

**RUTGERS UNIVERSITY SENATE**  
**Faculty Affairs and Personnel Committee**  
As amended and approved by the Senate on April 22, 2005

**Report on the proposals to make the Clinical Track available to the Graduate School of Applied and Professional Psychology and to establish a new track of Professional Practice Faculty in both Business Schools and the Mason Gross School of the Arts**

**1. THE CHARGE**

As a result of a request to the senate by the EVPAA (attachment 3.I.), the Faculty Affairs and Personnel Committee (FAPC) was asked to draft, for the approval of the Senate, recommendations on proposals slated for the Board of Governors for their review and approval. In particular the following charge was issued:

*A-0401: Clinical and Professional Practice Faculty Tracks: Review and respond to the administration's proposals regarding Clinical and Professional Practice Tracks for: the Graduate School of Applied and Professional Psychology; Rutgers Business School in New Brunswick and Newark, and the School of Business-Camden; and the Mason Gross School of the Arts. Report to Senate Executive Committee by May 2005.*

**2. SUMMARY**

The FAPC was asked to draft, for the approval of the Senate, recommendations on proposals to make the Clinical Track available to the Graduate School of Applied and Professional Psychology (GSAPP) and to establish a new track of *Professional Practice Faculty* in both Business Schools (RBS and SBC) and the Mason Gross School of the Arts (MGSA). These proposals can be found in Appendices 4.II-IV.

Clinical track faculty (CTF) currently exist in four units, and the track has a 10-year history. The clinical track, as currently defined, is unique among faculty tracks in that it involves care of and/or delivery of service to patients or clients (or by extension it involves teaching on the delivery of service to patients or clients), and in that it does not carry the possibility of tenure. The proposed track of professional practice, also without the possibility of tenure, would have to be established.

*The FAPC does not recommend establishing yet another separate non-tenurable track, namely that of professional practice. The FAPC believes that the establishment of such a track will result in massive erosion of the tenure-track body as lines are diverted to non-tenurable ones in practically all disciplines. In addition, the FAPC notes that most of the proposed positions can be adequately accommodated within the clinical track. Thus, the FAPC recommends that any full-time non-tenure track appointments be confined to the clinical track. The FAPC insists that safeguards should be in place so that, wherever approved, the clinical track should be used for its clinical merit rather than for convenience. Thus adequate justification should be made in each case to the EVPAA or the appropriate Provost showing that a particular appointment under this track involves relationship with patients or clients. It also notes that, within this track, the submitted proposals are appropriate as they would result in enhanced operation of these units*

*and recommends the approval of the clinical track for the proposing units, subject to caps and limitations.*

*The FAPC recommends that reasonable caps be set as a percentage of IDR lines diverted to the clinical track and that IDR lines used for CTF be subject to strict budgetary control. In particular it is recommended that clinical track IDR lines be separately budgeted to a maximum amount.*

The expectation is that the administration will periodically report on its monitoring of the status and caps of the clinical track in the eight units that will have the track and that any future expansion of this track to other units, or modification of existing caps, will be submitted to the University Senate for its recommendation before implementation.

### **3. REPORT, RECOMMENDATIONS AND RESOLUTION**

#### **3.I. Introduction**

##### **3.I.A. Current Status**

The clinical track currently exists in four units: The Ernest Mario School of Pharmacy (SOP), the College of Nursing (CON), the School of Law-Newark (SLN) and the School of Law-Camden (SLC). The clinical track was initially proposed in 1993 and was established in 1994 to meet the needs of the SOP and the CON. It was subsequently extended in 2000 to encompass the two Law Schools as well.

The term “*clinical*” stems from the Greek “*clini*” (bed) or the adjective “*clnicos*” (literally of the bed or of the bed-side). Its connotation is care of or service to patients or teaching the art and science of delivery of such care or service. The extension to schools such as Law implies the relaxing of the medical status of a patient-client to that of any client.

The relevant University regulation is under 3.3.14

##### ***3.3.14 TERM APPOINTMENTS***

*.....*  
*D. Full-time appointments as clinical faculty members are non-tenure track term appointments which may be made at any appropriate rank and which ordinarily shall be for a renewable term of not less than three years. The letter of appointment for clinical faculty shall explicitly state the fixed term of appointment, non-availability of tenure, and the specific responsibilities of the position. Faculty members in clinical positions are not precluded from applying for or being offered other University positions, including tenure-track appointments; however, no preference is to be accorded to them in the selection process for other positions*

The clinical track includes the titles of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor that are equivalent to the general faculty titles<sup>1</sup>. Promotion to Clinical Professor II (CPII) is possible according to the current regulations<sup>2</sup>. In that respect, the exclusion of CPII from the tracks, as proposed in the submitted proposals, is not feasible and cannot be endorsed.

Renewal and promotion through the ranks are governed by set criteria established especially for the clinical track<sup>3</sup>:

*3.3.18 Appointments, reappointments and promotions may be made in recognition of accomplishments: ..... in teaching, clinical practice, and service for clinical faculty.....*

However, the clinical track is unique in that it does not carry the possibility of tenure.

The differentiating quality of clinical track faculty (CTF) is the existence of patients or clients and teaching on delivery of care or service to such patients or clients. This is elaborated upon in 3.3.18.H where “*Clinical Practice*” is defined under *Criteria for Appointments, Reappointments and Promotions*:

*H. 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;*

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<sup>1</sup> 3.3.2 ACADEMIC RANKS AND EQUIVALENCIES

*A. Rank Equivalencies. There is rank equivalence among instructional, research, clinical, extension and library faculty of the University. Except that clinical faculty are not eligible for tenure, rank equivalence means equivalence in salary, equivalence in tenure, equivalence in academic rights and responsibilities, comparable standards and procedures for appointment, reappointment, promotion and granting of tenure, and guarantees of academic freedom and due process.*

*B. The following ranks of faculty are equivalent:*

- (1) Professor, Research Professor, Clinical Professor, Extension Specialist, County Agent I, Librarian I.*
- (2) Associate Professor, Associate Research Professor, Clinical Associate Professor, Associate Extension Specialist, County Agent II, Librarian II.*
- (3) Assistant Professor, Assistant Research Professor, Clinical Assistant Professor, Assistant Extension Specialist, County Agent III, Librarian III.*
- (4) Instructor, Research Associate, Clinical Instructor, Extension Associate, County Agent IV, Librarian IV.*
- (5) Assistant Instructor, Research Assistant, Clinical Assistant Instructor, Extension Assistant, County Agent V, Librarian V.*

<sup>2</sup> 3.3.21.C. .... The standard for promotion to Professor II is significantly higher than that applied in promotion to professor. The most significant area of consideration in determining promotion to professor II for general teaching/research faculty is scholarship; for faculty with appointments in the creative and performing arts is scholarship and/or artistic accomplishment; for library faculty is scholarship and/or librarianship; for county agents is extension practice; for clinical faculty is clinical practice and for extension specialists is extension scholarship.

<sup>3</sup> 3.3.14 F. Term appointments, if renewable, should be judged by the criteria applicable to the appointment as set forth in 3.3.18 A *Criteria for Appointments, Reappointments and Promotions*.

*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.*

Thus the clinical track, as currently defined, is unique among faculty tracks in two ways:

- It involves care of and/or delivery of service to patients or clients<sup>4</sup>
- It does not carry the possibility of tenure

Currently there is no faculty track of professional practice and it would have to be established. As proposed it would not carry the possibility of tenure either and, in addition, it would not have to meet the requirement of delivery of service to clients.

### **3.II. Summary of Committee Deliberations**

A report of committee deliberations can be found in Appendix 4.VI. Included in the deliberations were interviews with the deans of units requesting the clinical faculty track (GSAPP, MSGA, RBS and SBC). Crucial questions asked of these units included:

- Why is a clinical track necessary for the educational mission of the unit?
- How will these clinicians remain current in their clinical practice?
- What percentage of the faculty in each unit will be clinical track, and how will caps be enforced?

The committee also interviewed personnel (deans and faculty) from units where the clinical track is established (SOP, CON, SLN and SLC). In reviewing the practices currently followed in the four units that have the clinical track, the committee decided, where appropriate, to identify best practices and make recommendations. Of central concern was the potential erosion of tenure-track faculty lines as less expensive clinical faculty lines are included in units. It was also noted that clinical track faculty, who are not on tenure-track lines, are not given the same protections of academic freedom and job stability as their tenure-track counterparts. Thus, the FAPC insists that *safeguards should be in place so that, wherever approved, the clinical track should be used for its clinical merit rather for reasons of convenience.*

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<sup>4</sup> or by extension it involves teaching on the delivery of service to patients or clients

### **3.III. Recommendations**

For adoption by the University Senate

#### **3.III.A. Recommendations to the Board of Governors**

*Recommendation 1:*

*The Senate does not recommend to the BOG the establishment of yet another faculty track that does not carry the possibility of tenure and notes that, for the needs of the proposing schools, the existing clinical track is adequate. It also notes that, within this track, the proposals are appropriate as they would result in enhanced operation of these units and recommends the approval of the clinical track for the Graduate School of Applied and Professional Psychology, the Rutgers Business School in New Brunswick and Newark, the School of Business-Camden, and the Mason Gross School of the Arts, all subject to the caps and limitations outlined below.*

#### **Justification:**

As mentioned in the introduction, the term “Clinical Faculty” is reserved for faculty who teach in an environment *with real patients* or by extension teach *on the care of patients*. This has been extended to the care of “clients” in general. The term *clinical* is also adopted by the AACSB, the accrediting agency for Business Schools.

The clinical track, as a non-tenurable separate track, is established at Rutgers and has a history of over 10 years. The FAPC has recommendations for more uniform standards across the University in terms of the practices with respect to faculty in these tracks but takes the existence and format of this track for granted.

The FAPC feels differently about establishing yet another separate non-tenurable track, namely that of *Professional Practice*. The FAPC believes that the establishment of such a track will result in massive erosion of the tenure-track body as lines are diverted to non-tenurable ones in practically all disciplines. This would probably start with the Professional Schools, eventually spreading to the FAS. The English Writing program or introductory language instruction were mentioned as obvious candidates within FAS. Indeed a proposal for “*multiyear lecturers*” with renewable 3-year contracts was considered and withdrawn in the FAS in 2002<sup>5</sup>.

The FAPC sees nothing wrong with providing job security to PTLs and annuals or providing units with the ability to retain their better teachers. On the other hand this should not be accomplished by diverting tenure-track lines.

Indeed if Rutgers University is committed to preserving academic freedom and academic excellence in both teaching and research then it has to strengthen the institution of tenure which

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<sup>5</sup> It has to be noted that, to the credit of the proposers, the proposal did identify the dangers of such appointments to the tenure track and included the following:

*To ensure that Rutgers did not exploit the availability of such appointments, and divert resources from tenure-track positions to multi-year lecturer positions, we might wish to place a cap on the number of such faculty, as a percentage of the tenure-eligible and tenured faculty.*

remains unsurpassed as a means of safeguarding both the professional integrity of the faculty and its freedom of thought and expression. In addition, the proportion of non-tenure track faculty has grown dramatically in recent decades and now constitutes 23% of all full time faculty at Rutgers. This trend toward contingent appointments at Rutgers has seldom been the subject of serious inquiry and discussion, rarely coming to the attention of governance bodies responsible for educational policy.

*Thus it is recommended that any full-time non-tenure track appointments should be confined to the clinical track and that adequate justification should be made in each case to the EVPAA or the appropriate Provost showing that a particular appointment under this track involves relationship with patients or clients.*

Most of the proposed positions by the four proposing units can be accommodated under the clinical track. In particular:

- The proposal by GSAPP clearly falls within the boundaries of the definition of “clinical faculty” in its most stringent interpretation since these positions deal with actual patients.
- The proposals by the Business Schools can also be accommodated by the clinical track. Most of the positions envisioned in these schools involve a relationship with clients, and the accrediting agency for Business Schools uses the term “clinical” to describe such positions. Positions that do not involve such a relationship but are simply ways to save money by hiring lower paid faculty to teach more course sections are not within the rationale of the clinical faculty track and should not be approved.
- The proposal by the MGSA can also be accommodated by the existing track. The major examples cited, which also form the most immediate concerns for the MGSA, are that of the technical acting coach, the costume construction teacher, and that of the technical theater teacher who teaches students how to mount lights and set up performance spaces. All these positions relate to actual productions with real audiences (clients). As such they also fall within the extended definition of “clinical.” Positions such as ear training do not and they should not be approved as a full-time non-tenurable line. Nevertheless, the FAPC understands that, while these may not be tenurable or clinical skills, they are vital to the operation of the unit.

*Recommendation 2:*

*The proposed exclusion of CPII from the clinical track is contrary to the current university regulation 3.3.21.C. and should not be approved.*

### **3.III.B. Recommendations to the Administration**

In terms of practices within the clinical track, either existing or to be approved, the FAPC recommends the following:

#### **3.III.B.a. Caps**

The FAPC notes that the percentages at Rutgers of both current and proposed clinical track lines are significant. In particular CTF constitute:

In units with existing CTF:

- SOP: 28% of the total faculty if only IDR positions are taken into account, otherwise more than 33% on a unit level and 75% on a departmental level.
- CON: 29% of the total faculty if only IDR positions are taken into account, 37% otherwise.
- LSC: currently 10%, proposed to go to 20% of unit faculty.
- LSN: estimated at 20-25% if only IDR positions are taken into account, otherwise 30% of the faculty.

In units for which CTF are proposed:

- GSAPP: about 20% (IDR and grant funded)
- MSGA: about 8% (IDR and grant funded)
- RBS: 9% (IDR and grant funded)
- SBC: 10% (IDR and grant funded)

*Recommendation 3:*

*It is recommended that reasonable caps be set where there are none, and that violations of previously proposed limits in the SOP and CON be accepted as justified this once a posteriori but be enforced from now on. These caps should be stated as a percentage of IDR lines diverted to the clinical track.*

In particular the FAPC proposes three tiers of caps at 30%, 25% and 10% as follows:

- For the two schools most appropriate for the clinical track, namely the CON and the SOP, the cap should be frozen at the current level that is significantly higher than initially proposed. Thus for the CON and the SOP the IDR limit (cap) should be set at 30% (currently 29% and 28% respectively).
- For the LSN it should be set at the upper level of their current clinical faculty as it would be if all fund support was to disappear, i.e. at 25%.
- For the LSC at 25% for equity. It should be noted, however, that for the Legal Writing staff to be included in the clinical track, an appropriate justification should be provided as below.
- For the GSAPP which has genuine clinical needs in the most strict interpretation of the term, also at 25%.
- For the MGSA at 10%, since this seems to be the norm in most peer institutions<sup>6</sup> and is more than the requested percentage by the unit. It should be noted, however, that the committee does not consider all proposed positions to be appropriate for a clinical faculty appointment.
- Similarly for both Business Schools, the limit should be at 10% of IDR and would thus more than cover the caps proposed by the units.

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<sup>6</sup> From the list provided by MGSA for the arts, at least on paper, other institutions limit these appointments to about 10%

Columbia University: titles may be used for up to 10% of faculty.

New York University/Tisch: limited to 3% of faculty overall

University of Michigan: the title cannot be used for more than 10% of the overall faculty

### 3.III.B.b. Enforcement of caps

The FAPC feels that enforcement of caps is crucial and its partial endorsement of the submitted proposals hinges on the assumption that the caps set will be rigorously enforced. It is recommended that the enforcement of caps be a continuous process.

#### *Recommendation 4:*

*It is recommended that IDR lines used for CTF be subject to strict budgetary control. In particular it is recommended that CTF IDR lines be separately budgeted to the appropriate dollar amount consistent with the maximum percentage of IDR lines set and the levels of appointment. Diverting funds from this budget to the unit budget would be permissible but diverting funds to this budget would not.*

#### *Recommendation 5:*

*It is also recommended that any request from a unit to the EVPAA or the appropriate Provost for an appointment or promotion to clinical track be accompanied by:*

- *A justification of the appropriateness of the appointment or promotion to such a track by the demonstration of a relationship with patients or clients or the teaching of caring for or providing service to patients or clients and*
- *By a calculation of the percentage of IDR lines diverted to the clinical track before and after the appointment or promotion, demonstrating that the resulting percentage is within the established limits (cap).*

### 3.III.B.c. Voting rights

The FAPC notes that a Senate Resolution pending for Board of Governor approval on “*Faculty Departmental Voting Rights*” provides departments with the right to grant full or limited voting rights to any faculty with an appointment. Indeed clinical faculty should have all rights of tenure-track faculty except rights reserved for tenured faculty. The relevant University Regulation is 3.3.2.A<sup>7</sup>. CTF voting rights in CTF promotion decisions is a more difficult issue, although practiced in one unit (LSC). The relevant University Regulation is 3.3.7<sup>8</sup>, under which 3.3.7.A

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<sup>7</sup> 3.3.2 A. Rank Equivalencies. There is rank equivalence among instructional, research, **clinical**, extension and library faculty of the University. Except that clinical faculty are not eligible for tenure, rank equivalence means equivalence in salary, equivalence in tenure, **equivalence in academic rights** and responsibilities, comparable standards and procedures for appointment, reappointment, promotion and granting of tenure, and guarantees of academic freedom and due process.

<sup>8</sup> 3.3.7 FACULTY PERSONNEL ACTIONS—PROCEDURES

A. Recommendations for academic appointments, reappointments, and promotions to a particular rank normally originate at the departmental level and are made to the president through the provost or other appropriate officer by deans of faculties, with the advice of a faculty committee on appointments and promotions, and with the recommendation of the tenured faculty at, or above, that particular rank in the appropriate department.

limits all appointments and promotions to tenured faculty. It is noted, however, that section 3.3.7.B states that “A department committee shall provide documented evidence of the candidate's professional qualifications. Nontenured faculty and students may present their views to this committee, and this committee should seek their opinions where appropriate.” It is therefore noted that these views of the nontenured (clinical) faculty can be solicited by the tenured faculty committee in the form of a ballot that would be non-binding for the tenured faculty committee.

*Recommendation 6:*

*It is recommended that all eight units be informed by the EVPAA about their responsibilities and options with respect to voting rights for CTF.*

3.III.B.d. Appointments and Promotions

It is noted that the University regulations<sup>9</sup> specify that (clinical faculty appointments) ...ordinarily shall be for a renewable term of not less than three years. Thus any appointment for a smaller period should carry appropriate justification as being extraordinary.

*Recommendation 7: It is recommended that initial appointments for clinical practice should be three-year appointments. After six years, and satisfactory reappointment, appointments should be for five years. Any appointment for a shorter period should carry appropriate justification.*

It is noted that conventional notices used for tenure-track faculty should be used with these titles as well in all procedures of reappointment and promotion.

Finally it is noted that although transition from the regular tenure-track to CTF is allowed, it should only be used when the tenure-track faculty cannot achieve the standard of tenure *because* his/her professional activity is mostly clinical.

3.III.B.e. General

- The expectation is that the administration will periodically report on its monitoring of the status and caps of the CTF in the eight units that will have the track.
- It is also expected that any future expansion of the CTF to other units or modification of existing caps will be submitted to the University Senate for its recommendation before implementation.
- It is noted that temporarily hiring can be addressed by the titles of “Visiting Professor” which include the title of “Visiting Distinguished Professor.”

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*B. A department committee shall provide documented evidence of the candidate's professional qualifications. Nontenured faculty and students may present their views to this committee, and this committee should seek their opinions where appropriate.*

<sup>9</sup> 3.3.14 D. Full-time appointments as clinical faculty members are non-tenure track term appointments which may be made at any appropriate rank and which **ordinarily shall be for a renewable term of not less than three years.**

### **3.IV. Resolution**

#### **In Support of FAP Committee Report and Recommendations**

*Whereas, the University Senate Faculty Affairs and Personnel Committee has examined and reported on the Proposals for the establishment of Clinical and Professional Practice Faculty Tracks in four academic units; and*

*Whereas, the University Senate has reviewed the Committee's report and its Recommendations, finding those recommendations to be sound and in the best interests of Rutgers University;*

*Therefore, Be It Resolved, that the Rutgers University Senate endorses the "Report on the proposals to make the Clinical Track available to the GSAPP and to establish a new track of Professional Practice Faculty in both Business Schools and the Mason Gross School of the Arts," and urges the Board of Governors and the Administration to implement its recommendations, as amended by the Senate.*

#### **Faculty Affairs and Personnel Committee**

*Gould, Ann, Cook (F), Co-Chair*

*Panayotatos, Paul, GS-NB (F), Co-Chair*

*Boylan, Edward, FAS-N (F)*

*Breton, Michael, Assoc. VP for Research & Sponsored Programs (A)*

*Cannon, Roger, Engineering (F)*

*Chambers, John, FAS-NB (F)*

*Chernin, Elaine, SCJ (S)*

*Chism, Christine, FAS-NB (F)*

*Cooper, Keith, Cook Acting Dean (A)*

*Dennis, Roger, Camden Provost (A)*

*Deutsch, Stuart, Law-Newark Dean (A)*

*Donsky, Benjamin, GS-NB (S)*

*Fishbein, Leslie, FAS-NB (F)*

*Guo, Zhixiong, Engineering (F)*

*Hirsh, Haym, Rutgers (F) - Executive Committee Liaison*

*Hodgson, Dorothy, FAS-NB (F)*

*Leath, Paul, Rutgers (F)*

*Lee, Barbara, SMLR Dean (A) - Administrative Liaison*

*Markert, Joseph, PTL-NB (F)*

*Puniello, Françoise, Douglass (F)*

*Schock, Kurt, NCAS (F)*

*Simmons, Peter, Law-N (F)*

*Turner, Franklin, GSE (S)*

**4. ATTACHMENTS:**

4.I Text of memorandum from EVPAA Philip Furmanski to Senate Chairperson Cotter

4.II. Proposal for Clinical Faculty Track for the Graduate School of Applied and Professional Psychology

4.III. Proposal for a Professional Practice Track for the Business Schools at Rutgers University

4.IV. Proposal for a Professional Practice Track for Mason Gross School of The Arts

4.V. MGSA Report on Practices at Peer Institutions and on Potential Positions for the MGSA

4.VI. FAPC deliberations

4.VII. Current Practices of Individual Units

4.VIII. Proposed Practices of Proposing Units

**4.I. Text of memorandum from Executive Vice President for Academic Affairs Philip Furmanski to Senate chairperson Cotter, dated October 28, 2004, regarding clinical and professional practice tracks for GSAPP, RBS and SBC, and MGSA**

I am forwarding to you for the Senate's information and comment proposals regarding Clinical and Professional Practice Tracks for the Graduate School of Applied and Professional Psychology; Rutgers Business School in New Brunswick and Newark, and the School of Business-Camden; and the Mason Gross School of the Arts. We will be sending these proposals to the Board of Governors for their review and approval during the current academic year.

As you know, we have well-established and very successful clinical tracks in the Ernest Mario School of Pharmacy, the College of Nursing, and the Law Schools in both Newark and Camden. In Pharmacy, for instance, students, faculty, chairs, and academic administrators have all been extremely pleased with the clinical track. The availability of the track has permitted Pharmacy to provide enhanced instructional opportunities in clinical practice disciplines and to attract and retain superior clinical faculty. Although the faculty on the clinical track are not tenure-eligible, many have progressed through their ranks; nine have been promoted from clinical assistant professor to clinical associate professor since the track was first approved for Pharmacy's use ten years ago.

The success of the track in Pharmacy, Nursing, and Law has been noted by faculties and deans in units with similar clinical or professional practice needs. The Graduate School of Applied and Professional Psychology clearly has needs in clinical instruction similar to those in Pharmacy and Nursing. The needs of the Business Schools and Mason Gross School of the Arts are not in the "clinical" area per se, but those units too have struggled to use existing titles to attract and retain outstanding practicing professionals in their respective fields, with results that have at times been disappointing. The faculties in both those units have concluded that a "professional practice" track as outlined in their proposals would allow them to attract, retain, and reward the kind of faculty they need to round out their educational programs.

I would appreciate your forwarding these proposals to the appropriate Senate committee for their information and comment. The relevant deans, provosts, and I would be happy to meet with the members of that committee, or with the Senate Executive Committee, to answer any questions you might have regarding these proposed new faculty tracks.

Many thanks. We look forward to hearing from you.

c: Richard L. McCormick  
Roger Dennis  
Steven Diner  
Milton Leontiades  
Stanley Messer  
George Stauffer  
Howard Tuckman

## **4.II. Proposal for clinical faculty track for the Graduate School of Applied and Professional Psychology**

### **Introduction:**

The Graduate School of Applied and Professional Psychology (GSAPP) has a three-fold mission of scholarship, education for practice, and service. GSAPP offers doctoral students specialization in three major areas of professional psychology: Clinical, Organizational, and School Psychology. The tenured and tenure-track faculty are evaluated for reappointment and promotion based on teaching, scholarship, and service.

### **Rationale for Creating a Clinical Track in GSAPP:**

Through their research and theoretical writings, tenured and tenure-track faculty members are engaged in expanding the knowledge base upon which professional practice rests. These faculty members teach the courses that provide foundational knowledge for doctoral students concerning the scientific and theoretical underpinnings of professional practice. This instruction gives students in learning the large body of literature that underlies and informs practice. However, classroom instruction alone is not sufficient to prepare one to be a practitioner of professional psychology. A great deal of “hands on” instruction closely supervised by exemplary models of professional practice is essential for the student, along with being steeped in research and theory. Those who teach these applied courses need a different repertoire of skills than those tenured and tenure-track faculty who teach the more traditional academic courses at GSAPP. The activities that make one an expert practitioner are not for the most part the skills that make one a successful academic. Although the practitioners who provide supervision to students have a scholarly appreciation of the literature, research is not their primary responsibility and, therefore, they would not fulfill the criteria for reappointment and promotion. However, that does not diminish the centrality of their role.

The practice courses at GSAPP focus on diagnosis and treatment of psychological disorders of childhood, adolescence and adulthood, and intervention and consultation in the schools and in a range of organizations. Students learn how to conduct psychological assessments consistent with the setting in which they work, to plan interventions based on these evaluations and to assess the impact of treatment. Two of the major on-campus settings in which students practice these skills are the Center for Applied Psychology and the Psychological Clinic. In these settings and other settings in the community, GSAPP graduate students learn their applied skills under the close supervision of doctoral level psychologists. These psychologists are hired for their clinical expertise rather than for their research skills.

At present, visiting faculty, instructors, part-time lecturers (PTLs), and those with staff titles fill such roles in GSAPP, and the results are less than ideal. Instructors are limited to annual appointments not to exceed a total of four years, regardless of the instructors’ quality or the school’s need. Many do not feel that they are an integral part of the school since their term is limited and they have no long-term stake in the school’s success. Similarly, visiting faculty and PTLs do not provide continuity and consistency from year to year. Those with staff titles are unable to participate in faculty governance. In all of these cases, there is no opportunity for

career growth. Hiring appropriate clinical practitioners is a challenge due to the fact that these people are typically fully engaged in roles as service providers in the community and most often have leadership positions in the agencies and programs that employ them. Clinical faculty appointments would create flexibility, allowing people to move in and out of their faculty role as needed, and allowing GSAPP to hire individuals who fit the changing needs of the training programs.

The educational programs at GSAPP would therefore be enhanced by the ability to attract and retain those practicing in clinical areas, who can bring clinical practice to the school. The roles of clinical faculty in GSAPP would complement but would be very different from that of tenured and tenure-track faculty. The clinical faculty would focus on clinical practice and training, while engaging in research, but not at the same rate or of the same kind one expects of tenured and tenure-track faculty. The combination of these two types of faculty, the researcher and the clinician, will result in an optimally-balanced educational program and thus graduates would be well trained for professional practice, and eminently marketable to potential employers.

#### Expectations for Clinical Faculty:

Clinical faculty members would be expected to supervise students in the delivery of clinical services to various populations, supervise undergraduate students in entry-level clinical and research activities, teach graduate courses where appropriate, provide in-service lectures to clinical staff and provide training for professionals from the community seeking to upgrade their skills. In addition, clinical faculty would be expected to engage in clinically-based scholarship which might take the form of articles, book chapters or presentations at professional meetings.

#### Details of Clinical Faculty Appointments:

**Term of appointment:** Appointments of Clinical faculty would normally be made for periods of three years, and would be renewable.

**Criteria for Appointment and Reappointment:** Initial appointment would be based on the appropriate terminal degree and demonstrated experience as a superior clinical teacher and clinical supervisor. Certification in one's specialty area would be required as appropriate. Subsequent reappointments and promotions would be based on excellence in clinical practice; effective teaching, particularly teaching that utilizes the faculty member's clinical practice; and service. Clinical faculty would be hired, reappointed, or promoted to the titles of Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor. As Professor II emphasizes the traditional forms of research and scholarship, there is no Clinical Professor II.

**Evaluation of Clinical faculty:** Evaluation would take place in the third and final year of each three-year contract. Chairs should also meet with each clinical faculty member annually.

**Voting Rights:** Clinical faculty may participate in departmental meetings and vote on all issues with the exception of tenured or tenure-track appointments and promotions.

#### Practices at Peer Institutions:

A variety of mechanisms are used in peer clinical psychology programs to meet this need. As Rutgers already has well-established clinical tracks in Pharmacy and Nursing, it seems logical to simply extend the use of that clinical track to GSAPP.

#### Requirements Relating to Accreditation:

The American Psychological Association expects good clinical teaching and supervision by psychologists with appropriate credentials.

#### Benefits to School and Students; Conclusion:

Due to the fact that students are seeing clients with very compelling human concerns, they require close and intensive guidance from experienced practitioners to ensure that the client's needs are met while the student is simultaneously being taught the best of current treatment methods. The educational goal of GSAPP is to train graduate students for professional practice. Tenured and tenure-track faculty alone cannot provide all of the training needed to best prepare our students for clinical practice. The use of visiting faculty, instructors, part-time lecturers, and staff titles has proven to be unsatisfactory, in the sense that such appointments do not provide the continuity or stability of staffing. In order to attract and retain the high quality clinical faculty that GSAPP needs, an attractive and stable clinical track must be developed. Utilizing both the traditional tenured and tenure-track faculty and Clinical faculty will provide students with the combination of foundational knowledge and practitioner training that will make them most competitive upon graduation.

#### **4.III. Proposal for a professional practice faculty track for the Business Schools at Rutgers University**

##### Introduction:

Rutgers University currently has two business schools, Rutgers Business School in Newark and New Brunswick (RBS), and the School of Business in Camden (SBC). Both schools offer undergraduate and MBA degrees with several specializations; in addition, the Rutgers Business School also offers a Ph.D. in Management in cooperation with the New Jersey Institute of Technology (NJIT). Both the Rutgers Business School and the School of Business in Camden have full-time tenured and tenure-track faculty whose criteria for reappointment and promotion are teaching, research, and service.

##### Rationale for Creating a Professional Practice Track in RBS and SBC:

The tenured and tenure-track faculty at the schools are accomplished scholars and researchers who make important contributions to the discovery and dissemination of knowledge, and who teach a variety of courses in their respective areas of expertise. They provide business students with an appreciation of methodology, access to the latest statistical and analytic techniques, and casework and competitions that develop critical thinking. However, to provide the highest quality management education, the Schools must also give students training and experience in “practitioner” skills through instruction provided by individuals expert in the application of theory and conversant with current business practice.

At present, instructors, invited guest lecturers, and/or part-time lecturers (PTLs) fill such a role in RBS and SBC, and the results are less than ideal. Instructors are limited to annual appointments not to exceed a total of four years, regardless of the instructors’ quality or the schools’ need. Many do not feel that they are an integral part of the school since their term is limited and they have no long-term stake in the school’s success. Similarly, invited guest lecturers and PTLs do not provide continuity and consistency from year to year. The inability to offer longer and more stable commitments to highly-skilled professionals thus limits the ability to find and retain appropriate faculty, and this has led in the past to frequent last-minute cancellations and substitutions. This is not a mode of staffing of courses that works in the best interest of the students or of the educational program as a whole.

The educational programs at both RBS and SBC would be enhanced by the ability to hire and retain a stable complement of seasoned practitioners, particularly in highly specialized areas. Professional Practice faculty in Business would complement but would be very different in orientation and skills from the tenured and tenure-track faculty. They would provide professional expertise in such areas as Pharmaceutical Management, Supply Chain Management, and Quantitative Finance, areas in which research-oriented faculty, particularly those in doctoral-level programs, are not generally conversant. In addition, their network of contacts would be important in providing opportunities for graduating students. The combination of these two types of faculty, the researcher and the practitioner, will result in an optimally-balanced educational program and will produce graduates who are most attractive to potential employers and prepared to make an immediate contribution to the work place.

### Expectations for Professional Practice Faculty:

When appointing Professional Practice faculty, the schools will be looking for different experiences and expertise than for tenured and tenure-track faculty. Professional Practice faculty will be expected to be active practitioners, and as such, professionals whose identity is drawn from the practice of management rather than from the academic setting. Rather than placing an emphasis on the potential and already-demonstrated capacity for producing the highest quality theoretical and empirical research and scholarship, as is the case when hiring tenure-track faculty, Professional Practice faculty will be judged by the quality of their knowledge of, and demonstrated excellence in, the skills of the practice of management. The type of scholarship they produce, as well as the quantity of that scholarship, will not be the same as that required for tenure and promotion of tenured and tenure-track faculty. Their activities in their departments will emphasize instruction and service, rather than research.

### Details of Professional Practice Appointments:

**Term of appointment:** Appointments of Professional Practice faculty will normally be made for periods of three years. Appointments may be renewed for additional three-year periods, but no faculty member appointed as a Professional Practice faculty member will be eligible for tenure. Professional Practice faculty members may apply for and be considered for appointment to other faculty titles where there is the possibility of tenure, but no preference will be given to Professional Practice faculty in the selection process for such positions. Time spent as a Professional Practice faculty member will not ordinarily count in the probationary period for such an appointment. In the rare instance that a faculty member in a tenure-track position wishes to become a Professional Practice faculty member instead, he or she may apply for any available and appropriate Professional Practice position.

**Criteria for Appointment and Reappointment:** As noted above, Professional Practice faculty will contribute primarily in the areas of teaching and service, and to a lesser extent in the area of scholarship. Consequently, initial appointment will be based upon experience in the business world and ability to provide quality instruction in the practice of management. Subsequent reappointment will be made in recognition of the faculty member's accomplishments in instruction; in service to the School, University, and profession; and to a lesser extent in scholarship. Because the responsibilities of the Professional Practice faculty member de-emphasize traditional scholarship, activity in this category is more likely to take the form of publication in practitioner journals, participation in the application of theory to practical situations, and success in competitive program grants involving the recommendation of peer panels. Professional Practice faculty may be hired, reappointed, or promoted to the titles of Assistant Professor Professional Practice, Associate Professor Professional Practice, or Professor Professional Practice. As Professor II emphasizes traditional forms of research and scholarship, there will be no Professor II Professional Practice.

**Evaluation of Professional Practice Faculty:** Evaluation shall take place in the third and final year of each three-year contract. Chairs should also meet with each Professional Practice faculty member annually.

Voting rights: Professional Practice faculty may not vote on hiring, reappointment, or promotion of either tenured or tenure-track faculty or other Professional Practice appointments. At the discretion of the department or School, they may be granted a vote on other matters.

#### Practices at Peer Institutions:

Emerging best practice at peer institutions is to permit non-tenure track faculty with special expertise as practitioners and instructors to continue to remain with the institution without limit of appointment, but in non-tenured positions. Columbia University, Yale University, Pennsylvania State University, and the University of Maryland all have mechanisms to retain untenured practitioner faculty on long-term contracts, and other universities are considering or are in the process of developing such mechanisms.

#### Requirements Relating to Accreditation:

AACSB-International Standards approved in April of 2003 state that “these standards focus on maintaining a mix of both student and faculty participants that achieve high quality in the activities that support the school’s mission. For the purpose of these standards ‘faculty’ refers to all instruction-related faculty members, including tenured, non-tenured, full-time, part-time, clinical, etc., as appropriate.” The standards further require that “Each school recruits, develops, and maintains a faculty to accomplish its mission with respect to learning, practice, and scholarship. A variety of faculty skills may be needed to meet the mission, and individual faculty members may be appointed to meet specific aspects of the mission.” Hence, while the accrediting agency does not mandate a separate practitioner title, it clearly contemplates the existence of such faculty as part of the appropriate academic mix needed to provide quality instruction.

#### Benefits to Schools and Students; Conclusion:

Tenured and tenure-track faculty alone cannot provide all of the specialized instruction needed in today’s professional business education. The use of lecturers, visitors, and PTLs to provide such specialized instruction has not proven to be satisfactory, in the sense that such appointments do not provide continuity or stability of staffing, and that instability has proven to be a detriment to both the academic programs and the students. In order to attract and retain the high quality practitioner faculty that RBS and SBC need, an attractive and stable practitioner track should be developed. The combination of the traditional tenured and tenure track faculty and the Professional Practice faculty will provide students with the combination of theory and practice that will make them most competitive upon graduation.

#### **4.IV. Proposal for a professional practice faculty track for the Mason Gross School of the Arts**

##### **Introduction:**

The professional arts education programs at Mason Gross School of the Arts (MGSA) rely on the expertise and talents of their tenured and tenure-track faculty. These faculty members are highly accomplished creative artists. It is their achievements in the creative area that provide the perspective and expertise students need as developing artists, and that enable programs to attract the most talented students. It is also their creative activities that earn them tenure. The criteria for reappointment and promotion of the tenured and tenure-track faculty at MGSA are teaching, scholarship and/or artistic accomplishment, and service.

##### **Rationale for Creating a Professional Practice Track in MGSA:**

The professional arts programs at MGSA also rely on the services and expertise of faculty who teach very specific technical skills that are also necessary in the training of artists. Examples include a costume construction teacher in Theater and an ear-training/fundamentals teacher in Music, both of whom possess superior, but narrow skills. For a costume designer to excel creatively, he or she must first understand the mechanics of actually sewing and constructing a costume. Similarly, for a musician to benefit from instruction on a specific instrument, he or she must first be able to hear the music precisely and clearly. While the faculty who teach these skills are essential to the education of artists, the limited nature of their expertise means that they do not carry out either the research or creative activity that would merit tenure at Rutgers. MGSA depends on these faculty to instruct students in the applications, crafts, and technologies that support their relative fields and that enable aspiring artists to platform into the more creative areas.

At present, assistant instructors and faculty in specialized areas who have been denied tenure or who have taken themselves off the tenure-track to assume staff titles fill such a role at MGSA, and the results are less than ideal. Instructors are limited to annual appointments not to exceed a total of four years, regardless of the instructors' quality or the school's need. This does not allow sufficient recognition of the faculty members' contributions, nor does it allow the career growth, or provide sufficient salary increases to retain the quality professionals that students require. The use of staff titles does not recognize the pedagogical contributions of these individuals nor does it permit these individuals to participate in faculty governance. As a result, MGSA has had difficulty in the recruitment and retention of individuals in key specialized positions.

The professional arts education programs at MGSA would be enhanced by the ability to attract and retain the highest quality professionals, particularly in highly specialized areas. Professional Practice faculty in MGSA would supplement and support the efforts of the tenured and tenure-track faculty.

### Expectations for Professional Practice Faculty:

Appointments of Professional Practice faculty will be utilized only for specialized positions where the faculty member is unable to meet the standard research/creative achievements due to the narrow focus of their specialty rather than a lack of talent or ambition. Positions utilizing this title would be recommended to the dean by the faculty and chair of each department after consultation with the department's Executive Committee. The dean will only approve positions that are not otherwise capable of being filled by tenure-track faculty. Professional Practice faculty will be judged based on teaching, professional practice, and service, rather than scholarship and/or artistic accomplishment.

### Details of Professional Practice Appointments:

**Term of appointment:** Appointments of Professional Practice faculty will normally be made for periods of three years and are renewable. Appointments and renewals will be made by the dean based on the recommendations of the tenured faculty of each department. A Professional Practice faculty member is not precluded from applying for or being offered a tenure-track position, but no preference is accorded in the selection process for other positions.

**Criteria for Appointment and Reappointment:** As noted above, Professional Practice faculty will be evaluated on teaching, professional practice, and service. Reappointment will be based on satisfactory performance in each of these areas, as well as a continuing need for the position, and approval by the dean. Professional Practice faculty may be hired, reappointed, or promoted to the titles of Assistant Professor Professional Practice, Associate Professor Professional Practice, or Professor Professional Practice. As Professor II emphasizes traditional forms of research and scholarship, there will be no Professor II Professional Practice.

**Evaluation of Professional Practice faculty:** Evaluation shall take place in the third and final year of each three-year contract. Chairs should also meet with each Professional Practice faculty member annually.

**Voting Rights:** Professional Practice faculty may participate and vote on all issues at faculty meetings with the exception of appointment, promotion and tenure of tenure-track faculty and voting on his/her own appointment.

### Practices at Peer Institutions:

Institutions with professional and applied programs require flexibility to adequately accommodate the specialized teaching faculty required in some programs.

While the titles used, and the application of those titles, varies among the institutions surveyed, all had a means of accommodating non-traditional teaching faculty. Amongst these are Columbia University, New York University, University of Washington, University of Michigan, Pennsylvania State University, Yale University, University of California – Berkeley, University of Rochester/Eastman School of Music, University of California – Irvine, University of Wisconsin, University of Texas – Austin, and Carnegie Mellon/College of Fine Arts. All of these institutions have devised a means of providing technical/applied faculty with long-term contracts and promotion paths.

Benefits to School and Students; Conclusion:

Tenured and tenure-track faculty alone cannot provide the specific technical skills that are necessary in the training of artists. The use of assistant instructors and staff titles to provide specific technical skills has not proven to be satisfactory, in the sense that such appointments do not provide continuity or stability of staffing, preventing MGSA from hiring and retaining faculty in critical technical areas. In order to supplement and support the efforts of the tenured and tenure-track faculty, an attractive and stable practitioner track should be developed. The combination of the traditional tenured and tenure-track faculty and the Professional Practice faculty will ensure that Mason Gross students receive the best professional training in their fields.

#### **4.V. MGSA report on practices at peer institutions and on potential positions**

##### Practices at Peer Institutions

In preparing this proposal, the Dean's office contacted a number of peer institutions to find out how the issue was addressed on their campuses. For the purposes of comparability, the dean primarily polled comprehensive research institutions with arts programs. The practices at stand-alone conservatories are not typically comparable and can often involve limited tenured positions overall.

While the institutions polled use a wide variety of terms for their non-tenure track teaching positions, all had a way of providing technical/applied faculty with long-term contracts and promotion paths that parallel the intentions of the professional title proposed. A summary of the results of that survey follows.

##### Columbia University

Professional practice titles are available at the assistant, associate, and full professor levels. Appointments parallel those of the tenure-track faculty and are renewable for multi-year appointments. These titles may be used in the schools of business, arts, journalism, international affairs, and social work. The university also has a specialized instructional title series with promotion ranges comparable to those for tenure track faculty. The faculty of each school recommends specific titles for inclusion under these special titles to the provost and to a faculty affairs committee. Titles may be used for up to 10% of faculty. These titles are approved only in those cases where they are necessary for a school to achieve its programmatic and intellectual goals and for positions not easily staffed by tenure track faculty.

##### New York University/Tisch

Has multiple year contracts for practice-related positions; the title "teacher" is used and promotion confers the title of master teacher; limited to 3% of faculty overall; initial appointment for one to three years and then up to five year reappointments. The spokesperson from NYU indicated that the school had done much work on this in recent years and, although initially controversial, is now accepted and working well. Titles established in 1996.

##### University of Washington

Has title for use with faculty with special instructional roles. Quoting their web page: "Full-time appointments of lecturers and artists in residence may be made for terms of one to five years. Full-time appointments of senior lecturers, senior artists in residence, and principal lecturers may be made for terms not to exceed five years. The normal appointment period for full-time senior lecturers and principal lecturers is a minimum of three years, with exceptions reviewed by the provost... These ranks are not eligible for tenure, and there are no limitations to the number of reappointments that can be made."

#### University of Rochester/Eastman School of Music

Professional schools, including the School of Music, are allowed to award non tenure-track titles to specialized teaching positions. Titles and terms of appointments are proposed by the deans and reviewed by the University Committee on Tenure and Privileges, which, after consideration, forwards a recommendation to the Board of Trustees for approval. Positions can progress from assistant through associate and full professor or other titles used by the school. The spokesperson for the school indicated that the title is used in a limited fashion, but is available throughout the university.

#### University of Michigan

A non-tenure track clinical title is available for use in the arts. The title cannot be used for more than 10% of the overall faculty. The example the spokesperson gave was for technical positions in Theater. Promotion sequence parallels that of tenure track faculty and multiple year appointments are permitted.

#### Pennsylvania State University

Titles of lecturer, instructor, senior lecturer, and senior instructor are available for use for technical teaching faculty, industry people, basic language instruction, and composition. Appointments may be made for one, three, or five year periods.

#### University of California – Berkeley

Two titles are available for use with specialized faculty: adjunct or lecturer. Adjuncts progress from assistant to associate and full professor. The initial appointment is for two years and then up to eight year appointments are allowed. The lecturer titles are on a lower pay scale and initial appointments are for one year. After six years, reappointments are made for three year terms.

#### University of California – Irvine

Lecturer and senior lecturer with security of employment titles are used for those faculty whose “teaching is so specialized that that it cannot be done with equal effectiveness by regular faculty or by strictly temporary faculty...” Initial appointments are for three years after which they are made for six year terms.

#### University of Wisconsin

The Board of Regents is currently addressing the issue of how to more fully integrate non tenure-track faculty into the institutions within the system. There appears to be much debate and some resistance to implementing career paths and special professor titles akin to tenure track faculty for instructional staff. The matter continues under review. They do, however, have a title currently in place that would enable multiple year appointments and promotions. What they appear to be debating is the use of assistant, associate, professor titles for these positions. They did recently approve the use of these titles for research faculty

University of Texas – Austin

Lecturer, senior lecturer, and distinguished senior lecturer titles are available and allow for a career path. Terms of appointment progress from one year to two, and finally three year reappointments. The President’s Ad Hoc committee on Non-Tenure Track Teaching Faculty notes the necessity of “University policies governing long-term, non-tenure-track faculty should take into account the vastly different circumstances and needs of our diverse departments, schools, and colleges across campus.”

Carnegie Mellon/College of Fine Arts

Lecturer, senior lecturer, and principal lecturer titles are available with three or five year renewable terms. Titles are used for specialized positions such as movement and voice coaches.

Yale University

Tenure is not conferred in the Theater program or the conservatory program in Music at Yale. For other programs and arts programs there exist both tenure and non tenure-track titles. These titles are assistant professor adjunct, associate professor adjunct, and professor adjunct. These titles are used for individuals who play important roles in the teaching of students, but who are not fully engaged in research activities characteristic of tenure-track faculty. These titles are particularly used for individuals with specific competencies relevant to a need in the teaching program or individuals with qualifications in fields not normally represented at Yale.

While the titles used, and the application of those titles, varies among the institutions surveyed, all had a way of accommodating non-traditional teaching faculty. Institutions with professional and applied programs require the flexibility to adequately accommodate the specialized teaching faculty required in some programs. The professional practice model found at Columbia University is the one we are recommending for use at Mason Gross, although other titles and paths permitting long term appointments and promotion paths are also acceptable.

### Potential Positions for Professional Practice Title

Mason Gross is currently seeking to initially create two to three positions within the proposed professional practice title. There is potential to add three additional positions in the future. Mason Gross currently has 80 FTE faculty. The initial use of this title, if approved, would be for less than 4% of Mason Gross faculty. It could eventually grow to 7% or 8%.

Initially, the professional title would be used in the following positions:

#### Theater Arts

- Technical acting coach
- Design (costume construction teacher)

#### Music

- Music fundamentals (ear training teacher)

Potential Positions (depending on growth of school and need for full-time faculty in these positions)

#### Dance

- Technical theater teacher (teaching students how to mount lights and set up performance spaces)

#### Music

- Computer technology teacher (specialized music software applications)

#### Theater Arts

- Technical speech/voice teacher

#### Visual Arts

- Digital/computer technology teacher (specialized graphic design software)

#### 4.VI. FAPC deliberations

The proposal of the administration requested a resolution within this AY. In addition administrators and faculty of the units requesting the track expressed varying levels of urgency and frustration in that, apparently, their proposals had been languishing at the office of the UVAA for years. For these reasons, the committee attempted to expedite their deliberations despite an initial announcement that a report would not be forthcoming during this semester. Nevertheless, these proposals have wide-reaching ramifications and were approached accordingly.

Since it was presented that the basis of the proposal for the extension of the track to additional units is the *“well-established and very successful clinical tracks in the Ernest Mario School of Pharmacy, the College of Nursing, and the Law Schools in both Newark and Camden”*, the committee decided to interview members from these units in addition to the units that are requesting the tracks.

The FAPC met five times (21 January, 8, 18 February, and 7, 11 March, 2005) on the particular charge. The final vote was taken by e-mail polling.

The committee heard from the following administrators:

- Dean John Colaizzi of the Ernest Mario School of Pharmacy
- Dean Stanley B. Messer from the Graduate School of Applied and Professional Psychology
- Dean George B. Stauffer and Associate Dean Dennis F. Benson, of the Mason Gross School of the Arts
- Associate Dean Noreen Cerino of the College of Nursing
- Dean Stuart Deutsch of the School of Law-Newark
- Dean Milton Leontiades of the School of Business in Camden
- Dean Howard Tuckman and Associate Dean Rosa Oppenheim of the Rutgers Business School in Newark and New Brunswick
- Dean Raymond Solomon of the Law School-Camden was interviewed by phone by one of the FAPC’s co-chairs who reported to the committee

The FAPC found the deans’ remarks very helpful to explain the utility of this track to their units, as the proposals forwarded to the committee were deemed too homogenized to be of much benefit. In addition the committee heard from faculty of some of these units. The work of the committee was also greatly enhanced through input from deliberations of the Personnel Policy Committee of the New Brunswick Faculty Council (NBFC), from discussions on the floor of the NBFC, as well as from informal discussions with officers of the Rutgers Chapter of the AAUP. The opinion of faculty from the units requesting the track was uniformly in favor of the proposals and weighed strongly on the committee’s deliberations. The FAPC is grateful to all these colleagues for their valuable insight and input.

In reviewing the practices currently followed in the four units that have the clinical track, the committee decided, where appropriate, to identify best practices and make recommendations. Also central was the concern of the creeping proliferation of non-tenurable faculty at Rutgers and

elsewhere. Committee members identified the appeal for units to utilize the clinical faculty track merely to save dollars. It was reaffirmed that the “up and out” of tenure-track positions protects all faculty (tenure track and non-tenure track alike) in the unit. It was noted that clinical track faculty (CTF) are not given the same protections of academic freedom and job stability and that a core base of tenure track faculty is needed and should not be diminished by a surfeit of non tenure-track positions.

The fact that tracks that do not carry tenure exist in most peer institutions has no relevance since this is also largely true for Librarians and County Agricultural Agents in these same institutions. At Rutgers, however, the clinical track stands alone among all other equivalent tracks in that it does not carry the possibility of tenure. The FAPC sees no inherent differences between the clinical track and other client-based tracks such as those of Librarian or County Agent. These tracks are tenurable at Rutgers and this has resulted in building faculties in these units that are acknowledged as superior among their peers. Tenure in these tracks is based on specialized criteria. Such specialized criteria have already been developed for the clinical track anyway for application during promotion decisions (see section 3.3.18.H above).

Because of these considerations, the FAPC debated recommending that the clinical track become tenurable. During the hearings, however, it also emerged that several clinical faculty are, by the very nature of the appointment, at least partially grant funded and as such would be ineligible for tenure anyway<sup>10</sup>. It was suggested to restrict these hires to soft money lines. It was clear, however, that doing so would inconvenience all units and outright ban some units from the clinical track. Thus the committee decided not to address the issue of tenure for clinical faculty.

Leaving the question of tenure aside, the FAPC insists that *safeguards should be in place so that, wherever approved, the clinical track should be used for its clinical merit* rather than because it is convenient to have a track that does not carry with it the hard decision on tenure.

The crucial questions then are:

- Why is a clinical track necessary for the educational mission of the unit?
- How would these clinicians remain current in their clinical practice if they were employed full time at Rutgers?

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<sup>10</sup> 3.3.17 ACADEMIC TENURE

A. Faculty are ordinarily considered for academic tenure during the sixth and final year of the probationary period but such consideration may occur earlier. Not eligible for tenure are faculty whose appointments are part-time, grant-funded in whole or in part; faculty whose appointments are self-supporting or supported by outside contracts; and, certain other faculty whose appointments are non-tenure track such as clinical faculty, nontenure track assistant professors and assistant instructors. . . . .

E. The regulations pertaining to tenure apply to those faculty whose positions are funded from State budgeted accounts for which fringe benefits are not charged to the account, and for which fringe benefits are not reimbursed to the State of New Jersey.

.....“Grant Funded” positions at the instructor level or higher within the University.

(1) Faculty serving on a project supported by a contract or research grant, or a similar temporary assignment shall be appointed only for the duration of the contract or grant and without reference to academic tenure.

(2) Faculty employed on a self-supporting account shall be appointed only for so long as there are funds available to support the salary.

- What percentage of the faculty in each unit would be allowed to follow the clinical track and how would this be enforceable?

These, as well as other relevant issues, were addressed by the deans of the units for which the track is under considerations as well as of the units that currently have the clinical track. The record of these interviews can be found in Attachments 4.VII. and 4.VIII. below.

#### **4.VII. Current Practices of Individual Units**

##### Ernest Mario School of Pharmacy (SOP)

Clinical track faculty appointments in the School of Pharmacy were initiated in 1994. These appointments were considered necessary because faculty in such roles were not successful in tenure track positions and, indeed, found that such appointments were not compatible with their responsibilities. In addition, such positions were found necessary to maintain professional accreditation of the school since such positions are common at peer pharmacy schools.

Students need to be exposed to work in a hospital environment. Since Rutgers does not have a University Hospital, these practitioners provide such access. CTF are board certified and both work and teach in a hospital or clinic setting where they have contractual responsibilities.

They remain current in the practice through their daily involvement. That their contribution to the hospital is highly valued is supported by the fact that the hospital contributes up to 40% of the faculty member's salary. This money goes into a fund that supports several clinical professors partly or fully. In particular:

There are currently 25 clinical track faculty in the School of Pharmacy.

- 14 of them are clinical assistant professors; 11 of them are clinical associate professors.
- 16 of them are on hard money faculty lines (state-funded) covering both salary & benefits.
- 8 are, to a varying degree, covered by the pool of soft money funds generated from hospital reimbursements for clinical services as per "clinical practice plan agreements" as follows: 4 by 65%; 1 by 72%; 1 by 41%; 2 by 100%
- 1 clinical faculty member is 50% funded on a hard money line and the rest through a grant from Johnson & Johnson.

The percentages of funding from soft money apply to both salary and benefits.

Such positions are evaluated on a regular 3-year cycle; faculty are eligible for promotion from the clinical assistant professor through clinical associate and full professor ranks. The number of clinical faculty appointed since 1994 is 39; none of these individuals were not reappointed, but 17 resigned mostly for other reasons. Also about 3 have stayed at the Clinical Assistant Professor rank for more than 6 years.

Perceived benefits of clinical track faculty to the School of Pharmacy include greatly improved/enhanced teaching, fulfillment of accreditation requirements, the ability to attract better faculty, and greater flexibility for future school needs. Perceived difficulties with this process include: 1) the evaluation process at departmental and A&P levels does not include input by faculty in similar roles; and 2) such faculty are not allowed to vote on personnel and FASIP matters within their departments. The school would like to grant restricted voting rights to clinical track faculty members. The FAPC addresses this issue under section 2.III. on Recommendations.

It is noted that in the original proposal that was approved in 1994 the SOP represented that “*In the College of Pharmacy, clinical positions will not exceed 33% of all IDR positions in the Department of Pharmacy Practice and Administration*”. Since all clinical appointments have been made in this department the actual numbers are currently approximately 75%. At 25 strong, clinical faculty form a significant portion of the overall SOP faculty as well (more than 33% total, about 27% in terms of IDR). The dean responded that the switch to a new degree program in 1998, when the SOP was required to eliminate the 5-year B.S. and instead implement the 6-year Doctor of Pharmacy, necessitated an increase in the proportion of clinical track faculty.

### Law School Camden (LSC)

The Law School at Camden had a “*Lawyering Program*” that was run by staff since the early 1990’s. The American Bar Association (ABA) put them on report because they did not employ Clinical Faculty; the LSC successfully argued that the litigation before PERC did not allow them to do so. In 2000, as soon as the track was approved, they gave Clinical Professor titles to the two principle staff members who run the *Externship Program* and the *Live Client Clinic*. In the former program, students participate in a seminar and work with a not-for-profit organization or a governmental office. Students then report on their experience. At the *Live Client Clinic* students, under supervision, represent clients whose income is below a certain level.

In addition to the 2 Clinical Full Professors there are also:

- 1 Clinical Assistant Professor
- 1 Clinical Associate Professor
- 1 Visiting Clinical Assistant Professor
- 1 Visiting Clinical Associate Professor

The latter two are on soft money with yearly contracts. The others are on 3-year contracts if Assistant, 3- or 5- year contracts if Associate and 5-year contracts if Full. It seems that the trend at the ABA, which currently demands only “long term contracts,” is to specifically require 5-year contracts.

Thus, LSC employs four clinical faculty on University lines for about 10% of their overall faculty.

In addition, the LSC employs about 30 Adjunct Professors who come in once or twice a week and run the simulation programs (simulating a court environment) or offer some other specialized course that takes advantage of their knowledge as current practitioners.

Finally there are six “legal writing faculty” to whom the LSC has recently voted to give clinical faculty titles. Although these faculty do not have a direct relationship with clients, the change in title was deemed necessary in order to make the Writing Program a full time non-capped program (without term limits)<sup>11</sup>. If this gets approved, total CTF in the law school will increase to 10, or about 20%.

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<sup>11</sup> This reinforces the concerns of the committee that the clinical track can be used not for its clinical merit but rather because it is convenient to have a track that does not carry with it the hard decision on tenure. Putting absolute, enforceable limits on the percentage of such appointments may be a way to address this issue.

Clinical faculty at the LSC have full voting rights on everything (including appointments and promotions of clinical faculty) except of appointments and promotions of tenure-track faculty. It was never indicated to the unit by the upper administration that this was not appropriate.

The FAPC believes that this is as it should be and urges all units that have the track not to disenfranchise their faculty but grant them the rights and privileges afforded to them by regulation 3.3.2 A. on Rank Equivalencies<sup>12</sup>.

### Law School Newark (LSN)

The Law School at Newark has 15 clinical faculty, as well as 2 tenured and 1 tenure-track faculty who staff their clinical program in eight different clinics that cover eight different areas of law. These clinics include environmental law, special education, child advocacy, and criminal juvenile defense. Students enroll for clinical credits in these areas and become lawyers with real clients, under supervision by the faculty. Until 2000, the LSN had 13 faculty on the clinical program, 4 of which were on lines; the rest were either grant supported and/or paid for by the law school but not on lines. Currently LSN has 15 CTF and 36 tenured or tenure-track faculty, thus CTF comprise 30% of the total faculty.

Out of the 15 clinical faculty members:

- 4 have university lines.
- 2 others are supported by a direct grant from the legislature, but are not on lines, and the law school pays for their benefits.
- 9 are supported by grants to some extent, but only 5 are 100% supported; again, the law school uses other funds to support the rest of their salaries and benefits.

Typically, a new appointee will be a Visiting Clinical Assistant Professor for 1 year and then, if favorably reviewed, would get a 3-year contract. After that period the visiting CTF would be reviewed for reappointment and after another 3 years for promotion to Clinical Associate Professor. The expectation would be that the CTF would probably not be renewed if not promoted. Clinical Associate Professors get a 3-year contract and Clinical Professors 5-year contracts with the proviso that the appointment is contingent on continuation of the grant. Currently:

- 6 are Clinical Professors on 5-year contracts
- 5 are Clinical Associate Professors on 3-year contracts
- 3 are Clinical Assistant Professors on 3-year contracts

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<sup>12</sup> 3.3.2 A. Rank Equivalencies. There is rank equivalence among instructional, research, **clinical**, extension and library faculty of the University. *Except that clinical faculty are not eligible for tenure*, rank equivalence means equivalence in salary, equivalence in tenure, **equivalence in academic rights** and responsibilities, comparable standards and procedures for appointment, reappointment, promotion and granting of tenure, and guarantees of academic freedom and due process.

Much of this process has been untested since the CTF process is only in its third full year. At the current time, criteria for promotion include teaching, clinical practice, and service. There is no current publication requirement, but this is under consideration. Since 2000, 2 CTF have left for tenure-track positions at lesser-caliber law schools. In addition, 1 CTF is on leave of absence to serve on the new State Highlands Commission.

CTF have access to non salary-related perks (research leaves and sabbaticals) and have some governance roles in the law school. They are full voting members at committee, but don't vote in faculty meetings. They participate in personnel decisions only for clinical faculty where they can speak but not vote.

The existence of clinical faculty is required by the American Bar Association that would withdraw accreditation otherwise.

### College of Nursing (CON)

The College of Nursing has had the clinical track for 10 years. There have been 26 clinical faculty since then. They currently have 16.

The clinical faculty track was originally conceived to relieve clinical teaching loads from tenure-track faculty. "Clinical" is used as a generic term for any setting where learning skills or handling patient care and concerns is involved. At the undergraduate level, CTF teach in the classroom, accompany students to the hospital where they are supervised by a hospital nurse, and also teach in the laboratory using mannequins. Unlike the CTF of the SOP, CTF in the CON have no particular hospital responsibilities.

Out of 26 CTF, 8 have Ph.D.'s, and 18 have Master's, but they all teach at the graduate level, as all graduate tracks are clinical ones. CTF are associate members of the graduate faculty. They teach up to three courses per semester unless some of their time is paid for by grants.

A key concern for CTF is job insecurity, especially with current budgetary problems. Out of 26 CTF hired during the last 10 years, only 1 has been promoted. Reappointment contracts vary from 1 to 3 years. A peer committee of tenured faculty recommends reappointment or not, and the dean decides on the length of the contract. The FAPC notes that that the University regulations<sup>13</sup> specify that (clinical faculty appointments) ...*ordinarily shall be for a renewable term of not less than three years*. Finally, there seems to be concern among CTF that even as

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<sup>13</sup> 3.3.14 TERM APPOINTMENTS

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D. Full-time appointments as clinical faculty members are non-tenure track term appointments which may be made at any appropriate rank and which **ordinarily shall be for a renewable term of not less than three years**. The letter of appointment for clinical faculty shall explicitly state the fixed term of appointment, non-availability of tenure, and the specific responsibilities of the position. Faculty members in clinical positions are not precluded from applying for or being offered other University positions, including tenure-track appointments; however, no preference is to be accorded to them in the selection process for other positions. If an individual who has held a clinical appointment is subsequently appointed to a tenure-track position, service in a full-time clinical position ordinarily will not be credited to service in a tenure-track position.

faculty rise in rank, there is no security; a secondary class structure is evident, and CTF often seek other positions.

There is a one-time track change option<sup>14</sup> open to both tenure-track and CTF faculty, and in two cases tenure-track faculty have switched to CTF status when it was felt that tenure would be denied (no one has switched from CTF to a tenure-track line). The perception among CTF is that promotion requirements are similar to tenure-track faculty and include publishing in top-tier research journals (instead of, perhaps, more appropriate professional publications), and grants (NIH level). The CON had a reputation of low mobility to senior status in its tenure track as well, but that may be changing. The first assistant professor in 8 years recently received tenure, and one more person is proceeding favorably through the tenure process. The dean reported that CTF are expected to perform some scholarship (publishing in clinical journals) for reappointment and promotion. As there are tenure-track faculty in each specialty, teaching by CTF is evaluated by tenure-track faculty as well as by students.

Out of the 26 CTF hired over the last 10 years, 1 has retired, 16 have been reappointed at least once, 4 are new, 6 have resigned, 1 is on leave, and 1 was not reappointed for a third time. The CON has 41.5 IDR lines so that clinical faculty *on IDR* (12) comprise 29% of the total faculty. The remaining 4 are: 2 on soft money; 1 on leave; and 1 is 50%. If *all* clinical faculty are considered then the percentage rises to 37%. It should be noted that in the original proposal that was approved in 1994 the CON committed themselves that:

*“The number of faculty positions allocated to these titles on IDR funded lines will not exceed 20% of all IDR positions in the College of Nursing”.*

It was reported, however, that the American Board of Nursing sets requirements for clinical classes. These include: 1) a 10:1 student to instructor ratio; and 2) that faculty must have at least a Master’s degree to teach. The former requirement means that clinical track faculty were added as enrollment kept going up (it has doubled in 10 years).

The CON deems the existence of the track absolutely essential for their operation.

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<sup>14</sup> It is doubtful whether such a limit can be legally enforced at the unit level. Since University Regulation 3.3.14 D states that “*Faculty members in clinical positions are not precluded from applying for or being offered other University positions, including tenure-track appointments*” without specifying whether they became clinical faculty after serving in a tenure-track capacity it seems to the FAPC that any CTF would have the right to apply (without preferential treatment of course) for an advertised tenure track position.

#### **4.VIII. Proposed Practices of Proposing Units**

##### Graduate School of Applied and Professional Psychology (GSAPP)

The request for clinical faculty lines started about 8 years ago and for various reasons is just now coming to fruition. The school would like to see this track used in the following three of its activities:

1) The *Douglass Developmental Disabilities Center* hires and trains undergraduate and graduate students to work with autistic children. Faculty in this school are hired to provide training and do some clinical research and are given the title of research professor. Because of the research requirements of this track, they rarely get promoted or leave for opportunities elsewhere. These positions are funded on soft money.

2) In *Project Natural Settings Therapeutic Management* (a behavioral consultation and training program for cognitively and/or emotionally disabled adults), a staff member does training, teaching, and administration. The school feels that a clinical faculty title better reflects the responsibilities of this position. This position is also funded on soft dollars.

3) Two senior staff administrators in the *Center for Applied Psychology* (the major teaching arm and psychological clinic of GSAPP) have substantial teaching and dissertation supervision responsibilities. Although these directors have an adequate staff title and have no plans to leave, they do not have academic standing. The school feels that these positions with a clinical faculty title would be more appropriate and more attractive to future hires.

In sum, Dean Messer feels that the clinical faculty track facilitates a proper professional ladder for some faculty roles and is more suitable to the duties of certain positions. Given the small size of the school (17 tenure and tenure-track faculty) 4 clinical faculty would be 19% of the unit. However, since half of them are on soft money, the IDR percentage would be more like 10%.

##### Mason Gross School of the Arts (MSGA)

The MSGA faculty voted on this issue in April 2000. The urgency behind the Mason Gross request relates to four faculty in “craft” positions that have no long-term relationship with Rutgers, thus they lack respect by their peers and an identifiable and sustainable career path, and the ability to adequately participate in relevant faculty governance matters. As a result, MSGA has had difficulty attracting and retaining the best individuals in these key positions. The difference between “craft” and what is considered appropriate scholarship for a tenure-track position in the Arts was explained to the committee via examples. For example, costume design is tenurable; costume construction, although a complex skill that must be taught to students in this area, is not. These practitioners, although not in creative activity, work on an academic calendar and teach. The school is proposing a 10% cap for craft lines, although they are currently requesting only 3 out of the approximate 95 lines (about 3%) in MSGA and possibly expanding to about 7-8%. In particular they would want to give Professional Practice track titles to practitioners who would teach the following:

- Technical acting coach
- Design (costume construction teacher)
- Music fundamentals (ear training teacher)
- Technical theater teacher (teaching students how to mount lights and set up performance spaces)
- Computer technology teacher (specialized music software applications)
- Technical speech/voice teacher
- Digital/computer technology teacher (specialized graphic design software)

Associate Dean Benson conducted a phone survey with other AAUs. These institutions accommodate this type of position using different titles, which include “professional practice,” “teacher,” and “instructor.” The phone survey results form Attachment 3.V. Dean Stauffer particularly likes the Columbia model, where practitioners carry a title of professor of professional practice (non tenure-track) and are reappointed in a 5-year cycle. In the case of Mason Gross, reappointment evaluations at 3- and 6-years followed by a 5-year cycle, with yearly review, would be appropriate. He also noted that the word “clinical” carries a medical connotation, depicting a relationship with a patient and that the title of such tracks as proposed by MGSA should be appropriate to the career path of the practitioner.

Rutgers Business School in New Brunswick and Newark (RBS)

and

School of Business-Camden (SBC)

The business schools at Rutgers wish to pursue a clinical faculty track for several reasons:

The schools wish to take advantage of unique opportunities for learning by inviting august members of the business community to serve as clinical professors. The title of “clinical professor” is more appropriate in these cases than that of “instructor.” It was mentioned that titles such as “distinguished visiting professor” exist (and used by the law school, for example), and that the business schools might consider this model, instead.

The business schools wish to offer training in areas of business that rapidly evolve, are highly technical, or are cutting edge, such as investment banking. In such cases, individuals with highly specialized knowledge would be expected to teach in such areas and then move on. The concern is that if these instructors fill tenure-track lines their knowledge base could become obsolete in a short period. In a clinical line, however, faculty would be expected to keep current to be reappointed<sup>15</sup>.

An example was given of a practitioner in the Supply Chain Management Center in the MBA program. This person doesn't do enough research for tenure, but has an outstanding teaching record, and the level of experience he shares with the students is highly valuable. When asked how the title of “clinician” fits with the business school model, as students benefit “indirectly”

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<sup>15</sup> It was not clear to the FAPC how these practitioners would remain current when employed full time at Rutgers. The danger of employing “disposable” faculty is very real. This would detract from the utility of clinical track one of the advantages of which is precisely providing stability in an environment that might be a revolving door environment otherwise.

from the practitioner-client relationship that the position brings to the classroom, the committee was informed that Harvard University and the AACSB (The Association to Advance Collegiate Schools of Business) both refer to these types of positions as “clinical”<sup>16</sup>.

A third rationale for the CTF model is that these faculty are less expensive (compared to the high salaries of tenure-track faculty), and that permitting introductory-level teaching by highly paid tenure-track faculty has no net benefit. Committee members noted that this argument can be made for every field in the University. It was argued that the Chronicle of Higher Education reported that many clinical faculty appointments are in the Arts and Sciences, and that other units at Rutgers also have the clinical faculty track. Most importantly, the business schools at Columbia, University of Pennsylvania (Wharton), and Yale utilize the track, and the deans would like to measure the schools of business against the best schools in the area.

It was noted that at the business schools, new tenure-track lines are filled with new PhDs or post-docs who are outstanding in their field; traditionally, industry personnel with years of experience are not offered tenure-track positions. On the other hand, the schools also need an MBA program where students are prepared to immediately enter the work force; faculty are needed that give them the practical side of the business. For example, accounting now encompasses information technology, and tenure-track faculty (that does not include a licensed CPA) can't teach this even though the students need it for their careers. The field changes too fast, and this is where practitioners are of most benefit.

As another example, Wall Street has spent billions of dollars to build proprietary models. When instructors from Wall Street come to the school to teach, much information that is otherwise proprietary is imparted to the students. The RBS employs an instructor who once ran hedge funds for Merrill-Lynch. He designed 8 modules based on the Wall Street data, and the school wants to maintain his highly productive program (his term as instructor is up in a year).

The proposed ratio of IDR and grant-supported CTF to tenure-track lines for RBS would be 8% (13 of 150 lines) and 10 % (3-4 with 36 tenure-track lines) for the SBC. The schools promised that these caps will be maintained because the AACSB has rules and research standards for accreditation; were the business schools to maintain excessive CTF lines, they might not meet accreditation standards. The proposed CTF lines will not be distributed evenly across units in the business schools; placement will depend on need, and distribution is expected to change over time.

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<sup>16</sup> It is noted that the web page of the AACSB carried an editorial on the trend to clinical faculty that included the following: *The Jury is Out on the Scope and Impact of the Change. The current opinions of business school deans on this trend, not surprisingly, vary widely on many dimensions--such as the overall number of clinical professors joining business schools as permanent full-time additions (there are no official numbers); the degree to which this development represents a fundamental shift in the make-up of business faculties; and the forces behind the trend and the ultimate impact such changes in faculty composition will have on management education as a whole.*