

National Technical Institute for the Deaf  
Rochester Institute of Technology

Comprehensive Mid-tenure Review  
College Policy

Approved by NTID Tenured Faculty  
December 2014

Revised to conform with changes to E5.0  
May 2016

Communication expectations revised and approved by faculty  
April 2022

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Rochester Institute of Technology  
[University Policies on Tenure](#)

NTID Policy on Tenure and Simultaneous Promotion  
to Associate Professor  
[College Policy](#)

Please refer to the [Provost's website](#) on University policies and expectations on Mid-tenure for further guidance.

The primary context for NTID mid-tenure review is the candidate's Statement(s) of Expectations as well as his/her annual expectations during the probationary period. While individual expectations will differ in detail, in general, a candidate must satisfy expectations defined under each of following four categories: 1) Teaching and/or Tutoring, 2) Communication, 3) Scholarship, and 4) Service.

## Calendar of Action for Mid-tenure Review

### TIME<sup>1</sup> ACTION

- |          |   |
|----------|---|
| February | Election of mid-tenure committee members from each of the two faculty groups is completed.  |
| May 1    | Formation of mid-tenure committee(s) is completed with the appointment of the outside faculty member(s) by Faculty Senate.  |
| May 7    | Candidate is notified of committee membership and the website of the NTID Policy on Comprehensive Mid-tenure Review.  |
| May 7    | President/dean convenes the mid-tenure review committee for an initial organizational meeting. The committee elects its chairperson.  |
| Sept. 1  | Candidate submits his/her mid-tenure portfolio on-line in pdf format.   |
| Oct. 5   | Tenured department peers and department head begin their review of the candidate's portfolio.   |
| Oct. 20  | Department faculty peers and department head submit individual recommendations to the office of the AVP.  |
| Oct. 20  | AVP submits the candidate's portfolio, the department head's recommendation, and the individual department faculty recommendations to the office of the president/dean.   |
| Oct. 25  | 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, and the candidate's Statement of Expectations and annual reviews. |

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<sup>1</sup> The dates given are deadlines. Next working day will be used for any date that falls on a weekend or holiday.

- Jan. 15      Committee submits its recommendation to the president/dean.
- Feb. 8      President/dean sends his/her confidential recommendation to the provost together with the candidate's dossier.
- May 15      Provost review letter to mid-tenure candidate.

## **NTID Tenure Committee Membership**

### **A. Number of tenure committees**

The number of tenure committees in any given academic year should be such that no one committee is required to conduct more than four reviews of either kind (comprehensive mid-tenure or tenure). The president/dean of NTID will determine the number of tenure committees required for each academic year. In the event that it becomes necessary to empanel more than one committee, assignment of candidates for mid-tenure and tenure review to each committee shall be conducted by the president/dean by lottery.

### **B. Membership**

Each tenure committee will be composed of seven tenured faculty members, all of whom shall have the rank of either associate professor or full professor. Six of the members shall be elected from the college of NTID in accordance with the procedures outlined below, and the seventh shall be appointed by the Academic Senate from one of the other colleges of RIT.

### **C. Length of Term**

In general, tenure committee members will be elected to two-year terms. To ensure compliance with RIT policy which requires that individual college procedures provide that at least one committee member will have been on the college tenure committee during the preceding year, terms will be staggered. In that way, normally, elections for only three of the needed six college-internal positions will be held in any given year. A schedule to accomplish such staggered terms will be developed by the office of the president/dean.

### **D. Committee Elections**

NTID faculty will be arranged in two groups for the purpose of determining tenure committee membership. Three committee members

will be elected from each group. In addition, to cover the eventuality that elected members may not be able to serve, one alternate will be elected from each group.

#### 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
- STEM Academy/Transition Programming

The associate vice president for academic affairs will solicit nominations of tenured faculty from each group and will compile a list of nominees who are willing to serve. Individuals may self-nominate.

#### E. Voting

The list of nominees from each group will be submitted to the tenure-track and tenured faculty of that group, and a vote by ballot will be conducted. The faculty will vote for a maximum number of individuals as determined by the number of vacancies to be filled (i.e., “Vote for two,” etc.).

#### F. Election

If the ballot produces a sufficient number of tenure committee representatives, the alternate(s) from that group will be determined to be the individual(s) receiving the next highest vote total(s). An alternate will replace an elected representative should one of the elected

representatives from a group be unable to serve because of circumstances beyond his/her control.

G. Exceptions to Two-Year Terms

As noted above, tenure committee members will generally be elected to two-year terms, and elections will be staggered to ensure compliance with the RIT policy requiring that at least one committee member will have been on the college tenure committee during the preceding year. In order to maintain a staggered election schedule, the exceptions to the two-year election rule will occur in “off election” years when it is necessary to hold an election to accommodate the need for a larger number of tenure committees than had been used in the preceding year. In such cases, all committee members expecting to serve the second year of a two-year term will do so, but sufficient additional representation will be elected for a one-year term only.

Conversely, in years when the college has more tenure committee members expecting to continue serving the second year of a two-year term than will be needed, due to a reduction in the number of committees required, the members chosen to continue their terms will be determined by the number of votes received by each individual during the original election. Therefore, records of the election process, complete with the number of votes received by each individual, must be kept on file in the office of the associate vice president for academic affairs.

J. Department heads serving on tenure committees

Department heads with faculty rank are eligible to vote for representatives and serve on tenure committees. However, a department head may not be a member of a tenure committee, which is reviewing a candidate from his/her department. In such circumstances, the department head will be replaced by an elected alternate.



K. Ensuring Uniformity

The president/dean of NTID will bring together all tenure committees in a given year to review process and procedures in order to ensure uniformity.

## **NTID Mid-tenure Expectations**

The primary context for NTID mid-tenure review is the candidate's Statement(s) of Expectations as well as his/her annual expectations during the probationary period. While individual expectations will differ in detail, in general, a candidate must satisfy expectations defined under each of following four categories: 1) Teaching and/or Tutoring, 2) Communication, 3) Scholarship, and 4) Service.

### Teaching and/or Tutoring

#### Teaching

NTID faculty members are expected to demonstrate high quality and effective teaching that is respectful of students and facilitates their learning. To accomplish this, it is expected that faculty will maintain high standards in all aspects of effective teaching, including the range and depth of topics covered, the quality of course materials, and the currency of course content. In support of successful teaching, it is expected that a faculty member's teaching activities will demonstrate a commitment to student success, and to continual improvement in their own teaching and learning.

Expectations for teaching extend beyond assigned courses. Faculty members are also required to contribute to the college's mission by participating in activities which may include but are not limited to: mentoring junior faculty, directing individual studies, involving students in research, directing internships, designing and revising courses, providing thoughtful student career mentoring and advising, and participating in curriculum design or revisions.

Evidence of teaching quality and effectiveness shall be in the form of student evaluations, peer evaluations, documentation related to course/curriculum development and supporting letters.

#### Tutoring

Tutoring may be a major component of their primary responsibility or a minor one, combined with traditional classroom teaching. Effective tutoring involves

the successful application of educational principles combined with an understanding of individual student needs and learning styles necessary to ensure student success. Because tutoring takes place outside of the traditional classroom, tutors are also expected to develop and maintain working relationships with the primary instructor of the courses they support. Tutors are also expected to maintain currency in the content area in which they support students and demonstrate a continual improvement in their approach to teaching, tutoring and learning.

Expectations for tutoring extend beyond assigned courses. Faculty members are also required to contribute to the college's mission by participating in activities which may include but are not limited to: mentoring junior faculty, directing individual studies, involving students in research, and providing thoughtful student career mentoring and advising.

## Communication

At NTID, communication is understood to mean communication with people who are deaf and people who are hearing in all modalities combined with sensitivity to deaf cultural issues.

NTID faculty are expected to strive for, achieve, and maintain the ability to communicate in American Sign Language<sup>2</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 (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

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<sup>2</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."

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 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.

**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.**

## ***Interpreting Sign Language Proficiency Interview Rating Scale***

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 Institute 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 Institute'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 tenure, 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:

<b>SLPI RATING SCALE</b>	<b>Tenure Review and Promotion to Associate Professor</b>
Superior Plus	
Superior	
Advanced Plus	
Advanced	Meets Institute 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.
Survival Plus	Not acceptable regardless of job responsibilities.
Survival	
Novice Plus	
Novice	

## Scholarship

Tenure-track faculty are required to demonstrate excellence in the pursuit of scholarship and professional activities in accordance with both the [RIT definition of scholarship](#) and the individual candidate's annual expectations. The expectation is that scholarship will be peer-reviewed and disseminated. Scholarship which has been disseminated but not yet reviewed by peers external to the Institute may be submitted as part of the candidate's portfolio, but will not carry equal weight. Scholarly activities should have some relevance to the primary area of professional responsibility. Materials stemming from these activities may be produced in traditional, digital or other electronic formats. For the purpose of tenure consideration, the major elements of endeavor related to scholarship and professional activities may include one or more of the following:

- primary or joint authorship of articles in professional journals, books, book chapters or other peer-reviewed publications.
- creation of work shown in international, national, state, or regional galleries, museums and public display areas and/or demonstration of participation in other related artistic endeavors at an equivalent level.

- NTID DEFINITION OF CREATIVE WORK

The candidate should define his/her role in the creation of the work in terms of whether it is a solo or collaborative project, and whether it was commissioned, invited, or submitted. International and national exposure or circulation is considered more significant than regional, and regional is more highly regarded than local. Evaluation of an artistic achievement will include reviews by scholars in the field and other outside evaluators solicited by the committee. Evidence includes but is not limited to the following:

1. A candidate's portfolio which reveals significant and developing achievement in the field/s of specialization. Evidence of creative work (artistic works, films, electronic media productions, literary or dramatic works, designs, invitations, or exhibitions) may be submitted in any of the following ways: critical reviews, printed color images, slides, videotapes, DVD and CD, or any other current technology.
2. Participation in exhibits may be solo or in group format. Solo participation may be invited or curated. Group participation may be invited or curated, juried or open, as follows:

- An invited exhibition, solo or as a member of a group, will typically occur as a result of a personal invitation from a nationally or regionally recognized gallery or museum.
- A curated exhibition, solo or as a member of a group, is an exhibition of the candidate's work, which is reviewed by an individual curator or exhibition committee for exhibition in a gallery or museum, a university exhibition space or a non-profit artist's space. Typically, the exhibition curator establishes a theme and seeks artists whose work is appropriate to the theme. Invitations to submit work for review may come from advertisements, personal contacts with artists, or other curators. Artists typically submit a set of slides, an artist's statement, and resume.
- A juried show is an exhibition where the selection process includes the artist's submission that match a particular theme or medium and payment of a submission fee. The exhibition venue may hire an outside curator to jury the work. Jurors vary by experience and reputation. An artist's work achieves greater recognition if the juror is well known and represents a recognized institution or gallery and if the artist wins a prize and/or the exhibit provides a catalogue.
- An open show is one in which there are no requirements set for acceptance other than one's membership in a group. All work is accepted since no review process exists.

3. Commissions/Freelance activities
4. Gallery affiliations
5. Grants
6. Honors & awards

- presentation of papers, workshops and other training activities at state, national or international professional society meetings.
- primary or joint authorship, direction, design, or performance in theatre production.
- receipt or award of grants which support scholarship.

## Service

Following the [RIT definition of service](#), the mid-tenure candidate should have made meritorious contributions to the college or university at large in one or more of the following ways:



- service as department chair<sup>3</sup>
- service within the department, e.g., department coordinator, department committees.
- service on college or university committees.
- contributions towards student recruitment, retention, and placement.
- service that supports and enhances 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 institute of higher education.
- service to community agencies and organizations that advance special NTID and RIT interests.
- service to the profession through participation in state, national or international societies, committees, or organizations.
- other community service in the public interest.

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<sup>3</sup> In very unusual circumstances, the primary responsibility of a pre-tenured faculty member, as laid out in his/her Statement of Expectations and annual plans of work, may be academic administration. Where such a case arises, corresponding weight to the performance of those responsibilities must be given in any tenure-related evaluation.

## NTID Mid-Tenure Documentation

### Dossier

Upon notification by the president/dean that he/she will be reviewed for either mid-tenure comprehensive review or full tenure, the candidate, with the assistance of the dean's office, prepares the documentation listed below in the form of a dossier. The documentation should be provided in files uploaded to a secure central repository online. The dossier should be organized with the following:

- A. The candidate's original letter of hire and Statement of Expectations with any revisions thereto (added by the dean's office).
- B. Curriculum Vitae – The CV should document the candidate's entire academic career **with accomplishments since entry onto the tenure track clearly distinguished.**
- C. Statement on Teaching and/or Tutoring, 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 and a description of the candidate's communication development and experiences.
- E. Statement on Scholarship, with related documentation.
- F. Statement on Service, with related documentation.
- G. Student evaluations (SRS/SRATE results)<sup>4</sup> and peer reviews of teaching (if applicable).
- H. Letters of support from peers, students, and others competent to comment on the merit of the candidate's accomplishments.<sup>5</sup>

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<sup>4</sup> Where a candidate's responsibilities involve instruction or other services to students, Section G should include data on summative student ratings. Data should minimally reflect a summary of ratings for a representative sampling of courses or services. For some candidates, a combination of student ratings and ratings for other activities may be appropriate, including those related to academic administration and leadership.

<sup>5</sup> Occasionally, providers of support letters prefer to send their letter directly to the tenure committee through the office of the AVP or president/dean.

- I. The candidate's annual reviews (added to the dossier by the dean's office after the department peer review).

In files C-F, the candidate should summarize his/her achievements in each area since entry onto the tenure track. The four statements combined may not exceed eight single-spaced pages for the comprehensive mid-tenure review, excluding the SLPI rating letter.

In addition, the candidate may submit any material in a separate electronic folder that s/he feels would advance their opportunity to be awarded tenure. 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 narrative<sup>6</sup>.

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

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<sup>6</sup> Candidates should expect that additional material or clarification may be requested by peers during the departmental review period and/or by the college tenure committee. Candidates are therefore advised that they may wish to have supporting documentation prepared in advance so that, if requested, they can provide information in a timely manner.

Access to Mid-tenure Review Documentation as per RIT Tenure Policies

Documentation	Access of each party:					
	Candidate	Department Tenured Faculty	Department Head	Tenure Committee (or equivalent)	Dean	Provost
Candidate's Portfolio	-	Yes	Yes	Yes	Yes	Yes
Candidate's Annual Reviews	Yes	No	Yes	Yes	Yes	Yes
Department Faculty Letters	Summary provided by Tenure Committee (or equivalent)	No	Yes (at conclusion of review process)	Yes	Yes	Yes
Department Head Recommendation	Yes (original copy provided)	No	-	Yes	Yes	Yes
Tenure Committee (or equivalent) Recommendation	Yes (original copy provided)	No	Yes	-	Yes	Yes
Dean Recommendation	Yes (original copy provided)	No	Yes	No	-	Yes
Provost Evaluation	Yes (original copy provided)	No	Yes	No	Yes	-

NTID Comprehensive Mid-Tenure Review

The Comprehensive Mid-Tenure Review of tenure-track faculty will be conducted by the NTID tenure committee at the beginning of a candidate's third year in a tenure-track position. (Where faculty have been given credit towards tenure, the above-cited RIT policy will apply.) The review will include documentation submitted by the candidate and a series of assessments of the candidate's progress to date toward achievement of the kind of performance that would normally lead to a recommendation for tenure.

The candidate submits his/her portfolio on-line in pdf format by September

## Department head review and form

The candidate's department head prepares an assessment of the candidate's performance to date relative to each of the four major expectations for tenure. The review is submitted to the office of the president/dean by October 20.

MID-TENURE REVIEW  
**Department Head Assessment Form**

Directions

The purpose of the comprehensive mid-tenure review is to provide feedback to the candidate regarding his/her progress towards tenure midway through the probationary period.

In this context, you are asked to assess to what extent, in your opinion, the candidate is making satisfactory progress towards promotion and tenure, providing your assessment of his/her performance to date in terms of the expectations for tenure stated in the NTID Policy on Tenure and Simultaneous Promotion to Associate Professor.

Please write your comments in the space provided below. Use additional pages as needed.

1. Teaching and/or Tutoring
- 2) Communication
- 3) Scholarship
- 4) Service

In my judgment

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure.

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure with concerns.

\_\_\_\_\_ is making marginal progress.

\_\_\_\_\_ is not making satisfactory progress towards promotion and tenure.

Prepared by \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

Return this form directly to the office of the associate vice president by October 20.

## Department peer review and form

On October 5, the tenured faculty of the department begin their individual review of the candidate's portfolio. Each faculty member submits his/her assessment of the candidate's performance relative to each of the four major expectations for tenure to the office of the AVP on the Peer Recommendation Form by October 20.



MID-TENURE REVIEW  
**Tenured Department Peer Assessment Form**

The purpose of the comprehensive mid-tenure review is to provide feedback to the candidate regarding his/her progress towards tenure midway through the probationary period.

In this context, you are asked to assess to what extent, in your opinion, the candidate is making satisfactory progress towards promotion and tenure, providing your assessment of his/her performance to date in terms of the expectations for tenure stated in the NTID Policy on Tenure and Simultaneous Promotion to Associate Professor.

Review the candidate's portfolio prior to completing this form. Please write your comments in the space provided below. Use additional pages as needed.

I have worked with \_\_\_\_\_ for \_\_\_\_ years in the capacity of \_\_\_\_\_.

- 1) Teaching and/or Tutoring
- 2) Communication
- 3) Scholarship
- 4) Service

In my judgment

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure.

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure with concerns.

\_\_\_\_\_ is making marginal progress.

\_\_\_\_\_ is not making satisfactory progress towards promotion and tenure.

Prepared by \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

Return this form directly to the office of the associate vice president by  
October 20.

## Tenure committee review and form

On October 25, the president/dean submits the candidate's dossier to the tenure committee including the candidate's portfolio, the assessments of the candidate's department peers and of the department head, and copies of the candidate's annual reviews.

The committee schedules a meeting to begin review of the documentation. At this meeting, it clarifies the candidate's primary area of job responsibility and associated expectations.

After it has completed its preliminary review of the candidate's dossier, the committee determines if 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. The candidate has one week to respond, either in writing or in video format, after receipt of the request.

The committee next conducts at least one meeting during which it develops a report reflecting its judgment as to the candidate's progress towards tenure. The report, written by the committee chairperson<sup>7</sup> using the form provided identifies the strengths and weaknesses in the candidate's performance to date and offers an opinion as to whether he/she is making satisfactory progress towards tenure. Conflicting opinions among committee members should be clearly stated. The form is signed by each committee member and delivered to the office of the president/dean by January 15.

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<sup>7</sup> In cases where the committee chair and the candidate belong to the same academic unit, the chairperson delegates the preparation of the final committee report to another member of the committee.

MID-TENURE REVIEW  
**Tenure Committee Assessment Form**

The purpose of the comprehensive mid-tenure review is to provide feedback to the candidate regarding his/her progress towards tenure midway through the probationary period.

Our assessment of the candidate's performance relative to the expectations for tenure as these are stated in the NTID Policy on Tenure and Simultaneous Promotion to Associate Professor is as follows:

- 1) Teaching and/or Tutoring
- 2) Communication
- 3) Scholarship
- 4) Service

In the judgment of this committee

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure.

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure with concerns.

\_\_\_\_\_ is making marginal progress.

\_\_\_\_\_ is not making satisfactory progress towards promotion and tenure.

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  
January 15.

## President/dean confidential review and form

After reviewing all the documentation, the president/dean prepares his/her own summary. This summary, together with all associated documentation pertaining to the candidate, is forwarded to the provost by April 1.

MID-TENURE REVIEW  
**President/Dean Confidential Assessment Form**

In my judgment, and on the basis of my evaluation of all available information,

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure.

\_\_\_\_\_ is making satisfactory progress towards promotion and tenure with concerns.

\_\_\_\_\_ is making marginal progress.

\_\_\_\_\_ is not making satisfactory progress towards promotion and tenure.

My assessment of the candidate's performance relative to the expectations for tenure as these are stated in the NTID Policy on Tenure and Simultaneous Promotion to Associate Professor is as follows:

(insert text here)

President/dean \_\_\_\_\_

Date \_\_\_\_\_

## Provost review

Having reviewed all the documentation, the provost prepares a letter summarizing his/her assessment of the candidate's performance to date. The letter is forwarded to the president/dean, who meets with the candidate and the candidate's department head to review it and the separate assessments of the tenure committee, the candidate's department head, and the president/dean. At the end of this meeting, a copy of the provost's letter is made available to the candidate.