

NTID Faculty Workload Guidelines
For Tenure-Track (Pre-Tenured and Tenured) Faculty and Lecturers
Revised September 2023

Introduction

This document is a revision of the workload guidelines last revised for NTID faculty in January 2019. The revisions reflect experience in applying the original guidelines in the semester system, and the feedback of the Associate Deans, Academic Chairs, Workload Guidelines Committee, and NFC.

These guidelines provide a general framework for the areas of responsibility that faculty members in the College of NTID are expected to have as part of their annual workload. They have been developed and modified over the years with the goal of ensuring consistent general workload expectations across all academic departments while also providing sufficient flexibility to address the needs of each of these units. The faculty in each department, in consultation with the chairperson, are expected to review these guidelines and discuss how they should be specifically implemented within the scope and circumstances of their department’s academic effort. As such, there are likely to be some reasonable variations between academic departments as to how these guidelines are implemented.

In accordance with RIT policy E7.0, the workload of an individual faculty member is to be reflected 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.) An individual POW is a document that each faculty member prepares in the spring semester of each academic year in consultation with the department chairperson 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 the faculty member and department chair at any time, and that year’s self-appraisal and appraisal reflect the degree to which the faculty member completed the expectations as outlined in the POW.

The typical ranges of responsibilities for faculty members with different portfolios are detailed in the following chart.

	Teaching / Tutoring portfolio for Tenure-Track faculty	Balanced portfolio for Tenure-Track faculty	Administrative portfolio for Chairs and Associate Deans	Teaching / Tutoring portfolio for Lecturers	Teaching / Tutoring portfolio for Senior & Principal Lecturers
Teaching/ Tutoring	60-70%	40-45%	0-10%	80-90%	70-80%
Communication and Diversity	5-10%	5-10%	5-10%	5-10%	5-10%
Scholarship	10-20%	40-45%	0-10%	0%	0%
Service	10-20%	5-10%	75-85%	5-10%	10-20%

The specific distribution of workload components in any given POW is subject to negotiation between faculty member and chair.

In addition to undertaking activities in each of these four areas of responsibility, ongoing professional development is an important responsibility within the annual plan of work. Through professional development, faculty members can maintain and demonstrate their currency across all areas in their plans of work using a variety of resources.

Section 1: Teaching & Tutoring

This Section is based on a number of documents:

- NTID Faculty Workload Guidelines for Tenure-Track, Tenured Faculty & Lecturers, revised Jan. 2019
- NTID Tenure-Track/Tenured Positions Portfolio System: Workload Guidelines document. Revised May 2011
- Provost's Guidelines for Teaching Load 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.
- NTID Policy on Promotion to the Ranks of Senior and Principal Lecturer, March, 2018
- RIT University Policies as mentioned throughout this document.
- Benchmark data from other universities on work hour equivalence, UNC, [Work Hour Equivalence, Faculty Workload Policy](#)

NTID's mission is twofold:

- To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.
- To prepare professionals to work in fields related to deafness; undertake a program of applied research designed to enhance the social, economic, and educational accommodation of deaf people; and share its knowledge and expertise through outreach and other information dissemination programs.

To accomplish this mission, NTID has a unique academic structure through which various kinds of instructional duties can be a part of a faculty member's workload each academic term. The primary ways in which NTID instructors educate students are through direct instruction (i.e., teaching a course for which the faculty member is the instructor of record) and academic support (i.e., tutoring a course for which another faculty member is the instructor of record) although there are other activities (e.g., mentoring students on research projects, providing guidance for student co-op and practicum assignments, and facilitating experiential learning through activities such as study abroad and independent study) that constitute instructional effort as well. For a given academic term, a faculty member's plan of work may include one or several of these instructional modalities upon agreement with the chairperson.

Given the considerably wide range of instructional duties offered within NTID, it is necessary to develop a system that is flexible enough to accommodate the variety of instructional assignments that faculty members may undertake and that provides some measure of equitable workload within each department as well as across the college. One way to achieve both of these goals is to use a system that focuses on time spent directly working with students in any capacity and that is based on the following principles:

An NTID faculty member's workload over a 9-month contract is the total (100%) of effort undertaken across all areas of responsibility (teaching/tutoring, communication/diversity, service, and (where appropriate) scholarship). Within this 100% workload amount, a commonly applied definition of 10% of this effort is the instruction of a **three-credit lecture course**. Using this definition of 10% of an annual workload, a faculty member with an annual teaching expectation that constitutes 60% of the workload would be expected to teach a total of six three-credit courses during the contract period. This effort could be assigned as, for example, three courses during one semester and three during the other or, alternatively, as four courses during one academic term and two during the other.

RIT's credit hour policy states, in part, that one credit hour is "an amount of student work ... that reasonably approximates not less than one hour of classroom or direct faculty instruction ... each week for approximately fifteen weeks for one semester ..." Therefore, a three-credit lecture course has a **minimum of three hours each week of direct, in-class contact** between students and instructor as well as a number of out-of-class office hours in which the instructor is available to provide supplemental guidance for course content. 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. As such, it has generally been held that NTID instructors should also make themselves available for **two to three office 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.

There are, however, numerous examples of courses at NTID where an instructor will have more in-class contact hours than a lecture-only course would be expected to have. Courses with laboratory components are a prime example given that, according to RIT's Assignment of Credit Hours document, the "minimum contact time per credit is typically twice that of a lecture." A three-credit lecture/laboratory "mixed format" course may therefore have two hours of lecture and two hours of laboratory per week, a total of four in-class contact hours per week. Other courses may have a single lecture component with multiple lab sections, increasing the faculty member's in-class contact time even more especially given that it is rare at NTID for graduate students to be assigned to teach laboratory sections. Instructors who direct students in clinical, internship, field experience, and research experiences may be similarly impacted. **Therefore, due to such a wide range of instructional environments within NTID, faculty POW's will be developed with student contact hours as the guiding principle.**

Using these amounts of in-class and out-of-class contact time for lecture and mixed format kinds of courses, an NTID faculty member can be expected to have **six to seven hours of direct student contact per week** per three-credit course section or, more generally, per 10% of annual workload. A tenure-track faculty member on the balanced portfolio whose POW includes a 40% annual teaching/tutoring component, with half (20% of annual workload) assigned in the fall semester and half (20% of annual workload) in the spring semester, would therefore be expected to have a maximum of 14 hours of student contact per week. Knowing how many contact hours a given course has across its lecture, laboratory, and other components, a specific instructional assignment can be made each semester in terms of student contact hours rather than in terms of credit hours taught, which can be extended to tutoring-only assignments or to so-called "blended" or "mixed model" assignments where an instructor has direct-instruction and tutoring responsibilities during a given semester. Such a model also accommodates instructors who are assigned to teach a low-credit-hour course (i.e., 0-credit Freshman Seminar or 1-credit, three-contact-hour lab courses) that involve more student contact hours than would be expected based on the number of credit hours the course possesses."

Using this definition and other considerations, workload parameters can be described as follows with the baseline number of student contact hours for each portfolio listed as the first bulleted item for each NTID faculty portfolio:

1. Teaching/Tutoring Portfolio for Tenure-Track Faculty[‡]

- **Total student contact (classroom instructors & faculty tutors): 21 hours per week****
- Courses (teaching): normally 6-7 sections per year = 3-4 per semester*
- Courses (tutoring): normally 12-20 courses per year = 6-10 per semester*
- Classroom contact (credit-bearing courses): 9-16 hours per week**
- Office & other student contact for classroom faculty: 6-13 hours per week

2. Balanced Portfolio for Tenure-Track Faculty[‡]

- **Total student contact (classroom instructors & faculty tutors): 14 hours per week****
- Courses (teaching): normally 4-5 sections per year = 2-3 per semester*

- Courses (tutoring): normally 8-14 courses per year = 4-7 per semester*
- Classroom contact (credit-bearing courses): 6-9 hours per week**
- Office & other student contact for classroom faculty: 3-6 hours per week

3. Lecturers

- **Total student contact: 28 hours per week****
- Courses (teaching): normally 8-9 sections per year = 4-5 per semester*
- Courses (tutoring): normally 16-24 courses per year = 8-12 per semester*
- Classroom contact (credit-bearing courses): 12-20 hours per week**
- Office & other student contact for classroom faculty: 8-16 hours per week

4. Senior & Principal Lecturers

- **Total student contact: 25 hours per week****
- Courses (teaching): normally 8 sections per year = 4 per semester*
- Courses (tutoring): normally 14-20 courses per year = 7-10 per semester*
- Classroom contact (credit-bearing courses): 12-16 hours per week**
- Office & other student contact for classroom faculty: 9-13 hours per week

*Sections taught/tutored

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 contact hours with 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 10-12 students may mean a greater number of sections.

‡ Pre-tenured faculty members are generally assigned to the balanced portfolio to provide them with a reduced teaching load so that they can devote additional effort toward their research/scholarship activities. Tenured faculty members can also be assigned to the balanced portfolio if they have sufficient research/scholarship effort to warrant the reduced teaching load. The teaching/tutoring portfolio is generally assigned only to tenured faculty members who undertake less research/scholarship than would be expected for someone on the balanced portfolio and/or who prefer to have more instructional duties.

** The total student contact hours are the normal semester targets for each faculty rank indicated. The student contact hours for Senior and Principal Lecturers represents an annual one-course reduction compared with the standard teaching load for Lecturers. Faculty at these ranks could be assigned to have 25 contact hours per week via teaching and/or tutoring for each semester in the academic year. Alternatively, they could be assigned to teach more than 25 contact hours per week during one term and fewer than 25 contact hours in the other such that the weekly student contact over the annual contract averages 25 contact hours per week.

Direct and indirect instructional activities are defined as follows:

Direct instructional activities: Teaching (in the classroom, laboratory, or other environments including online synchronous and asynchronous activities) and office hours, meetings with students and email (or other) exchanges with students during and outside of office hours and tutoring appointments that directly pertain to course material. For faculty tutors, direct instructional activities include tutoring students, corresponding with students online synchronously or asynchronously about course content, and liaison effort with the home college. Activities in this category do count toward the direct student contact hours described above.

Indirect instructional activities: Reasonable and appropriate amounts of course development, preparation, and evaluation activities, including grading, providing feedback to students regarding their course-related work. Activities in this category do not count toward the direct student contact hours described above.

Regarding whether or not the amount of course development a faculty member undertakes regularly is “reasonable and appropriate,” all teaching and tutoring faculty need to undertake some amount of preparation for their work with students as a regular part of their instructional effort without any kind of reduction in contact time with students. Instructors who need to prepare outside of a normal range, such as to teach or tutor a new course assignment, should discuss this with their department chair to determine whether the amount of time being invested should be reduced or whether some other allowance (e.g., overload, course reduction elsewhere in POW, etc.) should be considered.

Modifications to Direct Student Contact Assignments

Although the explanation and parameters indicated above provide a baseline for weekly contact hours with students, there is likely to be a variety of factors that will affect how these are implemented into each faculty member’s POW. NTID’s wide variety of course offerings and tutoring activities across departments means that faculty members teaching courses within one discipline or department may have different number of hours for direct instructional activities and indirect instructional activities. Chairs and faculty members in each discipline and department must acknowledge the nature of each course when determining instructional workload. As an example, instructors whose courses involve a relatively large amount of student writing (e.g., journals, essays, term papers, and laboratory reports) may spend more hours per week on indirect instructional activities to read and to provide feedback for these assignments. Conversely, a faculty member who teaches a course in a different discipline/department might teach more hours in the classroom, reducing the need for indirect instructional activities.

When developing the POW, the faculty member and chairperson should consider how any of the following circumstances might impact the number of student contact hours a faculty member is expected to provide. General factors to consider in determining workload for faculty with classroom/laboratory **teaching** responsibilities:

- The general target number for an NTID course section is ten to twelve students; with the expectation that most sections will have at least 8 students.
- Lack of equipment or space necessary to accommodate the target number of 10 students per section.
- Development of a new course, certificate, or other academic program.
 - Number of different course preparations during the same academic term.
 - Courses in which the instructor must provide a greater amount of feedback for assignments including the need to provide more than the standard of 2-3 office hours per week.
 - Courses that include multiple modalities, such as those that have separate lecture and laboratory components that are likely to have separate assignments (e.g., homework and exams for lecture; reports for lab activities) for each.
 - 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 with **tutoring** responsibilities:

- Number of total NTID-supported students in assigned courses.
- Number of different courses assigned.
- Historical patterns of student demand for tutoring in given courses.
- Time devoted to class observation, especially for courses a faculty tutor is covering for the first time.
- Familiarity with assigned courses.
- Time beyond a normally expected amount needed to prepare to tutor specific courses (e.g., upper-level courses, courses with extensive written assignments, courses that vary widely between instructors and/or from semester to semester).
- 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.

General factors to consider in setting workload for faculty in programs that have *undergraduate or graduate student mentoring and/or supervising* expectations:

- Faculty may be expected to mentor students in activities such as student teaching, practicum, co-op, and other professional development necessary as part of the degree program. This effort can be considered as part of the overall instructional responsibility a faculty member has for a given academic term. Faculty mentors will develop a plan of work that includes a specific number of contact hours per student, per semester. This effort will count toward the overall number of contact hours the instructor is expected to have according to these guidelines.
- Faculty in programs that require professional supervision may use this time as part of their overall instructional effort. Because of the added assessment and evaluation responsibilities expected of a supervisor, the overall effort will be more than that expected of a faculty mentor.

Course Buyouts/Releases from Sponsored Research (Grants and Other Funding Sources)

With RIT and NTID's commitment to research and scholarship, tenure-track faculty members are encouraged to apply for internal grants and external grants that fund their research projects. The budgets for grants and sponsored research (including foundation funding opportunities) can provide funds to "buyout" a participating faculty member's time. In other words, faculty members with research in their workload/portfolio can receive course releases through "buyouts" from grants. As part of the development of a plan of work, one or more course releases must be discussed with the department chair who will consider a variety of factors when making a decision, while also keeping in consideration the need for the faculty member to conduct and produce research and scholarship.

Various Director/Coordinator Roles within departments:

In most departments, chairs rely on directors and coordinators to assume certain administrative functions within the department. Directors usually hold a budgetary responsibility and/or make executive decisions on the behalf of the Department Chair. Directors/Coordinators are assigned by the department chair, and these assignments warrant course release as listed below, based on the expectation that these roles will require approximately 9-10 hours per week (with the acknowledgment that the number of hours per week will naturally vary depending on the time of the semester and other factors)

Program Coordinator/Director: the additional responsibilities for program coordinator will result in a reduction of direct instructional activities as negotiated by the chairperson and the Coordinator/Director.

Support Coordinator: the additional responsibilities for support coordinator will result in reduction of direct instructional activities as negotiated by the chairperson and Support Coordinator. (See Support Coordinator Job Description)

Professional Development – Teaching/Tutoring: As part of their regular ongoing growth, faculty members are expected to seek out and benefit from professional development opportunities that promote their ongoing growth as educators. Completion of these activities should be documented in the annual self-appraisal with an explanation of how this effort has benefited the faculty member in this area of the plan of work. These activities are generally separate from the direct instructional contact with students used to determine workload assignment but can be used to adjust a faculty member's expected contact hours through mutual agreement between the instructor and chairperson.

Section 2A: Communication

This appraisal category is unique to NTID. There has always been an expectation that all NTID faculty will 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 some faculty, this plan will focus on developing greater skill in sign communication. Faculty should refer to programs and courses that are offered through the NTID Sign Language Assessment and Resource Center (NSLARC). For the purposes 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.

Communication plans are highly individualized and may take many forms. Faculty members should work with their department chairperson to determine a communication plan that is appropriate. (See: [NTID Communication Guidelines](#) and the [Communication Assessment Checklist](#))

Professional Development – Communication: As part of their regular ongoing growth, faculty members are expected to seek out and benefit from professional development opportunities that promote their ongoing growth as communicators. Completion of these activities should be documented in the annual self-appraisal with an explanation of how this effort has benefited the faculty member in this area of the plan of work.

Section 2B: Diversity

This appraisal category is also unique to NTID. 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. Leadership of and participation in diversity-related activities in the community are also appropriate and encouraged.

Professional Development – Diversity: As part of their regular ongoing growth, faculty members are expected to seek out and benefit from professional development opportunities that promote their ongoing growth in understanding and practicing aspects of diversity. Completion of these activities should be documented in the annual self-appraisal with an explanation of how this effort has benefited the faculty member in this area of the plan of work.

Section 3: Scholarship

All tenure-track 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 the expected product and associated timeline. Lecturers of all ranks cannot have a scholarship section as part of the annual POW and cannot be assessed on research-related activities as part of their appraisals. Lecturers may engage in such activities outside of their regular 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.

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.

Professional Development – Scholarship: As part of their regular ongoing growth, faculty members who have a research/scholarship component in their plans of work are expected to seek out and benefit from professional development opportunities that promote their ongoing growth as researchers and scholars. Completion of these activities should be documented in the annual self-appraisal with an explanation of how this effort has benefited the faculty member in this area of the plan of work.

Section 4: 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.

Depending on rank and position, faculty members serve on the departmental level, college level, and institutional level as per the NTID Policy on Promotion to the ranks of Senior and Principal Lecturer document and the NTID Policy on Tenure Promotion

Typically, the college looks to more experienced faculty to take leadership roles such as:

- mentoring faculty,
- serving on institute and/or college committees,
- participating in audit or review team,
- holding Board of Director positions in any external organization, either local, national, or international, in the community that supports RIT/NTID’s missions and goals,
- arranging and creating collaborations between internal and/or external organizations with RIT/NTID.

Mentoring New Faculty: Experienced faculty members are expected to mentor new faculty in terms of becoming familiar with academic expectations, department curriculum, and obtaining resources at RIT.

RIT/NTID faculty should be expected to perform service in a variety of roles to support our institution, our students, and our professions. At the same time, it is important that faculty members are not compelled to exceed their workload expectations for service

Professional Development – Service: As part of their regular ongoing growth, faculty members are expected to seek out and benefit from professional development opportunities that promote their service contributions. Completion of these activities should be documented in the annual self-appraisal with an explanation of how this effort has benefited the faculty member in this area of the plan of work. Per RIT’s Mandatory Training Policy (Policy C25.0), faculty are expected to complete all university-mandated annual certifications through the Center for Professional Development.

Section 5: Other University Policies Related to Workload

Faculty Obligations During the Appointment Year

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 Policy D11.0 – Final Examination Policies.”

Work Assignment Outside the Regular Contract Period (i.e. Summer Contracts)

RIT Policy E04.1.2.e states that “Faculty shall receive additional compensation for work assignments outside their regular 9-month contract period. The rate or amount of this additional compensation shall be in accordance with the RIT Human Resources compensation guidelines and shall be in writing and mutually agreed to by faculty and the appropriate college department chair. Such writing shall be in the form of an amendment to a contract or a modification to a plan of work and shall be specifically labeled as Work Assignment outside Contract Period.”

Any summer employment opportunities shall be discussed with the Department Chair with the understanding it is not mandatory. Faculty members cannot earn more than 33% of their 9-month salary across all summer assignments.

Final Examination Policy

RIT Policy D11.0 states that “Final examination week is a mandatory component of the academic term designed to meet New York State and regional accreditation requirements for instructional hours.” Faculty are responsible for ensuring that “final examinations are ... given during [final exam week] and ... must make clear in their syllabi how they will meet this requirement. **If the final assessment is not conducive to a scheduled classroom format, the alternative must be clearly stated on the syllabus, disclosed to the department head, and satisfy the course instructional credit hours as defined in policy D01.V.** Under no circumstances shall a final examination or final assessment be scheduled on Reading Day.” Further, “instructors may not change the official date and time of the exam. In extraordinary circumstances, instructors may request their department head for a change in time. This request must be received by the end of week three (3). The department head will work with the college scheduling officer in an attempt to change the time of the exam. The decision of the department head shall be final.”

Conflict of Interest and Conflict of Commitment

RIT Policy C04.0 defines a Conflict of Interest as “any circumstance in which an Employee’s personal, professional, commercial, financial, or other interests outside the university actually or potentially, or may reasonably be perceived to actually or potentially compromise the Employee’s judgment; bias the nature or direction of scholarship; influence the Employee’s decisions or behavior with respect to the duties of the Employee’s university position; or result in personal gain or benefit, or the personal gain or benefit of Immediate Family or Relatives, at the expense of the university.”

This policy also defines a Conflict of Commitment as “any circumstance in which an Employee’s external activities, either paid or unpaid, actually or potentially, or may reasonably be perceived to actually or potentially, interfere with, compete with, or diverge from, the mission of the university or the Employee’s ability or willingness to fully perform their University Responsibilities.”

Development of Plans of Work and Their Availability for Review by Other Faculty

RIT Policy E07.0.II.F.1.b states that “Each college or department may have its own published guidelines for developing a plan of work. At a minimum, the plan of work must be approved and signed by the faculty member, department head, and dean. The plan of work shall be available for inspection by members of the faculty member's department (or departments in the case of joint appointments).”