



# Getting Promoted in the Clinical Sciences - The ABCs of APT\*

James E. Tcheng, MD  
Associate Dean for Academic Appointments

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Vice Dean for Faculty

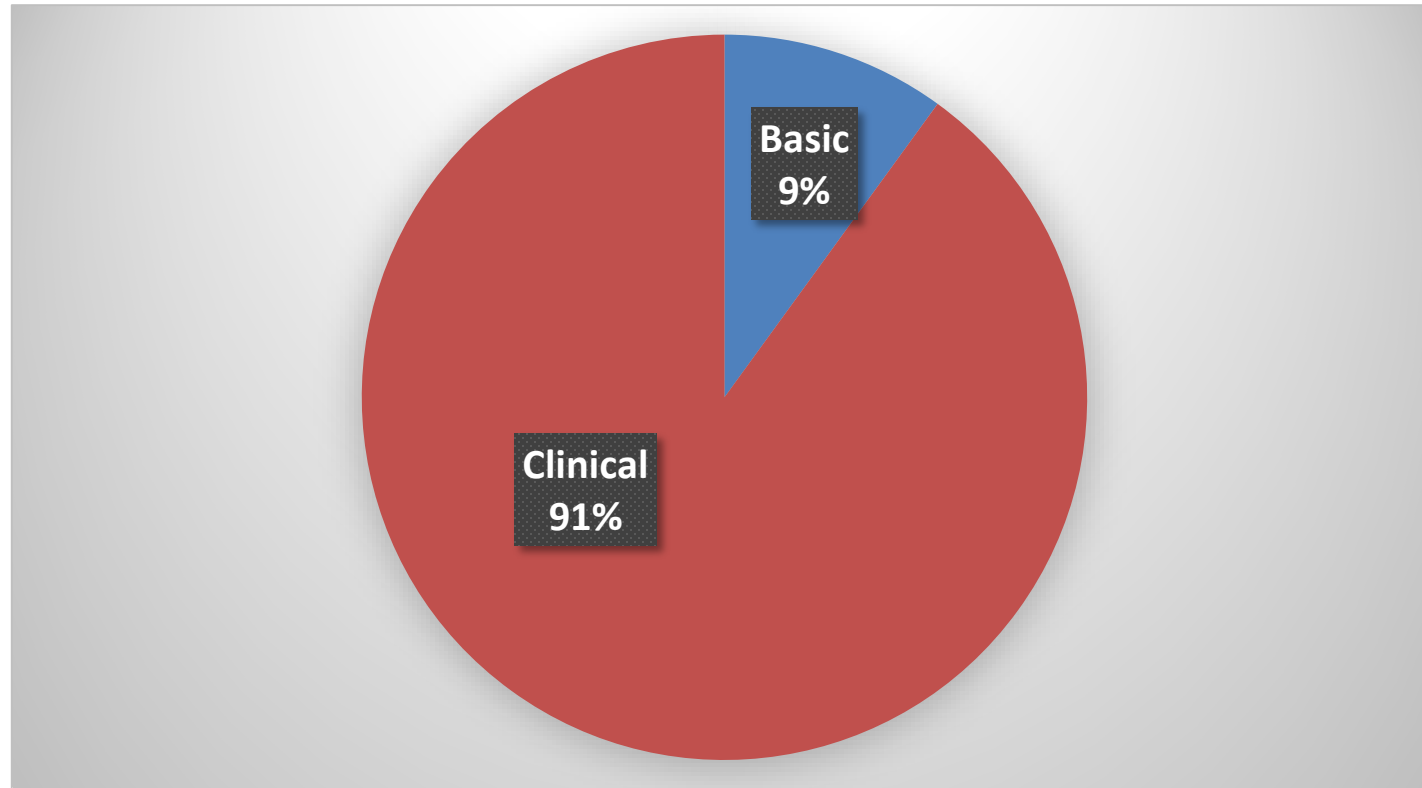


# KNOW YOUR ENVIRONMENT

James E. Tcheng, MD  
Associate Dean for Appointments, Promotion and Tenure

New Faculty Orientation, October 17, 2023

# School of Medicine Faculty



There are approximately 2700 faculty in the School of Medicine

<https://medschool.duke.edu/about-us/faculty-resources>



The School of Medicine offers a wide variety of resources and programs to support more than 2,600 faculty at all levels of their professional careers.

[Research Support](#) | [IT and Technical Support](#) | [Communications and Web Resources](#) | [Wellness Resources](#)

## Faculty Affairs and Development

### Faculty Affairs

- [Office for Faculty](#)
  - [Faculty Appointments, Promotion, & Tenure](#)
  - [Faculty Professionalism](#)
  - [Faculty Affairs Tools and Policies](#)
  - [Faculty Annual Reviews](#)

### Development Programs

- [ADVANCE UP](#)
- [ALICE Program](#)
- [Duke AHEAD](#)
- [Duke Clinical Leadership Program](#)
- [Leadership Development for Researchers](#)

### Diversity & Inclusion

- [Office of Equity, Diversity & Inclusion](#)
  - [Resources](#)
  - [Inclusive Recruitment Toolkit](#)
- [Underrepresented Faculty Development](#)

### Faculty Awards



<https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure>

## Faculty Appointments, Promotion, & Tenure

Scholars@Duke

Basic Science APT >

Clinical Science APT >

Job Family 27 >

Clinical Sciences APT – Archive

The Practice of Medical Education

Emeritus Guidance



The Faculty Appointments, Promotion and Tenure Office assists in facilitating best practices in the consideration of faculty appointments, promotions and tenure for the School of Medicine and School of Nursing.

Working closely with department managers and chairs, the office provides guidance, training and resources necessary to recruit and retain exceptional faculty. We support the School of Medicine and School of Nursing's missions of excellence and innovation in education, patient care and research.



 **Duke University School of Medicine**

Office for Faculty

Basic Science APT

Clinical Science APT


The Practice of Medical Education

Benefits and HR Information

## Faculty Appointments, Promotion, & Tenure

### Resources for Dossier

- [Curriculum Vitae Template](#)
- [Using Scholars@Duke to Generate a CV](#)
- [Intellectual Development Statement](#)

 [Annotated Bibliography](#)

### Additional Resources

- [Annual Faculty Conference \(Annual Review\) Template](#)
- [Faculty Career Track](#)
- [Faculty Tenure Track](#)
- [Quick Reference Guide for APT](#)
  - [Quick Reference Guide: Highlights and Comments \(video\)](#)
- [Duke University Faculty Handbook](#)
  - [Appendix E - Faculty Handbook, Clinical Sciences](#)
  - [Professional Affairs of the Faculty - Tenure Clock Relief, Flexible Work Arrangements and Leave of Absence](#)
- [Faculty Ombudsman](#)
- [Tenure Clock Extension Form](#)
- [Guidance for Scholarship Impacted by COVID-19](#)
- [New Faculty Orientation Video](#) (NetID required to login)
- [New Faculty Orientation Slides](#) (Dec. 2021)

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# Drivers of Change – 2021 APT Guidelines

- What does Duke value?
- Need for greater clarity and transparency regarding promotion requirements, stages / timelines
- What does “tenure” in the clinical sciences actually mean in an academic medical center?
- Desire to be more expansive in promotion criteria
  - Not just manuscripts, grants, publications ...
  - Embracing all forms of scholarship and impact
  - Recognition, career stability via long-term contracts

# 2021 APT Guidelines - Key Cumulative Changes

- Time limit in rank at Medical Instructor of 3yr (nominal 1-2yr)
- Assistant Professor now “undifferentiated” – starts the tenure clock
- Track declaration moved to rank of Associate Professor
- Two promotion pathways: **Career Track** and **Tenure Track**
  - Tracks are promotion pathways and are equally valued
  - Majority of clinician/educators better rewarded in the Career Track
  - No distinction of “Tenure” vs. “Career” in academic / external title
- Promotion criteria expanded in both Tracks
  - E.g., education, team science, diversity equity and inclusion, advocacy, leadership, innovation, quality improvement, outreach, digital, social media, etc.
- Affirmation that promotion in Tenure Track still requires grants and traditional (publication) productivity, with other scholarly activity considered as well
- Potential for multiyear, extended term contracts in Career Track
- Professionalism a universal expectation and requirement for promotion
- Participation in Open Science considered in promotion assessment

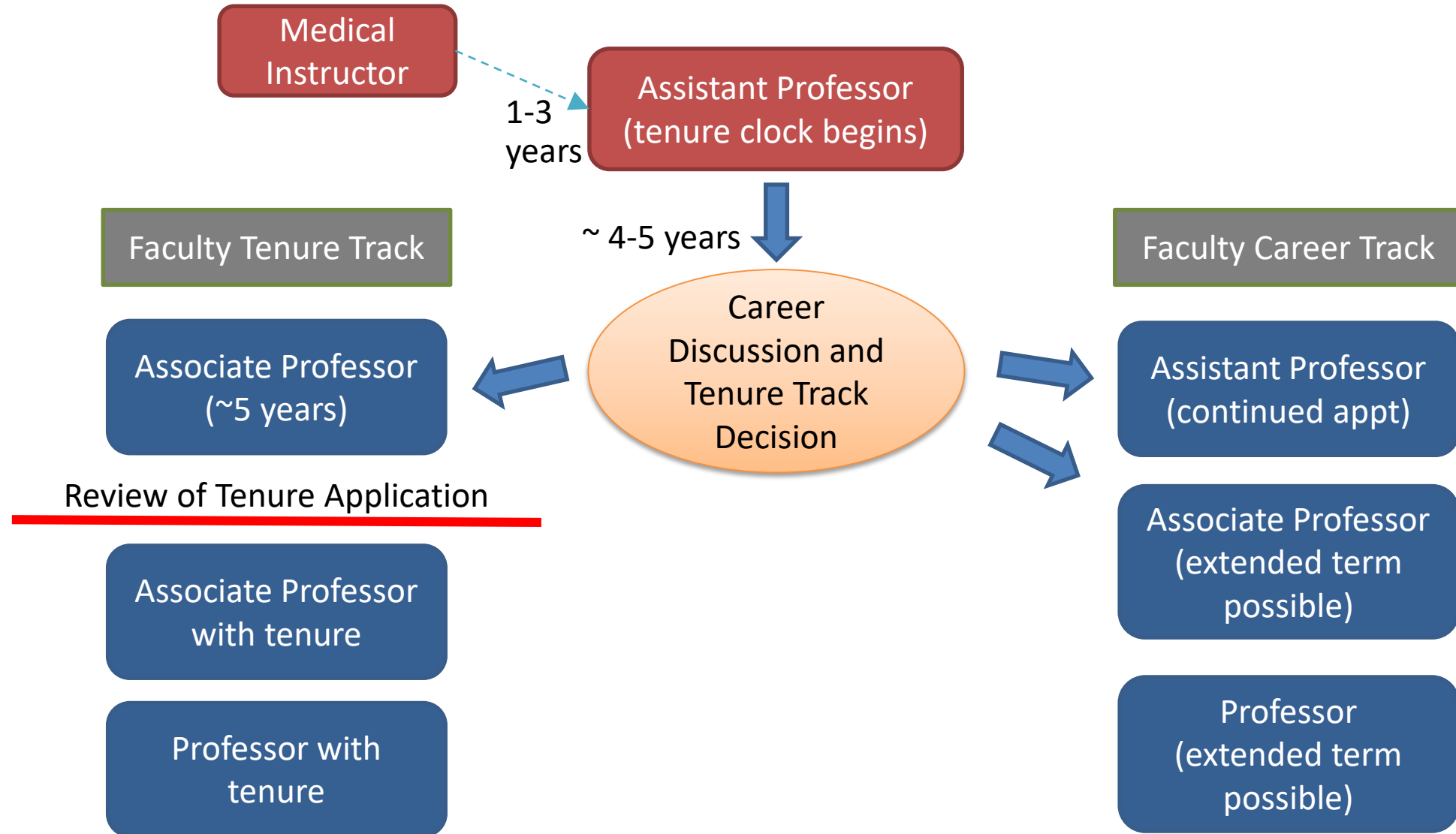


# Initial Appointment

- Typical initial faculty appointment is at the rank of Medical Instructor\* or Assistant Professor
  - No assignment of Tenure Track vs. Career Track
  - Time at rank of Medical Instructor not counted against tenure clock
  - Rank of Assistant Professor starts the 10-year tenure clock
- Annual review conducted at ~4-5 years at rank of Assistant Professor (evaluation for promotion to Associate Professor) is when Track decision made

\*Medical Instructor is a Regular Rank appointment

# Regular Rank Appointments



# Criteria for Promotion: Clinical Sciences

- Applies to Regular Rank Faculty with Clinical Sciences appointment:
  - MDs
  - PhDs
  - MD/PhDs
  - Other terminal degree holders in the clinical departments
- Specific criteria depends on Track, Department, area of focus



# What is Described in the APT Guidelines?

## Tenure Track Domains

- Scholarship
- Excellence across
  - Clinical
  - Education
  - Leadership / service

## Career Track Areas of Emphasis\*

- Clinical
- Research
- Education

\*one area of emphasis,  
contributions across other areas

# Boyer's Expanded Concept of Scholarship

## Discovery

- Original research and investigation

## Integration

- Interpreting use of new knowledge across disciplines

## Application

- Aid society and professions in addressing problems

## Teaching

- Studying the process of education

# Examples of Scholarship

- Integration:
  - translating research discoveries – e.g., review articles, guidelines development, explaining meaning to the field, addressing implications
- Application:
  - service, engagement, advocacy – e.g., identifying problems and implications, implementing solutions (and assessment thereof), policy / position statements
- Teaching:
  - creating a new curriculum and evaluating its effectiveness



# Tenure Track

- Primary mission
  - Unique contributions to science and medicine, teaching, mentoring, clinical care
- Focus for promotion
  - Scholarship, impact, innovation, reputation, grant funding, teaching and mentoring
- Secondary objectives
  - Metrics reflecting research productivity, impact, teaching, mentee success, clinical care
- Tenure clock
  - 10 yrs from appointment at rank of Assistant Professor
- Scholarship effort
  - >30% research, with focus & continuity
- Research funding philosophy
  - Substantive support required (c/w discipline) reflecting external review / validation

# Career Track

- Primary mission
  - Clinical care, education, contributions to research, support of enterprise
- Focus for promotion
  - Reputation and productivity, teaching, contributions to research, leadership roles
- Secondary objectives
  - Metrics reflecting clinical care quality, learner education, publications, grant funding
- Tenure clock
  - Does not dictate promotion cadence
- Scholarship effort
  - Varies widely per focus
- Research funding philosophy
  - Supportive (not required)

# Tenure Track - Metrics

- Associate Professor
  - 15 pubs/5 as 1<sup>st</sup> or senior
  - Excellence in teaching
  - Grant funding required (c/w discipline)
- Associate Professor with tenure
  - 25 pubs/10 as 1<sup>st</sup> or senior author
  - Top 25% impact
  - Peer-reviewed grant funding as PI
  - Regional to national reputation
- Professor with tenure
  - 50 pubs/20 as 1<sup>st</sup> or senior author
  - National to international reputation
  - Grant funding required (c/w discipline)
  - Mentee success



# Career Track - Metrics

- Associate Professor
  - 10 pubs/3 as 1st or senior author (DAPT discretion)
  - Scholarship can be varied (education, DEI, advocacy, leadership, innovation, QA, outreach, digital) - *can substitute for traditional publication requirement*
  - Regional reputation
  - Excellence in teaching
  - Possible multiyear contract
- Professor
  - Continued scholarship, contributions / excellence across multiple domains
  - Top 50% impact
  - National reputation

# Examples of Qualifying Scholarship

- Peer reviewed manuscripts
  - Book chapters
  - Case reports
  - Grants and contracts
  - Systematic reviews
- Clinical guidelines (local to national)
  - QI projects (local to national)
  - Community partnerships
  - Educational curricula or tools (with evaluation)
  - Advocacy (e.g., impacting regulation / legislation)
  - Positions and policies (local to national)
  - Social media, other digital platforms
  - Clinical informatics improving the EHR
  - *All must have demonstrable impact*

# Impact

- Your responsibility to describe in your Intellectual Development Statement (IDS)
- NIH iCite Relative Citation Ratio: <https://icite.od.nih.gov/>
- h-Index – available at Scholars at Duke: <https://scholars.duke.edu/>
- Include non-traditional scholarship!
  - Digital dissemination, responsibilities in team science efforts, leadership in EDI, contributions to Open Science, advocacy results, etc.

# Expressions of Scholarship

## Resources

- [Advocacy Scholarship Framework](#)
- [Digital Scholarship Framework](#)
- [Justice, Equity, Diversity, Antiracism, and Inclusion \(JEDAI\) Scholarship Framework](#)
- [Team Science Scholarship Framework](#)



<https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/clinical-science-apt/faculty-3>

# JEDAI Rubric for APT

## Justice, Equity, Diversity, Antiracism, Inclusion

- Guidance for faculty and DAPT Committees
- Acknowledges potential for various expressions of scholarship
- Extensive examples of scholarship, impact, and assessment
- Anticipate discussion in your annual review about your JEDAI contributions
- Emphasis on describing JEDAI contributions in your Intellectual Development Statement



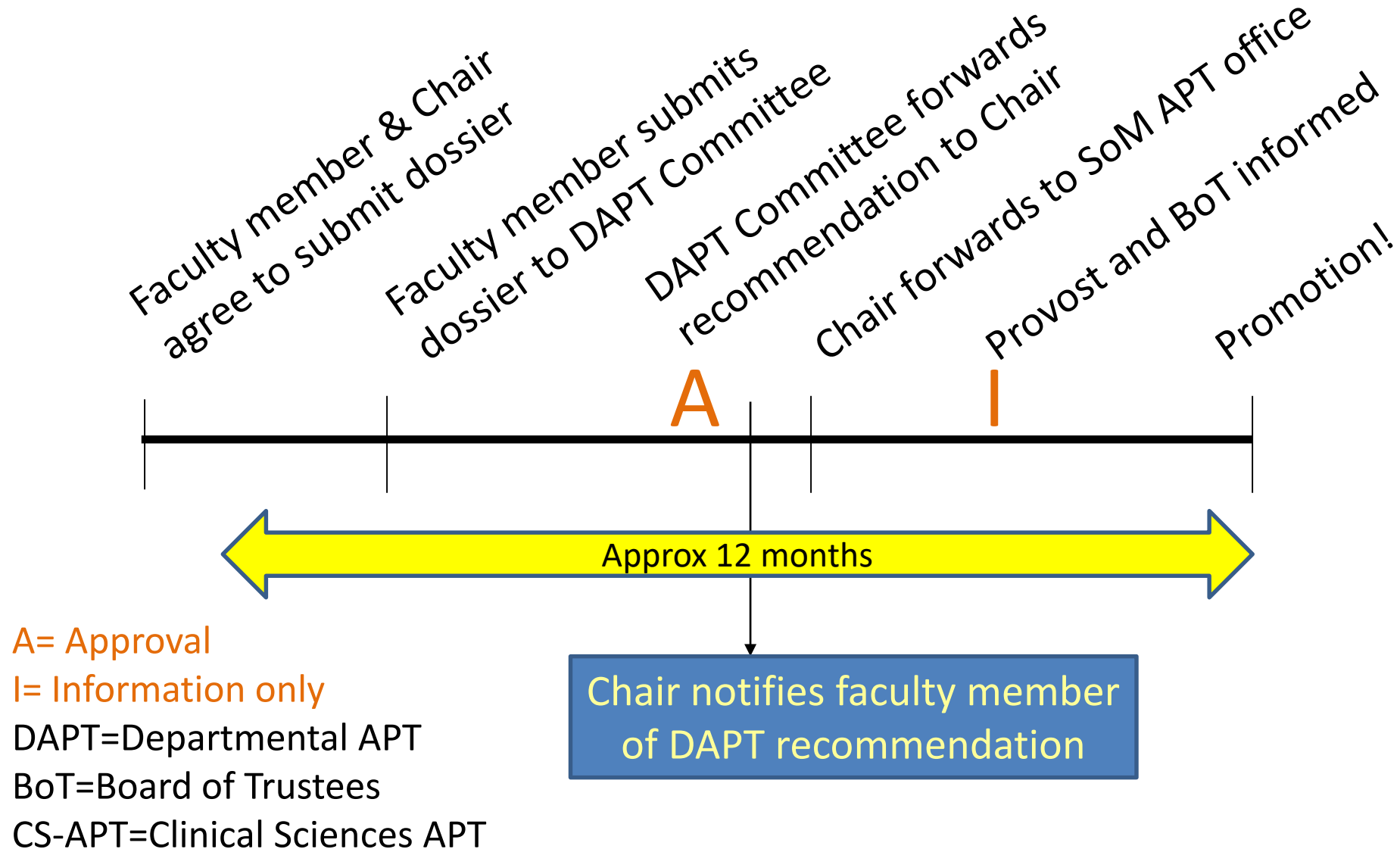
# JEDAI Scholarship and Impact (Examples)

CLINICAL	EDUCATION
<b>Providing clinical outreach in non-traditional settings</b>	<b>Mentoring, counseling, or advising BIPOC faculty, trainees, and learners</b>
<ul style="list-style-type: none"><li>➤ <i>Reach, influence, implementation, and durability of systematic approaches to extended outreach</i></li></ul>	<ul style="list-style-type: none"><li>➤ <i>Sponsorship of BIPOC faculty, trainees, or learners in grants, projects, programs, policies; engagement with student organizations, with documentation of positive evaluations</i></li></ul>
SERVICE, ADMINISTRATION, LEADERSHIP	RESEARCH
<b>Recruitment, retention, and promotion of BIPOC faculty, staff, trainees, and learners</b>	<b>Media (journalism, social, blogs, websites, other digital platforms)</b>
<ul style="list-style-type: none"><li>➤ <i>Delineation of role and contributions to work to increase recruitment and retention of BIPOC faculty, staff, trainees, and learners, with documentation of specific efforts and results</i></li></ul>	<ul style="list-style-type: none"><li>➤ <i>Consistent with traditional assessments of impact</i></li><li>➤ <i>Awards and acknowledgements (program, division, departmental, regional, national, international)</i></li></ul>

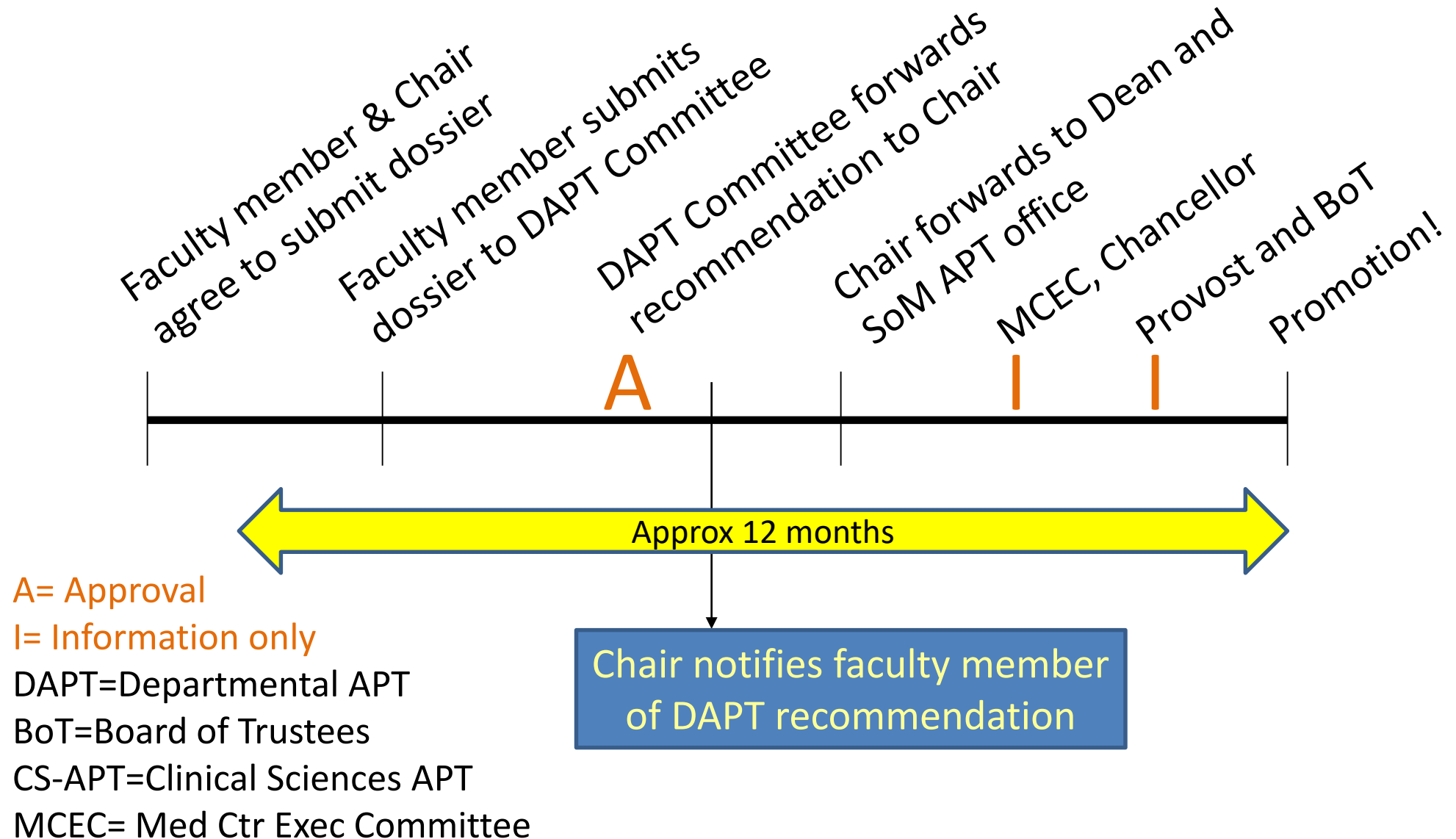
# Clinical Sciences APT Process

- Department APT Committee and Department Chair responsible for all promotion recommendations
- Specific criteria dependent upon rank
- For promotions with tenure (Associate Professor with tenure, Professor with tenure), an additional level of review by School of Medicine Clinical Sciences APT Committee

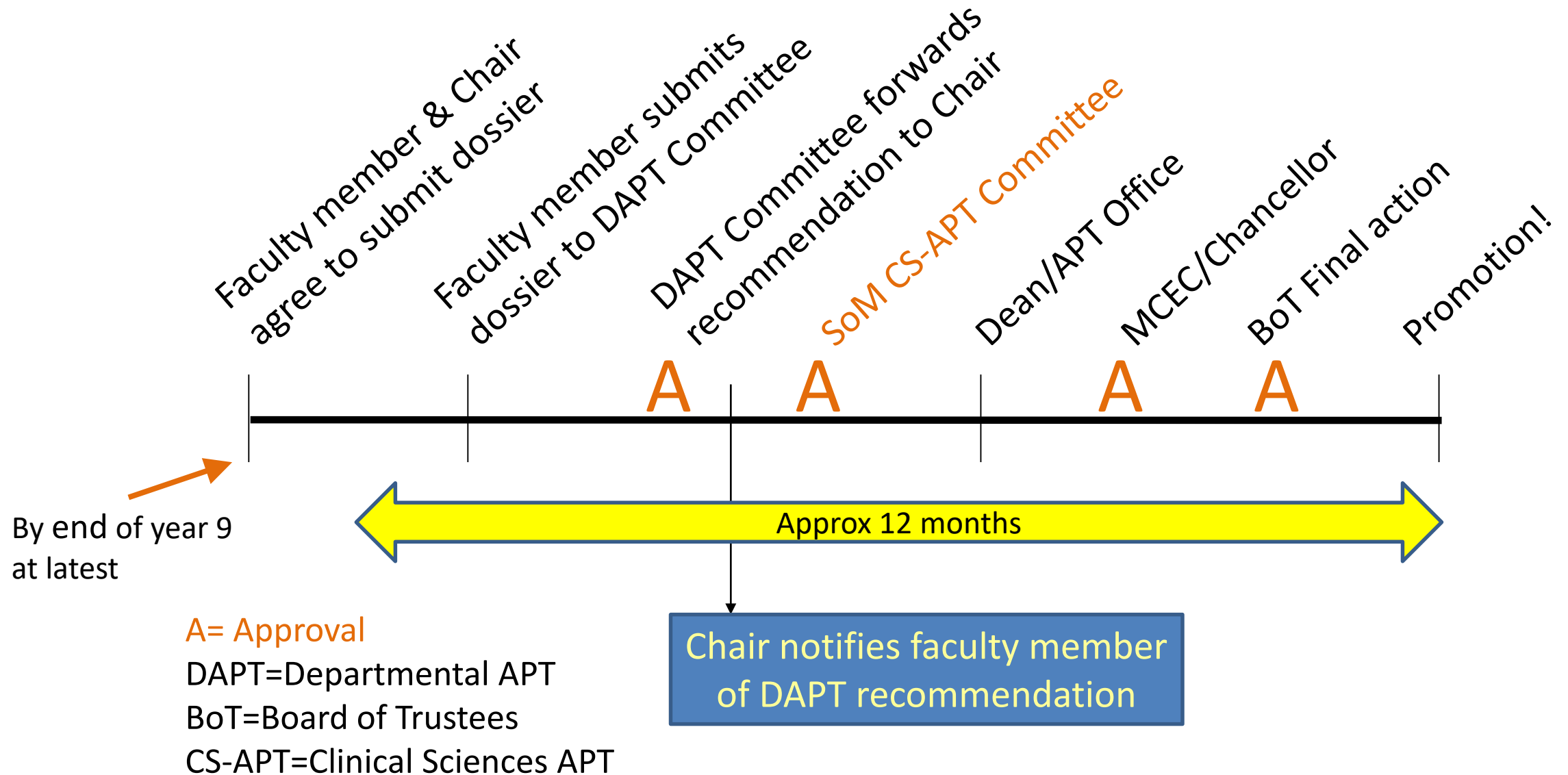
# Medical Instructor to Assistant Professor



# Career Track: to Associate Professor and Professor



# Tenure Appointments (Associate Professor, Professor)





# What is Tenure?

- Evaluation of an enterprise leading to commitment of resources and employment (absence malfeasance) reflecting expectation of a continued trajectory of productivity, scholarship, impact, contribution, and professionalism
- Awarded based on academic accomplishment (scholarship and impact) – not clinical volume, RVU's, etc.
- Not an honorific, specific salary not promised, not reflected in external title (or your business card) ...

# Declaring for Tenure Track

- Move to tenure track will typically occur at time of promotion to Associate Professor
  - Must be approved by the Department APT Committee and Department Chair
  - Promotion typically considered after 4-5 years on faculty
- An Associate Professor in the Career Track can still change to tenure track at next promotion

Important notes about timing:

- Must submit tenure materials by beginning of 10<sup>th</sup> year
- Tenure decision must be made by end of 10<sup>th</sup> year

# Tenure Clock

- Tenure clock starts with first day of employment at rank of Assistant Professor
- Tenure clock extensions
  - Extensions for medical leave, parental leave, major life events
  - See Duke Faculty Handbook for details
  - Maximum extension for all reasons of 3 years
    - EXCEPTION: no limit for childbearing
  - Form: [https://medschool.duke.edu/sites/default/files/2021-11/tenure\\_clock\\_extension\\_editable\\_form\\_-\\_version\\_3.pdf](https://medschool.duke.edu/sites/default/files/2021-11/tenure_clock_extension_editable_form_-_version_3.pdf)

# Reference Content

- School of Medicine APT site
  - <https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/new-clinical-sciences-faculty-tracks>
- APT Quick Reference Guide
- Expressions of scholarship guidance:
  - Digital, team science, JEDAI, advocacy
- **Scholars at Duke – document your career!**
  - <https://scholars.duke.edu/>
- Duke Faculty Handbook
  - <https://policies.provost.duke.edu/docs/faculty-handbook>

## James Enlou Tcheng

Professor of Medicine

In addition to my clinical responsibilities as an interventional cardiologist, my research interests include the study of antithrombotic therapies in cardiovascular disease and biomedical informatics and information technologies.

My research is applied (clinical research), primarily focusing on the evaluation of technologies in the clinical arena.

I have participated in numerous clinical trials and have also conducted several multicenter studies, including the EPIC, PROLOG, EPILOG, EPIS (... [more](#))

### Current Appointments & Affiliations

- > Professor of Medicine, [Medicine, Cardiology, Medicine](#) 2007
- > Assistant Dean for Academic Appointments, [School of Medicine, Duke University](#) 2019
- > Professor of Family Medicine and Community Health, [Family Medicine and Community Health, Clinical Science Departments](#) 2008

### Contact Information

Duke Box 2708, Durham, NC 27710

Suite 403 Hock Plaza, 2424 Erwin Road, Durham, NC 27705

✉ [tchen001@mc.duke.edu](mailto:tchen001@mc.duke.edu) ☎ (919) 668-8796

### Background

- + Education, Training, & Certifications



[Manage This Profile](#)









## Edit profile for

[James Enlou Tcheng](#)






 = Displayed on profile  
 = Not entered / not displayed

### About

#### Basic Information



[Name](#)   
[Overview](#)   
[Current Appointments & Affiliations](#)   
[Profile Picture](#) 

#### Contact Information

[Address](#)   
[Email](#)   
[Phone Number](#)   
[Office Hours](#)   
[Web Links](#) 

### Background

#### Education & Credentials

[Education](#)   
[Training & Certifications](#) 

### HOW TO EDIT YOUR SCHOLARS@DUKE PROFILE

Click a section on the left to edit or learn how to update information.

**Questions?** Check out [Quick Tips](#) or the [Scholars User's Guide](#). For more info, ask a [Power User](#) or browse resources on the [Support](#) site.

## Profile Manager

James Enlou Tcheng

### Analytics

Total pageviews of your profile:

3 76 957  
 Last 7 days Last 90 days Total

### Recent Edits

Request to reload Publications initiated by tchen001 on July 26, 2018

Request to reload Publications initiated by tchen001 on July 26, 2018

Award created by tchen001 on May 14, 2018

Award created by tchen001 on May 14, 2018

#### Export Tools

Generate Report

Generate CV/Biosketch

#### Admin Tools

Hide Pubs Graph

Manage Delegates

Update Profile URL

View Widgets



*Thank You!*  
[james.tcheng@duke.edu](mailto:james.tcheng@duke.edu)







# Sharing your Accomplishments and Building your Academic Reputation: The Graceful Art of Self-Promotion

**Mara L Becker, MD MSCE**  
**Vice Dean for Faculty**

**2023 New Faculty Orientation**



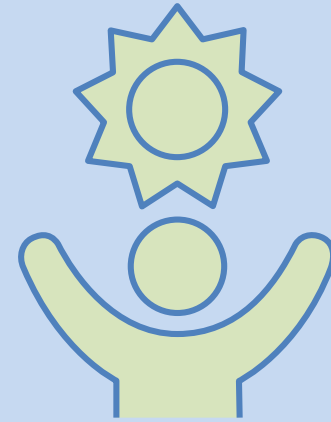
# Self-Promotion

- Merriam-Webster dictionary:
  - **Definition of *self-promotion*:** the act of furthering one's own growth, advancement, or prosperity: the promotion of oneself
- Doesn't have to be shameless...
- A part of being an active participant in your career and academic growth and development



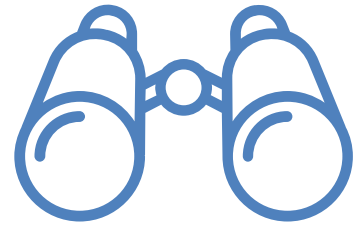
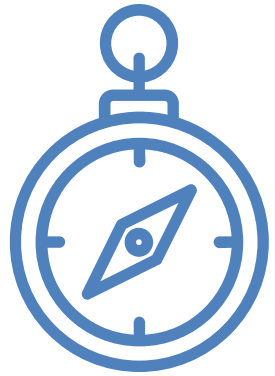
# Examples of acts of “self promotion”:

- Volunteering to sit on committees/task forces
- Applying for new positions/opportunities
- Sharing accomplishments
- Creating a regional/national reputation
- Keeping track of evaluations, thank you's, awards
- Updating your CV
- Applying for promotion



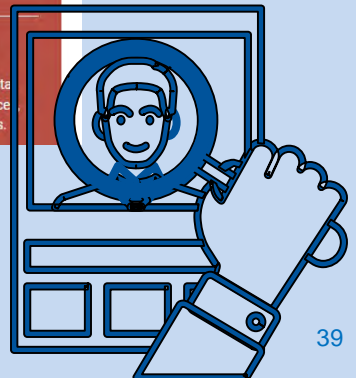
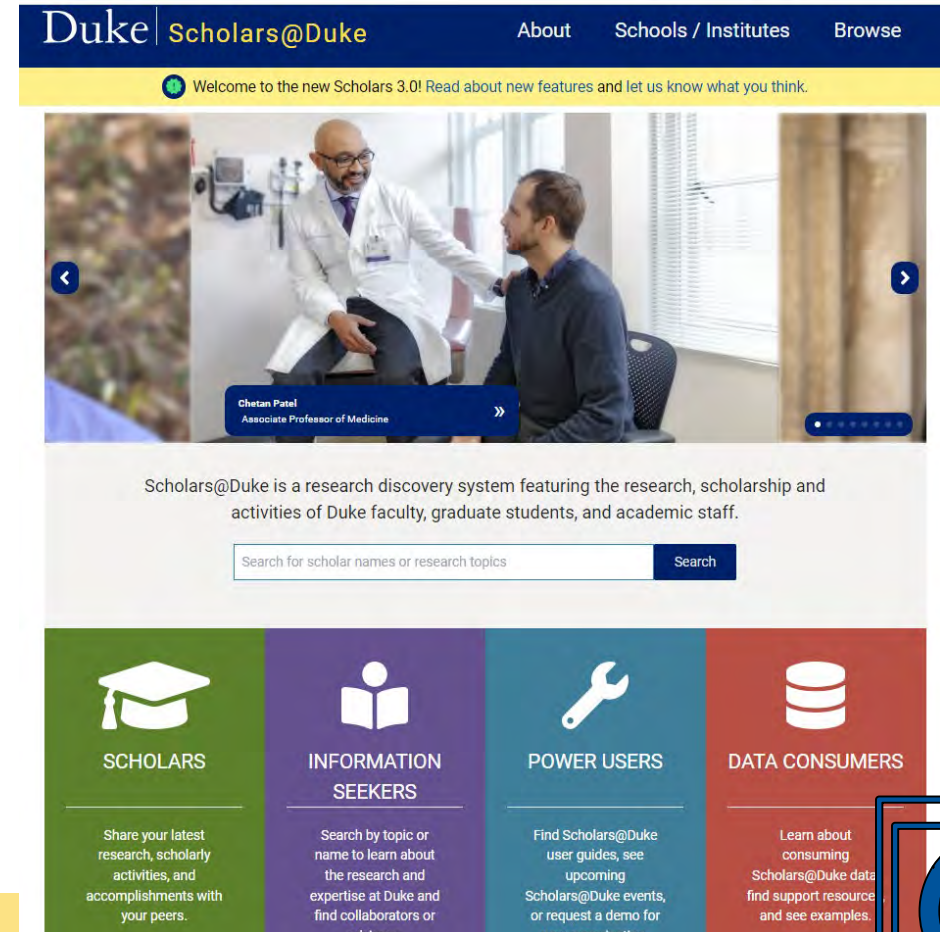


# Why is it important?



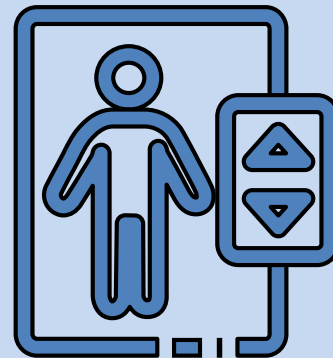
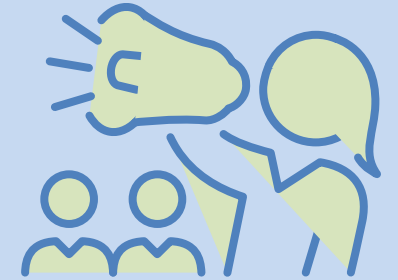
# Start here: create your Duke public profile

- Your Academic Profile
  - Scholars@Duke  
<http://scholars.duke.edu>
  - Some Departments have admin support available to help navigate
  - Opportunity to populate CV
  - for help see home>about>support
- Your Clinical Profile
  - Duke Health profile  
<https://providers.duhs.duke.edu/>



# Shape your “public” profile

- Send good news upward
- Ask for a CV review
- Hone your “elevator pitch”
  - Who are you and what do you do if you just happen to meet Dean Klotman or Craig Albanese in an elevator...
- Create your bio
  - edit/adjust for audience!



# My Bio as an example

Dr. Becker is currently a Professor of Pediatrics and the Vice Dean for Faculty at Duke University School of Medicine. Prior to arriving at Duke in 2019, she spent 13 years at Children's Mercy, Kansas City where she completed additional fellowship training in pediatric clinical pharmacology and served as Division Director of Rheumatology and Associate Chair for the Department of Pediatrics. At Duke, Dr. Becker served as the Vice Chair for Faculty in Pediatrics, until she assumed the role of Vice Dean for Faculty in July, 2022.

Dr. Becker's translational research interest is to identify factors that enhance response and minimize toxicity to drugs used for the treatment of diseases in children, focusing on an individualized therapeutic strategy. Her work focuses on methotrexate and its effect upon the folate pathway, utilizing cellular biomarkers and genetic differences to predict drug efficacy in patients with JIA. Her research has been funded by the Kansas City Area Life Sciences Institute, the PhRMA Foundation, the Rheumatology Research Foundation, and the National Institutes of Health. She has also served as a faculty leader at the Duke Clinical Research Institute where her work expanded to developing and supporting novel networks to carry out research and clinical trials, focusing on children with rare rheumatic and genetic conditions including the Childhood Arthritis and Rheumatology Research Alliance (CARRA) Registry.

In her new role as Vice Dean, she has focused on fortifying and reimagining the Office for Faculty and the multiple programs and offices that support faculty in the School of Medicine. New efforts in this role will focus on identifying opportunities to create standardized and transparent processes within the office, prioritizing leadership development for current leaders in the School of Medicine, and developing a training and mentorship program in Restorative Justice to strengthen community and support a healthy and productive work climate. In addition to her administrative work at Duke, Dr. Becker has held multiple leadership roles in national committees and organizations in her field.



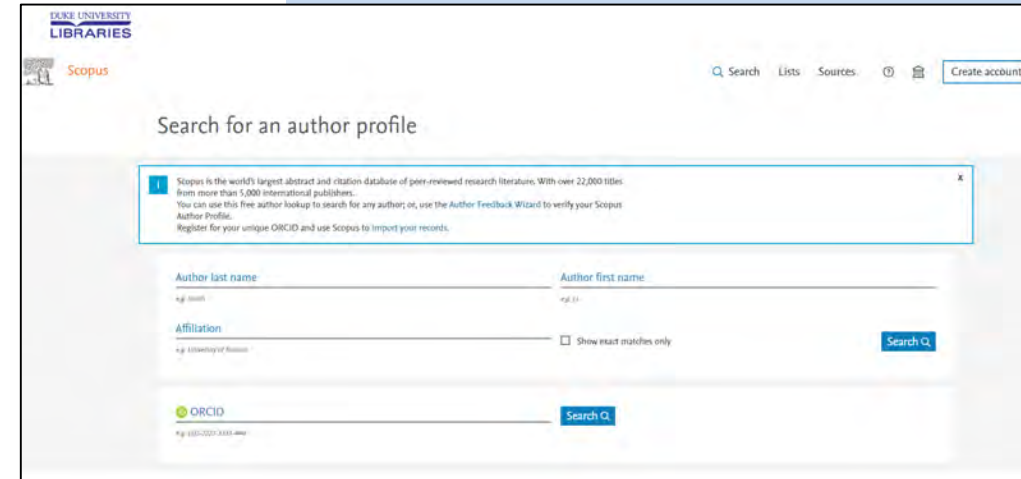
# Think about your impact

- Impact factor of journals you choose to publish in
- Times your papers are cited
- H-index
- iCite
- Consult a librarian

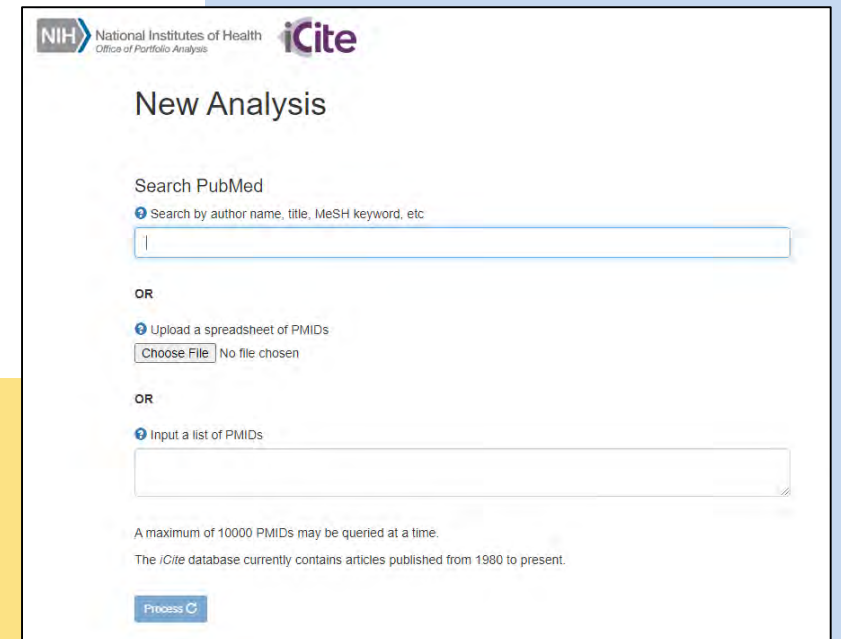
[medical-librarian@duke.edu](mailto:medical-librarian@duke.edu)

<https://www.scopus.com/freelookup/form/author.uri>

<https://icite.od.nih.gov/analysis>



The image shows the Scopus search interface for author profiles. At the top, there's a navigation bar with "DUKE UNIVERSITY LIBRARIES" and "Scopus" logos, along with links for "Search", "Lists", "Sources", and a "Create account" button. The main heading is "Search for an author profile". Below this is a large text box with a blue border containing a message: "Scopus is the world's largest abstract and citation database of peer-reviewed research literature. With over 22,000 titles from more than 5,000 international publishers. You can use this free author lookup to search for any author; or, use the Author Feedback Wizard to verify your Scopus Author Profile. Register for your unique ORCID and use Scopus to import your records." Below the message are three search sections: "Author last name" (with a placeholder "e.g. Smith"), "Author first name" (with a placeholder "e.g. J."), and "Affiliation" (with a placeholder "e.g. University of Boston"). There's a "Search" button and a checkbox for "Show exact matches only". Below these is an "ORCID" section with a placeholder "e.g. 0000-0001-5100-0001" and another "Search" button.

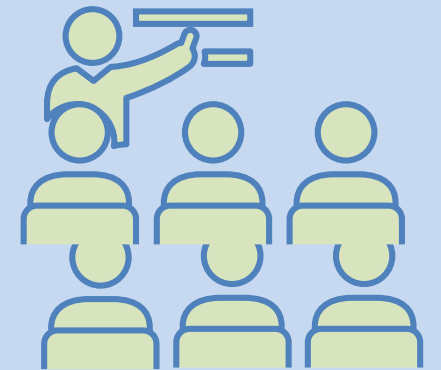


The image shows the iCite "New Analysis" interface. At the top, there's a header with the "NIH National Institutes of Health Office of Portfolio Analysis" logo and the "iCite" logo. The main heading is "New Analysis". Below this is a "Search PubMed" section with a sub-heading "Search by author name, title, MeSH keyword, etc." and a text input field. Below this is an "OR" section with a sub-heading "Upload a spreadsheet of PMIDs" and a "Choose File" button with the text "No file chosen". Below this is another "OR" section with a sub-heading "Input a list of PMIDs" and a text input field. At the bottom, there's a note: "A maximum of 10000 PMIDs may be queried at a time. The iCite database currently contains articles published from 1980 to present." and a "Process" button.



# Develop a Reputation

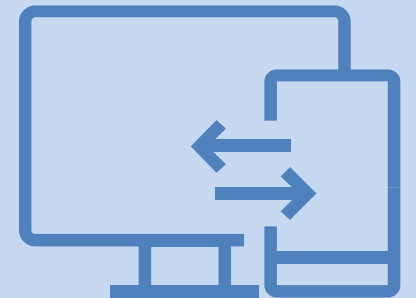
- National and international reputation
  - Examples
    - Presentations at scientific meetings
    - Visiting Professorships
    - Service on society committees
    - Participation in writing clinical guidelines
    - Service on editorial boards





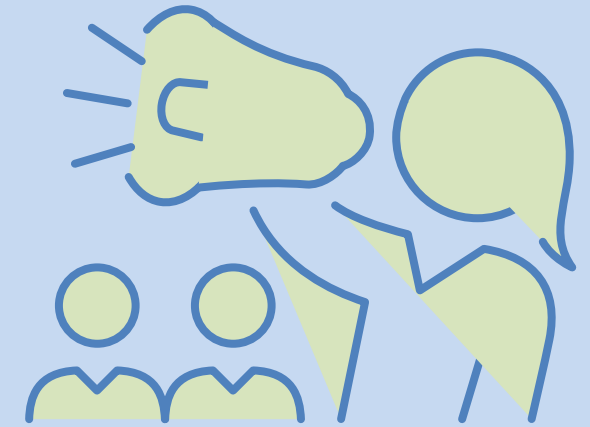
# Save evidence of your work NOW

- Teaching evaluations
- Invitations to serve on committees
- Unsolicited letters from patients
- Notices of awards
- **Update CV regularly**



# Communicate

- Identify the person responsible for moving your promotion forward
  - Division Chief, Section Head, Center/Institute Director
- Communicate with leadership about your career development and goals
- Utilize local resources:
  - Departmental Vice Chair for Faculty
  - DAPT chair or committee members
  - Mentorship committees



# Use your annual reviews

## Duke School of Medicine Annual Review Resources

- **Clinical and Basic Science** templates available
- Prepare for the review by:
  - Update your CV (via Scholars@Duke)
    - Or using Duke CV Format (this is new!)
    - Hint- ask for examples!
  - List all activities
  - List accomplishments
  - **REFLECT**
    - Identify goals (1 yr and longer term)
    - Plan questions
    - Attest to statement on professionalism
    - Describe how JEDAI lens applied to your work

### DUKE UNIVERSITY SCHOOL OF MEDICINE CLINICAL SCIENCES FACULTY ANNUAL CAREER CONFERENCE TEMPLATE

A regular and thoughtful performance review is a critical tool for professional advancement in an academic career. This template is intended to guide conversation about your productivity, scholarship, impact, responsibilities, citizenship, and progress toward promotion. The primary role of the reviewer is as an advisor, and will typically be the Department Chair, Division Chief, or Center/Institute Director. This process is separate from and supplemental to regular feedback from a mentor.

When you submit your dossier for academic promotion, you will be asked to write an **Intellectual Development Statement (IDS)**. It will be easier to author your IDS if you build it iteratively over time, updating it periodically. It is recommended that you use the Annual Career Conference to reflect on the theme of your work shaping your intellectual development and its impact on your professional communities and on society. Admittedly this can be difficult to discern early in a career. Taking a strength-based approach and discussing with your advisor will help you plan the arc of your career.

#### INSTRUCTIONS: ANNUAL REVIEW

STEP 1: Faculty member informed about the annual review process by the Department

STEP 2: Department initiates the annual review, forwarding form to faculty member to complete  
Department Chair and reviewer (Department Chair or designee)  
Faculty member and reviewer as signatories  
for permanent retention

### DUKE UNIVERSITY SCHOOL OF MEDICINE BASIC SCIENCES FACULTY REVIEW TEMPLATE

A regular and thoughtful performance review is a critical tool for professional advancement in an academic scientific career. This form is designed to guide an annual performance review for junior faculty who are engaged in bench research. A major goal of the annual review is to assist junior faculty in assessing their progress toward promotion. The reviewer will, in most cases, be the department chair, but may also be a division chief or center/institute director. This process is separate from and supplemental to regular feedback from a mentor.

Annual reviews may be initiated by junior faculty or by a supervising senior faculty. We recommend that the reviewing dyad discuss the process before the review. The completed form should then be submitted to the reviewer and followed by a meeting to complete the review process. See last page for sample questions to discuss during this review. Both parties should sign and date the form at the end.

#### INSTRUCTIONS: ANNUAL REVIEW

STEP 1: FACULTY MEMBER OR DEPARTMENT INITIATES THE ANNUAL REVIEW

STEP 2: FACULTY MEMBER COMPLETES FORM AND SENDS TO REVIEWER

STEP 3: FACULTY MEMBER MEETS WITH REVIEWER

STEP 4: REVIEWER COMPLETES WRITTEN ASSESSMENT AND BOTH PARTIES SIGN

**Name/Degree:** Click or tap here to enter text.

**Academic Rank and Title:** Click or tap here to enter text.

**Department:** Click or tap here to enter text.

**Define the 1-year time period covered by this review:** Insert date here (e.g. July 2018-June 2019)

Insert date here (e.g. July 2018-June 2019)

For the review period?

% work time (nearest 5%)	Is change anticipated in allocation?
Enter number %	Click or tap here to enter text.
Enter number %	
Enter number %	
Enter number %	

Activities in every category below. The most generates. Ideally, the discussion will be tied to the annual review specifics.

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Duke School of Medicine, Office for Faculty

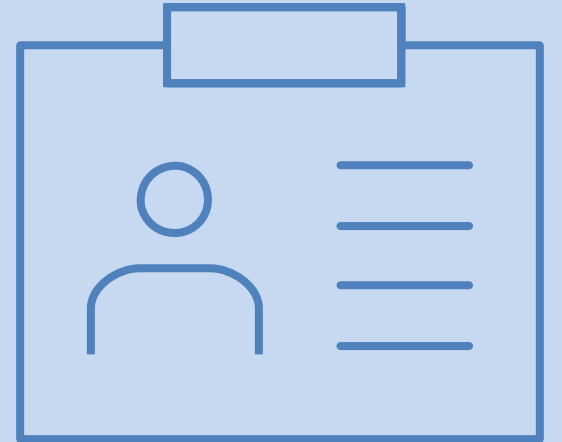
# Use your annual reviews

- Think about your career path
- How does your work align with promotion criteria?
- How can you explain the impact of your scholarship?
- Ask questions
  - “What areas do I need to develop further in the next year?”
  - “Are there specific actions I can take to strengthen my portfolio?”
  - “What accomplishment(s) would make it possible for you to fully support my promotion?”



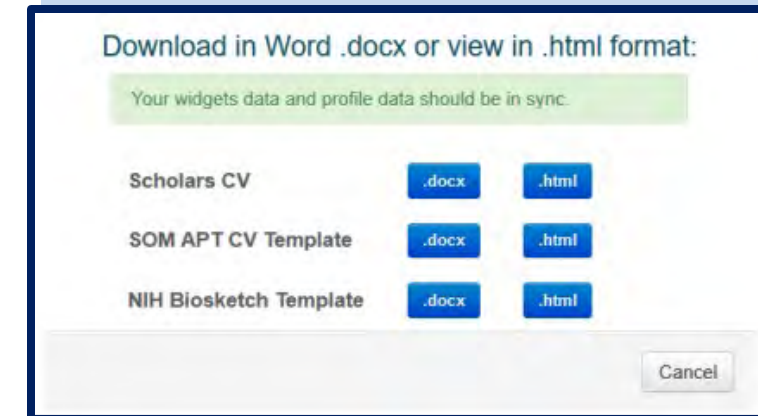
# Planning your dossier

- Formatted CV
- Intellectual development statement
- Relevant portfolio (if applicable)
  - Teaching
  - Advocacy
  - QI
- List of external evaluators
- Annotated Bibliography



# Duke Formatted CV

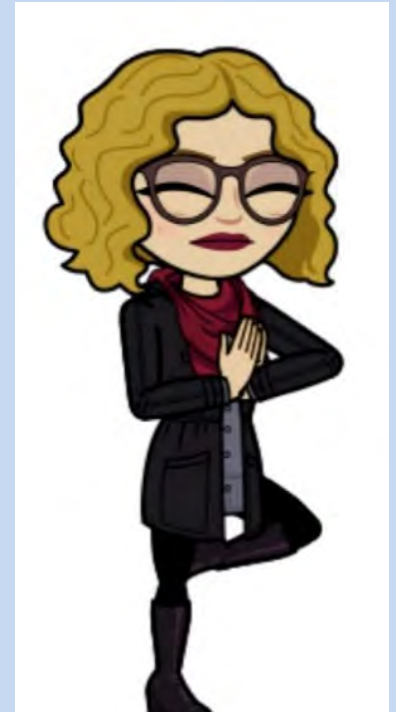
- Scholars@Duke can be used to create a Duke-formatted CV
  - Go to profile manager page
  - Click “Generate CV/Biosketch” button
  - Chose one of the 3 available formats
- For Duke CV template: See Duke Clinical Sciences APT Website
  - **Rev. 7/1/2022- use the correct version**
  - For Faculty>Resources> Faculty APT> Clinical Sciences APT
  - [Clinical Sciences APT site and resources](#)





# Intellectual Statement

- Educational Background & Training
- Activities
- Teaching Contributions
- Academic Achievements and Scholarship
- Grant Support
- Leadership (local, national, international)
- Community engagement
- Contributions to Diversity, Equity, Inclusion
- Plans for continued development
- *Please refer to Department specific guidelines*



# Career Track– intellectual development statement

- Primary Focus Area
  1. Clinical
  2. Research
  3. Education
- Secondary Focus Area
  1. Clinical
  2. Research
  3. Education
  4. Leadership/Service
  5. Clinical Practice Advancement

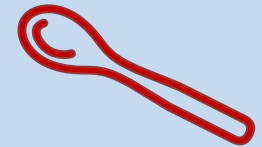
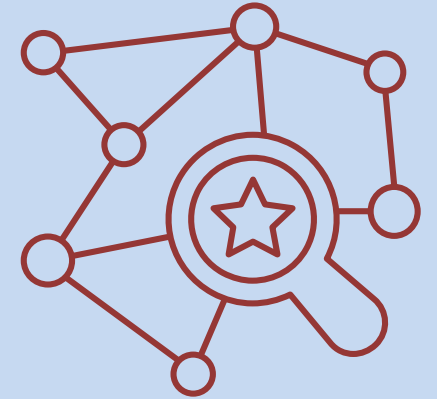


Suggest to **explicitly state focus area(s)** in your Intellectual Development Statement as a way to organize your IDS

***Must show scholarship and impact!!***

# Intellectual Statement

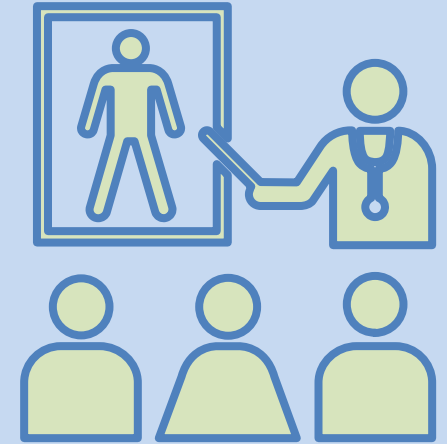
- **Explicitly** connect your accomplishments to written promotion criteria
  - “Through my work in X I have had the opportunity to work on national guidelines/present at an international meeting for Y, addressing the promotion criterion for “national reputation””



***Remember that graceful  
self promotion... here is  
where you will use it full  
force!!  
You can DO this!***

# Educational Contributions/ Summary of Teaching

- For faculty who want to be promoted based on educational scholarship
- Way to summarize accomplishments in a systematic way
- Utilize the IDS as well as a Summary of Teaching
- Tap into Department specific recs



# Educational Contributions/ Summary of Teaching

- **IDS:** Address accomplishments and plans as a teacher, mentor, and educator
  - Personal goals and strategies for achieving same
  - Approaches to and philosophy of teaching, learning, and mentoring
  - Courses, programs, and curricular activities, both accomplished and envisioned
  - Future directions
- **Summary of Teaching:** Allowable supplement to IDS
  - Tabular summary of activities
  - Description of ed. contributions that are considered their best efforts
  - At least 3 years included
  - CV may be referenced as appropriate

[Link to APT IDS and Summary of Teaching Example](#)

# Summary of Teaching template– examples

## Tabular Summary Of Teaching, Mentoring and Educational Activities. (C.V. may be referenced as appropriate)

### Activity in a fiscal year

#### Clinical Teaching

- Include ward rounds, routine supervision of learners in clinical settings, preceptor activities. Estimate number and type of learners as well as hours working with learners.

#### Lectures

- Number and audience (course names if applicable)

#### Seminars/Case Conferences

- Formal Seminars / Case Conferences that you present or direct. Note the audience and number of seminars.

#### Laboratories

- Document supervision in laboratories, such as the surgery practical labs, pathology labs and physiology labs.

#### Mentoring Activities

- Names of those mentored; indicate formal vs. informal mentoring

#### Research Preceptorship

- Include preceptorships of medical students, residents/fellows, graduate students, postdoctoral fellows, and junior faculty

#### CME (within Duke)

- Include Grand Rounds, journal clubs, and all other formal CME activities at Duke in which you have participated as instructional faculty. Indicate audience and sponsor, and program name/dates.

#### Course/Curriculum Development

- Note any major role in designing or revising an educational activity, such as medical school courses, resident seminars or CME programs

#### Materials Development

- Note any educational materials you developed, such as video or audio teaching tapes, or CD-ROM modules.

#### Educational Committees

- Include standing medical school, departmental and institutional committees which are primarily focused upon education, such as the Medical Center Continuing Medical Education Committee and the Medical School Curriculum Committee.

## BRIEF EDUCATOR PHILOSOPHY STATEMENT (250 words max)

### I. TEACHING

- Teaching activities (example table format included below)
- Teaching Evaluations (please limit to previous 5 years)
  - For example, may include annual summary/mean evaluation scores or selected comments that are representative examples of your teaching effectiveness
- Learner assessment activities

### II. CURRICULUM DEVELOPMENT

- Curriculum description
- Curricular Impact

### III. MENTORING/ADVISING

- List your mentees, dates of service, their current position, significant mentee achievements, etc.
- List your advisees, current position, significant achievements, advising outcomes

### IV. EDUCATIONAL LEADERSHIP/ADMINISTRATION

- List formal leadership positions, directorship of course or program, educational committees (provide brief description of committee, differentiate national or regional/local, your role, impact of committee)
- List administrative responsibilities in your professional environments

### V. OTHER INFORMATION

- Professional reviewer/moderator at the regional or national level
- Community programs or outreach opportunities
- Education awards or nominations
- Professional development efforts in education
- Duke Ahead engagement (grants, talks, etc)

An example table format for teaching activities:

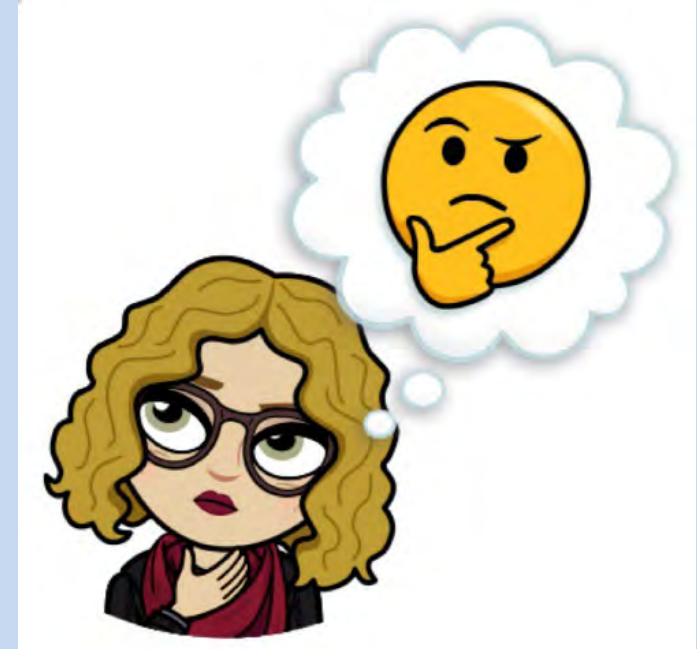
Teaching Activity (title or topic)	Dates Taught	Teaching Strategy and Context	Where Taught	Total Teaching Hours/Year	Type of Learner	Number of Learners/Year	Evaluation process	Evaluation Summary
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# Expressions of Scholarship

<https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/clinical-science-apt/faculty-3>

- Advocacy Scholarship Framework
- Digital Scholarship Framework
- Justice, Equity, Diversity, Antiracism, and Inclusion (JEDAI) Scholarship Framework
- Team Science Scholarship Framework



# Letters of Evaluations

For Promotion To:	Track	Internal Letters	External Letters
Associate Professor without tenure	Career	Up to 3	At least 3
Associate Professor without tenure	Tenure	Up to 3	At least 3
Associate Professor with tenure	Tenure	0	At least 6
Professor without tenure	Career	0	At least 6
Professor with tenure	Tenure	0	At least 6

## Assesses

- ✓ Quality
- ✓ Significance
- ✓ Impact
- ✓ How you rank relative to others
- ✓ Likelihood of achieving similar rank at another leading institution



# *A note on exceptions to authorship disqualifications*

- The following are **exceptions** to the co-authorship disqualification above:
  - Co-authorship of guidelines, policies, consensus statements, and similar works sponsored by professional societies and organizations, **subject to a limit of 2 review letters per dossier**
  - Co-authorship of a team science study (e.g., network or study group) where both the faculty member and the reviewer are contributors (e.g., site investigators) and not principal investigators of the study, **subject to a limit of 2 review letters per dossier**
  - Total of co-authorship exceptions above **is 3 review letters per dossier**

# Resources

## Department

APT coordinator

DAPT committee and DAPT committee Chair

SOM APT Office (usually through Dept. connections above)

Faculty APT Guidelines

<https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure>

Faculty Handbook

<https://provost.duke.edu/faculty-resources/faculty-handbook/>

Office for Faculty Development

<https://medschool.duke.edu/about-us/faculty-resources/faculty-development>



# Clinical Science APT Panel

(Stay in this room)



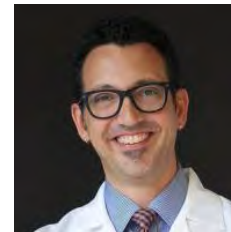
**Moderator:**  
**Mara Becker, MD MSCE**  
Vice Dean for Faculty  
Duke University School of Medicine



**Christine Marx, MD**  
Professor of Psychiatry and Behavioral  
Sciences  
Vice Chair for Faculty in Psychiatry and  
Behavioral Sciences



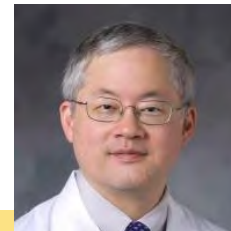
**Mitchell Heflin, MD, MHS**  
Professor of Medicine  
Associate Dean and Director, Center For  
Interprofessional Education and Care (IPEC)



**Greg Sawin, MD, MPH**  
Associate Professor in Family Medicine and  
Community Health  
Vice Chair for Education  
and Faculty Development



**Sandhya A. Lagoo-Deenadayalan, MD, PhD**  
Professor of Surgery  
Senior Fellow, Center for Aging, DU  
Associate Chief of Staff, Surgical Services,  
Durham VAHCS



**James Tchong, MD**  
Professor of Medicine  
Professor of Family Medicine  
and Community Health (Informatics)  
Associate Dean for Academic Appointments



# Clinical Science APT Panel (PhD breakout. We will lead you to Searle Center Lecture Hall)



**Moderator:**

**Cary Ward, MD**

Associate Dean for Faculty Development  
Associate Professor of Medicine  
Division of Cardiology



**Simon Gregory, PhD**

Professor of Neurosurgery  
Director, Brain Tumor Omics Program (BTOP)  
Vice Chair of Research, Department of Neurology  
Director, Molecular Genomics Core at the Duke  
Molecular Physiology Institute (DMPI)



**Huiman Barnhart, PhD**

Professor of Biostatistics & Bioinformatics  
Associate Chair for Faculty Mentorship and  
Development  
Member in the Duke Clinical Research Institute



**Diego V. Bohórquez, PhD**

Associate Professor of Medicine, Pathology, Cell Biology  
Associate Research Professor in Neurobiology  
Faculty Network Member of the Duke Institute for Brain  
Sciences



# Questions?

