



Assistant Professor, Teaching and Educational Leadership

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 an 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. Candidates will be evaluated on both the quantity and quality of their teaching activities, recognition for their roles as educators, and on their scholarship. Candidates must demonstrate scholarship, which may include: publication of original research, reviews and chapters; educational material in print or other media such as syllabi, curricula, and Web-based training modules and courses; and/or educational methods, policy statements and assessment tools developed.

Teaching and Educational Leadership Metrics

Summary

For promotion to *Assistant Professor*, 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. Since some 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 might be related to the candidate's clinical expertise or investigation. Promotion in this Area of Excellence to all other ranks requires scholarship related to education.

In addition to distinguished service as an Instructor:

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)	<ul style="list-style-type: none"> • 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, dental student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

Updated October 2016

Managed by the Office for Faculty Affairs

Harvard Medical School | Gordon Hall, Suite 206 | 25 Shattuck Street, Boston, Massachusetts 02115

Recognition	
	<ul style="list-style-type: none"> • Invitations to speak and teach locally about education, including outside the candidate's department • Contributions to local professional educational organizations • Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs • Service as a peer reviewer for educational journals • Selection for participation in limited enrollment training programs for educators • Local awards for teaching or mentoring
Scholarship	
	<ul style="list-style-type: none"> • Publication of first author original research, reviews, and/or chapters • 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