



Academic Career Advancement Series: Instructor to Assistant Professor

June 17, 2019

- 1. HMS Presentation by Dr. Jonathan Matsui, PhD**
- 2. HMS Faculty of Medicine Handbook Promotion Profile Information**

For more detailed information, please see the HMS Faculty of Medicine Handbook at: <https://fa.hms.harvard.edu/FoMhandbook>

MGH Center for Faculty Development Resources

To schedule a one-on-one career session, email:

- **Office for Clinical Careers**
clinicalcareers@partners.org
- **Office for Research Career Development**
orcd@partners.org
- **Office for Women's Careers**
womens.careers@partners.org

Questions? Email: cfid@partners.org

Harvard Medical School Resources

Helpful links on the HMS website:

- **Office for Faculty Affairs**
<http://www.fa.hms.harvard.edu/>
- **Faculty of Medicine Handbook**
<https://fa.hms.harvard.edu/FoMhandbook>
 - Overview of all Areas of Excellence
 - CV format guidelines and templates
- **Dedicated e-mail and phone line for questions**
OFA_Promotions@hms.harvard.edu
Phone: 617-432-1540

Promotion to Assistant Professor in the Faculty of Medicine

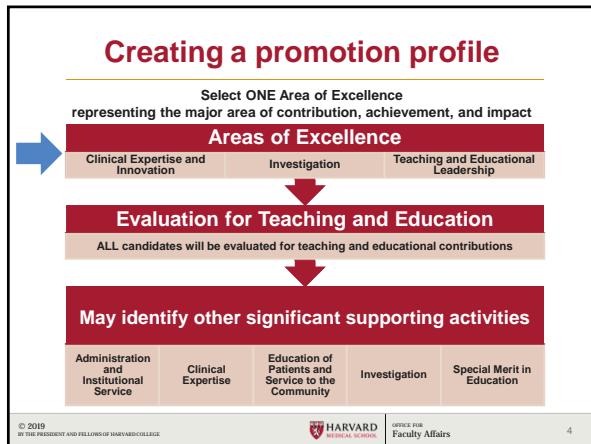
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Senior Program Director, Faculty Appointments
Harvard Medical School
June 2019

Academic promotion basics

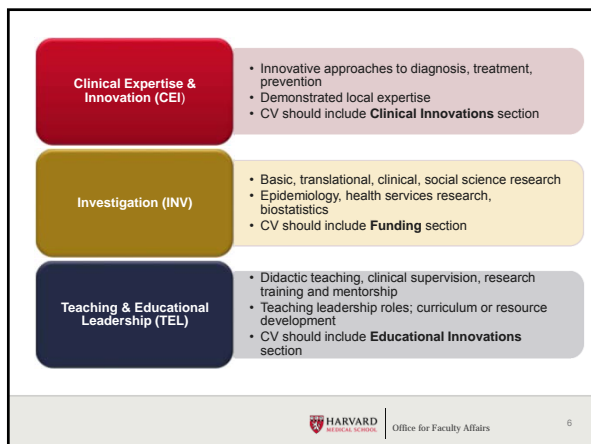
- Annual conversation with your chief
- Tenure clock only in basic and social science departments (e.g. Genetics, Systems Biology)
- No required time at rank
 - *"What have you done since your last promotion?"*
- No quotas
- Keep your CV up to date!
- OFA/CFD members can provide consultations

Assistant Professor at HMS

- Two pathways to Assistant Professor
 - Areas of Excellence – P&R
 - Longer Service







Longer Service promotions

Longer service criteria to Assistant Professor

- Committee established in 1999
- Promotion for **clinical faculty** who have been Instructors for **at least 10 years**
- Evidence of substantial contributions and growth as a Clinician-Teacher
 - Teaching
 - Clinical practice and care
 - Citizenship/Leadership
- No requirement for written scholarship
- Only 3 letters needed (no external requirement)

Faculty Affairs Resources

<http://fa.hms.harvard.edu/>

- Faculty of Medicine Handbook
- Checklists, Forms, Guides, and Templates
- Faculty of Medicine CV Guideline and Templates



OFA_Promotions@hms.harvard.edu

- Dedicated email for questions
- One-on-one CV consultations

8. Appointment and Promotion Process by Rank: Assistant Professor
Note: For secondary or joint appointments, please see Section 13
- Promotions/Appointment**
- Materials Required for Submission Appointment and Promotion to Assistant and Associate [CHECKLIST November](#)
 - Assistant and Associate Term Appointment Promotion Cover Sheet [FORM Mar2018](#) - [Worksheet](#)
 - Department Head Nominating Letter [TEMPLATE Nov2018](#)
 - Evaluation Letter Requirements for Assistant [CHECKLIST Sep2018](#)
 - Department Head Letter: Soliciting Eval for Assistant and Associate Candidates [TEMPLATE JUN18](#)
 - Department Head Soliciting Evaluation for Assistant to Longer Service Criteria [TEMPLATE JAN18](#)

**Promotion Profiles:
Assistant Professor –
Clinical Expertise and
Innovation**



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 his/her 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

For promotion to *Assistant Professor*, the candidate must have evidence of a strong local reputation as an expert in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease; applications of technology to clinical care; and/or development or local adoption of innovative models of care delivery. The candidate almost invariably will have first author scholarship related to the clinical field (unless being considered by Longer Service criteria) and should be teaching in the clinical field, though the candidate may also be in another authorship position on publications from collaborative clinical scholarship to which he/she has made documented, substantive intellectual contributions.

In addition to distinguished service as an Instructor:

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 service Key role in development and local implementation of practice guidelines for care or to prevent medical errors Utilizing and disseminating the use of a new surgical procedure
Recognition	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> • Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally
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Teaching and Education*

Given the centrality of the educational mission of HMS/HSDM, it is expected that all faculty members will engage in teaching at Harvard. Faculty are required to teach Harvard learners and/or peers a minimum of 50 hours a year as a requirement of their academic appointment. For these reasons, all candidates for appointments and promotions will be evaluated for their teaching contributions.

Teaching is defined broadly to include formal lectures as well as less formal supervision of Harvard-affiliated trainees and colleagues in the clinical or research settings. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliated institutions. 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. For individuals who make exceptional contributions to the teaching mission but for whom Teaching and Educational Leadership is not the Area of Excellence, the significant supporting activity of Special Merit in Education may be appropriate.

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)	<ul style="list-style-type: none"> • Report level of activity (noting lectures and courses taught) and measure of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate, dental 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, dental student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Quality as measured by evaluations and success of courses/programs for which the candidate was a leader
Recognition*	Examples of Metrics
	<ul style="list-style-type: none"> • Invited presentations in the field of expertise • Contributions to professional educational organizations • Leadership role in education

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	<ul style="list-style-type: none"> • Service on education-related committees • Awards for teaching, mentoring or other education-related achievements
Scholarship*	Examples of Metrics
	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education
* Since this is not the Area of Excellence, many faculty may not have recognition for teaching activities or educational scholarship.	

**Promotion Profiles:
Assistant Professor –
Investigation**



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

For promotion to *Assistant Professor*, the candidate must have evidence of a strong local reputation for contributions to research with an identified research focus or area of expertise. He/she must demonstrate scholarship which most often includes publications on which the candidate is first author; the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions. The candidate generally has some funding to conduct research, often as principal investigator, and most often has evidence of supervision of research trainees.

In addition to distinguished service as an Instructor:

Investigation	Examples of Metrics
	Defined role in investigative activities which may include any or all of the following: <ul style="list-style-type: none"> • Basic research • 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 • 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 • Novel applications of existing methods and/or technologies • 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
Recognition	
	<ul style="list-style-type: none"> • Invitations to speak locally, and in many cases regionally, about research • Peer-reviewed funding to conduct research • Service as an ad hoc reviewer for scientific journals • Service on institution research-related committees such as the human subjects

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	<ul style="list-style-type: none"> committee Role in planning sessions for scientific societies locally and, in many cases, regionally Instrumental role in an institutional research core Local and/or regional awards for research and/or innovation Role as an investigator on multiple studies based on specific expertise
Scholarship	
	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 centrality of the educational mission of HMS/HSDM, it is expected that all faculty members will engage in teaching at Harvard. Faculty are required to teach Harvard learners and/or peers a minimum of 50 hours a year as a requirement of their academic appointment. For these reasons, all candidates for appointments and promotions will be evaluated for their teaching contributions.

Teaching is defined broadly to include formal lectures as well as less formal supervision of Harvard-affiliated trainees and colleagues in the clinical or research settings. Faculty will be evaluated for contributions to teaching and educational activities at Harvard and its affiliated institutions. 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. For individuals who make exceptional contributions to the teaching mission but for whom Teaching and Educational Leadership is not the Area of Excellence, the significant supporting activity of Special Merit in Education may be appropriate.

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)	<ul style="list-style-type: none"> Report level of activity (noting lectures and courses taught) and measure of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for graduate, dental 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, dental student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Level of activity Quality of teaching as measured by evaluations by students, residents, fellows
Administrative teaching	<ul style="list-style-type: none"> Quality as measured by evaluations and success of courses/programs for which

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leadership role (e.g., residency or fellowship director, course or seminar director)	the candidate was a leader
Recognition*	Examples of Metrics
	<ul style="list-style-type: none"> • 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*	Examples of Metrics
	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education
* Since this is not the Area of Excellence, many faculty may not have recognition for teaching activities or educational scholarship.	

**Promotion Profiles:
Assistant Professor –
Teaching and Educational
Leadership**



Assistant Professor, Teaching and Educational Leadership

This Area of Excellence is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic focus. Evaluations will be for teaching contributions at Harvard and its affiliates or, for initial faculty appointments at HMS/HSDM, at the institution where a candidate for an appointment previously held a faculty position. Teaching of HMS/HSDM medical, dental and graduate students will be particularly noted.

Educational activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and administrative teaching leadership roles. Candidates will be evaluated on both the quantity and quality of their teaching activities, recognition for their roles as educators, and on their scholarship. Candidates must demonstrate scholarship, which may include: publication of original research, reviews and chapters; educational material in print or other media such as syllabi, curricula, and Web-based training modules and courses; and/or educational methods, policy statements and assessment tools developed.

Teaching and Educational Leadership Metrics

Summary

For promotion to *Assistant Professor*, the candidate must have evidence of a strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally. Since some faculty being promoted to Assistant Professor in this Area of Excellence may not have yet demonstrated peer-reviewed scholarship related to education, some of the publications supporting this promotion might be related to the candidate's clinical expertise or investigation. Promotion in this Area of Excellence to all other ranks requires scholarship related to education.

In addition to distinguished service as an Instructor:

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)	<ul style="list-style-type: none"> • Participation in courses and lectures at Harvard and its affiliates, especially HMS/HSDM courses • Learner and/or peer evaluations of teaching • Increasing involvement and responsibility over time
Research training and mentorship (e.g., mentor for medical student, dental student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"> • Number of individuals trained • Publications with trainees • Feedback from trainees, if available
Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	<ul style="list-style-type: none"> • Quantified level of activity • Evaluations by students, residents, fellows
Administrative teaching leadership role (e.g., residency or fellowship co-director or director, course or seminar co-director or	<ul style="list-style-type: none"> • Evaluations and success of course(s) and or program(s) for which candidate was a leader • Participant enrollment in non-required courses for which the candidate

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director)	was a leader
Recognition	
	<ul style="list-style-type: none"> • Invitations to speak and teach locally about education, including outside the candidate's department • Contributions to local professional educational organizations • Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs • Service as a peer reviewer for educational journals • Selection for participation in limited enrollment training programs for educators • Local awards for teaching or mentoring
Scholarship	
	<ul style="list-style-type: none"> • Publication of first author original research, reviews, and/or chapters • Development and local adoption of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools

**Promotion Profiles:
Significant Supporting
Activity (SSA)**



Significant Supporting Activity:

Administration and Institutional Service

Summary

Many faculty make substantial contributions outside their Area of Excellence. These activities are often of outstanding quality and importance and are recognized by peers and leaders but are in domains in which the quantity of the candidate's contribution is less than in the Area of Excellence. These significant supporting activities (SSA) will supplement accomplishments in the Area of Excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

Administration and Institutional Service Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"> • Service as director of a division, program or clinic in an affiliated institution • Service on committees such as the Institutional Review Board (IRB), quality improvement committee, physicians' organization, trainee selection committees, or promotion/search committees • Service on committees of the Faculty of Medicine such as admissions committees or Faculty Council • Administrative management of a core laboratory or facility at Harvard or an affiliated institution • Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty
Recognition	
	<ul style="list-style-type: none"> • Awards recognizing administrative contributions • Appointment to administrative leadership roles • Invitations to educate peers about administrative methods and practices • Consultant to other organizations in area of administrative expertise • Leadership roles in professional societies related to administrative role • Appointment to regional and/or national committees related to administrative roles, such as committees on diversity in medicine/biomedical science, health policy, or human subjects



Significant Supporting Activity:

Clinical Expertise

Summary

Many faculty make substantial contributions outside their Area of Excellence. These activities are often of outstanding quality and importance and are recognized by peers and leaders but are in domains in which the quantity of the candidate's contribution is less than in the Area of Excellence. These significant supporting activities (SSA) will supplement accomplishments in the Area of Excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

Clinical Expertise Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"> • Reputation as a clinical expert • Leadership roles related to clinical expertise • Role in development of innovative models of care delivery, approaches to treatment, or technology that contributes to high quality care
Recognition	
	<ul style="list-style-type: none"> • Invitations to speak on issues related to area of clinical expertise • Active role in professional organizations related to clinical expertise; may have a leadership role • Service on committees developing guidelines and policies or evaluating programs in area of clinical expertise • Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise • Awards for contributions and/or innovation in the area of clinical expertise
Scholarship	
	<ul style="list-style-type: none"> • Publication of original research, chapters, reviews, and/or textbooks related to area of clinical expertise • Guidelines and/or protocols for clinical care



Significant Supporting Activity:

Education of Patients and Service to the Community

Summary

Many faculty make substantial contributions outside their Area of Excellence. These activities are often of outstanding quality and importance and are recognized by peers and leaders but are in domains in which the quantity of the candidate's contribution is less than in the Area of Excellence. These significant supporting activities (SSA) will supplement accomplishments in the Area of Excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

Education of Patients and Service to the Community Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"> • Development of material related to health conditions for use by patients • Development of programs and material that improve health literacy and educate the public about biomedical sciences • Writing for magazines, newspapers, health letters or websites on issues related to health • Publication of books for the public that address important health issues • Speaking to lay populations to educate them about important health issues • Presenting information related to health through the media, including radio, television or podcasts • Educating and mentoring pre-professional students in biomedical science • Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/crisis relief or a decrease in health disparities
Recognition	
	<ul style="list-style-type: none"> • Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public • Invitations to speak to lay audiences on issues related to health • Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues • Widespread use of patient education materials developed



Significant Supporting Activity:

Investigation

Summary

Many faculty make substantial contributions outside their Area of Excellence. These activities are often of outstanding quality and importance and are recognized by peers and leaders but are in domains in which the quantity of the candidate's contribution is less than in the Area of Excellence. These significant supporting activities (SSA) will supplement accomplishments in the Area of Excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

Investigation Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"> • Defined role and/or independent conduct of research which may include: • Basic research • 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 role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials • 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; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies • Development of new methods/technologies and/or novel applications of existing methods/technologies
Recognition	<ul style="list-style-type: none"> • Invitations to speak about research • Funding to conduct research • Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals • Service on committees related to research such as the IRB, data safety monitoring boards or grant review panels • Leadership role in professional societies including planning scientific sessions for meetings • Awards for research and/or innovation • Membership on steering committees, other study committees and/or writing groups of multicenter studies • Invitations to participate as an investigator based on specific expertise
Scholarship	<ul style="list-style-type: none"> • Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions



Significant Supporting Activity:

Special Merit in Education

Summary

Many faculty make substantial contributions outside their Area of Excellence. These activities are often of outstanding quality and importance and are recognized by peers and leaders but are in domains in which the quantity of the candidate's contribution is less than in the Area of Excellence. These significant supporting activities (SSA) will supplement accomplishments in the Area of Excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

Special Merit in Education

Activity	Examples of Metrics
	<ul style="list-style-type: none"> • Course or clerkship director, Associate director • Development of new curriculum, courses or electives • Service on student, resident, or fellow selection committee • Teaching regularly in a variety of venues (e.g., teaching of students, residents, fellows) • Service on governance and other critical committees and task forces supporting education activities at Harvard • Engaged in teaching well beyond the core expectation
Recognition	
	<ul style="list-style-type: none"> • Teaching awards • Appointment to local teaching leadership roles • Role in education arms of national societies • Service on national education committees
Scholarship	
	<ul style="list-style-type: none"> • Publications related to education • Professional educational materials