

## **School of Business–Camden**

### **Non-Tenure Track Teaching Faculty Positions**

#### **General Appointment, Reappointment, and Promotion Criteria**

##### **Introduction**

Non-tenure track faculty (NTT) fill critical roles in the teaching, research, and engagement missions of the Rutgers School of Business-Camden (RSBC). 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 as might be relevant to their role and title. For non-tenure track faculty, the weighting of these criteria depends on the title series and focus of the particular appointment. The two NTT titles used by the RSBC are **Teaching** and **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 University Labor Relations website:  
<https://laborrelations.rutgers.edu/faculty/promotions-appointments-and-reappointments>

##### **RSBC Teaching Title Series**

Non-tenure track teaching faculty members are expected to meet the following teaching criteria, as guided by University standards:

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, or continuing education level. Teaching includes classroom, field, and non-credit instruction; supervision of research, student internships, professional practice, 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 and graduate programs of RSBC; and, the development of

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, communicate this knowledge to others, and give evidence of a continuing development of their knowledge to ensure 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 this professional knowledge to their teaching in a meaningful and balanced way.

Effective teachers communicate enthusiasm for their subject and have a responsibility to create a learning environment that is positive, supportive, and stimulates creative thinking. They maintain a critical attitude toward their teaching and strive to continuously improve it.

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 accordingly.

To be considered for this title, the faculty, at a minimum, must hold a graduate or professional degree in an appropriate discipline. Evaluation criteria for appointment, re-appointment and/or promotion shall be consistent with the mission of the school and department. Some examples of possible materials that may be considered for appointment and reappointment include:

- Teaching experience
- 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, competition and/or student groups
- Professional development activities
- Presentations at academic conferences
- Involvement and guidance of students in independent scholarly activities
- Oversight of internships or other experiential learning activities
- Engagement with corporate and community partners to support student learning
- Participation in SBC's Professional and Executive Education programs
- Scholarship and publications, if any
- Grants to support student success/learning, if any

### **Instructor of Teaching**

The primary responsibilities of an Instructor of Teaching are to the instructional program and any additional responsibilities depending on the faculty member's expertise and the department's curricular needs and goals.

**Appointment at the rank of Instructor of Teaching** is based on a demonstration of professional expertise in subject area, achievement in teaching, potential for impact on student learning and development, and continued engagement within their discipline or profession (appropriate combination of attributes listed depending on circumstances).

**Reappointment at the rank of Instructor of Teaching:** Faculty to this rank will be evaluated on the following aspects:

- Demonstrated effectiveness in teaching based on student evaluations, peer teaching reviews, and teaching awards and recognitions
- Contributions to curriculum enhancement
- Advising role in student awards, competition and/or student groups
- Active participation in department committees and student initiatives
- Professional development activities

### **Assistant Professor of Teaching**

The primary responsibility of an Assistant Professor of Teaching is to the department's instructional program. There may be additional responsibilities depending on the faculty member's expertise and the department's curricular needs and goals. These may include student recruitment and advising, course and curriculum development, and service and outreach.

**Promotion or appointment to the rank of Assistant Professor of Teaching:** This involves demonstration of achievement in teaching, impact on student learning, professional growth, and continued activity within the discipline area both inside and outside the institution as deemed appropriate. In addition to expectations of a Instructor of Teaching, Assistant Professors of Teaching will be evaluated on:

- Teaching innovations, especially in areas of experiential and civic engaged learning
- Supporting internships or other experiential learning activities

### **Associate Professor of Teaching**

The Associate Professor of Teaching serves an essential role in the department's teaching program through teaching and responsibilities to the department. In addition to teaching, the Associate Teaching Professor may have additional responsibilities such as mentoring junior colleagues, student recruitment and advising, course or curriculum development, and/or service and outreach.

**Promotion or appointment to the rank of Associate Professor of Teaching** is based on demonstrated strength in instruction, evidence of professional growth and capacity in teaching, and visibility for

pedagogical and/or other scholarship. In addition to expectations of Assistant Professors of Teaching, faculty in this rank will be evaluated on:

- Significant contributions to curriculum development
- Oversight of internships or other experiential learning activities
- Involvement and guidance of students in independent scholarly activities
- Leading corporate and community engagement to enhance student learning
- Participation in SBC's Professional and Executive Education programs
- Presentations at academic conferences

### **Professor of Teaching**

The Professor of Teaching 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, Professors of Teaching 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 Professor of Teaching** is based on a demonstrated record of achievement and national visibility in teaching and pedagogical innovation, curriculum development, and program leadership. In addition to expectations of Associate Professors of Teaching, faculty in this rank will be evaluated on:

- Scholarship and publications recognized at the national level
- Demonstrated national recognition in teaching and student success
- Leading grant writing activity related to student success and learning