8-16 hours per week***
   - Total student contact: 28 hours per week**

5. Senior & Principal Lecturers
   - Courses (teaching): normally 8 sections per year = 4 per semester*
   - Courses (tutoring): normally 14-20 courses per year = 7-10 per semester*
   - Students served: minimum of 80 per year (average target of 10 per section for NTID courses/15-30 for COLA & MSSE courses*)
   - Classroom contact (credit-bearing courses): 12-16 hours per week**
   - Office & other student contact for classroom faculty: 9-13 hours per week***
   - Total student contact: 25 hours per week**

* Sections Taught/Students Served

The target size for the typical section taught by NTID faculty is 10 students with the expectation that the sections will have at least 8 students
The target number of students is as follows:
- Faculty on the teaching/tutoring portfolio will normally teach **a minimum** of 30 students per semester
- Faculty on the balanced portfolio will normally teach **a minimum** of 20 students per semester
- Lecturers (all ranks) will normally teach **a minimum** of 35 students per semester.

Note 1. These guidelines apply to both credit-bearing and non-credit courses.

Note 2. The range for number of courses assigned to tutors is broad: the critical factor in actual assignments will normally be the number of students, rather than the number of courses covered that a tutor will be responsible for.

Note 3. For classroom faculty, class sizes smaller than the general target number of 10 will generally mean a greater number of sections.

Note 4. Teaching/tutoring workloads for lecturers are based on the principle that lecturers spend 90% (85% in the case of senior and principal lecturers) of their effort on teaching/tutoring. The remaining 10% (15% in the case of senior and principal lecturers) may be divided up between activities that could be considered communication and diversity, as deemed appropriate by the chair working with the individual faculty member.

**Classroom Contact Hours

When the RIT conversion to semesters was proposed, the assumption was that for each three-credit course taught, a faculty member would have three contact hours per week and that faculty on a teaching portfolio would teach three to four sections per semester. However, a number of NTID courses that were developed did not follow this model. Only 77 of the 240 approved semester courses (32%) fit the three-credit/three contact hour model. These courses are offered primarily by Liberal Studies, Communication Studies, Humanities/Social Sciences and Interpreting. Three-credit courses offered by Visual Communication Studies, Business, Information and Computing Studies, Engineering Studies, Science and Mathematics (including Lab Science Technology) typically have four or five contact hours per week. In total, 54 of the 240 approved three-credit courses (22%) have four contact hours and 69 courses (29%) have five contact hours. Therefore, the expected classroom contact hours for three-credit courses at NTID will range from nine hours per week (three sections with three contact hours) to 15 hours per week (three sections with five contact hours).

Tutoring and Combined Teaching/Tutoring Contact Hours

The range of tutoring and combined teaching/tutoring contact hours includes faculty availability outside of direct-instruction hours for consultation, tutoring and general support. Chairs, in consultation with faculty, should specify expectations regarding the number of sections and students to be supported by tutors. Where a faculty member has a blended POW (that is, classroom teaching and tutoring), the number of variables affecting workload is greater and therefore requires additional care in calculation. If an instructional assignment includes tutoring in the NLC, the number of hours dedicated to this assignment are to be negotiated between the department chair and the faculty member.

*** Office & Other Student Contact Hours

Faculty availability to students outside of the classroom for consultation, tutoring, and general support of the learning process has always been the hallmark of the NTID educational environment. Instructors should make themselves available for two to three hours per week per course section taught. Effective faculty accessibility is dependent on establishing a mechanism by which students have the opportunity to seek assistance at a time that is mutually convenient with the instructor. Although this availability outside of the classroom has traditionally been referred to as "office hours," the important element is not where the tutoring activity or contact occurs, but that students know how and where to find faculty when a need arises. Per RIT Policy E04.IV.d, faculty are required to publish details of their availability both in their course syllabi and on their office doors.

<div align="center">Section Two: Communication and Diversity</div>

This appraisal category is unique to NTID. There has always been an expectation that all NTID faculty would devote some part of their annual POW to development of communication skills, and for many years, this has taken the form of a requirement that each faculty member include a "communication plan" as part of the POW. For many faculty, though not all, this plan will often focus on developing greater skill in sign communication. The Faculty/Staff Sign Language Program offers a broad array of sign language learning experiences, including a week-long intensive sign class at the beginning of the contract year and during intersession. For the purpose of the annual communication plan, however, the concept of "communication" is to be understood broadly. Faculty members who already possess excellent ASL skills may instead wish to focus on development of their presentation skills, writing skills, or spoken communication strategies and techniques; managing communication in a classroom with students who have diverse skills and preferences; attending student governance events; or otherwise interacting with students in an organized way outside of the classroom environment. Alternatively, the communication plan may center on expanding the faculty member's knowledge base about Deaf culture. In other words, communication plans are highly individualized and may take many forms.

With regard to diversity, faculty are expected to incorporate diversity-related activities in their POWs. These activities may be found through RIT's Center for Professional Development and also may be offered through NTID's Professional Development office and other units within the college and university. Per RIT's Mandatory Training Policy (Policy C25.0), faculty are expected to complete all required annual trainings through the Center for Professional Development.

<center>Section Three: Scholarship</center>

All tenure track and tenured faculty are required to have a scholarship component within their plan of work. The POW should specify what the faculty member's intended scholarly activity is, including both expected product and associated timeline. HR regulations prohibit lecturers, of all ranks, from engaging in scholarly activities as part of the annual POW. Lecturers may engage in such activities when they are not on contract.

Scholarly contributions are typically assessed on significance, impact on the field and attention to the missions of the department and the college. However, many factors are involved in any assessment of scholarship. For example, scholarly products differ from one discipline to another and requirements for publication in one field may be significantly different from those in another. Additional factors include: the faculty member's specific contribution to each scholarship product, the length and scope of each contribution in relation to discipline norms, the quality of contributions in terms of the publication/presentation venue, the impact of the product, and the rigor of peer review as well as other indices of quality, such as scholarship-related awards. In each case, a faculty member is responsible for clarifying and describing the venues and impact of each contribution. Finally, for specific guidance, individual faculty members should attend to feedback provided by the chairperson in the annual review.

With the above caveats, in order to merit at least a "Meets Expectations" rating in the scholarship category of the annual review, the following minimum expectations should generally be met.

Teaching/Tutoring Portfolio:	The **minimum** expectation for a faculty member with this portfolio is to have one scholarship/research project in process at all times, and to complete one peer-reviewed scholarship/research product (peer-reviewed publication, presentation, or creative work) every two years.
Balanced Portfolio:	For pre-tenure faculty, the **minimum** expectation for a faculty member with this portfolio is to have one scholarship/research project in process at all times. By the time of third year review the faculty member should have completed three peer-reviewed scholarship/research products (peer-reviewed publication, presentation, or creative work) including at least one peer-reviewed publication. By the time of tenure review, the faculty member should have produced six peer-reviewed products, at least three of which are peer-reviewed and disseminated publications.
	For tenured faculty who have been assigned to the balanced portfolio, the **minimum** expectation is to have one scholarship/research project in process at all times, and to complete two peer-reviewed scholarship/research products (peer-reviewed publication, presentation, or creative work) annually, with at least one peer-reviewed publication every two years.

Regardless of assigned portfolio, faculty members whose goal is tenure and/or promotion should review the "Statement on Scholarship Expectations for NTID Faculty Preparing for Mid-Tenure, Tenure, and Promotion Review" for more information regarding scholarship expectations. For tenured faculty who wish to be promoted, the scholarship expectations outlined in that document exceed the minimum workload expectations indicated above.

<center>Section Four: Service</center>

Service, whether to the department, the college, the university, the discipline or the community, requires different amounts of time and different levels of responsibility. Typically, membership on a committee requires less effort than leadership of a committee. Some committee work requires significant effort, while some committees may require very little. Service opportunities occur at different times in a faculty member's career. Typically, the college looks to more experienced faculty to take leadership roles. Like teaching/tutoring and scholarship, the service component of a faculty member's POW should be developed by the chair together with the faculty member, and should be flexible, since one often cannot predict when opportunities will arise in a given cycle.

<u>Section Five: Other Topics Related to Workload</u>

<u>Faculty Employment</u>

RIT Policy E04.0 outlines the contractual obligations a faculty member is expected to follow:

With the start of the 2017-2018 academic year, for faculty with a 9-month appointment, obligations typically begin a week prior to the start of fall semester (the week which includes student orientation). The specific dates that define the appointment period are provided before the end of the preceding academic year. During the 9-month appointment period or other appointment periods of less than twelve (12) months, faculty are expected to be available consistent with their departmental assignments and program responsibilities for the entire period of time when university classes are officially in session and during the entire final exam period of each term in addition to the week prior to the start of the fall term and week following the end of the spring term. Final exams and other final evaluative educational activities shall be offered during the designated finals week consistent with <u>Policy D11.0 – Final Examination Policies</u>.

Faculty therefore are expected to be available for department and college activities in addition to their instructional and scholarship obligations.

Furthermore, faculty must adhere to RIT Policy C04.0, Individual Conflict of Interest and Commitment Policy. In particular:

*A **Conflict of Interest** exists whenever an employee's personal, professional, commercial, or financial interests or activities outside of the university have the possibility—whether potential, real, or perceived—of a) compromising the employee's judgment, b) biasing the nature or direction of scholarship, c) influencing the employee's decision or behavior with respect to teaching, student affairs, promotions and appointments, use of university resources, interaction with human subjects, or other matters of interest to the university, or d) resulting in personal or a family member's gain or advancement at the expense of the university. It is important to keep in mind that an employee does not have to actually do anything wrong or improper for a conflict of interest to exist; the conflict exists by virtue of a relationship that could result in an undue influence on the employee's professional judgment.*

*A **Conflict of Commitment** exists whenever an employee's external commitments, relationships, or activities have the possibility—whether potential, real, or perceived—of interfering or competing with the university's mission or with the employee's ability or willingness to perform the full range of responsibilities associated with his or her position.*

<u>Professional Development</u>
Professional development is a professional responsibility of all faculty members, but no longer constitutes a separate area within the annual plan of work. Faculty are expected to maintain currency across all areas in their plans of work using a variety of resources and to report their efforts and results in their annual self appraisals.

<u>Course Reduction as a Result of Buy-outs from Sponsored Research</u>
Sometimes, grants and other sponsored research may provide funds to "buy out" a participating faculty member's time, such that a course release may be sought. Such course releases are only allowable at the discretion of the department chair who must consider department need as the primary factor when making a decision. Projects or assignments warranting course releases should require approximately 9 hours per week, in line with the effort and contact hours described in Section 1.

<u>The Department Coordinator Role</u>
In most departments, chairs rely on coordinators to assume certain administrative functions within the department. Since these functions vary widely across departments in terms of amount of effort required, there can be no standard rule for teaching or scholarship reduction. In many cases, a reduction is justified, but only as a result of negotiation between the department chair and the associate vice-president for academic affairs. Department coordinators are assigned by the department chair, and assignments warranting course releases should require approximately 9 hours per week, in line with the effort and contact hours described in Section 1.