NFC Meeting

October 17, 2023

Hello, good morning. Hello. If I could get everyone's attention. Hello.

Good afternoon. close enough. How's the food out there?

Right. For those of you who liked it, please thank our own Brian Haak for coordinating today's meal. Couldn't have done it without you. Big thank you…

I also want to thank Firoza for sending you all and communicating about this event, she's helped me greatly so if you wouldn't mind standing up. Thank you very much.

I also want to thank Patrick Smith for setting up all the technology that's aiding us today. We are trying something new now. I am a tech person, which means I like to challenge other techniques out there.

So I apologize in advance for the challenges you're about to foresee, OK?

I also want to give thanks to our current interpreters today, Jenna Stein and Emilio Hernandez.

Getting your name sign right now, right? Alright, big thank you to providing access services today.

I also want to give a thanks to Pam and Theresa, our C4 team will be providing captioning services as you see above.

Can you all read the transcript? Alright? Is it big enough for you all to read? I want to make sure I'm not missing any names before we get going.

Before we get started. If you are an NFC Rep would you mind standing up?

Yes, NFC reps, Don't be shy. We can get a look at it each and every one of you. Thank you.

We are here today to make sure we give a huge thanks to Dr. Buckley. Dr. Buckley I see is here. We want to thank you for your support for today's luncheon.

We truly appreciate it. This is an extremely nice event to have as we can see and discuss our work — workload, provide feedback during our NFC through our NFC reps. We have this time today to have these discussions.

The workload guidelines committee has been hard at work for over a year now. There's a lot of work involved with distributing these workloads and we want to thank each and every member for dedicating your time to this.

Passing on to Kelly Davis, who was our current chair of the Workload Committee. She'll come up and make some comments about some revisions being made.

Once that information is sent out to you, that information will become public on the NFC website under Reports.

We have a document that will be shared there and that document you will see the most latest revisions made to the document and the letter submitted to administration along with their response, response and the committee response. All of that will become available online, available to see it anytime.

This transcript will be made available to you all as well through the same website.

Now, without further ado, we're passing it on to our own Kelly Davis.

She'll be taking it from here, and I will ask three people to join us up here. They'll talk a little bit later on —. We'll talk a little bit later about how to use our slido.com website today, but if you wouldn't mind taking the moment now to get this QR code set up on your phone or your laptop. These questions or any feedback being submitted through here is anonymous.

>> First, I want to start off by just giving a thanks to the committee and to the associate deans for their wonderful collaboration on this extensive project over the past year, it hasn't been an easy task to take on. I'm first to acknowledge that I know all of the committee is nodding their head in agreement.

Just a summary of the changes. I want to give a little bit of background information in case anyone is new or hasn't understood what's been happening over the last year.

There should be another slide before this. Sorry about the technical difficulties. One moment.

The objectives I'll introduce the committee members, who they are and what their position is to help you all understand how the committee was established and why they were selected.

And we'll talk about our charge, our timeline, the response to NFC feedback plus the summary of changes. And then I'll turn the stage back over to Brian for some Q&A.

Here's our committee members again. I'm Kelly and I'm the chair and the support coordinator, and I teach and tutor as well. And I follow the mix model. We have Janine Butler, whose tenure faculty Janine teachers and tutors for the College of Liberal Arts or really DLS. And we have Marge, who's a program director and also an instructor. Patrick, who is not here but is chair of the MSSE department and is also tenured faculty. We have Marcus Holmes as a program coordinator for engineering and he also teaches. And then finally we have Karen Tobin who teaches and tutors for math and science.

And again, you can see that the members are all from different disciplines and programs. Here was our initial charge from last year. It was modified to meet the current needs.

You might recognize it says Plans of work Academic Senate is taking care of that and we decided not to touch that until we're told that we have to make any modifications there.

In terms of the timeline, it has been a little over a year, but we are almost done now we hope.

Again, we started last September and provided feedback to the Associate Dean last November.

They responded to the committee this past March and we shared that information with NFC and Connect collected their feedback and that was towards the end of the spring semester.

And then NFC gave their feedback that we collected from each of the departments. We met again with the associate Deans of the committee and agreed on a response that was sent to NFC so that they had an opportunity to read it with our letter and the associate Dean's letter as well.

We appreciate the opportunity to be able to explain our summary. So thank you for that.

The summary and the questions and feedback to those responses are available on the NFC website. All of the documents are there. You can review them later if you're not sure where things are. Again, they're under reports on the NFC website. The responses are first ordered by the responses to the questions and then suggestions or feedback related to changes being proposed.

We have 5 things that are proposed. First is I'm sure many of you are aware there's a college wide document and departmental guidelines. Other colleges on RIT have one document for the disciplines. We are unique. Because it's so hard to include everything that NTID does in one document, we try to keep it as general as possible to make sure that everyone is incorporated. All of the different responsibilities, positions, levels, ranks, et cetera are represented. Plus, we wanted to ensure that there is a clear description of hours.

We encourage the individual departments to have conversations with your chairs and to develop your departmental guidelines. That can't be looser though than the college wide document. It becomes stricter, or it can be following what the NTD workload guidelines are, but cannot be any looser of requirements.

There's an emphasis on communication. We've had conversations with our chairs about our plans of work, of course, at our individual workload, and the encouragement is to make sure that both you and your chair are in agreement there. Sometimes one workload is a bit higher than someone else's workload, and that's an individual conversation you need to be having. We do encourage transparency between both parties.

The third item here is a review of scholarship expectations. Right now, we don't have an associate Dean of Research, so that information is staying as it currently is in place. There potentially will be changes to come. We don't know when that is coming though.

That will depend on when the Associate Dean of research is hired, but we will want to make sure that that is in alignment with all of our other promotion and tenure track policies. Then we have a revised direct and indirect instructional activities that we want to make sure are clear so that everyone clearly understands what is included there.

And then finally, teaching and tutoring portfolio separation. There's those two different columns for lectures, because when a lecturer becomes senior or principal, they will have separate percentages there that need to be clearly notated.

Plus, there's the range percentage change, allowing for the opportunity for faculty to work with their chair. If they need more time to focus on communication or diversity or what have you, they have the opportunity to focus more hours there and less hours in some of the other areas. So there is a range available, and that's the exact reason for that.

There are some minor revisions as well. The report title was revised to better fit the current tenure title.

All tenure track and tenured faculty have been revised to now say all tenure track faculty. The reason being that when you come into a tenure track position, until the time that you reach full professor or retirement, you are still on that track.

And then there's the communication section. Communication used to have a week long intensive sign language course that has then changed to Resource Development, so it's the NTD Sign Language and Resource Center and NSLARC. I think I finally got that acronym right this time.

And really that's a brief summary of all of the changes. So I will turn it back over to Brian.

>> Thank you, Kelly. Now I'm not going to talk for much longer here, but I am going to call on you out there the rest of the time we have together today truly that floor is yours to ask questions, clarifying questions, any concerns to the panel that we may have, maybe there's some language you'd like some clarity on. You all have this time to do. So this time is for us. So I can call Gary Behm and Matt Lynn, and Kelly Davis, of course. For those of you who are interested in asking questions, we do have two options today. You can come to the stage and sign your question up here. Or the QR code at the beginning of this side show can be used to submit any questions. When you have someone willing at the front to sign your sign those questions.

Yeah, go ahead.

>> All right. I'm going to sign the questions to our panelists up on stage and the rest of you can take the opportunity to read them. The first question is where is the research portfolio? It's time to bring that back for the faculty who received external funding to cover their teaching obligation.

>> This is Gary Behm. Thank you all. Can everyone see me?

Now the question was related to full-time research portfolio.

Now NTID used to have a full department dedicated to a reasonable portfolio for many years.

And I believe it was during sequestration. I'm not sure of the history, maybe you can help me remember, not too clear on what happened, but remember there was some member involved here at that time where we did have a research team and they made the decision that that full time research department.

Would dissipate and all the faculty would then transition over to other departments scattered around the university MSSE. Some moved over to them to their DLS.

So all the faculty transitioned into their own department and continued their research. Not separately, but they maintained their relationship within their research.

Because it was more cost effective now. Dr. Buckley, if you have more information please feel free to add in.

He's got the history. I don't have that history with myself.

>> All right, good afternoon. Really that decision was made to get rid of the full time research department back in the previous administration. That was when Alan was Vice President and president of NTID and they changed the model.

Research faculty were given the opportunity over three years to move into a home department to continue within their discipline.

And what we're really talking about is more of a balanced portfolio.

I don't know if you remember, but there was a 10% cuts for the year and we had to put a hold on making them more balanced portfolio option. Since that time of sequestration though it has become available for folks that do want to do research, they can apply for funding and we do encourage them to work closely with their chairperson as well as with Gary just to make sure that all of the needs are met because if you remember when we're reducing.

Our plans of work or teaching workloads. The department does have to find faculty to replace that load, so you are absolutely welcome to apply through your chair and Gary for approval, OK?

>> Wonderful, thank you for clarifying. Again Dr. Buckley has the history. We are still and do have the opportunities for research to be done from faculty. We do have the support and we do have the support to have a buyout.

Some professors don't teach for a while, but they'll use their grant money to keep themselves busy. Now the goal is to then buy out.

Let's say we have an adjunct team with the professor or co teacher the professor then some money from that grant could be allocated to the adjuncts salary.

We do receive grants, they do enjoy that kind of work and really we acknowledge the skills that are contributing to still receiving these graphs.

In the old days, the departments would receive grants themselves and wouldn't allocate an external opportunities for those outside of the department. So working on continuously our portfolio rebalancing portfolio. Thank you Dr. Buckley.

>> The next question is how is the equal importance of scholarship and teaching considered when developing the revised guidelines for tenure track faculty seeking tenure and or promotion?

>> I think you were talking about why is 40% delegated to teaching and another percent to research.

>> Sure. So those who are hired onto the tenure track, they do have an RIT expectation as a faculty member who have experience with teaching. 40% of their time and efforts will be dedicated to teaching. Making sure that students became — receive effective education the rest of the time will be focused on research and publications just as valuable.

Now, for those tenure track to become tenured, they must be experienced in teaching and in in scholarship. RIT strongly encourages us all of us those, who are tenured to be, involved in scholarships reason being is that forces a person to consider what's happening in the industry for example actually I can continue research currently and I can continue my research in AI, investigate what's going on with students, check in, and my research would in turn benefit our current students. That's why RIT believes that.

And if they have excellence in scholarship, then those skills will benefit the students in turn. That's a push that has been pushed on to us and we are happily following.

We have a comment here. From another associate he was involved with our current work or what do you say? With the workload guideline committee, there it goes looking for Kelly. She is our current lead in the committee or in our revising committee, so.

Jess myself. And all of us here, this - Kelly's doing a great job.

Yeah, just to add about the scholarship portion. Tenure promotion does require scholarship. That's why we need to make sure that the portfolio for each faculty member is appropriate for their own promotion and tenure.

And that's why we don't call it a research portfolio, because every tenure track faculty has to do research. That's an RIT policy.

And so that's another thing just to add, right Gary.

>> Right. And in addition as equal importance we want to make sure that we have a startup budget for new hires to help have them start off with a good start and support their work with their publications, their research, their scholarship, we have a different science for scholarship here. What's your sign?

No right sign for scholarship. I'm typically sign scholarship, meaning publications, research, academia.

>> Yeah. And if I could add. Not only to this question, but the previous one as well, is that the guidelines are supposed to be flexible.

Now yes, we do currently have a balanced portfolio that says that 40% needs to be divided into the fall semester and the spring semester or the other three, one or one three ratio, you know whatever is meant or is able to be had.

They need, for some specific reason, to reduce their tutoring hours and increase their research hours. Maybe it may fall into a special project.

But making sure that they have — they are comfortable discussing that with their department chair so that their hours can be adjusted as needed. Now that doesn't mean that your department chair will necessarily approve this change or allocation redistribution in hours because they need to prioritize teaching and tutoring as well, one being this needs to be a discussion. This is not a discussion to be had during our appraisal time necessarily, but this needs to be a continued discussion with your department chair.

Now with the previous question on research portfolio, I do think we need a research portfolio. There are some people who start at RIT and they have a huge research project that they want to work on and potentially work in collaboration with another PhD program.

I think we do need an ADR to help guide this discussion.

May that be in one year, two or three years, I think this must be reconsidered and we need enough reason to think why decisions are made, how much money is required.

How much money is needed to pay for our adjunct professors?

And FMA. As of right now, we don't have this documentation, we don't have this information. So discussions in the future can lead us to some guidelines and we can reconsider that in the future. But for right now, the balance portfolio can become a research portfolio with.

Exceptions into research. So our current system is flexible. Just depends on what you want.

Thank you for the verification.

>> The next question, The former research portfolio included a one course per semester load. It was not a total release from teaching.

>> I believe that is correct. We used to have a one to one ratio.

I don't remember the guideline. Remember these are just guidelines.

So one semester should be completely released from teaching.

Assuming we have enough money to pay our adjunct as well.

This discussion with your department chair. Make sure that these are all.

Points of communication and that Gary Behm is looped in.

I don't want something in the guidelines that would prevent anyone from doing something, I don't want any exceptions to be waived, so make sure these discussions are had.

>> Another reason that we emphasize on teaching, too, is for some of you that do want to be promoted, maybe from associate professor to full professor, you want to make that jump. The full professor committee will want to ensure that you're keeping up with your teaching, too, which is why we do encourage you to keep at least one course per semester.

If you need to be fully immersed in your scholarship, that's fine. But assuming that you're going up for promotion, the committee will ask about that. If you're able to do one or two whatever agreement you make with your department chair, that's great.

Just to make sure that you're keeping up with your students and you're not completely free from teaching.

>> And to add relating to that, there could be a different perspective about what he said.

Now if you are doing research with a student. And you're still teaching. It is a different kind of teaching, but teaching nonetheless so that perspective in that perspective. It may not be released.

Maybe you still keep it 20%? But it's not in the classroom necessarily the teaching is happening within the lab.

So I wouldn't say research is equivalent to teaching. Research can be teaching.

>> True.

>> Did you have a comment?

>> Yeah, I was actually in that situation when I went for full professor. I didn't teach a regular course load, but I did have a PhD mentoring group every week that was required by the grant, and that group was not in the RIT system, so it wasn't counting as a course.

But I'm looking back very happy that the committee and RIT agreed that that was appropriate. And so that's another reason why you do have to have those conversations with your department chairs, your chairs responsibility is to protect you, to make sure that you're on the right track.

And sometimes we do get off track because we get very excited about certain things and we divert our attention. But again, it's important to keep those conversations and to remember that these are guidelines and they're flexible guidelines at that.

>> For that reason, I do ask that in the guidelines something should be stated to the effect of if you can become the teacher.

Of record and your name shows up. So your name show up, shows up in the SIS system. That would be great and your research can then be tied to your tethered to the official system. That doesn't happen and that's alright.

But to have the opportunity to include it in your appraisal for next semester workload to be considered. Just to make sure that your role, how you've conducted your time, how do you improve the students understand and effectively of course material to be included in an appraisal.

>> The next question for senior principal lecturers who participate in assigned service beyond the percentage range, how does that impact the required teaching load?

>> Now you go.

>> I think it's easy for us as lecturers to say yes, yes, yes, and volunteer for a variety of things. But again, that's when you need to take the opportunity to sit down with your chair and to discuss what the appropriate percentages and breakdown should be. It shouldn't be taking away from that. We need to commit to what we can do and if you go above and beyond, that's fine. If you're able to, I don't know, reduce your communication hours and increase different hours, you have to make sure that you are in agreement on that with your department chair, who is then in agreement with Gary.

And if any questions come up, you can refer back to the guidelines.

>> I guess I can add it's a standard answer, but guidelines are meant to be flexible.

If you do have the opportunity to increase service hours, and if your department chair deems that appropriate and appropriate use of your time then that's fine. However, you shouldn't feel like you have to accept every service opportunity that comes your way.

Your priority should be teaching and or tutoring.

>> I can give you an example. Let's say our new Provost search committee. That president was able to select people within the search committee.

And which is great. That was a wonderful search committee. It dedicates a lot of time. They were able to go to their department chairs, say that they were appointed and that became a point of communication.

>> Jess?

>> I'm actually responsible for promotion and tenure, so just to clarify on that.

The percentages are there to protect you from overdoing one area and then going for promotion or tenure and having them say, OK, well, you've done too much here. And what about the other areas? And so I appreciate what has been said, but you should always think about how and what will or would help you get promoted.

That should always be in the back of your mind. Just to make sure that the balance is there and all of your bases are covered so that the following year you can potentially reevaluate and change up the percentages. But always keep that in mind.

>> Thank you.

>> The last question currently on the board is what will happen next after today's meeting.

>> Now I want to make sure that NFC finishes their part today.

I want to give a huge shout out to NFC. Huge thank you. We really appreciate everything you've done. I know it's been challenging for us. Like mentioned a wonderful organization and group of a group of people. So once we wrap up with NFC, then we can kind of work back over to us.

Everything we've learned here, we will take over to Dr. Buckley to review.

Now be packing with us. He's over there, he's coming around, he's making her way. But everything that's brought here will be taken to Dr. Buckley and then left his office for final decision making.

And then it will go off to our Provost Dr. David to consider NTID guidelines as well all nine colleges will work together to redesignate those guidelines.

Think of NTID. We have 10 different departments, business to math to science, engineering. We're all over the place, so maybe looking at a different college that can help us figure out within their own house.

A better structure NTID we are the special college. We are unique and we have to design our own hours. Make sure that all strengths are included. Think about …interpreters and their hours. Same thing with machinists. They have hands on experience. Interpreters need hands on experience and we should follow that strategy all the way up to our researchers and we should support that. Now where was I going? What was the question?

>> No, I think that was good. Ohh, what's happening?

>> The question was what's next?

>> So let me hand it off the NFC.

With another one. We will have another one, another one of these sessions tomorrow as well for those who can attend.

Again, your feedback will be passed on to our Brian Trager, passed off to us and back and forth until you are satisfied with the results.

Once it's sent our way and we finalize everything on our end, it will be sent to Dr. Buckley and off to you, our Provost, Dr. David.

We are working on your plan of work, but we're finishing up this first as well.

That way it is ready for faculty to use January 1st for your plan of work of the academic year 24.

We'll get idea of — so you have an idea of what to work with.

>> Sandra is saying there's no other questions on the board. Are there questions from the audience when I come up to the front of the room, please?

>> Yep, just to clarify. You mentioned January 2024, that is 3 months away. We're planning work. Does that mean there's a due date at this time?

>> We don't have that fairly delineated yet, but the chairs will be having conversations about it.

>> Right, but let's say it's submitted in March, does that mean, where's the timeline there?

>> For the plans of work? They would start January 1st and go through December 31st, 2024. That's a full calendar year.

Am I wrong Matt?

>> No, spring semester where you're doing the appraisal for the previous academic year and during the spring you'll be setting the plan of work for the following academic year, which means that at that time we will be using the guidelines to — for these conversations about the next fall plan of work.

Following again the academic here's…

>> Sure, but really the appraisal should start when your plan of work is ready, so assumed by springtime. When your appraisal is done, your plan of work for the following year should be ready too. You shouldn't be putting that off until June, after the semester is done, and then the amount of work is for the following academic year around.

>> I have a comment. I really appreciate this conversation. I've been here since 2007 and appreciate the open and honest dialogue faculty working together discussing these guidelines in my department as a department chair, we also have a lot of discussions.

Why do we have a lot of teaching? Why is there tutoring? Why we have a mixed model? Why are some people doing research? Why are their PhD students involved, grad students involved here at RIT versus U of R or what have you?

I always feel that within the department that we do a good job, but I'm not sure about other departments. So I'm truly thankful for the dialogue, the open and honest conversations we're having in this space. This type of dialogue is helping empower each department to continue these conversations about workload and…ensures, college wide, college wide discussions and workload.

These discussions will impact more projects, programs in the future just to comment.

>> That is a good point because when I got involved with this, there's such a variety of departments and their own individual rules. Some departments look at others and say, Oh well, that's not fair because there hasn't been transparency and that's why we've been working hard to make these general guidelines and make sure that they're transparent and effective for all. As Kelly mentioned, your departments will be able to set up your specific needs. So bring them to us to look over, offer our support and then you can follow those other folks might.

…come and say, well wait, what's going on with that?

Say that we've all been a part of the conversation. It's great, as Matt mentioned, that science and mathematics maybe was working one way and it worked for them, but we need to ensure that there is transparency across the entire college.

This is the basic guideline again and then we'll be able to build from that. Some things might need to be changed and you can let us know and we'll look things over And that is there any timeline set in place right now, soon.

Is there another question?

>> For grant buyouts to do scholarship. What about research faculty who focus on publications instead of grants? How should the time be negotiated?

>> Sure, now if you remember. A lot of people are publishing because of data incorporated within their research and that research is supported through their grant. There is a percentage from the grant that would allow us to conduct a research, whether that be good data analysis. A summary from that analysis would be published.

And you're right, some people do not use a grant at all, but continue on to a publish — to publish.

Of course we do like to see future leads into grants as well.

To help for the next grand opportunity and keep them rolling.

Jess.

>> That's alright. Sorry, I’m coming up here. For example, in VCS.

They don't do publications typically, and the chair needs to be understanding and realize that their scholarship might look different. The scholarship outputs of different faculty members will be different, dependent on discipline. There are some grants that are offered for certain disciplines and so the department has to negotiate with their faculty about maybe an art exhibit, which is important for VCS faculty specifically.

There's some DLS faculty too, that are very text heavy, and that doesn't include grants either. Those aren't included in grants either, rather, and that's something that needs to be talked about again with your department chair. I do have a bit of advice for those of you, though, write in a timeline.

So for those of you without grants write in a timeline, have a timeline be required anyway so that even if you don't need one, you and your department chair can understand the amount of work that you need to do, whatever it is that you are doing.

>> Would you mind if I ask a question? I can come up.

All right. Can everyone see me? Thank you, Jess. Follow up with this question.

Not my question by the way, just to follow up.

I think those situation is different for faculty.

Maybe it is a psychologist. Myself. Let's say I apply for a scholarship to receive funding.

And I receive a full amount that could be used to buy out my time with a two to two starting, two to two going to one to one.

Sorry, I'm rusty this morning, let's say. English.

A UK grant might be different than as someone who receives a grant through psychology means someone who has a scholarship in English. Maybe they wouldn't receive a large enough grant to equate their workload to equate their time. Going through the same process that someone applying for a grant for English, their ratio would be different.

Even if their effort, the amount of effort you workload is the same.

Can they still negotiate if they if they can't buy out their time?

>> Going back to Matt’s keyword here, these guidelines are flexible.

If you have a publication due in the spring semester, maybe you would have more flexibility with your time. But if there's nothing coming down the pipeline, there might be less flexibility there. Again, though, every department has a need for teaching. We are all here to serve our students, and so our priority needs to be to the students. Again, they're here to learn, but each department chair is also responsible for making sure that there are faculty members available to teach each of the courses sometimes the chairs will have

More folks doing teaching hours and less doing research scholarship hours. Sometimes it might be the other way around, and we're OK with that. As long as there's evidence showing that you are working towards scholarship. If there's evidence there, I'm fine with that. I have the trust in the department chairs and the chairs have their trust in you.

And just saying that's also a great question for the new ADR when they are hired. So we can leave that question open and have that be available for the new ADR. They might have some additional thoughts or brainstorming, but again, that timeline is TBD.

>> And I would like to add a comment to that as well.

I do see some of you might be leaving this meeting thinking ohh I'm exempt now. There are some of limitations. Not all things can be waived.

As long as it fits into your normal research percentage, then you do not have to request an exemption.

Of course, my answer is it depends how much additional time of your normal hours or percentage is needed to complete your work. And maybe somebody already has tenure.

Does that mean they should be exempt? Maybe they should be exempt before tenure.

Maybe they should be expected to be finished two to three articles before. Again, it depends.

Plus, we do need an ADR to help guide this conversation.

>> All right. Thank you. I think it's important that we do understand that everything it's not expired through money, right? That's not a common motivation that everyone may share. Now to follow up on Jess's comment.

Appointed in your ADR. Will be guidelines be revised again?

>> Remember, this is a living document. We're not going to just bury it on the website. We will keep reviewing and revising as necessary when the ADR is appointed. We would want their involvement and potentially to continue evolving and revising year in and year out. And hopefully the same will be true across all of the colleges within RIT. Again, we have enough flexibility to be able to make those revisions moving forward.

>> Thank you.

>> The next question can you explain the impact of this for those who are working overload or adjunct faculty? Will they be paid in contact hours or by credit hours?

>> I can take this one. The answer is yes. It does depend on the assignment you have one template from the Provost for adjunct pay.

And one rate per credit. Or instructed courses and we do divide by the amount of contact hours for teaching and they give us an hour range rate.

If you have a tutoring assignment, then you would agree on the amount of hours are specifically allocated to tutoring and the department chair would put down let's say 40 hours within the semester times the hourly rate. That would equal your contract amount.

So we are doing it both ways depending on the assignment.

>> Ohh. And I just wanted to comment too that the committee did have a conversation about that as well. We had a brief conversation about how it does work both ways. So I'm in agreement there.

>> Any more questions? There we go. This question is how do non-contact prep hours calculate into workload?

Go ahead.

>> Really it goes back to what is direct student contact hours and indirect.

Because if you're using that time to prepare for your classes or tutoring with a student, or if you're using that time to prepare for a future tutoring session, it really depends on what category it belongs in, direct or indirect. So I can't really give a clear answer to that without knowing.

There's a question about office hours. Office hours are more direct. You're having one-on-one conversations with students.

>> This is just this is part of the teaching allocation as well.

Really, it's not a part that would be counted contact hours. Everyone does help prep. It doesn't matter if you teach, if you're a tutor, there's always some type of prep required for a lecture for a test, review session, what have you. We can't count everything.

Within the teaching and tutoring contact hours, we simply can't. It would be impossible and quite frankly, unfair.

>> And I just want to let you know that RIT does that too. They don't pay their faculty to prep for classes either.

>> Ohh, we have another question actually.

Typical weekly time allocation per three credit course is 7 to 9 hours to include last time course prep, grading, etcetera.

>> This is Kelly. That's accurate. When you're done with your chair to talk about your workload and your plan of work, you should talk about the classes, and that's already been incorporated. The office hours, the prep time, etcetera. You're expected to include that in your time for your schedules.

Ohh, and actually one more thing that I did forget to add. I know some classes are heavy writing or heavy grading. If you feel as though you're going to be spending more time on grading or more time on evaluating students or what have you and you feel like it will be too much times that done with your and have that conversation about your workload and figure out potentially another way that you might be able to find time to help reduce time otherwise so that you have.

The availability, availability to do more of that grading or whatever it is that you need to be more focused on.

And I'm hoping that that's something that department can bring on.

>> Correct.

>> Before we were discussing each department and how they figure out their own method, how to use this — how to use their own guidelines. Let's say some departments course max is 10 contact hours for students, others maybe 12 or 20 so it depends on the course and how teachers serve our students. It depends. How the department manages that and decides to move forward and how to find the appropriate guidelines within their discipline in each department.

Any last questions?

>> I want to give a thank you for your time and answer. Maybe he's pretty tough question there. Are you sweating?

Don't forget Jess either, just jumped in to help quite a bit. Of course. Thank you.

Jess took notes for today. And Matt makes some great points.

This is a great opportunity where we're all together to have this discussion and really the goal is to establish a firm foundation for these adjustments for these revisions to be looked at, be looked at in the future. Again, this is a living document, nothing set here is written in stone, but will continue to remain fluid as we move forward. I believe 2019 was our last major revision so here we go again. That's what we're always striving to do, to adjust, revise and revisit.

It's also important to note that you must remain flexible. If you feel that your workload needs to be revised, maybe it's not enough for you, or maybe you are unsure of your own provisions bring it up.

Maybe you believe your workload should be more flexible bring that conversation up and that discussion can be had.

Anything you want to add?

>> Yeah. One last comment is just to make sure that you're sitting down with your department chair. And during that conversation, the goal is to have a document and to negotiate with that. It's a negotiation tool before you, you decide to go up the ladder. And Gary would emphasize that if you meet with him, he will emphasize, go back to the workload guidelines before you really do anything else. So I just want to make sure that everyone is aware of that.

>> Are there any lasting comments? Questions out there?

All right. Now, before you all leave, please help yourselves to whatever food is left. And thank you all for coming.