

**Non-Tenured Faculty in Biology  
Evaluation Criteria  
Faculty of Arts and Sciences-Newark (FASN)  
Rutgers University-Newark  
Non-Tenured Track Teaching Titles**

**Criteria for Appointment:**

1. Advanced degree (MS, Ph.D., or equivalent) in relevant field in biological sciences;
2. Demonstrated experience in required disciplines of biology as judged by research and/or teaching portfolio;
3. Effective communication and pedagogic knowledge as judged by teaching portfolio and/or faculty committee screening.

**Criteria for Reappointment:**

Reappointment at any, and, all levels is fundamentally contingent upon teaching needs of the department and/or availability of funding for the position. In all cases of reappointment, the candidate must present evidence of scholarly excellence as a teacher and contributor to the service needs of the department as judged by, any or all of the following:

1. Evaluation of effectiveness of teaching strategies, success at meeting course goals and objects, and success at achieving programmatic learning goals and objectives. Such material may include assessments of exams, copies of student work product (lab reports, posters, presentations, etc.);
2. Evaluation of submitted teaching portfolio that includes, but is not limited to, a personal statement, curriculum vitae, course syllabi, instructional materials, and other materials judged relevant by the candidate;
3. Review of teaching evaluations obtained through student survey and classroom instruction provided by the department Committee on Teaching Excellence;
4. Evaluation of service in accordance with mission of department, several examples include, student advising, participation outreach activities, and participation on department committees.

**Criteria for Promotion to All Ranks:**

Reappointment with promotion at any, and, all levels is fundamentally contingent upon teaching needs of the department and/or availability of funding for the position. In all cases of reappointment with promotion, the candidate must present evidence of ongoing and continuous scholarly excellence as a teacher and contributor to the service needs of the department as judged by, any or all of the following:

1. Evaluation of submitted teaching portfolio that includes, but is not limited to, a personal

statement, curriculum vitae, course syllabi, instructional materials, and other materials judged relevant by the candidate;

2. Evaluation of submitted of outcomes materials establishing success at meeting course and departmental learning goals and objectives. Such material may include assessments of exams, copies of student work product (lab reports, posters, presentations, etc.);
3. Review of teaching evaluations obtained through student survey and classroom instruction provided by the department Committee on Teaching Excellence;
4. Evaluation of service in accordance with mission of department, several examples include, student advising, participation outreach activities, and participation on department committees;
5. Evaluation of demonstrated leadership service in accordance with mission of department, including but not limited to, course development, supervision of students in independent study projects, participation in development and implementation of departmental academic and/or assessment initiatives, leadership in developing new academic/service initiatives.

### **Additional Criteria for Promoting to Teaching Professor/Distinguished Teaching Professor:**

In addition to attaining and maintaining significant contribution to the teaching mission of the Department, as outlined above, the candidate must have established true distinction by achieving one of more of the following significant milestones:

1. Establish a track record of publication resulting from student mentoring and/or research of relevance to the greater field of education;
2. Receive professional recognition as evidenced by receipt of teaching awards from campus, university, and/or external associations;
3. Evidence for ongoing success at obtaining external funding, preferably from national level funding agencies, targeting improvement and advancement of the teaching mission of the department.

### **Non-Tenured Track Research Titles**

There are five ranks in the NTT Research series:

1. Research Associate;
2. Assistant Research Professor;
3. Associate Research Professor;
4. Research Professor;
5. 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 the biological sciences or a related discipline.

**Criteria for Reappointment:**

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. Also considered is 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.

**Assistant Research Professor:**

To attain this rank, the individual must hold a PhD degree and have significant post-doctoral research experience. Evidence of accomplishments in research and scholarship is also 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.

### **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.

### **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 the presentation of papers at organized scholarly meetings, usually at the national or international level; by the acquisition of significant patents; publication in other academic or professional journals; by lecturing in professional and other public forums; and by the design and execution of applied research in the laboratory or in the field.

**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; 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 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:**

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; and 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.