



Criteria for Appointment and Promotion

Harvard Medical School and Harvard School of Dental Medicine

2008





© 2008 by the President and Fellows of Harvard College
For questions please contact 617.432.7112 or OFA_Promotions@hms.harvard.edu
www.hms.harvard.edu/fa/promotion.htm

Photography: Tai Viinikka, Gordon Hall (center); Liza Green, HMS Media Services, New Research Building (bottom right, and inside cover); Harvard School of Dental Medicine (top left) courtesy of the school

CRITERIA FOR APPOINTMENT AND PROMOTION

Harvard Medical School and Harvard School of Dental Medicine

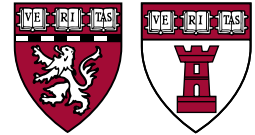


TABLE OF CONTENTS

1	Overview	3
2	Areas of Excellence	6
3	Teaching and Education	28
4	Significant Supporting Activities.....	30
5	Academic Part-time and Longer Service Criteria	34
6	FAQ	36
7	Quick Look.....	38

Dear Colleagues,

I am pleased to present to you the new criteria for appointment and promotion at Harvard Medical School and Harvard School of Dental Medicine. These criteria are the culmination of a year of work by a faculty task force appointed by Joseph B. Martin, MD, PhD, former Dean of the Faculty of Medicine. I thank the members of the task force for their significant contributions and in particular, Ellice Lieberman, MD, DrPH, Dean for Faculty Affairs, for her leadership of this initiative.



These new criteria for promotion address the increasing importance of collaborative, multidisciplinary research and the goal of translating basic research from bench to bedside and back. At the same time, medical education reform has increased the need for excellent, innovative teachers both in the classroom and the clinical setting. If Harvard Medical School and Harvard School of Dental Medicine are to continue to attract and retain the best scientists, clinical experts, and teachers in the world, it is essential that the contributions of faculty to new paradigms of research, clinical care and education be rewarded by promotion. These new promotion criteria are an important element in achieving this goal.

I appreciate the many important contributions that each of you makes to our community. It is my belief that these new guidelines for promotion recognize the significance of the broad range of faculty activities that support the academic mission. By allowing the sum total of an individual's achievements to be considered in the evaluation for promotion, the new criteria provide many different paths to academic advancement.

I look forward to working together in the years to come to enhance the tradition of excellence of the Faculty of Medicine.

*Jeffrey S. Flier, MD
Dean of the Faculty of Medicine*

INTRODUCTION

This booklet describes the new criteria for appointment and promotion* at Harvard Medical School (HMS) and Harvard School of Dental Medicine (HSDM). There are several innovations introduced by these criteria. Under the former criteria, faculty were evaluated as either Clinician-Teachers or Investigators. Under the new guidelines, individuals are not categorized into a single set of criteria. Rather, there is a flexible structure which provides a “menu” of activities, allowing assembly of a profile that reflects the unique combination of activities and accomplishments of each faculty member. The criteria also recognize the broad range of faculty activities that contribute to the academic mission including administrative leadership and service to the community. This structure allows the sum total of an individual’s achievements to be considered in the evaluation for promotion.

Although the structure of the criteria has changed, many of the fundamental principles remain the same, including:

- the expectation of **EXCELLENCE** in the major area of academic activity as demonstrated by objective achievements.
- the requirement for **SCHOLARSHIP** at all ranks except for promotion to Assistant Professor or Assistant Clinical Professor** by Longer Service Criteria (see pages 34-35). Under the new criteria, scholarship is explicitly defined broadly to include not only peer-reviewed publications but also educational materials, policy statements, assessment tools, and guidelines for patient care. Scholarship may be in print or alternative media.
- the link between rank of appointment and the breadth of the candidate’s **REPUTATION**. Appointment as Assistant Professor requires, at a minimum, a strong local reputation. Appointment as Associate Professor requires a strong regional, and most often, national reputation and appointment as Professor requires a sustained national, and in many cases international, reputation.

By recognizing new models of investigation and clinical care and rewarding innovation in education, these criteria provide a new framework for promotion while maintaining the high standards of excellence at HMS and HSDM.

This booklet is intended to assist faculty in understanding the requirements for promotion. The first section provides an overview of the three elements that will be evaluated for each candidate. Subsequent sections provide more detailed metrics and examples. The final sections of the booklet include frequently asked questions, a “quick look” index, and resources for further information.

* *Appointment* indicates an initial faculty title at HMS or HSDM; *promotion* indicates advancement from one rank to the next. Throughout this document the word ‘promotion’ is used to represent both promotion *and* appointment.

** Although the modifier ‘clinical’ is not routinely included throughout this document, the descriptions of rank generally apply to both Full-time (e.g., Assistant Professor) and Academic Part-time (e.g., Assistant Clinical Professor) faculty.

STEPS FOR CREATING A PROMOTION PROFILE

#1

Select one of the three Areas of Excellence (required)

1. Teaching and Educational Leadership
2. Clinical Expertise and Innovation
3. Investigation

The area of excellence should represent the candidate's major area of achievement and impact, and be the basis of the candidate's reputation and recognition. The choice of the area of excellence should include a consideration of the quantity as well as quality of contribution. It should represent recent activities to which the faculty member has devoted a substantial proportion of time and academic effort. Scholarship, broadly defined, is a requirement in all categories. The area of excellence may be different at subsequent promotions.

#2

Report on Teaching and Education (required)

All faculty will be evaluated for contributions to teaching and education activities at Harvard and its affiliates. If this is the candidate's first faculty appointment at HMS/HSDM, teaching contributions at institutions where the candidate previously held a faculty position will also be assessed. Faculty whose area of excellence is Teaching and Educational Leadership will have already been assessed for their contributions to teaching (see step #1 above). Such activities are broadly defined to include:

- Didactic teaching of students, trainees and peers
- Research training and mentorship
- Clinical teaching and mentorship
- Administrative teaching leadership roles

Teaching of HMS/HSDM medical, dental, and graduate students will be particularly noted.

#3

Specify Significant Supporting Activities (optional)

Many faculty make significant contributions outside their designated area of excellence and teaching. Significant supporting activities may represent contributions of outstanding quality and importance in domains in which the quantity of contribution is less than in the area of excellence. Contributions in four areas will be considered:

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service

Substantial academic contributions in one or more supporting activities will supplement accomplishments in the area of excellence in the evaluation for promotion. However, while such activities may decrease the expected *quantity* of contribution in the area of excellence, they do not diminish the requirement for exceptional *quality* of academic achievement in the area of excellence.

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence

Teaching and
Educational Leadership



Clinical Expertise
and Innovation



Investigation



Evaluation for Teaching and Education

ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities

Clinical Expertise

Investigation

Education of Patients
and Service to
the Community

Administration
and Institutional
Service

GUIDELINES FOR SELECTING AN AREA OF EXCELLENCE

The area of excellence should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as quality of contribution. The area of excellence should form the basis of the candidate's reputation and should be consistent with the type and focus of the candidate's scholarship. The area of excellence should also represent recent activities to which the faculty member has devoted a substantial proportion of time and academic effort. The choice may also be influenced by how the candidate views his/her career path. The determination of the area of excellence is made by the Department Head (or his/her designee) in consultation with the candidate.

In most cases, an individual will maintain a consistent academic focus over time, although the activities of a faculty member may occasionally change. If a substantive change in activities occurs, the area of excellence and significant supporting activities selected for subsequent promotions may change as well. The candidate will be expected to meet the usual standards for the new area of excellence.

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the quality and quantity of contribution are comparable in two areas of excellence and each independently would meet the standard for promotion to the next rank, should two areas of excellence be proposed. These exceptions must be discussed in advance with the Office for Faculty Affairs.

It is expected that faculty with their primary academic appointment in quadrangle-based HMS departments will have Investigation as their area of excellence.

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

DESCRIPTION OF AREAS OF EXCELLENCE



1. Teaching and Educational Leadership (See pages 10–15 for specific metrics)

This area of excellence is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic focus. Evaluations will be for teaching contributions at Harvard and its affiliates or, for initial faculty appointments at HMS/HSDM, at the institution where a candidate for appointment previously held a faculty position. Teaching of HMS/HSDM medical, dental, and graduate students will be particularly noted.

Educational activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, administrative teaching leadership roles. The candidate will be evaluated on both the quantity and quality of their teaching activities, recognition for their roles as educators, and on their scholarship. The candidate must demonstrate scholarship, which may include: publication of original research, reviews, and chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools developed.

At the **ASSISTANT PROFESSOR** level, the candidate must have evidence of a strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally.

For promotion to **ASSOCIATE PROFESSOR**, the candidate must have a strong regional, and most often national, reputation as an independent leader in education. He/she must have developed innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed influential research related to education. The candidate's expertise must be demonstrated through scholarship which may take the form of influential first and senior author publications related to education, or educational materials developed by the candidate and adopted for use regionally or nationally.

For promotion to **PROFESSOR**, the candidate must demonstrate a sustained national, and in some cases international, reputation as an educational leader and innovator, and must be considered to be among the best in the country in the development of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate's expertise must be demonstrated through high impact scholarship that influences the field nationally, and in some cases, internationally.



2. Clinical Expertise and Innovation (See pages 16–21 for specific metrics)

This area of excellence is appropriate when a specific area of clinical expertise provides the unifying theme for the candidate's academic activities and achievements. The individual is considered a leader in a clinical field. The candidate may have a reputation as an innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery. The candidate must demonstrate scholarship, which may include chapters and reviews in the area of clinical expertise, guidelines/protocols for patient care, publications evaluating the impact of a clinical innovation and/or other research publications. There should be a strong educational component in the clinical field (reported in Teaching and Education) and the individual may participate in clinical, translational, or basic scientific research related to the clinical field (if research activities are substantial, investigation should be designated as a supporting activity).

At the **ASSISTANT PROFESSOR** level, the candidate must have evidence of a strong local reputation as an expert in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative models of care delivery. The candidate must have first author scholarship related to the clinical field and should be teaching in the clinical field.

For promotion to **ASSOCIATE PROFESSOR**, the candidate must have a strong regional, and most often national, reputation as an independent expert who has influenced the clinical field. He/she may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development of novel models of care delivery that influence care at a regional, and often national, level. The candidate must have an active teaching role and have influential first and senior author scholarship in the area of clinical expertise.

For promotion to **PROFESSOR**, the candidate must have a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. The candidate's expertise must be demonstrated through high impact scholarship. The candidate must have a significant influence on practice in the clinical field nationally, and often internationally, as a result of his/her teaching, scholarship and innovation.



3. Investigation (See pages 22–27 for specific metrics)

This area of excellence is appropriate for individuals who spend the majority of their time performing research. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. This area of excellence may also be used to recognize the contributions of individuals with research training in diverse fields who bring a unique or critical expertise to the biomedical research team. It includes individuals participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

At the **ASSISTANT PROFESSOR** level, the candidate must have evidence of a strong local reputation for contributions to research with an identified research focus or area of expertise. He/she must demonstrate scholarship which most often includes publications on which the candidate is first author; the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions. The candidate generally has some funding to conduct research, though not necessarily as principal investigator, and most often has evidence of teaching and supervision of trainees.

For promotion to **ASSOCIATE PROFESSOR**, the candidate must have a national reputation as an independent investigator and major contributor to the field. There must be a record of independent scholarship which most often will include first and senior authorship on high quality publications that have advanced the field; the candidate may also be in another authorship position on publications from collaborative research that significantly advance biomedical science to which he/she contributed critical ideas or innovations, having taken the role of first or senior author on some publications. The candidate should have a successful extramural funding record, and must have evidence of teaching and supervision of trainees.

For promotion to **PROFESSOR**, the candidate must have a sustained national, and in many cases international, reputation as one of the top researchers in the field. He/she must be the leader of an exceptional independent research program and/or have key leadership roles in collaborative studies. The candidate must have a longstanding record of exceptional scholarship which most often includes senior authorship on high impact publications of original research. The candidate may also have played a leadership role on, and made critical contributions to, publications of high impact collaborative research. The candidate should have a sustained record of extramural funding, which most often will include principal investigator funding, and must have evidence of effective teaching and supervision as demonstrated by the number and stature of his/her trainees.

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Assistant Professor

Summary

Evidence of a strong local reputation as an active and highly effective teacher; must demonstrate scholarship related to education and/or an area of clinical expertise (see footnote, page 11).

Teaching may take the form of:	Examples of Metrics
Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	Participation in courses and lectures at Harvard and its affiliates, especially HMS/HSDM courses Learner and/or peer evaluations of teaching Increasing involvement and responsibility over time
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number of individuals trained Publications with trainees Feedback from trainees, if available
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Quantified level of activity Evaluations by students, residents, fellows
Administrative teaching leadership role (e.g., residency or fellowship co-director or director, course or seminar co-director or director)	Evaluations and success of course(s) and or program(s) for which candidate was a leader Participant enrollment in non-required courses for which the candidate was a leader

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Assistant Professor

Recognition	Examples of Metrics
	<p>Invitations to speak and teach locally about education, including outside the candidate's department</p> <p>Contributions to local professional educational organizations</p> <p>Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs</p> <p>Service as a peer reviewer for educational journals</p> <p>Selection for participation in limited enrollment training programs for educators</p> <p>Local awards for teaching or mentoring</p>
Scholarship	
	<p>Publication of first author original research, reviews, and/or chapters*</p> <p>Development and local adoption of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</p>

* Since faculty being promoted to Assistant Professor in this area of excellence may not have yet demonstrated peer-reviewed scholarship related to education, some of the publications supporting this promotion may be related to the candidate's area of clinical expertise or investigation. Please note that promotion in this area of excellence to all other ranks requires scholarship related to education.

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Associate Professor

Summary

Strong regional, and most often national, reputation as a leader in education; must have developed innovative teaching methods, curricula, educational policy or assessment tools or have performed influential research related to education; expertise must be demonstrated through influential scholarship.

In addition to distinguished service as an Assistant Professor:

Teaching may take the form of:	Examples of Metrics
Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	Innovation in classroom teaching methods or novel application of existing teaching methods with adoption regionally and, in some cases, nationally Teaching/lecturing regionally and, most often, nationally about issues related to education
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by trainees' academic rank, publications, funding and awards Publications with trainees Feedback from trainees, if available
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Regional and, in many cases, national leadership role related to education in a professional society Evaluation and success of courses for which the candidate was a leader
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	Evaluations and success of course(s) or program(s) for which candidate was the leader Participant enrollment in non-required courses for which the candidate was the leader Success of programs developed or innovations to existing programs introduced by the candidate. Measures of success may include increased attraction of highly competitive candidates, enhancement of diversity by increasing the representation of women and minorities

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Associate Professor

Recognition	Examples of Metrics
	<p>Invitations to speak regionally, and most often nationally, about education</p> <p>Leadership role in regional, and most often national, courses related to education</p> <p>Senior local leadership role in education</p> <p>Service on regional, and most often national, committees developing guidelines and policies for education/training programs</p> <p>Service on regional, and most often national, committees evaluating education programs or grant proposals related to education</p> <p>Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</p> <p>Funding to support mid-career mentoring about education by the candidate</p> <p>Service on editorial boards of educational journals</p> <p>Awards for teaching or mentoring from sources other than the candidate's department/institution</p>
Scholarship	
	<p>Publication of first and senior author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited</p> <p>Development of educational material in print or other media with regional, and in some cases national, adoption; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</p> <p>Publication of first and senior author influential original research related to educational methods, assessment and/or policy</p>

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Professor

Summary

Sustained national, and in some cases international, reputation as an educational leader and innovator; among the best in the country in the development of educational methods, curricula, policy and assessment or educational research; expertise must be demonstrated through high impact scholarship that influences the field.

In addition to distinguished service as an Associate Professor:

Teaching may take the form of:	Examples of Metrics
Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	Innovation in classroom teaching methods with adoption nationally, and in some cases, internationally Teaching/lecturing nationally and, in some cases, internationally, about issues related to education
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by the trainees' academic rank, leadership positions, impact on the field and prestigious awards Publications with trainees Feedback from trainees, if available
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Development of innovative clinical teaching methods that are adopted and have an impact nationally, and in some cases, internationally
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	Increasing and sustained national and, in some cases, international, leadership role related to education in a professional society National replication of courses developed by the candidate Adoption nationally of innovative programs developed by the candidate that result in the attraction of competitive candidates and/or enhancement of diversity by increasing the representation of women and minorities

TEACHING AND EDUCATIONAL LEADERSHIP METRICS



Professor

Recognition	Examples of Metrics
	<p>Visiting professorships and invitations to speak nationally, and in some cases internationally, on issues related to education</p> <p>Leadership of national, and in some cases international, courses related to education</p> <p>Serving as a consultant nationally, and in some cases internationally, on issues related to development of educational programs or on educational methods, policy or assessment</p> <p>Service on national, and in some cases international, committees developing guidelines and policies for education/training programs</p> <p>Service on national, and in some cases international, committees evaluating education/training programs or reviewing grant proposals related to education</p> <p>Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</p> <p>Editor of an educational journal</p> <p>National and/or international awards related to education or educational scholarship</p>
Scholarship	
	<p>Publication as author or editor of a major textbook on education</p> <p>Development of innovative educational methods/materials in print or other media that are widely adopted and influence education nationally, and in some cases, internationally</p> <p>Publication of senior author high impact research related to educational methods, assessment and/or policy that influence the field nationally, and in some cases, internationally</p>

CLINICAL EXPERTISE AND INNOVATION METRICS



Assistant Professor

Summary

Evidence of a strong local reputation as an expert in a clinical field with a key role in activities that influence practice; must demonstrate scholarship related to the area of clinical expertise; should be teaching in the clinical field.

Clinical expertise may take the form of:	Examples of Metrics
Recognition as a clinical expert	Strong local reputation as a clinical expert, may hold local clinical leadership roles
Influencing clinical practice	<p>Key role in the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, use of technologies and/or models of care delivery. Examples of activities (many others are possible) include:</p> <ul style="list-style-type: none"> • Assisting with the creation of a novel interdisciplinary clinical service • Key role in development and local implementation of practice guidelines for care or to prevent medical errors • Utilizing and disseminating the use of a new surgical procedure

CLINICAL EXPERTISE AND INNOVATION METRICS



Assistant Professor

Recognition	Examples of Metrics
	<p>Invitations to speak locally, and in many cases regionally, on issues related to area of clinical expertise</p> <p>Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development</p> <p>Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise</p> <p>Service as peer reviewer for clinical journals</p> <p>Peer-reviewed funding to support innovations that influence clinical practice locally</p> <p>Local awards for contributions and/or innovation in the area of clinical expertise</p>
Scholarship	
	<p>Publication of first author original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care</p> <p>Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally</p>

CLINICAL EXPERTISE AND INNOVATION METRICS



Associate Professor

Summary

Strong regional, and most often national, reputation as an independent expert who has influenced a clinical field; must have influential scholarship in the area of clinical expertise; should be actively teaching in the clinical field.

In addition to distinguished service as an Assistant Professor:

Clinical expertise may take the form of:	Examples of Metrics
Recognition as a clinical expert	Strong regional, and most often national, recognition as an independent clinical expert as evidenced by regional and/or national leadership roles and reputation related to the clinical field
Influencing clinical practice	Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at a regional, and most often national, level. Examples of activities (many others are possible) include the development of: <ul style="list-style-type: none"> • a clinical care model • practice guidelines • an innovative application of an existing technology

CLINICAL EXPERTISE AND INNOVATION METRICS



Associate Professor

Recognition	Examples of Metrics
	<p>Invitations to speak regionally, and most often nationally, on issues related to area of clinical expertise</p> <p>Leadership roles in regional, and most often national, professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs</p> <p>Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise</p> <p>Service on regional, and most often national, committees evaluating programs in area of clinical expertise</p> <p>Membership on editorial boards in area of clinical expertise</p> <p>Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally</p> <p>Regional and/or national awards for contributions and/or innovation in the area of clinical expertise</p>
Scholarship	
	<p>Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited</p> <p>Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally</p> <p>Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</p>

CLINICAL EXPERTISE AND INNOVATION METRICS



Professor

Summary

Sustained national, and in many cases international, reputation as a leader and innovator in a clinical field; expertise must be demonstrated through high impact scholarship; must have a significant influence on practice in the clinical field as a result of his/her teaching, scholarship and innovation.

In addition to distinguished service as an Associate Professor:

Clinical expertise may take the form of:	Examples of Metrics
Recognition as a clinical expert	National, and in many cases international, recognition as a clinical expert as evidenced by national, and in many cases international, leadership roles and reputation related to the clinical field
Influencing clinical practice	Development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care at a national, and in many cases international, level. Examples of activities (many others are possible) include: <ul style="list-style-type: none"> • Having a critical role in defining a new field • Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches • Developing treatment protocols or practice guidelines that influence the standard of care

CLINICAL EXPERTISE AND INNOVATION METRICS



Professor

Recognition	Examples of Metrics
	<p>Visiting professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical expertise</p> <p>Leadership roles in national, and in many cases international, professional organizations related to area of clinical expertise including leadership of national, and in many cases international, courses or programs</p> <p>Service as a consultant on issues related to area of clinical expertise</p> <p>Service on national, and in many cases international, committees developing guidelines and policies for management or evaluating programs in area of clinical expertise</p> <p>Editor of a journal in the area of clinical expertise</p> <p>Peer-reviewed funding to support innovations that influence clinical practice nationally, and in many cases, internationally</p> <p>National, and in many cases international, awards for contributions and/or innovation in the area of clinical expertise</p>
Scholarship	
	<p>Publication of senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are widely recognized as influencing the field nationally, and in many cases, internationally</p> <p>Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted nationally, and in some cases, internationally</p> <p>Publication of senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</p>

INVESTIGATION METRICS



Assistant Professor

Summary

Evidence of a strong local reputation for contributions to research with an identified focus or area of expertise; must demonstrate scholarship which may include first author on publications of original research and/or publications from collaborative research to which the candidate has made substantive intellectual contributions; may have funding to conduct research; most will have evidence of teaching and supervision of trainees.

Investigation	Examples of Metrics
	<p>Defined role in investigative activities which may include any or all of the following:</p> <ul style="list-style-type: none"> • Basic research • Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a defined role as a member of a multidisciplinary or other collaborative research team that conceptualizes novel investigative approaches • Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; should have a defined role and may contribute to protocol development, protocol implementation, conduct of studies, data collection and/or analysis of new or existing data • Novel applications of existing methods and/or technologies <p>Candidate most often has some funding for research activities which may include a career development award, principal investigator role on federal, foundation, investigator-initiated industry, or institutional grant(s); candidate may be funded as a co-investigator with a defined role and substantive intellectual contributions to a collaborative or multicenter study</p>

INVESTIGATION METRICS

Assistant Professor



Recognition	Examples of Metrics
	<p>Invitations to speak locally, and in many cases regionally, about research</p> <p>Peer-reviewed funding to conduct research</p> <p>Service as an ad hoc reviewer for scientific journals</p> <p>Service on institution research-related committees such as the human subjects committee</p> <p>Role in planning sessions for scientific societies locally, and in many cases regionally</p> <p>Instrumental role in an institutional research core</p> <p>Local and/or regional awards for research and/or innovation</p> <p>Role as an investigator on multiple studies based on specific expertise</p>
Scholarship	
	<p>Publication of original research that contributes new knowledge; most often includes publications on which the candidate is first author; may be in another authorship position on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

INVESTIGATION METRICS



Associate Professor

Summary

National reputation as original, independent investigator and major contributor to the field; may include development of or novel application of methods or technologies that significantly advance biomedical science; must have a record of independent scholarship which may include: first and senior author on high quality publications that have advanced the field, and/or publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations, having taken the lead on some publications; candidate should have a successful funding record; must have evidence of teaching and supervision of trainees.

In addition to distinguished service as an Assistant Professor:

Investigation	Examples of Metrics
	<p>Conducts original research that significantly advances biomedical science; may include any or all of the following:</p> <ul style="list-style-type: none"> • Basic research • Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations contributing knowledge that may significantly advance the prevention, diagnosis or management of disease; may have a defined role in building a multidisciplinary team and/or center that conceptualizes novel investigative approaches • Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; should have an independent leadership role in design of studies, conduct of studies and/or analysis of study data; for multicenter studies, makes key, original intellectual contributions to critical elements in study design, protocol development, protocol implementation, study conduct, and/or data analysis • Development of new methods/technologies and/or novel applications of existing methods/technologies <p>Candidate will most often be principal investigator on federal, investigator-initiated industry, and/or foundation grants; may be site principal investigator of a multicenter study; may be primarily funded as a co-investigator if candidate brings a critical expertise to multiple studies</p>

INVESTIGATION METRICS



Associate Professor

Recognition	Examples of Metrics
	<p>Invitations to speak nationally about research</p> <p>Principal investigator peer-reviewed funding to conduct research</p> <p>Service on editorial boards of scientific journals or as a consultant to journals in area of expertise</p> <p>Leadership role(s) on institution research-related committees such as the human subjects committee</p> <p>Service on national committees related to research including grant review panels such as NIH study sections, FDA panels, and data and safety monitoring boards for multicenter trials</p> <p>Significant role in planning sessions for scientific societies nationally</p> <p>Leadership role in an institutional research core</p> <p>National awards for research and/or innovation</p> <p>Membership on steering committees, other study committees and/or writing groups of national multicenter studies</p> <p>Invitations to serve as a key investigator on multiple, significant studies based on unique expertise</p>
Scholarship	
	<p>Publication of first and senior author high quality, original research that significantly advances the field</p> <p>Publication of original research from multidisciplinary studies on which the candidate was first or senior author; may be in another authorship position or member of an unnamed authorship group, to which the candidate made documented, key intellectual contributions; should have taken the lead role on some manuscripts from the study</p> <p>Publications of first and senior author original work describing new methods/ technologies and/or innovative applications of existing methods/technologies; may be published in journals of the primary discipline (e.g., statistics) or the field in which the expertise is applied (e.g., cardiology)</p>

INVESTIGATION METRICS



Professor

Summary

Sustained national, and in many cases international, reputation as one of the top researchers in the field; leader of an exceptional independent research program and/or key leadership role in collaborative studies; longstanding record of exceptional scholarship which may include: senior author on high impact publications of original research, and/or leadership role on, and critical contribution to, publications of high impact collaborative research; candidate should have a sustained record of extramural funding; must have evidence of effective teaching and supervision as demonstrated by stature of trainees.

In addition to distinguished service as an Associate Professor:

Investigation	Examples of Metrics
	<p>Sustained record of conducting exceptional research that has a major impact on the field and/or changes clinical practice; may include any or all of the following:</p> <ul style="list-style-type: none"> • Basic research • Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that provide fundamental insight into the prevention, diagnosis or management of disease; may lead an established multidisciplinary team and/or center that has created novel investigative approaches that have resulted in critical contributions to the field • Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; outstanding record of leadership in design, conduct and analysis of studies; for multicenter studies, overall principal investigator, or one of a small number of key national leaders of studies • Development of innovative methods/technologies and/or novel applications of existing methods/technologies that have been adopted by others in the field <p>Sustained record of funding as principal investigator; may be funded by a combination of federal, investigator-initiated industry, and foundation grants; candidates who bring a unique expertise to a number of projects must have a sustained record of funding as a principal investigator or a co-investigator on multiple studies</p>

INVESTIGATION METRICS



Professor

Recognition	Examples of Metrics
	<p>Invitations to speak nationally, and in many cases internationally, about research</p> <p>Sustained record of principal investigator peer-reviewed research funding</p> <p>Service as an editor and/or on editorial boards of scientific journals or as a consultant to journals in area of expertise</p> <p>Service on, and may have a leadership role on, national, and in many cases international, committees related to research including grant review panels such as NIH study sections, NIH advisory groups, FDA panels, data and safety monitoring boards for major multicenter trials</p> <p>Leadership role in planning sessions for major scientific societies nationally, and in many cases, internationally</p> <p>Prestigious national or international awards for research and/or innovations</p> <p>Overall principal investigator or one of a small number of key national leaders and/or leadership roles on key committees and writing groups of national, and in many cases international, multicenter studies</p> <p>Adoption by others in the field of novel methods/technologies</p>
Scholarship	
	<p>Senior authorship on studies of exceptional, original and innovative research which has had a major impact on the field</p> <p>Continuing record of publication from multidisciplinary research that has had a major impact on the field and/or changed clinical practice; candidate may be first or senior author, in another authorship position, or part of an unnamed authorship group, but should have served as the senior author on a substantial number of manuscripts from the study</p> <p>Publication of senior author original work describing novel methods/technologies that advance the field; may be published in journals of the primary discipline (e.g., statistics) or the field in which the expertise is applied (e.g., cardiology)</p>

TEACHING AND EDUCATION OVERVIEW* †

(Step #2, see pages 4-5)

Given the importance of the educational mission of HMS/HSDM, it is expected that, with rare exception, all faculty will engage in teaching. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliates. If this is the candidate's first faculty appointment at HMS/HSDM, teaching contributions at institutions where the candidate previously held a faculty position will also be assessed. The metrics below are for those faculty whose area of excellence is not Teaching and Educational Leadership. Teaching of HMS/HSDM medical, dental, and graduate students will be particularly noted.

TEACHING AND EDUCATION METRICS

Teaching may take the form of:	Examples of Metrics
Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	Report level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate and medical students May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number and stature of trainees upon whom the candidate had a major influence Feedback from trainees, if available Publications with trainees
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Level of activity Quality of teaching as measured by evaluations by students, residents, fellows
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	Quality as measured by evaluations and success of courses/programs for which the candidate was a leader

* All faculty will be evaluated unless their area of excellence is *Teaching and Educational Leadership*.

† For more detailed examples of activities and metrics, see the criteria for *Teaching and Educational Leadership* as an area of excellence starting on page 10.

TEACHING AND EDUCATION METRICS

Recognition*	Examples of Metrics
	Invited presentations in the field of expertise Contributions to professional educational organizations Leadership role in education Service on education-related committees Awards for teaching, mentoring or other education-related achievements
Scholarship*	
	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education

* Since this is not the area of excellence, many faculty may not have recognition for teaching activities or educational scholarship.

SIGNIFICANT SUPPORTING ACTIVITIES OVERVIEW

(Step #3, see pages 4-5)

Many faculty make substantial contributions outside their area of excellence. These activities are often of outstanding quality and importance but are in domains in which the quantity of the candidate's contribution is less than in the area of excellence. These significant supporting activities will supplement accomplishments in the area of excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

CLINICAL EXPERTISE METRICS*

Activity	Examples of Metrics
	Reputation as a clinical expert Leadership roles related to clinical expertise Role in development of innovative models of care delivery, approaches to treatment, or technology that contributes to high quality care
Recognition	
	Invitations to speak on issues related to area of clinical expertise Active role in professional organizations related to clinical expertise; may have a leadership role Service on committees developing guidelines and policies or evaluating programs in area of clinical expertise Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise Awards for contributions and/or innovation in the area of clinical expertise
Scholarship	
	Publication of original research, chapters, reviews, and/or textbooks related to area of clinical expertise Guidelines and/or protocols for clinical care

* For more detailed examples of activities and metrics, see the criteria for *Clinical Expertise and Innovation* as an area of excellence starting on page 16.

INVESTIGATION METRICS*

Activity	Examples of Metrics
	<p>Defined role and/or independent conduct of research which may include:</p> <ul style="list-style-type: none"> • Basic research • Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials • Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies • Development of new methods/technologies and/or novel applications of existing methods/technologies
Recognition	
	<p>Invitations to speak about research</p> <p>Funding to conduct research</p> <p>Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</p> <p>Service on committees related to research such as the IRB, data safety monitoring board or grant review panel</p> <p>Leadership role in professional societies including planning scientific sessions for meetings</p> <p>Awards for research and/or innovation</p> <p>Membership on steering committees, other study committees and/or writing groups of multicenter studies</p> <p>Invitations to participate as an investigator based on specific expertise</p>
Scholarship	
	<p>Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

* For more detailed examples of activities and metrics, see the criteria for *Investigation* as an area of excellence starting on page 22.

EDUCATION OF PATIENTS AND SERVICE TO THE COMMUNITY METRICS*

Activity	Examples of Metrics
	<p>Development of material related to health conditions for use by patients</p> <p>Development of programs and material that improve health literacy and educate the public about biomedical sciences</p> <p>Writing for magazines, newspapers, health letters or websites on issues related to health</p> <p>Publication of books for the public that address important health issues</p> <p>Speaking to lay populations to educate them about important health issues</p> <p>Presenting information related to health through the media, including radio, television or podcasts</p> <p>Educating and mentoring pre-professional students in biomedical science</p> <p>Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/crisis relief or a decrease in health disparities</p>
Recognition	
	<p>Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public</p> <p>Invitations to speak to lay audiences on issues related to health</p> <p>Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues</p> <p>Widespread use of patient education materials developed</p>

* Only in rare cases will the achievements of an individual in a significant supporting activity be so exceptional that it is sufficient to serve as the major basis of the promotion. In such extraordinary cases, the requirements for both recognition and scholarship broadly defined will be applied as for areas of excellence. Such exceptions must be discussed in advance with the Office for Faculty Affairs.

ADMINISTRATION AND INSTITUTIONAL SERVICE METRICS*

Activity	Examples of Metrics
	<p>Service as director of a division, program or clinic in an affiliated institution</p> <p>Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/search committees</p> <p>Service on committees of the Faculty of Medicine such as admissions committees or Faculty Council</p> <p>Administrative management of a core laboratory or facility at Harvard or an affiliated institution</p> <p>Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty</p>
Recognition	
	<p>Awards recognizing administrative contributions</p> <p>Appointment to administrative leadership roles</p> <p>Invitations to educate peers about administrative methods and practices</p> <p>Consultant to other organizations in area of administrative expertise</p> <p>Leadership roles in professional societies related to administrative role</p> <p>Appointment to regional and/or national committees related to administrative roles, such as committees on diversity in medicine/biomedical science, health policy, or human subjects</p>

* Only in rare cases will the achievements of an individual in a significant supporting activity be so exceptional that it is sufficient to serve as the major basis of the promotion. In such extraordinary cases, the requirements for both recognition and scholarship broadly defined will be applied as for areas of excellence. Such exceptions must be discussed in advance with the Office for Faculty Affairs.

ACADEMIC PART-TIME CRITERIA

These criteria are appropriate for individuals who contribute to the academic programs of the Faculty of Medicine but who also have a major commitment to professional activity outside the academic programs of HMS, HSDM, and their affiliated institutions. Faculty promoted by Academic Part-time Criteria have titles that include the modifier 'Clinical' (e.g., Assistant Clinical Professor).

As for full-time faculty, candidates evaluated by Academic Part-time Criteria will have an area of excellence, typically either Teaching and Educational Leadership or Clinical Expertise and Innovation, will be evaluated for Teaching and Education and will report on any Significant Supporting Activities. As for full-time faculty, scholarship is required for promotion to all ranks with the exception of promotion to Assistant Clinical Professor by Longer Service Criteria.

Since Academic Part-time faculty spend a smaller proportion of time in the academic setting, the quantity and impact of their work may be somewhat less than for full-time faculty being evaluated for the same rank. For Academic Part-time faculty, promotion to Assistant Clinical Professor requires a local reputation, to Associate Clinical Professor requires a regional reputation, and to Clinical Professor requires a national reputation in the area of excellence.

LONGER SERVICE CRITERIA

The Longer Service Criteria are primarily intended to reward faculty for significant and sustained contributions to the teaching mission of HMS, HSDM, and their affiliated institutions. Eligible faculty are full-time or part-time clinicians who have dedicated at least 10 years as faculty members to education and have demonstrated continuing growth in their roles as teachers. Teaching is broadly defined to include didactic teaching of students, trainees and peers, clinical teaching and mentorship, and administrative teaching leadership roles. Teaching of Harvard medical, dental, and graduate students will be particularly noted. Teaching outside Harvard and its affiliates will not be considered as supporting evidence for the promotion.

There is no requirement for written scholarship. As with all promotions, consideration will be given to the sum total of the individual's achievements. The evaluation will consider significant supporting activities, including contributions in the areas of investigation, clinical expertise, education of patients and service to the community, and administration and institutional service. (See significant supporting activities, p. 30).

Promotion by Longer Service Criteria is only to the rank of Assistant Professor. Promotion by these criteria does not preclude promotion to Associate Professor, but evaluation for subsequent promotions would require scholarship and would be based on the criteria for Associate Professor described elsewhere in this document.

LONGER SERVICE METRICS

Teaching may take the form of:	Examples of Metrics
<p>Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p>	<p>Level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for medical, dental, and graduate students</p> <p>May note if individual has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education</p>
<p>Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</p>	<p>Level of activity</p> <p>Quality of teaching as measured by evaluations by students, residents, fellows</p>
<p>Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)</p>	<p>Quality as measured by evaluations and success of courses/programs for which the candidate was a leader</p>
Recognition	Examples of Metrics
	<p>May have evidence of contributions in education such as:</p> <ul style="list-style-type: none"> • Role in professional organization related to education • Local leadership role in educational organizations • Invitations to speak on issues related to education • Service on education-related committees • Awards for teaching, mentoring or other education-related achievements

FAQ

Who decides what my area of excellence will be?

The area of excellence is selected by the department head (or his/her designee) in consultation with the candidate. The area of excellence should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as quality of contribution.

Who will know what my area of excellence and significant supporting activities are?

No one but you and those directly involved in processing your promotion need be aware of your selected area of excellence and significant supporting activities.

Will the area of excellence by which I am promoted affect my title?

No. Titles for all individuals at a given rank are identical regardless of their area of excellence. The only titles that differ are those for faculty promoted by Academic Part-time Criteria, whose titles include the modifier 'Clinical.'

Can my area of excellence and significant supporting activities change in a subsequent promotion?

Yes. Although in most cases an individual will maintain a consistent academic focus over time, occasionally the activities of a faculty member may change. If a change in activities occurs, the area of excellence and supporting activities selected for subsequent promotions may change as well. It should be noted that the individual must meet the standards for promotion in the new area of excellence.

Can more than one area of excellence be selected?

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the impact and quantity of contribution are comparable in two areas of excellence and each independently would meet the standard for promotion to the next rank, should two areas of excellence be proposed. Such exceptions must be discussed in advance with the Office for Faculty Affairs.

What if my primary academic activities are not in one of the three areas of excellence?

Almost all candidates will be evaluated for their contributions in one of the three areas of excellence. Only in rare cases will the achievements of an individual in a significant supporting activity be so exceptional that they are sufficient to serve as the basis for promotion. In such extraordinary cases, the requirements for both recognition and scholarship will be applied as for other areas of excellence. Such exceptions must be discussed in advance with the Office for Faculty Affairs.

How should the decision be made about whether an activity should be specified as a significant supporting activity?

Candidates should report only those areas to which they have made significant contributions and devote substantial effort.

Will I be penalized if I do not specify significant supporting activities?

There is no requirement that candidates for promotion specify significant supporting activities. Some faculty who are primarily focused in a single area will not have significant supporting activities and this will not be considered a deficit.

What constitutes scholarship?

The specific types of scholarship are likely to differ according to the area of excellence and are described in the metrics for each. Scholarship is explicitly defined broadly to include not only peer-reviewed publications but also educational materials, policy statements, assessment tools, and guidelines for patient care. Scholarship may be in print or alternative media.

Is principal investigator NIH funding required for faculty with Investigation as their area of excellence?

No. The new guidelines for promotion recognize that funding to conduct research may come from a variety of sources and that, depending on their field, individuals may be more or less likely to serve as principal investigator. A key element in the evaluation will be the documentation of the candidate's intellectual contributions to the original ideas, design, and analysis of a project.

In addition to providing resources for conducting research, obtaining competitive, peer-reviewed funding is also an important marker of a candidate's reputation and recognition. At senior levels, the presence of sustained funding over time is an important factor in the evaluation for promotion.

What if there are no opportunities for me to teach?

Given the broad definition of teaching and educational activities, most faculty should be able to identify opportunities to contribute to educational activities at HMS, HSDM, and/or their affiliated institutions. There will be rare cases, most often related to the candidate's field, in which the opportunities for junior faculty to teach are limited. While promotion to Assistant Professor is possible in such cases, the department head will be expected to explain the absence of educational contributions.

What should I do if I believe I am ready for promotion?

Your department head is responsible for determining when you are proposed for promotion. If you believe that your achievements may warrant promotion to the next rank, you should discuss your status with your department head, division chief or mentor.



Area of Excellence: Teaching and Educational Leadership

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
SUMMARY	Evidence of a strong local reputation as an active and highly effective teacher; must demonstrate scholarship related to education and/or an area of clinical expertise.	Strong regional, and most often national, reputation as a leader in education; must have developed innovative teaching methods, curricula, educational policy or assessment tools or have performed influential research related to education; expertise must be demonstrated through influential scholarship.	Sustained national, and in some cases international, reputation as an educational leader and innovator; among the best in the country in the development of educational methods, curricula, policy and assessment or educational research; expertise must be demonstrated through high impact scholarship that influences the field.
METRICS	Page 10	Page 12	Page 14



Area of Excellence: Clinical Expertise and Innovation

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
SUMMARY	Evidence of a strong local reputation as an expert in a clinical field with a key role in activities that influence practice; must demonstrate scholarship related to the area of clinical expertise; should be teaching in the clinical field.	Strong regional, and most often national, reputation as an independent expert who has influenced a clinical field; must have influential scholarship in the area of clinical expertise; should be actively teaching in the clinical field.	Sustained national, and in many cases international, reputation as a leader and innovator in a clinical field; expertise must be demonstrated through high impact scholarship; must have a significant influence on practice in the clinical field as a result of his/her teaching, scholarship and innovation.
METRICS	Page 16	Page 18	Page 20



Area of Excellence: Investigation

	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
SUMMARY	Evidence of a strong local reputation for contributions to research with an identified focus or area of expertise; must demonstrate scholarship which may include first author on publications of original research and/or publications from collaborative research to which the candidate has made substantive intellectual contributions; may have funding to conduct research; most will have evidence of teaching and supervision of trainees.	National reputation as original, independent investigator and major contributor to the field; may include development of or novel application of methods or technologies that significantly advance biomedical science; must have a record of independent scholarship which may include: first and senior author on high quality publications that have advanced the field, and/or publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations, having taken the lead on some publications; candidate should have a successful funding record; must have evidence of teaching and supervision of trainees.	Sustained national, and in many cases international, reputation as one of the top researchers in the field; leader of an exceptional independent research program and/or key leadership role in collaborative studies; longstanding record of exceptional scholarship which may include: senior author on high impact publications of original research, and/or leadership role on, and critical contribution to, publications of high impact collaborative research; candidate should have a sustained record of extramural funding; must have evidence of effective teaching and supervision as demonstrated by stature of trainees.
METRICS	Page 22	Page 24	Page 26

Teaching and Education (required)	Page 28
Significant Supporting Activities (optional)	
<i>Clinical Expertise</i>	Page 30
<i>Investigation</i>	Page 31
<i>Education of Patients and Service to the Community</i>	Page 32
<i>Administration and Institutional Service</i>	Page 33
Academic Part-time Criteria	Page 34
Longer Service Criteria	Page 34
FAQ	Page 36

RESOURCES

Website

The Office for Faculty Affairs website includes general information about appointments and promotions at HMS and HSDM. To create a customized set of criteria for your rank, area of excellence, and supporting activities, go to www.hms.harvard.edu/fa/promotion.htm

Questions

For questions about promotion criteria or more general questions about promotion and appointments at HMS/HSDM, contact the Office for Faculty Affairs by email at OFA_Promotions@hms.harvard.edu or by phone at 617.432.7112.

MEMBERS OF THE TASK FORCE ON PROMOTION CRITERIA

ELLICE LIEBERMAN (CHAIR)

STANLEY ASHLEY

EDWARD BENZ

JULIE BURING

JAY BURKE

MAUREEN CONNELLY

JULES DIENSTAG

RAPHAEL DOLIN

GARY FLEISHER

JEFFREY FLIER

MICHAEL GIMBRONE

DAVID HACKNEY

DOUGLAS HANTO

TAYYABA HASAN

T. HOWARD HOWELL

PETER HOWLEY

ANN KLIBANSKI

BARBARA McNEIL

JOAN MILLER

ORAH PLATT

DANIEL PODOLSKY

JOAN REEDE

MARTIN SAMUELS

ISAAC SCHIFF

RICHARD SCHWARTZSTEIN

DANIEL SINGER

GEORGE THIBAULT

Harvard Medical School and Harvard School of Dental Medicine • 2008
www.hms.harvard.edu/fa/promotion.htm

