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**RIT Tenure Policies  
and  
NTID Administrative Guidelines and Criteria for  
Tenure of Full-Time Faculty**

National Technical Institute for the Deaf  
Rochester Institute of Technology

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POLICIES ON TENURE  
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## INTRODUCTION

This document contains the RIT Tenure Policies and the NTID Administrative Guidelines and Criteria for Tenure. The **bold type is used to represent the RIT Tenure Policies** (see Institute Policies and Procedures Manual E5.0) and the light type is used to represent the NTID Administrative Guidelines and Criteria for Tenure.

## POLICIES ON TENURE

### SECTION 1. PREAMBLE

**The principle of tenure in the academic profession confers the right of self-direction for a faculty member to teach, to carry on research, and to pursue studies in a special area of competence without concern for the stability of his or her own position.**

**Faculty members earn the right to tenure by demonstrating high standards in teaching, research and service, and they should recognize their responsibility for maintaining this quality of performance after receiving a tenured appointment. Faculty members being considered for a tenured appointment shall have demonstrated concern for the personal worth and development of individual students with whom they come in contact. Faculty members with tenure also recognize their responsibility to the entire faculty for continuing this quality of education for themselves and for all of their peers.**

**The central purpose of tenure policy at RIT is to establish a career teaching staff of demonstrated excellence in instructional skills, in professional productivity and competence, and in effective participation in the academic and cultural life of the Institute. In order to ensure that those achieving tenure will be a group of proven distinction, the judgment of colleagues will be considered primary in making recommendations for tenure.**

**Tenure decisions should be based on the criteria and documentation outlined in the following policy.**

This policy summarizes the criteria and procedures for tenure of full-time faculty<sup>1</sup> on a tenure track appointment.

## DETERMINATION OF FACULTY STATUS

A faculty member engages in instruction or has a primary responsibility for, or direct supervision of, one or more of the following activities:

1. instruction;
2. research;
3. curriculum development;
4. advising and counseling; or
5. academic support services.

## SECTION 2. CONDITIONS OF TENURE APPOINTMENTS

### **a. Appointment**

- (1) Appointment to the RIT faculty shall be consummated through agreements made between the dean of a college and the candidate for appointment with the approval of the chief academic officer. Such agreements shall be final and binding only when confirmed by a signed, written contract issued by the Personnel Office and signed by the appointee. The contract shall clearly state whether the candidate is or is not to be granted a tenure track appointment and, in the case of a joint appointment, in which colleges the appointments shall reside.**
- (2) If an appointment is to a tenure track position, relevant Institute and college tenure policies shall be provided and a separate written statement of the expectations for the achievement of tenure by the particular faculty member shall be agreed upon and signed by the dean and the faculty member. This statement may be changed with the mutual consent of both parties. Such statements will be governed by Institute and college criteria.**

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<sup>1</sup> Full-time faculty refers to all individuals on a full-time contract, holding faculty rank, as defined by RIT policy, and in a tenure track position.

- (3) This individual statement of expectations, along with all subsequent statements related to the conditions of the faculty member's employment, prospects for tenure, and evidence bearing on the faculty member's performance, shall be kept on file (See Section 4, a below.)**
- (4) Written notice of non-reappointment or of intention not to recommend reappointment, except in situations of financial exigency or program discontinuance, shall be given by the dean as follows:**
  - (a) Not later than 1 March of the first academic year of service on the tenure track (which may be less than 10 months if contract commences after 1 September)**
  - (b) Not later than 15 November of the second academic year of service on the tenure track.**
  - (c) After two or more years of tenure track service, notice of intent not to reappoint must be given by 30 June of the current contract; in which case the tenure track faculty member will receive a terminal contract for one additional academic year.**

**b. Tenure Location**

- (1) Normally a faculty member shall be granted tenure in one of the colleges of the Institute, although joint tenure is allowed.**
- (2) In the case of a tenured faculty member changing from a single to a joint appointment or of a tenured faculty member who moves from one college to another, the location(s) and status of the faculty member's tenure should be established by following in general the provisions of section 4, c of this policy at the time of the appointment or change of appointment. A written agreement shall specify the tenure location and status of the faculty member's tenure.**

**c. Probationary Period**

- (1) The probationary period before granting of tenure shall be seven contract years for a faculty member who has had no teaching experience before appointment to the Institute faculty. The tenure consideration and evaluation shall be made in the sixth year.**

- (2) **For each year of equivalent teaching experience, the probationary period may be reduced by one year, but the minimum probationary period shall be four years, except by action of the chief academic officer in very unusual circumstances. In these very unusual circumstances a recommendation from the dean to the chief academic officer will be developed following in general the provisions of section 4, c of this policy. Equivalent teaching experience normally shall be full-time teaching at the rank of Instructor or above in a regionally accredited institution of higher learning or full-time teaching in a non-tenure track position at RIT.**

Any reduction in the probationary period is made at the time of initial appointment.

- (3) **Credit may also be given for research or for developmental activities in fields related to the subject-matter field in which the candidate is expected to teach. The equivalency of previous teaching or other professional experience shall be evaluated by the dean and approved by the chief academic officer.**
- (4) **Faculty members who have received the maximum credit of three years' equivalent teaching experience may, before the time of their consideration for tenure and with the agreement of the dean, reduce their initial equivalency credit if they desire a longer probationary period.**
- (5) **Tenure track faculty who apply for leaves of absence shall discuss with and receive a written statement from their dean concerning the extent to which the leave would count toward the probationary period.**

### **SECTION 3. CRITERIA FOR GRANTING TENURE**

**The criteria to be used for granting tenure are stated below. The list of qualities or achievements are to be considered suggestive rather than exhaustive and are more specifically defined in each college's published tenure criteria. The categories are presented in priority order but without any assigned weight. The dean, director, or other appropriate administrators and the faculty member may wish to give weights to categories and items in the initial agreement of expectations and/or in subsequent annual reviews.**

#### **a. The Nature and Opportunities of Faculty Service**

**The view that teaching is the foremost activity of the RIT faculty is deeply rooted in the traditions of the Institution, and the primacy of teaching continues to be a hallmark of RIT. Consequently, the basic consideration, both in initial appointments**

**and matters pertaining to salary adjustments, promotion and tenure, is the extent to which high standards of teaching can be achieved and maintained.**

**Effective teaching, among other things, consists of clearly and enthusiastically communicating special knowledge and expertise based on an understanding of curricular objectives and the learner's needs and abilities. Further, it entails selecting and using appropriate instructional methods and materials which lead to learning and providing fair and useful evaluations of the quality of the learner's work. Effective teaching requires a sensitivity to and rapport with the learner.**

**The evaluation of teaching cannot be totally objective, but such evaluation must include a conscientious effort to obtain and consider information bearing upon the work of the classroom and the activities which make effective classroom performance possible.**

**The Institute endorses the view that good teaching is undergirded and indeed made possible by selective attainments in the areas outlined below which are appropriate to individuals in the circumstances of their academic units:**

The following criteria will be used in assessing a faculty member's tenurability:

**(1) Academic and Professional Qualifications**

**These achievements refer to past and present professional and career experiences, professional recognition in the form of licenses, honors, degree attainment, and sustained effort directed toward professional and career update.**

The major criterion for awarding tenure should be excellence in his/her primary area of professional responsibility. Peer, alumnus-alumna, former and current students, and administrative evaluations during previous years in the tenure track position will be used to evaluate these qualifications. The component parts of the candidate's primary professional responsibility, and the related weight awarded to each of them, is determined by his/her job description and annual expectations.

- (a) Currency of specialized knowledge or competence through demonstrated attainment and maintenance of current knowledge in the faculty member's field. This knowledge may be demonstrated through leading seminars; research and publication in the field; participation as a program leader in professional meetings; creative endeavor and exhibition in the arts; course revisions reviewed by colleagues and the responsible administrator(s); and systematic peer evaluation.

- (b) 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.

**SIGN LANGUAGE:**

The Institute expectation for NTID faculty is that they will strive for, achieve, and maintain the ability to communicate in sign language at a level of vocabulary, grammatical accuracy, comprehension, and fluency that allows faculty to participate effectively 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 communicators is an *ADVANCED* level of knowledge and abilities. By tenure review time, however, achievement of an *INTERMEDIATE PLUS* level is acceptable if the tenure candidate shows good progress toward an advanced rating. Candidates should refer to Appendix H, page 37 for detail and clarification related to sign language achievement and SLPI ratings. Tenure documentation must include the results of the Sign Language Proficiency Interview (SLPI)<sup>2</sup> rating.

**SPOKEN COMMUNICATION:**

The Institute also expects NTID faculty to strive for, achieve and maintain the ability to use oral communication<sup>3</sup> strategies and techniques. Oral communication<sup>3</sup> 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 for oral communication<sup>3</sup>, faculty are expected to participate in learning activities whereby they may develop a knowledge of specific oral communication<sup>3</sup> strategies and techniques and their applicability in communication situations. Tenure documentation must include documentation of learning activities related to oral communication.<sup>3</sup>

Competency in sign and oral communication<sup>3</sup> should be demonstrated by substantial evidence obtained through documentation of satisfactory completion of courses and seminars related to sign language, oral communication,<sup>3</sup> cultural aspects, sensitivity, history or similar topics; description of progress in courses and seminars (prepared by instructors and/or individual); evidence of on-going participation in activities involving people who are deaf and other activities as

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<sup>2</sup> Formerly referred to as the Sign Communication Proficiency Interview (SCPI).

<sup>3</sup> Referred to now in the NTID Community as Spoken Communication.

determined by individual faculty member. In addition, it is expected that competency will be substantiated through documentation such as observations by individuals qualified to assess sign language and oral communication strategies; student evaluation feedback; certification from RID, NAD or other certification related to sign language or oral communication<sup>4</sup> strategies and techniques.<sup>5</sup>

Faculty expectations for both the sign and oral<sup>Error! Bookmark not defined.</sup> 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 full description of communication expectations and documentation, please refer to Communication Task Force Report, November 1990, pp. 17-22.

- (c) Evidence of efforts of interaction with other departments, schools, divisions or other colleges of RIT to achieve the shared mission of educating deaf people.
- (d) Instructional performance as measured by annual performance appraisals; systematically administered written student evaluations; and, testimony of colleagues having relevant recognized expertise and first hand knowledge of the individual's performance.
- (e) 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 in developing effective approaches to instruction and the learning process as well as effective educational activities that transcend traditional classroom instruction.
- (f) 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 efforts, or general guidance to students in pursuing a college degree.

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<sup>4</sup>Referred to now in the NTID Community as Spoken Communication.

<sup>5</sup> Extracted from Communication Task Force Report (November 1990), Section IVA: Institute Expectations and Guidelines for Faculty Communication Skill Development," pp. 17-22. Ratified by NTID faculty, February 1991.

- (g) Academic administration of faculty and programs through demonstrated attainment and maintenance of curriculum or programs as evaluated by colleagues, the responsible administrators) and other outside accrediting groups or agencies.
- (h) Counseling of students relative to their career goals, personal and social development.
- (i) Academic support service provision related to supporting students mainstreamed into other RIT colleges.
- (j) Research into the occupational and the employment related aspects of deafness, communication assessment and instruction, and education and cognition.

A faculty member will not be responsible for all the activities listed above, but shall be responsible for all those that are directly related to their primary area of professional responsibility, annual expected outcomes and job description, including the development of effective communication as described in item (b) above.

(2) **Professional Activities and Scholarship**<sup>6</sup>

**These include research and creative activity in a professional specialty, writing and publication in a specialized area, development of new courses and curricula, modification of existing courses or programs and investigation of alternative learning strategies.**

Following the RIT definition of scholarship, a proper expectation of every member of the faculty is a reasonable level of endeavor in professional activities and scholarship<sup>6</sup> beyond their primary professional assignment. These activities should closely parallel and support their primary area of professional responsibility.

The major elements of professional endeavor to be taken into account in tenure reviews are the following:

- (a) attendance and active participation at professional meetings, especially as a leader of sessions or as a presenter;
- (b) active leadership roles in professional organizations
- (c) research activity appropriate to the individual's profession and/or specialization;

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<sup>6</sup> See Appendix I for RIT's definition of scholarship.

- (d) publication or creative work of significance in the field;
- (e) consulting activity beyond the college and appropriate to the individual's specialization;
- (f) honors, licenses, commendations, etc. from professional institutions, organizations, learned societies or recognized authorities;
- (g) formal advanced education and other experience appropriate to the individual's profession, specialization, and/or primary area of responsibility;
- (h) teaching for people whose primary area of responsibility is not teaching.

It is unlikely that any faculty member can perform equally well in all the areas cited above. The expectation is that excellent performance will be demonstrated in an appropriate blend of these activities and should be related to annual expectations.

(3) **Contributions to the Institute**<sup>7</sup>

**These include relationships with students and colleagues outside the classroom such as might be found in college and Institute committee work, student advising and student activities.**

Another proper expectation of every faculty member is a reasonable level and an appropriate mix of Institute service activities such as:

- (a) significant contributions to Institute committees;
- (b) efforts designed to reduce student attrition;
- (c) contributions to student recruitment and placement efforts;
- (d) services that support and enhance the campus community through complementary education, student organizations, and special programs and events;
- (e) commitment to delivering high quality services.

(4) **Community Activities**<sup>7</sup>

**These include activities linking the professional skills of members of the faculty to the world beyond the campus and other community service in the public interest.**

Involvement in community activities that are an outgrowth of the faculty member's special professional competence will be beneficial in a tenure decision. The following community activities could be considered appropriate:

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<sup>7</sup> See Appendix J for RIT's definition of service.

- (a) service to the community that advances public confidence in NTID as a college and RIT as an institution of higher education;
- (b) service to community agencies and organizations that advance special NTID and RIT interests;
- (c) participation in meetings or community organizations or with community, groups that involve speaking, presentation of special papers, and participation in panel discussions;
- (d) membership in or service to community organizations in which the faculty member's profession or specialization is engaged; and
- (e) involvement in NTID and greater RIT related student and/or community activities.

**No faculty member can be deeply engaged in all of the foregoing activities at any one time. Rather, specific forms of endeavor should be planned and agreed upon with the appropriate college authorities to the end that full opportunity is provided for individual development and enhancement of the teaching function.**

**Each college faculty shall develop, approve, and publish its own additional specific tenure criteria, as well as acceptable forms of evidence and documentation based on the previous general criteria and on section 4 of this policy. College criteria for tenure and for acceptable forms of evidence and documentation shall be no less than, and must be consistent with, sections 3 and 4 of this policy.**

#### **SECTION 4. THE TENURE PROCESS**

**The administration of the tenure granting process shall be consistent with Institute policy and under the direction of the chief academic officer.**

##### **a. Documentation**

- (1) **All tenure recommendations shall be supported by responsible available documentation. This should include all agreements relating to the faculty member's conditions of employment; expectations and requirements with respect to tenure; annual reviews as well as appropriate and reliable documentation related to the faculty member's teaching performance, academic and professional qualifications, professional activities and scholarship, contributions to the Institute and community activities; and such other matters**

**as the faculty and administration of a given college shall deem appropriate. Review committees and recommending administrators shall use this documentation at the appropriate and necessary points in the tenure process.**

- (2) The documentation for each faculty member with a tenure track appointment shall be maintained in the office of that faculty member's college and access to it shall be governed by the Institute's policy on "Access to Official Professional Staff Files." (E31.0) [See current Institute Policies and Procedures Manual.]**
- (3) In order to assure that recommendations are completely candid and accurate, all recommendations for or against the awarding of tenure made by the tenure committee and administrators shall remain confidential, and not become a part of a candidate's documentation.**

Upon notification from the vice president/dean of NTID that a faculty member will be reviewed for tenure, the candidate prepares a tenure portfolio containing all information he/she feels will assist reviewers in judging his/her potential for being granted tenure. **(Two copies** of the portfolio should be submitted.) The following information must be contained in a tenure portfolio:<sup>8</sup>

- Section 1) a current vitae, including a summary of professional activities undertaken by the candidate since initial tenure track employment at NTID, a listing of all awards and certificates received by the candidate, and a bibliography of all professional publications and/or creative/artistic endeavors completed by the candidate since his/her initial tenure track employment at NTID;
- Section 2) a written statement authored by the candidate that addresses how the candidate meets each of the four major criteria for tenure;
- Section 3) a list of references (e.g., colleagues, alumni or other professionals) who can comment on the candidate's accomplishments as they relate to the four major criteria areas.

In addition, the candidate may include any material in his/her tenure portfolio that he/she feels would advance his/her opportunity to be awarded tenure. Such additional material should appear in a separate folder.<sup>9</sup> The material should support and provide evidence of the statements made and accomplishments cited in the candidate's vitae and written statement. **Two copies** of the entire portfolio should be submitted to the candidate's chairperson/immediate supervisor.

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<sup>8</sup> Use 3-ring loose-leaf binder only.

<sup>9</sup> Use 3-ring loose-leaf binder only.

Further, the committee may request and gather additional confidential information from internal and external sources related to the tenure criteria (for example, current students and/or former students, alumni, peer and/or professionals from within or outside the college of NTID). The candidate for tenure must be informed by the committee of all those individuals who have been asked to submit additional confidential information. All of the above information will be available to the vice president/dean of NTID.

**b. Annual Reviews**

**Although the committees are not bound by any tenure implication contained in annual reviews, such reviews made during a candidate's probationary period are an important measure of a candidate's progress toward tenure. These reviews are furnished in writing to the candidate by the vice president/dean or other administrator of the college. The annual reviews will be supported by responsible available documentation and should include student and faculty evaluations as well as accounts of professional development and creative or scholarly production. If the college has special areas of competence to be emphasized or if there is any change in the original statement of expectations with respect to tenure, candidates should be clearly informed of this. The reviews will conclude with a statement indicating whether current performance would normally lead to a recommendation for tenure.**

The expected outcomes, and the annual evaluations of progress towards those expected outcomes for each of the years in the probationary period are retained in the vice president/dean's office (upon request, this information will be provided to the candidate's chairperson/immediate supervisor and/or associate vice president for academic affairs for review) and added to the candidate's portfolio upon submission of documentation to the vice president/dean.

**c. Tenure Review and Recommendations**

- (1) For purposes of determining the composition of the college tenure committees in colleges with more than six departments or academic units, the faculty shall define by appropriate grouping of such units a maximum of six units of intellectual or academic affiliation.**
- (2) Immediate Administrator**  
**The chair, director, or immediate administrator for the faculty member as determined by the college's organizational structure shall prepare a written**

**recommendation based on Institute and college tenure criteria, as well as on the candidate's documentation and forward it to the dean by 15 September.**

**(3) College Tenure Committees**

- (a) In any year during which there are candidates for tenure in a college, a tenure committee shall be formed and hold its initial meeting by 30 September, comprised of six tenured members of the faculty of the college and one tenured member of another college in the Institute.**
- (b) The College Tenure Committee shall review each candidate in the light of the Institute criteria for tenure, the college's criteria for tenure, the candidate's documentation, and comprehensive written evaluations of the immediate administrator and dean.**
- (c) Recommendation of approval for tenure shall require five members in favor as determined by secret vote. There shall be no abstentions nor avoidances of voting by absence. Recommendation for approval or non-approval of tenure, a written statement of reasons for approval or non-approval and the vote shall be forwarded by the Chair of the Tenure Committee to the dean of the college and to the chief academic officer by 1 February.**

**(4) Composition of a college tenure committee**

- (a) one tenured faculty member from another college appointed by the Academic Senate from a list of nominees elected by the tenured and tenure-track faculty of each college.**
- (b) six tenured faculty, with one member from each department or academic unit (or other grouping as specified in 4,c(1) above) elected by the tenured and tenure track faculty of each unit and the remainder (if any) of the committee elected by the tenured and tenure track faculty of the college as a whole.**

**The exact model for a college's tenure committee must be developed and approved by the college faculty to meet the above criteria. In the case of joint appointment, the candidate will be considered separately in each college by the committees involved.**

**(5) Election of the members of College Tenure Committee**

**Each college shall determine its procedure for electing the members specified in 4,c(4)(b) above. College procedures shall, however, insure that no less than one member was on the college tenure committee during the immediately preceding year to provide for continuity over time. The Academic Senate shall determine its procedure for appointing the outside member specified in 4,c(4)(a) above. Elections each academic year shall be conducted before 1 June of the prior year.**

In the College of NTID, the faculty will be grouped into four units for the purpose of electing one tenured faculty member each to serve on the NTID Tenure Committee. Two members of the committee will be at-large members elected from the ranks of tenured faculty of the whole college. The grouping into four units for the purpose of elections shall be as follows:

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

Elections shall be held in accordance with the processes detailed in Appendix F. There shall be no limit to the number of consecutive terms that a faculty member may serve on a tenure committee.

**(6) Dean of the College**

**(a) Shortly after the membership of the College Tenure Committee is determined by the above process, the dean shall:**

- **Announce to the college the names of the committee members. The records of the election process shall be kept on file in the dean's office until 15 November and be placed at the disposal of those who wish to examine the process.**
- **Call the committee to its initial organizational meeting. This meeting shall be called prior to 30 September.**
- **During that meeting, the dean shall:**
  - **announce to the committee the names of that year's candidates for tenure.**
  - **provide the documentation, the written recommendation of the immediate administrator and the comprehensive written evaluation of the dean for each candidate.**
  - **instruct the committee to elect a chair from faculty elected in 4,c(4)(b) above. The dean shall depart before the election of the chair.**

**College Review Process**

The tenure review process, at the end of the probationary period, consists of a simultaneous and independent peer and administrative review that follows the procedure listed below:

■ Peer Review by departmental faculty, chairperson/immediate supervisor<sup>10</sup> and Tenure Committee

- (1) Each tenured and tenure track faculty member (except chairperson/immediate supervisor) in the candidate's current home department will submit their individual recommendation using Appendix A. These recommendations will be sent directly to the vice president/dean's office. The vice president/dean's office will collect these recommendations and forward them to the tenure committee. These recommendations will be kept in the vice president/dean's office until the entire tenure process is concluded.

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<sup>10</sup> A chairperson/immediate supervisor is defined as the chair, director or individual who writes the candidate's annual appraisal.

- (2) The chairperson/immediate supervisor submits his/her written recommendation (Appendix B) and candidate's documentation to the vice president/dean.
- (3) The vice president/dean of NTID forwards to the tenure committee **two copies** of the candidate-prepared portfolio, the department recommendations, the written recommendation of the department chairperson/immediate supervisor, copies of the annual appraisals (as Section 4 of the portfolio), and his/her comprehensive written evaluation of the candidate.
- (4) The NTID Tenure Committee forwards its recommendation to the vice president/dean of NTID and to the chief academic officer. The portfolio, the documentation, the written recommendation of the chairperson/immediate supervisor and the vice president/dean's comprehensive written evaluation are returned to the vice president/dean's office.

■ Administrative Review

The associate vice president for academic affairs after review of the candidate's tenure documentation and portfolio, prepares a confidential written recommendation concerning tenure using the form contained in Appendix C. This serves as input to the vice president/dean as he/she prepares his/her recommendation. The associate vice president for academic affairs' recommendation is forwarded to the vice president/dean of NTID.

The NTID Tenure Committee or any of the individuals in the administrative review process may request additional confidential documentation or references at anytime in the process. However, as stated previously, the committee or administrator must inform the candidate that such information has been requested and from whom the information has been requested.

**Tenure Committee Procedures**

The Tenure Committee shall be responsible for establishing its operating procedures. At a minimum, the following components will be included:

Preliminary Deliberations

A pre-interview meeting of the committee is scheduled to clarify the candidate's primary area of job responsibility and associated expectations. During this meeting, based on the

committee's preliminary review of the candidate's documentation, introductory questions are developed and then given to the candidate at least three days prior to his/her interview with the committee. It is important to note that the interview is not limited to only those questions given prior to the interview.

If additional input is needed in order to clarify whether or not a candidate has satisfied the criteria for tenure, the committee may contact additional peers suggested by the candidate, or other individuals identified by the committee. The candidate is informed of all individuals from whom additional input is solicited.

### Interview

An interview meeting of the candidate and the Tenure Committee is scheduled in order to provide the candidate with an opportunity to interact with the committee to clarify the candidate's qualifications and answer any questions posed by the committee.

### Deliberations

At least one post-interview deliberation will be conducted for the purpose of discussing the candidate with regard to the criteria for tenure.

Overall, the assignment of tenure to a faculty member represents a judgment by the college community that a faculty member has demonstrated, and will continue to demonstrate, support for the Institute's and college's mission and the professional excellence desired in the college faculty.

- (b) The dean of the college shall prepare a tenure recommendation, separate from that of the College Tenure Committee described in 4,c(3)(c), based on Institute and college criteria and on the candidate's documentation and forward it to the chief academic officer by 8 February along with the recommendation of the unit administrator and the candidate's documentation.**
- (7) The Chief Academic Officer**

**In making a tenure recommendation, the chief academic officer may call upon the unit administrator, the College Tenure Committee or the dean for clarification or additional information and may meet with any of them to reconcile opposing views. When a discrepancy exists between the**

**recommendation of the college tenure committee and the dean, the chief academic officer will consult with the chairman of the college tenure committee and the dean. When satisfied on all points, the chief academic officer shall make the official recommendation to the President and forward the prior recommendations received.**

**(8) The President**

**The President in turn shall make recommendations on tenure to the Board of Trustees. The Board of Trustees shall in all cases make the final decision in granting tenure.**

**d. Granting or Denial of Tenure**

**The granting or denial of tenure shall be in the form of a written communication from the chief academic officer to the candidate no later than 1 March. In the case of denial of tenure the letter shall set forth the specific reasons for denial.**

**If granted, tenure becomes effective on 1 September of the following academic year; if tenure is denied, the candidate shall have a one-year contract for the following academic year.**

**If a candidate wishes to appeal a tenure denial, the Institute Faculty Grievance Procedures are available to the extent provided in E24.0 (see current Institute Policies and Procedures Manual). Such appeal shall be limited to the question of whether the policies and procedures set forth in this Tenure Policy have been followed in the candidate's case.**

**The chief academic officer will inform the candidate of his recommendation and of the college tenure committee's number of votes recommending and not recommending tenure between 1 March and 8 March.**

**SECTION 5. ADDENDUM FOR IMPLEMENTATION OF TENURE POLICY**

- a. If there are any perceived differences, tenure track probationary years completed before adoption of this policy, September 1, 1985, should be evaluated in accordance with the former tenure policy III-G.**
- b. Faculty granted tenure in two colleges under former tenure policy III-G may retain it.**

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- c. Faculty formerly tenured at the department or school level will be adjusted to tenure at the college level.**
  
- d. During the implementation of this tenure policy, the chief academic officer may call on the Academic Senate chair to convene the Institute-wide tenure committee representatives (see 4,c(4)(a)) to review and comment on individual college tenure criteria and procedures.**

TENTATIVE  
CALENDAR OF ACTION\*

<u>TIME</u>	<u>ACTION</u>
May 1	Election of Tenure Committee Members from each of the four academic units used for tenure purposes is completed.
June 1	Election of At-Large Members of the Tenure Committee is completed. Tenure Committee is formed (outside faculty member is appointed by Faculty Council).
June 30	Candidate is notified and given a copy of the Tenure Policy and Procedures.
Sept. 3	Candidate submits his/her portfolio and documentation to his/her department chairperson. Departmental faculty review begins.
Sept. 15	Department chairperson submits his/her written recommendation, and the candidate's portfolio and documentation to Office of the Vice President/Dean. Departmental faculty submit individual recommendations to the Office of the Vice President/Dean.
Sept. 23	Associate Vice President for Academic Affairs submits his/her written recommendation to the vice president/dean along with candidate's portfolio, documentation and department chairperson recommendation. Office of the Vice President/Dean inserts copies of annual appraisals as Section 4 of the documentation.
Sept. 30	First meeting of Tenure Committee. Tenure Committee elects chairperson.
Oct. 16	VP/Dean completes comprehensive written evaluation of the candidate.
Oct. 17	The Tenure Committee receives all of the information submitted to the vice president/dean and starts its deliberations and solicits additional information. (Departmental faculty and chairperson/immediate supervisor recommendations, annual evaluations, candidate's portfolio and documentation and vice president/dean's comprehensive written evaluation of the candidate.)

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- Feb. 1 Tenure Committee sends recommendation to the Vice President/Dean and Chief Academic Officer. All the documentation is returned to the Vice President/Dean.
- Feb. 8 Vice President/Dean sends his/her recommendation to the Chief Academic Officer along with the candidate's documentation required by the Chief Academic Officer.
- March 1-8 Chief Academic Officer notifies tenure candidate of recommendation to either grant or deny tenure.

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

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Edited for Clarification 2007 (pgs. 6, 14, 21, 28-32, 37)

## APPENDIX A

### PEER RECOMMENDATION

#### Directions:

Your recommendation should be based upon your assessment of the candidate fulfilling the criteria for tenure stated in the NTID Administrative Guidelines for Tenure of Full-Time Faculty (pages 4-10).

Write your recommendation in the space provided below. Use additional pages as needed. Do not feel compelled to write an assessment of the candidate's qualifications regarding each tenure criteria but rather only in those areas where you consider yourself competent to respond. Prior to completing this form, review the candidate's portfolio. Please refer to the specific criteria (Academic and Professional Qualifications; Professional Activities and Scholarship; Contributions to the Institute; Community Activities) in your recommendation.

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

---

#### Recommendation:

(continue on next page)

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

\_\_\_\_\_  
Department

\_\_\_\_\_  
Date

Return this form directly to the Office of the Vice President/Dean by September 15.

Ratified March 28, 1994  
Edited for Clarification 1995 (pgs. 17 & 21)  
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## APPENDIX B

### CHAIRPERSON /IMMEDIATE SUPERVISOR RECOMMENDATION

#### Directions:

Your evaluation should be based upon your assessment of the candidate's fulfilling the criteria for tenure stated in the NTID Administrative Guidelines for Tenure of Full-Time Faculty (pages 4-10). Prior to completing this form, review the candidate's portfolio.

In my judgment, the evaluation of all available information regarding \_\_\_\_\_  
name of candidate  
warrants \_\_\_\_\_ does not warrant \_\_\_\_\_ the recommendation of this faculty member for  
tenure for the following reasons: (Please refer to the specific criteria: Academic and Professional  
Qualifications; Professional Activities and Scholarship: Contributions to the Institute;  
Community Activities in your recommendation.)

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#### Recommendation:

(continue on next page)

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Chairperson/Immediate Supervisor

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Date

Return this form directly to the Office of the Vice President/Dean by September 15.

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## APPENDIX C

### ASSOCIATE VICE PRESIDENT, ACADEMIC AFFAIRS RECOMMENDATION

#### Directions:

Your evaluation should be based upon your assessment of the candidate's fulfilling the criteria for tenure stated in the NTID Administrative Guidelines for Tenure of Full-Time Faculty (pages 4-10). Prior to completing this form, review the candidate's portfolio. (Please refer to the specific criteria: Academic and Professional Qualifications; Professional Activities and Scholarship; Contributions to the Institute; Community Activities in your recommendation.)

In my judgment, the evaluation of all available information regarding \_\_\_\_\_  
name of candidate  
warrants \_\_\_\_\_ does not warrant \_\_\_\_\_ the recommendation of this faculty member for  
tenure for the following reasons:

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#### Recommendation:

(continue on next page)

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Associate Vice President for Academic  
Affairs

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Date

Return this form directly to the Office of the Vice President/Dean by September 23.

APPENDIX D

COLLEGE TENURE COMMITTEE RECOMMENDATION FORM

The recommendation of this Tenure Committee is:

\_\_\_\_\_ number of votes in support of tenure

\_\_\_\_\_ number of votes against tenure

In our judgment, the evaluation of all available information:

warrants

does not warrant

granting the candidates tenure.

Evaluation of the candidate's qualifications for each criteria for tenure follows. For each area of review, the committee indicates whether the candidate satisfies the criteria for tenure and provides our rationale based on all available information.

Academic and Professional Qualifications

- Primary area of Professional Responsibility
  
  
  
  
  
  
  
  
  
  
- Currency in field of experience
  
  
  
  
  
  
  
  
  
  
- Effective Communication with individuals who are deaf and hearing

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## APPENDIX D

### COLLEGE TENURE COMMITTEE RECOMMENDATION FORM

#### Professional Activities and Scholarship

#### Contributions to the Institute

#### Community Activities

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APPENDIX D

COLLEGE TENURE COMMITTEE RECOMMENDATION FORM

\_\_\_\_\_  
Committee Chair person

\_\_\_\_\_  
Date

Committee Members:

\_\_\_\_\_  
Committee Member / Date

\_\_\_\_\_  
Committee Member / Date

\_\_\_\_\_  
Committee Member / Date

\_\_\_\_\_  
Committee Member / Date

\_\_\_\_\_  
Committee Member / Date

Return this form directly to the Office of the Vice President/Dean by February 1.

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APPENDIX E

VICE PRESIDENT/DEAN'S RECOMMENDATION

Recommendation:

In my judgment, the evaluation of all available information regarding \_\_\_\_\_  
name of candidate  
warrants \_\_\_\_\_ does not warrant \_\_\_\_\_ the recommendation of this faculty member for  
tenure for the following reasons:

\_\_\_\_\_  
Vice President/Dean of NTID

\_\_\_\_\_  
Date

## APPENDIX F

### ELECTION PROCEDURES

#### 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 review more than four candidates. The Vice President/Dean of NTID will determine the number of Tenure Committees required for each academic year.

#### B. 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. An additional step taken to guarantee compliance with this same policy will be the staggering of the elections for representatives from the various academic units and at-large positions. In that way, elections for only three of the needed six positions will be held in any given year. A schedule to accomplish such staggered terms will be developed by the Office of the Associate Vice President/Dean.

#### C. Responsibility for Academic Unit Elections

Elections for the Tenure Committee representatives from each of the four academic units as constituted for tenure purposes will be conducted by Associate Vice President for Academic Affairs. The faculty will be grouped into for units for the purpose of electing faculty members to serve on the tenure committee:

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

In each case, Associate Vice President for Academic Affairs will elicit nominations of tenured faculty, within the unit(s) and will compile a list of nominees who are willing to serve. Individuals may self-nominate.

#### D. Voting Within an Academic Unit

The list of nominees from each unit will be submitted to the tenured and tenure track faculty of the unit 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.).

#### E. Election By Majority

To be elected to a Tenure Committee from an academic unit on the first ballot, an individual must be named on a majority<sup>11</sup> of the ballots returned. If the first ballot produces a sufficient number of Tenure Committee representatives from any given academic unit, the alternate from the academic unit will be determined to be the individual receiving the next highest vote total. If no individual receives a majority of the votes cast, or if one person is elected but additional representatives are needed for multiple Tenure Committees, then another election will be held. The number of nominees listed on the second ballot will be based on the number of slots remaining to be filled and the results of the first ballot. In all cases, the second ballot will contain twice as many names as will be needed.<sup>12</sup> The top finisher(s) in the second election will be the representative(s), and the remaining candidate(s) will be the alternate(s) from the academic unit. An alternate will replace an elected representative should one of the elected representatives from a unit be unable to serve because of circumstances beyond his/her control. An alternate can decide to run for a position as an at-large committee member (see below).

#### F. At-Large Representation

When election of the Tenure Committee representatives from each of the four academic units is completed, the Associate Vice President of NTID will conduct the election of the at-large committee member(s) in a manner which is similar to the process outlined above. Names of nominees willing to serve will be distributed to the tenured and tenure track faculty of the whole college, and faculty will vote for a maximum number of individuals as determined by the number of vacancies to be filled. To be elected as an at-large member of a Tenure Committee on the first ballot, an individual must be named on a majority of the ballots returned. If the first ballot produces a sufficient number of at-large Tenure Committee representatives, the alternate at-large representative will be determined to be the individual receiving the next highest vote total. If no individual receives a majority of

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<sup>11</sup> A majority implies being named on at least half of the ballots returned.

<sup>12</sup> Ties in voting as a result of the first ballot may dictate that the cutoff for the list on the second ballot be extended by a name or more.

the votes cast, or if additional committee members are still needed after the first ballot, then a second at-large election will be held in the manner similar to that outlined above for the academic units. The top finisher(s) in the second election will be the at-large representative(s), and the remaining candidate(s) will be the alternate(s) for at-large representative(s).

#### G. Alternates and At-Large Representation

As noted above, it is possible that an individual elected as a Tenure Committee alternate from a given academic unit could subsequently be elected as an at-large member of a Tenure Committee. In such instances, if the academic unit needs to have an alternate assume the duties of the elected representative, an alternate will be selected from the list of other alternates from that unit as identified by the election process, in order of the votes received. (Not simply from the list of individuals who ran for the position). If no other alternates remain, then the at-large representative will be said to be representing his or her academic unit, and an at-large alternate will assume responsibility for the at-large position. In all cases, each Tenure Committee will have membership representative of the four academic units and two at-large positions. If an elected committee member and all elected alternates for any given academic unit or at-large position are unable to complete a term, an appropriate election will be held to fill the vacated position.

#### H. 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 for an academic unit or at-large slot 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. When the associate vice president of NTID conducts such an election for an at-large member of a Tenure Committee for a one-year term, the election may be conducted concurrently with the election of individuals seeking a two-year term, with the two-year and one-year terms determined by vote totals.

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 academic unit or at-large election. Therefore, in the manner prescribed by RIT Tenure Policy, 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/Dean.

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However, records will be maintained for the full length of the term held by any Tenure Committee member, rather than only until 15 November, the date used in the RIT policy.

#### I. Administrators Serving on Tenure Committees

Administrators with faculty rank are members of their home departments and are eligible to serve on tenure committees and vote for representatives the same as other faculty. However, an administrator should not sit on a Tenure Committee reviewing a candidate from within the academic unit for which the person serves as an administrator. In the case, where administrators provide a recommendation to the vice president/dean as part of the parallel administrative review process; to also serve on a tenure committee could be perceived as a conflict. The implication of this policy is that if an administrator is elected to a tenure committee, either the first or second year of his/her term may need to be served by an alternate. Assignment of tenure candidates to review committees has historically been random within the college of NTID. This stipulation will enable the college to continue the tradition of random assignment because, if a candidate is assigned to a committee on which his or her immediate supervisor is serving, the immediate supervisor will be replaced by an alternate.

#### J. Uniformity

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

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## APPENDIX G

### ACCESS TO DOCUMENTATION (Y=yes, N= no)

DOCUMENTATION	Candidate	Department Faculty	Chairperson/Immediate Supervisor	<i>Associate Vice President for Academic Affairs</i>	Tenure Committee	Dean	Chief Academic Officer
Candidate's Portfolio	Y	Y	Y	Y	Y	Y	Y
Annual Appraisals	Y	N	Y	Y	Y	Y	Y
Appendix A (Peer Recommendation)	N	N	N	N	Y	Y	Y
Appendix B (Chairperson/Immediate Supervisor Recommendation)	N	N	Y	Y	Y	Y	Y
Recommendations Requested by Tenure Committee	N	N	N	N	Y	Y	Y
Dean's Evaluation to the Tenure Committee	N	N	N	N	Y	Y	Y
Associate Vice President, Academic Affairs Recommendation to the Dean	N	N	N	Y	N	Y	N
Vice President/Dean's Recommendation to the Chief Academic Officer	N	N	N	N	N	Y	Y

## APPENDIX H

### INTERPRETING SCPI<sup>13</sup> RATING SCALE<sup>14</sup>

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

1. Has an individual fully met the 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 SCPI<sup>13</sup> 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 SCPI<sup>13</sup> by the time of review for tenure/promotion, and if it is determined by those conducting the review that it is appropriate to assess progress rather than current level of achievement, the question arises, "What rating is considered to be close enough to indicate that, with additional sustained effort, he 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 SCPI<sup>13</sup> ratings

SCPI RATING SCALE – Tenure Review and Promotion to Assistant Professor	
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) <sup>15</sup>
Survival Plus Survival Novice Plus Novice 0	Not acceptable regardless of job responsibilities.

<sup>13</sup>Now referred to as the Sign Language Proficiency Interview (SLPI).

<sup>14</sup>Extracted verbatim from Communication Task Force Report (November, 1990), Section IVC: "Interpreting the Intent and Spirit of the Recommendations," pp. 29 and 30. Ratified by NTID faculty, February 1991.

<sup>15</sup>Reference to Communication Task Force Report, pp. 29 and 30.

## APPENDIX I

### RIT INSTITUTE POLICY ON SCHOLARSHIP – E4.0.4, section b

While teaching is the foremost activity of the RIT faculty, faculty are expected to engage in significant scholarship as measured by external disciplinary and professional standards as acknowledged by department and program practices of faculty review.

- (1) “Scholarship” at RIT will encompass four elements:\*

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.

- (2) The top priorities for Scholarship at RIT are to enhance the education of our students and our institutional reputation. Faculty engaged in either sponsored or unsponsored scholarship in any of the four areas defined above are expected to disseminate the knowledge acquired in these endeavors through normal scholarly means.
- (3) All four aspects of scholarship are important for RIT, and must be recognized, valued, supported, and rewarded in the tenure, promotion, and merit salary increment processes in each unit.

\*These definitions of “Scholarship” have been partially paraphrased and modified from definitions used by the American Association for Higher Education.

- (4) All tenured and tenure-track RIT faculty must be actively participating in the scholarship of their disciplines. There will be considerable variation, however, in the amounts of scholarship in which different faculty engage within the same departments and colleges, as well as throughout the Institute. Along with institutional service and student advising proportions of professional time devoted to teaching and scholarship will be determined by individual faculty Plans of Work.
- (5) RIT will continue to fund faculty professional development for the benefit of RIT, including discretionary seed funds to assist in the initiation of faculty research programs. On-going faculty and graduate student research programs, however, must be supported through external funding.
- (6) While RIT will accept externally funded proprietary and classified projects, knowledge acquired through such projects must be available within a reasonable time frame for wider dissemination through publications, classroom teaching, or application to other projects.

## APPENDIX J

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

#### Service

While teaching and scholarship are important faculty responsibilities, services performed by faculty members are 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, serving a professional organization.

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Extracted verbatim from RIT Institute Policies and Procedures Manual, E4.0.4, section c, last revised, October 2004.