

Department of Chemistry and Biochemistry  
**CRITERIA FOR PROMOTION OR APPOINTMENT  
TO THE RANK OF SENIOR LECTURER**

General criteria for promotion to this rank involve the evaluation of a candidate's record of performance and leadership within the domain of teaching and educational programs. The candidate should have visibility and demonstrative impact within the UMD community.

**For promotion or appointment to the rank of Senior Lecturer.**

Candidates for promotion from Lecturer to the rank of Senior Lecturer should be in rank at the University of Maryland or at a comparable institution (e.g. college or university) long enough to have accumulated a record that provides for a fair review. If the candidate has served as a lecturer (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 in teaching, impact on the University of Maryland's (or their previous institution's) educational programs, and an appropriate level of service. In the evaluation of these criteria, the following factors will be considered.

**Teaching:** The candidate must exhibit excellence in the teaching of undergraduate students. Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback, peer reviews, and solicited comments from former students. Candidates should demonstrate continued modernization and innovation in their courses. Candidates should demonstrate effort in monitoring their own 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, and challenges 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 with the individual and the course assignment. 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 of a necessary commitment to teaching may include the incorporation of modern instructional tools (e.g. software, videography, demonstrations) within

the curriculum, and the effective training and supervision of Teaching Assistants, student internships or students in training programs for enhancing instruction.

**Impact on Educational Programs:** Candidates are expected to exhibit a broader impact on the University's educational programs that extends beyond the maintenance of the existing curriculum. This impact may occur through a variety of mechanisms, but will generally demonstrate leadership within the UMD community in the design and delivery of our educational programs. This may involve, for example, programs for student advising or TA training, the introduction of new courses and laboratory curriculum, or the transformation of existing courses. Other significant factors may include active participation in external grants for educational programs and external visibility through publication and or presentation at external Symposia and societal meetings, as well as involvement in educational outreach programs.

**Service:** Performance is measured by the quality and quantity of the candidate's participation on Department and College-level committees and on participation in team-efforts with other faculty. Mentoring activities, associated with students, other members of the instructional staff and Teaching Assistants, are further evidence of service.

It is recognized that different instructors have different assignments and areas of expertise that will allow stronger impact in some areas relative to others. The candidate is encouraged to submit evidence of accomplishments beyond those of normal performance expectations. For example, awards, service and participation in educational and societal panels, although not required in the normal performance of duties, are highly valued.