



TEXAS A&M UNIVERSITY AT GALVESTON
Academic Affairs

Texas A&M University at Galveston

Faculty Evaluation Guidelines

Contact: Dr. Debbie Thomas

Executive Associate Vice President for Academic Affairs & Chief Academic Officer "CAO" (TAMUG);
Associate Provost (TAMU)

200 Seawolf Parkway, Bldg. 3034, MAIN 403; Galveston, TX 77554

Tel: (409) 740-4403 / dthomas@tamug.edu

<http://www.tamug.edu/AcademicAffairs/>

Revised: December 2021

Modified March 16, 2023 to address new University P&T Guidelines and Annual Review processes.

Modified March 30, 2022 to address optional COVID-19 Impact Statements and new Principal Lecturer title.

Modified January 2, 2023 to address System Policy and University Standard Administrative Procedures changes to Post-Tenure Review

Modified February 26, 2024 to address current University Promotion & Tenure Guidelines requirements.

Reviewed by Department Heads: January 2021

Approved: February 21, 2022

Approved by the Office of Faculty Affairs April 5, 2022 and June 9, 2022

Next Scheduled Review: March 31, 2025



Table of Contents

1.	Introduction	5
1.1.	Faculty Expectations and Responsibilities.....	5
1.2.	Departmental Expectations and Responsibilities.....	6
2.	Faculty Tracks and Ranks	7
2.1.	Tenure and Tenure-Track Faculty	7
2.2.	Academic Professional Track Faculty	7
2.3.	Lecturers and Adjuncts.....	7
3.	Areas of Faculty Performance.....	7
3.1.	Teaching	7
3.2.	Research, scholarly activity or creative work:.....	9
3.3.	Service	10
3.4.	Administration, if applicable:	10
4.	Indicators of Faculty Excellence and Effectiveness.....	11
4.1.	Indicators of Excellence in Teaching	11
4.2.	Indicators of Effectiveness in Teaching	12
4.3.	Indicators of Excellence in Research/Scholarly Activity/Creative Work	12
4.4.	Indicators of Effectiveness in Research/Scholarly Activity/Creative Work.....	12
4.5.	Indicators of Excellence in Service	13
4.6.	Indicators of Effectiveness in Service	13
5.	Criteria for Promotion and/or Tenure	13
5.1.	Evaluation Criteria for Tenured/Tenure Track Faculty.....	13
5.2.	Evaluation Criteria for Academic Professional Track Faculty (Non-Tenure Track)	15
5.3.	Scheduling	16
5.4.	Department Review Committee	16
5.5.	Dossier Preparation.....	19
5.6.	Dossier Evaluation	19
5.7.	Role and Responsibility of the Individual Faculty Member in the Review Process.....	20

5.8. The Dossier	20
5.9. Department Head’s Review.....	20
5.10. TAMUG Review	21
6. Annual Review.....	21
6.1. Purpose.....	22
6.2. Focus.....	22
6.3. Time Period of Review	22
6.4. Criteria for Rating Faculty Performance.....	23
6.5. Required Components	24
6.6. Assessment outcomes that require action	27
6.7. Time-Line.....	28
6.8. Complaint procedure if annual review fails to follow published guidelines:.....	28
7. Mid-Term Review.....	28
7.1. Purpose.....	28
7.2. Process	29
7.3. Review	29
7.4. Feedback from midterm review.....	29
8. Post-Tenure Review	30
8.1. Purpose.....	30
8.2. Peer Review Committee.....	30
8.3. Process	30
8.4. Professional Development Review.....	31
8.5. The Professional Development Plan	32
8.6. Appeal	33
8.7. Voluntary Post-Tenure Review.....	33
9. Granting Faculty Emeritus Status.....	33
10. Academic Professional Track (APT) Faculty Appointments	34
10.1. APT Faculty Appointments.....	34
10.2. Promotion and Multi-Year Fixed Term Appointments for APT Faculty at the Associate and Full Professor Ranks	35

10.3. Non-Reappointment of APT Faculty 36

10.4. Mid-Term Review of APT Faculty 36

APPENDIX INDEX 40

APPENDIX I: ANNUAL FACULTY EVALUATION CYCLE TIMELINE..... 40

APPENDIX II: ANNUAL FACULTY REVIEW DEPARTMENT HEAD RESPONSE FORM..... 55

APPENDIX III: EVIDENCE SUPPORTING PERFORMANCE IN TEACHING 62

APPENDIX IV: EVIDENCE SUPPORTING PERFORMANCE IN RESEARCH, SCHOLARSHIP OR CREATIVE ACTIVITIES.. 69

APPENDIX V: EVIDENCE SUPPORTING PERFORMANCE IN SERVICE..... 72

1. Introduction

Texas A&M at Galveston is a special-purpose institution of higher education for undergraduate and graduate instruction in marine and maritime studies in science, engineering, humanities, and business and for research and public service related to the general field of marine resources. Appropriate evaluation guidelines and reward mechanisms for faculty members to support the mission are essential. This document is designed to provide a means to promote and thus retain faculty members whose excellence makes them beneficial members of the institution, while providing them with stability of employment.

The expectations of the **Galveston Campus** for its faculty are that they develop a scholarly and balanced approach among teaching, research, and service to achieve effectiveness and excellence in their field of endeavor. The nature of scholarly innovation requires both flexibility and freedom, thus, the expectation of applying a single formula for evaluating performance is unattainable. That is, it is neither desirable nor feasible to specify a rigid set of evaluation guidelines. ([UR 12.01.99.M1, Section 4.4.2.2](#)) Therefore, this document provides a general set of guidelines and criteria congruent with the mission of the [University](#) and the Unit; and such guidelines and criteria are used as indicators of effectiveness and excellence.

This document articulates general Unit guidelines for faculty, annual review, tenure and promotion, promotion and post-tenure review, consistent with the requirements and guidelines found in the following University documents:

TITLE	LINK
12.01.01- Institutional Rules for Implementing Tenure	http://policies.tamus.edu/12-01-01.pdfs
12.01.99.M1 - University Statement on Academic Freedom, Responsibility, Tenure, and Promotion – Appendix I	https://rules-saps.tamu.edu/rules-saps-library/
12.06.99.M0.01 - Post-Tenure Review	https://rules-saps.tamu.edu/rules-saps-library/
Office of Faculty Affairs Guidelines for Annual & Mid-Term Review	https://facultyaffairs.tamu.edu/evaluation-development/annual-evaluation-and-mid-term-review.html
Office of Faculty Affairs Promotion and Tenure Guidelines (published annually)	https://facultyaffairs.tamu.edu/evaluation-development/promotion-tenure.html

In the event of inadvertent discrepancies between this document and Texas A&M University or Texas A&M University System policies, rules, and procedures, the University or System statements take precedence.

1.1. [Faculty Expectations and Responsibilities](#)

The expectations of the Galveston Campus for its faculty are that they continually strive for impactful contributions in teaching, in service to the department, University and to their profession, and for tenured and tenure track Faculty to establish and maintain sustainable scholarship productivity that leads, at minimum, to a national reputation in their area. What sustainability means for different fields will be different in terms of absolute resources required to allow Faculty to maintain an active output in their discipline. The criteria for tenure and promotion to Associate Professor and promotion to Full Professor differ in degree and emphasis as described in Appendix I of [University Rule 12.01.99.M1](#), “*University Statement on Academic Freedom, Responsibility, Tenure, and Promotion.*”

The mandatory mid-term reviews and the annual evaluations are expected to evaluate the contributions to our undergraduate and graduate teaching programs, research, scholarly or creative activities, and engagement. Specifically, the impact of faculty members’ activities on academic endeavors needs to be demonstrated. Faculty are also expected to engage in civil discourse with their colleagues, staff and students,

contribute to the common goals of their department or division and respect the decision-making processes of the University. Refer to [Appendix I](#) for an overview of the entire faculty evaluation process and timeline.

1.2. Departmental Expectations and Responsibilities

Department Heads are primarily responsible for ensuring that the University and Galveston Campus guidelines are followed so that each faculty member receives a fair and timely assessment of their accomplishments and performance. The overall purpose of these guidelines is to ensure the integrity of the annual evaluations, mid-term review, promotion and tenure process, and post-tenure review to retain and promote the best faculty possible. Within these overall guidelines, it is specifically noted that departmental practices may differ because of variations in department size, the nature of departmental faculty, the degree of inter/multidisciplinary activity, and academic mission. Departmental guidelines should be reviewed regularly to ensure compliance with System Policy, University Rules, and College Guidelines while achieving departmental objectives.

The guiding principles in setting review guidelines are presented below:

Every Department should have review guidelines to clarify how annual evaluations, promotion and tenure (P&T), and post tenure reviews (PTR) are performed. Departments will clarify in their bylaws and evaluation guidelines what criteria will be used for each dimension evaluated, the context needed for each criteria (e.g. how student evaluations are averaged and compared, and how they are used in addition to other measures of teaching effectiveness).

- 1.2.1. In the case of P&T and PTR reviews, dossiers can only be reviewed and voted on by Faculty holding a rank higher than that of the Faculty being reviewed (e.g., Associate and Full Professors for Assistant Professors; Full Professors for promotion of Associate to Full). Additionally, although tenured Faculty of appropriate higher rank can review dossiers from APT Faculty (Full Professors for all and Associate Professors for Assistant APT faculty seeking promotion to Associate), only tenured Faculty of appropriate rank can review tenure-track or tenured Faculty (Associate and Full Professors for tenure-track Assistant Professors seeking tenure and promotion to Associate; Full Professors for all).
- 1.2.2. The Department Promotion and Tenure Review Committee (Department Review Committee) should be the same for any particular rank reviewed during a cycle. If two or more candidates in a Department are going through the same rank review (e.g. Assistant to Associate with tenure) then the P&T committee for these should be the same.
- 1.2.3. In the event that any (or all) of these reviews require a committee, the guidelines should specify how members are appointed (how is the committee composed, who is responsible for the decision to appoint committee members, what is the selection process and/or eligibility criteria?).
- 1.2.4. The guidelines should identify what the process is for writing the report of any review.
- 1.2.5. For reviews that require external reviewers' comments, identify in the guidelines who is in charge of identifying names from external reviewers and who is in charge of soliciting letters.
- 1.2.6. If an external member is needed on the Department Review Committee from another Department, the guidelines should describe the process for selecting such a member, what the eligibility criteria are, and who makes the decision to include the external member.
- 1.2.7. Reclassification of faculty from one track (e.g. tenure/tenure track to academic professional track, or vice versa) requires a formal review that follows the departmental review process. The dossier should include:
 - a full review report with majority support from the Department Review Committee,
 - a supporting and justification memo from the Department Head,
 - a supporting and justification memo from the CAO, and
 - The dossier must then be submitted to the Office of Faculty Affairs for evaluation and potential approval.
- 1.2.8. Each Department will publish its evaluation guidelines on its departmental website and will distribute a reminder of where to find them to all faculty by the start of each academic year.

2. Faculty Tracks and Ranks

Definition of faculty ranks and tracks can be found at [University Rule 12.01.99.M1](#). Departments and Colleges may describe here categories of performance (section 4.4.1 of UR 12.01.99.M1) associated with each title within their unit.

2.1. Tenure and Tenure-Track Faculty

Faculty with titles of Professor, Associate Professor and Assistant Professor will be expected to achieve impactful performances in these three areas:

- 2.1.1. Teaching
- 2.1.2. Research, Scholarship or Creative Activities
- 2.1.3. Service

2.2. Academic Professional Track Faculty

Faculty with titles of [Adjective] Professor, [Adjective] Associate Professor and [Adjective] Assistant Professor will be expected to achieve impactful performances in two of these three areas:

- 2.2.1. Teaching
- 2.2.2. Service
- 2.2.3. Research, Scholarship or Creative Activities

Academic Professional Track Faculty support as a priority the teaching mission of the university. Most will contribute to the service activities as the second dimension of their responsibilities. In rare cases and with the approval of the department head and CAO, an exception to the service requirement may be made for those Academic Professional Track faculty assigned to conduct research, scholarly and/or creative activities.

2.3. Lecturers and Adjuncts

Faculty with titles of Lecturer, Senior Lecturer and Principal Lecturer will be expected to achieve impactful performances in this area:

- 2.3.1. Teaching

3. Areas of Faculty Performance

(Reference [University Rule 12.01.99.M1](#), Section 4.4.1)

Decisions on tenure, promotion, and merit compensation will be based upon the faculty member's performance in the assigned categories of performance. Descriptions of faculty expectations in their assigned areas of faculty performance are presented below. Alternate work assignments (such as administration, etc.) may replace one or more areas in certain situations, but only with the written approval of the Department Head and CAO. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

3.1. Teaching

Teaching is central to the mission of the Galveston Campus, and effectiveness in teaching is required of all faculty. All faculty members are expected to: 1) contribute to instruction and student development; 2) continuously strive to improve their teaching effectiveness; and 3) promote and diversify the development of the Campus' instructional programs. Effectiveness and excellence in teaching affect decisions on merit compensation, tenure, and promotion.

Multiple sources of information and methods must be considered when assessing teaching. Student evaluations are required but not sufficient to evaluate teaching. Other measures/sources of information may include: 1) self-evaluation; 2) peer-evaluation; 3) student feedback; and 4) student learning. The criteria for effectiveness that shall be considered in evaluating teaching performance are:

A commitment to excellence in teaching is an expectation of all faculty, no matter the track. This category includes classroom and laboratory instruction, courses that provide experiential learning, development of new courses and teaching methods, including the development or expansion of electronic delivery of course content, supervision of undergraduate and graduate research, clinical supervision, and mentoring. Additional criteria and rubrics of assessment are found in [Appendix III Evidence Supporting Performance in Teaching](#). Each Department will need to identify the criteria used in its evaluation guidelines and disseminate this information clearly (e.g., departmental website) and repeatedly (e.g., beginning of each academic year to all faculty in the department).

The Teaching section will document the faculty member's teaching accomplishments for the period of review. Publication of instructional material and development of methods that improve the curriculum are both desired and meritorious. Faculty members shall be permitted to respond to or qualify written comments provided by students in course evaluation forms. The Faculty will thus be provided with these comments prior to the deadline for which the review report is due (annual evaluation, P&T review, PTR).

- 3.1.1. "Courses Taught" covers all courses with classroom contact hours taught at Texas A&M University at Galveston. The TAMU instrument used to assess student perceptions will be used by all faculty members in all courses, each semester. The Department Head will compare assessments by students in comparable courses and subject matters as one aspect of the evaluation. For example, graduate and undergraduate, required and elective, laboratory and didactic or seminar settings should all be factored into the assessment process and may provide important contextual information. Additional contextual information can include the number of courses taught, the size of the class(es), the access or not to grading teaching assistants in large classes, and overall comparison to core curriculum if the course taught is itself in the core.
- 3.1.2. Tools of instruction such as syllabi, assignments, examinations, grading methods, should also be assessed and may be included in the evaluation. Departments should specify in departmental evaluation guidelines, how many of these artifacts are to be gathered for each level of the review.
- 3.1.3. Peer evaluations of teaching effectiveness may be considered in the period of review. In such a case, each department needs to define (in its bylaws and evaluation guidelines) the process for using peer evaluations in the review. Bylaws should be specific in identifying criteria (e.g., rubrics) and goals if the course observations were based on specific standards, what should the frequency of the observations be, and who the appropriate "peer evaluators" are. Examples of rubrics for teaching evaluations can be found in [Appendix III](#).
- 3.1.4. Awards from organizations from within and outside the department, TAMUG, and TAMU might be used to substantiate excellence in teaching.
- 3.1.5. Other evidence of excellence could include teaching portfolios, student success in achieving learning outcomes, experimentation with and use of pedagogical approaches to improve student learning and success, responsiveness to student and peer evaluations, publication of instructional materials, evidence of both professional development in teaching and associated improvements, evidence generated by standardized peer evaluation, and involvement with continuing education.
- 3.1.6. Undergraduate and/or graduate students supervised: documents undergraduate or graduate student committee assignments. Indicate whether responsibility is a chair (C) or member of (M) the student's committee, and whether the committee is part of the A&M system or another institution of higher learning. Excellence in student mentoring (as a chair or member of a student committee) can be documented by the successes of the student mentees, which includes quality and quantity of trainee-authored publications, job placement, and time to degree.
- 3.1.7. Other courses taught: recognizes the development of, or participation in, recognized programs for continuing education, short courses, or special workshops. Written assessments by participants are required. Funding support agency (if any) should be identified. Documented national /international recognition or adoption of program by professional society, state agency is also desirable.
- 3.1.8. Teaching innovations such as the development of innovative teaching methods and materials (textbooks, software, new curricula, etc.) should be documented. Any of the following would indicate

a contribution: creation and teaching of a new course, adoption by other professors of methods/materials developed during the prior year, contributions to campus-wide programs, such as the Student Success Initiative, that improve connections across the curriculum and supports student success (e.g. decreased DFC, increased success of underrepresented minority students, contribution to cohort mentoring, increased retention), the introduction or further development of courses or course materials which explicitly incorporate international, interdisciplinary, or multicultural perspectives, high-impact teaching practices, and/or positive review of these methods/materials appearing in respected publications.

3.2. Research, scholarly activity or creative work:

For most disciplines, this category consists of research and publication. For some disciplines, however, it may include other forms of creative or professional activity. Engineering technology, fiction, poetry, and dance are examples. Faculty members must document scholarly activities, including works in progress, and clearly identify the impact this scholarship has on their respective field. Refer to [Appendix IV](#) for further details regarding the Evidence Supporting Performance in Research, Scholarship or Creative Activities.

Experts in the same or related disciplines must make decisions about the quality or merit of scholarly and creative work. Peer review is essential. A book or article written but unpublished, an artwork completed but not juried, or the rendering of professional collaboration and consultation not subject to peer recognition is less significant in this category. Examples of the creation, influence, and dissemination of the ideas/work must be documented.

- 3.2.1. Publications include: publications in refereed journals, conferences, and/or leading professional journals; the publication of scholarly books, conference proceedings, and/or chapters in scholarly books; monographs, publication of professional projects; technical reports, including those to a granting agency; patents; publications of open-source material will bear more weight if peer-reviewed and from leading open-source publishers; acknowledgment of creative work through selection as a subject for a published article, inclusion in an exhibition catalogue, or descriptions in a curator's statement; and creative work included in a public or private collection, invited exhibition, traveling exhibition, screening, or broadcast. The essence of this section is that intellectual work and its by-products are subject to external peer review. The intent of this dimension is that the dissemination of intellectual work products leads to impact on the field, which itself is evaluated through citation and reference from members of the intellectual community and others. Candidates must explain the quality, productivity over time, and impact of their research, scholarly or creative work. They should also present how the different elements of productivity create a cohesive body of work that influences the field of scholarship. In the case of multiple authorships and/or multidisciplinary work (publications, research grants, creative work, etc.), candidates should clearly identify the level of their own contributions to the overall project (e.g. percent of total work performed/led by candidate).
- 3.2.2. Showings of creative work in design development or visual and performing arts includes engineering design development; presentation of artistic work in juried or judged venues; inclusion of works in refereed or juried catalogs or collections, or in other invited exhibitions; public forums, screenings, or broadcasts; and acknowledgement of creative work through selection as a subject for a published article, exhibit catalog, or curator's statement; show awards, or other forms of external recognition.
- 3.2.3. Funded research includes recognition of the receipt of external resources for scholarly and creative activities and/or evidence of completed, peer reviewed research activities. External resources might include, but would not be limited to, fellowships, contracts, or research grants. The status of any research work in progress should be stated. Identification of funding sources (particularly from Federal granting agencies) must be included.
- 3.2.4. Affiliations include potential activities of a research center/laboratory at TAMUG/TAMU or a similar research entity not affiliated with TAMUG/TAMU.

- 3.2.5. Other recognition, may include but is not limited to, juried peer awards by professional societies or national/international groups, refereed non-published presentations, editorship of a refereed journal, member of an editorial board, editorship of a professional journal, lead organizer of special symposium/session at national/international conferences, invited keynote address at conference or organizational meeting, technology transfer/patent, membership as judge/critic for national/international organization, or reviewer for competitions, grants, publications, expert witness, invited exhibition curator, and external peer reviewer for a funding agency or tenure/promotion review for another university. These activities can demonstrate the faculty member's standing within the discipline but may be appropriately designated as service activities in some disciplines.

3.3. Service

This includes service to the institution—to students, colleagues, department, TAMUG, TAMU, and TAMUS—as well as service to the profession/field beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large. Refer to [Appendix V](#) for further details regarding Evidence Supporting Performance in Service.

A variety of service roles can contribute to attainment of our goals of pre-eminence through service to the institution, students, colleagues, professional societies, governmental agencies, and to the public at large. In each case an important consideration is service that results in the creation of ideas, the influence of ideas, and the dissemination of ideas. Quality and impact of service is expected from each member of the faculty. Service is typically the active participation in professional or community organizations or other bodies that utilize a faculty member's professional expertise in their field, as an educator and scholar. The University values both internal and external service, which may include:

- 3.3.1. Advising students at the undergraduate level at or beyond the expectations of regular academic advising of faculty to students is noteworthy.
- 3.3.2. Faculty membership and service on System, University, TAMUG, or departmental committees, or the Faculty Senate. Part of impactful service is a commitment to the responsibilities of being a productive member of the university/department and acting with civility and collegiality towards other members of the university community (e.g., stepping up when needed, following through and meeting expectations on assigned tasks).
- 3.3.3. Administrative performance as evaluated over time and including written assessments concerning vision, new initiative, and programmatic development. Includes demonstrated accomplishments at the departmental, TAMUG, or TAMU level. Higher ranks are expected to demonstrate significant professional service such as leadership in their professional organization, editorial board memberships, grant review panels, national taskforce or review panels (e.g., NRC reports), international organizations, etc.
- 3.3.4. Demonstrated leadership service on a governmental commission task force, standing committee, council, or board. Holding an office in or serving as a member of a regional, national, or international society, professional organization, or accreditation board. Being the primary organizer of a program for regional, national, or international meetings is considered to have value.
- 3.3.5. External development activity that contributes to TAMUG or Departmental goals such as fundraising, endowments, scholarships, Professorships, service to the larger professional community, etc.
- 3.3.6. Participation in the following activities would be considered a contribution: (1) serving on discipline appropriate editorial boards, (2) judge or critic for national/international competitions, and/or (3) ad hoc reviewer for competitions, grants, journals, or contract funding agencies.

3.4. Administration, if applicable:

Faculty can have a substantive and significant influence on the operations and strategic mission of the university through their contributions to administration in the following areas:

- 3.4.1. **Teamwork/Collaboration/Leadership:** Recognizes and responds appropriately to change; establishes/maintains effective relationships; gives trust to others; communicates and builds credibility

with others; effectively partners with key leaders/organizations; paints a vision aligned with strategic priorities of the institution; generates excitement and commitment toward achievement of shared goals; maintains positive working relationships; seeks out and understands goals and needs of other parties/partners; demonstrated supervisory responsibilities in official departmental or university leadership position.

- 3.4.2. **Personnel Management and Leadership:** Recruits new employees; models civility and respect; creates an environment free of discrimination; clarifies expectations; seeks and provides feedback; guides the establishment of group objectives and facilitates personal and professional development; rewards those who achieve and perform at high levels; seeks opportunities to introduce innovation; builds win-win solutions; manages conflict.
- 3.4.3. **Programs/Outcomes:** Encourages innovation; supports risk taking; identifies problems and opportunities; effectively utilizes internal/external resources toward program accomplishments; attains established programmatic goals; recognizes and abolishes outdated programs that no longer contribute to organizational priorities; ensures effective planning, conducting and evaluating of programs resulting in measurable outcomes; adapts program focus to changing environment.
- 3.4.4. **Fiscal/Physical Resource Management:** Establishes and maintains effective communications rapport with key decision makers/stakeholders; collects and interprets appropriate program outcomes; manages assigned fiscal/physical resources appropriately; directs/redirects resources to maximize results; seeks alternate solutions; evaluates options carefully, makes timely and effective decisions; engages in effective resource development as appropriate; practices effective budget and fiscal management procedures.
- 3.4.5. **Professionalism Competency:** Displays energy and enthusiasm for agency/system mission, objectives and strategic goals; seeks responsibility; manages time effectively; focuses on appropriate priorities; delivers on commitments; communicates organizational activity; seeks professional development to improve needed competencies; stays current professionally, achieves professional recognition.

4. Indicators of Faculty Excellence and Effectiveness

The Galveston Campus recognizes that there are multiple indicators of various levels of performance. Additionally, performance and their respective indicators will vary over time for any individual at different career stages. This document does not provide a specific formula for evaluating faculty performance. However, it is possible to describe accomplishments that are most likely to lead to career development and to favorable evaluations. In the sections that follow provide representative indicators of excellence and effectiveness for each performance area, based on discussions with your faculty (examples provided in Appendix I of [University Rule 12.01.99.M1](#)). Broad definition of excellence and effectiveness are provided here yet each Department will need to define specifically the indicators that apply to the disciplines they cover.

4.1. Indicators of Excellence in Teaching include, but not are limited to:

- 4.1.1. Selection for a university, college, or professional society award;
- 4.1.2. Development of transformational and/or high impact experiences offered to students (field work, study abroad, hand-on experiences) and recognized by students, employers/graduate advisors, peers, and professional organizations;
- 4.1.3. Recognition of pedagogical scholarship by national organizations (invited talks and peer-reviewed articles on the development of best practices and/or disciplinary-based educational research);
- 4.1.4. Evidence of teaching innovation recognized through production of pedagogical software/hardware development;
- 4.1.5. Outstanding performance evaluations (evaluated through a potential combination of student evaluations, peer-reviews, etc);
- 4.1.6. Development of innovative educational methods and materials;
- 4.1.7. Evidence of creative professional practice;

- 4.1.8. Significant self-development activities leading to enhanced performance and delivery of learning outcomes.

4.2. Indicators of Effectiveness in Teaching include, but are not limited to:

- 4.2.1. Development of practice having significant effect on the institutional program of TAMU and TAMUG;
- 4.2.2. Development of innovative pedagogical practices;
- 4.2.3. High achievements of students in certification exams;
- 4.2.4. Placement in graduate/professional programs or career;
- 4.2.5. Member of graduate student advisory committees;
- 4.2.6. Evidence of high quality in class preparation, interaction, and other instructional accomplishments;
- 4.2.7. Participation in establishing objectives and planning, organizing, and coordinating operations;
- 4.2.8. Accepting responsibility or assuming leadership in educational mission of university;
- 4.2.9. Self-development activities leading to enhanced performance.

4.3. Indicators of Excellence in Research/Scholarly Activity/Creative Work include, but are not limited to:

- 4.3.1. Publication of scholarly book(s) of highest quality, including library reference works;
- 4.3.2. Publication of scholarship or peer-reviewed creative work in leading refereed journals;
- 4.3.3. Receiving major fellowship or research awards;
- 4.3.4. Frequent citation of publications;
- 4.3.5. Significant self-development activities that earn membership in a major professional organization at the Senior or Distinguished level (e.g. National Academy of Science, Engineering and Medicine);
- 4.3.6. Editor or member of editorial board of a major journal;
- 4.3.7. Significant teaching dissemination activities such as invited lecturing at other institutions in field(s) of expertise;
- 4.3.8. Member of review panel for national research agency;
- 4.3.9. Chair of review panel for other research institutions.
- 4.3.10. Presentation of invited papers at national and international meetings;
- 4.3.11. Invited keynote speaker at a professional conference in field(s) of expertise;
- 4.3.12. Substantive participation on externally funded grant programs;
- 4.3.13. Receiving significant external research funding relative to the candidate's discipline.

4.4. Indicators of Effectiveness in Research/Scholarly Activity/Creative Work includes, but is not limited to:

- 4.4.1. Publications in refereed journals;
- 4.4.2. Service as a reviewer for major refereed journals, tenure and promotion review at peer institutions, or as an ad hoc reviewer for national research and/or professional organizations;
- 4.4.3. Publication of a chapter in a scholarly book;
- 4.4.4. Editor of a monograph or special issue;
- 4.4.5. Presentation of papers at national, regional, and state meetings of appropriate disciplines;
- 4.4.6. Publications in proceedings of conferences and professional meetings;
- 4.4.7. Publications in non-refereed but widely recognized journals;
- 4.4.8. Preparation of grant proposals or principal investigator status of funded grants;
- 4.4.9. Contributions to externally funded research activities;
- 4.4.10. Evaluative publications, such as book reviews, abstracts, and annotated bibliographies;
- 4.4.11. Presentation of poster sessions at national, regional, or state meetings.

4.5. Indicators of Excellence in Service includes, but is not limited to:

- 4.5.1. Officer in a national professional organization;
- 4.5.2. Service on a major governmental commission, task force, or board;
- 4.5.3. Administrative leadership role at Texas A&M University;
- 4.5.4. Program chair or similar chair at a national meeting;
- 4.5.5. Officer of Faculty Senate;
- 4.5.6. Chair of a major standing or ad hoc Texas A&M University committee.
- 4.5.7. Outreach on behalf of department, college, university that contributes to enhanced student recruiting and visibility of the campus;
- 4.5.8. Pro-bono expert services to internal and external organizations.

4.6. Indicators of Effectiveness in Service includes, but is not limited to:

- 4.6.1. Committee chair of national professional associations;
- 4.6.2. Officer in regional or state professional associations;
- 4.6.3. Program or local arrangements committee chair for regional or state professional organization meeting;
- 4.6.4. Service as an active member of the Faculty Senate;
- 4.6.5. Service on University, college, and Libraries committees and task forces;
- 4.6.6. Service as a consultant to other universities, libraries, businesses, or governmental agencies;
- 4.6.7. Advisor to student organizations;
- 4.6.8. Administrative roles within academic departments or libraries;
- 4.6.9. Significant self-development activities that lead to enhanced service effectiveness;
- 4.6.10. Committee membership and participation in international, national, regional, state, and local organizations.

5. Criteria for Promotion and/or Tenure

5.1. Evaluation Criteria for Tenured/Tenure Track Faculty

Faculty members should be evaluated for promotion and tenure on accomplishments in each of their areas of faculty performance (teaching, research/scholarly activity/creative work, and service), with primary emphasis on the **quality, significance, and impact** of their work. For promotion and/or tenure, in addition to meritorious accomplishments, a high potential for continued excellence is required. Documentation of excellence is best provided by peer review. The criteria for the Galveston Campus is as follows:

Expectations for Tenure and Promotion

Tenure is granted to recognize demonstrated leadership and impact in a research field nationally and a demonstrated contributions to teaching excellence and outreach/service. Promotion to Professor is granted for national/international leadership and impact in a research field and demonstrated and sustained contributions to teaching excellence and service. In exceptional and rare cases, national/international leadership and impact to teaching and service can be a basis for promotion from associate to full professor (see [University Rule 12.01.99.M1](#)).

Most faculty members should be evaluated for tenure and/or promotion on accomplishments in each of the three dimensions of performance, but with primary emphasis on the quality and impact of their research, scholarship or creative activities, as well as teaching activities. Each Department should clearly indicate in their bylaws and/or evaluation guidelines what are the standards of expectation of impact in each dimension. It is the candidate's responsibility to make a statement of impact, and the Department Review Committee's responsibility to evaluate the candidate's impact statement and discuss it in the context of external reviewer letters, the department's stated expectations, and standards of impact.

TAMUG evaluates excellence based on the quality, significance, and impact of accomplishments. Although quantitative metrics may exist, these are not the primary means of evaluation. For tenure and/or promotion, in addition to meritorious accomplishments, a high potential for continued excellence is expected.

Documentation of excellence is best provided by peer review. The promotional criteria for the Galveston Campus are as articulated below.

5.1.1. Assistant Professor:

During their probationary period, the work of Assistant Professors is expected to display evidence of progress toward meeting the established criteria for promotion to Associate Professor with tenure. At the point of their mandatory mid-term review, they will need to show effectiveness in all three dimensions of their dossier, and a clear trajectory of acceleration towards establishing a productive pattern of scholarly and creative activities and publications.

- 5.1.1.1. Is the candidate effective in the dimensions of research, teaching, and service missions of the Department and the University?
- 5.1.1.2. If applicable, is the candidate developing, during the mid-term period, a research program that suggests sustainability in terms of extramural funding and support for graduate students by the end of the probationary period?

5.1.2. Associate Professor:

Promotion to Associate Professor and the awarding of tenure occur concurrently. Granting of promotion and tenure will be based on an assessment of all three performance dimensions. At the conclusion of their mandatory review period, Assistant Professors are expected, at a minimum, to be effective in instruction/teaching and service, and to achieve the first measures of excellence in scholarly and creative activities. The following questions should guide the review.

- 5.1.2.1. Has the candidate contributed successfully to the research, teaching, and service missions of the Department and the University?
- 5.1.2.2. Has the candidate achieved substantial national and/or international recognition in research or another form of research or creative activity in his/her chosen field(s), or has shown significant evidence to do so in the near future?
- 5.1.2.3. If applicable, has the candidate developed, in the probationary period, a research program that is sustainable in terms of extramural funding and support for graduate students?

5.1.3. Professor:

The requirements for promotion to Professor at TAMUG recognize the University's minimum requirements of completion of all requirements expected of an Associate Professor and demonstrated leadership as a scholar and educator, including service contributions. Professors are also expected to demonstrate outstanding merit in the pursuit of excellence and national/international prominence. By itself, administrative experience is insufficient as a justification for promotion to the rank of Professor. However, extraordinary service in this dimension should be positively taken into consideration in the promotion review. The following questions should guide the review.

- 5.1.3.1. Has the candidate successfully developed a leadership role in the research, teaching, and service missions of the Department and the University, recognized at national to international levels?
- 5.1.3.2. Is the candidate recognized by their peers as leading scholar in their chosen field(s), or has shown significant evidence to do so in the near future?
- 5.1.3.3. If applicable, has the candidate developed, since their last promotion, a research program that is sustainable in terms of extramural funding and shown evidence of successful graduate student supervision?

5.2. Evaluation Criteria for Academic Professional Track Faculty

For appointment and promotion in the academic professional track, faculty members should be evaluated in their assigned areas of faculty performance. Faculty with Research in their title will be evaluated with a primary emphasis on the quality and impact of their research/scholarly/creative work activities. For promotion, in addition to meritorious accomplishments, a high potential for continued excellence is expected for Academic Professional Track Faculty.

Most faculty members should be evaluated for promotion on accomplishments in two of the three dimensions of performance, with a primary emphasis on the quality and impact of their teaching activities. Each Department should clearly indicate in their bylaws and/or evaluation guidelines what are the standards of expectation of impact in each dimension. It is the candidate's responsibility to make a statement of impact, and the Department Review Committee's responsibility to evaluate the candidate's impact statement and discuss it in the context of the department's stated expectations and standards of impact.

TAMUG subscribes to the position that although quantitative measures of evaluation may be employed, excellence in performance is of primary importance; that is, quality, significance, and impact of accomplishments are of much greater importance than numbers. For promotion, in addition to meritorious accomplishments, a high potential for continued excellence is expected. The criteria for the Galveston Campus are as articulated below.

5.2.1. Lecturers/Senior Lecturers/Principal Lecturers:

Lecturers are expected to demonstrate effectiveness in teaching through indicators such as the ones listed in Section 4.2. The quality and impact of teaching activities will be given primary emphasis for the granting of promotion from Lecturer to Senior Lecturer and Senior Lecturer to Principal Lecturer. Lecturers are expected, at a minimum, to maintain effectiveness in instruction/teaching at TAMUG and/or TAMU. The granting of promotion to Senior Lecturer or Principal Lecturer will demonstrate, over time, excellence and effectiveness in instruction/teaching.

5.2.2. [Adjective] Assistant Professors:

[Adjective] Assistant Professors are expected, at a minimum, to be effective in instruction/teaching and to establish a productive pattern of service contributions to the department and/or TAMUG and TAMU. The granting of promotion to [Adjective] Assistant Professor (from a Lecturer/Senior Lecturer/Principal Lecturer position) will be based on an assessment of the quality and impact of prior teaching activities and contributions to service (or research in some cases when the faculty's second responsibility is in this dimension). This would include a pattern over time of excellence and effectiveness in instruction/teaching as well as a pattern over time of effectiveness in service (or research in some cases when the faculty's second responsibility is in this dimension). The schedule of promotion activities should parallel that of tenure-track faculty, as nearly as possible.

5.2.3. [Adjective] Associate Professors:

The granting of promotion to [Adjective] Associate Professor will be based on an assessment of two of the three dimensions of performance, with a primary emphasis on the quality and impact of their teaching activities. This would include a pattern over time of excellence and impact in instruction/teaching as well as a pattern over time of effectiveness in service (or research in some cases when the faculty's second responsibility is in this dimension). [Adjective] Associate Professors are expected to be highly effective in instruction/teaching and to establish a significant pattern of service contributions to the University and/or national professional organizations. The schedule of promotion activities should parallel that of tenure-track faculty, as nearly as possible.

5.2.4. [Adjective] Professor:

The granting of promotion to [Adjective] Professor will be based on an assessment of two of the three major categories of performance, with a primary emphasis on the high quality and impact of their teaching activities. This would include a pattern over time of excellence and impact in

instruction/teaching as well as a pattern over time of significant service (or research in some cases when the faculty's second responsibility is in this dimension). The schedule of promotion activities should parallel that of tenure-track faculty, as nearly as possible.

5.3. Scheduling

The annual university deadline for submission of promotion and tenure dossiers is set by the Office of Faculty Affairs each year, typically in early December. The Galveston Campus has set a standardized timeline for the various steps of the faculty evaluation process, leading up to Faculty Affairs submission for promotion and tenure cases, that all academic departments follow. Refer to [Appendix I](#) for the standardized deadlines, dossier packet requirements checklists based on the type of evaluation case and a workflow of how a dossier case progresses through Interfolio's Review, Promotion and Tenure module, the web-based interface used to route dossier documents through the various stages of the review process. Refer to the Office of Faculty Affairs' instructions on ["How to Log into Interfolio"](#).

All faculty members who choose to go up for promotion should inform their Department Head during their annual review meeting (refer to [Section 6](#) for annual review meeting details). **For all faculty tracks, promotion dossiers are due from the faculty member on April 15th annually.** Dossier materials must be uploaded into the faculty member's case using Interfolio and sending the case to the department administrator level no later than April 15th. For guidance on adding documents to the dossier case, refer to the Office of Faculty Affairs' ["Guidelines for Candidate: How to Add Documents to My "Packet" in Interfolio RPT"](#).

Note, in 2020, tenure-track faculty were encouraged to request a one-year clock extension due to disruptions from COVID-19. Faculty who were approved for this clock extension may opt to return to their normal tenure clock in the future, as long as they inform their department head prior to the scheduled time that the department typically solicits external review letters.

A faculty member is entitled to early consideration for promotion and/or tenure at her/his own request. Any faculty member who wishes to initiate early consideration for tenure shall so notify the Department Head in writing no later than April 1st of the spring semester preceding the academic year in which the faculty member wishes to be considered (e.g., if the Faculty member wants to be considered in AY22-23, they need to notify their Department Head prior to April 1, 2022).

Faculty members undergoing early promotion and/or tenure consideration shall be considered together with the tenure cohort of the year of tenure consideration commencing in April following the request.

A faculty member whose application for early promotion and/or tenure has been unsuccessful shall be considered again in their mandatory year of tenure consideration.

5.4. Department Review Committee

5.4.1. **Tenure Track and Tenured Faculty**

- 5.4.1.1. In each department, stated criteria for rating faculty performance in promotion and/or tenure review may be established by departmental faculty, with approval by the Department Head, the CAO, and Office of Faculty Affairs. These criteria should define discipline-appropriate expectations for impact and productivity in categories of teaching; research, scholarship or creative work; service; and other assigned responsibilities.
- 5.4.1.2. In the absence of departmental guidelines, the following guidelines for P&T, mid term (*refer to section 7*) and post tenure (*refer to section 8*) reviews will apply. Each Department will use a Committee of the Whole to perform mid-term, promotional reviews and post tenure reviews of tenured and tenure-track faculty, and to perform promotional and mid term reviews of academic professional track faculty on Galveston Campus. The Committee of the Whole consists of all tenured faculty at or above the rank sought by the individual seeking promotion and is referred to as the "Department Review Committee" in these evaluation guidelines. If there are not 5 eligible members within the department, a committee can consist of tenured faculty from the Galveston Campus and potentially a tenured faculty

member from College Station representing the field of study of the faculty member being evaluated.

- 5.4.1.3. Faculty on a Professional Development Plan are not eligible to serve on the Committee of the Whole or any other Committees related to Tenure & Promotion or Post-Tenure Review. If rank holders are not available in the department, then the Department Head will choose faculty member(s) beyond the department or campus as necessary to include at least 5 members in the committee; these appointments are subject to approval by the CAO. If 2 or more candidates in a Department, going through the same rank review, require a similar external committee member(s), then the external committee member(s) will need to agree to review all dossiers under consideration. Exclusions of eligible faculty members from the Committee of the Whole are not permitted except when the faculty has a conflict of interest with the candidate (e.g. spouse).
- 5.4.1.4. In cases where the Committee of the Whole is larger than 5 faculty, the Department Head will appoint a sub-committee to form the Department Review Committee, and its Chair (5 total Faculty). The sub-committee and the sub-committee Chair will be appointed for one year, and the Department Head will review sub-committee appointments every year in the spring. The responsibility of the sub-committee is to prepare and review the dossiers for the individual(s) seeking tenure and/or promotion. The sub-committee Chair or the Department Head will solicit letters from outside reviewers. Members of the sub-committee will collect the relevant materials from the department and from the candidate(s), will prepare the reports on teaching; research, scholarly or creative activities; and service, and will make sure the dossier is properly assembled. The sub-committee Chair will lead the writing of the report and will forward the report to the Committee of the Whole for review. The sub-committee Chair will revise the report based on Committee of the Whole comments to reflect the views and opinions of all voting members. The revised report will be open to a vote by the Committee of the Whole. The Chair of the sub- committee will then revise the report to incorporate the Committee of the Whole vote. The sub- committee Chair will then forward the revised report to the Department Head for review. The Department Head will then write her/his own assessment of the performance.
- 5.4.1.5. When only 5 or fewer faculty are eligible to be on the Committee of the Whole, then that group of faculty constitutes the Department Review Committee with the same roles and responsibilities of the sub-committee described above. See also section 5.4.1.2. for adding external faculty to the Department Review Committee.
- 5.4.1.6. No committee member shall serve at more than one level of the promotion consideration process (e.g. Department and College Review Committees) in the same year of tenure consideration.
- 5.4.1.7. Selection of external reviewers' letters should be performed according to the [University Promotion and Tenure Guidelines](#) (available on the [Office of Faculty Affairs website](#)). **The minimum number of letters required is 5, although 7 is preferred.** External reviewers should be from peer institutions or aspirational peer institutions. Examples of peers and aspirational peers include members of the [Association of American Universities \(AAU\)](#) and leading international institutions. Letters from top programs located at other academic institutions and/or preeminent experts from non-academic institutions may be requested, but an explanation and justification in the form of program ranking and expertise credentials must be included as part of the [External Reviewer Chart](#). External reviewers should come from different institutions, with a predominance from U.S. institutions.
- 5.4.1.8. External letters should be from scholars at or above the rank being sought by the candidate with the majority being at the full professor level. External reviewers must be arm's length and not have a vested interest (professional, personal or financial) in the outcome of the decision. Their selection must, therefore, be limited to those whose professional and

personal relationship with the candidate can provide an objective and unbiased review. Letters should come from distinguished scholars who are not:

- The candidate's thesis advisor (MS or PhD) or postdoctoral advisor;
- Collaborated with candidate in last 5 years;
- A coworker of the candidate in the last 5 years;
- A business or professional partner;
- Any family relation such as spouse, sibling, parent or relative.

- 5.4.1.9. In some fields or for some candidates, it may be difficult to find appropriate reviewers who have not collaborated in some way with the candidate. In such a case, the Department Head must send a memo request to the CAO with a justification, and the PDF of this approved memo must be included in the dossier.
- 5.4.1.10. The candidate provides a signed list of names of possible reviewers and, if desired, a "do not contact" list using the [External Reviewer Candidate Checklist](#).
- 5.4.1.11. The Department Review Committee also provides a list of possible reviewers using the [External Reviewer Chart](#), which indicates which reviewers were suggested by the candidate and which by the department, the reason for declination if known, a justification for the reviewer's qualifications if relevant, and a biography for the reviewer.
- 5.4.1.12. The Department Review Committee will select a group of at least seven external reviewers from the two lists. For funded joint appointments, both units should collaborate on the selection of external reviewers. The Department Review Committee Chair or the Department Head will then contact the external reviewers (after CAO approval, if applicable, under item 5.4.1.13. below). The committee should ensure that a mix of letters are solicited - some suggested by the candidate and some by the Department. Clearly indicate on the [External Reviewer Chart](#) who suggested which reviewers, which requested letters were and were not received. All requested letters that are received must be included in the dossier. At least three letters must be from the department suggested list (but can overlap with candidate list).
- 5.4.1.13. Prior to contacting any external reviewers who are not from a peer institution, aspirational peer institution or is not at arm's length, the Department Head will seek approval of the external reviewer from the CAO by providing a biography highlighting the individual's specific qualifications and credentials. The CAO may suggest external reviewers that better match the Tier I peer institutions of Texas A&M University and /or the Galveston Campus.
- 5.4.1.14. The number of requests declined and/or not responded to should be closely monitored to ensure that the minimum number of letters from qualified reviewers is obtained before review. If needed, the department will ask the candidate for additional reviewers to ensure a balanced distribution of letters from each list. If an external letter writer discloses a potential conflict of interest, the department must solicit an additional letter to ensure the minimum of five (5) letters is met. The original letter would remain in the file and listed under the "non-arm's length" section of the [External Reviewer Chart](#).
- 5.4.1.15. The Department Head should review the [External Reviewer Chart](#) during their evaluation and request additional letters if 1) minimum number of 5 has not been reached; 2) required 5 are not from peer institutions or programs; 3) required 5 includes non-arm's length evaluations without approval, 4) required 5 includes associate professors on dossiers for promotion to full.
- 5.4.1.16. After approval of any non-peer or aspirational peer reviewers and/or non-arm's length reviewers, the Department Review Committee Chair or the Department Head will send an official request through the Interfolio Review, Promotion and Tenure module to request their service with the P&T review process. The University's [Standard External Reviewer Letter Template](#) must be used to make the request. Any changes to the letter template to better represent a particular discipline must be reviewed and approved by the CAO and

Office of Faculty Affairs. In general, external reviewers are asked to evaluate the candidate's scholarly reputation and achievements in the discipline. Therefore, it is appropriate to provide examples of the candidate's work to include as an attachment to the Interfolio request (e.g., representative publications, portfolios). If a reviewer is asked to judge an individual's teaching effectiveness, it is recommended that they be sent a teaching portfolio or equivalent materials to review. Please note that it is acceptable to send a preliminary message to the potential reviewers to notify them of the upcoming request through Interfolio, but should not provide the candidate's dossier information as part of this message.

5.4.2. **Academic Professional Track Faculty**

Similar to the TT/T Faculty P&T Review process, each Department will use a Committee of the Whole to perform promotional and midterm reviews of academic professional track faculty on Galveston Campus. The Committee of the Whole consists of all tenured and APT faculty at or above the rank sought by the individual seeking promotion and is known as the "Department Review Committee" in these evaluation guidelines. In the event that a Department Review Committee cannot be formed at the department level, a committee can consist of Senior APT faculty from the Galveston Campus and potentially a senior APT faculty member from College Station representing the field of study of the faculty member being evaluated. All guidelines cited in Section 5.4.1. above apply, with the exception of requiring evaluation letters from external reviewers.

5.5. **Dossier Preparation**

All Faculty candidates are required to submit a dossier for promotion by April 15th annually according to the provisions of the [University Promotion and Tenure Guidelines](#) issued by the Office of Faculty Affairs. With the exception of the tenure and promotion review for Tenure-Track Assistant Professors, which has a set mandatory review timeline, the decision to submit one's dossier for consideration for promotion from tenured Associate Professor to Professor and for all APT Faculty should be made by an individual in consultation with their Department Head, typically during the Annual Review process ([Section 6](#)).

The Department Head establishes a Department Review Committee for all candidates in accordance to the established departmental evaluation guidelines. **The Department Review Committee should meet with the candidates for promotion during the Spring semester of the year in which they wish to be considered, to assist them in developing the supporting documentation for their dossier, their vitae (whether using the [Vita Template](#) or generating from Faculty180), and their impact statements concerning teaching; research, scholarly and/or creative activity; and service.**

Refer to [Appendix I](#) for the annual timeline and other details.

5.6. **Dossier Evaluation**

It is a shared responsibility of the Department Review Committee, in consultation with the Department Head, to solicit statements and data from the candidate, external reviewers, former students, TAMUG peers, etc., as appropriate, as explained above. It is then the Department Review Committee's responsibility to review the candidate statements concerning the impact and quality of the candidate's teaching, research, scholarly and creative activities, service, and other activities, based on the dossier that the candidate presents, that will be forwarded through subsequent levels of the review process. The type of information contained in the tenure and/or promotion dossier is mandated in [University Promotion and Tenure Guidelines](#) and the [departmental faculty evaluation guidelines](#). The responsibility for the objective analysis of the individual candidate is first that of the Department Review Committee. The Department Review Committee must provide specific, concrete statements based upon documented evidence and peer review to substantiate their recommendations. These recommendations must be consistent with the evidence of performance and impact of all levels of activities as documented in the dossier.

After each stage of the departmental and college level review, the department head shall notify the

candidates about the outcome of the promotion and tenure recommendations via email using the [example notification templates](#) from the Office of Faculty Affairs. The CAO office will notify the department head of the outcome after each college level review using the standardized notification template as well.

5.7. Role and Responsibility of the Individual Faculty Member in the Review Process

The ultimate responsibility for assuring that all pertinent materials are supplied to the Department Review Committee lies with the faculty member being considered for tenure and/or promotion (herein, “the candidate”). The candidate must explain to the Department Review Committee, and provide evidence of, the significance and impact of their teaching; research, scholarly or creative activity; and service contributions. Candidates should consult with their Department Head and review the [University Promotion and Tenure Guidelines](#) and the [departmental faculty evaluation guidelines](#) for the materials they should collect. For tenure track and tenured promotions, candidates should also be considering potential external reviewers, persons who are familiar with the field in which she/he is working and whose credentials qualify them to evaluate the candidate’s work (please consult the statement on selection of external reviewers in section 5.4.1.7. above and the [University Promotion and Tenure Guidelines](#)).

Documents important to the candidate for review, promotion, and tenure are the statements on teaching; research, scholarly or creative activities; and service, and the curriculum vitae. It is the candidate’s responsibility to keep their activities current within Faculty180 and include all professional activities that would be appropriate to be consider for tenure and/or promotion, including, but not limited to, the types of activities mentioned in University Rules and Guidelines, and the [Office of Faculty Affairs website](#).

5.8. The Dossier

The dossier of review materials is prepared according to the content and format requirements set in the [University Promotion and Tenure Guidelines](#).

Candidates may chose to include an optional COVID-19 impact statement as part of the Other Materials and Documentation section. Refer to the [University Promotion and Tenure Guidelines](#) for information on what faculty might want to include in an optional COVID-19 impact statement. Candidates may choose whether or not to include their optional COVID-19 impact statement with materials that are sent to external reviewers.

The candidate’s support dossier to the Department Review Committee may have significant appendix materials, full copies of articles, texts, photographs of creative work, etc.; however, these supporting documents are only reviewed at the departmental and college levels. The Department Review Committee reviews the curriculum vitae, the candidate’s statement concerning teaching; research, scholarly or creative activity; and service, course listings, etc., and makes suggestions and corrections to improve the dossier. Appropriate materials, as defined in the Department’s evaluation guidelines, may be included along with the request letter mailed to the candidate’s external reviewers.

The Department Review Committee prepares a summary report and recommendation that addresses the candidate’s teaching; research, scholarly or creative activities; and service, drawing from materials provided by the candidate and information extracted from external reviewer’s letters. The report from the Department Review Committee will be reviewed and revised as described in section 5.4.1.4. to ensure that the report reflects the views and opinions of all voting members of the Committee of the Whole.

After the Department Review Committee has made its recommendations, they are forwarded to the Department Head to continue with the next stage of review.

5.9. Department Head’s Review

In conducting the formal tenure and/or promotion reviews, Department Heads shall draw upon the advice and counsel of the Department Review Committee as well as other appropriate sources. Negative comments contained in external letters are to be addressed by the Department Head as well as by the Department

Review Committee. When the review has been completed, the Department Head will transmit the tenure and/or promotion recommendations of both the Head and the Department Review Committee to the TAMUG College Review Committee for review. It is the responsibility of the Department Head to advise the faculty member of the recommendation for or against tenure and/or promotion at each level of the review. The faculty member may request a written explanation in the event of a negative tenure and/or promotion recommendation at the end of the entire review process.

5.10. TAMUG Review

5.10.1. College Review Committee

In conducting tenure and/or promotion reviews, the CAO shall draw upon the advice and counsel of a TAMUG-wide tenure and/or promotion Review Committee (College Review Committee). Faculty eligible to serve on the College Review Committee include full professors on the tenured and professional tracks in TAMUG departments along with Engineering faculty on the Galveston Campus who hold a courtesy/joint appointment in a TAMUG Department. Membership to the College Review Committee is appointed by the CAO for a period of 2 years and should include, as much as possible, a representative of each TAMUG Department. The composition of this committee will be communicated clearly every year on the [Office of Academic Affairs website](#). If any faculty member under consideration has a concern with the composition of the College Review Committee, they should voice such concerns to the CAO as soon as the committee composition is announced. Finally, the College Review Committee has a responsibility to serve the entire campus, and thus affirm their commitment to offer a fair and extensive review reducing the impact of implicit bias and other schemas in the evaluation process.

The College Review Committee submits a complete written report with their recommendation to the CAO through Interfolio. The College Review Committee's recommendations should be consistent with the evidence of performance as documented in the dossier but should not be merely reiterations of earlier statements.

5.10.2. Chief Academic Officer

The CAO's evaluations of candidates should be independent and not merely restatements of comments made by the Department Head or a Committee. The CAO will submit recommendations to the Office of the Provost and Executive Vice President by submitting complete dossier files to the Office of Faculty Affairs through Interfolio's Review, Promotion and Tenure module. The CAO will notify the Department Head of recommendation for or against tenure and/or promotion at levels beyond TAMUG.

5.11. Promotion and Tenure Process beyond TAMUG

After the College Review Committee has made its recommendations, forwarded them to the CAO and the CAO has made their recommendation, the dossier will be transferred electronically to the Office of Faculty Affairs through Interfolio for the [University Promotion and Tenure Committees'](#) review.

5.12. Appeal

Faculty members whose appointment is not renewed due to a decision not to grant tenure may appeal the decision to the Committee on Academic Freedom, Responsibility, and Tenure (CAFRT) under the Texas A&M [University Rule 12.01.99.M1](#), "*University Statement on Academic Freedom, Responsibility, Tenure, and Promotion*".

6. Annual Review

Annual reviews of performance are to be conducted in accordance with Section (2.4) of [University Rule 12.01.99.M1](#) "*University Statement on Academic Freedom, Responsibility, Tenure, and Promotion*".

All University-employed faculty members, whether tenured, tenure-track, or non-tenure track, must have an annual written review, for which the department heads, directors, or supervisors are responsible.

In terms of annual reviews for budgeted joint appointments, department heads, directors, or supervisors will need to collaborate with the heads, directors, or supervisors of the appropriate units to develop accurate reviews, (Section 2.4.4 of [University Rule 12.01.99.M1](#) “*University Statement on Academic Freedom, Responsibility, Tenure and Promotion*”).

In the case of budgeted joint appointments, it is recommended that heads, directors and supervisors collaborate to provide one annual review letter for the faculty member.

In terms of annual reviews for faculty whose area of responsibility is administrative (e.g., associate deans, department heads, or directors), annual reviews will be conducted by their immediate supervisor. For a faculty member with an administrative appointment that has faculty responsibilities such as teaching and/or research, the immediate supervisor is required to solicit feedback from the department head, director, or supervisor regarding the faculty member’s performance in those areas. Faculty with administrative appointments equal to or less than 25% effort are to be evaluated annually by their department head, director, or supervisor with input from the supervisor of the administrative appointment. A faculty member should receive only one evaluation that covers all areas of responsibility.

6.1. Purpose

- Provide evaluative feedback regarding the faculty member’s performance relative to the expectations and norms for the individual’s faculty position.
- Provide developmental feedback regarding areas where the faculty member’s contributions may be enhanced and/or improved.
- Provide feedback regarding progress toward promotion and/or tenure as relevant.
 - See [University Rule 12.01.99.M1](#). For tenured associate professors, the process should be used to identify the faculty member's progress toward promotion to professor. For professors and tenured associate professors the annual review should also be part of the ongoing process of communication between the faculty member and the institution in which both institutional and individual goals and programmatic directions are clarified, the contributions of the faculty member toward meeting those goals are evaluated and the development of the faculty member and the University is enhanced. In all cases, the annual review shall serve as the primary documentation for evaluation of job performance in the areas of assigned responsibility and for merit salary increases.
- Create a sound and logical basis for merit compensation recommendations.

6.2. Focus

The focus of the annual review process will vary by title and rank and the stage of the individual’s career at the time of the review. For tenured faculty, the annual review evaluates continued effective and/or excellent performance, and where relevant, progress toward the next promotion. For tenure-track faculty, the annual review serves as an assessment of progress toward tenure and promotion. For academic professional track faculty (non-tenure track), the annual review evaluates performance and serves as assessment of progress towards retention and/or promotion, as applicable, section 2.4.2 of [University Rule 12.01.99.M1](#) “*University Statement on Academic Freedom, Responsibility, Tenure and Promotion*”.

6.3. Time Period of Review

Annual reviews will focus on the immediately previous calendar year. Each faculty member must submit an annual evaluation report using Interfolio’s Faculty180 to the Department Head each year. The report is due by February 1st for the preceding calendar year. Refer to [Appendix I](#) for the annual timeline and other details.

6.4. Criteria for Rating Faculty Performance

During an annual evaluation, performance in each of the areas of faculty performance (see Section 3.) will be rated on at least three categories: “Unsatisfactory,” “Meets Expectations/Satisfactory,” “Exceeds Expectations.” A unit might decide to use more than three categories and for merit, it is advised that more than three are used. These might include: “Unsatisfactory”, “Needs Improvement”, “Satisfactory”, “Exemplary”, and “Most Meritorious” based on evidence of **effectiveness** and **excellence**. Overall performance will also be described using these terms. Individual units may also choose to use more than five categories for rating faculty performance and/or different terms for rating performance.

In each department, stated criteria for rating faculty performance in an annual evaluation will be established by departmental faculty and approved by the Department Head, the Chief Academic Officer (“CAO”) of Texas A&M University at Galveston, and the Office of Faculty Affairs. These criteria will be published and disseminated in advance of the academic year in which they are to be used. These criteria should define discipline-appropriate expectations for impact and provide a rubric for impact and productivity scores of “Most Meritorious”, “Exemplary”, “Meets Expectations/Satisfactory,” “Needs Improvement,” and “Unsatisfactory.” Departmental criteria should also define expected levels of post-tenure productivity at each rank.

6.4.1. Performance ratings to be used for annual evaluation of **Teaching** are:

- Unsatisfactory – the absence of significant evidence of **effectiveness** or **excellence** in teaching.
- Needs Improvement – minimal evidence of **effectiveness** in teaching. Individuals receiving this rating may have areas needing improvement in mentorship, success of trainees, or didactic/laboratory and clinical teaching.
- Satisfactory – appropriate evidence of **effectiveness** in teaching. Effectiveness can be supported by peer review, student evaluations, and accomplishments of trainees.
- Exemplary – strong evidence of both **effectiveness** and **excellence** in teaching. Faculty in this category will be outstanding classroom and/or clinical educators as evidenced by peer review, evaluations, awards for education, and trainee accomplishments. Many will contribute to novel educational methodologies and curricular development.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. In addition, these faculty members would be nationally or internationally recognized as educators through their leadership, receipt of awards, and solicited involvement in educational organizations.

6.4.2. Performance ratings to be used for annual evaluation of **Research/Scholarly Activity/Creative Work** are:

- Unsatisfactory – the absence of significant evidence of **effectiveness** in research/scholarly activity.
- Needs Improvement – minimal evidence of **effectiveness** in research/scholarly activity. Individuals receiving this rating will have limited evidence of research/scholarly impact as supported by, **for example**, funding, manuscripts, citations, prominent presentations, book chapters, and so forth.
- Satisfactory – strong evidence of effectiveness in research/scholarly activity. Effectiveness must be supported by, **for example**, high quality manuscripts, grants, presentations, citations, and other factors.
- Exemplary – strong evidence of both effectiveness and excellence in research/scholarly activity. Faculty in this category will be nationally recognized for their research/scholarly activity. Examples of this evidence might include: quality publications, funding, citations, performances,

and invited presentations. Each unit might include a suggested list of other examples relevant to the respective discipline.

- *Most Meritorious* – those receiving the most meritorious rating would have all the attributes of an exemplary faculty member. In addition, these faculty members would be nationally or internationally recognized as scholarly leaders through consistent publication in top tier journals, field-changing awards for excellence in scholarship, and election to scientific societies or academies.

6.4.3. Performance ratings to be used for annual evaluation of **Service** are:

- Unsatisfactory – the **absence** of significant evidence of **effectiveness** in service.
- Needs Improvement – minimal evidence of **effectiveness** in service. Individuals receiving this rating typically have limited involvement with the respective unit and an absence of extra unit service. Criteria may depend on the rank and stage of the faculty member.
- Satisfactory – adequate evidence of **effectiveness** in service. Those in this category will have involvement in local service **appropriate for their career stage and time assignment** and often will have evidence of national service, again, taking into account the career stage and time assignment.
- Exemplary – strong evidence of both **effectiveness** and **excellence** in service. Faculty in this category will successfully engage in impactful local service activities such as chairing committees, partaking in significant administrative duties, and/or leading mentorship and outreach efforts. Prominent national level service in professional organizations would be typical.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member. These faculty members would be nationally recognized for service through their leadership, receipt of service awards, and solicited involvement in prominent professional organizations.

Regardless of the weighting of a faculty member's teaching assignment, sufficient evidence of **effectiveness** is the minimum requirement for **satisfactory performance**. The unit should have a conversation about what would constitute sufficient (appropriate) evidence, and by implication, minimal and strong evidence in order to evaluate fairly the members of the unit.

6.5. Required Components

Faculty members are to be evaluated on the quality and scope of their work in fulfillment of the multiple missions of Texas A&M University, in the context of the particular roles and responsibilities of the individual faculty member. Typically, the report will address the following activities depending on the faculty track:

- Teaching
- Research, Scholarly and/or Creative Activities
- Service

Faculty members carrying administrative appointments shall also be reviewed for their administration activities.

6.5.1. Faculty member's report of previous activities.

- The required content of the faculty member's report of previous activities within Faculty180 is standardized by the Office of Faculty Affairs and includes the following subsections listed below. The report should be focused on the immediately previous calendar year, and an expanded window (e.g., three years), if that is the department's practice, but should allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred.

- **Teaching, Research and/or Other Scholarly Activities, and Service Impact Statement**

Faculty should write an impact statement on their teaching, research and/or other scholarly or creative activities in this section. Other parameters that can be included are h-index, etc.

This subsection provides the opportunity for each faculty member to reflect on her/his accomplishments over the preceding year and present a candid self-assessment of their performance in each of the areas of teaching; research, scholarly or creative activity; and service.

- **COVID-19 Impact Statement (optional)**

Faculty members may include what impact COVID-19 has had on their teaching, research/creative activities, and service, job responsibilities or professional opportunities.

- **Goals**

Faculty members are required to state what their goals were for the previous year and what their goals are for the upcoming year with regard to teaching, service, and research/creative activities as relevant to assigned faculty title and expected duties.

Faculty members should be able to explain the quality, productivity over time, and impact of their teaching; research, scholarly or creative work; and service accomplishments *and* provide evidence to substantiate progress on their stated goals, so that performance against these goals can be assessed. At the annual evaluation session with the Department Head, these goals may be amended, deleted, or new goals added.

- **Mandatory Training**

Faculty members are also required to certify that all mandatory training is current and no outstanding training is pending. Faculty members must also certify they have no outstanding items in Concur, Time & Effort or Aggie Buy.

- **Safety**

Faculty members must also certify they are in compliance with all University and Environmental Health and Safety requirements.

- **Department/Unit Specific Requirements**

Each department may require specific documentation or supporting materials using the "Department/Unit specific requirements" section of the annual evaluation form within Faculty180 to address discipline- appropriate criteria. For examples see Section 2.4.3.3. of [University Rule 12.01.99.M1](#), "*University Statement on Academic Freedom, Responsibility, Tenure and Promotion*".

6.5.2. A written document stating the department head's, program director's, or supervisor's evaluation and expectations.

The department head, director, or supervisor will write an evaluation for the year using the Faculty Annual Review Department Head Response Form (aka G2 form) or in a narrative memorandum transmitted to the faculty member. The faculty member acknowledges receipt by signing a copy of the document and should be allowed to provide written comments for the file if they so choose. A faculty member refusing to sign the acknowledgment of the document will be noted in the file. This memorandum, and/or the annual review and any related documents, will be placed in the faculty member's unit personnel file. Moreover, this memorandum and/or annual review shall also include a statement on expectations for the next year in teaching, research/scholarly activity/creative work, patient care, and service. This memorandum and/or annual review should include an informed judgement by the department head, director, or supervisor of the extent to which the faculty member complies with applicable rules, policies, and procedures.

No faculty member may receive an overall satisfactory rating if they have not complied with all required System and University training programs ([System Regulation 33.05.02](#) Required Employee Training). In cases where a faculty member has been notified of a mandatory training requirement near the time of the end of the evaluation period, they shall be given 30 days to complete the requirement. To satisfy these requirements the following acknowledgements must be added to the "ACKNOWLEDGEMENT" portion of the department head's, director's, or supervisor's written evaluation and the faculty member must initial:

- I acknowledge that I have completed all mandatory Texas A&M University System training.

Signatures by the faculty member and the Department Head at the end of the annual evaluation department head response form signify that the annual evaluation process took place. The faculty member's signature does not necessarily indicate agreement with the evaluation. The Department Head will complete a written evaluation in each area as well as an overall evaluation and return a copy to the faculty member.

Additionally, and consistent with [University Rule 12.01.99.M1](#), the annual evaluation process will vary by title and rank (see sections 2.4.2). For academic professional track faculty the annual review process will serve primarily as an evaluation focusing on performance and potential for reappointment and promotion. For tenured or tenure-track faculty, the annual review must take into account the fact that progress in a scholarly career is a long-term venture; therefore, a three to five year horizon may be necessary for the accurate evaluation of scholarly progress. Furthermore, an annual review process should be conducted differently depending upon the different stages of a faculty member's career.

For all faculty below the rank of Full Professor (tenure-track or non-tenure track), the annual review process must also provide an explicit indication as to progress toward tenure and/or promotion (see [University Rule 12.01.99.M1](#), section 4.3.5). For tenured associate professors, the process should be used to identify the faculty member's progress toward promotion to professor. For professors and tenured associate professors the annual evaluation should also be part of the ongoing process of communication between the faculty member and the institution in which both institutional and individual goals as well as programmatic directions are clarified, the contributions of the faculty member toward meeting those goals are evaluated and the development of the faculty member and the University is enhanced. In all cases, the annual evaluation shall serve as the primary documentation for evaluation of job performance in the areas of assigned responsibility and for merit salary increases.

6.5.3. Meeting between the department head, director, or supervisor and the faculty member.

The department head, director, or supervisor may meet with the faculty member to discuss the written review and expectations for the coming year. In some cases, there may be a need for more frequent meetings at the request of the department head/director/supervisor or faculty member.

The Department Head will invite each faculty member to schedule an in-person conference to review the materials submitted, discuss performance, and agree on goals for the next year. The full review (including, if necessary, need for improvement and mitigation plans) will be completed by May 31st of the academic year.

6.5.4. Performance Assessment.

In assessing performance, the weights given to teaching, research/scholarly activity/creative work, patient care, and service shall be consistent with the expectations of the individual's appointment, the annual review, and with the overall contributions of the faculty member to the multiple missions of the Department, College, and University.

If the department uses peer evaluations of performance, the departmental process will clearly state who performs the evaluations, how and when the evaluations are performed, and how these evaluations are incorporated in the annual evaluation. For example, departments may have peer

committees to advise the Department Head in the annual evaluation process. Departments may also use in class peer-review of teaching effectiveness. How these processes are applied and the rubrics of evaluation need to be defined at the departmental level.

Annual evaluations should include an informed judgment by the Department Head of the extent to which the faculty member complies with applicable rules, policies, and guidelines. No faculty member may receive an overall meets expectation rating and merit raises, if she or he is out of compliance with [System Regulation 33.05.02](#), which addresses required training. Furthermore, faculty who supervise employees must have completed the annual evaluations of their direct reports by May 31st each year to be eligible for merit.

6.6. Assessment outcomes that require action

As per [University SAP 12.06.99.M0.01](#) (Post-Tenure Review), the following annual evaluation and periodic peer review ratings require further action:

6.6.1. Unsatisfactory Performance

An overall “Unsatisfactory” rating is defined as being “Unsatisfactory” in any single area of faculty performance: teaching; research, scholarship, or creative work; service; and other assigned responsibilities (e.g., administration), or a rating of “Needs Improvement” in any two areas of performance.

An annual evaluation resulting in an overall “Unsatisfactory” performance shall state the basis for the rating in accordance with the criteria. Each unsatisfactory review shall be reported to the CAO. The report to the CAO of each “Unsatisfactory” performance evaluation should be accompanied by a short-term written development plan, established by the faculty member and Department Head, for near-term improvement.

Faculty members who receive a second unsatisfactory rating in any category within 6 years of the first unsatisfactory rating will be subject to additional assessment and the department head may recommend early post-tenure review, to be initiated no later than the next academic year.

A tenured faculty member who receives an overall annual rating of “Unsatisfactory” for three consecutive annual reviews or who receives an “Unsatisfactory” periodic peer review (see section 9) shall be subject to a professional development review, as provided for by [University SAP 12.06.99.M0.01](#) (Post-Tenure Review).

6.6.2. Needs Improvement Performance

If a tenured faculty member receives a “Needs Improvement” rating in any single area of faculty performance during the annual evaluation or periodic peer review (see section 8), they must work with their department head, director, or supervisor immediately to develop a plan for near term improvement. For teaching, this plan should take one year or less to complete successfully. In other areas (e.g., research/scholarly activity/creative work), this plan may take up to three years to complete successfully. The rating of “Needs Improvement” can stay as “Needs Improvement” as long as predetermined milestones in the improvement plan are being met, otherwise the rating will be changed to “Unsatisfactory”. The rating of “Needs Improvement” should be changed to “Satisfactory” when pre-determined milestones are met.

If a faculty member receives a “Needs Improvement” rating in any single category, he or she must work with his or her Department Head immediately to develop a plan for near term improvement. The rating of “Needs Improvement” can stay as such as long as predetermined milestones in the improvement plan are being met, otherwise the rating will be changed to “Unsatisfactory”.

Although each plan for near term improvement is tailored to individual circumstances, the plan will include the following:

- specific deficiencies to be addressed;
- specific goals or outcomes necessary to remedy the deficiencies with an identified and clear timeline to achieve these outcomes (one year for teaching, no more than 2 years for service, up to 3 years for research, scholarly or creative activities to complete successfully);
- meets expectations outcomes for the following annual evaluation cycle.

When the objectives of the plan have been met or the following annual evaluation cycle has ended, the Department Head shall make a final report to the faculty member and the CAO. The successful completion of the development plan is the positive outcome to which all faculty and administrators involved in the process must be committed.

6.7. Time-Line

The annual review process is set to conclude prior to the beginning of the budgetary process, thereby enabling department heads, directors, or supervisors to assess faculty performance when determining salary merit increases. The Office of Faculty Affairs' Guidelines for Annual & Midterm Reviews states, "These reviews must be completed before merit raises may be recommended, and never later than **June 15th** of each year."

The annual evaluation is performed by the Department Head and the process must be completed to support her/his recommendations of merit pay increases for faculty. Merit raises will only be considered for faculty who received a satisfactory or higher rating in at least one area of performance and who will have completed all their System mandated training ([System Regulation 33.05.02](#)). In addition, faculty who supervise employees must have completed the annual evaluation of their direct reports by **May 31st** each year to be eligible for merit.

6.8. Complaint procedure if annual review fails to follow published guidelines:

A faculty member who believes that his or her annual review process did not comply with the department published annual review guidelines, or in their absence those published by the college, may file a complaint in writing addressed to the CAO with a copy to the Office of Faculty Affairs. The CAO will review and decide on the merits of the complaint. The decision of the CAO may be appealed to the Office of Faculty Affairs. See section 2.4.3.5 of [University Rule 12.01.99.M1](#).

There is no formal grievance or appeal regarding the substance of an annual review. See section 2.4.3.6 of [University Rule 12.01.99.M1](#).

7. Mid-Term Review

In accordance with Section 4.3.5.2. of [University Rule 12.01.99.M1](#) "University Statement on Academic Freedom, Responsibility, Tenure, and Promotion", it is mandatory that a comprehensive mid-term review for tenure-track faculty subject to a probationary period (of five or more years), be conducted (normally by December of the third year) to determine the progress towards tenure.

APT faculty should refer to [Section 10.4](#) for non-tenure track midterm review details.

7.1. Purpose

- A mid-term review is intended to provide a formative review of tenure-track faculty members near the mid-point of their probationary period.
- This review will familiarize the faculty member with the tenure and promotion process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the tenure and promotion decision.
- This review will ensure the faculty member has a clear understanding of their current status and progress.
- This review should mimic the tenure and promotion review process as closely as possible,

including submission of dossier items by the faculty member; however external letters of recommendation are not required. Refer to departmental evaluation guidelines if internal letters of recommendation should be solicited. As with the tenure and promotion process, the mid-term review will include review by the Department Review Committee, Department Head, the College Review Committee, and Chief Academic Officer.

- This review should result in an independent evaluation of the faculty member’s accomplishments and performance in teaching, research/scholarly activity/creative work, patient care, and service to date as well as provide constructive guidance for the remainder of the probationary period.
- This review may take the place of the annual faculty performance review. It is recommended that an annual review be done even in the year when the faculty member goes through a midterm (or tenure) review.
- If a tenure-track faculty member is not progressing adequately toward the requirements for tenure, action not to renew the contract of the individual may be appropriate.

7.2. Process

The mid-term review should be conducted between March of the academic year *prior* to the target academic year, and December of the target year. For example, if the mid-term review is due during the academic year, the mid-term review may occur anytime between March 2022 and December 2022. See below example for faculty member hired in calendar year 2019. Refer to [Appendix I](#) for the annual timeline and other details.

Hired	Probationary Period	Mid-Term Review will occur between
Calendar Year 2019	7 years	Mar – Dec 2022 (due before December 2022 of AY 2022-2023)

7.3. Review

Tenure-track faculty will undergo a comprehensive mid-term review in the fall of their fourth academic year (after completion of three full academic years of service). The departmental mid-term review needs to be submitted to the CAO office at the same time as P&T dossiers using Interfolio’s Review, Promotion and Tenure module. The mid-term review is completed during the spring of that academic year, through a meeting with the CAO who submits a report (to the faculty member and the Department Head) on the review prior to May 31st. This review should mimic the tenure review process as closely as possible, with the exception of requesting evaluation letters from external reviewers. Candidates should anticipate the activities and due dates noted in [Appendix I](#).

In the year that any faculty member is reviewed for actual promotion, the formal tenure and/or promotion Department Review Committee will be established according to Departmental guidelines. Mandatory reviews for tenure and promotion will occur in the sixth academic year since start of service (see Faculty Affairs Tenure-Track Agreement for each tenure-track faculty member).

Each faculty member reviewed for mid-term, tenure, and/or promotion will be provided with a current description of the materials needed for the review and a time line for the preparation of those materials, normally during the spring of the preceding academic year in which they will be considered. Materials will be prepared in a manner consistent with the [University Promotion and Tenure Guidelines](#) issued by the Office of Faculty Affairs Office of Texas A&M University which can also be accessed through the [Office of Academic Affairs website](#)).

7.4. Feedback from midterm review

Feedback is required for faculty members going through midterm review. Suggested feedback to the faculty member includes summaries of reports and recommendations for going forward from the Department

Review Committee, Department Head and Chief Academic Officer . In addition, the faculty member, Department Head and Chief Academic Officer will meet to discuss the findings and progress towards promotion with tenure.

8. Post-Tenure Review

In accordance with [University SAP 12.06.99.M0.01](#) (Post-Tenure Review), post-tenure review applies to tenured faculty members and is intended to promote continued academic professional development and enable a faculty member who has fallen below performance norms to pursue a peer-coordinated professional development plan and return to expected levels of productivity. Post-tenure review comprises:

- 1) Annual performance reviews (see [Section 6.](#)) conducted by the department head, director, or supervisor (or individual responsible for conducting the annual evaluation).
- 2) Periodic review by a committee of peers (see Section 8.3.).

Departments must have post-tenure review guidelines which will clearly state:

- i. How peer evaluation of performance is incorporated in the Post Tenure Review process. The process should mimic the P&T process (without external letter of evaluations) and as such should include a review by the department review committee, a Department Head evaluation, and a review by the College Review Committee prior to a final review by the CAO;
- ii. Criteria for rating of faculty performance, which must agree with those established for annual evaluation and clearly describe performance expectations for tenured faculty;
- iii. Review guidelines and timelines;
- iv. The materials to be reviewed. This should include materials beyond those submitted for the annual evaluations (e.g. statements of research, teaching, service). Faculty are to be reviewed based upon their assigned duties;
- v. The process by which peer-review committees are selected.

8.1. Purpose

- Assess whether the individual is making a contribution consistent with that expected of a tenured faculty member.
- Provide guidance for continuing and meaningful faculty development.
- Assist faculty to enhance professional skills and goals/objectives.
- Refocus academic and professional efforts, when appropriate.

8.2. Peer Review Committee

Refer to Section 5.4.1 for details on composition and selection of the department review committee.

8.3. Process

The periodic peer review occurs every six years. For faculty members holding endowed chairs or professorships, the review will happen every five years, in accordance with [University Rule 12.01.99.M2.01](#). Refer to [Appendix I](#) for the annual timeline and other details.

8.3.1. Materials to be reviewed by Peer Review Committee:

- Updated CV using the [standardized University template](#) or generated from Faculty180
- Statements of research, teaching, and service identifying the contributions to each dimensions since the last peer review and the impact in each dimension.

8.3.2. The Peer Review Committee will review the submitted materials and prepare a written evaluation of the faculty member's performance, providing an evaluation rating in the categories of assigned responsibilities, as well as an overall evaluation. The criteria for the individual and overall

performance ratings follow the criteria established in the unit guidelines and should be consistent with annual evaluations.

- 8.3.3. If all of the relevant review categories are satisfactory, the faculty member will be subjected to periodic peer review again in six years or fewer, as determined by college/department guidelines, or following three consecutive unsatisfactory annual evaluations by the department head, director, or supervisor, whichever is earlier.
- 8.3.4. A finding of “Unsatisfactory” performance in any particular category shall state the basis for that finding in accordance with the criteria described in the departmental evaluation guidelines. An unsatisfactory Periodic Peer Review will trigger the initiation of a Professional Development Review.
- 8.3.5. A finding of “Needs Improvement” in any two categories shall state the basis for that finding in accordance with the criteria described in the unit guidelines. Such an outcome will also trigger the initiation of a Professional Development Review.
- 8.3.6. A rating of “Needs Improvement” in a single category must specifically elaborate the deficiencies, in writing, to better inform the immediate development of a near term improvement plan developed in collaboration between the department head and the faculty member.
- 8.3.7. For tenured faculty with budgeted joint appointments, Periodic Peer Review will be conducted as per the post-tenure review guidelines of the department or program where the faculty holds the majority of the appointment (ad loc) unless the faculty member requests to be reviewed by both units.¹ If reviewed only by the primary department, the department head, will share the report with the other department head, director, or supervisor of the secondary department.
- 8.3.8. By no later than May 31st, each department will need to have completed the full review (including the College Review Committee) of faculty that require such a PTR, provide a list to the CAO of those faculty who underwent Periodic Peer Review, the outcome of the review, and the year when each tenured faculty last underwent a review.
- 8.3.9. The CAO will report all Periodic Peer Reviews conducted in the annual cycle to the Office of Faculty Affairs on the Annual Evaluation Report for TAMUG.

8.4. Professional Development Review

A professional development review will be initiated when a tenured faculty member receives three consecutive overall “Unsatisfactory” annual reviews (see [Section 6](#)) or an “Unsatisfactory” Peer Review or upon request of the faculty member (see Section 8.7). The department head will inform the faculty member that he or she is subject to a Professional Development Review, and of the nature and procedures of the review. A faculty member can be exempted from review upon recommendation of the department head, director, or supervisor and approval of the dean when substantive mitigating, circumstances (e.g. serious illness) exist. For more information on the process of the Professional Development Review see [University SAP 12.06.99.M0.01](#) (Post-Tenure Review). If substantial or chronic deficiencies are identified, the review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, department head, and CAO. The faculty member, review committee, and department head/ director/supervisor shall then work together to draw up a “Professional Development Plan” (see Section 8.5.) acceptable to the CAO.

- 8.4.1. The purposes of Professional Development Review are to: identify and officially acknowledge substantial or chronic deficits in performance; develop a specific professional development plan by which to remedy deficiencies; and monitor progress toward achievement of the professional development plan.
- 8.4.2. The Professional Development Review will be conducted by an ad hoc review committee (hereafter referred to as the review committee), unless the faculty member requests that it be conducted by the department head. The three-member ad hoc faculty review committee will be appointed by the CAO, in consultation with the department head and faculty member to be reviewed. When

¹ It is recommended that faculty who hold budgeted joint appointments complete the post-tenure review in both units.

appropriate, the committee membership may include faculty from other departments, colleges, or universities.

- 8.4.3. The unit will describe the process for the composition/selection of the ad hoc review committee, specifically, what “consultation” means.
- 8.4.4. The faculty member to be reviewed will prepare a review dossier by providing all documents, materials, and statements he or she deems relevant and necessary for the review within one month of notification of Professional Review. All materials submitted by the faculty member are to be included in the dossier. Although review dossiers will differ, the dossier will include at minimum current curriculum vitae, a teaching portfolio, and a statement on current research, scholarship, or creative work.
- 8.4.5. The department head will add to the dossier any further materials he or she deems necessary or relevant to the review of the faculty member’s academic performance. The faculty member has the right to review and respond in writing to any materials added by the department head with the written response included in the dossier. In addition, the faculty member has the right to add any materials at any time during the review process.
- 8.4.6. The Professional Development Review will be made in a timely fashion (normally within three months after submission of the dossier). The Professional Development Review will result in one of three possible outcomes:
 - 8.4.6.1. No deficiencies are identified. The faculty member, department head, and dean are so informed in writing, and the outcome of the prior annual review is superseded by the ad hoc committee report,
 - 8.4.6.2. Some deficiencies are identified but are determined not to be substantial or chronic. The review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, the department head, and the CAO to better inform the near term improvement plan of Section 8.3.6.
 - 8.4.6.3. Substantial or chronic deficiencies are identified. The review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, department head, and dean. The faculty member, review committee, and department head shall then work together to draw up a “Professional Development Plan” (see section 8.5.) acceptable to the CAO.

8.5. The Professional Development Plan

The Professional Development Plan shall indicate how specific deficiencies in a faculty member's performance (as measured against stated criteria in the unit guidelines under the provision of this procedure) will be remedied. The plan will be developed with the collaboration among the faculty member, the review committee, the department head, director, or supervisor and the CAO, and should reflect the mutual aspirations of the faculty member, the unit, and the college. The plan will be formulated with the assistance of and in consultation with the faculty member. It is the faculty member's obligation to assist in the development of a meaningful and effective plan and to make a good faith effort to implement the plan adopted. For more details on the Professional Development Plan see Section 9 of [University SAP 12.06.99.M0.01](#) (Post-Tenure Review).

- 8.5.1. Although each professional development plan is tailored to individual circumstances, the plan will:
 - 8.5.1.1. Identify specific deficiencies to be addressed;
 - 8.5.1.2. Define specific goals or outcomes necessary to remedy the deficiencies;
 - 8.5.1.3. Outline the activities to be undertaken to achieve the necessary outcomes;
 - 8.5.1.4. Set time lines for accomplishing the activities and achieving intermediate and ultimate outcomes;
 - 8.5.1.5. Indicate the criteria for assessment in annual evaluations of progress in the plan;
 - 8.5.1.6. Identify institutional resources to be committed in support of the plan.

8.5.2. Assessment

The faculty member and Department Head will meet regularly to review the faculty member's progress toward remedying deficiencies. A progress report will be forwarded to the review committee and to the CAO. Further evaluation of the faculty member's performance within the regular faculty performance evaluation process (e.g. annual evaluations) may draw upon the faculty member's progress in achieving the goals set out in the Professional Development Plan.

8.5.3. Completion of the Plan

8.5.3.1. When the objectives of the plan have been met or the agreed timeline exceeded, or in any case, no later than three years after the start of the Professional Development Plan, the Department Head shall make a final report to the faculty member and CAO. The successful completion of the Professional Development Plan is the positive outcome to which all faculty and administrators involved in the process must be committed. The re-engagement of faculty talents and energies reflects a success for the entire University community.

8.5.3.2. If, after consulting with the review committee, the Department Head and CAO agree that the faculty member has failed to meet the goals of the Professional Development Plan and that the deficiencies in the completion of the plan separately constitute good cause for dismissal under applicable tenure policies, dismissal proceedings may be initiated under applicable policies governing tenure, academic freedom, and academic responsibility.

8.6. Appeal

If at any point during the procedure the faculty member believes the provisions of the Post-tenure review are being unfairly applied, a grievance can be filed under the provisions of [University SAP 12.99.99.M0.01](#) (Faculty Grievances Procedures not Concerning Questions of Tenure, Dismissal, or Constitutional Rights).

If the faculty member wishes to contest the composition of the Professional Development Review committee due to specific conflict of interest with one or more of the proposed committee members, an appeal may be made to the Office of Faculty Affairs. After consultation with the faculty member, department head/director/supervisor, and the CAO, the decision of the Office of Faculty Affairs on the committee composition is final (section 6, [University SAP 12.06.99.M0.01](#)).

If the faculty member wishes to contest the Professional Development Review committee's finding of substantial or chronic deficiencies, the faculty member may appeal the finding to the CAO, whose decision on such an appeal is final (section 6, [University SAP 12.06.99.M0.01](#)).

If the faculty member, department head/director/supervisor, and review committee fail to agree on a Professional Development Plan acceptable to the CAO, the plan will be determined through mediation directed by the Office of Faculty Affairs (section 6, [University SAP 12.06.99.M0.01](#)).

8.7. Voluntary Post-Tenure Review

A tenured faculty member desirous of a voluntary Post-Tenure Review may seek the counsel of peers, through a Periodic Peer Review or a Professional Development Review, by making a request to the department head, director, or supervisor (section 6, [University SAP 12.06.99.M0.01](#)).

9. **Granting Faculty Emeritus Status**

[University Rule 31.08.01.M2](#) states the following: Every individual who, at the time of separation holds a tenured appointment at Texas A&M University and has served the University at least 10 years, must be considered for emeritus status unless the faculty member requests in writing that he/she not be so considered. Non-tenured faculty, or those who have served less than 10 years, may also be considered.

For faculty without tenure or who have served the University for fewer than 10 years, see [System Regulation 31.08.01](#), which indicates the process for this situation.

See the Office of Faculty Affairs website for [procedures and form](#) for nominating a faculty member for emeritus status.

Departments should work with their faculty to identify the criteria for granting faculty emeritus status.

Galveston Campus Guidance: [Emeriti Faculty Status](#)

10. Academic Professional Track (APT) Faculty Appointments

The adjective modifier of Academic Professional Track Faculty includes the words Executive, Instructional, Of the Practice, Research, and Senior. Faculty in these non-tenure-track appointments will be expected to make significant contributions in the area of teaching and are required only to make significant contributions to either the area of service or the area of scholarly research or creative work.

- Faculty with “Instructional” will primarily be expected to make significant contributions to teaching and must contribute to service as well.
- Faculty with “Executive” in the title have had an executive position in industry or the public sector and will primarily be expected to make significant contributions to teaching and must contribute to service as well.
- Faculty with “of the Practice” in the title have had or maintain a primary employment in a profession outside of academia.
- Faculty with “Research” in the title will primarily be expected to make significant contributions to scholarly research or creative work and must contribute to teaching as well.

10.1. [APT Faculty Appointments](#)

In accordance with [Texas A&M University’s Guidelines to Faculty Titles](#) and [University Rule 12.01.99.M1 University Statement on Academic Freedom, Responsibility, Tenure and Promotion](#)”:

- 10.1.1. Newly hired faculty members appointed to Executive Professor, Professor of the Practice, Instructional Professor, Associate Professor of the Practice, Instructional Associate Professor, Principal Lecturer and Senior Lecturer (exclusive of the adjectives research, visiting, or adjunct) will have annual appointments for at least the first three years, but will always receive 12-months’ notice if they are not to be reappointed. These appointments do not need to be full-time appointments, but intent to change the percent effort of the appointment should either be by mutual agreement of the faculty member and the Department, or after 12 months’ notice to the faculty member.
- 10.1.2. Newly hired faculty members appointed to Assistant Professor of the Practice, Instructional Assistant Professor, and Lecturer (excluding the adjectives research, visiting, and adjunct) will normally have annual appointments for their first five years of service. Notification of non-reappointment should be made as soon as possible, but in all cases they should be notified no later than one month after Board of Regents has approved the next fiscal year TAMU budget. Faculty members who have continuously been in one of these ranks for five full-time-equivalent years during a continuous seven-year period are entitled to 12- months’ notice if they will not be reappointed.
- 10.1.3. Faculty with the word “Visiting” or “Adjunct” in their faculty title are always given annual or semester appointments. Notification of non-reappointment should be made as soon as possible, but in all cases they should be notified no later than one month after Board of Regents has approved the next fiscal year TAMU budget.

10.2. Promotion and Multi-Year Fixed Term Appointments for APT Faculty at the Associate and Full Professor Ranks

- 10.2.1. APT faculty members will normally be considered for promotion for these ranks after five years of service. However, nothing shall prevent a faculty member from seeking promotion at an earlier time. A clear argument will need to be made by the Department Head that the APT faculty has made substantial progress towards the expectations of the next rank. To that end, each annual evaluation must address the extent to which their performance is in line with the level of expectation for their current rank, and, if it applies, the extent to which they are making progress towards their next promotion. ([University Rule 12.01.99.M1](#) *University Statement on Academic Freedom, Responsibility, Tenure and Promotion*). Lecturers, Senior Lecturers and Principal Lecturers can be laterally reclassified to an Academic Professional Track professorial title if their appointment responsibilities are expanded beyond solely teaching. Failure to receive promotion does not affect reappointment consideration at the current rank.
- 10.2.2. Upon hiring, APT Faculty will be offered a 3 years probationary period, with a possibility of multi-year fixed term appointment for senior faculty ranks (Associate and above) at the end of the 3 years.
- 10.2.3. Granting of multi-year fixed term appointments will be made through the recommendation of the Department Head and an affirmative decision by the CAO. The Department Head will generate a memo with a justification for the request based upon the faculty member's qualifications and achievements, as per the criteria stated in 10.2.5 below. The request should include past annual evaluations showing consistent achievements over the period of review.
- 10.2.4. Extension/renewal of multi-year fixed term appointments will be decided, in the penultimate year of a multi-year term appointment, through the recommendation of the Department Head and an affirmative decision by the CAO. The Department Head will generate a memo with a justification for the request based upon the faculty member's qualifications and achievements, as per the criteria stated in 10.2.5 below. The request should include past annual evaluations showing consistent achievements over the period of review.
- 10.2.5. Criteria for granting and renewing multi-year fixed term appointment may include but are not limited to:
 - 10.2.5.1. annual evaluations of performance
 - 10.2.5.2. professional growth
 - 10.2.5.3. extent of professional qualifications (including licenses and/or certifications required for the position)
 - 10.2.5.4. excellence in assigned responsibilities
 - 10.2.5.5. professionalism
 - 10.2.5.6. contribution to the mission of the department or program
 - 10.2.5.7. staffing needs
 - 10.2.5.8. funding source alternatives, and
 - 10.2.5.9. continuing program considerations
- 10.2.6. The multi-year fixed term appointment and/or renewal is not guaranteed but is awarded and renewed based upon excellence in assigned responsibilities and in alignment with programmatic needs of the department and college. Non-renewal of a multi-year fixed term appointment cannot be appealed.
- 10.2.7. Notice of non-reappointment, or of intention not to renew a multi-year fixed term appointment, will be given in writing in accordance with the standards listed in section 2.2.2 of [University Rule 12.01.99.M1](#) *“University Statement on Academic Freedom, Responsibility, Tenure and Promotion”*.
- 10.2.8. Faculty members cannot be terminated during the multi-year fixed term appointment period except for good cause or financial exigency.

10.2.9. **Guideline for multi-year term appointments for Academic Professional Track (APT) Faculty**

- Faculty members appointed at Lecturer or [Adjective] Assistant Professor will have annual appointments and are not eligible for multi-year fixed term appointments.
- Faculty members appointed to Senior Lecturer and [Adjective] Associate Professor may be eligible for a three-year fixed term appointment. Principal Lecturer and [Adjective] Professors may be eligible for a five-year fixed term appointment.
- Upon promotion to Senior Lecturer and [Adjective] Associate Professor, faculty may be eligible for a three-year fixed term appointment. Similarly, upon promotion to Principal Lecturer and [Adjective] Professor, a faculty member may be eligible for a five-year fixed term appointment.
- In the event of a bona fide financial exigency or the reduction or discontinuance of institutional programs at TAMUG, faculty multi-year appointment terminations will be carried out in accordance with [University Rule 12.01.99.M1](#), Section 7 “Reduction or Discontinuance of Institutional Programs”.

10.3. **Non-Reappointment of APT Faculty**

- 10.3.1. **Lecturers and Assistant APT Faculty:** An unsatisfactory annual evaluation in any one year may lead to a non-reappointment for the following academic year or a 12-months’ notice of non-reappointment for faculty members who have continuously been in one of these ranks for five full-time-equivalent years during a continuous seven-year period. If a Lecturer and Assistant APT faculty with an unsatisfactory annual evaluation is reappointed, a report of unsatisfactory performance will be submitted to the Office of Faculty Affairs and accompanied by a written plan for near term improvement established by the faculty and the Department Head (see following sections).
- 10.3.2. **Associate and Full APT Faculty:** An unsatisfactory annual evaluation in any one year will lead to a report of unsatisfactory performance to be submitted to the Office of Faculty Affairs and accompanied by a written plan for near term improvement established by the faculty member and the Department Head.
- 10.3.3. If within a five-year period, a faculty member receives two annual evaluations with an overall unsatisfactory rating (does not meet expectations) after being placed on a near term improvement plan, the faculty member will be notified that her/his appointment will not be renewed and will be given a notice of non-reappointment, following TAMU’s established guidelines which state:

A decision not to renew the appointment of a non tenure-track faculty member shall be based upon adequate consideration (see [University Rule 12.01.99.M1](#) section 4.5.2) of the individual's professional performance and shall not be made in violation of academic freedom or as a form of illegal discrimination.

The appeal procedures to be followed are outlined in Section 8 of [University Rule 12.01.99.M1](#).

10.4. **Mid-Term Review of APT Faculty**

Currently, mid-term reviews of APT faculty are strongly encouraged, but are not mandatory. Refer to departmental guidelines and the information below if you or your department chooses to perform a mid-term review to obtain early feedback and guidance on the trajectory towards eventual promotion.

10.4.1. Purpose

- A mid-term review is intended to provide a formative review of an APT faculty member’s performance during their first three years of employment.
- This review will familiarize the faculty member with the non-tenure promotion process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the promotion decision.

- This review will ensure the faculty member has a clear understanding of their current status and progress.
- This review should mimic the promotion review process as closely as possible, including submission of dossier items by the faculty member; As with the promotion process, the mid-term review will include review by the Department Review Committee, Department Head, the College Review Committee, and Chief Academic Officer.
- This review should result in an independent evaluation of the faculty member’s accomplishments and performance in teaching, and service to date, as well as provide constructive guidance on moving forward towards eventual promotion.
- This review may take the place of the annual faculty performance review. However it is recommended that an annual review be done even in the year when the faculty member goes through a midterm review.
- If an APT faculty member is not progressing adequately toward the requirements for promotion, action not to renew the contract of the individual may be appropriate. Refer to Section 10.3 above.

10.4.2. Process

The mid-term review should be conducted between March of the academic year *prior* to the target academic year. For example, if the mid-term review is due, the mid-term review will occur anytime between March 2022 and December 2022. See below example for faculty member hired in Fall of 2019. Refer to [Appendix I](#) for the annual timeline and other details.

Hired	Completion of 3rd Year	Mid-Term Review will occur between
Fall 2019	May 31, 2022	Mar – Dec 2022 (due before December 2022 of AY 2022-2023)

10.4.3. Review

APT faculty will undergo a comprehensive mid-term review in the fall of their fourth academic year (after completion of three full academic years of service). The departmental mid-term review needs to be submitted to the CAO office at the same time as P&T dossiers. The mid-term review is completed during the spring of that academic year, through a meeting with the CAO who submits a report (to the faculty member and the Department Head) on the review prior to May 31st. This review should mimic the promotion review process as closely as possible. Candidates should anticipate the activities and due dates noted in [Appendix I](#).

In the year that any faculty member is reviewed for actual promotion, the Department Review Committee will be established according to Departmental guidelines.

Each faculty member reviewed for mid-term, tenure, and/or promotion will be provided with a current description of the materials needed for the review and a time line for the preparation of those materials, normally during the spring of the preceding academic year in which they will be considered. Materials will be prepared in a manner consistent with the [University Promotion and Tenure Guidelines](#) issued by the Office of Faculty Affairs Office of Texas A&M University.

10.4.4. Feedback from midterm review

Feedback is required for faculty members going through midterm review. Suggested feedback to the faculty member includes summaries of reports and recommendations for going forward from the Department Review Committee, Department Head and Chief Academic Officer. A meeting will occur after the mid-term review is complete with the faculty member, Department Head and Chief Academic Officer to discuss the findings and progress towards eventual promotion.

Appendix Index

<u>APPENDIX I: ANNUAL FACULTY EVALUATION CYCLE TIMELINE</u>	40
<u>ADDENDUM A: Mandatory Consideration, Tenure Track Document Checklist</u>	43
<u>ADDENDUM A: Tenured, Promotion Document Checklist</u>	43
<u>ADDENDUM B: Promotion, Academic Professional Track Document Checklist</u>	44
<u>ADDENDUM C: Mid-Term Review, Tenure Track Document Checklist</u>	45
<u>ADDENDUM D: Mid-Term Review, Academic Professional Track Faculty Document Checklist</u>	46
<u>ADDENDUM E: Post Tenure Review Document Checklist</u>	47
<u>ADDENDUM F: Department Review Committee Document Checklist</u>	48
<u>ADDENDUM G: Department Document Checklist</u>	51
<u>ADDENDUM H: College Document Checklist</u>	52
<u>ADDENDUM I: Interfolio Annual Evaluation Steps</u>	53
<u>ADDENDUM J: Interfolio Cycle Evaluation Steps</u>	54
<u>APPENDIX II: ANNUAL FACULTY REVIEW DEPARTMENT HEAD RESPONSE FORM</u>	55
<u>APPENDIX III: EVIDENCE SUPPORTING PERFORMANCE IN TEACHING</u>	62
<u>APPENDIX IV: EVIDENCE SUPPORTING PERFORMANCE IN RESEARCH, SCHOLARSHIP OR CREATIVE ACTIVITIES</u> ..	69
<u>APPENDIX V: EVIDENCE SUPPORTING PERFORMANCE IN SERVICE</u>	72

APPENDIX I: ANNUAL FACULTY EVALUATION CYCLE TIMELINE

To supplement the Texas A&M University at Galveston [Faculty Evaluation Guidelines](#), this timeline document outlines the entire “annual faculty evaluation cycle” which is comprised of the annual review with the Department Head, promotion and tenure, mid-term review and post tenure review processes. Do not solely rely upon this document. **Always refer to the following guideline documents for more complete information and details.**

- (1) Home department’s Faculty Evaluation Guidelines
<https://facultyaffairs.tamu.edu/evaluation-development/faculty-evaluation-guidelines.html>
- (2) Texas A&M University at Galveston’s Faculty Evaluation Guidelines
<https://www.tamug.edu/AcademicAffairs/FacultyEvaluation.html>
- (3) Office of Faculty Affairs’ University Promotion and Tenure Guidelines
<https://facultyaffairs.tamu.edu/evaluation-development/promotion-tenure.html>

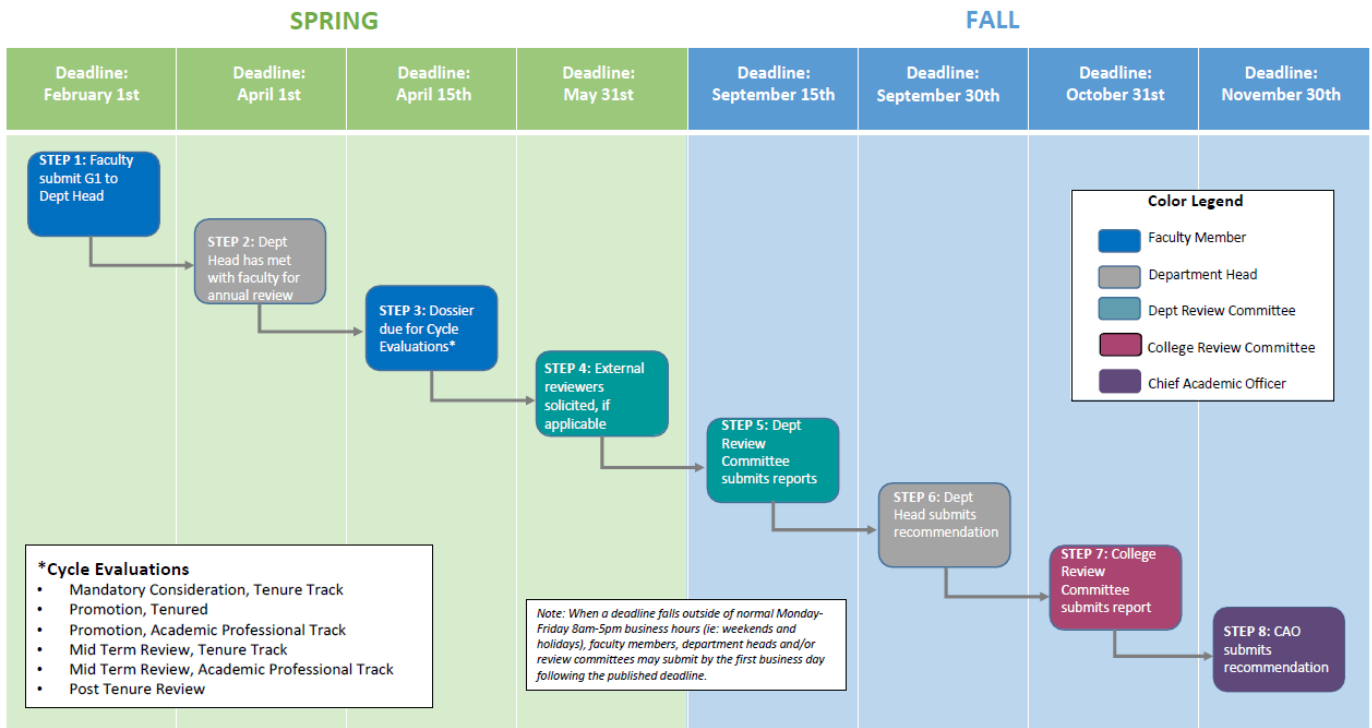
Evaluation Category	General Description
Annual Review*	All faculty, full and part time, must undergo an annual review from their Department Head. The Galveston Campus utilizes Interfolio’s Faculty180 for faculty members to submit their prior year’s activities. Supporting artifacts for teaching, research and service should also be provided if required by the department.
<i>Cycle Evaluations**</i>	<i>All cycle evaluation types listed below</i>
Mandatory Consideration, Tenure Track	Any Assistant or Associate Professor on tenure track must submit their promotion with tenure dossier for consideration during the mandatory consideration year as indicated on their Tenure Track Agreement, or as amended by an approved Tenure Clock Extension Request.
Promotion, Tenured	Any tenured Associate Professor seeking promotion to full Professor.
Promotion, Academic Professional Track	Any level of Academic Professional Track faculty seeking promotion to the next level.
Mid Term Review, Tenure Track	Assistant Professor or Associate Professor on tenure track to be reviewed in their third year regarding progress towards promotion with tenure.
Mid Term Review, Academic Professional Track	Assistant or Associate Professor level Academic Professional Track faculty to be reviewed in their third year since initial hire to provide guidance on their progress towards promotion. <i>Currently, this is an optional review.</i>
Post Tenure Review	All tenured Associate Professors and full Professors require a peer review at least once every six years.

*Annual reviews are submitted through Interfolio’s Faculty180 module.

**All cycle evaluations will utilize the web based Interfolio Review, Promotion and Tenure module to route dossier materials through each stage of the applicable process. In the rare event that we have a “Tenure Only” case, the “Mandatory Consideration, Tenure Track” process will be followed.

NOTE TO SELF: Will insert this Faculty Cycle Evaluation Workflow graphic in landscape format in final PDF to replace this page

Faculty Cycle Evaluations Workflow



Note: When a deadline falls outside of normal Monday-Friday 8am-5pm business hours (ie: weekends and holidays), faculty members, department heads and/or review committees may submit by the first business day following the published deadline.

Timeline / Deadline	Action
December (of the calendar year to be evaluated for annual reviews)	All faculty should ensure their activities are updated in Faculty180 for the calendar year. Faculty need to ensure that they can access Interfolio. Report any issues to your Department Head immediately.
January	CAO office may host a Department Head retreat relating to the annual evaluation cycle and other Academic Affairs priorities. Faculty may also choose to review promotion and tenure workshop materials from the Office of Faculty Affairs (or attend a workshop, when offered later in the spring), to help prepare for their annual evaluation discussion with the Department Head relating to their promotion efforts.
February 1st	Faculty deadline to submit the annual evaluation form to the Department Head in Interfolio's Faculty180, which captures the faculty member 's achievements and accomplishments for the previous calendar year.
February	CAO office may host at least 2 open question and answer sessions for faculty; one targeting Tenure Track and Tenured faculty and one targeting Academic Professional Track faculty.
February - March	During this time frame, Department Head meets with faculty member regarding the Faculty180 annual review and provides an annual review response document to the faculty member that contains the Department Head's assessment and feedback of the progress towards promotion and/or tenure or post tenure productivity. The department head's annual review response document is signed by both Department Head and faculty member to acknowledge the meeting occurred. During the annual review meeting, the Department Head advises the faculty member of the process and expectations for seeking promotion or that the faculty member is due for mandatory consideration, mid-term review or post tenure review. Faculty going up for a cycle evaluation (promotion and/or tenure, mid-term, or post tenure review) should be compiling their dossier materials.
March	The Office of Faculty Affairs publishes the annual Promotion and Tenure cycle guidelines and deadlines no later than April 1 st each year. The Interfolio templates are also set up by the Office of Faculty Affairs for college/department use. Cases cannot be created for individual faculty members until the Office of Faculty Affairs releases the cycle's Interfolio case templates. The Office of Faculty Affairs also typically hosts a mandatory meeting for the CAO, College Review Committee chair, Department Heads and Department Review Committee chairs.
April 1st	Department Head deadline to submit all faculty annual reviews to the CAO office. This closes the faculty annual review cycle; all faculty have been evaluated for the previous calendar year. Extensions up to May 31 st may be granted by the CAO upon written request by a Department Head, if the faculty member(s) involved is not undergoing a cycle evaluation (promotion and/or tenure, mid-term, or post tenure review). Refer to Addendum I for further details to close out the annual evaluation cycle.

Timeline / Deadline	Action
April	<p>Department Heads will notify the CAO office of the faculty who will be submitting dossiers for a cycle evaluation categories.</p> <p>Department Heads will establish their Department Review Committee and advise the CAO office of the membership so the College Administrator can build the appropriate committee membership structure in Interfolio accordingly.</p> <p>The CAO will finalize the membership of the College Review Committee and the College Administrator will build the appropriate committee membership structure in Interfolio accordingly. The CAO office will announce the names of the members on an annual basis.</p> <p>Individual faculty “Candidate” cases will be created in Interfolio by the College Administrator to house and route the dossiers. Faculty member will receive an auto-generated email that their case is ready for use.</p> <p>Workshop for all Department Review Committee chairs will be hosted by the CAO office as soon as practical after the mandatory meeting hosted by the Office of Faculty Affairs in March.</p>
April 15 th	<p>Candidate Deadline for dossier submission to the Department Administrator in Interfolio for all cycle evaluation categories.</p> <p><i>Click the applicable category of evaluation below to navigate to the Candidate document requirements.</i></p> <ul style="list-style-type: none"> • Mandatory Consideration, Tenure Track • Tenured, Promotion • Promotion, Academic Professional Track • Mid-Term Review, Tenure Track • Mid-Term Review, Academic Professional Track • Post Tenure Review <p>Assuming all dossier contents are in good order as required by governing guidelines, the Department Administrator will forward the case to the Department Review Committee step in Interfolio.</p> <p>If the dossier contents are not in good order, the Department Administrator will unlock the applicable Candidate sections in Interfolio, then work with the Department Head to have the Candidate correct their documents and resubmit promptly so the case can move forward to the Department Review Committee step.</p>

Timeline / Deadline	Action
<p>April - May</p>	<p>Once a Candidate case has progressed to the Department Review Committee step in Interfolio, the committee's review, analysis, and evaluation of the case begins.</p> <p>The Department Review Committee will also begin the External Reviewers process for "Mandatory Consideration, Tenure Track" and "Promotion, Tenured" cases.</p> <p>The CAO must approve all external reviewers prior to request letters being sent. Send the External Reviewers Chart including a short biography of each reviewer. For any external reviewers who are not from peer or aspirational peer universities, a justification in the form of program ranking and expertise credentials are expected and should be included in the biography of the external reviewer.</p> <p>Departments MUST utilize Interfolio to solicit the external reviewers' letters using the University's Standard External Reviewer Letter Template as opposed to manually emailing outside of Interfolio.</p> <p>The External Reviewers process may require action by the Department Review Committee and/or the Department Head over the summer months to help ensure timely receipt of letters before the fall semester begins.</p>
<p>First Day of the Fall Semester (mid-late August)</p>	<p>Department Review Committees resume review, analysis, and evaluation of all Candidate cases for the cycle and writes applicable reports following all governing guidelines.</p>
<p>September</p>	<p>Election conducted for the University Promotion and Tenure Committees and the CAO will convey two elected nominees for each committee to Faculty Affairs. From the nominees, Faculty Affairs and the Office of the Provost will select one representative for each University committee who will serve a two year term.</p> <p>The University Promotion and Tenure Committee (UPTC) will evaluate cases for tenured and tenure track faculty and consist of tenured full professors.</p> <p>The University Promotion Committee (UPC) will evaluate cases for academic professional track faculty and consist of full professor rank (including Principal Lecturer).</p>
<p>September 15th</p>	<p>Department Review Committee deadline to submit the required report and recommendation for each Candidate's case in Interfolio using the "P&T Committee Report" template as an example of the structure which is comprised of the following sections:</p> <ul style="list-style-type: none"> • Introduction to the Case • Scholarship • Teaching, including the synthetic analysis of student evaluations, chronologically and in tabular form • Service • Summary of Discussion • Voting table • Table of committee members with titles and a place for signatures <p><i>Note Academic Professional Track (APT) faculty are only evaluated in two dimensions, typically teaching and service, so the summary report for APT promotion and mid-term review cases the report will only address the dimensions in which the faculty member is required to perform.</i></p> <p><i>In addition, the author of the scholarship, teaching, service and summary of discussion subsections must identify the author that wrote the subsection.</i></p>

Timeline / Deadline	Action
September 30th	<p>Department Head Recommendation letter due in Interfolio for all cases using the “Department Head Report” template as an example of the structure which is comprised of the following sections:</p> <ul style="list-style-type: none"> • Introduction to the Case • Scholarship • Teaching • Service • Recommendation
October 31st	<p>College Review Committee Report and Recommendation due in Interfolio for all cases using the “P&T Committee Report” template as an example of the structure which is comprised of the following sections:</p> <ul style="list-style-type: none"> • Introduction to the Case • Scholarship • Teaching • Service • Summary of Discussion • Voting table • Table of committee members with titles and a place for signatures
November 30th	<p>CAO Recommendation Report due in Interfolio for all cases using the “Dean Report” template as an example of the structure which is comprised of the following sections:</p> <ul style="list-style-type: none"> • Introduction to the Case • Scholarship • Teaching • Service • Recommendation
December	<p>All promotion and tenure cases submitted to “Faculty Affairs Staff Review” level in Interfolio. Deadline set annually, typically first week of December. Prior to submitting to Faculty Affairs, the College Administrator will ensure the “Summary Data Table” (formerly known as the dossier coversheet) is completed accordingly with the college level outcomes and voting for each case.</p> <p>All “Mid-Term, Tenure Track; Mid-Term, Academic Professional Track”; and “Post Tenure Review” cases complete and closed in Interfolio.</p> <p>Annual Review process starts over with faculty ensuring their activities are updated in Interfolio’s Faculty180 and due to the Department Head by February 1st. <i>Refer back to beginning of this timeline for continuance of the annual evaluation process and the faculty annual evaluation cycle.</i></p>
December <i>continued</i>	<p>CAO sets meeting with faculty member and Department Head for Mid Term, Tenure Track cases to discuss progress towards promotion with tenure.</p> <p>CAO sets meeting with faculty member and Department Head for Mid Term, Academic Professional Track cases to discuss progress towards promotion.</p>
January (of following year)	<p>University promotion and tenure committees offer recommendations to the Vice President for Faculty Affairs and Provost.</p>

Timeline / Deadline	Action
February (of following year)	Office of Faculty Affairs meets with CAO to discuss recommendations for all promotion and tenure cases. Provost forwards recommendations to University President on all promotion and tenure cases. University President forwards recommendations for all promotion and tenure cases to the Board of Regents. President meets with the Vice President for Faculty Affairs and Provost and reviews recommendations. The President forwards recommendations for tenure to the Board of Regents (BOR), through the Chancellor. The President makes final decisions on promotion only cases.
February – March (of following year)	All “Mid-Term, Academic Professional Track” faculty case follow-up by the Department Head will occur no later than during the faculty member’s annual review meeting.
April - May (of following year)	Board of Regents reviews recommendations and makes final decisions on tenure cases.
May 31st (of following year)	All post tenure reviews are complete well before the System mandated deadline.
September 1 (of following year)	Promotion and Tenure effective for successful cases. Six-year peer review clock resets for “Post Tenure Review” cases.

Related Statutes, Policies, or Requirements

[University Rule 12.01.99.M1 University Statement on Academic Freedom, Responsibility, Tenure and Promotion](#)

[Standard Administrative Procedure 12.06.99.M0.01 Post-Tenure Review](#)

[University Guidelines for Annual and Mid-Term Review](#)

[University Promotion and Tenure Guidelines](#)

Addendum Resources

- A. [Mandatory Consideration, Tenure Track Document Checklist](#)
[Tenured, Promotion Document Checklist](#)
- B. [Promotion, Academic Professional Track Document Checklist](#)
- C. [Mid-Term Review, Tenure Track Document Checklist](#)
- D. [Mid-Term Review, Academic Professional Track Document Checklist](#)
- E. [Post Tenure Review Document Checklist](#)
- F. [Department Review Committee Document Checklist](#)
- G. [Department Document Checklist](#)
- H. [College Document Checklist](#)
- I. [Interfolio Annual Evaluation Steps](#)
- J. [Interfolio Cycle Evaluation Steps](#)

Candidate Dossier Packet Requirements by Evaluation Type
Candidate Dossiers Due April 15th Annually

Addendum A

Mandatory Consideration, Tenure Track and Promotion, Tenured

- Candidate Impact Statement on Teaching, Research or Other Scholarly or Creative Activities, and Service**
 - 3 typed pages maximum; single-spaced; 12pt font minimum; 1-inch margins
 - Explains the quality, productivity overtime and impact within each area of responsibility (ie: teaching, research/scholarly or creative work, and service accomplishments).
 - Include 1-2 sentences that convey impact of the work in layperson terms.
 - Refer to the [Faculty Affairs website](#) for guidance on writing an impact statement.

- Curriculum Vitae**
 - Must use the [Vita Template](#) or [generate a vita in Interfolio Faculty180](#); do not alter the order or structure of items in the template.
 - Concise overview of academic accomplishments; reflecting experiences and development in career as a teacher and scholar; annotate as needed to highlight impact of work and specific contributions.
 - The template includes an annotation to specify authorship protocols within the discipline regarding order of authorship and contributions if not lead author.
 - The grants section of the template should be used as is, without alteration and including all the indicated information.
 - The template includes a 200-word biography of the candidate, which will be published in the recognition booklet featuring newly promoted and/or tenured faculty.
 - Candidates will be asked, as part of the submission, to verify that the contents of their dossier are current and correct.

- Verification of Contents Statement**
 - This is completed online within Interfolio and describes the list of all materials the Candidate has submitted to the Department Review Committee for the purpose of promotion and/or tenure, mid-term, or post tenure review consideration.

- Candidate External Reviewer Checklist**
 - Upload a signed [Candidate External Reviewer Checklist](#).
 - Arm's length scholars at or above the rank of the candidate from peer or aspiring institutions who do not have a vested interest in the outcome and therefore can provide an objective and unbiased review.

- Unit/Department Specific Required Documents**
 - Upload materials and supporting documentation as required by [departmental faculty evaluation guidelines](#).

- Candidate Supplemental Documents**
 - May include other materials and supporting documentation deemed pertinent to the case, but not appropriate for placement elsewhere (ie: annual evaluations). Candidates may opt to include a COVID-19 impact statement.

Candidate Dossier Packet Requirements by Evaluation Type
Candidate Dossiers Due April 15th Annually

Addendum B

Promotion, Academic Professional Track

- Candidate Impact Statement on Teaching, Research or Other Scholarly or Creative Activities, and Service**
 - 3 typed pages maximum; single-spaced; 12pt font minimum; 1-inch margins
 - Explains the quality, productivity overtime and impact within each area of responsibility (ie: teaching and service accomplishments).
 - Include 1-2 sentences that convey impact of the work in layperson terms.
 - Refer to [the Faculty Affairs website](#) for guidance on writing an impact statement.

- Curriculum Vitae**
 - Must use the [Vita Template](#) or [generate a vita in Interfolio Faculty180](#); do not alter the order or structure of items in the template.
 - Concise overview of academic accomplishments; reflecting experiences and development in career as a teacher; annotate as needed to highlight impact of work and specific contributions.
 - The template includes an annotation to specify authorship protocols within the discipline regarding order of authorship and contributions if not lead author.
 - The grants section of the template should be used as is, without alteration and including all the indicated information.
 - The template includes a 200-word biography of the candidate, which will be published in the recognition booklet featuring newly promoted and/or tenured faculty.
 - Candidates will be asked, as part of the submission, to verify that the contents of their dossier are current and correct.

- Verification of Contents Statement**
 - This is completed online within Interfolio and describes the list of all materials the Candidate has submitted to the Department Review Committee for the purpose of promotion and/or tenure, mid-term, or post tenure review consideration.

- Unit/Department Specific Required Documents**
 - Upload materials and supporting documentation as required by [departmental faculty evaluation guidelines](#).

- Candidate Supplemental Documents**
 - May include other materials and supporting documentation deemed pertinent to the case, but not appropriate for placement elsewhere (ie: annual evaluations). Candidates may opt to include a COVID-19 impact statement.

Candidate Dossier Packet Requirements by Evaluation Type
Candidate Dossiers Due April 15th Annually

Addendum C

Mid-Term Review, Tenure Track

- Candidate Impact Statement on Teaching, Research or Other Scholarly or Creative Activities, and Service**
 - 3 typed pages maximum; single-spaced; 12pt font minimum; 1-inch margins.
 - Explains the quality, productivity overtime and impact within each area of responsibility (ie: teaching, research/scholarly or creative work, and service accomplishments).
 - Include 1-2 sentences that convey impact of the work in layperson terms.
 - Refer to the [Faculty Affairs website](#) for guidance on writing an impact statement.

- Curriculum Vitae**
 - Must use the [Vita Template](#) or [generate a vita in Interfolio Faculty180](#); do not alter the order or structure of items in the template.
 - Concise overview of academic accomplishments; reflecting experiences and development in career as a teacher and scholar; annotate as needed to highlight impact of work and specific contributions.
 - The template includes an annotation to specify authorship protocols within the discipline regarding order of authorship and contributions if not lead author.
 - The grants section of the template should be used as is, without alteration and including all the indicated information.
 - The template includes a 200-word biography of the candidate, which will be published in the recognition booklet featuring newly promoted and/or tenured faculty.
 - Candidates will be asked, as part of the submission, to verify that the contents of their dossier are current and correct.

- Verification of Contents Statement**
 - This is completed online within Interfolio and describes the list of all materials the Candidate has submitted to the Department Review Committee for the purpose of promotion and/or tenure, mid-term, or post tenure review consideration.

- Unit/Department Specific Required Documents**
 - Upload materials and supporting documentation as required by [departmental faculty evaluation guidelines](#).

- Candidate Supplemental Documents**
 - May include other materials and supporting documentation deemed pertinent to the case, but not appropriate for placement elsewhere (ie: annual evaluations). Candidates may opt to include a COVID-19 impact statement.

Candidate Dossier Packet Requirements by Evaluation Type Candidate Dossiers Due April 15th Annually

Addendum D

Mid-Term Review, Academic Professional Track

Currently, mid-term reviews of APT faculty are strongly encouraged, but are not mandatory. A potential benefit of performing an APT mid-term review is to obtain early feedback and guidance from the various stages of review regarding the trajectory towards eventual promotion.

Candidate Impact Statement on Teaching and Service*

- 3 typed pages maximum; single-spaced; 12pt font minimum; 1-inch margins.
- Explains the quality, productivity overtime and impact within each area of responsibility (ie: teaching, research/scholarly or creative work, and service accomplishments).
- Include 1-2 sentences that convey impact of the work in layperson terms.
- Refer to the [Faculty Affairs website](#) for guidance on writing an impact statement.

*For any APT faculty that have Research or Other Scholarly or Creative Activities as part of their duties instead of Service, modify candidate impact statement accordingly.

Curriculum Vitae

- Must use the [Vita Template](#) or [generate a vita in Interfolio Faculty180](#); do not alter the order or structure of items in the template.
- Concise overview of academic accomplishments; reflecting experiences and development in career as a teacher and scholar; annotate as needed to highlight impact of work and specific contributions.
- The template includes an annotation to specify authorship protocols within the discipline regarding order of authorship and contributions if not lead author.
- The grants section of the template should be used as is, without alteration and including all the indicated information.
- The template includes a 200-word biography of the candidate, which will be published in the recognition booklet featuring newly promoted and/or tenured faculty.
- Candidates will be asked, as part of the submission, to verify that the contents of their dossier are current and correct.

Verification of Contents Statement

- This is completed online within Interfolio and describes the list of all materials the Candidate has submitted to the Department Review Committee for the purpose of promotion and/or tenure, mid-term, or post tenure review consideration.

Unit/Department Specific Required Documents

- Upload materials and supporting documentation as required by [departmental faculty evaluation guidelines](#).

Candidate Supplemental Documents

- May include other materials and supporting documentation deemed pertinent to the case, but not appropriate for placement elsewhere (ie: annual evaluations). Candidates may opt to include a COVID-19 impact statement.

Candidate Dossier Packet Requirements by Evaluation Type
Candidate Dossiers Due April 15th Annually

Addendum E

Post Tenure Review

- Candidate Impact Statement on Teaching, Research or Other Scholarly or Creative Activities, and Service**
 - 3 typed pages maximum; single-spaced; 12pt font minimum; 1-inch margins
 - Explains the quality, productivity overtime and impact within each area of responsibility (ie: teaching, research/scholarly or creative work, and service accomplishments) since last promotion or post tenure review.
 - Include 1-2 sentences that convey impact of the work in layperson terms.
 - Refer to the [Faculty Affairs website](#) for guidance on writing an impact statement.

- Curriculum Vitae**
 - Must use the [Vita Template](#) or [generate a vita in Interfolio Faculty180](#); do not alter the order or structure of items in the template.
 - Concise overview of academic accomplishments; reflecting experiences and development in career as a teacher and scholar; annotate as needed to highlight impact of work and specific contributions.
 - The template includes an annotation to specify authorship protocols within the discipline regarding order of authorship and contributions if not lead author.
 - The grants section of the template should be used as is, without alteration and including all the indicated information.
 - The template includes a 200-word biography of the candidate, which will be published in the recognition booklet featuring newly promoted and/or tenured faculty.
 - Candidates will be asked, as part of the submission, to verify that the contents of their dossier are current and correct.

- Verification of Contents Statement**
 - This is completed online within Interfolio and describes the list of all materials the Candidate has submitted to the Department Review Committee for the purpose of promotion and/or tenure, mid-term, or post tenure review consideration.

- Unit/Department Specific Required Documents**
 - Upload materials and supporting documentation as required by [departmental faculty evaluation guidelines](#).

- Candidate Supplemental Documents**
 - May include other materials and supporting documentation deemed pertinent to the case, but not appropriate for placement elsewhere (ie: annual evaluations). Candidates may opt to include a COVID-19 impact statement.

Dossier Document Requirements for Department Review Committee
Reports Due September 15th Annually

Addendum F

APRIL

External Reviewer Chart

- Complete the [External Reviewer Chart](#) for “Mandatory Consideration, Tenure Track” and “Promotion, Tenured” cases to include the external reviewers being recommended at the department level and submit to Department Head.
- Arm's length scholars at or above the rank of the candidate from peer or aspiring institutions who do not have a vested interest in the outcome and therefore can provide an objective and unbiased review.
- Submit the External Reviewer Chart to the CAO for approval prior to sending external reviewer letter requests.

Candidate dossiers submitted to the Department Administrator by April 15th

- After ensuring all required documents meet [governing guidelines](#) and are uploaded to the Candidate's case, the dossier will be forwarded to the Department Review Committee level.

Department Review Committee begins reviewing Candidate Dossiers

- Should the department review committee need additional documentation from the candidate or require a revision to an existing document, the Department Administrator can “unlock” the applicable section of the Candidate's case in Interfolio and the Candidate can upload the additional documentation or information requested.

APRIL – MAY

External Reviewer Solicitation Letter Request

For “Mandatory Consideration, Tenure Track” and “Promotion, Tenured” cases only

- Handled by the Department Review Committee or the Department Head per departmental faculty evaluation guidelines for “Mandatory Consideration, Tenure Track” and “Promotion, Tenured” cases
- From the two lists, a group of at least 7 are to be selected and contacted by the Department Head or Department Review Committee Chair
- Must use the University [Standard External Review Template](#) to solicit external evaluations within Interfolio.
- The system will automatically send out periodic reminders as the due date for receipt of the letters approaches. When the external reviewer submits their letter, it automatically uploads directly into the Candidate's case.
- Refer to <https://facultyaffairs.tamu.edu/Faculty-Affairs/Promotion-Tenure/External-Reviewer-Letters> for more complete information regarding the external reviewer letters.

MAY – AUGUST

External Evaluations

For “Mandatory Consideration, Tenure Track” and “Promotion, Tenured” cases only

- Must include a minimum of 5 arm's length letters, although 7 is preferred
- A minimum of 3 letters from the department's suggested list must be included
- Refer to <https://facultyaffairs.tamu.edu/evaluation-development/promotion-tenure.html> for more complete information regarding the external reviewer letters.

AUGUST – SEPTEMBER 15TH

Mandatory Consideration, Tenure Track; Promotion, Tenured; Mid-Term Review, Tenure Track; and Post Tenure Review

The Department Review Committee writes well-substantiated analyses of the scope (quality, productivity overtime) and IMPACT of Candidate's performance in each of the three areas of responsibility.

- For faculty with joint appointments, committees should have clear understanding of the expectations for each department in the areas of teaching; research and/or other scholarly or creative activities and service.
- Interdisciplinary activities should be evaluated and valued the same as those that are discipline specific.
- IMPACT of the Candidate's performance on student success, through teaching, research and service activities should be addressed and valued, when appropriate.

The summary report documents the analysis / assessment of each area of responsibility assigned to the Candidate. It should not repeat information that can be found elsewhere in the dossier. It may refer to the external reviewer letters and other materials without directly quoting them.

Authorship of each subsection should be made clear by listing the names of the individual or individuals who wrote each report. These reports should be edited to ensure they accurately reflect the views of the Department Review Committee. To indicate this occurred, add a typed statement at the end of the summary report such as, *"The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the Department Review Committee"*.

For guidance on writing the various subsections, as reflected below, visit <https://facultyaffairs.tamu.edu/evaluation-development/promotion-tenure.html>.

Introduction to the Case

Scholarship

- Place the Candidate's impact of research or other scholarship contributions in the context of the specific departmental mission, goals, expectations, and criteria.

Teaching, including the synthetic analysis of student evaluations, chronologically and in tabular form

- To include evaluation of course materials; Synthetic analysis of student evaluations of teaching; Evaluation of other valuable teaching contributions.

Service

- Explain the Candidate involvement, contributions, quality, and impact of their service activities to the institution and externally.

Summary of Discussion

- Convey the essence of the Department Review Committee's discussion and vote regarding the Candidate's performance and impact of their work as it relates to their suitability for eventual promotion and/or tenure or post tenure productivity.
- Summarize the most relevant issues brought up during the discussion and which will explain the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.
- Address any negative comments made by external reviewers for promotion cases

Voting Table

- Include voting table; a mixed vote requires further explanation of both the candidate's demonstrated abilities and the committee's concerns.

Table of Committee Members

- A table listing the committee members, their titles, with a place for their signature.

Unit/Department Specific Required Documents

- If applicable, upload any other materials and documentation deemed pertinent to the case that the department review committee considered (ie: annual evaluations and mid-term review report).

AUGUST – SEPTEMBER 15TH

Promotion, Academic Professional Track and Mid-Term Review, Academic Professional Track*

The Department Review Committee writes well-substantiated analyses of the scope (quality, productivity overtime) and IMPACT of Candidate's performance in each of the two areas of responsibility.

- For faculty with joint appointments, committees should have clear understanding of the expectations for each department in the areas of teaching and service.
- Interdisciplinary activities should be evaluated and valued the same as those that are discipline specific.
- IMPACT of the Candidate's performance on student success, through teaching and service activities should be addressed and valued, when appropriate.

The summary report documents the analysis / assessment of each area of responsibility assigned to the Candidate. It should not repeat information that can be found elsewhere in the dossier. It may refer to other materials without directly quoting them.

Authorship of each subsection should be made clear by listing the names of the individual or individuals who wrote each report. These subsections should be edited to ensure they accurately reflect the views of the Department Review Committee. To indicate this occurred, add a typed statement at the end of the summary report such as, *"The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the Department Review Committee"*.

For guidance on writing the subsections as reflected below, visit <https://facultyaffairs.tamu.edu/evaluation-development/promotion-tenure.html>.

- Introduction to the Case**
- Teaching, including the synthetic analysis of student evaluations, chronologically and in tabular form**
 - To include evaluation of course materials; Synthetic analysis of student evaluations of teaching; Evaluation of other valuable teaching contributions.
- Service**
 - Explain the Candidate involvement, contributions, quality, and impact of their service activities to the institution and externally.
- Summary of Discussion**
 - Convey the essence of the Department Review Committee's discussion and vote regarding the Candidate's performance and impact of their work as it relates to their suitability for eventual promotion and/or tenure or post tenure productivity.
 - Summarize the most relevant issues brought up during the discussion and which will explain the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.
 - Address any negative comments made by external reviewers for promotion cases.
- Voting Table**
 - Include voting table; a mixed vote requires further explanation of both the candidate's demonstrated abilities and the committee's concerns.
- Table of Committee Members**
 - A table listing the committee members, their titles, with a place for their signature.
- Unit/Department Specific Required Documents**
 - If applicable, upload any other materials and documentation deemed pertinent to the case that the department review committee considered (ie: annual evaluations and mid-term review report).

*Currently, mid-term reviews of APT faculty are strongly encouraged, but are not mandatory. A potential benefit of performing an APT mid-term review is to obtain early feedback and guidance from the various stages of review regarding the trajectory towards eventual promotion.

Dossier Document Requirements for Department
All Departmental Documentation Due September 30th Annually

* For “Mandatory Consideration, Tenure Track” and “Promotion, Tenured” cases only

Addendum G

APRIL-MAY

External Reviewers Chart*

- Complete the [External Reviewers Chart](#), listed alphabetically by last name, including biographies and justifications using the reviewers who provided a review letter section. The External Reviewers Chart will be organized accordingly by the department later in the fall before uploading to the case.
- Indicate which reviewers were suggested by the candidate versus the department.
- Submit to the CAO for approval prior to sending external reviewer letter requests.

SEPTEMBER

Candidate Professional Photograph

- Electronic (digital) photos are required and must be a minimum of 300 dpi. Please do not copy and send website photographs or photographs embedded in a Word document.
- Photographs should be a vertical head or upper-body shot in which the head is 1” high.
- Email the faculty member’s electronic photo file to the College Administrator for all promotion cases.
- Photographs are not required for “Mid-Term, Tenure Track”, Mid-Term, Academic Professional Track” nor “Post Tenure Review” cases.

External Reviewers Chart*

- Finalize the Excel [External Reviewers Chart](#), by specifying which letters were received.
- Upload the final External Reviewer Chart to the Candidate case (removing any previous versions that may be uploaded).

External Evaluations*

- Ensure applicable number of letters has been received.

SEPTEMBER 30TH

Department Head

- Recommendation letter uploaded to the Candidate’s case.
- Send case to College Administrator step in Interfolio.

Dossier Document Requirements for College Level

Addendum H

SEPTEMBER 30TH

College Administrator

- Checks Candidate case for all documents required, follows up with Department Head as needed.
- Sends Candidate case to the College Review Committee.

OCTOBER 31ST

College Review Committee

- Uploads the College Committee Report and Recommendation to the Candidate's case.
- If applicable, upload any other materials and documentation deemed pertinent to the case that the college review committee considered that was not already uploaded by the department review committee under Unit/Department Specific Required Documents section of the dossier.
- Send case to the college "Dean" (CAO) step in Interfolio no later than October 31st.

NOVEMBER 30TH

Chief Academic Officer

- Recommendation and summary letter uploaded to the Candidate's case for all promotion and/or tenure cases.
- May or may not provide a recommendation letter, at CAO's discretion for:
 - Mid Term Review, Tenure Track
 - Mid Term Review, Academic Professional Track
 - Post Tenure Review

DECEMBER – *deadline set annually by Faculty Affairs*

Office of Faculty Affairs

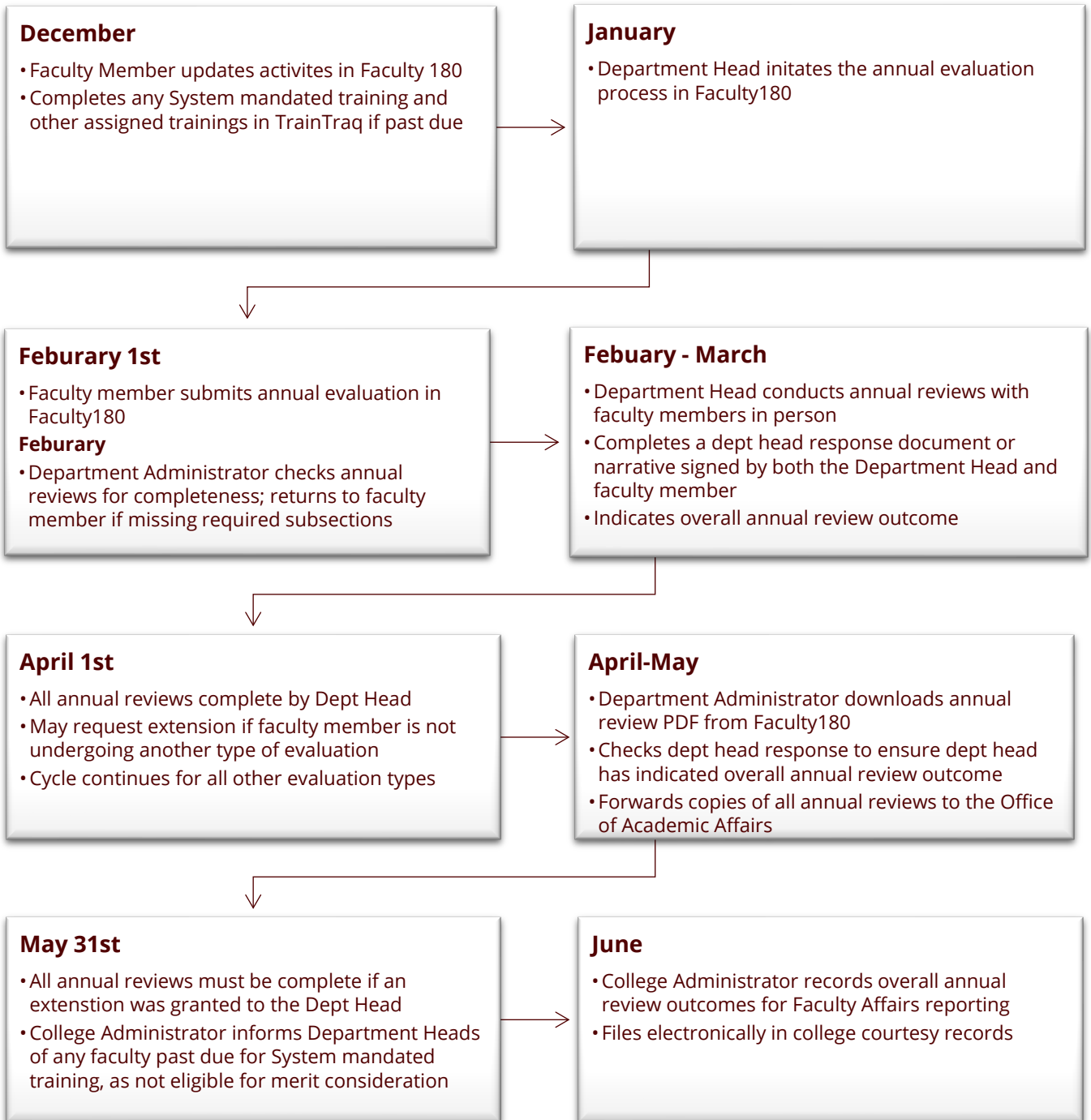
- College Administrator or Chief Academic Officer to submit all promotion and/or tenure cases in Interfolio to "Faculty Affairs Staff Review" level in Interfolio. This ends our involvement with the cases in Interfolio. The Office of Faculty Affairs will handle all subsequent steps including closing the promotion and/or tenure Candidate cases.

Records Retention

- College Administrator to close all mid-term and post tenure review cases in Interfolio.
- College Administrator to extract all Candidate case dossiers from Interfolio and retain courtesy record at the college level. **Note, Departments should also perform this last step after cases are sent to the Office of Faculty Affairs.**

Addendum I

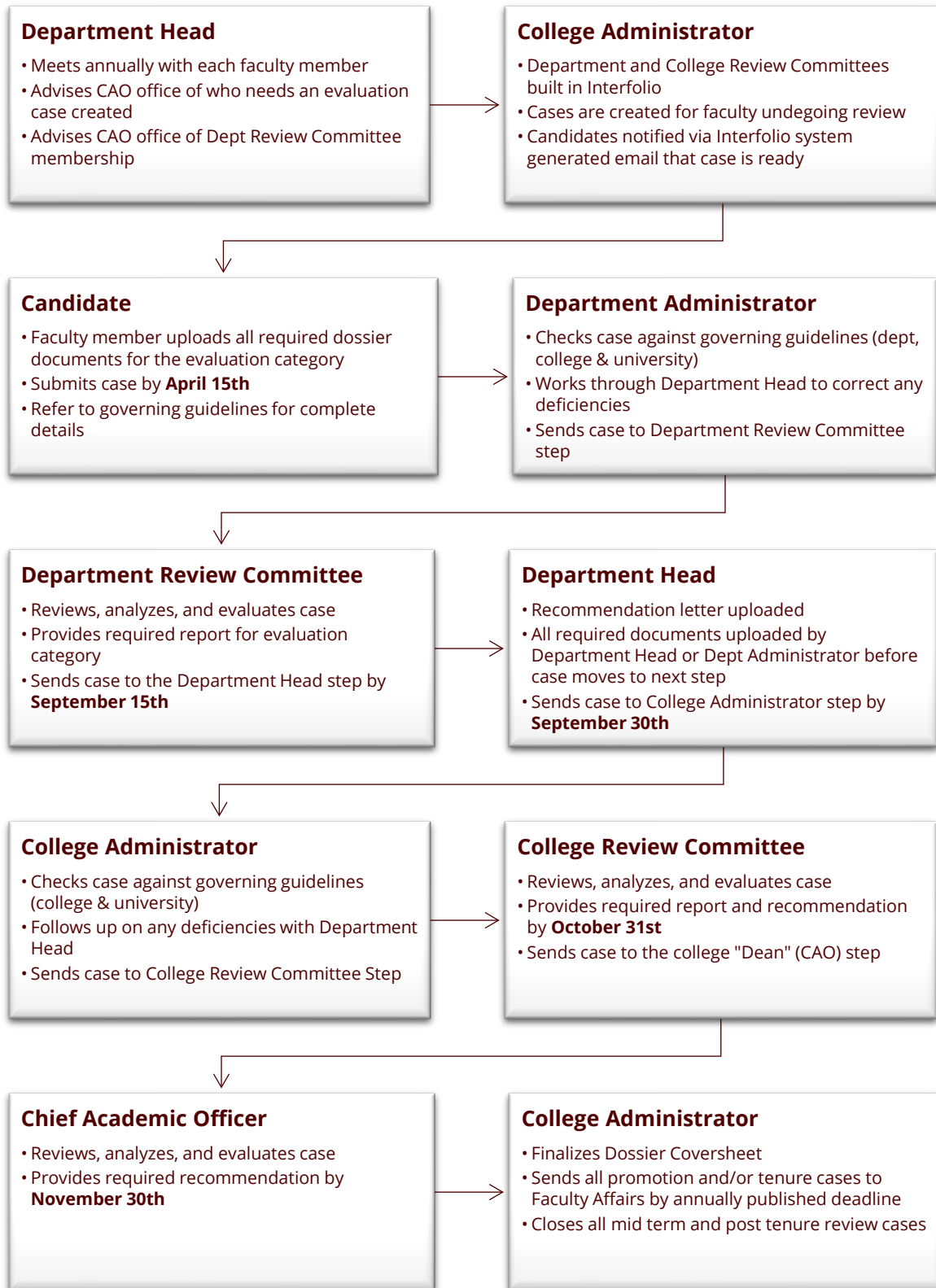
Interfolio Faculty180 Annual Review Steps



Addendum J

Interfolio Cycle Evaluation Steps

Note: College and Department Administrators have full access to the case no matter which step the case is at.



APPENDIX II: ANNUAL FACULTY REVIEW DEPARTMENT HEAD RESPONSE FORM

Annual Faculty Review Department Head Response Form

Faculty Information

Name: Click or tap here to enter text.

Evaluation Year: January 1, 20XX through December 31, 20XX

**The annual evaluation focuses on the previous calendar year but does allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred.*

Refer to both the [departmental faculty evaluation guidelines](#) and [TAMUG Faculty Annual Evaluation Guidelines](#) regarding areas of performance (Section 3), indicators of excellence and effectiveness (Section 4) as well as the Annual Evaluation process (Section 6).

1. SALARY BUDGET

Click or tap here to enter text.

2. TIME ALLOCATION

2.1. TEACHING

Click or tap here to enter text.

2.2. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY

Click or tap here to enter text.

2.3. SERVICE

Click or tap here to enter text.

2.4. ADMINISTRATIVE DUTIES, if applicable

Click or tap here to enter text.

2.5. DEPARTMENT-SPECIFIC ACTIVITY

Click or tap here to enter text.

3. EVALUATION

3.1. TEACHING EFFECTIVENESS

Click or tap here to enter text.

3.2. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY EFFECTIVENESS

Click or tap here to enter text.

3.3. SERVICE EFFECTIVENESS

Click or tap here to enter text.

3.4. LIBRARIANSHIP, if applicable

Click or tap here to enter text.

3.5. ADMINISTRATION, if applicable

Click or tap here to enter text.

3.6. DEPARTMENT-SPECIFIC ACCOMPLISHMENTS

Click or tap here to enter text.

4. DEPARTMENT HEAD'S WRITTEN COMMENTS

Click or tap here to enter text.

5. DEPARTMENT HEAD'S EXPECTATIONS FOR THE NEXT YEAR

In teaching, research, scholarly and/or creative activities, and service. Also include administrative expectations, if applicable.

Click or tap here to enter text.

6. FACULTY MEMBER IS CURRENT ON ALL REQUIRED TRAINING ASSIGNMENTS

YES NO

Comments: Click or tap here to enter text.

7. FACULTY EVALUATION

Is the faculty member due or planning to seek promotion, mid-term review or post-tenure review this coming evaluation cycle?

- Mandatory Consideration, Tenure Track
- Promotion, Tenured
- Promotion, Academic Professional Track
- Mid Term Review, Tenure Track
- Mid Term Review, Academic Professional Track
- Post Tenure Review
- N/A

8. OVERALL PERFORMANCE RATING

Most Meritorious Exemplary Satisfactory Needs Improvement Unsatisfactory

9. ACKNOWLEDGEMENTS

I acknowledge that I have completed all mandatory Texas A&M University System training as of the date of this annual review.

Faculty Member's Initials _____

By signing below, department head and faculty member acknowledge the annual review took place.

Signature: _____
Department Head

Date: _____

Signature: _____
Faculty Member

Date: _____

APPENDIX III: EVIDENCE SUPPORTING PERFORMANCE IN TEACHING

Purpose: This guidance suggests a variety of elements appropriate for consideration for evaluation of faculty teaching performance at Texas A&M University. These example questions, as applicable to the faculty member's department, college and or discipline, are appropriate for use in annual evaluations and in the teaching report for mid-term review, promotion and tenure and post-tenure reviews. This resource is meant to prompt evidence-based analysis during the evaluation of dossiers rather than require a specific prescription for those reports.

Use only those bullets that apply, or develop your own lists of evidence and questions to prompt relevant evaluation within your discipline.

Evidence Related to Course Teaching	Questions for Consideration
Record of all courses taught	<ul style="list-style-type: none"> • How many courses? • Taught how often? • To how many students? • How does the average course load for this candidate over the period under consideration correspond to unit expectations?
Course syllabi <i>Sample syllabi required</i> (link - assessment instrument)	<ul style="list-style-type: none"> • What is the quality of the syllabus? <ul style="list-style-type: none"> ○ Is it clear? ○ Does the syllabus represent the course as well organized and well designed? ○ Does the information, readings, materials described in the syllabus demonstrate the current state of the discipline? ○ Are the assignments and assessments well-paced for that stage of the curriculum? ○ Does the course fulfill expectations of the academic unit for content and process skills needed for subsequent courses? ○ Is there evidence of best practices in inclusive teaching? • Does student feedback indicate anything about the syllabus?
Assignments <i>Sample assignments required</i>	<ul style="list-style-type: none"> • Do you view assignments as effective pedagogical methods and materials? • What does student performance on the assignment indicate about its effectiveness, their satisfaction with the learning environment, and/or student success? • Is how the assignment will be assessed clear within the assignment description (e.g. rubric provided)?
Examinations <i>Sample examinations required</i>	<ul style="list-style-type: none"> • What is your assessment of the exams? <ul style="list-style-type: none"> ○ How do exams compare with best practices in the discipline? ○ How innovative are they? ○ Do the exams represent rigor appropriate for this level course? • How well do you expect the exams capture student performance?

<p>Grading methods</p> <p><i>Sample of student work with instructor feedback required</i></p>	<ul style="list-style-type: none"> • What is your assessment of the grading methods? • Do the methods reflect best practice? • Do the grading methods facilitate student learning?
<p>Structured classroom observation (optional)</p>	<ul style="list-style-type: none"> • Were course observations done? • Were course observations based on specific standards? (e.g. link – Classroom Observation Feedback Form) • What was the frequency of the observations? • How has the teaching quality changed across observations of the candidate?
<p>Continuous course and teaching improvement</p>	<ul style="list-style-type: none"> • How have courses and teaching evolved? • How has the instructor engaged in reflection and continuous improvement of teaching to enhance teaching effectiveness? • What, if any evidence, is there that the candidate pursued professional development to identify and implement appropriate and innovative pedagogy?
<p>Evidence Related to Other Teaching Contributions</p>	<p>Questions for Consideration</p>
<p>Direction of graduate students</p>	<ul style="list-style-type: none"> • Are the graduate students supervised by the candidate progressing in a timely manner? • Are there productivity measures for the graduate students (e.g. publications, awards, postdoctoral or professional placement) that relate directly to the mentoring effectiveness of the faculty member?
<p>Direction of undergraduate researchers</p>	<ul style="list-style-type: none"> • Are undergraduate projects and experiences with this candidate consistent with expectations in the department? • Are there productivity measures for the undergraduate student (e.g. publications, awards, graduate school or professional placement) that relate directly to the mentoring effectiveness of the faculty member?
<p>Direction of Postdoctoral Scholars</p>	<ul style="list-style-type: none"> • Are the post docs supervised by the candidate progressing in a timely manner? • Are there productivity measures for the post docs (e.g. publications, awards, professional placement) that relate directly to the mentoring effectiveness of the faculty member?
<p>Other mentoring activities</p>	<ul style="list-style-type: none"> • What sorts of advising or mentoring activities outside of research and scholarship does the candidate do with students, postdocs, staff, colleagues?

Curriculum & course development	<ul style="list-style-type: none"> • To which extent has this faculty member contributed to the unit by creating new courses, revising existing courses, coordinating multi-section courses, and/or contributing to program review/redesign? • Has the faculty member participated in design and/or implementation of the curriculum assessment? • Has the faculty member improved the curriculum by adopting or improving implementation of high-impact practices?
Substantial revision of existing courses	<ul style="list-style-type: none"> • How is the faculty member assuring courses are current and employ best practices?
Textbooks, & other instructional materials	<ul style="list-style-type: none"> • How is faculty member contributing to educational materials in the unit? • How is faculty member contributing to educational materials in the field? • Are the materials state-of-the-art? • Are the approaches described innovative?
Participation in student professional development programs	<ul style="list-style-type: none"> • How is the faculty member contributing to the professional development of students? • What are the ways that student performance in interviews or other interactions with the profession have been impacted?
Participation honors programs	<ul style="list-style-type: none"> • What distinguishes the instruction the faculty member designed for honors students?
Awards of recognition for distinguished teaching	<ul style="list-style-type: none"> • How has the faculty member been recognized with awards for the commitment to and achievement in teaching? • How exclusive are the awards, how are the winners selected?
Continuous improvement of other contributions	<ul style="list-style-type: none"> • How has the faculty member engaged in professional development, reflection and/or continuous improvement of mentoring effectiveness? • How has the faculty member engaged in professional development, reflection and/or continuous improvement of curriculum design or assessment associated effectiveness? • Has the faculty member received competitive internal grants or fellowships related to these activities?
Scholarly approaches to teaching	<ul style="list-style-type: none"> • Has the faculty member presented his/her teaching approaches in: <ul style="list-style-type: none"> ○ the department/college? ○ at a campus workshop? ○ at a campus teaching conference? ○ at a state, national, or international teaching conference? ○ in the teaching sessions of a discipline specific conference? • Has the teaching expertise of the faculty member served to improve the quality of the teaching of others?

	in the unit (e.g. bringing innovative approaches or technologies to the program such that colleagues adopt them as well, or in a collaborative way dependent on participation of the faculty member)?
Evidence Specific to Student Ratings	Questions for Consideration
Standardized chronological table/Peer review of student evaluation data	<p>Note: The candidate dossier should include all the student evaluation data appropriate for the period of time under evaluation. The department should provide the table as well as the appropriate data for comparison (e.g. average of other sections of that course; average of other courses at that level in the curriculum). The student evaluation questions used for this purpose is a department-level determination, which should be standardly applied across all candidates. (Departments not utilizing numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period). The candidate may choose to address other questions as well in their statement, CV, and other materials provided and of course their perspective should be taken into account in the report.</p> <ul style="list-style-type: none"> • How does the data align with student success in the course? • Does the data align with successful student performance in the next course in sequence? • Does the data align with things like increase in student minoring or majoring in the discipline? • What additional data is included for context (e.g. Mid-Semester Feedback, Multiple Sets of Feedback from Individual Class Meetings)? • What conclusions about teaching performance do you draw from the data? • What do you learn from the data?
Continuous improvement of factors identified in student evaluations	<ul style="list-style-type: none"> • How has the faculty member engaged in reflection and continuous improvement of the student experience as indicated by changes in responses and comments over time for a given course or across courses? • What, if any, evidence is there that the faculty member sought professional development to address issues associated with data from the course evaluations or their reflection about the course evaluation?

References:

- Promotion and Tenure Packages – Submission Guidelines 2019-2020, TAMU Dean of Faculties.
- University Rule 12.01.99.M2 Statement on Academic Freedom, Responsibility, Tenure and Promotion Appendix I.
- Framework of Faculty Teaching Performance Evaluation – Annotated to include teaching statement reflection questions and sources of evidence options, 11/2018, TAMU Center for Teaching Excellence.

Excerpted from the Texas A&M University Promotion & Tenure Guidelines

APPENDIX IV: EVIDENCE SUPPORTING PERFORMANCE IN RESEARCH, SCHOLARSHIP OR CREATIVE ACTIVITIES

Purpose: This guidance suggests a variety of elements appropriate for consideration for faculty performance evaluations in research, scholarship or creative activities at Texas A&M University. These example questions, as applicable to the faculty member’s department, college and or discipline, are appropriate for use in annual evaluations and in the research, scholarship or other creative activities report for mid-term review, promotion and tenure, and post-tenure review. This resource is meant to prompt evidence- based analysis during the evaluation of dossiers rather than require a specific prescription for those reports.

Use only those bullets that apply, or develop your own lists of evidence and questions to prompt relevant evaluation within your discipline.

Evidence Related to	Questions for Consideration
<p>Publications/Creative work</p> <p>Quality and quantity of publications or creative works</p> <p>Review of selected publications/work expected</p> <p>Scholarship of teaching and learning</p>	<ul style="list-style-type: none"> • In what way do the publications/creative work represent a cohesive body of work building toward a unique expertise or perspective contributing to the discipline? • Describe the authorship protocols within the discipline, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor. In that context, describe whether the candidate publication record is congruent with a productive and independent research program for that career stage. (This analysis should take into account, not only the numbers of publications, the quality of the journals, and the citation indexes for each, but also, the contribution by the candidate, and the degree of difficulty, or complexity of the work). • What is the quality of the journals, publishers (for books), other venues (for art)? • What evidence is there that the research/scholarship is published completely and transparently regardless of results? • How would you describe the quality and impact of the research? • Does the research seem congruent with the quality and impact of journal? E.g. some types of work are more impactful if published in a sub discipline journal with lower impact factor than in a broader audience journal with higher impact factor because it reaches the proper audience. • In cases where the candidate publishes scholarship of teaching and learning (SoTL), does the work advance understanding in a primary discipline? • In what ways does the SoTL act to translate the specifics of a discipline to a broader audience?

Evidence Related to Funding (as appropriate to the discipline)	Questions for Consideration
Consistency and Trajectory	<ul style="list-style-type: none"> • Does the candidate have a funding record consistent with the capacity necessary to support students and personnel for a productive research program in this discipline? • How has the grantsmanship of the candidate aligned with departmental expectations? • Have there been extenuating circumstances outside the candidate’s control associated with the period under consideration? • Has funding improved with recognition of the candidate in the field? • Has the candidate been successful garnering grant renewals?
Granting agencies	<ul style="list-style-type: none"> • Has the candidate secured funds from the premier funding sources in that discipline? • Describe the quality of funding sources, and address whether or not the sources are congruent with department and disciplinary expectations.
Variety of funding sources	<ul style="list-style-type: none"> • In what ways has the candidate secured funding from a variety of sources (if appropriate to the discipline)?
Evidence of Overall Impact	Questions for Consideration
Contribution to societal need	<ul style="list-style-type: none"> • On the whole, in which ways does the scholarship/creative work benefit society as appropriate to the discipline? • What is the evidence for broader significance of the work, either now or in the near future wherein the candidate pursues plans described within their statement? • How well does the scholarship contribute to the vision, mission, and strategic initiatives for the unit, college, and university?
Appropriate dissemination of results	<ul style="list-style-type: none"> • What is the evidence that the candidate shares the research/scholarship results and expertise appropriately, e.g. <ul style="list-style-type: none"> ○ datasets ○ software ○ research tools and approaches developed ○ indicators of openness and transparency conducive to advancing the field and cultivating an excellent reputation within the scholarship community

<p>Collaboration</p>	<ul style="list-style-type: none"> • If the bulk of the candidate’s research/scholarship is done jointly (especially if it is done with senior and more established scholars), does the record provide evidence of the candidate’s important original contributions to the work? • Explain whether authorship consistent is with the contribution? • In what ways do others value the quality of the candidate’s expertise as indicated by a clear record of collaboration? • What impact has involvement in collaborations had on the productivity of the candidate? • Do you expect collaborations will improve the productivity of candidate in the long run?
<p>Degree of risk/reward</p>	<ul style="list-style-type: none"> • What evidence is there that the candidate is a creative scholar and/or an intellectual risk-taker? • In which ways might this approach be beneficial within their field? • How might this strength, nonetheless, be responsible for the rate or stage of advancement of the research, scholarship or creative activities relative to adopting a purely “safe” approach? • Are there aspects of the research, scholarship or creative activities portfolio that demonstrate originality?
<p>Upward trajectory for research progress</p>	<ul style="list-style-type: none"> • Does the research quality improve over time? • In what way is the scholarly or artistic work perceived as outstanding? • Does the candidate have a strong reputation in his or her field?
<p>Invitations, Honors, Awards</p>	<ul style="list-style-type: none"> • What noteworthy aspects of the candidate’s service record indicate they are recognized in their field of scholarship? • Do invitations (e.g. speaking, consulting, appearances, or participation in committees, taskforces, or advisory bodies) indicate the candidate is recognized in their field of scholarship? • Has the candidate received honors or awards for their scholarship? • How exclusive are the awards? • How are the winners selected?
<p>Overall research, scholarship or creative activities</p>	<ul style="list-style-type: none"> • Based on their overall research, scholarship or creative activities, has the candidate distinguished themselves as a leader or influencer within the discipline, unit, college, university? • Based on management of their research program and collaborations, has the candidate distinguished themselves as a leader or influencer within the discipline, unit, college, university?

References:

- Promotion and Tenure Packages – Submission Guidelines 2018-2019, TAMU Dean of Faculties.
- University Rule 12.01.99.M2 Statement on Academic Freedom, Responsibility, Tenure and Promotion Appendix I.
- Moher D, Naudet F, Cristea IA, Miedema F, Ioannidis JPA, Goodman SN (2018) [Assessing scientists for hiring, promotion, and tenure](#).

Excerpted from the Texas A&M University Promotion & Tenure Guidelines

APPENDIX V: EVIDENCE SUPPORTING PERFORMANCE IN SERVICE

Purpose: This guidance suggests a variety of elements appropriate for consideration for evaluation of faculty performance in service at Texas A&M University. These example questions, as applicable to the faculty member’s department, college and or discipline, are appropriate for use in annual evaluations and in the service report for mid-term review, promotion and tenure, and post-tenure reviews. This resource is meant to prompt evidence-based analysis during the evaluation of dossiers rather than require a specific prescription for those reports.

Pick only those bullets that apply, or develop your own lists of evidence and questions to prompt relevant evaluation within your discipline.

Evidence Related to Departmental Service	Questions for Consideration
<p>Formal Service Roles:</p> <ul style="list-style-type: none"> • Membership in standing committees • Leadership of standing committees • Participation in or leadership of a temporary subcommittee or task force • Liaison activities with donors or industry partners <p>Informal Service Roles:</p> <ul style="list-style-type: none"> • Mentoring or peer-review of colleagues • Providing expertise for a department need 	<ul style="list-style-type: none"> • What service has the candidate done for the department? <ul style="list-style-type: none"> ○ Taking into account their research and teaching activities, is the service contribution by the candidate in alignment with departmental expectations? • For committee membership by the candidate: <ul style="list-style-type: none"> ○ Can you describe the ways the candidate engages and adds value as a member? ○ How has the reliability of the candidate as member allowed for an important accomplishment of the committee/taskforce or substantial progress for the committee/taskforce? ○ Can you elaborate on instances where the candidate contributed high quality work products necessary to accomplish committee/taskforce goals? • In instances where the candidate leads service efforts: <ul style="list-style-type: none"> ○ Which of their strengths align well with project success? ○ How well does the candidate handle the necessary communications and/or meetings with colleagues associated with leading a service effort? • For candidates who perform formal donor or industry partner engagement: <ul style="list-style-type: none"> ○ How do those stakeholders regard the candidate and the communications, interactions, responsibilities the candidate executes? • Does the candidate assist colleagues by providing feedback on ideas, manuscripts, creative works, and grants? Are there particular ways the candidate markedly improved the department climate or culture via a concerted effort to establish a needed element? • In cases where the candidate provides a particular expertise to the department (e.g. running a piece of equipment; managing a process, actively curating a collection, etc.): <ul style="list-style-type: none"> ○ Describe the value added by their service ○ As possible, include evidence that the service contributes to the goals of the department.

Evidence Related to College and University Service	Questions for Consideration
College	<ul style="list-style-type: none"> • What service has the candidate done for the college? <ul style="list-style-type: none"> ○ Is this level of college service by the candidate in alignment with departmental expectations? ○ Was there leadership or innovation involved? • Does the service they are providing coincide with a particular expertise? • What specific contributions did the candidate make during this service? • Did the service help advance any college level initiative(s)?
University	<ul style="list-style-type: none"> • What service has the candidate done for the university? <ul style="list-style-type: none"> ○ Is this level of university service by the candidate in alignment with departmental expectations? ○ Was there leadership or innovation involved? • Does the service they are providing coincide with a particular expertise? • What specific contributions did the candidate make during this service? • Did the service by the candidate serve to represent the department or college well? • Did the service help advance any university level initiative(s)?
Evidence Related to: service to the discipline	Questions for Consideration
Professional Organization	<ul style="list-style-type: none"> • What service has the candidate done for the professional organization(s)? <ul style="list-style-type: none"> ○ Is this level of professional organization service by the candidate in alignment with departmental expectations? ○ Was there leadership or innovation involved? • Is there evidence the candidate served with excellence? • Elaborate on the extent to which the service to professional organizations by this candidate has or will contribute to the reputation of the candidate, the department, the college, or the university.
Editor, reviewer, or judge	<ul style="list-style-type: none"> • What service has the candidate done for journals, publishers, grant review panels, or other entities that judge? <ul style="list-style-type: none"> ○ Is this level of this type of service by the candidate in alignment with departmental expectations? ○ Was there leadership or innovation involved? • Elaborate on the extent to which this service by the candidate has or will contribute to the reputation of the candidate, the department, the college, or the university.

Evidence Related to: Service to society	Questions for Consideration
<p>Community, state, nation, international</p>	<ul style="list-style-type: none"> • What service has the candidate done for the community, state, nation, or internationally? <ul style="list-style-type: none"> ○ Is this level of this type of service by the candidate in alignment with departmental expectations? ○ Was there leadership or innovation involved? • Elaborate on the extent to which this service by the candidate has or will contribute to the reputation of the candidate, the department, the college, or the university.

References:

- Promotion and Tenure Packages – Submission Guidelines 2019-2020, TAMU Dean of Faculties.
- University Rule 12.01.99.M2 Statement on Academic Freedom, Responsibility, Tenure and Promotion Appendix I.

Excerpted from the Texas A&M University Promotion & Tenure Guideline