# EARLY CAREER

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>CLINICAL CARE</th>
<th>OTHER SERVICE</th>
<th>RESEARCH/SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>Early Career Level expectations for Clinical Service include:</td>
<td>Early Career Level in Other Service is demonstrated by participation in departmental or school committees/activities.</td>
<td>Early Career Level in Research/Scholarship establishes initial achievements appropriate to the field of expertise/study including but not limited to:</td>
</tr>
<tr>
<td>- Lecturing to medical and/or graduate students, residents, fellows, and peers.</td>
<td>- Clinical competence and demonstrated potential for excellence in area of expertise.</td>
<td>Participation includes:</td>
<td>- Publications concerning clinical, educational, and/or basic science research.</td>
</tr>
<tr>
<td>- Instructing during laboratory or similar experiential learning activities.</td>
<td>- Contributions to collaborative team efforts in clinical, public health, or scientific activities.</td>
<td>- Task forces, health system committees, and other groups of the School of Medicine and the University, such as IRB, and IACUC.</td>
<td>- Presentation (oral or poster) of study results to local audiences.</td>
</tr>
<tr>
<td>- Teaching in patient care environments, including conducting teaching rounds.</td>
<td>- Local consulting in area of expertise.</td>
<td>- Faculty governance related responsibilities.</td>
<td>- Evidence of application as principal investigator for locally or regionally-funded studies or contracts.</td>
</tr>
<tr>
<td>- Facilitating and teaching in small group formats.</td>
<td></td>
<td>- Student or resident organizations (including Academic Societies and specialty groups).</td>
<td>- Co-investigator status on major grants or projects.</td>
</tr>
<tr>
<td>- Participating in supervision and individualized teaching of graduate students.</td>
<td></td>
<td>- Committees related to the conduct or oversight of research, education or clinical care.</td>
<td>- Publication of case reports and review articles on clinical and scientific topics.</td>
</tr>
<tr>
<td>- Presenting patient conferences, grand rounds, and similar sessions.</td>
<td></td>
<td>- Advisor/expert consultant to State government and regional organizations.</td>
<td>- Involvement in the development, implementation and evaluation of clinical guidelines locally or regionally for a local, state or federal organization.</td>
</tr>
<tr>
<td>- Assisting with journal clubs.</td>
<td></td>
<td>- Professional organizations -- medical or research.</td>
<td>- Contribution to policy development for the institution or a local agency.</td>
</tr>
<tr>
<td>- Career mentoring/advising individual students and learners.</td>
<td></td>
<td>- Scientific or educational programs -- local or university.</td>
<td>- Contribution to State or other policy as a member of an expert team.</td>
</tr>
<tr>
<td>TEACHING</td>
<td>CLINICAL CARE</td>
<td>OTHER SERVICE</td>
<td>RESEARCH/SCHOLARSHIP</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>At the Mid-Career Level, faculty members with more significant teaching responsibilities or experience should demonstrate proficiency in activities such as:</strong></td>
<td><strong>The Mid-Career Level is determined by regional reputation for excellence.</strong></td>
<td><strong>At the Mid-Career Level, evidence of leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated.</strong></td>
<td><strong>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:</strong></td>
</tr>
<tr>
<td>• Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses).</td>
<td>• Responsibility for building a clinical, research, or educational program.</td>
<td>• Leadership in task forces, committees, and other groups of the School of Medicine and the University, such as IRB and IACUC.</td>
<td>• Clinical, educational, policy and/or basic science research publications in peer-reviewed journals and equivalent formats (senior author).</td>
</tr>
<tr>
<td>• Supervising graduate students and participating on dissertation committees.</td>
<td>• Consulting on a regional basis.</td>
<td>• Administrative responsibilities for divisions, departments, centers or institutes.</td>
<td>• Extramural grants or contracts (principal investigator).</td>
</tr>
<tr>
<td>• Sustained and substantial teaching in patient care settings.</td>
<td>• Awards and other recognition as an outstanding regional clinician.</td>
<td>• Regular involvement in study sections or grant reviews.</td>
<td>• Patents or other evidence of acceptance of devices or procedures.</td>
</tr>
<tr>
<td>• Developing significant educational and curricular materials (syllabi, curricular objectives, teaching cases, software, online courses, etc.).</td>
<td>• Leadership role/chair of major regional committees at professional medical organizations related to the conduct of research.</td>
<td>• Organizational leadership in student or resident organizations (including Academic Societies and specialty groups).</td>
<td>• Developing local or regional clinical guidelines and/or membership of group developing national guidelines or equivalent activity.</td>
</tr>
<tr>
<td>• Developing significant evaluation techniques (national examinations, surveys, software, standardized patients, etc.).</td>
<td>• Spokesperson for the School of Medicine or University on areas of expertise.</td>
<td>• Provision of reviews or ad hoc editorial services to professional publications.</td>
<td>• Developing local or regional health policy and/or membership of group developing national policy.</td>
</tr>
<tr>
<td>• Advising, mentoring and/or providing career guidance to a large number of learners.</td>
<td></td>
<td></td>
<td>• Authorship of book chapters, monographs, and other publications or electronic formats on topics in medicine or the related sciences.</td>
</tr>
</tbody>
</table>
## ESTABLISHED CAREER

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>CLINICAL CARE</th>
<th>OTHER SERVICE</th>
<th>RESEARCH/SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>Established Career Level requires demonstration of significant, prestigious activities at the national or international level such as:</td>
<td>At the Established Career Level, evidence of sustained leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated.</td>
<td>Evidence is expected of national or international recognition for scholarship at this level. This evidence could include:</td>
</tr>
<tr>
<td>- Supervising or coordinating teaching by others in a major program (course director, residency program director, etc.).</td>
<td>- Recognition as a national leader in the area of clinical care.</td>
<td>- Lead administrative role of a division, center or institute.</td>
<td>- Portfolio of high-quality, peer-reviewed scholarly products demonstrating major contributions to a field of study.</td>
</tr>
<tr>
<td>- Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally.</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>
<td>- Permanent or standing member of a national/international review panel for funding research or education.</td>
<td>- Authorship of major books or other text or electronic formats relevant to medicine and the related sciences.</td>
</tr>
<tr>
<td>- Invitations to teach at other institutions.</td>
<td>- Playing a major role in the organization, implementation and evaluation of a regional or national educational activity.</td>
<td>- University-wide, Medical Center-wide, or cross-departmental administrative leadership in support of education, research or clinical care.</td>
<td>- Invited presentations at prestigious gatherings.</td>
</tr>
<tr>
<td>- Supervising an educational program for a regional or national audience.</td>
<td>- Writing or editing textbooks or equivalent resources adopted by other institutions.</td>
<td>- Serving on the editorial board of high quality professional journals or other communications media.</td>
<td>- Regular oral or poster presentations at prestigious (competitive) national conferences.</td>
</tr>
<tr>
<td>- Acting as an education consultant to national bodies or a reviewer for national grants in education.</td>
<td>- Participation in developing national examinations, standards, or resources for medical education (including specialty specific activities).</td>
<td>- Leadership/initiative/significant contributions to:</td>
<td>- Consistent success in obtaining extramural grants or contracts that are peer-reviewed and depend on scientific excellence.</td>
</tr>
<tr>
<td>- Development of devices or techniques used by other institutions.</td>
<td></td>
<td></td>
<td>- Contributions to the development of other scholars and researchers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Published papers in medicine or the related sciences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Contributing editor or regular writer for a major scientific publication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Development of devices or techniques used by other institutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- National funding</td>
</tr>
</tbody>
</table>