



Assistant 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 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.

Investigation Metrics

Summary

For promotion to *Assistant Professor*, 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, often as principal investigator, and most often has evidence of supervision of research trainees.

In addition to distinguished service as an Instructor:

Investigation	Examples of Metrics
	Defined role in investigative activities which may include any or all of the following: <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 • 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
Recognition	
	<ul style="list-style-type: none"> • Invitations to speak locally, and in many cases regionally, about research • Peer-reviewed funding to conduct research • Service as an ad hoc reviewer for scientific journals • Service on institution research-related committees such as the human subjects

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	<ul style="list-style-type: none"> committee Role in planning sessions for scientific societies locally and, in many cases, regionally Instrumental role in an institutional research core Local and/or regional awards for research and/or innovation Role as an investigator on multiple studies based on specific expertise
Scholarship	
	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

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	<ul style="list-style-type: none"> Quality as measured by evaluations and success of courses/programs for which

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leadership role (e.g., residency or fellowship director, course or seminar director)	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.	