

## **Guidance to Tenure-Track Faculty Candidates and Evaluators for Tenure and Promotion Expectations in The College of Agriculture and Life Sciences**

### ***I. Expectations for Tenure and Promotion***

Tenure is granted to recognize demonstrated leadership and impact in a research field nationally and a demonstrated commitment to teaching excellence and outreach/service. Promotion to Professor is granted for international leadership and impact in a research field, and demonstrated commitment to teaching excellence and service. In exceptional and rare cases, national/international leadership and impact to teaching and service can be a basis for promotion from associate to full professor (see University Rule 12.01.99.M2).

Teaching Excellence: A commitment to excellence in teaching is an expectation of all tenured and tenure-track faculty. Teaching excellence is also demonstrated through mentoring of student research. Teaching should be documented, reviewed, and defined by the stated course load. Mentoring of undergraduate and graduate students should be documented.

Research: Tenure-track faculty are expected to demonstrate independence in scholarship, demonstrate meaningful and nationally recognized impact in their field of research (which could include scholarship of teaching and learning) and be recognized as leaders in their field of study, or be on a strong and sustained trajectory to attain national leadership status. Collaborative work is encouraged where each member of the group documents their major and independent contribution to the impact of the research. Documentation of the individual contributions to collaborative studies is particularly important for tenure-track faculty. Tenured Associate Professors seeking promotion to Full Professor are expected to be recognized leaders nationally, and for most fields internationally, who demonstrate impact that has advanced their field. It is incumbent on applicants for tenure and promotion to clearly define their “field” of research/scholarship and its relevance, value and impact for the department, TAMU/TAMUS, the state of Texas, the nation and the world. Candidates should provide specific examples where s/he have advanced their field forward nationally and internationally; activity alone is not a sufficient measure of impact. Leadership and impact in a field should grow and broaden in scope throughout the career of the candidate.

Outreach/Service: A commitment to service is an expectation of all tenured and tenure-track faculty. This includes service within the institution and externally. Leadership and impact of external service should grow throughout the career of the candidate.

### ***II. Guide for Internal and External Evaluators***

Research Evaluation: In general, candidates should be evaluated with respect to: 1) how the candidate has defined, developed and positioned their scholarship and field of study throughout their career to achieve impact and 2) evidence that their leadership and impact in their field of scholarship compares favorably to accomplishments and reputation typical of leaders in their discipline and field of study. This impact should be supported by demonstrated success in securing competitive extramural funding from federal, private and corporate funders; number, quality and impact of research publications in the leading journals accessible to leaders in the field; prestigious external awards and seminar invitations; number of citations and, where applicable, translational impacts. Leadership, impact and reputation in the candidates’ field should also be documented through peer evaluation letters from leaders in the same or closely related field from leading academic institutions. Leadership and impact should be demonstrated mainly from analysis of the content of the candidate’s work and how it has affected the field. Candidates and department heads should cultivate a network of potential arm’s length evaluators

during their entire careers who can directly speak to the candidates' impact and leadership in his/her field. Department Heads and committees should be prepared to read and evaluate the impact of the candidate's work in the context of the norms of excellence for their discipline.

Teaching Evaluation: Teaching excellence can be documented by accepted performance metrics that can include: student teaching evaluations, student success in achieving learning outcomes, experimentation with and use of pedagogical approaches to improve student learning and success, responsiveness to student and peer evaluations, publication of instructional materials, evidence of both professional development in teaching and associated improvements, and evidence generated by standardized peer evaluation. Excellence in student mentoring can be documented by the successes of the student mentees, which includes quality and quantity of trainee-authored publications, job placements and time to degree.

Service and Outreach: Excellence in Service and Outreach should document how their service activities contribute to national and international reputation and recognition for themselves and Texas A&M.