



Promotion Metrics All Ranks

This guide consolidates and compares promotion metrics to clarify academic expectations across ranks and Areas of Excellence. All candidates must also meet the Faculty of Medicine’s standards for integrity and professionalism.

	Assistant Professor*	Associate Professor	Professor	Professor of Clinical X
Trajectory				
Recency	Substantive academic productivity, including within the past 1-2 years	Strong, sustained academic productivity since Assistant Professor promotion, including within the past 3 years	Exceptional, sustained academic productivity since Associate Professor promotion, including within the past 3 years	Exceptional, sustained academic and other types of contributions since Associate Professor promotion including within the past 3 years
Independence	Establishing independence	Clear contributions independent from mentors	Strongly established, independent thought leader	Strongly established, independent thought leader
Cohesion within the Area of Excellence	Emerging alignment across scholarship, reputation, and impact; some thematic divergence is typical	Increasing alignment across scholarship, reputation, and impact	Strong alignment in that scholarship forms the basis for the candidate’s reputation and impact	Strong alignment in that academic and other types of contributions form the basis for the candidate’s reputation and impact
Scholarship				
Nature of scholarly contributions	<ul style="list-style-type: none"> Strong record of peer-reviewed publications Evidence of sustained major authorship, typically first authorship 	<ul style="list-style-type: none"> Substantial body of peer-reviewed publications within the Area of Excellence, with an emphasis on research investigations Evidence of sustained major authorship, typically senior authorship 	<ul style="list-style-type: none"> Large, robust, cohesive body of research investigations within the Area of Excellence Scholarship of discovery that 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 	<ul style="list-style-type: none"> Cohesive body of contributions (not limited to research and other peer-reviewed publications) within the Domain of Contribution Influential, broadly disseminated publications and other contributions that have influenced the practice of medicine through the scholarship of application or scholarship of integration

*For Longer Service promotion, see Table 2

			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Evidence of sustained major authorship and/or other evidence of key leadership
INV	Research investigations featuring new scientific, clinical, and/or methodologic discoveries	Research investigations featuring new scientific, clinical, and/or methodologic discoveries	Research investigations featuring new scientific, clinical, and/or methodologic discoveries	
CEI	Research investigations and other peer-reviewed publications. Non-peer-reviewed publications may also be included.	Emphasis on research investigations; other peer-reviewed and non-peer-reviewed publications may also be included.	Research investigations featuring new discoveries that advance clinical science. Other types of publications may support evidence of impact, reputation, and expertise.	
TEL	Research investigations and other peer-reviewed publications, some of which should be relevant to pedagogy and education. Non-peer reviewed publications and educational materials may also be included.	Emphasis on research investigations relevant to pedagogy and education; other peer-reviewed and non-peer reviewed publications and educational materials may also be included.	Research investigations featuring new discoveries that advance educational science. Other types of publications may support evidence of impact, reputation, and expertise.	
Reputation and Recognition				
Extent of Reputation	Strong local to regional recognition	Regional to national recognition as an independent expert	Strong national and often international recognition, as one of the primary thought leaders in the field of expertise	Strong national and often international recognition, as one of the primary thought leaders in the field of expertise; Substantial evidence of clinical excellence
Innovations (CEI / TEL)	Innovations with local to regional dissemination, impact, or uptake	Innovations with regional to national dissemination, impact, or uptake	Innovations with national and often international dissemination, impact, and uptake	Contributions with national and often international dissemination, impact, and uptake

Funding (INV only)	Peer-reviewed grants (e.g., career development awards) or commitment of significant internal funding as PI or a similar lead role	Typically has PI or similar lead roles on extramural peer-reviewed grants	Typically has PI roles and a record of sustained funding on multiple major extramural peer-reviewed grants	N/A
Service and Leadership	Service on local committees and/or local leadership roles	Service in regional/national professional societies, often with leadership roles on committees	Strong, sustained record of service and leadership in professional societies, including scientific roles (e.g., organizing conferences, leading clinical trial networks)	Strong, sustained record of service and leadership in professional societies or other organizations relevant to healthcare and/or education
Editorial and/or other peer review roles	Conducts reviews for a range of field-specific journals	Editorial board membership or related roles (e.g., Associate Editor) and/or grant review activities	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	When present, can add evidence of expertise and thought leadership
Presentations	Local presentations related to Area of Excellence	Regional to national presentations to academic audiences related to Area of Excellence	High-visibility national and often international invited presentations to academic audiences related to Area of Excellence	High-visibility national and often international invited presentations related to Domain of Contribution

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

	Assistant Professor	Associate Professor	Professor	Professor of Clinical X
Nature of Teaching	Evidence of teaching and mentoring impact on Harvard learners	<ul style="list-style-type: none"> Evidence of teaching and mentoring impact of Harvard learners Commensurate with independence, influence, and expertise in the field 	<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 	<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 Substantial evidence of teaching excellence

Table 2: Longer Service Promotion

Assistant Professor (Longer Service)	
Eligibility and Trajectory	
Eligibility	Full-time or Part-time clinical faculty (ordinarily Instructors) with at least 10 years of continuous teaching and educational service
Trajectory	<p>Demonstrated continuing growth as an educator, such as:</p> <ul style="list-style-type: none"> • Substantive teaching responsibilities over time • Recent teaching or mentorship awards • New teaching programs or other educational innovations • New educational leadership roles • New clinical leadership roles that directly benefit learners • Engagement in education in or beyond the local setting (e.g., committees, presentations)
Scholarship	No requirement for written scholarship
Reputation and Recognition	
Extent of Reputation	Strong local recognition as an educator and clinician
Service and Leadership	Service on local committees and/or local leadership roles
Teaching and Mentorship	
Nature of Teaching	<p>Significant, sustained contribution to the teaching mission of HMS, HSDM, and their affiliated institutions, including:</p> <ul style="list-style-type: none"> • History of local teaching and educational service well beyond the minimum requirement • Clinical training and academic mentorship of Harvard learners • Evidence of teaching excellence and impact (e.g., number of learners taught, mentee accomplishments)

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.
- **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.
- **Scholarship of application** refers to the translation of existing or emerging knowledge to practical solutions, with a focus on implementation, dissemination, and evaluation in real-world contexts. Measurement approaches should be methodologically sound and outcome-oriented, linking theory to practice, and producing meaningful observations of and improvements in clinical care, health systems, and/or societal well-being.
- **Scholarship of integration** refers to the summarization, interpretation, or conceptual extension of existing knowledge across disciplines or methods that advance understanding beyond the boundaries of a single field.
- **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.
- **Clinical innovations** are defined as novel models, interventions, and protocols that have a significant impact on clinical care. Examples include new approaches to diagnosis, treatment or prevention of disease; development and application of technology to clinical care; quality improvement initiatives; development of models of care delivery; programmatic innovations; and generation of clinical guidelines.

- **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.
- **Domain of Contribution** [Professor of Clinical X only] is analogous to Area of Excellence in that it is defined as the principal area in which a candidate has demonstrated a national, and in many cases international impact in and reputation for advancing the practice of medicine. Domains include:
 - **Knowledge synthesis:** Knowledge synthesis or novel application of clinical knowledge to formulate and advance best practices in medicine or care delivery and their uptake
 - **Educational leadership:** Educational leadership and generativity in medical education (undergraduate, post-graduate, faculty development, and/or continuing professional education)
 - **Administrative leadership** in academic medicine strengthening health systems and/or establishing a model clinical practice
 - **Health equity:** Transformative service and leadership that advances health equity and the quality of health and health delivery in socially and/or economically marginalized, or other underserved communities