NTID SEMESTER WORKLOAD GUIDELINES  
For Tenure-Track & Tenured Faculty & Lecturers  
Revised March 25, 2014

Introduction

The following document is an update 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 development” as a fourth category.) The POW covers the 17-month period beginning January 1 through the end of spring semester of the following academic year. A POW can be amended by the mutual consent of faculty member and department chair at any time.

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<thead>
<tr>
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<th>Teaching/Tutoring portfolio for tenure track faculty</th>
<th>Balanced portfolio for tenure track faculty</th>
<th>Scholarship portfolio for tenure track faculty</th>
<th>Teaching/Tutoring for lecturers</th>
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<tbody>
<tr>
<td>Teaching/Tutoring</td>
<td>60-70%</td>
<td>40-45%</td>
<td>Suspended as of AY2013-14</td>
<td>Lecturers=90% Senior &amp; Principal Lecturers=85%</td>
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<td>Scholarship/Research</td>
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<tr>
<td>Communication</td>
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<td>Development</td>
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<tr>
<td>Service</td>
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<td>Suspended as of AY2013-14</td>
<td>0-5%</td>
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Section One of this document outlines faculty workload expectations for formal student contact. It specifies the range of faculty-student contact hours and sets general targets regarding the number of students served, while acknowledging a variety of factors that must be considered in assigning the workload of a specific faculty member.

Section Two reproduces, with minor edits, the scholarship expectations of tenured/tenure track faculty that were originally established in the May 2011 memo which first described the NTID portfolio system.

Section Three adds information about expectations for communication development.

Section Four adds information about expectations for service.

Section Five adds information about other topics related to workload.

The guidelines do not specify further the 10-20% of workload that is normally devoted to tenure-track faculty communication development and service, nor do they specify the final 10% of workload for lecturers (15% for senior and principal lecturers). The distribution of these components of workload is subject to negotiation between faculty member and chair.
Section One: Teaching & Tutoring

This Section is based on a number of documents:

- 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

General factors to consider in determining workload for teaching faculty:

- The provost has established that under semesters, one three credit course equals 10% of a yearly 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 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. This is 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.

(The asterisks below pertain to the notes on pp. 4-5.)
Teaching/Tutoring Loads:

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. 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**

4. 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 development or service, 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 Arts & Imaging 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. NLC tutoring hours can be used as teaching contact hours using the ratio of one and a half NLC hours to one hour of classroom contact.

**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. This function was originally captured in terms of numbers of office hours. Given the wide range of options that students and faculty now have to communicate with each other, a set number of office hours is no longer required. It remains true that typically, faculty should make themselves available for two to three hours per week per course section taught. Effective faculty accessibility is dependent on faculty establishing a mechanism by which students have the opportunity to seek assistance at mutually convenient times. 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.

Section Two: Scholarship

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 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 institute. However, there are many factors that play a part in any assessment of scholarship. For example, scholarly products differ from one discipline to another; requirements for publication in one field may be significantly different from the requirements in another; and, the time and effort required to publish a book may be different than that for a journal article. 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 “Satisfactory” rating in the scholarship category of the annual review, the following minimum expectations should generally be met.

- **Teaching/Tutoring Portfolio:** The minimal 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-
Balanced Portfolio: The minimal expectation for a faculty member with this portfolio is to have one scholarship/research project in process at all times, and to complete two peer-reviewed scholarship/research projects (peer-reviewed presentation, exhibit/creative work or publication), annually, which should include at least one peer-reviewed publication every two years.

Section Three: Communication Development

The one appraisal category which is unique to NTID is communication development. 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. If, for example, the faculty member already possesses excellent ASL skills, he or she may wish to focus on presentation skills, writing skills, 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.

Section Four: Service

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 and the faculty member, and should be flexible, since one often cannot predict when opportunities will arise in a given cycle.

Section Five: Other Topics Related to Workload

Professional Development
Professional development is a professional responsibility of all faculty members. It takes many forms and occurs via many channels. However, unlike communication development, it is not a direct element in faculty appraisals. It does not therefore factor into these workload guidelines.

Course Reduction as a Result of Buy-outs from Sponsored Research
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.

The Department Coordinator Role
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 course reduction. In many cases, a course reduction is involved, 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.

Intersession
Faculty are on contract during Intersession. It is expected that POWs will cover the Intersession period.