

NTID
Administrative Guidelines and
Criteria for Promotion to the
Ranks of Senior and Principal
Lecturer

National Technical Institute for the Deaf
Rochester Institute of Technology

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NTID Administrative Guidelines and Criteria for Promotion to the Ranks of Senior and Principal Lecturer

Based on the relevant RIT Policy (E6.0 of the Institute Policies and Procedures Manual), this document contains the NTID Administrative Guidelines and Criteria for Promotion to the ranks of Senior and Principal Lecturer. Where the document cites continuous sections from E.6.0, the text appears in bold italic typeface. The policies and procedures specific to NTID appear in ordinary typeface.

RIT POLICY ON RANK OF LECTURER

E.6.0.5. Non Tenure-Track Teaching Faculty – All ranks of lecturer

a. Description: The non tenure-track teaching faculty category of lecturer is generally used in situations carefully tailored to university programmatic needs. Lecturer positions normally 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.

- (1) Those appointed in the category of lecturer have teaching as their primary responsibility.***
- (2) Ranks of lecturer include: lecturer, senior lecturer, and principal lecturer.***

b. Ranks of Lecturer

(1) Lecturer Responsibilities: The primary responsibility of lecturers is teaching. In addition lecturers may be assigned students advisees, and/or asked to participate in department (or equivalent) level service activities. Lecturers are not expected to participate in scholarship or university-level service.

Contracts: Those appointed to the position of lecturer may be reappointed annually to non tenure-track employment. Lecturer contracts may be renewed at the sole discretion of the university.

- (a) Lecturers in their initial year of appointment will be notified whether the appointment is being renewed during the week following grade submission for spring quarter.***
- (b) After the initial year of hire, any lecturer on a one-year contract must be notified whether the appointment is to be renewed during the week following grade submission for spring quarter.***
- (c) After three consecutive years of annual appointments, lecturers may be issued two-year renewable contracts, which may be renewed at the sole discretion of the university. The two-year contract may be renewed by June 30 of the first year, yielding a “rolling two-year contract.” Note that the offer of a two-year contract***

does not guarantee subsequent two-year terms. In the event that projected departmental needs and/or college resources do not support subsequent two-year contracts, a lecturer can be offered a one-year contract. The lecturer then must be notified whether the appointment is to be renewed during the week following grade submission for spring quarter.

(2) Senior Lecturer

After five years of teaching, lecturers are eligible for promotion to senior lecturer at the discretion of the dean (or equivalent) and the provost. At the time of hire, candidates may receive up to two years of credit for teaching at another institution of higher education.

Responsibilities: In addition to teaching and advising students, senior lecturers are expected to engage in service at the department (or equivalent) and college (or equivalent) level; they are not expected to participate in scholarship.

Contracts: Senior lecturers will receive an initial three-year contract, which may be renewed at the sole discretion of the university. If the three-year contract is not to be renewed, notice must be given by June 30 of the second year, yielding a “rolling three-year contract.” Note that the offer of a three-year contract does not guarantee subsequent three-year terms. In the event that projected departmental needs and/or college resources do not support subsequent three-year contracts, a senior lecturer can 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 must occur by June 30 of the second year of any three-year contract.

(3) Principal Lecturer

After five years as a senior lecturer at RIT, senior lecturers are eligible for promotion to principal lecturer at the discretion of the dean (or equivalent) and the provost.

Responsibilities: In addition to teaching and advising students, principal lecturers are expected to engage in service to the department (or equivalent), college (or equivalent), the university, and their professional community; they are not expected to participate in scholarship.

Contracts: Principal lecturers will receive an initial five-year contract, which may be renewed at the sole discretion of the university. If the five-year contract is not to be renewed, notice must be given by June 30 of the third year, yielding a “rolling five-year contract.” Note that the offer of a five-year contract does not guarantee subsequent five-year terms. In the event that projected departmental needs and/or college resources do not support subsequent five-year contracts, 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.

c. The Promotion Process

(1) The promotion process to senior and principal lecturer will follow the university promotion calendar.

(2) Nominations for promotion may be initiated by the department chair (or equivalent), by a senior faculty member, or by the individual.

(3) Promotion committee: Each college (or equivalent) will determine its procedure for establishing a promotion committee. When there are candidates for promotion, the appropriate academic administrator as designated by college policy will assemble a promotion committee according to college policy. The group shall have its initial meeting by 30 September and elect a chair. Although each college shall determine its procedure for establishing a committee, the procedures shall ensure:

(a) that the committee membership includes five faculty elected from the tenured faculty and non tenure-track-faculty senior in rank to the rank for which the candidate is applying, and

(b) that no fewer than one member was a member of the promotion committee during the immediately preceding year. This will provide for continuity over time.

Colleges are encouraged to establish a college-wide promotion committee. If a college promotion committee does not exist, departments will carry out the functions of a promotion committee as noted in the process above. If there are not five faculty that fit the criteria to sit on the promotion committee, five faculty meeting the criteria above will be selected by the executive committee of the Academic Senate and approved by vote of the Academic Senate.

(a) Responsibility

The committee shall review the candidate based on: the promotion criteria of the university as outlined in this policy and those of the college (or equivalent); the candidate's documentation; and all written internal letters of review or evaluation.

(b) Committee voting

There shall be no abstentions or avoidances of voting by absence. The committee's recommendation for approval or denial of promotion shall be in writing and include a statement of reasons that support the recommendation (of approval or denial of promotion), and the votes. The recommendation shall be forwarded by the chair of the promotion committee to the dean (or equivalent) of the college by 30 January.

NTID LECTURER PROMOTION COMMITTEE

Composition

For candidates seeking promotion from lecturer to senior lecturer, a committee or committees shall be established consisting of five members, three of whom shall be tenured with the rank of associate or full professor, and two shall hold the rank of senior or principal lecturer.

For candidates seeking promotion from senior lecturer to principal lecturer, a committee or committees shall be established consisting of five members, three of whom shall be tenured full professors, and two shall hold the rank of principal lecturer. In the absence of two principal lecturers (a situation which will exist until there are at least two principal lecturers employed by the college), their slots will be filled by tenured faculty.

Where there are a sufficient number of lecturers employed by the institute, the two lecturer slots on each committee will be filled first on an at-large basis. Assignment of the tenured faculty slots will then occur to ensure that each discipline group is represented by at least one member.

The grouping into four discipline groups for the purpose of committee assignment shall be as follows:

- (1) Department of Liberal Studies
Department of Cultural & Creative Studies
Department of Communication Studies and Services
- (2) Department of Business Studies
Department of Information and Computing Studies
Department of Engineering Studies
- (3) Department of Science and Mathematics
Department of Arts and Imaging Studies
- (4) Department of Research and Teacher Education
Department of Educational Design Resources
Department American Sign Language and Interpreting Education
Department of Counseling & Academic Advising Services

Duty to Serve

Service on a college promotion committee is a professional faculty responsibility. Therefore, the office of the AVP for academic affairs will assign promotion committee members from a list of all eligible faculty, by discipline groups and based on a lottery, according to a fixed algorithm. In order to help faculty develop plans of work appropriately, committee assignments for the following promotion cycle will be made by January 15th. The only exemptions allowed will be for faculty who are out of the

environment in the fall and winter quarters for professional reasons, LOAs, illness, and faculty who are themselves promotion candidates in the upcoming cycle.

Term

Faculty will serve a two-year term. Each lecturer promotion committee will elect its chairperson. Before committees begin their deliberations, the president/dean will call all members together to give guidance on the implementation of the college's lecturer promotion policy.

Committee Workload

In the event that there are more than five (5) candidates for promotion to a specific rank, a second committee for that rank will be established.

Initiation of Promotion Process

On May 1st, the office of the AVP for academic affairs informs all faculty that to be considered for promotion they are required to declare their intention to seek promotion. Normally, faculty will be in rank for at least five years before seeking promotion to the next rank. Faculty who wish to be considered for promotion should inform their department chairperson or immediate supervisor in writing by June 1st.

After the process is initiated, the candidate may withdraw at any time. In the case of withdrawal, the candidate must provide formal notification to the office of the AVP for academic affairs.

d. Promotion from the rank of Lecturer to the rank of Senior Lecturer

(1) Promotion to the rank of senior lecturer is based on meeting promotion criteria and demonstrated evidence of outstanding teaching and successful performance of other duties as assigned and where appropriate. Service at the level of department (or equivalent) and college (or equivalent) is expected.

Only lecturers hired into permanent lines are eligible for promotion. Lecturers hired into temporary positions are not eligible for promotion. However, if temporary lecturers are later hired into permanent lines, their service in the temporary positions may be counted toward eligibility for promotion.

NTID CRITERIA FOR PROMOTION TO SENIOR LECTURER

The following criteria will be used in assessing the candidacy of a lecturer for promotion to senior lecturer:

(1) Academic and Professional Qualifications

The major criterion for awarding promotion to senior lecturer is demonstrated excellence in teaching and/or tutoring, as determined in the candidate's annual expectations.

An assessment of excellence in teaching and/or tutoring will be primarily based on peer evaluations, evaluations by former and current students, and administrative evaluations during the most recent five-year period of full-time employment as a lecturer. All candidates are required to satisfy the effective communication criteria listed below. In order to demonstrate excellence, a candidate may also refer to one or more of the activities listed below (b-d), although reference is not required except where an activity was directly related to the candidate's annual expected outcomes.

- (a) Effective communication with people who are deaf and people who are hearing in all modalities and sensitivity to deaf cultural issues in order to foster full and equal participation by all members of the NTID community.

AMERICAN SIGN LANGUAGE

The Institute expectation for NTID faculty is that they will 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. In consideration of the needs of the academic and social environment of NTID, the target goal as established in the Communication Task Force Recommendations and approved by faculty (February 1991) for all faculty is an ADVANCED level of knowledge and abilities. For promotion to principal lecturer, however, achievement of an INTERMEDIATE PLUS level is acceptable in cases where the candidate can clearly show strong evidence of progress and sustained effort toward an advanced rating. Such evidence may include SRS ratings related to communication skills; ongoing participation in sign communication development activities such as ASL classes, individual tutoring, and videotaping of classroom performance; involvement with student clubs and other extra-curricular student activities; and interactions with the deaf community on and off campus. Candidates should refer to Appendix C for detail and clarification related to sign language achievement and Sign Language Proficiency Interview (SLPI) ratings. The candidate's documentation must include an SLPI rating.

SPOKEN COMMUNICATION

The Institute also expects NTID faculty 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. Promotion documentation must include documentation of learning activities related to spoken communication.

Competence in sign and spoken communication should be demonstrated by substantial evidence obtained through documentation of satisfactory completion of courses and seminars related to sign language, spoken communication, cultural aspects, sensitivity, history or similar topics; description of progress in courses and seminar (prepared by instructors and/or the individual); evidence of on-going participation in activities involving people who are deaf and other activities as determined by the individual faculty member. In addition, it is expected that competence will be substantiated through documentation such as observations by individuals qualified to assess sign language and spoken communication strategies; student evaluation feedback; certification from RID, NAD or other certification related to American Sign Language or spoken communication strategies and techniques.

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.

- (b) Instructional development demonstrating initiative beyond a maintenance level in such areas as curriculum, teaching methodology, instructional materials, and laboratory facilities. In addition, the faculty member should demonstrate ability to develop effective approaches to instruction and the learning process as well as effective educational activities that transcend traditional classroom instruction.
- (c) Advising of students relative to their academic pursuit of a major, electives that will supplement their work in the major, future trends in the field pursued by the student that will assist them in being the best prepared and marketable upon graduation, overall NTID resources available to support their learning and communication success, and general guidance to students in pursuing a college degree.
- (d) Academic support service provision related to supporting students

mainstreamed into other RIT colleges.

(2) Service

NTID lecturer candidates for promotion will not be required to have had a service component. However, those who have performed service should include reference to it in their documentation.

Depending on annual assignment of service-related responsibilities, the candidate for promotion to senior lecturer may have made contributions to NTID in one or more of the following ways:

- (a) membership on department committees.
- (b) contributions towards student recruitment, retention, and placement.
- (c) services that support and enhance the campus community through complementary education, student organizations, and special programs and events.
- (d) service to the community that advances public confidence in NTID as a college and RIT as an institute of higher education.
- (e) service to community agencies and organizations that advance special NTID and RIT interests.
- (f) service to the profession through participation in state, national or international societies, committees, or organizations
- (g) other community service in the public interest.

(2) The promotion process includes faculty and administrative review as follows:

(a) The candidate for promotion to senior lecturer shall assemble a portfolio that documents his or her accomplishments for the most recent five-year period of full-time employment as a lecturer. The portfolio shall focus primarily on the candidate's teaching expertise with examples of pedagogical approach and student and peer evaluations. The portfolio will also include documentation of the candidate's efforts to develop professionally as well as evidence of other areas of activity, such as advising and service, where these have been included in the candidate's plan of work and as required for eligibility for promotion. The portfolio shall include all administrative reviews for the specified time period.

(b) The candidate shall submit the portfolio to the college (or equivalent) promotion committee for review. The committee chair will solicit letters of recommendation for or against promotion from the department chair (or equivalent), and from the tenured faculty members and non tenure-track teaching faculty senior in rank from within the candidate's department (or equivalent).

(c) The committee will send a letter of recommendation for or against promotion to the dean (or equivalent) accompanied by copies of the letters received from the department chair (or equivalent), tenured department faculty, department non-tenure track teaching faculty senior in rank, and the candidate's portfolio.

(d) Based on the statement of accomplishments and the letters solicited from the department chair (or equivalent) the other tenured faculty members and non-tenure-track teaching faculty senior in rank within the department, and the promotion committee, the dean (or equivalent) will send his or her recommendation for or against promotion accompanied by all other letters and documentation to the provost.

(e) The provost will inform the candidate of the final decision.

NTID PROCESS FOR PROMOTION TO SENIOR LECTURER

1. Promotion Portfolio

Upon notification by the president/dean that a faculty member will be reviewed for promotion to senior lecturer, the candidate prepares a portfolio in a single binder containing all information he or she feels will assist reviewers in judging his or her potential for promotion. The following information must be contained in the portfolio:

Section One: The candidate's original letter of hire.

Section Two: A current curriculum vitae.

Section Three: A written statement which should summarize the candidate's philosophy, goals, and accomplishments, and address his or her performance relative to the criteria for promotion for the most recent five-year period that the candidate has served as a lecturer, including efforts to develop professionally. The summary should be written in such a way that it can be readily understood by someone not in the candidate's field. The written statement should be limited to twenty pages.

Section Four: A copy of the SLPI rating letter. In addition, the candidate may include any material in his or her portfolio, such as examples of instructional materials and teaching strategies, and letters of support from peers and/or students, that he or she feels would support promotion to senior lecturer.

Two copies of the completed portfolio are submitted to the office of the AVP for academic affairs by September 24th.

2. Promotion Review (see Appendix B for timeline)

- a. The AVP for academic affairs provides the candidate's portfolio to the department chairperson. The chairperson prepares his or her review using Form A.2 and shares this with the candidate. The candidate sends Form A.2 to the Office of the AVP together with any response or rebuttal.
- b. The AVP for academic affairs makes the candidate's portfolio available for review by the tenured and tenure-track faculty and the senior non-tenure track faculty (i.e. senior and principal lecturers) in the candidate's department. Reviewers provide their recommendation on Form A.1, and submit this to the office of the AVP.
- c. The AVP for academic affairs provides the candidate's portfolio, the chairperson and departmental peer reviews and the candidate's annual appraisals for the last five years, to the promotion committee. As part of its ensuing review, the committee may seek additional information from the candidate. Based on its deliberations, the committee prepares a recommendation for or against promotion on Form A.3. This recommendation, together with the candidate's portfolio and the chairperson and peer reviews, is submitted to the office of the AVP for academic affairs.
- d. The AVP for academic affairs provides the candidate with a copy of the committee recommendation. In the event of a recommendation against promotion, the candidate may opt to withdraw or write a response or rebuttal statement, which is sent to the office of the president/dean. The candidate may also request a meeting with the president/dean.
- e. Except where the candidate chooses to withdraw, the promotion committee forwards all promotion documentation to the president/dean.
- f. If requested, the president/dean meets with the candidate. At this juncture, the president/dean may seek further information from the committee.
- g. Based on the committee's recommendation and accompanying documentation, the president/dean writes a recommendation on Form A.4 and submits this to the provost.
- h. The provost informs the candidate of the final decision.

e. Promotion Process from the rank of Senior Lecturer to the rank of Principal Lecturer

(1) Promotion to principal lecturer is based on meeting promotion criteria and on demonstrated evidence of outstanding teaching, service, and successful performance of other duties as assigned and where appropriate. Service at the levels of department (or equivalent), college (or equivalent) and the university is expected. Additional service to the candidate's professional community and the community at large is also considered.

NTID CRITERIA FOR PROMOTION TO PRINCIPAL LECTURER

The following criteria will be used in assessing the candidacy of a senior lecturer for promotion to principal lecturer:

(1) Academic and Professional Qualifications

The major criterion for awarding promotion to principal lecturer is demonstrated sustained excellence in teaching, tutoring, and/or providing student support, as determined in the candidate's annual expectations. In order to satisfy the standard for promotion, the candidate must be seen as a role model for other professionals.

An assessment of sustained excellence in teaching, tutoring, and/or supporting will be primarily based on peer evaluations, evaluations by former and current students, and administrative evaluations during the most recent five-year period of full-time employment as a senior lecturer. All candidates are required to satisfy the effective communication criteria listed below. In order to demonstrate excellence, a candidate may also refer to one or more of the activities listed below (b-d), although reference is not required except where an activity was directly related to the candidate's annual expected outcomes.

- (a) Effective communication with people who are deaf and people who are hearing in all modalities and sensitivity to deaf cultural issues in order to foster full and equal participation by all members of the NTID community.

AMERICAN SIGN LANGUAGE

The Institute expectation for NTID faculty is that they will 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. In consideration of the needs of the academic and social environment of NTID, the target goal as established in the Communication Task Force Recommendations and approved by faculty (February 1991) for all faculty is an ADVANCED level of knowledge and abilities. For promotion to principal lecturer, however, achievement of an INTERMEDIATE PLUS level is acceptable in cases where the candidate can clearly show strong

evidence of progress and sustained effort toward an advanced rating. Such evidence may include SRS ratings related to communication skills; ongoing participation in sign communication development activities such as ASL classes, individual tutoring, and videotaping of classroom performance; involvement with student clubs and other extra-curricular student activities; and interactions with the deaf community on and off campus. Candidates should refer to Appendix C for detail and clarification related to sign language achievement and Sign Language Proficiency Interview (SLPI) ratings. The candidate's documentation must include an SLPI rating.

SPOKEN COMMUNICATION

The Institute also expects NTID faculty 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. Promotion documentation must include documentation of learning activities related to spoken communication.

Competence in sign and spoken communication should be demonstrated by substantial evidence obtained through documentation of satisfactory completion of courses and seminars related to sign language, spoken communication, cultural aspects, sensitivity, history or similar topics; description of progress in courses and seminar (prepared by instructors and/or the individual); evidence of on-going participation in activities involving people who are deaf and other activities as determined by the individual faculty member. In addition, it is expected that competence will be substantiated through documentation such as observations by individuals qualified to assess sign language and spoken communication strategies; student evaluation feedback; certification from RID, NAD or other certification related to American Sign Language or spoken communication strategies and techniques.

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.

- (b) Instructional development demonstrating initiative beyond a maintenance level in such areas as curriculum, teaching methodology, instructional materials, and laboratory facilities. In addition, the faculty member should demonstrate ability to develop effective approaches to instruction and the

learning process as well as effective educational activities that transcend traditional classroom instruction.

- (c) Advising of students relative to their academic pursuit of a major, electives that will supplement their work in the major, future trends in the field pursued by the student that will assist them in being the best prepared and marketable upon graduation, overall NTID resources available to support their learning and communication success, and general guidance to students in pursuing a college degree.
- (d) Academic support service provision related to supporting students mainstreamed into other RIT colleges.

(2) Service

Additionally, the candidate for promotion to principal lecturer should have made contributions to NTID, the greater university and his or her professional community in one or more of the following ways:

- (a) leadership on department and/or college committees.
- (b) contributions towards student recruitment, retention, and placement.
- (c) services that support and enhance the campus community through complementary education, student organizations, and special programs and events.
- (d) service to the community that advances public confidence in NTID as a college and RIT as an institute of higher education.
- (e) service to community agencies and organizations that advance special NTID and RIT interests.
- (f) service to the profession through participation in state, national or international societies, committees, or organizations
- (g) other community service in the public interest.

(2) The promotion process includes faculty and administrative review as follows:

(a) The candidate for promotion to principal lecturer will assemble a portfolio that documents his or her accomplishments for the most recent five-year period of full-time employment following promotion to senior lecturer. The portfolio shall focus primarily on the candidate's teaching expertise with examples of pedagogical approach and student and peer evaluations. The portfolio shall also include documentation of the candidate's efforts to develop professionally as well as evidence of other areas of activity, such as advising and service, where these have

been included in the candidate's plan of work and as required for eligibility for promotion. The portfolio shall include all administrative reviews for the specified time period.

(b) The candidate shall submit the portfolio to a college (or equivalent) promotion committee for review. The committee chair will solicit letters of recommendation for or against promotion from the department chair (or equivalent), and from the tenured faculty members and principal lecturers from within the candidate's department (or equivalent).

(c) The committee will send a letter of recommendation for or against promotion to the dean (or equivalent) accompanied by copies of the letters received from the department chair (or equivalent), tenured departmental faculty, department principal lecturers, and the candidate's portfolio.

(d) Based on the statement of accomplishments and the letters solicited from the department chair (or equivalent), the tenured and tenure-track faculty members and non tenure-track teaching faculty senior in rank from within the department, and the promotion committee, the dean (or equivalent) will send his or her recommendation for or against promotion accompanied by all other letters and documentation to the provost.

(e) The provost will inform the candidate of the final decision.

f. 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 15 April. In the case of denial, the letter shall set forth the specific reasons and the committee vote. Denial of promotion does not preclude such lecturers from continuing in a lecturer position or from applying for promotion in any subsequent year if they are eligible and meet the conditions for promotion. At least one full calendar year must elapse between applications for promotion.

(2) Effective date: If awarded, the promotion becomes effective on the first day of the following academic year.

(3) Appeal: If a candidate wishes to appeal a promotion denial, the university Faculty Grievance Procedures are available to the extent provided in E24.0. Such appeal 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.

NTID PROCESS FOR PROMOTION TO PRINCIPAL LECTURER

1. Promotion Portfolio

Upon notification by the president/dean that a faculty member will be reviewed for promotion to senior lecturer, the candidate prepares a portfolio in a single binder containing all information he or she feels will assist reviewers in judging his or her potential for promotion. The following information must be contained in such a portfolio:

Section One: The candidate's original letter of hire.

Section Two: A current curriculum vitae.

Section Three: A written statement which should summarize the candidate's philosophy, goals, and accomplishments, and address his or her performance relative to the criteria for promotion for the most recent five-year period that the candidate has served as a lecturer, including efforts to develop professionally and contributions in the area of service. The summary should be written in such a way that it can be readily understood by someone not in the candidate's field. The written statement should be limited to twenty pages.

Section Four: A copy of the SLPI rating letter. In addition, the candidate may include any material in his or her portfolio, such as examples of instructional materials and teaching strategies, and letters of support from peers and/or students, that he or she feels would support promotion to senior lecturer.

Two copies of the completed portfolio are submitted to the office of the AVP for academic affairs by September 24th.

2. Promotion Review (see Appendix A for timeline)

- a. The AVP for academic affairs provides the candidate's portfolio to the department chairperson. The chairperson prepares his or her review using Form A.2 and shares this with the candidate. The candidate sends Form A.2 to the Office of the AVP together with any response or rebuttal.
- b. The AVP for academic affairs makes the candidate's portfolio available for review by the tenured and tenure-track faculty and the senior non-tenure track faculty (i.e. senior and principal lecturers) in the candidate's department. Reviewers provide their recommendation on Form A.1, and submit this to the office of the AVP.
- c. The AVP for academic affairs provides the candidate's portfolio, the chairperson and departmental peer reviews and the candidate's annual appraisals for the last five years, to the promotion committee. As part of its ensuing review, the committee may seek additional information

from the candidate. Based on its deliberations, the committee prepares a recommendation for or against promotion on Form A.3. This recommendation, together with the candidate's portfolio and the chairperson and peer reviews, is submitted to the office of the AVP for academic affairs.

- d. The AVP for academic affairs provides the candidate with a copy of the committee recommendation. In the event of a recommendation against promotion, the candidate may opt to withdraw or write a response or rebuttal statement, which is sent to the office of the president/dean. The candidate may also request a meeting with the president/dean.
- e. Except where the candidate chooses to withdraw, the promotion committee forwards all promotion documentation to the president/dean.
- f. If requested, the president/dean meets with the candidate. At this juncture, the president/dean may seek further information from the committee.
- g. Based on the committee's recommendation and accompanying documentation, the president/dean writes a recommendation on Form A.4 and submits this to the provost.
- h. The provost informs the candidate of the final decision.

APPENDIX A
FORM A.1: DEPARTMENT PEER RECOMMENDATION

I have worked with the candidate for _____ years in the capacity of _____

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

_____ has satisfied the criteria for promotion to the rank sought.

_____ has not satisfied the criteria for promotion to the rank sought.

My recommendation is based upon the following assessment of the candidate's performance relative to the criteria for promotion as these are stated in the NTID Administrative Guidelines and Criteria for Promotion to Senior and Principal Lecturer (pp. 8-10 and 13-15).

Academic and Professional Qualifications

a) Teaching

b) Professional Development

c) Effective communication

d) Other

Service (if applicable)

Prepared by _____

Department _____

Date _____

Return this form directly to the office of the AVP for academic affairs by October 27.

APPENDIX A
FORM A.2: CHAIRPERSON RECOMMENDATION

I have worked with the candidate for _____ years in the capacity of _____

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

_____ has satisfied the criteria for promotion to the rank sought.

_____ has not satisfied the criteria for promotion to the rank sought.

My recommendation is based upon the following assessment of the candidate's performance relative to the criteria for promotion as these are stated in the NTID Administrative Guidelines and Criteria for Promotion to Senior and Principal Lecturer (pp. 8-10 and 13-15).

Academic and Professional Qualifications

a) Teaching

b) Professional Development

c) Effective communication

d) Other

Service (if applicable)

Prepared by _____

Department _____

Date _____

Return this form directly to the office of the AVP for academic affairs by October 4.

APPENDIX A
FORM A.3: COLLEGE LECTURER PROMOTION COMMITTEE
RECOMMENDATION

The recommendation of this College Promotion Committee regarding promotion of _____ To the rank of _____ is as follows:

_____ number of votes in support of promotion

_____ number of votes against promotion

It is therefore the judgment of the committee, on the basis of evaluation of all available information, that

_____ has satisfied the criteria for promotion to the rank sought.

_____ has not satisfied the criteria for promotion to the rank sought.

In the following, we provide a rationale for our judgment of whether the candidate has satisfied the criteria for promotion as these are stated in the NTID Administrative Guidelines and Criteria for Promotion to Senior and Principal Lecturer (pp. 8-10 and 13-15).

Academic and Professional Qualifications

a) Teaching

b) Professional Development

c) Effective communication

d) Other

Service (if applicable)

Committee Chairperson

Date

College Promotion Committee Recommendation (continued)

Committee Members

/_____
Committee Member / Date

/_____
Committee Member / Date

/_____
Committee Member / Date

/_____
Committee Member / Date

Return this form directly to the office of the AVP for academic affairs by February 2.

APPENDIX A
FORM A.4: PRESIDENT/DEAN RECOMMENDATION

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

_____ has satisfied the criteria for promotion to the rank sought.

_____ has not satisfied the criteria for promotion to the rank sought.

My recommendation is based upon the following assessment of the candidate's performance relative to the criteria for promotion as these are stated in the NTID Administrative Guidelines and Criteria for Promotion to Senior and Principal Lecturer (pp. 8-10 and 13-15).

President/Dean _____

Date _____

APPENDIX B:
CALENDAR OF ACTION

TIME*	ACTION
January	Appointment of college lecturer promotion committees are completed.
May 1	Office of the president/dean informs all lecturers of promotion timelines.
June 1	Lecturers and senior lecturers who wish to be considered candidates for promotion inform their respective department chairs.
June 3	The department chair prepares a list of all candidates for promotion from the department and forwards it to the AVP for academic affairs.
June 5	The AVP for academic affairs prepares a list of all candidates for promotion from within the college and forwards it to the president.
June 10	The office of the president/dean randomly assigns candidates to committees.
Sept. 24	Candidate submits two copies of his/her portfolio and documentation to the office of the AVP for academic affairs
Sept. 25- Oct. 4	Department chairperson shares his/her written recommendation on Form A.2 with the candidate.
Oct. 5-9	Candidate sends Form A.2 to the office of the AVP, from where it is forwarded to the promotion committee, unless the candidate chooses to withdraw. The candidate may prepare a response or rebuttal to be sent to the committee through the office of the president/dean with a copy to the chairperson. In the case of withdrawal, the candidate notifies the president and the process is ended.
Oct. 10-24	Departmental peers prepare individual recommendations using Form A.1 and send these to the office of the AVP.
Oct. 27- Feb. 2	The promotion committee receives the candidate's documentation (departmental peer recommendations, chairperson recommendation, candidate's portfolio and documentation) from the office of the AVP. The committee delivers its recommendation to that office using Form A.3.
Feb. 3	The office of the AVP delivers a copy of Form A.3 to the candidate
Feb. 4-10	In the event of a negative committee vote, the candidate may elect to withdraw his or her candidacy, in which case he/she notifies the office of the president/dean. Alternatively, the candidate may prepare a response or rebuttal, which is sent to the office of the president/dean. The candidate may also request a meeting with the president/dean.

- Feb. 11 Except in the case of withdrawal, the promotion committee sends all documentation to the office of the president/dean.
- Feb. 16- The president/dean meets with candidate if a meeting has been requested. The
Feb. 27 president/dean may seek input from the promotion committee.
- Feb. 28 The president/dean sends his or her recommendation using Form A.4 to the provost.

***Next working day will be used for any date that falls on a weekend or holiday.**

APPENDIX C
INTERPRETING SIGN LANGUAGE PROFICIENCY INTERVIEW RATING SCALE¹

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 or 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 or 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 ²	
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. (See pp. 29-30)
Survival Plus Survival Novice Plus Novice	Not acceptable regardless of job responsibilities.

¹ Reference to Communication Task Force Report, pp. 29 and 30.

² Now applies also to promotion to senior and principal lecturer.

APPENDIX D
RIT INSTITUTE POLICY ON SERVICE – E4.0.4, section c

c. Service

While teaching and scholarship are important faculty responsibilities, services performed by faculty members are an indispensable part of the Institute's daily life. Faculty members at all ranks are expected to provide some forms of service to the Institute, the college, the department and their professional community. They are often encouraged to provide service at different levels and areas of the Institute.

Service includes working with students and colleagues outside the classroom, such as might be found in college and Institute committee work, student advising and student activities as well as linking the professional skills of members of the faculty to the world beyond the campus.

RIT values all forms of faculty service. Typical faculty service activities include but are not limited to the following: committee work at the departmental, college, or Institute level; improving RIT's program quality, reputation and operational efficiency; advising a student group; development of new courses and curriculum; service to the faculty member's professional societies, such as reviewing articles, organizing professional conferences, or serving a professional organization.