



Associate Professor, Investigation (INV)

This Area of Excellence (AoE) is appropriate for individuals devoted primarily to research, including: basic, translational, and clinical research; epidemiology, outcomes, and health services research; computational and data science; biostatistics, bioinformatics, and clinical informatics; social sciences, ethics, health policy, and health economics; as well as biomedical engineering, physics, artificial intelligence, and related fields. It also includes the development of innovative methods and technologies and/or novel applications of existing methods and technologies. Both individual, as well as unique and critical team contributions, can be recognized. Candidates must produce original, peer-reviewed research investigations, with an emphasis on senior-author publications. When the candidate has made significant, unique, and critical contributions within a study, middle-author publications may also supplement the body of scholarship.

Compared to Assistant Professor, there is an increased expectation for high-quality, broadly impactful research that advances biomedical science, independence as a thought leader, and recognition beyond the local level.

Policies about eligibility for particular AoEs (e.g., other health professionals, Quad faculty) can be found in [Section 6.1](#) of the Faculty of Medicine Handbook.

Major Domains of Evaluation:

Trajectory	
Recency	Strong, sustained academic productivity since Assistant Professor promotion, including within the past 3 years
Independence	Clear contributions independent from mentors
Cohesion	Increasing alignment across scholarship, reputation, and impact
Scholarship	
Nature of Scholarship	<ul style="list-style-type: none"> Substantial body of original, peer-reviewed research investigations featuring new scientific, clinical, and/or methodologic discoveries Evidence of sustained major authorship, typically senior/co-senior authorship
Reputation & Recognition	
Reputation	Regional to national recognition as an independent expert
Funding	Typically has PI or similar lead roles on extramural peer-reviewed grants
Service and Leadership	Service in regional/national professional societies, often with leadership roles on committees

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Editorial and Peer Review	Grant review activities for national organizations; Editorial Board membership or related roles (e.g., Associate Editor)
Presentations	Regional to national presentations to academic audiences related to area of research

In addition to the metrics noted above, candidates will also be evaluated on their **contributions to teaching and mentoring**:

Teaching	
Nature of Teaching	<ul style="list-style-type: none"> • Typically engaged in research supervision and mentorship • Commensurate with independence, influence, and expertise in the field • Evidence of teaching and mentoring impact on Harvard learners

Key terms:

- **Academic productivity** includes scholarship, committee service, invited presentations, and involvement in academic organizations.
- **Peer review** is the critical, independent, and determinative assessment of manuscripts and grants by multiple external experts typically not part of the editorial staff.
- **Peer-reviewed grants** are defined as competitive funding awards, typically from extramural sources such as the federal government, professional societies, or foundations. Many investigator-initiated awards from industry may be considered peer-reviewed.
- **Research investigations** are full-length, peer-reviewed manuscripts that present new data and analysis and include methods, results, and discussion sections. Includes systematic reviews and meta-analyses.
- **Other peer-reviewed publications** are defined as publications that are not considered research but undergo a peer review process. Includes peer-reviewed review articles (including narrative reviews, scoping reviews, or other forms of literature reviews), peer-reviewed clinical guidelines or consensus statements, methods reports, UpToDate entries, peer-reviewed case reports or case series, clinical pathologic conference reports, peer-reviewed educational materials (e.g., MedEdPORTAL), peer-reviewed editorials, descriptions of new models, theories or programs without systematic evaluation, or full-length proceedings of meetings which have undergone a formal peer-review process.
- **Major authorship** is typically signified by first/co-first authors or senior/co-senior author positions, though norms may vary across disciplines. In many biomedical fields, corresponding/co-corresponding authorship may be analogous to major authorship. While major authorship is prioritized, candidates may highlight publications in another authorship position, or as member of an unnamed authorship group, for which the candidate has made documented, unique, intellectual contributions. Contributions to team science in the absence of other evidence of intellectual leadership will typically be insufficient to warrant promotion.
- **Teaching of Harvard learners** is defined in [Section 4.2.2](#) of the faculty handbook.