

# DOM APT Workshop

Facilitated by: Drs. Andrew Alspaugh and David Pisetsky

October 24, 2022



Department of Medicine

Duke University School of Medicine

# Appointment, Promotions, and Tenure (APT)

- What are various faculty ranks and tracks?
- How are APT decisions made?
- What can I do to prepare myself for my next career?

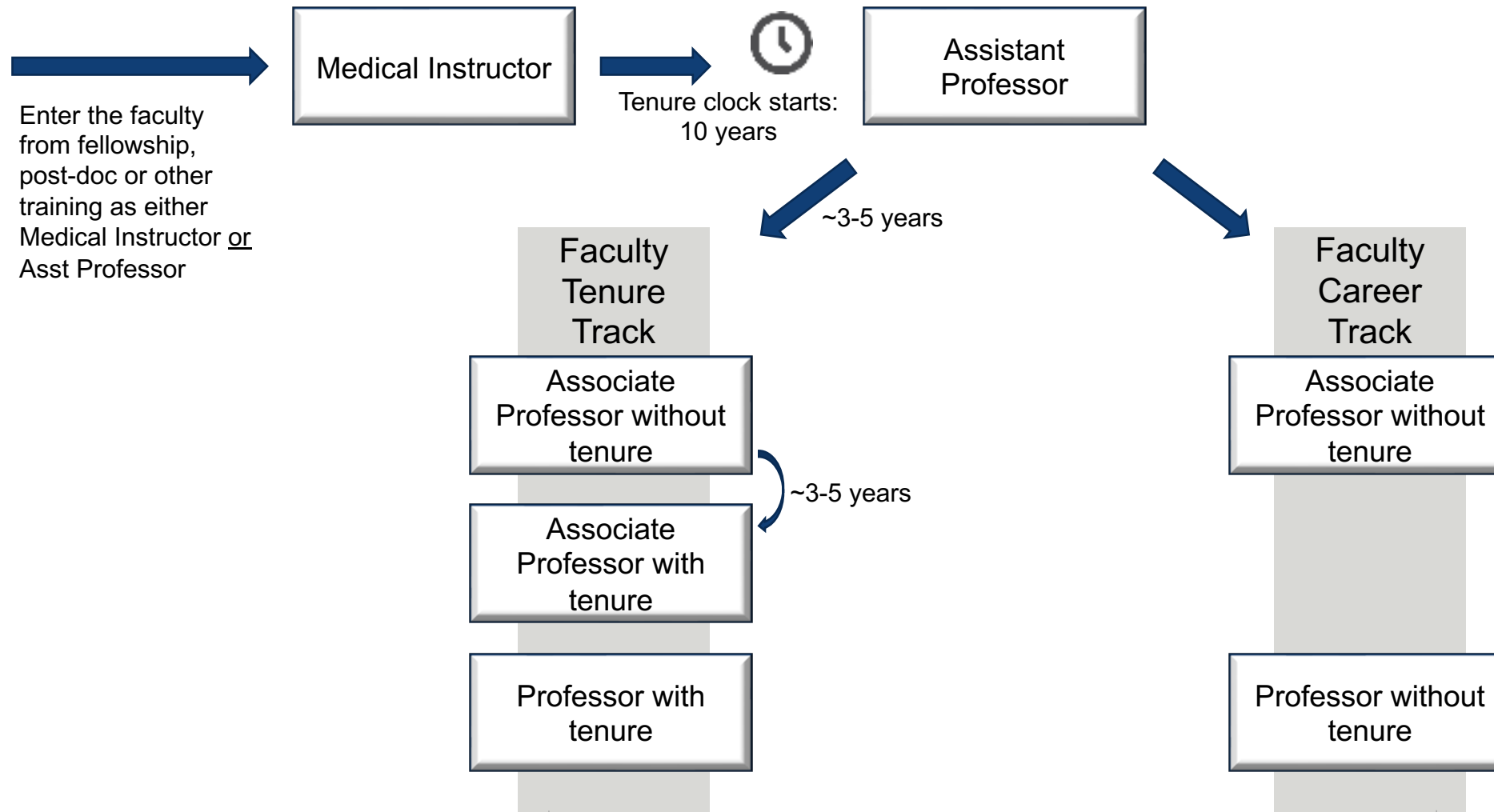
## A few questions to get started:

- Can I describe myself in 20 words?
- How do I spend my time?
- How is my salary supported?



# PROMOTIONS AND TENURE PATH

## Faculty



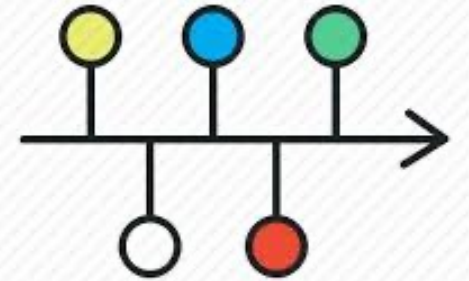
The distinction between tenure and non-tenure tracks is based on scholarship; academic contributions, including teaching and mentoring; and extent of independent funding. Questions about your specific path should be discussed with your Division Chief/Institute Director and individual Promotions/Tenure Committee.

# Questions about the APT process Appointment, Promotions, and Tenure

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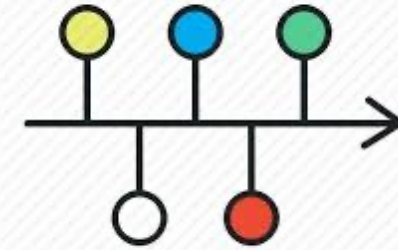
# Timeline for APT process



- Divisions are asked for nominations for promotion
- Faculty member assembles material for packet (2-4 weeks):
  - APT CV, Intellectual Development Statement, Reviewer list, Significant Publications



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APT CV

Intellectual Development  
Statement

List of potential  
external reviewers

List of significant  
publications -- annotated

DUKE UNIVERSITY SCHOOL OF MEDICINE  
CURRICULUM VITAE  
for the Permanent Record  
and the  
Appointment, Promotions and Tenure Committee  
(use continuation pages as necessary)

Date CV prepared: \_\_\_\_\_

Name (complete with degrees): \_\_\_\_\_  
Preferred familiar name: \_\_\_\_\_  
Primary academic rank: \_\_\_\_\_  
Primary academic department: \_\_\_\_\_  
Secondary academic rank (if any): \_\_\_\_\_  
Secondary academic department (if any): \_\_\_\_\_  
Other titles (if any): \_\_\_\_\_  
Rank and date of first Duke Faculty appointment: \_\_\_\_\_  
NC Medical Board license certificate number: \_\_\_\_\_  
Next renewal date (month / day / year): \_\_\_\_\_  
Specialty certification(s) and date(s): \_\_\_\_\_

## Educational background

I completed all my advanced education and training at Duke University. In 1993, I completed a Bachelor of Science in psychology with an unofficial concentration in neuroscience, with independent study in the laboratory of Dr. James McNamara, Professor of Neurobiology. I learned from Dr. McNamara that scientists must ask the right questions. In medical school, I was accepted to work in the immunology laboratory of Dr. Ellen G. Bringham and Women's Hospital. I committed to spending at least 12 months in the laboratory though it would lengthen my medical school experience to provide ample time to complete a meaningful project. Under Dr. G. Bringham's tutelage, I learned not only how to ask good questions, but how to design experiments with appropriate controls to answer them. I remember grumbling about "doing just one more control," but appreciated the importance of being compulsive to produce good science. It sounds trivial but, through my lab experience, I learned the importance of carefully documenting your daily scientific work to ensure that your results are replicable. Doing my own education research today, I keep a "lab notebook" so I can recreate what I have done if asked.

## Training, activities

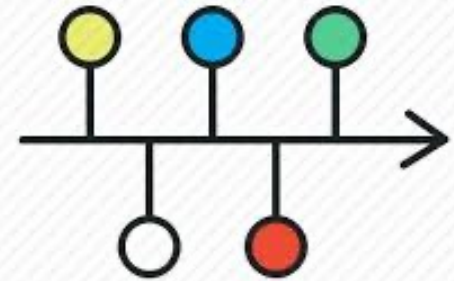
I was a compulsive house officer and strong team leader. I worked well with the "tough" attendings because I had the clinical acumen to anticipate what tasks were important for high-quality patient care, and I completed those tasks before having to be asked. I did my first clinical research project in residency under the mentorship of Dr. William St. Clair, evaluating provision of informed consent in a rheumatoid arthritis trial; I presented this study as a poster at the 2000 meeting of the American College of Rheumatology (ACR). In my rheumatology fellowship, based on my leadership and performance, Dr. David Pisetsky (Program Director and Division Chief at that time) appointed me Chief Fellow for my second year, a designation which has not been given again since my tenure. During fellowship, I was still drawn to laboratory work, and agreed to complete 2 additional research years in Dr. R. Kohn's laboratory. However, unforeseen circumstances led to my being pulled to cover clinical services for several months. While I enjoyed bench research, the increased integration into clinical medicine made me realize that my aptitudes were more suited to practicing as a clinician educator and forming collaborative relationships for translational research endeavors, a pairing that would allow me to think about science while enjoying the practice of patient care. I therefore agreed to join the faculty as a clinician after a 2-year fellowship. As a fellow, I completed a review article on lupus with Dr. Pisetsky and a translational research project with Dr. Virginia Kraus that led to an abstract and two publications. My fellowship activities foreshadowed my career, as I managed divisional activities including rheumatology research conference, grand rounds and the core curriculum series. I also started 3 new fellow conferences, including a "classics" conference to review pivotal literature, a musculoskeletal physical examination series and an immunology conference series.

Upon joining the faculty in July 2003, I quickly earned respect as a talented and productive clinician and diagnostician, receiving referrals of complicated patients from rheumatologists around North Carolina. I rapidly met and exceeded productivity goals and for several years I was the Division's most productive clinician. I am proud to have been named one of the "Best Doctors in North Carolina (2006 – 2012)" and "Best Doctors in America (2005 – 2012)" after only a few years of professional practice.

I have always loved teaching. As I interacted with trainees, I felt our division lacked

No collaborators or  
co-authors

# Timeline for APT process



- Divisions are asked for nominations for promotion.
- Faculty member assembles material for packet (2-4 weeks):
  - APT CV, Intellectual Development Statement, Reviewer list, Significant Publications
- DoM APT Screening Committee (Is packet complete? Needing modification?)
- Request for **external letters** (4-6 weeks)
- DoM APT Voting Committee (20-30 senior faculty)
- Preparation of final nomination packet with summary statements
- SoM APT Office/Committee (2-3 months)
- Dean's office/MCEC (1-2 months)
  - All dept chairs, institute directors, Dean/Vice-Deans
- Duke University Board of Trustees

Process can take  
12-18 months

# Questions about the APT process **Appointment, Promotions, and Tenure**

- What are the various faculty ranks and tracks?
- How are APT decisions made?
- What can I do to prepare myself for my next career stage?





# What can I do to prepare myself for my next career stage?

- Inform yourself about the APT process
- Develop your mentor team – people who can support and guide you in APT process and academic development
- Actively prepare for annual faculty review
- Consider the following as “living documents”
  - APT CV
  - Intellectual Development Statement (narrative statement of who you are as an academic faculty member)
  - List of potential external reviewers



# The Importance of the Intellectual Development Statement in the APT Process

David S. Pisetsky, MD, PhD

Professor of Medicine and Immunology

Chair, Department of Medicine APT Committee



Department of Medicine

Duke University School of Medicine

# Intellectual Development Statement

- A document to describe who you are, what you do and what you have accomplished
- Concise, personal, accessible and understandable
- Approximately 4 single space pages
- A narrative in contrast to a CV or tabular summary
- Provide a context to evaluate your CV, funding, clinical, administrative and teaching activities

# Areas to Address in the IDS

- Educational background/training
- Activities
- Teaching contributions
- Academic achievements and scholarship
- Clinical Activities
- Grant support/Funding
- Local, national and international reputation and leadership
- Judgment on what you describe as your academic achievements and scholarship

# How do you define yourself?

- A basic and translational investigator in the field of rheumatology whose research focuses on the mechanisms of autoimmunity in SLE
- A clinical investigator in the field of gastroenterology who focuses on the care of patients with inflammatory bowel disease and the development of new therapies
- A clinical educator in the field of endocrinology who focuses on trainee education and development of quality assurance programs on diabetes management
- A clinician who provides clinical care and has introduced new services or programs to Duke

# Research/Academic Achievements for Tenure Track

- Main theme of your research or academic work
- Similar to “Contribution to Science” in your biosketch
- A window into your thinking
- Since reviewers will not be expert, explanation is important
- Not too complicated
- Focus on the content of research rather than the funding



# Research/Academic Achievements

- Can provide citations for important studies
- Judicious use of language to describe your key contributions
- Describe interrelationship of different research directions or academic activities
- Consider the use of a figure or diagram to describe elements of a more complicated or advanced program
- Your role in studies especially with multi-author publications

# Research/Academic Achievements Career Track

- Much more varied than in the tenure track
- Academic achievements may involve diverse activities beyond patient care including non-traditional scholarship
- For faculty who are primarily clinicians, it is important to describe your practice, the innovations in clinical care you have organized, services that you have created and/or the activities that advance the academic and educational programs at Duke
- Publications

# New DOM APT website

<https://medicine.duke.edu/faculty/appointments-promotions-and-tenure>

Appointments, Promotions, and Tenure

medicine.duke.edu/faculty/appointments-promotions-and-tenure

DAPT Committee

APT Resources

Distinguished Faculty

Faculty Development

Professionalism

Awards and Recognition

Retirement and Emeritus

Resources

Department of Medicine  
Duke University School of Medicine

PROMOTIONS AND TENURE PATH  
Department of Medicine Faculty

Medical Instructor

Assistant Professor

Associate Professor without tenure

Associate Professor with tenure

Professor with tenure

Associate Professor without tenure

Professor without tenure

Enter the faculty from fellowship, post-doc or other training as either Medical Instructor or Assistant Professor

Tenure clock starts: 10 years

~3-5 years

~3-5 years

Faculty Tenure Track

Faculty Career Track

The distinction between tenure and non-tenure tracks is based on scholarship, academic contributions, including teaching and mentoring, and extent of independent funding. Questions about your specific path should be discussed with your Division Chief/Institute Director and individual Promotions/Tenure Committee.

+ Medical Instructor

+ Assistant Professor

+ Associate Professor

+ Associate Professor with Tenure

+ Professor, Faculty Career Track

+ Professor, Faculty Tenure Track

Activity	Fiscal year
Clinical Teaching	Include ward rounds, routine supervision of learners in clinical settings, preceptor activities. Estimate number and type of learners as well as hours working with learners.
Lectures	Number and audience (course names if applicable)
Seminars/Case Conferences	Formal Seminars / Case Conferences that you present or direct. Note the audience and number of seminars.
Laboratories	Document supervision in laboratories, such as the surgery practical labs, pathology labs and physiology labs.
Mentoring Activities	Names of those mentored; indicate formal vs. informal mentoring
Research Preceptorship	Include preceptorships of medical students, residents/fellows, graduate students, postdoctoral fellows, and junior faculty
CME (within Duke)	Include Grand Rounds, journal clubs, and all other formal CME activities at Duke in which you have participated as instructional faculty. Indicate audience and sponsor, and program name/dates.
Course/Curriculum Development	Note any major role in designing or revising an educational activity, such as medical school courses, resident seminars or CME programs
Materials Development	Note any educational materials you developed, such as video or audio teaching tapes, or CD-ROM modules.
Educational Committees	Include standing medical school, departmental and institutional committees which are primarily focused upon education, such as the Medical Center Continuing Medical Education Committee and the Medical School Curriculum Committee.
Invited Presentations (outside Duke)	Include Grand Rounds and other educational activities outside Duke to which you contribute as instructional faculty
Other: (describe)	

# Intellectual Development Statement (IDS)

## Getting started

### Duke SOM guidelines:

<https://medschool.duke.edu/about-us/faculty-resources/faculty-appointments-promotion-tenure/clinical-science-apt-faculty-2>

1. Within the intellectual development statement, the candidate should address his/her accomplishments and plans as a **teacher, mentor and educator**. Elements to be included with regard to the educator role are:

- Personal goals and strategies for meeting them
- Approaches to and philosophy of teaching, lecturing and mentoring
- Courses, programs, and curricular activities, both accomplished and envisioned
- Future directions

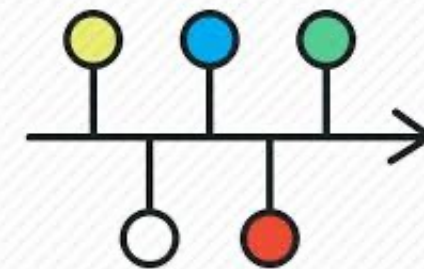
2. Candidate’s self-report of educational activities and contributions, to include local as well as regional, national, or international contributions. This report should include

- Tabular summaries (recommended format attached) of educational activities (identifying learners, context, and type of educational activities), and
- Identification and detailed description of the educational contributions considered by the candidate to be her/his best efforts

Activity	Fiscal year
Clinical Teaching	Include ward rounds, routine supervision of learners in clinical settings, preceptor activities. Estimate number and type of learners as well as hours working with learners.
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• DOCUMENT, DOCUMENT, DOCUMENT  
• KEEP AN UPDATED “LIVING DOCUMENT”  
• SET CALENDAR REMINDERS TO UPDATE

# What can you do to prepare?



APT CV

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DUKE UNIVERSITY SCHOOL OF MEDICINE

## CURRICULUM VITAE

for the Permanent Record  
and the  
Appointment, Promotions and Tenure Committee  
(use continuation pages as necessary)

Date CV prepared: \_\_\_\_\_

Name (complete with degrees): \_\_\_\_\_

Preferred familiar name: \_\_\_\_\_

Primary academic rank: \_\_\_\_\_

Primary academic department: \_\_\_\_\_

Secondary academic rank (if any): \_\_\_\_\_

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I have always loved teaching. As I interacted with trainees, I felt our division lacked satisfactory clinical research opportunities for lupus as well as a framework for clinical care

Lisa G. Schreiber, M.D. → → Intellectual Development Statement

of patients with lupus, one of my strong interests. Therefore, in July of 2007, along with two colleagues I founded the Duke Lupus Clinic (DLC). The DLC combined my interest in clinical

# Questions

- Duke Dept of Medicine APT [website](#)
- <https://medicine.duke.edu/faculty/appointments-promotions-and-tenure>