

School of Management and Labor Relations

Non-Tenure track full time faculty annual review, reappointment and promotion

TEACHING SERIES

Although effective teaching should be a fundamental endeavor of all members of the faculty, what distinguishes the teaching faculty from others is their concentrated focus on excellence in teaching. This may occur at the undergraduate, graduate, postdoctoral, or continuing education level. Teaching faculty are expected to perform faculty service but not expected to conduct scholarly research, although if they do conduct such research and publish it, such research is welcomed.

| | Teaching series |
|----------------|----------------------------------|
| Title 1 | Teaching Instructor |
| Title 2 | Assistant Teaching Professor |
| Title 3 | Associate Teaching Professor |
| Title 4 | Teaching Professor |
| Title 5 | Distinguished Teaching Professor |

1. EVALUATION:

Evaluation is based on teaching and service as defined below.

TEACHING: Teaching includes classroom, online or hybrid, and non-credit instruction; supervision of student internships; academic advising and acting as a mentor; 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 any part of the University; development of curricula 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 continuing development of their knowledge to insure their continued effective teaching over the duration of their appointment. They stay informed of advances and current thinking in their subject and relate them to their teaching in a meaningful and balanced way. This might be evinced through revision of syllabi and development of new courses or instructional modules. 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.

SERVICE: Service includes the contributions a faculty member makes to the University, to society at large and to the academic profession. Typically for faculty members in the Teaching Title series at SMLR, the types of service expected will be to the University (especially at the School and department level) and to society at large. Examples of service include: student advising; student organization advising, internship supervision, career placement advisement, peer faculty observation of teaching, committees for hiring other non-tenure track faculty, and curriculum development committees. Contributions to the effective operation of the University at all levels are most typically demonstrated by significant academic

and professional service to the department, the discipline, the faculty, the undergraduate colleges, the graduate programs, the campus, or the University as a whole, through such activities as recruitment of scholars to the University, evaluation of peers, contributions as a fellow, contributions to important committees and other activities in support of the academic development of the University and the enhancement of student academic development and student life programs. Contributions to society at large are most typically demonstrated through the application of the faculty member's academic expertise and particular professional skills to the solution of international, national, state, county and local problems and by service for the public good on governmental and other special committees, boards, agencies, civic groups and commissions. It may include related speech to media, publication in popular venues, talks to alumni, or other organizations based on the faculty member's academic expertise. Contributions to the advancement of the academic profession are most typically demonstrated by active participation in professional and scholarly associations; by service on editorial boards and as a reviewer of scholarly works and proposals; by participation on expert committees, or practice committees of professional associations or institutions.

REAPPOINTMENT and PROMOTION:

Reappointment: Considerations for reappointment at all ranks include the NTT faculty's documented accomplishments, evidence of demonstrated teaching excellence and service excellence. Service at this level could include faculty sponsorship or advising of a student group. Considerations for reappointments will be handled by the department faculty in equivalent or higher rank.

Title 1: Typically, reappointment within title 1 is annual for years 1 and 2, the 3rd reappointment is for 2 years, and the 4th reappointment is for 2 years. **Title 2:** Typically, reappointment within title 2 is for 3 years and is renewable.

Title 3: Typically, reappointment within title 3 is for up to 5 years and is renewable.

Title 4: Typically, reappointment within title 4 is for 5 years and is renewable.

Promotion:

Title 1 to Title 2: Typically, promotion occurs after 6 years and is based primarily on excellence in performance in the position. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Title 2 to Title 3: Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires sustained excellence in teaching and service, as well as evidence of higher-level contributions in both areas. For instance, higher level contributions in the area of teaching might involve curriculum development, assisting others to become better teachers, leadership of a group of instructors teaching in a particular area of the curriculum, enhancing student learning outside the regular classroom, leadership in terms of assessing student learning, and/or efforts to bring SMLR educational programs to new populations. Specific examples of assisting others to become better teachers could include leading a mentoring session devoted to teaching, presenting a teaching technique at a teaching workshop

within your department, school or campus. Other evidence of teaching excellence for this promotion might include winning teach awards at the department, school or campus level. Higher levels of service excellence might involve outreach and development initiatives, administrative roles, promotion of SMLR through speaking to the media or serving as a public intellectual, helping represent faculty at the university, or helping represent SMLR on university bodies. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Title 3 to Title 4: Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires all of the factors enumerated with regard to promotion from Title 2 to Title 3 plus evidence of impact at the state, regional, national, international level or at levels of the university above the School itself. For teaching this could include presentations at professional meetings about teaching, service on a teaching or education-related committee or task force in a professional association, and/or the winning of teaching awards from professional associations like the Academy of Management, the Labor and Employment Relations Association or United Association of Labor Educators. Alternatively, individuals may exhibit a high level of accomplishment in a senior administrative or managerial role, significant contribution in service, as well as sustained excellence in teaching. Examples of significant contributions include managing a critical administrative function, directing a degree program, creating and/or managing a Center focusing on outreach initiatives, developing innovative degree and non-degree programs, and other activities that enhance the reputation of the school. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

PROFESSIONAL PRACTICE SERIES

Like other faculty, professional practice faculty will be engaged in teaching, but they come to the position after having significant professional experience that will both enrich their teaching and connect students to future careers. This experience, rather than a terminal degree, may be the basis of their knowledge. Their position may be partially funded by grants or contracts, or they may be more heavily engaged in outreach than other faculty. They are expected to perform faculty service but not expected to conduct scholarly research, although if they do conduct such research and publish it, such research is welcomed.

| | Professional Practice series |
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| Title 1 | Instructor of professional practice |
| Title 2 | Assistant Professor of professional practice |
| Title 3 | Associate Professor of professional practice |
| Title 4 | Professor of professional practice |
| Title 5 | Distinguished professor of professional practice |

Professional practice role: Faculty members with appointments as professional practice faculty are expected to have extensive professional experience in their chosen field of professional practice which enables them to bring to their work as a faculty member both a professional perspective and a

knowledge of the contexts in which graduates may be employed. Professional practice faculty may be engaged in all aspects of teaching described above in the Teaching Practice Series, in, developing and managing applied learning opportunities such as field experience or internships, in administration of academic programs, advising, and all other aspects of teaching outlined in policy 60.5.14, in consulting with outside organizations under contract with the School, and/or in projects supported by grants. Where grants or contracts are a portion of their responsibilities, obtaining such funding may be a criteria for evaluation. Faculty members in these positions may be assigned outreach or service responsibilities which are as a more extensive proportion of their overall workload than other faculty or may be partially supported by training or evaluation grants on an ongoing basis. They are typically expected to remain active in their field of practice and connected to their professional practice peers outside the University. These positions are reserved for individuals who are effective teachers and whose professional practice achievement is recognized by peers as a significant contribution to the field.

REAPPOINTMENT and PROMOTION:

Reappointments

Considerations for reappointment at all ranks include the NTT faculty's documented accomplishments in their professional practice area of expertise, evidence of teaching excellence, and continued outstanding service to SMLR and the University. Determinations for reappointments will be made by the department faculty in equivalent or higher rank.

Title 1: Reappointment within Title 1 is annual for years 1 and 2. All subsequent reappointments for years 3 and beyond are for two years.

Title 2: Reappointment within Title 2 is for three years and is renewable.

Title 3: Reappointment within Title 3 is for up to five years and is renewable.

Title 4: Reappointment within Title 4 is for five years and is renewable.

Title 5: Reappointment within Title 5 is for five years and is renewable.

Promotion from Title 1 to Title 2:

Typically, promotions occurs after 6 years and is based on excellence in performance in the position. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Promotion from Title 2 to Title 3:

Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires a high level of accomplishment in an administrative or managerial role, significant contribution in service, as well as

sustained excellence in teaching. For instance, higher-level contributions in the area of teaching might involve curriculum development, leadership of a group of instructors teaching in a particular area of the curriculum, enhancing student learning outside the regular classroom, leadership in terms of assessing student learning, and/or efforts to bring SMLR educational programs to new populations. Specific examples of assisting others to become better teachers could include leading a mentoring session devoted to teaching, presenting a teaching technique at a teaching workshop within your department, school or campus. Other evidence of teaching excellence for this promotion might include winning teach awards at the department, school or campus level. Higher levels of service excellence might involve outreach and development initiatives, administrative roles, promotion of SMLR through speaking to the media or serving as a public intellectual, helping represent faculty at the university, or helping represent SMLR on university bodies. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Promotion from Title 3 to Title 4

Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires all of the factors enumerated with regard to promotion from Title 2 to Title 3 plus evidence of impact at the state, regional, national, international level or at levels of the university above the School itself. For teaching this could include presentations at professional meetings about teaching, service on a teaching or education-related committee or task force in a professional association, and/or the winning of teaching awards from professional associations like the Academy of Management, the Labor and Employment Relations Association or United Association of Labor Educators. Alternatively, individuals may exhibit a high level of accomplishment in a senior administrative or managerial role, significant contribution in service, as well as sustained excellence in teaching. Examples of significant contributions include managing a critical administrative function, directing a degree program, creating and/or managing a Center focusing on outreach initiatives, developing innovative degree and non-degree programs, and other activities that enhance the reputation of the school within the practitioner community. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

RESEARCH SERIES:

Faculty members with appointments as research faculty are expected to have a principal responsibility in research and scholarship. Their duties generally include seeking external and internal funding for research, and the support, conduct, and dissemination of research. In this capacity, they may supervise professional staff, postdoctoral associates, and students, as well as consult with other faculty. Research appointments are typically contingent on the acquisition of research funds to support the salary of the faculty member. Other duties, such as teaching and service, may be negotiated on an individual basis; research faculty may teach or assist with courses in their area of expertise, or may engage in consultation with faculty or other researchers, or in community service or outreach around their research.

| | Research title series |
|----------------|----------------------------------|
| Title 1 | Research Associate |
| Title 2 | Assistant Research Professor |
| Title 3 | Associate Research Professor |
| Title 4 | Research Professor |
| Title 5 | Distinguished Research Professor |

Evaluation and Promotion criteria

Evaluation and promotion of research faculty will be based on their performance in the area of scholarship. Scholarship is defined by Rutgers University policy as:

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 non-tenure track research faculty the criterion of external support is particularly important. Reappointment and advancement will generally be contingent on successful and ongoing efforts to obtain funding for their scholarship from both internal and external sources.

If service and/or teaching are negotiated requirements for NTT Research faculty, these elements will be evaluated based on University policy definitions for teaching and service.

Initial rank will be negotiated depending on the academic qualifications and experience of the candidate. The normative time between titles 1, 2, 3 would be six years between each level, though candidates may ask to be considered earlier than this. Advancement to, or appointment to, levels 4 and 5 are dependent on significant and sustained levels of excellence and leadership in research.

Time in rank and promotion process

Title 1 to Title 2: Typically, promotion occurs after 6 years and is based primarily on excellence in performance in the position. Continuation of employment within the rank is not dependent upon

promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Title 2 to Title 3: Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires sustained performance in acquiring funds for research as well as increasingly responsible leadership and dissemination of research with significant impact. For instance, incumbents might increase funding for their research, take on increasingly responsible leadership roles in collaborative teams, and disseminate their research in high impact academic and non-academic outlets. The impact of the candidate's work will be measured in part through external reviews from others knowledgeable in the particular field of research. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

Title 3 to Title 4: Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires all of the factors enumerated with regard to promotion from Title 2 to Title 3 plus evidence of significant impact at the state, regional, national, or international level. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.

LIBRARIAN SERIES

Librarians at SMLR in this series concentrate their efforts on all aspects of professional librarianship, with a focus on providing instruction in information literacy skills to SMLR students and with assisting students and faculty in information needs related to research. A Master's degree in Library and Information Science is a pre-requisite for the position. Additionally, our head librarian is responsible for the successful management of the library that is partially independent from the rest of the Rutgers University Library system; and for maintaining a positive relationship with the RUL system. Librarians are expected to perform faculty service but not expected to conduct scholarly research, although if they do conduct such research and publish it, such research is welcomed.

| | Librarian title series |
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| Title 1 | Librarian of Practice IV |
| Title 2 | Librarian of Practice III |
| Title 3 | Librarian of Practice II |
| Title 4 | Librarian of Practice I |

Librarianship:

Librarians concentrate their efforts on the major areas of the profession as it pertains to the SMLR Library: collection development, reference services, archival management, acquisition of school-specific electronic resources, and instruction. Instruction can be on an individual basis, in a classroom or virtual setting, or during orientation sessions with a focus on information literacy skills such as developing

research strategies, identifying plagiarism and evaluating information. Excellence may be demonstrated through user evaluations of services, materials, collections, and online services developed, implemented and/or administered alone or in concert with other librarians. Librarians are expected to stay informed of advances in librarianship as well as the subject areas related to the School's mission.

Service addendum:

Besides the types of service detailed above, service shall include membership on Rutgers University Libraries committees and/or contributions to the effective operation of the Libraries, and/or contributions made to related organizations such as local, state and regional consortia or professional organizations.

REAPPOINTMENT and PROMOTION:

Title 1 and Promotion from Title 1 to Title 2:

Typically, reappointment within title 1 is annual for years 1 and 2, the 3rd reappointment is for 2 years, and the 4th reappointment is for 2 years.

Considerations for reappointment include the NTT faculty's documented accomplishments, evidence of demonstrated teaching excellence and service excellence. Considerations for reappointments will be handled by the department faculty in equivalent or higher rank.

Promotion: Typically occurs after 6 years and is based on excellence in performance in the position.

Title 2 and Promotion from Title 2 to Title 3:

Reappointment within title 2 is for 3 years and is renewable.

Considerations for reappointment include the NTT faculty's documented accomplishments, evidence of demonstrated teaching excellence and service excellence. Considerations for reappointments will be handled by the department faculty in equivalent or higher rank.

Promotion: incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank.

Title 3 to Title 4: Incumbents may request review for promotion after 6 years in rank. However, departments may nominate individuals for promotion prior to 6 years in rank. Promotion at this level requires all of the factors enumerated with regard to promotion from Title 2 to Title 3 plus evidence of impact at the university, state, regional, national, or international level. Continuation of employment within the rank is not dependent upon promotion. Considerations for promotion will be handled by the department faculty in equivalent or higher rank.