



# **Policies and Guidelines Governing Appointments, Promotions, and Professional Activities of the Rutgers Health Faculty**

**March 31, 2025**

# MEET THE PROVOSTS



**PATRICIA  
FITZGERALD-  
BOCARSLY, PHD**

Newark  
Provost



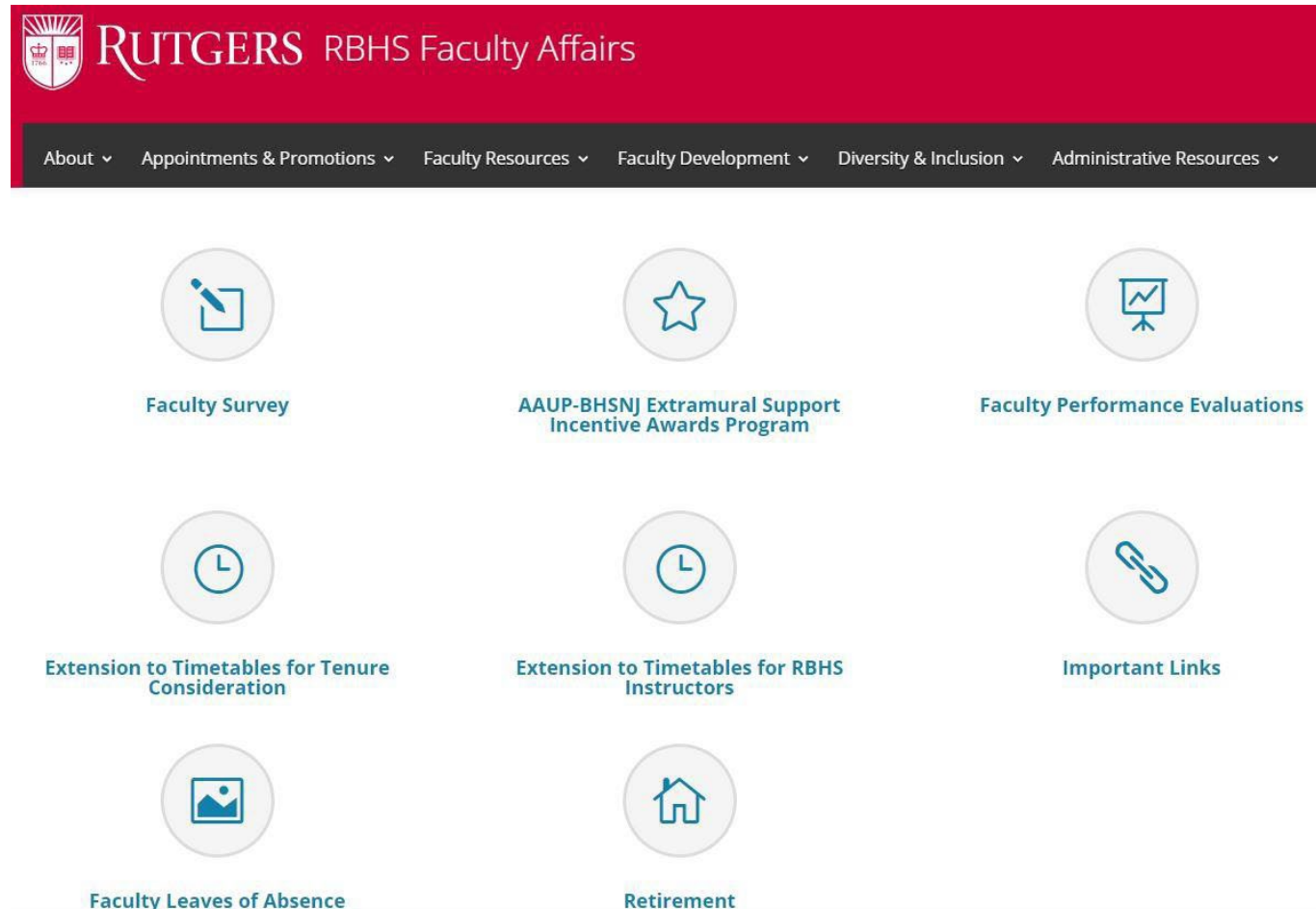
**JEFFREY  
CARSON, MD**

New Brunswick  
Provost

# RBHS Faculty Affairs Website

<https://facultyaffairs.rbhs.rutgers.edu>

## Faculty Resources



The screenshot displays the RBHS Faculty Affairs website interface. At the top, there is a red header with the Rutgers logo and the text "RUTGERS RBHS Faculty Affairs". Below the header is a dark navigation bar with several menu items: "About", "Appointments & Promotions", "Faculty Resources", "Faculty Development", "Diversity & Inclusion", and "Administrative Resources". The main content area features a grid of nine circular icons, each representing a different resource. The resources are: Faculty Survey, AAUP-BHSNJ Extramural Support Incentive Awards Program, Faculty Performance Evaluations, Extension to Timetables for Tenure Consideration, Extension to Timetables for RBHS Instructors, Important Links, Faculty Leaves of Absence, and Retirement. The Retirement icon is partially cut off at the bottom of the grid.

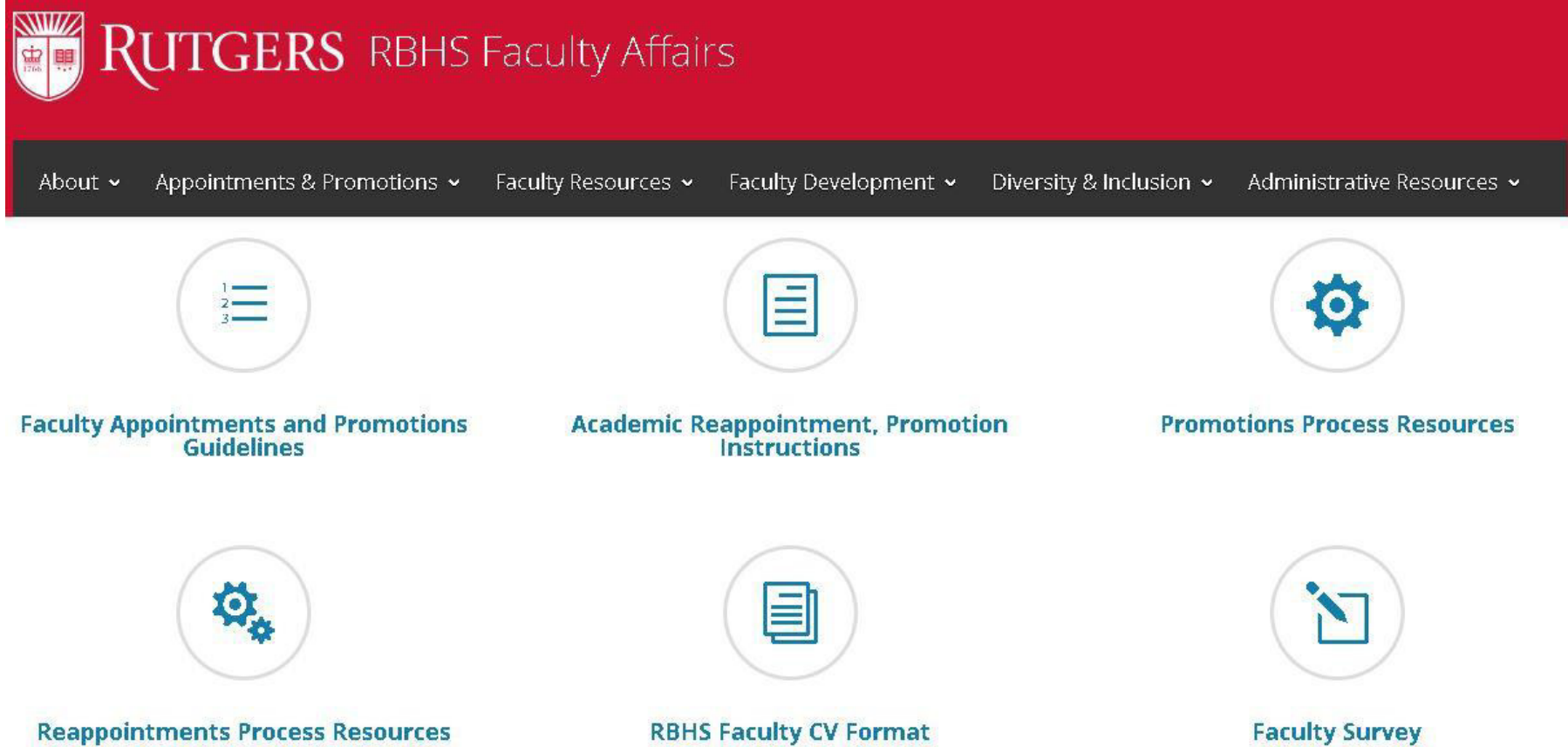
**RUTGERS RBHS Faculty Affairs**

About ▾ Appointments & Promotions ▾ Faculty Resources ▾ Faculty Development ▾ Diversity & Inclusion ▾ Administrative Resources ▾

- Faculty Survey
- AAUP-BHSNJ Extramural Support Incentive Awards Program
- Faculty Performance Evaluations
- Extension to Timetables for Tenure Consideration
- Extension to Timetables for RBHS Instructors
- Important Links
- Faculty Leaves of Absence
- Retirement

# A&P Guidelines

<https://facultyaffairs.rbhs.rutgers.edu/appointments-promotions/faculty-appointments-and-promotions-guidelines/>



The screenshot shows the Rutgers RBHS Faculty Affairs website. At the top left is the Rutgers logo. To its right is the text "RUTGERS RBHS Faculty Affairs". Below this is a dark navigation bar with the following menu items: "About", "Appointments & Promotions", "Faculty Resources", "Faculty Development", "Diversity & Inclusion", and "Administrative Resources". The main content area features six circular icons arranged in a 2x3 grid, each with a corresponding text label below it:

- Faculty Appointments and Promotions Guidelines**: Represented by an icon of a list with three items numbered 1, 2, and 3.
- Academic Reappointment, Promotion Instructions**: Represented by an icon of a document with horizontal lines.
- Promotions Process Resources**: Represented by an icon of a gear.
- Reappointments Process Resources**: Represented by an icon of two interlocking gears.
- RBHS Faculty CV Format**: Represented by an icon of a document with horizontal lines.
- Faculty Survey**: Represented by an icon of a document with a pencil.

# Fundamentals

- Academic review is required for all reappointments
- Teaching is required on all tracks
- Professionalism is a must for all faculty
- Provosts review appointment letters for whether there is adequate support and mentoring needed for success of proposed faculty member's mission
- Administrators should normally be on scholarly tracks, but in rare instances, may be on the Professional Practice track

# RBHS Lecturer

- Not assigned a track
- For those who have not yet have completed terminal degree
- 1 to 3 year appointments
- May maintain rank for up to 9 years with a 1 year terminal appointment in the 10<sup>th</sup> year
- Once terminal degree is completed, may be considered for promotion to either RBHS Instructor or Assistant Professor

# RBHS Instructor

- Not assigned a track
- Advanced graduate degree or equivalent or completed training and eligible for board certification, if applicable
- 1 to 3 year terms
- By the end of the third (3<sup>rd</sup>) year, must meet the criteria for promotion to Assistant Professor on one of the five faculty tracks or receive a one-year terminal non-renewable appointment in the fourth year

# Selection of Track

- Determined at the time of appointment or promotion to Assistant Professor by Department Chair, in consultation with faculty member, Institute Director, Dean, and Provost
- Based on:
  - Qualifications
  - Career aspirations
  - Institutional need, availability of position, and funding



# Length of Appointments Non-Tenure Track

- Assistant Professor– Teaching, Clinical, Professional Practice
  - Initial and reappointments, 1 to 3 years
  - After 3 reappointments AND 9 consecutive years: 2-5 year appointment
- Research Track – all ranks
  - Initial and reappointments, 1 to 3 years
  - After 3 reappointments AND 9 consecutive years: 2-4 year appointment unless the length of the grant/contract to which the faculty is assigned is shorter
- Associate Professor–Teaching, Clinical or Professional Practice
  - Initial, 1 to 5 years
  - Promoted to or reappointment, 2 to 5 years
  - After 10 years, 3 to 5 years
- Professor and Distinguished Professor-Teaching, Clinical or Professional Practice
  - Initial, 1 to 5 years
  - Promoted to or reappointment, 3 to 5 years
  - After 10 years, 3-7 years

# Extension of Timetables

- **Extensions for Instructors**

- Granted in extenuating circumstances
- Request in writing from faculty member
- Must be approved by the chair, dean and provost

- **Extension for Tenure Track Faculty**

- Granted in certain circumstances such as serious health condition, parental or familial circumstances, and/or leave without pay
  - Faculty may request up to two years to be excluded but one year at a time (e.g. birth of two children)
  - Request in writing from faculty member
    - must be approved by the chair, dean, and provosts [we both weigh-in on tenure track actions across both campuses]

- **Extensions granted in light of COVID-19 for Tenure-Track, RBHS Instructors and RBHS Lecturers**

- Depending on date of hire, faculty may have been eligible for up to two years extension.

# Faculty Mentoring

- Mentoring is a key factor in successful faculty development
- Every faculty member up through associate professor is expected to have a mentor to help with their career development
- Initially, the mentor may be a chair/supervisor, but within six months, the faculty member should identify a mentor or mentors to help guide their career development
- Mentoring of junior faculty is an important faculty role, and is included in the annual review process

# Faculty Mentoring, Cont'd.

- Mentees must initiate meetings with the mentors on a regular basis (at minimum twice a year); as part of meeting with the mentor, mentees annually should fill out an Individual/Faculty Development Plan and discuss their career development
- RBHS, through the [Vice Chancellor for Faculty Development](#), Dr. Maral Mouradian, provides training events for mentors and mentees.
  - Events are publicized by email and posted in the [RBHS calendar](#).



# The Tracks

# Five full-time tracks designed to ensure collective success of the faculty

- Tenure Track
- Non-Tenure Tracks
  - Research Track
  - Clinical Track
    - Clinical Scholar
    - Clinical Educator
  - Teaching Track
  - Professional Practice Track

# Tenure Track

- Faculty will spend majority of time leading investigations
- Area of investigation can span any of the disciplines or modalities related to biomedical sciences, for example:
  - Clinical research
  - Health services research
  - Laboratory research
  - Many others
- RBHS will provide newly-appointed faculty
  - Significant protected time
  - Assignment of mentor
  - Appropriate start-up funding to conduct research

# Tenure Track

## Assistant Professor

- Must achieve tenure within 9 years, but may do so earlier. If a candidate is not successful by the 9th year, they will be given a one-year non-renewable terminal contract
- Normally, assistant professors on the tenure track receive three-year renewable appointments that can be renewed twice - at 3 years after formal review and at 6 years after formal review

## Associate Professor

- Tenure is customarily granted at the time of promotion to Associate Professor. On occasion, an Assistant Professor on the Tenure Track may be promoted to Associate Professor without granting of tenure after a minimum of four years as Assistant Professor



# Tenure Track Cont'd.

## Associate Professor and Professor

- If a non-tenured Associate Professor or Professor transfers from an outside institution or from a non-tenure track Associate Professor or Professor position from one of the RBHS schools, they will have a total of five years from the time of appointment to receive tenure. If tenure is not awarded by this time, the faculty member will be given a one-year terminal, non-renewable appointment

# Award of Tenure

- Reserved for faculty members recognized as leaders in their scientific community
  - High-impact peer-reviewed publications
  - Sustained and substantial peer reviewed funding as PI; e.g., two or renewed [R01s](#) [or equivalents](#)
  - Officer positions in societies, memberships in honorary societies
  - Member of editorial boards
  - Member of scientific peer review committees
  - National or international invited research presentations
  - National and/or international reputations attested to by “arm’s length” letters from external referees
- Letters must not be from individuals with personal, training, institutional, or collaborative relationships with candidate

# Award of Tenure

- Teaching excellence
- Clinical excellence (where applicable)
- Service
- Professionalism

# Research Track

- Faculty are involved in basic or applied research
- The primary focus is to facilitate and support the overall research mission, rather than to develop independent research programs
- Faculty typically conduct research in collaboration with other investigators but may have independent laboratories and/or serve as principal investigators on grants and as senior author on publications
- Provide the experience, expertise, and leadership needed for the efficient running of core laboratories and the laboratories (including clinical laboratories) of funded research
- Teaching responsibilities are primarily related to training lab personnel, work on research projects or use of core facilities.

# Research Track Criteria for Promotion

- **Investigation and scholarly accomplishments**
  - Authorship of original publications in peer-reviewed journals
  - Significant intellectual contributions but not expected to have initiated and led the research effort
  - Contributions to extramural peer-reviewed funding
  - Evaluation of unique intellectual contributions by senior authors of their papers and grants
- **Evidence of regional and national recognition**
  - Invitation as a speaker or visiting professor
  - Membership and positions of leadership in professional societies
  - Editorial board memberships or editorial review assignments
  - Consultative positions with various government and private agencies
  - Organizer of regional, national, and international meetings

# Research Track Criteria for Promotion, Cont'd.

- **Teaching**

- Teaching (including mentoring) in the research laboratory, health professions schools, hospitals, departments, divisions, programs, Graduate School or University activities

- **Service**

- Service is not obligatory and is considered an infrequent event, but may be considered as a positive factor in promotion

- **Professionalism**

# Clinical Track

- Evidence of substantial collaborative scholarship, reputation in health care or related fields, patient care and excellence in education and administration, where applicable
- Clinical Scholar
  - Expected to engage in funded research and publish the results of collaborative research
- Clinical Educator
  - Not required to have research, but are expected to produce significant body of scholarly publications
- Excellence in health care
- Teaching excellence
- Service
- Professionalism

# Clinical Track - Clinical Scholar

## Scholarship Requirements

- Participate in team research and/or funded research as a significant contributor
- Substantial authorship on significant peer-reviewed publications and recognition outside of the institution
- In contrast to the tenure track, must make independent contributions with a clear theme, but need not be the leader and driving force
- All types of research



# Clinical Track - Clinical Educator

## Scholarship Requirements

- Requires nationally recognized scholarship
  - Peer-reviewed and non-reviewed publications including reviews, textbook chapters, case series, case reports, published practice guidelines, meta-analyses, or other examples of scholarly contributions
- No research requirement but will be considered if present
- [Criteria](#)\*\* categories are not a checklist for promotion; advancement is based on a holistic approach/process evaluating the totality and level of achievements.

\*\*RBHS Criteria for promotion to Associate Professor or higher

# Clinical Track Promotion Criteria

- **Clinical Excellence**

- Outstanding clinicians in their respective fields (required)
- Receive referrals (where applicable) of challenging clinical problems or have unique clinical expertise
- Clinical care that is regarded as outstanding
  - Based on opinions of senior faculty members, other physicians and/or health professionals, and trainees

- **Teaching Excellence**

- Can take many forms including documented curriculum and course development, training, teaching and advising students, residents, fellows and colleagues through mentoring
- Can be in multiple settings, including classroom, online, laboratories, in/outpatient and community

# Clinical Track Promotion Criteria, Cont'd.

- **Scholarly Activities**

- Focused on specific area of interest and represent a theme(s) of work and be nationally accessible
- Clinical Scholar:
  - Independent intellectual contributions to a supported research program
  - Need not be the leader and driving force behind a body of work; however, research performed should be high quality and demonstrated by:
    - – Publications; presentations at national meetings; recognition on a national level
- Clinical Educator: not required to participate in research, but must produce significant volume of scholarly publications
  - Peer-reviewed manuscripts, practice guidelines and articles; book chapters; case reports; consensus reports; development of innovative teaching materials, curricular or teaching methods; approaches to or contributions to research

# Clinical Track

## Promotion Criteria, Cont'd.

- **Administration (if applicable)**
  - Successes in the outcomes of the programs administered
  - Innovation, quality improvement and scholarship regarding administration of programs
  - Local, regional or national recognition
- **Service to Medical Center, University, Community**
  - Administration, if applicable, or service on committees
  - Memberships in organizations and societies
  - Grant review panels
  - Community service activities, beyond those done as part of their normal funded faculty roles

# Clinical Track Promotion Criteria, Cont'd.

- **Additional Criteria\*\* for Clinical Educator**
  - Active participation in mentoring is expected
  - Quality Improvement (QI) initiatives are desirable; leadership
  - Demonstrated engagement in Diversity, Equity, and Inclusion programming and self-development activities

\*\*RBHS Criteria for promotion to Associate Professor or higher: [Table-for-Criteria-NTT-Tracks-FINAL-052024.pdf \(rutgers.edu\)](#)

# Teaching Track

- Education leader
- Evidence of outstanding contributions to teaching
  - Publication of teaching methods and materials
  - Creation of outstanding continuing education and teaching programs
- Assemble, maintain, update an educator's portfolio/dossier
  - Regional/nationally recognized scholarship for their educational accomplishments but may publish on non-educational topics as well
  - Published, peer-reviewed papers on education, textbooks
  - Invited talks
  - Memberships in program review or accreditation committees, etc.
- Excellence in patient care and administration, if applicable
- Professionalism

# Teaching Track Promotion Criteria

- **Teaching Excellence**

- Can take many forms including curriculum and course development, training, teaching and advising students, residents, fellows and colleagues through mentoring
- Can be in multiple settings, including classroom, online, laboratories, in/outpatient and community

- **Scholarly Activities**

- Focused on specific area of education, should be a theme(s) of peer reviewed work and nationally accessible and recognized
- Appropriate activities include:
  - Publication of case reports/series, educational materials, scholarly reviews, book chapters or textbook authorship or editorship, creation of novel computer programs, development of innovative teaching materials

# Teaching Track

## Promotion Criteria, Cont'd.

- **Clinical Excellence (where applicable)**
  - Outstanding healthcare providers in their respective fields
  - Receive referrals (where applicable) of challenging healthcare problems
  - Clinical care that is regarded as outstanding
    - Based on opinions of senior faculty members, other physicians and/or health professionals, and trainees
- **Administration (if applicable)**
  - Successes in the outcomes of the programs administered
  - Innovation, quality improvement and scholarship regarding the administration of programs
  - Local, regional or national recognition



# Teaching Track Promotion Criteria, Cont'd.

- **Evidence of regional and national recognition**
  - Invitation as a speaker or visiting professor
  - Membership and positions of leadership in professional societies
  - Editorial board memberships or editorial review assignments
  - Consultative positions with government and private agencies
  - Organizer of regional, national, and international meetings
- **Service to Medical Center, University, Community**
  - Memberships in organizations and societies
  - Grant review panels
  - Community service activities beyond those done as part of their normal funded faculty roles

# Teaching Track Promotion Criteria, Cont'd.

- **Additional Criteria\*\* for Teaching Track**
  - Active participation in mentoring is expected
  - Quality Improvement (QI) initiatives/innovation is desirable; leadership
  - Demonstrated engagement in Diversity, Equity, and Inclusion programming and self-development activities

\*\*RBHS Criteria for promotion to Associate Professor or higher: [Table-for-Criteria-NTT-Tracks-FINAL-052024.pdf \(rutgers.edu\)](#)

# Professional Practice Track

- Superior healthcare skills
- Recognition and involvement in teaching
- Collaborative participation in ongoing clinical and translational research programs preferably leading to scholarly output

# Professional Practice Track Promotion Criteria

- **Clinical Excellence**

- Outstanding clinicians in their respective fields with a regional or national reputation
- Receive referrals (where applicable) of challenging clinical problems or have unique clinical expertise
- Clinical care that is regarded as outstanding
  - Based on opinions of senior faculty members, other physicians and/or health professionals, and trainees

- **Teaching Excellence**

- Involvement in curriculum and course development and teaching students, residents, and fellows
- Mentoring students or residents in preparation of abstracts, case reports or review articles
- Teaching awards
- Invited lectures

# Professional Practice Track Promotion Criteria, Cont'd.

- **Scholarly Activities**
  - Strongly encouraged and will be considered in promotion decisions
  - Expected to provide a supportive role in clinical research
    - Include enrolling patients in clinical trials, interpretation of images or of anatomic samples in clinical research, etc.
    - Achievement needs to be documented, although may not be at the level recognized by co-authorship
- **Service to Medical Center, University, Community**
  - Administration, if applicable, or service on committees
  - Clinical laboratory program
  - Community service activities, beyond those done as part of their normal funded faculty roles

# Professional Practice Track Promotion Criteria, Cont'd.

- **Additional Criteria\*\* for Professional Practice Track**
  - Active participation in mentoring is expected
  - Quality Improvement (QI) initiatives/innovation is desirable; leadership
  - Demonstrated engagement in Diversity, Equity, and Inclusion programming and self-development activities

\*\*RBHS Criteria for promotion to Associate Professor or higher: [Table-for-Criteria-NTT-Tracks-FINAL-052024.pdf \(rutgers.edu\)](#)

# Criteria for NTT, CFUP, and VCF Promotions

- The document below lists the categories that will be evaluated while in rank for promotion in the Teaching Track, Research Track, Clinical Scholar Track (CS), Clinical Educator Track (CE), Professional Practice Track (PP), and for Clinically Focused University Practitioners (CFUP) and Voluntary Clinical Faculty (VCF).
- [RBHS Criteria for Promotion to Associate Professor and from Associate Professor to Professor](#)

# Additional Resources

- [RBHS Promotions Data FY17-FY24](#)

The chart is a summary of a variety of publication types by rank and track for those who were promoted from FY17 to FY24.

## [RBHS Definition for R01 Equivalents](#)

The purpose of this document is to provide clarification on what qualifies as an NIH R01 equivalent, as related to [the RBHS Policies and Guidelines Governing Appointments, Promotions, and Professional Activities of the Faculty \(A&P Guidelines\)](#); these Guidelines require “sustained and substantial peer-reviewed extramural support” for promotion on the tenure track and award of tenure. Note that for schools/units following the AAUP-AFT guidelines, which provides for a shorter tenure-track period than that in the AAUP-BHSNJ Guidelines, the length of the pre-tenure period will be taken into account in assessing productivity of the faculty member. Importantly, this document is not meant to be all-inclusive of every possible grant mechanism that may be considered, but rather to provide guidance as to examples of types of grants that will be considered as R01 equivalents.



# Transfer Between Tracks

# Transfer Between Tracks

- Transfers between tracks should be rare.
  - Changes are considered in circumstances where there is a change in the direction of the faculty member's career.
- Transfers between tracks require the written request of the faculty member specifying the track into which they want to transfer and approvals by:
  - Department Chair
  - A&P Committee
  - Dean
  - Provost
  - Chancellor
- Upon approval of a transfer between tracks, a letter outlining the terms of the appointment on the new track will be provided to the faculty member.
- Faculty with questions about changing tracks should discuss with their Chair and/or Provost.



# **Rutgers Health Statement on Professionalism in the Workplace**

# Professionalism Statement

Rutgers Health is committed to (1) providing exceptional health care, education and training, research, and discovery for the people of New Jersey and beyond; (2) serving as a distinguished national model for health care access and quality, research and innovation, interprofessional education and healthcare, and community service and engagement; and (3) showing dedication to respect, collaboration, inclusion, excellence, innovation, and accountability in all that we do. This commitment reflects our mission, vision, and values, and it requires us to conduct ourselves with integrity, ethics, and professionalism, and to create an environment of care and respect for colleagues, patients, and visitors alike.

While not an exhaustive list, this Statement on Professionalism (“Statement”) provides general guidance regarding the University’s and Rutgers Health’s expectations for professionalism in the workplace. Employees (including students serving as employees or functioning in a clinical setting) are required to familiarize themselves not just with this Statement, but with the policies and resources referenced in this Statement (many of which are referenced below) and adhere to these values and principles in the workplace at all times. In the event of any conflict between this Statement and a University Policy or collective negotiations agreement, the University Policy or collective negotiations agreement shall govern.

This Statement is founded upon and incorporates our established values and principles and is reflected in existing University Policies and Rutgers Health policies, statements, and other official guidance. Your commitment to following these standards ensures that Rutgers Health will continue to provide excellent patient care, encourage innovations in education, create a supportive learning environment, and conduct ground-breaking research while ensuring a safe, respectful, and professional workplace for all.

The full Statement on Professionalism in the Workplace can be accessed here: [Rutgers-Health Statement-Professionalism 073024.pdf \(rutgershealth.org\)](#)



# Mentorship and Mentee Trainings

There is one upcoming session for mentors sponsored by the Vice Chancellor for Faculty Development:

2. We're delighted to invite you to our upcoming workshop, "**Mentoring: A Pathway to Productivity**," by Anita Siu, PharmD, and Andrew Gow, PhD. This workshop will engage participants in developing their skills as mentors to guide their mentees' productivity. It will include a presentation of best practices and strategies as well as hands-on case study activities.
  - May 6, 2025 from 12pm – 2 pm via Zoom

[Register here](#)



# Contact Us!

## **Provosts:**

Newark, Patricia Fitzgerald-Bocarsly: [bocarsly@njms.rutgers.edu](mailto:bocarsly@njms.rutgers.edu)  
New Brunswick, Jeffrey Carson: [jeffrey.carson@rutgers.edu](mailto:jeffrey.carson@rutgers.edu)

## **RBHS Faculty Affairs:**

[rbhsfacultyaffairs@rbhs.rutgers.edu](mailto:rbhsfacultyaffairs@rbhs.rutgers.edu) or 973-972-7595