shows how NTID compares to RIT. We're not comparing NCID to the College of Science or designing. We're comparing NTID to generally RIT. So the whole point of this meeting is that RIT has encouraged the Deans to lead a discussion for each college. So, for example, college art and design is going to have their own town hall.

So I'll show you.

In 2019.

So between 2019 and 2023, those are the two most recent results we have.

So in 2019, RIT had 487.

Respondents and their numbers dropped a little bit down to 449 while here at NCID in 2019 at 66 responded that also dropped to 53 and we don't know the reason why.

But the percentages remain relatively the same.

That's true, but obviously the more people the better, but the percentages are going to be the same.

And it's broken down into different categories that you will see here at the bottom.

If there were fewer than five people who received.

PJ also mentioned that this is for faculty, so it's it's totally fine for staff to be interested in this information, but just know that the respondents were all faced.

So we did a report, fairly complicated. There's a lot of numbers.

But I want to explain the parts that we're talking about today.

So first of all.

Coach sets areas called benchmarks and you can see them at the top.

It shows what is benchmark related.

Their work areas and then it also expands them into other specific areas under the benchmark.

So for example, support for improving teaching, office space, lab space, equipment and so on. All of them correspond to 1 benchmark.

And then you see the vision right about the word division that shows NTND.

So we.

Standard deviation and then we also have the same numbers for RIT not including the.

And so that's a way for us to be able to compare and maybe to our IT.

What's nice about the report is that it uses some color coding.

Green, These NTID faculty responded more positively than RIT faculty.

And red means that NTID responded less favorably than our exam, so it's nice that you can really benchmark totals. You can see all of the work areas and you can see where the responses were favorable.

So in the areas of green, they're mostly favorable. We see that one red unfavorable and that has to do with office space. So in general, people are not happy with their offices.

For this report, there are a lot of numbers. We did not prepare PowerPoint to focus on the numbers. We're using the colors to help us explain because it's easier to first look at the color-coded version to understand. We don't want you all to get lost in the numbers.

So we're not hiding the numbers, we have the numbers and you will share them. But for our first discussion of the results, we wanted to show it in a color-coded version.

If the RT and NTID responses are similar, the color used is Gray.

If you can't read all of these.

The survey have a box.

So when RAC gave us information, the first thing they said was wow, TCID is actually responded more favorably than RAC colleges. And honestly that doesn't mean we're perfect. There are definitely areas we need to improve as shown by the red responses.

And in this presentation, we're going to talk about each category of greens and learn.

All right, here's some vocabulary you should know.

Coach has four levels of university leadership, faculty, departmental leadership, the program coordinator, the department of chair has divisional level, which is at the college level, and then senior leadership which is at the.

OK. So for our first few slides, we'd like to show you the areas where NTID faculty responded more favorably than RIT faculty. So I just showed the summary slide. We're going to focus on the green areas.

So for each slide at the top, it's going to tell you.

What the topic is, whether or not it's related to RIT or.

Will you share the PowerPoint?

This is Gary speaking. We're happy to share the PowerPoint with you.

When you share that, people are taking pictures of the slide, so we were wondering if we can have them shared.

Yes, this is not happening until this is PowerPoint. Will it be shared through emails so that they can read it later as well?

This is.

Vice President, Doctor Buckley is also an RIT Vice president, so obviously it's our perception of our representative over there in RIT administration for the survey. It's really important that we understand, you know, what this benchmark is referring to, that obviously it's in general RIT, but since Doctor Buckley does inhabit that realm as well, it does reflect our perception of him.

This is Matt.

A positive perception of university leadership in terms of communication and communicating what priorities they choose to emphasize. There are three areas that means that NTID and RIT are very similar, not necessarily more or less favorable so.

How they're supporting faculty, adapting to change. So this is just a summary of that venture. So we're going to go through a bunch of.

Again, this is the RIT level up there in orange at the top and this is out. And he responded. There are several areas that are favorable.

Hey, Cortana.

This is not surprising. You know, we have good equipment resources because of our federal appropriations, but the one red area is like our office.

So obviously we're seeing a theme regarding faculty leadership. So in terms of the department chair as well as Patrick, Brian Traeger, the NSC leaders, those leadership. So there's a lot of positive responses about faculty leadership within our division.

Also you will see some feedings regarding how people.

I just talked about faculty leadership that's reflected in this line.

So you talked about the strong areas where anti ID faculty responded more favorably than our ID faculty and now we're going to talk about areas where faculty responded less than that.

For the less favorable items, as a group, we have talked about an action plan. We have already started working on a lot of those items to make improvements. So that's a continuing process.

This is not all that surprising to us. There are a lot of these things are things we've already known from past feedback.

Anything you see in the black on the bottom of the slide is about our current efforts and how we're targeting to improve on these areas of weakness. And these are just beginning conversations because we want to have.

But obviously collaboration is an area that people have struggled with.

So in terms of collaboration, I mean, it could be various times with collaboration, people want to work with other people more. And I first thought is often related to research. People think oh, collaborative research and that can be difficult for anxiety faculty, but not impossible. And you do notice the collaboration within the department is read, but outside among RIT and sorry, outside of RIT is red, but within RIT.

But outside of the department is green or favorable. That means people do feel that they can find collaborators on campus.

Because maybe people you know are in the same discipline over at RIT and they're willing to collaborate in terms of deaf education or in order to have a more varied population, but it's very difficult to find collaborators off campus. And then some people might also feel isolated within their department. For example, they might say I'm the only person who's studying this particular thing and I can't find a collaborator in.

Maybe another department has 10 or 15 people who are researching that specific thing and they can collaborate with one another, but I cannot. So often we don't have multiple people over here in the same department that have the same kind of research focus. So that's a little bit of a difficulty. So that's my sense about why we're seeing these results.

Hey, Cortana.

We currently this year have I think more ad hoc committees than we had before relating relating to lecturing support and also helping departments chairs write appraisals and also improve workloads, having more standard workloads between departments. But we also need faculty and general to collaborate and their feedback to feel like they have a voice in that.

And I think that that.

Work that we're doing with those ad hoc meetings now will help with general collaboration.

So we have 10 departments here, 10 unique departments.

And so each part of DLS is completely unique. Our engineering department have civil engineering, mechanical engineering and they they don't overlap all that much. So we don't see a lot of collaboration between majors. So you are writing that now?

Where I focus on curriculum and I read a lot of proposals and degree proposals. And this year I've been involved in working with at least three separate departments. So I go to their department meetings and I see the discussions that they have and I can also encourage collaboration within the department. So I've had several pairs tell me that this process that I'm doing is improved communication within the department and collaboration within the department.

So that's a suggestion idea to other departments who are struggling. When you have curriculum discussions, when you have things about improving teaching or pedagogy, then I think that that could be much more collaborative and I can help, you know, read the discussions as needed. It's not an issue.

So Speaking of this level, they move very slowly and we recognize that we are trying to make improvements.

We have been taking action, taking down enough, but there are opportunities to improve and we do need your feedback. So it's extremely important to us from my position and from Jerry's position.

Making improvements here is important.

And obviously there's room for improvement. Decision making. People want immediate answers.

And and we understand why the answers.

We have to establish priorities.

In order for us to continue growing our departments, creating new degree programs, that's part of our priorities for our future. We look at future employment opportunities and what we could take advantage of here creating new degree programs, that's priority for us.

If we are successful in creating a new degree programs that helps us recruit.

At the same time, I also want to mention that Jerry Buckley's office does provide.

So it's often possible that maybe faculty are not necessarily getting the information they need or that they feel that they need and maybe information has been disseminated, but maybe there's a different way that we could disseminate it to help it get through to the people that need it. So we can have, after this slide, we can continue discussing that and I'd appreciate your feedback.

Again, you know, obviously everyone is looking for promotion and some people feel like it's too complicated or too murky, so we need to improve that. So, you know, sometimes that's not very clear. So we do need department chairs to make sure they communicate clearly to faculty to do the promotion process and also to encourage them to pursue that.

We can provide on an admin level, more training, more development, those sorts of things to support them.

I want to make sure that we're not.

Confusing.

The final decision of the promotion with something else, because the president doesn't technically make a decision until he hears feedback from the committee, so the decision is not.

But I do feel that we have a very strong process. We have good documentation.

That leads people to understand expectations. What documents need to be included in the portfolio?

What pre promotion information did workload? The areas of expectation, research, teaching, communication, diversity and service. So I think that information is fairly clear in terms of guidelines, development of Pows and obviously there is room for improvement.

In our AACC group, we work with the department chairs on an ongoing basis to provide support to them to work with their faculty on POW development and how to count contact hours for curriculum expectations. That is an ongoing decision.

So for department engagement?

The positive thing is that people feel good about the effective use of technology, but.

There is ongoing discussion about teaching methods, about how to improve curriculum, about.

Course improvement programs proposals.

Some people feel that the process is lacking or nonexistent, and I've told you already that I'm in three. I'm collaborating with three departments to propose new programs and improve or update current existing programs.

That is a way to promote department engagement, but obviously there could be more.

And.

In our weekly discussions in the department, we talked about teaching. I used to be part of the LST program and we used to discuss student concerns, student problems, articulation agreements, how to improve our courses, the outcome assessment. And I hope each department is having those types of discussions because those discussions can help.

Improve in these areas.

So discussion about current research methods.

It would be nice if the college's current leadership.

We could have the OADR people involved. It's not the only office that could be involved in that, but it would be nice if there was more of that type of discussion within the college.

We may not have as much.

Because this is basically how we feel about ourselves.

As a former department chair, I can understand some of these.

And I think that we can agree that it can be difficult to find qualified individuals who work here because there are so many requirements, signing skills at certain levels and.

Whatnot also.

So a person needs to accept all of that or work here. And so I think one goal is recruitment.

And relating to the second point is retention.

Maybe it's financially related, maybe it's just not good fit, maybe not culturally a good fit for people.

Always very.

We've worked with department chairs to go over the appraisal process.

Scoring merit increases so the department chairs understand their role in terms of the appraisal process and helping people to improve.

But we already do a lot of things to help people improve. Jerry has established the.

Track for people to get their pH DS to become center track faculty. We have mentorship program the NFL and we have a lot of people who've been involved in NFL years.

We have funding available for professional development that's not available at other colleges.

We are very fortunate to have the amount of funding that we do.

So Gary and Jerry also encouraged department shares to go to national Sheriff's conferences.

To mark how to be better, more competent department chairs and the last few of the things that we talked about.

So in summary, you should notice that we didn't discuss any Gray areas where we had similar information to RIT.

We have that information, but we wanted to keep this presentation.

Short, so we have time for questions. Yeah, really great timing. I appreciate that.

Can you come and support us with the slide out app?

Thank you, Matt.

So the question is.

About the coach results focusing on R18 but.

Compared to other universities.

We don't really have any way of knowing about the other universities. We don't, you know, it's just built in within the average.

We have a general how RIT compares to other universities and we have how NTID compares to our IT, but we don't have how NTID compares to those other.

Comparative Universities.

So in terms of retention directly, how it compares to external universities, we do not have those numbers.

I would add that this is really tough for me to answer because of our unique mission and our unique university field.

You know where we need to improve, You know what we need to do to improve. It's hard to compare to other university, and I'm not saying that it's impossible, I'm just saying that.

We're we are more similar to our IT colleges.

And I want to make sure that we understand that we're, we're doing what we are doing for ourselves because we are so unique. So I think that comment is intended. You know, they feel like the colors are not necessarily

representing like the general universities that are out there. So the colors are only related to comparing our IT with NTID. But I think the question is addressing like sometimes we.

Think, hey, things are really great over here compared to our IT, but there's so much great in general.

In the world, so do the results show what improvements are changes are actually needed for general satisfaction?

So yes, I agree, and I didn't want to include numbers in today's presentation.

But comparing the color green with the actual numbers in most areas are stronger and red means our numbers are mean. So in general that's what I've interpreted as. And I do have a table including all the swimmers that I just didn't include today. Before I go to the next slide, O question is anyone from the audience have a follow up or any other questions?

So the question is how can leadership encourage faculty input when they're kind of intimidated and fear retaliation or maybe that will impact their promotion If they are critical, perhaps they might have a proposal to for improved strategy, but they are trying to avoid that for.

Retaliation. So what is the plan to change that perception to theory so.

Obviously if you have ideas for improvement, you know you can you can talk with me.

Well, you know, some people are afraid if they come to you with ideas that administrators will retaliate on them and do it as criticism and they're worried about their employment. So folks who are tenure track get full department support.

And so they get the support of their peers and they provide support to their peers.

Now for an administrative perspective, my role is not to label or criticize. My goal is to listen and maybe offer information and then maybe offer opportunity if it's something that we agree upon and there can be disagreements, but.

If if someone is up for promotion in the next year and their portfolio is ready, that's the most important part.

The department chair worked with their faculty to determine whether they're ready for promotion or not, and so it's not up to the faculty to say that they're ready.

It is up to the department chair to sort of open that gateway to promotion.

And if they if they don't get promoted?

It's not something to be depressed about, it's an opportunity to further improve themselves. So not just in terms of promotions, but sometimes people within specific departments, they have concerns about their leadership, that if they voice something about something that happens in the university, that they're able to express that without fear of retribution.

We don't want to have to worry about their job being on the line if they expect the discipline to. What approaches you take to encourage that?

Good afternoon. So first of all, thank you for participating. Your feedback is really helpful. I'm glad you're here.

So we are working to improve in the areas that have been identified.

Now we have specific policy that says that retaliation is not permitted. If anyone here is experiencing retaliation, it must be reported.

And we are committed to following university policy. A lot of people come to see us privately expressing their concerns and we work them through the appropriate system that sometimes involves HR.

Especially if it's a policy issue.

Or it could be necessary to refer to the you know, we always need to show different opinions in respectful ways, but we do value respectful and diverse.

You don't want people to eat intimidated or afraid to share.

Any good ideas?

So first you can share information with your chair or if you feel like you're not being heard or you have a disagreement with your chair, you can then meet with Gary.

Siri does these types of meetings every day, several times a day.

Our goal is to address issues and come up with proper solutions, and sometimes we're not satisfied with. And so people come to see me. And if you're not backside with my reply, you can see Laverne, the Provost office. There are a variety of ways to raise concerns. Many of you do that currently.

And we do appreciate that you do.

And Matt, this is Matt. I would like to add that maybe this kind of dialogue or discussion is not something that we do often enough because when people do have these sorts of discussions and we respectfully degree or different disagree in a positive and professional way, then we can become more habituated to that sort of communication.

We realize that this is something that's going to happen in the department, might happen in edgy ID, so I don't want people to feel uncomfortable for coming to work with.

Because they feel like this place doesn't necessarily value them or their voice. But at the same time, it's important for us to understand that we do have a shared governance model here.

It doesn't necessarily mean that something you want is always going to be approved because obviously there's a procedure and process that we go through and we compare the policy and we have the committee process. So that's separate then from retaliation, getting your way separate from retaliation. So, but I think we can all have a very respectful dialogue and disagree about issues.

And it seems like.

You know, if a person feels like they might not be able to have that voice, that can be problematic.

Every year we review Title 9 information to be sure that we know proper behavior and the difference that we want to make forward as well. So I also want to remind you that me and Ryan and the MFC are here as supports representative for you as well. We often meet with Jerry and Gary to voice your concerns, so we also are a resource if you are nervous about bringing something up.

The next question, we do know that there are lectures that you want to pursue a terminal degree, but sometimes that's cost prohibitive. So can we increase that $20,000 fund to something more so that people can pursue their terminal degree here at RIT, there's a 50%.

Reimbursement for that and it's not free. So how can we support faculty who want to pursue that terminal victory?

This is scary. I get a lot of questions about that. And of course we do want people to pursue terminal degrees. That's a great impact on the future of NTID, but there are limitations.

There's it's 5000A year, it's totally 20,000.

So obviously that's probably not enough to cover the tuition since we know that tuition is increasing.

RIT terminal degrees are not free either. You have to pay tax cost.

And so remember in the old days.

We would allow faculty to leave to pursue their PhD in return once they've completed their degree. Do you have any more to say about that period?

We established eight or nine years ago the 20,000.

And we're very College in RIT is allowed to provide that support.

So we're looking at whether or not that number should be increased because it's really important I now, but I want to say, you know, other colleges that are it for lectures, they're not allowed to do that.

Remember there was just the $750 benefit. That's all that our IT people get. So ours is already more, but we are looking in to see if we should increase that number and by how much.

Now we've got some new information about new PhD programs at RIT and maybe they're open to negotiation, and I definitely am open to that conversation, but I just want to remind you all that we are the only college here at RIT that allows.

There are a lot of people who are concerned about the workload guidelines still not being released.

So we are done with that, finally.

That's, you know, been, you know, on my desk and also Gary's. We work with each department and we realize that each department has unique needs. Before we just had one workload guidelines that was standard for all departments. And after looking at the details of each department, we decided that each department is going to need to have unique guidelines because they're just two different from one another. So we do want a common a common agreement.

With exceptions for departments and we need to talk with Jerry about those exceptions as well as Matt Lynn and then we need to submit them to the Provost. Some colleges have submitted them, some of them haven't. We are done, but we need to do some formalization of that, tying up some loose ends because some of our departments are more unique. We can't do A1 size fits all here in TID because we do have.

But this fall semester, Jerry and I are going to meet review and we will get that.

So.

We have faculty who are providing tutoring who are cross registered students.

And how do we measure the responsibilities for those folks who are tutoring as well?

Some people tutor last and so we really have a challenge to figure out how to carefully and fairly calculate those numbers.

So when people leave the institute or retire and your chair is asking for a replacement for your position. Sometimes it's really simple to say, well, there's personal courses, but when we have people who are tutoring as well, it's more difficult. So once we come to an agreement, we will submit to the Provost. It will also be on the NCID website as well. This is scary.

PJS saying.

People are confused about the merit increase. It seems to be tied to performance and or appraisal.

So how do people improve their performance from substandard if merit is only given regarding appraisal and performance?

So we have a couple of different benchmarks. A1 is married and one is performance and market adjustment. So the merit one is based on your appraisal.

So yes, if you do well, it is linked. So I understand. Like for example, RIT makes a decision that it's going to be 2.5 that year. That's the available pool of merit. So we are stuck in that pool. So it doesn't matter how hard you try, suppose that you get an outstanding or an outstanding worker and you got the top score, you can only Max out by that miracle that RIT agrees on the following year.

Better it might be 4% from RIT that year and it's high performers then we'll get a higher percentage decrease. So I don't want anybody to think that their time is not valued, but our IT you know they want you know they often determine that based on their 21 day report of enrollment etcetera. So obviously there's a limited amount of money for salary.

So if 10 people get A5 on their appraisal.

They're still competing for that limited amount of salary increased money. So another department might only have one person that got a fiber outstanding on their appraisal. So it's really those kind of our normal situations that happen. So highly performing individuals, that's not something that we don't care about. We really encourage that.

So since Covic, we have that abbreviated appraisal form, people are concerned that now there may not be enough evidence for them to include in their promotion and opportunities. How can we approve of that because if the abbreviated information is not enough, what are the options?

Yes, this is how people think about that. This new form doesn't mean that you don't you can't do what you used to do. I suggest that you continue writing and documenting and keeping evidence every little bit the things that you do that will help you complete promotion later. So those documents and records that you.

Keep you can use from that for your appraisal.

But really you could have that long version for your own records and you cool to make the short version so you know any work that you do.

Just for the department here get from you, it's just kind of a short form. If it's hard to hear once more than they can ask for more from you and then you have that repository of documentation that you can share at any time.

And I remember and have people who have given me the staffing paper.

I don't want it to seem like I know absolutely nothing about.

But that's information that you can keep for yourself if I see your appraisal and I feel like.

Also, people provide links for publications that they have.

So I would say.

I would like to thank the both of you and Doctor Buckley as well as Stacy. Thank you all for coming and I want to remind you everyone.