



## Assistant Professor, Investigation

This area of excellence is appropriate for individuals who spend the majority of their time performing research. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. This area of excellence may also be used to recognize the contributions of individuals with research training in diverse fields who bring a unique or critical expertise to the biomedical research team. It includes individuals participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

### Investigation Metrics

#### Summary

Evidence of a strong local reputation for contributions to research with an identified focus or area of expertise; must demonstrate scholarship which may include first author on publications of original research and/or publications from collaborative research to which the candidate has made substantive intellectual contributions; may have funding to conduct research; most will have evidence of teaching and supervision of trainees.

Investigation	Examples of Metrics
	<p>Defined role in investigative activities which may include any or all of the following:</p> <ul style="list-style-type: none"><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a defined role as a member of a multidisciplinary or other collaborative research team that conceptualizes novel investigative approaches</li><li>• Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; should have a defined role and may contribute to protocol development, protocol implementation, conduct of studies, data collection and/or analysis of new or existing data</li><li>• Novel applications of existing methods and/or technologies</li></ul> <p>Candidate most often has some funding for research activities which may include a career development award, principal investigator role on federal, foundation, investigator-initiated industry, or institutional grant(s); candidate may be funded as a co-investigator with a defined role and substantive intellectual contributions to a collaborative or multicenter study</p>
Recognition	Examples of Metrics
	<p>Invitations to speak locally, and in many cases regionally, about research</p> <p>Peer-reviewed funding to conduct research</p> <p>Service as an ad hoc reviewer for scientific journals</p> <p>Service on institution research-related committees such as the human subjects committee</p> <p>Role in planning sessions for scientific societies locally, and in many cases regionally</p> <p>Instrumental role in an institutional research core</p> <p>Local and/or regional awards for research and/or innovation</p> <p>Role as an investigator on multiple studies based on specific expertise</p>

<b>Scholarship</b>	
	Publication of original research that contributes new knowledge; most often includes publications on which the candidate is first author; may be in another authorship position on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions

### 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.

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