

Department of Medical Laboratory Science Guidelines and Standards for Tenure and Promotion

Reviewed April 15, 2016

This version approved by department faculty March 24, 2017
Effective March 24, 2017 as approved by dean and provost.

Introduction

The following guidelines and standards are designed to provide measurable outcomes for initial appointment, third year review (tenure assessment), tenure, and promotion for tenure track faculty in the Department of Medical Laboratory Science. These guidelines are designed to be consistent with good practice and with the USM Faculty Handbook and the College of Health tenure and promotion policy as stated in the USM College of Health Tenure and Promotion Document. These guidelines are intended to clarify rather than supersede those issued by the Board of the Institutions of Higher Learning of the State of Mississippi, and those of the USM University and the College Faculty handbooks. It is understood that the Department of Medical Technology wants to promote both academic freedom and the professional qualities which are needed to meet the unique mission of the department as well as those of the college and university. It is also understood that these may be updated from time to time and that they may be modified as deemed necessary by a majority vote of the faculty of the Department of Medical Technology.

Guidelines for Reassignment

The Faculty Handbook states “The expected teaching load for full-time faculty members of the Corps of Instruction is four (4) courses or twelve (12) credit hours per semester, or the equivalent, for the fall and spring semesters. The University’s comprehensive mission and related institutional goals sometime render exceptions necessary and desirable in the interest of the students and the University. Hence, the University allows the department chair flexibility to...reassign time from teaching to members of the instructional staff engaged in uncompensated administrative and committee work, supervision of approved extracurricular activities, research projects, and service projects benefitting the public.” [Section 4.4]

In the Department of Medical laboratory Science, tenure stream faculty are reassigned 3 credit hours for research. After three (3) semesters of reassigned time the minimum expectation of this reassigned time is a published abstract and presentation or a grant submission for external funding. After 6 semesters of reassigned time, the expectation is a peer-reviewed publication. Additional reassigned time for research generally will be available for faculty who can generate sufficient external funding to justify the expense of hiring adjunct faculty to teach their courses. Faculty may also request reassigned time for various service activities in the department, university, or profession. The

request will be made to the chair who will make a decision with consultation by the senior (tenure-stream) faculty..

In addition, post tenured faculty, especially full professors, may negotiate a reduction of responsibility in one or more categories (teaching, research, service) by agreeing to increase responsibility in another area. This will be considered only if such a negotiated reassignment does not interfere with the operation of the department.

Guidelines and Standards for Initial Appointment as Assistant Professor

The following are the expected qualifications of successful candidates for initial appointment as a tenure track assistant professor:

1. Education:

- a. Doctorate preferred, masters required
- b. Medical laboratory science generalist or categorical national certification required
- c. Post-doctoral training desirable

2. Teaching Experience:

- a. Teaching experience desirable

3. Research Experience:

- a. Research experience preferred
- b. Research publications desirable

4. Grant Writing Experience:

- a. Grant writing experience desirable

5. Other:

- a. Knowledge of spoken and written English required.
- b. Professional/medical ethics required.
- c. Collegiality required.

Collegiality.

Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are required as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of

view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifest by demonstrating an interest in and consideration for the needs of others; seeking to understand the recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving and goal achievement; and demonstrating an openness to professional growth.

Collegiality should not be assessed independently to teaching, research, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance. (College of Health Tenure and Promotion document)

Guidelines and Standards for the Pre-tenure Review (Third year Assessment)

The third year review (pre-tenure assessment) is considered to be an opportunity for a mid-course correction or recommendation of a terminal contract for tenure track faculty. In general, one of the expected outcomes needed for the attainment of tenure and promotion to associate professor. The following are the expected measurable outcomes for the successful third year review candidate:

1. Teaching:

It is essential that faculty demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a professor will teach a minimum of 9-12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements for current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-required
- f. Establishment of new courses and or substantive revision of current course offerings-desirable
- g. Direction of student research-desirable

- h. Membership on doctoral, master's, senior honor's committees-desirable
- i. Coordination with clinical affiliates in teaching discipline specific area-required if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignment, course tests/exams-required

2. Research/Scholarship:

Research and scholarship are a required component of the professor's workload and the departmental, college, and university missions. In general, the successful candidate will establish an area of scholarship and produce a consistent level of productivity throughout the probationary period. Evidence of excellence in research and scholarship may include but is not limited to;

- a. Submission and publication of peer-reviewed journal articles-required. (≥ 2 published + 1 submitted). Note: may be co-authored
- b. Accepted submission and/or presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 2) Note: may be co-authored
- c. Submission of grant proposal(s)-required. (≥ 1 grant proposal). Note: may be co-authored
- d. Securing research funding-desirable
- e. Contributions to scholarly books and book chapter-desirable
- f. Contributions to the discipline through submission and/or publications in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- g. Receipt of research award(s)-desirable

3. Service:

Service to the profession and to the department and university are expected of a tenure track faculty member. It is understood that during the probationary period faculty will devote more of their time to teaching and research and therefore will to some extent limit their service activities. Evidence of excellence in service may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committee-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable

4. Other:

- a. Professional ethics and collegiality are required

Guidelines and Standards for Tenure

Tenure is not an automatic result of university employment but rather reflects a best fit equation between candidate and the university/college/department. In general, one expects the tenure track faculty member to have achieved a high degree of professional success in the areas of teaching, research/scholarship, and service and to have met the requirements for promotion to the successful tenure candidate:

1. Teaching:

It is essential that faculty demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a professor will teach a minimum of 9-12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing

education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching with mean above midpoint or steps to improve implemented-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements from current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-desirable
- f. Establishment of new courses and/or substantive revision of current course offerings-required. Note: at least one new course or revised course should be included in the mix
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-required. (≥ 1)
- i. Coordination with clinical affiliates in teaching discipline specific area-required if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignments, course test/exams-required

2. Research/Scholarship:

Research and scholarship are a required component of the professor's workload and the departmental, college and university missions. In general, the successful candidate will establish an area of scholarship and produce a consistent level of productivity throughout the probationary period. Evidence of excellence in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer reviewed journal articles-required. (≥ 5 published). Note: At least 2 should be as senior author
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings.-required (≥ 5)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required (≥ 2)
- d. Submission of grant proposal(s)-required (≥ 3 grant proposals). Note: may be co-authored
- e. Securing research funding-desirable
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable

3. Service:

Service to the profession and to the department and university are expected of a tenure track faculty member. It is understood that during the probationary period faculty will devote more of their time to teaching and research and therefore will to some extent limit their service activities. Evidence of excellence in service may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewers or site reviewers for accreditation teams-desirable
- h. Receipt of service award(s)-desirable

4. Other:

- a. Professional ethics and collegiality are required

Guidelines and Standards for Promotion to Associate Professor

Promotion to associate professor is not an automatic result of university employment or of the granting of tenure, but rather reflects both the quality and the quantity of the candidate's contributions to the university. Normally, one expects the tenure track faculty member to have achieved a high degree of professional success in the areas of teaching, research/scholarship, and service in order to meet the requirements for promotion to the rank of associate professor. Additionally, it is customary for the candidate to have an earned doctorate in an appropriate discipline. The following are the expected measurable outcomes for the successful candidate for promotion to associate professor:

1. Teaching:

It is essential that faculty demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning' courses. It is expected that a professor will teach a minimum of 9-12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching with mean above midpoint or steps to improve implemented-required
- b. Teaching discipline specific student exam scores on national certification exams-required(where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements from current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-desirable
- f. Establishment of new courses and/or substantive revision of current course offerings-required. Note: at least one new course or revised course should be included in the mix
- g. Directions of student research desirable

- h. Membership on doctoral, master's, senior honor's committee-required. (≥ 1)
- i. Coordination with clinical affiliates in teaching discipline specific area-required if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignments, course tests/exams-required

2. Research/Scholarship:

Research and scholarship are a required component of the professor's workload and the departmental, college, and university missions. In general, the successful candidate will establish an area of scholarship and produce a consistent level of productivity throughout the probationary period. Evidence of excellence in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 5 published). Note: At least 2 should be as senior author
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required (≥ 5)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 2)
- d. Submission of grant proposal(s). (≥ 3 grant proposals). Note: may be co-authored.
- e. Securing research funding-desirable
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable.

3. Service:

Service to the profession and to the department and university are expected of a tenure track faculty member. It is understood that during the probationary period faculty will devote more of their time to teaching and research and therefore will to some extent limit their service activities. Evidence of excellence in service may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.

4. Other:

- a. Professional ethics and collegiality are required
- b. Possession of an earned doctorate is customary

Guidelines and Standards for Promotion to Professor

Promotion to Professor is not an automatic result of the length of university employment but rather reflects both the quality and the quantity of the candidate's sustained contributions to the university. Normally, one expects the tenure track faculty member to have achieved a very high degree of professional success in the areas of teaching, research/scholarship, and service in order to meet the requirements for promotion to the rank of professor. Additionally, it is customary for the candidate to have an earned doctorate in an appropriate discipline and to have been the rank of associate professor for a minimum of 5 years. Evidence of national recognition as a teacher-scholar is required and will be met by the use of three unbiased external referees. These disinterested external referees will receive a copy of the candidate's curriculum vitae and three refereed scholarly products published by the candidate. The referees will evaluate these and share their findings via confidential letters of reference. The

following are the expected measurable outcomes for the successful candidate for promotion to professor:

1. Teaching:

It is essential that faculty demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a professor will teach a minimum of 9-12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching with mean above midpoint or steps to improve implemented-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements from current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-desirable
- f. Establishment of new course and/or substantive revision of current course offerings-required. Note: at least one new course and at least one revised course should be included in the mix
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-required. (≥ 5 , chaired at least 2)
- i. Coordination with clinical affiliates in teaching discipline specific area – required if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi,

course objectives, homework and other assignments, course tests/exams-required.

2. Research/Scholarship:

Research and scholarship are a required component of the professor's workload and the departmental, college, and university missions. In general, the successful candidate will establish an area of scholarship and produce a consistent level of productivity throughout the probationary period. Evidence of excellence in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 10 published). Note: At least 4 should be as senior author
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings – required (≥ 10)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 4)
- d. Submission of grant proposal(s) (≥ 5 grant proposals). Note: may be co-authored. Note: this may include fellowships. (deleted "and/or securing research funding as that is in e below)
- e. External funding-required
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable.

3. Service:

Service to a profession and to the department and university are expected of a tenure track faculty member for promotion to the rank of professor, it is customary for a faculty member to have served on university level committees, thus requiring a greater time commitment. Evidence of excellence in service may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-required (≥ 5)
- c. Service on university committees-required (≥ 2)

- d. professional organization participation-required
 - e. Service as a journal article referee or editorial board member-desirable
 - f. Service on professional committees-desirable
 - g. Paper reviewer or site reviewer for accreditation teams-desirable
 - h. Receipt of service award(s)-desirable
4. Other:
- a. Professional Ethics and collegiality are required
 - b. Possession of an earned doctorate is customary

General Guidelines for Appointment as Instructor

The following are the expected qualifications of successful candidates for initial appointment as an instructor:

1. Education:
 - a. Masters required
 - b. Medical laboratory science generalist or categorical national certification - required
2. Teaching Experience:
 - a. Teaching experience desirable
3. Research Experience:
 - a. Research experience and publications desirable
4. Grant Writing Experience:
 - a. Grant writing experience desirable
5. Other:
 - a. Knowledge of spoken and written English required.
 - b. Professional/medical ethics required.
 - c. Collegiality required.

Guidelines for Promotion from Instructor to Lecturer

The candidate for promotion from instructor to lecturer must demonstrate a continuous record of teaching. Service and scholarly activities may be considered.

Instructor to Lecturer

1. Teaching:

It is essential that faculty at the level of lecturer demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a lecturer will teach 12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements for current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-required
- f. Establishment of new courses and or substantive revision of current course offerings-desirable
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-desirable
- i. Coordination with clinical affiliates in teaching discipline specific area-required if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-

desirable

- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignment, course tests/exams-required.

2. Service:

Service to the profession and to the department and university are desired for a faculty member at the level of lecturer. It is understood that as an instructor the faculty member will devote most of their time to teaching and therefore will to some extent limit their service activities. Evidence of a substantial service component may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.

and/or

3. Research/Scholarship:

Research and scholarship are a desired component of the workload of a lecturer and the departmental, college, and university missions. In general, the successful candidate will consider an area of scholarship and produce scholarship-related presentations and publications. Evidence of activity in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 2 published since appointment as instructor)
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly

papers at professional meetings-required (≥ 2 since appointment as instructor)

c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 2 since appointment as instructor)

d. Submission of grant proposal(s). (≥ 1 grant proposals). Note: may be co-authored.- desirable

e. Securing research funding-desirable

f. Contributions to scholarly books and book chapters-desirable

g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable

h. Receipt of research award(s)-desirable.

4. Other:

a. Professional ethics and collegiality are required

Guideline for Promotion from Lecturer to Senior Lecturer

Candidates for promotion from lecturer to senior lecturer must demonstrate a continuing record of excellence in innovative teaching and include either notable service accomplishments or scholarly activities.

1. Teaching

It is essential that faculty at the level of senior lecturer will demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a senior lecturer will teach 12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

a. Standardized student evaluations of teaching-required

b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)

c. Evaluation of participation in student academic advisement by peers-required

- d. Signed written statements for current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-required
- f. Establishment of new courses and or substantive revision of current course offerings-desirable
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-desirable
- i. Coordination with clinical affiliates in teaching discipline specific area-required, if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignment, course tests/exams-required.

2. Service:

Service to the profession and to the department and university are expected of a department faculty member. It is understood that during the senior lecturer will continue to demonstrate excellence in teaching while performing significant service to the department and profession or develop an area of expertise in research and scholarship. Evidence of substantial excellence in service may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-desirable (≥ 1)
- c. Service on university committees-desirable (if applicable)
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable

- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.

and/or

3. Research/Scholarship:

Research and scholarship are a desired component of the workload of a senior lecturer and the departmental, college, and university missions. In general, the successful candidate will consider an area of scholarship and produce scholarship-related presentations and publications. Evidence of activity in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 3 published since promotion to lecturer)
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required (≥ 4 since promoted to the lecturer level)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 2 since promotion to lecturer)
- d. Submission of grant proposal(s). (≥ 2 grant proposals). Note: may be co-authored.- desirable
- e. Securing research funding-desirable
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable.

4. Other:

- a. Professional ethics and collegiality are required

Guidelines for Teaching Professor Track

Assistant Teaching Professor Appointment

The following are the expected qualifications of successful candidates for initial appointment as a teaching professor:

1. Education:
 - a. Doctorate required
 - b. Medical laboratory science generalist or categorical national certification - required
2. Teaching Experience:
 - a. Teaching experience desirable
3. Research Experience:
 - a. Research experience preferred
 - b. Research publications desirable
4. Grant Writing Experience:
 - a. Grant writing experience desirable
5. Other:
 - a. Knowledge of spoken and written English required.
 - b. Professional/medical ethics required.
 - c. Collegiality required.

Assistant to Associate Teaching Professor

1. Teaching:

Candidate for promotion to associate teaching professor must demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that an associate teaching professor will teach 12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements for current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-required
- f. Establishment of new courses and or substantive revision of current course offerings-desirable
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-desirable
- i. Coordination with clinical affiliates in teaching discipline specific area-required, if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable
- k. Development and/or use of new instructional methods and/or materials-desirable
- l. Offering of guest lectures, workshops, short courses-desirable
- m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignment, course tests/exams-required.

2. Service:

Service to the profession and to the department and university are desired for a faculty member at the level of associate teaching professor. It is understood that as the faculty member will devote most of their time to teaching and therefore will to some extent limit their service activities. Evidence of a substantial service component may include but is not limited to:

- a. Service on departmental committees-required

- b. Service on college committees-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.

and/or

3. Research/Scholarship:

Research and scholarship are a desired component of the workload for the department, college, and university missions. In general, the successful candidate may consider an area of scholarship and produce scholarship-related presentations and publications. Evidence of activity in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 2 published since appointment as assistant teaching professor)
- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required (≥ 2 since appointment as assistant teaching professor)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 2 since appointment as assistant teaching professor)
- d. Submission of grant proposal(s). (≥ 1 grant proposals). Note: may be co-authored.- desirable
- e. Securing research funding-desirable
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable.

4. Other:

- a. Professional ethics and collegiality are required

Associate to Teaching Professor

Teaching, Scholarship and Service

1. Teaching:

Candidate for promotion to teaching professor must demonstrate both a high quality and quantity of instruction. This can include undergraduate and/or graduate level courses, lecture and/or laboratory courses, face to face and/or on line [distance learning] courses. It is expected that a teaching professor will teach 12 hours per semester except where otherwise approved. It is also expected that he/she will attend continuing education events in an effort to maintain currency in his/her respective area of expertise. Evidence of excellence in teaching may include but is not limited to:

- a. Standardized student evaluations of teaching-required
- b. Teaching discipline specific student exam scores on national certification exams-required (where applicable)
- c. Evaluation of participation in student academic advisement by peers-required
- d. Signed written statements for current or prior students and exit interview statements from students-desirable
- e. Peer evaluation of teaching-required
- f. Establishment of new courses and or substantive revision of current course offerings-desirable
- g. Direction of student research-desirable
- h. Membership on doctoral, master's, senior honor's committees-desirable
- i. Coordination with clinical affiliates in teaching discipline specific area-required, if applicable
- j. Nomination for and/or receipt of teaching award(s)-desirable

k. Development and/or use of new instructional methods and/or materials-desirable

l. Offering of guest lectures, workshops, short courses-desirable

m. Peer evaluation of course management as evidenced by course syllabi, course objectives, homework and other assignment, course tests/exams-required.

2. Service:

Service to the profession and to the department and university are desired for a faculty member at the level of teaching professor. It is understood that as the faculty member will devote most of their time to teaching and therefore will to some extent limit their service activities. Evidence of a substantial service component may include but is not limited to:

- a. Service on departmental committees-required
- b. Service on college committees-required (≥ 1)
- c. Service on university committees-desirable
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.

and

3. Research/Scholarship:

Research and scholarship are a required component of the teaching professor's workload and the departmental, college, and university missions. In general, the successful candidate will establish an area of scholarship and produce a consistent level of productivity throughout the probationary period. Evidence of excellence in research and scholarship may include but is not limited to:

- a. Accepted submission and publication of peer-reviewed journal articles-required. (≥ 3 published since promotion to associate teaching professor)

- b. Author or co-author on peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required (≥ 3 since promotion to associate teaching professor)
- c. Presentation of peer-reviewed and/or invited presentations of scholarly papers at professional meetings-required. (≥ 3 since promotion to associate teaching professor)
- d. Submission of grant proposal(s). ($1 \geq$ grant proposals). Note: may be co-authored.- desirable
- e. Securing research funding-desirable
- f. Contributions to scholarly books and book chapters-desirable
- g. Contributions to the discipline through submission and/or publication in professional publications (e.g. proceedings, case studies, abstracts, monographs, written book reviews)-desirable
- h. Receipt of research award(s)-desirable.
- d. Professional organization participation-required
- e. Service as a journal article referee or editorial board member-desirable
- f. Service on professional committees-desirable (if applicable)
- g. Paper reviewer or site reviewer for accreditation teams-desirable
- h. Receipt of service award(s)-desirable.