

**DUSON
TRACK III APT Criteria**

The role of the faculty member in DUSON's Track III, a non-tenure earning track, is to contribute to the school's research mission in one of two ways, as a team scientist or as a methodological consultant/collaborator on other DUSON faculty research programs. Advancement in Track III is determined by progressive significance and impact of the faculty member's role as a team scientist or expertise in a methodological/statistical area, which receives national or international recognition. Significance refers to the importance or consequence of one's work. The impact of scholarship involves the academic, societal, and economical value on the larger world. Impact is defined as scholarly work that is of exceptional quality and influences clinical care, community and public health, the education of learners, policy, and other domains. All faculty members are expected to demonstrate excellence in teaching and progressive contributions in service.

Examples of evidence that might be used to support the significance and impact of the faculty member's work at each rank are listed below. These examples are illustrative only; a subset of these examples is necessary to document significance and impact, and other examples may be used.

| | ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
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| | Candidates for the rank of Assistant Professor in Track III have an earned doctoral degree, and are beginning scientists who have expertise in a substantive research or methodological/statistical area, and/or have demonstrated promise in research as team science members. | Candidates for the rank of Associate Professor in Track III have an earned doctoral degree in a research-related field, and have demonstrated excellence in research, methodological, or statistical expertise. They have received local or regional recognition and are developing national recognition for the significance and impact of their collaborative work as a team science member. | Candidates for the rank of Professor in Track III are senior scientists, methodologists or statisticians with a sustained record of contribution and have attained national and international recognition for the significance and impact of their work as a team science member. |
| Research^a | These faculty demonstrate: <ul style="list-style-type: none"> • potential excellence and potential significance and impact of their work. | In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate: <ul style="list-style-type: none"> • excellence in research, methodological or statistical area, and • leadership in research, methodological or statistical area | In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate: <ul style="list-style-type: none"> • a sustained record of excellence in research, statistics methodological area, and • established leadership in research, statistics or methodological area |

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| | <p>Examples:</p> <ul style="list-style-type: none"> • Potential to provide consultation to faculty, students or nursing staff based on expertise in a defined area of research design, measurement or statistics. • Potential to contribute in developing intramural or extramural research funding applications as a team member. • Co-author of peer-reviewed research-based publications; usually a minimum of 3 peer reviewed research-based publications. • Co-author of non-refereed articles/chapters in journals, books, reports, monographs, etc. • Participates in local or regional research presentations or workshop sessions on research design, measurement or statistics. | <p>Examples:</p> <ul style="list-style-type: none"> • Collaborates in developing and writing intramural and extramural research funding applications • Mentors junior faculty, students or nursing staff in a defined methodological area, e.g., research design, measurement or statistics. • Co-investigator on funded studies • Regularly publishes in peer reviewed journals; usually a minimum of 15 research-based publications • Participates in local, regional, and national research presentations or workshop sessions on design, measurement or statistics. • Collaborates in developing School-sponsored, local and regional research presentations or workshop sessions. • Serves as methodological or statistical reviewer for internal or external research funding applications or peer-reviewed journals. • Receives local/regional recognition as a methodologist or statistician through awards, invited papers, lectures. | <p>Examples:</p> <ul style="list-style-type: none"> • Collaborates with faculty to obtain extramural funding for multiple studies. • Mentors junior and senior faculty as well as students and nursing staff in the area of research, statistical or methodological expertise. • Serves as core/methods director on a Center grant. • Sustained record of publishing in peer reviewed journals; usually a minimum of 35 research-based publications. • Collaborates in extramurally funded research with findings that have significant application to basic science, practice, and/or policy. • Receives national recognition as a methodologist through awards, invited papers, lectures. |
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^a Faculty may submit for consideration alternative or non-traditional forms of scholarship if they are able to show evidence of impact. The onus is on faculty to provide evidence of impact in the Intellectual Statement. Examples of non-traditional scholarship: (1) Intellectual Property: patent applications; copyrights (including software); trademarks; tangible property (e.g., devices); invention disclosures; novel data products, processes, and procedures; installation of creative works; commissioned works; entity creations (e.g., startup organizations); (2) Novel Statistical Methods: new statistical methods, novel application of existing statistical methods; (3) Artificial Intelligence: incorporation into electronic health records, translation into clinical care or public health; and (4) Others with impact.

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| Teaching | <p>Assistant Professor These faculty are beginning educators and demonstrate:</p> <ul style="list-style-type: none"> • potential excellence in teaching | <p>Associate Professor In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • excellence in teaching and • leadership in education | <p>Professor In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in teaching and • established leadership in education |
| | <p>Examples:</p> <ul style="list-style-type: none"> • Develops course materials that reflect state of the science, current research findings and application of evidence to practice • Demonstrates effective classroom and online/distance education, as evidenced by student evaluations or peer evaluations • Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods • Presents innovations in teaching techniques at local conferences | <p>Examples:</p> <ul style="list-style-type: none"> • Active in curriculum/program review • Excellent in classroom and/or online and distance education, as evidenced by student evaluations or peer evaluations • Member or co-chair for student scholarly committees such as directed research, DNP projects, or dissertation research projects (independent investigator role) • Involves students in research, scholarly activity, and publication • Effectively mentors graduate students and junior faculty in research design (if independent investigator), or in methodology / measurement / statistics (if methodological consultant or collaborator) • Participates in interdisciplinary educational/ training programs within Duke Health or the University, and/or locally oriented service-education collaborations, educational outreach programs, or collaborative educational projects involving external agencies • Publishes contributions (such as articles in peer-reviewed or non-refereed journals, books, chapters, tapes, or computer materials) that support education in research or methodological specialty • Delivers presentations on research and education at regional or national meetings • Receives local or regional recognition or awards for effectiveness in educating students, postdocs, and junior faculty in research design (if independent investigator) or in methodology / measurement / statistics (if methodological consultant or collaborator) | <p>Examples:</p> <ul style="list-style-type: none"> • Synthesizes current research across disciplines in teaching • Outstanding in classroom and/or online and distance education, as evidenced by student evaluations or peer evaluations • Chair for student scholarly committees such as directed research, DNP projects, and dissertation research projects (Independent investigator role only) • Takes leadership role in School's educational programs • Regularly involves students in research, scholarly activity, and publication. • Recruits students via reputation for research and scholarship • Effectively mentors graduate students, postdoctoral fellows, and colleagues in research and research design (if independent investigator), or in methodology / measurement / statistics (if methodological consultant or collaborator) • Receives regional or national recognition or awards for effectiveness in educating students, postdocs, or junior faculty in research design (if independent investigator) or in methodology / measurement / statistics (if methodological consultant or collaborator) • Recognized by professional organizations for leadership in the education of researchers • Evidence of impact on the professional careers of former students and colleagues |

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| <p>Service Service to DUSON, Duke Health, and Duke University Service to the Profession Service to the Community</p> | <p>Assistant Professor These faculty are at a beginning level of involvement in service, and demonstrate:</p> <ul style="list-style-type: none"> • potential excellence in service | <p>Associate Professor In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • excellence in service, and • leadership in service | <p>Professor In addition to meeting the criteria for the rank of Associate Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in service, and • established leadership in service |
| | <p>Examples:</p> <ul style="list-style-type: none"> • Serves as member of school, association, agency, committee or task force on a local level • Reviews abstracts for local meetings or conferences. | <p>Examples:</p> <ul style="list-style-type: none"> • Shows consistent pattern of contributions to DUSON that increase over time in both quality and scope • Provides leadership on DUSON committees or activities and/or participates in joint planning groups between programs within DUSON • Serves as a member of a Duke Health or Duke University committee or task force • Serves as a member, officer, chair, or director of local, state or regional associations, agencies, committees, task forces or review groups • Reviews conference papers, posters or submissions to research or professional journal(s) • Reviews extramural small-grant proposals for funding • Organizes local, state or regional conferences or workshops • Participates in local, state, or regional health care or education focused initiatives, programs, services, policy committees; may take leadership role at the local, state or regional level • Advocates for or testifies on issues at the local, state or regional level • Consults for local, state or regional institutions, organizations or media • Publishes service-themed articles that describe innovative contributions to the profession and/or community • Presents on service contributions at local, state or regional conferences or meetings • Engages in service contributions that have significant effects on policies or programs of organizations served | <p>Examples:</p> <ul style="list-style-type: none"> • Assumes key leadership positions within DUSON, Duke Health, and/or Duke University • Spearheads major initiatives within DUSON, Duke Health, and/or Duke University • Elected or appointed to leadership positions in national or international scientific organizations or professional societies • Serves as editor or chair of editorial board for research or professional journal(s) • Sustained record of reviewing articles for research or professional journal(s) • Sustained record of service on review panels and /or study sections of national or international research funding organizations • Participates in leading national or international panel(s) for research or professional priority setting • Takes leadership role in national or international initiatives, programs, services, and policy committees that are concerned with professional issues • Consults for national or international institutions, organizations or media • Presents on service contributions at national or international conferences or meetings • Service activities have led to improved health care delivery or education, or significant impact on health at national or international level |

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| <p>Practice (Clinical) (Optional Area)</p> | <p>Assistant Professor If involved in clinical practice, these faculty show a beginning level of involvement, and demonstrate:</p> <ul style="list-style-type: none"> • potential excellence in professional practice as a clinician | <p>Associate Professor If involved in clinical practice, these faculty, in addition to meeting the criteria for the rank of Assistant Professor demonstrate:</p> <ul style="list-style-type: none"> • excellence in professional practice as a clinician and • leadership in professional practice | <p>Professor If involved in clinical practice, these faculty, in addition to meeting the criteria for the rank of Associate Professor, demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in advancing professional practice as a clinician, and • established leadership in advancing professional practice |
| | <p>Examples:</p> <ul style="list-style-type: none"> • Certified in specialty • Practice in specialty • Engages in evidence-based practice and uses research findings to improve practice | <p>Examples:</p> <ul style="list-style-type: none"> • Participates in constructing or reviewing questions for certification exams in specialty • Develops and implements innovative nursing/health care models for practice (or in area of expertise) • Participates in efforts that use research findings to improve practice • Participates in evaluation activities • Regularly translates research into recommendations for improvement of practice • Publishes clinical innovations or findings in peer-reviewed journals • Presents clinical innovations or findings at local/regional conferences • Engages in advocacy and/or provides expert testimony at local/regional level • Contributes to development of practice guidelines in specialty • Serves as a local/regional consultant in area of specialty • Receives local/regional awards for practice activities | <p>Examples:</p> <ul style="list-style-type: none"> • Serves on committees/task forces that review and evaluate certification and credentialing policy for specialty • Initiates practice activities that lead to creation/development of new systems for improved health care delivery • Develops proposals for national or international collaboration and innovative health care models for practice (or in area of expertise) • Mentors colleagues in translating research findings into the practice arena and evaluating effectiveness of translation • Invited to present on practice and policy innovations at national and international conferences • National/international advocacy and expert testimony • Appointed to national nursing or interdisciplinary task forces, or committees charged with determining best practices or policy in area of specialty • Receives national/ international awards for practice activities |