



## Associate Professor, Teaching and Educational Leadership (TEL)

This Area of Excellence (AoE) is appropriate for candidates who spend a high proportion of their time on educational activities, view education as their primary academic focus, and produce scholarship that advances the science of education. The individual is considered a regional to national leader as an educator and has a reputation as an innovator in approaches to teaching, assessment, and educational program development. Candidates must produce original, peer-reviewed research investigations evaluating the impact of educational innovations, with an emphasis on senior-author publications. Other peer reviewed publications, reviews and chapters on clinical or educational topics, curricular materials, and assessment tools can also support the evidence of expertise and impact as an educator.

Compared to Assistant Professor, there is an increased expectation for high-quality, broadly impactful research that advances the science of education, independence as a thought leader in education, the dissemination of teaching innovations beyond the local level, and recognition as an educational leader 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"> <li>Substantial body of peer-reviewed publications aligned with area of educational focus</li> <li>Evidence of sustained major authorship, typically senior/co-senior authorship</li> <li>Emphasis on research investigations and other peer-reviewed scholarship relevant to pedagogy and education. Non-peer reviewed publications and educational materials may also be included.</li> </ul>
Reputation & Recognition	
Reputation	Regional to national recognition as an independent educational expert & innovator
Teaching Innovations	Innovations with regional to national dissemination, impact, or uptake

Service and Leadership	Service in regional/national professional societies, often with leadership roles on committees
Editorial and Peer Review	Editorial board membership or related roles (e.g., Associate Editor) and/or grant review activities
Presentations	Regional to national presentations to academic audiences related to area of educational focus

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"> <li>• Typically engaged in formal and informal teaching, with effort well beyond the minimum</li> <li>• Commensurate with independence, influence, and expertise in the field</li> <li>• Evidence of teaching and mentoring impact on Harvard learners</li> </ul>

**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.
- **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 innovations** are defined as novel interventions or approaches that have a significant impact on medical education. Examples include novel approaches to curriculum delivery, novel curricular materials (in any media), programmatic innovations in teaching, or development of training or mentorship programs.
- **Teaching of Harvard learners** is defined in [Section 4.2.2](#) of the faculty handbook.

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