

**Domain Expectations**  
by Domain – Teaching, Service, Research/Scholarship  
for Faculty Appointments, Promotion and Tenure  
2-28-2024

**TEACHING**

<b>EARLY CAREER</b>	<b>MID CAREER</b>	<b>ESTABLISHED CAREER</b>
<p><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></p> <ul style="list-style-type: none"> <li>▪ Lecturing to medical and/or graduate students, residents, fellows, and peers.</li> <li>▪ Instructing during laboratory or similar experiential learning activities.</li> <li>▪ Teaching in patient care environments, including conducting teaching rounds.</li> <li>▪ Facilitating and teaching in small group formats.</li> <li>▪ Participating in supervision and individualized teaching of graduate students.</li> <li>▪ Presenting patient conferences, grand rounds, and similar sessions.</li> <li>▪ Assisting with journal clubs.</li> <li>▪ Career mentoring/advising individual students and learners.</li> </ul>	<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> <ul style="list-style-type: none"> <li>▪ Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses).</li> <li>▪ Supervising graduate students and participating on dissertation committees.</li> <li>▪ Sustained and substantial teaching in patient care settings, including setting up a new patient care teaching venue.</li> <li>▪ Developing significant educational and curricular materials (syllabi, curricular objectives, teaching cases, software, online courses, etc.).</li> <li>▪ Developing significant evaluation techniques (national examinations, surveys, software, standardized patients, etc.).</li> <li>▪ Advising, mentoring and/or providing career guidance to a large number of learners</li> <li>▪ Supervising course or program (graduate course, associate/assistant program/clerkship director, fellowship director).</li> <li>▪ Assistant director in ACE learning communities.</li> </ul>	<p><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></p> <ul style="list-style-type: none"> <li>▪ Supervising or coordinating teaching by others in a major program (course/block director, residency program/clerkship director, society director).</li> <li>▪ Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally.</li> <li>▪ Invitations to teach at other institutions.</li> <li>▪ Playing a major role in the organization, implementation, and evaluation of a regional or national educational activity.</li> <li>▪ Supervising an educational program for a regional or national audience.</li> <li>▪ Writing or editing textbooks or equivalent resources adopted by other institutions.</li> <li>▪ Acting as an education consultant to national bodies or a reviewer for national grants in education.</li> <li>▪ Participation in developing national examinations, standards, or resources for medical education (including specialty specific activities).</li> </ul>

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**CLINICAL SERVICE (Direct Patient Care)**

<b>EARLY CAREER</b>	<b>MID CAREER</b>	<b>ESTABLISHED CAREER</b>
<p><i>Early Career Level expectations for Clinical Service at the local level that include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>▪ Clinical competence and demonstrated potential for excellence in area of expertise.</li> <li>▪ Contributions to collaborative team efforts in clinical, public health, or scientific activities.</li> <li>▪ Local consulting in area of expertise.</li> </ul>	<p><i>The Mid-Career Level is determined by regional reputation for excellence such as:</i></p> <ul style="list-style-type: none"> <li>▪ Responsibility for building a clinical program.</li> <li>▪ Consulting on a regional basis.</li> <li>▪ Awards and other recognition as an outstanding regional clinician.</li> <li>▪ Leadership role within major regional professional medical organizations related to patient care.</li> <li>▪ Spokesperson for the School of Medicine or University on areas of expertise.</li> </ul>	<p><i>Established Career Level requires demonstration of significant, prestigious activities at the national or international level such as:</i></p> <ul style="list-style-type: none"> <li>▪ Recognition as a national leader in the area of clinical care.</li> <li>▪ Leadership role in developing national standards in area of expertise; or leadership role in national or international professional organizations.</li> <li>▪ National or International spokesperson on areas of expertise.</li> </ul>

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**OTHER SERVICE**

<b>EARLY CAREER</b>	<b>MID CAREER</b>	<b>ESTABLISHED CAREER</b>
<p><i>Early Career Level is demonstrated by participation in professional and academic activities, societies, committees, and other memberships such as:</i></p> <ul style="list-style-type: none"> <li>▪ Task forces, health system committees, and other groups of the School of Medicine and the University, such as IRB, and IACUC.</li> <li>▪ Faculty governance related responsibilities.</li> <li>▪ Student or resident organizations (including Academic Societies and specialty groups).</li> <li>▪ Committees related to the conduct or oversight of research, education or clinical care.</li> <li>▪ Advisor/expert consultant to State government and regional organizations.</li> <li>▪ Professional organizations – medical or research.</li> <li>▪ Scientific or educational programs -- local or university.</li> </ul>	<p><i>At the Mid-Career Level, evidence of leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated, such as:</i></p> <ul style="list-style-type: none"> <li>▪ Leadership in task forces, committees, and other groups of the School of Medicine and the University, such as IRB and IACUC.</li> <li>▪ Leadership in faculty governance.</li> <li>▪ Administrative responsibilities for divisions, departments, centers, or institutes.</li> <li>▪ Regular involvement in study sections or grant reviews.</li> <li>▪ Organizational leadership in student or resident organizations (including Academic Societies or specialty groups).</li> <li>▪ Provision of reviews or ad hoc editorial services to professional publications.</li> </ul>	<p><i>At the Established Career Level, evidence of sustained leadership, initiative, and significant contributions to committees, department and/or university should be demonstrated, such as:</i></p> <ul style="list-style-type: none"> <li>▪ Lead administrative role of a division, center, or institute.</li> <li>▪ Permanent or standing member of a national/international review panel for funding research or education.</li> <li>▪ University-wide, Medical Center-wide, or cross-departmental administrative leadership in support of education, research, or clinical care.</li> <li>▪ Serving on the editorial board of high-quality professional journals or other communications media.</li> <li>▪ Leadership/initiative/significant contributions to:               <ul style="list-style-type: none"> <li>○ Task forces, committees, and other groups of the School of Medicine, and the Health System</li> <li>○ Committees related to the conduct of research</li> <li>○ Faculty Governance</li> <li>○ Student or resident organizations (including Academic Societies and specialty groups)</li> </ul> </li> </ul>

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**RESEARCH/SCHOLARSHIP**

EARLY CAREER	MID CAREER	ESTABLISHED CAREER
<p><i>Early Career Level in Research/Scholarship establishes initial achievements appropriate to the field of expertise/study including 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>	<p><i>Evidence is expected of national or international recognition for scholarship at this level. This evidence could include but not limited to:</i></p>
<ul style="list-style-type: none"> <li>▪ Publications concerning clinical, educational, and/or basic science research.</li> <li>▪ Presentation (oral or poster) of study results to local audiences.</li> <li>▪ Evidence of application as principal investigator for locally or regionally funded studies or contracts.</li> <li>▪ Co-investigator status on major grants or projects.</li> <li>▪ Publication of case reports and review articles on clinical and scientific topics.</li> <li>▪ Involvement in the development, implementation, and evaluation of clinical guidelines locally or regionally for a local, state, or federal organization.</li> <li>▪ Contribution to policy development for the institution or a local agency.</li> <li>▪ Contribution to State or other policy as a member of an expert team.</li> <li>▪ Peer reviewed material on a nationally recognized website.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clinical, educational, policy and/or basic science research publications in peer-reviewed journals and equivalent formats (senior author).</li> <li>▪ Extramural grants, contracts, or clinical trials (principal investigator).</li> <li>▪ Patents or other evidence of acceptance of devices or procedures.</li> <li>▪ Developing local or regional clinical guidelines and/or membership of group developing national guidelines or equivalent activity.</li> <li>▪ Developing local or regional health policy and/or membership of group developing national policy.</li> <li>▪ Developing Quality Improvement (QI) projects and disseminating the results.</li> <li>▪ Authorship of book chapters, monographs, and other publications or electronic formats on topics in medicine or the related sciences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio of high-quality, peer-reviewed scholarly [products] demonstrating major contributions to a field of study.</li> <li>▪ Authorship of major books or other text or electronic formats relevant to medicine and the related sciences.</li> <li>▪ Invited presentations at prestigious gatherings.</li> <li>▪ Regular oral or poster presentations at prestigious (competitive) national conferences.</li> <li>▪ Consistent success in obtaining extramural grants, contracts, or clinical trials that are peer-reviewed and depend on scientific excellence.</li> <li>▪ Contributions to the development of other scholars and researchers.</li> <li>▪ Contributing editor or regular writer for a major scientific publication.</li> <li>▪ Development of devices or techniques used by other institutions.</li> </ul>