



Assistant Professor by Longer Service

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 with at least 10 years of continuous teaching and educational service well beyond the minimum requirement, who have demonstrated ongoing growth in their roles as teachers. Faculty must also fulfill other current eligibility policies for ladder appointments.

Candidates for Longer Service promotion should clearly document teaching of Harvard learners well beyond the minimum of 50 hours per year for at least **10 years of their service**; those who do not meet the 50 hours for at least 10 years are not eligible for Longer Service promotion.

There is no requirement for written scholarship. As with all promotions, consideration will be given to the sum total of the individual’s achievements. The evaluation will also consider contributions in the areas of administration and institutional service; clinical expertise; diversity, equity, and inclusion; 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, visit [section 9.2 of the Faculty of Medicine Handbook](#).

Longer Service Metrics: Evaluation in two major domains

Significant, sustained contribution to the teaching mission of HMS, HSDM, and their affiliated institutions	<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 impact (e.g., number of learners taught, mentee accomplishments)
Demonstrated continuing growth as an educator	<ul style="list-style-type: none"> • Increase in 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 beyond the local setting (e.g., national committees, presentations)