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 stage?

A few questions to get started:

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

No collaborators or co-authors
Timeline for APT process

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- **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

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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
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

<table>
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<th>Activity</th>
<th>Fiscal year</th>
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<td>Clinical Teaching</td>
<td>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.</td>
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<td>Lectures</td>
<td>Number and audience (course names if applicable)</td>
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<td>Seminars/Case Conferences</td>
<td>Formal Seminars / Case Conferences that you present or direct. Note the audience and number of seminars.</td>
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<td>Laboratories</td>
<td>Document supervision in laboratories, such as the surgery practical labs, pathology labs and physiology labs.</td>
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<td>Mentoring Activities</td>
<td>Names of those mentored; indicate formal vs. informal mentoring</td>
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<td>Research</td>
<td>Include preceptorships of medical students, residents/fellows, graduate students, postdoctoral fellows, and junior faculty</td>
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<td>Preceptorship</td>
<td>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.</td>
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<td>CME (within Duke)</td>
<td>Note any major role in designing or revising an educational activity, such as medical school courses, resident seminars or CME programs</td>
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<td>Note any educational materials you developed, such as video or audio teaching tapes, or CD-ROM modules.</td>
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<td>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.</td>
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<td>Invited Presentations (outside Duke)</td>
<td>Include Grand Rounds and other educational activities outside Duke to which you contribute as instructional faculty</td>
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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, learning, and mentoring
   - Courses, programs, and curricular activities; past accomplishments 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

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<td>Graduate Activities</td>
<td>Identify the type of activities; include formal vs. informal mentoring</td>
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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**

**Intellectual Development Statement**

**List of potential external reviewers**

**List of significant publications -- annotated**

No collaborators or co-authors
Questions

• Duke Dept of Medicine APT website

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