

# **NTID**

## **Policy on Promotion to the Ranks of Senior and Principal Lecturer**

National Technical Institute for the Deaf  
Rochester Institute of Technology

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# NTID POLICY ON PROMOTION TO THE RANKS OF SENIOR AND PRINCIPAL LECTURER

This document begins with the relevant portions of E6.0 in the RIT Policies and Procedures Manual. The text of E.6.0 appears in italic typeface. This is followed in bold typeface by the NTID Policy on Promotion to the Ranks of Senior and Principal Lecturer, which applies E6.0 to the circumstances of the college. Candidates for promotion should review both the RIT and the college policy.

## I. RIT POLICIES ON FACULTY RANK

### I. Faculty Categories, Ranks and Responsibilities

#### A. Categories and Ranks

*Table 1 lists all faculty categories and ranks that may exist at the university; further classification information is described in Policy E1.0 – Employee Classification and Status.*

Category	Ranks
<i>Regular Faculty Employees</i>	
<i>Tenure-track faculty</i>	<i>Assistant Professor, Associate Professor, and Professor*</i>
<i>Non-tenure track: Lecturers</i>	<i>Lecturer, Senior Lecturer, and Principal Lecturer</i>
<i>Non-tenure track: Research faculty</i>	<i>Assistant Research Professor, Associate Research Professor, and Research Professor</i>
<i>Extended faculty</i>	<i>Visiting Lecturer, Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor</i>
<i>Non-tenure track: Adjunct faculty</i>	<i>Adjunct faculty is a category of employment as defined in E1.0 Employee Classification and Status</i>
<i>Non RIT employees</i>	
<i>Clinical faculty</i>	<i>Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor</i>
<i>Guest lecturer</i>	
<i>Affiliate</i>	

*\*In this policy, "Professor" means a faculty member with the rank of professor.*

#### C. Definition of non-tenure track (NTT) faculty

*A non-tenure-track faculty member is a faculty employee of the university not on tenure track hired under the auspices of one of the colleges, whether full-time or less than full-time. A non-tenure-track faculty member is employed for a specific period of time and the university is not committed to provide employment beyond the time specified. Appointment to any of the non-tenure-track classifications presented in this policy does not qualify a person for consideration for tenure or other privileges accorded to tenure-track faculty. Definitions for each non-tenure-track classification and rank are found later in this policy.*

### II. General Guidelines for Promotion

*Promotion to the next higher rank in a tenure-track faculty classification is based on a faculty member's academic and professional qualifications, and achievements in the categories of teaching, scholarship, and service as defined in E4.0 Faculty Employment Policies and as expected within a particular category and rank. Academic and professional qualifications refer to past and present*

*professional and career experiences, professional recognition in the form of licenses, honors, degree attainments, and sustained effort directed toward professional and career development. Although engagement in teaching, scholarship and service is expected of all tenure-track faculty, no faculty member has to be deeply engaged in all of the activities identified in E4.0 at any one time.*

*A. College Policy*

*Each college shall develop and publish its own specific promotion policy and expectations, including qualities and achievements as well as acceptable forms of evidence and documentation. The college promotion policy, expectations, and acceptable form of documentation shall be no less specific than, and must be consistent with this policy and E04.0 Faculty Employment Policy. Faculty within each administrative unit may define specific standards or qualities related to scholarship that are consistent with both the university and college policies. In addition, the college's schedule for promotion must be consistent with the schedule in Section II.D below, and the "Dates for Faculty Actions and Academic Ceremonies" as distributed by the Provost's Office. The college promotion policy, including the college expectations for promotion shall be approved by the voting faculty of the individual colleges.*

*B. College Promotion Committee(s)*

- 1. Composition - Each college shall have a procedure for establishing one or more promotion committees as needed. The committee(s) shall be a college-wide committee which is established such that a minimum of one member returns from the previous year in order to provide continuity over time. If more than one promotion committee exists, membership on the committee(s) may overlap as necessary and appropriate. In cases where a promotion committee member cannot serve, that member shall be replaced as outlined in the college's policy. If a department head is a member of a promotion committee, he/she will recuse him/herself if a member of his/her department is a candidate for promotion.*

*The dean of the college will ensure that a promotion committee is formed according to the college policy.*

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*b. Non-Tenure Track Teaching Faculty - The promotion committee for non-tenure track teaching faculty shall be composed of six faculty members. Three of the six members will be tenured faculty members and the remaining three members will be lecturers senior in rank to the candidate, if they exist within the college. All remaining committee members shall be tenured faculty.*

- 2. Responsibility - The promotion committee(s) shall review the candidate based on the promotion criteria of the university as outlined in this policy, college expectations, the candidate's documentation, and all internal and external letters of review or evaluation (where required).*
- 3. Voting – Recommendation for approval for promotion by a promotion committee shall require a minimum 2/3 majority in favor as determined by secret vote. All members of the promotion committee must vote; there shall be no abstentions or avoidances of voting by absence. The promotion committee's recommendation for approval or denial of promotion shall be in writing and include a statement of reasons that support the recommendation for or against promotion as well as the committee vote. The recommendation and all supporting documentation, including letters, shall be forwarded by the chair of the promotion committee to the dean of the college.*

C. *University Promotion Review Committee*

*The University Promotion Review Committee comprises the chairs of the college promotion committees. The provost may call the Committee if there is disagreement between a college promotion committee, the dean or the provost, and in other cases as deemed appropriate.*

*If a college has more than one promotion committee, the college's promotion committee chair representative to the University Promotion Review Committee shall be selected according to college policy. If a college does not form a promotion committee in a given year, the name of the chair from the college's most recent available promotion committee shall be included in the pool. That group shall review all the available documentation and advise the provost toward a final decision, guided by the specific promotion expectations outlined by the candidate's college. The group shall relate its findings in writing to the provost.*

D. *Process and Schedule*

1. *Nomination: By May 1 of the academic year immediately prior to the academic year in which the candidate for promotion will undergo consideration for promotion, nominations for promotion will be received by the department head.*
2. *Acknowledgment: By May 15 of the academic year immediately prior to the academic year in which the candidate for promotion will undergo consideration for promotion, he/she will receive a written acknowledgement of the initiation of the promotion process and a request for materials by the department head. The department head will also inform the dean of the college about the nomination.*
3. *Formation of Promotion Committee: The dean will ensure that a promotion committee with an elected chair is in place by September 15 to receive the promotion documentation from the candidate.*
4. *Submission: By September 15, the promotion candidate submits his/her required documentation to the appropriate promotion committee chair for review.*
5. *Requests for Reviews and Letters of Support: By September 30, the promotion committee chair shall:*

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*b. For promotion to senior or principal lecturer, solicit letters of recommendation for or against promotion from the candidate's department head, and from the tenured faculty members and non-tenure-track teaching faculty senior in rank from within the candidate's department.*

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6. *Review Begins: By January 1, all materials, including all letters, should be made available for review by the promotion committee.*
7. *Review Completion: By February 1, members of the promotion committee will complete the review of all promotion materials and the promotion committee chair will submit a letter of recommendation for or against promotion to the college dean, including the tally of votes from members of the committee and from the candidate's department. This letter will be accompanied by all other letters and documentation.*
8. *College Dean: By March 1, the college dean will submit his or her letter of recommendation for or against promotion to the provost. This letter will be accompanied by all other letters and documentation.*

9. *Provost/President: Upon receipt of the recommendation from the dean, the provost and the president will work together to formulate recommendations for or against promotion. These recommendations will be informed by all other letters and documentation, including the promotion committee's vote.*

*To form a promotion recommendation, the provost may call upon the department head, the college promotion committee, or the dean for clarification or additional information and may meet with any of them to reconcile opposing views. The provost may also convene the University Promotion Review Committee as outlined in Section II.C of this policy.*

10. *Final Decision: All final promotion decisions are made by the president. Notification regarding the promotion decision will be sent by the provost to the candidate for promotion by May 1.*

#### *E. Granting or Denial of Promotion*

1. *Notification: The granting or denial of promotion shall be in the form of a written communication from the provost to the candidate no later than May 1. The letter from the provost will express the reasons for the decision on promotion. In the case of denial, the letter shall set forth the specific reasons and the promotion committee vote. All letters of recommendation for or against the awarding of promotion shall remain confidential and will not be made available to the candidate.*
2. *Effective date: If awarded, the promotion becomes effective on the first day of the following academic year.*
3. *If the promotion is denied, at least one full calendar year from the time of the notification of the promotion decision shall elapse between applications for promotion. Exceptions may be made at the discretion of the dean.*
4. *Appeal: If a candidate wishes to appeal a promotion denial, the university faculty grievance procedures are available to the extent provided in E24.0 Faculty Grievance. The appeal is not to address the substance of the committee's recommendation but shall be limited to the question of whether the policies and procedures set forth in the promotion policy have been followed in the candidate's case.*

#### *F. Access to Letters and Documentation*

1. *Access to documentation: All letters of review or assessment shall remain confidential and will not be made accessible to the candidate. Table 2<sup>1</sup> of this policy describes access to promotion review documentation.*
  - a. *Handling of Letters: In order to assure that recommendations are completely candid and accurate, all letters of recommendation for or against the awarding of promotion shall remain confidential and will not be made available to the candidate.*
  - b. *A promotion candidate will provide materials and other documentation to an office as specified in the college's promotion policy. Each college will establish its own dates for receiving materials from a promotion candidate that are consistent with the university's dates noted on the "Dates of Faculty Actions and Academic Ceremonies" which is distributed by the Provost's Office.*

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<sup>1</sup> See Appendix D.

2. *After the completion of the promotion process, the documentation for each promotion shall be maintained by the Office of the Dean of that faculty member's college and access to it shall be governed by the university's policy on "Access to Official Professional Staff Files" (E.31.0).*
- .....

V. *Non-Tenure-Track Teaching Faculty Rank and Responsibility*

*Lecturers substantially contribute to the university's mission either by teaching or by some combination of teaching and service. Each faculty member appointed to these ranks is expected to participate in service activities appropriate to their rank.*

*Although the overall direction of the department shall be the responsibility of tenure-track faculty, the non-tenure-track faculty play a valuable role in the teaching and service missions of the department. The input of non-tenure-track faculty may be solicited on any aspect of departmental business, however, they shall not cast a vote in decisions regarding the hiring, reappointment, promotion, and tenure of tenure-track faculty.*

*When elected to represent the college faculty on a university level committee or at Academic Senate, the senior lecturer or principal lecturer votes on all matters before that body as the official representative of the entire faculty constituency of the college.*

A. *Lecturer Ranks*

*The non-tenure-track teaching faculty category of lecturer is generally used in situations carefully tailored to university programmatic needs. Normally, lecturer positions should not be created out of previously tenure-track positions. Lecturer ranks may be assigned to those whose talents and experience would give reasonable assurance of qualifying for consideration for a position as a teacher.*

*Ranks of lecturer are: Lecturer, Senior Lecturer, and Principal Lecturer. See E6.VIII – Definitions of Other Non-Tenure-Track Faculty for definition of Visiting Lecturer rank.*

B. *Responsibilities and Contracts*

1. *Lecturer*

*a. Description and Responsibility: The primary responsibility of a lecturer is teaching. In addition, a lecturer may be assigned student advisees, or asked to participate in department-level service activities. A lecturer is not expected to conduct scholarship or participate in college or university-level service.*

*b. Contracts: A lecturer may be reappointed annually to non-tenure-track employment. A lecturer's contract may be renewed at the sole discretion of the university.*

*c. A lecturer in his/her initial year of appointment will be notified whether the appointment is being renewed by June 30.*

*d. After the initial year of hire, any lecturer on a one-year contract must be notified whether the appointment is to be renewed by June 30.*

*e. After three consecutive years of annual appointments, a lecturer may receive a two-year contract, which may be renewed at the sole discretion of the university. If no notice of renewal is given, the contract ends at the end of the two-year period. If the two-year contract will be renewed, notice of the renewal shall be given by June 30 of the first year. The offer of a two-year contract does not guarantee subsequent two-year contracts. Continued employment and subsequent two-year contracts shall be conditional upon satisfactory annual performance,*

*projected departmental needs and/or college resources, and compliance with RIT policies and procedures. Any notice of non-renewal or offer of a subsequent contract of less than two years shall be given by June 30.*

2. *Senior Lecturer*

*a. Description and Responsibility: In addition to the responsibilities of a lecturer, a senior lecturer shall engage in department or college level service activities. A senior lecturer may be asked to participate in service activities at the university level, but is not expected to conduct scholarship.*

*b. Contracts: A senior lecturer will receive a three-year contract, which may be renewed at the sole discretion of the university. If no notice of renewal is given, the contract ends at the end of the three-year period. If the three-year contract will be renewed, notice of the renewal shall be given by June 30 of the second year of the three-year contract. The offer of a three-year contract does not guarantee subsequent three-year contracts. Continued employment and subsequent three-year contracts shall be conditional upon satisfactory annual performance, projected departmental needs and/or college resources, and compliance with RIT policies and procedures. If a subsequent three-year contract cannot be supported, a senior lecturer may be offered a contract of less than three-year duration, but would nevertheless retain the rank of senior lecturer. Any notice of non-renewal or offer of a subsequent contract of less than three years shall be given by June 30 of the second year of the three-year contract.*

3. *Principal Lecturer*

*a. Description and Responsibility: In addition to the responsibilities of a senior lecturer, a principal lecturer shall engage in service activities to the department, college, or the university. A principal lecturer is not expected to conduct scholarship.*

*b. Contracts: A principal lecturer will receive a five-year contract, which may be renewed at the sole discretion of the university. If no notice of renewal is given, the contract ends at the end of the five-year period. If the five-year contract will be renewed, notice of the renewal shall be given by June 30 of the third year. The offer of a five-year contract does not guarantee subsequent five-year contracts. Continued employment and subsequent five-year contracts shall be a conditional upon satisfactory annual performance, projected departmental needs and/or college resources, and compliance with RIT policies and procedures. If a subsequent five-year contract cannot be supported, a principal lecturer can be offered a contract of less than five-year duration, but would nevertheless retain the rank of principal lecturer. Any notice of non-renewal or offer of a subsequent contract of less than five years must occur by June 30 of the third year of any five-year contract.*

VI. *Promotion to Senior Lecturer or Principal Lecturer*

A. *Nomination for Promotion*

1. *A candidate may be nominated for promotion in any one of the following ways:*
  - a. *The department head shall evaluate the rank status of each faculty member at least every two years at the time of annual review and may nominate a candidate for promotion*
  - b. *A faculty member eligible to serve on the promotion committee (Section II.B) may nominate a candidate for promotion.*
  - c. *A faculty member may nominate him/herself for promotion.*



2. *The department head shall notify the faculty member in writing of his/her nomination for promotion or of receipt of the self-nomination.*

*B. Promotion from Lecturer to Senior Lecturer*

1. *Eligibility*

*At the time of hire as a full-time lecturer, an individual may receive up to two years of credit for teaching at RIT or another institution of higher education. Credit will be assessed based upon an equivalent full-time lecturer load. After four years of full-time teaching at RIT including any credits received, a lecturer is eligible to apply for promotion to senior lecturer. If promotion is granted, it will be awarded at the start of the following academic year.*

2. *Criteria for Promotion*

*Promotion to the rank of senior lecturer is based on effectiveness of teaching and other duties as assigned and appropriate to the faculty member's rank. Although not expected, serving as an advisor, and participation in department-level service activities may have been a component of a lecturer's plan of work and should be considered in the evaluation for promotion.*

3. *Documentation*

*Candidates for promotion to senior lecturer shall submit a portfolio that documents the candidate's accomplishments for the most recent four-year period of full-time employment as a lecturer. The lecturer's portfolio shall focus on the responsibilities associated with the candidate's position and include the following:*

- *examples of teaching and examples of pedagogical approach, as applicable;*
- *student and peer evaluations;*
- *documentation of the candidate's efforts to develop professionally;*
- *evidence of other areas of activity, such as advising and service, where these have been included in the candidate's plan of work.*

*The candidate's self-evaluation and department head's written evaluations are not part of the candidate's portfolio but are added by the dean's office. Note: the self-evaluations and the department head evaluations along with the evaluations noted above and plans of work together are the annual reviews.*

*C. Promotion from Senior Lecturer to Principal Lecturer*

1. *Eligibility*

*After four years of full-time teaching at RIT as a senior lecturer, an individual is eligible for promotion to principal lecturer. If promotion is granted, it will be awarded at the start of the following academic year.*

2. *Criteria for Promotion*

*Promotion to principal lecturer is based on effectiveness of teaching, quality of service and other duties as assigned and where appropriate. Department- and college-level service is expected. Additional service to the candidate's professional community and the community at large is also considered in the evaluation.*

3. *Documentation*

*Candidates for promotion to principal lecturer shall submit a portfolio that documents the candidate's accomplishments for the most recent four-year period of full-time employment following promotion to*

*senior lecturer. The portfolio shall focus on the responsibilities associated with the candidate's position and include the following:*

- candidate's teaching expertise with examples of pedagogical approach,*
- student and peer evaluations,*
- documentation of the candidate's service to the department and college, as well as any other service contributions,*
- documentation of the candidate's efforts to develop professionally, as well as*
- evidence of other areas of activity, such as advising, where these have been included in the candidate's plan of work and as required for eligibility for promotion.*

*The documents provided by the dean's office which are not part of the candidate's portfolio include the following:*

- candidate's self-evaluations*
- department head's written evaluations.*

*Note: the self-evaluations and the department head evaluations along with the evaluations noted above and plans of work together are the annual reviews.*

## I. NTID LECTURER PROMOTION COMMITTEES

### 1. Committee Composition

In order to staff promotion committees in a fair and expeditious manner, and in accordance with the principle that service on a college promotion committee is a professional faculty responsibility, the office of the associate vice president (AVP) has assigned all eligible faculty to one of two groups of departments so that each group has a similar number of faculty at each rank. Each list is organized so that the faculty member with the longest time since serving on a College promotion committee is at the top, and the one who has served the most recently is at the bottom.<sup>2</sup> Henceforth, eligible faculty will be assigned to college promotion committees according to their position on their group's list, in accordance with the number and type of committees required in any given cycle.<sup>3</sup>

In accordance with the above-cited RIT Policy, candidates for promotion to senior lecturer will be reviewed by the NTID senior lecturer promotion committee, comprising six members, three of whom shall be tenured professors and three of whom shall be senior lecturers. Candidates for promotion to principal lecturer will be reviewed by the NTID principal lecturer promotion committee, comprising six members, three of whom shall be tenured faculty and three of whom shall be principal lecturers, where these exist.<sup>4</sup>

### 2. Term

Committee members will normally serve a two-year term. Every effort will be made to stagger membership so that there are always members from the previous cycle serving on any given committee. Each year, each college promotion committee will elect its chairperson.

### 3. Committee Workload

Promotion committees will normally be expected to review the documentation of up to four candidates. However, in instances where there are more than eight candidates up for review, committees may be asked to review a fifth candidate. A third committee will be formed if the number of candidates exceeds ten.

### 4. Committee orientation

Before a promotion committee begin its deliberations, the president/dean will call all members together to give guidance on the implementation of the college's promotion policy.

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<sup>2</sup> See Appendix C for the departmental composition of the two groups. (Note: As the number and category of faculty in individual departments change, for example, as a result of tenure and promotion actions, retirements and new hires, the composition of the groups may need to be amended from time to time to ensure equitable representation.)

<sup>3</sup> Where a committee member is the department head of one of the candidates to be reviewed by the committee, he/she will be replaced on the committee by the faculty member with the next consecutive number in the same group. Where a duly appointed member of a promotion committee is unable to serve, he/she will be replaced on the committee by the next faculty member from the same group.

<sup>4</sup> Where there are not sufficient principal lecturers to serve, their slots will be taken by associate professors.

## II. NTID EXPECTATIONS FOR PROMOTION TO SENIOR AND PRINCIPAL LECTURER

In order to become a candidate for promotion to senior lecturer, a lecturer must have taught for four full years at NTID. Similarly, in order to become a candidate for promotion to principal lecturer, a senior lecturer must have taught for four full years since he/she was promoted to senior rank.<sup>5</sup> The candidate's performance in the context of the following expectations will be used in assessing his/her candidacy for promotion:

- (a) The candidate must demonstrate evidence of outstanding teaching and/or tutoring, as determined by his/her annual expectations. Types of evidence typically used to demonstrate outstanding teaching or tutoring include the following:<sup>6</sup>
- written recognition by department and/or college peers of outstanding teaching/tutoring
  - evaluations by former and current students
  - administrative evaluations during the most recent four-year period of full-time employment as a lecturer
  - documented success in such areas as development or refinement of course materials and teaching/tutoring methodology.
- (b) The candidate must also demonstrate effective communication with people who are deaf and people who are hearing in all modalities as well as sensitivity to deaf cultural issues.<sup>7</sup>

NTID faculty are expected to strive for, achieve, and maintain the ability to communicate in American Sign Language<sup>8</sup> (ASL) at a level of vocabulary, grammatical accuracy, comprehension, and fluency that allows effective participation in communication situations applicable to work and social topics. In consideration of the needs of the academic and social environment of NTID, the target goal, established by the 1991 Communication Task Force, is an **ADVANCED** level of skill as measured by the Sign Language Proficiency Interview<sup>9</sup> (SLPI).

A rating of **INTERMEDIATE PLUS** is acceptable only where the candidate can clearly show strong evidence of progress and sustained effort toward an advanced rating. A candidate who does not have an SLPI rating of **ADVANCED** should assemble a portfolio, the contents of which cumulatively demonstrate the candidate's ability to communicate effectively in ASL inside and outside the classroom. The portfolio might include such components as SRS/SRATE ratings related to communication skills; written evaluations by proficient users of ASL; evidence of successful participation in sign communication development activities such as ASL classes, individual tutoring, and videotaping of classroom performance; records of involvement with

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<sup>5</sup> Unless the candidate has received credit for prior teaching at another institution of higher education in accordance with E6.VI.B.1. "Eligibility."

<sup>6</sup> For other types of evidence, see Appendix E, "Extracts from Provost's Guidance on Documentary Evidence."

<sup>7</sup> Faculty expectations for both sign and spoken components relate only to the acquisition of communication knowledge and abilities; there are no requirements for what communication mode(s) a faculty member must use in any given professional circumstance. For a full description of communication expectations and documentation, please refer to Communication Task Force Report, November 1990, pp. 17-22.

<sup>8</sup> According to the Communication Task Force Report, approved by the college faculty in February 1991, "ASL fluency is defined somewhat broadly to include those who may use an English-like word order and incorporate signing space, directionality, and other features which are characteristics of ASL vocabulary and its principles, and strong sign reception abilities."

<sup>9</sup> Candidates should refer to Appendix F for detail and clarification related to sign language achievement and SLPI ratings.

student clubs and other extra-curricular student activities, and evidence of interactions with the deaf community on and off campus. Other forms of evidence may also be included.

NTID faculty are also expected to strive for, achieve, and maintain the ability to use spoken communication strategies and techniques. Spoken communication is considered to be speech, with or without voice, used expressively and/or receptively, alone or to complement a message communicated with signs. Although no skill level is specified, faculty are expected to participate in learning activities whereby they develop a knowledge of specific spoken communication strategies and classroom techniques and their applicability in communication situations. Accordingly, candidates must include documentation of learning activities related to spoken communication.

**FOR FACULTY HIRED JULY 1, 2022 AND LATER**

NTID faculty are expected to strive for, achieve, and maintain the ability to communicate in American Sign Language (ASL) at a level of vocabulary, grammatical accuracy, comprehension, and fluency that allows effective participation in communication situations applicable to work and social topics. A candidate is required to demonstrate an **ADVANCED** level of skill as measured by the Sign Language Proficiency Interview (SLPI).

In addition to the SLPI rating of **ADVANCED**, a candidate is required to provide documentation of the ability to communicate effectively in ASL inside and outside the classroom. Such documentation might include SRS 1:1/SRATE ratings related to communication skills; written evaluations by proficient users of ASL; evidence of successful participation in sign communication development activities such as ASL classes, individual tutoring, and videotaping of classroom performance; results from other American Sign Language assessments; records of involvement with student clubs and other extra-curricular student activities, and evidence of interactions with the deaf community on and off campus. Other forms of evidence may also be included.

NTID faculty are also expected to strive for, achieve, and maintain the ability to use spoken communication strategies and techniques. Spoken communication is considered to be speech, with or without voice, used expressively and/or receptively, alone or to complement a message communicated with signs. Although no skill level is specified, faculty are expected to participate in learning activities whereby they develop a knowledge of specific spoken communication strategies and classroom techniques and their applicability in communication situations. Accordingly, candidates must include documentation of learning activities related to spoken communication.

- (c) Where the annual plan of work of the candidate for promotion to senior lecturer has included service contributions to NTID, his/her performance of those responsibilities will also be considered as a factor in determining readiness for promotion. Performance of service beyond that specified in the candidate's POW may also be taken into account.

The candidate for promotion to principal lecturer should have made service contributions to NTID, the greater university and his/her professional community in one or more of the following ways: leadership on department and/or college committees; contributions towards student recruitment, retention, and placement; services that support and enhance the campus community through complementary education, student organizations, and special programs and events; service to the community that advances public confidence in NTID as a college and RIT as an institution of higher education; and service to the profession through participation in state, national, or international societies, committees, or organizations.

- (d) Efforts on the part of the candidate to develop professionally may also be considered in determining readiness for promotion.

### III. NTID PROMOTION PROCESS

#### 1. Overview

A college promotion committee for each rank representative of the college faculty is charged to provide a comprehensive review of the candidate's qualifications and peer recommendations. Based on this review, the college promotion committee renders a decision to recommend or not recommend promotion for each candidate to the president/dean.

Individual recommendations based on a review of a candidate's documentation, and personal knowledge of the candidate's qualifications are provided to the college promotion committee by sources both within and outside the department. These sources include:

- a. The candidate's department head
- b. All tenured faculty in the candidate's department  
Department colleagues share a unique working relationship with the candidate because they work in the same primary area of job responsibility and/or the same or related discipline.
- c. Lecturers in the candidate's department who are senior in rank to the candidate.

#### 2. Initiation of Promotion Process

Lecturers and senior lecturers who wish to be considered for promotion should inform their department head or immediate supervisor in writing by May 1.

#### 3. Promotion Dossier

The candidate, with the assistance of the dean's office, prepares the documentation listed below. The documentation should be provided in files uploaded in pdf format to a secure central repository online no later than September 5<sup>th</sup>. The information should be organized with the following filenames:

- A. Letter of hire: The candidate's original letter of hire, together with copies of any agreement relating to the faculty member's conditions of employment, and promotion letter (if applicable) (added by the dean's office).
- B. Curriculum Vitae – The CV should document the candidate's entire academic career with accomplishments during the last four years clearly distinguished.
- C. Statement on Teaching and/or Tutoring<sup>10</sup> with related documentation including, where appropriate, a statement on the candidate's teaching philosophy, and a list of courses taught/tutored.
- D. Statement on Communication, including SLPI rating letter.
- E. Statement on Service and related documentation (where appropriate).
- F. Student evaluations (for example, SRS/SRATE results) and peer evaluations, with particular attention to the most recent four-year period.<sup>11</sup>
- G. Letters of support: from peers, students, and others competent to comment on the merit of the candidate's accomplishments.<sup>12</sup>
- H. The candidate's annual reviews for the most recent four years (added to the dossier by the dean's office after the department peer review).

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<sup>10</sup> For guidance on evidence related to teaching/tutoring effectiveness, see Appendix E.

<sup>11</sup> Section E should include data on summative student ratings. Data should minimally reflect a summary of ratings for a representative sampling of courses or services.

<sup>12</sup> Occasionally, providers of support letters prefer to send their letter directly to the promotion committee through the office of the AVP or president/dean.

**In sections C-E, the candidate should summarize his/her achievements while in the current rank. The three statements combined may not exceed 20 single-sided pages, excluding the SLPI rating letter.**

**In addition, the candidate may submit any material in a separate electronic folder that he/she feels would advance his/her opportunity to gain promotion. The material should support and provide evidence of the statements made and the accomplishments cited in the candidate's vitae and written statement, and should be clearly labeled to support relevant sections of the statement.**

**Before review begins, the dean's office adds the letter of hire (labeled "A" from the list above) to the dossier. After review of the dossier by the department peers, but before the promotion committee review, the dean's office adds the candidate's annual reviews (labeled "H"), the department head's confidential review, and the department peer reviews to the dossier.**

#### **4. Promotion Sequence of Events**

##### **A. Establishment of College Promotion Committee/s**

**The office of the AVP coordinates the appointment process for the college promotion committees by April 15.**

##### **B. Becoming a Candidate for Promotion**

**A faculty member who wishes to be a candidate for promotion must inform his/her department head in writing by May 1. (After the promotion process begins, a candidate can withdraw at any time.)**

##### **C. Department List of Candidates**

**The department head prepares a list of all department candidates and forwards this to the office of the AVP by May 7.**

##### **D. Academic Vice President List of Candidates**

**The AVP compiles and prepares a list of all college candidates and forwards this to the president/dean by May 15.**

##### **E. President/Dean's List of Candidates**

**The president/dean notifies each college promotion committee as to the candidates whom they are charged to review. The president/dean also provides each candidate with a list of the members of his/her promotion committee by May 30.**

##### **F. Portfolio Submission**

**The candidate submits his/her documentation on-line in pdf format by September 5.**

##### **G. Department Head Recommendation**

**Using Form A,<sup>13</sup> the department head prepares an individual recommendation regarding the candidate's qualifications for promotion and submits this to the office of the AVP by September 25.**

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<sup>13</sup> See Appendix B.

#### **H. Department Peer Review**

The tenured faculty of the department and department lecturers senior in rank to the candidate each prepare a confidential recommendation based on their review of the candidate's documentation. Individual recommendations from the candidate's department peers are submitted directly to the college promotion committee through the office of the AVP by September 25. They are shared neither with the candidate nor the department head.

#### **J. Promotion Committee Review**

On September 30, after the departmental level of review is completed, the office of the AVP forwards the candidate's promotion portfolio, together with the department peer recommendations and the candidate's annual appraisals for the preceding four years, to the promotion committee.

Committee review begins with consideration of the candidate's portfolio, the recommendations of the candidate's department head and department peers, and the candidate's annual appraisals.

After it has completed its preliminary review, the committee may determine that additional or clarifying information is necessary. If so, the committee develops a list of questions for the candidate and sends this to the candidate through the office of the AVP. After receipt of the request, the candidate has one week to respond, either in writing or in video format.

After all information has been collected and reviewed, the committee chair schedules a meeting to discuss and vote on the candidate's qualifications for promotion. All committee members must be present for this meeting.

#### **K. Promotion Committee Recommendation**

At the completion of its deliberations, the college promotion committee votes. A two-thirds majority is required to recommend promotion. The vote, together with its rationale, is recorded on Form C. The committee chairperson sends the completed Form C to the office of the AVP by February 1.

#### **L. NTID President/Dean's Recommendation**

On February 2, the office of the AVP sends the committee recommendation to the president/dean. Included with the promotion committee recommendation are all supporting data, documentation, and peer recommendations. (Any supplementary written material provided by the candidate during the committee review is considered part of the candidate's documentation.)

The president/dean may request further information from the college promotion committee. The president/dean then prepares a written recommendation using Form D, which is forwarded along with all supporting documentation to the provost by March 1.

#### **M. Decision**

The provost reviews the entire promotion portfolio and makes a recommendation to the president of the university. The candidate is informed of the president's decision concerning promotion by May 1.<sup>14</sup>

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<sup>14</sup> Where promotion is denied, at least one full calendar year must elapse before the candidate may reapply.



## APPENDIX A Calendar of Action

TIME <sup>15</sup>	ACTION
April 15	Appointment of college promotion committees.
May 1	A faculty member wishing to become a candidate for promotion informs his/her department head (or supervisor).
May 7	Department head prepares a list of all promotion candidates and forwards it to the office of the AVP.
May 15	AVP prepares list of all college promotion candidates and forwards it to the president/dean.
May 30	President/dean randomly assigns promotion candidates to promotion committees and notifies each committee of its assigned candidates.
May 30	President/dean notifies each candidate as to the membership of his/her assigned committee.
Sept. 1	President/dean convenes promotion committees for an organizational meeting. Each committee elects its chair.
Sept. 5	Candidate submits his/her promotion portfolio on-line in pdf format.
Sept. 10	Eligible department peers and department head begin their review of the candidate's portfolio.
Sept. 25	Department peers and department head submit their recommendations to the office of the AVP.
Sept. 30	Committee receives the candidate's dossier from the office of the president/dean and starts its deliberations. The dossier includes the candidate's portfolio, the assessments/recommendations of the department peers and of the department head, the candidate's Statement of Expectations and annual reviews for the previous four years.
Feb. 1	Committee submits its recommendation on Form C to the office of the AVP.
Feb. 2	AVP delivers Form C to the president/dean.
Feb. 10-20	The president/dean may seek further input from the promotion committee.
March 1	The president/dean completes Form D and forwards it to the provost.
May 1	Provost sends written notification of the promotion decision to the candidate.

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<sup>15</sup> The dates given are deadlines. Next working day will be used for any date that falls on a weekend or holiday.

APPENDIX B  
Form A: Department Head Recommendation

In my judgment, and after evaluating all available information,

\_\_\_\_\_ has satisfied the college expectations for promotion to the rank sought

\_\_\_\_\_ has not satisfied the college expectations for promotion to the rank sought

for the following reasons:

Department Head \_\_\_\_\_

Date \_\_\_\_\_

Return this form directly to the office of the associate vice president by September 25.

APPENDIX B  
Form B: Department Peer Recommendation

Please report in writing whether or not you support the promotion of \_\_\_\_\_ to the rank of \_\_\_\_\_. Your recommendation should be based upon your assessment of the candidate for promotion as outlined in the NTID Policy on Promotion to the Ranks of Senior and Principal Lecturer.

Write your recommendation in the space provided below or attach it to this form. Do not feel compelled to write an assessment for each area of promotion expectations but rather only for those areas where you consider yourself qualified to respond. Please review the candidate's portfolio prior to completing this form.

I have worked with the candidate for \_\_\_\_\_ years in the following capacity: \_\_\_\_\_

My recommendation is based on the following:

1. Teaching and/or Tutoring

2. Communication

3. Service (if applicable)

Circle one:

RECOMMEND  
PROMOTION

DO NOT RECOMMEND  
PROMOTION

Name \_\_\_\_\_

Date \_\_\_\_\_

Return this form directly to the office of the associate vice president by September 25.

APPENDIX B  
Form C: Promotion Committee Recommendation

It is the recommendation of the committee, on the basis of available information, that

\_\_\_\_\_ has satisfied the college expectations for promotion to the rank sought.

\_\_\_\_\_ has not satisfied the college expectations for promotion to the rank sought.

\_\_\_\_\_ number of votes in support of promotion

\_\_\_\_\_ number of votes against promotion

The rationale for this recommendation is as follows:

1. Teaching and/or Tutoring

2. Communication

3. Service

Committee chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Return this form directly to the office of the associate vice president by February 1.

APPENDIX B  
Form D: President/Dean Recommendation

In my judgment, and after evaluating all available information,

\_\_\_\_\_ has satisfied the college expectations for promotion to the rank sought

\_\_\_\_\_ has not satisfied the college expectations for promotion to the rank sought

for the following reasons:

President/Dean \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX C Faculty Groups

For the purpose of assigning promotion committee membership, NTID faculty have been arranged in two groups<sup>16</sup> as follows:

### Group One

- Department of American Sign Language and Interpreting Education
- Department of Communication Studies and Services
- Department of Science and Mathematics
- Department of Visual Communications Studies
- MSSE Teacher Education Program

### Group Two

- Department of Business Studies
- Department of Engineering Studies
- Department of Information and Computing Studies
- Department of Liberal Studies
- Department of Performing Arts

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<sup>16</sup> As the number and category of faculty in individual departments change, for example, as a result of tenure and promotion actions, retirements and new hires, the composition of the groups may need to be amended from time to time to ensure equitable representation.



APPENDIX D  
ACCESS TO DOCUMENTATION FOR PROMOTION OF TENURED FACULTY  
(E6.0. TABLE 2)

<i>Documentation</i>	<i>Candidate</i>	<i>Department Tenured Faculty Senior in Rank</i>	<i>Department Head</i>	<i>Promotion Committee</i>	<i>Dean</i>	<i>Provost</i>
<i>Candidate's Portfolio</i>	-	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Candidate Annual Reviews</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Department Faculty Recommendations</i>	<i>No</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Department Head Recommendation</i>	<i>No</i>	<i>No</i>	-	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Promotion Committee Recommendation</i>	<i>No</i>	<i>No</i>	<i>No</i>	-	<i>Yes</i>	<i>Yes</i>
<i>External Review Letters</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
<i>Dean Recommendation</i>	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	-	<i>Yes</i>
<i>Provost Evaluation</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	-

APPENDIX E  
Guidance from the Provost  
Extracts from Guidance on Documentary Evidence

Jeremy Haefner  
Provost and Senior Vice President for Academic Affairs  
Summer 2012

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Overview: Effective evaluation of letters in the faculty review process is critically important to insuring RIT has a system of faculty evaluation that supports sound decision-making with fair and consistent practices. Towards this objective, the following guidance is provided for effective evaluation letters. While this guidance is directed at department chairs, committees, and deans, the same guidance applies to academic unit colleagues who, according to policy, also provide evaluative input in the process.

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Evidence refers to the documentation and facts that support the assessment or rating. For example, multiple forms of evidence are required for an adequate assessment of teaching effectiveness—student ratings of teaching, peer-evaluation of teaching, curriculum development, etc. In particular, letters must reference the evidence used to formulate the judgment or assessment.

1. There must be multiple forms of evidence to support teaching effectiveness.

While student ratings of teaching are one form of evidence that can be used to assess teaching, other forms are needed to provide the complete and holistic assessment of teaching effectiveness. Effective forms of evidence to support teaching assessment include:

- a. Student ratings of teaching;
- b. Collegial peer review of teaching pedagogy;
- c. Collegial peer review of the candidate's courseware, e.g.:
  - i. Syllabi and assignments
  - ii Text and other materials
  - iii, Graded work
  - iv. Exams
- d. Collegial peer outcomes assessment, e.g., student preparedness for and success in subsequent courses;
- e. Assessment results that demonstrate student learning of course outcomes;
- f. Teaching awards and other recognitions, either internal or external;
- g. Alumni evaluations/feedback;
- h. Development of curriculum and/or instructional materials;
- j. Innovations in teaching;
- k. Quality and effectiveness of mentoring graduate students on projects, MS theses and PhD theses;
- l. Student advising assessment;
- m. Student performance on standard professional examination;
- n. Student project supervision;
- o. Demonstrated effectiveness in teaching courses that are understood to be the most challenging from an instructional viewpoint;
- p. Enrollment in elective courses—i.e., a willingness to teach undesirable courses; and
- q. Active interest in and concern for student welfare.

- .....
3. Contributions in the area of service work can vary according to the needs of the college or university, the interest of the faculty member, the discipline, or professional society. The evaluator typically considers all these factors, as well as the quality and impact of the work, in assessing the service component of the faculty member.

## APPENDIX F Interpreting the SLPI<sup>17</sup>

It is the position of this Communication Task Force that faculty peers and administrators need only address two questions in developing their judgments regarding an individual's sign language skills:

1. Has an individual fully met the university's expectations?
2. If not, has the individual made acceptable progress toward the goal? It may be deemed appropriate in light of other qualifications and given extenuating circumstances to accept other than the stated level at the time of the evaluation with the expectation that the individual will achieve that level of sign language in the reasonably near future.  
It is to be judged whether an individual's professional development effort up to the time of the review documents a sustained and good-faith effort, as well as whether an individual's SLPI rating suggests he/she will meet the University's expectations.

The issue of sufficient documentation will probably always remain primarily a judgment call (e.g., has there been sustained participation and effort within a defined professional development plan, or spotty participation over time, or "last-minute" rush to attempt to meet expectations, etc.). Nevertheless, these judgments should be guided by the intent and spirit of the recommendations.

If an individual does not attain the expected rating on the SLPI by the time of review for promotion, and if it is determined by those conducting the review that it is appropriate to assess progress rather than current level of achievement, the question arises, "What rating is considered to be close enough to indicate that, with additional sustained effort, he/she would reasonably be able to successfully attain the expected rating in the near future?"

We make the following recommendations for interpreting achievement of SLPI ratings:

SLPI RATING SCALE – Tenure Review and Promotion to Associate Professor <sup>18</sup>	
Superior Plus Superior Advanced Plus Advanced	Meets University expectations.
Intermediate Plus	Acceptable if candidate shows good progress toward Advanced rating; must be accompanied by strong evidence of a variety of ongoing efforts to improve performance.
Intermediate	Generally not acceptable. (See pp. 29-30)
Survival Plus Survival Novice Plus Novice	Not acceptable regardless of job responsibilities.

<sup>17</sup> Extracted verbatim from Communication Task Force Report (November, 1990), Section IVC, "Interpreting the Intent and Spirit of the Recommendations," pp. 30-31. Ratified by NTID faculty, February, 1991.

<sup>18</sup> Now applies also to promotion to senior and principal lecturer.