

Faculty Tenure Track

Faculty, through their creativity, contributions to knowledge advancement, engagement with the intellectual life of the University, and mentoring of learners, define the character and impact of Duke University. The awarding of tenure recognizes faculty for scholarship – sustained excellence in contributions to generalizable knowledge and the advancement of our core institutional missions – and anticipates continuous, ongoing scholarship across a faculty member’s career. This document describes the criteria for promotion on the Faculty Tenure Track, emphasizing the underlying theme of excellence in scholarship required for progress along this track.

The Faculty Tenure Track is intended for faculty in clinical departments of the Duke University School of Medicine holding a degree of MD, MD/PhD, DO, DO/PhD, MD/DVM, PhD/DVM or PhD who wish to be evaluated for promotion on the basis of their unique and innovative contributions to science and medicine through basic science research, translational research, clinical research, health services research, and education domains.

Domains of scholarship applicable to evaluation for promotion broadly encompass the disciplines of the biological sciences, population health sciences, epidemiology, biostatistics, informatics, health services, quality and performance improvement, community engagement, pre-clinical and clinical trials, education and educational methodologies, and other domains relevant to the prevention, diagnosis, and / or treatment of disease and the enhancement of healthcare delivery. Such scholarship must be aspirational, innovative, and unique, and must have demonstrable impact outside of the institution.

Scholarship can be demonstrated across any of four broad categories: 1) *scholarship of discovery – original research that advances knowledge*; 2) *scholarship of integration – synthesis that brings new insight about information and knowledge across disciplines, across topics within a discipline, or across time*, 3) *scholarship of engagement – application and evaluation of knowledge and expertise applied to consequential problems and societal needs of individuals and institutions*; and 4) *scholarship of teaching – systematic study of teaching and learning processes (Boyer EL, Scholarship Reconsidered: Priorities of the Professoriate. The Carnegie Foundation, 1990). Scholarship requires evaluation of work and demonstration of rigorous disciplinary expertise, along with dissemination outside of the institution in a durable format that can be evaluated and applied by others.*

Evaluation of applications for tenure and promotion are based on the individual’s portfolio of nationally and internationally recognized scholarly achievement (rather than funding or effort spent on scholarly activities per se). Clinical faculty desiring promotion on this track will likely devote a substantial portion of time to research.

Impact is defined as work that is of exceptional quality and affects and influences clinical care, healthcare and / or the education of learners. Work will have health and / or societal impact in one or more of the domains of clinical and medical benefits, community and public health

benefits, economic benefits, and policy and legislative benefits (Luke DA, et al., *The Translational Science Benefits Model: A New Framework for Assessing the Health and Societal Benefits of Clinical and Translational Sciences*. Clin Transl Sci (2017) 00, 1–8; doi:10.1111/cts.12495).

The potential for promotion will also be assessed by the level of engagement in the academic community of the University, School of Medicine, and Health System. Professional conduct that reflects the Core Values of the School of Medicine and the Duke University Health System is required. These Core Values include (<https://medschool.duke.edu/about-us>):

- Excellence in education, research and patient care
- Respect for and inclusion of people from all backgrounds
- Commitment to service, solving real world problems
- Sense of urgency in transforming discoveries into improved human health
- Professionalism and integrity demonstrated in all aspects of performance and effort –

These Core Values reflect what is required of all Duke faculty and are an expectation of faculty seeking promotion in any track.

Faculty are expected to excel in additional activities, as appropriate to their areas of interest and contributions to Duke. With promotion, faculty are expected to demonstrate increasing levels of leadership in their sphere of expertise. All faculty are expected to contribute to the education of learners. In the case where educational activities generate content that is unique, widely disseminated, and can be demonstrated to impact educational practice outside of the institution, this intellectual content may be considered as supportive of promotion on the Faculty Tenure Track. Some, but not all, faculty on this track will deliver clinical care, and / or be involved in administration and service. Assessment of the faculty member’s performance in clinical, educational, and administrative endeavors (as secondary measures to scholarly productivity) will be based on accepted performance metrics relevant to these activities (e.g., clinical outcomes measures, assessments of educational activities, and programmatic success, respectively). Collaborative activities, particularly those that facilitate the success of others, are highly valued, and ongoing, effective, and generous mentoring of learners is an expectation that increases with faculty rank.

The table below illustrates expectations of faculty members on the Tenure Track.

Activity	Expectations of Faculty Tenure Track
Peer-reviewed publications	expected
1 st author peer-reviewed publications	expected
Senior author peer-reviewed publications	expected
Team science middle author publications	expected
External funding (clinical or education focus)	expected
External funding (research focus)	expected
Independent, peer-reviewed external funding	expected
PI of independent research group	expected
PI of independent non-NIH research grants	expected

PI of independent NIH research grants and contracts	expected
Institutional impact	expected
National impact (Associate Professor)	expected
National impact (Professor)	expected
International impact (Professor)	expected
Service to Duke	expected
Service with National Recognition NIH study section Journal editor or editorial board member Chair of National Meeting session Invited speaker	expected
Service with International Recognition Chair of International Meeting session Invited speaker	expected

Criteria for Appointment, Promotion and Tenure

The primary criterion for the awarding of tenure is **scholarship**, which requires the dissemination of original, innovative, and scholarly work in a durable format that has substantial and measurable impact outside of the institution. In addition, to be considered for tenure, faculty are required to demonstrate excellence across other domains including clinical practice, education, and leadership / service.

Excellence in the delivery and advancement of clinical practice, a high level of effectiveness in teaching and education, and local / national leadership and service are important and expected components of the promotion consideration but are not in themselves sufficient for promotion. The term “scholarship” is explicitly used throughout this document (rather than the words “research” or “investigation”) as “scholarship” best reflects the desire of the School of Medicine to include a variety of academic activities that meet the definition highlighted in bold above and as described by Boyer. Effort inclusive of the entirety of the Duke Health System, including the Durham Veteran’s Administration (VA) Medical Center and the national VA system, may be considered in support of promotion.

The following outlines the general guidelines and performance measures for appointment and promotion on the Faculty Tenure Track. It is recognized that individual faculty will demonstrate productivity and contribution in different areas of focus such that all criteria in each performance area will not be applicable to every individual.

Appointment Ranks

Associate Professor, tenure track, without tenure

To be promoted to the rank of Associate Professor without tenure, the faculty member will have demonstrated scholarship in their primary field of interest as well as impact across other domains (clinical, educational, and leadership / service domains) that support the academic missions of the School of Medicine.

Faculty at this level should have a developing national reputation, manifested as scholarly

productivity sufficient to sustain a portfolio of academic excellence and the promise of ongoing contributions to the academic community. For clinical faculty, the ability to attract clinical referrals from a wide region or, for primary care fields, acknowledgement as a recognized expert in the care of patients, populations or communities will be considered in the promotion decision as well as outstanding contributions to teaching, mentoring, and leadership / service. Professional conduct consistent and in keeping with the Core Values of the School of Medicine and the Duke University Health System and the Statement on Faculty Professionalism is required. This rank is assigned independent of the final tenure decision (i.e., it is a pre-tenure rank).

Expectations of individuals to be promoted to the rank of Associate Professor without tenure include the following.

Scholarship

- Scholarship should be reflective of original thought, bringing new insights to the University community, and expected to eventually create novel approaches to relevant basic science, translational, clinical educational, and / or healthcare issues for broader dissemination.
- Independent, external evidence of scholarship within the faculty member's chosen field is required.
 - Examples include Principal Investigator (PI) status on a funded research program or clinical trial, management of an academic core activity, or major contribution to a collaborative initiative. Status as Co-Investigator or project PI may be considered if it is evident that the faculty member brings substantive and unique contributions to the scholarly effort.
- Initial success in the procurement and management of external funding is typical, particularly for non-clinical faculty promoted on the Faculty Tenure Track.
 - Receipt of an externally awarded federal grant (e.g., NIH K, P, R or U mechanisms, or grants awarded by the National Science Foundation [NSF], Department of Defense [DOD], or Veteran's Administration [VA]) will be viewed as responsive to scholarship requirements at this level. Other examples include consistent foundation or industry support in the faculty member's field of interest sufficient to allow their pursuit of novel, impactful scholarship and / or innovation.
 - Procurement of external funding, although important, is not required for promotion. A greater weight is placed on the record of scholarship reflecting substantive contributions to the area of study (rather than funding or effort spent on scholarly activities per se).
- Collaboration with other investigators is encouraged, and important contributions to a substantial funded collaborative initiative are responsive to the scholarship requirements at this level.
 - Team science is recognized and valued by the School of Medicine as an essential component of academic scholarly work. To appropriately acknowledge and reward the contributions of the individual faculty member, faculty promotion dossiers should document such contributions when the faculty member is not the first or senior author on a publication or the principal investigator of a grant. This includes annotation of team science publications and grants on the Duke CV regarding the roles and contributions of the faculty member and reflection about same in the personal statement. Additional documentation can include letter(s) of

support from members of the team. The letter of support provided by the Division Chief and Department Chair should also address the contributions of the faculty member to team science.

- Authorship of peer-reviewed publications is required. Numbers and impact will vary by department and type / topic of scholarship. For faculty who have little or no clinical or leadership / service responsibilities, expectations are for higher than minimal numbers of publications. Publication number alone is insufficient for promotion – the body of work must demonstrate impact on the field. Publications should be based on outstanding, original, and innovative findings, educational innovations and / or important clinical applications of novel principles, either scientific or technical.
 - Scholarship responsive to this requirement is centered on publication of work in the faculty member's area or expertise that is viewed as significant. Objective metrics may include the impact factor of the journals accepting the work, advancements of the faculty member's *h*-index or similar metrics, and lay press or other acknowledgement of the work's broad interest.
 - The 5 most important papers, as identified by the faculty member, will be included in the promotion dossier and reviewed by the Department APT (DAPT) Committee for originality and significance of scholarship.
 - For clinical and team science researchers, publications related to studies of which the individual is not first or senior author can be counted toward the minimum number of first / senior author publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader or collaborators (in letters of support), and the DAPT Committee judges the faculty member's contribution to be significant.
 - Scholarship in the field of education is considered supportive of promotion in this track provided there is dissemination of original, innovative, scholarly work in a durable format that has substantial and measurable impact outside of the institution. Examples include the development of innovative educational curricula that are published and disseminated, with evidence of successful adoption and high impact outside of Duke, published and experimentally validated methodologies, and white papers in collaboration with national and international educational groups. For education researchers, publications related to educational collaboratives for which the individual is not first or senior author can be counted toward the minimum number of publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader, and the DAPT Committee judges the faculty member's contribution to be significant.
- As appropriate, intellectual property development is also considered, provided there is evidence of the faculty member's significant contribution and the work is peer reviewed.

Clinical Activities

- While outstanding clinical service is typically evident in this requirement, this can also be satisfied by impact on a clinical field.
- Faculty who practice in a specialty or subspecialty and are referral-based clinicians should have a regional reputation for excellence. For primary care and other physicians who work primarily within the Duke Health System, evaluation for promotion will be based on recognition of the faculty member as an expert in the care of patients,

populations, or communities. This recognition should grow to a national reputation during the time spent within this faculty rank, proportionate to the degree to which clinical activity is the basis for advancement.

- Faculty with scholarship focused primarily in clinical research should demonstrate evidence of broad clinical impact and / or innovation.
- Faculty with scholarship focused on basic science and translational research should ideally (but not necessarily) demonstrate evidence of progressive translational integration of their portfolio with ongoing clinical programs.

Educational Activities

Faculty are expected to:

- Participate in the dissemination of knowledge, particularly within their area of scholarly focus.
- Demonstrate leadership with national health professions educational organizations.
- Provide mentorship to learners, educator-scientists and / or clinician-scientists.

All faculty on the Faculty Tenure Track should have a strong and active mentoring portfolio, with increasing mentoring expected at higher academic ranks.

Leadership / Service

- Faculty are encouraged to develop a reputation and should assume responsibility as institutional leaders at this level and demonstrate a consistent pattern of effective leadership skills. For example:
 - Selection to lead initiatives, selection to participate in Duke sponsored leadership development activities, selection as a residency or fellowship associate program director or program director, or chair of a major graduate medical education committee such as a clinical competency committee
- Service as full committee member on institution-wide committees is encouraged, such as Institutional Review Board (IRB) panel, Institutional Animal Care and Use Committee (IACUC), Institutional Biosafety Committee, or Medical School Admissions committee. Service should extend for at least one year to be considered in the dossier, with attendance consistent with committee standards.
- Evidence of institutional contributions to administrative activities is also encouraged, typically outside of the Division or Department.
- Open Science provides a mechanism for data sharing that supports data transparency and integrity, facilitates scientific discovery and promotes public health. Participation in Duke Open Science and other Open Science platforms is highly valued by the School of Medicine. Opportunities for documentation of contributions to Open Science include annotation of publications listed in the Duke CV, in the personal statement (for bodies of work such as specific research initiatives), and in the letter of support provided by the Division Chief and Department Chair. Participation is considered under the broad category of service to the School of Medicine. The quality and use of data deposited into Open Science platforms by faculty may be recognized for contributing to knowledge generation and research integrity. Specifics of the policy are available at <https://scholarworks.duke.edu/open-access>.
- Evidence of leadership at the Division or Department level in the context of research and

other scholarly activities is expected, including active participation in the identification and recruitment of new faculty as requested by the Chair.

Associate Professor with tenure

This rank is appropriate for faculty who have demonstrated an extended period of academic excellence at a national level and whose accomplishments justify a permanent affiliation with the University and the academic privileges afforded through tenure. The granting of tenure is an acknowledgement of the judgement on the part of the institution that the individual faculty member will be an asset to Duke throughout the duration of their career. Faculty members must conduct themselves in a manner that is considered aspirational. Professional conduct consistent and in keeping with the Core Values of the School of Medicine and the Duke University Health System and the Statement on Faculty Professionalism is required.

To be promoted to the rank of Associate Professor with tenure, the faculty member will have established the following. Criteria for achievement listed under each category below are meant to build on those described for prior ranks and should be considered in that context.

Scholarship

- Establishment of a national reputation as an investigator as demonstrated by substantive scholarship, publication, grant funding, participation in NIH study sections and other review groups, and / or offices in professional societies is expected prior to an award of tenure. This includes demonstration of a sustained program of scholarship with a trajectory of increasing contributions and the mentoring of young investigators, as well as a national reputation for innovative scholarship that contributes to the academic missions.
- Tenure may be granted for outstanding educational scholarship that aligns with the description of tenure-worthy scholarship above.
- Sustained success in the procurement and management of external funding is typical of faculty at this level.
 - Receipt of multiple external federal grants (NIH K, P, R, or U mechanisms and / or renewals), or other national granting agencies such as the NSF, DOD or VA, will contribute toward the requirement for scholarship at this level. Other examples include consistent foundation or industry support in the faculty member's field of interest sufficient to allow them to pursue novel, impactful investigation. External investment in innovative techniques and substantial philanthropic support is also considered supportive of promotion.
- Collaboration with other investigators is encouraged, with commitments to team science viewed highly favorably.
- Support of the Duke Open Science policy is viewed highly favorably.
- Authorship of peer-reviewed publications is required. Numbers and impact will vary by department and type / topic of scholarship. Publications reflecting large collaborative efforts are encouraged. For faculty who have little or no clinical or leadership / service responsibilities, expectations are for higher than minimal numbers of publications. Publication number alone is insufficient for promotion – the body of work must demonstrate impact on the field. Publications should be based on outstanding, original, and innovative findings, educational innovations and / or important clinical applications of novel principles, either scientific or technical.

- Scholarship responsive to this requirement is centered on publication of work in the faculty member's area or expertise that is viewed as significant. Objective metrics may include the impact factor of the journals accepting the work, advancements of the faculty member's *h*-index or similar metrics, and lay press or other acknowledgement of the work's broad interest.
- The 10 most important papers, as identified by the faculty member, will be included in the promotion dossier and reviewed by the Department APT (DAPT) Committee for originality and significance of scholarship.
- For clinical and team science researchers, publications related to studies of which the individual is not first or senior author can be counted toward the minimum number of first / senior author publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader or collaborators (in letters of support), and the DAPT Committee judges the faculty member's contribution to be significant.
- Scholarship in the field of education is considered supportive of promotion in this track provided there is dissemination of original, innovative, scholarly work in a durable format that has substantial and measurable impact outside of the institution. Examples might include the development of innovative educational curricula that are published and disseminated, with evidence of successful adoption and high impact outside of Duke, published and experimentally validated methodologies, and white papers in collaboration with national and international educational groups. For education researchers, publications related to educational collaboratives for which the individual is not first or senior author can be counted toward the minimum number of publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader, and the DAPT Committee judges the faculty member's contribution to be significant.
- As appropriate, intellectual property development is also considered, provided there is evidence of the faculty member's significant contribution and the work is peer reviewed.

Clinical Activities

- While outstanding clinical service is typically evident in this requirement, this can also be satisfied by impact on a clinical field.
- For clinical faculty, the clinical reputation should be characterized by mastery of their clinical domain; ideally, their research will inform clinical practice. The faculty member should be able to convey this expertise to others.
 - Examples of appropriate performance include a strong national reputation for excellence that increases the clinical and educational opportunities for the institution, a regional referral pattern (if appropriate), inclusion in national guideline setting or protocol writing panels, and other markers of clinical excellence such as outcomes measures, patient satisfaction indices, and positions with national societies.
 - Discoveries that advance new technologies or therapeutic agents or procedures, particularly those associated with intellectual property, are considered responsive to the clinical requirements for tenure.

Educational Activities

- While tenure is granted primarily on the basis of scholarship, the expectation is that all individuals who seek tenure will have made educational contributions to the institution and beyond. Examples of educational activities that can be used to support promotion include:
 - Invited lectures at national meetings, seminars, and workshops, regional presentations, and successful mentorship of graduate students and residents pursuing advanced degrees (e.g., Master's and PhD degrees).
 - Development and / or maintenance of an accredited residency or fellowship program as a residency or fellowship program director or associate program director, or similar responsibility.

Leadership / Service

- Advancement for tenure must be supported by objective evidence of effective leadership skills demonstrated within the institution and beyond.
- Examples are committee service (e.g., chair search, strategic faculty recruitments, five-year reviews, periodic reviews of academic units including departments, divisions, centers, institutes, and other work groups as needed), participation in national leadership training such as offerings of the Association of American Medical Colleges (AAMC) and Executive Leadership in Academic Medicine (ELAM) programs.
- Service as a full committee member on institution-wide committees such as an IRB panel, Institutional Animal Care and Use Committee (IACUC), Institutional Biosafety Committee, Medical School Admissions committee, with attendance consistent with committee standards, is expected. The goal at this level of promotion is to recognize efforts to develop effective processes, structure and procedures that facilitate and improve organizational effectiveness and deliver positive impact on the institution.
- Service as the program director of an Accreditation Council for Graduate Medical Education (ACGME) accredited program is considered supportive.
- Overlap is acknowledged between national leadership as an investigator and scholar (NIH study section, editorial board membership and leadership, session chair or program planning committee for national meeting) and service as defined in this section.
- Open Science provides a mechanism for data sharing that supports data transparency and integrity, facilitates scientific discovery and promotes public health. Participation in Duke Open Science and other Open Science platforms is highly valued by the School of Medicine. Opportunities for documentation of contributions to Open Science include annotation of publications listed in the Duke CV, in the personal statement (for bodies of work such as specific research initiatives), and in the letter of support provided by the Division Chief and Department Chair. Participation is considered under the broad category of service to the School of Medicine. The quality and use of data deposited into Open Science platforms by faculty may be recognized for contributing to knowledge generation and research integrity. Specifics of the policy are available at <https://scholarworks.duke.edu/open-access>.
- Professional conduct consistent and in keeping with the Core Values of the School of Medicine and the Duke University Health System is required.

Professor with tenure

The rank of Professor is reserved for faculty members who have attained extraordinary national and international eminence as demonstrated by exceptional scholarship, publications, and participation in activities that reflect national and international influence and prominence such as

participation in NIH study section and equivalent review groups, offices in professional societies, and / or prizes and awards. Faculty at the Professor level will be recognized as national and international leaders and have demonstrated evidence of pivotal scholarly accomplishments.

To be promoted to the rank of Professor with tenure, the faculty member will have achieved the following. Criteria for achievement listed under each category below are meant to build on those described for prior ranks and should be considered in that context.

Scholarship

- Faculty at this rank will have a significant role in leadership of a nationally prominent program of scholarship. Significance of the work is demonstrated by impactful scholarship, publications, participation in NIH study sections and equivalent review groups, and / or office in professional societies.
- Exceptional scholarship in education consistent with that described above will be considered as supportive of promotion.
- Faculty at this rank will typically have an established record of sustained funding through peer-reviewed grants (e.g., NIH, NSF, DOD, VA, foundations, industry).
- Evidence of highly collaborative scholarly efforts as demonstrated through joint grant submissions and co-authorship of peer-reviewed publications, and leadership roles on multi-investigator, multi-project grants is expected.
- Authorship of peer-reviewed publications is required. Numbers and impact will vary by department and type / topic of scholarship. Publications reflecting large collaborative efforts are viewed favorably. For faculty who have little or no clinical or leadership / service responsibilities, expectations are for higher than minimal numbers of publications. Publication number alone is insufficient for promotion – the body of work must demonstrate national and international impact on the field. Publications should be based on outstanding, original, and innovative findings, educational innovations and / or important clinical applications of novel principles, either scientific or technical.
 - Scholarship responsive to this requirement is centered on publication of work in the faculty member's area or expertise that is viewed as significant. Objective metrics may include the impact factor of the journals accepting the work, advancements of the faculty member's *h*-index or similar metrics, and lay press or other acknowledgement of the work's broad interest.
 - The 20 most important papers, as identified by the faculty member, will be included in the promotion dossier and reviewed by the Department APT Committee for originality and significance of scholarship.
 - For clinical and team science researchers, publications related to studies of which the individual is not first or senior author can be counted toward the minimum number of first / senior author publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader or collaborators (in letters of support), and the DAPT Committee judges the faculty member's contribution to be significant.
 - Scholarship in the field of education is considered supportive of promotion in this track provided there is durable dissemination of original, innovative, scholarly work that has substantial and measurable impact outside of the institution. Examples might include the development of innovative educational curricula that are published and disseminated, with evidence of successful adoption and high impact outside of Duke, published and experimentally validated methodologies,

and white papers in collaboration with national and international educational groups. For education researchers, publications related to educational collaboratives for which the individual is not first or senior author can be counted toward the minimum number of publications if there is attestation and description of the faculty member's intellectual contributions made by the team leader, and the DAPT Committee judges the faculty member's contribution to be significant.

- As appropriate, intellectual property development is also considered, provided there is evidence of the faculty member's significant contribution and the work is peer reviewed.
- Metrics and expectations more reflective of specialty-specific standards for scholarship may be further delineated at the Department level as long as those specifications meet the minimum standards described in this document.

Clinical Activities

- While outstanding clinical service is typically evident in this requirement, this can also be satisfied by impact on a clinical field.
- The clinical faculty member must have a national or international reputation for exceptional knowledge with continued evidence of influence in the field of clinical medicine.
 - Clinical and / or academic reputation should foster referrals from across a multi-state region or demonstrate evidence that scholarship has otherwise contributed to national and international clinical practice standards. Patient referrals and clinical care should be integrated into a program for advancing the medical education and / or research goals of the institution. Further evidence of reputation can be demonstrated by inclusion in national and international guideline setting panels, or by participation in national boards and leadership groups within the faculty member's field.

Educational Activities

- Professors are expected to have participated in the dissemination of knowledge across a wide arena. Activities may include invited lectures at national and international meetings, seminars, and workshops. Participation is expected in medical student, resident, graduate student, and peer education and training. Formal teaching responsibilities are not required, but if carried out contribute most substantively to the overall portfolio of educational activity when accompanied by measures of effectiveness.
- Professors with an education focus are expected to have substantive participation with national educational organizations for three or more years such as an ACGME Review Committee or a national ACGME or AAMC Committee or Task Force.
- Mentorship of learners, both formal and informal, is a critical responsibility. Ongoing contributions are expected and should increase with rank. Documentation should be provided as to the impact of mentorship.

Leadership / Service

Professors should be clearly recognized as leaders in the institution. Evidence of institutional leadership across the mission areas in a manner that improves the effectiveness of the organization is required for promotion at this level.

- Multi-year service as a full committee member on institution-wide committees such as an

IRB panel, Institutional Animal Care and Use Committee (IACUC), Institutional Biosafety Committee, Medical School Admissions committee, with attendance consistent with committee standards, is required. The goal at this level of promotion is to developing effective processes, structures and procedures to facilitate and improve organizational effectiveness and deliver positive impact on the institution.

- Service as the program director of an ACGME accredited residency or fellowship program is recognized as supportive of promotion.
 - Contributions to the institution through service to the Duke School of Medicine, Duke Hospital, Duke University, and Department committees, will be considered favorably for promotion.
 - Overlap is acknowledged between national leadership as an investigator and scholar (NIH study section, editorial board membership and leadership, session chair or program planning committee for national meeting) and service as defined in this section.
 - Open Science provides a mechanism for data sharing that supports data transparency and integrity, facilitates scientific discovery and promotes public health. Participation in Duke Open Science and other Open Science platforms is highly valued by the School of Medicine. Opportunities for documentation of contributions to Open Science include annotation of publications listed in the Duke CV, in the personal statement (for bodies of work such as specific research initiatives), and in the letter of support provided by the Division Chief and Department Chair. Participation is considered under the broad category of service to the School of Medicine. The quality and use of data deposited into Open Science platforms by faculty may be recognized for contributing to knowledge generation and research integrity. Specifics of the policy are available at <https://scholarworks.duke.edu/open-access>.
 - Professional conduct consistent and in keeping with the Core Values of the School of Medicine and the Duke University Health System is required.
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