



Assistant 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 the 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

Evidence of a strong local reputation as an expert in a clinical field with a key role in activities that influence practice; must demonstrate scholarship related to the area of clinical expertise; should be teaching in the clinical field.

Clinical expertise may take the form of:	Examples of Metrics
Recognition as a clinical expert	Strong local reputation as a clinical expert, may hold local clinical leadership roles
Influencing clinical practice	Key role in the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, use of technologies and/or models of care delivery. Examples of activities (many others are possible) include: <ul style="list-style-type: none">Assisting with the creation of a novel interdisciplinary clinical serviceKey role in development and local implementation of practice guidelines for care or to prevent medical errorsUtilizing and disseminating the use of a new surgical procedure
Recognition	Examples of Metrics
	Invitations to speak locally, and in many cases regionally, on issues related to area of clinical expertise Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise Service as peer reviewer for clinical journals Peer-reviewed funding to support innovations that influence clinical practice locally Local awards for contributions and/or innovation in the area of clinical expertise
Scholarship	
	Publication of first author original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally

Teaching and Education*

Given the importance of the educational mission of HMS/HSDM, it is expected that, with rare exception, all faculty will engage in teaching. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliates. 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.

Teaching and Education Metrics

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)	Report level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate and medical students May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education
Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	Number and stature of trainees upon whom the candidate had a major influence Feedback from trainees, if available Publications with trainees
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	Level of activity Quality of teaching as measured by evaluations by students, residents, fellows
Administrative teaching leadership role (e.g., residency or fellowship director, course or seminar director)	Quality as measured by evaluations and success of courses/programs for which the candidate was a leader
Recognition**	Examples of Metrics
	Invited presentations in the field of expertise Contributions to professional educational organizations Leadership role in education Service on education-related committees Awards for teaching, mentoring or other education-related achievements
Scholarship**	
	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education

* All faculty will be evaluated unless their area of excellence is Teaching and Educational Leadership.

For more detailed examples of activities and metrics please refer to the Faculty of Medicine Handbook.

** Since this is not the area of excellence, many faculty may not have recognition for teaching activities or educational scholarship.

Updated August 2016

Managed by the Office for Faculty Affairs

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