



## Professor, Clinical Expertise and Innovation

This Area of Excellence is appropriate when a specific area of clinical expertise provides the unifying theme for the candidate's academic activities and achievements. The individual is considered a leader in a clinical field. The candidate may have a reputation as an innovator in approaches to diagnosis, treatment or prevention of disease; applications of technology to clinical care; and/or in developing models of care delivery. The candidate must demonstrate scholarship, which may include chapters and reviews in his/her area of clinical expertise, guidelines/protocols for patient care, publications evaluating the impact of a clinical innovation, and/or other research publications. There should be a strong educational component in the clinical field (reported in Teaching and Education), and the individual may participate in clinical, translational or basic scientific research related to the clinical field. If research activities are substantial, investigation should be designated as a supporting activity.

### Clinical Expertise and Innovation Metrics

#### Summary

For promotion to *Professor*, the candidate must have a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. The candidate's expertise must be demonstrated through high-impact scholarship. The candidate must have a significant influence on practice in the clinical field nationally, and often internationally, as a result of his/her teaching, scholarship and innovation.

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

Clinical Expertise may be defined as the following:	Examples of Metrics
<b>Recognition as a clinical expert</b>	Recognition as a clinical expert as evidenced by national, and in many cases international, leadership roles and reputation related to the clinical field
<b>Influencing clinical practice</b>	Development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care at a national, and in many cases international, level. Examples of activities (many others are possible) include: <ul style="list-style-type: none"> <li>• Having a critical role in defining a new field</li> <li>• Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches</li> <li>• Developing treatment protocols or practice guidelines that influence the standard of care</li> </ul>
<b>Recognition</b>	<ul style="list-style-type: none"> <li>• Visiting Professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in national, and in many cases international, professional organizations related to area of clinical expertise including leadership of courses or programs</li> <li>• Service as a consultant on issues related to area of clinical expertise</li> <li>• Service on national, and in many cases international, committees developing guidelines and policies for management or evaluating programs in area of clinical expertise</li> <li>• Editor of a journal in the area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice nationally, and in many cases, internationally</li> <li>• National, and in many cases international, awards for contributions and/or innovation in the area of clinical expertise</li> </ul>

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## Scholarship

	<ul style="list-style-type: none"> <li>• Publication of senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are widely recognized as influencing the field nationally, and in many cases, internationally</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted nationally, and in some cases, internationally</li> <li>• Publication of senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>
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## 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"> <li>• 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</li> <li>• May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education</li> </ul>
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"> <li>• Number and stature of trainees upon whom the candidate had a major influence</li> <li>• Feedback from trainees, if available</li> <li>• Publications with trainees</li> </ul>
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"> <li>• Level of activity</li> <li>• Quality of teaching as measured by evaluations by students, residents, fellows</li> </ul>
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	<ul style="list-style-type: none"> <li>• Quality as measured by evaluations and success of courses/programs for which the candidate was a leader</li> </ul>

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<b>Recognition*</b>	<b>Examples of Metrics</b> <ul style="list-style-type: none"> <li>• Invited presentations in the field of expertise</li> <li>• Contributions to professional educational organizations</li> <li>• Leadership role in education</li> <li>• Service on education-related committees</li> <li>• Awards for teaching, mentoring or other education-related achievements</li> </ul>
<b>Scholarship*</b>	<b>Examples of Metrics</b> <ul style="list-style-type: none"> <li>• Development of educational materials (e.g., syllabi or curricula) and/or publications related to education</li> </ul>
<p>* Since this is not the Area of Excellence, many faculty may not have recognition for teaching activities or educational scholarship.</p>	