

Department of Pediatrics Career Track Promotion Criteria to Assistant Professor, Associate Professor, and Professor

This track applies to faculty who wish to be evaluated for promotion on the basis of excellence in clinical care, effectiveness as educators, and / or contributions to research. **Faculty on this track are expected to excel in their domain of expertise, engage in scholarly activity, and contribute substantively in at least one other domain (see below for descriptions and examples of domains).**

Scholarship. Scholarship is critical to the demonstration of impact and is expected on the Faculty Career Track. Scholarship may take many forms, including original contributions in diagnostic approaches, therapeutic or surgical interventions, safety and quality of care delivery, biostatistics, informatics, data science, bioethics, medical humanities, healthcare communications, education, basic science, translational science, clinical research, health services research, population health, and other clinical care and healthcare related fields.

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).

Please see the additional guidance surrounding Alternative Scholarship as outlined on the Duke School of Medicine Clinical Sciences APT: [Alternative Scholarship Guidelines](#)

Impact. For faculty with a clinical and/or educational focus, promotion on the Faculty Career Track is awarded in recognition of the overall impact of contributions to the academic missions of Duke, with impact evaluated primarily at the institutional level. Evidence of impact outside the institution is not required for promotion on the Faculty Career Track, but documented regional, national, or international impact will substantively strengthen the promotion dossier. For faculty with a research focus, particularly those with little or no clinical responsibilities, impact outside the institution is required.

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 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).

Professionalism. Engagement in the academic community of the University, School of Medicine, and Health System will be evaluated in the promotion process. Professional conduct that reflects the Core Values of the School of Medicine and the Duke University Health System is required. These Core Values include:

- 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

Three Areas of Primary or Secondary Focus: Description and Examples

Clinical Focus: Faculty with a primary focus of clinical are expected to:

- Deliver high quality, compassionate, innovative and evidence-based clinical care;
- Perform clinical duties with the highest level of professionalism, empathy, and skill;
- Deliver innovative and evidence-based clinical care;
- Be recognized by peers as an outstanding, efficient physician;
- Contribute to process and systems improvement, aspiring to become clinical leaders within Duke Medicine, as a component of demonstration of their impact on clinical practice (e.g., participation in local and regional administrative think tanks and conferences, development of processes to facilitate and improve organizational effectiveness, membership on University committees and task forces, and local or regional leadership positions in professional societies);
- Have an established reputation for expertise in a field;
- Develop new clinical treatments, devices, or concepts, as evidenced by original publications, reviews, or books.

Research Focus: Faculty with a primary focus of research are expected to:

- Develop high quality, innovative, original research contributions;
- Be collaborative, extending the research capabilities of Duke and facilitate research opportunities for additional faculty;
- Produce substantive scholarship, including original peer review manuscripts;
- Facilitate the research and academic activities of their Division and Department, and/or lead a funded research program; and
- Contribute expertise and leadership to advancing the research enterprise, such as participation in local and regional administrative meetings, think tanks, or conferences, development of processes to facilitate and improve organizational effectiveness, membership on School of Medicine and University committees, task forces, search committees, NIH study sections, leadership positions in professional societies or a national organization.
- Sustained and / or independent research funding is not required; however, effort on funded grants or other forms of demonstrated contribution to ongoing funded activities is expected.

Education Focus: Faculty with a primary focus of educational are expected to:

- Participate and lead educational activities at department, school, regional and national levels;
- Have an established record in the design, delivery, and evaluation of education programs, including didactic courses, adult learning frameworks, learner performance assessments, and/or programmatic impact assessment (learner, patient, system);
- Be invited to speak at education sessions at regional and national meetings and at professional societies; Be the recipient of institutional or national teaching awards;
- Participate and lead in specialty societies;

- Develop new educational products, programs, tools, devices, or concepts, as evidenced by original publications, reviews, books, or education methodologies, articulating education philosophy, or developing a pathway for future education innovation.

Additional areas that can be used as a secondary focus area include:

Any primary focus area not cited as primary or

Leadership/Service: Examples include:

- Leadership of a Program, Division, or Center;
- Participation and leadership in regional or national organizations and committees;
- Contribution to interdisciplinary approaches to patient care;
- Contribution of expertise and leadership to advancing healthcare is expected, such as participation in local and regional administrative meetings, think tanks, or conferences; development of processes to facilitate and improve organizational effectiveness;
- Membership on School of Medicine and University committees, task forces, search committees, and local or regional leadership positions in professional societies or mid- level leadership of a national organization.

Clinical Practice Advancement: Examples include:

- Leadership in developing and evaluating innovative approaches that advance patient care; Coordinating a variety of processes, systems and platforms in the domains of patient safety, quality improvement, and IT innovation;
- Organization and leadership of CME courses focused on clinical practice. There should be demonstration of improved outcomes in the quality of care, patient satisfaction, value of care, and / or return on investment when describing impact in this domain.

The Department of Pediatrics Appointment, Promotions, and Tenure (APT) Committee will use the following guidance for promotion to Assistant Professor (“undifferentiated” track) and to Associate Professor or Professor on the Career Track.

All faculty at all ranks and all tracks are expected to demonstrate:

- Professionalism
- Collaboration
- Mentoring/teaching
- Service
- Impact

In all cases, the accomplishments must be sustained and impactful. Faculty are expected to provide multiple examples of accomplishments.

Appointment as Assistant Professor

All Assistant Professors are considered to be “undifferentiated”, that is, they are not on Career or Tenure track. They are expected to select Career or Tenure track at the time they are promoted to Associate Professor.

Appointment as an Associate Professor/Career Track

The career track is for faculty who wish to be evaluated for promotion on the basis of excellence in clinical care, effectiveness as educators, and/or contributions to research. To be promoted to the rank of Associate Professor, the faculty member will have a strong institutional (or wider) reputation for excellence in their area of expertise. The Pediatric APT expects faculty members advancing to Associate Professor to demonstrate a cumulative, sustained body of work with at least institutional or regional recognition and impact.

In addition to demonstration of excellence and impact, faculty must demonstrate scholarship. Sufficient scholarship is critical for promotion to Associate Professor on the Career Track.

- Faculty on the Career Track who choose **research** as their primary focus are expected to demonstrate a body of sustained work with impact and to have authored at least 15 peer-reviewed, original manuscripts. It is not a requirement to be first or senior author on the manuscripts; middle authorship is valued by the institution's commitment to team science. Faculty with research as their focus may also demonstrate success by involvement in grants (co-investigators, site PIs, or PIs); however, funding does not substitute for manuscripts.
- Faculty on the Career Track who choose **education** or **clinical** as their primary focus are expected to demonstrate a body of sustained scholarly work with impact, which may include:
 - Peer reviewed manuscripts (original scientific or review articles)
 - Book chapters
 - Case reports
 - Grants or contracts
 - Policy documents
 - National guidelines
 - Advocacy for legislation
 - National QI collaboratives
 - QI projects with demonstrable impact locally or regionally
 - Educational curricula or tools with demonstrable impact
 - Social media or other platforms (if impact can be demonstrated)
 - Clinical practice guidelines created and implemented locally or regionally
 - Development and implementation of clinical informatics tools that improve the utilization of the EMR with measureable impact

***This is not an all-inclusive list. Please see descriptions above as well as APT guidance on Alternative Scholarship ([Alternative Scholarship Guidelines](#)) for additional examples.*

The applicant must describe in the intellectual development statement (IDS) how the body of work is scholarly, sustained, and impactful.

Appointment as Professor/Career Track

The rank of Professor is reserved for individuals who are recognized both within and beyond the institution as outstanding clinicians, educators, and/or investigators with a scholarship portfolio that enables and advances the academic missions. In addition, the Professor must demonstrate effective engagement with the School of Medicine in several ways, including:

- Leadership and innovation through Department level programs that could serve as exemplars for other institutions to emulate
- Mentorship of learners and colleagues
- Collaboration across departments, disciplines, or institutions
- Executive level leadership within a service line, local or regional organization, committee or task forces of the University

While clinical service is highly valued in the Department of Pediatrics, it is expected that Professors of Pediatrics, Career Track, will demonstrate a national or international reputation. In general, the Pediatric APT expects full professors to demonstrate sustained scholarly work in which the total body of work demonstrates impact at the national or international level.

- For faculty who identify **research** as their primary focus area within the Career Track, it is expected that they have at least 40 peer-reviewed publications, but they do not have to be first or last author for a specific number of publications as middle authorship is valued as evidence of participation in team science. While it is expected that most career track professors with a primary focus area of research will have 40 original manuscripts, this is not an absolute requirement. For example, someone with fewer manuscripts but where the faculty member is senior author in high profile journals might be able to demonstrate impact and national reputation of a sufficient degree with fewer papers.
- For faculty in the Career Track who choose **clinical** or **education** as their primary focus, scholarly work would traditionally be expected to be co-authorship of at least 15 manuscripts; however, congruent with the new SoM Career Track, scholarship defined more broadly (see list above for Associate Professor and [Alternative Scholarship Guidelines](#) for additional examples) may substitute for some, but not all of the traditional manuscripts.

The applicant must describe in the intellectual development statement (IDS) how the body of work is scholarly, sustained, and impactful.

Overall, the pediatric APT has an emphasis on individuals being well-rounded with contributions across the missions including research and education, as well as clinical care for those with clinical responsibility. National (+) reputation, impact, and scholarly work are critical, and if non-traditional scholarly work is to be cited, then the applicant must clearly demonstrate the impact of the scholarly work within the promotion dossier.