# General Reminders

* Please take care to consult the university, college, and unit guidelines for the P&T review process:
  + [University Rule 12.01.99.M1](https://rules-saps.tamu.edu/PDFs/12.01.99.M1.pdf)
  + [University Promotion and Tenure Guidelines](https://faculty.aglifesciences.tamu.edu/wp-content/uploads/2025/02/Promotion-and-Tenure-Guidelines.pdf)
  + [College and Department Guidelines](https://faculty.aglifesciences.tamu.edu/wp-content/uploads/2025/02/Promotion-and-Tenure-Guidelines.pdf%22HYPERLINK%20%22https://faculty.aglifesciences.tamu.edu/wp-content/uploads/2025/03/coals-guidelines-for-faculty-evaluation_2025.pdf)
* Unit leadership should provide the candidates:
  + Information about any additional documents required by unit guidelines and timelines
  + The most recent [templates](https://faculty.aglifesciences.tamu.edu/promotion-tenure/) and dossier items approved by Faculty Affairs
  + Feedback on candidate dossier documents **prior to submission**, from mentors, P&T chair, department head, or another designee
  + Advice on addressing the impact and significance of their work
  + Teaching evaluation data (required that candidates have peer evaluation of teaching)
* The evaluation should consider the candidate’s **position description.** Expectations for individual faculty with the same title can differ; for example, when their relative effort in teaching, research, or service differs.
* Promotion and Tenure Committees must be composed of a **minimum of 5 eligible-to-vote committee members** for all types of cases for promotion and/or tenure. If the department does not have enough eligible faculty members, the department must develop guidelines on how faculty from other departments with related expertise will be selected and added to the department committee.
* **Eligibility** to evaluate and vote on P&T cases:
  + Only tenured TAMU faculty are eligible to evaluate and vote in cases where tenure is being considered for the candidate, or when the candidate already holds tenure and is seeking promotion. To be eligible to vote for tenure or promotion, the voting member must also hold a rank equal to or above that of the rank being sought by the candidate.
  + Both tenure track and APT faculty members who hold a rank equal to or above that of the rank being sought by the candidate are eligible to evaluate and vote on APT promotion cases.
  + Committee members with conflicts of interest (e.g., a relative of the candidate; a graduate or postdoc advisor of the candidate) must recuse themselves from evaluating and voting on that specific candidate’s case.
  + Department heads should not attend the evaluation meetings or voice their opinion about the candidate to the committee or to members of the committee.
* Please don’t hesitate to contact us if you have any questions. For questions related to format, please contact **Alyssa Nevis** [(alyssa.nevis@ag.tamu.edu,](mailto:(alyssa.nevis@ag.tamu.edu) 979-458-5705). For questions related to content, please contact **Kim Dooley,** [kim.dooley@ag.tamu.edu](mailto:kim.dooley@ag.tamu.edu), 979-458-0710).
* AgriLife Research and Extension Service now have separate promotion review processes. Please see agency guidelines under Texas A&M AgriLife Research and Extension Service Policies and Guidelines on this webpage: [https://faculty.aglifesciences.tamu.edu/promotion-tenure/.](https://faculty.aglifesciences.tamu.edu/promotion-tenure/) Please contact **Dr. Amir M. Ibrahim** (amir.ibrahim@ag.tamu.edu, 979-321-5929) for specific questions related to AgriLife Research policies and expectations, or **Dr. Dan Hale** ([daniel.hale@ag.tamu.edu,](mailto:daniel.hale@ag.tamu.edu) 979-845-7967) for specific questions related to AgriLife Extension Service policies and expectations.

# Reminders for Department P&T Committee Report & Recommendation

* The report should be a **well-substantiated analysis** of the **scope (quality, productivity over time)** and **IMPACT** of the candidate’s performance.
  + There should be one report with separate sections on each of the candidate’s assigned areas (teaching, research, service, and/or other activities). If an APT candidate has contributed beyond their assigned areas, this can be noted in the summary of the discussion.
  + The report must be written by a member who is eligible to vote. It is recommended that different people write each section to incorporate different perspectives.
  + Include a section to summarize the discussion of the committee about the candidate’s overall dossier.
  + Do not repeat information that can be found elsewhere in the dossier. Should refer to the external reviewer letters and other materials without directly quoting them.
  + If the candidate does not provide the required materials the P&T committee should issue a documented request. The report should indicate any issues that limited access to the materials.
  + The report should reflect the views of the P&T committee voting members and should be modified to reflect the views of the entire committee if necessary. A statement at the end of the report such as, “*The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the P&T committee*” should indicate this.
* The teaching section **must include**:

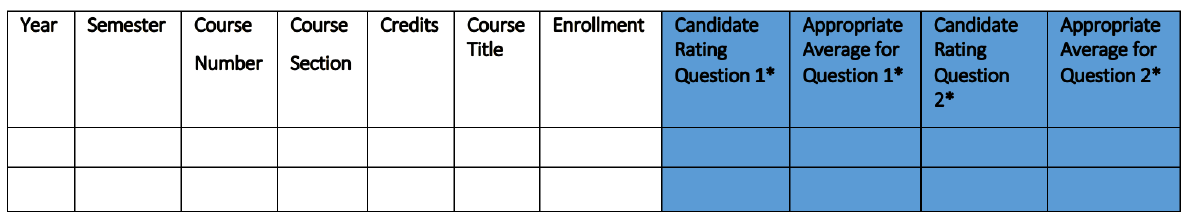
## Evaluating Teaching Activity

1. ***Evaluation* of course materials (e.g. course syllabi, assignments, examinations, and grading methods)**, as part of the determination of the scope, rigor, and quality of the candidate’s course offerings.

Reports from structured classroom observations are considered best practice but are not required by the university. If one or more classroom observation report(s) are provided, it should indicate the frequency of observations, as well as criteria for assessment of performance.

1. ***Synthetic analysis of student evaluations of teaching***. Complete longitudinal summaries (chronological and in tabular form) of the student evaluations must be presented, with numerical data set in the context of departmental standards and norms.

A table including the following information must be provided to the candidates by the department and must be **included and analyzed** in the teaching section of the report:



\* **Departments decide** which question(s) for the student course evaluations will be considered, and they should be the **same for all candidates**. Department and candidate should work together to determine the appropriate comparison for the candidate ratings – should compare candidate ratings to similar courses in the department or the college.

Present the data from the two different Student Course Evaluation systems in 2 separate tables, with legends that describe the dates involved and the data presented. Refer to both tables in the teaching report.

Candidates have the option to exclude student evaluations of teaching for Spring 2020 and/or Fall 2020 due to the challenges of teaching during the COVID-19 pandemic. In this case, the table should include basic information about the courses taught that semester (the white columns), and for the blue columns, the word “excluded” can be written in lieu of the data.

The department must provide synthetic analysis of student evaluation of teaching data to the candidates and include them in the department report to allow the candidate to address the trends within their impact statement.

1. ***Evaluation of other valuable teaching contributions*** to the department, such as the direction of graduate students, undergraduate researchers and post-docs, participation in student development programs, curriculum development, development of new courses or substantial revision of existing courses, textbook and other instructional materials, participation in honors programs, awards or recognition for distinguished teaching, and other teaching-related activities.

* Additional notes:
  + This section should be a **holistic analysis of teaching** consistent with standards established by the department, college/school, and university guidelines. Evaluation of teaching is not determined by numeric targets, but rather, the quality of contributions and the impact of teaching.
  + Should place the candidate’s **impact** of teaching contributions in the **context** of the specific departmental mission, goals, expectations, and criteria.
  + Teaching should be documented and reviewed based on department specified course load.
  + Mentoring undergraduate and graduate students, and post-docs, as appropriate for the discipline, should also be documented and valued.
  + Contributions to the department, college and university efforts in student success are highly valued.
* See the Faculty Affairs guidelines for [evidence related to course teaching and questions for consideration](https://tamucs.sharepoint.com/teams/Team-FacultyAffairsIntranet/SitePages/Guidance-for-Teaching-Evaluation(1).aspx).

## Evaluating Research and/or Other Scholarly or Creative Activities

* The following should be included in this section:
  + Include a **review of selected publications/work** (impact in discipline, level of innovation and/or creativity) to demonstrate impact and leadership.
  + Describe **authorship protocols** within the candidate’s discipline. Address the candidate’s contributions in multi-authored publications and multi-PI grants.
  + For candidates engage in interdisciplinary/collaborative research, discuss the degree to which participation in interdisciplinary and team research has established more opportunities or greater progress for the candidate. If the department committee lacks expertise in a discipline in which the candidate has invested significant effort, consider deliberatively engaging an external reviewer with this expertise and/or an evaluative letter from a faculty member in another unit with the expertise.
  + Discuss the degree to which any aspect of the research/scholarship/creative work is difficult, complex, innovative, or risky, and how that might relate to the productivity to date.
  + In fields where citations and/or citations indexes (such as the H-index) are viewed as indicators of research impact, include information on the candidate’s citation frequency and/or citations indexes, and contextual information on citation norms in the field.
  + Place the candidate’s impact of research contributions in the context of the specific discipline and departmental mission, goals, expectations, and criteria.
* Additional notes:
  + Tenure-track faculty are expected to demonstrate excellence in research by demonstrating **independence** in scholarship, meaningful and nationally recognized **impact** in their field, and being recognized as **leaders** in their field on a strong and sustained trajectory to attain national leadership status.
  + Tenured associate professors seeking promotion to full professor are expected to be recognized leaders nationally, and for many fields **internationally**, and demonstrate **impact that has advanced their field**.
  + Collaborative work is encouraged, and candidates should document their major and independent contributions to the impact of the research. Documentation of the individual contributions to collaborative studies is particularly important for tenure-track faculty.
  + Evaluation of research and/or other scholarly or creative activities is not a matter of meeting numeric targets. Place the impact of research in the context of discipline.
* For guidance on reporting excellence in research, refer to the Faculty Affairs [evidence related to publications/creative work and questions for consideration](https://tamucs.sharepoint.com/teams/Team-FacultyAffairsIntranet/SitePages/Guidance-for-Scholarship(1).aspx).

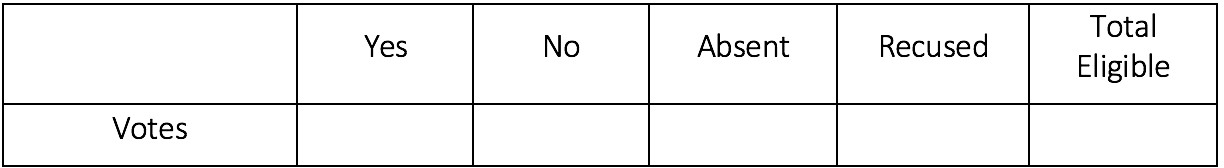
## Evaluating Service Activities

* The evaluation of service should go beyond restating the activities listed by the candidate in their CV. The section should explain the candidate’s involvement and contributions, as well as the **QUALITY** and **IMPACT** of their service activities. Leadership and the impact of external service should grow throughout the career of the candidate.
  + May include service to the institution, to students, colleagues, the department, college, and the university, as well as service to professional societies, research organizations, governmental agencies, the local community, and the public at large. Expectations for service vary by discipline, title, and rank.
  + Should place the candidate’s impact of service contributions in the context of the specific discipline and departmental mission, goals, expectations, and criteria.

* [Guidance prompting examples of evidence, and sample analysis questions, for service sections](https://tamucs.sharepoint.com/teams/Team-FacultyAffairsIntranet/SitePages/Guidance-for-Service(1).aspx) are available.

## Summary of Discussion

* This section summarizes the discussion of the committee about the qualifications of the candidate and offers an advisory recommendation about the case. It should not replicate information already in the dossier and:
  + Convey the essence of the departmental committee’s discussion and vote regarding the candidate’s performance and impact of their work as it relates to their suitability for eventual promotion and/or tenure.
  + **Address all areas of assigned responsibility** for the candidate. The collegiality of the faculty member is not relevant to this discussion and should not be included in the report.
  + **Clearly highlight the impact** (or lack thereof) of the work of the candidate in the context of their field. Do not include quotes, minutes, or transcripts of the discussion. Avoid summarizing information that can be found in other documents, although that information can be referenced.
  + Discuss the external reviews and **must address any negative comments** made by the external reviewers.
  + Summarize the **most relevant issues** brought up during the committee discussion and which will explain the outcome of the vote. Discussion and views of any minority or dissenting faculty should be reflected in the discussion report.
  + The **summary discussion should reflect the vote**. A mixed vote requires further explanation of both the candidate’s demonstrated abilities and the committee’s concerns.
  + Make it clear that adequate consideration was given to all areas of the candidate’s faculty responsibilities, and that the recommendation was based on a set of written and widely circulated promotion and tenure guidelines promulgated by the unit.
* The vote of the P&T committee must be included in the summary discussion section, as formatted in the table below:



* + Abstain votes are not allowed.
  + Absent should be used for a committee member with a justified absence (professional travel, illness, faculty development leave), and should not be used for a committee member who does not wish to participate in or review the dossier. A brief justification should be included for recusals or absences at the end of the committee report.
  + Members with a conflict of interest must recuse themselves (e.g. a relative of the candidate; a graduate or post-doc advisor).
  + All votes should be added to make up the total eligible.
* As part of the summary discussion section, a table should be included listing the committee members and their titles and having a place for signatures. All committee members should review the contents of the committee report and recommendations and indicate agreement that the document reflects the discussion and voting outcome with their signature.

# Reminders for External Review Letters

* + Each dossier for tenure and promotion, tenure only, and promotion to full professor is required to include a **minimum of five (5) arm’s length letters**, although **seven (7) is preferred**.
  + Information for all external reviewers contacted must be submitted as an excel file in the [External Reviewer Chart](https://tamucs.sharepoint.com/:x:/r/teams/Team-FacultyAffairsIntranet/_layouts/15/Doc.aspx?sourcedoc=%7B02F7C120-7528-454D-84D7-4FCE9B89DE45%7D&file=Reviewers-Chart_2025-2026.xlsx&action=default&mobileredirect=true) including: which reviewers were suggested by the candidate and which by the department, which reviewers is from an AAU or Peer Approved Program, Reviewer’s Department, the reason for declination if known, etc. A justification for the reviewer’s qualifications is required if not AAU or Peer Approved Program. The department should review this information during their evaluation and request additional letters if needed to ensure meeting all requirements for the external reviewer’s letters.
  + For candidates who are members of Interdisciplinary Programs, a **letter from the program chair** or director must be requested by the unit, including comments on teaching, research and service, and intercollegiate cooperation (should not include an evaluation or recommendation on whether the candidate should be promoted). Such letters should be solicited simultaneously with external reviewers’ letters so they may become part of the dossier reviewed by the departmental P&T committee. Both the letter requesting this review and the letter received should be uploaded in the “Unit/Department Specific Required Documents” section.

## Identifying External Reviewers

* + Both the candidate and the department will generate lists of potential external reviewers who are nationally or internationally respected and recognized leaders in the discipline from peer or aspirational top universities (AAU preferred), at or above the rank being sought (mostly full professors).
    - Candidate provides a list of names of possible reviewers and, if desired, a “do not contact” list. The candidate must [provide a signed checklist attesting to the qualifications of the external reviewers](https://tamucs.sharepoint.com/teams/Team-FacultyAffairsIntranet/Shared%20Documents/Forms/AllItems.aspx?id=%2Fteams%2FTeam%2DFacultyAffairsIntranet%2FShared%20Documents%2FCandidate%20External%20Internal%20Reviewers%20Checklist%2Epdf&parent=%2Fteams%2FTeam%2DFacultyAffairsIntranet%2FShared%20Documents). Candidates should NOT contact potential external reviewers themselves to inquire about their willingness to write a letter.
    - The unit also provides a list of possible reviewers. For funded joint appointments, both units should collaborate on the selection of external reviewers. The unit will verify that the external reviewers meet requirements using the External Reviewer Chart.
  + External reviewers are expected to be from **peer or aspirational institutions** which include the [AAU Institutions](https://www.aau.edu/who-we-are/our-members) plus the following eight institutions that are approved as peer or aspirational institutions for COALS in the 2025-2026 P&T cycle: Auburn University, Colorado State University, Iowa State University, North Carolina State University, University of Georgia, University of Nebraska, Virginia Tech, and Washington State University.
  + Letters may also be sought from scholars at top academic programs from other institutions, and from preeminent experts from non-academic institutions, although a justification in the form of program ranking and expertise credentials must be included in these cases. The unit should strive to request a balanced number of letters from peer or aspirational institutions and other eminent programs and scholars.
  + Letters should be from tenured scholars **at or above the rank being sought** by the candidate. For tenure and promotion to associate professor, if a letter(s) is requested from an associate professor, most of the letters should be from full professors.
  + External reviewers **must** be arm’s length and not have a vested interest (professional, personal or financial) in the outcome of the decision. Letters should come from distinguished scholars who are not:
* The candidate’s thesis advisor (MS or PhD) or postdoctoral advisor
* Collaborator with candidate in the last 5 years
* A coworker of the candidate in the last 5 years
* A business or professional partner
* Any family relation such as spouse, sibling, parent or relative

In some fields or for some candidates, it may be difficult to find appropriate reviewers who have not collaborated in some way with the candidate. In such a case, the department head must send a memo request to the dean with a justification, and the pdf of this approved memo must be included in the dossier.

## Inviting External Reviewers

* + Letters are solicited through Interfolio using the [University Standard External Review template](https://tamucs.sharepoint.com/:w:/r/teams/Team-FacultyAffairsIntranet/_layouts/15/Doc.aspx?sourcedoc=%7BEC12F37C-0E4B-443E-BD87-C415107B24E6%7D&file=Standard-External-Reviewer-Letter-Template.docx&action=default&mobileredirect=true).
  + Select and contact **at least 7** external reviewers (consider over recruiting letters to ensure minimum is met), with about equal number of them from the candidate and department lists. The dossier must include the majority of the letters provided by the department. Names provided by the department can overlap with the candidate list.
  + External letters cannot be requested from the “do not contact” list submitted by the candidate.
  + Unit/Department Specific Required Documents maybe be required by your home department. Specific questions relating to this section should be directed to the department head.
  + It is appropriate to provide examples of the candidate’s work to include as an attachment to the Interfolio request (e.g., representative publications, portfolios).
  + For APT cases, external reviews are not required by the university or the college. Departments may require external or internal letters and if they do, these letters should be included in the “Unit/Department Specific Required Documents” section along with a reviewer chart.
  + Candidates should be thoughtful about the materials they choose to include in the section for “**Candidate’s supplemental documents (if applicable)**”. Curated evidence that supports the case for promotion is helpful at other stages of review; excessive documentation detracts from the evidence for a case.