POLICIES AND GUIDELINES
Governing Appointments, Promotions, and Professional Activities of the Faculty of the Rutgers Robert Wood Johnson Medical School
Information concerning the appointments and promotions process for faculty at the Rutgers Robert Wood Johnson Medical School has been assembled from the Bylaws of the University, the Bylaws of the Medical School, the Guidelines for Faculty Appointments, Promotions and Tenure, and the Faculty Handbook. This has been done to provide current information concerning appointments and promotions for faculty in a single document.

Any faculty member who has questions not answered in this document may contact the Office of Faculty Affairs and speak with the Associate Dean for Faculty Affairs or the Faculty Personnel Coordinator depending on the type of question that you have.

We wish to emphasize that an appeal process is available for departmental chairs to use when they disagree with a decision by the School’s Advisory Committee on Appointments and Promotions and wish to meet with that committee and provide further information. If a chair does not want to appeal a decision of the School’s Advisory Committee and the faculty member involved believes that the decision should be appealed, he or she has the right to request an appearance before the committee with additional data.

The promotions process is designed to provide consistent high standards for faculty appointments and promotions in all departments and sufficient flexibility for recognition of accomplishments of faculty with different areas of expertise. Specific criteria for promotions in each track are provided in this document.

Each academic year the chair of the Medical School’s Advisory Committee on Appointments and Promotions, the Associate Dean for Faculty Affairs and the Faculty Personnel Coordinator provide sessions for the faculty to explain and facilitate the promotions process.
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ACADEMIC TITLES

Full Academic Rank – Investigator Track (tenure), Research Scholar Track (non-tenure), Research Educator Track (non-tenure) and Clinical Educator Track (non-tenure)

Those members of the faculty who have agreed to abide by all rules and regulations of the University and whose time is available for the clinical, research, or instructional purposes in the University for the period of time designated as a regular work week are eligible for appointment to full academic rank.

Titles

Professor of (Department)
Associate Professor of (Department)
Assistant Professor of (Department)
Instructor of (Department)

Coterminous Faculty

Faculty who qualify as indicated in the previous statement but who receive fifty percent (50%) or more of the total compensation of a full-time member of the faculty, aside from the faculty practice program, from sources other than the State appropriation to the University may be appointed at full academic rank on the non-tenure track coterminous with the availability and receipt of outside funding for the position. Coterminous appointments are without tenure and do not constitute a probationary period for tenure.

Titles

Professor of (Department), coterminous
Associate Professor of (Department), coterminous
Assistant Professor of (Department), coterminous
Instructor of (Department), coterminous

Modified (Qualified) Academic Rank

Those members of the faculty whose professional services occupy a period of time less than that designated as a regular workweek and/or whose professional services are only partially conducted in facilities of the University or its affiliates are eligible for appointment to modified (qualified) academic rank. Faculty participating primarily in programs involving patient care shall be designated with the modifier, Clinical. Faculty who participate primarily in research and teaching shall be designated with the modifier, Adjunct. Faculty whose service is for a limited time may be appointed with the modifier, Visiting. Faculty whose service is discontinuous or intermittent may be appointed as Lecturers.

Only under unusual circumstances will faculty who participate full-time in teaching programs, clinical activities, research programs, or service activities be appointed to modified (qualified) academic rank, at the discretion of the Dean of the Medical School.
Clinical Titles

Clinical Professor of (Department)
Clinical Associate Professor of (Department)
Clinical Assistant Professor of (Department)
Clinical Instructor of (Department)

Research and Teaching Titles

Adjunct Professor of (Department)
Adjunct Associate Professor of (Department)
Adjunct Assistant Professor of (Department)
Adjunct Instructor of (Department)

Visiting and Other Titles

Visiting Professor of (Department)
Visiting Associate Professor of (Department)
Visiting Assistant Professor of (Department)
Lecturer:
This title is reserved for those part-time individuals who make contributions to the school, but whose contributions are limited to didactic presentations.

Associate:
This title is reserved for those individuals who have not yet completed their post-doctoral academic training, but do make contributions to departmental or school teaching or research programs.

Special Status

Emeritus Faculty - Members of the faculty who, by virtue of retirement, have been relieved of teaching and administrative responsibilities. Election to Emeritus status shall be by the Chancellor on recommendation of the Dean’s Committee, the School, Dean and faculty. (see Appendix A)

Distinguished Professor - Faculty members of surpassing academic achievement. These may include outstanding and continued research and scholarly work, excellence in teaching, and major contributions in diverse areas such as administration, curriculum, program development, and faculty enrichment. (see Appendix B)

Academic appointments are subject to full review and approval as indicated in these guidelines. Binding commitments cannot be made outside of this structure. During recruiting, prospective faculty should be advised that commitments for specific academic rank cannot be made inasmuch as all academic appointments must be approved through the University system.

Appointments for full-time faculty will ordinarily be full academic rank on the Investigator Track (tenure), Research Scholar Track (non-tenure), Research Educator Track (non-tenure) and Clinical Educator Track (non-tenure). All non-tenured faculty of full academic rank may be appointed for terms of one to five years and may be reappointed
for additional terms of one to five years. Full-time faculty whose academic qualifications or role does not qualify them for appointment to full academic rank, may be appointed, on an exception basis, to qualified (modified) academic rank. All appointments to qualified academic rank shall not continue beyond June 30 of each academic year. Individuals with such appointments may be reappointed after review at the department level.

**Scholarship**

Academic advancement (promotion and granting tenure) requires meritorious achievements over and above mere competency, which is expected of all faculty members at all ranks. Scholarly achievement in teaching, research, clinical service, advancing the health of the community and administration serves as the basis for academic advancement.

It is expected that every member of the faculty will participate in the medical school’s educational mission.

All faculty members will contribute to the service needs of the School, including such activities as performance of clinical work, active committee membership, community service and administrative duties.

Scholarly activity used to support promotions can take place in clinical, teaching, research, community and administrative settings.

Scholarship may be defined as the pursuit and dissemination of knowledge within an academic context. Scholarly achievement should transcend the institution. Effective scholarship should have an influence beyond the institution through materials such as publications, web based materials, speaking engagements, leadership roles in peer groups and professional societies, training of thought leaders, public outreach, and popular recognition.

Scholarship can occur in a variety of domains, including **discovery** (the creation of new knowledge through traditional research methods), **integration** (the interpretation of knowledge in ways that generate new perspectives and new ideas, that make knowledge more accessible to end-users, and that fosters connections across disciplines), **application** (using research findings and innovations to address real world problems), **teaching** (scholarly teaching activities involve the study and application of teaching methods and models to achieve optimal learning), **engagement** (connecting the rich resources of the medical school to address important health care, health systems, public health, health policy, societal, environmental, and ethical challenges, affecting diverse communities and populations in New Jersey, the region, nationally, and globally), and **dissemination** of that scholarship by creating resources and materials that are impactful and accepted for use beyond the institution).

Within this framework, the **metrics** used to evaluate academic achievement and scholarly activity include, but are not limited to:

- **Investigator initiated research**: This encompasses traditional peer-reviewed, funded clinical, translational, laboratory, and community/public health research. It also more broadly includes any funded peer reviewed research across the
range of investigational activities pursued by faculty members, including (but not limited to) behavioral, sociologic, anthropologic, epidemiologic, educational, and computational activities. Influential industry funded research, and in rare instances unfunded research that through its dissemination and application achieves significant impact may also be included. Crucial to this metric is that the research is original and that it is conceived, initiated, implemented, and disseminated by the investigator and or team members under his/her leadership.

- **Team research:** More and more research is being conducted by large, often interdisciplinary teams. Within this context, scholarship is defined by the overall achievement and impact of the team research, and by the role the individual academician plays within the team. The scholar should be recognized by the team and by peers (both within and outside of the institution) as bringing unique expertise and knowledge to the project. Effective engagement with key stakeholders and constituencies in carrying out successful community-based participatory research and building applied research networks and collaboratives is also highly valued.

- **Management of clinical activities and shared resources:** Related to team research are shared resources that facilitate the scholarly activities of members of the institution and of the broader scientific community. Examples include core research facilities (e.g., cell sorting, DNA sequencing, specialized computing resources), practice-based research networks, redesign of service delivery processes, core teaching facilities (e.g., virtual surgery simulations, audiovisual taping of patient-student interactions, learning laboratories), and resources that support scholarly productivity (e.g., grant review opportunities, mentorship programs, teaching how to teach programs). Leadership in the development, implementation, innovation, and oversight of these types of core resources is an important scholarly activity.

- **Dissemination:** Publication of scholarly achievements is the most direct method of disseminating them and thereby influencing and advancing a field. Publications are evaluated by the extent of their influence and impact. Publications may also be viewed as a crucial element of teaching and mentorship when they afford students and junior faculty the opportunity to work with and learn from more senior faculty and to receive academic credit in their own right. Scholarly achievements may be disseminated through media other than written publications. These may include websites, speaking engagements, curricula, other educational materials, evaluation tools, teaching of skills and techniques to non-RWJMS professionals, and other such venues.

- **National and international recognition:** Recognition beyond the institution is an important measure of the influence of scholarly productivity. Invitations to speak, to participate in and lead expert panels and meetings, and to serve as a peer reviewer on study sections, grant review panels, and for professional journals are important indicators of the recognition of and influence of a scholar’s activities, especially at the higher academic ranks (Associate Professor and Professor). Letters of recommendation can often highlight the recognition and influence of a faculty member beyond the institution.
• **Teaching**: Teaching is a fundamental activity at any school, and is expected of all faculty members. Outstanding educational achievement is indicated by exemplary student and peer evaluations, teaching awards, and recognition such as that afforded by membership in the Master Educators’ Guild. Scholarly productivity in the teaching arena is also evidenced by creation of novel and/or widely adopted teaching materials (e.g., textbooks, websites, evaluation tools), participation and leadership in professional societies that are devoted to the art and science of teaching, publication of scholarly articles on teaching related issues, performance and dissemination of investigations of teaching methods, and training of exemplary students, housestaff, fellows, and junior faculty who become scholars. The **Teaching Dossier**, required in all Appointment and Promotion portfolios for faculty who have been at the institution for more than 12 months, is especially used to understand, document, and recognize the teaching activities of faculty proposed for appointment and promotion.

• **Participation in professional societies and extramural scientific activities**: Professional societies can be an important forum for advancement of scholarship. Participation in scholarly societies as a committee member and leader plays an important role in advancement of a field and is an indicator of peer recognition beyond the institution. Furthermore, induction as a member into a selective professional society also connotes peer recognition of scholarly achievement. Participation by invitation in extramural scientific activities such as study sections and other peer-review forums, advisory committees, and consensus statement groups are also important indicators of peer recognition and respect.

• **Institutional service**: Institutional service is an important element of a scholarly portfolio when it involves activities that contribute to scholarship at the institution and promote the scholarly achievement of students, housestaff, fellows, and other faculty. In this regard, activities such as participation in major committees (e.g., admissions, IRB, IACUC, the RWJ Medical Group, appointment and promotions, curriculum) involving significant time commitments, often without direct benefit to other aspects of faculty advancement, deanships, and research oversight are especially valued.

• **Administration**: Administrative roles that contribute to scholarship at the institution and promote the scholarly achievement of students, housestaff, fellows, and other faculty can be important elements of scholarly achievement. Deans, department chairs, training program directors, medical directors, resource managers, and educational leaders are all examples of administrative roles that, when pursued effectively, demonstrate evidence of scholarly productivity.

• **Tenure** commonly refers to a contractual obligation between an academician and an academic institution that confers a career long commitment by the institution to the faculty member to pay the faculty member’s salary absent dereliction of professional duties and obligations. The original motivation for tenure was to guarantee academic freedom by protecting faculty members from financial retribution when they dissented from prevailing opinion and/or pursued unfashionable academic/research endeavors. Subsequently, tenure also grew as a form of reciprocation from the institution to recognize sustained commitments and long term contributions of faculty members. Recently, there
has been recognition that academic medical schools should also be willing to make a long term commitment to productive faculty through guarantee of long term (although not career long) contracts for clinical faculty who rise to senior academic ranks (such as Professor).

ACADEMIC TRACKS

There are four tracks for academic advancement, Investigator Track (tenure), Research Scholar Track (non-tenure), Research Educator Track (non-tenure) and Clinical Educator Track (non-tenure). These tracks are designed to support scholarly achievement by faculty members by assuring that all forms of scholarship are recognized and rewarded. An overview of the four tracks is offered below:

- **Investigator Track (tenure track):** This track generally reflects a traditional research path. The research may encompass clinical, translational, basic, community/public health, and team research, as well as the broader range of investigational activities (behavioral, sociologic, anthropologic, epidemiologic, computational, educational, etc.) pursued by faculty members. Advancement in this track usually requires peer reviewed research funding along with a publication record that evidences dissemination of significant and influential discoveries. The researcher should be independent, that is, capable of generating research hypotheses on his/her own and pursuing them either on his/her own or as the leader of the research team. The research should be initiated and driven by the faculty member. The investigator should achieve national and international recognition as the leader of the research program. Industry and foundation supported research may meet these standards if the research program is initiated and led by the faculty member, and if it is significant and influential. Additionally, peer reviewed education research that has a substantial impact upon teaching approaches and methods, community/public health research that addresses national health promotion and disease prevention objectives and the social determinants of health, health care delivery, health policy, and health systems transformation initiatives, and integrative research that changes a field or that stimulates cross disciplinary initiatives can also meet these standards. Peer reviewed applied and community-based participatory research can also meet these standards if it is innovative, widely disseminated and recognized, and has a substantial impact on real world problems.

- **Research Scholar Track (non-tenure):** Advancement in this track requires evidence of substantial scholarly productivity, including participation in team research and funded research as a significant contributor, active engagement with key external stakeholders and constituencies in developing community-based participatory research, practice-based research networks and research collaboratives, authorship of significant publications, and recognition outside of the institution. In contrast to the Investigator Track, a faculty member in the Research Scholar Track must make independent intellectual contributions to a research program, but need not be the leader and driving force behind the body of work with which he/she is associated.
• **Research Educator Track (non-tenure):** This track exists to recognize the accomplishments of specialized, dedicated scientist educators, and is generally reserved for faculty with basic, biomedical, socio-behavioral, health services, epidemiologic, community/public health, and information systems science backgrounds (in Basic Science, Clinical, and other Departments, including Departments focused on behavioral, sociologic, anthropologic, epidemiologic, educational, and computational activities). Scholarship in this track must be above and beyond mere effective teaching. Achievement in this track may involve publication or other dissemination of teaching methods and materials, creation of outstanding CME and teaching programs for students, housestaff, fellows, and faculty, development of novel and effective courses and educational materials, including resources for community/public health education, and outstanding service and administrative contributions that improve the institution and facilitate scholarly activities by others.

• **Clinical Educator Track (non-tenure):** This track focuses on the scholarship of *application*, primarily achieved by clinicians who are pursuing scholarly activities in clinical care, teaching, and community/public health. Scholarship in this track must be above and beyond mere effective teaching, patient care, and public health practice. Achievement in this track may involve creation of outstanding teaching programs for students, housestaff, fellows, and faculty, creation of specialized clinical and community health programs that achieve regional recognition and referral patterns, development of novel and effective quality improvement/patient safety, community-oriented primary care, academic public health practice, and population health initiatives, and outstanding service and administrative contributions that improve the institution and facilitate scholarly activities by others.

The integrity of the Appointments and Promotions process rests in part upon the establishment of mutually agreeable expectations and responsibilities at the time of initial appointment. Faculty should understand what is expected of them to achieve academic advancement, participate in ongoing faculty development programs, and through the Departments, and the Office of Faculty Affairs, the institution must provide the necessary guidance, support, mentorship, and resources to facilitate achievement of those expectations. This requires careful consideration at the time of hire by the faculty member and the Department of what track is most appropriate for the faculty member’s goals and the resources that will be made available. Changes between tracks should occur because of mutually agreed upon changes in expectations and resources, not because of failure on the part of one side or the other to meet its commitments.

Criteria for Appointment and for Promotion are essentially identical with the exception that new appointments who have not previously taught within the Rutgers/RWJMS system are not required to present a Teaching Dossier.

A general schema that summarizes and compares some of the features of these tracks is contained in the following tables. The summary tables contain a combination of both the criteria expected for ascension to the individual rank, and the expectations for performance and achievement within the rank. It is important to note that except as
indicated by the term **required** below, appointment and promotion decisions are based upon a balancing of the metrics noted above. It is not expected that all faculty will achieve equally in all domains. Strengths in certain domains may balance out weaknesses in others. The balance proposed for evaluation of each faculty member should be articulated to the Appointment and Promotions Committee in the appointment and promotion portfolio presented to the committee.

The requirements for appointment at the **Instructor** rank are similar for all tracks, except as dictated by the requirement for board eligibility in some clinical departments. At this entry level, the faculty member should have the background, training, commitment, and support to pursue academic advancement in whatever track is designated. Appointment and track selection are based upon academic potential. It is at the Assistant Professor rank that the tracks begin to differentiate. In the following tables, the listed terms are defined as noted:

**Required:** Necessary to achieve the designated rank.

**Desirable:** Expected at the designated rank, but not required, especially if there are offsetting strengths in other categories.

**Encouraged:** Not required at the designated rank, but looked upon favorably in support of appointment/promotion.

**Developing:** Not expected at the designated rank, but the potential should be present for growth in that category to achieve appointment/promotion at the next rank.

**Publications/Dissemination:** The goal of publications is to disseminate scholarly findings and achievements beyond the institution. Scholarly achievements may be disseminated through media other than written publications. These may include websites, other electronic media, speaking engagements, curricula, other educational materials, evaluation tools, teaching of skills and techniques to non-RWJMS professionals, and other such venues. Crucial for acknowledgement of these alternative means of dissemination is that they be peer-reviewed and recognized as valuable outside of the institution.
## Rank of Assistant Professor

<table>
<thead>
<tr>
<th></th>
<th>Investigator Track (tenure)</th>
<th>Research Scholar Track (non-tenure)</th>
<th>Research Educator Track (non-tenure)</th>
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<tbody>
<tr>
<td>Investigator initiated research</td>
<td>Desirable</td>
<td>Developing</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Team research, supportive role</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Peer reviewed publications/dissemination</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Regional recognition</td>
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<td>Developing</td>
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<tr>
<td>National recognition</td>
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<tr>
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<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Participation in extramural scientific/professional activities</td>
<td>Desirable</td>
<td>Developing</td>
<td>Developing</td>
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</tr>
<tr>
<td>Institutional service</td>
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<tr>
<td>Administrative responsibility</td>
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<tr>
<td>Clinical activity</td>
<td>Encouraged in clinical departments</td>
<td>Encouraged in clinical departments</td>
<td>Required</td>
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</tr>
<tr>
<td>Shared resource management</td>
<td>Developing</td>
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## Rank of Associate Professor

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<tr>
<td>Peer Reviewed publications/dissemination</td>
<td>Required (significant impact)</td>
<td>Required (impact beyond the Institution)</td>
<td>Required (synthetic, review articles sufficient)</td>
<td>Required (synthetic, review articles, case reports sufficient)</td>
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<tr>
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<td>Required</td>
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Below is the same information organized by track:

### Investigator Track (tenure)

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<th>Category</th>
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<td>Required (peer reviewed, significant impact)</td>
<td>Required (peer reviewed, significant impact)</td>
</tr>
<tr>
<td>Regional recognition</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>National recognition</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>International recognition</td>
<td>Developing</td>
<td>Developing</td>
<td>Required</td>
</tr>
<tr>
<td>Teaching</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Participation in extramural scientific/professional activities</td>
<td>Desirable</td>
<td>Desirable</td>
<td>Required</td>
</tr>
<tr>
<td>Institutional service</td>
<td>Developing</td>
<td>Desirable</td>
<td>Required</td>
</tr>
<tr>
<td>Administrative responsibility</td>
<td>Developing</td>
<td>Desirable</td>
<td>Required</td>
</tr>
<tr>
<td>Clinical activity</td>
<td>Encouraged in clinical departments</td>
<td>Encouraged in clinical departments</td>
<td>Encouraged in clinical departments</td>
</tr>
<tr>
<td>Shared resource management</td>
<td>Developing</td>
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### Research Scholar Track (non-tenure)

<table>
<thead>
<tr>
<th>Category</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator initiated research</td>
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<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Team research, supportive role</td>
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<td>Required</td>
</tr>
<tr>
<td>Peer reviewed publications/dissemination</td>
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<td>Required (impact beyond the Institution)</td>
<td>Required (impact beyond the Institution)</td>
</tr>
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<td>Regional recognition</td>
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<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>National recognition</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>International recognition</td>
<td>Developing</td>
<td>Developing</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Teaching</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Participation in extramural scientific/professional activities</td>
<td>Developing</td>
<td>Desirable</td>
<td>Required</td>
</tr>
<tr>
<td>Institutional service</td>
<td>Developing</td>
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<tr>
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</table>
### Research Educator Track (non-tenure)

<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator initiated research</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Team research, supportive role</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Peer Reviewed publications/dissemination</td>
<td>Required</td>
<td>Required (synthetic, review articles sufficient)</td>
<td>Required (synthetic, review articles sufficient)</td>
</tr>
<tr>
<td>Regional recognition</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>National recognition</td>
<td>Developing</td>
<td>Developing</td>
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</tr>
<tr>
<td>International recognition</td>
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</tr>
<tr>
<td>Teaching</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Participation in extramural scientific/professional activities</td>
<td>Developing</td>
<td>Developing</td>
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<td>Institutional service</td>
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</tr>
<tr>
<td>Shared resource management</td>
<td>Developing</td>
<td>Encouraged</td>
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</tbody>
</table>

### Clinical Educator Track (non-tenure)

<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator initiated research</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Team research, supportive role</td>
<td>Encouraged</td>
<td>Desirable</td>
<td>Desirable</td>
</tr>
<tr>
<td>Peer Reviewed publications/dissemination</td>
<td>Required</td>
<td>Required (synthetic, review articles, case reports sufficient)</td>
<td>Required (synthetic, review articles, case reports sufficient)</td>
</tr>
<tr>
<td>Regional recognition</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>National recognition</td>
<td>Developing</td>
<td>Developing</td>
<td>Required</td>
</tr>
<tr>
<td>International recognition</td>
<td>Developing</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Teaching</td>
<td>Developing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Participation in extramural scientific/professional activities</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
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</tr>
</tbody>
</table>
SPECIFIC RANK CRITERIA

INSTRUCTOR (All Tracks)

1. Completion of an advanced graduate degree or equivalent experience or an accredited residency and/or fellowship.
2. Board eligibility for those with clinical background.
3. Evidence of potential for academic and/or clinical achievement.

INVESTIGATOR TRACK

This track generally reflects a traditional research path. The research may encompass clinical, translational, basic, community/public health and team research, as well as the broader range of investigational activities (behavioral, epidemiologic, anthropologic, computational, educational, etc.) pursued by faculty members. Promotion within the Investigator track at specific ranks requires achievement as noted below. No single accomplishment is required. It is the total record of achievement that will be evaluated, with emphasis on creation of a body of work and the trajectory of accomplishments.

ASSISTANT PROFESSOR

1. Board certification for clinicians (as judged appropriate by the proposing department).
2. Peer-reviewed publications.
3. Evidence of scholarly activity demonstrating potential for further advancement in academic rank.
   Examples include:
   a. Participation in programs of hypothesis driven/generating research.
   b. Clinical achievement in a focused area.
   c. Prior meritorious teaching productivity as demonstrated in a teaching dossier.
4. Scientific presentations at regional or national meetings.
5. Regional recognition.
6. Commitment to teaching.

At the Assistant Professor level it is expected that faculty will embark upon a program of focused clinical, scientific, educational, and/or administrative achievement while participating in broad clinical, educational, and administrative activities of the department and the medical school. In most instances, these activities will be carried out with significant career and intellectually oriented supervision and mentoring.
**ASSOCIATE PROFESSOR WITH TENURE**

1. Significant peer-reviewed publications.
2. Scholarly activity as evidenced by a substantial, focused effort which can be defined as a “body of work” and which is initiated and led by the faculty member. A hallmark of accomplishment at this rank level is achievement of national or international scholarly recognition. Examples of a substantial, focused effort include:
   a. Ongoing, national, peer-reviewed funded clinical or laboratory research beyond an initial or mentored award with consistent grant support in a competitive, focused area of research. In general, this requires evidence of continuous funding for investigator initiated research.
   b. A record of significant, ongoing, peer-reviewed publications related to one another and of significant impact and interest to a peer group in the faculty member’s area of interest.
   c. Development of a nationally recognized program of research or clinical excellence. Recognition should include peer-reviewed publications and leadership participation in societies and meetings related to the field.
   d. Scholarly contributions to educational endeavors as recognized by development of specific educational programs and materials recognized regionally and nationally, and by authorship of peer-reviewed publications.
   e. Achievement of unique service contributions with impact beyond the boundaries of the institution.
3. Election to selective scholarly societies.
4. Peer recognition outside the institution at the national level. Peer recognition should be tangible, such as participation in study sections and site visit committees, and/or leadership roles in national organizations.
5. Provision of tangible, specific services to the department and the medical school through participation in major committees or ad hoc committees.
6. Teaching of medical students, graduate students, and/or housestaff beyond “apprenticeship” (that is, beyond merely having students observe clinical activities or teaching in the course of performance of clinical activities, and beyond sponsorship of graduate student and post-doctoral students in a working laboratory) and/or CME.

**ASSOCIATE PROFESSOR WITHOUT TENURE**

Promotion (within the Investigator Track) to Associate Professor without tenure can be considered for those candidates who meet most of the criteria outlined above for promotion with tenure, and for whom there is clear evidence and the clear expectation that they will meet the criteria for promotion with tenure within 2-3 years. Therefore, candidates for promotion to Associate Professor without tenure, but within the tenure track, should be clearly progressing toward meeting the criteria for promotion with tenure.
PROFESSOR WITH TENURE

1. Leadership of an ongoing, funded productive research effort (basic, translational or clinical), with productivity evidenced by support of junior faculty, residents, and students, and by peer-reviewed publications.
2. National and international recognition through participation in study sections, site visits, editorial board memberships, and leadership roles in scholarly national or international organizations.
3. Major contributor to industry sponsored (especially international) clinical trials.
4. A substantial and sustained body of peer-reviewed publications with focused contributions in one or more areas as the primary author or senior author (evidence of consistent, ongoing published productivity).
5. Consistent peer-reviewed funding as a principal investigator or as a major co-investigator.
6. Principal investigator on a successful, peer-reviewed educational or fellowship training grant.
7. Election to selective scholarly societies.
8. Ongoing teaching of medical students, graduate students, and/or housestaff beyond “apprenticeship” (that is, beyond merely having students observe clinical activities or teaching in the course of performance of clinical activities, and beyond sponsorship of graduate student and post-doctoral students in a working laboratory) and/or CME.

RESEARCH SCHOLAR TRACK

Advancement in this track requires evidence of substantial scholarly productivity, including participation in team research and funded research as a significant contributor, active engagement with key external stakeholders and constituencies in developing community-based participatory research, practice-based research networks and research collaboratives, authorship of significant publications, and recognition outside of the institution. In contrast to the Investigator Track, a faculty member in the Research Scholar Track must make independent intellectual contributions to a research program, but need not be the leader and driving force behind the body of work with which he/she is associated. Promotion within the research scholar track at specific ranks requires achievement as noted below. No single accomplishment is required. It is the total record of achievement that will be evaluated, with emphasis on creation of a body of work and the trajectory of accomplishments.

ASSISTANT PROFESSOR

1. Board certification for clinicians (as judged appropriate by the proposing department)
2. Peer-reviewed publications.
3. Evidence of scholarly activity demonstrating potential for further advancement in academic rank.
   Examples include:
   a. Participation in research programs.
   b. Clinical achievement in a focused area.
   c. Prior meritorious teaching productivity as demonstrated in a teaching dossier.
   d. Scientific or clinical presentations at regional or national meetings.
   e. Participation in the creation, implementation, and/or ongoing function of core resources (shared resource management) that support the research and teaching activities of the institution and other faculty members.

4. Commitment to teaching.

5. Commitment to development of and/or participation in service oriented programs directed toward the institution, the community, and/or the profession.

At the Assistant Professor level it is expected that faculty will embark upon a program of focused clinical and/or educational achievement while participating in broad clinical, educational, and administrative activities of the Department and the Medical School.

ASSOCIATE PROFESSOR

1. Significant peer-reviewed publications.
2. Scholarly activity as evidenced by a “body of work”.
   Examples include:
   a. Participation as an investigator or co-investigator in peer-reviewed, funded clinical, translational, or laboratory research or as an intellectually independent contributor to a team research endeavor.
   b. Significant peer-reviewed publications.
   c. Development of a locally and regionally recognized program of clinical excellence as evidenced by contribution of unique clinical skills, multidisciplinary, integrated clinical programs, and/or regional recognition for clinical excellence.
   d. Contributions to educational endeavors as recognized by development of specific educational programs and materials used locally and regionally for student, resident, fellow, and peer education.
   e. Leadership role in student, resident, fellow, or peer teaching programs.
   f. Achievement of meritorious service contributions with impact within and beyond the boundaries of the institution.
   g. Provision of tangible, specific services to the department and the medical school through participation in major committees or ad hoc committees.
   h. Development, leadership and management of core, shared resources that support the research and teaching activities of the institution and other faculty members.

3. Election to clinical and scholarly societies.
4. Peer recognition outside the institution at a local and regional level. Peer recognition should be tangible, such as participation in committees, leadership roles in regional or national organizations, and/or consultant assignments.

**PROFESSOR**

1. Leadership of an ongoing, productive laboratory or clinical research effort, or of a special clinical program, with productivity evidenced by support of junior faculty, residents and students, peer-reviewed publications, and/or regional and national referrals.
2. National recognition through participation in leadership roles and committees, site visits, consultations in national or international organizations.
3. A body of peer-reviewed publications as the primary or senior author.
4. A leadership role in a student, resident, or fellow training program.
5. Election to selective professional societies.
6. National or international recognition as a leader in a specialized clinical, research, or education activity.
7. Extraordinary service contributions to the institution.

**RESEARCH EDUCATOR TRACK**

This track exists to recognize the accomplishments of specialized, dedicated scientist educators, and is generally reserved for faculty with basic, biomedical, socio-behavioral, health services, epidemiologic, community/public health, and information systems science backgrounds (in Basic Science, Clinical, and other Departments, including Departments focused on behavioral, sociologic, anthropologic, epidemiologic, educational, and computational activities). Scholarship in this track must be above and beyond mere effective teaching. Promotion within the research educator track at specific ranks requires achievement as noted below. No single accomplishment is required. It is the total record of achievement that will be evaluated, with emphasis on creation of a body of work and the trajectory of accomplishments.

**ASSISTANT PROFESSOR**

1. Board certification for clinicians (as judged appropriate by the proposing department).
2. Peer-reviewed publications.
3. Evidence of scholarly activity demonstrating potential for further advancement in academic rank.
   Examples include:
   a. Participation in research programs.
   b. Teaching leadership institutionally, including course director and curriculum development.
   c. Formal mentorship responsibilities for students, housestaff, and faculty.
   d. Meritorious teaching productivity as demonstrated in a teaching dossier.
   e. Scientific or education presentations at regional or national meetings.
4. Commitment to teaching.
5. Commitment to development of and/or participation in service oriented programs directed toward the institution, the community, and/or the profession.

At the Assistant Professor level it is expected that faculty will embark upon a program of focused educational achievement while participating in broad clinical, educational, research, and administrative activities of the Department and the Medical School.

ASSOCIATE PROFESSOR

1. Significant peer-reviewed publications.
2. Scholarly activity as evidenced by a “body of work”. Examples include:
   a. Participation as an investigator or co-investigator in peer-reviewed, funded clinical, translational, or laboratory research.
   b. Contributions to educational endeavors as recognized by development of specific educational programs and materials used locally and regionally for student, resident, fellow, and peer education.
   c. Leadership role in student, resident, fellow, or peer teaching programs.
   d. Achievement of meritorious service contributions with impact within and beyond the boundaries of the institution.
   e. Provision of tangible, specific services to the department and the medical school through participation in major committees or ad hoc committees.
3. Election to clinical and scholarly societies.
4. Peer recognition outside the institution at a local and regional level. Peer recognition should be tangible, such as participation in committees, leadership roles in regional or national organizations, and/or consultant assignments.

PROFESSOR

1. Leadership of educational endeavors as recognized by development of specific educational programs and materials used locally, regionally, and nationally for student, resident, fellow, and peer education.
2. National recognition through participation in leadership roles and committees, site visits, consultations in national or international organizations.
3. A body of peer-reviewed publications as the primary or senior author.
4. A leadership role in a student, resident, or fellow training program.
5. Election to selective professional societies.
6. National or international recognition as a leader in a specialized education activity.
7. Extraordinary service contributions to the institution.
CLINICAL EDUCATOR TRACK

This track focuses on the scholarship of application, primarily achieved by clinicians who are pursuing scholarly activities in clinical care and teaching. Scholarship in this track must be above and beyond mere effective teaching and patient care. Promotion within the clinical educator track at specific ranks requires achievement as noted below. No single accomplishment is required. It is the total record of achievement that will be evaluated, with emphasis on creation of a body of work.

ASSISTANT PROFESSOR

1. Board certification for clinicians (as judged appropriate by the proposing department).
2. Peer-reviewed publications.
3. Evidence of scholarly activity demonstrating potential for further advancement in academic rank.
   Examples include:
   a. Participation in research programs.
   b. Clinical achievement in a focused area.
   c. Prior meritorious teaching productivity as demonstrated in a teaching dossier.
   d. Scientific or clinical presentations at regional or national meetings.
4. Commitment to teaching.
5. Commitment to improving the health of the community.
6. Commitment to development of and/or participation in service oriented programs directed toward the institution, the community, and/or the profession.

At the Assistant Professor level it is expected that faculty will embark upon a program of focused clinical and/or educational achievement while participating in broad clinical, educational, and administrative activities of the Department and the Medical School.

ASSOCIATE PROFESSOR

1. Significant peer-reviewed publications.
2. Scholarly activity as evidenced by a “body of work”.
   Examples include:
   a. Participation as an investigator or co-investigator in peer-reviewed, funded clinical, translational, or laboratory research.
   b. Development of a locally and regionally recognized program of clinical excellence as evidenced by contribution of unique clinical skills, multi-disciplinary, integrated clinical programs, and/or regional recognition for clinical excellence.
   c. Contributions to educational endeavors as recognized by development of specific educational programs and materials used locally and regionally for student, resident, fellow, and peer education.
   d. Leadership role in student, resident, fellow, or peer teaching programs.
   e. Achievement of meritorious service contributions with impact within and beyond the boundaries of the institution.
f. Provision of tangible, specific services to the department and the medical school through participation in major committees or ad hoc committees.
3. Election to clinical and scholarly societies.
4. Peer recognition outside the institution at a local and regional level. Peer recognition should be tangible, such as participation in committees, leadership roles in regional or national organizations, and/or consultant assignments.

**PROFESSOR**

1. Leadership of an ongoing, productive laboratory or clinical research effort, or of a special clinical program, with productivity evidenced by support of junior faculty, residents and students, peer-reviewed publications, and/or regional and national referrals.
2. National recognition through participation in leadership roles and committees, site visits, consultations in national or international organizations.
3. A body of peer-reviewed publications as the primary or senior author.
4. A leadership role in a student, resident, or fellow training program.
5. Election to selective professional societies.
6. National or international recognition as a leader in a specialized clinical, research, or education activity.
7. Extraordinary service contributions to the institution.

**QUALIFIED (MODIFIED) TRACK**

Academic advancement (promotion) is based upon meritorious achievements in teaching, research, and clinical service. Advancement will be granted to those who have produced a significant and consistent effort, which can be defined as a body of work evidenced by tangible contributions in the areas of teaching, research, academic performance, and/or institutional service. These guidelines apply to Volunteer Faculty and also to Part Time Faculty who do not receive Rutgers Robert Wood Johnson Medical School benefits (generally those Part Time Faculty who receive less than 50% support from the Medical School). Appointment and promotion decisions for those Part Time Faculty members who do receive benefits from Rutgers Robert Wood Johnson Medical School are evaluated according to the Guidelines for Full Time Faculty members, with allowance for their partial effort/commitment. “Time in rank” is considered when promotion portfolios for volunteer faculty are reviewed if there have been sustained contributions over the relevant time period.
GENERAL CRITERIA

It is expected that faculty exhibit consistent contributions and achievements in at least one of the following categories: Teaching, Scholarship, Service, and Scholarly Clinical Activity. All promotion portfolios must include a Teaching Portfolio/Dossier. These activities are recognized in the Appointments and Promotions process if they are ongoing, noteworthy, sustained, and progressive. The term progressive refers to increasing achievement and productivity at each level of appointment/promotion. The title of Professor is generally reserved for those volunteer and part-time faculty members who achieve exemplary accomplishments in one of these four categories, including activities that garner regional and/or national recognition.

**Teaching** includes activities directed at the education and training of medical students, graduate students, housestaff, and/or peers (mentoring). These activities should be documented in a Teaching Dossier in the recommended format (including an evaluative summary of teaching activities by the Department Chair, Clerkship Director, Course Director, or other person with direct knowledge of the candidate’s teaching activities, competency, and effectiveness).

**Scholarship** includes activities such as peer-reviewed publications, abstract presentations, invitations to speak locally, regionally and nationally, and participation in clinical, translational, community/public health, and/or basic research as an investigator or co-investigator making practical and/or intellectual contributions.

**Service** involves participation in Departmental and/or RWJMS committee work, in outreach programs, and/or direct service to members of the RWJMS community. Exemplary contributions to the RWJMS community or the lay community may also be recognized in this category.

**Scholarly Clinical Activity** includes clinical activities that are effectively used to support the scholarly missions of RWJMS, including research, publications, teaching, and community service.

**ONGOING REVIEW**

The appointments of Volunteer and Part-Time faculty members should be reviewed at least every three years by the relevant RWJMS Department for appropriateness and assessment of ongoing productivity and contributions. This triennial review should be reported, in summary fashion, to the Appointments and Promotions Committee.
SERVICE TO THE INSTITUTION

It is important to document the extent to which each candidate works for the common good and participates in the everyday affairs of the institution. Activities that serve to interface the school with the community, administrative responsibilities and committee work are essential to the welfare of the institution. Activities of this type supplement but do not replace achievements in teaching, research, and scholarly/clinical performance, which are an integral part of a candidate’s evaluation.

To evaluate an individual’s service performance, it is expected that concrete, objective evidence be supplied. Documentation of major achievements in administration includes, but is not limited to, the following:

- Description of achievements as a member or chair of a committee or task force
- Evidence of effective leadership of a clinical research or teaching group
- Description of participation in organizational clinical service delivery and performance improvement initiatives (e.g., patient centered medical homes, clinical practice guidelines, quality of care/patient safety protocols)
- Description of engagement with key stakeholders and constituencies in addressing various community/public health, health care delivery, health systems transformation, and health policy challenges
- Description of the development of major useful affiliations with other institutions
- Evidence of a commitment to, and a leadership role in, community affairs

POLICIES

Academic achievement is usually related to experience and length of service. For this reason, it is recommended that there be minimum periods of service in the various academic ranks prior to a recommendation for promotion. The computation of the length of service should include appointments at previous institutions. Time in grade is not a sufficient criterion in itself for promotion.

The recommended periods of service are:

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Minimum</th>
<th>Customary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>One year</td>
<td>2-3 years</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Four years</td>
<td>7-10 years</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Four years</td>
<td>7-10 years</td>
</tr>
</tbody>
</table>

The minimum periods are not mandatory and, therefore, do not preclude the accelerated advancement of a faculty member demonstrating evidence of unusual achievement and exceptional promise of continued growth. Advanced training may be considered in determining the period of service.

Advancement in qualified (modified) academic ranks may be extended beyond the customary periods of service noted above and should be determined based on the demonstrated ability to carry out the responsibilities at a level of proficiency appropriate for the rank.
Academic appointments and reappointments shall be based on the academic year, which shall commence on July 1 of each calendar year and extend through June 30 of the following year. Continuing appointments and all promotions shall take effect on July 1. Initial appointments may take effect on any specified date. If the date is other than July 1, an anniversary date shall be specified for determining years of service. The anniversary date shall be July 1 of the current academic year or July 1 of the following academic year, whichever is closer to the effective date of the appointment. Periods of unpaid leave of absence shall not be included in computing years of service.
TENURE

Individuals appointed to the tenure track and who remain on the tenure track shall have a formal review for tenure by their department chairs no later than the tenth year after the appointment to the tenure track. Such review shall follow the same procedures as are employed for the review of faculty for promotion. If following such review, the department chair declines to recommend a faculty member for tenure, the faculty member may self-nominate for tenure directly to the Advisory Committee on Appointments and Promotions.

Tenure may be granted at any time following the appointment or promotion to the rank of associate professor or professor. Tenure is continuous academic employment until retirement as long as the duties of the position are performed effectively, absent financial exigency or cause in accordance with the rules set forth in the Bylaws of the Rutgers Robert Wood Johnson Medical School.

As stated in the Bylaws of the Rutgers Robert Wood Johnson Medical School, Article III, Title E, Section 3, tenure shall be conferred for achievements of the highest order, the greatest distinction in carrying out the responsibilities of the position, and for unusual promise for continued achievements.

- There shall be evidence of superior intellectual attainment and academic productivity both in teaching and scholarly achievements
- The record of research performance or other scholarly achievements shall be outstanding, meriting recognition within the relevant discipline as being among the best in the field
- Faculty members shall be influential and able teachers, and, if applicable, excellent clinicians
- There shall be a history of continued expansion of competence in their discipline(s) over a significant period of time
- Accomplishments shall represent important contributions to the mission and reputation of the department, the school, and the University.

Faculty members who are granted tenure are expected to sustain their accomplishments and contributions to the teaching, research and, where applicable, clinical and service programs of the University and to their area(s) of expertise throughout the duration of the appointment. Faculty members with tenure who wish to change to the non-tenure track must resign their tenure appointment.
PROcedures

Advisory Committee on Appointments and Promotions (RWJMS Bylaws)

The Advisory Committee on Appointments and Promotions meets monthly during the academic year coordinated with meetings of the Rutgers Biomedical and Health Sciences Dean’s Committee. The agenda for each meeting is set one week before the scheduled meeting. The dates for meetings are available from the Office of Faculty Affairs at the start of the academic year.

The Advisory Committee on Appointments and Promotions shall have the responsibility of advising the Dean as to appointments, promotions, faculty renewal leaves or academic awards. The Dean shall obtain the advice of this Committee in these matters. Appointment to or promotion of the faculty to full academic rank above the rank of instructor must be reviewed by this Committee with no delegation of its responsibility. The Committee shall also review and make recommendations for the designations of emeritus faculty. The Committee may review appointments to or promotions of the faculty to the qualified rank of assistant professors. The Committee shall review appointments to or promotions of the faculty to the qualified academic rank of associate professors or professors; however, the Committee may delegate this responsibility as it sees fit, to a subcommittee or to ad hoc committees. The Committee shall establish written guidelines for the award of each academic rank with the approval of a majority of the membership of the Faculty. All matters regarding appointment and promotion of Faculty, tenure, and faculty renewal leaves shall be in accord with Article III. Section 4 of the Bylaws for the governance of Robert Wood Johnson Medical School. The Committee may on its own initiative make suggestions as to personnel matters to the Dean.

The Advisory Committee on Appointments and Promotions shall consist of ten (10) members. Five (5) shall be elected by the Piscataway/New Brunswick Faculty and five (5) appointed by the Dean. Five shall be from clinical departments and five from pre-clinical departments. The Associate Dean for Faculty Affairs and the Associate Dean for the Camden Campus shall serve ex officio without vote. All members must be professors, and no two (2) members may be from the same clinical department and no more than two (2) members may be from the same clinical department and no more than two (2) members may be from the same pre-clinical department. No more than two (2) members may be a Chair of a department. The term of office shall be three (3) years, with staggered terms. No member shall serve more than two (2) consecutive terms. The members shall elect a Chair from among the members. The Chair shall not be a Department Chair.

Meetings shall be convened by the Dean or by the Chair. A quorum shall be six (6) members, including the Chair or a designated alternate from the members of the Committee.
All departmental actions presented to the Advisory Committee on Appointments and Promotions must include a report of the results of the deliberations of the advisory standing committee of the department.

Only completed applications for appointments, promotions, tenure decisions and appropriate personnel procedures will be considered. For tenure decisions, the Committee will independently solicit letters of recommendation using the list of authorities provided in the application or other individuals as determined by the members of the Committee.

Actions of the Committee are advisory to the Dean who recommends actions to the Chancellor for Academic Affairs as designated by the President of the University. Adverse actions of the RWJMS Committee may be appealed as noted in the Guidelines. The Chancellor for Academic Affairs will seek the counsel of the Dean’s Committee of Rutgers Biomedical and Health Sciences on tenure decisions and appointments or promotions to associate professor and professor on the tenure track. The Dean’s Committee is not a decision making body in this process.

The recommendations of the Chancellor for Academic Affairs are presented to the Rutgers Promotion Review Committee. The Dean of the medical school is present at the meeting of the Dean’s Committee to respond to questions and to defend the recommendations. The Chair of the Rutgers Promotion Review Committee makes recommendations to the President who makes recommendations to the full Board of Governors for final action on tenure decisions and promotions within the tenured ranks. The schedules of meetings of the meetings of the Rutgers Biomedical Health Sciences’ Dean’s Committee and Rutgers Board of Governors are available in the Office of Faculty Affairs.

DEPARTMENTAL EVALUATION/COMMITTEE

Departmental Standing Advisory Committee (RWJMS Bylaws)

The Chair shall make recommendations to the Dean regarding appointments, reappointments, promotions, change in faculty status, leaves, dismissals and acceptance of resignations following a review at a meeting(s) of a standing advisory departmental committee. This committee shall be composed of Faculty members of the department. The minimum number of members on the committee shall be either three (3) or 10% of the departmental faculty, whichever is greater. All shall be at the rank of professor or associate professor and at least half of the committee members shall be tenured. The maximum number of members on the committee shall be nine (9). However, if the total number of tenured Faculty in the department constitutes less than one-half of the members of the committee, the maximum number of members on the committee shall be reduced such that one-half of the members shall be tenured. In this case, the total number of members on the committee may be less than 10% of the departmental faculty. At least one-half of the members shall be elected by the
departmental Faculty with the remainder appointed by the Chair. The Chair shall not serve on the committee. The Department Chair shall select the chair of the committee from among its members. If fewer than three (3) faculty within the department are qualified to serve on this committee, the members of the committee shall select faculty from appropriate departments within the Medical School to meet the minimum membership of three (3). A quorum shall be at least one-half of the members of the standing advisory departmental committee, plus the chair of the committee or a designated member appointed by the committee chair as the presiding official. Except for actions involving instructors, all actions noted above must be reviewed and voted on by this committee. Upon request of any member of the committee, the voting shall be conducted by secret ballot. In addition, the Chair shall obtain a mail ballot or electronic mail ballot of all faculty within the department at the rank of professor and associate professor regarding actions of this committee.

Prior to submitting a recommendation for appointment, promotion, or tenure to the Dean, the chair of the department in which the faculty member holds or will hold his or her primary appointment must solicit departmental evaluations regarding the qualifications of the prospective candidate. Letters of recommendation for candidates being proposed for appointment or promotion in the full-time faculty of RWJMS should be authored by recommenders who have first hand knowledge of the professional and/or scholarly activities of the candidate. The recommenders should have had previous professional contact with the candidate. The decision by a standing departmental appointments and promotions committee as defined in the Bylaws of the Rutgers-Robert Wood Johnson Medical School also must be included in the recommendation for appointment, promotion, or tenure. The actual vote of this group is to be reported to the Advisory Committee on Appointments and Promotions of the School as well as the record of the vote of all faculty in the department at the rank of associate professor and professor.

**DEADLINES**

Requests for promotions for current faculty involving tenure decisions shall be submitted to the Office of Faculty Affairs no later than December 1 of the year preceding the academic year in which the promotion is to take effect. All other requests for promotions for current faculty must be submitted to the Office of Faculty Affairs no later than January 5 of the year in which they are to take effect.

Requests for appointment may be made at any time but require a minimum of three months for processing.

The Dean will advise the Committee and the departmental chair of the outcome of the recommendation. The chair who initiated the recommendation will advise the candidate of the final outcome. ALL APPOINTMENTS AND PROMOTIONS MUST AWAIT NOTIFICATION FROM THE DEAN FOLLOWING APPROVAL BY THE CHANCELLOR FOR ACADEMIC AFFAIRS OR THE RUTGERS BOARD OF GOVERNORS FOR FINAL ANNOUNCEMENT.
APPEALS

The chair who initiated a recommendation for appointment or promotion can appeal the decision of the Advisory Committee on Appointments and Promotions. The chair must communicate in writing to the Committee his or her intent to appeal the decision within one month of written notification of the outcome. An appeal will be considered upon receipt of any additional information requested in the notification of adverse action by the Committee. The chair who requested the appeal will appear before the Committee at the time the appeal is being considered. If a chair does not want to appeal a decision of the School's Advisory Committee and the faculty member involved believes that the decision should be appealed, he or she has the right to request an appearance before the committee with additional data.
Appendix A

RUTGERS BIOMEDICAL AND HEALTH SCIENCES CRITERIA FOR DESIGNATION OF RETIRING OR RETIRED FACULTY AS EMERITI

The history of emeritus designations at Rutgers Biomedical and Health Sciences is consistent with a highly selective set of criteria under which only a small percent of retiring or retired faculty receive this title for service at the University of the highest distinction. The Rutgers Robert Wood Johnson Medical School Bylaws state:

“Such recommendations should be based upon significant contributions in teaching, research or clinical or administrative services.”

The Bylaws also require a process of recommendation and approval beginning within the School and progressing to the Dean’s Committee and Chancellor. As part of that process, each School’s bylaws are to provide for a faculty committee to review and make recommendations regarding emeritus designations under criteria tailored for the disciplines and traditions of that School. The following University criteria shall serve as general statements from which the Schools shall derive their own School-specific criteria which shall be consistent with the University criteria:

- The individual has served as a faculty member with the highest distinction as compared with his/her national or international peers and colleagues.

- The individual’s national or international reputation and eminence in his/her field as educator, researcher, clinician and/or administrator have brought recognition and honor to the School and University.

- The individual’s duration of service at the School or University is such as to confer seniority among his/her fellow faculty members, and his/her longevity of service has been marked by a consistently high level of accomplishments.

- The individual’s record, reputation and career shall be unblemished, containing no actions that have brought discredit to the School or University, or that have hindered the advancement of the School's or University’s missions.
Appendix B

GUIDELINES FOR THE SELECTION OF DISTINGUISHED PROFESSORS

1. The Distinguished Professor designation is without term.

2. The criteria for selection will be based on the expectation of continued outstanding academic achievement. The achievements and the impact and influence of published work in the fields of medical sciences or public health must be recognizable and substantiated by scholars and peers within and outside of the institution and by national or international organizations whose objectivity and high standards are generally acknowledged.

The following are examples of specific indicators of exceptional achievement and contributions, which should be considered in the evaluation process. Distinguished achievement in more than one of the following areas relating to the work of the individual should form the basis for selection.

a. Prestigious awards or prizes related to distinguished achievement in science such as the Lasker Award.

b. Membership in academic societies such as the National Academy of Sciences, prestigious national advisory committees and councils, or presidential commissions.

c. Invited lectureships at prestigious national and international meetings such as the Harvey Lecture.

d. Honorary degrees

e. Honorary or distinguished fellowship in prestigious professional societies.

f. Demonstrated leadership in the scientific community as evidenced by membership on peer review panels at the NIH or recognized private foundations and membership on prestigious editorial review boards or substantial contributions and recognizable prominence in national and international health and educational programs.

3. Except in the case of unusual circumstances, a maximum of only one such appointment will be made each academic year.

4. Faculty in the tenure track who hold the rank of Professor or Professor Coterminous, who do not hold an administrative position at the level of department chair, or who are not members of the deaconal staff, are eligible for consideration.

5. A Distinguished Professor who assumes an administrative position as indicated above must resign his/her designation as Distinguished.
6. The Distinguished Professor may receive, for a stipulated period of time, supplemental funds as determined by the Dean. (Rutgers Robert Wood Johnson Medical School Bylaws)

Procedure for the Selection of Distinguished Professors

1. A candidate can be nominated by the Dean of the Medical School, a department chair, or a faculty member (not necessarily from the department in which the candidate currently holds faculty rank.)

2. The nomination proposal will be submitted to the Dean who in turn will submit the proposal to the Appointment and Promotion Committee for its review. The proposal should include specific and substantive statement of achievements, a current curriculum vitae and appropriate supportive letters.

3. The Appointment and Promotion Committee will perform a preliminary review of all candidates. This review will include consultation with the chair of the candidate’s department who will in turn consult with the tenured faculty of the department. The Appointment and Promotion Committee will establish ad hoc subcommittees for the consideration of those candidates deemed appropriate by the members of the Committee.

4. Each subcommittee will have at least one member of the Appointment and Promotion Committee who will serve as the chair of the subcommittee, and no fewer than three additional members to be selected by the Appointment and Promotion Committee with the advice of the Dean and the chair of the candidate’s primary department. The membership of the subcommittee is not restricted to faculty of the institution.

5. The ad hoc subcommittee will report to the Appointment and Promotion Committee which will make a final recommendation to the Dean. The faculty member submitting the nomination proposal will be invited to the meeting of the Appointment and Promotion Committee at which the report of the subcommittee is to be presented.

6. Actions of the Committee are advisory to the Dean who recommends actions to the Dean’s Committee. The recommendations of the Dean’s Committee are presented to the Chancellor for final action.
Appendix C

Template for a Teaching Dossier

A Teaching Portfolio/Dossier is an executive summary of the faculty member as an Educator. Typically this summary is one to three pages. The Teaching Portfolio should be concise and selective, but with sufficient description and documentation to provide a record of teaching activities and evidence of teaching effectiveness. For those faculty members whose teaching activities are scholarly in nature (as evidenced by peer-reviewed support for training programs and activities, scholarly publications concerning teaching and education, creation of innovative teaching materials that are disseminated and used regionally, nationally, and/or internationally, and leadership positions in professional education societies), a more detailed and extensive Teaching Dossier may be helpful. Please address each bullet quantitatively and qualitatively as appropriate.

Part ONE: Data Relevant to Teaching Activities
List and describe teaching-related activities in as complete a context as possible, i.e. the names of courses or presentations, the level of involvement or frequency, the number and types of students, the teaching materials that may have been produced, or the role of the faculty member in other teaching-related activities (supervisor, advisor, mentor).

1. Teaching Activities
   a. Undergraduate
   b. Graduate
   c. Housestaff and Fellows
   d. Peers (mentoring)
   e. Faculty Development
   f. Other (e.g., mini-medical school, pipeline programs, community/public health)

2. Curriculum Development (list tangible educational materials created; e.g. case development, lecture, assessment tools, OSCE, web materials, etc.)
   a. Courses
   b. Clerkships
   c. Residency Programs
   d. Fellowship Programs
   e. Education and teaching innovations
   f. Continuing Professional Development (e.g., CME, faculty enrichment, conferences)
   g. Community/Public Health Programs
   h. Outreach

3. Mentoring/Advising

Part TWO: Evidence of Teaching Effectiveness
A brief description of quantitative and qualitative measures of teaching effectiveness.
The primary element of this category is a review of teaching effectiveness including a summary of the relevant, objective documentation. The information to be summarized may include representative portions of teaching evaluations, testimonials by students, peer reviews, and special contributions. This summary should be authored by the Department Chair, Division Chief, Clerkship Director, Course Director, or other person who has the most direct knowledge of the faculty member’s teaching activities, contributions, and effectiveness. Items that may be summarized in this section include:

   a. Course Materials
   b. Student and Resident Evaluations
   c. Peer Review
   d. Professional Recognition
   e. Participation in RWJMS and external professional development programs
Part THREE: Additional Teaching & Educational Activities
Include information concerning any additional teaching or educational activities, such as publications, presentations and educational grant applications that are especially noteworthy, creative, innovative, peer-reviewed, or indicative of recognition outside of the institution (e.g., publications, contributions to scholarly teaching societies, teaching awards and recognitions, invited lectures concerning teaching and education). A Personal Statement of the faculty member’s teaching philosophy may also be included, but is not required.