



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. Eligible faculty are full-time or part-time clinicians who have dedicated at least 10 years as faculty members to education in the Harvard community and have demonstrated continuing growth in their roles as teachers. As long as the total years of contribution are 10, faculty may have a break of up to two years in their appointment to be considered for promotion by the Longer Service criteria. Teaching is broadly defined to include didactic teaching of students, trainees and peers, clinical teaching and mentorship, and administrative teaching leadership roles in the Harvard community. Teaching of Harvard medical, dental, and graduate students will be particularly noted but is not required. Candidates for Longer Service promotion should clearly document a minimum of 50 hours of teaching per year. Teaching outside Harvard and its affiliates will not be counted towards the teaching contribution at Harvard but should be included as evidence of the candidate's body of work.

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 consider all activities, including contributions in the areas of investigation, clinical expertise, education of patients and service to the community, and administration and institutional service.

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, see section 8 of the *Faculty of Medicine Governance, Appointment and Promotion Handbook*.

Longer Service 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)	Level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note HMS/HSDM courses for medical, dental, and graduate students May note if individual has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education
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 May have evidence of contributions in education such as: Role in professional organization related to education Local leadership role in educational organizations Invitations to speak on issues related to education Service on education-related committees Awards for teaching, mentoring or other education-related achievements