RUTGERS–NEW BRUNSWICK
Center for Faculty Success

AY 2025-26
NTT Promotion Workshop

What is the Center for Faculty Success?
24 College Ave

- A physical space for all faculty

- A virtual resource for all faculty

https://facultysuccess.rutgers.edu/
Linkedin:
https://www.linkedin.com/company/rutgers-center-for-faculty-success

NTT Promotion Workshop Agenda

Introduction and Overview

Petra Christmann, Vice Provost for Faculty Affairs & Director Center for Faculty Success

NTT Promotion Process & Promotion Packet

David Shreiber, Vice Provost for Academic Affairs

Preparing a Teaching Portfolio

Chris Drue, Associate Director for Teaching Evaluation, Office of Teaching Evaluation and Assessment Research

NTT Faculty Panel – Pathways to Promotion Success

Geeta Govindarajoo, Teaching Professor, Chemistry and Chemical Biology, SAS

Allison Krauss, Associate Research Professor, Graduate School of Education

Lilia Pavlovsky, Teaching Professor & Director of the Master of Information Program, SC&I

Charles Ruggieri, Associate Professor of Professional Practice, Physics and Astronomy, SAS

Ravendra Singh, Associate Research Professor, Chemical and Biochemical Engineering, SOE

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NTT Promotion Workshop Attendee Questions

Two Ways to Ask Questions:

- Add questions to the Q&A tab in the bottom toolbar at any time
- Virtually raise your hands during designated breaks for questions

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NTT Promotion Process

David Shreiber

Vice Provost for Academic Affairs

Outline

- My pontifications
- Promotion process for tenure/tenure-track faculty vs non-tenure track faculty: What's the difference?

Pause for questions

- Unit guidelines
- Promotion packets
- Form NTT-1a/b/c

Pause for questions

- Appended materials
  - Personal narratives, evidence of teaching effectiveness

Pause for questions

- External letters
- The vote
- Final thoughts

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Preliminary thoughts

- Getting promoted is a big deal!
- It is not automatic
- ~~"I have been in my role for X years, so I will be promoted."~~
- "I have been in my role for X years, so I am eligible to be evaluated for promotion."
- Being evaluated for promotion is a big deal!

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The Promotion Process…

- Is very long
  - Promotion for T/TT faculty is a year-long process
  - Promotion for NTT faculty is at least four months and can be close to a year
  - These assume that the process is followed correctly
- Involves a lot of forms
- Is governed by OEVPAA and OULR, but for NTT's is managed by the Chancellor-led Units (CLUs)
  - These are not my rules, but I am responsible for making sure they are followed (among other things)
- Is a big deal

Unsolicited advice from your VPAA

- The promotion process is long and will require substantial effort from you and several other people

- There is not much you can do about the process, and there are no shortcuts

- You can make things easier for yourself
  - Understand your role and responsibilities
  - Be great at what you do
  - Document your greatness
  - Communicate that greatness in the promotion materials

- Avoid doing things *to get promoted*

- Instead, do things *and earn promotion*

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Unsolicited advice from your VPAA

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***<u>Everyone at Rutgers</u>* wants you, and all of our faculty, to earn promotion**

# Non-Tenure Track Promotion Process

- Very similar to the T/TT process, but with important differences
  - Sometimes subtle, sometimes big
- Different forms (eg Form NTT-1a instead of Form-1a)
- Different policies for different NTT title series
  - Teaching Professor titles
  - Professor of Professional Practice titles
  - Research Professor titles
  - Clinical Professor Titles
  - Certain Library Titles
- Potentially different process/form for promotion to Assistant Professor
- Different pathways and timeline

https://laborrelations.rutgers.edu/faculty/non-tenure-track-faculty-non-libraries

Promotion process pathways

Tenured/Tenure Track

EVALUATION PATHWAY FOR ACADEMIC REAPPOINTMENTS
AND PROMOTIONS INVOLVING TENURE OR THE TENURED RANKS

Candidate

↓

Appropriate Departmental
Faculty Peer Group

↓ ← *Advisory committee*

Dean

↓

Promotion Review Committee

↓

President

↓

Board of Governors

↓

Notification to Candidate
of Final Decision
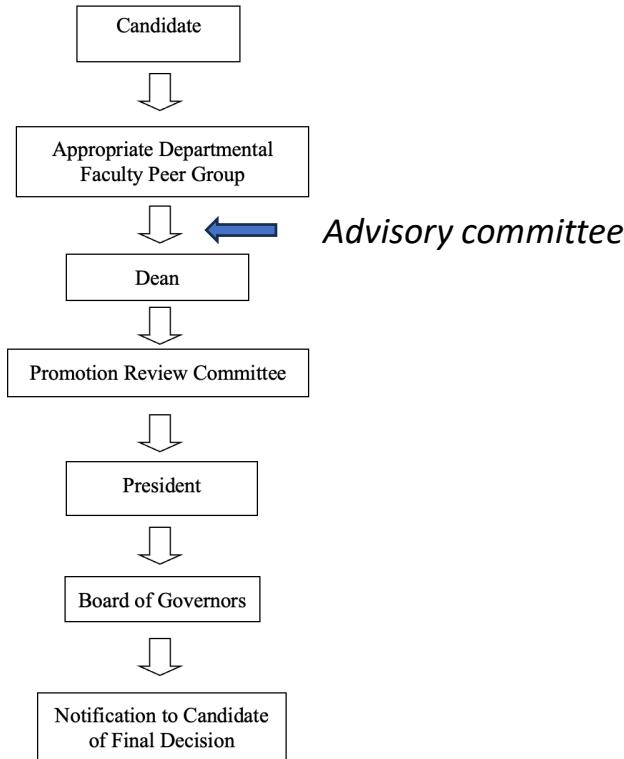
Non-TenureTrack

EVALUATION PATHWAY FOR ACADEMIC PROMOTIONS <u>NOT</u> INVOLVING
TENURE OR THE TENURED RANKS

Candidate

↓

Appropriate Departmental
Faculty Peer Group

↓ ← *Advisory committee*

Dean

↓ ← *Vice Provost for Academic Affairs*

Chancellor
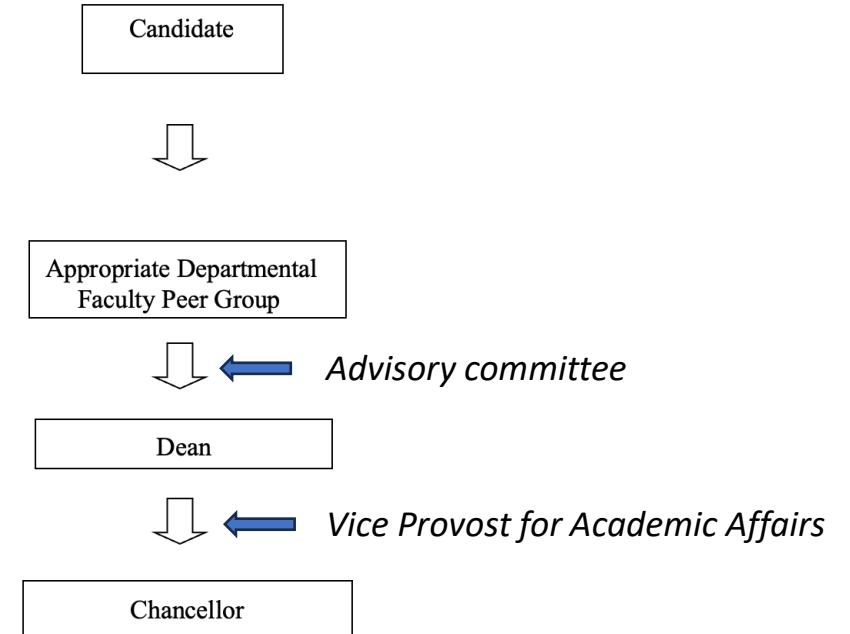
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Questions so far?

Up next – Instructions, guidelines, and forms

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Documents, Guidelines, Policies, and Forms

Start with University Labor Relations:

https://laborrelations.rutgers.edu/faculty/non-tenure-track-faculty-non-libraries

(I often google "Rutgers NTT Promotions")

- Instructions

- Appendices

- Forms

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Know your School's NTT Reappointment and Promotion Guidelines

- Every school has a set of guidelines that are followed for NTT promotions
  - Timing
    - How long before you are eligible for promotion? Are there exceptions?
  - Criteria
    - Teaching? Scholarship? Service? Professional Practice?
    - General requirements and definitions
    - Differ according to title and rank

- Guidelines differ by school

- Ask your chair or an associate dean for them

https://rutgers.box.com/s/3rgl7ikje380vkwbwhdo19p644fg8nar

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Components of a promotion packet - Promotion to <u>Assistant NTT Professor</u>

Elements in red are your responsibility to complete

- *The "Short Form"
- Current appointment letter
- Unit Guidelines for promotion
- Your *C.V.*
- Personal statement together with any documents you wish to be considered
- Evaluations received by the candidate during the current term of appointment

- Any other documentation that may be required by the department/unit

*Departments may opt to use NTT-1x for promotion to the assistant professor rank

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Components of a promotion packet

Elements in red are your responsibility to complete

- Form NTT-1a/b/c – Faculty intake form
- Supplemental Form NTT-1 (COVID exemptions)
- Form NTT-2 – Criteria for promotion
- Form NTT-3 and 3a – External referees
- Form NTT-4 – Department narrative
  - Reading reports
  - Report from secondary department/center/institute/program
- Dean's Advisory Committee Report
- Form NTT-5 – Dean's narrative
- Unit Guidelines for promotion

- Current appointment letter
- Appendix H – List of appended material
- Appended material
  - Your CV
  - Personal narrative(s)
    - Research Statement
    - Teaching Statement
  - Examples of scholarship
  - Additional evidence of teaching effectiveness
  - …

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Faculty Survey

- https://oirap.rutgers.edu/facsurv/aspx/default2.aspx (Google "Rutgers Faculty Survey")

- The Faculty Survey (FS) system is a centralized platform designed to collect comprehensive information on faculty activities at Rutgers. Faculty can use this system to generate forms for promotion and reappointment, as well as other needs

- Each year, new promotion and reappointment forms are introduced. When new forms are added to the FS system, faculty members do not need to re-enter their information. Simply log in to the FS system to generate the most current versions of the required forms.

- The FS system supports both Tenure-Track (TT) and Non-Tenure-Track (NTT) faculty across all four Rutgers campuses (New Brunswick, Newark, Camden, and RBHS) by enabling them to generate the appropriate forms based on their specific promotion or reappointment review requirements.

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Form NTT-1a/b/c

- Comprehensive aggregation of a faculty's contributions to the relevant criteria (teaching, scholarship, artistic accomplishments, service, etc)

- Like a CV on steroids

- Vital that it is completed thoroughly, correctly, and accurately and that it aligns with your CV (which is also part of the packet)

- Changes every year – use the faculty survey!

Candidate's Name: Date:

Department:

FORM NO. NTT-1a

RECOMMENDATION INFORMATION FORM
FOR
GENERAL NON-TENURE TRACK TEACHING, RESEARCH, and PROFESSIONAL
PRACTICE FACULTY, and CLINICAL LAW FACULTY

Candidate's Name:

Present Title:

Evaluated for Promotion to (check appropriate title below):

Teaching Titles:
___Associate Teaching Professor
___Teaching Professor
___Distinguished Teaching Professor

Research Titles:
___Associate Research Professor
___Research Professor
___Distinguished Research Professor

Professional Practice Titles:
___Associate Professor of Professional Practice
___Professor of Professional Practice
___Distinguished Professor of Professional Practice

Clinical Law Titles:
___Clinical Associate Professor Law
___Clinical Professor Law
___Distinguished Clinical Professor Law

Effective Date of Promotion:

College/Faculty:

Department:

This is page one of form NTT-1a. NTT-1b,c are similar. Make sure it says NTT-1x and not just 1x. Those are for T/TT faculty. Also, make sure you are using the current form for your promotion cycle.

Use your current title, eg "Assistant Teaching Professor"

Effective date can be July 1, September 1, or January 1 of a future date. The earliest effective date for anyone on this call should be January 1, 2026 (and that would mean the process has already started).

College/Faculty = School for RU-NB

Department can mean Center or Institute

Candidate's Name: Date:

Department: **2025-2026**

Instructions: This form is ordinarily completed by the candidate who wishes to be considered for non-tenure track promotion equivalent to the rank of Associate Professor and above. The evaluation may be initiated by a prospective candidate's department chair, dean, the appropriate chancellor, the Executive Vice President for Academic Affairs, or a personnel committee. All groups involved in the process must indicate their advisory judgments on the appropriate forms.

This evaluation is initiated by:
(If this evaluation is being conducted pursuant to the "rank review"[1] (self-initiated) provision described in Section C of the Instructions, indicate that the evaluation is initiated by the candidate.)

Entries should be listed in reverse chronological order, that is, the most recent, first.

1. Academic Degrees. (Please list out institutions and dates; for doctoral degrees, include name(s) of primary doctoral dissertation advisor(s)):

2. *Employment History.* List in reverse chronological order (most recent first). Include Rutgers employment with dates, employment prior to Rutgers, and appointments within Rutgers, e.g., memberships in organized research centers, collegiate fellowships or interdisciplinary programs. *If candidate held a post doc appointment prior to employment at Rutgers, include the name(s) of the principal investigator(s) or advisor(s):*

3. Budgetary distribution. Indicate AY or CY, **and** IDR (instruction and departmental research), AES (agriculture and experiment station), or other. **List any joint appointments and indicate the percentage split line. Also list any secondary departments, centers, bureaus, institutes, decanal units or degree-granting programs. (See Promotion Instructions, Section P.)**

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[1] "Rank review" refers to the circumstance where an evaluation is granted by request of a non-tenure track faculty member who has been at the same rank for six years and has not been evaluated for the past four years.

Most often, the evaluation is initiated by the chair or center/institute director. A faculty member may initiate evaluation under "rank review."

Throughout this form, lists are generally in reverse chronological order.
        "What have you done for me lately?"

#3 is actually two questions:
    3a. Is your appointment Annual Year (AY) or Calendar Year (CY)?

    3b. Are your responsibilities towards Instruction and Departmental Research (IDR), an Agriculture and Experiment Station (AES), or Other.

This is also where, if you have a formal, joint appointment, you would list it here.

Teaching

The teaching section starts with a table summarizing your teaching evaluations. These can be downloaded by you directly from BLUE.

Note: Sometimes information is requested since the last "successful evaluation." This refers to evaluation for promotion, not reappointment.

If your department or school does not allow faculty with your title to supervise Master and/or Doctoral students, include that info here

---

Candidate's Name:

Date:

Department:

2025-2026

Course Evaluation:
For each course for which summary student evaluation data are available, include the number of student evaluation responses received, and the instructor and departmental mean values for questions 9 and 10 on the University's Student Instructional Rating Form. If units use a different rating form, please indicate maximum rating value. If evaluations are not included for a specific course, please account for missing evaluations.

Example:

| - COURSE INFORMATION - | | | | | | | | - COURSE EVALUATION - | | | | |

								Evaluation Responses	Teaching Effectiveness (Max = 5)		Course Quality (Max = 5)	
S/Yr	Course Title	Number	Cr	MOI	Aud	Resp	Enrl		Instructor	Dept Mean	Instructor	Dept Mean
i.e.: F18	Women's Studies	161:111:11	3	Lec	unm.	Total	55	50	4.44	4.10	4.19	4.20

2. Special honors courses, interdisciplinary courses or collegiate mission courses taught. Also list international courses taught on campus or abroad.

3. List the undergraduate and graduate students whose independent studies, honors theses and research internships were supervised and explain the nature of the work supervised. Provide also the title of the project, if relevant. List each student once only and include the year(s) supervised with the most recent first. **For item 3, include information since last successful evaluation only.**

4. List by year of completion, the graduate students whose Doctoral and Master's theses were supervised. Also include those currently being supervised, with start date. List each student once only. If your department/school has specific policies or practices prohibiting or restricting non-tenure track faculty from supervising graduate students, please include that information below.

4.A. Doctoral theses supervised as primary advisor.

Form NTT-1a, Page 4

4.B.   Membership on doctoral theses committees or other (specify).

4.C.   Master's theses supervised as primary advisor.

4.D.   Membership on Master's theses committees or other (specify).

5. Postdoctoral trainees (identify by name and years of training).

6. Academic advisement, including mentoring (describe role in departmental and collegiate student advisement programs, including international student advising, and approximate number of advisees per year).

7. Curriculum development (be specific and indicate textbooks, anthologies or other edited collections, training guidelines, manuals, and software programs to enhance learning, newly created courses and/or programs, major revisions of existing courses and/or programs, etc.). For textbooks, anthologies, training guidelines, manuals, and software, indicate scope of dissemination, i.e., local, statewide, national or international. Include relevant year(s) for each entry.

8. Educational grants received and grant proposals under consideration. Include sponsor, title of grant, period of the award, amount awarded, and role (when other faculty members are involved, the role of the candidate who is reporting should be made clear). Include relevant year(s) for each entry.

9. Development of educational programs. List implementation.

10. Instructional development. List activities aimed at enhancing your classroom teaching (e.g., your participation in workshops or programs offered at professional conferences or by the Center for Teaching Advancement and Assessment Research, etc.).

11. Program assessment/out-of-class evaluation activities. Provide explanation of participation in assessment of educational outcomes, such as end-of-program assessment, screening students for scholarships and other distinctions, etc.)

This form is intended to provide a comprehensive accounting/listing of your contributions to teaching, scholarship, service, etc.

You should not include extensive descriptive information or a narrative in these sections. This is not appropriate. Those kinds of descriptions can be included in your personal narrative in Appendix F.

Candidate's Name: Date:

Department: 2025-2026

12. Syllabi. Provide links to course syllabi (including course learning goals and assessment methods), or related course materials, if available.

13. Teaching awards/educational honors (include nominations, awards, invitations, and commendations).

14. Other.

15. Evidence of teaching effectiveness not listed on Form 1a. Check "Yes" below if any evidence of teaching effectiveness not mentioned above is listed in Appendix F (Inventory Listing of Supplemental Materials) and included in the supplemental materials. Examples include, but are not limited to: peer review, mentoring, scholarship of learning, statement of teaching philosophy, and/or a teaching portfolio. If no such material is included in Appendix F, check "No."

☐ Yes

☐ No

There will likely be instances where you believe that something you have done fits in multiple places on the form. Choose the ONE where you think it fits best. Avoid the perception of "double-dipping."
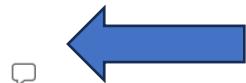
For example, each section has a prompt for awards. I won an award from SGS for being a super-duper supporter of graduate students through my teaching, mentoring, scholarship, and time as graduate program director. I would put this in ONE section (probably teaching).

If you really must include things in multiple places, acknowledge it after the first:
        "This has also been included in XXXX."

If teaching is a criterion for evaluation for you, you are required to have at least one piece of additional evidence of teaching effectiveness, which should be included in Appendix F. Check "Yes."

You can have more than one piece of additional evidence!

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Scholarship

Scholarship

List of publications[3] (please provide all entries in reverse chronological order). **Include an explanation of the candidate's contribution to all jointly-authored works, including whether they were the primary contact or corresponding author.** Please number all entries, starting with the number 1 in each subsection.

——————————————

3 In cases in which candidates have publications in a foreign language, reviews or comments on these publications from appropriate referees should be included in the packet. For materials distributed by foreign publishers, or awards from other nations, a description of the press or award and its reputation should be included in the narrative.

Form NTT-1a, Page 6

Contribution breakdown required:
Books
Book chapters
Refereed journals (print and online)
Non-refereed journals
Refereed electronic publications
Non-refereed electronic publications
Published conference proceedings
Notes, book reviews, abstracts, and non-
        refereed conference proceedings

Contribution breakdown not required:
Conference presentations
Innovation and patents
Public- and community-engaged scholarship

Media

Describing Contributions

https://www.elsevier.com/researcher/author/policies-and-guidelines/credit-author-statement

Sample CRediT author statement
Zhang San: Conceptualization, Methodology, Software **Priya Singh.**: Data curation, Writing- Original draft preparation. **Wang Wu**: Visualization, Investigation. *Jan Jansen*: Supervision.**: Ajay Kumar**: Software, Validation.: **Sun Qi:** Writing- Reviewing and Editing,

Zhang San: Conceptualization, Methodology, Software

Term	Definition
Conceptualization	Ideas; formulation or evolution of overarching research goals and aims
Methodology	Development or design of methodology; creation of models
Software	Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components
Validation	Verification, whether as a part of the activity or separate, of the overall replication/ reproducibility of results/experiments and other research outputs
Formal analysis	Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data
Investigation	Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection
Resources	Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools
Data Curation	Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later reuse
Writing - Original Draft	Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation)
Writing - Review & Editing	Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre-or postpublication stages
Visualization	Preparation, creation and/or presentation of the published work, specifically visualization/ data presentation
Supervision	Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team
Project administration	Management and coordination responsibility for the research activity planning and execution
Funding acquisition	Acquisition of the financial support for the project leading to this publication

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Refereed Journal Publications

- "Refereed Journal articles (print and online). For printed publications, include title, journal, date, page numbers and list of authors as it appears in the publication. For online publications, include title, uniform resource locator (URL) and/or digital object identifier (DOI), date, approximate number of pages, and list of authors. Indicate if the publication is permanently archived. **If known, indicate the journal's standing in the field/discipline.**
  - Impact factor is fine

12. List and explain other major accomplishments that are not noted elsewhere..

These are fellowships to you, not your students. You can describe those in "teaching."

13. Fellowships (give name of the fellowship, period of the award and amount awarded).

14. Grants Received (other than educational grants).

(a) External – Include sponsor, title of grant, <u>full</u> period of the award (start and end dates), amount awarded, and role (principal investigator, co-principal investigator or others as stipulated in the grant or contract). If role is anything other than principal investigator, indicate the specific role, percentage effort of the candidate, the specific award amount supporting the candidate effort (where available), and the identity of the principal investigator or co-principal investigator(s). List in reverse chronological order (most recent, first) and number all entries starting from the number 1.

This is asking for percentage effort. This refers to your "percent effort" on the award – eg 1 month or 10%. In other words, how much of your time is spent on that project. It is not how the effort is split among the investigators, such that the sum = 100%.

Number	Date	Title	Agency	Role (PI, mPI, Co-PI, Co-investigator, Collaborator, Consultant, etc.)	Amount (total)
1.					
2.					
3.					
4.					
5.					

(b) Internal – Include sponsor, title of grant, period of the award, amount awarded, and role (principal investigator, co-principal investigator or other). If other than principal investigator, indicate percentage effort of the candidate and the identity of the principal investigator or co-

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1. Contributions to the advancement of the academic profession. (For example, include Review responsibilities such as Editorships (dates), Editorial Board memberships (dates), ad hoc reviewer for journals (list journals one per line and number each entry starting with the number 1), ad hoc reviewer for grant agencies (local, regional, national, international), appointed membership on study section, agency advisory boards; Activities on behalf of professional organizations such as chair of committees, programming, appointed or elected leadership roles in professional societies, directorships, workshops and symposia organizer, etc.).

2. Contributions to the effective operation of the University, including contributions to the department, school or college. Include lists of committee memberships, positions held, time served, and accomplishments.

3. List administrative positions held (e.g. Department Chair, Associate Dean, Area Dean, Undergraduate Campus Dean, Graduate Program Director, major committee or taskforce head, etc.). **Indicate time served and provide brief explanation of your contribution to the advancement of the school, unit, department, program, etc.**

4. Faculty mentoring (list by year, the faculty members you mentored and describe the mentoring provided).

Form NTT-1a, Page 14

Candidate's Name: Date:

Department: 2025-2026

5. Contributions to society at large (list significant contributions to local, national, or international communities, service to professional societies, etc. that have not been listed elsewhere).

6. Prizes and awards (Service).
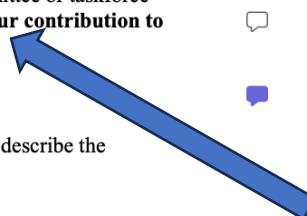
Service

You have the opportunity to list service to your profession, the operation of the university, and society at large; administrative positions held; faculty mentoring.

Note the word **brief.**

Remember, no double-dipping.

Form NTT-1x signature page

Candidate's Certification	Departmental Certification
Check:	

☐ I have been informed of the URL where a copy of the Academic Promotion Instructions can be accessed.

☐ The above information is accurate.

☐ The above information is accurate.

☐ The above information is inaccurate.*

_____   _____
Signature of Candidate   Date   Signature of   Date
                                            Department Chair

_____   _____
Print Name of Candidate   Print Name of Department Chair

_____

*Note: If the department chair disagrees with the information presented in Form NTT-1a above, he/she must submit written arguments of dissent within ten working days, explaining the specific points of disagreement. Such dissent shall be attached to Form NTT-1a, and made part of the candidate's promotion packet.

Recommendations from your VPAA for NTT-1x:

1. At the beginning of a section where you have a lot of entries, provide a summary statement:

   "The candidate has been a co-author on XX publications, including YY as the first author or corresponding author. ZZ of these publications have been since being appointed as an Assistant Research Professor.

2. If appropriate, create a notation index and put it at the beginning of a section:

   1: Undergraduate advisee; 2: Master student advisee; 3: Doctoral student advisee; 4: Post-doctoral advisee; 5: Corresponding author

   [1]Shreiber DI, [2]Cohick M, [3]Keeton C, [4]Moehling C, [5]Christmann P. "Everyone contributes to faculty affairs." J. Higher Ed Leadership, 2025. DOI: XXXXX

3. You may consider including the number of citations with each peer-reviewed publication

Be great
Document your greatness
Communicate your greatness

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Questions so far?

Up next – Appended materials

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Appendix F

- Open the "Appendices.doc" file on https://laborrelations.rutgers.edu/faculty/non-tenure-track-faculty-non-libraries

- It has many Appendices

- You can look at them all, but for appended materials, find Appendix F

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SAMPLE – INVENTORY LISTING OF MATERIALS
TO BE INCLUDED IN
PACKAGE FOR REAPPOINTMENT OR PROMOTION

To the Candidate:

Please list the materials which you are submitting to the department for its review of your credentials. The list must be comprehensive and descriptive of the material submitted. Please number the materials by item and affix the Inventory Listing number to the cover or first page of the item itself. This list will assure all reviewing bodies that they have your complete package available to them.

Items included, listed separately:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

_____
Date Received by Department

_____
Signature of Chair or Convener & Date

_____
Candidate's Signature & Date

Appendix F includes any materials you would like reviewing bodies to have as they evaluate your promotion packet.

- CV (required)
- Additional evidence of teaching effectiveness (if teaching is a criterion)
- Teaching portfolio
- Narrative statement(s)
- (Representative) Publications
- Press releases
- ….

Personal Narrative Statements

- Personal narrative statements are not required but if submitted should speak to all relevant criteria for promotion,
  - Teaching, scholarship, and/or service
  - Make clear if community engaged work is a part of your portfolio and also describe inclusion and equity work if it is central to the packet
  - The narrative is your chance to promote yourself and explain, in your own words, your contributions, impact, and value in teaching, scholarship, and/or service

- Promotion candidates should look for programming from the Center for Faculty Success concerning narratives

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For NTT faculty who teach:

o If teaching is among the criteria for promotion, faculty are required to include <u>at least one</u> additional piece of evidence of effective teaching above and beyond student instructional ratings.

- This may be a peer observation of teaching.
- Teaching Professors and Professors of Professional Practice at Rutgers–New Brunswick are also **<u>strongly encouraged to consider including a teaching portfolio as additional evidence</u>**, which may include a variety of components.
  - Please see this website for more information: https://otear.rutgers.edu/teaching/teaching-portfolios/

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Questions so far?

Up next – Timeline, external letters, and the vote

Suggested Timeline

Step	Recommended time to complete step	For July 1 Effective Date, submit/complete on or before	For September 1 Effective Date, submit/complete on or before	For January 1 Effective Date, submit/complete on or before
Candidate submits packet to department, receipt of external letters (if required/included), signing of forms	Day 1	January 15	March 15	July 15
Departments hold meetings, vote, prepare Form 4 (Department Narrative), and submit to Unit	One month	February 15	April 15	August 15
Unit-level review: A&P Meetings, composition of Dean's narrative (Form 5)	One month	March 15	May 15	September 15
Initial submission of complete packet to the Office of the Provost	One month for review, return, and resubmission, as necessary	April 15	June 15	October 15
Final submission of complete packet with any corrections to the Office of the Provost	45 days in advance of effective date: 30 days for review, 15 days for HR processing	May 15	July 15	November 15

Suggested timeline – If external letters are solicited

Letters should be received before the department begins deliberations.

Step	Recommended time to complete step	For July 1 Effective Date, submit on or before	For September 1 Effective Date, submit on or before	For January 1 Effective Date, submit on or before
Faculty submit materials to include with the solicitation to the Chair (e.g. CV; personal statements describing scholarship, teaching, and service; teaching portfolio or other evidence; etc.)	Beginning of process	October 1	January 1	April 1
Chair prepares a list of potential external referees for approval by the Dean following the guidelines in the NTT Promotion and Reappointment Instructions	15 days	October 15	January 15	April 15
Chair sends pre-solicitation letter, receives responses	15 days	November 1	February 1	May 1
Chair sends solicitation letter and relevant candidate materials	60 days	November 15	February 15	May 15
Department receives external letters	Day 1	January 15	March 15	July 15

External Referees – Research and Professional Practice

- For those **_not_** in the Teaching Title series (generally Research and Professional Practice)
  - A minimum of four (4) external, confidential letters are required
    - Per NTT instructions, these are not required to be at "arm's length"
- External referees
  - Selected on the basis of their standing in the field and the institutions with which they are associated
  - Ideally at the rank of full professor or above but must at least be at the candidate's proposed rank or equivalent
  - For cases involving publicly-engaged scholarship and/or community-engaged scholarship, additional referees can be community members or partners/stakeholders'
- Faculty may recommend referees, from which up to 2 referees may be selected. Faculty may also request that specific people not be selected as referees

RUTGERS

External/Internal Referees – Teaching Professors

- For those in the Teaching Title series, a maximum of four (4) confidential letters may be solicited and submitted as part of the evaluation, but they are not required

- External confidential letters should follow the previous guidelines

- Selection of referees for internal confidential letters must be made by the department chair

- A faculty submitting a letter may not participate in any level of review for that candidate

RUTGERS

Department (or equivalent) Assessment

- For promotion to Assistant Professor, the candidate may be evaluated by the department or by a small standing committee
- For promotion to Associate Professor and above, a departmental vote is required
  - Only faculty at and above the prospective rank may vote
- A positive departmental recommendation requires a positive vote by a minimum of two-thirds of those voting.
  - Total votes include those voting positively, negatively, and abstaining.
    - Negatives votes and abstentions are non-positive
    - Negative votes and abstentions must be addressed in the department narrative on Form NTT-4 or in the comments on the "short-form".
  - Those wishing to recuse themselves because of a conflict should do so before the meeting.
    - Recusals and absences must be listed and briefly explained on Form NTT-4.

Unit-level Review

- Each unit has a standing advisory committee that provides a recommendation and narrative to the dean
- The dean considers the promotion packet, including the recommendations and narratives from the department and the advisory committee
- The dean makes the decision for the unit and explains the decision in a narrative
- If the department and dean both recommend against promotion, the process ends
- If either the department, the dean, or both recommend promotion, the packet is submitted to the Provost's office

RUTGERS

What should NTT faculty do?

- Know the criteria for promotion in your unit for your NTT title and rank
- Discuss with your chair, dean, and mentors what will be expected
- Complete and regularly update your faculty survey
- If teaching is a criterion, build and update your teaching portfolio
- As your promotion cycle approaches, draft your narrative and have others read it
- Most of all, make a strong and positive impact through your teaching, scholarship, service, etc
- Document and communicate that impact

R | RUTGERS

Please help out your VPAA

It is the responsibility of all parties to identify and correct errors in packets.

- o When received by the Provost's Office, NTT promotion packets will have been reviewed by (at least) the department or equivalent governing body, a unit-level advisory committee, and the Dean's Office.

- o If omissions or errors in any of the components of the packet from any of the parties are identified during these reviews, please work to correct them prior to submission.

- o Promotion packets submitted to the Provost's Office with errors may be returned for corrections, which could jeopardize timely review and completion by the effective date for the promotion.

If you have questions, ask your mentors, chair, dean, and Provost's team.

Thank you!

Candidate's Name: Date:

Department: ==2025-2026==

<u>FORM NO. NTT-1a</u>

RECOMMENDATION INFORMATION FORM
FOR
<u>GENERAL NON-TENURE TRACK TEACHING, RESEARCH, and PROFESSIONAL
PRACTICE FACULTY, and CLINICAL LAW FACULTY</u>

Candidate's Name:

Present Title:

Evaluated for Promotion to (check appropriate title below):

<u>Teaching Titles</u>:
___Associate Teaching Professor
___Teaching Professor
___Distinguished Teaching Professor

<u>Research Titles</u>:
___Associate Research Professor
___Research Professor
___Distinguished Research Professor

<u>Professional Practice Titles</u>:
___Associate Professor of Professional Practice
___Professor of Professional Practice
___Distinguished Professor of Professional Practice

<u>Clinical Law Titles</u>:
___Clinical Associate Professor Law
___Clinical Professor Law
___Distinguished Clinical Professor Law

Effective Date of Promotion:

College/Faculty:

Department:

Form NTT-1a, Page 1

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

Instructions: This form is ordinarily completed by the candidate who wishes to be considered for non-tenure track promotion equivalent to the rank of Associate Professor and above. The evaluation may be initiated by a prospective candidate's department chair, dean, the appropriate chancellor, the Executive Vice President for Academic Affairs, or a personnel committee. All groups involved in the process must indicate their advisory judgments on the appropriate forms.

<mark>This evaluation is initiated by:</mark>
<mark>(If this evaluation is being conducted pursuant to the "rank review"[1] (self-initiated) provision described in Section C of the Instructions, indicate that the evaluation is initiated by the candidate.)</mark>

Entries should be listed in reverse chronological order, that is, the most recent, first.

1.   Academic Degrees. (Please list out institutions and dates; for doctoral degrees, include name(s) of primary doctoral dissertation advisor(s)):

2.   Employment History. <mark>List in reverse chronological order (most recent first).</mark> Include Rutgers employment with dates, employment prior to Rutgers, and appointments within Rutgers, e.g., memberships in organized research centers, collegiate fellowships or interdisciplinary programs. *If candidate held a post doc appointment prior to employment at Rutgers, include the name(s) of the principal investigator(s) or advisor(s):*

3.   <mark>Budgetary distribution. Indicate AY or CY, **and** IDR (instruction and departmental research), AES (agriculture and experiment station), or other.</mark> **List any joint appointments and indicate the percentage split line. Also list any secondary departments, centers, bureaus, institutes, decanal units or degree-granting programs. (See Promotion Instructions, Section P.)**

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[1] "Rank review" refers to the circumstance where an evaluation is granted by request of a non-tenure track faculty member who has been at the same rank for six years and has not been evaluated for the past four years.

Form NTT-1a, Page 2

<div style="float:right">

Commented [DS3]: Most often this will be the chair or center/institute director. In some cases, it will be the candidate.

Commented [DS4]: Look carefully at the instructions. Details like this are common.

Commented [DS5]: This is two questions:

1) Are you an Annual Year (AY) or Calendar Year (CY) appointee?

2) What are your responsibilities, broadly. Most will be IDR.

</div>

Candidate's Name: Date:

Department:

<u>Teaching</u>

1. Using the format in the example below, list in reverse chronological order, the teaching assignments of the candidate for every semester **<u>since the last successful promotion</u>**, including the assignment for Fall 2025. Please number all entries, starting with the number 1 in each subsection. **<u>If there is no formal teaching assignment for a semester, then indicate "none" and give the reason</u>** (chairperson of major committee, leave without pay, etc.). The teaching chart is to be used only for typical classroom teaching (including lecture courses, seminars, colloquia, etc.) in credit-bearing courses that involve formal and consistent evaluative processes, typically the Student Instructional Rating Form. Independent studies and other forms of student mentorship or advising, including dissertation supervision, are to be listed under items 3 to 6; do not list these on the teaching chart. If there are explicit publicly-engaged or community-engaged contributions to teaching and/or curricula development, please list them under items 2 to 11 as applicable.

   <u>Course Information</u>:
   For each course, include year, semester, course title and number, number of credits, mode of instruction, main audience, responsibilities and enrollment.[2]

   ---

   [2] "Mode of instruction" (MOI) means <u>lec</u>ture, <u>lab</u>oratory, <u>rec</u>itation, <u>sem</u>inar, or other, as appropriate.

   "Main audience" (Aud) means the group most likely to take the course (<u>grad</u>uate students, <u>u</u>ndergraduate <u>m</u>ajors, <u>u</u>ndergraduate <u>non-m</u>ajors or other).

   "Responsibilities" (Resp) describes the candidate's participation in the course, e.g.:
   Provide a numerical reflection of participation, e.g., 100%, 50%, 33%, etc.
   If it was one guest lecture, state specifically as "one guest lecture."

   The candidate essentially had <u>total</u> responsibility for the course, i.e., for the design of the syllabus, the choice of text, the great majority of lectures or other form of class leadership, grading and the writing of examinations; and/or

   the candidate had responsibilities beyond those described above, e.g., the administration of a large introductory lecture or laboratory course. Describe those responsibilities; and/or

   the candidate had <u>shared</u> responsibility. If the candidate had <u>shared</u> responsibility, describe the nature of that responsibility or explain fraction of candidate's effort (e.g., taught two lecture sections for 0.5 semester; organized series of invited lectures; 50%); and/or

   other. Describe the candidate's participation.

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

<u>Course Evaluation</u>:
For each course for which summary student evaluation data are available, include the number of student evaluation responses received, and the instructor and departmental mean values for questions 9 and 10 on the University's Student Instructional Rating Form. If units use a different rating form, please indicate maximum rating value. If evaluations are not included for a specific course, please account for missing evaluations.

Example:

- COURSE INFORMATION -								- COURSE EVALUATION -				

								Evaluation Responses	Teaching Effectiveness (Max = 5)		Course Quality (Max = 5)	
S/ Yr	Course Title	Number	Cr	MOI	Aud	Resp	Enrl		Instructor	Dept Mean	Instructor	Dept Mean
i.e.: F18	Women's Studies	161:111:11	3	Lec	unm	Total	55	50	4.44	4.10	4.19	4.20

2. Special honors courses, interdisciplinary courses or collegiate mission courses taught. Also list international courses taught on campus or abroad.

3. List the undergraduate and graduate students whose independent studies, honors theses and research internships were supervised and explain the nature of the work supervised. Provide also the title of the project, if relevant. List each student once only and include the year(s) supervised with the most recent first. **For item 3, include information since last successful evaluation only.**

4. List by year of completion, the graduate students whose Doctoral and Master's theses were supervised. Also include those currently being supervised, with start date. List each student once only. If your department/school has specific policies or practices prohibiting or restricting non-tenure track faculty from supervising graduate students, please include that information below.

4.A.   Doctoral theses supervised as primary advisor.

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

    4.B.   Membership on doctoral theses committees or other (specify).

    4.C.   Master's theses supervised as primary advisor.

    4.D.   Membership on Master's theses committees or other (specify).

5.   Postdoctoral trainees (identify by name and years of training).

6. <mark>Academic advisement</mark>, including mentoring (describe role in departmental and collegiate student advisement programs, including international student advising, and <u>approximate number of advisees per year</u>).

7. <mark>Curriculum development</mark> (be specific and indicate textbooks, anthologies or other edited collections, training guidelines, manuals, and software programs to enhance learning, newly created courses and/or programs, major revisions of existing courses and/or programs, etc.). For textbooks, anthologies, training guidelines, manuals, and software, indicate scope of dissemination, i.e., local, statewide, national or international. Include relevant year(s) for each entry.

> **Commented [DS9]:** These kinds of questions are meant to have short lists of answers, not lengthy descriptions. That kind of info would go in the narrative(s) or teaching portfolio

8. <mark>Educational grants received</mark> and grant proposals under consideration. Include sponsor, title of grant, period of the award, amount awarded, and role (when other faculty members are involved, the role of the candidate who is reporting should be made clear). Include relevant year(s) for each entry.

9. <mark>Development of educational programs</mark>. List implementation.

10. <mark>Instructional development. List activities aimed at enhancing your classroom teaching (e.g., your participation in</mark> workshops or programs offered at professional conferences or by the Center for Teaching Advancement and Assessment Research, etc.).

11. <mark>Program assessment/out-of-class evaluation activities. Provide explanation</mark> of participation in assessment of educational outcomes, such as end-of-program assessment, screening students for scholarships and other distinctions, etc.)

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

12. Syllabi. Provide links to course syllabi (including course learning goals and assessment methods), or related course materials, if available.

13. <mark>Teaching awards/educational honors</mark> (include nominations, awards, invitations, and commendations).

14. Other.

15. Evidence of teaching effectiveness not listed on Form 1a. Check "Yes" below if any evidence of teaching effectiveness not mentioned above is listed in Appendix F (Inventory Listing of Supplemental Materials) and included in the supplemental materials. Examples include, but are not limited to: peer review, mentoring, scholarship of learning, statement of teaching philosophy, and/or a teaching portfolio. If no such material is included in Appendix F, check "No."

☐ Yes

☐ No

Scholarship

List of publications[3] (please provide all entries in reverse chronological order). **Include an explanation of the candidate's contribution to all jointly-authored works, including whether they were the primary contact or corresponding author.** Please number all entries, starting with the number 1 in each subsection.

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3 In cases in which candidates have publications in a foreign language, reviews or comments on these publications from appropriate referees should be included in the packet. For materials distributed by foreign publishers, or awards from other nations, a description of the press or award and its reputation should be included in the narrative.

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

1. Books (give title, press, date of publication, page numbers and list of authors as it appears in the publication). Include an explanation of the candidate's contribution to jointly-authored works**, including whether they were the primary contact or corresponding author.**

   1.A. <u>Published</u>. Number all entries in Section 1.A, starting with the number 1 in each subsection a, b, and c.

     (a) Authored

     (b) Published collections edited/co-edited by candidate

     (c) Chapters in books

   1.B. <u>Accepted or in Press</u>. Number all entries in Section 1.B, starting with the number 1 in each subsection a, b, and c**.** (Be specific, as above and indicate title, press, expected date of publication, length, and candidate's contribution to jointly authored works, as explained above.).

     (a) Authored

     (b) Published collections edited/co-edited by candidate

     (c) Chapters in books

   1.C. Works in progress and/or items not yet accepted. Be specific, as above and indicate status (i.e. second review, submitted in preparation, under contract; indicate title, length, expected date of completion) and name of publisher. Number all entries in Section 1C, starting with the number 1.

2. Refereed Journal articles (print and online). For printed publications, include title, journal, date, page numbers and list of authors as it appears in the publication. For online publications,

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

include title, uniform resource locator (URL) and/or digital object identifier (DOI), date, approximate number of pages, and list of authors. Indicate if the publication is permanently archived<mark>. If known, indicate the journal's standing in the field/</mark>discipline. Number all entries in Section 2, starting with the number 1 in each subsection A, B, and C. Include an explanation of the candidate's contribution to jointly-authored works**, including whether they were the primary contact or corresponding author. If applicable, also indicate if any co-authors are community members/stakeholders.**

    2.A. <u>Published</u>.

    2.B. <u>Accepted or in Press</u>. (Be specific, as above and indicate title, name of journal, expected date of publication, length).

    2.C. Works in progress and/or items not yet accepted. Be specific, as directed above, and indicate status of the work (i.e. second review, submitted, in preparation; indicate title, length, expected date of completion), and name of journal where submitted. Number all entries in Section 2C, starting with the number 1.

3. Innovations and Patents (if applicable). Be as specific as possible.

    (a) Innovation disclosures (submitted to the Rutgers Office for Research)

    (b) Patents Pending

    (c) Patents Awarded

    (d) Other Innovations: copyrighted works, software, trademarks, tangible property (e.g. cell lines), novel data products

4. Non-refereed Journal Articles (print and online). For printed journals, include title, journal, date,   page numbers and list of authors as it appears in the publication. For online publications, include title, uniform resource locator (URL), date, approximate number of pages/word count, and list of authors. Indicate if the publication is permanently archived.

Candidate's Name: Date:

Department:

Number all entries in Section 4, starting with the number 1 in each subsection A, B, and C. Include an explanation of the candidate's contribution to jointly-authored works, **including whether they were the primary contact or corresponding author. If applicable, also indicate if any co-authors are community members/stakeholders.**

4.A. <u>Published</u>

4.B. <u>Accepted or in Press</u> (Be specific, as above and indicate title, name of journal, expected date of publication, length).

4.C. Works in progress and/or items not yet accepted. Be specific, as above and indicate status (i.e. second review, submitted, in preparation; indicate title, length, expected date of completion).

5. Electronic publications (refereed). If not listed under #3 above, give title of publication, journal or other applicable name, network citation, e.g., uniform resource locator (URL), date, approximate number of pages, and list of authors. Indicate if the publication is permanently archived. Include an explanation of the candidate's contribution to jointly-authored works, **including whether they were the primary contact or corresponding author.**

6. Electronic publications (not refereed). If not listed under #4 above, give title of publication, journal or other applicable name, network citation, e.g., uniform resource locator (URL), date, approximate number of pages, and list of authors. Indicate if the publication is permanently archived. Include an explanation of the candidate's contribution to jointly-authored works, **including whether they were the primary contact or corresponding author.**

7. Published conference proceedings (Be specific, as above and indicate title, volume, date of publication, page numbers). Number all entries in Section 7, starting with the number 1 in each subsection A, B, and C. Include an explanation of the candidate's contribution to jointly-authored works, **including whether they were the primary contact or corresponding author.**

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

7.A. <u>Published</u>

7.B. <u>Accepted or in Press</u> (Be specific, as above and indicate title, volume, date of publication, length).

7.C. Works in progress and/or items not yet accepted. Be specific, as above and indicate status (i.e. second review, submitted, in preparation; indicate title, length, expected date of completion).

8.   Notes, book reviews, abstracts and non-refereed conference proceedings or articles (indicate which it is and be specific, as above and indicate title, press, date of publication, page numbers). Number all entries in Section 8, starting with the number 1 in each subsection A, B, and C. Include an explanation of the candidate's contribution to jointly-authored works, **including whether they were the primary contact or corresponding author. If applicable, also indicate if any co-authors are community members/stakeholders.**

8.A. <u>Published</u>

8.B. <u>Accepted or in Press</u> (Be specific, as above and indicate title, press, expected date of publication, length).

8.C. Works in progress and/or items not yet accepted. Be specific, as above and indicate status (i.e. submitted, in preparation; indicate length, title, expected date of completion).

9.   Conference presentations, lectures, demonstrations. Include location, city and state and/or city and country. Number all entries in Section 9, starting with the number 1 in each subsection A, B, and C.

Candidate's Name: Date:

Department:

9.A. Keynote or plenary addresses (Indicate which it is).

9.B. Other *invited* addresses (as seminar, symposia, workshop speaker, panelist, discussant, etc. List in reverse chronological order).

9.C. Other presentations, lectures, demonstrations (include presentations at professional meetings, workshops, symposia. List in reverse chronological order).

10. Record of publicly-engaged scholarship (PES) and/or community-engaged scholarship (CES). (If applicable)

10.A. Policy reports, papers, and briefs - for agencies, community partners, non-profits, etc. (that are not noted elsewhere on the form). Be specific and include publication date, page numbers, list of authors and an explanation of candidate's contribution.

10.B. Public testimony (include dates)

10.C. List contributions to policy/legislative changes, and/or changes to government/agency guidelines or practices.

10.D. List partnership agreements (that are not noted elsewhere on the form)

10.E. Juried competitions

10.F. Other scholarly outcomes or products

11. Media

11.A. Interviews (television, radio, print, etc.)

11.B. Op-eds

11.C. Documentaries, television, film

11.D. Podcasts

11.E. Blogs, discussion sites, etc.

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

11.F. Other

12. List and explain other major accomplishments that are not noted elsewhere..

13. Fellowships (give name of the fellowship, period of the award and amount awarded).

> **Commented [DS15]:** These are your fellowships, not your students. Try to put that kind of information under Teaching.

14. Grants Received (other than educational grants).

(a) External – Include sponsor, title of grant, <u>full</u> period of the award (start and end dates), amount awarded, and role (principal investigator, co-principal investigator or others as stipulated in the grant or contract). If role is anything other than principal investigator, indicate the specific role, percentage effort of the candidate, the specific award amount supporting the candidate effort (where available), and the identity of the principal investigator or co-principal investigator(s). List in reverse chronological order (most recent, first) and number all entries starting from the number 1.

> **Commented [DS16]:** I interpret percent effort here as percent effort on the grant (as in one month ~10%), not taking a grant as 100% and splitting it among the PIs, students, etc.

> **Commented [DS17]:** Note reverse chronological order. This is pretty common

Number	Date	Title	Agency	Role (PI, mPI, Co-PI, Co-investigator, Collaborator, Consultant, etc.)	Amount (total)
1.					
2.					
3.					
4.					
5.					

(b) Internal – Include sponsor, title of grant, period of the award, amount awarded, and role (principal investigator, co-principal investigator or other). If other than principal investigator, indicate percentage effort of the candidate and the identity of the principal investigator or co-

Form NTT-1a, Page 12

Candidate's Name: Date:

Department:

principal investigator(s). If role is anything other than principal investigator, indicate the specific role, percentage effort of the candidate, the specific award amount supporting the candidate effort (where available), and the identity of the principal investigator or co-principal investigator(s). List in reverse chronological order (most recent, first) and number all entries starting from the number 1.

(c) International Studies and Programs Grants - Include sponsor, title of grant, period of the award, amount awarded, and role (principal investigator, co-principal investigator or other). If role is anything other than principal investigator, indicate the specific role, percentage effort of the candidate, the specific award amount supporting the candidate effort (where available), and the identity of the principal investigator or co-principal investigator(s). List in reverse chronological order (most recent, first) and number all entries starting from the number 1.

15. Grants pending/currently under review (be specific as above). Include review outcomes or scores if known and details on expected decision dates.

16. Contracts *(not book contracts)* - Indicate (i) period of the contract, (ii) amount awarded.

17. Commercialization: Options, Licenses, Revenue, Products (if applicable). Be as specific as possible.

        (a) Option or License agreements signed for commercialization of innovations, patents
        (b) Option or Licensing revenue
        (c) Commercialization success, products on the market, societal impact

18. Other innovative practices and activities (if applicable). Examples include, but are not limited to, successfully obtaining commercialization funding; engagement in Innovation and Entrepreneurial related training and mentoring of students and/or researchers.

Candidate's Name: Date:

Department: <mark>2025-2026</mark>

19. Other entrepreneurial practices and activities (if applicable). Examples include, but are not limited to, activities related to formation of a Rutgers start-up; venture fund raising; participation in accelerator or incubator programming.

20. <mark>Prizes and awards (</mark>Scholarship<mark>).</mark>

> **Commented [DS18]:** Again, do not repeat things.

Service

1. Contributions to the advancement of the academic profession. (For example, include Review responsibilities such as Editorships (dates), Editorial Board memberships (dates), ad hoc reviewer for journals (list journals one per line and number each entry starting with the number 1), ad hoc reviewer for grant agencies (local, regional, national, international), appointed membership on study section, agency advisory boards; Activities on behalf of professional organizations such as chair of committees, programming, appointed or elected leadership roles in professional societies, directorships, workshops and symposia organizer, etc.).

2. Contributions to the effective operation of the University, including contributions to the department, school or college. Include lists of committee memberships, positions held, time served, and accomplishments.

3. List administrative positions held (e.g. Department Chair, Associate Dean, Area Dean, Undergraduate Campus Dean, Graduate Program Director, major committee or taskforce head, etc.). **Indicate time served <mark>and provide brief</mark> explanation of your contribution to the advancement of the school, unit, department, program, etc.**

> **Commented [DS19]:** Please note the word, "brief."

> **Commented [DS20]:** Try to only enter information in one section throughout. Example, you are the advisor for the Class of 2027. That's probably service and different from being a research advisor. Put it in service and not teaching. If you have something where you just don't know where to put it, put it in both and state such, "This is also listed in XXXX".

4. Faculty mentoring (list by year, the faculty members you mentored and describe the mentoring provided).

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Candidate's Name: Date:

Department: <mark>2025-2026</mark>

5.   Contributions to society at large (list significant contributions to local, national, or
     international communities, service to professional societies, etc. that have not been listed
     elsewhere).

6.   Prizes and awards (Service).

Candidate's Certification   Departmental Certification
Check:

☐ I have been informed of the URL where   ☐ The above information is accurate.
   a copy of the Academic Promotion
   Instructions can be accessed.

☐ The above information is   ☐ The above information is inaccurate.*
   accurate.

_____   _____
Signature of Candidate   Date   Signature of   Date
                                             Department Chair

_____   _____
Print Name of Candidate   Print Name of Department Chair

―――

*Note: If the department chair disagrees with the information presented in Form NTT-1a above,
he/she must submit written arguments of dissent within ten working days, explaining the specific
points of disagreement. Such dissent shall be attached to Form NTT-1a, and made part of the
candidate's promotion packet.

Preparing a Teaching Portfolio

Chris Drue, PhD
Office of Teaching Evaluation and
Assessment Research (OTEAR)

AGENDA

- How to structure your teaching portfolio
- How to organize the portfolio around a definition of effective teaching
- How to select & organize appropriate evidence
- How to find your Teaching Grid

Personal Statement vs. Teaching Portfolio

- Personal statement summarizes research, service, and teaching
  - Often 5-10 pages in total

- Teaching Portfolio includes a description and evidence of instructor's teaching *responsibilities, philosophy, goals and accomplishments* as a teacher.
  - It is the CV of teaching.
  - Contains evidence that you select, organize, and interpret

Seldin's Teaching Portfolio Model:

1. Describe your teaching responsibilities

2. State your Teaching Philosophy

3. Annotate the evidence
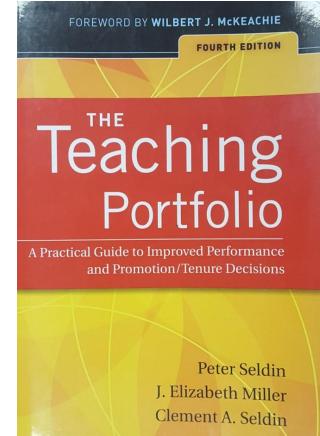
Eight to ten pages
AND   *The Appendix* of evidence documents

What does it mean to be an effective teacher at Rutgers?

The Guidelines for Effective Teaching
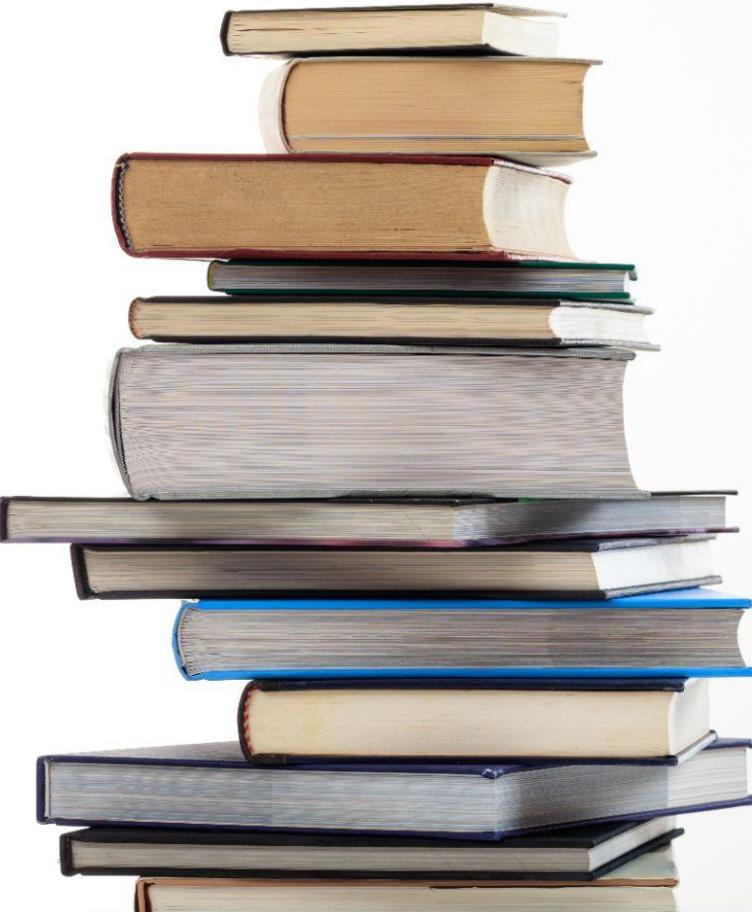
Begins with a **definition of effective teaching** which is broad enough to fit our diverse community. Includes the following categories:

1. Instructional Modality, Goals, Content, and Alignment
2. Preparation for Teaching
3. Methods and Teaching Practice
4. Presentation and Student Interaction
5. Student Outcomes
6. Reflection, Development, and Teaching Service/Scholarship
7. Mentorship

Possible Sources of Evidence of Effective Teaching

Self	Peer	Students
Teaching philosophy	Peer observation of class or session	SIRS/student feedback/participant surveys
Course portfolio/materials	Peer review of course Materials	Mid-course survey
Pre/post measures of learning (report of doing and/or analysis)	Peer letters of support	Student interviews/Focus groups
Scholarship on teaching and learning	Department measures of learning outcomes	Student letters of appreciation
Published textbooks/workbooks		

Aligning evidence with our definition of effective teaching:

- Goals, Content, and Alignment
  - Teaching philosophy, syllabi
- Preparation for Teaching
  - Attendance at teaching workshops, use of backward design
- Methods and Teaching Practice
  - Active learning activities, student feedback
- Presentation and Student Interaction
  - Course LMS, course videos, presentation Slides
- Student Outcomes
  - Student work products, learning outcomes
- Mentorship and Advising
  - List of mentees, feedback related to advising, student feedback
- Reflection, Development, and Teaching Service/Scholarship
  - Curriculum committee work, teaching innovations

Incorporating Evidence in the Portfolio

- Use student feedback to address areas where students have expertise:

- Students are uniquely positioned to comment on if instructor:

  - Created a comfortable and inclusive learning environment

  - Started and ended class on time

  - Provided clear assignment directions

  - Provided clear & actionable feedback

  - Regularly communicated about course expectations

- Use the teaching portfolio as space to respond to peer review of teaching/observations

- Reiterate what the reviewer found effective

- Address major suggestions positively:

  - If you made changes, explain the changes and how they worked

  - If you declined to take a suggestion, consider addressing it and explaining your reasons

Teaching Grid

- Once your department submits your name to Jude McLane in Academic Affairs, you will receive information about how to prepare a teaching grid
- Teaching grid can be downloaded from OTEAR website, OTEAR can help locate missing information
    - https://otear.rutgers.edu/sirs/sirs-instructor-information/gridinstructions/
- There are some fields you need to fill out yourself:
    - Mode of Instruction, Main audience, Responsibilities

Teaching Grid Example

SIRS Course Evaluation   Form 1-a

Professor's Name   Department: Mathematics

| - COURSE INFORMATION - | | | | | | | - COURSE EVALUATION - | | | | |

BLUE COURSE SURVEY ONLINE							Evaluation Responses	Teaching Effectiveness (Max=5)		Course Quality (Max=5)	
S/Yr	Course Title	Course ID	Credits	MOI	Aud	Resp	Enrl		Instructor	Dept Mean	Instructor	Dept Mean
			TBA	lec	grad	100%						
				lab	um	80%						
				rec	unm	50%						
				sem		33%						
				other		25%						

Opportunities to Learn More

Visit our website: https://otear.rutgers.edu/workshops/

Peer Review of Online Teaching (Virtual Interactive Workshop)

Tuesday, October 21, 2025
12:30 pm – 2:00 pm

Using the Rutgers Guidelines for Presenting Evidence of Effective Teaching (Virtual Interactive Workshop)

Wednesday, December 3, 2025
1:30 pm – 3:00 pm

Developing a Teaching Portfolio (Virtual Interactive Workshop)

Tuesday, January 6, 2026
12:30 pm – 2:00 pm

Peer Review of the Teaching Portfolio (In-Person Hands-on Workshop)

Thursday, January 15, 2026
9:30 am – 11:00 am
in-person in New Brunswick

Questions?

Contact us:

otear@rutgers.edu

chris.drue@rutgers.edu

RUTGERS–NEW BRUNSWICK
Center for Faculty Success

NTT Promotion Workshop
Friday, October 17, 2025
10:00 am- 12:00 pm

Zoom
https://rutgers.zoom.us/j/96684689755?pwd=V2egt6rNjkfCRRcZ3ckOtAHIP31GxM.1

10:00-10:05 AM	**Introduction and Overview**
	➢ *Petra Christmann, Vice Provost for Faculty Affairs*
10:05- 11:05 AM	**Preparing for Promotion, Promotion Process, Promotion Materials**
	➢ *David Shreiber, Vice Provost for Academic Affairs*
11:05 -11:20 AM	**Preparing a Teaching Portfolio**
	➢ *Chris Drue, Associate Director for Teaching Evaluation, OTEAR*
11:20 -12:00 PM	**Panel of NTT Faculty – Interactive Discussion**
	➢ *Allison Friedman-Krauss, Associate Research, National Institute for Early Education Research, GSE*
	➢ *Geeta Govindarajoo, Teaching Professor, Chemistry and Chemical Biology, SAS*
	➢ *Lilia Pavlovsky, Teaching Professor & Director of the Master of Information Program, SC&I*
	➢ *Charles Ruggieri, Associate Professor of Professional Practice, Physics and Astronomy, SAS*
	➢ *Ravendra Singh, Associate Research Professor, Chemical and Biochemical Engineering, SOE*