



National Technical Institute for the Deaf

Guidelines, Procedures, and

Qualifications for

Promotion in

Rank of Full-Time Faculty

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Table of Contents

Table of Contents

I.	Introduction	3
II.	Guidelines for Promotion--Areas of Attainment	
A.	Academic and Professional Qualifications.....	4
1.	Primary Area(s) of Job Responsibility	4
2.	Currency in Field of Expertise.....	5
3.	Communication Competence	5
B.	Professional Activities and Scholarship.....	6
C.	Contributions to College and/or the Institute at Large.....	7
D.	Contributions to Community	7
III.	Promotion Procedures	
A.	Overview of Promotion Review Process	8
B.	College Promotion Committees.....	8
1.	Committee Composition	8
2.	Duty to Serve	10
3.	Term	10
4.	Committee Workload	10
C.	Initiation of Promotion Process.....	10
D.	The Promotion Portfolio	10
E.	Organization of Portfolio.....	11
F.	Criteria for Promotion in Rank.....	12
1.	Promotion to Assistant Professor	12
2.	Promotion to Associate Professor.....	13
3.	Promotion to Professor.....	14
G.	Promotion Sequence of Events.....	16
IV.	Forms and Appendices	
	Form A: Peer Recommendation Form.....	20
	Form B: College Promotion Committee Recommendation.....	23
	Form C: President's Recommendation	27
	Appendix A: RIT Recommendation for Promotion Form.....	28
	Appendix B: Calendar of Action	29
	Appendix C: RIT Policy on Faculty Rank	30
	Appendix D: RIT Institute Policy on Scholarship	32
	Appendix E: RIT Institute Policy on Service.....	33
	Appendix F: Interpreting SLPI Rating Scale.....	34

I. Introduction

Academic promotion is a process of formal recognition by the College of a faculty member's achievements and contributions to the College's overall mission. As an outcome of the promotion process, academic rank is designated as a title which denotes a person's attainment of excellence within the field of education.

More specifically, at NTID, academic rank signifies that a person has acquired extensive knowledge in his/her specialty, has the skills to communicate that knowledge to a variety of audiences (deaf and hearing), and has demonstrated a commitment to NTID/RIT and the community beyond the campus.

Comparing the process of promotion with the tenure process serves to clarify further the nature and meaning of promotion. Faculty members can be considered more than once for promotion to any academic rank. Because of this, promotion differs significantly from tenure. The emphasis in promotion is on past and present achievements (i.e., merit) with extensive peer involvement and review. The faculty member chooses freely to participate in the process. Tenure, on the other hand, emphasizes the individual's past performance as a predictor of the likelihood for sustained high quality after receiving tenure (i.e., future worth). Tenure is a one-time compulsory process with peer and administrative review.

In sum, promotion qualifications focus more on merit of the faculty member's professional and scholarly contributions; whereas, the criteria for tenure decisions focus more on the long-term worth of the faculty member to the College.¹

The guidelines which follow are intended to guide the promotion process rather than to lay down rigid rules, and their application should be tempered with sound judgement and common sense.

¹For further discussion see Richard Miller, *Evaluating Faculty for Promotion and Tenure* (San Francisco, Jossey Bass, 1987), pp. 89-106.

II. Guidelines for Promotion Areas of Attainment

According to RIT Policy on Faculty Rank,² there are four areas of attainment to be considered for promotion:

- A. **Academic and Professional Qualifications**
- B. **Professional Activities and Scholarship**
- C. **Contributions to the College and/or the Institute at large**
- D. **Contributions to the Community**

The major qualifications listed below under “A” are required. Otherwise, a candidate is expected to demonstrate attainments in each of the other areas appropriate to the expectations and practices of his/her academic unit. Weights given to specific activities in a candidate's agreed upon plans of work must be honored in assessing performance related to promotion.

A. **Academic and Professional Qualifications**

The major qualifications for promotion are related to primary area(s)³ of job responsibility and include performance, currency in field of expertise and communication competence.

1. Primary Area(s) of Job Responsibility

“The view that teaching is the foremost activity of the RIT faculty is deeply rooted in the traditions of the Institution” (RIT Policy on Faculty Rank). At NTID, teaching is defined as a broad array of activities that enhance the teaching/ learning process. In the spirit of the RIT policy, teaching at NTID takes on one of two forms: (a) full-time instruction or (b) educational activities that support the teaching/ learning process in some way.

Therefore, at NTID a faculty member can be involved in the instructional process by having a primary job responsibility in one or more of the following activities:

- **Instruction:** Teaching knowledge and/or skills to NTID/RIT students
- **Research:** Conducting research that addresses the characteristics and attainments of NTID/RIT students
- **Curriculum Development:** Designing programs/curricula that support education of NTID/RIT students
- **Counseling and Advising:** Assisting NTID/RIT students with utilizing resources for achieving career and personal growth, and overcoming obstacles to such growth

²See RIT Institute Policies and Procedures Manual, Section E6.0--Appendix C to this document.

³Not infrequently, faculty have different job functions over time, or even concurrently. It is therefore possible that promotion candidates may have more than one primary area of responsibility.

- **Academic Support Service:** Providing services that enable NTID/RIT students to function in the mainstreamed academic environment
- **Administration:** Providing academic leadership and supervising faculty and programs involved with education of NTID/RIT students

2. Currency in Field of Expertise

Currency in field of expertise must be related to the primary area(s) of job responsibility and must indicate sustained effort directed toward professional and career update. This may be evidenced by technical or professional certification, an earned graduate or terminal degree from an accredited academic institution, or other appropriate activities.

3. Communication Competence

Professional qualifications include the ability to communicate effectively with individuals who are deaf and hearing in those modalities appropriate to NTID/RIT and one's primary area(s) of job responsibility. This is necessitated by the fact that NTID/RIT is a college for deaf students and employs deaf and hearing faculty and staff. Given that effective communication is essential to the success of the instructional process--whether it occurs in the form of full-time teaching or in the form of other educational activities for which faculty have a primary responsibility--it is expected that NTID/RIT faculty will attain the ability to communicate effectively as one of their professional qualifications.

College expectations and guidelines for faculty communication development require that faculty show evidence of efforts undertaken and skills developed in **sign language** and **spoken communication strategies and techniques**.

In documenting this skill development, faculty should follow the guidance provided in the Communication Task Force Recommendations [1991] as follows:

Communication Expectations

Promotion to Assistant Professor:

Participation in learning activities/efforts to develop communication skills and sensitivity to deaf cultural issues.

Development of skill in sign language and spoken communication strategies and techniques.⁴

Promotion to Associate and Full Professor:

Participation in seeking appropriate learning activities for maintaining and improving communication skills and sensitivity to deaf cultural issues.

Development of skill in sign language and spoken communication strategies and techniques.⁴

⁴Spoken communication [originally referred to as oral 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 for spoken communication, faculty are expected to participate in learning activities whereby they may develop a knowledge of specific spoken communication strategies and techniques and their applicability in communication situations.

Documentation Expected:

The documentation should include a summary of the candidate's communication related activities while in current rank.

One or more of the following is expected to be included to demonstrate **commitment to participation in learning activities/efforts** noted above:

1. Evidence of satisfactory completion of courses and seminars completed related to sign language, spoken communication, cultural aspects, sensitivity, history or similar topics related to deafness.
2. Description of progress in courses and seminars (prepared by instructors and/or individual)
3. Evidence of ongoing participation in activities involving deaf people
4. Other (as determined by faculty member)

One or more of the following is expected to be included regularly in the annual appraisal process to document **skill development**:

1. Observations or testimonials by individuals qualified to assess sign language and spoken communication strategies and techniques
2. Student evaluation/feedback
3. Sign Language Proficiency Interview [SLPI]⁵ Rating⁶
4. Certification from RID, NAD or other certification related to sign language or spoken communication strategies and techniques
5. Other (as determined by individual faculty member)

In addition to evidence of a commitment to communication skill development, the documentation must also include a copy of the letter indicating the candidate's SLPI⁵ rating.⁶

B. Professional Activities and Scholarship⁷

A proper expectation for all members of the faculty is professional activity and scholarship beyond the primary area(s) of job responsibility. This may include, but is not limited to, 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/or investigation of alternative learning strategies.

All scholarship considered for promotion must be documented, peer reviewed and disseminated.⁸

⁵ Formerly known as the Sign Communication Proficiency Interview (SCPI).

⁶ The SLPI assesses sign language as it is used among skilled sign language communicators in the United States, and includes the full range of American Sign Language (ASL) from pure, linguistic descriptions of ASL to English meaning-based signing.

This full range is characterized by (a) meaning-based sign language vocabulary selection consistent with standardized signs in current use by skilled language users, and (b) a variety of grammatical features that are consistent with effective use of gestural-visual language for communication. These grammatical features include: (a) space, indexing, eye gaze, sign movement directionality, and body shifts to separate ideas and to identify and discuss persons, places, and objects present and not present; (b) classifiers for describing and representing persons, places, and objects and their movements (for example, use of the index finger to represent "a person"); (c) sign-word order which facilitates effective communication in gestural-visual language; and (d) facial expressions and other body movements (non-manual signals) to support and add to information communicated (for example, affirmative and negative head movements). In addition to vocabulary and grammatical features, clarity of sign production, fluency, and comprehension are important to effective communication when using a gestural-visual language, and therefore are considered in SLPI ratings. (from F. Caccamise & W. Newell, "The Sign Communication Proficiency Interview: A Brief Description," September, 2000).

⁷ See RIT Institute Policy on Scholarship – E.4.0.4, section b. See Appendix D.

⁸ See RIT Institute Policy on Scholarship – E.6.0. See Appendix C.

Such activity should closely parallel and support the primary area(s) of job responsibility. A candidate for promotion is not expected to perform equally well in all aspects of related professional activity. The expectation is that performance be demonstrated in a blend of these activities in accordance with the faculty member's annual expectations.

C. Contributions to the College and/or the Institute at Large⁹

Contributions to the College or Institute at large include relationships with students and colleagues outside the classroom, or other typical setting. Such contributions might be found in College and Institute committee work, student advising, and student activities, consistent with the candidate's primary area(s) of job responsibility, interests, and talents.

D. Contributions to the Community⁸

Contributions to the community 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.

⁹See RIT Institute Policy on Service – E4.0.4, section c, Appendix E.

III. Promotion Procedures

A. Overview of Promotion Review Process

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

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

1. The candidate's departmental colleagues.
Departmental colleagues, including the candidate's chairperson,¹⁰ share a unique working relationship with the candidate, because they work in the same primary area of job responsibility and/or the same or related discipline.
2. Additional Peers.
The candidate has the option of suggesting additional peers who may be contacted by the committee for input related to the candidate. Often peers, regardless of rank, from other departments, colleges of RIT or other institutions can provide a valuable assessment of a candidate's qualifications. Candidates also frequently ask peers who are familiar with their work to provide written commentary to the Promotion Committee.

B. College Promotion Committees

1. Composition of College Promotion Committees

At least three college promotion committees are established¹¹-- one for promotion to each rank: Assistant Professor, Associate Professor, and Professor.

Each college promotion committee is comprised of five faculty members who are to make the most informed recommendations possible consistent with the criteria for each rank.

The Promotion to **Assistant Professor Committee** will be composed of 5 faculty members with the rank of Assistant Professor and alternates.

The Promotion to **Associate Professor Committee** will be composed of 5 faculty members with the rank of Associate Professor and alternates.

¹⁰The use of the term chairperson in this document refers to the candidate's chairperson or other immediate supervisor as appropriate.

¹¹Normally, the number of College Promotion Committees will be determined by the actual number of candidates seeking promotion to each rank. However, because of the current composition of the faculty, it will not be possible to staff more than 2 committees at each rank for the promotion cycle in any given academic year.

The Promotion to **Full Professor Committee** will be composed of 5 faculty members with the rank of Full Professor and alternates.

Each Promotion Committee will have at least one member from each of the four discipline groupings listed below.

The fifth member of each committee will be an at large member.¹²

College Promotion Committee	
Discipline Group 1 Dept. of Liberal Studies Dept. of Cultural & Creative Studies Dept. of Communication Studies and Services	1 faculty member
Discipline Group 2 Dept. of Business Studies Dept. of Information and Computing Studies Dept. of Engineering Studies	1 faculty member
Discipline Group 3 Dept. of Science & Mathematics Dept. of Arts & Imaging Studies	1 faculty member
Discipline Group 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	1 faculty member
At Large	1 faculty member
Total	5 faculty members

¹²In the event that there are insufficient numbers of faculty members in a given discipline grouping at a given rank, that slot will be filled by an at large member.

2. Duty to Serve

Service on a college promotion committee is a professional faculty responsibility. Therefore, the Office of the AVP will assign college promotion committee members from a list of all eligible faculty, by discipline groupings 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.¹³

3. Term

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

4. Committee Workload

Promotion committees will be expected to review the documentation of from one to five candidates.

C. Initiation of the Promotion Process

On May 1st, the Office of the AVP 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.

Because of promotion committee staffing limitations (see footnote 9), no more than ten candidates will be reviewable at the Associate Professor and Full Professor ranks. If during this time period, there are more than ten candidates at these promotion levels, the ten slots will be given to those faculty with the most time in rank.

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.

D. The Promotion Portfolio

A promotion candidate prepares a promotion portfolio in a single binder. Two copies of this portfolio binder must be made and placed in the office of the candidate's department chair by September 24th. (Where the number of peers who need to review the documentation warrants more than two copies, the Office of the AVP will assist the candidate as necessary.) Section E, below, describes how promotion portfolios are to be organized.

All documentation remains confidential and access to it is limited to those from whom recommendations are solicited. It remains in the college and is kept in the office of the appropriate chairperson during the period of review by departmental peers. In those instances where peers are physically located apart from the department chair's office, arrangements will be made by the department chair to place documentation in an accessible and secure location.

¹³ *The President, Associate Vice President for Academic Affairs and Associate Dean for Academic Administration are also exempted from the lottery.*

E. Organization of Portfolio

The documentation contained in the candidate's portfolio should be assembled in one binder (See NOTE #1). The binder should be divided into four sections:

- Section 1: Curriculum Vitae – The vitae should document the candidate's entire academic career with work record since last promotion clearly identified. (The Office of the AVP can make available a suggested format for a curriculum vitae for candidates seeking such a resource.)
- Section 2A: Statement on Academic and Professional Qualifications (See NOTE #2)
- Section 2B: Statement on Professional Activities and Scholarship
- Section 2C: Statement on Contributions to the College and/or Institute at Large
- Section 2D: Statement on Contributions to the Community
- Section 3: SLPI¹⁴ rating letter
- Section 4: Letters of support from peers, students, and others competent to comment on the merit of the candidate's accomplishments. Letters of support normally are requested by the candidate and placed directly in the portfolio by the candidate before submission. Candidates for promotion in AY2011-2012 are strongly encouraged to include letters from external peers in their documentation. Candidates for promotion in AY2012-13 and beyond will be required to include such letters in their documentation. Occasionally, providers of support letters prefer to send their letter directly to the promotion committee through the Office of the Associate Vice President or President. Regardless of whether such letters are received before or after the September 24 submission date, when this happens, they are sent directly by the Associate Vice President office to the Promotion Committee. They are not placed in the candidate's portfolio.

For sections 2A-2D, the candidate should prepare four separate statements, each of which should summarize his/her achievements in that area while in the current rank. The material provided in these four sections must not exceed 20 single-sided pages. The following list suggests examples of the kind of achievements and activities the candidate might refer to:

- Honors, awards, degrees
- Summaries of teaching evaluations (see NOTE #3 below)
- Reference to curriculum/course materials, publications, presentations, grants, web sites, creative endeavors, and consulting activities
- Reference to committees and professional organizations
- Reference to community service efforts

¹⁴ Formerly known as the SCPI.

If a candidate includes references to any of the attainments listed above, it should be understood that further examination of such references and materials is completely at the discretion of the reviewer.

NOTES:

#1. In the past, candidates have often been tempted to include excessive amounts of material and samples of work in the promotion portfolio. The current guidelines require that candidates refrain from this practice. At the same time, candidates should expect that additional material or clarification may be requested by peers (during the Departmental Review period) and/or the College Promotion Committee. As a result, candidates are advised that they may wish to have supporting documentation prepared in advance so that they can provide information in a timely manner, if requested.

#2. Please note: No materials may be added to Portfolio or sent to Promotion Committee after submission to Department Chair.

#3. As part of section 2A, where a candidate's responsibilities involve instruction or other services to students, a summary of the summative items from the Student Rating System (SRS) and preceding forms should be provided. This summary should reflect ratings for a representative sampling of courses or services. For some candidates a combination of student ratings and ratings for other activities may be appropriate including those related to academic administration and leadership.

F. Criteria for Promotion in Rank

1. Promotion to Assistant Professor

To merit the rank of Assistant Professor at NTID, the candidate must show evidence of **competence** in the four areas of attainment.

Academic and Professional Qualifications

The candidate must show evidence of the following:

- **Competence** in his/her primary area(s) of job responsibility.
- Currency in a field of expertise related to the primary area(s) of job responsibility, evidenced by technical or professional certification, an earned graduate or terminal degree from an accredited academic institution, or other appropriate activities.
- Communication competence and evidence as defined in Section II(3), pages 5-6 related to sign language, spoken communication and sensitivity to deaf cultural issues, with an SLPI¹⁵ rating of Intermediate Plus or higher.

Professional Activities and Scholarship¹⁶

Following the RIT definition of scholarship, the candidate should have made **meaningful contributions** within his/her area(s) of expertise, and in accordance with his/her annual expectations, in one or more of the following ways:

- Contributor to training programs, seminars, symposia, short courses or workshops at state or national professional meetings or at comparable educational institutions.
- Contributor to course outlines/program syllabi or mediated units for use within NTID.
- Contributor to articles in professional journals or magazines.
- Presenter of a paper at a local or state professional society meeting.

¹⁵ Formerly known as the SCPI.

¹⁶ See Appendix D for RIT's full definition of scholarship.

- Participant in local, state, or national professional, technical, education societies, committees, or organizations.
- Participant in implementation of counseling services or counselor training at the local or state level.
- Creator of artistic works shown in locally recognized galleries, museums, public display areas and/or demonstration of participation in other related artistic endeavors.
- Authorship, direction, design, or performance in theatre production.

Contributions to the College and/or the Institute at Large¹⁷

Following the RIT definition of service, the candidate should have made contributions to the College or Institute at large in one or more of the following ways:

- Participant on College or Institute committees.
- Meaningful contributor to internship and in-service training programs, seminars, mini-conventions, symposia, short courses or workshops.
- Program supervisor and/or administrator for faculty whose primary area(s) of job responsibility does not include administration.
- Involved in College and Institute related student and/or community activities.

Contributions to Community¹⁶

Following the RIT definition of service, the candidate should have made a contribution to the community in one or more of the following ways:

- Service to the community that advances public confidence in NTID as a college and RIT as an institute of higher education.
- Service to community agencies and organizations that advance special NTID and RIT interests.
- Other community service in the public interest.

2. **Promotion to Associate Professor**

To merit the rank of Associate Professor at NTID, the candidate must show evidence of a **high degree of expertise** in his/her academic and professional qualifications, as well as demonstration of significant professional accomplishments and service within and outside NTID.

Academic and Professional Qualifications

The candidate must show evidence of the following:

- A **high degree of expertise** in his/her primary area(s) of job responsibility.
- Currency in a field of expertise related to the primary area(s) of job responsibility, evidenced by technical or professional certification, an earned graduate or terminal degree from an accredited academic institution, or other appropriate activities.
- Communication competence and documentation as defined in Section II(3), pages 5-6 related to sign language, spoken communication and sensitivity to deaf cultural issues. In addition, an SLPI¹⁸ rating of Advanced or higher. A rating of Intermediate Plus will be considered when accompanied by strong evidence of a sustained effort to improve sign skills and evidence of good progress toward the Advanced level.

For additional guidance on interpreting the SLPI¹⁷ Rating Scale, refer to Appendix F.

¹⁷ See Appendix E for RIT's definition of service.

¹⁸ Formerly known as the SCPI.

Professional Activities and Scholarship¹⁹

Following the RIT definition of scholarship, the candidate should have made **significant contributions** to his/her area(s) of expertise, and in accordance with his/her annual expectations, in one or more of the following ways:

- Significant contributor to training programs, seminars, symposia, short courses or workshops at state or national professional meetings or at comparable educational institutions.
- Responsible for curriculum/program design with established efficacy for use within NTID and elsewhere.
- Senior authorship of articles in professional journals or magazines.
- Presenter of papers at state or national professional society meetings.
- Active participation in state or national professional, technical, education societies, committees, or organizations.
- Participant in design, implementation or evaluation of counseling services and/or counselor training at the local, state, or regional level.
- Creator of artistic works shown in state or regionally recognized galleries, museums and public display areas and/or demonstration of participation in other related artistic endeavors at this level.
- Authorship, direction, design or performance in a main stage theatre production.

Contributions to the College and/or the Institute at Large²⁰

Following the RIT definition of service, the candidate should have made **significant contributions** to the College or Institute at large in one or more of the following ways:

- Active participant on College or Institute committees.
- Major contributor to internship and in-service training programs, seminars, mini-conventions, symposia, short courses or workshops.
- Program supervisor and/or administrator for faculty whose primary area(s) of job responsibility does not include administration.
- Actively involved in College and Institute related student and/or community activities.

Contributions to Community¹⁹

Following the RIT definition of service, the candidate should have made a contribution to the community in one or more of the following ways:

- Service to the community that advances public confidence in NTID as a college and RIT as an institute of higher education.
- Service to community agencies and organizations that advance special NTID and RIT interests.
- Other community service in the public interest.

3. Promotion to Professor

To merit the rank of Professor at NTID, the candidate must show evidence of **superior performance** in his/her academic and professional qualifications. The candidate must be recognized as a role model in the primary area(s) of job responsibility and demonstrate outstanding professional accomplishments and service within and outside NTID.

Academic and Professional Qualifications

The candidate must show evidence of the following:

- Recognition as **superior** in his/her primary area(s) of job responsibility and as a role model for other professionals.

¹⁹ See Appendix D for RIT's full definition of scholarship.

²⁰ See Appendix E for RIT's definition of service.

- Currency in a field of expertise related to the primary area(s) of job responsibility, evidenced by technical or professional certification, an earned graduate or terminal degree from an accredited academic institution, or other appropriate activities.
- Communication competence as defined in Section II (3), pages 5-6 related to sign language, spoken communication and sensitivity to deaf cultural issues. In addition, an SLPI²¹ rating of Advanced or higher. A rating of Intermediate Plus will be considered when accompanied by strong evidence of a sustained effort to improve sign skills and evidence of good progress toward the Advanced level.

Professional Activities and Scholarship²²

Following the RIT definition of scholarship, the candidate should have made **outstanding, on-going contributions** within his/her area(s) of expertise, and in accordance with his/her annual expectations, in one or more of the following ways:

- Leadership in training programs, seminars, symposia, short courses or workshops at state, national or international professional meetings or at comparable educational institutions.
- Primary responsibility for curriculum/program design with independently established efficacy and national recognition.
- Author or editor of a textbook, handbook, or training manual used by students and professionals throughout the country.
- Author of major research, review, or theoretical papers in professional journals.
- Author of invited papers at state, national or international professional society meetings.
- Leadership in state, national or international professional, technical, educational societies, committees, or organizations.
- Creator of artistic works shown in state or regionally recognized galleries, museums and public display areas and/or demonstration of participation in other related artistic endeavors at this level.
- Authorship, direction, design or performance in a main stage theatre production.

Contributions to the College and/or the Institute at Large²³

Following the RIT definition of service, the candidate should have made **outstanding** contributions to the College or Institute at large in one or more of the following ways:

- Leadership on College or Institute committees
- Leadership in internship and in-service training programs, seminars, mini-conventions, symposia, short courses or workshops.
- Program supervisor or administrator for faculty whose primary area(s) of job responsibility does not include administration.
- Active involvement in College and Institute related student and/or community activities.

Contributions to Community

Following the RIT definition of service, the candidate should have made contributions to the community in one or more of the following ways:

- Service to the community that advances public confidence in NTID as a college and RIT as an institution of higher education.
- Leadership in community agencies and organizations that advance special NTID and RIT interests.

²¹ Formerly known as the SCPI.

²² See Appendix D for RIT's full definition of scholarship.

²³ See Appendix E for RIT's definition of service.

- Leadership in other community activities in the public interest.

G. Promotion Sequence of Events

Time Frame

It is the responsibility of the Associate Vice President to set a reasonable time frame and ensure consistency for all of the following activities relating to the promotion process. (See also Appendix B, Calendar of Action.)

Actions:

1. Establishment of College Promotion Committees

The Office of the President coordinates the appointment process for the college promotion committees by January 15.

2. Becoming a Candidate for Promotion

By May 1st, the Office of the President informs all faculty that to become a candidate for promotion, a faculty member must inform his/her department chairperson or immediate supervisor in writing by June 1st.

3. Chairperson List of Candidates

The department chairperson prepares a list of all candidates for promotion and forwards this list to the associate dean for academic administration.

4. Academic Associate Dean List of Candidates

The associate dean compiles and prepares a list of all candidates nominated from the departments and forwards this list to the president.

5. President's List of Candidates

The president of NTID shares the list of all nominated candidates with all college faculty. Each college promotion committee is notified by the president of the candidates whom they are charged to review. The president in turn provides each candidate with a list of the faculty on his/her promotion committee.

6. Portfolio Submission and Peer Recommendations

The candidate submits his/her documentation to the Office of the AVP for review by the appropriate individuals. These include the department chairperson, departmental faculty, and any other peers indicated by the candidate. Each of these individuals prepares a recommendation based on personal knowledge of the candidate's qualifications and a review of the candidate's documentation. Such individuals may also seek clarification or additional information from the candidate on an individual basis as desired or needed.

The chairperson's recommendation is first shared with the candidate and then sent directly by the candidate to the college promotion committee through the Office of the AVP. This allows candidates an opportunity to prepare a rebuttal if they choose to do so. A rebuttal generally responds to any perceived factual errors or omissions related to a recommendation.

Individual recommendations from individuals other than the chairperson are sent directly to the College Promotion Committee through the Office of the AVP and are not shared with the candidate or with others.

The sequence of peer review occurs as follows:

- a. Department Chairperson (or immediate supervisor) - The department chairperson or immediate supervisor prepares an individual recommendation (Form A), which is shared with the candidate and which the candidate then sends directly to the college promotion committee through the Office of the AVP. In preparing a recommendation, the chairperson is expected to comment on the candidate's responsiveness to recommendations made by the chairperson in the annual appraisal process with respect to the level and quality of accomplishment in the four areas of attainment. Form A is due to the candidate by October 4.
- b. Departmental Faculty²⁴ - Departmental peers (excluding the chairperson), regardless of rank, who hold a tenured or tenure-line position use Form A to provide an individual recommendation that is sent directly to the college promotion committee through the Office of the AVP. Form A is due to the Office of the AVP by October 27.
 - Other Peer Input - In addition to peer recommendations or letters of support included by the candidate in the promotion portfolio, candidates have the option to recommend to the college promotion committee the names of other individuals from within or outside the college or institute, who may be contacted by the college promotion committee. Candidates electing to do this should send a list of such individuals to the college promotion committee through the Office of the AVP at the time of portfolio submission. When providing these names, an indication should be made by the candidate as to the nature of the individual's association with the candidate and what qualifications the individual can best comment on.

7. Portfolio Review by College Promotion Committee

After the departmental level of review is completed, the Office of the AVP forwards the documentation, together with the candidate's annual appraisals for the last five years, to the college promotion committee.

After the college promotion committee receives the candidate's documentation, the committee chair schedules and facilitates the following meetings:

- a. Initial Review
Committee review begins with consideration of the candidate's portfolio, chair and peer reviews and annual appraisals. At this juncture, the committee determines whether it needs more information to reach an informed judgment. The committee may wish to solicit such information from the candidate or the candidate's peers (in the latter case, it must inform the candidate).

If the committee decides that it needs more information from the candidate, it must inform him/her in writing. The letter must specify exactly what the committee needs information about. The candidate then has two options for providing the requested information. The candidate must let the committee know within **two** working days after receipt of the committee's request whether he/she will provide the requested information in writing and/or wishes to appear before the committee in person. When a candidate chooses the "in writing" option, he/she will have **three** additional working days after notifying the committee to submit the requested information as he/she sees fit. If a

²⁴Departmental faculty who are not in the work environment during the promotion process should inform the Office of the AVPAA of their intent to participate in the peer review.

candidate opts to appear before the committee, the meeting should be scheduled three days after the committee receives that candidate's request to appear.

b. Final Review

After all information is collected, the college promotion committee meets to discuss the candidate's qualifications for promotion. It is important to note that all discussions remain strictly confidential and relate to the documentation and qualifications of the candidate.

NOTE: In a case where the candidate's department chair or immediate supervisor is serving on the college promotion committee, the alternate for the candidate's discipline group will replace the department chair/immediate supervisor on the promotion committee for that year and review all candidates assigned to that committee.

8. College Promotion Committee Recommendation

- a. At the completion of its deliberations, the college promotion committee votes. A simple majority determines the committee's judgment, which is then recorded and substantiated on Form B. The committee chairperson sends a copy of its recommendation on Form B to the candidate through the AVP's Office. When completing Form B the committee must state clearly if the candidate satisfies the expectations for each category.
- b. After reviewing the college promotion committee recommendation, the candidate has up to one week to decide whether he/she will continue or withdraw from the process. If the candidate decides to withdraw, he/she notifies the college committee chairperson and AVP's office.

Unless notified of the candidate's wish to withdraw, the college promotion committee will send its recommendation (Form B), through the Office of the AVP, to the President. Included with the college promotion committee recommendation are all supporting data, documentation and peer recommendations. (Any supplementary written material provided by the candidate during the initial review process will become part of the candidate's documentation and will be maintained as such.)

Regardless of the committee's recommendation, the candidate has the option, and before the president makes a final determination, of sending a written response to the president discussing any aspect of the committee's final recommendation (Form B). When a committee recommends denial of promotion, the candidate may request a meeting with the President to discuss the reasons given by the committee for denial. At all times, the candidate may again choose to continue or withdraw.

9. NTID President's Recommendation

If the candidate does not withdraw, the president may request further information from the college promotion committee. The president then prepares a written recommendation (using Form C) and completes the RIT Recommendation for Promotion Form (Appendix A). Appendix A is inserted as the first page of the promotion portfolio. This is then forwarded along with all peer recommendations, and the candidate's portfolio (in the case of a rebuttal, the rebuttal statement(s) are also included) to the chief academic officer.

10. Chief Academic Officer's Recommendation

The chief academic officer reviews each recommendation submitted and makes a recommendation concerning promotion to the President.

11. RIT President's Decision

All promotions are officially made by the president of RIT.

Form A
Peer Recommendation

The person listed below is being considered for promotion to the rank of _____

_____ Name _____ Department

After completing this form, Chairperson will send it to candidate **by October 4.**

Candidate will send original signed forms to the College Promotion Committee.

Others who complete this form send it directly to the College Promotion Committee through the Office of the Associate Vice President in an envelope marked "CONFIDENTIAL" **by October 27.**

Recommendation:

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

- Department Peer
- Chairperson
- Other

Please report in writing whether or not you support the promotion of this individual. Your recommendation should be based upon your assessment of the candidate for the promotion sought as outlined in the NTID Guidelines, Procedures, and Qualifications for Promotion in Rank of Full-Time Faculty.

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

If after reviewing the portfolio you feel you need additional information, please feel free to request it directly from the candidate.

A. • Performance in primary area(s) of job responsibility

Candidate is is not qualified in this area for the rank sought.

Form A
Peer Recommendation (continued)

- Currency in field of expertise

Candidate is is not qualified in this area for the rank sought.

- Ability to communicate effectively with individuals who are deaf and hearing

Candidate is is not qualified in this area for the rank sought.

B. Professional Activities and Scholarship

Candidate is is not qualified in this area for the rank sought.

Form A
Peer Recommendation (continued)

C. Contributions to College and/or Institute at Large

Candidate is is not qualified in this area for the rank sought.

D. Contributions to Community

Candidate is is not qualified in this area for the rank sought.

Circle one: RECOMMEND DO NOT RECOMMEND ABSTAIN
 PROMOTION PROMOTION

Please indicate reason for abstention: _____

_____ Name

_____ Date

(Only signed forms with statements that explain the recommendation will be considered in subsequent review.)

Form B
College 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

In our judgment, the evaluation of all available information:

warrants

does not warrant

the promotion of this faculty member. Assessment of qualifications (strengths and areas in need of further development) follows. The Committee will indicate clearly below whether the candidate meets the qualifications in each area:

A. • Performance in primary area(s) of job responsibility

• Currency in field of expertise

Form B
College Promotion Committee Recommendation (continued)

- Ability to communicate effectively with individuals who are deaf and hearing

- B. • Professional Activities and Scholarship

Form B
College Promotion Committee Recommendation (continued)

C. Contributions to College and/or Institute at Large

D. Contributions to Community

Committee Chairperson

Date

Form B
College Promotion Committee Recommendation (continued)

Committee Members:

Committee Member / Date

Committee Member / Date

Committee Member / Date

Committee Member / Date

Committee Member / Date

Form C
President Recommendation

In my judgment, the evaluation of all available information warrants does not warrant

The promotion of _____ to be following rank:
(name of candidate)

_____, for the following reasons:

President

Date

Note: To be completed and inserted into the portfolio by the President. Before submission, please also complete Appendix A

Appendix A
Rochester Institute of Technology
Recommendation for Promotion in Faculty Rank

Submit TYPED to the Provost & the Vice President for Academic Affairs no later than March 1

I. Name _____ Social Security Number _____
 College _____ School/Department _____

Recommended Promotion to:

<u>Faculty</u>	<u>Educational Dev. Faculty</u>
<input type="checkbox"/> Instructor	<input type="checkbox"/> (Instructor)
<input type="checkbox"/> Assistant Prof.	<input type="checkbox"/> (Assistant Prof.)
<input type="checkbox"/> Associate Prof.	<input type="checkbox"/> (Associate Prof.)
<input type="checkbox"/> Professor	<input type="checkbox"/> (Professor)

II. Appointment and Current Status

Date of initial faculty appointment _____

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Full Time | <input type="checkbox"/> Extended Part Time | <input type="checkbox"/> Part Time |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Tenure Track | <input type="checkbox"/> Non-Tenure Track |
| <input type="checkbox"/> Visiting | <input type="checkbox"/> Lecturer | |

Current Status: Tenured Tenure-Track – Date of Tenure Review _____

Current Rank:

<u>Faculty</u>	<u>Educational Dev. Faculty</u>
<input type="checkbox"/> Instructor	<input type="checkbox"/> (Instructor)
<input type="checkbox"/> Assistant Prof.	<input type="checkbox"/> (Assistant Prof.)
<input type="checkbox"/> Associate Prof.	<input type="checkbox"/> (Associate Prof.)
<input type="checkbox"/> Professor	<input type="checkbox"/> (Professor)

Time in Current Rank _____

III. Recommended for promotion

Vote of Qualified Faculty Superior in Rank within the Department:
 ___ For ___ Against ___ Not-Voting or Abstaining

Vote of Qualified Faculty within Department:
 ___ For ___ Against ___ Not-Voting or Abstaining

Recommend Not Recommended

_____	_____	_____	_____
		Department Head	Date
_____	_____	_____	_____
		President, NTID Vice President and Dean, RIT	Date
_____	_____	_____	_____
		Provost & Vice President for Academic Affairs	Date
_____	_____	_____	_____
		RIT President	Date

Appendix B
Calendar of Action for Promotion²⁵

STEPS	TIME	ACTION
1.	January 15	Appointment of College Promotion Committees is completed.
2.	May 1	Office of the President informs all faculty to apply for promotion
3.	June 1	Faculty who wish to be considered candidates for promotion inform their respective Department Chairpeople. (In the case of a Department Chairperson, the Associate Vice President for Academic Affairs is notified and in the case of an Assistant/Associate Vice President, the President is notified.)
4.	June 3	The Department Chairperson prepares a list of all candidates for promotion from the Department and shares it with the Academic Associate Dean.
5.	June 5	Academic Associate Dean prepares a list of all candidates for promotion from within college and forwards it to the President.
6.	June 10	Office of the President randomly assigns candidates to respective College Committees and notifies each committee of its assigned candidates.
7.	June 10	President provides each candidate with a list of the faculty on his/her promotion committee.
8.	June 10	President compiles a list of all candidates and shares list with all NTID faculty.
9.	September 24	Each candidate for promotion submits 2 copies of his/her promotion portfolio to Office of the Associate Vice President or immediate supervisor, as appropriate.
10.	September 25- October 4	Chairperson or other immediate supervisor prepares Form A and shares it with the candidate.
11.	October 5-9	Candidate sends Form A to the College Committee through the Office of the Associate Vice President unless candidate chooses to withdraw. The candidate may prepare a response, rebuttal or withdrawal statement. A response/rebuttal is sent by the candidate directly to the College Committee through the Office of the President with a copy to the Chairperson. In case of withdrawal, the candidate notifies the President.
12.	October 10- October 24	Associate Vice President's office distributes Form A to Department peers. Peer review by Department peers occurs.
13.	October 27	All peer recommendations are sent through the Office of the Associate Vice President to the College Committee.
14.	October 27- February 2	Committee conducts review of candidate's portfolio, requests supplemental information where necessary, and comes to a final decision on whether the candidate merits promotion. Decision is written up on Form B and delivered to Associate VP's Office with a cover memo.
15.	February 3	Associate VP's Office delivers a copy of Form B to the candidate.
16.	February 4-10	Candidate determines if he/she wishes to continue with process. If candidate opts to withdraw, he/she notifies College Committee Chairperson and President's office. In the event of a negative Committee vote, candidate may prepare a response/rebuttal statement which is submitted to the President. In addition to rebuttal statement, candidate may also request a meeting with the President.
17.	February 11	College Committee automatically sends Form B and all documentation to President unless notified by candidate of decision to withdraw.
18.	February 16-27	President meets with candidate if candidate has requested meeting. President may also seek further input from College Committee.
19.	February 28	President completes Appendix A and Form C and transmits to the chief academic officer by February 28 or next working day.
20.	March 30	Chief Academic Officer notifies candidate about promotion decision.

²⁵ Next working day will be used for any date that falls on a weekend or a holiday.

Appendix C
RIT Policy on Faculty Rank – E6.0

1. Definitions of Faculty Rank

- a. Faculty rank shall include:
 - (1) All tenure-track faculty employed as full-time teachers or as a chair of full-time teaching faculty or researchers.
 - (2) Non-tenure-track teaching faculty.
 - (3) Non-tenure-track research faculty.

2. Faculty Classifications

- a. The classifications of faculty rank are professor, associate professor, assistant professor and instructor. The classifications under non tenure-track teaching faculty are: lecturer, adjunct (instructor, assistant professor, associate professor, or professor), and visiting (instructor, assistant professor, associate professor, or professor). The classifications under non tenure-track research faculty are: assistant professor, associate professor, or professor.
- b. Reassignment to full-time teaching of administrators with faculty rank should be based on an analysis of the individual's previous contribution to the educational activity of the college as an administrator and teacher in relation to the current teaching needs of the college. Colleges with rotating chairs (department chair or immediate administrator) should have written guidelines for this process.
- c. The president may confer the equivalent of faculty rank on administrative personnel if and when this appears desirable and with the recommendation of the college dean (or equivalent).
- d. The title of emeritus may be granted upon a regular or early retirement provided the faculty member has been a full-time member of the faculty for at least ten school years (not necessarily consecutive). This title recognizes meritorious service to the university by an individual professor in terms of teaching, research, and service to the University. Recommendation as to the award of the emeritus title is initiated by the dean (or equivalent) and directed to the provost and to the president for final action. Transfer to faculty status at another university does not qualify for emeritus rank.

3. The Nature and Opportunities of Faculty Work

The view that teaching is the foremost activity of the RIT faculty is deeply rooted in the traditions of the university, 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.

Evaluation of teaching cannot be totally objective, but such evaluation must include a conscientious effort to obtain and consider information that bears upon the work of the classroom and effective classroom performance.

The University 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.

- a. Academic and Professional Qualifications

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

b. Scholarship (see E4.0)

These include research and creative activities, previously outlined and described in E4.0 as one of four types of scholarship. Also included are publication and consultation in a specialized area or development and investigation of curricular and learning strategies. All scholarship to be considered for both tenure and promotion must be peer reviewed and disseminated.

c. Service (see E4.0.)

These include working with students and colleagues outside the classroom such as might be found in college and university 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.

No faculty member has to 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.

4. Procedures for Faculty Promotion

- a. The procedures described in this section shall only apply to those individuals who seek promotion from associate to full professor. Assistant professors being considered for tenure are subject to policy E.5.3.
- b. The chair (or equivalent) should evaluate the rank status of each faculty member at least every two years and may initiate consideration for promotion. A senior faculty member may also initiate a colleague's promotion consideration. Tenured faculty may request consideration for promotion, but at least a full calendar year must elapse between each such request.
- c. When a faculty member is considered for promotion, the chair will inform all faculty members superior in rank to the individual under consideration. Within two weeks, those senior faculty will write the chair (or equivalent) with a recommendation on the promotion. The chair will record the numbers in favor, opposed, and in abstention.
- d. The chair (or equivalent) shall forward to the dean (or equivalent) a recommendation on the promotion that includes the faculty vote.
- e. The dean (or equivalent) will forward to the provost a recommendation for or against promotion that includes the faculty vote.
- f. The provost forwards to the president a recommendation for or against promotion. The faculty's vote will also be forwarded.
- g. All promotions are made official by the president.

Extracted verbatim from RIT Institute Policies and Procedures Manual, E6.0, last revised, March 2011.

Appendix D
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.
- (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 university. 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 fundings.
- (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.

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

Extracted verbatim from RIT Institute Policies and Procedures Manual, E4.0.4, section b, last revised, March 2011.

Appendix E
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 university's daily life. Faculty members at all ranks are expected to provide some forms of service to the university, the college, the department and their professional community. They are often encouraged to provide service at different levels and areas of the university.

Service includes working with students and colleagues outside the classroom such as might be found in college and university 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 university 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.

Extracted verbatim from RIT Institute Policies and Procedures Manual, E4.0.4, section c, last revised, March 2011.

Appendix F Interpreting SLPI²⁶ Rating Scale²⁷

...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 SLPI²⁷ rating suggests he/she will meet the Institute's expectations.

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

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

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

The Rating Scale

Because a rating of Advanced Plus satisfies all Institute ASL skill requirements, all candidates rated Advanced Plus and above will be given a rating labeled "Advanced Plus to Superior Plus Range".

Sign Language Proficiency Interview Rating Scale

Superior Plus	Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics. All aspects of signing are native-like.
Superior	Able to have a fully shared conversation, with in-depth elaboration for both social and work topics. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
Advanced Plus	Exhibits some superior level skills, but not all and not consistently.
Advanced	Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.

²⁶ Formerly known as the Sign Communication Proficiency Interview (SCPI)..

²⁷ Extracted verbatim from *Communication Task Force Report (November, 1990)*, Section IVC, "Interpreting the Intent and Spirit of the Recommendations," pp. 30-31. Ratified by NTID faculty, February, 1991.

Appendix F (continued)
Interpreting SLPI²⁸ Rating Scale²⁹

Intermediate Plus	Exhibits some advanced level skills, but not all and not consistently. Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences. Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
Intermediate	
Survival Plus	Exhibits some intermediate level skills, but not all and not consistently. Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length. Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
Survival	
Novice Plus	Exhibits some survival level skills, but not all and not consistently. Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
Novice	
No Functional Skills	(May be) Able to provide short single sign and 'primarily' finger-spelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.

Last updated March 8, 2011

²⁸ Formerly known as the Sign Communication Proficiency Interview (SCPI).

²⁹ Extracted verbatim from Communication Task Force Report (November, 1990), Section IVC, "Interpreting the Intent and Spirit of the Recommendations," pp. 30-31. Ratified by NTID faculty, February, 1991.