Process and Criteria for Promotion of
American Language Institute Faculty

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I. Introduction

All faculty members at New York University are entitled to the respect and formal recognition within and beyond the University that their individual accomplishments warrant. Rank for all current faculty members is intended to recognize one's present level of accomplishment in the respective field of endeavor, as well as one's service to New York University. While adhering to the University’s Guidelines for Full-Time Continuing Contract Faculty Appointments, Grievance Procedures, and Disciplinary Regulations as incorporated in the Faculty Handbook, each School at NYU has its own approved guidelines for the appointment and promotion of its full-time faculty consistent with the variations in its academic mission, character and orientation.

American Language Institute (ALI) faculty in the School of Professional Studies (SPS) may apply for promotion from the rank of Language Lecturer to Clinical Assistant Professor.

ALI faculty specialize in the field of Teaching English to Speakers of Other Languages (TESOL) and the academic focus of the field places particular emphasis on the practice-oriented areas of the discipline. This focus on language pedagogy, second language acquisition, and the importance of building cross-cultural competency is reflected in the time dedicated to instruction inherent to the position of ALI faculty (currently 90 contact hours in the summer semester and 186 contact hours in the spring and fall semesters). SPS recognizes that ALI Language Lecturers have varying objectives for their own continued professional development. Therefore, promotion is neither an expectation nor requirement of every faculty member hired as Language Lecturer. At the professional rank of Language Lecturer, there are already required qualifications and responsibilities; hence, faculty members who are actively meeting the contractual provisions of teaching may choose to maintain their appointment at the rank of Language Lecturer.

The purpose of this document is to articulate a rational, clear, and consistent process for promotion of the ALI faculty and is intended to help the Associate Dean of the Division of Languages and Humanities and the faculty member:

- Understand their roles and responsibilities in the promotion process;
- Understand the criteria for promotion;
- Understand the process for promotion;
- Complete a comprehensive promotion portfolio that best reflects the accomplishments of the faculty member seeking promotion by providing ample justification for promotion; and
- Adhere to the required timeline for submission of promotion materials to the Associate Dean of the Division of Languages and Humanities, the Office of Academic and Faculty Affairs, and the Committee on Rank, Title and Privilege.

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1 The Faculty Policies Applicable to Full-Time Continuing Contract Faculty can be accessed at: https://www.nyu.edu/faculty/governance-policies-and-procedures/faculty-handbook/the-faculty/faculty-policies-applicable-to-full-time-continuing-contract-faculty.html.
II. Roles, Responsibilities and Schedule for the Associate Dean of the Division of Languages and Humanities

A. Roles and Responsibilities

Determination of who is eligible for promotion is the result of many years of collaborative engagement between the Associate Dean of the Division of Languages and Humanities and each individual faculty member. It is the Associate Dean of the Division of Languages and Humanities’ responsibility to articulate program priorities, nurture faculty development and career advancement, and formally evaluate each faculty member’s performance. It is the responsibility of the Associate Dean of the Division of Languages and Humanities to discuss the possibility of promotion with each faculty member and to track each faculty member’s progress toward identified benchmarks that may lead to promotion. Therefore, the initial responsibility for identifying candidates who are eligible for promotion with unequivocal support from the academic leader of the division or department rests with the Associate Dean of the Division of Languages and Humanities.

B. Schedule

The Associate Dean of the Division of Languages and Humanities is asked to adhere to the following deadlines:

December 15
Identify faculty members who:

1. Meet or exceed the SPS time in status requirement for promotion as described in Section IV.
2. Meet the degree requirements as described in Section IV.
3. Are eligible for promotion according to all the relevant criteria for promotion described in Section IV.

Meet with eligible faculty members to discuss the criteria and process for promotion and:

1. Provide eligible candidates with a digital or hard copy of the Process and Criteria for Promotion of American Language Institute Faculty for the School of Professional Studies (A copy can be accessed from the SPS Office of Academic and Faculty Affairs website at http://sps/content/login.html).
2. Remind each faculty member that he or she must submit his or her completed application materials for promotion in a single digital file to the Associate Dean of the Division of Languages and Humanities no later than March 1.

March 1
Confirm that candidates who are applying for promotion have submitted their
materials with all supporting documents to the Associate Dean of the Division of Languages and Humanities. The SPS Dean and the Committee on Rank, Title, and Privilege will not accept applications directly from a faculty member.

April 1
1. Review all application materials submitted by each candidate and verify that the portfolio is complete, the portfolio does not consist of more than 150 pages, documents have been submitted in the correct order and materials provide ample justification for promotion.
2. Write a letter of support with specific examples that address the criteria for promotion described in Section IV and include it in the portfolio.
3. Sign the Portfolio Completion Form and submit the completed portfolio as a single digital file to the SPS Office of Academic and Faculty Affairs (sps.facultyaffairs@nyu.edu)
4. If the associate dean cannot support the promotion portfolio submitted by a faculty member, the faculty member must be notified by April 20.

The Committee will review all applications for promotion that have been submitted to the Office of Academic and Faculty Affairs by April 1 and send their recommendation to approve, defer, or deny promotion directly to the Dean of SPS. Promotion decisions will be communicated to candidates no later than June 15.

III. Roles and Responsibilities of ALI Faculty

After reviewing the criteria for promotion in Section IV, the candidate has sole responsibility for completing the application portfolio according to the instructions in Section V. Submission of the completed portfolio must be sent as a single digital file to the Associate Dean of the Division of Languages and Humanities, no later than March 1. Portfolios sent directly from individual faculty members to the SPS Dean or the Committee on Rank, Title, and Privilege will not be accepted.

As described in Section II above, the Associate Dean of the Division of Languages and Humanities has the responsibility of identifying which faculty members are eligible for promotion. However, this does not preclude any faculty member from reviewing Sections IV that describes the criteria and eligibility for promotion of ALI faculty and scheduling a meeting with the Associate Dean of the Division of Languages and Humanities to discuss the possibility of promotion. Faculty members are encouraged to be active participants in the process from beginning to end.

IV. Criteria for Promotion

The information in this section includes descriptions of criteria to be used by the SPS Dean and the Committee on Rank, Title, and Privilege to evaluate each candidate’s portfolio for promotion. It is important that:
• Academic leaders use this information to assess faculty readiness for promotion;
• Faculty use this information to self-evaluate readiness for promotion;
• Candidates for promotion prepare portfolios that directly address criteria in this section; and
• Letters of support for candidates for promotion directly address criteria in this section.

A. Time in Status and Degree Criteria

Promotion from Language Lecturer to Clinical Assistant Professor is contingent on the unequivocal support of the Associate Dean of the Division of Languages and Humanities and the assessment of the candidate’s credentials and accomplishments by the SPS Dean and the Committee on Rank, Title and Privilege. Additional criteria that will have an impact on this assessment include the following:

1. The candidate meets or exceeds the SPS time in status requirement for promotion from Language Lecturer to Clinical Assistant Professor. The time in status requirement is five years of full-time faculty service at NYU. Faculty who have accumulated time in service at another NYU school and have moved to SPS will be given credit for that time in service. *(The time in status requirement for exceptional candidates may be waived through a letter of appeal from the Associate Dean of the Division of Languages and Humanities to the SPS Dean providing ample justification for the waiver. A waiver will only be granted for the rare candidate that demonstrates a high level of sustained excellence in all criteria. The process for promotion cannot continue until the SPS Dean grants such a waiver.)*

2. The candidate meets or exceeds the degree requirements. The candidate must hold a Master’s Degree or a terminal degree (Ph.D., Ed.D., J.D., M.B.A, M.F.A, or M.A. in TESOL) to be promoted to Clinical Assistant Professor. Promotion to any level requires that faculty members have a degree appropriate to the nature of the program in which s/he will be teaching. Terminal degrees are preferred for faculty teaching at all levels. *(The degree requirement for exceptional candidates may be waived through a letter of appeal from the Associate Dean of the Division of Languages and Humanities to the SPS Dean providing ample justification for the waiver. The process for promotion cannot continue until the SPS Dean grants such a waiver.)*

3. The candidate’s portfolio must be submitted as a single digital file with all required documents identified in the Portfolio Completion Form (Attachment A) by March 1st.

4. The candidate’s portfolio must include a letter of support from the Associate Dean of the Division of Languages and Humanities provides compelling
reasons for the candidate’s promotion that are directly related to the criteria for promotion.

5. The candidate’s portfolio includes a description and supporting evidence of significant accomplishments in the two required Tier I criteria.

6. The candidate’s portfolio includes evidence of significant accomplishments in at least one Tier I optional criteria.

7. The candidate is in good standing at the University.

Along with the Time in Status and Degree Criteria, the School has identified seven criteria as relevant for promotion. These criteria are broken into two tiers:

**Tier I Criteria:**
1. Teaching Effectiveness
2. Student Advisement and Counseling, and
3. Service to the University

**Tier II Criteria:**
4. Outside Professional Activities that contribute to Professional Standing, Development and/or Recognition
5. Scholarly Work, Creative Production Knowledge Synthesis
6. Program, Curriculum, and/or Course Design and Development,
7. Faculty Development, Evaluation, Recruitment.

**B. Tier I Criteria**

All required criteria in Tier I must be met by all candidates applying for promotion.

The SPS Dean, associate deans, and academic directors consider the three criteria in Tier I to be common job expectations for all SPS full-time faculty and the most important criteria for contract extensions and promotion.

Specifically to ALI Faculty, for promotion to be granted, accomplishments in the following two required areas must be significant as determined by the SPS Dean, the Associate Dean of the Division of Languages and Humanities, and the Committee on Rank, Title and Privilege.

1. Teaching Effectiveness
2. Student Advisement and Counseling** (fulfilled)
3. Service to the University

**Given that student advisement and counseling are requirements inherent to all ALI
faculty positions (through such year round activities as ALI Placement Testing, Exit Exam reading, and ALI program specific pre-semester advising interviews for course placement into English language program proficiency levels,) the student advisement and counseling requirement which is an essential obligation of every promotional candidate at SPS school wide is a requirement already fulfilled by the regular position responsibilities of ALI faculty. However, if the candidate has engaged in student advisement and counseling in ways that go above and beyond the requirements of the position, they may provide such evidence as one of the optional materials in Tier I. Also, the associate dean’s letter of support must attest to the effective advising activities of the candidate as required by the position.

1. Teaching Effectiveness

The candidate must demonstrate that s/he is an effective teacher in the physical and/or virtual classroom and must provide substantial evidence demonstrating such effectiveness as a teacher. The individual’s teaching style should inspire, enrich, and encourage students to think critically and independently. This category asks candidates to describe their approach to teaching and reflect on course materials, including syllabi and assignments in terms of their rigor, relevance and appropriate level of study in the field.

Materials providing evidence of teaching effectiveness to be included in the portfolio are:

a) Personal Statement of Teaching Philosophy (no more than 300 words)
   A statement of teaching philosophy should include the candidate’s understanding of how students learn, the principles that guide his or her teaching and a description of his or her teaching.

b) Analysis of Teaching Effectiveness (no more than 300 words)
   This self-analysis should describe how the candidate’s teaching has been informed by his or her student evaluations, class observations, and learning outcomes as well as the candidate’s own observations and experiences in the classroom. In other words, how has the candidate’s teaching evolved as a result of reflective analysis? If applicable, the results of innovations and impact of technology enhanced education, pedagogic development, and/or other relevant activities related to teaching effectiveness should be included.

Since the ALI student population is comprised entirely of non-native English speakers who are limited to various degrees in their understanding of the evaluation system and its form criteria, as well as in their ability to comment extensively, this information may also be addressed in the analysis. Other related issues may also be addressed, such as that students may also answer “no” in response to whether their course of study was relevant to their major because English language study is not part of the core curriculum of their fields of study.
c) Excel spreadsheet for the past seven (7) student course evaluations that include the following:
   - Course Name
   - Semester/Year
   - Required/Elective
   - Level (freshman, upper division, graduate)
   - # Enrolled Students
   - # Respondents
   - Overall Evaluation of Course Score
   - Overall Evaluation of Instructor Score

d) Summary score sheets (including student comments) for all seven (7) courses should follow the one-page table. Summary sheets can be accessed in the NYU Albert Faculty Center.

e) Two formal class observations conducted in the past three years

f) Syllabi and Assignments
   Representative syllabi for three different courses (courses with different titles) included in the course evaluations above.
   - For each syllabus, provide a description of one assignment given to the class.
   - Provide a document outlining learning outcomes, level criteria, and any other additional information to demonstrate the effectiveness of course pedagogy and methodology since ALI syllabi are written for a student audience of non-native speakers of English of various proficiency levels and, therefore, the syllabi do not fully reflect the underlying pedagogy and academic discipline employed in ALI course delivery and design. Also, while syllabi do outline language learning outcomes for students, they tend, often depending on the class level, to focus on content and topics through which students master particular language skills.

Note: The candidate’s portfolio must also include material from at least one of the following three options described in g) through i)

g) Evidence of Commitment to Pedagogical Development. Evidence may include but is not limited to successful completion of or certification in pedagogical training, workshop, seminar, or other activities relevant to enhancing your ability to teach generally or within your discipline.

h) Evidence of Technology Enhanced Education. Evidence includes any collateral, digital, or multi-media demonstrating teaching innovation.

i) Other Evidence Relevant to Teaching Effectiveness. Evidence includes but is not limited to teaching awards, unsolicited letters from students (maximum of three; please redact students’ personal information), proposals for teaching initiatives,
narrative of a class session and the like.

2. Student Advisement, Counseling, and Mentoring

As set forth above, this requirement will be deemed fulfilled by Language Lecturers as a result of the requirements of their position. However, if a Language Lecturer has engaged in student advisement, counseling and/or mentoring beyond the requirements of the position, evidence of such activity should be included in this section of the portfolio.

Academic and professional advisement and counseling can be formal or informal and take a variety of forms, such as:

a) Developing international student services in addition to regular program offerings, such as career/skill building workshops and cultural integration / cross cultural communication student seminars;
b) Holding (and encouraging student participation in) office hours, person-to-person meetings, emails, and/or phone calls to discuss students’ academic progress, acculturation and/or career goals;
c) Assisting students with their applications to other academic programs, internships, scholarships, and/or jobs;
d) Facilitating interviews, writing letters of recommendation or serving as a professional or academic reference;
e) Other relevant activities, including organizing and hosting cross cultural events;
f) Organizing internships or career events and roundtables; and
g) Advisement of theses or independent study projects.

In acknowledgement of the difficulty to demonstrate empirically the effectiveness of a faculty member’s advisement and counseling efforts, portfolio evidence of a candidate’s academic and professional advisement and counseling duties must include a summary analysis (no more than 250 words) explaining the contours and effectiveness of the candidate’s student advisement and counseling including but not limited to the number of students advised, kind of advisement provided, approximate number of recommendations written for graduate school, internships or job placement (if available).

Additional portfolio evidence of a candidate’s academic and professional advisement and counseling may include:

h) Testimony by administrators, faculty colleagues, and students (no more than three; please redact students’ personal information)
i) Cumulative number of theses and independent studies advised;
j) Evidence of the organization of internship or career roundtables;
k) Other relevant evidence.
3. **Service to the University**

Commitment to service is one of the operating principles of New York University and SPS. Faculty participate in school and university functions, attend faculty meetings, and serve on committees and task forces in service to their programs, divisions, schools and the university.

Evidence of service should be above and beyond the roles and responsibilities of the position and may include:

a) Service including roles in program, division, school, university-wide and ad hoc committees;

b) Service supplemental to regular yearly duties as a faculty mentor, cooperating teacher, and internship supervisor for graduate students in the TESOL program at the NYU Steinhardt School of Education who act as Teaching Assistants for ALI faculty during select courses at the ALI and are awarded credit at the completion of the internship;

c) Participation in program, division, school or university-wide special initiatives;

d) Research on policy issues in other schools and or universities for the purposes of bringing that research to bear on policy or policies within the program, division or school;

e) Attendance at and/or participation in school events such as admissions, orientation and recruitment events, informational sessions, open houses and alumni meetings and/or events;

f) School-wide professional development trainings beyond the requirements of the position, such as cross-cultural trainings or assessment trainings;

g) Participation in and/or leadership of professional development events, student club sponsored events, and/or school wide faculty meetings; and

h) Other relevant service.

C. **Tier II Criteria**

Candidates seeking promotion to Clinical Assistant Professor must meet at least one of the four criteria.

4. **Program, Curriculum and/or Course Design and Development**

5. **Faculty Development, Evaluation, and Recruitment**

6. **Scholarly work, Creative Production, Knowledge Synthesis**

7. **Outside Professional Activities that contribute to Professional Standing, Development and/or Recognition**

An integral component of the SPS’s teaching mission is the continual revision and
updating of current programs, curricula, and courses as well as the development of new courses, concentrations and programs within each academic program. These changes reflect and incorporate developments in the field, new knowledge, new lines of inquiry, new collaborations with other NYU sites or other universities, changes in the job market, as well as pedagogical and/or technological innovations that facilitate creative and effective instruction and learning.

Active contribution to program, curriculum and/or course design may include but is not limited to:

a) Development of new courses, including technology enhanced courses
b) Active participation in substantial revision of program curricula
c) Development of new concentrations, specializations, degree programs
d) Collaboration on Global Network University (GNU) initiatives including study abroad and/or global field intensives
e) Development of program or curriculum projects beyond position requirements that are achieved in partnership with other NYU divisions, schools or global sites (i.e., the ALI level criteria project which allows for benchmarking between ALI institutions (New York, Tokyo, and Shanghai)), as well as the communication of ALI language proficiency levels with other NYU stakeholders, programs, and schools
f) Development of exchange programs or collaborative research seminars with national and/or international colleges and universities
g) Development and hosting lecture series, round tables, “scenarios” and events relating to the academic unit’s academic and professional mission
h) Awards for program, curricular, and/or course innovation

Evidence of materials to be submitted for promotion may include but is not limited to:

i) Syllabi of new courses, including technology enhanced courses;
j) Syllabi that demonstrate substantial revisions from existing courses;
k) New concentrations, specializations, or degree programs developed, and student enrollment therein;
l) Study abroad programs or global field intensives developed or led by the candidate;
m) Participation in and/or leadership of exchange programs or collaborative research seminars with national or international colleges and universities
n) Participation in and/or leadership of developing and hosting lecture series, scenarios, roundtables and public events (optional: submission of publications, brochures or flyers)
o) Awards received for program, curricular or course innovation

5. Faculty Development, Evaluation, and Recruitment

Contributing to the professional development of other faculty members at SPS and/or
across the University is highly valued.

Evidence of educational development activities may include but is not limited to:

   a) Identifying, recruiting, mentoring and/or supervising faculty;
   b) Instructional and classroom research that contributes to the teaching-learning enterprise;
   c) Collaborating with colleagues to enhance teaching;
   d) Evaluating the teaching of colleagues through classroom observations; and/or
   e) Participation in the creation and implementation of professional development activities.

6. Scholarly Work, Creative Production, Knowledge Synthesis

Candidates for promotion may offer proof of scholarly work, creative production and/or knowledge synthesis that denotes original work of a sound scholarly, creative, professional or critical nature in one or more of the categories listed below. The quality and/or effect of the work depend on the norms and practices established in the candidates’ fields.

Scholarly Work

Scholarly work includes theoretical as well as applied research published in a peer reviewed publication and/or as a working paper or presentation in a recognized professional forum.

Evidence of a candidate’s scholarly work may include, but is not limited to:
   a) Monographs;
   b) Articles;
   c) Books;
   d) Book chapters;
   e) Citations;
   f) Conference proceedings;
   g) Conference presentations; and/or
   h) Poster presentation.

Creative Production

Evidence of a candidate’s creative production may include, but is not limited to:
   a) Publication and/or presentation in the creative, visual, dramatic and/or digital arts;
   b) Film, video or graphic art creation;
   c) Inclusion in an anthology;
   d) Magazine or newspaper articles;
   e) Presentation or performance in the field or discipline;
   f) Creation and/or innovation of software, hardware, code or mechanical or
technical device;
g) Professionally recognized blogs/vlogs; and/or
h) Professionally recognized websites.

Knowledge Synthesis
Evidence of a candidate’s work may include, but is not limited to:
   a) Textbooks;
   b) Handbooks;
   c) Chapters;
   d) Commentaries;
   e) Catalogues;
   f) Indices;
   g) Compendia; and/or
   h) Reviews.

Two representative samples of any work (i.e., abstract, book jacket, excerpt, table of contents, etc.) are to be included.

7. Outside Professional Activities, Professional Standing, Development and/or Recognition

The teaching mission of SPS is enhanced and strengthened by faculty whose contribution to student learning outcomes includes experiences they bring to the classroom derived from their outside professional activities. Candidates may demonstrate evidence of success and recognition in professional activities as proof of their standing within their profession and filed of study.

Evidence of active contribution to outside professional activities, professional standing, development and/or recognition may include but is not limited to:

   a) Membership affiliation and activity in professional societies and guilds;
   b) Teacher training as an established specialist and professional in the field of TESOL;
   c) Service on committees and in leadership positions in professional associations;
   d) Presentations at professional seminars;
   e) Organizing, chairing, or facilitating professional events;
   f) Completion of significant professional initiatives;
   g) Newly awarded or incremental qualifications for academic degrees or certifications;
   h) Preparation of professional materials within the candidate’s field;
   i) Consulting assignments (paid or unpaid) in the candidate’s field;
   j) Awards and recognition bestowed upon the candidate by recognized professional organizations; and/or
   k) Securing internal and/or external funding for academic purposes.
V. Application Instructions for ALI Faculty

In order to successfully complete the application portfolio for promotion, the ALI faculty candidate must fully review Section IV and compile the following materials that can be transmitted in a single digital file. All materials must be attached in the order in which they appear on this list. Twelve point, Times New Roman font should be used when possible. The length of the portfolio should not exceed 150 pages.

1. Portfolio Completion Form. (Attachment A)

2. Current Curriculum Vitae.

3. Letters of Professional Reference. (no more than two) One letter from an NYU colleague (required); a second Letter of Professional Reference (optional). It is important to note that letters of reference should not be included in the portfolio. Letters are to be sent directly via e-mail to the Office of Academic and Faculty Affairs at sps.facultyaffairs@nyu.edu.

4. Statement of Personal Teaching Philosophy (no more than 300 words) A statement of teaching philosophy should include the candidate’s understanding of how students learn, the principles that guide his or her teaching and a description of his or her teaching.

5. Analysis of Teaching Effectiveness (no more than 500 words) This self-analysis should describe how the candidate’s teaching has been informed by his or her student evaluations, class observations, and learning outcomes as well as the candidate’s own observations and experiences in the classroom. In other words, how has the candidate’s teaching evolved as a result of reflective analysis? If applicable, the results of innovations and impact of technology enhanced education, pedagogic development, and/or other relevant activities related to teaching effectiveness should be included.

6. All required and optional Teaching Effectiveness materials included in the Tier I criteria found in Section IV, 1, which includes, but is not limited to two formal class observations in the last three years.

7. Description of Service to Program, School and/or University (no more than 250 words) as set forth in the Tier I criteria found in Section IV, 3.

8. Faculty members seeking promotion to Clinical Assistant Professor are required to include evidence of at least one of the four criteria as described in Section IV; Tier II Criteria.
9. Description of Program, Curriculum and Course Design and Development based on the Tier II criteria found in Section IV, 4. Supporting documents may be included.

10. Description of Faculty Development, Evaluation and Recruitment based on the Tier II criteria found in Section IV, 5.

11. Description of Scholarly Work, Creative Production, and/or Knowledge Synthesis based on the Tier II criteria found in Section IV, 6, with two representative samples.

12. Description of Outside Professional Activities, Professional Standing, Development and/or Recognition based on the Tier II criteria found in Section IV, 7. Utilization of bullets or lists may be appropriate for this category and supporting documents may be included.

VI. Attachments

A. Attachment A - Portfolio Completion Form