

Department of Chemistry and Biochemistry
**CRITERIA FOR PROMOTION TO OR APPOINTMENT TO THE RANK OF ASSOCIATE
PROFESSOR**

General criteria for promotion and tenure require the evaluation of a candidate's record of performance and achievement in three domains of activity: teaching, research and other scholarly activities, and service.

For promotion to or appointment to the rank of associate professor.

Candidates for promotion from assistant professor to the rank of associate professor should be in rank at the University of Maryland or at a comparable institution (e.g. university or research laboratory) long enough to have accumulated a record that provides for a fair review. If the candidate has served as an assistant professor (or equivalent) at a comparable institution, then the candidate's prior accomplishments at this rank at the earlier institution will be considered on the same basis as the candidate's accomplishments at the University of Maryland.

The candidate must demonstrate substantial evidence of sustained excellence and a national stature in research; along with the promise of future sustained excellence. In addition, the candidate must provide evidence of excellence or high quality in teaching, and in an appropriate level of service. The following factors will be considered in evaluation of research, teaching and service.

Research: While the precise mix of indicators may vary from one candidate to the next, it is expected in all cases that there be a recognizable pattern of sustained excellence in research. The candidate's contributions must go significantly beyond such contributions made during the training (graduate and post-doctoral) career phases, and will show evidence of an independent research program. In most cases, the primary indicator of the quality of the candidate's research is publication in well-respected refereed journals. One gauge of the impact of the candidate's research will be in the form of scientific citations. However, scientific citations are a lagging indicator and will largely reflect research performed prior to the assistant professor rank. We thus add more timely indicators to gauge research impact:

Major indicators that may be present (but are not specifically mandated) are: invited papers at major societal meetings, presentations, colloquium talks at other universities and at research labs, and service on journal editorial boards or on program committees for professional conferences. The publication of refereed research monographs, the publication of books or book chapters related to the candidate's research, the production of innovative, original computer hardware or software are additional indicators of high-impact research.

It is expected that the candidate will have actively engaged in the pursuit of external research funding when relevant funding is available. If such funding has been acquired, that funding is also a major indicator of the quality of the candidate's research.

It is also expected that the candidate contribute to the supervision of graduate students as appropriate for his or her subdiscipline. Most often this involves serving as the primary advisor for PhD (or, in some cases, MS) students, and such supervision constitutes a significant indicator of the quality of the candidate's research.

The evaluation of all research activities is to be based upon quality (and to some extent quantity) of the activities, the quality of the media through which the research is disseminated, the opinions of objective specialists from outside the University, and evidence of a growing list of citations of the candidate's research publications by other scholars.

Teaching: It is expected that the candidate exhibit high quality or excellence in the teaching of both undergraduate and graduate students. Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback and peer reviews. Candidates should also demonstrate effort in monitoring their teaching with the goal of overall improvement when room for improvement exists.

It is important that the candidate provide an in-class environment that facilitates learning and the sharing of ideas. The candidate should challenge students intellectually. During in-class interactions, the candidate should be well-prepared and demonstrate a deep knowledge and enthusiasm about the subject matter. The candidate should be involved with students both inside and outside the classroom, and should have had a positive impact on students' educational and career goals and their achievements.

The manner in which individuals provide an effective and rewarding teaching environment will vary. However, such an environment is typically nurtured by practices such as providing a clear sense of organization in the proper and timely preparation of syllabi, assignments, and exams, providing clear expectations of student responsibilities, providing timely feedback of student performance on assignments and exams, and being readily available to students outside of class. It should be understood, though, that teaching must be evaluated as a whole, and the presence or absence of one or more of the elements listed here neither subtracts from an overall excellent performance nor adds to an unsatisfactory one.

Other significant indicators that may be (but need not be) present are: mentoring of students in various ways that go beyond supervision of theses and dissertations, participation in the classes of others, supervision of student internships and training programs, and advisement or counseling.

Service: Performance is measured by the quality and quantity of the candidate's participation on Department, College and University committees and participation in the activities of professional societies. It is expected that the candidate will have provided effective service to the University, and to the profession. At the University level, this may be exhibited by participation in active Department, College or University committees, organizing seminars and workshops, or serving on funding and government agency panels or advisory committees.

It is recognized that different faculty have different strengths and weaknesses. It is consistent with the intent of these criteria for the candidate to submit evidence of accomplishments beyond those of normal performance expectations. For example, awards, service and consultations to government agencies and professional societies, and editorships, although not required in the normal performance of duties, are highly valued.