

**Criteria for NTT Faculty
School of Environmental and Biological Sciences**

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Introduction

Non-tenure track faculty (NTT) fill critical roles in the teaching, research, and engagement missions of the School of Environmental and Biological Sciences (SEBS) at Rutgers University. They are essential to meeting programmatic needs within departments and providing specialized professional or research expertise that complements the efforts and qualifications of the tenured and tenure-track faculty. They are contributing members of the academic community who are engaged in pedagogical innovation and scholarship, mentor students, and serve on department, school, and university committees as appropriate. Given their status as essential members of the faculty, full-time non-tenure track faculty members should share in the governance of the school and of their respective departments, including voting on curricular matters, and on personnel issues regarding the appointments and promotions of NTT faculty and staff as appropriate.

For appointments, reappointments and promotions, all faculty members – tenure-track and non-tenure track – are evaluated based on the three criteria of teaching, scholarship, and service. For non-tenure track faculty, the weighting of these criteria depends on the title series and focus of the particular appointment. NTT enables faculty members to have a particular focus in one of the three criteria based on their title as a Teaching Professor, a Research Professor, or a Professor of Professional Practice.

Promotion in rank is not a requirement for continued employment nor is it an entitlement for years of service without evidence of exceptional merit, continued professional development, and contribution in the assigned role. Additional criteria to be taken into consideration in the reappointment process may include the continued need and the availability of funding for the position.

Consideration for promotion in rank includes preparation of required materials using the existing university formats as detailed in the Office of Academic Labor Relations website:
<http://academiclaborrelations.rutgers.edu/resources/academic-promotions-non-tenure-track-faculty-non-libraries>.

Consideration for promotion is reviewed at three levels: 1) a department committee and department chair; 2) a school-level committee and the Dean; and 3) the Chancellor–NB. Given the wide variation in representation of NTT instructional appointments in departments and schools, some latitude is provided in the nature and composition of such committees. Departmental committees should include all faculty—NTT, tenure track, and tenured—at or above the rank for which the candidate is being considered for promotion. At the school-level, promotion review for non-tenure track faculty shall be conducted by the School's Appointments and Promotions Committee, with appropriate representation of NTT faculty on the committee.

Research Title Series

Non-tenure track research faculty members are expected to meet the research criteria outlined for all faculty in Policy Document 60.5.14 (Appendix D), which reads:

Active scholarship is the fundamental endeavor of all members of the faculty. Scholarship, including basic and applied research, means in-depth study and learning in a specific field and inquiry and experimentation designed to make direct contributions to knowledge in that field. Scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field, is demonstrated most typically by refereed publications, such as journal articles and books of high quality. Scholarship and research accomplishments are also demonstrated by the design and execution of applied research in the laboratory or in the field; through the presentation of papers at organized scholarly meetings, usually at the national or international level; through the attraction of external support or competitive fellowships and awards appropriate to the faculty member's field of study; through such activities as editing, translation, the acquisition of significant patents, the compilation of information, and the development of materials that make information more accessible to researchers, other scholars, and practitioners; and through publication in other academic or professional journals and lecturing in professional and other public forums. As the State University, Rutgers encourages appropriate applications in the discipline or profession to the issues and problems of the State and region. Such scholarship will be measured by equally rigorous standards as are applicable to all scholarship.

For consideration in this title, the person must hold a graduate or professional degree in an appropriate discipline. Faculty in the research title series are considered contributing members of their departments and the broader university community; as such, they may contribute to the teaching mission and may serve on departmental, school, or university committees, as appropriate to their position. Evaluation criteria for consideration for re-appointment and/or promotion shall be consistent with the specific appointment and the mission of the school and department. For research faculty, scholarship, including research accomplishment, is the primary criterion for reappointment and promotion.

Research Associate

The primary responsibility of a Research Associate is to the department's scholarly program, with expectations as outlined in policy 60.5.14. There may be additional responsibilities depending on the faculty member's expertise and the department's needs and goals, which may include participation in teaching, service and outreach.

Assistant Research Professor

The primary responsibility of an Assistant Research Professor is to the department's scholarly program, with expectations as outlined in policy 60.5.14. There may be additional responsibilities depending on the faculty member's expertise and the department's needs and goals. These typically could include participation in teaching, service and outreach. Promotion to Assistant Research Professor primarily involves demonstration of extended achievement in scholarship.

Associate Research Professor

Promotion to the rank of Associate Research Professor is based on demonstrated strength in scholarship and evidence of professional growth. Scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field, is demonstrated most typically by refereed publications, such as journal articles and books of high quality. Scholarship and research

accomplishments are also demonstrated by the design and execution of applied research in the laboratory or in the field and by evidence of scholarly independence in an externally funded research program.

Research Professor

An individual promoted to this rank will have made substantial progress and demonstrated further national distinction in all criteria beyond that required at the associate professor level.

Distinguished Research Professor

The designation of Distinguished Professor is reserved for those faculty in the University (usually already in the rank of professor) who have achieved scholarly eminence in their discipline and fields of inquiry. The standard for promotion to Distinguished Professor is significantly higher than that applied in promotion to professor. Typically, such recognition is reflected in national and international reputation in one's discipline. A candidate for promotion to Distinguished Research Professor should be an exemplary member of the University faculty who consistently has demonstrated a high standard of achievement in all professorial roles.

Teaching Title Series

Non-tenure track teaching faculty members are expected to meet the teaching criteria outlined for all faculty in Policy Document 60.5.14 (Appendix D), which reads:

Teaching is the fundamental endeavor for non-tenure track members of the teaching faculty. As teachers, members of the faculty are responsible for effective instruction, whether at the undergraduate, graduate, postdoctoral, clinical, extension or continuing education level. Teaching includes classroom, field, and non-credit instruction; supervision of research, student internships, professional practice, clinical practice, theses, and doctoral dissertations; academic advising and acting as a mentor; the training of extension volunteers and paraprofessionals; the improvement and enrichment of course offerings and other instructional activities within the faculty member's discipline or profession; participation in interdisciplinary courses, honors courses and other special courses offered through the undergraduate schools and other units of the University; and, the writing of textbooks and the development of other instructional materials to enhance education in the faculty member's discipline or profession. Effective teachers must demonstrate depth and breadth of knowledge in their discipline, must communicate this knowledge to others, and must give evidence of a continuing development of their knowledge so as to insure their continued effective teaching over the duration of their appointment. They stay informed of and contribute to advances and current thinking in their subject and relate them to their teaching in a meaningful and balanced way. Effective teachers communicate enthusiasm for their subject and have a responsibility to create a positive environment for learning and one that stimulates imaginative thinking. They maintain a critical attitude toward their teaching and strive continuously to improve it.

For consideration in this title, the person must hold a graduate or professional degree in an appropriate discipline. Faculty in the teaching title series are essential contributing members of their departments and the broader university community and are expected to serve on departmental, school, or university committees.

Evaluation criteria for considered for appointment, re-appointment and/or promotion shall be consistent with the mission of the school and department. Some examples of possible materials:

- Teaching experience at this or other academic context
- Courses taught
- Student teaching evaluations
- Peer teaching evaluations, which may include direct observation and mentorship
- Course development
- Contributions to curriculum development
- Active participation in department committees and initiatives
- Teaching awards and recognition
- Advising role in student awards and competitions
- Professional development activities
- Presentations at academic conferences
- Scholarship and publications, as appropriate (not a requirement as is typical of tenure-track appointments)
- Involvement and guidance of students in independent scholarly activities.
- Oversight of internships or other experiential learning activities.

Teaching Instructor

The primary responsibilities of a Teaching Instructor are to the instructional program, with expectations as outlined in policy 60.5.14. Appointment at this rank consists of a series of one to multiple-year renewable appointments with annual evaluation. Faculty with six years at the level of Instructor shall be considered for promotion if requested. Consideration for promotion may be earlier at the discretion of the department.

Assistant Teaching Professor

The primary responsibility of an Assistant Teaching Professor is to the department's instructional program, with expectations as outlined in policy 60.5.14. There may be additional responsibilities depending on the faculty member's expertise and the department's curricular needs and goals. These may include mentoring graduate assistants, student recruitment and advising, course and curriculum development, and service and outreach. Promotion to Assistant Teaching Professor involves demonstration of achievement in teaching, impact on student learning, and enhancement of the department's teaching programs.

Associate Teaching Professor

The Associate Teaching Professor serves an essential role in the department's teaching program through teaching and responsibilities to the departmental community. In addition to teaching, the Associate Teaching Professor may have additional responsibilities, such as mentoring junior colleagues and graduate assistants, student recruitment and advising, course or curriculum development, or service and outreach. Promotion to the rank of Associate Teaching Professor is based on demonstrated strength in instruction, evidence of professional growth and capacity in teaching, and visibility for pedagogical and/or other scholarship.

Teaching Professor

The Teaching Professor title denotes significant contributions to and leadership within the department's teaching mission and the discipline's pedagogical practices. In addition to being exemplary teachers, Teaching Professors are instructional leaders and may have additional responsibilities, such as curricular oversight, mentoring junior colleagues, overseeing course development or special instructional initiatives, student recruitment and advising, and or special outreach or service duties. Promotion to the rank of Teaching Professor is based on a demonstrated record of achievement and national visibility in teaching and pedagogical innovation, curriculum development, and program leadership.

Distinguished Teaching Professor

The designation of Distinguished Teaching Professor is reserved for those faculty in the University who have achieved instructional eminence in their discipline and fields of teaching. The standard for promotion to Distinguished Professor is significantly higher than that applied in promotion to Professor. A candidate for promotion to Distinguished Teaching Professor should be an exemplary member of the University faculty who has consistently demonstrated a high standard of achievement in all professorial roles.

Professional Practice Title Series

The Professional Practice title series provides a bridge between the academic study of a discipline and its applied practice. The Professor of Practice title enables experienced practitioners to teach the skills and values of the profession, oversee internships and experiential learning, provide career advising, and engage practitioners. Professor of Practice faculty members are active in their profession in ways that contribute to their assignment—teaching, consulting, or engaging in outreach, serving in technical and professional societies and associations, and similar activities. They are contributing members of their departments and the broader university community, staying abreast of disciplinary discourse and serving on departmental, school, or university committees.

For consideration in this title, the person must hold a graduate or professional degree in the discipline (or a related discipline), professional certification(s) if relevant, and/or significant professional experience.

Evaluation criteria for considered for Re-appointment and/or promotion should be consistent with the mission of the school and department. Some examples of possible materials:

- Courses taught
- Student teaching evaluations
- Peer teaching evaluations based on observation and mentorship
- Course development
- Contributions to curriculum development
- Books, papers, reports, presentations, exhibits and other evidence of practice expertise
- Maintaining active certification or licensure appropriate to field and meeting required continuing education requirements.
- Service to and leadership in professional associations
- Service to and leadership in professional accreditation or licensure practices
- Service or outreach to government, non-governmental organizations, communities, or society
- Awards and recognition from professional associations
- Involvement of students and faculty in professional projects
- Networking opportunities for students
- Support of internships or experiential learning opportunities
- Active participation in department committees and initiatives
- Scholarship and publications, as appropriate (not a requirement as is typical of tenure-track appointments)

Instructor of Professional Practice

An Instructor of Professional Practice must be active in the practice of the profession, in teaching related to the profession, and outreach to practitioners. Appointment at this rank consists of a series of one to multiple-year renewable appointments with annual evaluation. Faculty with six years as Instructor of Professional Practice shall be considered for promotion if requested. Consideration for promotion may be earlier at the discretion of the department.

Assistant Professor of Professional Practice

Assistant Professors of Professional Practice are active professional practitioners committed to connecting department and professional communities through teaching, engagement opportunities, and outreach. The Assistant Professor of Practice applies his/her professional experience to teaching, advising, and creation of outreach activities in order to teach skills and values associated with the profession. Promotion to Assistant Professor of Professional Practice involves demonstration of achievement in practice, teaching, and engagement with the profession.

Associate Professor of Professional Practice

The Associate Professor of Practice has a record of professional accomplishment, teaching excellence and effectiveness in bridging departmental and professional communities. In addition to teaching, the Associate Professor of Professional Practice may also lead in the development of engagement and outreach activities – internships, experiential learning, mentoring, etc. – that provide effective connections between the department, the profession, and society. Promotion to Associate Professor of Professional Practice requires demonstration of recognition of professional expertise, excellence in teaching, and impact on student learning about the profession, and service/leadership in the profession.

Professor of Professional Practice

Appointment to the rank of Professor of Professional Practice denotes professional achievement, national or international prominence in the field, and excellence in teaching the skills and values of the profession. The Professor of Professional Practice demonstrates impact in bridging the academic and professional communities and society through teaching, mentoring and advising, internships and experiential learning opportunities, and/or engagement with professional activities.

Distinguished Professor of Professional Practice

The designation of Distinguished Teaching Professor is reserved for those faculty in the University (usually already in the rank of Professor) who have achieved instructional eminence in their discipline and fields of teaching and practice. The standard for promotion to Distinguished Professor is significantly higher than that applied in promotion to professor. A candidate for promotion to Distinguished Professor of Professional Practice should be an exemplary member of the University faculty who has consistently demonstrated a high standard of achievement in his/her profession and professorial responsibilities.