

Non-Tenured Faculty in Earth and Environmental Sciences Evaluation Criteria

Faculty of Arts and Sciences-Newark (FASN) Rutgers University-Newark

Non-Tenured Track Teaching Titles

There are five ranks in the NTT Teaching series:

- Teaching Instructor;
- Assistant Teaching Professor;
- Associate Teaching Professor;
- Teaching Professor;
- Distinguished Teaching Professor.

Teaching Instructor:

This is an entry-level teaching appointment. However, individuals who meet the criteria for promotion to higher ranks (described below) are eligible for a first appointment at a higher level. At all levels, continued employment is contingent on availability of funding.

Criteria for Appointment to Teaching Instructor Rank:

The individual considered for appointment at this rank should at least hold a Bachelor degree in earth sciences, environmental sciences, or a related discipline.

Criteria for Reappointments:

The primary criterion for reappointment is "effectiveness of teaching strategies". Reappointment requires evidence of excellence as a teacher. This can be demonstrated by: achievement of learning goals by the students in teacher's classes; observation of classroom instruction; a teaching portfolio, which will include a personal statement, syllabi and/or other instructional materials; Other criteria include: service in accordance with the mission of the department and the University, appropriate to level of appointment; continued need for position, availability of funding, and satisfactory performance of duties in existing position (appropriate to the level of the appointment) as determined by the Department Chair.

Criteria for Promotion:

After six years in a given rank, the NTT faculty will be evaluated for promotion to the next level. However, NTT teaching faculty can request that they be evaluated earlier if they feel they meet the promotion criteria applicable to their situation. The promotion criteria for each rank are listed below.

General Considerations Regarding Promotion Criteria:

Evaluation for promotions will be primarily based on accomplishments in teaching. However, contributions to research/scholarship and service will also be considered. A description of the criteria used to assess excellence in teaching, research/scholarship and service can be found at the end of this document. Promotion is also contingent on continued need for the position and availability of funding.

Promotion to Non-Tenured Track Assistant Teaching Professor:

To attain this rank, the individual must hold a PhD degree. Demonstrated experience as a successful teacher in the field or compelling evidence of success as a teacher in the field is required.

Promotion to Non-Tenured Track Associate Teaching Professor:

To attain this rank, the main criterion is excellence in teaching. Evidence of true distinction as an instructor, such as teaching awards, recognition by public bodies or professional organizations and significant publications on teaching is required. Accomplishments in the activities specified under the criterion of research/scholarship and service will strengthen a candidacy for promotion to NT Teaching Professor. However, such accomplishments cannot replace excellence in teaching as a justification for promotion to NT Associate Teaching Professor.

Promotion to Non-Tenured Track Teaching Professor:

An individual promoted to this rank should have made substantial progress in teaching and demonstrated further distinction beyond that required at the Associate Teaching Professor level. Significant accomplishments in the activities specified under the criterion of research/scholarship and service will strengthen a candidacy for promotion to NT Teaching Professor. However, such accomplishments cannot replace excellence in teaching as a justification for promotion to NT Teaching Professor.

Promotion to Non-Tenured Track Distinguished Teaching Professor:

The standard for promotion to NT Distinguished Professor is significantly higher than that applied in promotion to Professor. Evidence of true distinction as an instructor, such as teaching awards, recognition by public bodies or professional organizations and significant publications on teaching is required. Promotion to this rank is reserved for those faculty members who have achieved eminence in their teaching. Only those faculty members who have demonstrated outstanding achievement by earning significant recognition inside and outside the University are eligible for promotion to Distinguished Professor. Typically, such recognition is reflected in national and international reputation in one's discipline. Significant accomplishments in the activities specified under the criterion of research/scholarship and service will strengthen a candidacy for promotion to NT Distinguished Teaching Professor. However, such

accomplishments cannot replace excellence in teaching as a justification for promotion to NT Distinguished Teaching Professor.

Description of the Criteria Used to Assess Excellence in Teaching, Research/Scholarship and Service

Teaching:

The primary criterion for reappointment and promotion to all ranks is "effectiveness of teaching strategies". Excellence in teaching, at undergraduate and/or graduate level, should be a fundamental endeavor of all NT Teaching faculty members. Teaching includes classroom and field instruction (credit or non-credit); supervision of research students and student internships, serving on graduate student thesis committees; academic advising and acting as a mentor; 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 colleges and other units of the University; 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 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.

Excellence as a teacher is demonstrated at all ranks by factors including: achievement of learning goals by the students in teacher's classes; observation of classroom teaching by tenured faculty at higher rank; a teaching portfolio, which should include a personal statement, syllabi and/or other instructional materials; student instructional rating surveys; significant additional contributions outside the classroom, such as course development, supervision of staff and/or students, participation in educational initiatives of the department or program, program assessment, development and implementation of externally funded educational programs, and others as appropriate to the discipline and the level of the appointment.

Scholarship:

Although not required or expected from NT Teaching Professors at any level, contributions to research and scholarship will strengthen a candidacy for promotion. 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 primarily demonstrated by refereed publications, such as journal articles and books of high quality and through the securing external funding through research awards and/or competitive fellowships appropriate to the faculty member's field of study. Scholarship and research accomplishments are also demonstrated by: presentation of papers at organized scholarly meetings, usually at the national or international level; acquisition of significant patents; publication in other academic or professional journals; lecturing in professional and other public forums; design and execution of applied research in the laboratory or in the field.

Service:

Although not required or expected from NT Teaching Professors at any level, contributions to service will strengthen a candidacy for promotion. Service includes the contributions a faculty member makes to the academic profession, to the University, and to society at large. 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, such as National Science Foundation (NSF) review panels and research committees of various federal organizations. 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 contributions to important committees and other activities in support of the academic development of the University. 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.

Non-Tenured Track Research Titles

There are five ranks in the NTT Research series:

- Research Associate;
- Assistant Research Professor;
- Associate Research Professor;
- Research Professor;
- Distinguished Research Professor.

Research Associate:

This rank is an entry level appointment. However, individuals who meet the criteria for promotion to higher ranks (described below) are eligible for a first appointment at a higher level. At all levels, continued employment is contingent on availability of funding.

Criteria for Appointment to Research Associate Rank:

The individual considered for appointment at this rank should at least hold a Bachelor degree in earth sciences, environmental sciences (or a related discipline).

Criteria for Reappointments:

Continued need for position, availability of funding, and satisfactory performance of duties in existing position (appropriate to the level of the appointment) as determined by supervising investigator and/or Department Chair. Proven service in accordance with the mission of the department and the University, appropriate to the level of the appointment.

Criteria for Promotion:

After six years in a given rank, the NTT faculty will be evaluated for promotion to the next level. However, NTT research faculty can request that they be evaluated earlier if they feel they meet the promotion criteria applicable to their situation. The promotion criteria for each rank are listed below.

General Considerations Regarding Promotion Criteria:

Evaluation for promotions will be primarily based on accomplishments in research and scholarship. However, contributions to teaching and service will also be considered. A description of the criteria used to assess excellence in scholarship, teaching and service can be found at the end of this document. Promotion is also contingent on continued need for the position and availability of funding.

Assistant Research Professor:

To attain this rank, the individual must hold a PhD degree and have. Evidence of initial accomplishments in research and scholarship is required.

Associate Research Professor:

To attain this rank, the main criterion is excellence in research and scholarship. Promotion to this rank requires that the individual has steadily published original research articles in his/her field of research and developed external funding to support his/her research program. Significant accomplishments in the activities specified under the criterion of teaching and service will strengthen a candidacy for promotion to NT Associate Research Professor. However, such accomplishments cannot replace excellence in scholarship and research as a justification for promotion to NT Associate Research Professor.

Research Professor:

An individual promoted to this rank should have made substantial progress in research and scholarship and demonstrated further distinction beyond that required at the Associate Research Professor level. Promotion to this rank requires that the individual has steadily contributed a high volume of important and original research articles in his/her field of research and maintained a high level of external funding to support his/her research program. Significant accomplishments in the activities specified under the criterion of teaching and service will strengthen a candidacy for promotion to NT Research Professor. However, such accomplishments cannot replace excellence in scholarship and research as a justification for promotion to NT Research Professor.

Distinguished Research Professor:

The standard for promotion to NT Distinguished Professor is significantly higher than that applied in promotion to Professor. Promotion to this rank is reserved for those faculty members who have achieved scholarly eminence in their discipline and fields of inquiry. Only those faculty members who have demonstrated outstanding achievement in those areas by earning significant recognition inside and outside the University are eligible for promotion to Distinguished Professor. Typically, such recognition is reflected in national and international reputation in one's discipline. Significant accomplishments in the activities specified under the criterion of teaching and service will strengthen a candidacy for promotion to NT Distinguished Research Professor. However, such accomplishments cannot replace excellence in scholarship and research as a justification for promotion to NT Distinguished Research Professor.

Description of the Criteria Used to Assess Excellence in Scholarship, Teaching and Service

Scholarship:

Active scholarship should be a fundamental endeavor of all NT Research faculty members. 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 primarily demonstrated by refereed publications, such as journal articles and books of high quality and through the securing external funding through research awards and/or competitive fellowships appropriate to the faculty member's field of study. Scholarship and research accomplishments are also demonstrated by: presentation of papers at organized scholarly meetings, usually at the national or international level; acquisition of significant patents; publication in other academic or professional journals; lecturing in professional and other public forums; design and execution of applied research in the laboratory or in the field. Significant additional contributions appropriate to project/responsibilities include generating independent research

ideas in coordination with PI, project director or chair, demonstrating high level of initiative and ability to work independently.

Teaching:

Although not required or expected from NT Research Professors at any level, contributions to teaching will strengthen a candidacy for promotion. Teaching includes classroom and field instruction (credit or non-credit); supervision of research students and student internships, serving on graduate student thesis committees; academic advising and acting as a mentor; 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 colleges and other units of the University; 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 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.

Service:

Includes the contributions a faculty member makes to the academic profession, to the University, and to society at large. 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, such as National Science Foundation (NSF) review panels and research committees of various federal organizations. 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 contributions to important committees and other activities in support of the academic development of the University. 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.