



Assistant Professor by Longer Service (LS)

The Longer Service criteria are intended to reward clinical faculty for significant and sustained contributions to the teaching mission of HMS, HSDM, and their affiliated institutions. Ordinarily, eligible faculty are Full-time or Part-time Instructors, hold a qualifying doctoral degree in the clinical discipline for which they are being considered for promotion, and fulfill other current eligibility policies for ladder appointments. Faculty must have dedicated at least ten (10) years as significant, sustained contributors to the teaching mission of HMS/HSDM learners at HMS, HSDM, and its affiliates and have demonstrated continuing growth in their roles as teachers.

There is no requirement for written scholarship. As with all promotions, consideration will be given to the recent trajectory and sum total of work within a candidate’s dossier. The evaluation will also consider contributions in the areas of academic engagement and inclusion; administrative and institutional service; clinical expertise; education of patients and service to the community; and investigation.

Promotion by Longer Service criteria is only to the rank of Assistant Professor. Promotion by these criteria does not preclude promotion to Associate Professor, but evaluation for subsequent promotions would require scholarship and would be based on the criteria for Associate Professor described elsewhere.

For more information, see [Section 9.2](#) of the Faculty of Medicine Handbook.

Major Domains of Evaluation:

Eligibility & Trajectory	
Eligibility	Full-time or Part-time clinical faculty (ordinarily Instructors) with at least 10 years of continuous teaching and educational service
Trajectory	Demonstrated continuing growth as an educator, such as through: <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 & Recognition	
Reputation	Strong local recognition as an educator and clinician
Service and Leadership	Service on local committees and/or local leadership roles
Teaching & 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.
- **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 of Medicine Handbook.