

Department of Chemistry - Teaching Professor Merit Standards

Approved and adopted on June 9, 2026

The Department of Chemistry has determined the standard merit advancement criteria for its faculty in the teaching professor series, which also provides a measure of a candidate's achievements when acceleration is proposed. Faculty members in the Teaching Professor series are evaluated on teaching excellence, scholarship, and service. Teaching professors are expected to maintain a standard teaching load of 5 courses per year as established by the Department. Teaching faculty members are also expected to participate in the Department, School, University, and/or outside professional or public service through committee and other administrative work. Efforts related to equity, diversity, and inclusion may be a component across the evaluation criteria discussed below.

Faculty in the Teaching Professor series are expected to demonstrate the ability to foster an inclusive, stimulating, and effective learning environment. Evidence of teaching excellence may include but is not limited to evaluations of teaching, peer review, enumeration and/or discussion of classes taught and/or developed, teaching awards/recognition, and self-evaluation. Additional examples of evidence of teaching excellence may be found in [APM 210-3-d-1](#) (p. 17). Evaluation of the file should be balanced and consider all material provided to form a complete picture of the effort placed into teaching.

The Department of Chemistry recognizes that scholarship in the Teaching Professor series should be broadly interpreted. Faculty in this series may have a range of scholarly interests that are not constrained by traditional metrics. It is incumbent on each teaching professor to clearly define their field of scholarship and/or creative work and to provide evidence of their contributions to that field. Such activities should demonstrate achievement, leadership, and/or recognition on the campus or beyond. Traditional measures of scholarship including grant funding and publications are not a requirement for faculty in this series. Examples of evidence of professional and/or scholarly activities may be found in [APM 210-3-d-2-a](#) (p. 19). Evaluation of scholarly productivity should be balanced to account for the increase in teaching demands.

Acceleration in this series would require additional extraordinary, recognized leadership and/or nationally/internationally recognized scholarship of exceptional rigor, quality, and impact.