



RUTGERS POLICY

Section: 60.5.14

Section Title: Faculty

Policy Name: Criteria for Academic Appointments, Reappointments and Promotions

Formerly Book: 3.3.18

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Responsible Executive: Executive Vice President for Academic Affairs

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Errors or changes? Contact: aclr@rutgers.edu

1. **Policy Statement**

Academic appointments, reappointments, and promotions may be made in recognition of accomplishments in teaching, scholarship, service, artistic accomplishment, professional practice, librarianship, extension practice of county agents, extension scholarship, and/or clinical practice, as may be applicable to specific academic positions. The applicable criteria for academic appointments, reappointments, and promotions are university-wide and set forth in this policy.

2. **Reason for Policy**

This policy establishes the university-wide criteria for academic appointments, reappointments, and promotions.

3. **Who Should Read This Policy**

- Chancellors, Deans, directors and department chairs
- Faculty members
- Academic administrators

4. **Related Documents**

Policy 60.5.6, Required Reviews of Tenured and Tenure-Track Faculty
Policy 60.5.7, Required Post-tenure Reviews and Procedures
Policy 60.5.15, Application of Criteria for Academic Appointments, Reappointments and Promotions

5. **Contacts**

Office of Academic Labor Relations
848-932-7174

6. The Policy

60.5.14 CRITERIA FOR ACADEMIC APPOINTMENTS, REAPPOINTMENTS AND PROMOTIONS¹

- A. Except as set forth in Section B below, appointments, reappointments and promotions of tenure-track and tenured faculty may be made in recognition of accomplishments: in teaching, scholarship, and service for general teaching/research faculty and for extension specialists in the School of Environmental and Biological Sciences and/or the New Jersey Agricultural Experiment Station; in teaching, extension scholarship and service for all other extension specialists; in teaching, extension practice, and service for county agents; in teaching, scholarship and/or the arts, and service for faculty with appointments in the creative or performing arts; in librarianship, scholarship, and service for library faculty.

Non-tenure track faculty are primarily, but not exclusively, devoted to teaching, research, clinical practice, professional practice or librarianship. Except as set forth in Section B below, appointments, reappointments and promotions of non-tenure track faculty may be made in recognition of accomplishments: in teaching, scholarship and/or service for teaching faculty; in scholarship, teaching and/or service for research faculty; in teaching, clinical practice, and/or service for clinical faculty; in teaching, professional practice, and/or service for professional practice faculty; in librarianship and service for library faculty.

The application of these criteria shall be in accordance with the University's published policy, Application of Criteria for Academic Appointments, Reappointments and Promotions, Section 60.5.15, as may be amended by the Board of Governors from time to time.

1. Teaching. Effective teaching should be a fundamental endeavor of all members of the 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 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 ensure 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.
2. Scholarship. Active scholarship should be a fundamental endeavor of all members of the faculty. Scholarship, including basic and applied research,

¹ Section A applies to faculty positions governed by the negotiated agreement that would be applicable to faculty in legacy Rutgers positions; Section B applies to faculty positions governed by the negotiated agreement that would be applicable to faculty in legacy UMDNJ positions.

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.

3. 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; by participation on expert committees, such as NIH (National Institutes of Health) research study sections, NEH (National Endowment for the Humanities) grant selection panels, research committees of the National Academy of Science, or practice committees of professional associations or institutions, and by fostering collaborative relationships with clinical agencies providing sites for clinical practice. 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.
4. Artistic Accomplishment. The appointment of a faculty member in the creative or performing arts may permit the primary concentration of his/her efforts on scholarship, on artistic accomplishment, or on a balance between the two that is appropriate both to the artist/scholar's appointment and to the particular stage of his/her career. For faculty members with such appointments, artistic accomplishment in the fields of literature, music, art, dance, or drama, is most often demonstrated by dissemination of the artist's work through performance, publication or exhibition in professionally recognized settings, usually outside the University. The artist's work shall have an intrinsic value equal to scholarship and shall be subject to equally rigorous evaluation.
5. Librarianship. Faculty members with appointments as librarians are required to concentrate their primary efforts on achievements, as appropriate to their appointments, in one or more of the major areas of the library profession: collection development, technical and automated services, and user services. In general, excellence in librarianship is demonstrated most typically by formal

assessment by library experts, both internal and external to the University, and by faculty and other users, of the effectiveness of systems, techniques, services, materials, and collections developed, implemented, and/or administered by the librarian alone and in concert with other librarians; by the adoption of those systems, techniques, services or materials by other excellent research libraries; and through published and other written acknowledgments of the quality of the librarian's support of the work of researchers and scholars. For example, contributions in collection development may be demonstrated by assessments of the library's holdings; contributions in technical and automated services may be demonstrated by assessments of the quality and cost effectiveness of automation, acquisition and bibliographic access functions and systems; contributions in user services may be demonstrated by assessments of the provision of assistance and instruction in the use of library and information resources, and the usefulness of library instructional aids, bibliographies, and other print and non-print finding aids. Librarians should stay informed of advances and current thinking in their major areas of librarianship and, where appropriate, in specialized subject fields, should have both a depth and breadth of knowledge in these areas, and should be able to demonstrate success in applying that knowledge directly to strengthening the library's support for the educational and scholarly mission of the University.

6. Extension Practice of County Agents. Faculty members with appointments as county agents are required to concentrate their primary efforts on extension practice, that is, the application of knowledge to the needs of the community. Extension practice is typically demonstrated by interpretation of research results, identification of ways of applying research, achieving the adoption of improved practices by client groups, participation in the design and execution of applied research in the laboratory and in the field, identification of problems requiring investigation by researchers, and attraction of appropriate external support or awards. As a faculty member, a county agent is obligated to make his/her contributions, as described above, available to others in the profession through publication in appropriate professional journals and lecturing in professional and other public forums.
7. Extension Scholarship. Active scholarship should be a fundamental endeavor of all members of the faculty. Faculty members with appointments as extension specialists are required, in their specific disciplines or professions, to have a mastery of the subject and to be capable of developing and implementing quality programs of instruction and/or technical assistance. Effective extension scholarship is demonstrated by the assessment of client needs; the design, implementation, and dissemination of appropriate delivery systems; the recruitment, training, supervision, and evaluation of program personnel; the evaluation of program effectiveness; and the development of appropriate funding mechanisms. Extension specialists must stay informed of advances in their fields and must demonstrate the capacity to use new and existing information in program development, to interpret research results, and to implement them into extension programs. Effective extension scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field is demonstrated most typically by publication in professional journals; presentation of papers at organized scholarly or professional meetings; attraction of external support; and compilation of information and development of materials that make information more accessible to researchers, other scholars, and practitioners. 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.
8. Clinical Practice. Faculty members with appointments as clinical faculty are required to concentrate their primary efforts on clinical practice which forms the

basis of their teaching. Clinical practice is typically demonstrated by the application of knowledge to direct patient or client care and to the delivery of services in the clinical setting; identification, selection and/or development of appropriate clinical sites to provide maximum opportunities for clinical practice; introduction of practice innovations that reflect cutting-edge practice modalities; interpretation and application of research results, as well as the design and execution of applied research in the clinical setting; and identification of problems requiring investigation by research faculty. As a faculty member, an individual with a clinical appointment is obligated to make his/her contributions, as described above, available to others in the profession through publication in appropriate professional journals and lecturing in professional and other public forums.

9. Professional Practice. Faculty members with appointments as professional practice faculty are expected to have professional experience, or equivalent intellectual capital, 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 teaching classes, developing and managing applied learning opportunities such as field experience or internship, administration of academic programs, advising, and all other aspects of teaching outlined above in Section A.1. Faculty members in these positions are assigned service responsibilities that normally support teaching and student development and/or the department, the University, or the profession. Scholarly activity may or may not be required. Faculty are expected to be engaged in outreach and may be required to remain active in their field of practice. These positions are reserved for individuals who are effective teachers and whose creative work in professional practice is recognized by peers as making a significant contribution to the field.

B. In Robert Wood Johnson Medical School, School of Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, School of Public Health, and School of Nursing (former UMDNJ School of Nursing), (hereinafter "the Schools"), the following general criteria shall apply:

1. Mastery of subject matter as demonstrated by such factors as degrees, licenses, honors and awards, and reputation;
2. Effectiveness in teaching as demonstrated by such factors as performance evaluation, judgment of peers, student response and performance, and development of teaching materials and techniques;
3. Research and scholarly or professional accomplishments as demonstrated by such factors as contributions to scientific, educational or clinical knowledge, publications, grants and reputation;
4. Contributions to and implementation of the service mission of the Schools, that is, service to the host communities of the University's campuses and to the entire state;
5. Continuing growth as demonstrated by such factors as advanced study or research, ability to handle increasing responsibility and reputation; and
6. Degree and effectiveness of service to the University through activities such as service on school or University committees and performance of administrative responsibilities.