

Department of Health & Kinesiology

Guidelines for Faculty Evaluation

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1. Introduction

The mission of the Texas A&M, the College of Education and Human Development (CEHD), and the Department of Health & Kinesiology (HLKN) is bound by our commitment to students, faculty, staff, and external stakeholders as we take on challenges in all our affiliated fields of education, health, and kinesiology,

1. For our students, our mission is to ensure that learning experiences transform and prepare them for the challenges of tomorrow through meaningful learning experiences inside and outside the classroom, student involvement in research, a rich and diverse learning environment, and robust opportunities to experience leadership.
2. For our faculty, our mission is to provide a supportive environment that allows them to ask the next generation of research questions, expand the impact of their work to relevant communities, mentor the next generation of leaders, and work collaboratively and cooperatively to address society's larger challenges.
3. For our staff, our mission is to ensure that the work environment supports their growth, provides opportunities for leadership and meaningful work, and becomes a place where strengths and achievements are celebrated.
4. To our external stakeholders, we pledge through our teaching, research, and service to use our collective wisdom to support communities in providing a superior education and quality of life.

Appropriate evaluation guidelines and reward mechanisms for faculty members to support our 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 academy, while providing them with stability of employment.

The expectations of the College of Education and Human Development 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.M2, Section 4.4.2.2](#)) Therefore, this document provides a general set of guidelines and criteria used as indicators of effectiveness and excellence that is congruent with the mission of the [University](#).

This document articulates HLKN 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	https://rules-saps.tamu.edu/rules-saps-library/
12.01.99.M2 - 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/
Dean of Faculties Guidelines for Annual & Mid-Term Review	https://dof.tamu.edu/Career/Faculty-Evaluation-Guidelines
Dean of Faculties Promotion and Tenure Guidelines (published annually)	https://dof.tamu.edu/Career/Promotion-and-Tenure

**Note:* 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.

2. Faculty Tracks and Ranks

Definition of faculty ranks, and tracks can be found at [University Rule 12.01.99.M2](#) and [University Guidelines to Faculty titles](#).

Faculty Categories of Performance HLKN include the following:

Tenure Track Faculty TT/T (Assistant Professor, Associate Professor and Full Professor)

Tenure track and tenured faculty members make a unique contribution to the education, research, engagement, and training mission in the College of Education and Human Development. Tenure track and tenured faculty are full-time faculty engaged in teaching, research, clinical training, supervision, service activities, curricular development, program development, and/or other areas of practical application. In addition, TT/T faculty participate in grant activities, thesis and/or dissertation supervision, and other professional and/or scholarly activities, as appropriate. The responsibilities in all three areas of faculty duty include:

- Teaching
- Research
- Service

The typical load for TT/T faculty in the CEHD is 40% Teaching; 40-50% research; 10-20% Service. Faculty cannot go to 0% appointment in any of the three categories. Department heads can negotiate workload adjustments if revenue neutral and deemed reasonable (e.g., a one course release for leading a program). HLKN also offers a one course release (3 credit hours) each year for assistant professors on tenure track for the first 3 years to enable them to build their research program.

Academic Professional Track

Academic Professional Track (APT) faculty members make a unique contribution to the education and training mission in the College of Education and Human Development. APT faculty are generally full-time faculty who are not only engaged in teaching, but also are engaged in clinical training, supervision, service activities, program development, and/or other areas of practical application. In addition, APT faculty can participate in grant activities, thesis and/or dissertation committees, and other professional and/or scholarly activities, as appropriate.

Clinical Faculty (Clinical Assistant Professor, Clinical Associate Professor and Clinical Full Professors)

The responsibilities in all three areas of clinical faculty duty include:

- Teaching
- Research
- Service

The typical load for clinical faculty in CEHD is 80% Teaching; 10% research; 10% Service. Faculty cannot go to 0% appointment in any of the three categories. Department heads can negotiate workload adjustments if revenue neutral and deemed reasonable (e.g., a one course release for leading a program).

Instructional Faculty (Instructional Assistant Professor, Instructional Associate Professor, and Instructional Full Professor)

The responsibilities in the two areas of instructional faculty duty include:

- Teaching
- Service

The typical load for instructional faculty in CEHD is 90% Teaching; 10% Service. Faculty cannot go to 0% appointment in any of the two categories. Department heads can negotiate workload adjustments if revenue neutral and deemed reasonable (e.g., a one course release for leading a program).

Assistant Lecturer, Lecturer, Senior Lecturer, Professor of Practice

The responsibilities are in one area:

- Teaching

The typical load for lecturers and professors of practice in CEHD is 100% Teaching; Faculty cannot go to 0% appointment. Department heads can negotiate workload adjustments if revenue neutral and deemed reasonable and depending on the terms of appointment.

3. Areas of Faculty Performance (Reference [University Rule 12.01.99.M2](#), 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 (*teaching; research, scholarly activity, and/or creative work; service; patient care; administration; others, as applicable to the college*). 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 Dean. Faculty with alternate work assignment will be reviewed based on assigned duties (including administrative assignments).

According to Texas A&M University Guidelines to faculty titles, (<https://dof.tamu.edu/Faculty-Affairs/Rules-Policies>) the following faculty titles and the expected responsibilities and areas of performance are provided.

Tenure Track and Tenured Faculty

Professor, Associate Professor, and Assistant Professor are appointment titles of either tenured or tenure-track faculty members. All faculty members in these appointments are expected to make significant contributions in the areas of scholarly research or creative work, teaching, and service.

Instructor is a tenure-track appointment which is used for a person recruited to be an Assistant Professor on tenure-track, but who has not finished all requirements for the appropriate terminal degree prior to the beginning of the appointment. Upon evidence of completion of the expected degree, the appointment title will be changed to Assistant Professor. Instructors are expected to make significant contributions in the areas of scholarly research or creative work, teaching, and service.

Academic Professional Track (Clinical, Instructional, Research Scientist)

Faculty in these appointments are expected to make significant contributions in the area of teaching and are required only to make significant contributions to either the area of scholarly research or creative work, or the area of service. 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. Adjunct and Visiting are normally used for appointments to faculty members whose long-term primary employment commitment is not to TAMU. Visiting appointments should normally be used in cases where the faculty appointment is expected to cease after no more than three years (although the appointments are one-year or semester appointments, reappointment is possible), whereas Adjunct appointments will indicate an expectation that a longer term as a faculty member is expected.

Departments may use any of these non-tenure accruing appointments for faculty members who consistently and significantly contribute to all three areas, scholarly research or creative work, teaching, and service, if the unit and faculty member benefit from such a non-tenure-track appointment.

Professor of the Practice, Associate Professor of the Practice, and Assistant Professor of the Practice

These are non-tenure track appointments. These appointments are normally for faculty members who have had or maintain a primary employment in a profession outside of academia.

Senior Lecturer and Lecturer

These are non-tenure track appointments for faculty members who teach but who are not required to consistently make significant contributions in either scholarly research and creative work, or the area of service.

3.1 Teaching

Teaching is central to the mission of the HLKN, 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 College's instructional programs. Effectiveness and excellence in teaching affect decisions on merit compensation, tenure, and promotion.

Evaluation of teaching does not lend itself solely to quantitative measurement. 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:

Record of courses taught during the year or over the period of evaluation

- Consistent evidence of excellence in teaching
- Strong and impactful teaching performance as evidenced by student satisfaction
- Effective and impactful teaching with technology or face-to-face

Students' satisfaction and outcomes based on

- TAMU approved teaching evaluation items
- CEHD approved teaching evaluation items
- Open comments provided by students

Course syllabi

- High impact teaching and learning activities as stated in the course syllabi
- Alignment of student learning outcomes with assessment measures
- Teaching activities that engage students in active learning

Teaching peer evaluations/observations

- Peer evaluation feedback provided by colleagues in the department, college or CTE
- Evidence of student engagement in learning activities
- Design and successful delivery of new courses or major revisions of existing courses

Grading methods

- Nature of assignments
- Class projects, team projects
- Examinations

Professional development activities

- Evidence of participation in professional development activities (e.g., conferences, workshops, seminars, academies)
- Engagement in continuing education and lifelong learning
- Continuous course and teaching improvements

Scholarship of teaching and learning

- Management of training grants to fund students and involvement in grants and contracts in support of teaching or scholarly activities,
- Competitive funding for teaching and curricular improvement activities
- Engaging in research on teaching and publishing on scholarly teaching and learning activities

Teaching awards earned

- Evidence of teaching excellence by receiving internal/external teaching awards

Mentoring of undergraduate and graduate students

- Impactful doctoral mentoring as evidenced by chairing doctoral committees,
- Student awards
- Job placement of former doctoral students
- Engaging undergraduate and graduate students in research and scholarly activities

Professional development activities for students

- Engagement in important non-credit instruction such as serving as a faculty advisor to a student professional organization

3.2 Research, scholarly activity, or creative work: Are defined as the creation and dissemination of new knowledge or other creative activities (includes research, creative activities, and all other forms of scholarship -- creative intellectual work that is validated by peers and is communicated).

Research, scholarly activity, or creative work is critical to the mission of HLKN and a core mission of Texas A&M University as a Research I institution. All faculty members with research appointments are expected to excel in research. Effectiveness and excellence in research significantly affect decisions on merit compensation, tenure, and promotion for faculty members with research appointments. Research or Scholarship in HLKN can be demonstrated through a combination of ways:

Quality and quantity of publications and creative works

- Peer-reviewed research, scholarly, and critical research writings
- Refereed articles and creative works in top tier publication outlets in the field
- Books and book chapters published by reputable publishers
- Apply and maintain Graduate Faculty Status at TAMU which is based on peer-reviewed research publications
- Authorship order and responsibility on joint publications (e.g., lead author, corresponding author).

Grants / Contracts

- Funded grant and contract activities
- Submission of internal and external grant/contract proposals

Professional presentations

- Presentations at professional conferences, workshops
- Invited presentations or keynote

**Note*: Presentations alone are rarely viewed as high quality scholarship because they lack robust peer review/vetting.

Upward trajectory for research progress

- Research quality and contribution improves over time
- Scholarly or artistic work perceived as outstanding in the field
- Faculty reputation in the field over a period of time

Awards and honors

- Research excellence as evidenced by research awards
- Development of creative products such as patent or intellectual properties
- Performance and creative activities

Recognition in the field based on expertise and impact on the field

- Serve as a member of review panels as a judge
- Service as editor or associate editor of a top tier journal in the field
- Citation of published work by peers in the field

- Leadership positions in state, national, and international organizations

Collaborative and multidisciplinary research

- Participation on multidisciplinary research projects
- Joint publications with colleagues and graduate students

Scholarship of teaching and learning

- Scholarship of teaching and learning which advances understanding in a discipline of study
- Scholarship of teaching and learning that translate to a broader audience

3.3 Service:

Service is essential to the mission of HLKN, and effectiveness in service is required of all faculty. All faculty members are expected to engage effectively in service to their academic unit and the institution, to their profession, and to society. Effectiveness and excellence in service affect decisions on merit compensation, tenure, and promotion.

Formal service roles

- Membership in standing committees
- Leadership of standing committees
- Participation in or leadership of a temporary subcommittee or task force
- Liaison activities with donors, industry partners, and community partners

Informal service roles

- Mentoring or peer-review of colleagues
- Providing expertise for a department, college, or university need

Examples of service activities in CEHD might include:

- Serving as a member of a diversity, equity, and inclusion committee
- Active service on department, college and university committees and task forces
- Significant professional development activities that lead to enhanced service provision
- Serving as an active member of the Faculty Senate
- Serving as an advisor to student organizations
- Serving in an administrative role within the department or college
- Serving as a member of a curricular review committee or accreditation review panel
- Chair or membership on department, college, and university committees
- Leadership in professional organizations
- Member on editorial boards of journals in one's discipline
- Planning and delivering workshops and other learning opportunities
- Involvement in creative works and performances
- Program/curriculum reviewer
- Membership on journal review boards
- Leading program-relevant programming for outreach to the community
- Securing and management of multi-year service grant
- Serving on federal grant review panels
- Recipient of service award
- Providing workshops and consultations

3.4 Administration, if applicable:

In a few cases where assistant professors on tenure track are appointed to administrative roles such as program chairs, division chairs or program leaders or tenured associate professors being appointed as associate department heads, their contracts will be adjusted accordingly to reflect the service and administrative role. The annual evaluation will include their administrative roles and performance expectations toward promotion to the next rank in their appointment contracts. The same applies to academic professional track faculty such as clinical associate professors or instructional associate professors being appointed in administrative roles. Scholarship relevant to enhancing administrative role should be counted in the portfolio for promotion.

4. Indicators of Faculty Excellence and Effectiveness

HLKN 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. See Appendix I of [University Rule 12.01.99.M2](#).

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

- Outstanding teaching performance as evidenced by such measures as peer-evaluation of teaching,
- Student satisfaction, and student outcomes
- Outstanding direction of graduate research or creative activity that is validated by peers and communicated
- Selection for a University or professional society outstanding teacher award
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Publication of widely adopted or acclaimed instructional materials, developing a new course that fills an identified need in the curriculum
- Significant advancement of teaching pedagogy in the related field
- Chair of doctoral research committees
- Receiving internal and external grant support for teaching/learning projects
- Publications with teaching focus in leading refereed journals
- Invitation to teach at domestic or international institution of recognized excellence (e.g., through a Fulbright or competitive fellowship)
- Receipt of awards for research or academic performance by the faculty member's students
- Placement of graduate students or post-doctoral fellows into significant academic scholarly or professional positions
- Significantly contributing to the professional development of students (e.g., working with the University Honors program, Center for Teaching Excellence)
- Outstanding performance as a departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate)
- Significant contributions to teaching through non-credit instruction].

4.2. Indicators of **Effectiveness in Teaching** might include, but is not limited to: [

- Peer evaluation of teaching
- Student satisfaction and student outcomes
- Effective direction of graduate research or creative activity as evidenced by student satisfaction and student outcomes
- Selection for a college or departmental outstanding teacher award
- Development of effective pedagogical methods and materials as evidenced by peer evaluation
- Development of new courses or major revision of existing courses
- Receiving competitive internal grant support for teaching/learning projects
- Reflective critique and continuous improvement of teaching as evidenced by self-evaluation

- Direction of graduate student thesis or dissertation research, member of graduate student advisory committees
- Evidence of high quality in class preparation, interaction, and accomplishments
- Effectively coordinating a multi-section course
- Service as departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate)
- Significant self-development activities leading to enhanced teaching effectiveness
- Receiving on a competitive basis internal funding for teaching
- Participation in University Honors and/or other programs (e.g., CTE) for mentoring the professional development of students

4.3 Indicators of **Excellence in Research/Scholarly Activity/Creative Work** might include, but is not limited to:

- Publications in leading refereed journals in the discipline
- Receiving major fellowship or research award
- Frequent citation of publications
- Publication of scholarly book(s) by reputable publisher(s)
- Awards for, or publication of peer reviewed creative activities
- Patents or commercial products based on research activities
- Juried works in creative activities
- Serving as a member of review panel for national research organization and federal grants
- Presentation of invited papers at international and national meetings
- Keynote presentation at international/national meetings
- Receiving significant internal and external peer-reviewed funding for research,
- Mentoring of postdoctoral and other research staff (including assistant, associate, and research scientists)
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research)
- Evidence of innovative or creative professional practice or applications of research.

4.4 Indicators of **Effectiveness in Research/Scholarly Activity/Creative Work** might include, but is not limited to: [

- Publication of scholarly book(s) with reputable publishers
- Publications in refereed journals
- Publication of a chapter in a scholarly book
- Editing a scholarly book
- Presentation of papers at national or international meetings of appropriate disciplines
- Publications in non-refereed but widely recognized journals
- Continued public activity in performing or diverse arts
- Significant self-development activities such as a Faculty Development Leave that led to increased research and publication effectiveness
- Publications in refereed journals resulting from collaborative efforts with researchers in other fields
- Publications with teaching focus in refereed journals].

4.5 Indicators of **Excellence in Service** might include, but is not limited to:

- Serving as editor or associate editor of editorial board of a major journal
- Leadership roles such as president or chair in a national or international professional organization
- Serving on a major governmental commission, task force, or board
- Serving an administrative leadership role at Texas A&M University
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer in the Faculty Senate
- Chairing a major standing or ad hoc Texas A&M University committee

- Evidence of excellence in professional service to the local community and public at large, including required clinical work or extension service
- Significant advocacy for policy and practice at the state or national level].

4.6 Indicators of **Effectiveness in Service** might include, but is not limited to:

- Service as a reviewer or member of editorial board for major refereed journals or as an ad hoc reviewer for national research organizations
- Being a board member or committee chair in national or international professional organization
- Serving as an executive officer in regional or state professional organization
- Serving as program chair or similar position for regional or state professional organizational meeting
- Serving as an active member of the Faculty Senate
- Serving on University, college, and department committees and task forces
- Serving as consultant, being an advisor to student organizations
- Serving in administrative roles within the department
- Evidence of professional service to the local community and public at large, including required clinical work or extension service
- Significant self-development activities that lead to enhanced service effectiveness.

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, patient care, 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 unit is as follows:

5.1.1 Criteria for Promotion to Assistant Professor:

Faculty members holding a tenure-accruing appointment with the rank of Instructor will be promoted to the rank of assistant professor upon the receipt of the terminal degree.

5.1.2 Criteria for Promotion to Associate Professor:

- An **exemplary** level of accomplishment in research for an associate professor is measured against the contributions of others in the field and the potential for impact over time; at least a rating of “effective” in the other two areas of teaching and service
- **Excellence in Research**
 - An area of specialization germane to the programs of Texas A&M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority
 - Originality of contributions to the field; innovative or outstanding publications
 - Quality, significance, and impact of publications
 - Quantity of publications
 - Trajectory – Is this faculty member likely to become one of the leading figures in the discipline?
 - Overall assessment of standing in relation to others in their peer group who are working in the same field
- See criteria above for examples of effective teaching and service sections 4.2 and 4.6
- Evidence indicating a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member ([university rule 12.01.99.M2, p. 14](#)).

- Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University

**Note: There are occasions when tenure and promotion to associate professor are separate for individuals when they are hired in CEHD. In those cases, a record exists equivalent to other associate professors in terms of quantity of publications but may not equal our criteria in terms of quality, originality, or impact. It is never the case that promotion to associate professor is separated from tenure for those hired as assistant professors.*

5.1.3 Criteria for Promotion to Full Professor:

- An **exemplary** level of accomplishment in research for full professor is measured against the contributions of others in the field and the realized impact of the individual's research on the field; at least a rating of "effective" in the other two areas of teaching and service
- Evidence of continuing growth as a teacher and researcher beyond the level attained upon promotion to associate professor should be provided.
- Evidence of continued growth to full professor in addition of meritorious performance, evidence of national and international impact is expected.
- **Excellence in Research**
 - Originality of contributions to the field; innovative or outstanding publications
 - Quality, significance, and impact of publications
 - Quantity of publications
 - Continuing accomplishment and some measure of **national or international recognition or impact** in research or another form of creative activity
 - Evidence of academic leadership through provision of valuable professional service
 - Scholarly or artistic work which is perceived as outstanding in the field
 - A strong reputation in the candidate's field of study
- See criteria above for examples of effective teaching and service sections 4.2 and 4.6
- Evidence indicating a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member ([university rule 12.01.99.M2](#), p. 14).
- Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University

5.2 Evaluation Criteria for Academic Professional Track Faculty (Non-Tenure Track)

For appointment and promotion in the academic professional track (non-tenure 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. Department guidelines define what each of these criteria mean relative to each discipline.

Clinical faculty members make a unique contribution to the education and training mission in the College of Education and Human Development. Clinical faculty are generally full-time faculty who are not only engaged in teaching, but also are engaged in clinical training, supervision, service activities, program development, and/or other areas of practical application. In addition, clinical faculty can participate in grant activities, thesis and/or dissertation committees, and other professional and/or scholarly activities, as appropriate. There is a 10% FTE expectation in research for clinical faculty.

Initial Employment Requirements for the Rank of Clinical Assistant Professor

- Doctoral degree or terminal degree
- Minimum of 3 years of relevant professional experience (e.g., teaching experience, clinical practice, supervision)

- Evidence of effective post-secondary teaching experience
- Where appropriate, history of license or certification in field of clinical expertise in the professional program area
- Interest in and commitment to engage in professional leadership activities.

Criteria for Promotion to Clinical Associate Professor

- Candidates applying for promotion to Clinical Associate Professor are expected to demonstrate excellence in teaching and at least effective in service and research expectations.
 - Excellence in teaching is demonstrated by:
 - Consistent evidence of excellence in teaching, see section 4.1 for examples of appropriate ways to demonstrate
 - Demonstrate impact on student learning, examples might include Impactful teaching with technology if teaching online or integration of technology appropriate to support student learning outcomes; or High impact teaching and learning activities such as leadership in study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research etc.).
 - Design and successful delivery of new courses or major revisions of existing courses as needed for the program
 - Trajectory – engagement in continuous professional development in areas related to teaching and learning outcomes including the option of applying for or managing funding related to teaching or curricular improvement activities. This growth in trajectory is particularly important if initial teaching evaluations or peer observations reveal areas of challenge
 - Demonstrated effective service evidenced by a combination of some of the following activities; additional examples found in section 4.6:
 - Active service on department, college, or university committees and task forces
 - Significant professional development activities that lead to enhanced service provision
 - Evidence of impactful community service (e.g., student organizations, community schools, community organizations)
 - Evidence of involvement in commitment to continuous improvement (e.g., peer review and support of quality teaching, providing teaching workshops, leading continuous program improvement, serving as a reviewer for other programs)
- Demonstrated effective scholarship of research as evidenced by both:
 - Dissemination and application of research to the field, practice, and policy across more than one of the following categories (see section 4.4 for additional examples):
 - Peer-reviewed research findings (may be published in practitioner, discipline, or teaching-focused journals)
 - Other scholarly writings, such as books and book chapters published by a reputable publisher or discipline-specific newsletters
 - Professional presentations, such as conference presentations or delivery of research-based workshops
 - Creative products
 - Measures of Impact of scholarship (Associate Professors should provide at least one)
 - Impact factors of journals or assessment of journals as high quality by external reviewers
 - Application of writings/curriculum/training by those in the field as demonstrated
 - Number of individuals currently using materials
 - Number of trainings of practitioners based on scholarship/writing completed and evaluation of those trainings as effective

- Implementation of curriculum in districts with evaluation of curriculum effectiveness
- Application of writings/curriculum/training into policy at district, state, or national level

*In addition, Clinical Assistant faculty members are expected to apply for and maintain Graduate Faculty Status at TAMU at the time of promotion to Clinical Associate (*which is based on one peer-reviewed research publication every 5 years).*

Criteria for Promotion to Clinical Full Professor

- Candidates must demonstrate excellence in teaching and be rated at least effective in service and research.
 - Excellence in teaching is demonstrated by:
 - Consistent evidence of excellence in teaching, see section 4.1 for examples of appropriate ways to demonstrate
 - Key leadership of course, program, and curriculum development efforts at department level
 - Demonstrate impact on student learning, examples might include Impactful teaching with technology if teaching online or integration of technology appropriate to support student learning outcomes; or High impact teaching and learning activities such as leadership in study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research, professional development workshops for graduate students, etc.)
 - Receiving a department, college, university, professional or a national outstanding teacher award
 - Leadership in offering high impact practice courses such as study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research, etc.).
 - Actively applying for or receiving internal or external grant support related to teaching or applied disciplinary work (e.g., management of training contracts to fund students, involvement in grants and contracts in support of teaching or scholarly activities, receiving competitive internal or external funding for teaching and curricular improvement activities)
- Demonstrated effective service as evidenced by the following activities; additional examples found in section 4.6:
 - Evidence of service/engagement/leadership within the department, the college, the institution, and/or the profession (e.g., leadership/membership on department, college, and university committees)
 - Evidence of impactful community service (e.g., student organizations, community schools, community organizations)
 - Evidence of leadership in commitment to continuous improvement (e.g., peer review and support of quality teaching, providing teaching workshops, leading continuous program improvement, serving as a reviewer for other programs)
 - Engagement in significant professional development activities that lead to provision of enhanced service
- Demonstrated effective research as evidenced by the following activities, see section 4.4 for additional examples:
 - Apply and maintain Graduate Faculty Status at TAMU which is based on one peer-reviewed research publication every 5 years
 - Evidence of continuing growth as a teacher and researcher beyond the level attained upon promotion to associate professor should be provided.
 - Evidence of continued growth to full professor in addition of meritorious performance, evidence of national and international impact is expected.

- Quality publications in refereed journals, these can be discipline or teaching focused
- Publication of a chapter in a scholarly book
- Presentation of papers at national or international meetings of appropriate disciplines
- Continued public activity in performing or diverse arts

Instructional Faculty

Initial Employment Requirements for the Rank of Instructional Assistant Professor

- Appointment to this rank generally requires a terminal degree; however, in the College of Education and Human development, the minimum requirement is a master's degree. Under extraordinary circumstances, other degrees, certifications, and other qualifications may be considered that demonstrate evidence of exceptional accomplishment in a field that the individual will be teaching (For example, exceptional athletic experience with national prominence, renowned performing artist, nationally renowned educator/teacher, etc.)
- Relevant professional experience
- Evidence of superior teaching experience
- Where appropriate, history of license or certification in field of expertise in the professional program area
- Interest in and commitment to engage in professional leadership or scholarly activities

Criteria for Promotion

Instructional professors can be appointed at any academic rank as long as the faculty member meets the requirements for the rank. See below:

Promotion to Instructional Associate Professor

To be promoted to instructional associate professor, the candidate must meet the requirements for instructional assistant professor, demonstrate excellence in teaching and at least receive a rating of effective in service.

- Excellence in teaching is demonstrated by:
 - Consistent evidence of excellence in teaching, see section 4.1 for examples of appropriate ways to demonstrate
 - Demonstrate impact on student learning, examples might include Impactful teaching with technology if teaching online or integration of technology appropriate to support student learning outcomes; or High impact teaching and learning activities such as leadership in study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research etc.).
 - Design and successful delivery of new courses or major revisions of existing courses as needed for the program
 - Trajectory – engagement in continuous professional development in areas related to teaching and learning outcomes including the option of applying for or managing funding related to teaching or curricular improvement activities. This growth in trajectory is particularly important if initial teaching evaluations or peer observations reveal areas of challenge.
- Demonstrated effective service as evidenced by the following activities; additional examples found in section 4.6:
 - Active service on department, college, or university committees and task forces
 - Significant professional development activities that lead to enhanced service provision
 - Evidence of impactful community service (e.g., student organizations, community schools, community organizations)
 - Evidence of involvement in commitment to continuous improvement (e.g., peer review and support of quality teaching, providing teaching workshops, leading continuous program improvement, serving as a reviewer for other programs)

Promotion to Instructional Professor

Must meet the requirements for instructional associate professor and demonstrate evidence of excellence in teaching and receive a rating of at least effective in service

- Excellence in teaching is demonstrated by:
 - Excellence in teaching is demonstrated by:
 - Consistent evidence of excellence in teaching, see section 4.1 for examples of appropriate ways to demonstrate
 - Key leadership of course, program, and curriculum development efforts at department level
 - Demonstrate impact on student learning, examples might include Impactful teaching with technology if teaching online or integration of technology appropriate to support student learning outcomes; or High impact teaching and learning activities such as leadership in study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research, professional development workshops for graduate students, etc.).
 - Receiving a department, college, university, professional or a national outstanding teacher award.
 - Leadership in offering high impact practice courses such as study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research, etc.).
 - Actively applying for or receiving internal or external grant support related to teaching or applied disciplinary work (e.g., management of training contracts to fund students, involvement in grants and contracts in support of teaching or scholarly activities, receiving competitive internal or external funding for teaching and curricular improvement activities).
- Demonstrated effective service as evidenced by the following activities; additional examples found in section 4.6:
 - Evidence of service/engagement/leadership within the department, the college, the institution, and/or the profession (e.g., leadership/membership on department, college, and university committees)
 - Evidence of impactful community service (e.g., student organizations, community schools, community organizations)
 - Evidence of leadership in commitment to continuous improvement (e.g., peer review and support of quality teaching, providing teaching workshops, leading continuous program improvement, serving as a reviewer for other programs)
 - Engagement in significant professional development activities that lead to provision of enhanced service

Promotion from Lecturer to Senior Lecturer

- Excellence in teaching and a high potential for continued excellence are expected of Lecturers seeking promotion to Senior Lecturer. Lecturers do not follow the typical process outlined below. Excellence in teaching is demonstrated by:
 - Consistent evidence of excellence in teaching, see section 4.1 for examples of appropriate ways to demonstrate
 - Impactful teaching with technology if teaching online or integration of technology appropriate to support student learning outcomes
 - High impact teaching and learning activities such as leadership in study-abroad programs, service learning, offering honors courses, engaging undergraduate students in research etc.).
 - Trajectory – engagement in continuous professional development in areas related to teaching and learning outcomes; this is particularly important if initial teaching evaluations or peer observations reveal areas of challenge

5.3-5. Process

Tenure Track Faculty Candidate's Dossier

Candidate's Statement on Teaching, Research, and Service. These statements should be concise and more than a summary of the vita. Rather, they should help a reviewer make sense of the candidate's vita and clarify why the individual has chosen specific scholarship areas and how these areas will be developed in the future. Candidates should clearly state the impact of their work or potential for impact in the case of assistant to associate professors.

Vita. The candidate's vita should distinguish between peer-reviewed (refereed) publications and non-peer-reviewed publications. The candidate's role in grant and contract activities should be clearly specified. It is advisable for the vita to make clear the candidate's role in multi-author publications. It is strongly encouraged that if any coauthors are the candidate's graduate students (past or present), they are delineated in a manner so that this relationship is discernible. The curriculum vita should be accurate, concise, and padding should be avoided.

Organization of Faculty Dossiers

According to DOF Promotion and Tenure Guidelines, departments initiate the preparation of the faculty dossiers within Interfolio and then forward them to the candidate and ultimately their colleges for further processing and completion. Each electronic candidate dossier must be submitted in INTERFOLIO and include:

- Candidate Dossier Cover Sheet

Tab 1: Candidate statement on teaching, research, and service (Item 1)

Tab 2: Candidate CV (Item 2)

- Candidate CV
- Signed statement
- Candidate grant chart

Tab 3: Verification of contents statement (Item 3)

Tab 4: Department report of teaching (Item 4)

Tab 5: Department report of research (Item 5)

Tab 6: Department report of service (Item 7)

Tab 7: Department report of other activities (if applicable) (Item 7)

Tab 8: External reviewer letters (Item 8):

External reviewers chart (list reviewers in alphabetic order by last name)

- Candidate & Department External Reviewer Checklists
- One example of external reviewer letter request
- External reviewer biographies (no longer than half a page each)
- External reviewer letters in alphabetic order (as listed in the external reviewer chart)
- List of peer departments if different from AAU

Tab 9: Department P&T discussion report (Item 9)

Tab 10: Department head report (Item 10)

Tab 11: College P&T Committee report (Item 11)

Tab 12: Dean report (Item 12)

Tab 13: Other materials and documentation (if applicable) (Item 13)

- Syllabi – Sample course syllabi should be provided showing learning outcomes, teaching activities, learning activities, examining procedures, projects, assignments, references.
- Standardized chronological table/peer review of student evaluation data
- Continuous improvement of factors identified in student evaluations
- Sample publications – A sample of 3-4 recent publications in the faculty's areas of research focus should be provided.
- Sample of tests administered, examinations, projects, and assignments.

Process for Promotion and Tenure for Tenure Track Faculty and Tenured Faculty

The CEHD review, tenure, and promotion process has four levels: 1) Department Committee, 2) Department Head, 3) College Tenure and Promotion Advisory Committee, and 4) Dean. The process begins with the candidate creating a dossier that captures their work since appointment or last promotion and helping to propose appropriate external reviewers.

External Reviewers.

- **Number.** The department must aim to receive 6-7 letters from external reviewers although the minimum number required is 5. All letters that have been requested and received must be included.
- **Nominators.** Review letters should include at least one nominated by the candidate and one nominated by the department (Department Committee or program faculty). Letters should not be sought from individuals “tainted” by close personal ties to the candidate (e.g., mentors, former students, close personal friends, frequent co-authors). Letters should not be sought from among the names on the “do not contact” list provided by the candidates.
- **Institutions.** Letters should come from “peer institutions or better” (i.e., top-tier, Research Extensive universities) but letters from notable leaders in the field who are not within a peer institution are also acceptable. In such a case, a rationale must be provided as to why the letter was solicited in the Description of the Qualifications of the External Reviewers. For assistant to associate professors, letter writers should hold the rank of full professor, except for some rare cases where the associate professor appointed as an external reviewer has an exceptional record of scholarship and is in the process of being promoted to full professor at his/her institution. Best practice is to NOT have multiple letters from the same institution in one case.
- **Letter Samples.** A sample of the letters or emails used to solicit external reviews should be included in the candidate’s file. It is not recommended that the solicitation letter asks if the candidate would be granted tenure and/or promotion at their institution. Instead, the reviewer should be asked to evaluate the candidate’s work and its current and potential national and/or international prominence (or progress toward them in the case of mid-term reviews). The solicitation must contain the following statement: “Your review will be kept confidential; however, Texas is an open records state, and your review could be requested and relinquished.”

Examples of letters are available from the office of the Associate Dean for Faculty Affairs.

- **Letter Availability to Candidates.** Under Texas law, external letters are available to the candidate upon request to their department head in writing. These can be made available upon written request after the review process is complete.

Department Committee. Composition and operation of the Department Committee shall be determined by each department, consistent with University policies and rules, and shall be specified in departmental policies and procedures. Participation by all eligible members is important. This is the most important role a faculty member can take on at this university. Full participation *involves careful review of the dossier and pre-preparation including reading of included articles*. Participation is *not advocacy*; it is *constructive evaluation and analysis of documented performance*. *All cases have strengths and weaknesses and should be pointed out*. Abstention as a category has been eliminated (only have **Yes, No and Recuse** voting options). One can only recuse themselves if there is a conflict of interest (spouse, voting on another committee). In recording voting results, do not confuse absence with recusal.

The Department Committee is responsible for preparing the Department Evaluations of Teaching, Research, and Other Activities (these evaluations should not be prepared by the candidate or the

Department Head) and the Department Committee Report and Recommendation. Authorship of these statements must be identified and individuals who have a close relationship with the candidate should not prepare the evaluation statements. For example, to avoid conflict of interest, the candidate's former graduate advisor or a co-author/ collaborator should not write the evaluation statements.

If committee members differ in terms of their evaluation, that should be noted in the evaluation statement, and the department statement should clearly communicate the areas of difference and explain their rationale. All negative comments from external reviewers should be addressed by the departmental committee and/or the department head. Members of the Department Review Committee should have the opportunity to review the candidate's Evaluations of Teaching, Research, Service, and Other Activities prior to submission to the Department Head. The Department Committee Report and Recommendation should contain a record of the vote and should address the reasons for any negative votes or abstentions among committee members.

The departmental representative to the College Tenure and Promotion Advisory Committee should not attend and/or vote at the department level meeting since the representative attends the College meeting and votes at the College level. The intent of this practice is to ensure that one person has an influence over or vote in only one level. The report should reflect that the CTPAC tenured faculty member did not attend the departmental meeting due to the service on the college-level committee.

Members are reminded that deliberations at the departmental committee review meeting must remain confidential and must not be shared with the candidate or with anyone outside of those eligible for membership on the committee. A college-level confidentiality agreement, representing these shared community commitments, is typically signed before cases are discussed.

1. Department Head. The Department Head is responsible for preparing the Department Head's Recommendation. The Department Head's recommendation should provide a composite evaluation of the candidate's record and include sufficient information to support judgments regarding teaching, research, and service. Negative comments from reviewers and/or the Department Committee and negative votes or abstentions from the Department Committee should be addressed in the Department Head's recommendation, even if these comments are factually wrong or misguided.

2. College Tenure and Promotion Advisory Committee.

The committee has five members. Each department elects one tenured, full professor representative to the committee for a 3-year term. All tenure track faculty members are eligible to vote for their departmental representative and for the College at-large member. Individuals who hold administrative positions as Department Heads or who serve on the dean's staff are not eligible to serve on the committee.

The fifth member is an associate professor representative elected as a college at-large representative who serves a 2-year term. The at-large representative cannot be from the same department for two consecutive terms. The at-large representative participates in discussions and votes in cases involving third year reviews and tenure and promotion to associate professor. In order to capitalize on the developmental opportunities for associate professors, the at-large representative may be present during discussions involving promotion to full professor but does not vote on promotion to full professor. In the event the associate professor representative is reviewed for promotion to Full Professor during this two-year term, the individual will not complete his/her term, and an election for a new 2-year position will be held.

This committee is responsible for preparing the College Committee's Report and Recommendation. All members of the committee are expected to represent the College rather than to serve as advocates for

their departments. The Report and Recommendation of this committee should include sufficient information to support its judgments on teaching, research, and service and should address the reasons for negative votes or abstentions among its members.

3. Dean's Review and Decision

The dean will inform the department head and the faculty member of approval or denial of the request for promotion. When the dean does not concur with the departmental recommendation, he/she will inform the department head of the reasons for disapproval. The department head shall then have the opportunity to ensure that all appropriate materials have been properly enclosed with the dossier and that all relevant arguments have been put forward. If the dean still disapproves the request for promotion, she/he shall inform the department head and the faculty member of the reasons for the disapproval. If the dean approves the request for promotion, the dean notifies the department head and the candidate of the decision.

4. Provost Review and Decision

The candidate's portfolio is forwarded to the Provost's and President's offices through the Office of the Dean of Faculties unless the candidate requests in writing to withdraw his/her application.

5. Informing Faculty Members

A faculty member shall be advised of the recommendation for or against promotion by the Department Head at each level of review in a timely manner.

6. The Appeal Process

In the case of not granting tenure or non-renewal of the contract, the faculty member has the right to appeal and the process is stated in sections 5.2, 5.3, and 9.0 of the University Rule 12.01.99.32 (<https://rules-saps.tamu.edu/rules-saps-library/>).

Academic Professional Track

Clinical Faculty

Candidate's Dossier and Organization of promotion dossier

See section 5.3.5

Process for Promotion for Clinical Faculty

Clinical faculty promotion review will be an independent process from the tenure-track faculty review process but parallels all aspects. It will begin similarly in fall semester with the submission of the candidate's dossier promotion and helping to propose appropriate external reviewers. Please see section 8.3 for full details on dossier preparation. The CEHD APT review and promotion process has four levels: 1) Department Committee, 2) Department Head, 3) College Tenure and Promotion Advisory Committee, and 4) Dean.

External Reviewers

The Department Head will select a minimum of two reviewers external to the department, college, or university. One reviewer is to be selected from a list of potential reviewers given by the faculty member; the other is to be selected from a list developed by the CFRC committee and/or department head in consultation with departmental faculty within the candidates' area of expertise. These external reviewers should be selected based on the clinical faculty candidate's assignment and responsibilities. Individuals selected should be or be familiar with faculty holding similar responsibilities at other institutions. Selected individuals should be full clinical or instructional faculty or associate/full tenure-track faculty. Care should be taken in selecting outside reviewers to ensure that they are persons whose objectivity is not open to challenge – that is, not co-authors, personal friends, former students, or former mentors unless more than the minimum of two reviews are requested. The external reviews shall be considered as one piece of information needed to make a determination for promotion and are especially relied upon to rate the research and quality of the syllabi in the

field. Candidate's dossier and job description will be submitted to the external reviewers. External reviewers should be asked to provide a written assessment of the candidate's areas of responsibility and performance expectations.

Department Clinical Faculty Review Committee (Promotion)

The CFRC will review the candidate's dossier of teaching, service/engagement, scholarship and/or creative and performing activities, credentials, and letters from external reviewers. The CFRC will vote on promotions and produce separate reports to address each of the areas of performance, as well as an overall report that integrates or summarizes the committee deliberations and explains the outcome of the vote. This vote and associated CFRC reports will be forwarded to the department head. The CFRC reports should be based on the individual's job description and appropriate performance expectations.

Department Head Review and Decision

Upon review of the recommendation for promotion by the CFRC, the department head will make an independent evaluation and recommendation to the dean. The department head's letter will make reference to, and include as an attachment, a job description for the candidate. The dossier must be forwarded to the dean's level and beyond unless the candidate withdraws in writing from the promotion process.

After department review, the CFRC and department head forward recommendations to the office of the dean of the College of Education and Human Development for review by the Academic Professional Track Advisory Committee (APTAC) and subsequent review and recommendation by the dean.

College Academic Professional Track Advisory Committee (APTAC) Review

The role of this committee is to advise the dean on matters related to appointment, review, and promotion. Members of this committee represent the college and not their own departments. The college APTAC reviews candidates for mid-term review (re-appointment) and promotion and submits written reports, recommendations, and reports on its votes on each file to the dean. The APTAC consists of four members (two Clinical Professors and two Instructional Professors). Additionally, two APT Associate Professors (one Clinical and one Instructional) are elected as college at-large representatives.

The clinical associate professor does not participate in the review and promotion considerations for clinical full professors.

Dean Review and Decision

The dean will review all applications for promotion forwarded by department heads and the APTAC. The dean will inform the department head and the faculty member of the dean's vote for or against promotion. When the dean does not concur with the department head's positive recommendation for promotion, the dean will give the department head the opportunity to present new arguments or new data not presented before. The dean must notify the department head and the faculty member, in writing, of his or her final decision.

Provost's Review and Decision

The candidate's dossier is forwarded to the Provost's and President's offices through the Office of the Dean of Faculties unless the candidate requests in writing to withdraw his/her application.

Informing Faculty Members

A faculty member shall be advised of the recommendation for or against promotion by the Department Head at each level of review in a timely manner.

Process for Promotion Review for Instructional Faculty

Instructional professors make a unique contribution to the educational and training mission in the College of Education and Human Development. Instructional professors are generally full-time faculty who are expected to

make significant contributions in the area of teaching and service. As part of the teaching functions, they are often engaged in supervision, program/curriculum development, and/or other academic activities. In addition, instructional professors can participate in grant activities and serve on various committees and other professional and/or scholarly activities, as appropriate. They will also be required to demonstrate evidence of continuing professional development.

Procedures for Promotion

The general requirement for time in rank before promotion consideration is five years. Under unusual circumstances, a request can be made to the Dean of the College of Education and Human Development to consider time in an equivalent faculty rank. For example, a senior lecturer who has served the required number of years and met or exceeded performance expectations may meet the requirement for instructional associate professor.

The Promotion Process to Instructional Associate Professor and Instructional Professor includes the following elements:

Instructional professor review for promotion within the College requires a review by the Departmental APT (or Instructional) Professor Review Committee, the Department Head, the College APT Advisory Committee, and the Dean. This review will begin in the fall semester with the submission of the candidate's dossier promotion. Please see section 8.3 for full details on dossier preparation.

Department APT or Instructional Professor Review Committee (IPRC)

Academic professional track faculty in each department will elect a committee of 6 members consisting of APT faculty members at the associate professor rank or higher for review of instructional assistant to instructional associate and full professor rank or higher for review of instructional associate to instructional full professor. Most departments review instructional and clinical faculty with the same committee. If a department chooses, they may have a separate committee to review instructional professor faculty at the appropriate ranks. Occasionally, the department may not have enough eligible members in a particular rank to create a full committee, in that case, members of the following faculty groups from either the department or another department within the college with the appropriate rank can be used: clinical faculty group, tenured faculty group, providing that members have knowledge of the instructional faculty role. The department head in consultation with the dean selects these committee members.

The IPRC will review the candidate's dossier of teaching, leadership, service, and professional activities. The IPRC will vote on promotions. This vote and the committee's recommendations will be forwarded to the department head. The committee's recommendation should be based on the individual's job description and appropriate performance expectations as described in the criteria above. The departmental review committee is responsible for providing a written evaluation of the candidate's job performance in the areas of assigned responsibility. This written evaluation provides the basis for the committee's decision regarding promotion.

Department Head Review and Decision

Upon review of the candidate's portfolio and the recommendation by the IPRC, the department head will make a recommendation to the dean's office whether to deny or recommend the promotion. The department head's letter will make reference to, and include as an attachment, a job description for the candidate. At any point in the process, candidates for promotion may elect, by written request, to withdraw their names from further consideration.

After departmental review, the department head forwards the departmental committee's vote and recommendation together with his/her recommendation to the office of the dean of the College of Education and Human Development for review by the College APT Advisory Committee (APTAC) and ultimately a review and decision by the dean.

Dean's Review and Decision

The dean will inform the department head and the faculty member of approval or denial of the request for promotion. When the dean does not concur with the departmental recommendation, he/she will inform the department head of the reasons for disapproval. The department head shall then have the opportunity to ensure that all appropriate materials have been properly enclosed with the dossier and that all relevant arguments have been put forward. If the dean still disapproves the request for promotion, she/he shall inform the department head and the faculty member of the reasons for the disapproval. If the dean approves the request for promotion, the dean notifies the department head and the candidate of the decision.

Provost Review and Decision

The candidate's portfolio is forwarded to the Provost's and President's offices through the Office of the Dean of Faculties unless the candidate requests in writing to withdraw his/her application.

Informing Faculty Members

A faculty member shall be advised of the recommendation for or against promotion by the Department Head at each level of review in a timely manner.

6. Process for Annual Review

Annual reviews of performance are to be conducted in accordance with Section (2.4) of [University Rule 12.01.99.M2](#) (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.M2](#) 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 faculty members 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. Process for peer review conducted at department level.

In the College of Education and Human Development, faculty annual performance reviews are the key mechanism for collecting data on the accomplishments and productivity of college faculty. Faculty annual performance reviews serve several additional and vital purposes, including faculty development, merit salary increases, periodic review, and optimal alignment of faculty resources with multiple departmental missions. For all of these reasons, faculty annual reviews are conducted with the utmost care and diligence based on faculty roles and responsibilities.

The Annual Review Process

- All faculty (tenure track, clinical, instructional, professor of practice, lecturers, senior lecturers, assistant lecturers, distinguished professors) complete an A-1 and undergo an annual review.

The A-1 form is aligned with tenure and promotion expectations and provides data that can be used in the tenure and promotion process. Along with the A-1 is the A-2 that provides an annual review of the candidate's progress towards tenure and promotion. Successful annual reviews contribute to the overall assessment for the tenure and promotion process.

Research

We value:

- Engaging in significant research activities
- Generating external funds to support research
- Collaboration among faculty to secure research funds
- Supporting graduate students with research assistantships
- Involving graduate and undergraduate students in research activities
- Publications from research initiatives
- Publications in high quality journals and high impact practitioner journals
- Publications and presentations with graduate students

Teaching

We value:

- Generating external funds to support teaching
- Scholarship related to teaching and learning
- Teaching both graduate and undergraduate students
- High quality teaching
- Peer review of teaching
- Student feedback related to teaching
- Evidence of student success in their respective professions
- Professional development related to teaching
- Innovation in teaching
- Bringing diversity into the curriculum
- Organizing and conducting study abroad programs Using technology to enhance teaching
- Innovative program and course development
- Mentoring graduate and undergraduate students
- Mentoring doctoral students through the dissertation
- Developing doctoral students for the professoriate and other professional careers

Service

We value:

- Participation in events at the department, college, and university level
- Providing service to the university
- Providing service to professional organizations
- Providing service to the community
- Leadership in professional organizations
- The recruitment of diverse students
- Generating external funding to support recruitment of diverse students
- The core values of Texas A&M University

- Serving as experts in communication with the media on teaching, research, and service

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.M2](#). 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.M2](#) (University Statement on Academic Freedom, Responsibility, Tenure and Promotion).

6.3 Time Period of Review

Annual reviews will focus on the immediately previous calendar or academic year. For the purposes of merit, a three-year period will be utilized (i.e., the three-year average of A1 points earned across the most recent three annual review periods).

6.4 Criteria for Rating Faculty Performance

During an annual evaluation, performance in each of the areas of faculty performance (see Section 4.) will be rated on the following categories: "Unsatisfactory", "Needs Improvement", "Satisfactory", "Exemplary", and "Most Meritorious" based on evidence of **effectiveness** and **excellence**.

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. Based on indicators described in sections 4.1 and 4.2.*
- *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 or other indicators described in section 4.2*
- *Satisfactory – appropriate evidence of **effectiveness** in teaching. Effectiveness can be supported by peer review, student evaluations, and accomplishments of trainees or other indicators described in section 4.2.*

- 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 or other indicators described in 4.1. 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 based on indicators described in 4.1. 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.

Regardless of the weighting of a faculty member’s teaching assignment, sufficient evidence of **effectiveness** is the minimum requirement for **satisfactory performance**.

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. Based on indicators described in 4.4.
- 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, or other indicators described in 4.4.
- Satisfactory – strong evidence of **effectiveness** in research/scholarly activity. Effectiveness must be supported by, **for example**, high quality manuscripts, grants, presentations, citations, and other indicators described in 4.4.
- 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** or other indicators described in 4.3.
- Most Meritorious – those receiving the most meritorious rating would have all the attributes of an **exemplary** faculty member based on indicators described in 4.3. 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 based on indicators described in 4.6.
- Needs Improvement – minimal evidence of **effectiveness** in service based on indicators described in 4.6. 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 based on indicators described in 4.6. 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 based on indicators described in 4.5 and 4.6. 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 based on indicators described in 4.5. These faculty members would be nationally recognized for service through their leadership, receipt of service awards, and solicited involvement in prominent professional organizations.

6.5 Required Components

The annual review must contain the below components in accordance with Section 2.4.5 of [University Rule 12.01.99.M2](#), (University Statement on Academic Freedom, Responsibility, Tenure and Promotion).

6.5.1 *A1: Faculty member's report of previous activities.*

- Faculty will document their professional activities (covering teaching, research, and service) for the past calendar year via the online reporting system on MyCEHD. The link to the HLKN A1 form is available here: <https://db.cehd.tamu.edu/portal/A1/HLKN/>
- Once completed, each Division's A1 committee will review the submitted document(s) to ensure accuracy and consistency across faculty. The A1 committee will then submit to the Department Head an Excel sheet which outlines any proposed/requested point adjustments, as well as an impact statement, for each faculty member. If the committee recommends point adjustments, the A1 committee should specifically outline the reason(s) in the excel spreadsheet. If significant discussion is required, then a memo to the DH is requested from the Committee Chair.
- The Department Head then reviews all A1 documents and A1 committee recommendations to establish the A1 points assigned to each faculty member across research, teaching, and service for the annual reporting period. Faculty who have met departmental minimum expectations for research, teaching, and service are eligible for merit.
- The **total A1 points** earned (summed across research, teaching, and service) will be the basis for assigning merit, should it be available. The total A1 points earned by each faculty member are used to separate faculty into tertiles, resulting in merit being assigned as either Category I (lowest third/group of total A1 points), Category II (middle), or Category III (highest third/group of total A1 points). Specifically, HLKN uses the total three-year average of A1 points for each faculty member. If a three-year total A1 point average is not available (e.g., a faculty have only worked in HLKN for two years), they are assigned Category II merit. *Note:* Merit pools remain stratified by faculty classification (i.e., tenure-track, clinical, or instructional).
- Those not meeting minimum performance measures/points in a given category will be rated as either "Unsatisfactory" or "Needs Improvement" by the Department Head for that specific category.
- Those meeting minimum performance measures/points in a given category will be separated into tertiles, based on A1 points earned, resulting in the following classifications:
 - "Satisfactory" (Tertile 1; lowest third/group of A1 points)
 - "Exemplary" (Tertile 2)
 - "Most Meritorious" (Tertile 3; highest third/group of A1 points).

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 in a memorandum or in the annual review document transmitted to the faculty member. In HLKN this is referred to as your A2. The Department Head will write an A2 letter to each faculty member describing their impact as it relates to teaching, research, and service, outlines eligibility for merit (if available), and describing any areas that need improvement. 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.

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.

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.

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/scholarly activity/creative work, service, and other assigned responsibilities (e.g., administration, patient care...), or a rating of "Needs Improvement" in any two areas of faculty performance.

An annual review resulting in an overall "Unsatisfactory" performance shall state the basis for the rating in accordance with the unit established criteria (see Section 7.4.). Each unsatisfactory review shall be reported to the dean. The report to the dean of each "Unsatisfactory" performance evaluation for a tenured faculty member shall be accompanied by a written plan developed by the faculty member and department head, program director, or supervisor, for near-term improvement. If deemed necessary,

due to an unsatisfactory annual evaluation, the department head, director, or supervisor may request a “Periodic Peer Review” (see Section 9.2.) of the faculty member. 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 9), 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 predetermined milestones are met.

6.7 Timeline

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 Dean of Faculties’ Guidelines for Annual & Midterm Reviews states, “These reviews must be completed before merit raises may be recommended, and never later than **June 15** of each year.”

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 dean of the college with a copy to the Dean of Faculties. The dean of the college will review and decide on the merits of the complaint. The decision of the dean of the college may be appealed to the Dean of Faculties. See section 2.4.3.5 of [University SAP 12.01.99.M2](#).

There is no formal grievance or appeal regarding the substance of an annual review. See section 2.4.3.6 of [University SAP 12.01.99.M2](#)

7. Mid-Term Review

In accordance with Section (4.3.5.2.) of [University SAP 12.01.99.M2](#) (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.

Pre-Tenure Track Faculty

In the College of Education and Human Development, formal mid-term reviews for tenure track faculty members shall occur during the spring of their third year. HLKN mid-term reviews follow the same procedures as promotion and tenure reviews up through the level of the Dean. In the case that a mid-term review does not have a positive outcome, the Dean may recommend an additional review be conducted the following year. Otherwise, the faculty member on tenure track will be given a one-year notice of termination of employment.

Academic Profession Track

Mid-term reviews for Clinical Assistant Professors take place in the spring of the initial third year of employment. For purpose of review, adjunct clinical professors are considered part-time/short term and will not be evaluated in the third-year or for promotion.

Recommendations for Non-Reappointment and Termination of Employment

Termination of Employment: Notice of non-reappointment, or of intention not to reappoint a faculty member, shall be given in writing in accord with the following standards:

Clinical Assistant Professor/Instructional Assistant Professor who have held any faculty appointment other than Assistant Lecturer for the equivalent of 5 or more academic years of full-time service within a 7-year period shall be provided a one-year notice if it is the University's intent not to renew the appointment. Notice of intent not to renew Clinical Assistant Professors who have not held an appointment 5 or more academic years of full-time service within a 7-year period shall be given within a reasonable time from when the department has decided not to renew the appointment.

Faculty member promoted to or hired at the rank of Clinical/Instructional Associate Professor or Clinical/Instructional Professor shall be provided a one-year notice if it is the University's intent not to renew the appointment.

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 internal letters of recommendation may be solicited by the unit rather than external letters of recommendation. As with the tenure and promotion process, the mid-term review will include review by the unit's P&T committee, department head/director/supervisor, the college P&T committee, and dean.
- 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.

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

Candidates for mid-term review submit a portfolio of teaching, service/engagement, scholarship and/or creative and performing activities. The portfolio will contain, but not be limited to the following:

(a) a concise statement (not to exceed three pages) which allows the candidate to explain the QUALITY, productivity overtime, and IMPACT of their teaching, research/scholarly work, and service accomplishments. Each of the three areas, as applicable, should be individually addressed. This statement should report on the past accomplishments, present activities, and future plans of the candidate across all the areas that apply. It should provide the candidate's perspective on and interpretation of these matters and go beyond simple reiteration of the content of the vita. The statement, in conjunction with the CV should provide evidence that good ideas and teaching and research activities are coming to fruition and that there is evidence of future promise;

(b) curriculum vitae; and

(c) evidence of quality performance in the areas of assigned responsibility as applicable within the general headings of: (i) teaching, which must include a table of courses taught (face-to-face and online), student evaluations for each course and departmental average of student evaluations for equivalent courses; (ii) service/engagement/ professional activities provided within the institution and to professional organizations and/or (iii) scholarship and/or performing and creative activities; (iv) sample course syllabi (3-4); (V) sample of publications (3-4); (Vi) A job description provided by the department head. This portfolio will be submitted to the department head no later than the first day of the spring semester.

7.3 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 dean, department head (supervisor/unit director), and departmental faculty.

8. Post-Tenure Review¹

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 8.2.).

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.

¹ Post-Tenure Review might not be applicable to your unit, especially if you do not have tenured faculty members, e.g., TAMUQ.

- Assist faculty to enhance professional skills and goals/objectives.
- Refocus academic and professional efforts, when appropriate.

8.2 Peer Review Committee

The peer review committee will be an ad hoc committee comprised of six Full Professors, with equal representation of the Health Education, Kinesiology, and Sport Management Divisions. Specifically, two full professors from each Division will form the HLKN Peer Review Committee. The HLKN department head will select and appoint the committee members.

8.3 Process

Each candidate will submit the following materials for review. Upon receipt, the committee will review documents and provide an overall assessment of the candidate's teaching, research, and service.

8.3.1 Materials to be reviewed by Peer Review Committee:

Preparation of Dossier

Candidate's Statement on Teaching, Research, and Service. These statements should be concise and more than a summary of the vita. Rather, they should help a reviewer make sense of the candidate's vita and clarify why the individual has chosen specific scholarship areas and how these areas will be developed in the future. Candidates should clearly state the impact of their work or potential for impact in the case of assistant to associate professors.

Vita. The candidate's vita should distinguish between peer-reviewed (refereed) publications and non-peer-reviewed publications. The candidate's role in grant and contract activities should be clearly specified. It is advisable for the vita to make clear the candidate's role in multi-author publications. It is strongly encouraged that if any coauthors are the candidate's graduate students (past or present), they are delineated in a manner so that this relationship is discernible. The curriculum vita should be accurate, concise, and padding should be avoided.

Syllabi – Sample course syllabi should be provided showing learning outcomes, teaching activities, learning activities, examining procedures, projects, assignments, references.

Sample publications – A sample of 3-4 recent publications in the faculty's areas of research focus should be provided.

- *Example 1* – Candidate's Statement on teaching, research, service, and other scholarly, creative activities
- *Example 2* – A comprehensive CV
- *Example 3* Course syllabi
- *Example 4* A Table showing a summary of quantitative and qualitative record of students' evaluation of teaching, covering at minimum the past three years of course instruction.
- *Example 5* Sample publications
- *Example 6* Peer, or Center for Teaching Excellence, evaluation of teaching report

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 will be the same that are employed in HLKN's annual evaluations.

8.3.3 If all of the relevant review categories are satisfactory, the faculty member will be subjected to periodic per 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 unit 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, director, or supervisor and the faculty member.
- 8.3.6 For tenured faculty with budgeted joint appointments, Periodic Peer Review will be conducted as per the post-tenure review guidelines of the unit where the faculty holds the majority of the appointment (ad loc) unless the faculty member requests to be reviewed by both units.² If reviewed only by the primary unit, the department head, director, or supervisor will share the report with the other department head, director, or supervisor of the secondary unit.
- 8.3.7 **By no later than May 31st**, each unit will provide to the dean and the Dean of Faculties, the list of those faculty who underwent Periodic Peer Review, the outcome of the review, and the year when each tenured faculty last underwent a review. The Peer Review Committee’s written evaluation and the faculty member’s post-tenure review documents will be placed in the faculty member’s departmental personnel file.
- 8.3.8 Professional Development Review

A professional development review will be initiated when a tenured faculty member receives three consecutive overall “Unsatisfactory” annual reviews (see Section 6.6) or an “Unsatisfactory” from the Peer Review Committee (see Section 8.2.) or upon request of the faculty member (see Section 8.6).” 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 dean. The faculty member, review committee, and department head/director/supervisor shall then work together to draw up a “Professional Development Plan” (see Section 9.4.) acceptable to the dean.

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 dean, in consultation with the department head and

² It is recommended that faculty who hold budgeted joint appointments complete the post-tenure review in both units.

faculty member to be reviewed. When appropriate, the committee membership may include faculty from other departments, colleges, or universities.

8.4.2a The unit will describe the process for the composition/selection of the ad hoc review committee, specifically, what “consultation” means.

8.4.3 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

8.4.4 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.

8.4.5 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:

8.4.5.1 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,

8.4.5.2 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 dean to better inform the near-term improvement plan of Section 2.4, 4.1.5.3 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 5) acceptable to the dean.

8.4 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 dean, 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 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 Dean of Faculties and Associate Provost. After consultation with the faculty member, department head/director/supervisor,

and the dean, the decision of the Dean of Faculties and Associate Provost 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 dean, 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 dean, the plan will be determined through mediation directed by the Dean of Faculties and Associate Provost (section 6, [University SAP 12.06.99.M0.01](#)).

8.6 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](#)).

9.0 **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 [Institutional Rule 31.08.01](#), which indicates the process for this situation.

See the Dean of Faculties website for [procedures and forms](#) for nominating a faculty member for emeritus status.

Appendix 1 TIMELINES

CEHD Promotion and Tenure Estimated Calendar Dates

January of each year	Dean Notifies Department Heads of schedule and procedures for tenure track reviews to occur in the <i>next academic year</i> .
February of year prior to review	In consultation with Department Head (DH), candidate begins preparing dossier.
March	Through the Dean of Faculties, the Provost requests Deans to initiate tenure and promotion proceedings.
March-September	Department solicits external letters and completes departmental review process.
September	Departmental Review Committee (DRC) meets to discuss candidate(s) materials and vote on its recommendation(s). DRC recommendation(s) is forwarded to Department Head.
October	DH reviews candidate(s) material and DRC recommendation. DH recommendation is forwarded to College Review Committee.
November	College Review Committee (CRC) reviews candidate(s) material, DRC, and DH recommendations. CRC recommendation is forwarded to Dean.
December	Dean reviews candidate(s) material, DRC, DH, and CRC recommendations. Dean's recommendation and candidate(s) tenure and promotion packets are forwarded to the Dean of Faculties.
January of year reviewed	Deans meet and review recommendations with the Provost and Dean of Faculties.
February	Provost forwards recommendations to President. President forwards recommendations to the Board of Regents through the Chancellor of the TAMU System.
May	Board of Regents reviews recommendations and makes final decisions
September 1 following the successful P&T review	Tenure and Promotion decisions become effective.

CEHD Midterm Review Estimated Calendar Dates

January of each year	Dean Notifies Department Heads of schedule and procedures for tenure track mid-year reviews to occur in the <i>next academic year</i> .
September –Beginning of year three	In consultation with Department Head (DH), candidate begins preparing dossier.
September-February	Department solicits external letters and completes departmental review process.
February	Department Review Committee (DRC) meets to discuss candidate(s) materials and vote on its recommendation(s). DRC recommendation(s) is forwarded to Department Head.
March	DH reviews candidate(s) material and DRC recommendation. DH recommendation is forwarded to College Review Committee.
April	College Review Committee (CRC) reviews candidate(s) material, DRC, and DH recommendations. CRC recommendation is forwarded to Dean.
May	Dean reviews candidate(s) material, DRC, DH, and CRC recommendations. Dean's feedback provided to candidate.