



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; research in social sciences, ethics, health policy, and health economics; biomedical engineering, physics, and artificial intelligence, among others. It also includes the development of innovative methods and technologies and/or novel applications of existing methods and technologies. Candidates must produce original, peer-reviewed research, with an emphasis on first and/or senior author publications.

Compared to Associate Professor, there is an expectation for highest quality scholarship of discovery, independence as a thought leader, well-established recognition as an investigator, and robust, sustained extramural funding as Principal Investigator.

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	Exceptional, sustained academic productivity since Associate Professor promotion, including within the past 3 years
Independence	Strongly established, independent thought leader
Cohesion	Strong alignment in that scholarship forms the basis for the candidate's reputation and impact
Scholarship	
Nature of Scholarship	<ul style="list-style-type: none"> • Large, robust, cohesive body of high-quality, rigorously conducted research that contributes new knowledge (scholarship of discovery) in advancing biomedical science • Adheres to the highest level of rigor available within the field, examines mechanistic and/or causal relationships, and produces findings that have a field-transforming, rather than incremental, impact • Published in top-tier journals within the broader field and recognized by peers with significant citation frequency • Evidence of sustained major authorship, typically senior authorship, indicating intellectual leadership of the research

Reputation & Recognition	
Reputation	Strong national and often international recognition, as one of the primary thought leaders in the field of expertise
Funding	Typically has PI roles and a record of sustained funding on multiple major extramural peer-reviewed grants
Service and Leadership	Strong, sustained record of service and leadership in professional societies, including scientific roles (e.g., organizing conferences)
Editorial and Peer Review	Editorial board membership and/or other major roles (e.g., deputy editor, editor-in-chief) and/or national and often international grant peer review activities
Presentations	High-visibility national and often international invited presentations to academic audiences related to 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"> Evidence of teaching and mentoring impact on Harvard learners who have gone on to influential roles Commensurate with independence, influence, and expertise in the field

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-

Updated January 2026

Managed by the Office for Faculty Affairs

Harvard Medical School | Gordon Hall, Suite 206 | 25 Shattuck Street, Boston, Massachusetts 02115

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.
- **Scholarship of discovery** refers to research of new knowledge that explores unexplored phenomena and extends existing knowledge within a discipline or establishes new concepts for further inquiry. Research approaches are expected to adhere to the highest level of rigor available within the field, examine mechanistic or causal possibilities, be appropriate to the study's objectives, and produce findings that have a field-transforming, rather than incremental, impact on science and/or medicine.
- **National and often international** indicates that at the professorial level, candidates must demonstrate a significant national impact and reputation. International impact and reputation are common in successful candidates and should generalize beyond the region where the work occurs but cannot compensate for a weak national reach.
- **Teaching of Harvard learners** is defined in [Section 4.2.2](#) of the Faculty of Medicine Handbook.