

July 27, 2018

Sally Kornbluth, PhD
Provost and Jo Rae Wright University Professor
Duke University

Dear Provost Kornbluth:

Faculty in the School of Nursing are requesting approval by Academic Council of our revised criteria for Appointment, Promotion, and Tenure (APT). In 2017, the APT Committee in the School of Nursing revised the criteria and exemplars for promotion of faculty in Tracks I, II, and III in response to questions raised by faculty and a request from the Faculty Governance Association for more specific guidelines at each faculty rank. The three tracks in the School are: Track I (tenure earning, 4 ranks); Track II (non tenure earning, focused on teaching and clinical practice, 3 ranks); and Track III (non tenure earning, focused on statistical and research support, 3 ranks).

In December 2017, the Faculty Governance Association in the School of Nursing voted to endorse the revised APT criteria and exemplars. These revised criteria were then reviewed by the Academic Programs Committee (APC), which recommended that the statements about the number of publications be moved to the examples section of the Track I, Track II, and Track III criteria. The APT committee made these revisions as recommended, and the faculty in the School voted to endorse the revised APT criteria. The attached memo from the Chair of the Faculty Governance Association confirms the vote by faculty.

I have attached a summary of the School of Nursing's faculty appointment tracks and APT committee structure. Also attached are the Track I, II, and III criteria, which include the revisions suggested by the APC. Pending final approval, the effective date for implementation of the revised criteria for all current and new faculty members is targeted for January 1, 2019.

Thank you for your consideration of this request for approval.

Sincerely,



Marilyn H. Oermann, PhD, RN, ANEF, FAAN
Thelma M. Ingles Professor of Nursing
Chair, Appointment, Promotion, and Tenure Committee
School of Nursing

cc: Marion Broome, PhD, RN, FAAN, Dean and Ruby Wilson Professor
Susan F. Booth

School of Nursing Appointment, Promotion, and Tenure

Faculty Appointment Tracks. Regular rank faculty in the School of Nursing are appointed to one of three tracks determined by the primary focus of her/his career. Advancement in rank in each track is demonstrated by progressive significance and impact of the faculty member's work. Teaching and service contributions are expected of all school of nursing faculty.

- a. **Track I, a tenure earning track.** Track I faculty contribute to the school's mission by advancing the science of nursing through research as an independent investigator, as evidenced by a program of research, scholarly publications, and extramural research funding.
- b. **Track II, non-tenure earning clinical/practice track.** Track II faculty members 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 typically center on practice and/or education, which serve as a foundation for scholarly activities, contributions, and recognition of expertise.
- c. **Track III, non-tenure earning research track.** Track III faculty members contribute to the school's research mission in one of two ways, as a team scientist or as a methodological consultant/collaborator on other school research programs.

APT Committee Structure and Membership. The responsibilities of the School of Nursing's APT Committee are to:

- a. recommend appointments and promotions at associate and professor ranks in all tracks
- b. recommend tenure actions
- c. conduct 5th year reviews for non-tenured Track I faculty and periodic reviews of other faculty as needed.

The APT Committee consists of 14 members - 6 Track I Professors, with tenure; 4 Track I Associate Professors, with tenure, and 4 Track II or Track III Professors - elected by the school's Faculty Governance Association from the eligible pool of faculty members (Track I Professors with tenure and Associate Professors with tenure, and Track II and Track III Professors), each for a two-year term. The committee chair, elected by committee members, must be a Track I Professor and cannot be a school administrator, defined as having a supervisory responsibility or direct reporting relationship with a faculty member (e.g., Executive Vice Dean, Associate Dean of Academic Affairs). A member of the APT Committee who is a Track I Professor, selected by the Committee, sits as an ex-officio member of the school's Peer Review Committee. The Peer Review Committee evaluates faculty progress toward meeting promotion and tenure criteria and provides feedback to the faculty member. These evaluations are done for faculty on all tracks every three years (for Track I faculty, only done prior to tenure).

In addition, the School of Nursing's faculty is organized into three divisions, each focused on an area of expertise: Healthcare of Women & Children, Healthcare in Adult Populations, and Clinical Health Systems & Analytics. Each division is led by a chair who has responsibility to lead, support, and facilitate mentorship of regular rank faculty who are fulfilling the teaching, research, scholarship, practice, and service missions of the school and the University. The Division Chair's responsibilities related to faculty appointment, promotion, and tenure are outlined below.

- Advises faculty about career advancement and advises faculty about appointment, promotion, and tenure as appropriate;
- Assists faculty with career planning and progress towards promotion, reappointment, or tenure.
- Reviews a faculty member's promotion dossier for accuracy and compliance with dossier expectations within the school prior to a faculty member submitting the dossier for the full review.

**DUSON
TRACK I APT Criteria**

The role of the faculty member in DUSON's Track I, a tenure earning track, is to contribute to the school's mission by advancing the science of nursing through research as an independent investigator, as evidenced by a program of research, scholarly publications, and extramural research funding. Advancement in Track I is determined by progressive significance and impact of the scholar's research, which receives national or international recognition. 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 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 WITHOUT TENURE	ASSOCIATE PROFESSOR WITH TENURE	PROFESSOR WITH TENURE
	Candidates for the rank of Assistant Professor in Track I have an earned doctoral degree and are beginning investigators who have demonstrated creativity and promise in their early program of research, have expertise in a substantive or methodological area, and have peer reviewed publications.	Candidates for the rank of Associate Professor without Tenure in Track I have demonstrated excellence in a program of research, have received regional recognition for the significance and impact of their work, and demonstrate a sustained pattern of peer reviewed and research based publications..	Candidates for the rank of Associate Professor with Tenure in Track I have demonstrated excellence in a program of research, have received national recognition for the significance and impact of their work, and demonstrate a sustained pattern of peer reviewed and research based publications.	Candidates for the rank of Professor with Tenure in Track I are senior investigators who have a sustained record of excellence in a program of research, have received national/international recognition for the significance and impact of their work, and demonstrate a sustained pattern of peer reviewed and research based publications.
Research	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> ● potential excellence, significance and impact in research 	<p>In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● excellence in research, which is recognized regionally ● evidence of a developing a pattern of research funding linked with dissemination through publications 	<p>In addition to meeting the criteria for the rank of Associate Professor without Tenure, these faculty demonstrate a sustained pattern of:</p> <ul style="list-style-type: none"> ● excellence in research, which is recognized nationally ● research funding linked with dissemination through publications 	<p>In addition to meeting the criteria for the rank of Associate Professor with Tenure, these faculty demonstrate a sustained record of :</p> <ul style="list-style-type: none"> ● excellence in research, which is recognized nationally and/or/internationally ● established leadership in research recognized nationally and/or internationally
	<p>Examples:</p> <ul style="list-style-type: none"> • Focused area of independent research that has the promise for obtaining future extramural research funding • Conducts own pilot research project(s) • Has received intramural or extramural small grant funding • Authors or co-authors published scholarly work from dissertation, post-doctoral research, or related research collaborations in peer-reviewed journals; usually a minimum of 3 peer reviewed research based publications. • Presents research papers/posters at local, state and/or regional conferences 	<p>Examples:</p> <ul style="list-style-type: none"> • Serves or has served as principal investigator on at least one extramurally funded research project, equivalent to a career development award or R03 • Peer reviewed research-based publications include but are not limited to: databased, methodological, research protocols, theoretical. • Serves or has served as co-investigator, participating investigator, or consultant on research projects of other faculty • Regularly publishes research and databased articles in focused field of research in peer-reviewed journals, including top-tiered nursing research, nursing specialty, and interdisciplinary journals; usually a minimum of 15 peer reviewed, research based publications of which there should be a 	<p>Examples:</p> <ul style="list-style-type: none"> • Serves or has served as principal investigator on one or more significant (R01 equivalent) extramurally funded research project • Strong record of collaboration in research with colleagues • Strong record of publication of research and databased articles in focused field of research in peer-reviewed journals, including top-tiered nursing research, nursing specialty, and interprofessional journals; usually a minimum of 25 peer reviewed research-based publications of which there should be a sustained pattern of first or senior author • Invited to present research at national conferences • Impact of research publications is demonstrated by citations, published responses/evaluations/reviews 	<p>Examples:</p> <ul style="list-style-type: none"> • Has sustained record of success in extramurally funded research • Leads and mentors extramurally funded research team • Sustained record of publication of research and databased articles in focused field of research in peer-reviewed journals, including top-tiered nursing research, nursing specialty, and interdisciplinary journals; usually a minimum of 50 peer reviewed research-based pubs of which there should be a sustained pattern of first or senior author. • Principal author of scholarly works of exceptional quality that are frequently cited and recognized as major contributions in the field • Invited to present keynote or featured presentations

DUSON
TRACK I APT Criteria

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR WITHOUT TENURE	ASSOCIATE PROFESSOR WITH TENURE	PROFESSOR WITH TENURE
Research (cont.)		<p>sustained pattern of first or senior author.</p> <ul style="list-style-type: none"> • Receives local/regional award(s) for outstanding research, publication(s), or invited lectures 	<ul style="list-style-type: none"> • Research has stimulated work of other researchers or provided new applications in field • Research has impacted regional/national health practice, education, or policy • For an individual involved in team science, there is a clear pattern of leadership • Elected as Fellow in professional societies (e.g., American Academy of Nursing) 	<p>at national/international conferences</p> <ul style="list-style-type: none"> • Leadership in research includes: consultant on grants, study section member, visiting professorship • Research impacts national/international health practice, education, or policy • Writes Center grants to develop student and faculty research

**DUSON
TRACK I APT Criteria**

Teaching	<u>Assistant Professor:</u> These faculty are beginning educators, and demonstrate: <ul style="list-style-type: none"> ● potential excellence in teaching 	<u>Associate Professor without Tenure:</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 	<u>Associate Professor with Tenure:</u> In addition to meeting the criteria for the rank of Associate Professor without Tenure, these faculty demonstrate: <ul style="list-style-type: none"> ● excellence in teaching, and ● leadership in education 	<u>Professor with Tenure:</u> In addition to meeting the criteria for the rank of Associate Professor with Tenure, these faculty demonstrate: <ul style="list-style-type: none"> ● a sustained record of excellence in teaching, and ● established leadership in education
		<u>Examples:</u> <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 	<u>Examples:</u> <ul style="list-style-type: none"> • Active in program curriculum development and review • Develops and actively promotes new learning opportunities and clinical sites for students • Involves students in research/scholarly activity or publication • Serves on student scholarly committees such as directed research, DNP projects, or dissertation • Mentors students in meeting professional goals; evidence of impact on the professional careers of former students • Publishes articles in peer-reviewed or non-refereed journals or books in area of educational expertise (e.g., innovative teaching techniques, course development, program evaluation, etc.) • Presents innovations in teaching techniques at local or regional conferences in nursing education • Serves as teaching or curriculum consultant in the local or regional area 	<u>Examples:</u> <ul style="list-style-type: none"> • Develops, implements, and evaluates innovative teaching techniques that promote critical thinking and independent approaches to student learning • Demonstrates internal leadership (DUSON) in planning, implementing, evaluating, reviewing, and revising curricula • Chairs student scholarly project committees such as directed research, DNP projects, or dissertation • Mentors doctoral students to compete for extramural funding • Participates in preparing or leading training grants • Participates in interdisciplinary educational/ training programs within Duke Health or Duke University, and/or locally oriented service-education partnerships, outreach programs, or collaborative projects involving external agencies • Serves as accreditation evaluator or visitor • Recognized by DUSON, professional organizations or other groups for excellence and leadership in teaching • Sustained record of effective teaching • Editor or co-editor of book(s) in area of expertise or as editor of special topic in nursing or interdisciplinary journal

**DUSON
TRACK I APT Criteria**

<p style="text-align: center;">Service</p> <p>Service to DUSON, Duke Health, and Duke University</p>	<p>Assistant Professor: These faculty demonstrate beginning involvement in service, and demonstrate:</p> <ul style="list-style-type: none"> ● potential for excellence in service 	<p>Associate Professor without Tenure: 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 	<p>Associate Professor with Tenure: In addition to meeting the criteria for the rank of Associate Professor without Tenure, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● excellence in service, and ● leadership in service 	<p>Professor with Tenure: In addition to meeting the criteria for the rank of Associate Professor with Tenure, these faculty demonstrate:</p> <ul style="list-style-type: none"> ● a sustained record of excellence in service, and ● established leadership in service
<p>Service to the Profession</p> <p>Service to the Community</p>	<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 member, officer, chair, or director of local or state associations, agency, task force committee(s) • Reviews submissions to research or professional journal(s) • Reviews extramural small-grant proposals for funding • Organizes local and state 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 • Consults for local institutions, organizations or media • Publishes service-themed articles that describe innovative contributions to the profession and/or community • Presents on service contributions at local or state conferences or meetings 	<p>Examples:</p> <ul style="list-style-type: none"> • Chairs DUSON committees or task forces • Participates in joint planning groups (DUSON with Duke Health or Duke University departments, divisions, or schools) • Serves as member, officer, chair, or director of regional association, agency, task force committee(s) • Serves as editorial board member or section editor for research or professional journal(s) • Reviews extramural grant proposals for funding; ad hoc reviewer at NIH or other national group • Organizes regional conferences or workshops • Leads regional initiatives, programs, services, and policy committees • Consults for regional institutions, organizations or media • Publishes service-themed articles in peer-reviewed journals or in widely distributed non-refereed media • Presents on service contributions at regional or national 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 professional or research 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 health care 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

**DUSON
TRACK I APT Criteria**

Practice (Clinical) (Optional Area)	Assistant Professor: If involved in clinical practice, these faculty are beginning their involvement, and demonstrate: <ul style="list-style-type: none"> ● potential excellence in clinical practice 	Associate Professor without Tenure: If involved in clinical practice, these faculty, in addition to meeting the criteria for the rank of Assistant Professor, demonstrate: <ul style="list-style-type: none"> ● excellence in clinical practice 	Associate Professor with Tenure: If involved in clinical practice, these faculty, in addition to meeting the criteria for the rank of Associate Professor without Tenure, demonstrate: <ul style="list-style-type: none"> ● excellence in clinical practice, and ● leadership in professional practice 	Professor with Tenure: If involved in clinical practice, these faculty, in addition to meeting the criteria for the rank of Associate Professor with Tenure, demonstrate: <ul style="list-style-type: none"> ● a sustained record of excellence in clinical practice, and ● established leadership in advancing professional practice
	Examples: <i>Practice Activities</i> <ul style="list-style-type: none"> • Certified in specialty • Practice in specialty • Engages in evidence-based practice and uses research findings to improve practice 	Examples: <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 • Provides clinical supervision for students from nursing and other healthcare professions • Publishes clinical innovations or findings in peer-reviewed journals • Presents clinical innovations or findings at local conferences • Engages in advocacy and/or provides expert testimony at local level • Contributes to development of practice guidelines in specialty • Serves as a local consultant in area of specialty • Receives local awards for practice activities 	Examples: <ul style="list-style-type: none"> • Leads in developing, implementing, and evaluating innovative nursing/health care models for practice (or in area of expertise) • Collaborates in planning, obtaining funding for, and conducting evaluation activities • Provides leadership in translating research findings into practice • Presents clinical innovations/findings at regional meetings • Advocates and provides /expert testimony at regional level • Evaluates regional practice guidelines or certification requirements in the specialty area • Serves as a regional consultant in area of specialty • Receives regional awards for practice activities 	Examples: <ul style="list-style-type: none"> • Serves on committees/task forces that review and evaluate national 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/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/international conferences • Provides national/international advocacy and expert testimony • Appointed to national/international 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

**DUSON
TRACK II APT Criteria**

The role of the faculty member in DUSON's Track II, a non-tenure earning practice/clinical 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. 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 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	<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, 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 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>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-peer reviewed sections in journals); usually a minimum of 15 scholarly publications of which there should be a sustained pattern of impact 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 	<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 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 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

DUSON
TRACK II APT Criteria

		<ul style="list-style-type: none">• Elected as Fellow in professional societies for scholarship practice• Receives regional/national recognition for scholarly contributions.	<ul style="list-style-type: none">• Serves as the editor, co-editor or on an editorial board of a peer-reviewed journal
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**DUSON
TRACK II APT Criteria**

Teaching	<p><u>Assistant Professor</u> These faculties are beginning teachers who demonstrate:</p> <ul style="list-style-type: none"> • potential for excellence in teaching 	<p><u>Associate Professor</u> In addition to meeting the criteria for the rank of Assistant Professor, these faculties demonstrate:</p> <ul style="list-style-type: none"> • excellence in teaching and • leadership in education 	<p><u>Professor</u> In addition to meeting the criteria for the rank of Associate Professor, these faculties demonstrate:</p> <ul style="list-style-type: none"> • a sustained record of excellence in teaching and • 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"> • 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 • 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 	<p>Examples:</p> <ul style="list-style-type: none"> • Leads major initiative(s) within DUSON to plan, develop, implement and evaluate new academic programs/curricula or major revisions of existing programs/curricula • Provides leadership in developing and evaluating interdisciplinary educational programs featuring collaboration of DUSON with Duke Health or Duke University • Provides leadership in developing and securing funding for educational/training programs within national or international service-education partnerships, outreach programs, or collaborative projects involving external agencies • Strong pattern of sustained mentorship • Invited to present in area of expertise at national or international meetings or conferences • Receives awards for teaching and/or mentoring • Invited to serve as a visiting professor, educational or curriculum consultant to national or international organizations or educational institutions • Participates in task forces/committees that produce monographs, books or professional reports related to teaching or in the field of nursing education • Recognized by professional organizations for leadership in educational endeavors • Contributions to teaching are being adopted or are affecting teaching programs at other institutions

**DUSON
TRACK II APT Criteria**

Service	<p><u>Assistant Professor</u> These faculties are beginning their service contributions and demonstrate:</p> <ul style="list-style-type: none"> • potential for excellence in service 	<p><u>Associate Professor</u> In addition to meeting the criteria for the rank of Assistant Professor, these faculties demonstrate:</p> <ul style="list-style-type: none"> • excellence in service and • potential for leadership in service 	<p><u>Professor</u> In addition to meeting the criteria for the rank of Associate Professor, these faculties 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 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

**DUSON
TRACK II APT Criteria**

Practice (optional)	These faculties are beginning their involvement in scholarly practice and demonstrate: <ul style="list-style-type: none"> potential for excellence in scholarly practice 	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 	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

**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. 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 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 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	<p>These faculty demonstrate:</p> <ul style="list-style-type: none"> • potential excellence and potential significance and impact of their work. 	<p>In addition to meeting the criteria for the rank of Assistant Professor, these faculty demonstrate:</p> <ul style="list-style-type: none"> • excellence in research, methodological or statistical area, and • leadership in research, methodological or statistical area 	<p>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 research, statistics methodological area, and • established leadership in research, statistics or methodological area
	<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 25 research-based publications • Record of first or senior author 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 50 research-based publications. • Record of first or senior author 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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Teaching	<p><u>Assistant Professor</u> These faculty are beginning educators and demonstrate:</p> <ul style="list-style-type: none"> • potential excellence in teaching 	<p><u>Associate Professor</u> 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><u>Professor</u> 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 style="text-align: center;">Service</p> <p>Service to DUSON, Duke Health, and Duke University Service to the Profession Service to the Community</p>	<p><u>Assistant Professor</u> 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><u>Associate Professor</u> 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><u>Professor</u> 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 style="text-align: center;">Practice (Clinical) (Optional Area)</p>	<p><u>Assistant Professor</u> 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><u>Associate Professor</u> 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><u>Professor</u> 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