### APT Domain Expectations

**By Domain**

*updated 1-17-19*

<table>
<thead>
<tr>
<th>Early Career Level of expected teaching responsibility varies on an individual basis. Faculty members who are early in their careers should document competency in activities such as:</th>
<th>At the Mid-Career Level, faculty members with more significant teaching responsibilities or experience should demonstrate proficiency in activities such as:</th>
<th>Significant teaching responsibilities and/or achievements in education are the principal basis for the promotion application to professor; should demonstrate excellence in activities such as:</th>
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<tbody>
<tr>
<td>Lecturing to medical and/or graduate students, residents, fellows, and peers.</td>
<td>Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses).</td>
<td>Supervising or coordinating teaching by others in a major program (course director, residency program director, etc.).</td>
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<tr>
<td>Instructing during laboratory or similar experiential learning activities.</td>
<td>Supervising graduate students and participating on dissertation committees.</td>
<td>Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally.</td>
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<td>Teaching in patient care environments, including conducting teaching rounds.</td>
<td>Sustained and substantial teaching in patient care settings.</td>
<td>Invitations to teach at other institutions.</td>
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<td>Facilitating and teaching in small group formats.</td>
<td>Developing significant educational and curricular materials (syllabi, curricular objectives, teaching cases, software, online courses, etc.).</td>
<td>Playing a major role in the organization, implementation and evaluation of a regional or national educational activity.</td>
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<tr>
<td>Participating in supervision and individualized teaching of graduate students.</td>
<td>Developing significant evaluation techniques (national examinations, surveys, software, standardized patients, etc.).</td>
<td>Supervising an educational program for a regional or national audience.</td>
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<td>Presenting patient conferences, grand rounds, and similar sessions.</td>
<td>Advising, mentoring and/or providing career guidance to a large number of learners</td>
<td>Writing or editing textbooks or equivalent resources adopted by other institutions.</td>
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<td>Assisting with journal clubs.</td>
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<td>Acting as an education consultant to national bodies or a reviewer for national grants in education.</td>
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<tr>
<td>Career mentoring/advising individual students and learners.</td>
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<td>Participation in developing national examinations, standards, or resources for medical education (including specialty specific activities).</td>
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## Clinical Service (Patient Care)

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<thead>
<tr>
<th>Early Career</th>
<th>Mid Career</th>
<th>Established Career</th>
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<tbody>
<tr>
<td><strong>Early Career Level expectations for Clinical Service include:</strong></td>
<td><strong>The Mid-Career Level is determined by regional reputation for excellence.</strong></td>
<td><strong>Established Career Level requires demonstration of significant, prestigious activities at the national or international level such as:</strong></td>
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<tr>
<td>▪ Clinical competence and demonstrated potential for excellence in area of expertise.</td>
<td>▪ Responsibility for building a clinical, research, or educational program.</td>
<td>▪ Recognition as a national leader in the area of clinical care.</td>
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<td>▪ Contributions to collaborative team efforts in clinical, public health, or scientific activities.</td>
<td>▪ Consulting on a regional basis.</td>
<td>▪ Chair/leadership role on a committee developing national standards in area of expertise; or leadership role in national or international professional organizations.</td>
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<td>▪ Local consulting in area of expertise.</td>
<td>▪ Awards and other recognition as an outstanding regional clinician.</td>
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<td></td>
<td>▪ Leadership role/chair of major regional committees at professional medical organizations related to the conduct of research.</td>
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<td></td>
<td>▪ Spokesperson for the School of Medicine or University on areas of expertise.</td>
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</table>
### EARLY CAREER

**Early Career Level** is demonstrated by participation in professional and academic activities, societies, committees, and other memberships.

- Task forces, health system committees, and other groups of the School of Medicine and the University, such as IRB, and IACUC.
- Faculty governance related responsibilities.
- Student or resident organizations (including Academic Societies and specialty groups).
- Committees related to the conduct or oversight of research, education or clinical care.
- Advisor/expert consultant to State government and regional organizations.
- Professional organizations – medical or research.
- Scientific or educational programs -- local or university.

### MID CAREER

**At the Mid-Career Level,** evidence of leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated.

- Leadership in task forces, committees, and other groups of the School of Medicine and the University, such as IRB and IACUC.
- Leadership in faculty governance.
- Administrative responsibilities for divisions, departments, centers or institutes.
- Regular involvement in study sections or grant reviews.
- Organizational leadership in student or resident organizations (including Academic Societies and specialty groups).
- Provision of reviews or ad hoc editorial services to professional publications.

### ESTABLISHED CAREER

**At the Established Career Level,** evidence of sustained leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated.

- Lead administrative role of a division, center or institute.
- Permanent or standing member of a national/international review panel for funding research or education.
- University-wide, Medical Center-wide, or cross-departmental administrative leadership in support of education, research or clinical care.
- Serving on the editorial board of high quality professional journals or other communications media.
- Leadership/initiative/significant contributions to:
  - Task forces, committees, and other groups of the School of Medicine, and the Health System
  - Committees related to the conduct of research
  - Faculty Governance
  - Committees related to the conduct of research
  - Student or resident organizations (including Academic Societies and specialty groups)
# APT Domain Expectations

## By Domain

### Early Career Level in Research/Scholarship

Establishes initial achievements appropriate to the field of expertise/study including but not limited to:

- Publications concerning clinical, educational, and/or basic science research.
- Presentation (oral or poster) of study results to local audiences.
- Evidence of application as principal investigator for locally or regionally-funded studies or contracts.
- Co-investigator status on major grants or projects.
- Publication of case reports and review articles on clinical and scientific topics.
- Involvement in the development, implementation and evaluation of clinical guidelines locally or regionally for a local, state or federal organization.
- Contribution to policy development for the institution or a local agency.
- Contribution to State or other policy as a member of an expert team.

### Mid-Career Level

The Mid-Career Level is evidenced by a portfolio of high-quality, peer-reviewed scholarly materials demonstrating expertise in a defined field of study. These materials include but are not limited to:

- Clinical, educational, policy and/or basic science research publications in peer-reviewed journals and equivalent formats (senior author).
- Extramural grants or contracts (principal investigator).
- Patents or other evidence of acceptance of devices or procedures.
- Developing local or regional clinical guidelines and/or membership of group developing national guidelines or equivalent activity.
- Developing local or regional health policy and/or membership of group developing national policy.
- Authorship of book chapters, monographs, and other publications or electronic formats on topics in medicine or the related sciences.

### Established Career Level

Evidence is expected of national or international recognition for scholarship at this level. This evidence could include:

- Portfolio of high-quality, peer-reviewed scholarly products demonstrating major contributions to a field of study.
- Authorship of major books or other text or electronic formats relevant to medicine and the related sciences.
- Invited presentations at prestigious gatherings.
- Regular oral or poster presentations at prestigious (competitive) national conferences.
- Consistent success in obtaining extramural grants or contracts that are peer-reviewed and depend on scientific excellence.
- Contributions to the development of other scholars and researchers.
- Published papers in medicine or the related sciences.
- Contributing editor or regular writer for a major scientific publication.
- Development of devices or techniques used by other institutions.
- National funding