

Domain Expectations
by Career Level – Early, Mid, Established
for Faculty Appointments, Promotion and Tenure
2-28-2024

EARLY CAREER			
TEACHING	CLINICAL SERVICE (Direct Patient Care)	OTHER SERVICE	RESEARCH/SCHOLARSHIP
<i>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:</i>	<i>Early Career Level expectations for Clinical Service at the local level that include but are not limited to:</i>	<i>Early Career Level is demonstrated by participation in professional and academic activities, societies, committees, and other memberships such as:</i>	<i>Early Career Level in Research/Scholarship establishes initial achievements appropriate to the field of expertise/study including but not limited to:</i>
<ul style="list-style-type: none"> ▪ Lecturing to medical and/or graduate students, residents, fellows, and peers. ▪ Instructing during laboratory or similar experiential learning activities. ▪ Teaching in patient care environments, including conducting teaching rounds. ▪ Facilitating and teaching in small group formats. ▪ Participating in supervision and individualized teaching of graduate students. ▪ Presenting patient conferences, grand rounds, and similar sessions. ▪ Assisting with journal clubs. ▪ Career mentoring/advising individual students and learners. 	<ul style="list-style-type: none"> ▪ Clinical competence and demonstrated potential for excellence in area of expertise. ▪ Contributions to collaborative team efforts in clinical, public health, or scientific activities. ▪ Local consulting in area of expertise. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. ▪ Peer reviewed material on a nationally recognized website.

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MID-CAREER

TEACHING	CLINICAL SERVICE (Direct Patient Care)	OTHER SERVICE	RESEARCH/SCHOLARSHIP
<p><i>At the Mid-Career Level, faculty members with more significant teaching responsibilities or experience should demonstrate proficiency in activities such as:</i></p>	<p><i>The Mid-Career Level is determined by regional reputation for excellence such as:</i></p>	<p><i>At the Mid-Career Level, evidence of leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated but not limited to:</i></p>	<p><i>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:</i></p>
<ul style="list-style-type: none"> ▪ Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses). ▪ Supervising graduate students and participating on dissertation committees. ▪ Sustained and substantial teaching in patient care settings, including setting up a new patient care teaching venue. ▪ Developing significant educational and curricular materials (syllabi, curricular objectives, teaching cases, software, online courses, etc.). ▪ Developing significant evaluation techniques (national examinations, surveys, software, standardized patients, etc.). ▪ Advising, mentoring and/or providing career guidance to a large number of learners. ▪ Supervising minor course or program (graduate course, associate/assistant program director, fellowship director). ▪ Assistant director in ACE learning communities. 	<ul style="list-style-type: none"> ▪ Responsibility for building a clinical program. ▪ Consulting on a regional basis. ▪ Awards and other recognition as an outstanding regional clinician. ▪ Leadership role within major regional professional medical organizations related to patient care. ▪ Spokesperson for the School of Medicine or University on areas of expertise. 	<ul style="list-style-type: none"> ▪ 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 or specialty groups). ▪ Provision of reviews or ad hoc editorial services to professional publications. 	<ul style="list-style-type: none"> ▪ Clinical, educational, policy and/or basic science research publications in peer-reviewed journals and equivalent formats (senior author). ▪ Extramural grants, contracts, or clinical trials (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. ▪ Developing Quality Improvement (QI) projects and disseminating the results. ▪ Authorship of book chapters, monographs, and other publications or electronic formats on topics in medicine or the related sciences.

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ESTABLISHED CAREER			
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<i>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:</i>	<i>Established Career Level requires demonstration of significant, prestigious activities at the national or international level such as:</i>	<i>At the Established Career Level, evidence of sustained leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated but not limited to:</i>	<i>Evidence is expected of national or international recognition for scholarship at this level. This evidence could include examples such as:</i>
<ul style="list-style-type: none"> ▪ Supervising or coordinating teaching by others in a major program (course/block director, residency program/clerkship director, society director). ▪ Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally. ▪ Invitations to teach at other institutions. ▪ Playing a major role in the organization, implementation, and evaluation of a regional or national educational activity. ▪ Supervising an educational program for a regional or national audience. ▪ Writing or editing textbooks or equivalent resources adopted by other institutions. ▪ Acting as an education consultant to national bodies or a reviewer for national grants in education. ▪ Participation in developing national examinations, standards, or resources for medical education (including specialty specific activities). 	<ul style="list-style-type: none"> ▪ Recognition as a national leader in the area of clinical care. ▪ Leadership role in developing national standards in area of expertise; or leadership role in national or international professional organizations. ▪ National or International spokesperson on areas of expertise. 	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ○ Task forces, committees, and other groups of the School of Medicine, and the Health System ○ Committees related to the conduct of research ○ Faculty Governance ○ Student or resident organizations (including Academic Societies and specialty groups) 	<ul style="list-style-type: none"> ▪ 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, contracts, or clinical trials that are peer-reviewed and depend on scientific excellence. ▪ Contributions to the development of other scholars and researchers. ▪ Contributing editor or regular writer for a major scientific publication. ▪ Development of devices or techniques used by other institutions.