

Roles, Scope, Criteria, Standards and Procedures
of the

Department of Chemistry & Biochemistry
(Name of Department/School/College)

Effective Date: July 1, 2019

APPROVALS	SIGNATURE	DATE
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Role and Scope Document for the Department of Chemistry and Biochemistry

Article I. Role and Scope of Unit

The Department of Chemistry and Biochemistry has a broad reach on campus. A large introductory chemistry program serves students in many disciplines. Intermediate level courses provide more advanced instruction for students from several disciplines that require a deeper understanding of chemistry and provide research opportunities. Advanced undergraduate courses teach state-of-the-art knowledge to students. Majors in the Department of Chemistry and Biochemistry are pursuing one of three undergraduate majors:

- Bachelor of Science in Chemistry (Professional Option)
- Bachelor of Science in Chemistry (Teaching Option)
- Bachelor of Science in Chemistry (Biochemistry Option)

The undergraduate degree program – which is certified by the American Chemical Society - is diverse and flexible, allowing students to tailor studies to their interests. Instruction in our department emphasizes modern concepts and methods, with extensive use of state-of-the-art instrumentation. All undergraduate majors participate in research, and the coursework prepares students for careers in the chemistry and biochemistry workforce, for teaching careers, or for advancement to graduate or professional schools including medical, dental, and pharmacy schools.

The graduate program in the Department of Chemistry and Biochemistry offers primarily Doctor of Philosophy (Ph.D.) degrees in Chemistry and Biochemistry. Thesis or coursework-based Master of Science degrees in Chemistry and Biochemistry are also offered. Every student is provided with foundational courses to broaden their knowledge base and to build on the fundamentals of their discipline. The Ph.D. degree is a highly research active degree that prepares students to become independent scientists and/or effective higher education educators. The graduate program cultivates critical thinking, develops analytical skills, and improves the students' oral and written communication skills in the context of scholarly research with creativity and originality.

Research programs of the highest caliber are pursued by the Department. Faculty members of the department have broad and complementary expertise in a range of specialty areas including energy conversion, supramolecular/mesoscale materials, and research at the chemistry/biology interface. Fundamental research programs in additional areas of chemistry and biochemistry are also important for the development of these research themes. Research activity in the Department is highly collaborative, with interdisciplinary research opportunities available for students within the department, across campus and even globally.

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Faculty members are engaged in service activities within the department and Montana State University, with the general public, with professional organizations in scientific communities, and with funding agencies.

Article II. Appointment and Advancement of Research Faculty

Research faculty are non-tenurable faculty whose assignments principally involve time and effort on research projects funded by University grants and contracts, administered by the Office of Sponsored Research. Research faculty are appointed on grant funds using the processes and procedures described in two departmental policies. The Assistant Research Professor Policy and the Associate Research Professor and Research Professor Policy adopted on May 16, 2016 contain these policies. Initial appointment is generally as an Assistant Research Professor, unless the candidate's research record warrants appointment at a higher rank. Research faculty members are reviewed and promoted using the processes and procedures described within the Department's two Research Professor Policies.

Article III. Annual Review Process

Tenure Track Faculty - An annual review assesses a faculty member's performance over the preceding calendar year. The annual review process, appeals to the dean, and changes in assigned percentages of effort are described in the University Faculty Handbook. Candidates should consult the Faculty Handbook, which may be found at:

http://www.montana.edu/policy/faculty_handbook/

The department head shall assign each faculty member the specific duties and responsibilities which meet department needs and enable the faculty member to fulfill the responsibilities of the position. The department head shall ensure that, taken collectively, the assignments of the faculty shall meet the department's and college's obligations to the University. The department head and the faculty member shall annually review the faculty member's role within the department and make any modifications as may be necessary, after consultation with the faculty member. Any substantial modification of the faculty member's role within the department must be approved by the department head, Dean, and Provost and Vice President for Academic Affairs, after consultation with the faculty member.

The following procedures should be used in conducting annual reviews:

- The faculty member and department head annually review the faculty member's performance relative to the faculty member's role and responsibilities. Evaluations are expected to recognize the requirements and expectations of the position and the proportionate time and resources officially allocated to specific activities.
- The department head rates the performance of each faculty member and submits the rating form to the College Dean, using the rating system prescribed by the Office of the Provost.

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- The faculty member must sign rating form. The signature of a faculty member does not indicate concurrence with the rating; rather it signifies that he or she has seen the rating. If the faculty member refuses to sign the card, the card shall be forwarded with the notation that the faculty member refused to sign it.
- Copies of all annual reviews and the performance ratings of each faculty member shall be maintained in the Department of Chemistry and Biochemistry. These files shall be kept confidential.

Non-Tenure Track Faculty - The annual review of all Research Faculty will be conducted using procedures that are applicable to Tenure-Track and/or adjunct faculty. This review will include an assessment of compliance with terms of hire, including all relevant memoranda of understanding.

Article IV. Primary Review Committee and Administrator

The primary review committee is the Department of Chemistry and Biochemistry Retention, Tenure, and Promotion Committee and conducts an independent review of the dossier in accordance with the responsibilities delineated in the University Faculty Handbook, Sections 2 through 6 of "Retention, Tenure, and Promotion - Rights and Responsibilities".

Section 4.01 Primary Review Committee-Composition and Appointment

The Primary Review Committee is the Departmental Promotion and Tenure Committee and is composed and appointed consistent with the University Faculty Handbook. The four members who comprise this committee will be nominated by the department head and approved by a vote of the department faculty. Each person will serve a four-year term. Normally, terms will be staggered so that one new person will be nominated and elected each year. The person in his/her fourth year of service will chair the committee. In the event a member is unable to serve during a given year, a replacement will be nominated and elected to serve for that year.

Nominations should be recruited to provide representation from each of the four areas of chemistry (inorganic, biological, organic and physical). Ballots providing "yes" and "no" designations for the nominee will be utilized for the election. Election will require the approval of two-thirds of the cast ballots. Tenured faculty of both ranks may serve on the committee, but no person can serve who is actively under consideration by the committee. Normally, at least one-half of the members will have attained the rank of professor. The department may request approval from the University Promotion and Tenure Committee (UPTC) Chair to make an alternate tenured faculty appointment. Emeritus faculty members are ineligible to serve.

Before conducting a review, committee members will attend the orientation regarding retention, tenure, and promotion offered by the provost's office for the review cycle. Committees will be available for service throughout the academic year. Faculty on leave will be ineligible for service. Committees will be constituted and their membership reported to the Provost's office by the date established by the Provost.

Section 4.02 Primary Review Administrator

The Primary Review Administrator is the department head of the Department of Chemistry and Biochemistry. Should the Primary Review Administrator have a conflict of interest with a candidate under review, the CLS Dean will identify an individual to serve as Primary Review Administrator for the case under review. Before conducting a review, the primary review administrator will attend the orientation regarding retention, tenure, and promotion offered by the provost's office for the review cycle.

Section 4.03 Identification of Responsible Entities

The review of individual faculty [for retention, tenure, and promotion] is initiated at the department level, where the relevant disciplinary expertise is located, and is then carried to the College and University levels, where successively broader perspectives are employed.

It is the responsibility of the Primary Review Administrator to:

- Establish the Primary Review Committee either by facilitating the election or appointment of the members as described.
- Maintain copies of all review committee Evaluation Letters and internal, (if applicable), and external review letters after the review.
- Prepare a written recommendation concerning the retention, tenure, and/or promotion of each candidate for review.

It is the responsibility of the Primary Review Committee to:

- Select external reviewers and solicit review letters.
- If internal Reviews are part of the unit's review process, select and solicit Internal Reviews.
- Prepare a written recommendation, with vote tally, concerning the retention, tenure, and/or promotion of each candidate for review.
- Assure the following materials are included in the Dossier:
 - a) Internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch of the reviewer.
 - b) Applicable Role and Scope Document.
 - c) Letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU.
 - d) Candidate's teaching evaluations from the review period. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review.

Section 4.04 Next Review Level

The next review level after the reviews by the Primary Review Committee and the Primary Review Administrator is the College of Letters & Science Retention, Tenure, and Promotion Committee (CLSRTPC).

Article V. Intermediate Review Committee and Administrator

Section 5.01 CLS Retention, Tenure, and Promotion Committee Composition, Election, and Appointment

The intermediate review committee is the College of Letters and Science Retention, Tenure, and Promotion Committee, with composition and appointment as described in the CLS Role and Scope. This committee conducts an independent review of the dossier in accordance with the responsibilities and criteria delineated in the CLS Role and Scope:

http://www.montana.edu/lettersandscience/promotion_tenure.html

Section 5.02 Intermediate Review Administrator

The Intermediate Review Administrator is the Dean of the College of Letters and Science.

Section 5.03 Level of Review following Intermediate Review Administrator

The next review level after the reviews by the Intermediate Review Committee and the Intermediate Review Administrator is the University Retention, Tenure, and Promotion Committee (URTPC).

Article VI. Review Materials

Review materials submitted by the candidate shall comply with the University Faculty Handbook document "Annual Review: Retention, Tenure and Promotion," subsection "RTP: Rights and Responsibilities," sections 1 and 7. Additionally, candidates in the Department of Chemistry and Biochemistry must follow the requirements below.

Section 6.01 Materials submitted by Candidate

Materials that must be submitted by the candidate for the assessment of teaching, scholarship, service and integration include:

- Cover sheet obtained from the Provost's office.
- A comprehensive CV with Teaching, Scholarship, and Service activities of the candidate.
- Personal Statement that includes a description of the candidate's area of scholarship.
- Separate self-evaluations for teaching, scholarship, service, and integration summarizing the evidence demonstrating that the candidate meets the standards for the attainment of retention, tenure, or promotion, as applicable. Each self-evaluation shall include a summary of activities, selected products or accomplishments, and evidence of recognition itemized by year over the relevant Review Period.
- A list of up to 6 suggested external reviewers.
- A list of all scholarly products with a description of the candidate's contribution to each product.

If included in the vita, the candidate should separate the following categories:

- Grant proposals submitted and grants funded
- Refereed journal articles
- Invited refereed books or book chapters
- Book chapters or articles

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- Unrefereed publications
- Invited conference presentations
- Contributed conference presentations
- Seminars and/or colloquia

The candidate may choose to include other categories as appropriate to the discipline and the candidate's record. On papers, grants funded, and other scholarly products, full author lists must match the publication or grant funded.

Section 6.02 Documentation of Collaborative Scholarly Contributions

In complying with the University Faculty Handbook document entitled "Retention, Tenure and Promotion - Rights & Responsibilities", Article 1, Paragraph e, on the requirement to detail scholarly collaboration and Section 6.01 above, candidates in the Department of Chemistry and Biochemistry will include a brief description of their contributions to each activity or product within a single document in the candidate's dossier.

Section 6.03 Peer Review Solicitation Procedure

University wide requirement for soliciting peer review materials are described in the University Faculty Handbook, "Annual Review: Retention, Tenure and Promotion," subsection "RTP: Rights and Responsibilities", Section 7. The department will solicit both internal and external reviews in accordance with these requirements.

Guidelines regarding who may and may not serve as referees are elaborated in the Faculty Handbook on "Retention, Tenure, and Promotion Rights and Responsibilities as follows:

3.c. No person may participate in the review of any person with whom they have a personal, business, or professional relationship that could be perceived to preclude objective application of professional judgment. A conflict of interest occurs when the evaluating party could realize personal, financial, professional, or other gain or loss as a result of the outcome of the review process, or when the objectivity of the evaluating party could be impaired by virtue of the relationship. Examples of persons who may be excluded by professional relationship include undergraduate and/or graduate mentors, postdoctoral mentors, collaborators who are co-investigators on grants and/or co-authors on a significant portion of scholarly products completed during the review period, colleagues who depend on instrumentation controlled or operated by the candidate, and/or co-inventor of a patent.

Internal Reviews – Consistent with the Faculty Handbook, the department will rely on internal teaching reviews for decisions on Retention, Tenure and Promotion to Associate Professor, and Promotion to Full Professor. The RTP committee will be responsible for soliciting these peer teaching reviews, and will call only upon tenured faculty of equal or higher rank within the department for these reviews. Internal reviews may draw from prior assessments, such as peer evaluation of teaching.

For retention, the department RTP committee will also solicit internal reviews of the candidate's scholarship. Reviewers will generally be tenured faculty from within the same

division (organic, inorganic, physical and biochemistry), but those with overlapping expertise from other divisions may also serve. In cases where the candidate has a strong interdisciplinary component, reviews may also be solicited from tenured faculty with relevant expertise in other departments at Montana State University.

External Reviews – Seven or more external review letters will be obtained by the RTP committee. The majority of the outside evaluators who provide letters must be selected by the departmental committee; the remainder may come from a list of names submitted by the candidate. The department report should state clearly how external referees were chosen and should include a brief statement of their status in the field. Letters must not be solicited by the candidate, and candidates shall not be informed of the identity of outside evaluators to protect the confidentiality of the review process.

External evaluators must be specialists in the candidate's field, capable of providing an independent and objective evaluation of the candidate's scholarship, and generally familiar with the usual expectations for faculty performance. In addition, the letter soliciting the external review will include the Department's specific expectations for faculty performance as described in Sections 8.04, 9.04 or 11.04, as appropriate. External evaluators will also be sent:

- The candidate's vita.
- A brief statement that identifies the candidate's area of scholarship.
- A selection of relevant publications and/or unpublished manuscripts provided by the candidate.
- Other materials, as appropriate and selected by the candidate.
- A copy of the Department's Role and Scope Document

External evaluators will be asked to comment specifically on the quality of the candidate's written scholarship and his or her productivity, as well as the candidate's recognition in the field. Referees should state the nature of any professional or personal interactions they have had with the candidate.

Article VII. Applicable Role and Scope Documents

Section 7.01 Retention Review

Candidates for retention are reviewed under the standards and indicators in the Role and Scope documents in effect on the first date of employment in a tenurable position.

Section 7.02 Tenure and Promotion to Associate Professor Review

Candidates for tenure are reviewed under the standards and indicators in the Role and Scope documents in effect on the first date of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope document by notifying the primary review committee.

Section 7.03 Promotion to Professor Review

A candidate for promotion to Full Professor will be reviewed using standards and indicators in the Role and Scope documents in effect two (2) years prior to the deadline for notification of

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intent to apply for promotion. Candidates may select a more recent, approved Role and Scope document by notifying the primary review committee.

Article VIII. Retention Reviews

For retention, the Department of Chemistry and Biochemistry requires that a faculty member must demonstrate effectiveness in all areas of the candidate's assignment: teaching, scholarship, and service as described in the University Faculty Handbook, "Retention, Promotion, and Tenure: Candidate's Rights and Responsibilities." In addition, a faculty member must also demonstrate effective integration of two of the above areas; for example, teaching and scholarship. Teaching and scholarship are of primary and equal value. Service, however, is also an important feature of every faculty member's role.

Critically, the faculty member must also demonstrate satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

Section 8.01 Timing of Retention Review.

Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the "Extending Tenure Review Period" policy.

Section 8.02 University Standard.

The standards for the retention of probationary faculty members are:

- (a) A terminal degree appropriate to the field of specialization, and
- (b) Effectiveness in teaching, scholarship, and service during the review period, and
- (c) Integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- (d) Satisfactory progress toward meeting the standards for tenure by the candidate's tenure review year.

Section 8.03 Performance Indicators and Weighting

Teaching: The Department of Chemistry and Biochemistry expects instructional faculty to contribute to the general education of students at Montana State University-Bozeman, to the educational experience of students majoring in Chemistry, and/or Biochemistry and many closely related sciences, and to the graduate programs of students pursuing post-baccalaureate degrees in Chemistry and Biochemistry. In addition, the Department recognizes as important other faculty contributions, such as participation in the university core, the honors program, direction of independent study, undergraduate research and graduate research, advising of undergraduate and graduate students.

Teaching effectiveness is an important criterion for any evaluation of the overall teaching performance of the faculty member. A good teacher has command of the subject and organizes and presents materials with clarity and logic. They should indicate to the students the general objectives of the courses and make them aware of the relationship of this subject to other fields of knowledge. Their spirit and enthusiasm help to vitalize teaching and to arouse curiosity

in beginning students. They are able to stimulate advanced students to do creative work and to pursue independent scholarly activities.

Examples of Performance Indicators that may support the attainment of standards in Teaching include, but are not limited to University approved student evaluation forms, representative syllabi, examinations and other course related materials, peer evaluations, letters from former students, implementation of teaching techniques informed by pedagogical scholarship, mentoring of undergraduate scholars (Including publications in peer reviewed journals and abstracts for presentations at professional meetings), sponsored undergraduate fellowships (Undergraduate Scholars Program, INBRE, etc.), graduate student training (including publications in peer reviewed journals and abstracts for presentations at professional meetings), membership on dissertation/thesis/examination committees, academic advising, and honors or special recognition for teaching accomplishments.

Peer evaluations, such as observation of teaching and the review of teaching materials, are a form of reciprocal faculty development among and between faculty members and will be a regular part of the review process.

Academic advising of students is an important component of teaching effectiveness in cases where faculty are assigned this responsibility. In such cases, the amount and quality of advising must be documented by the department head or departmental promotion and tenure committee.

Scholarship: The Department of Chemistry and Biochemistry encourages a wide variety of scholarly activity. For tenure, faculty members are expected to develop a continuous record of significant scholarly contributions. For tenure, the body of work should be indicative of a nationally recognized research program consistent with national norms for peer departments in universities with "highest research activity" (as defined by Carnegie: <http://carnegieclassifications.iu.edu>). In addition, for tenure, the faculty member must also possess a strong record of financial support for their research program.

For **Retention**, an effective candidate should present clear evidence of significant progress towards the development of a nationally recognized research program as described above. Examples of Performance Indicators that may support the attainment of this standard of effectiveness include but are not limited to: recruitment of graduate students and post-doctoral scholars, grant proposals submitted and/or funded, refereed journal articles and reviews, refereed book chapters, non-refereed articles, invited conference presentations, contributed conference presentations, invited seminars and/or colloquia, and patents for materials, processes and instruments. For quantitative expectations, see Section 8.04.

For peer reviewed journal articles, primary weight will be placed on the quality of the research and the level of the faculty member's contribution. The quality of the journal as indicated by impact factor may also be considered. For submitted manuscripts, the stage of the review process will be considered. Non-refereed publications will be of lesser weight.

Funded proposals will carry greater weight than unfunded proposals. For unfunded proposals to be considered as evidence towards establishment of a nationally recognized program, all reviews for that proposal must be included (if available).

Conference presentations and seminars will receive a significant, though secondary weight.

Service: Outreach and public service are also important to the Department of Chemistry and Biochemistry and will vary according to individual faculty roles. The Department expects each faculty member to participate in these activities, but outreach and public service will be considered subordinate to teaching and research, unless specified otherwise in the letter of appointment.

In addition to the requirements in the University Faculty Handbook, the dossier should include the candidate's professional service activities to the University, the profession, and local, national and international communities. This includes information about committee assignments, offices held, editing duties, service to professional organizations, outreach, and other professional tasks relevant to the candidate's defined role.

Examples of outreach and public service include, but are not limited to: service on departmental committees or contribution to departmental projects and programs, service on CLS or University committees, service on national panels and committees concerned with science policy and practice (e.g., National Science Foundation and National Institutes of Health panels and study sections), service in professional organizations or societies, service as a journal editor or referee, service on national, state or local government advisory panels, outreach and service to K-12 educational institutions or programs, outreach and service to other units of MSU or Tribal Colleges, and providing assistance or expertise to business, agricultural, or manufacturing concerns.

Integration: Teaching, scholarship and service frequently show synergy, where the combination of two or more of these pursuits results in an enhanced product in which the whole is greater than the sum of the individual parts. The Department of Chemistry and Biochemistry therefore values the integration of teaching, scholarship and service, and requires faculty members to pursue the integration of synergistic efforts. Examples of performance indicators that may support the attainment of standards in integration include, but are not limited to: directing undergraduate research projects (Teaching/Scholarship), directing graduate research projects (Teaching/Scholarship), the incorporation of research into instructional materials (Teaching/Scholarship), journal reviews (Service/Scholarship), grant and panel reviews (Service/Scholarship), presenting Chemistry/Biochemistry curriculum in a K-12 setting (Teaching/Service), the presentation of science in public forums and/or community outreach (Scholarship/Teaching/Service).

Section 8.04 Quantitative and Qualitative Expectations

Teaching: The candidate should exhibit teaching competence, enthusiasm, effectiveness and sound standards in their assigned courses. Involvement in teaching at both the undergraduate

and graduate levels, and in both the classroom and the research laboratory are strongly recommended by the Department for demonstration of effectiveness in teaching. Faculty performance in classroom teaching will be judged based on course materials and student and peer evaluations. Scores from student evaluations should be consistent with departmental norms for the respective courses, which are at or above average (= above 3 on a 5 point scale) or that there is evidence that scores are improving towards these values. In cases where scores are below average, a clear action plan designed to improve teaching performance must be developed by the faculty member and approved by the Department Head.

Scholarship: Faculty performance in scholarship will be judged effective if an active research program is shown to exist, as evidenced by the significant involvement of students and/or post-doctoral scholars in that research, publications or significant progress towards publication in appropriate refereed journals, and progress towards or attainment of financial support required for that program. The candidate is expected to have at least one research article accepted for publication in a peer reviewed journal and/or submitted at least one grant to an appropriate federal agency or foundation.

Service: For junior faculty, Service is expected to be commensurate with the assigned percentage effort. In order to be judged effective in service at this point in their career, the faculty member is to assist in graduate recruitment, to attend seminars and meet with speakers, to play an active role on committees to which they are assigned, including student review and exam committees, and to assist in the preparation of Departmental proposals in which their participation has been requested. In addition, by retention review, there should be some modest level of service outside the department at the either the college or university level, or in a professional or governmental organization, or in K-12 or community outreach.

Section 8.05 Evidence of Performance Indicators

Teaching: Evidence of Performance that may support the attainment of standards in Teaching include, but are not limited to:

- Personal Statement on Teaching
- List of Courses Taught (Credits, Enrollment, Contact Hours)
- A Description of Courses Taught, Including Credit Hours and Enrollment
- Results of University approved Student Evaluations
- Representative Syllabi, Examinations and Other Course Related Materials
- Peer Evaluations
- Letters from Former Students
- Implementation of Teaching Techniques Informed by Pedagogical Scholarship
- A List of Research Projects, Theses and Dissertations Directed
- Mentoring of Undergraduate Scholars (Including publications in peer reviewed journals and abstracts for presentations at professional meetings)
- Sponsored Undergraduate Fellowships (Undergraduate Scholars Program, etc.)
- Mentoring Graduate Students (Including publications in peer reviewed journals and abstracts for presentations at professional meetings)
- Membership on dissertation/thesis/examination committees.

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- Academic Advising
- Honors or special recognition for teaching accomplishments

If the faculty member wishes to use letters from former students and graduates, they must be solicited by the department head and/or the departmental Retention, Tenure and Promotion Committee and must not be solicited by the faculty member. The faculty member should provide a list of names from which the committee will choose, although the committee would then also solicit letters from other students formerly taught by the candidate. (The departmental report will state clearly how the students were chosen; and a copy of the letter soliciting the students' responses should be included in the candidate's file.) The letters should address the lasting effects of the candidate's courses and the degree to which the students were prepared for their professions/further education or their lives were enriched.

Academic advising of students is an important component of teaching effectiveness in cases where faculty are assigned this responsibility. In such cases, the advising activities must be documented by the department head or departmental promotion and tenure committee.

Scholarship: Evidence of Performance that may support the attainment of standards in Scholarship include, but are not limited to:

- Personal Statement on Scholarship
- Recruitment of Graduate Students and Post-doctoral Scholars
- Grant Proposals Submitted and Grants Funded.
- Refereed Journal Articles (Submitted, Accepted, In-Press and Published)
- Refereed Books or Book Chapters (Submitted, Accepted, In-Press and Published)
- Nonrefereed Publications (Submitted, Accepted, In-Press and Published)
- Patents for Materials, Processes and Instruments
- Invited Conference Presentations
- Contributed Conference Presentations
- Invited Seminars and/or Colloquia
- Honors and Awards for Research Accomplishments

Service: Evidence of Performance that may support the attainment of standards in Service include, but are not limited to:

- Personal Statement on Service
- Service on Departmental Committees or Contribution to Departmental Projects and Programs
- Service on CLS or University Committees
- Service on National Panels and Committees Concerned with Science Policy and Practice (e.g., National Science Foundation and National Institutes of Health panels and study sections)
- Service in Professional Organizations or Societies
- Service as a Journal Editor or Referee
- Service on National, State or Local Government Advisory Panels
- Outreach and Service to K-12 Educational Institutions or Programs

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- Outreach and Service to Other Units of MSU or Tribal Colleges
- Providing Assistance or Expertise to Business, Agricultural, or Manufacturing Concerns.

Integration: Evidence of Performance that my support the attainment of standards in Integration include, but are not limited to:

- Personal Statement on Integration
- Directing an Undergraduate Research Project (Teaching/Scholarship)
- Directing a Graduate Research Project (Teaching/Scholarship)
- Incorporation of Research into Instructional Materials (Teaching/Scholarship)
- Journal Reviews (Service/Scholarship)
- Grant Proposal Reviews (Service/Scholarship)
- Presenting Chemistry/Biochemistry Curriculum in a K-12 setting (Teaching/Service)
- Presentation of Science in Public Forums and/or Community Outreach (Scholarship/Teaching/Service)

Section 8.06 Status of Scholarly Products

The time from submission to publication in peer reviewed journals and the time from grant submission to decision and notification of an award are generally substantial. For this reason, for retention review the Department of Chemistry and Biochemistry will consider submitted manuscripts and grant applications to external funding agencies as evidence of scholarly activity.

Article IX. Tenure Review

To achieve tenure, faculty members must demonstrate:

- Accomplishment in scholarship during the review period, and
- Sustained effectiveness in teaching and service during the review period, and
- Integration of no less than two of the following during the review period: teaching, scholarship, and service.

Section 9.01 Timing of Tenure Review

Faculty are normally reviewed for tenure in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy. For mandatory reviews (*i.e.*, retention and tenure), the provost will notify candidates, heads, and deans of the faculty scheduled for mandatory reviews each year.

Faculty members who wish to initiate a review for early tenure or promotion to professor must notify the primary review administrator(s) by April 1st of the year the dossier is to be submitted. Critically, the faculty member should note that per the Faculty Handbook (Retention, Tenure, and Promotion Standards & Timelines, Section 2):

- Faculty may initiate a tenure review only once during their employment at Montana State University.
- A faculty member who is not awarded retention or tenure after review will receive a terminal MUS employment contract for the academic year that follows the decision of the provost.

Section 9.02 University Standards

The University standards for the award of tenure are:

- a) A terminal degree appropriate to the field of specialization, and
- b) Sustained effectiveness in teaching and service during the review period, and
- c) Integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- d) Accomplishment in scholarship.

Section 9.03 Performance Indicators and Weighting

Teaching: The performance indicators and weighting for teaching include, but are not limited to, those found in **Section 8.03**.

Scholarship: The Department of Chemistry and Biochemistry encourages a wide variety of scholarly activity. For tenure, faculty members are expected to develop a continuous record of significant scholarly contributions. The body of work should be indicative of a nationally recognized research program consistent with national norms for peer departments in universities with “highest research activity” (as defined by Carnegie: <http://carnegieclassifications.iu.edu>). In addition, the faculty member must also possess a strong record of financial support for their research program. Examples of primary performance indicators that may support the attainment of this standard of accomplishment include but are not limited to journal articles, extramural grant funding, invited conference presentations, contributed conference presentations, invited seminars and/or colloquia, and patents for materials processes or instruments. For quantitative expectations, see Section 9.04.

For peer reviewed journal articles, primary weight will be placed on the quality of the research and the level of the faculty member’s contribution. The quality of the journal as indicated by impact factor and other criteria will be considered. For submitted manuscripts, the stage of the review process will be considered. Non-refereed publications will be of lesser weight.

Funded proposals will carry significantly greater weight than unfunded proposals. For unfunded proposals to be considered as evidence towards establishment of a nationally recognized program, all reviews for that proposal must be included (if available).

Conference presentations and seminars will receive a significant, though secondary weight.

Service: The performance indicators and weighting for service include, but are not limited to, those found in Section 8.03.

Integration: The performance indicators and weighting for integration include, but are not limited to, those found in **Section 8.03**.

Section 9.04 Quantitative and Qualitative Expectations

Teaching: A Candidate should exhibit teaching competence, enthusiasm, effectiveness and sound standards in their assigned courses. Involvement in teaching at both the undergraduate and graduate levels, and in both the classroom and the research laboratory is required by the Department for demonstration of effectiveness in teaching. Faculty performance in classroom teaching will be judged based on course materials and student and peer evaluations. It is expected that recent peer and student evaluations will be consistent with departmental norms for the respective courses. The candidate is expected to mentor undergraduates in the laboratory; this activity is an important teaching component in the Department of Chemistry and Biochemistry, which requires its majors to complete 6 credits of mentored laboratory research as part of the degree requirements. In addition, the candidate must have at least one graduate student in good standing that has made significant progress towards their Ph.D degree.

Scholarship: Expectations are that the successful candidate will have established a nationally recognized research program consistent with norms for peer departments at universities with "highest research activity" as defined by Carnegie (<http://carnegieclassifications.iu.edu>). Promotion from assistant to associate requires publications as corresponding author in quantities and quality comparable to colleagues in these peer departments, at a similar stage in their professional careers. Since research in some areas produces fewer publications for a given effort, the number of publications *per se* is less important than quality and consistency, and will be considered in light of norms for the field. For many candidates, typical publication activity is an average of more than one publication per year as *corresponding author* in quality, peer reviewed journals. The majority of the external reviews should indicate that the candidate has met this definition of accomplishment. In addition to the external reviews, the department will also evaluate the body of work, with emphasis on both the quantity and quality of the publications; quantity alone is insufficient evidence for accomplishment.

The candidate must also have demonstrated the ability to obtain funding at a level appropriate for long-term support of their independent research program. Minimally, funding is expected to include at least one nationally competitive major research grant for which the candidate is the principal investigator, or significant funding as a co-investigator in a multidisciplinary project. The candidate is also expected to have presented 3 or more invited presentations at nationally recognized meetings and/or invited seminars at peer academic institutions.

Service: Faculty performance in service as appropriate to the candidate's assignment, will be judged effective if it is of high quality, significant, and substantial. Critically, the department expects service on Department, College, or University committees, including Ph.D. research committees. Service in other capacities, as described in 9.03 and 9.05, is highly encouraged. Professional activities with high external visibility are strongly valued.

Section 9.05 Evidence of Performance Indicators

Teaching: Evidence that may support the attainment of standards in Teaching includes, but is not limited to, that listed in **Section 8.05**.

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Scholarship: Evidence that may support the attainment of standards in Scholarship includes, but is not limited to, that listed in **Section 8.05**.

Service: Evidence that may support the attainment of standards in Service includes, but is not limited to, that listed in **Section 8.05**.

Integration: Evidence that may support the attainment of standards in Integration includes, but is not limited to, that listed in **Section 8.05**.

Section 9.06 Status of Scholarly Products

The time from submission to publication in peer reviewed journals and the time from grant submission to decision and notification of an award are generally substantial. For this reason, for Tenure Reviews the Department of Chemistry and Biochemistry will consider submitted manuscripts and grant applications to external funding agencies as evidence of scholarly activity.

Article X. Promotion to Rank of Associate Professor

Section 10.01 University Standards

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

Article XI. Promotion to Rank of Professor

Section 11.01 Timing of Review.

Normally, faculty are first considered for promotion after the completion of five (5) years of service in the rank of Associate Professor, however, faculty may seek promotion earlier if they can establish that they meet the same standards of effectiveness, accomplishment or excellence used in evaluating candidates after five (5) years in rank. Faculty who believe they have met the department, college, and University criteria and standards for promotion and wish to be considered for promotion should submit a written request for consideration to the department head by April 1st of the year the dossier is submitted.

Section 11.02 University Standard

To achieve promotion to rank of professor, faculty members must demonstrate:

- A terminal degree appropriate to the field of specialization, and
- Sustained effectiveness in teaching and service during the review period, and
- Integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- Excellence in scholarship as defined in the Faculty Handbook document entitled "Retention, Tenure and Promotion Review: Definitions."

Section 11.03 Performance Indicators and Weighting

Teaching: The performance indicators and weighting for teaching include, but are not limited to, those found in **Section 9.03**. In addition, the candidate must have mentored, as principal advisor, at least two graduate students through successful completion of a doctoral degree. In addition, current laboratory personnel in training must include at least one post-doctoral scholar or one currently enrolled graduate student in good standing that has made significant progress towards their Ph.D. degree.

Scholarship: The Department of Chemistry and Biochemistry encourages a wide variety of scholarly activity. For promotion to full Professor, faculty members are expected to develop a **sustained record of scholarly excellence**. The sustained body of work should clearly indicate a nationally and internationally recognized research program consistent with norms for peer departments in universities with “highest research activity” as defined by Carnegie (<http://carnegieclassifications.iu.edu>). In addition, the faculty member must also possess a strong and sustained record of financial support for their research program. Examples of primary Performance Indicators that may support the attainment of this standard of accomplishment include but are not limited to journal articles, nationally competitive extramural grant funding, invited conference presentations, organization of conferences, patents for materials processes or instruments, state, national and international honors, membership on editorial boards and leadership roles in professional organizations. For quantitative expectations, see Section 11.04.

For peer reviewed journal articles, primary weight will be placed on the quality of the research and the level of the faculty member’s contribution. The quality of the journal as indicated by impact factor and other criteria will be considered. Manuscripts that are submitted, under review, or under revision will not be considered. Non-refereed publications will be of lesser weight.

Service: The performance indicators and weighting for Service include, but are not limited to, those found in **Section 9.03**.

Integration: The performance indicators and weighting for Integration include, but are not limited to, those found in **Section 9.03**.

Section 11.04 Quantitative and Qualitative Expectations

Teaching: The quantitative and qualitative expectations are those found in **Section 9.04**

Scholarship: Expectations are that the successful candidate will have established a sustained record of scholarly excellence indicative of a nationally and internationally recognized research program, and that the candidates scholarly productivity over the review period will be consistent with norms for peer departments at universities with “highest research activity” (as defined by Carnegie: <http://carnegieclassifications.iu.edu>). Promotion from associate to full professor thus requires a sustained publication record, for example over the 4 year time span following promotion to associate professor, in quantities and quality comparable to colleagues in these peer departments, at similar stages in their professional careers. Since research in

some areas produces fewer publications for a given effort, the number of publications *per se* is less important than quality and consistency, and will be considered in light of the field. Typically, however, the candidate will produce on average at least 2 high quality peer reviewed publications per year as *corresponding author*, though exceptions will be made in cases of outstanding quality. The majority of the external reviews should clearly indicate that the candidate has met this definition of sustained excellence in scholarly productivity. In addition to external reviews, the department will also evaluate the body of work, with emphasis on both the quantity and quality of the publications; quantity alone is insufficient evidence for sustained excellence.

The candidate must also have demonstrated the ability to maintain sustained, significant funding at a level appropriate for long-term support of their independent research program. Further, as an additional indication of the candidate's national and/or international stature, they are expected to have made numerous presentations at national and international meetings, and at peer academic institutions.

Service: Faculty performance in service as appropriate to the candidate's assignment, will be judged effective if it is of high quality, significant, and substantial. Critically, the department expects both institutional service (Department, College, or University committees, including Ph.D. research committees) as well as professional or university related community service. Professional activities with high external visibility are strongly valued.

Section 11.05 Evidence of Performance Indicators

Teaching: Evidence that may support the attainment of standards in Teaching includes, but is not limited to, that listed in **Section 8.05**.

Scholarship: Evidence that may support the attainment of standards in Scholarship include, but are not limited to:

- Personal Statement on Scholarship
- Grant Proposals Submitted and Grants Funded.
- Refereed Journal Articles (Published)
- Refereed Books or Book Chapters (Published)
- Nonrefereed Publications (Published)
- Patents for Materials, Processes and Instruments
- Invited Conference Presentations
- Contributed Conference Presentations
- Invited Seminars and/or Colloquia
- Honors and Awards for Research Accomplishments

Service: Evidence that may support the attainment of standards in Service includes, but is not limited to, that listed in **Section 8.05**.

Integration: Evidence that may support the attainment of standards in Integration includes,

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but is not limited to, that listed in **Section 8.05**.

Section 11.06 Status of Scholarly Products

The Department of Chemistry and Biochemistry will not consider submitted manuscripts and current grant applications to external funding agencies as evidence of scholarly activity during the review for promotion to Full Professor.

Article XII. Procedures for Update and Revision of the Unit Role and Scope Document

All tenurable faculty members in the Department of Chemistry and Biochemistry are entitled to propose changes to this Role and Scope Document.

If the College of Letters and Science review committee or the dean identifies a need for improvement, clarification, or other revision to a unit's Role and Scope Document, they may submit the request for changes to the Chair of URTPC who will forward the recommendations to the unit. Submission to the Chair of URTPC should occur after the review committee or administrator completes all of its reviews for the year.

Units will act on any proposed changes received from the Chair on an annual basis and will undertake a full review of their Document no less than every three years. All updates and revisions must be approved as set forth in Article XIII.

Article XIII. Approval Process

Section 13.01 Primary Academic Unit Role and Scope Document

- Tenurable faculty and administrator of the primary academic unit;
- Promotion and tenure review committee and administrator of all associated intermediate units (usually colleges);
- University Retention Tenure and Promotion Committee (URPTC); and
- Provost.

Section 13.02 Intermediate Academic Unit Role and Scope Document

- Promotion and tenure review committee and administrator of the intermediate unit;
- Retention Tenure and Promotion Committee (URPTC); and
- Provost.

Section 13.03 University Role and Scope Document

- Retention Tenure and Promotion Committee (URPTC);
- Faculty Senate;
- Deans' Council; and
- Provost.