

RBHS Criteria for Promotion to Associate Professor and from Associate Professor to Professor:
Teaching Track, Research Track, Clinical Scholar Track, Clinical Educator Track, Professional Practice Track, and
Voluntary Clinical Faculty

Updated August 25, 2026

The table below lists the categories that will be evaluated while in rank for ***promotion*** in the Teaching Track, Research Track, Clinical Tracks: Clinical Scholars (CS) and Clinical Educators (CE), Professional Practice Track (PP), and Voluntary Clinical Faculty (VCF). Some criteria are required, some expected, some are desirable, helpful when present, or optional. Excellence in several of the criteria will be factored into promotion. These categories are not a check list; advancement is based on a holistic process evaluating the totality and level of achievements.

RBHS Criteria for Promotion to Associate Professor for Teaching, Research, Clinical Scholar, Clinical Educator, Professional Practice, and Voluntary Clinical Faculty¹

Faculty Role	Teaching ²	Research	Clinical Scholar	Clinical Educator	Professional Practice ³	Voluntary Clinical Faculty ³
Employer	Rutgers	Rutgers	Rutgers	Rutgers	Rutgers	RWJBH or Others
Criteria						
Professional practice	Required: Excellence in professional practice, where applicable	Not typically applicable	Required: Excellence in professional practice, where applicable	Required: Excellence in professional practice, where applicable	Required: Excellence in professional practice ⁴	Required: Excellence in professional practice ⁴
Teaching ⁵	Required: Evidence of outstanding teaching, design, and delivery of courses Creation of teaching materials and curricula For clinicians, some teaching may be concurrent with clinical activities	Required: Evidence of effective teaching and or mentoring, particularly in the laboratory or core facility Some teaching may be in classroom	Required: Concurrent and/or non-concurrent with clinical activities	Required: Concurrent and/or non-concurrent with clinical activities	Required: Concurrent with clinical activities. Optional: Not concurrent with clinical activities	Required: Concurrent with clinical activities

Faculty Role	Teaching ²	Research	Clinical Scholar	Clinical Educator	Professional Practice ³	Voluntary Clinical Faculty ³
Employer	Rutgers	Rutgers	Rutgers	Rutgers	Rutgers	RWJBH or Others
Leadership of teaching or training programs ⁶	Typically, are leaders of Rutgers courses, education and/or training programs	May lead core laboratories and in some instances have leadership in teaching or training programs	May be leaders of Rutgers clinical education or training programs	May be leaders of Rutgers clinical education or training programs	In some instances: may lead clinical education or training programs	In some instances: may lead clinical education or training programs for Rutgers trainees at non-university facilities
Leadership of RBHS academic units ⁶	<i>Optional</i>	<i>Optional</i> , uncommon	<i>Optional</i>	<i>Optional</i>	<i>Optional</i> , uncommon	Not applicable
Leadership of clinical programs ⁶	<i>Optional</i> , at RBHS	Not typically applicable	<i>Optional</i> , at RBHS	<i>Optional</i> , at RBHS	<i>Optional</i> , at RBHS	<i>Optional</i> , at site of primary employer and as part of primary employment
Mentoring	Expected: Active participation	Expected: Active participation	Expected: Active participation	Expected: Active participation	Expected: Active participation	Expected: Active participation, typically, at site of primary employer
Publications	Required ⁷ May include education and/or discipline-specific publications	Required ^{7,8} May include publications originating from Core or specific laboratory	Required ^{7,8} Research publications expected	Required ⁷	Encouraged and strongly considered	Helpful when present

Faculty Role	Teaching ²	Research	Clinical Scholar	Clinical Educator	Professional Practice ³	Voluntary Clinical Faculty ³
Employer	Rutgers	Rutgers	Rutgers	Rutgers	Rutgers	RWJBH or Others
Contributions to research	<i>Desirable</i> , as leader, co-investigator, or in a supportive role May be educational or discipline-specific clinical or basic research	<i>Expected</i> , ⁸ contributions to funded research, most often as a co-investigator, but may lead some studies as PI	<i>Expected</i> , ⁸ funded research as leader, co-investigator, PI or site leader of clinical trials	<i>Expected</i> , as leader, co-investigator, or in a supportive role, e.g., enrolling patients in clinical trials	<i>Desirable</i> , generally, in a supportive role e.g., enrolling patients in clinical trials	<i>Helpful when present</i> , generally in a supportive role, e.g., enrolling patients in clinical trials
Quality Improvement at primary clinical site (NB: unpublished QI activities do not meet scholarship expectation)	<i>Desirable</i> , Participation, where applicable	<i>Desirable</i> , Participation, where applicable May lead such efforts in cores	<i>Desirable</i> , Participation, leadership useful	<i>Desirable</i> , Participation, leadership useful	<i>Desirable</i> , Participation, leadership desirable but not required	<i>Desirable</i> , Participation
Presentations	<i>Expected</i> : Education, clinical or discipline-specific lectures at university and at other regional or national locations, e.g., conferences, seminars, panels Presentations at national meetings expected for promotion to Professor	<i>Expected</i> : Research or discipline-specific lectures at university or at regional or national locations, e.g. conferences, seminars, panels Presentations at national meetings expected for promotion to Professor	<i>Expected</i> : Research, clinical or discipline-specific lectures at university and at other regional or national locations, e.g., grand rounds Presentations at national meetings expected for promotion to Professor	<i>Expected</i> : Clinical or discipline-specific lectures at university and at other regional or national locations, e.g., grand rounds Presentations at national meetings expected for promotion to Professor	<i>Expected</i> : Clinical or discipline-specific lectures at university and at other regional locations, e.g., grand rounds Presentations at regional or national meetings expected for promotion to Professor	<i>Desirable</i> : Clinical or discipline-specific lectures at university and at other regional locations, e.g., grand rounds Presentations at regional or local meetings expected for promotion to Professor, with national presentations desirable

Faculty Role	Teaching ²	Research	Clinical Scholar	Clinical Educator	Professional Practice ³	Voluntary Clinical Faculty ³
Employer	Rutgers	Rutgers	Rutgers	Rutgers	Rutgers	RWJBH or Others
Committee Service	Required: University committees Desirable: Regional and national committees For promotion to Professor, regional and national committees expected, national leadership desirable	Required: University committees Desirable: Regional and national committees For promotion to Professor, regional or national committees expected, and national leadership on committees desirable	Required: University committees Desirable: Regional and national committees For promotion to Professor, regional and national committees expected, national leadership desirable	Required: University committees Desirable: Regional and national committees For promotion to Professor, regional and national committees expected, national leadership desirable	Required: University committees Desirable: Regional and national committees For promotion to Professor, regional or national committees expected	Desirable: University committees Desirable: Regional and national committees For promotion to Professor, regional or national committees expected
Recognitions	Desirable: May be teaching, clinical excellence, or humanism awards; best abstracts, papers, presentations	Desirable: May be teaching, research or humanism awards; best abstracts, papers, best reviewer, presentations. Local awards are considered	Desirable: Research, teaching, clinical excellence, humanism; best abstracts, papers, presentations	Desirable: Teaching, clinical excellence, humanism; best abstracts, papers, presentations	Desirable: Teaching, clinical excellence, humanism; best abstracts, papers, presentations	Optional, helpful when present, teaching, clinical excellence, humanism; best abstracts, papers, presentations

Faculty Role	Teaching ²	Research	Clinical Scholar	Clinical Educator	Professional Practice ³	Voluntary Clinical Faculty ³
Employer	Rutgers	Rutgers	Rutgers	Rutgers	Rutgers	RWJBH or Others
Innovation	Desirable: In areas of academic focus such as education, mentoring, entrepreneurial, and clinical programs	Desirable: In areas of academic or core focus such as introduction of new technologies to cores, education, sponsoring of talks on new technologies, entrepreneurial activities	Desirable: In areas of academic focus such as research, educational, mentoring, entrepreneurial, and clinical programs	Desirable: In areas of academic focus such as educational, mentoring, entrepreneurial, and clinical programs	Desirable: In areas of academic focus such as educational, mentoring, entrepreneurial, and clinical programs	Optional
Community Service	Desirable: Impactful service	Helpful when present Desirable: Impactful service	Desirable: Impactful service	Desirable: Impactful service	Desirable: Impactful service	Helpful when present
Building a supportive environment for all⁹	Required: Fostering supportive work and learning environments for all to succeed and thrive	Required: Fostering supportive work and learning environments for all to succeed and thrive	Required: Fostering supportive work and learning environments for all to succeed and thrive	Required: Fostering supportive work and learning environments for all to succeed and thrive	Building a supportive environment for all	Required: Fostering supportive work and learning environments for all to succeed and thrive
Professionalism	Required: In all aspects of their work	Required: In all aspects of their work	Required: In all aspects of their work	Required: In all aspects of their work	Required: In all aspects of their work	Required: In all aspects of their work

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- ¹ Promotion to Professor in all tracks requires in-rank achievements and evidence for national reputation including supportive letters, national committees, invited lectures, and publications, as relevant for the rank and type of appointment.
- ² Excellence in teaching should be supported through teaching portfolios, student evaluations, and for the teaching track through peer evaluations.
- ³ Scholarly activities, while not a requirement for appointments on the Professional Practice Track or VCFs, are encouraged and will be strongly considered in promotion decisions. However, contributions beyond clinical care and teaching are required for promotion and could include academic or training leadership, contributions to research, quality improvement, presentations outside the university, service, recognitions, and/or community service. For Associate Professors, this is expected to be local and regional. For Professors, it would be expected to be national.
- ⁴ Receive input on the individual's clinical work from the individual's primary employer to assist in assessing educational effectiveness in the clinical setting.
- ⁵ Promotion to Professor: Includes one or more of the following- Leads course or curriculum coordination internally; Develops educational materials to be used externally; holds national recognition related to teaching innovations; invited lectureships; participates in external accreditation activities and/or student learning outcomes. Leads initiatives to improve pedagogy within the university. Acquires leadership in accreditation and/or student learning outcome activities within program and/or externally. Develop faculty to meet changing curricular needs.
- ⁶ Strongly prefer that leaders of academic units or teaching or clinical programs are from Clinical Educator, Clinical Scholar or Teaching tracks, but this is not required. There is no requirement that faculty in these tracks are leading a teaching or clinical program.
- ⁷ Rigor and impact matter more than quantity. Publication expectations in the CS, CE, and Teaching Track can be partially offset by achievements in other categories.
- ⁸ In some cases, such as at PHRI, Research Track or CS Track faculty serve as independent PIs and are the ones primarily responsible for publications and grant submissions.
- ⁹ Examples of activities include engaging in activities and professional development to create supportive environments that ensure opportunity and success for all (employees, patients, students, and trainees).