



Associate Professor, Investigation

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 that 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.

Investigation Metrics

Summary

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 generally 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.

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 • 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

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Recognition	
	<ul style="list-style-type: none"> • Invitations to speak nationally about research • Principal investigator peer-reviewed funding to conduct research • Service on editorial boards of scientific journals or as a consultant to journals in area of expertise • Leadership role(s) on institution research-related committees such as the human subjects committee • 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 • Significant role in planning sessions for scientific societies nationally • Leadership role in an institutional research core • National awards for research and/or innovation • Membership on steering committees, other study committees and/or writing groups of national multicenter studies • Invitations to serve as a key investigator on multiple, significant studies based on unique expertise
Scholarship	
	<ul style="list-style-type: none"> • Publication of first and senior author high quality, original research that significantly advances the field • 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 • 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)

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