Department of Chemistry and Biochemistry
Procedures and Policies

Mission Statement
The Department of Chemistry and Biochemistry promotes academic excellence in teaching, research and service. We provide our students with the knowledge and resources to succeed in both industry and academia. Our dedicated faculty and staff are committed to establishing ourselves as leaders in scientific instruction and research within our local and international communities.

Promotion Criteria

Promotion from Assistant Professor to Associate Professor
Tenure track faculty will normally be considered for promotion from Assistant to Associate Professor with tenure in their sixth year in rank. Promotion at an earlier time may be considered in cases of unusually rapid development, but with the same criteria as those expected for promotion in the sixth year. It is expected that members of the tenure track chemistry faculty recommended for promotion to the rank of Associate Professor with tenure might be evidenced by multiple types of the following examples:

1. Effective and inspiring teaching in undergraduate courses; active participation as a mentor/advisor for undergraduates.
2. Active involvement in graduate education: mentoring MS/Ph.D. students, graduate classroom instruction and seminars.
3. A creative, independent and productive program of research in a significant area of the chemical sciences, visibility in this field at a national or international level, and the potential to sustain and improve this program, as evidenced by multiple examples of the following types of accomplishments:
   a. A significant body of refereed publications in high impact primary journals for the field, and/or in general journals, reporting original research conducted at Arizona State University that has substantially enriched the science.
   b. Substantial peer-reviewed grant support from one or more of the major funding agencies, some of which may be collaborative.
   c. Invited and contributed presentations at the important meetings/conferences of the investigator's field and seminars at major research universities.
   d. Awards of United States patents.
   e. Conscientious and effective performance in university service assignments.

Promotion from Associate Professor to Professor
Promotion to the rank of Professor is warranted only if and when these achievements are tangibly demonstrated. Thus, promotion is based neither on promise nor longevity. It is natural for faculty members to vary in the time required to attain the appropriate level of achievement, with five years being the typical period in rank at the Associate Professor level.
It is expected that members of the tenured or tenure track chemistry faculty recommended for promotion to the rank of Professor may be evidenced by multiple types of the following examples:

1. Sustained effective and inspiring teaching contributions in undergraduate and graduate courses.
2. Sustained and effective mentoring of graduate students, leading to the masters' and doctoral degrees, and successful careers beyond ASU.
3. Recognition as a major influential force in one or more significant areas of research as revealed by:
   a. A substantial body of refereed publications in high impact primary journals for the field, and/or in general journals, reporting research that has significantly enriched the field.
   b. Continuing and substantial peer-reviewed grant support from one or more of the major funding agencies.
   c. Invited presentations at the important meetings and conferences of the investigator's field and at major research universities; invitations to contribute to distinguished review publications
   d. Service on important scientific review boards and panels, editorial and advisory boards and committees, and in professional organizations.
   e. Awards of United States patents.
4. Sustained, conscientious and effective service at the Department, College and/or University level.

Procedure for promotion of tenure track faculty
A meeting of faculty members above the rank of the candidate shall be held to discuss the case. The discussion will be led by a member of the Faculty Budget and Personnel Committee whose role is to ensure that all aspects of the case are thoroughly discussed. A second meeting will be held approximately one week after the first. A secret ballot will be recorded at this meeting. As an alternative to a second meeting, a secure secret vote may also be conducted online commencing immediately after the meeting at which the case is discussed and remaining open for one week. The Faculty Budget and Personnel committee shall then prepare a summary of the case and submit it to the chair, along with the numerical result of the faculty voting. Provision shall be made for inclusion of minority opinions in the report if any faculty member who voted wants to have such opinions included.

Promotion for Research Professors
ACD-505-02: Research faculty are fixed-term faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university or take on other appropriate responsibilities. Research faculty who are hired on or supported by research grants or contracts are not guaranteed space, facilities, or services beyond those approved for currently active grants or contracts.

Assistant Research Professors may be eligible for promotion to Associate Research Professor after five years in their current rank. It is expected that assistant research professors who are recommended for promotion to the rank of Associate Research Professor may be promoted after completing five years in their current rank. The candidate may have a record demonstrating that they significantly enhance the
research mission of the department in a substantial way. This might be evidenced by multiple examples of the following types of accomplishments:

1. A record of demonstrated, significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise
2. Demonstrated development of expertise at the state of the art, consistent with the job description
3. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant
4. Evidence of effective mentorship, teaching, laboratory instruction, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

Associate Research Professors may be eligible for promotion to Research Professors after their fifth year at their current rank. It is expected that candidates for promotion from Associate to Full Professor in rank will have a record demonstrating that they provide leadership in the enhancement of the research mission of the department in a substantial way. This might be evidenced by multiple examples of the following types of accomplishments:

1. A sustained record of scholarly initiative and recognized contributions to their fields
2. Demonstrated proficiency in the management of a research laboratory or related facility
3. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise
4. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts
5. Significant contributions to national or international scientific meetings
6. Sustained, demonstrable effectiveness in mentorship, teaching, laboratory instruction, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

**Promotion for Clinical Professors**

*ACD-505-02: Clinical faculty are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development.*

Clinical Professors Clinical Professors at the assistant rank may be eligible for promotion after the fifth year in their current rank. It is expected that Assistant Clinical Professors recommended for promotion to the rank of Associate Clinical Professor will have a record demonstrating that they significantly enhance the instruction of students and/or advance the goals of the department in a substantial way. This might be evidenced by multiple examples of the following types of accomplishments:

1. A record of demonstrated, significant contributions to teaching, not only through superior performance in the laboratory or classroom but also through the broader support of the University’s teaching mission
2. Contributions to the design, development, and oversight of curriculum in specific courses
3. Significant involvement in the coordination of curricula in different courses
4. Demonstrated breadth and versatility of teaching in a range of courses
5. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline

Clinical Professors at the associate rank may be eligible for promotion after the five year at their current rank. It is expected that clinical professors recommended for promotion to the rank of (Full) Clinical Professor will have a record demonstrating that they provide leadership in the enhancement of the instruction of students and/or advancement of the goals of the department in a substantial way. This might be evidenced by multiple examples of the following types of accomplishments:

1. Record of demonstrated, significant contributions to teaching, not only through superior performance in the laboratory or classroom but also through the broader support of the University’s teaching mission
2. Contributions to the design, development, and oversight of curriculum in specific courses
3. Significant involvement in the coordination of curricula in different courses
4. Demonstrated breadth and versatility of teaching in a range of courses
5. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline

Promotion for Lecturers
Lecturers may be eligible for promotion to Senior Lecturer after five years in their current rank. This might be evidenced by multiple examples of the following types of accomplishments:

1. Effective and inspiring teaching in a variety of undergraduate courses.
2. Active participation in chemistry instructional and curricular development.
3. A record of implementing new techniques of teaching and developing course materials and course modifications, particularly as it pertains to foundation chemistry courses (e.g., general chemistry, organic chemistry, analytical chemistry, physical chemistry, biochemistry, etc.). This may involve working with campus resources/facilities and/or collaborating with faculty.
4. A record of quality and effective teaching as may be evident by such mechanisms as student and/or peer evaluations.
5. Conscientious and effective performance in university service assignments.

Promotion for Lecturers
Senior lecturers may be eligible for promotion to Principal Lecturer after their seventh year in their current rank. For promotion to Principal Lecturer the candidate must have achieved excellence in teaching, professional development and service to the department, college, university and community. Promotion to the rank of Principal Lecturer is warranted only if and when these achievements are tangibly demonstrated. Thus, promotion is based neither on promise nor longevity. It is natural for faculty members to vary in the time required to attain the appropriate level of achievement.

Promotion from senior lecturer to principal lecturer may be evidenced by multiple examples of the following types of accomplishments:
1. The candidate may demonstrate scholarly activities that reflect significant involvement in the higher education community. Examples would be regular presentations at national meetings, scholarly publications in well recognized journals, and/or instructional publications like textbook(s) and laboratory manual(s).

2. Based upon scholarly work, the candidate may demonstrate a sustained record of implementing new techniques of teaching and developing course materials and course modifications, particularly as it pertains to foundation chemistry courses (e.g., general chemistry, organic chemistry, analytical chemistry, physical chemistry, biochemistry, etc.). This may involve working with campus resources/facilities and/or collaborating with faculty at this or other universities.

3. The candidate’s experience may be recognized as a resource for mentoring and advising faculty in course administration and course content.

4. The candidate may demonstrate facility and flexibility in teaching a variety of chemistry courses.

5. The candidate may demonstrate a sustained record of high quality and effective teaching as may be evident by such mechanisms as student and/or peer evaluations.

A meeting of faculty members above the rank of the candidate shall be held to discuss the case. The discussion will be led by a member of the Personnel and Budget Committee whose role is to ensure that all aspects of the case are thoroughly discussed. A second meeting will be held approximately one week after the first. A secret ballot will be recorded at this meeting. The Faculty Budget and Personnel committee shall then prepare a summary of the case and submit it to the Dean, along with the numerical result of the faculty voting. Provision shall be made for inclusion of minority opinions in the report if any faculty member who voted wants to have such opinions included.

**Academic Professionals**

Academic Professionals include (but are not limited to) research professionals, research scientists and clinical professionals. A full list of AP titles is listed in ACD 505-03. AP’s may hold continuing, probationary or fixed-term appointments. AP’s with fixed-term appointments may have year-to-year, multi-year or rolling multi-year appointments.

AP’s may be involved in duties of a managerial, research, technical, service, or instructional support nature. The designation Academic Professional applies to a variety of academic assignments that call for academic background similar to that of a Faculty member with professorial rank, but which are distinctly different from professorial positions. Examples of job responsibilities suitable for Academic Professionals include involvement in various instructional activities, research centers, facilities whose primary purpose is to promote the research mission of the institution, or facilities whose primary purpose is to promote the educational mission of the institution. Academic Professionals may be involved in outreach activities with K-12 schools, governmental agencies, professional societies or organizations, or other types of organizations with which the institution seeks involvement. Academic Professionals may also be involved in service work for the institution, for professional societies and other organizations, or for various governmental agencies.
Promotion criteria for Academic Professionals
Promotion criteria for academic professionals depend on the AP’s job responsibilities. Guidelines for significant accomplishment are outlined below. The promotion process guide an AP follows depends on their title and appointment category. AP candidates should consult with the Chair’s office to determine which promotion process guide to follow.

The three areas to be considered in evaluation of academic professionals are job performance, professional development and service.

Job performance
Efforts and results in maintenance and management of laboratory facilities or in other areas of responsibility. The job description is an important factor in evaluation of the academic professional and should be appropriately comprehensive and detailed. It may be amended whenever major changes occur in the duties and/or responsibilities of the academic professional.

Professional development
Activities that represent a commitment to the profession or to the discipline include efforts toward developments in areas of responsibility, development of new instrumentation, methods and procedures in area(s) of responsibility and collaboration with faculty and students in the preparation of research proposals or completion of research projects. (ACD 507-08)

Service
Use of professional expertise in serving the interests of the unit, college, university, community and/or higher education. It is recognized that some academic professionals may have greater opportunities for service than others. (ACD 507-08)

Promotion from Assistant to Associate in rank
Candidates for promotion from Assistant to Associate Academic Professional must demonstrate excellence in position effectiveness, continued professional contributions and growth and involvement in University activities. Examples are outlined in the categories listed below.

If teaching is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. a record of demonstrated, significant contributions to teaching, not only through superior performance in the laboratory or classroom but also through the broader support of the University’s teaching mission
2. Contributions to the design, development, and oversight of curriculum in specific courses
3. Significant involvement in the coordination of curricula in different courses
4. Demonstrated breadth and versatility of teaching in a range of courses
5. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline
If research is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. A record of demonstrated, significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise
2. Demonstrated development of expertise at the state of the art, consistent with the job description
3. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant
4. Evidence of effective mentorship, teaching, laboratory instruction, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

If service is a significant component of the job description, multiple examples from the following types of accomplishments may serve as suitable promotion criteria:

1. Significant involvement in unit level, college or university service work
2. A record of effective management of facilities used in support of the university’s instructional or research missions
3. Evidence of extensive collaboration with faculty in their research activities
4. Evidence of effective outreach to K-12 schools or the general public
5. Demonstrated superior management of instrumentation or equipment facilities that support the research, instructional or outreach missions of the institution

Promotion from Associate to Full in rank

The term “full” is not usually stated but is used to designate the highest rank of an academic professional. Candidates for promotion to this rank must demonstrate excellence in position effectiveness, continued professional contributions and growth and involvement in University service activities. Examples are outlined in the categories listed below.

If teaching is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. A sustained record of excellence and versatility in the classroom as well as leadership in the design, development, and oversight of curriculum in the discipline
2. Demonstrated proficiency in the management of specific courses
3. Documented participation in national or international discourse on evolving knowledge in the field, curricular developments, and teaching techniques
4. Participation in the solicitation or administration of external funding to support teaching initiatives
5. Sustained effectiveness in the mentorship of other teachers, including graduate assistants, other academic professionals, faculty members, or other instructional staff
6. Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools

If research is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. A sustained record of scholarly initiative and recognized contributions to their fields
2. Demonstrated proficiency in the management of a research laboratory or related facility
3. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise
4. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts
5. Significant contributions to national or international scientific meetings
6. Sustained, demonstrable effectiveness in mentorship, teaching, laboratory instruction, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

If service is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. Sustained involvement in unit level, college or university service work
2. A sustained record of leadership in management of facilities used in support of the university’s instructional or research missions
3. Evidence of a leadership role in at least some aspects of their collaborations with faculty in their research activities
4. Evidence of organizational leadership in outreach efforts for K-12 schools or the general public
5. Demonstration of leadership roles in professional societies, such as chairing or organizing sessions at national symposia, memberships on national committees, holding offices in professional societies, appointments to important review bodies for governmental agencies
6. Demonstrated leadership in management of instrumentation or equipment facilities that support the research, instructional or outreach missions of the institution

Sabbatical Leave Policy
Whereas sabbatical leaves uniquely provide numerous benefits to the department, college, university, and people of the State of Arizona, such leaves shall be fostered and encouraged by the department. Those who wish to apply for a sabbatical leave are referred to ACD 705 for the university procedures and guidelines. Sabbatical applications are submitted to the Chair’s office a full calendar year prior to the year in which the sabbatical is taken, regardless of whether the sabbatical application is for Fall, Spring, or both semesters. The Chair’s office sends an e-mail to all faculty to notify faculty of the application deadline.
Faculty

1. Tenured faculty at the rank of Assistant Professor and higher with six years of full-time service are eligible for sabbatical leave. (Continuing-status AP’s are also eligible for sabbatical. Continuing-status AP’s are a rare category in this department. AP’s should consult with the Chair’s office for eligibility.) Six years of further service following completion of a sabbatical leave shall be required for eligibility for another sabbatical leave. Sabbatical leave shall be either for one or two semesters.

2. Proposals for sabbatical leave by eligible faculty shall be submitted to the Chair’s office for review. The evaluation of the application will be on the basis of the proposed activity's contribution to knowledge through publication and presentation, furtherance of research through potential new funding, value to the teaching program, enhancement of the applicant's research and teaching effectiveness, value to ASU's reputation, and provision of outstanding public or professional service at a local or national level.

3. The Chairperson, with the counsel of the Faculty Budget and Personnel Committee will recommend to the Dean that the leave be approved if the application is judged worthwhile, there is a high probability of success, and the department's teaching and advisement will be maintained without the applicant. If judged to be not worthwhile, the proposal shall be designated as "not recommended."
   a. Significant changes in the proposal after approval but before initiation of the sabbatical leave requires approval by the Chairperson of a written request to modify the sabbatical leave plan.
   b. If the proposal is not recommended, the applicant will be informed of the reasons and be afforded an opportunity to respond. The proposal will be reconsidered by the Chairperson and the Faculty Budget and Personnel Committee in light of the applicant's response, and a written response shall issue from the Chairperson.
   c. A concise report in accord with college requirements will be submitted to the Chairperson following the leave.

Academic Professionals

Academic professionals with continuing status and with six years of full-time service at ASU as probationary or continuing status academic professionals are eligible for sabbatical leave. (This type of appointment is rare. Contact the Chair’s office to further determine eligibility.) Six years of further service following completion of a sabbatical leave shall be required for eligibility for another sabbatical leave.

Proposals for sabbatical leave by eligible academic professionals shall be submitted to the Chairperson for review by the Personnel and Budget Committee. The evaluation of the application will be on the basis of the proposed activity's enhancement of the applicant's effectiveness to further the research capabilities
and/or teaching programs of the department, contribution to knowledge through publication and presentation, furtherance of research through potential new funding, potential value to the teaching program, enhancement of the applicant's research and/or teaching effectiveness, value to ASU's reputation, and provision of outstanding public or professional service at a local or national level.

The Chairperson will obtain letters evaluating the proposal from three impartial persons (from inside or outside the department) competent to judge the proposal. These letters will be held confidential but will be shared with the Academic Professionals Personnel Committee for the purpose of sabbatical leave proposal evaluation.

The Chairperson, with the counsel of the Personnel and Budget Committee, will recommend to the Dean that the leave be approved if the application is judged worthwhile, there is a high probability of success, and the department's operations can be maintained without the applicant. In view of the unique roles that the academic professionals fulfill (e.g., instrument facility management), the department shall make every effort to accommodate the applicant, while ensuring adequate coverage of the facility workload. If judged to be not worthwhile, the proposal shall be designated as "not recommended."

Significant changes in the proposal after approval but before initiation of the sabbatical leave requires approval by the Chairperson of a written request to modify the sabbatical leave plan. If the proposal is not recommended, the applicant will be informed of the reasons and be afforded an opportunity to respond. The proposal will be reconsidered by the Chairperson and the Personnel and Budget Committee in light of the applicant's response, and a written response shall issue from the Chairperson. A concise report in accord with college requirements will be submitted to the Chairperson following the leave.

**Changes to this document**

This document should be updated on a regular basis to reflect the most current structure of faculty appointments at ASU. Changes mandated by University policy become effective immediately. Changes motivated by the faculty, bylaws committee or Chair will be managed in the same way as for changes to the bylaws. Should a portion of this document become invalid, the rest of the document remains in effect.

Revised 4/20/2015