

Revision Date: 01 Jan 2021. This is a living document subject to update. The most recent version can be found at: <https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/new-clinical-sciences-faculty-tracks>. *This has been updated to reflect the Department of Pediatrics specific criteria (Feb, 2021)*

	Faculty Tenure Track	Faculty Career Track
Primary mission	Unique and innovative contributions to science and medicine, teaching and mentoring, education program development, clinical care	Clinical care, contributions to research and discovery, education of learners, support of the enterprise
Focus for Promotion	Scholarship and impact, innovation, reputation and influence, grant funding, teaching and mentoring, enterprise leadership; must meet criteria of Department and of SOM / Dean	Reputation and productivity, teaching excellence, contributions to research, scholarship and impact, enterprise leadership; specific criteria determined by Department and approved by SOM / Dean
Secondary Objectives	Metrics reflecting research productivity, impact, teaching and mentoring (esp. graduate students / fellows), mentee success (grants, publications, academic positions), clinical care quality, support of Open Science	Metrics reflecting clinical care quality, research productivity, education of learners, publications, grant funding, support of Open Science
Maximum years to tenure	10 (initiation of tenure review no later than the beginning of 10th year after the date of first appointment at Duke to the rank of Assistant Professor or higher; tenure decision by end of 10th year on faculty)	Not applicable (decision to pursue Tenure Track expected by ~year 6 at rank of Assistant Professor)
Scholarship effort	Substantial focus of professional effort (typically >30%)	Scholarship required, effort varies per focus
Research funding philosophy	Substantive support required (consistent with discipline)	Supportive but not required
Professionalism	Required	Required
Medical Instructor	Entry-level, pre-tenure clock (faculty are not assigned to either Tenure or Career Track)	
Assistant Prof	Entry-level, 10 year tenure clock, tenure-eligible (faculty are not assigned to either Tenure or Career Track)	
Associate Prof		
Scholarship: peer-reviewed publications - typical minimum total / first+senior	15 / 5	15 peer reviewed publications for faculty who choose research primary focus 10 publications or equivalent scholarly works for clinical or educational focus
Non-traditional scholarship	Encouraged (e.g., scholarly work on education, diversity equity and inclusion, advocacy, leadership, innovation, quality improvement, outreach, digital, social media); describe specifics in Intellectual Development Statement	Encouraged (e.g., scholarly work on education, diversity equity and inclusion, advocacy, leadership, innovation, quality improvement, outreach, digital, social media), can partially substitute for traditional publication; describe specifics in Intellectual Development Statement
Impact	Impact of peer-reviewed publications, evidence of influence / effect on field, published citations, commentaries, impact factor(s) in top 50% for rank and specialty - discuss in Impact section of Intellectual Development Statement	Must have impact at least at the institutional level.
Reputation	Strong regional	Institutional or Regional
Teaching	Duke, regional responsibilities - teaching evaluations must demonstrate excellence in teaching	Duke responsibilities- teaching evaluations must demonstrate excellence in teaching
Grant funding	Required (consistent with discipline)	Supportive
Multi-year contracts	Not offered	Per discretion of Department Chair as approved by Dean
Assoc Prof w tenure		Not applicable
Scholarship: peer-reviewed publications - typical minimum total / first+senior	25 / 10	
Non-traditional scholarship	Encouraged (e.g., scholarly work on education, diversity equity and inclusion, advocacy, leadership, innovation, quality improvement, outreach, digital, social media); describe specifics in Intellectual Development Statement	

Impact	Impact of peer-reviewed publications, evidence of influence / effect on field, published citations, commentaries, impact factor(s) in top 25% for rank and specialty, mentee success - discuss in Impact section of Intellectual Development Statement	
Reputation	National	
Teaching	Duke, regional, and national responsibilities - teaching evaluations must demonstrate excellence in teaching	
Grant funding	Peer-reviewed grant funding as Principal Investigator required (consistent with discipline)	
Full Prof without tenure	Not applicable	
Scholarship		Overall growth in scholarship (traditional peer-reviewed publications and / or non-traditional forms), with excellence across other domains - e.g., enterprise to national leadership responsibilities, durable contributions to education, leadership / service contributions to mission 40 peer reviewed publications for faculty who choose research primary focus 15 publications/equivalent scholarly works for clinical or educational focus
Impact		Impact of scholarship, evidence of influence / effect on field, published citations, commentaries, impact factor(s) in top 50% for rank and specialty - discuss in Impact section of Intellectual Development Statement
Reputation		National
Teaching		Duke, regional, and national responsibilities- teaching evaluations must demonstrate excellence in teaching
Grant funding		Supportive
Multi-year contracts		Per discretion of Department Chair as approved by Dean
Full Professor w tenure		Not applicable
Scholarship: peer-reviewed publications - typical minimum total / first+senior	50 / 20	
Non-traditional scholarship	Encouraged (e.g., scholarly work on education, diversity equity and inclusion, advocacy, leadership, innovation, quality improvement, outreach, digital, social media), can partially substitute for traditional publication; describe specifics in Intellectual Development Statement	
Impact	Impact of peer-reviewed publications, evidence of influence / effect on field, published citations, commentaries, impact factor(s) in top 25% for rank and specialty, mentee success - discuss in Impact section of Intellectual Development Statement	
Reputation	International	
Teaching	Duke, regional, national and international responsibilities - teaching evaluations must demonstrate excellence in teaching	
Grant funding	Expected (consistent with discipline and responsibilities)	

New faculty members in the Clinical Sciences are appointed at the rank agreed upon by the faculty member and the Department Chair, with approval of appropriate committees and Board of Trustees. Entry level faculty are typically assigned to either Medical Instructor or Assistant Professor. The tenure clock begins on the date of the first appointment at Duke to the rank of Assistant Professor or higher; these appointments are tenure-eligible. The tenure clock is not active at the Medical Instructor rank. The decision to pursue the tenure track is to be made in years 4-6 at the rank of Assistant Professor for those faculty potentially eligible for tenure. Track assignments may be changed only with the mutual agreement of the faculty member and the Department Chair. The complete APT Guidelines and other reference materials are available at: <https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/new-clinical-sciences-faculty-tracks>.