Promotion in Rank Workshop

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Promotion Guidelines

- NTID Academic Affairs website
- https://www.rit.edu/ntid/president/academic-affairs#college-policies-and-guidelines
- Select NTID Policy on Promotion in Rank of Tenured Faculty – March 2018
- Also refer to NTID Policy on Tenure and Promotion to Associate Professor — March 2018
The difference between associate and full

- Promotion to Associate Professor
  While teaching will continue to be a hallmark of RIT, scholarship is of significant importance, and service is also central to the academic endeavor. (p. 6 of tenure guidelines)

- Promotion to Full Professor
  Since receiving tenure and promotion..., candidates shall be judged in terms of whether they have an established record that indicates continued growth, development and accomplishment in teaching; research, scholarship; and service, including leadership. (pp. 6-7 of promotion guidelines)
# Understanding the Difference Between Ranks

<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic and</strong></td>
<td>Competence</td>
<td>High degree of Expertise</td>
<td>Recognition as Superior</td>
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<tr>
<td><strong>Professional</strong></td>
<td>Primary Area</td>
<td>Primary Area</td>
<td>Role model in Primary area</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Scholarship</strong></td>
<td>Meaningful</td>
<td>Significant</td>
<td>Outstanding on-going</td>
</tr>
<tr>
<td></td>
<td>contributions</td>
<td>contributions</td>
<td>contributions</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Meaningful</td>
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<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td>contributions</td>
<td>contributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Participant”</td>
<td>“Active participant”</td>
<td>“Leadership”</td>
</tr>
<tr>
<td><strong>Communication and</strong></td>
<td>Advanced SLPI</td>
<td>Advanced SLPI</td>
<td>Advanced SLPI</td>
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<tr>
<td><strong>Diversity</strong></td>
<td></td>
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</table>
Organization of Promotion Portfolio
(March 2018 Guidelines: pp. 12-13)

Section A: Letter of Hire, Letter from last promotion
Section B: Curriculum Vitae
Sections C-E:  *Not to exceed 20 pages*
  C:  Statement on Academic & Professional Qualifications
  D:  Statement on Scholarship
  E:  Statement on Service
Section F: Statement on Communication, including SLPI Rating Letter
Section G: Student Evaluations (SRS, SRATE)
Section H: Letters of Support
Electronic Promotion Portfolio

- Recca Karras will send instructions on how to upload documents to secure server
- Documents must be saved as .pdf
- There will be four folders
- Read instructions carefully to understand which documents go in which folder
- Some documents will need to be uploaded into more than one folder
- Do not wait until the last minute: double check that all of your files are uploaded
Organization of Promotion Portfolio

Section B: Curriculum Vitae (C.V.)

The C.V. should document the candidate’s entire academic career with work record since last promotion clearly identified.
Section C: Statement on Teaching/Tutoring

- Include related documentation such as a statement on teaching philosophy, list of courses taught/tutored, syllabi, and efforts to develop professionally, etc.

Types of Evidence:
- Student Ratings
- Peer review of: teaching, syllabi, assignments, instructional materials, student work, exams
- Chairperson’s observations
- Examples of new course descriptions
- Examples of instructional strategies and materials
- Examples of student work
- Self-reflection/teaching portfolio
Evidence for teaching/tutoring

- Currency

  Types of Evidence:
  - Degrees
  - Professional Development
  - Participation in professional organizations
  - Reviewing papers for a professional meeting or publication
  - Invited presentations and keynote addresses
Section D: Statement on Scholarship

Types of Evidence:

- Describe publications
- Describe presentations
- Describe exhibits or performances
- Describe products resulting from grants
From RIT Policy E4.II.A

The view that teaching is the foremost activity of our faculty is deeply rooted in the traditions of the university, and the primacy of teaching and high quality interaction between faculty and students are hallmarks of RIT. Consequently, the basic consideration, both in initial appointments to a tenure track faculty or a non-tenure track teaching position and in matters pertaining to salary adjustments, promotion, and tenure, is the extent to which high standards of teaching can be achieved and maintained.
From RIT Policy E4.II.B

- Faculty are expected to engage in disciplinary, interdisciplinary or multidisciplinary scholarship as measured by professional standards of documentation, peer review and dissemination. Colleges shall accept all categories of scholarship listed below. Priorities for scholarship at the university are to enhance the education of our students and RIT’s reputation and promote strategic initiatives of the university.
Tenured assistant professors seeking promotion to the rank of associate professor

- Should demonstrate a clear record of professional activities since the award of tenure
- Should have a minimum of two peer-reviewed publications in recognized academic/professional journals or the equivalent
- Should have two conference presentations or the equivalent
- Must demonstrate significant contribution and leadership role in the production of each scholarship product by providing specific details concerning the nature of their contributions.

Tenured associate professors seeking promotion to the rank of professor

- Should demonstrate a sustained record of scholarship
- Should have a minimum of three peer-reviewed publications in recognized academic/professional journals or the equivalent
- Should also have two conference presentations or the equivalent in the five years prior to seeking promotion to professor
- Must demonstrate significant contribution and leadership role in the production of each scholarship product by providing specific details concerning the nature of their contributions.
From RIT Policy E4.II.B

“Scholarship” at RIT will encompass five elements:

- Scholarship of discovery
- Scholarship of teaching/pedagogy
- Scholarship of integration
- Scholarship of application
- Scholarship of engagement
Scholarship of discovery

When faculty use their professional expertise to discover knowledge, invent, or create original material. Using this definition, basic research as well as, for example, the creation of innovative computer software, plays or artwork would be considered the scholarship of discovery.
Scholarship of teaching/pedagogy

When faculty engage in the scholarship of teaching practice through peer-reviewed activities to improve pedagogy. Using this definition, a faculty member who studies and investigates student learning to develop strategies that improve learning has engaged in the scholarship of teaching.
Scholarship of integration

When faculty use their professional expertise to connect, integrate, and synthesize knowledge. Using this definition, faculty members who take research findings or technological innovations and apply them to other situations would be engaging in the scholarship of integration.
Scholarship of application

When faculty use their professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation or similar activities to solve problems. This definition recognizes that new intellectual understandings arise out of the act of application.
Scholarship of engagement

When faculty engage in scholarship that combines rigorous academic standards in any of the four other dimensions of scholarship, and is developed in the context of reciprocal and collaborative community partnerships. Community is broadly defined to include audiences external to the campus that are part of an active collaborative process that leads to new understanding and knowledge that contributes to the public good.
Scholarship, cont.

- Work may be based on a faculty member's field of training or fields of study associated with their primary job responsibilities, whether or not these areas directly relate to the field of deaf education.

- The nature of co-authorship depends heavily on a given field of study as do the concepts of "sole authorship" and "first authorship." Providing a single NTID-wide definition of the relative importance of any of these methods of authoring a scholarly product is impossible. Instead, faculty members bear the responsibility of explaining the importance of their contributions to the overall product, as well as the impact of that product when submitting a portfolio for the mid-tenure, tenure and promotion, or post-tenure promotion review.

- From Scholarship Guidance Document at https://www.rit.edu/ntid/president/academic-affairs#college-policies-and-guidelines
# Dissemination value relative to tenure and promotion

<table>
<thead>
<tr>
<th>Higher Value</th>
<th>Lower Value</th>
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<tbody>
<tr>
<td>• Publication or acceptance in refereed journal <em>(competitive with high rejection rate)</em></td>
<td>• Presentation of papers, etc., at state, national or international professional society meetings <em>(value increases if peer reviewed)</em></td>
</tr>
<tr>
<td>• Primary authorship of journal articles, books, book chapters</td>
<td>• Publication in conference proceedings</td>
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<tr>
<td>• Invited keynote papers at major conferences</td>
<td>• Secondary, tertiary, or other-non-primary authorship</td>
</tr>
<tr>
<td>• Development and external dissemination of curriculum or program design</td>
<td>• Dissemination of work in non-refereed environments, such as websites, newsletters, vanity presses, desktop publishing, etc.</td>
</tr>
<tr>
<td>• Receipt or award of grants to support scholarship <em>(remember it is not finished until the paperwork for dissemination is completed)</em></td>
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Predatory journals

- Exploit authors who publish in their journals (without providing legitimate review and editorial services)
- Manuscript reviews are not traditional peer reviews conducted by experts in the field
- Most do not care about the quality of the work to be published (and do not follow acceptable publishing standards)
- Many make false statements about their journals (e.g., composition of editorial board, impact factors, indexing)
- All are “for profit”
- Many invite faculty to serve on editorial boards
Section E: Statement on Service

Types of Evidence:

- Describe committee work
- Describe involvement in student activities
- Letters of acknowledgement
- Awards or honors
Section F: Statement on Communication

Types of Evidence:

- SLPI Rating - Required
- Courses and workshops attended both sign language and spoken communication strategies and techniques
- Classroom Sign Language Assessment
- Peer observations
- SRS/SRATE data
- Refer to Communication Guidance for NTID Faculty on Academic Affairs website.
- Also Communication Assessment Checklist
Section G: Student Evaluations

- Student Evaluations (SRS and SRATE) since the last promotion
- Summary chart or graph recommended
- Including student comments recommended
Section H: Letters of Support

Letters of support from peers, students, and others competent to comment on the merit of the candidate’s accomplishments. Strongly recommended: peers should be at or above the rank sought.

Letters of support normally are requested by the candidate and placed directly in the portfolio by the candidate before submission.

Occasionally, providers of support letters prefer to send their letter directly to the promotion committee through the Office of the Associate Vice President or President/Dean.
To Make a Strong Case

(Remember: CV, SLPI letter, and letters of support do not count toward the 20 pages!)

- Help Committee understand why you should be promoted
- Help Committee understand the quality of your achievements
- Tell your story with clarity and evidence
- Collect and use longitudinal evidence
- Choose support letters wisely
External reviews of scholarship

- On May 14, the candidate and the candidate’s department head each provide the promotion committee chair with a list of potential external reviewers. Both lists should include at least three (different) EXTERNAL individuals who are qualified to comment on the candidate’s scholarship.

- Reviewers must be at the rank of professor or equivalent, have no ties or conflicts of interest with the candidate, and be in fields of study within the candidate’s expertise.

- The promotion committee chair solicits confidential written assessments of the candidate’s scholarship from at least four of these external peers, selecting, where possible two from each list. External peer reviews are due to the committee chair by October 25.

- Departmental peers will see these reviews.
Questions for external reviewers

- Were you aware of the candidate's scholarship before now?
- How significant is the candidate's scholarship to the discipline and how is it relevant to the profession?
- Apart from his/her scholarly work, do you know of other contributions the candidate has made to the development of the discipline, for example, through organizing conferences, activities in learned societies or governmental commissions? How significant have these activities been from the standpoint of promoting teaching and scholarship in the discipline?
- Assuming that the candidate meets other criteria being assessed internally, is his/her scholarship, as revealed by both the quality and quantity of publications, creative work, and unpublished work, deserving of promotion in rank? Please explain the basis of your assessment.
# The Promotion Committee

<table>
<thead>
<tr>
<th>College Promotion Committee</th>
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<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td>3 faculty members</td>
</tr>
<tr>
<td>Dept. of American Sign Language &amp; Interpreting Education</td>
<td></td>
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<tr>
<td>Dept. of Business Studies</td>
<td></td>
</tr>
<tr>
<td>Dept. of Communication Studies and Services</td>
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<tr>
<td>Dept. of Science &amp; Mathematics</td>
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<tr>
<td>MSSE Teacher Education Program</td>
<td></td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td>3 faculty members</td>
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<tr>
<td>Dept. of Counseling &amp; Academic Advising Services</td>
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<tr>
<td>Dept. of Cultural &amp; Creative Studies</td>
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<tr>
<td>Dept. of Engineering Studies</td>
<td></td>
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<tr>
<td>Dept. of Information and Computing Studies</td>
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<tr>
<td>Dept. of Liberal Studies</td>
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<tr>
<td>Dept. of Visual Communications Studies</td>
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<tr>
<td><strong>Total</strong></td>
<td>6 faculty members</td>
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Once the Process has Begun

- Department Chair reviews portfolio and prepares recommendation on FORM A.
- Department peers (tenured and tenure-track only) review portfolio and submit recommendation on FORM B.
- Both Forms A and B are submitted to the Promotion Committee (not shared with candidate).
- Only full professors review full professor candidates. Promotion Committee may have additional specific questions for candidate.
- Candidate may address questions in writing or in video format within one week of receiving request.
Once the Process has Begun, *con’t.*

- Promotion Committee makes recommendation on Form C and submits to President/Dean.
- President/Dean may request additional information from the Promotion Committee.
- President/Dean prepares his recommendation and sends it with all the promotion documentation to Provost.
- Provost makes recommendation to President.
- Candidate will learn of decision May 1.
Last Words

- Follow the guidelines exactly as described.
- Timelines are sacred.
- You are responsible for making your case for promotion.