



## Associate 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 *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.

*In addition to distinguished service as an Assistant Professor:*

Teaching may take the form of:	Examples of Metrics
<b>Didactic teaching of students, trainees and peers</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	<ul style="list-style-type: none"> <li>Innovation in classroom teaching methods or novel application of existing teaching methods with adoption regionally and, in some cases, nationally</li> <li>Teaching/lecturing regionally and, most often, nationally about issues related to education</li> </ul>
<b>Research training and mentorship</b> (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"> <li>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</li> <li>Publications with trainees</li> <li>Feedback from trainees, if available</li> </ul>
<b>Clinical teaching and mentorship</b> (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"> <li>Regional and, in many cases, national leadership role related to education in a professional society</li> <li>Evaluation and success of courses for which the candidate was a leader</li> </ul>
<b>Administrative teaching leadership role</b> (e.g., residency or fellowship director, course or seminar director)	<ul style="list-style-type: none"> <li>Evaluations and success of course(s) or program(s) for which candidate was the leader</li> <li>Participant enrollment in non-required courses for which the candidate was the leader</li> <li>Success of programs developed or innovations to existing programs</li> </ul>

Updated October 2016

	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
<b>Recognition</b>	
	<ul style="list-style-type: none"> <li>• Invitations to speak regionally, and most often nationally, about education</li> <li>• Leadership role in regional, and most often national, courses related to education</li> <li>• Senior local leadership role in education</li> <li>• Service on regional, and most often national, committees developing guidelines and policies for education/training programs</li> <li>• Service on regional, and most often national, committees evaluating education programs or grant proposals related to education</li> <li>• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</li> <li>• Funding to support mid-career mentoring about education by the candidate</li> <li>• Service on editorial boards of educational journals</li> <li>• Awards for teaching or mentoring from sources other than the candidate's department/institution</li> </ul>
<b>Scholarship</b>	
	<ul style="list-style-type: none"> <li>• Publication of first and senior author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited</li> <li>• 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</li> <li>• Publication of first and senior author influential original research related to educational methods, assessment and/or policy</li> </ul>