



Associate Professor, Clinical Expertise and Innovation

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 his/her 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.

Clinical Expertise and Innovation Metrics

Summary

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 scholarship, almost invariably as a first and senior author, in the area of clinical expertise.

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
Recognition	<ul style="list-style-type: none"> • Invitations to speak regionally, and most often nationally, on issues related to area of clinical expertise • Leadership roles in regional, and most often national, professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs • Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise • Service on regional, and most often national, committees evaluating programs in area of clinical expertise • Membership on editorial boards in area of clinical expertise • Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally • Regional and/or national awards for contributions and/or innovation in the area of clinical expertise

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Scholarship

- 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
- Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally
- 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

Teaching and Education*

Given the centrality of the educational mission of HMS/HSDM, it is expected that all faculty members will engage in teaching at Harvard. Faculty are required to teach Harvard learners and/or peers a minimum of 50 hours a year as a requirement of their academic appointment. For these reasons, all candidates for appointments and promotions will be evaluated for their teaching contributions.

Teaching is defined broadly to include formal lectures as well as less formal supervision of Harvard-affiliated trainees and colleagues in the clinical or research settings. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliated institutions. 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. For individuals who make exceptional contributions to the teaching mission but for whom Teaching and Educational Leadership is not the Area of Excellence, the significant supporting activity of Special Merit in Education may be appropriate.

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">• Report level of activity (noting lectures and courses taught) and measure of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate, dental 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, 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 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Quality as measured by evaluations and success of courses/programs for which the candidate was a leader

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

Recognition*	Examples of Metrics <ul style="list-style-type: none"> • 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*	Examples of Metrics <ul style="list-style-type: none"> • Development of educational materials (e.g., syllabi or curricula) and/or publications related to education
<p>* Since this is not the Area of Excellence, many faculty may not have recognition for teaching activities or educational scholarship.</p>	