

**DUSON
TRACK II APT Criteria**

The role of the faculty member in DUSON's Track II, a non-tenure earning track, is to contribute to the school's mission through scholarly practice as a clinician, administrator or educator, as evidenced by dissemination of practice innovations in scholarly venues and leadership that transforms and improves practice. Activities for Track II faculty many times are focused on practice, education, and/or advocacy, which serve as a foundation for scholarly activities, contributions, and recognition of expertise. Advancement in Track II is determined by progressive significance and impact of the faculty member's scholarly practice, 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
	Candidates for the rank of Assistant Professor in Track II usually hold an earned doctoral degree, are beginning a career in scholarly practice and teaching, and demonstrate promise for excellence in these areas.	Candidates for the rank of Associate Professor in Track II hold an earned doctoral degree, have demonstrated excellence in scholarly practice, and have received local or regional recognition for the significance and impact of their contributions.	Candidates for the rank of Professor in Track II have a sustained record of excellence in scholarly practice, and have received national or international recognition for the significance and impact of their contributions.
Scholarship^a	<p><u>Assistant Professor</u> These faculty members demonstrate:</p> <ul style="list-style-type: none"> • potential for significant contributions to scholarship with a publication record • publications in peer-reviewed journals demonstrate a clear pattern of first or senior authorship 	<p><u>Associate Professor</u> In addition to meeting the criteria for the rank of Assistant Professor, faculty at this level demonstrate:</p> <ul style="list-style-type: none"> • excellence in contributions to scholarship, and • demonstrated leadership in scholarship including a sustained record of publications 	<p><u>Professor</u> In addition to meeting the criteria for the rank of Associate Professor, faculty at this level demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in contributions to scholarship, and • a sustained pattern of leadership in scholarship
	<p>Examples:</p> <ul style="list-style-type: none"> • Articles in peer-reviewed journals, book chapters, practice guidelines/recommendations, policy/position statements; usually a minimum of 1-3 publications 	<p>Examples:</p> <ul style="list-style-type: none"> • Leads innovative leadership and/or policy-related activities that have impact on various populations • Articles in peer-reviewed journals, book chapters, practice guidelines/recommendations, policy/position statements, educational or practice innovations, guest editorials, columns (e.g., non- 	<p>Examples:</p> <ul style="list-style-type: none"> • Receives national/international recognition (e.g., awards, invited papers/lectures) of scholarly contributions • Sustained publication record with articles in peer-reviewed journals, book chapters, practice guidelines/recommendations, policy/position

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	<ul style="list-style-type: none"> • Participates in innovative leadership and/or policy-related activities that impact various populations • Presents papers/posters at local conferences • Conducts and/or collaborates with colleagues on practice related scholarly activities • Receives local recognition for contributions in area of practice 	<p>peer reviewed sections in journals); usually a minimum of 15 scholarly publications of which there should be a sustained pattern of impact</p> <ul style="list-style-type: none"> • Publications in peer-reviewed journals demonstrate a clear pattern of first or senior authorship. • Presents papers/posters at local/regional and national conferences • Reviews peer-reviewed articles in area of practice for professional journals • Elected as Fellow in professional societies for scholarship practice • Receives regional/national recognition for scholarly contributions. 	<p>statements, educational or practice innovations, guest editorials, columns (e.g., non-peer reviewed sections in journals); usually a minimum of 35 scholarly publications of which there should be a sustained pattern of impact</p> <ul style="list-style-type: none"> • Majority of publications should be first/senior authored • Leads teams and/or receives significant extra-mural funding for practice-related scholarship • Mentors junior faculty or clinicians in area of scholarship • Presents papers, posters and/or other methods of professional presentation at national/international conferences • Serves as the editor, co-editor or on an editorial board of a peer reviewed journal
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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	<u>Assistant Professor</u> These faculty are beginning teachers who demonstrate: <ul style="list-style-type: none"> • potential for excellence in teaching 	<u>Associate Professor</u> In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate: <ul style="list-style-type: none"> • excellence in teaching and • leadership in education 	<u>Professor</u> 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 teaching and • established leadership in education
		Examples: <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 	Examples: <ul style="list-style-type: none"> • Develops, implements and evaluates innovative teaching techniques that promote critical thinking and independent approaches to student learning • Develops and actively promotes new learning opportunities and clinical sites for students • Involves students/learners in research/scholarly activities or publications • Serves on or chairs student scholarly project committees such as directed research, DNP project and/or dissertation • Mentors students and colleagues in meeting their professional goals; evidence of impact on the professional careers of former students • Participates in preparing or leading training grants • Demonstrates internal (DUSON) leadership in planning, implementing, evaluating and revising curricula • Participates in interdisciplinary educational/training programs within Duke Health, Duke University, and/or local or regional service-education partnerships, outreach programs, or collaborative projects involving external agencies • Serves as an accreditation site visitor • Serves as a teaching or curriculum consultant in the local/regional area • Presents teaching scholarship or innovations in teaching techniques at local or regional conferences in nursing education

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		<ul style="list-style-type: none">• Recognized by DUSON or other groups for excellence and leadership in teaching• Sustained record of effective teaching• Elected as Fellow in professional societies for education	
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Service	<u>Assistant Professor</u> These faculty are beginning their service contributions and demonstrate: <ul style="list-style-type: none"> • potential for excellence in service 	<u>Associate Professor</u> In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate: <ul style="list-style-type: none"> • excellence in service and • potential for leadership in service 	<u>Professor</u> 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 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 conferences or meetings 	<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 member of a Duke Health or Duke University committee or task force • Serves as member, officer, chair, director of local, state or regional associations, agencies, committees, task forces or review groups • Reviews conference papers, posters, book chapters, or submissions to professional journals • 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 • Engages in service contributions that have significant effects on policies/programs of organizations served • Elected as Fellow in professional societies for service • Recognized by DUSON or other groups for excellence and leadership in service 	<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 organizations or professional societies • Serves as editor or chair of editorial board for professional journal(s) • Sustained record of reviewing articles for professional journals • Participates in organizing national or international conferences or workshops • Takes leadership role in national or international initiatives, programs, services, policy committees that are concerned with professional issues • Advocates for or testifies on national or international policy issues that affect health care or education • Consults for national or international institutions, organizations or media • Service activities have led to improved health care delivery or education, or significant impact on health at national or international level • Serves on training grant review panels

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Practice (optional)	<u>Assistant Professor</u> These faculty are beginning their involvement in scholarly practice and demonstrate: <ul style="list-style-type: none"> potential for excellence in scholarly practice 	<u>Associate Professor</u> These faculty, in addition to meeting the criteria for the rank of Assistant Professor, demonstrate: <ul style="list-style-type: none"> excellence in scholarly practice and leadership in practice 	<u>Professor</u> These faculty, in addition to meeting the criteria for the rank of Associate Professor, demonstrate: <ul style="list-style-type: none"> a sustained record of excellence in scholarly practice and an established history of leadership in practice
	<p>Examples:</p> <ul style="list-style-type: none"> Achieves certification in area of scholarly practice Provides professional services to patients/families/communities or organizations Participates in implementing practice innovations and guidelines Engages in evidence-based practice and uses research findings to improve practice Presents practice innovations or findings at local conferences Precepts/mentors students Participates in clinical activities focused on achieving excellence in practice and improving health care outcomes. 	<p>Examples:</p> <ul style="list-style-type: none"> Provides excellent professional service to patients/families/ communities or organizations Participates in developing and evaluating practice innovations to improve health or advance excellence in clinical education Engages in advocacy and policy formulation efforts related to practice Contributes to the development of practice guidelines or standards Serves as a consultant in area of scholarly practice Regularly translates research into recommendations for improvement of practice Participates in the development of grants and contracts focused on achieving excellence in practice. Leads in clinical activities focused on achieving excellence in practice and improving health care outcomes. Contributions to practice scholarship are acknowledged through citation in the works of others Elected as Fellow in professional societies for practice 	<p>Examples:</p> <ul style="list-style-type: none"> Provides outstanding professional service to patients/families/ communities or organizations Leads the development/implementation/evaluation of practice innovations Uses expertise to shape policy, advance quality improvement initiatives, or plan/direct practice innovations at the national/international level Provides leadership at the national/international level that advance excellence in practice Invited to present on practice and policy issues at national/ international conferences Has significant record of funded activities that advance practice and improve health care outcomes. Receives national/international awards for contributions to practice