



Professorial Career Ladder System for Extension Specialist Faculty

**Texas A&M AgriLife Extension Service
The Texas A&M System**

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Introduction

Faculty in the Texas A&M AgriLife Extension Service perform a vital role in Extension, teaching, research, and service, which form the basis of the land-grant university system. Extension faculty are responsible for extending knowledge to the people of Texas through a variety of research-based educational programs that encourage lasting and effective change.

The purpose of this document is to serve as a guide for Extension faculty who are considering promotion within the professorial career ladder system. The promotion process is multi-layered and involves a faculty member's academic unit/department, the agency (AgriLife Extension), and the college (Agriculture and Life Sciences). It is the responsibility of the individual faculty member and the promotion committees to familiarize themselves with the various guidelines that exist at each of these levels. Ultimately, all faculty promotion dossiers must be reviewed at the college level; therefore, it is imperative to adhere to those policies and procedures that apply to Extension faculty. To ensure compliance, faculty who are considering promotion in the professorial career ladder system should visit the following Texas A&M Agriculture and Life Sciences Promotion and Tenure website well in advance of assembling their promotion dossiers:

<https://aglifesciences.tamu.edu/faculty-staff/promotion-tenure>

While some of the resources available on the website are specifically directed to faculty members in tenure track positions and do not apply to Extension faculty, other resources address content that is directly applicable to Extension faculty. For example, the above website contains a promotion calendar, resources on dossier preparation, curriculum vitae examples, required tables (e.g., Grants Summary Chart, External Reviewers Chart, etc.), external reviewers letter template (modifiable for Extension faculty), and videos and slide presentations to help faculty gain a better understanding of the promotion process.

Titles and Evaluation Criteria

Titles

Incremental non-tenured ranks of assistant professor, associate professor, and professor will be assigned to each qualified Extension faculty member. The professorial title will include the rank (e.g., Professor, Associate Professor, or Assistant Professor) and "Extension Specialist" and may be followed by a subject matter subtitle. Examples include the following:

- Professor and Extension Poultry Specialist
- Associate Professor and Extension Health Specialist
- Assistant Professor and Extension Forage Specialist

Evaluation Criteria

Extension faculty will be evaluated for promotion based on criteria described in this document and in accordance with the Texas A&M Agriculture and Life Sciences Promotion and Tenure process. A promotion dossier contains several key components (e.g., Candidate Statement on Extension, Teaching, Research and Service; Curriculum Vitae; External Reviewer Letters, etc.), which are described in detail in the “Promotion and Tenure Package Submission Guidelines” website provided above. In putting together a promotion dossier, Extension faculty will reference a wide variety of activities and accomplishments consistent with their position description, including the development, implementation, and evaluation of Extension educational programs, refereed and/or peer reviewed publications, support of Extension faculty and staff (e.g., agent trainings and support), teaching evaluations, grants and contracts, awards, peer evaluations, leadership roles in professional societies and organizations, service on committees, and presentations at professional meetings. Special emphasis will be placed on a faculty member’s quality of work, productivity over time, and impact in the following four areas:

1. EXTENSION

Faculty are expected to develop disciplinary and interdisciplinary programming efforts as appropriate to adequately address the priority issues of the clientele. A variety of peer and clientele inputs should be used to guide the content, quality, priority, and emphasis of the Extension faculty member's leadership within their subject-matter discipline. Guidance should reflect the assimilation and synthesis of information from county, regional, and statewide program development committees, clientele needs assessments, trend data, clientele organizations, and key industry leaders relative to the strategic plans of the unit/department, college, and agency.

Timely and effective coordination, cooperation, and scheduling of activities with colleagues and personnel within and outside of Extension, including but not limited to District Extension Administrators, Regional Program Leaders, Associate Department Heads/Program Leaders, other departmental or unit faculty/staff, county Extension agents/staff, and external agencies/organizations are required for programs and responsibilities with mutual audiences.

Financial and material support to advance and sustain a faculty member’s programmatic efforts should be sought through grants and contracts, fee-based programming, and innovative linkages with other agencies, industry, or organizational groups.

Faculty members should establish the impact of their Extension work in their promotion dossiers by:

- Conducting applied research studies to document program impact
- Indicating programming effectiveness by verifying clientele acceptance, use, or behavior change

- Presenting evaluation results (i.e., customer satisfaction, outcome evaluation data) of Extension programming
- Indicating the number or magnitude of clientele contacts
 - Summarizing and quantifying the focus and diversity of educational programs (e.g., number, topic, products, strategies, etc.)

2. TEACHING

Extension Educational Delivery

Extension teaching quality involves command of the subject matter discipline, progressive assimilation and delivery of new knowledge, and an ability to present information effectively and accurately. Faculty should utilize state-of-the-art communications technology when appropriate, including online delivery. Quality and effectiveness should be represented through clientele and peer evaluation. Great variability exists among Extension faculty in terms of teaching venues and methods and might include agent trainings, field days, community-based educational programs, continuing education workshops, online courses, and mass media. Extension faculty, regardless of teaching method, should document their teaching effectiveness using a standardized teaching evaluation tool that enables them to aggregate data from clientele over time (e.g., Overall Teacher Rating of 4.7 on a 5.0 scale, with 1 = Poor and 5 = Excellent, N = 2,500). When describing teaching efforts, faculty should distinguish between external clientele and faculty/staff training.

Faculty members should establish the impact of their Extension teaching efforts in their promotion dossiers by:

- Summarizing and quantifying the delivery of Extension educational programs, workshops/seminars, university level courses, guest lectures, including number of times delivered, dates, topics/titles, and methods (e.g., online vs. face-to-face)
- Describing the use of innovative teaching/educational delivery methods
- Presenting aggregated teaching evaluation data
- Identifying any Extension, service or Industry awards received

Academic Instruction and Student Mentoring

Although Extension faculty may not hold a formal teaching appointment, many engage in scholarly activity in this area. Activities might include formal classroom or field instruction, guest lectures, undergraduate student mentorship, student club activities, student competitive team activities, graduate student mentorship, serving on graduate student committees, and serving as a chair or co-chair on graduate student committees. Recognition for fostering individual and team undergraduate and graduate student awards, student mentoring, completion of graduate students, development of coursework, and teaching evaluations and awards are additional examples of scholarly activity in the teaching domain.

3. RESEARCH/SCHOLARLY WORK

Extension faculty are expected to engage in applied research and other scholarly work in support of their Extension program. The development, implementation, and evaluation of innovative educational programs and materials (e.g., fact sheets, instruction manuals, educational videos, online courses, computer software programs, apps, etc.), which are widely accepted and used by Extension clientele, are examples of such scholarly work. Applied or translational research and comprehensive and intensive program evaluations are important components for Extension faculty. Publication of creative and scholarly work in refereed journals appropriate to the faculty member's subject matter area is expected as well as presenting research findings at relevant professional meetings or conferences.

Faculty members should establish the impact of their research/scholarly work in their promotion dossiers by:

- Describing how their applied research and scholarly work is innovative or breaks new ground
- Demonstrating how their applied research findings and scholarly work have been adopted by industry and other stakeholders
- Documenting invitations to deliver presentations, write review articles, and serve on grant panels and editorial boards
- Documenting the number of articles published in influential trade publications and refereed journals that serve as appropriate outlets for Extension faculty members' applied research
- Identifying any research/scholarship awards received.

4. SERVICE

The faculty member should demonstrate evidence of service on unit/departmental, college, and agency committees. Extension faculty are also encouraged and expected to serve in various leadership roles in state, national, and international (when appropriate) professional organizations and societies. Establishing formal mentoring relationships with junior level Extension faculty and agreeing to serve on review panels and editorial boards are additional examples of service.

Faculty members should establish the impact of their service in their promotion dossiers by:

- Documenting service on unit/departmental, college, and agency committees (e.g., chairing a high-level search committee)
- Describing leadership roles in state, national, and international professional organizations and societies
- Documenting service on various review panels and editorial boards for refereed journals

Examples of Materials for Consideration

Faculty dossiers will be initially reviewed by a departmental promotion and tenure (P&T) committee or, in the case of a non-departmentalized faculty member, a Director-appointed promotion committee (see page 12 for more information). The departmental or Director-appointed evaluation committee and the College Peer Review Committee will take into consideration the faculty member's position description when assessing the productivity, quality, and impact of the candidate's overall performance. Materials and/or scholarly work, which may be considered in promoting Extension faculty in the professorial rank system, include:

Program Development and Implementation

- Comprehensive needs assessments
- Data trend analyses
- Curriculum development
- Collaboration with internal and external partners
- Pilot testing of curriculum
- Innovative program delivery
- Program expansion

Program Evaluation/Applied Research

- Longitudinal impact evaluations
- Economic impact analyses
- Field trials

Publications

- Refereed journal articles
- Fact sheets
- Newsletters
- Instruction manuals
- Handbooks
- Program briefs
- Trade publications

Presentations

- Guest lectures
- Community-based presentations
- Workshops
- Seminars

- Poster presentations
- Result/method demonstrations

Online Products/Technologies

- Online courses
- Website development
- Social media engagement
- Computer software applications
- Blogs
- Podcasts
- Online Videos

Mass Media

- Press releases
- TV, radio, and newspaper interviews

Training/Technical Assistance

- Training videos
- Agent training sessions
- Leadership and volunteer training
- Consultation/technical assistance

Internal/External Funding

- Grants and contracts
- Program fees
- Financial gifts

Graduate Student Mentorship

- Service on graduate student committees

In addition to items listed above, the promotion committees should consider the quality and originality of thought and the integration of educational concepts that will lead to increased awareness and appropriate change or adoption. Attention should be given to the development of techniques or new modes of educational delivery and the revision and development of new educational approaches in the base program areas of the candidate's discipline.

Other evidence of recognition by colleagues, clientele, and other professionals includes the

following examples:

- Receipt of awards for outstanding programs or service.
- Peer recognition by other faculty within the discipline, particularly those who have direct evaluative experience, and have attended the candidate's Extension programs or research presentations.
- Comprehensive program evaluations that attest to program effectiveness (knowledge gain, behavior change, etc.) through pre- and post-survey evaluations and/or other evidence of productive change or mastery by clientele.
- Evidence that the faculty member has been a catalyst for the initiation of new programming approaches within and/or across disciplines to include developing interactions with new faculty, scientists, and clientele.
- Contributions to professional societies such as presenting at state, national, and international meetings and holding various offices.
- Leadership in networking with other faculties, research scientists, societies, and professional groups leading to integrated interdisciplinary programming.
- Solicited and unsolicited evaluative comments by outside faculty within the discipline of national reputation as to assessment of creative professional accomplishments.

External Reviewer Letters

External reviewer letters are a required and important component of a faculty member's promotion dossier. The following guidelines for external reviewer letters are applicable to Extension specialist faculty seeking promotion within the professorial career ladder system:

- 5-6 external reviewer letters must be obtained and become a part of the candidate's dossier that will be reviewed by the departmental/Director-appointed and college committees.
- At least 50% of the names of external reviewers must be requested by the department/unit, while the remaining reviewer names (not to exceed 50%) can be requested by the candidate.
- Letters must be from full Professors who are clear leaders in Extension or the candidate's field of expertise (documentation must be provided). Associate Professors may serve as reviewers for candidates seeking promotion to the rank of Associate Professor, but only when necessary and upon approval from the Director of Texas A&M AgriLife Extension. Also, appropriate senior government scientists and specialists may serve as reviewers for candidates seeking promotion to the rank of Associate Professor, but only when necessary and upon approval from the Director of Texas A&M AgriLife Extension.
- External reviewers must be "arms-length" (i.e., 5 years since co-author or co-PI on a publication or grant; not a previous advisor, mentor, committee member or mentee).
- At least 4 of the letters must be obtained from Association of American Universities (AAU) land grant institutions, other leading land grant institutions, or institutions with

outstanding leaders in the candidate’s field of expertise.

- No more than 1 letter can be obtained from the same institution.
- Requests for external reviewer letters, which originate from the department head/unit leader, will be made on a modified version of the University Standard External Review template.
- All letters requested and received are to be included in the candidate’s promotion dossier.

Timeframe for Consideration of Career Ladder Promotion

- Candidates should meet with a mentoring committee at least once per year and documentation of the current status and recommendations should be presented in writing to the Department Head and Associate Department Head/Program Leader.
- Candidates should undergo an interim department evaluation at approximately the three-year mark at the current ranking.
- Typically, promotion considerations among professorial rank occur on a 5-year interval. This time increment allows for substantial professional growth to document outstanding service and distinguished achievements. Successful candidates will officially be promoted at the beginning of the next fiscal year.
- Exceptions may be granted for outstanding service and distinguished achievements.

Standards of Achievement for Professorial Ranks

For the rank of Assistant Professor, the items listed below should be in place at the interim timeframe review. For Associate Professor and Professor ranks, items listed below are what should be in place before applying for promotion.

	Assistant Professor	Associate Professor	Professor
Degree/Experience Requirements	Doctoral degree in appropriate subject matter discipline. (Preferred)	Minimum of 5 years at rank of assistant professor (exceptions may be granted for outstanding service and distinguished achievements).	Minimum of 5 years at rank of associate professor (exceptions may be granted for outstanding service and distinguished achievements).

EXTENSION			
	Assistant Professor	Associate Professor	Professor
Program Development and Implementation	Understand the type of programmatic approaches needed to meet the varied needs and capabilities of different audiences for effective program planning and implementation.	Evidence of effective planning and implementation of quality educational programs needed to meet the various needs and expectations of Extension clientele, including those of traditionally underserved audiences.	Demonstrates ability to plan comprehensive and impactful educational programs and develop procedures and methods that meet program outcome objectives that are consistent with unit/department goals and objectives and the agency's strategic plan.
	Assist County Extension Agents, Program Area Committee members, and volunteers in effectively using Extension's program development process.	Demonstrates ability to operate within Extension's program development process to plan, implement and evaluate Extension educational programs in the faculty member's assigned program area.	Exemplary ability to plan, implement, and evaluate programs developed through Extension's program development process, including making necessary adjustments to educational programs based on evaluation results to maximize impacts (e.g., behavioral, economic).
	Develop recognition among peers, County Extension Agents, Regional Program Leaders, and administrators for expertise in the faculty member's subject matter area.	Recognized by peers, County Extension Agents, Regional Program Leaders, and administrators for expertise and ability to develop and plan highly effective programs.	Recognized within and outside the agency (including nationally and internationally, when applicable) for subject matter expertise, contributions to the faculty member's discipline, and exemplary Extension

			educational programs as evidenced by broad adoption and impacts.
	Conduct formal and informal needs assessments, assess the latest trends in a faculty member's field of expertise, and develop appropriate educational responses.	Demonstrates ability to work with others (within and outside of Extension) to develop programs that address issues and problems identified through various needs assessments.	Evidence of creativity in seeking solutions to complex educational problems and issues that advance the mission of the agency.
	Understand and demonstrate a basic level of competency in utilizing various forms of media to disseminate subject matter information.	Evidence of consistent and effective use of various communication tools to disseminate subject matter information to Extension clientele.	Demonstrates ability to successfully utilize various forms of technology to reach clientele with programs and resources, such as social media, websites, online learning management systems, etc.
	Prepare research-based newsletters, news articles, technical fact sheets, and other educational materials.	Demonstrates ability to develop and disseminate research-based newsletters, blogs, email blasts, videos, news articles, technical fact sheets, and educational materials to Extension clientele.	Exemplary competence in developing Extension publications (e.g., newsletter articles, news releases, technical fact sheets) and other educational and resources (e.g., online courses, digital learning, social media, blogs, and podcasts).
Support of Extension Activities	Develop working relationships with sponsors and donors in securing and maintaining support and resources for Extension educational programs; develop grants and contracts proposals.	Demonstrates effort and success in obtaining grants and contracts to support the faculty member's educational program, including serving as Co-PI and PI on proposals.	Evidence of significant progress in the faculty member's ability to identify, secure, and maintain support and resources for educational programs, including the successful acquisition of contracts and grants (state and federal).

Coordination and Cooperation	Interact positively with diverse populations including teaching, research, and Extension faculty and the general public, especially those participating in the faculty member's discipline.	Demonstrates ability to direct and coordinate efforts of teaching, research, and Extension faculty to create an effective and synergistic working relationship.	Evidence of significant contributions to program unit, task forces, faculty committees, etc. and a demonstrated track record of building effective working relationships across departments, agencies, and/or colleges.
	Function effectively with clientele, academic faculty, research scientists, and associates.	Evidence of effective cooperation with external organizations important to the Agency and educational programs.	Demonstrates cooperation with leadership of key organizations that are relevant to program delivery strategies.
TEACHING: EXTENSION EDUCATIONAL DELIVERY			
	Assistant Professor	Associate Professor	Professor
Faculty/Staff Training and Assistance	Train Extension personnel to use appropriate educational methods and techniques for communicating with specific audiences.	Demonstrates ability to lead Extension faculty in determining and understanding the clientele's needs and interests, including the development of effective educational programs to address relevant issues.	Evidence of providing exemplary comprehensive technical assistance and expert guidance to administrators, Extension faculty members, and county Extension agents.
Teaching Effectiveness and Quality	Develop effective learning environments for adult and/or youth audiences, including volunteers.	Demonstrates ability to develop and conduct formal and informal learning experiences for adult and/or youth audiences in a variety of settings and formats (face-to-face, online).	Evidence of the development and delivery of highly effective and relevant, in-depth learning experiences in the faculty member's subject matter area, which might consist of community-based

			educational programs, formal classroom instruction, guest lectures, field trainings, continuing education workshops, webinars, online courses, etc.
	Select suitable methods and techniques for delivering subject matter content in the faculty member's discipline.	Demonstrates effort to improve teaching methods, materials, and overall effectiveness with various Extension audiences.	Evidence of continued efforts to improve teaching performance through the utilization of innovative delivery techniques, which are appropriate for diverse adult and/or youth audiences.
	Assess teaching effectiveness through peer and clientele evaluations.	Demonstrates efforts to improve teaching effectiveness by responding to feedback from peer and clientele teaching evaluations.	Evidence of continued teaching improvement by exhibiting expertise and mastery of faculty member's subject matter (as reflected in peer and clientele learning assessments and teaching evaluations).

TEACHING: ACADEMIC INSTRUCTION AND STUDENT MENTORING
(When Applicable)

	Assistant Professor	Associate Professor	Professor
Classroom Instruction	Deliver lectures in departmental classes and seminars	Deliver lectures in departmental classes and seminars	Deliver lectures in departmental classes and seminars
Undergraduate and Graduate Student Mentorship	Mentoring undergraduate students' research, assisting with student club and competitive team activities	Mentoring undergraduate students' research, assisting with student club and competitive team activities	Mentoring undergraduate students' research, assisting with student club and competitive team activities
Graduate Student	Serve on graduate	Serve on graduate	Chairing or co-chairing

Advising	student committees	student committees in subject matter discipline.	graduate student committees.
RESEARCH			
	Assistant Professor	Associate Professor	Professor
Scholarly Contributions and Professionalism	Exhibit competency in faculty member's subject matter discipline.	Evidence of expanded competency in faculty member's subject matter discipline.	Maintains and exhibits a comprehensive knowledge and understanding of the discipline.
	Desire to improve knowledge and subject matter competence.	Demonstrates knowledge of the current advances and developments within the profession and provides evidence of the ability to apply such knowledge.	Evidence of clear and distinguished contributions to the faculty member's discipline as indicated by an established state, national, or international reputation.
	Begin building reputation with peers in the faculty member's discipline by making contributions to the profession.	Recognized locally, regionally, and at the state level by Extension peers for scholarly contributions and professionalism.	Recognized nationally (and in some cases, internationally) by colleagues within the discipline for distinguished scholarship and continuous record of excellence to the profession.
Outcomes of Programs	Develop and implement evaluation strategies to assess outcomes from Extension educational programs.	Demonstrates evidence of program impacts (i.e., knowledge gain, behavior change, adoption of new technologies and best practices, economic impact) as measured	Demonstrates evidence of highly impactful Extension programs that yield data, which can be presented at state, national, and international conferences and published in refereed

		by well-designed program evaluations.	journals.
	Presents program outcomes at local, regional, and state meetings.	Presents program outcomes at state and national professional development conferences and professional society/organization meetings appropriate to the faculty member's discipline.	Demonstrates expanded efforts to present program outcomes at state, national, and international (when applicable) conferences and professional society/organization meetings.
	Publishes program outcomes in Extension publications (e.g., fact sheets and reports), trade publications, and refereed journals.	Demonstrates success in publishing program outcomes, including serving as lead- and co-author on refereed journal article submissions.	Evidence of continued success at publishing research/evaluation findings in reputable refereed journals in the faculty member's discipline, including serving as lead author on publications.
SERVICE			
	Assistant Professor	Associate Professor	Professor
Service on Committees	Serve on unit/departmental, university, and agency committees.	Evidence of a progression in various service roles, including assuming leadership roles on unit/departmental, university.	Evidence of distinguished service on unit/departmental, university, and agency committees, including serving in clear leadership capacities (e.g., Search Committee Chair).
	Serve on external local, regional, and statewide committees, boards, and panels.	Evidence of a progression in various service roles external to the agency, including serving on state and national committees, boards,	Evidence of distinguished service on state, national, and international (when appropriate) committees, boards, and panels with a clear

		and panels that advance the faculty member's discipline.	leadership emphasis.
Service in Professional Organizations	Gain recognition in professional organizations (regional, state) as a contributor to the faculty member's discipline.	Recognized for service in state and national professional organizations in the faculty member's discipline (state and national level).	Serve in leadership positions in professional organizations (state, national, and international levels).

Promotion Peer Review Committees

Departmental Promotion and Tenure Peer Review Committee

Departments are responsible for reviewing all Extension specialists who hold a disciplinary appointment through an academic department. Department Heads, in consultation with Associate Department Heads, will assemble a promotion and tenure (P&T) committee that will review promotion dossiers for teaching, research, and Extension faculty, including on- and off-campus Extension specialist faculty. This departmental P&T committee will have an appointed Chair and should be well-structured and composed of appropriate senior teaching, research and Extension faculty members who can evaluate the quality and breadth of the overall performance of the junior faculty relative to the role of Extension faculty in a land-grant university system.

AgriLife Extension Director-Appointed Peer Review Committee

For faculty members seeking promotion from non-departmentalized academic units, the Director of the Texas A&M AgriLife Extension Service will appoint a peer review committee to evaluate candidate dossiers. This committee will be chaired by a senior Extension faculty member and will be comprised of faculty who possess the appropriate disciplinary expertise necessary to evaluate the quality and breadth of the performance of the non-departmentalized Extension faculty members. Where possible and appropriate, faculty members from the candidates' academic units will be included in the non-departmental review committee.

Committee Chairs for the two committees described above will ensure that the following guidelines are followed:

- Only faculty at the rank of Associate Professor or Professor will be named to serve on the committees, and only faculty members with rank higher than the candidate being considered can serve on the committees. Peer review committees should include on- and off-campus faculty where possible (Note: The promotion candidate's dossier cover sheet must include the total number of faculty eligible to vote).

- Committee recommendations on Extension faculty who are being considered for promotion should be based on guidelines contained in this document.
- Committee deliberations must be conducted in confidence.
- An assessment of the faculty member's dossier, which includes the Candidate Statement on Extension, Teaching, Research and Service, curriculum vitae, external reviewer letters, and representative items/materials from the candidate, will be conducted by the appropriate committees, resulting in a vote for or against promotion. The vote tally, along with separate written statements from the committees on the quality of the candidate's Extension, Teaching, Research, and Service and a recommendation letter for or against promotion from the department/unit head, will become a part of the overall dossier that will be forwarded to the Texas A&M Agricultural and Life Sciences College Peer Review Committee for further evaluation.

During the review process, if both the Department/Unit Head and the peer review committee do not recommend promotion, then the candidate's promotion file will not be forwarded to the Texas A&M Agricultural and Life Sciences College Peer Review Committee and AgriLife Extension Director for further consideration unless the candidate so requests.

If the Department/Unit Head or the review committee does not agree on a recommendation, then the matter will be forwarded to the AgriLife Extension Director for evaluation and further consultation with the Vice Chancellor.

At any point in the process, a candidate for promotion may elect to withdraw his/her name from further consideration by written request to the Department/Unit Head.

Texas A&M Agricultural and Life Sciences College Peer Review Committee

The Texas A&M Agricultural and Life Sciences College Peer Review Committee will review all requests for promotion in rank of all Extension specialists. The committee will review all promotion recommendations and ensure equitable review and evaluation of teaching, research and Extension promotion candidates, relative to the position description for each candidate.

The Texas A&M Agricultural and Life Sciences College Peer Review Committee will be comprised of senior faculty members appointed by the Vice Chancellor and Dean of the Texas A&M College of Agriculture and Life Sciences; Director, Texas A&M AgriLife Research; and Director, Texas A&M AgriLife Extension Service. The makeup of the committee will reflect the composition of the faculty within the College, Texas A&M AgriLife Research and Texas A&M AgriLife Extension, and will be reviewed every three years to ensure it continues to represent the demographics of the faculty. Committee members shall serve two-year terms, with approximately one-half of the committee rotating each year. As with the departmental/Director-appointed peer review committees, all members of the Texas A&M Agricultural and Life Sciences College Peer Review Committee may vote on promotion and tenure decisions; however, the vote of the tenured faculty must be kept separate. The results

of the committee's anonymous vote and the overall perspective of the committee relative to each faculty member under consideration shall be explained by the Chair of the Committee in a statement to the Vice Chancellor on each candidate.

The Texas A&M Agricultural and Life Sciences College Peer Review Committee shall review all promotion and tenure recommendations in accordance with the following:

- Review completeness of promotion candidate's file submitted by the department/Director-appointed peer review committee, requesting additional information, if necessary, particularly if the candidate's department/unit is not represented on the committee.
- Review recommendations of the departmental/Director-appointed peer review committee and Department/Unit Head, as appropriate. The Texas A&M Agricultural and Life Sciences College Peer Review Committee should focus on nominations of a marginal nature. Specifically:
 - If the departmental/Director-appointed peer review committee and the respective heads strongly recommend a decision and the Texas A&M Agricultural and Life Sciences College Peer Review Committee does not concur, then the committee may request further input prior to a final recommendation. Detailed comments should accompany all Texas A&M Agricultural and Life Sciences College Peer Review Committee recommendations, which are in opposition to the recommendations of the departmental/Director-appointed peer review committee or departmental/unit administration.
 - If the departmental/Director-appointed peer review committee and the departmental/unit administration are in direct conflict, the Texas A&M Agricultural and Life Sciences College Peer Review Committee should carefully review the entire file, including external letters, to determine the merits of the file. If necessary, the committee may invite the appropriate Department/Unit Head and chair of the departmental/Director-appointed peer review committee to the meeting to gain further information.

The Chair of the Texas A&M Agricultural and Life Sciences College Peer Review Committee will be responsible for transmitting written results of the committee's deliberations and make recommendations regarding desired changes to the process.

When the Director does not concur with the recommendation of the Department Head, Associate Department Head, or Unit Head and/or department/Director-appointed peer review recommendation, the Director will inform the appropriate Department Head/Unit leader of the reasons for that decision. The departmental/Director-appointed peer review committee shall then have the opportunity to ensure that all appropriate materials have in fact been properly enclosed with the promotion dossier and that all relevant arguments have been put forward. In the event that germane new evidence is introduced or new, quite different arguments are

applied, the departmental/Director-appointed peer review committee may submit a newly organized document for reconsideration.

If the Director recommends against promotion and that recommendation is contrary to the recommendation of the Department Head and Associate Department Head/Unit Head, then the Director shall inform the appropriate unit leader and the candidate of the reasons for the decision. The faculty member shall then have the opportunity to offer any new evidence in support of the request for promotion, and that evidence shall be reviewed by the Director and the Texas A&M Agricultural and Life Sciences College Peer Review Committee before a final recommendation concerning promotion is made.

In the event of a negative promotion decision, the faculty member is entitled to a written statement of the reasons that contributed to that decision. If requested by the faculty member, the Department Head/Unit Head, as appropriate, will provide a statement of rationale.

Appeals Procedure for Professorial Progression

Extension specialist faculty have the right to present grievances concerning progression through the Professorial Career Ladder. Basis for an appeal regarding progression in rank exists when, in the opinion of the Extension faculty member, one or more of the following has occurred:

1. There was a failure to follow the prescribed procedures.
2. There was a failure to adhere to the established criteria for determining progression in rank.
3. There was a discovery of significant new evidence in support of the Extension faculty member related to academic credentials, length of professional service, overall achievement, productivity, and/or effectiveness.

Extension faculty having concerns or grievances regarding other aspects of the Professorial Career Ladder are encouraged to seek resolution of those concerns through established supervisory channels prior to filing a written appeal. If the matter cannot be resolved, the faculty member may seek a hearing by an appeals committee.

The written appeal shall include the basis for the appeal committee and must contain any supporting evidence and/or documentation to be considered. Written appeals concerning denial of progression in rank must be filed within 20 working days of notification of denial.

A seven-member Appeals Committee shall be appointed by the Director to review and/or hear individual appeals regarding progression in rank.

The appellant may request to meet with the Appeals Committee to present his/her case. Such a request shall be included in the written appeal. If the appellant elects to be represented by an

attorney, the appellant will notify the Director's Office at least five working days before the date the appeal is to be heard. The appellant will be solely responsible for any legal expenses incurred in such representation.

The Appeals Committee shall judge the merits of the case and forward its written recommendation with supporting documentation to the Director for final action within 20 working days from the end of the appeal hearing.

The Director shall notify the appellant in writing of acceptance or rejection of the Appeals Committee recommendation. Such notification shall be made within 60 working days of receipt of the written appeal.

Appendix

GROUPS ELIGIBLE FOR PROFESSORIAL CAREER LADDER

Departmentalized Groups

- Agricultural Economics
- Agricultural Leadership, Education and Communication
- Biological and Agricultural Engineering
- Animal Science
- Biochemistry and Biophysics
- Entomology
- Horticultural Science
- Nutrition and Food Science
- Plant Pathology and Microbiology
- Poultry Science
- Recreation, Park and Tourism Sciences
- Soil and Crop Sciences
- Rangeland, Wildlife and Fisheries Management

Non-Departmentalized Units

- 4-H Youth Development
- Agricultural and Environmental Safety
- Family and Community Health
- Institute for Infectious Animal Diseases
- Texas Agricultural Lifetime Leadership
- V.G. Young Institute of County Government