



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 recognized as a national to international leader whose reputation and impact are grounded in a body of rigorous research that advances the science of education through transformative approaches to teaching, assessment, and educational program development. Candidates must produce peer-reviewed educational research, with an emphasis on first and/or senior author original research investigations. 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; however, when these contributions are the dominant drivers of reputation and impact, candidates should consider the Professor of Clinical X pathway in the domain of Educational Leadership instead.

Compared to Associate Professor, there is an expectation for the highest quality scholarship of discovery, independence as a thought leader in education, broad dissemination of teaching innovations, and well-established recognition as an educational innovator and researcher at the national to international 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	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 the science of education 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 <p>Other types of publications may support evidence of impact, reputation, and expertise</p>

Reputation & Recognition	
Teaching Expertise	Strong national and often international recognition, as one of the primary thought leaders in the field of expertise
Teaching Innovations	Innovations with national and often international dissemination, impact, and uptake
Service and Leadership	Strong, sustained record of service and leadership in professional societies
Editorial and Peer Review	Editorial board membership and/or other major roles (e.g., deputy editor, editor-in-chief)
Presentations	High-visibility national and often international invited presentations to academic audiences related to educational 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.
- **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-

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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, should generalize beyond the region where the work occurs but cannot compensate for a weak national reach.
- **Teaching innovations** are defined as novel interventions or approaches that have an 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 of Medicine Handbook.