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g.! Initiation of and participation in departmental programs that contribute to the common good.

Additional evidence of service productivity can be considered that is not listed above (see the College of Science Promotion and Tenure Guidelines).

3. Scholarly Activity Expectations

A faculty member qualifying for promotion to Associate Teaching Professor is expected to engage in notable scholarly activities

Any of the following criteria will be considered:

- a.! Presentation(s) at local, regional, national, international meetings
- b.! Publication(s) in refereed journals consistent in number, quality, and scope with others in this area of research
- c.! Professional development (e.g. workshops, webinars, reading groups, and/or conferences)
- d.! Pursuit of externally funded research through grant writing.
- e.! Books or chapters in books
- f.! Patents granted and applications
- g.! Non-refereed publications
- h.! Honors and awards
- i.! Contributions to teaching infrastructure
 - %& Invited seminars

B. Expectations for Promotion to Teaching Professor

Candidates for promotion to Teaching Professor must meet the criteria for Associate Teaching Professor and demonstrate a continuing record of excellent and innovative teaching coupled with notable service and scholarly activities.

1.! Teaching Expectations

A faculty member qualifying for promotion to Teaching Professor must be an effective and innovative classroom teacher. As an effective classroom teacher, the faculty member must exert a leadership role in curriculum development and have a teaching record that reflects a sustained effort towards improvement in teaching.

Any of the following criteria under effective and innovative teaching will be considered:

- a.! Effective classroom teaching and leadership in curriculum development:
 - i.! Demonstration of versatility by number of courses and different course preps taught

- ii.! Improvement of curriculum by development of new courses and/or course delivery platforms
- iii.! Active involvement in faculty curricular committees
- iv.! Contributions to laboratory instruction.
- v.! Mentoring of new faculty teaching.
- vi.! Student evaluations compared to departmental mean for similar courses, taking particular note of questions related to good teaching.
- vii.! Meeting of good teaching practices checklist items.
- viii.! National ACS standardized exam and/or common final exams compared to departmental mean for course

c.! Innovative classroom teaching

- i.! Improvement of curriculum by ensuring current courses include up-to-date course material and appropriate methods of teaching.
- ii.! Demonstrated record of novel ideas in the classroom
- iii.! Development of course materials to improve instruction, (course demonstrations, textbook(s), laboratory manual(s), multimedia teaching materials).

Other contributions toward teaching can be considered that are not listed above (see the College of Science and Technology Promotion and Tenure Guidelines).

2.! Service Expectations

- f.! Participation in and/or initiation of outreach programs ~~that~~ increase the visibility of the department in the public eye (e.g. high schools, local news, etc.).
- g.! Initiation of and participation in departmental programs ~~that~~

