

CAUSE NO. 23-000631-CV-361

ERIN A. SNIDER, Ph.D.,  
*Plaintiff,*

v.

TEXAS A&M UNIVERSITY,  
*Defendant.*

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IN THE DISTRICT COURT OF

BRAZOS COUNTY, TEXAS

361st JUDICIAL DISTRICT

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PLAINTIFF'S FIRST AMENDED PETITION

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TO THE HONORABLE JUDGE OF SAID COURT:

COMES NOW Plaintiff, Erin A. Snider, Ph.D. (hereinafter "Dr. Snider") and bring this First Amended Petition ("Petition") against Texas A&M University (hereinafter "Texas A&M"), and would respectfully show the Court as follows:

**I. DISCOVERY CONTROL LEVEL**

1. Plaintiff intends to conduct discovery under Level 3 of the Texas Rules of Civil Procedure.

**II. PARTIES**

2. Plaintiff, Erin A. Snider, Ph.D, is an individual residing in Brazos County, Texas.

3. Defendant, Texas A&M University, is a general academic teaching institution pursuant to Section 61.003 of the Texas Education Code. Texas A&M may be served by and through its President M. Katherine Banks, at the Office of the President, 1246 TAMU, Texas A&M University, College Station, Texas 77843 or wherever she may be found.

**III. RULE 47 STATEMENT**

4. Dr. Snider brings this Petition asserting claims against Texas A&M for unlawful employment practices in violation of Chapter 21 of the Texas Labor Code and violations of the Family Medical Leave Act, 29 U.S.C. § 2601 *et seq.* The damages sought are within the

jurisdictional limits of this Court. Dr. Snider seeks monetary relief in an amount greater than \$250,000.00 but not more than \$1,000,000.00, non-monetary relief and all other relief for which Dr. Snider is entitled. TEX. R. CIV. P. 47.

#### **IV. JURISDICTION AND VENUE**

5. This Court has jurisdiction over this lawsuit pursuant to Art. 5 §§ 1 and 8 of the Texas Constitution. TEX. GOV. CODE § 24.007. The damages sought in this suit exceed the minimal jurisdictional limits of Brazos County Judicial District Courts. *Id.*

6. Venue is proper in Brazos County, Texas, because Texas A&M is located in Brazos County, Texas. *See* TEX. EDUC. CODE § 85.18. Moreover, all or a substantial part of the events or omissions giving rise to Dr. Snider's claims occurred in Brazos County, and Brazos County is the county where Texas A&M has its principal place of business. *See* TEX. CIV. PRAC. & REM. CODE § 15.002.

#### **V. JURY DEMAND**

7. Dr. Snider demands trial by jury and tenders her jury fee therewith.

#### **VI. CONDITIONS PRECEDENT**

8. This lawsuit raises a cause of action under Chapter 21 of the Texas Labor Code to correct unlawful employment practices on the basis of race, color, disability, religion, sex, national origin or age.

9. More than 180 days prior to the institution of this lawsuit, Dr. Snider filed a Charge of Discrimination with the Texas Workforce Commission – Civil Rights Division, alleging violations of Chapter 21 of the Texas Labor Code. A copy of said Charge of Discrimination is attached hereto as Exhibit 1 and incorporated for all purposes herein.

10. A notice of the right to file a civil action was received from the Texas Workforce Commission – Civil Rights Division on December 30, 2022. A copy of said Notice of Right to Sue is attached hereto as Exhibit 2 and incorporated for all purposes herein.

11. All conditions precedent to the institution of this lawsuit have been fulfilled. This lawsuit is timely, as it is being filed within sixty days of the date a notice of the right to file a civil action was received by Dr. Snider, and it is being filed within two years of the date the complaint relating to the action was filed.

## **VII. FACTUAL BACKGROUND**

12. Dr. Snider is an Assistant Professor of International Affairs in the Department of International Affairs (the “Department”) in the Bush School of Government and Public Service (the “Bush School”) at Texas A&M. Dr. Snider has suffered discrimination on the basis of sex in the terms and conditions of her employment at the hands of her employer, Texas A&M, by and through its administrators and employees, namely Mark A. Welsh, III, Dean of the Bush School (“Dean Welsh”) and F. Gregory Gause, III, head of the Department of International Affairs (“Dr. Gause”).

13. In September of 2013, Dr. Snider accepted a tenure-track faculty position at the level of Assistant Professor in the Bush School’s Department of International Affairs (the “Department”). As an Assistant Professor, Dr. Snider made significant scholarly, teaching and service contributions to the Department and Texas A&M. Most notably, Dr. Snider’s book, *Marketing Democracy: The Political Economy of Democracy Aid in the Middle East*, was published by Cambridge University Press – the number one ranked university press in the world for political science in the Middle East. In addition, Dr. Snider co-organized the Department’s

International Affairs Faculty Research Seminar and served as an active member on several committees in the Department.

14. Based on her date of hiring, it was expected that Dr. Snider would submit her application for promotion to Associate Professor with tenure during the 2018-2019 academic year.

15. During the 2017-2018 academic year and the 2018-2019 academic year, Dr. Snider had severe medical complications due to a second-trimester miscarriage and other pregnancy-related medical conditions. Pursuant to Texas A&M policy, Dr. Snider requested and received medical extensions to her tenure-track probationary period for the 2017-2018 academic year and the 2018-2019 academic year. In addition, Dr. Snider was granted an extension to her tenure clock for the 2020-2021 academic year due to research disruptions caused by the COVID-19 global pandemic. Pursuant to Texas A&M's Tenure Clock Extension Form, which documents Dr. Snider's approved extensions, "any decision for tenure shall be made during the probationary period as extended, *using procedures normally applied during the initial period.*" Although Dr. Snider submitted her Tenure Application after eight years, Dr. Snider was not expected to make progress towards tenure during the three years that she received approved extensions. Accordingly, Dr. Snider's Tenure Application was to be reviewed as if it had been completed during the initial five-year probationary period.

16. In the spring of 2021, Dr. Snider began preparing her dossier for submission to the Department's Promotion and Tenure Committee. Dr. Snider spent several months working on her dossier with the help of Dr. Gause. Dr. Gause helped Dr. Snider determine what to include in her dossier and reviewed and edited every document in Dr. Snider's dossier before she submitted it.

17. During this time, Dr. Snider informed Dr. Gause that she was concerned the Department's Promotion and Tenure Committee would improperly evaluate her performance

according to the seven-year probationary period rather than using the procedures normally applied during the five-year probationary period as required by Texas A&M policy. Dr. Gause conceded that many Department faculty members were not aware that they were required to make their decisions for tenure using the procedures normally applied during the initial five-year period. Dr. Gause also admitted that Dr. Snider would be at a disadvantage if the Department's Promotion and Tenure Committee evaluated her according to the seven-year probationary period as opposed to using the procedures normally applied during the initial five-year probationary period. Despite Dr. Snider's concerns, Dr. Gause repeatedly assured her that he would inform the Department's Promotion and Tenure Committee that Dr. Snider's dossier was to be evaluated using the procedures normally applied during the initial five-year probationary period.

18. Based on Dr. Gause's assurances, Dr. Snider submitted her dossier to the Department's Promotion and Tenure Committee in September 2021. On October 8, 2021, Dr. Gause called Dr. Snider to inform her that her application for promotion to Associate Professor with tenure ("Tenure Application") had been unanimously denied. Dr. Snider was shocked by the Department's Promotion and Tenure Committee's decision.

19. On October 13, 2021, Dr. Gause and Dr. Snider met via Zoom to discuss the Department's Promotion and Tenure Committee's decision. During this meeting, Dr. Gause admitted that he had failed to inform the Department's Promotion and Tenure Committee in writing that during the review of Dr. Snider's dossier, Texas A&M policy required that she be evaluated using the procedures normally applied during the initial five-year probationary period.

20. On November 2, 2021, Dr. Snider received an email from Dr. Gause informing her that he had completed his Department Head Report and he agreed with the Department's Promotion and Tenure Committee's decision. In his email, Dr. Gause stated that he supported the

denial of Dr. Snider's Tenure Application because she failed to meet the Department's standards in research largely due to "problems" identified with her book.

21. After receiving Dr. Gause's email, Dr. Snider immediately contacted Dean Welsh to discuss her concerns regarding Dr. Gause and the Department's Promotion and Tenure Committee's improper decision to deny her Tenure Application. While waiting to speak with Dean Welsh, Dr. Snider learned that the Bush School's Promotion and Tenure Committee also recommended that her Tenure Application be denied.

22. On December 1, 2021, Dr. Snider met with Dean Welsh via Zoom to discuss the denial of her Tenure Application. Thereafter, Dean Welsh sent Dr. Snider a follow-up email on December 3, 2021, in which he informed Dr. Snider that her Tenure Application had been denied due to concerns regarding her book and her "productivity and research pipeline." On December 4, 2021, Dr. Snider was informed that Dean Welsh had completed his Dean Report, and he agreed that Dr. Snider's Tenure Application should be denied.

23. On December 14, 2021, Dean Welsh called Dr. Snider to inform her that because she had raised issues of "bias" with him during their December 1, 2021, meeting, he had notified Texas A&M's Department of Civil Rights and Equity Investigations ("Title IX Office"). Dean Welsh also stated that the Provost's review of her Tenure Application would be "frozen" while the Title IX Office conducted its investigation. However, on February 2, 2022, Dr. Snider received an email from Dr. Gause informing her that the Interim Provost and Executive Vice President, Timothy P. Scott, agreed with the Department's recommendation not to support her Tenure Application.

24. According to Dr. Gause and Dean Welsh, Dr. Snider's Tenure Application was denied because her research failed to meet the Department's standards. Yet, Dr. Snider's research

as an Associate Professor has been nothing short of excellent. Dr. Snider has several academic articles that have been published in various journals. In addition, in her annual reviews over the years, Dr. Snider received almost entirely positive feedback on her research.

25. Furthermore, Dr. Snider's male colleagues who received promotions to Associate Professor with tenure had far less published work than Dr. Snider when they were promoted. For example, Jasen Castillo (tenured in 2014) and Will Norris (tenured in 2016) were both promoted to Associate Professor with tenure when they had only one published peer-reviewed work—their respective books. Further, the publishers for both Mr. Castillo and Mr. Norris's books lacked the prestige or ranking of Dr. Snider's publisher, Cambridge University Press. Moreover, in addition to her peer-reviewed book, Dr. Snider had also published three academic articles when she applied for promotion to Associate Professor with tenure. By all accounts, Mr. Castillo and Mr. Norris were less qualified than Dr. Snider when they received promotions from Assistant Professor to Associate Professor with tenure. However, unlike Dr. Snider, Mr. Castillo and Mr. Norris are males.

26. Dean Welsh also claimed that Dr. Snider's Tenure Application was denied because the Department's Promotion and Tenure Committee was looking for planning materials for Dr. Snider's upcoming book and papers. Yet, planning materials for upcoming works are not listed as a requirement in the Department's instructions for the submission of a tenure candidate's dossier. Moreover, as the Department head, Dr. Gause was supposed to offer guidance to tenure candidates as they prepared their dossiers. Dr. Gause reviewed every document in Dr. Snider's dossier, and he approved her dossier for submission to the Department's Promotion and Tenure Committee. Dr. Gause never mentioned that Dr. Snider's dossier was missing planning materials for her

upcoming works. Dr. Snider's failure to include those materials was not because they did not exist, but because she was *never* made aware that they should be included as part of her dossier.

27. Dr. Gause, Dean Welsh, the Department, and Texas A&M never intended to grant Dr. Snider's Tenure Application because of the medical extensions Dr. Snider received due to her pregnancy-related medical condition. Dr. Gause and Dean Welsh's baseless excuses are nothing more than pretext to deny Dr. Snider's Tenure Application, covering up the true reason – their discriminatory animus against Dr. Snider on the basis of sex because she is a woman and because of her pregnancy-related medical condition.

28. Accordingly, on April 28, 2022, Dr. Snider filed a Charge of Discrimination with the Texas Workforce Commission – Civil Rights Division, alleging violations of Chapter 21 of the Texas Labor Code. *See Exhibit 1.*

29. On December 30, 2022, Dr. Snider received notice of her right to file a civil action from the Texas Workforce Commission – Civil Rights Division. *See Exhibit 2.*

## VIII. CAUSES OF ACTION

### **Count One: Violation of Texas Labor Code § 21.051**

30. Dr. Snider repeats, reiterates, and re-alleges each and every allegation contained in Paragraphs 12-29 with the same force and effect as though fully set forth at length herein.

31. Texas Labor Code § 21.051 prohibits an employer from discharging an employee, or discriminating in any other manner, or limiting, segregating, or classifying an employee in a manner that deprives or tends to deprive the employee of any employment opportunity or adversely affects in any other manner the employee's status, based on an employee's race, color, disability, religion, sex, national origin, or age. Further, discrimination on the basis of sex includes



discrimination on the basis of pregnancy, childbirth, or a related medical condition. *Id.* at §§ 21.051, 21.106(a).

32. Texas A&M is an employer for the purposes of Chapter 21 of the Texas Labor Code because it is a “state agency.” TEX. LABOR CODE §§ 21.002(8), (14).

33. At all times relevant to this claim, Dr. Snider was an employee of Texas A&M. In addition, Dr. Snider belongs to classes protected under Chapter 21 of the Texas Labor Code because she is a woman and because she had a pregnancy-related medical condition while she was working as an Assistant Professor for Texas A&M.

34. Upon information and belief, Texas A&M engaged in unlawful employment practices, consisting of discrimination against Dr. Snider by improperly denying her Tenure Application on the basis of her sex because she is a woman and because she had a pregnancy-related medical condition.

35. As detailed above, Dr. Snider’s research exceeded that of her colleagues, who did receive promotions from Assistant Professor to Associate Professor with tenure. Texas A&M’s reasons for denying Dr. Snider’s Tenure Application are nothing more than a pretext to cover up the true reason—Texas A&M’s discriminatory animus towards Dr. Snider on the basis of sex because she is a woman and because of her pregnancy-related medical condition.

36. In addition, Texas A&M’s treatment towards males similarly situated to Dr. Snider further supports Dr. Snider’s claim that Texas A&M discriminated against her on the basis of sex because she is a woman and because she had a pregnancy-related medical condition.

37. As a direct and proximate result of Texas A&M’s discriminatory conduct in violation of the Texas Labor Code, Dr. Snider has and will continue to be deprived of wages, fringe benefits, status, seniority, and other advantages of employment. Additionally, Dr. Snider has, and

will continue to experience, mental anguish, humiliation, damage to reputation, and other embarrassment, resulting from Texas A&M's violation of the Texas Labor Code.

**Count Two: Violation of Family Medical Leave Act**

38. Dr. Snider repeats, reiterates, and re-alleges each and every allegation contained in Paragraphs 12-29 with the same force and effect as though fully set forth at length herein.

39. At all times relevant to this claim, Dr. Snider was an employee of Texas A&M and Texas A&M was an employer within the meaning of the Family Medical Leave Act, 29 U.S.C. § 2601 *et seq.* ("FMLA").

40. Dr. Snider fell within the protection of the FMLA as a person who missed work because of a second trimester miscarriage and a person with a serious health condition resulting from that miscarriage. *Id.* at § 2612(a)(1)(D).

41. At all times relevant hereto, Dr. Snider suffered a serious health condition that required continuing treatment by a health care provider.

42. Under FMLA, Texas A&M had an obligation to provide Dr. Snider with up to twelve weeks of leave for a serious health condition rendering Dr. Snider unable to perform the functions of Dr. Snider's position. Further, Texas A&M had a duty to not retaliate against her for taking such leave.

43. Notwithstanding Texas A&M's duties as set forth above, Texas A&M willfully violated FMLA by retaliating against Dr. Snider for taking leave under FMLA.

44. Texas A&M was aware that its acts of retaliation against Dr. Snider for taking leave under FMLA were violations of FMLA. Accordingly, Dr. Snider is entitled to liquidated damages against Texas A&M.

45. As a direct and proximate result of Texas A&M's retaliatory conduct in violation of FMLA, Dr. Snider has and will continue to be deprived of wages, fringe benefits, status, seniority, and other advantages of employment. Additionally, Dr. Snider will continue to experience mental anguish, humiliation, damage to reputation, and other embarrassment, resulting from Texas A&M's violations of FMLA.

### **IX. DAMAGES**

46. Dr. Snider has suffered actual and consequential damages as a result of Texas A&M's discrimination. In addition, Dr. Snider has incurred pecuniary loss as a result of Texas A&M's actions, including the deprivation of salary and fringe benefits, impairment of Dr. Snider's future job prospects, and noneconomic damages as a result of her mental anguish, suffering, inconvenience, and physical and emotional stress. Dr. Snider seeks damages from TAMU for these injuries above the minimum jurisdictional limits of the court, in an amount greater than \$250,000.00 but not more than \$1,000,000.00.

47. Additionally, Dr. Snider seeks equitable relief from Texas A&M, including promotion to Associate Professor with tenure.

### **X. ATTORNEY'S FEES**

48. As a result of Texas A&M's improper conduct, Dr. Snider has incurred reasonable and necessary attorney's fees, which Dr. Snider is entitled to recover pursuant to the Texas Labor Code, and any other applicable statutes.

### **XI. PRAYER FOR RELIEF**

WHEREFORE, PREMISES CONSIDERED, Dr. Snider, requests that Texas A&M be cited to appear and answer herein, and that on final trial, Dr. Snider has final judgment against Texas A&M for:

1. Promotion to Associate Professor with tenure
2. Actual monetary damages, including backpay and front pay;
3. Compensatory Damages;
4. Attorney's Fees;
5. Pre-judgment interest at the highest legal rate allowed by law;
6. Post-judgment interest at the highest legal rate allowed by law;
7. Costs of Court; and
8. Such other and further relief, general and special, in law or in equity, to which Dr. Snider may show herself justly entitled.

Respectfully submitted,

**WEST, WEBB, ALLBRITTON & GENTRY, P.C.**  
1515 Emerald Plaza  
College Station, Texas 77845  
Telephone: (979) 694-7000  
Facsimile: (979) 694-8000

By: /s/ Gaines West  
GAINES WEST  
State Bar No. 21197500  
Email: gaines.west@westwebb.law  
MELISSA SPINN  
State Bar No. 24110395  
Email: melissa.koelsch@westwebb.law  
HANNA LEE  
State Bar No. 24122232  
Email: hanna.lee@westwebb.law

***Attorneys for Plaintiff***

# **EXHIBIT 1**



**WEST WEBB  
ALLBRITTON  
& GENTRY**

**Gaines West**  
Shareholder  
gaines.west@westwebb.law

May 12, 2022

Intake Officer  
Texas Workforce Commission  
Civil Rights Division  
101 East 15th Street, Guadalupe CRD  
Austin, Texas 78778-0001

***Via CMRRR: #7021 1970 0001 3063 4112  
and Email: [EEOIntake@twc.state.tx.us](mailto:EEOIntake@twc.state.tx.us)***

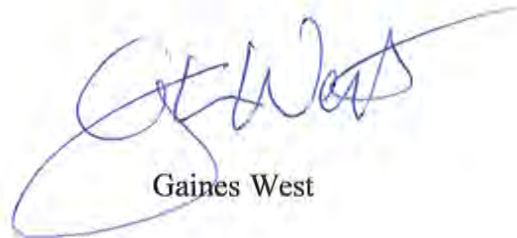
Re: Dr. Erin A. Snider/ Texas A&M University

Dear Intake Officer:

As you are aware, my office has been retained to represent Dr. Erin A Snider regarding her Charge of Discrimination against Texas A&M University which was originally transmitted to your office on April 28, 2022. On May 3, 2022, I received a request from EEO Intake that Dr. Snider's discrimination complaint be submitted using the Charge Form 5. Enclosed, please find Dr. Snider's Charge Form 5 along with the original Charge of Discrimination that was transmitted to EEO Intake on April 28, 2022.

Please ensure that your records indicate that Dr. Snider's complaint was timely submitted on April 28, 2022.

Sincerely,



Gaines West

# CHARGE OF DISCRIMINATION

This form is affected by the Privacy Act of 1974.  
See enclosed Privacy Act Statement and other information before completing this form.

Charge Presented To: Agency(ies) Charge Number(s):

FEPA  
 EEOC

## Texas Workforce Commission Civil Rights Division

and EEOC

*State or local Agency, if any*

Name (indicate Mr., Ms., Mrs.)

**Erin Snider**

Home Phone (Incl. Area Code)

**717.254.5717**

Date of Birth

**07/05/1977**

Street Address  
City, State and ZIP Code

**8703 Sandstone Drive, College Station, Texas 77845**

Named is the Employer, Labor Organization, Employment Agency, Apprenticeship Committee, or State or Local Government Agency That I Believe Discriminated Against Me or Others.

Name

**Texas A&M University**

No. Employees, Members

**15+**

Phone No. (Include Area Code)

**979.458.6150**

Street Address  
City, State and ZIP Code

**301 Tarrow Street, College Station, Texas 77840**

**DISCRIMINATION BASED ON:**

**harassment, promotion, and other (denial of tenure)**

**DATE(S) DISCRIMINATION TOOK PLACE:**

THE PARTICULARS ARE:

**Earliest: 11/02/2021**

**Latest: 11/02/2021**

**I. PERSONAL HARM**

See Attached.

**I. RESPONDENT'S REASON FOR ADVERSE ACTION:**

See Attached.

**III. DISCRIMINATION STATEMENT:**

I believe I have been discriminated against in violation of Texas Labor Code, Chapter 21 and Title VII of the Civil Rights Act of 1964 as Amended based on my: sex (female) and sex (female/pregnancy).

I want this charge filed with both the EEOC and the State or local Agency, if any. I will advise the agencies if I change my address or phone number and I will cooperate fully with them in the processing of my charge in accordance with their procedures.

**COMPLAINANT COMPLETES BELOW:**

My name is Erin, Snider, my date of birth is 07/05/1977

(First)

(Middle)

(Last)

and my address is 8703 Sandstone Drive, College Station, TX, 77840, USA

(Street)

(City)

(State)

(Zip)

(Country)

Executed in Brazos County, State of TX, on the 10 day of May, 20 22.

(County)

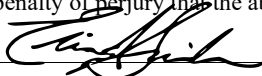
(State)

(Day)

(Month)

(Year)

I declare under penalty of perjury that the above is true and correct.



Charging Party Signature

**5-10-**

Date



**WEST WEBB  
ALLBRITTON  
& GENTRY**

**Gaines West**  
Shareholder  
gaines.west@westwebb.law

April 29, 2022

Intake Officer  
Texas Workforce Commission  
Civil Rights Division  
101 East 15th Street, Guadalupe CRD  
Austin, Texas 78778-0001

*Via CMRRR: 7021 1970 0001 3063 4082  
and Email: [EEOIntake@twc.state.tx.us](mailto:EEOIntake@twc.state.tx.us)*

Re: Dr. Erin A. Snider/ Texas A&M University

Dear Intake Officer:

My office has been retained to represent Dr. Erin A. Snider regarding her Charge of Discrimination against Texas A&M University. Please find enclosed, Dr. Snider's charge and Intake Questionnaire. Should you have any questions, please don't hesitate to contact me.

Sincerely,



Gaines West

GW/lr

w/Attachments



**EMPLOYMENT DISCRIMINATION COMPLAINT FORM**

**Texas Workforce Commission Civil Rights Division**

Please return this form by:  
 Mail: 101 East 15th Street, Guadalupe CRD, Austin, TX 78778-0001  
 Email: [EEOIntake@twc.state.tx.us](mailto:EEOIntake@twc.state.tx.us)  
 Telephone: (888) 452-4778 *or*  
 Fax: (512) 463-2643 or (512) 463-2755

TWCCRD# \_\_\_\_\_

EEOC# \_\_\_\_\_

***Please indicate if you have previously filed this complaint with any of the agencies below:***

- Texas Workforce Commission Civil Rights Division (TWCCRD)
- Equal Employment Opportunity Commission (EEOC)
- City of Austin Equal Employment and Fair Housing Office
- Corpus Christi Human Relations Division
- Fort Worth Human Relations Department

**DATE RECEIVED** (For Office Use Only):

**Please be sure you provide all the information requested. For Assistance, send an E-mail to [EEOIntake@twc.state.tx.us](mailto:EEOIntake@twc.state.tx.us) or call us at (888) 452-4778. (Ofrecemos asistencia en Español)**

**Complainant Full Name:**

**Address Line 1:**  
**Address Line 2:**  
**City/State/Zip:**  
**Home Phone #:**  
**Other Phone #:**  
**Email:**

**Complainant Representative (Optional):** *(If you are represented by an attorney, please have them submit a letter of representation):*

**Address Line 1:**  
**Address Line 2:**  
**City/State/Zip:**  
**Phone #:**  
**Fax #:**

**Preferred Form of Contact: (Please check)**

- E-mail  Telephone

**Date Hired:** 09/01/13 **Position held:** Assistant Professor  
**Still employed?**  Yes  No

**HR Personnel Officer/EEO Officer/or Highest Ranking Officer on work site:**

**Name of Employer** *(Please be sure to give the complete Company name and address where you physically worked)*

**15 or more employees:**  
 Yes  No

**Company Address**

**Address Line 1:**  
**Address Line 2:**  
**City/State/Zip:**  
**Phone #:**

**Company Officer Address**

**Address Line 1:**  
**Address Line 2:**  
**City/State/Zip:**  
**Phone #:**

*BASIS: I believe I have been discriminated against in violation of state law (Texas Labor Code, Chapter 21) and federal law (ADEA, GINA, Title VII, ADA), as follows:*

**Age** *(You must be 40 years of age or older to qualify):*

Date of Birth: \_\_\_\_\_  
 / /  
 Month/day/year  
 Age at time of incident:  
 \_\_\_\_\_

**Color** *(Based on skin color):*

- Black
- Brown
- White
- Other:

**Disability:**

- Disabled
  - History of disability
  - Regarded as disabled
- (Pregnancy is NOT a disability unless you are regarded as disabled.)*

***Please mark only the basis you believe were the reasons you were discriminated.***

**GINA**  
 (Genetic Information Non-discrimination Act)

**National Origin:**

- African-American
- Anglo/Caucasian
- East Indian
- Hispanic
- Mexican
- Other:

**Race:**

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black
- White
- Other:

**EXAMPLE: If your treatment was because of your race, then check only the box by your race.**

**Religion:**

- Baptist
- Catholic
- Jewish
- Muslim
- Other:

**Retaliation:**

- Assisted another filing discrimination
- Filed a complaint of discrimination
- Participated in discrimination investigation.

**ON THIS DATE:**  
 \_\_\_\_\_  
 / /  
 Month/day/year

**Sex:**

- Female
- Female/Pregnancy
- Male

**Employment Harms or Actions** (Mark all that apply)

- Demotion (D1)
- Discharge (D2)
- Discipline (D3)
- Harassment (H1)
- Hiring (H2)

- Layoff (L1)
- Promotion (P3)
- Reasonable Accommodation (R6)
- Severance Pay (B5)
- Sexual Harassment (S4)

- Suspension (S5)
- Terms & Conditions (T2)
- Training (T4)
- Wages (W1)
- Other:

**The following questions are regarding the employment harms or actions taken against you.  
(Each incident must be within 180 days of the date you submit your complaint to the TWCCRD.)**

**DATE(S) DISCRIMINATION TOOK PLACE (Month/Day/Year)**

Earliest (Month/Day/Year)

11/02/2021

Latest (Month/Day/Year)

11/02/2021

CONTINUING ACTION

**Name and Position Title of person(s) who did the harm:**

**(If filing under race, color, national origin, religion, sex, age, please provide the race, color, national origin, religion, sex, or age of the person(s) discriminating against you:)**

**Did you complain of discrimination to your employer?**  Yes  No

If Yes, date of complaint: 11 / 17 / 2021 (Month/Day/Year)

**Name and Position Title of person(s) you complained to:**

**Explain why you believe the employment harm(s) and/or action(s) were discriminatory:**

**Employer's reason for its action:**

**Are there other employees treated more fairly than you?**  Yes  No

If Yes, please provide the information below:

**Full Name and Position Title**

(If filing under race, color, national origin, religion, sex, and/or age, please provide the race, color, national origin, religion, sex, or age of the person(s) treated more fairly than you.)

**What are you seeking as a resolution to your case?**

**What is the most convenient method to contact you:**  
 Email:  Telephone: (   )

**Submitting this Complaint Form DOES NOT represent filing a formal Charge of Discrimination**

**Charge of Discrimination**  
**Dr. Erin A. Snider**

**Date:** April 29, 2022.

**Complainant:**

Dr. Erin A. Snider  
c/o Gaines West  
West, Webb, Allbritton & Gentry, P.C.  
1515 Emerald Plaza  
College Station, Texas 77845

**Employer:**

Texas A&M University  
800 Raymond Stotzer Parkway, Suite 2060  
College Station, Texas 77845-4478  
Fax: 979-845-6522

c/o  
R. Brooks Moore  
Deputy General Counsel  
Texas A&M University Office of General Counsel  
Moore/Connally Building, 6<sup>th</sup> Floor  
301 Tarrow Street  
College Station, Texas 77840-7896  
Phone: 979-458-6150  
Fax: 979-458-6150

My name is Erin A. Snider. I am an Assistant Professor of International Affairs at the George H. W. Bush School of Government and Public Service (the “Bush School”) at Texas A&M University (“TAMU”). I am filing this complaint because I have been harassed and discriminated against on the basis of my sex because of my pregnancy related condition and because I am a woman during my time as an employee of TAMU.

In 1999, I graduated from James Madison University with a Bachelor of Arts in International Relations and English with a minor in French. I then moved to London to continue my education at the School of Oriental and African Studies at the University of London, where I obtained a Master of Science degree in Middle East Politics in 2003. In 2007, I was awarded a fellowship from the Fulbright Commission in Egypt. Then, in 2011, I earned my Ph.D. from the University of Cambridge at Trinity College, where I was a Gates Scholar in the Department of Politics and International Studies. Soon after, in 2012, I was appointed as a Postdoctoral Fellow in Regional Political Economy (Middle East) at the Niehaus Center for Globalization and Governance at Princeton University.

In September of 2013, I accepted a tenure-track faculty position at the level of Assistant Professor in the Bush School’s Department of International Affairs (the “Department”). As an Assistant Professor, I made significant contributions to the Department and TAMU. Most notably,

my book, *Marketing Democracy: The Political Economy of Democracy Aid in the Middle East*, was published by Cambridge University Press – the number one ranked university press in the world for political science in the Middle East. In addition, I wrote several academic articles that were published in various journals,<sup>1</sup> including the *International Studies Quarterly* (ISQ).<sup>2</sup> Attached as Exhibit A, please find the current version of my *curriculum vitae*. In addition, I was invited to write book reviews for manuscripts on democracy and foreign aid in political science journals.<sup>3</sup>

As an Assistant Professor for TAMU, I also received over \$130,000.00 in grants and I was awarded a Carnegie Fellowship from the New America Foundation in Washington, DC from 2016-2018, and an Arts and Humanities Fellowship from TAMU in 2018. In fact, I am the only Bush School faculty member to receive the Arts and Humanities Fellowship from TAMU. Furthermore, I recently learned that I am a finalist for a fellowship with the Council on Foreign Relations. Finally, I co-organized the Department's International Affairs Faculty Research Seminar and served as an active member of the Department's ad hoc committee on voting rights, Annual Review Committee, Graduate Admissions Committee, and Junior Faculty Search Committee for International Development and Economic Policy.

When TAMU hired me, I was informed that my probationary status at TAMU was for a period of no more than seven years and that my mandatory consideration for tenure would occur after my fifth academic year unless otherwise extended (i.e., "the initial period"). See Exhibit B. According to TAMU policy, the probationary period may be extended with the written concurrence of the faculty member involved, the department head, the dean, and the Dean of Faculties. See Exhibit C at p. 11; see also Exhibit D at p. 6-7. Pursuant to TAMU policy, I requested and received medical extensions for the 2017-2018 academic year and the 2018-2019 academic year after I experienced severe medical complications due to a second-trimester miscarriage and other pregnancy related issues. See Exhibit E; Exhibit F. I was also granted a third extension for the 2020-2021 academic year due to research disruptions caused by the COVID-19 global pandemic. See Exhibit G. Pursuant to the TAMU Tenure Clock Extension Form, "any decision for tenure shall be made during the probationary period as extended, *using procedures normally applied during the initial period.*" See Exhibit E, F, and G.

In the spring of 2021, I began preparing my dossier for submission to the Department's Promotion and Tenure Committee. I spent several months working on my dossier with the Department Head, Gregory Gause. Dr. Gause helped me determine what I should include in my

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<sup>1</sup> Erin A. Snider, *International Political Economy and the Middle East*, Symposium on IR Theory and Middle East Studies, PS: POL. SCI. & POL., Vol. 50, Issue 3, July 2017; Erin A. Snider & David M. Faris, *Supporting the Arab Spring: The Future of U.S. Democracy Promotion in Egypt*, MIDDLE EAST POL'Y, Fall 2011, Vol. XVIII, Number 3; Erin A. Snider, *US Democracy Aid and the Authoritarian State: Evidence from Egypt and Morocco*, INT'L STUD. Q., 62:4, December 2018, pp 795-808.

<sup>2</sup> ISQ is ranked as the second most important international relations journal in a TRIP snap poll of journals with the "greatest influence on the way scholars think about international relations." Maliniak, Daniel, Susan, Peterson, Ryan Powers, and Michael J. Tierney, *TRIP 2017 Faculty Survey*, Teaching, Research, and International Policy Project, Williamsburg, VA, GLOBAL RES. INST.; available at <https://trip.wm.edu/>.

<sup>3</sup> Manal Jamal, *Promoting Democracy: The Force of Political Settlements in Uncertain Times*, N.Y.U. Press, 2019, Pol. Sci. Q., Spring 2021; Sheila Carapica, *Political Aid and Arab Activism*, Cambridge U. Press, 2014, Middle East J., Spring 2015.

dossier and reviewed and edited every document in my dossier before it was submitted to the Department's Promotion and Tenure Committee.

During this time, I informed Dr. Gause that I was concerned that the Department's Promotion and Tenure Committee would improperly evaluate my performance according to the seven-year probationary period rather than using the procedures normally applied during the initial five-year probationary period as required by TAMU policy. In the past, the Department's Promotion and Tenure Committee failed to acknowledge the TAMU-approved extensions I received during my annual reviews. For example, the Department's Promotion and Tenure Committee failed to acknowledge the fact that I received an extension for the academic year in my annual review for the 2020-2021 academic year. *See* Exhibit H. Furthermore, despite receiving an overall rating of "EXCELLENT," the Department's Promotion and Tenure Committee's vote regarding my "Sufficient Progress Towards Tenure" was – "Yes" 2, "No" 2, "Uncertain" 5. *Id.* In contrast, for the 2019-2020 academic year, I received 5 "Yes" votes, 0 "No" votes, and 5 "Uncertain" votes regarding my progress towards tenure. *See* Exhibit I. At the time these discriminatory events occurred, I was personally unaware and did not understand that I was being treated differently solely because of my gender and because of my pregnancy related condition.

When I expressed my concerns to Dr. Gause, he conceded that many faculty members within the Department were not aware that their decision for tenure shall be made using procedures normally applied during the initial period. Dr. Gause also admitted that I would be at a disadvantage if the Department's Promotion and Tenure Committee evaluated me according to the seven-year probation period as opposed to using the procedures normally applied during the initial five-year probationary period. In fact, Dr. Gause informed me that he instructed my external reviewers to evaluate my dossier using the procedures normally applied during the initial five-year probationary period. Despite my concerns, Dr. Gause repeatedly assured me that he would inform the Department's Promotion and Tenure Committee that I was to be evaluated using the procedures normally applied during the initial five-year probationary period during their review of my dossier.

Based on Dr. Gause's assurances, I submitted my dossier to the Department's Promotion and Tenure Committee in September 2021. On October 8, 2021, Dr. Gause called me to inform me that my application for promotion to Associate Professor with tenure had been unanimously denied. I was shocked by the Department's Promotion and Tenure Committee's decision especially because I submitted seven external review letters as part of my dossier (two more than required). Furthermore, all of my external review letters were written by professors from other prestigious universities who reviewed my dossier and recommended me for promotion to Associate Professor with tenure. I immediately informed Dr. Gause that I was concerned that my application for promotion to Associate Professor with tenure had been improperly denied.

On October 13, 2021, Dr. Gause and I met via Zoom to discuss the Department's Promotion and Tenure Committee's decision. During this meeting, I discovered for the first time that Dr. Gause failed to inform the Department's Promotion and Tenure Committee in writing that I was to be evaluated using the procedures normally applied during the initial five-year probationary period during their review of my dossier. On November 2, 2021, I received an email from Dr. Gause informing me that he had completed his Department Head Report on October 30, 2021, and that he agreed with the Department's Promotion and Tenure Committee's decision. *See* Exhibit J.

According to his email, Dr. Gause stated that I was not recommended for promotion to Associate Professor with tenure because I failed to meet the Department's standards in research largely due to "problems" identified with my book. *Id.* After reviewing Dr. Gause's baseless excuse for denying my application for promotion to Associate Professor with tenure, I discovered for the first time that Dr. Gause, the Department, and TAMU never intended to grant my application for promotion to Associate Professor with tenure because of the medical extensions I received due to my pregnancy related condition.

After receiving Dr. Gause's email, I immediately contacted Mark Welsh, Dean of the Bush School, to discuss my concerns regarding Dr. Gause and the Department's Promotion and Tenure Committee's improper decision to deny my application for promotion to Associate Professor with tenure. *See* Exhibit K. While I waited to speak with Dean Welsh, the Bush School's Promotion and Tenure Committee also recommended that my application for promotion to Associate Professor with tenure be denied. On December 1, 2021, Dean Welsh and I met via Zoom to discuss the denial of my application for promotion to Associate Professor with tenure. Thereafter, Dean Welsh sent me a follow-up email on December 3, 2021, in which he informed me that my application for promotion to Associate Professor with tenure had been denied due to concerns regarding my book and my "productivity and research pipeline" *See* Exhibit L. On December 4, 2021, I was informed by Dr. Gause that Dean Welsh had completed his Dean Report and that he agreed that my application for promotion to Associate Professor with tenure should be denied. *See* Exhibit M.

On December 14, 2021, Dean Welsh called me to inform me that because I had raised issues of "bias" with him during our December 1, 2021, meeting, he had notified TAMU's Department of Civil Rights and Equity Investigations ("Title IX"). Dean Welsh also stated that the Provost's review of my application for promotion to Associate Professor with tenure was "frozen" while TAMU's Title IX office conducted their investigation into this matter. However, on February 2, 2022, I received an email from Dr. Gause informing me that Interim Provost and Executive Vice President, Timothy P. Scott, had concurred with the Department's recommendation not to support my application for promotion to Associate Professor with tenure. *See* Exhibit N.

Dr. Gause's and Dean Welsh's excuse (that my research failed to meet the Department's standard) is nothing more than a pretext to deny my promotion to Associate Professor with tenure, covering up the true reason—their discriminatory animus against me on the basis of my sex because of my pregnancy related condition and because of my gender. First, during my time at TAMU, my research has been nothing short of excellent. In fact, I have received almost entirely positive feedback regarding my research over the years in my annual reviews. Furthermore, planning materials for upcoming works were not listed as a requirement in the Department's instructions regarding the submission of a candidate's dossier in direct contravention of TAMU's Guidelines for Tenure and Promotion File Submission. *See* Exhibit D at 10-14. Had I been informed my future works were up for consideration as part of my application for promotion to Associate Professor with tenure, I would have included planning materials for my upcoming works, such as article summaries and a synopsis and chapter outline for my second book.

Furthermore, my male colleagues have received promotions to Associate Professor with tenure with far less published work than I have produced as an Assistant Professor for TAMU. For example, Jasen Castillo (promoted to tenure in 2014) and Will Norris (promoted to tenure in 2016) were both promoted to Associate Professor with tenure after having only published one peer-reviewed work—their respective books, which were based on their original dissertations. Furthermore, the publishers for both Mr. Castillo and Mr. Norris’s books lacked the prestige or ranking of my publisher, the Cambridge University Press. In addition to my peer-reviewed book, I have also published three academic articles, and I currently have an academic article in the “revise and resubmit” phase for publication in the *Globalizations* journal. On all accounts, Mr. Castillo and Mr. Norris were less qualified than me when they received promotions to Associate Professor with tenure. And yet, because they are men, they were promoted with tenure. The only reason the Department denied my application for promotion to Associate Professor with tenure is because I am a woman that experienced severe complications related to my pregnancy related condition.

I have experienced harassment and been discriminated against as an employee of TAMU on the basis of my sex because of my pregnancy related condition and because I am a woman. There is no other explanation for the acts of Dr. Gause, Dean Welsh, and others at TAMU other than their discriminatory animus towards me, and their conduct violated state and federal Anti-Discrimination statutes and TAMU policy. I am sickened, hurt, and upset by their actions, and the actions of others at TAMU who have furthered the discriminatory animus I have experienced. The acts of harassment and discrimination that I have experienced have caused me to suffer physical, emotional, and financial harm.

Please consider this complaint, along with the attached Intake Questionnaire, as a Charge of Discrimination. I urge you, the TWC-CRD, to take action against Texas A&M University and hold it accountable for the blatant discriminatory animus I have experienced, on the basis of my sex because of my pregnancy related condition and because I am a woman.



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Erin A. Snider

Enclosed



# **EXHIBIT A**

## Erin A. Snider

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### Contact Information

Phone: +1 757 254 5717  
Email: [esnider@tamu.edu](mailto:esnider@tamu.edu)  
[www.erinsnider.com](http://www.erinsnider.com)

### Academic Appointments

Assistant Professor of International Affairs  
The George H.W. Bush School of Government and Public Service  
Texas A&M University (From September 2013)  
College Station, Texas

Carnegie Fellow, New America Foundation  
September 2017-August 2019

Postdoctoral Fellow in Regional Political Economy (Middle East)  
Niehaus Center for Globalization and Governance,  
Princeton University, Woodrow Wilson School of Public and  
International Affairs, 2012-2013

### Education

University of Cambridge, Trinity College  
Gates Scholar, Department of Politics and International Studies,  
PhD 2011

School of Oriental and African Studies (SOAS), University of  
London 2003  
MSc in Middle East Politics. Awarded 1<sup>st</sup> class, Distinction

James Madison University, Harrisonburg, Virginia, USA.  
B.A., *summa cum laude*, International Relations (Concentration:  
Middle East and Africa), and English  
Minor in French 1999

### Research Interests

Political Economy, Democratization, Foreign Assistance and  
International Security, Political Economy of Development,  
International Relations of the Middle East, Globalization and  
Democracy, Political Economy of Climate Change in the MENA

### Book

*Marketing Democracy: The Political Economy of Democracy Aid in the Middle East*, Cambridge University Press, Middle East Series, Forthcoming, January 2022

### Publications

"US Democracy Aid and the Authoritarian State: Evidence from Egypt and Morocco" *International Studies Quarterly*, 62:4, 1 December 2018, pp 795-808.

“International Political Economy and the Middle East,”  
Symposium on IR Theory and Middle East Studies, *PS: Political  
Science and Politics* Volume 50, Issue 3, July 2017

“Supporting the Arab Spring: The Future of U.S. Democracy  
Promotion in Egypt” (with David M. Faris) *Middle East Policy*, Fall  
2011, Volume XVIII, Number 3

Invited  
Book Reviews

Manal Jamal. *Promoting Democracy: The Force of Political Settlements  
in Uncertain Times* (New York: New York University Press: 2019)  
*Political Science Quarterly*. Spring 2021

Sheila Carapico. *Political Aid and Arab Activism* (Cambridge:  
Cambridge University Press, 2014) *Middle East Journal* Spring 2015

Other Writing

“States, Markets, and Power: International Political Economy and  
the New Middle East,” *International Relations Theory and the New  
Middle East*, Project on Middle East Political Science, Symposium  
Series, George Washington University, September 2015

“Democracy Aid in the Middle East,” APSA Comparative  
Democratization Section Symposium on Democracy Aid in  
Challenging Contexts, Volume 14, No. 3, October 2016

Working Papers

“Containing Change: The Politics of International Donor Aid after  
the Arab Uprisings,” *Globalizations. Special Issue on IPE and the  
Middle East. Revise and resubmit.*

“The Ethics of International Democracy Assistance” *Under Review*

“Ideational Capture: Social Networks and the Limits of Discourse  
in Middle East policy-making” (with David M. Faris)

“Climate Change and Democratic Erosion in the Middle East”  
(with Karim El Kafrawi)

“Ideas, Interests, and Institutions in Democracy Aid”

“The Politics of Economic Change in El Sisi’s Egypt”

Fellowships,  
Grants & Awards

Texas A&M University, T3: Texas A&M Triads for  
Transformation, multidisciplinary seed-grant program part of the  
President’s Excellence Fund, \$30,000.00 (with Danila Serra and  
Kalena Cortes) project title: ‘Diversity and Inclusion through Role  
Models’. January 2021

Scowcroft Institute of International Affairs, Dean’s Excellence  
Award, \$4,735.00. February 2020

Scowcroft Institute of International Affairs, Faculty Research  
Grant, Bush School, Texas A&M University. 2018, \$2,230.00

American University, Washington, DC. Bridging the Gap Policy Engagement Fellowship, 2018. \$3,000.00

Texas A&M University, Arts and Humanities Fellow, 2018. \$15,000.00 (over three years)

Scowcroft Institute of International Affairs, Faculty Research Grant, Bush School, Texas A&M University. 2017. \$2,230.00

Carnegie Corporation/New America Foundation, Carnegie Fellow, New America Fellows Program. 2016-2018. \$50,000.00

Texas A&M University, Division of Research, PESCA Grant, 2016. \$9,800.00

Faculty Research Grant, Middle East Initiative, Bush School, Texas A&M University. 2015. \$10,000.00 Mapping Democracy Aid Networks in the Middle East

Scowcroft Institute of International Affairs, Faculty Research Grant, Bush School, Texas A&M University. 2015. Field work support, Morocco. \$2,480.00

Scowcroft Institute of International Affairs, Faculty Research Grant, Bush School, Texas A&M University. 2014. Field work support, Tunisia. \$2,480.00

Postdoctoral Fellowship in Regional Political Economy, Princeton University, Niehaus Center for Globalization and Governance, Woodrow Wilson School of Public and International Affairs, 2012-2013

George Washington University, Project on Middle East Political Science (POMEPS) Research Grant for fieldwork in Morocco. Summer 2012

Transatlantic Postdoctoral Fellowship for International Relations and Security, 2011-12. Placement at the U.S. Institute of Peace, German Institute for International and Security Affairs, and Chatham House (declined).

Gates Scholar, Bill and Melinda Gates Foundation, University of Cambridge, 2005-2010

Fulbright Fellow, Fulbright Commission, Egypt. 2007-2008.

American University in Cairo, Affiliated Research Fellow Department of Political Science. Spring 2007

Overseas Research Student Award, United Kingdom. 2005-2009

International Development Fellow, Catholic Relief Services, 2005 Community Services Project, Serbia (declined)

Presentations  
and Invited Talks

“Labor Transformation and Regime Transition: Lessons from the Middle East and North Africa,” Cornell IRL School and Project on Middle East Political Science Virtual Workshop. Discussant. April 29, 2021.

“Ideas, Interests, and Institutions in Democracy Aid,” presentation at the annual meeting of the International Studies Association. Panel on Liberal Interventions in the Middle East: Social Control and Structural Violence. April 8, 2021

“Author Meets Critics: Manal A. Jamal’s Promoting Democracy: The Force of Political Settlements in Uncertain Times (New York University Press, 2019). Discussant on Roundtable. Annual meeting of the International Studies Association. April 6, 2021

“Marketing Democracy: The Political Economy of US Democracy Aid in the Middle East,” Invited talk at the London School of Economics’ International Relations Research Seminar, November 17, 2020.

“The Changing International Political Economy of the Middle East,” Invited talk at Academic Exchange retreat on the Illiberal Turn and the Future of the Middle East, June 4-6, 2019, Lake George, New York

“International Donor Aid after the Arab Spring,” presentation at the European International Studies Association (EISA), 6<sup>th</sup> European Workshops in International Studies, Krakow, Poland, June 26-29, 2019 for the panel, “International Political Economy and the Middle East: Beyond Mutual Neglect.”

“International Political Economy and the Middle East,” presentation for workshop on Political Economy in the Middle East, annual meeting of the American Political Science Association, August 2018.

“Economies in Transition: International Donor Assistance after the Arab Uprisings,” paper presented at the annual meeting of the Middle East Studies Association, Washington, DC, November 2017

“Ideational Capture: Social Networks and the Limits of Discourse in Middle East policy-making,” (with David Faris, Roosevelt University), paper presented at the annual meetings of the Middle East Studies Association, Boston, November 2016, and the American Political Science Association, September 2017

“Ethics and Democracy Promotion,” Invited talk, Workshop on Ethics and Political Science, Department of Political Science, Texas A&M University, September 15, 2015

"The New Political Economy of Aid and Transition in the Middle East," APSA, San Francisco, September 4, 2015

"Ordering Change: International Political Economy and the Arab Uprisings," Invited paper by the Project for Middle East Political Science, George Washington University, and Aarhus University for workshop on "IR Theory and a new Middle East." Aarhus, Denmark. May 8, 2015

"The Ethics of International Democracy Assistance," ISA, February 2015, New Orleans. Panel on "New Perspectives and Research in Democracy Assistance."

"The Ethics of International Democracy Assistance," APSA, August 2014, Washington, D.C. Panel on the Political Economy of Regime Change

"Engineering Transition: The New Political Economy of Aid and Transition in the Middle East." Paper presented at the annual meeting of the International Studies Association, panel on foreign aid and international cooperation. March 24, 2014, Toronto.

"The Political Economy of Aid and Transition in the Middle East," paper presented at the annual meeting of the Middle East Studies Association, panel on 'The Political Economy of the Arab Spring: Pre and Post Uprising Analyses.' October 12, 2013, New Orleans.

"Marketing Democracy." Presentation, International Relations Faculty Colloquium, Department of Politics, Princeton University. May 13, 2013.

"A Critical Engagement with the Study of Middle Eastern Cities." Conference. Princeton University May 10, 2013. Discussant, Panel on "Governing the City."

"Aiding the Revolution or the Status Quo? Reconsidering Western Aid for Democracy after the Arab Spring," Paper presented at the Middle East Institute-National University of Singapore 2012 Conference, "Arab Uprisings, Examining the Possibilities and Risks," May 24-25 2012. Singapore.

"The Political Economy of Democracy Assistance in the Middle East" Paper presented at the annual meeting of the Middle East Studies Association of North America, panel on U.S. Foreign Policy in the Middle East. San Diego, CA, November 2010

"The Political Economy of Democracy Assistance in the Middle East: U.S. Assistance for Democracy in Morocco and Egypt since 1990," paper presented at the annual meeting of the American Political Science Association (APSA), panel on the political economy and legitimacy of democracy aid. Washington, D.C. September 2010

Panelist, The Role of External and Domestic Actors in Democracy Promotion, 13<sup>th</sup> DGAP-Friedrich Ebert Stiftung New Faces

Conference, "Democratization and Security in the Middle East and North Africa" March 17-20, 2010, Istanbul, Turkey

"United States Assistance for Democracy in Egypt: A Critical Analysis of USAID Efforts in Egypt since 1990." Paper presented at the annual meeting of the Middle East Studies Association of North America, Washington, D.C. November 2008.

"Reinforcing the Status Quo? Evaluating the Political Economy of Economic Reform in the Middle East." Panelist, Roundtable discussion on the challenges to democratization in the Middle East and North Africa, American University in Cairo's Annual Research Conference, April 2008.

Fulbright Association, Middle East Fellows Research Conference, Tunis, Tunisia, April 2008. Invited to present a talk on democratization and economic reform in Egypt.

"USAID and Democracy Assistance in Egypt." Paper presented at the Third Annual British Society for Middle Eastern Studies Graduate Conference, University of Oxford. July 2007.

"Democracy: Indigenous Movements or Imposed by the West?" Awarded graduate bursary to attend panel at the Keynes Forum on Britain and the Broader Middle East in London. November 2006.

"Reconstructing Afghanistan: Economy and Society." Panelist at the Middle East and Middle Eastern American Center (MEMEAC) at the City University of New York. February 2002.

#### Courses Taught

The Political Economy of the Middle East  
 The Politics and Practice of Democracy Promotion  
 The Politics and History of the Arab Uprisings  
 The Politics of Modern Egypt  
 Issues in Modern Egyptian Politics [Graduate Study Abroad in Cairo, in partnership with the American University in Cairo, Fall 2015]

#### University Service

Reviewer, Avilés-Johnson Fellowship Program to increase diversity among Texas A&M University's graduate student population. 2021

Co-organizer, Data Driven Social Sciences Research Seminar Series, Fall 2019-2020

Lecture, "Political Transitions in the Middle East," Mays Business School Honors Program. October 23, 2014

Committee Member, Texas A&M University Rhodes Scholarship Selection Committee. April 2014

Keynote speaker, Presentation on U.S. Policy and Egyptian Politics, 59<sup>th</sup> Annual MSC Student Conference on National Affairs (SCONA) on the

Middle East [*Caught in the Sandstorm: From Persia to the Sahara*], February 22, 2014

"Syria's Refugee Crisis: Regional and International Implications," Invited Panel Presentation. The MSC Wiley Lecture Series on "The Syrian Enigma: A Continuing Crisis." November 14, 2013

"Egypt's Revolution" Invited Lecture by the Department of International Studies, November 11, 2013

"Egypt in Transition: Opportunities and Challenges After Morsi," Invited lecture by the Dialogue Institute of the Southwest. October 24, 2013.

Departmental  
and Bush School  
Service

Co-organizer, Department of International Affairs Faculty Research Seminar Series, 2020-2021

Ad Hoc Committee on Voting, 2020

Bush School Uncorked Podcast, February 19, 2019. Podcast focused on my research on foreign aid in the Middle East

Diplomatic Historian (tenure track line) Search Committee Member, 2018

The Bush School's "What's Next?" Series. Participation on panel, "What's Next for Saudi Arabia and US-Saudi Relations?" October 29, 2018

Annual Review Committee, 2015-2016

Fulbright presentation for Bush School students, September 2015

Graduate Admissions Committee, 2014, 2015

IDEP Junior Faculty Search Committee, Fall 2014

Co-convener, Department of International Affairs Faculty Research Seminar Series, 2015-2016

Panelist, "The Ongoing Crisis in the Middle East," Scowcroft Institute Middle East Roundtable. October 15, 2014.

Panelist, Panel on Professionalism, Ethics, and Integrity in Public Service, Bush School New Student Orientation, August 25, 2014.

Languages

Modern Standard and Egyptian Arabic (proficient)  
French (proficient)

Fieldwork  
Experience

Afghanistan, Bosnia and Herzegovina, Croatia, Djibouti, Egypt, Morocco, Pakistan, and Tunisia.



Selected Media  
and Research Interviews

“Myanmar and Russia show the limits of Biden’s pro-democracy agenda.” *Vox* February 4, 2021,  
<https://www.vox.com/22263008/myanmar-russia-biden-foreign-policy-democracy>

The Politics of Reform in the Middle East: A Conversation with Erin Snider. *Duck of Minerva*. February 25, 2019  
<http://duckofminerva.com/2019/02/the-politics-of-reform-in-the-middle-east-a-conversation-with-erin-snider.html>

Project on Middle East Political Science (POMEPS) Conversations Series: Erin Snider on the Political Economy of Foreign Aid in the Middle East. April 2016. <https://pomeps.org/pomeps-conversation-62-erin-snider>

“After 40 years, U.S. rights report wins respect, but doesn’t change policy,” *McClatchy DC*, April 14, 2016.

Guest Appearance from Cairo on “Connect the World with Becky Anderson,” *CNN International*. July 4, 2013

“Salafist party asserts role in Egypt as Brotherhood Teeters.” *Bloomberg News*. July 8, 2013.

“Bread riots or bankruptcy: Egypt faces stark economic choices.” *Christian Science Monitor*. April 3, 2013

“Foreign funding of Egyptian rights groups causes stir in political discourse.” *Egypt Independent*. Friday, July 22, 2011

Advanced Language  
Training

American University in Cairo, Arabic Language Institute  
*Fall 2007-Summer 2008: Certificate in Advanced Egyptian and Modern Standard Arabic*

American University in Cairo, Arabic Language Institute  
*Summer 2006: Intermediate Egyptian and Modern Standard Arabic*

American University in Beirut, Center for Arab and Middle East Studies. *Summer 2005: Intermediate Modern Standard and Lebanese Arabic*

American University in Cairo, Arabic Language Institute,  
*Summer 2004: Beginning Modern Standard and Egyptian Arabic*

Arabic Language Institute in Fès, Morocco *Summer 2002*  
*Beginning courses in Modern Standard Arabic and Moroccan Darija*

Other Professional  
Experience

**United Nations Association of the USA (UNA-USA)**

Program Manager, Adopt-A-Minefield Campaign, June 2000-2002

- Managed landmine removal programs in Afghanistan, Bosnia and Herzegovina, Cambodia, Croatia, Mozambique, and Vietnam.
- Conducted field evaluation missions in Afghanistan, Bosnia and Herzegovina, Croatia, and Slovenia.
- Monitored and managed the Campaign's grants with the U.S. Department of State and the United Nations Foundation.

**US Department of State, Bureau of Political-Military Affairs**

Fellow, Frasure, Drew, Kruzel Memorial Fellowship, Office of Humanitarian Demining Programs. June 1999-2000

- Accompanied a policy assessment team to Djibouti for the country's evaluation of entry into the U.S. demining program.
- Compiled financial data for entry into the United Nations' Mine Action Investment database.

Travel

Algeria, Afghanistan, Austria, Belgium, Bosnia and Herzegovina, Canada, Croatia, Denmark, Djibouti, Egypt, Estonia, Finland, France, Greece, Hungary, Indonesia, Ireland, Israel and the Occupied Territories, Italy, Jordan, Kuwait, Latvia, Lebanon, Morocco, the Netherlands, Pakistan, Poland, Russia, Singapore, Slovenia, Spain Sweden, Switzerland, Syria, Tunisia, Turkey, United Kingdom, United States.

Professional  
Memberships

American Political Science Association, Middle East Studies Association of North America, International Studies Association, EISA

Reviewer

*Political Science Quarterly, International Studies Quarterly, World Development, International Studies Review, British Journal of Politics and International Relations, Economy and Society, Middle East Journal, Democratization, International Organization, Oxford University Press, Cambridge University Press, University of Edinburgh Press.*

References

Amaney Jamal  
Dean, School of Public and International Affairs  
Professor of Politics  
Princeton University  
[ajamal@princeton.edu](mailto:ajamal@princeton.edu)  
609-258-7340

Erica Owen  
Associate Dean and Associate Professor,  
Graduate School of Public and International Affairs  
University of Pittsburgh  
[Eop3@pitt.edu](mailto:Eop3@pitt.edu)  
412-648-2654

Jessica Gottlieb  
Associate Professor  
Hobby School of Public Affairs  
University of Houston  
[jagottlieb@uh.edu](mailto:jagottlieb@uh.edu)

James Morrison  
Associate Professor  
Department of International Relations  
London School of Economics and Political Science  
+44 (0)20 7955 7171  
[j.a.morrison@lse.ac.uk](mailto:j.a.morrison@lse.ac.uk)

# **EXHIBIT B**

OFFICE OF THE DEAN OF FACULTIES



Please return the original tenure form to the Dean of Faculties Office (MS 1126) as soon as possible. If the prospective faculty member declines the offer, promptly send an email to dof@tamu.edu. Thank you.

Erin Snider

Name of Faculty Member

AGREEMENT CONCERNING PROBATIONARY SERVICE FOR NEW FACULTY

Texas A&M University's policies on Academic Freedom, Responsibility, and Tenure and Promotion state: "The probationary period for a faculty member shall not exceed seven years of full time service, beginning with appointment to the rank of instructor or a higher rank. In rare cases, the probationary period may be extended with the written concurrence of the faculty member involved, the department head, dean, and Dean of Faculties. The probationary period may include appropriate full-time service at other institutions of higher education. If a faculty member has served a term of probationary service at one or more institutions, the probationary period at Texas A&M University may be for fewer than seven years. In such cases, however, the person's total probationary period in the academic profession may be extended beyond seven years."

In accordance with this statement, your appointment as Assistant Professor (rank) is without tenure and your probationary status at TAMU is for a period of seven years\*\*\*, in view of your prior service, creditable toward tenure, of N/A years at N/A (university). During the period of probationary service, you will be employed on a year-to-year basis and will be notified each year of the terms of your appointment (other than salary) for the succeeding year.

To acknowledge receipt of the agreement with the terms of this appointment, please sign the original and return it with your letter of acceptance.

1. Department Head [Signature] 1/29/13  
Date

2. Dean [Signature] 1/29/13  
Date

3. Dean of Faculties [Signature] 8/19/13  
Date

4. Faculty Member [Signature] 28-7-13  
Date

\*\*\*Mandatory consideration will be made in Academic Year 2018-19

Prepare four copies and sign in order as numbered above. After all signatures have been received, distribute as follows:

- Dean of Faculties (original)
- Dean of the appropriate college
- Department Head
- Faculty member being appointed

# **EXHIBIT C**

## UNIVERSITY RULE

### **12.01.99.M1 University Statement on Academic Freedom, Responsibility, Tenure, and Promotion**

*Approved June 20, 1997*

*Revised July 27, 2001*

*Revised August 18, 2016*

*Revised April 29, 2021*

*Next scheduled review April 29, 2026*

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#### **Rule Statement**

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The rules, standard administrative procedures, and guidelines for academic freedom, ethics, responsibility, tenure, and promotion at Texas A&M University apply equally to current faculty members and to subsequent appointees. These documents seek to establish a spirit of cooperation, good faith, and responsibility and to provide useful guidelines for situations not specifically described in this rule.

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#### **Official Rule**

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Sections include:

1. Faculty Titles
2. Faculty Employment and Annual Review
3. Academic Freedom, Ethics and Responsibility
4. Promotion or Tenure
5. Rights of Non-Tenured Faculty
6. Policies Governing the Loss of Tenure
7. Reduction or Discontinuance of Institutional Programs
8. Dismissal of Faculty for Cause
9. Non-Tenured Tenure-Track Faculty Members Whose Appointments are not Renewed
10. CAFRT

1. FACULTY TITLES

- 1.1 Definition of Faculty:

- 1.1.1 In general, a faculty member as described in this document is any full-time or part-time employee of Texas A&M University with the following appointments:

- Professor, Associate Professor, Assistant Professor

- [*Adjective*] Professor, [*Adjective*] Associate Professor, [*Adjective*] Assistant Professor, such as Clinical, Adjunct, Executive, Instructional, Research, Senior, and Visiting
- Professor of the Practice, Associate Professor of the Practice, Assistant Professor of the Practice
- Senior Lecturer, Lecturer, Assistant Lecturer
- Instructor

1.1.2 A faculty member is not automatically eligible for tenure. See Section 4.1.1.

## 2. FACULTY EMPLOYMENT AND ANNUAL REVIEW

### 2.1 Written Terms of Employment:

2.1.1 All new faculty members shall be provided with an appointment letter stating the initial terms and conditions of employment. Any subsequent modifications or special understandings in regard to the appointment will be stated in writing and a copy will be given to the faculty member. All faculty members, unless the terms and conditions of their appointment letter state otherwise, are expected to engage in teaching, research or other creative contributions, and service. Some faculty members may negotiate or be assigned to make contributions to any of the three areas, teaching, service, and research or other creative contribution within the context of scholarly engagement. Scholarly engagement is defined as a collaborative and reciprocal relationship between Texas A&M University and key constituencies that involve discovery, integration, translation, and application of knowledge.

(a) Essential job functions for a position may vary depending upon the nature of the department in which the faculty member is employed, the nature of the discipline in which the faculty member holds expertise, external funding requirements attached to the position, licensing or accreditation requirements, and other circumstances. It is therefore important that essential job functions for each faculty position be listed in the initial appointment letter. For example, all of the following that are applicable should be listed: teaching responsibilities, responsibilities for advising students, independent and/or collaborative research responsibilities, engaging in patient care, committee assignments, conditions imposed by external accrediting agencies, conditions for holding a named professorship or a position that combines academic and administrative duties, and any other specific essential functions for the position in question. All appointment letters must indicate whether the appointment being offered is with tenure, tenure-accruing, or non-tenure-accruing.

(b) The initial or modified appointment letter for a faculty member with administrative duties should state the portion of the employee's salary that is associated with the administrative duties. The portion of the faculty member's salary not associated with the administrative duties shall be aligned with the salaries of other faculty with similar qualifications and



performing similar duties. The appointment letter for faculty members with administrative duties should also state that the administrative duties may be removed without cause.

2.1.2 If the appointment is tenure-accruing, the appointment letter will indicate the length of the period of probationary service at Texas A&M University and state the credit agreed upon for appropriate service at other institutions. The specific probationary period does not, however, constitute the term of the initial appointment. All appointments during the probationary period are for a fixed term of one year or less and are subject to renewal or non-renewal each year of the probationary period.

2.1.3 Unless otherwise specified to be less in the initial or annual appointment letter, or mutually agreed upon revision thereof, tenure-accruing appointments and appointments with tenure provide employment for nine months or the equivalent.

2.1.4 All faculty members will receive an annual notification of the terms and conditions of appointment for the next fiscal year within two weeks after the Texas A&M University budget has been approved by the Board of Regents or by July 31, whichever is later. This notice shall contain the rank of appointment, tenure status, inclusive dates of employment, salary, and any special conditions. Any changes or additions to essential job conditions and functions noted in the original letter of appointment also should be included, after appropriate consultation with the faculty member. Any changes to the terms and conditions of appointment may be appealed through SAP 12.99.99.M0.01 (Faculty Grievance Procedures Not Concerning Questions of Tenure, Dismissal, or Constitutional Rights). Faculty members are obligated to fulfill the terms of employment for the following year, unless they resign prior to 30 days after receiving notification of these terms.

2.2 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:

2.2.1 Tenure Track Faculty:

2.2.1.1 Not later than March 1 of the first academic year of probationary service, if the appointment expires at the end of that academic year; or, if the appointment terminates during an academic year, at least three months in advance of its termination;

2.2.1.2 Not later than December 15 of the second year of probationary service, if the appointment expires at the end of that academic year; or, if the appointment terminates during an academic year, at least six months in advance of its termination; and

2.2.1.3 At least twelve months before the expiration of a probationary appointment after two or more years in the institution.

## 2.2.2 Academic Professional Track Faculty (non-tenure track):

Academic Professional Track Faculty are those faculty not on the tenure-track who contribute to the mission of the university in more focused ways. Normally APT faculty have a primary responsibility for teaching or research, but may also be expected to contribute in more than a single area of teaching, research or service.

2.2.2.1 An academic professional track faculty (such as Lecturer or Assistant Professor but excluding Visiting or Adjunct) who has 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. This one-year notice shall also apply to Research faculty titles if clearly specified in the offer letter or a reappointment letter; otherwise, the notice period specified in section 2.2.2.4 shall apply.

2.2.2.2 A faculty member promoted to or hired at the rank of Senior Lecturer or a non-tenure track professorial title of Associate Professor or Professor (excluding Visiting or Adjunct), shall be provided a one year notice if it is the University's intent not to renew the appointment. This one-year notice shall also apply to Research faculty titles if clearly specified in the offer letter or a reappointment letter; otherwise, the notice period specified in section 2.2.2.4 shall apply.

2.2.2.3 A Clinical Assistant Professor (who has 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), Clinical Associate Professor, or Clinical Professor, whose primary faculty responsibility is human patient care, shall be provided with a two (2) month notice if it is the intent of the University not to renew the appointment. This two-month notice shall apply if clearly specified in the offer letter or a reappointment letter; otherwise, a one-year notice period shall apply.

2.2.2.4 Notice of intent not to renew all other faculty who are not on the tenure-track and who have not held an appointment stated in 2.2.2.2 or an appointment stated in 2.2.2.1 or 2.2.2.3 for the stated time period (the equivalent of 5 or more academic years of full-time service within a 7 year period) shall be given by the academic departments within a reasonable time from when the department has decided not to renew the appointment.

2.2.2.5 Any request for an exemption to either of these provisions must be based on a major programmatic revision or budgetary cutback, including a loss or significant reduction of external funding. Such a request with appropriate documentation must be submitted by a

college dean through the Provost and Executive Vice President to the President for approval.

2.3 Right of access to personnel files: Generally, faculty members are entitled under Texas law to see their personnel files and to obtain, at their own expense, a copy of the information in these files, with the exception of information concerning the privacy interests of another individual or otherwise made confidential by law.

2.4 Annual Review:

2.4.1 An annual review will be conducted in a timely fashion for all faculty members regardless of their title. The purpose of the annual review is to provide a mechanism to facilitate dialogue between the administration and faculty. The annual review provides the process to evaluate the faculty members' accomplishments in the context of departmental, college and university goals. Annual reviews are to be conducted in an environment of openness and collegiality, with an emphasis on constructive development of the individual faculty member and the institution.

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

For all non-tenured faculty (tenure-track or non-tenure track), the annual review process must also provide indication as to progress toward tenure or promotion (see 4.3.5). For tenured associate professors, the process should be used to identify the faculty member's progress toward promotion to professor. For professors and tenured associate professors the annual 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.

Annual reviews should recognize that faculty members' relative degrees of focus on teaching, research or other creative contributions, and service may change as their careers evolve. At times, it is appropriate for faculty members to contribute in a balanced way to all three facets of faculty contribution. At other times, it may be appropriate for a given faculty member to focus on research/creative contribution, and at still other times

it may be appropriate for that faculty member to focus on teaching or service.

#### 2.4.3 Annual Review Guidelines:

To ensure consistency over time, each department shall publish its annual review guidelines. Annual review guidelines for the department shall be approved by the respective college dean and shall be reviewed by the Dean of Faculties for consistency with this section before publication. The creation and modification of this document should be a product of joint deliberation by faculty members and the department head. If there is no need for department specific guidelines, a college-wide document, developed jointly by faculty and administrators and reviewed by the Dean of Faculties, is sufficient. The annual review guidelines document must include the following elements:

2.4.3.1 Purpose of annual review. These include the purposes set forth in (2.4.1) and (2.4.2) as well as any department specific purposes.

2.4.3.2 Period of evaluation (may be longer than one year; see 2.4.2) and aspects of performance to be evaluated, as appropriate for each job title.

2.4.3.3 Annual Activity Report format and content.

Examples of possible content include (a) a statement of assigned duties, consistent with (or consisting of) the appointment letter or current position description; (b) a list of activities, accomplishments, and awards; (c) documentation, including such items as course syllabi, evidence of student learning, published papers or books, evidence of effectiveness in service, teaching portfolio, etc.; (d) self-evaluation in the context of the assigned duties of the faculty member and the missions of the department and University; and (e) a statement of goals (see 2.4.5.1).

2.4.3.4 Basis for evaluation:

2.4.3.4.1 All sources of information to be used for the evaluation must be specified. In addition to required student evaluations of teaching, the following are examples of other possible sources of information: (a) Annual activity report (required as a source); (b) personal observation by evaluator; (c) discussions with colleagues, students, and/or others; (d) peer evaluations of teaching; (e) and others. Multiple sources of information for teaching quality and effectiveness, not just student evaluations, should be used.

2.4.3.4.2 Department and college guidelines should allow the teaching, research or other creative contributions, and service loads to vary across faculty members. The teaching component shall not be less than those mandated by

System Policy 12.01, and service contributions should be no less than 10% of the total effort of any faculty member. Service contributions normally include service to the department, college or university, or the profession.

2.4.3.4.3 Department and college guidelines may define the extent to which distributions for teaching, research or other creative contributions, and service are weighed for merit-raise considerations.

2.4.3.4.4 Contributions of faculty members through scholarly engagement (defined in 4.4.1.2) should be acknowledged in the review process, and valued equally with scholarship that is conducted in other contexts and directed at other outcomes. Annual reviews should also afford faculty members opportunity to be recognized for contributions to diversity, internationalization/globalization, interdisciplinary collaboration, and multidisciplinary collaboration. Multidisciplinary and interdisciplinary contributions should be valued equally with disciplinary contributions.

2.4.3.4.5 Annual reviews should include an informed judgment by the administrator 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 she or he is out of compliance with System Regulation 33.05.02, which addresses required training.

2.4.3.5 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.

2.4.3.6 There is no formal grievance or appeal regarding the substance of an annual review.

2.4.4 Department heads with faculty who have budgeted joint appointments will collaborate with the heads of the appropriate units to develop accurate annual reviews. In all cases there should be one department where more than 50% of the appointment is located or where the faculty and department heads have agreed the administrative responsibility of annual evaluation is located; the head of that department is responsible for the final evaluation.

Input will be sought from heads of departments in which a faculty member holds non-budgeted appointments.

#### 2.4.5 The annual review process:

The exact form of the annual review may differ from college to college, or even from department to department within a college, but must include the following components.

2.4.5.1 Faculty member's report of previous activities. The report should be focused on the immediately previous academic or calendar year, but should allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred. The report should incorporate teaching, research or other creative activities, and service as appropriate. Faculty members should state their short-term and long-term goals.

2.4.5.2 A written document stating the department head's evaluation and expectations. The department head will write an evaluation for the year in a memorandum or in the annual review document transmitted to the faculty member. The faculty member indicates 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 receipt 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 departmental personnel file. Moreover, this memorandum and/or annual review shall also include a statement on expectations for the next year in teaching, research or other creative activities, and service.

2.4.5.3 Meeting between the department head and the faculty member. There will be an annual opportunity for a personal meeting to discuss the written review and expectations for the coming year if either party believes it is needed. In some cases, there may be the need for more frequent meetings at the request of the department head or faculty member.

2.4.5.4 Performance Assessment. In assessing performance, the weights given to teaching, research or other creative activities, 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 and University.

### 3. ACADEMIC FREEDOM, ETHICS AND RESPONSIBILITY

3.1 Academic Freedom: Institutions of higher education exist for the common good. The common good depends upon an uninhibited search for truth and its open expression. Hence, it is essential that faculty members be free to pursue scholarly

inquiry without undue restriction, and to voice and publish individual conclusions concerning the significance of evidence that they consider relevant. Each faculty member must be free from the corrosive fear that others inside or outside the University community, because their views may differ, may threaten his or her professional career or the material benefits accruing from it.

Each faculty member is entitled to full freedom in the classroom in discussing the subject being taught. Within the bounds of professional behavior, faculty members also have full freedom to express disagreement with other members of the university community. Although a faculty member observes the regulations of the institution, he or she maintains the right to criticize and seek revision. Faculty members also are citizens of the nation, state, and community; therefore, when speaking, writing, or acting outside their academic appointment, they must be free from institutional censorship or discipline. On such occasions faculty members should make it clear that they are not speaking for the institution.

3.2 Academic Ethics and Responsibility: For faculty members the notion of academic freedom is linked to the equally demanding concept of academic ethics and responsibility. As a faculty member, a person assumes certain ethical obligations and responsibilities to students, to fellow faculty members, to the institution, to the profession, and to society at large. Some of these are listed below:

3.2.1 Faculty members have ethical obligations and responsibilities to the students of Texas A&M University.

3.2.1.1 Faculty members should foster scholarly values in students, including academic honesty, the free pursuit of learning, and the exercise of academic freedom.

3.2.1.2 Faculty members should act professionally in the classroom and in other academic relationships with students. Faculty members should exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching a controversial matter that has no relation to their subject.

3.2.1.3 Faculty members should maintain respect for the student and for the student's role as a learner. Faculty members should evaluate students on the true merit of their academic performance. Faculty members should be available at reasonable intervals to students for consultation on course work.

3.2.1.4 Faculty members shall not engage in any exploitation, harassment, or illegal discriminatory treatment of students.

3.2.2 Faculty members have ethical obligations and responsibilities to other members of the university community.

3.2.2.1 Faculty members shall neither harass nor exploit any member of the university community.

- 3.2.2.2 Faculty members shall respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members shall show due respect for the opinions of others.
- 3.2.2.3 Faculty members shall acknowledge the academic contributions of others, strive to be objective in their professional judgment of colleagues, and accept their share of faculty responsibilities for contributing to the governance of the institution.
- 3.2.3 Faculty members have ethical obligations and responsibilities to Texas A&M University as an institution.
  - 3.2.3.1 A faculty member's comments regarding matters of public concern are protected even though they may be highly critical in tone or content, or even erroneous. The constitutionally protected rights of faculty members, as citizens, to freedom of expression on matters of public concern cannot be abridged. Faculty members, like all citizens, are responsible for all actions that are not constitutionally protected.
  - 3.2.3.2 Faculty members should recognize that their primary responsibilities are to the institution as they determine the amount (if any) and character of work done outside of the institution. Such outside work shall be consistent with System and University requirements. Although faculty members may follow subsidiary interests, these must never compromise their freedom and willingness to draw intellectually honest conclusions.
  - 3.2.3.3 When considering the interruption or termination of their service, faculty members should take into account the effect of their decision upon the institution and give due notice of their intentions.
- 3.2.4 Faculty members have ethical obligations and responsibilities to their profession and deriving from their membership in the professorate. The fundamental responsibilities of a faculty member as a teacher and scholar include maintenance of competence in his or her field of specialization and exhibition of such professional competence in the classroom, studio, library, or laboratory and in the public arena by such activities as discussions, lectures, consulting, publications, or participation in professional organizations and meetings.
- 3.2.5 Faculty members have ethical obligations and responsibilities to the public. The demonstration of professional integrity by a faculty member includes recognition that the society at large will judge the profession as well as the institution by his or her statements and behavior. Therefore, the faculty member should strive to be accurate, to exercise appropriate restraint, to be willing to listen to and show respect to members of the society at large who express different opinions, and to avoid creating the impression that the



faculty member speaks or acts for the college or the University when speaking or acting as a private person.

#### 4. PROMOTION OR TENURE

##### 4.1 Eligibility for Tenure:

- 4.1.1 To be eligible to receive tenure, a faculty member generally should be an employee of Texas A&M University who holds academic rank as associate professor, or professor.
- 4.1.2 Faculty members who hold joint appointments with other state, federal, or private agencies or with two or more members of The Texas A&M University System may or may not be entitled to tenure, depending upon the nature of their duties and the terms of the written appointments. Normally, all individuals whose service accrues credit toward tenure and those who are already tenured receive on the average at least one-third of their salary from Texas A&M University.
- 4.1.3 Faculty with administrative appointments, such as department heads, deans provost, vice presidents and president, who hold academic rank in addition to their administrative titles retain their tenured status as faculty members, but administrative titles and appointments per se are not subject to tenure.

##### 4.2 Tenure Policy:

- 4.2.1 Tenure means the entitlement of a faculty member to continue in the academic position held unless dismissed for good cause. Tenure is based on the need to protect academic freedom and is irrevocable except as specified in Section 6.
- 4.2.2 Tenure is obtained only by the affirmative action of the Board of Regents.
- 4.2.3 Faculty members awarded tenure by other members in The Texas A&M University System or any other institution have no claim to tenure at Texas A&M University.
- 4.2.4 Except when otherwise specified to be less in the initial appointment letter, or a mutually agreed upon revision thereof, a tenured faculty member is guaranteed nine months of full-time employment or the equivalent (See Section 2.1.3).

##### 4.3 Tenure System Components:

- 4.3.1 The probationary period for a faculty member shall not exceed seven years of full-time service, beginning with appointment to the rank of instructor or a higher tenure-eligible rank. Under extenuating circumstances, the probationary period at Texas A&M University may be extended with the written concurrence of the faculty member involved, the department head, dean, and the Dean of Faculties. The probationary period may include

appropriate full-time service at other institutions of higher education. If a faculty member has served a term of probationary service at one or more institutions, the probationary period at Texas A&M University may be for fewer than seven years. In such cases, however, the person's total probationary period in the academic profession may be extended beyond seven years.

4.3.2 Faculty members holding tenure-accruing appointments in a library will be evaluated for tenure based on the policies of the library as approved by the Dean of Faculties.

4.3.3 Assistant professors at Texas A&M University will be evaluated for promotion to associate professor and for tenure concurrently and will not be awarded one without the other.

4.3.4 Persons whose initial appointment to the Texas A&M University faculty is at the rank of associate professor or professor are eligible to be considered for tenure upon appointment.

4.3.5 Periodic Review:

4.3.5.1 Each department, on an annual basis, shall review the performance of all faculty members who are accruing credit toward tenure. Each faculty member shall be advised in writing of the results of this review. The purpose of regular reviews is to provide a candid evaluation of the individual's achievements so that both the individual and Texas A&M University may benefit by improved performance or by the encouragement to continue exemplary performance.

4.3.5.2 For tenure track faculty subject to a probationary period (of five or more years) at Texas A&M University, a comprehensive mid-term review (normally at the end of the third year) to determine the progress towards tenure is mandatory. This evaluation will familiarize the faculty member with the tenure process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the tenure decision. This review should mimic the tenure review process as closely as possible; a minimal mid-term review would include dossier items contributed by the candidate and internal letters of recommendation if appropriate, and would be reviewed at the department and college levels by appropriate faculty committees as well as the department head and dean. If a tenure track faculty is not progressing adequately toward the requirements for tenure, action to not renew the contract of the individual may be appropriate.

4.3.5.3 A thorough review in the penultimate year of probationary service is mandatory. Such reviews may be made earlier and are, in fact, encouraged whenever it appears appropriate. If an early review does not result in a favorable decision for promotion or tenure, a review

will be conducted again at the mandatory time. If the department head has not already initiated the review process, each faculty member serving in the next-to-last year of probationary service should notify the department head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.

#### 4.4 Promotion or Tenure Criteria:

##### 4.4.1 Categories of Performance:

4.4.1.1 Teaching: This category includes, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials, including textbooks; and supervision of graduate students.

4.4.1.2 Creation and dissemination of new knowledge or other creative activities: For most disciplines, this category consists of scholarship or research and its publication. For some disciplines, however, it may include other forms of creative activity. Architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture are examples.

4.4.1.3 Service: This includes service to the institution, to students, colleagues, department, college, and the University--as well as service beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

4.4.1.4 Exceptions to the normal requirements for tenure, or more commonly promotion, may sometimes be warranted. Examples would include (a) gifted and productive master teachers who are abreast of their field but who have not contributed extensively to the development of new knowledge, (b) exceptionally outstanding researchers whose teaching is merely acceptable, and (c) tenured faculty whose sustained service to the University is unselfish, distinctive and outstanding, but whose teaching and research are only acceptable. In all cases performance in the other two dimensions must be at least acceptable. Few faculty will possess qualities such as these, but those who do deserve recognition and advancement.

##### 4.4.2 College Criteria:

4.4.2.1 The faculty and administrators of each college shall jointly develop written guidelines describing the evaluation criteria employed in the unit consistent with University criteria and procedures.

4.4.2.2 Both the guidelines and the evaluation process itself shall pay due regard to the difficulties inherent in quantifying academic performance. The guidelines shall be periodically reviewed and approved by the Dean of Faculties. In those units in which the goals and objectives of departments differ significantly, departments should also have written evaluation guidelines. Continuity in performance criteria and expectations is important. Therefore, criteria should be changed only after careful and thorough joint deliberation by faculty members and administrators of the unit.

4.4.2.3 The guidelines shall include:

- (1) Criteria that are employed to judge the level of performance of faculty in each category of performance. (Examples of possible indicators of performance are given in Appendix I).
- (2) The relative importance and normal level required of performance in each category in order to be awarded tenure. Achieving the normal level does not ensure tenure.
- (3) The relative importance and normal level required of performance in each category for appointment or promotion to each rank. Achieving the normal level does not ensure appointment or promotion.
- (4) A description of the procedures employed in evaluation of faculty for promotion or tenure including: (a) responsibilities of the faculty member and others in preparing the tenure or promotion dossier; (b) procedures for departmental and college-level review committees: selection of committee members and chair, responsibilities of the committee, procedures for making a recommendation, etc.; (c) procedures for promotion of academic professional track faculty members and research professors if different; (d) a timeline.
- (5) University, college, and department guidelines should be available to all faculty. New faculty members shall receive the guidelines along with a statement of any special conditions or expectations related to their employment when they join the Texas A&M University faculty. Such guidelines shall support the adequate evaluation and reward of a faculty member's interdisciplinary responsibilities.

4.4.3 University Criteria: In addition to the criteria developed in the college, the minimum requirements to be met by individuals being considered for promotion or tenure to these ranks are:

Tenure Track Ranks

4.4.3.1 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.

4.4.3.2 Associate Professor: (1) an exemplary level of accomplishment as measured against the contributions of others in the field; (2) professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University; (3) 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; and (4) evidence indicating a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member.

4.4.3.3 Professor: (1) continuing accomplishment in teaching; (2) continuing accomplishment and some measure of national or international recognition in research or another form of creative activity; and (3) evidence of valuable professional service.

#### 4.4.4 Academic Professional Track Ranks

Faculty members in non-tenure track positions may normally be considered for promotion after five years, however time in rank is never a sufficient criterion for promotion. A faculty member may seek promotion at an earlier time except where a minimum time in rank is specified. All requests for promotion from eligible candidates must be considered.

4.4.4.1 Senior Lecturer should have an appropriate terminal degree or significant experience in the field and demonstrate continuing accomplishment in teaching.

4.4.4.2 Non-tenure track [*Adjective*] Assistant Professors, Associate Professor and Professor should have significant responsibilities beyond solely teaching (or research for research faculty) and demonstrate continued excellence in their primary as well as secondary responsibilities.

4.4.4.3 Faculty in these ranks may be considered for multi-year appointments, particularly after they have served continuously in the position at TAMU for five years.

#### 4.5 Promotion or Tenure Evaluation.

4.5.1 In most cases, the judgments of professionals in the faculty member's field provide the best and most reliable basis for making sound decisions about promotion or tenure. Consequently, the level of accomplishment and potential relative to disciplinary norms and standards as judged by peer review should be the heart of the promotion or tenure process.

4.5.2 In evaluating a faculty member being considered for promotion or tenure, the appropriate faculty committees and academic administrators shall give adequate consideration to the faculty member's professional performance. Adequate consideration of a promotion or tenure case consists of a conscientious review, which seeks out and considers all available evidence bearing on the relevant performance of the faculty member, and assumes that the various academic units follow their approved procedural guidelines during the promotion or tenure review process (see 4.4.2 and 4.4.3). Such consideration should be based upon adequate deliberation over the evidence in light of relevant standards and exclusive of improper standards. An improper standard is any criterion not related to the professional performance of the faculty member. The evaluation of a promotion or tenure case should constitute a bona fide exercise of professional academic judgment.

#### 4.6 Review Process for Promotion or Tenure:

4.6.1 The faculty member being considered for promotion or tenure will work with the department head or designated committee to develop a complete dossier.

4.6.2 In conducting promotion or tenure reviews, department heads shall draw upon the advice and counsel of a promotion and tenure committee as well as other appropriate sources. When the review has been completed, the department head will transmit the promotion or tenure recommendations of both the head and the faculty committee to the dean of the college for review.

4.6.2.1 If the faculty member being considered has a joint appointment funded in two or more departments or programs, the department or program in which the faculty member is administratively located (ad loc) has the responsibility to ensure that the review process is conducted in accordance with the regular Promotion and Tenure procedures of the relevant departments or programs. If the departments or programs are in the same college, the ad loc department or program is responsible for forwarding the appropriate documents to the dean's office. If different colleges are involved, then each department or program is responsible for forwarding the appropriate documents to its dean's office. The college in which the faculty is administratively located has the responsibility for completing and forwarding the dossier to the Office of the Dean of Faculties.

4.6.2.2 If the faculty member being considered has an appointment with an intercollegiate faculty in addition to a departmental appointment, then the ad loc department must request a review and evaluation from the intercollegiate faculty. The evaluation should include comments on teaching, research, service, and intercollegiate

cooperation, and the evaluation must be included in the package of material that is forwarded to the dean's office.

4.6.3 In conducting promotion or tenure reviews, the dean shall draw upon the advice and counsel of a college-wide promotion and tenure committee. If the dean recommends against promotion or tenure and that recommendation is contrary to the department head's recommendation, the dean shall inform the department head and faculty member of the reasons for the recommendation. The department may then resubmit the case for further consideration. Any reconsideration, however, must be based upon either (a) new evidence that is not already contained within the dossier, or (b) substantial and entirely new arguments that were not made in the first presentation. If the case is resubmitted, it shall be reviewed by the dean and the college-wide promotion and tenure committee before a final recommendation concerning promotion or tenure is forwarded.

4.6.4 The dean will present the faculty member's dossier, inclusive of all recommendations to the Dean of Faculties for review by the Provost and Executive Vice President. This review and recommendation process will continue, through the President of the University to the Chancellor of the System, who makes the final approval of promotions. Recommendations for tenure will be forward to the Board of Regents, which holds sole authority to confer tenure.

#### 4.7 Notification Process for Promotion or Tenure:

4.7.1 A faculty member shall be advised of the recommendation for or against promotion or tenure at each level of review. In the event of a negative tenure decision, the faculty member is entitled upon request to a written statement of the reasons that contributed to the decision.

4.7.2 The official decision by the Board of Regents regarding the granting of tenure or by the President for promotion will be conveyed in writing to the faculty member as soon as possible.

### 5. RIGHTS OF NON-TENURED FACULTY

5.1 The dismissal of a non-tenured faculty member (tenure track or non-tenure track) with a term appointment prior to the expiration of the appointment must be based on good cause (such as listed in 6.3) and such dismissals shall follow the procedures stated in 8.2.

5.2 A decision not to renew the tenure-track appointment of a non-tenured faculty member or a decision not to grant tenure to a non-tenured faculty member shall be based upon adequate consideration (see 4.5.2) of the individual's professional performance and shall not be made in violation of academic freedom or as a form of illegal discrimination.

The appeal procedures to be followed are outlined in Section 9, except as provided by sections 5.3 and 5.4.

- 5.3 If a faculty member believes their dismissal or non-reappointment (for tenure-track faculty only) was the result of a violation of their civil rights, they should state such belief in the written notice of appeal, as per sections 8.2.4 and 9.3 respectively. Upon receipt on the written notice of appeal the President of Texas A&M University shall promptly communicate with the Dean of Faculties to initiate an investigation of the alleged violation according to University Rule 08.01.01.M1, and before the appeal is heard by CAFRT.
- 5.4 A non-tenured faculty member whose appointment is not renewed may present a grievance in person to his or her dean or designee regarding the non-reappointment if the grievance is based on grounds other than allegations that the non-reappointment was not based upon adequate consideration, violated the faculty member's academic freedom or was a form of illegal discrimination. The dean or designee will consider the grievance and render his or her decision, and this decision on the grievance is final.

## 6. POLICIES GOVERNING THE LOSS OF TENURE

- 6.1 Tenure is given up when a faculty member: (1) retires (excluding partial retirement); (2) resigns; (3) is dismissed for cause; or (4) is off the Texas A&M University payroll for more than one calendar year unless on approved leave of absence. (Note: Individuals who accept full-time employment at another member of the System, provided that such persons formally notify their department heads annually by March 1 of their desire to retain their tenured positions and their requests are approved by the appropriate administrators, may retain their tenured positions. If a request is denied, the individual will return to the tenured position formerly held or give up tenure.)
- 6.2 Dismissal of tenured faculty members: A faculty member with tenure shall not be dismissed until he or she has received reasonable notice of the cause for dismissal. Dismissal, other than summary dismissal, shall occur only after an opportunity for a hearing, which shall comply with the established procedures in Section 10.
- 6.3 Good cause for dismissal of a faculty member with tenure includes, but is not limited to the following:
- 6.3.1 Professional incompetence;
  - 6.3.2 Continuing or repeated failure to perform duties or meet responsibilities to the institution or to students or associates;
  - 6.3.3 Failure to complete a post-tenure review professional development plan as described in Texas A&M University's post-tenure review procedure (SAP 12.06.99.M0.01) in that: (1) the professional development plan's goals were not met by the faculty member; and (2) the deficiencies in the completion of this plan are of sufficient magnitude to separately constitute good cause for dismissal under sections 6.3.1 and/or 6.3.2;



- 6.3.4 Moral turpitude adversely affecting the performance of duties or the meeting of responsibilities to the system academic institution, or to students or associates;
- 6.3.5 Violation of system policies, system regulations, system academic institution rules, or laws substantially related to performance of faculty duties;
- 6.3.6 Conviction of a crime substantially related to the fitness of a faculty member to engage in teaching, research, service/outreach, and/or administration;
- 6.3.7 Unprofessional conduct adversely affecting to a material and substantial degree the performance of duties or the meeting of responsibilities to the institution, or to students or associates;
- 6.3.8 Falsification of academic credentials;
- 6.3.9 Bona fide financial exigency or the phasing out of institutional programs requiring reduction of faculty;
- 6.3.10 The reduction or discontinuance of institutional programs based on educational considerations and requiring the termination of faculty members.
- 6.3.11 A finding of sexual harassment or other serious misconduct, in accordance with system policy.

## 7. REDUCTION OR DISCONTINUANCE OF INSTITUTIONAL PROGRAMS

### 7.1 Financial Exigency:

- 7.1.1 Definition of bona fide Financial Exigency: Bona fide financial exigency means a pressing need to reorder the nature and magnitude of financial obligations in such a way as to restore or preserve the financial stability of Texas A&M University. A bona fide financial exigency may exist without all parts of the University being affected. Financial stability means the ability of the University to provide from current income the funds necessary to meet current expenses, including current debt payments and sound reserves, without invading or depleting capital. Evidence of financial exigency may include but is not limited to declining enrollments, substantial revenue cutbacks, and substantial ongoing operating budget deficits.
- 7.1.2 Declaring Financial Exigency: When the President of Texas A&M University believes that a state of bona fide financial exigency may exist in part or all of the University, the President shall consult with a representative group of faculty members chosen by the Faculty Senate, other appropriate faculty members, and administrators. The President has the responsibility to demonstrate bona fide financial exigency. Following these consultations, if the President believes that a state of financial exigency exists, the President shall inform the Chancellor of The Texas A&M University System. If the Chancellor concurs in this assessment, he or she shall inform

the Board of Regents. If the Board of Regents finds that the conditions stated in Section 7.1.1 exist, a state of bona fide financial exigency shall be deemed to exist at Texas A&M University.

7.1.3 When faculty dismissals are contemplated on grounds of financial exigency, there shall be early, careful, and meaningful sharing of information and views with appropriate faculty representatives, including the Faculty Senate, on the emergency indicating the need to terminate or reduce programs. Recommendations from faculty representatives, including a group chosen by the Faculty Senate, shall be sought on alternatives available to Texas A&M University to ensure continuation of a strong academic program and to minimize the losses sustained by affected students and faculty members.

7.1.4 Cases involving bona fide financial exigency may permit exceptions to tenure regulations as well as the suspension of the normal notification provisions outlined in Section 2.2.

7.1.5 If two or more faculty members are equally qualified and equally capable of performing their academic role, the faculty member or members having tenure shall be given preference for retention over non-tenured faculty. If two or more tenured faculty members are equally qualified and capable, preference for retention shall be given to those with greater length of service at Texas A&M University.

7.2 The Reduction or Discontinuance of Institutional Programs not Mandated by Financial Exigency:

7.2.1 Programs may be reduced or discontinued without a declaration of financial exigency.

7.2.2 Such decisions shall reflect educational considerations based on long range judgments. Those judgments shall be made in consultation with appropriate faculty representatives, including the Faculty Senate or its designated representatives, and reflect the view that the educational mission of the department or college affected or that of Texas A&M University will be enhanced by the reduction or discontinuance.

7.2.3 The decision to formally reduce or discontinue a program or department of instruction will be based essentially upon educational considerations, as recommended to the President primarily by the Faculty Senate or its designated representatives.

7.3. Guidelines Governing Dismissals Related To The Reduction or Discontinuance of Institutional Programs:

7.3.1 Any tenured faculty member or faculty member whose term appointment has not expired, who, on the basis of a bona fide financial exigency or the reduction or discontinuance of an institutional program, is selected for termination shall be entitled to a hearing before the Committee on Academic

Freedom, Responsibility, and Tenure (CAFRT - section 10). The faculty member must request of the President within 10 business days of the receipt of the letter of dismissal a CAFRT hearing. The University shall adhere to the following procedures:

7.3.1.1 Hearings, if requested by the faculty member, must take place before a faculty member is dismissed.

7.3.1.2 A faculty member being dismissed shall be furnished with a written statement that: (1) indicates the basis for the initial decision to terminate; (2) describes how the initial decision was made; and (3) discloses the information and data upon which the decision makers relied.

7.3.1.3 The faculty member shall have the opportunity to respond to the statement provided by Texas A&M University.

7.3.1.4 If a faculty member believes their dismissal was the result of a violation of their civil rights, they should state such belief in the written notice of appeal. Upon receipt on the written notice of appeal the President of Texas A&M University shall promptly communicate with the Dean of Faculties to initiate an investigation of the alleged violation according to University Rule 08.01.01.M1, and before the appeal is heard by CAFRT.

7.3.1.5 Burden of Proof:

In Case of a Bona Fide Financial Exigency:

The administration must demonstrate by some credible evidence that a bona fide financial exigency exists.

In cases of Reduction or Discontinuance of Institutional Programs not Mandated by Financial Exigency:

The administration has the responsibility to demonstrate that educational considerations led to the decision to reduce or discontinue a program, except that an agreement by the Faculty Senate or its designated representatives, as cited in 7.2.2, that a program is to be discontinued will be considered a presumptively valid demonstration.

The University's decision will be overturned only if the University fails to demonstrate that the decision was based on educational considerations.

7.3.2 Faculty members involved in adjustments in such situations shall be given opportunities for appointment in related areas, but only if (1) they are well qualified professionally to fill the appointment and can perform the essential

functions of the appointment; (2) such positions are available; and (3) the dean and department head for the new appointment concur.

Financial and other support to the extent possible may be offered to faculty dismissed due to a program discontinuation based on educational considerations if this would facilitate placement in an available position.

7.3.3 Notice of termination of the appointment of a tenured faculty member under this provision shall be given in writing at least twelve months before the effective date of the termination.

7.3.3.1 Exceptions to this provision may occur in cases of financial exigency.

7.3.3.2 Any faculty member whose appointment is terminated because of financial exigency or educational considerations has the right to be reappointed to his or her previous position if it is reestablished within two calendar years.

## 8. DISMISSAL OF FACULTY FOR CAUSE

A decision to dismiss a tenured faculty member must be based on good cause (as defined in Section 6.3) and a decision to dismiss a non-tenured faculty member for cause prior to the expiration of an appointment shall be consistent with Section 5.1, Rights of Non-Tenured Faculty Members. The process for summary dismissal or suspension without pay pending dismissal is outlined in section 8.1 of System Policy 12.01. The Provost is designated to hear a faculty member's response to the charges prior to summary dismissal or suspension without pay pending dismissal, and to determine, after considering the faculty member's response, whether or not to proceed with summary dismissal or suspension without pay pending dismissal in accordance with subsection 8.1.5 of System Policy 12.01. Summary dismissal or suspension without pay pending dismissal will be effective upon written notice from the provost.

### 8.1 Tenured Faculty's Right to Mediation:

8.1.1 Before any formal notice of the intended dismissal of a tenured faculty member is issued, the department head must advise that faculty member in a personal conference that dismissal is being considered and the faculty member may request a conference with the dean. Unless the stated cause for dismissal is illegal discrimination, sexual harassment or related retaliation (08.01.01.M1) or scientific misconduct (15.99.03.M1), any of these three parties may request mediation by the Faculty Ombuds Officer, or request the Dean of Faculties to independently choose another individual to serve as mediator for the process.

The mediator will operate in an informal and flexible manner and attempt to resolve cases in which the dismissal of a tenured faculty member is being considered. The mediator may offer advice and recommendations to the involved parties and promote modes of settlement which avoid formal hearings and litigation.

The mediation process shall be completed within 15 business days from the time the mediator is assigned the matter unless unusual circumstances require more time. Extensions should not be for more than an additional 15 business days, and it shall be granted by the Dean of Faculties, with the agreement of all parties involved in the mediation process. If a resolution of the matter cannot be reached at the end of the mediation process, the mediator will notify the Dean of Faculties in writing that the mediation process was unsuccessful. A copy of this notification shall be sent to all parties. Upon such notification, the department head and dean may proceed as indicated in the sections that follow below.

## 8.2 Guidelines for Dismissal of Faculty Members for Cause:

8.2.1 The faculty member shall be given formal notice of the decision to dismiss in writing within a reasonable period before the effective date of the intended termination. The written notice of dismissal must specify the cause for dismissal and provide the opportunity for an appeal hearing.

8.2.2 Any faculty member (tenured, tenure-track or non-tenure-track) who receives written notice of dismissal and who alleges that the dismissal is not for good cause shall submit a written notice of appeal with the President of Texas A&M University of such allegations within ten (10) business days of receiving the notice of dismissal. A faculty member's submission of a notice of appeal is a request for a hearing by the Committee on Academic Freedom, Responsibility, Tenure (CAFRT). A copy of the stated reasons for dismissal and the faculty member's request for a hearing shall be forwarded by the President to the Dean of Faculties and CAFRT Chair.

The faculty member may request from the appropriate administrators, within a reasonable time after submission of the appeal a copy of all documents relevant to that decision, such as the dismissal file. Such materials shall be given to the faculty member within seven (7) business days from the date in which the request for material was received.

8.2.3 In the ensuing hearing, the burden of proof that the proposed dismissal is for good cause shall rest with the institution. Findings of the CAFRT shall be limited to determining whether or not the decision to dismiss was for good cause.

8.2.4 If a faculty member believes their dismissal was the result of a violation of their civil rights, they should state such belief in the written notice of appeal. Upon receipt on the written notice of appeal the President of Texas A&M University shall promptly communicate with the Dean of Faculties to initiate an investigation of the alleged violation according to University Rule 08.01.01.M1, and before the appeal is heard by CAFRT.

## 9. NON-TENURED TENURE-TRACK FACULTY MEMBERS WHOSE APPOINTMENTS ARE NOT RENEWED

Whether or Not the Non-Renewal is a Result of a Decision to not Grant Tenure:

- 9.1 The right of appeal to CAFRT does not apply to faculty members who were appointed to non-tenure track positions and were not reappointed.
  - 9.2 A decision not to renew the tenure-track appointment of a non-tenured faculty member shall be made consistent with Section 5.2 above. If a non-tenured faculty member alleges that his or her tenure-track appointment was not renewed in violation of Section 5.2, such faculty member shall submit a written appeal to the President of such allegations within ten (10) business days of receiving the notice of non-renewal. The faculty member may request from an appropriate administrator within a reasonable time after submission of the appeal a statement of the reasons for non-renewal of the tenure-track appointment and a copy of all documents relevant to that decision. Such materials shall be given to the faculty member within seven (7) business days from the date in which the request for material was received.
  - 9.3 If a faculty member believes their non-reappointment was the result of a violation of their civil rights, they should state such belief in the written notice of appeal. Upon receipt on the written notice of appeal the President of Texas A&M University shall promptly communicate with the Dean of Faculties to initiate an investigation of the alleged violation according to University Rule 08.01.01.M1, and before the appeal is heard by CAFRT.
  - 9.4 Upon receiving a request from the faculty member for a review by the CAFRT, the President will notify the Dean of Faculties and the CAFRT chair of the request. The CAFRT chair should convene the Preliminary Screening Committee, and in collaboration with the chair of the Preliminary Screening Committee, schedule a meeting with the faculty member. The Preliminary Screening Committee shall review the faculty member's allegations and hear any supporting statement that the faculty member wishes to make. The Preliminary Screening Committee shall then decide whether that information, standing alone and un-rebutted, would establish that a violation as described in Section 5.2 may have occurred. If a majority of the Preliminary Screening Committee members reviewing the case finds that such a violation may have occurred, the Preliminary Screening Committee shall refer the matter to the CAFRT for a full evidentiary hearing as provided in 10.2; otherwise, the appeal shall be dismissed and the decision not to reappoint shall stand.
  - 9.5 In the CAFRT hearing, the burden of proving a violation as described in section 5.2 above of non- tenured (tenure-track) faculty members shall rest with the faculty member. The findings of the CAFRT shall be limited to determining whether the decision not to renew the appointment was in violation of such rights.
10. COMMITTEE ON ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE (CAFRT)

The Committee on Academic Freedom, Responsibility, and Tenure is the hearing body for faculty appeals made to the President of Texas A&M University.

- An appeal of the dismissal of any faculty member for cause, tenured or not, will be heard directly by the CAFRT committee as per section 10.2.
- Tenure-track faculty members who are not yet tenured and whose appointments are not renewed, whether or not the non-renewal is a result of a decision to not grant tenure, may appeal that decision but their appeal will first be heard by the Preliminary Screening Committee (10.1).
- Non-tenure track faculty can only appeal to CAFRT in case of a dismissal for cause but not in the case of non-renewal of their contract.

#### 10.1 The Preliminary Screening Committee:

10.1.1 The Preliminary Screening Committee shall be comprised of those members of the CAFRT who have completed their term of service to the CAFRT. The term of appointment to the Committee will be for two years. Thus, the members of the CAFRT who complete their service to the CAFRT on August 31 will be members of the Committee until August 31 of the second year. Therefore half of the membership of the Committee will be renewed every year. Membership of the Committee will consist of eight members, if the Committee has less than eight members the President may appoint additional tenured teaching faculty members who have served on previous CAFRTs.

10.1.2 Each Preliminary Screening Committee member is subject to challenge for cause. The Preliminary Screening Committee chair will rule on the validity of any challenge. (Note: Such challenges relate to the ability of a member to render an unbiased decision. The mere existence of friendships or other contacts between a Preliminary Screening Committee member and other individuals does not necessarily constitute bias.)

10.1.3 The CAFRT Chair will convene the Preliminary Screening Committee for an organizational meeting during which they will elect its own chair and vice chair, both of whom remain voting members.

10.1.4 At least three members are needed for a decision. Only those members who have participated in the entire meeting may vote.

10.1.5 The Preliminary Screening Committee shall establish a time limit for the meeting on a particular case (e.g., two hours) and may extend the time limit by majority vote of the committee during the meeting. During the meeting, the faculty member will present his/her allegations and supporting statements that a violation as described above in Section 5 occurred. The faculty member may have legal counsel and/or other advisors present. Representatives of Texas A&M University (including an attorney from the Office of General Counsel) may attend the meeting as observers. At least two days before the scheduled meeting, the Preliminary Screening Committee chair must be notified if anybody other than the affected faculty member will be attending the meeting.

10.1.6 The meeting shall be closed unless the affected faculty member requests that it be open.

10.1.7 The Preliminary Screening Committee's findings shall be forwarded to the chair of the CAFRT, the President, and the affected faculty member within five (5) business days of the meeting.

10.2 The Committee on Academic Freedom, Responsibility, and Tenure (CAFRT):

10.2.1 The Committee on Academic Freedom, Responsibility, and Tenure shall be comprised of forty tenured faculty members. Members shall serve three-year terms arranged on a rotating basis so that one-third of the members are replaced each year. The committee shall be elected during the spring semester by the faculty at-large from a slate of nominees comprised of no more than three (3) tenured teaching faculty members from each College. Each member of the faculty may vote for no more than the number of seats to be filled. Individuals receiving the most votes will normally become members of the committee; however, to avoid having more than four members of the committee from the same College, those receiving fewer votes but from a different college shall be selected. Terms of new CAFRT members begin September 1 each year.

10.2.2 Each committee member is subject to challenge for cause. The committee chair will rule on the validity of any challenge. (Note: Such challenges relate to the ability of a member to render an unbiased decision. The mere existence of friendships or other contacts between a Committee member and other individuals does not necessarily constitute bias.)

10.2.3 The chair and vice chair of the CAFRT will be appointed by the Faculty Senate Executive Committee and are normally previous members of CAFRT. The chair and vice chair will be non-voting and each shall be appointed for a term of five (5) years. Their terms will be staggered whenever possible.

10.2.4 A Hearing Committee will consist of no less than seven voting CAFRT members who are assigned by the chair or the vice chair of the CAFRT. It is preferable to start with nine voting members. An effort will be made to distribute participation on Hearing Committees when multiple cases are heard during an academic year. Only members of the panel who are present for the entire hearing may vote.

10.2.5 The CAFRT shall operate in accordance with System policies and regulations and university rules.

10.3 Hearing Procedures:

The President or designee will assign the person who will serve as Texas A&M University's representative at the hearing. Both the faculty member and the University representative shall have the independent right to be represented by legal



counsel. Outside the hearing, either party may use legal counsel to assist in preparation of their case and to interview witnesses.

10.3.1 When a faculty member requests a hearing (in accord with sections 8 or 9 above), or when the Preliminary Screening Committee recommends a hearing for a non-tenured (tenure-track) faculty member in accord with 10.1 above), the CAFRT Hearing Committee shall then set a time for the hearing that will allow the faculty member a reasonable time in which to prepare for the hearing and shall notify the faculty member, University representative, and the Office of General Counsel of the time and place. The faculty member and the University representative shall exchange witness lists indicating the general nature of the testimony of each witness prior to the hearing at a time specified by the CAFRT Hearing Committee. Witnesses should be present at the hearing so that the faculty member, the university, and the panel may question them. In the event that the presence of a witness is not possible, a conference call may be established by prearrangement with and approval of the chair. The committee may accept written documentation, including statements and depositions, at its discretion. Witnesses may be added at a later date for good cause.

10.3.2 Both the University representative and the faculty member shall have the right to call witnesses and to question all witnesses who testify orally. It is not necessary to follow the formal rules of evidence. In the hearing, the parties can present brief opening arguments, beginning with the party having the burden of proof. The party with the burden of proof will first present its case to the committee, with the other party having the opportunity to cross-examine each witness after their testimony. The other party will then have the opportunity to present its case, with the first party having the opportunity to cross examine each witness after their testimony. The parties can present brief closing arguments, beginning with the party having the burden of proof. The proceedings shall be stenographically transcribed and copies made available to either party upon request.

10.3.3 In cases other than those involving summary dismissal, suspension of the faculty member during these proceedings is justified only if the welfare of the faculty member or that of students, colleagues, or other institutional employees is threatened by his or her continuance or if the continued presence of the faculty member would materially and substantially disrupt the regular operations of the institution. Any such suspension shall be with pay and with appropriate provisions for useful duties whenever possible.

10.3.4 The CAFRT shall allow written briefs on behalf of the University's representative and by the faculty member or designated representative.

10.3.5 The hearing shall be closed unless the affected faculty member requests that it be open.

#### 10.4 Findings and Recommendations:

- 10.4.1 The CAFRT Hearing Committee's findings and recommendations shall be conveyed in writing to the President, Dean of Faculties, and the faculty member.
- 10.4.2 If the CAFRT Hearing Committee recommends that good cause for dismissal does not exist, or that the rights of the faculty member were violated by the non-reappointment, the President will decide whether to accept that recommendation. If the President accepts the recommendation, the faculty member shall be reinstated and the appeal terminated. If the President does not accept the CAFRT Hearing Committee's recommendation, the President's determination that the faculty member be non-reappointed shall be final in the case of non-reappointments, and, in the case of dismissals for cause, the dismissal will proceed under section 10.4.4.
- 10.4.3 If the CAFRT Hearing Committee determines that the rights of the non-tenured faculty member were not violated, and therefore recommends for the non-renewal of the appointment to stand, the President will decide whether to accept that recommendation. If the President accepts the recommendation, the decision to not reappoint will be affirmed. If the President does not accept the committee's recommendation, the faculty member will be reinstated. The decision of the President shall be final.
- 10.4.4 If the tenured faculty member's appointment (or the non-tenured faculty member's appointment prior to its expiration) is proposed to be terminated by the President, the President shall transmit the full report of the Hearing Committee, the record of the hearing, and his or her recommendation to the Chancellor of the System for his or her review and final determination in accordance with 8.2.3 of System Policy 12.01.

[CLICK HERE TO SEE APPENDIX I](#) RELATED TO CRITERIA THAT MAY BE EMPLOYED FOR EVALUATION OF FACULTY

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### **Related Statutes, Policies, Regulations and Rules**

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*Supplements System [Policy 12.01](#)*

*System Regulation [12.01.01](#)*

*System Policy [31.05, External Employment and Expert Witness](#)*

*System Regulation [31.05.01, Faculty Consulting and/or External Professional Employment](#)*

*System Regulation [31.05.02, External Employment](#)*

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### **Contact Office**

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[Office of the Dean of Faculties](#)

# **EXHIBIT D**

OFFICE OF THE DEAN OF FACULTIES



## Promotion & Tenure Guidelines

2021-2022

MARCH

2021

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## I. TIMELINE

<b>March/April 2021</b>	Through the Dean of Faculties, the Provost requests that deans initiate promotion and tenure proceedings.
<b>November 5, 2021</b>	Deans submit electronic copies of college chart ( <u>no need for College P&amp;T and Dean's vote at this time</u> ), Faculty Tenure Table, Candidate Dossier Coversheet, External Reviewers Chart, CV and Candidate's picture, for all candidates to the Office of the Dean of Faculties.
<b>December 3, 2021</b>	Deans submit recommendations of cases to the Provost by forwarding complete dossiers of all candidates, through Interfolio, to the Office of the Dean of Faculties.
<b>January 2022</b>	Deans meet with the Provost and the Dean of Faculties and review recommendations. The Provost forwards recommendations to the President.
<b>January/February 2022</b>	President meets with the Provost and the Dean of Faculties and reviews recommendations. The President forwards recommendations for tenure to the Board of Regents (BOR), through the chancellor, and makes final decisions on promotion only cases.
<b>April/May 2022</b>	BOR reviews recommendations and makes final decisions on tenure cases. Congratulatory letters for tenure and promotion will be sent mid-May.
<b>September 1, 2022</b>	Promotion and tenure decisions become effective.

**ALL** tenure and/or promotion dossier materials are due to the Office of the Dean of Faculties by **December 3, 2021**. If unusual circumstances necessitate submission of any materials after the due date, the dean of the college must first obtain approval to submit late materials from the Dean of Faculties.

## II. PROCESS INFORMATION

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### A. Committee Proceedings (Department and College)

Committee deliberations must be conducted in the strictest confidence.

Promotion and tenure are matters of central concern to many faculty members and to the university. Failure to provide and adhere to criteria for the granting of promotion and/or tenure can do long-term damage to a department and college, and certainly a negative decision can do long-term damage to the career of an individual. Those implementing the process must uphold high standards and at the same time observe scrupulous standards of fairness.

Department heads, deans, and committee members should take care to consult:

- [University Rule 12.01.99.M1](#)—*University Statement on Academic Freedom, Responsibility, Tenure, and Promotion*
- [Office of the Dean of Faculties Promotion and Tenure Guidelines](#), and
- [College and/or department Promotion and Tenure specific guidelines](#)

to be thoroughly familiar with procedures, criteria and expectations for promotion and/or tenure by rank in each unit and at the university levels.

College committees must clarify beforehand the role of the committee members during deliberations of colleagues from their own departments (this must be addressed by the college and/or department P&T guidelines). E.g. a department representative presents the case and participates in the discussion and also votes; a department representative votes at the department or college level, etc.

### B. Reconsideration of a Case

If the dean recommends against promotion and/or tenure and that recommendation is contrary to the department head's recommendation, in accordance with [University Rule 12.01.99.M1](#), § 4.6.3, the dean shall inform the department head and faculty member of the reasons for the recommendation. The department head may then resubmit the case with addition of information that directly addresses the dean's concerns. If a case is resubmitted, it shall be re-reviewed by the college P&T committee and dean before a final recommendation concerning tenure and/or promotion is forwarded by the final submission deadline to the Office of the Dean of Faculties. Please refer to Appendix VIII for step-by-step-instructions regarding how to facilitate response/rebuttals in Interfolio RPT.

Any petition for reconsideration must be based upon either:

- a) new evidence that is not already contained within the dossier or
- b) substantial new arguments that were not made in the first presentation.

In the case of *reconsideration* requests by the department head to the dean, a memo explaining the basis for seeking the reconsideration of the case must be uploaded in the department head recommendation section (Dossier Item 10). Any other materials supporting the reconsideration request should be included in Dossier Item 13 (Additional Information). Please see [Appendix VIII](#) for further instructions.

### C. Notifying Candidates of Promotion and/or Tenure Recommendations

Candidates **must be advised**, by the department head or dean, in colleges without departments, of the recommendation for or against promotion and/or tenure at each level of review. In the event of a final negative tenure decision by the President, the faculty member is entitled to a written statement of the reasons that contributed to that decision. If it is requested by the faculty member, the statement of reasons will be provided after the President, through the Dean of Faculties, informs the dean of their decision.



At a minimum, **notifications will be made by email, as soon as possible, after a recommendation is made at a given level.**

#### D. Additions or Changes to the CV

Additions or changes to the CV after the initial submission may occur, at any level, prior to the submission of the final dossier to the Office of the Dean of Faculties.

In general, it is advisable to limit changes to the CV to additions, updates, or corrections that are substantive in nature. For example, candidates may request to update their CV after learning that a pending grant has been funded, a paper submitted for publication has been accepted, a new contract for a book has been signed, an important recognition has been awarded, etc.

**Note:** All modifications to the dossier should be submitted in a memo stating exactly what has changed (e.g. “Grant proposal X to NSF, listed as pending on page Y, has now been awarded”). The memo should contain a statement that the candidate deems the changes to be accurate as of this date and should be signed and dated by the candidate. **Please do not submit a new updated CV.**

**IMPORTANT:** Requests of addition or modifications to the dossier must be submitted through the department head or dean, in colleges without departments, who will ensure the new information is added to the candidate’s dossier in Interfolio. **This memo should be placed in front of the original CV in Interfolio.** A department/college case administrator will be able to unlock the corresponding CV section within Interfolio to add the updated memo in front of the original CV. Please see [Appendix VI](#) for further instructions.

#### E. Candidate’s Right to Withdraw

At any point in the process, a candidate may elect to withdraw his or her name from further consideration. This must be a written request. **In the case of a mandatory tenure consideration, a request to withdraw a dossier for consideration must also include a written resignation.** The request should be submitted to the department head (or directly to the dean in colleges without departments), who in turn will communicate the decision to the college dean and Dean of Faculties. The withdrawal request and resignation letter, if applicable, will become part of the dossier record in Interfolio.

#### F. Mandatory (Penultimate Year) Review and the Tenure Probationary Period

These Promotion and Tenure Guidelines focus primarily on procedures for the mandatory (penultimate year) review. This thorough review in the penultimate year of probationary service is required; however, conducting the review earlier may be appropriate and encouraged for some candidates after consultation with the department head, mentor/s and /or P&T committee members. **(If an early review does not result in a favorable decision for tenure, a review is conducted again at the mandatory time).**

The department head should initiate the mandatory review process, if they do not, any faculty member who is in their next-to-last year of probationary service should notify the department head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.

The timing of penultimate year (mandatory) reviews is illustrated in the Tenure Clock Calculation Table below.

#### G. Non-Reappointment

Since the probationary period consists of a series of one-year appointments, a decision not to reappoint an individual who is on probation can be made any time up to the year of the mandatory review. Non-reappointment should be considered if performance is unsatisfactory to the point that it is clearly unlikely the person will meet the expectations for tenure, as neither party benefits from prolonging an unsatisfactory situation. Such a decision is made, of course, with great care and only in compelling

circumstances. Please note that notification of non-renewal may be made in spite of a prior decision to extend the probationary period. However, once notification of non-renewal is made, no probationary period extension may be requested.

Please see [University Rule 12.01.99.M1](#) and [Guidelines for Annual and Mid-Term Review](#) for details regarding required notification procedures for non-reappointment.

## H. The “Tenure Clock” (Timing of Reviews)

The start of a tenure-track faculty member’s mandatory consideration year (academic year) can be calculated as follows:

**Calendar year hired** + Probationary period – 2 years = Fall semester of Tenure Consideration Year (e.g., regardless of month, if contract start date is in 2016 + 7 years of probation – 2 years =2021. The mandatory review will start in Fall 2021; if successful, the Board of Regents will grant tenure in Spring 2022, and the promotion and/or tenure will become effective on September 1, 2022).

Any individual hired for a tenure-track position will be required to submit materials for review during the academic year prior to the end of their probationary period. The timing of this depends upon the length of the probationary period (see chart below).

**Tenure Clock Calculation Table.** For a faculty member hired in calendar year 2016

If probationary period is:	Mid-Term Review will occur between:	Mandatory Tenure Review will occur:
7 years	Mar – Dec 2019 (due AY 2019-2020)	2021-2022
6 years	Mar – Dec 2018 (due AY 2018-2019)	2020-2021
5 years	Mar – Dec 2017 (due AY 2017-2018)	2019-2020

### Important

- The semester of hire does not determine the start of the “Tenure Clock”, the calendar year does.
- The length of the probationary period will be found in the faculty member’s original letter of hire and the “agreement concerning probationary service of new faculty” form.
- The Board of Regents will review recommendations in the spring semester of the tenure review (academic) year.

## I. Extensions to the Probationary Period (“Tenure Clock”)

Extensions to the probationary period may be granted upon petition by the faculty member, recommendation by the department head and dean, and approval by the Dean of Faculties.

Extensions are usually for one year, but a longer period may be requested in compelling circumstances and should be requested **prior to their mandatory year**. Any extension greater than one year must be approved by the Provost. A faculty member may petition for an extension in the following cases:

- The faculty member is taking leave without pay, or a reduction in service to 50% time for a semester or academic year, provided the leave is not taken solely for the purpose of pursuing activities that will enhance the faculty member’s qualifications for promotion and tenure.

- The faculty member has encountered circumstances that may seriously impede progress toward demonstrating qualification for the award of promotion and tenure. Such circumstances might include (but are not limited to):
  - serious illness or injury;
  - having responsibility for the primary care of an infant or small child;
  - having responsibility for the primary care of a close relative who is disabled elderly or seriously ill;
  - any serious disruption of the probationary period for unexpected reasons beyond the faculty member's control.

The above guidelines for extension were developed by the Faculty Senate and approved by the President of Texas A&M.

### Important

- Request to extend the probationary period should be made as soon as possible after the compelling circumstances are identified.
- Candidates may choose not to use the approved extension if not needed.

#### J. Reconsideration in the Terminal Year

In exceptional circumstances, a person considered for tenure during their mandatory year, and who was not successful, may be reconsidered during their terminal year, at the discretion of the department head and with the agreement of the dean and the Provost that reconsideration is appropriate. The sole ground on which a department head may propose making such an exception to general practice is that the case has substantially changed since the mandatory consideration. The Dean of Faculties will discuss procedures should such a case arise. Reconsideration does not entail an additional terminal year.

#### K. Negative Promotion Recommendation

For a promotion case with a negative outcome, a minimum of **ONE YEAR** before resubmission is required (e.g. if a candidate was not recommended for promotion during AY 2020-21, the earliest they can submit the dossier again is AY 2022-23).

Exception requests can be made to the Dean of Faculties only with concurrence of the Department Head and Dean.

#### L. Department and College Written Guidelines for Promotion & Tenure

[University Rule 12.01.99.M1](#)—*University Statement on Academic Freedom, Responsibility, Tenure and Promotion* requires that each College (including Branch Campuses) and the Libraries develop written guidelines describing their own evaluation criteria in accordance with those specified for the University. In those units in which the goals and objectives of departments differ significantly, departments should also have written evaluation guidelines. The rule states that guidelines should be redistributed to faculty at least every three years, and steps should be taken to ensure that faculty are thoroughly familiar with these guidelines. For the sake of openness of the process and the maintenance of an atmosphere of trust, **it is also advisable to announce the names of members of departmental and college evaluation committees on an annual basis.**

## Important

- Department and college's guidelines for promotion and tenure must be reviewed and approved by , the Office of the Dean of Faculties for compliance with University Rules. A final approved copy must be sent to the Office of the Dean of Faculties ([facultyevaluation@tamu.edu](mailto:facultyevaluation@tamu.edu)), when changes are made and approved, to be posted on the Dean of Faculties website.

### M. Reviewing Faculty with Joint Appointments

[University Rule 12.01.99.M1](#)—*University Statement on Academic Freedom, Responsibility, Tenure, and Promotion*, sections 4.6.2.1. and 4.6.2.2., indicate that faculty members having **joint appointments** (if funded) or having appointments with **interdisciplinary** (intercollegiate) **programs** are to be reviewed and evaluated for promotion and/or tenure by the secondary unit in addition to the department where they are *ad loc*. This should be done in accordance with the guidelines from both departments/units. Each unit must have guidelines governing faculty review, promotion and tenure. In the case of joint appointments involving more than one college, both deans (and both college level promotion and tenure committees) provide recommendations to the Provost. Please email [facultyevaluation@tamu.edu](mailto:facultyevaluation@tamu.edu) to have the case review steps updated to incorporate both colleges/departments in the routing as appropriate.

For candidates who are members of Interdisciplinary Programs, a letter from the program chair or director must be requested by the department head/dean/P&T committee chair. 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. The report by the chair/director of an Interdisciplinary Program may consist simply of a letter including comments on teaching, research and/or other scholarly, creative activities and service, and intercollegiate cooperation. Please include both the letter requesting this review as well as the letter received.

### N. Academic Professional Track Faculty Promotions

The review process for Academic Professional track faculty (such as Lecturer to Senior Lecturer, or "Adjective" Assistant Professor to "Adjective" Associate Professor) is very similar to that of tenured and tenure-track faculty, and is on the same timeline as all other promotions (e.g., [Section I. Timeline](#)).

The process is unique, however, in the following ways:

- The university does not require outside letters (although they may be included if desired), since it is recognized that faculty in some academic professional track appointments do not have external visibility. However, **departments and/or colleges may require external letters in their units** for some titles and not others, based on assigned responsibilities, expectations, and criteria. Please refer to department and/or college promotion guidelines for specific requirements.
  - **Exception to this requirement are faculty members on the Research track, for whom external letters are required. The guidelines for external letters are the same as described in [Section IV](#).**
- If the department and/or college guidelines require internal evaluation letters for academic professional track faculty, departments should ensure that the letter writers are not members of the P&T committee. **Letters internal to Texas A&M should resemble external letters, in that, they represent an evaluative professional assessment of the impact demonstrated in the candidate dossier, rather than a letter of recommendation** a colleague might write to nominate the candidate for an award.
- The weighting of teaching, research, and service may differ significantly from what is expected of tenured and tenure-track faculty. The categories of *Teaching; Research and/or other Scholarly, or Creative Activities; Service; or other Activities* may in fact be changed to more appropriately reflect the

individual's responsibilities and to reflect the evaluation guidelines developed by the college and/or department (regarding those positions).

Academic professional track faculty seeking promotion will submit a dossier for review, organized in the way described in [Section III](#). Committees, department head and dean reports should make clear the criteria and weighting used for the consideration. Each college may have its own (approved and published) criteria for reviewing academic professional track promotion dossiers. Academic professional track promotion dossiers will be evaluated by department committee, department head, college committee and dean. Academic professional track promotion dossiers will then be forwarded to the Dean of Faculties, for review and decision by the Provost and President.

### III. DOCUMENTS SUBMITTED BY CANDIDATE

#### Important

- All dossiers must include the common required documents (e.g. impact statement, CV, and various forms and summaries detailed in this section).
- Further, department/colleges should inform the candidates of all the additional documentation expected to be submitted by the candidate (e.g. teaching portfolio, representative assignments or exams, syllabi, representative publications, non-traditional work products, etc.) as indicated in the approved department/college guidelines.
  - Note that these documents will not be included in the dossier submitted to the readers, Provost and President but will be kept in the Interfolio case submitted, and access if needed.
- Deadlines for submission of these documents are determined by individual departments and/or colleges.
  - Please refer to department and/or college guidelines or request for applications for additional information.

#### A. Candidate Impact Statement on Teaching; Research and/or Other Scholarly or Creative Activities; Service; and Other Activities (if applicable) (Dossier Item 1)

The candidate's statement must address *impact* in addition to *quality* and *productivity over time* (Please see [Appendix II](#) for guidelines and suggestions).

##### Description

Written by the candidate, this is a concise statement which allows the candidate to explain both their **productivity over time** and the **quality** and **impact** of their work within each of their areas of responsibility (e.g. teaching; research and/or other scholarly or creative activities; service; and other activities). Each of the areas of responsibility should be individually addressed. This statement should report on the past accomplishments, present activities, and future plans of the candidate across all areas of responsibility. The candidate should provide their perspective on, and their interpretation of the quality and impact of their efforts, making sure to go beyond simple reiteration of the content of their vita. The statement, in conjunction with the annotated CV (when appropriate) should, for example, provide evidence that good research ideas and research activities are coming to fruition and that there is evidence of future promise. Similarly, the statement should examine the candidate's teaching activities, providing their perspective on both their growth and evolution as an instructor and/or mentor, and their aspirations for their teaching in the future.

The candidate's impact statement on Teaching; Research and/or Other Scholarly or Creative Activities; Service; and Other Activities is an important document both for providing the candidate perspective about their impact and for providing context for the other materials in the dossier. The statement should be written to engage and be understood by both a general academic readership (college P&T committee, dean, Provost and President) and by a professional readership (departmental and external reviewers). It should be jargon free, enlightening and exciting. The statements on candidate's teaching; research and/or other scholarly or creative activities; service; and other activities should provide a context for review of the entire case. For those candidates involved in interdisciplinary/multidisciplinary collaborative research, both the annotated CV and the statement should act together to inform reviewers of the candidate's contribution to the projects.

<b>Examples of evidence for excellence in each of the 3 major areas of responsibility.</b> These non-exhaustive lists summarize indicators of outstanding merit or merit in <a href="#">University Rule 12.01.99.M1</a> (See link to Appendix I near the end of the rule).		
<b>Research and/or Other Scholarly or Creative Work</b>	<b>Teaching</b>	<b>Service</b>
Quality Publications	Feedback from teaching observations	Officer in a (inter)national professional organization
Editing a scholarly book	Narrative of significant continuous improvement	Serving as a program chair at a (inter)national meeting
Major research or fellowship awards	Student satisfaction	Governmental commission
Citation of publications	Student outcomes	TAMU administrative role
Research or Scholarship Awards	Publication of instructional materials	Editor or member of editorial board for a major journal
Juried works of creative activities	Essential course development	Reviewer journals and grants
Review panel service	Teaching awards	Officer on Faculty Senate
Invited national presentations	Direction of graduate students	Chairing a major standing or ad hoc TAMU committee
Invited international presentations	Invited teaching at peer or aspirant institution	Evidence of professional service to local community or public, including clinical work and extension service
Significant external peer-reviewed research funding	Student professional development and mentoring	
Publications with teaching focus in leading journals	Significant service as an advisor	Committee chair in (inter)national professional organization
Public activity in performing or diverse arts	Teaching grants	
Patents or commercialization of research, where applicable	Service as a course coordinator	Advising a student organization
	Member of graduate committees	Department, college or university service
	Graduate student publications	
	Graduate student placement in industry or academia	
Significant self-development activities, such as intensive workshops or Faculty Development Leave that improve research effectiveness	Significant self-development activities that led to demonstrated enhanced teaching effectiveness	Significant self-development activities that lead to enhanced service effectiveness

### **Format & Guidelines**

- Three pages (maximum), single-spaced; 10 pt font minimum; 1-inch margins

For more specific and more elaborate guidelines on how to write the candidate's statement, please refer to [Appendix II](#).

## B. Candidate's CV (Dossier Item 2)

### Description

The *curriculum vitae* will reflect experiences and development in the candidate's career as a teacher and scholar. It provides an overview of the candidate's academic accomplishments.

### Format & Guidelines

- The *curriculum vitae* should be concise and *padding should be avoided*.
- List refereed publications (or other types of scholarly or creative works) separately from those that were not refereed, and label the lists accordingly. Provide complete documentation for each citation, including the venue, date of publication and page numbers.
- Items that have been accepted but not yet published should be so labeled. (Some departments ask to see an acceptance letter.)
- Items that have been submitted but not yet accepted, or under preparation, if included, should be listed in a separate clearly labeled list.
- Indicate any undergraduate, graduate student or post-doc coauthors mentored by the candidate (past or present) using a clear label.
- Make sure to describe authorship protocols within your discipline, specifically the order of authors, and your contribution as co-author if you are not the lead author.
- Be accurate about reviewing duties and service duties etc.
- **Annotate your CV, as needed, to highlight the impact of your work and your specific contributions.**

### Important

- There is not a mandated University CV template. Departments and colleges may have specific formatting requirements. Please refer to department/college guidelines for detail information.
- Do not include any personal information: i.e. home address, marital status, children, birthday, citizenship, UIN, SSN, etc.

### Signed Statement

The candidate must include a signed statement with the CV:

*This CV submitted is most current and correct as of the date of this signature.*

Signature:

Date:

This statement and signature must be appended at the end of the CV document.

This is different from the **Verification of Contents Statement** (Dossier Item 3) described below.

### Additions or changes to the CV

Additions or changes to the CV after initial submission *may occur at any level prior to the submission of the final dossier to the Office of the Dean of Faculties*. For more information please refer to [Section D: "Additions or Changes to the CV"](#) section of this document.

## C. Grants Summary Chart

The candidate must include a copy of the [Grants Summary Chart](#) accurately listing their grant information at the end of the CV. This chart can include the career long awards to the faculty member. Be sure the grants and associated details listed in the CV and the Grant Summary Chart are congruent. Be sure to list the grants in reverse order they were obtained (most recent ones first.)



## D. Verification of Contents Statement (Dossier Item 3)

### Description

This statement, by the candidate, accurately describes the materials they have submitted for departmental review for the purpose of promotion and/or tenure consideration. The list of materials might include such things as: the impact statement, curriculum vitae, articles, books, portfolios (teaching, research, service, other), student evaluations, list of suggested external reviewers, list of do not contact external reviewers, and any other materials submitted by the candidate.

### Format & Guidelines

- Single pdf file uploaded to the corresponding candidate document section in Interfolio
- In this statement, the candidate should list *all materials* they are submitting for review by the Department P&T Committee.
- This list should *not* include departmental reports, outside letters, or other materials not submitted by the candidate.

## E. Faculty Biography

### Description

The Faculty Biography is a 200-word bio (word document uploaded to the corresponding candidate document section in Interfolio) of the candidate, which will be published in the spring recognition booklet featuring newly promoted and/or tenured faculty.

### Items to be included in Faculty Biography:

- Candidate's name
- Terminal degree, institution where earned, year earned
- Year and rank they joined the Texas A&M faculty
- Focus areas for teaching
- Notable accomplishments and impact related to teaching and/or teaching impact (optional, two sentences maximum)
- Teaching awards or honors (if applicable, optional)
- Focus areas for research and/or scholarship or creative activities
- Notable accomplishments and impact related to research and/or scholarship or and creative activities (optional, two sentences maximum)
- Research awards or honors (if applicable, optional)
- Notable accomplishments and impact related to service (optional, two sentences maximum)
- Service awards or honors (if applicable, optional)
- Notable accomplishments and impact related to other activities (optional, two sentences maximum)
- Other activities awards or honors (if applicable, optional)

## F. Faculty Summary Data Table

The Faculty Summary Data Table **should include information since last promotion, or since hire for those being reviewed for their first promotion and/or tenure, with career totals in parenthesis.** This table will be used by the Dean of Faculties and other Texas A&M University officials to quickly respond to questions and requests for information. The Faculty summary data table is a fillable word file that will be uploaded within the corresponding candidate document section in Interfolio. **Entries should be formatted as a bulleted lists. Leave form responses blank if they do not apply to you.**

Make sure that information included in the Faculty Summary Data Table is in compliance with the above guidelines and consistent with the candidate's CV and grants summary chart.

## G. Other Materials and Documentation (Dossier Item 13)

### Description

This section of the dossier is for any materials deemed pertinent to the case, but not appropriate for placement elsewhere. This might include **letters from students, peers or collaborators that were not part of a structured evaluation process or letters from TAMU faculty members.**

Departments and/or colleges may require that certain documents be included in this section. Please refer to department/college guidelines for specific requirements. Student evaluations, copies of publications, teaching portfolio items , etc. should be placed in the appropriate candidate document section in Interfolio.

**IMPORTANT:** Please see [Appendix VI](#) on how to submit dossier documents through Interfolio.

## IV. EXTERNAL REVIEWERS LETTERS (DOSSIER ITEM 8)

### Description

External review letters are an essential component of the tenure and promotion review process. The purpose of external review letters is to provide an independent evaluation of the candidate's scholarly reputation and achievements in the discipline. Accordingly, external reviewers should be from nationally or internationally respected and recognized leaders in the discipline who are therefore qualified to speak with authority about the candidate's accomplishments, future potential, and impact to the field. At Texas A&M University, external reviewers are expected to be from peer or aspirational peer universities. Examples of peers and aspirational peers include members of the Association of American Universities (AAU) (<https://www.aau.edu/sites/default/files/AAU-Files/Who-We-Are/AAU-Member-List.pdf>) and leading international institutions. 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 is expected in these cases (should be included in the bio of the external reviewer).

In general, external reviewers are asked to evaluate the candidate's scholarly reputation and achievements in the discipline. Therefore, if a reviewer is asked to judge an individual's teaching effectiveness, it is recommended that they be sent a teaching portfolio or equivalent materials to review.

### Important

- Candidates should **NOT** contact potential external reviewers themselves to inquire about their willingness to write a letter.

### Guidelines

- Each dossier for tenure and promotion, tenure only, promotion to full professor and promotion for Research faculty **MUST** include a **minimum of FIVE (5) arm's length letters**, although seven (7) is preferred.
- Dossiers of candidates who participate in the ADVANCE Scholars Program can include a letter from their Eminent Scholar, as arm's length, as long as a minimum of 5 others are included.
- Requirements for external or internal letters for academic professional track faculty promotions are determined at the department and/or college level with the only exception of **Research track** for whom **external letters are required**.
- **NEW THIS YEAR:** Although it is preferred for letters to be from peer or aspirational institutions, **letters from top academic programs from other academic institutions and/or preeminent experts from non-academic institutions may be requested, but an explanation of why the program and/or reviewer are appropriate MUST be included in the dossier**. The department/college should strive to request a balanced number of letters from peer or aspirational programs/universities and other eminent programs and scholars.
- External reviewers must be **arm's length** and not have a vested interest (professional, personal or financial) in the outcome of the decision. Their selection must, therefore, be limited to those whose professional and personal relationship with the candidate can provide an objective and unbiased review. Letters should come from distinguished scholars who are not:
  - the candidate's thesis advisor (MS or PhD), or postdoctoral advisor;
  - collaborator (last 5 years)
  - a coworker (last 5 years)
  - a business or professional partner;
  - any family relation such as spouse, sibling, parent or relative.

**IMPORTANT:** In some fields, it may be difficult to find appropriate reviewers who have not collaborated in some way with a candidate (e.g. being part of a large research consortium which published together). In such a case, the **department head must first consult with and get approval from the dean.** If approved by the dean, the justification and approval by the dean must be included in the dossier.

- **NEW THIS YEAR** External letters should be from scholars at or above the rank being sought by the candidate. If the application is for tenure and promotion to associate professor, and if letters are requested from associate professors, **a balance of letters from tenured associate and full professor should be sought.**
- In addition to the above rank requirement, the following track requirements apply:
  - External reviewers who are tenured faculty can review all promotion dossiers for tenure-track, and academic professional track.
  - External reviewers who are academic professional track can only review promotion dossiers for academic professional track candidates.
  - If an external reviewer, who is an academic professional track faculty member, were to review a tenure track dossier, the letter from the reviewer would not be counted as one of the five required arm's length letters.
- External letters cannot be requested from the "do not contact" list submitted by the candidate.
- It is recommended that no more than one reviewer letter be requested from the same institution.

### Procedures for Requesting and Documenting Outside Letters

- The candidate provides a list of names of possible reviewers and if desired a "do not contact" list. With the list of possible reviewers, the candidate must also provide a signed checklist attesting to the qualification of the external reviewers as "arm's length", appropriate rank and track, and from appropriate institutions [Candidate External Reviewer Checklist](#).
- The department head or P&T committee provides a list of possible reviewers. With the list of possible reviewers, the department must also provide a signed checklist attesting to the qualification of the external reviewers as "arm's length", appropriate rank and track, and from appropriate institutions see [Department External Reviewer Checklist](#).
- From the two lists, a group of **at least seven** are selected and contacted by the department head, associate dean/dean or P&T committee chair, as indicated in the unit guidelines.
- It is recommended that about equal number of letters be solicited from the candidate and department lists.
- **A minimum of three (3) letters included in the dossier must be from the department/college suggested list.**
- All solicitation of letters must use the University Standard External Review template ([Appendix I](#)).
  - Colleges will have the option to modify the solicitation letter based on the need of their discipline, but must obtain approval from the Office of the Dean of Faculties prior to making any changes.
- When requesting letters, please use email and clearly state in the subject line of the message the request – e.g. "Candidate Name Tenure and Promotion External Review Official Request." Alternatively, departments can use the Interfolio option to request and track external reviewers letter requests.
- It is the responsibility of the unit to ensure receipt of at least five (5) letters, thus the person responsible for requesting and tracking the external reviewer letters (department head, associate department head/ P&T committee chair/associate dean/dean) should follow up as needed to make sure the letters are received, acknowledged, and acted on in the required timeline.
- External reviewers can send their letters via mail on official letter head or via official academic email address. Alternatively, letters from external reviewers can be submitted via Interfolio.
- Include **ONE** example of the letters requesting outside reviews.

- All letters received for each candidate must be included in the dossier.
- Include a separate document listing the name, title/rank, affiliation, contact information and a half a page (maximum) biography highlighting specific qualifications and credentials for each of the reviewers listed on the chart.

### Important

- If reviewers decline or do not respond to the request, additional reviewers must be contacted to ensure the minimum required number of five (5) letters is received.
- If needed, the department/college will ask the candidate for additional reviewers to ensure a balanced distribution of letters from each list.
- If an external letter writer discloses a potential conflict of interest, the department/college must solicit an additional letter to ensure the minimum of five (5) letters is met. The original letter would remain in the file and listed under the "non-arm's length" section of the [External Reviewers Chart](#).
- Those who review the candidate's dossier should not interpret a lack of response from a reviewer as a negative statement against the candidate.

### External Reviewers Chart

- The External Reviewers Chart must be submitted as an excel file.
- Specify which reviewers were suggested by the candidate and which ones were suggested by the department/college.
- All the external reviewers who were contacted to request letters should be listed in the External Reviewers Chart
- Specify which letters were or were not received.
- Specify reason for declination, if known.
- External reviewers must be listed alphabetically, by last name.

## V. DOCUMENTS SUBMITTED BY DEPARTMENT

### A. Faculty Tenure Table

#### Description

The Faculty Tenure Table will summarize the education and employment record of the candidate. This table is required and will be forwarded to the Board of Regents **only** for candidates seeking tenure.

<u>Name</u>	<u>Present Rank</u> <u>Department</u>	<u>Yrs. Towards Tenure*</u> <u>Univ.</u>	<u>Effective</u> <u>Other Inst.</u>	<u>Date/Tenure</u>	<u>Education</u>	<u>Employment</u> <u>Towards Tenure</u>
<b>COLLEGE OF XXXXX</b>						
Dr. John H. Smith	Associate Professor Construction Science	6	0	9/1/2021	Ph.D. (2008) University of Michigan	Fa 2015 – Present Associate Professor Texas A&M University

#### Required information:

- a. Name (Must match name on CV)
- b. Terminal degree, year, and institution
- c. **Experience evaluated towards tenure**
  1. Should include **only experience that is considered in the evaluation for tenure (i.e., experience while in a tenured, tenure track, or research position)**. Other positions such as graduate assistant, teaching assistant, lecturer, post-doc and adjunct faculty positions are usually not considered as part of the tenure decision and should not be included. Positions such as those for System agencies or other post terminal degree experiences in which partial credit is considered should be included with years of credit indicated.
  2. Include semester and year the faculty joined Texas A&M University.

### B. Department Evaluation of Teaching; Research and/or Other Scholarly or Creative Activities; Service; and Other Activities (if applicable)

#### Description

These are summary reports on the candidate’s teaching; research and/or other scholarly or creative activities; service; and other activities (if applicable). *They should reflect the views of the P&T committee voting members.*

*All faculty participating in the P&T process should adhere to the process guidelines outlined in [Section II](#) of this document, as well as, any appropriate departmental or college guidelines.*

These reports document the analysis/assessment of each area of responsibility assigned to the candidate. They should not repeat information that can be found elsewhere in the dossier. They may refer to the external reviewer letters and other materials without directly quoting them.

## Important

- Departments should indicate the materials they expect for this analysis in their P&T guidelines or request for applications.
- Further, if the candidate does not provide the necessary materials the P&T committee should issue a documented request.
- The report should indicate what, if any, issues occurred to limit access to the materials.

### Format & Guidelines

- Three or four individual reports on: teaching (Dossier Item 4); research and/or other scholarly or creative activities (Dossier Item 5); service (Dossier Item 6); or other activities (Dossier Item 7, *if applicable*).
- The drafting of the summary reports may be assigned to an individual faculty member or subset of faculty members of the department's P&T committee. If needed, due to the lack of expertise in the department about a specific discipline, faculty members from other departments/colleges may be asked to participate in the development of these documents. **Although these reviewers, external to the department, will not have a vote in the P&T committee, they may be asked to participate in the P&T committee, for that specific candidate's case, as a non-voting member.**
- The summary reports should be edited and modified to reflect the views of the entire committee if necessary.
- Individual reports should **not** include votes of the authors.
- Authorship of each report should be made clear by listing the names of the individual or individuals who wrote each report. These reports should be edited to ensure they accurately reflect the views of the P&T committee. A typed statement at the end of each 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.
- A comprehensive evaluation should be carried out for all areas of responsibility (teaching; research and/or other scholarly or creative activities; service; and other).

## Important

- Guidance prompting examples of evidence, and sample analysis questions, for each report, are available as appendices to this document:
    - [Appendix III \(Teaching\)](#)
    - [Appendix IV \(Research, Scholarship, or Creative Activities\)](#)
    - [Appendix V \(Service\)](#)
  - Reports should be a well-substantiated analysis of the scope (*quality, productivity over time*) and **IMPACT** of the candidate's performance.
    - For faculty with joint appointments, committees should have clear understanding of the expectations for each department in the areas of teaching; research and/or other scholarly or creative activities; service; and other activities.
    - Interdisciplinary activities should be evaluated and valued the same as those that are discipline specific.
    - **IMPACT** of the candidate's performance on **student success**, through teaching, research and service activities should be addressed and valued, when appropriate.
- Additional information and guidelines specific to each report can be found below.

### C. Teaching Report (Dossier Item 4)

A commitment to excellence in teaching is an expectation of all faculty with teaching responsibilities. Teaching excellence may be demonstrated through course, lab, and clinical instruction and/ or mentoring of student and post-doc research. Teaching should be documented, reviewed, and defined by the department specified course load. Mentoring of undergraduate and graduate students, and post-docs, as appropriate for the discipline, should also be documented and valued.

The category of “teaching” includes, among other things: classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials, including textbooks; supervision of graduate and undergraduate students and post-docs; instruction in the clinical setting. Contributions to the department, college, and university efforts in student success are highly valued.

#### Guidelines

Promotion and tenure decisions are not a matter of meeting numeric targets. Rather, the quality of the contributions and the impact to the teaching should be evident. The holistic analysis of teaching conducted for this report should be consistent with standards established by the department, college, and university guidelines.

An essential aspect of this report is to place the candidate’s impact of teaching contributions in the context of the specific departmental mission, goals, expectations and criteria.

**Guidance prompting examples of evidence, and sample analysis questions, for teaching reports, are available in [Appendix III \(Teaching\)](#) of this document.**

In the teaching report, the following **must** be included for each candidate:

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.

#### Important

- Reports from structured classroom observations are helpful, 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.
  - If a department has engaged in periodic classroom visitation from the beginning of a candidate's service for the purpose of developing teaching ability, a synthetic analysis of these evaluations would be a natural addition to the teaching evaluation report.
2. ***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 department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.) **The department must provide these data to the candidates (candidates do not have access to departmental data) to allow them to address the trends within their personal statement.** The discussion of the data in the teaching report should include addressing the candidate perspective. At a minimum, a table including the following information should be provided to the candidates and must be included and analyzed in the teaching report:



Year	Semester	Course Number	Course Section	Credits	Course Title	Enrollment	Candidate Rating Question 1*	Appropriate Average for Question 1*	Candidate Rating Question 2*	Appropriate Average for Question 2*

\*Departments decide which question(s) for the student course evaluations will be considered. These questions should be the same for all faculty within the unit. **The department and the candidate should work together to determine the appropriate comparison for the candidate ratings.** It makes no sense to compare the candidate ratings to all courses taught at all levels in the department. Rather, it makes the most sense to compare the candidate ratings to similar courses in the department or the college. For example, If the candidate teaches a 200 level core curriculum course to meet the Life and Physical Sciences requirement, which serves both students in the department and students from many other majors, the best comparison might be the average of all 200 level core curriculum Life and Physical Sciences courses offered in the college.

3. ***Evaluation of other valuable teaching contributions*** to the department, such as the direction/mentoring 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, implementation of high impact learning activities, awards or recognition for distinguished teaching, and other teaching-related activities.

**Do not include letters of testimonial** from colleagues or students within the report (these may be placed in Dossier Item 13: Other Materials).

#### D. Research and/or Other Scholarly or Creative Activities Report (Dossier Item 5)

Tenure-track faculty are expected to demonstrate excellence in research, scholarship and/or other creative activities by demonstrating independence in scholarship, demonstrate meaningful and nationally recognized impact in their field of research, scholarship or creative activities, 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 many fields internationally, and demonstrate impact that has advanced their field.

For most disciplines, this category consists of research and publications. For some disciplines, however, it may include other forms of scholarly, creative activity, such as architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, sculpture, art installations, etc.

**Note:** publication of scholarship of teaching and learning in quality peer reviewed venues is considered a contribution to research/scholarship performance rather than teaching performance.

##### Guidelines

Promotion and tenure decisions are not a matter of meeting numeric targets. However, contribution and impact generally benefit from cumulative quantity as the level and distribution of productivity is helpful evidence of future promise.

An essential aspect of this report is to place the candidate's impact of research, scholarship or other creative activities contributions in the context of the specific departmental mission, goals, expectations and criteria.

Guidance prompting examples of evidence, and sample analysis questions, for research, scholarship or other creative activities reports, are available in [Appendix IV](#) of this document.

- In the report, **describe authorship protocols within the candidate's discipline**, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor. Further, for interdisciplinary work, the committees should make a special effort to understand the customs of other disciplines on co-authorship, sequence of authors, and the use of conferences, conference proceedings, journals, or monographs as premiere outlets.
- Include a review of selected publications/work (impact in discipline, level of innovation and/or creativity...)
- In multi-authored publications and multi-PI grants, address the candidate's contributions (and authorship ranking).
- Indicate the degree to which participation in interdisciplinary and team research by the candidate has established more opportunities or greater progress for the candidate.
- **NEW THIS YEAR** If the candidate engages in interdisciplinary/collaborative research, remain flexible as you consider the best approach to ensure a fair analysis of the dossier. For example, **if the department committee lacks expertise in a discipline in which the candidate has invested significant effort, consider forming an interdisciplinary *ad hoc* committee to review the dossier, or use *ad hoc* members as needed.**
- 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 are viewed as an indicator of research impact, the report should include information on the candidate's citation frequency, and contextual information on citation norms in the field.
- In fields where citations indexes (such as the H-index) are believed to be an indicator of impact, that information can also be considered.
- For candidates in artistic fields, the report should evaluate:
  - The quality, selectivity, and stature of a candidate's performance venues, where appropriate.
  - The candidate's reputation in the field based on invited talks, shows, performances, and the like, as appropriate for the discipline.

#### E. Service Report (Dossier Item 6)

A commitment to service is an expectation of all faculty in professorial titles. This includes service within the institution and externally. Leadership and impact of external service should grow throughout the career of the candidate.

This report might include service to the institution, to students, colleagues, the department, college, and the university. It may also include service beyond the campus, such 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.

An essential aspect of this report is to place the candidate's impact of service contributions in the context of the specific departmental mission, goals, expectations and criteria.

Guidance prompting examples of evidence, and sample analysis questions, for research reports, are available in [Appendix V](#) of this document.

#### Guidelines

- Go beyond restating the activities listed by the candidate in their CV
- Explain the candidate involvement, contributions, **QUALITY** and **IMPACT** of their service activities

## F. Other Activities Report (Dossier Item 7)

This report is for any activities that do not fit into any of the other three (e.g. patient care, extension, outreach, etc.) Specific guidance of what should be assessed in this report may be found in department/college guidelines. This section should be left blank if it does not apply to the candidate.

## G. Department P&T Committee Discussion Report and Recommendation\* (Dossier Item 9)

The P&T Committee Discussion Report and Recommendations is advisory in nature. The main purpose of this report is to 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.

The report should make it clear that adequate consideration was given to teaching; research and/or other scholarly or creative activities; service; and other activities (as relevant categories for the particular faculty member appointment), and that the recommendation was based on a set of written and widely circulated promotion and tenure guidelines promulgated by the college and/or department (which are reviewed and updated regularly). **A mixed vote requires further explanation of both the candidate's demonstrated abilities and the committee's concerns.**

The report should reflect the essence of the evaluative concerns and support regarding the candidate's case, and the committee's recommended action. For example, "the majority thought the quantity of publications was good, but questioned the quality," or "a minority was concerned about the rate of productivity," or "the research and scholarly publications were excellent but a few committee members expressed concerns about the quality of the teaching."

### Important

- Make sure that the discussion report correlates with the vote (i.e. positive report will correlate with positive vote; a positive report with some concerns will correlate with mixed vote; a report with significant concerns will correlate with negative vote).
- **All faculty participating in the P&T process should adhere to the process guidelines outlined in [Section II](#) of this document, as well as, any appropriate departmental or college guidelines.**

### Format & Guidelines

- The summative Departmental Committee discussion report and recommendations should address teaching; research and/or other scholarly or creative activities; service; and other activities, as applicable to the candidate.
- The summary report should not be mere repetition of the synopses of the teaching; research and/or other scholarly or creative activities; service; and other activities. They should clearly highlight the impact (or lack thereof) of the work of the candidate in the context of their field.
- Avoid summarizing information that can be found in other documents (although reference to other documents, such as the teaching; research and/or other scholarly or creative activities; service; and other activities reports is to be expected).
- Explain the votes, specifically, absences, recusals.
- Summarize the most relevant issues brought up during the discussion and which will explain the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.

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\* Only one report should be submitted and submitting minority reports is discouraged. However, if this is impossible and a committee must submit minority reports, they will only be accepted if the reports indicate the name(s) of those submitting the minority report(s). Unattributed minority reports will not be accepted.

- Avoid direct quotes, minutes, or transcripts of the proceedings.
- Make sure the committee recommendations in this report are consistent with evidence of performance as documented in the rest of the dossier.
- The committee **discussion report and recommendations** should address any negative comments made by the external reviewers. Avoiding such comments calls into question the quality of the analysis by the department P&T committee.
- While the P&T departmental **discussion report and recommendations** should emphasize a case based on the evidence that supports the recommendation, an explanation of contrary statements in the departmental reports, external letters, or members’ votes should be provided and given a sense of the weighting in the overall decision. Discussion and views of any minority or dissenting faculty should be reflected in the discussion report.
- The committee’s **discussion report and recommendations** should reflect the department P&T committee acceptance of the conclusions in the analyses described under the individual *Teaching; Research and/or other Scholarly or Creative Activities; Service; and Other Activities* reports. If those analyses do not reflect the deliberations of the committee and the committee recommendations, then the committee report must explain this.
- There should be no discrepancy between the vote and description of performance and impact of the candidate’s work; explain discrepancies, if they occur.
- The name and title for each of the committee members should be included in the report.
- **Voting:**
  - Abstain votes are not allowed.
  - Absent should be used for a committee member with a justified absence (professional travel, illness, faculty development leave). Absent should not be used for a committee member who does not wish to participate or review the dossier.
  - Members with a conflict of interest must recuse themselves (**e.g. a relative of the candidate; a graduate or post-doc advisor**).
  - All votes across should add to make up the total eligible
  - The vote of the P&T committee must be included in the discussion report, as formatted in the table below.

	Yes	No	Absent	Recused	Total Eligible
Votes					

**Important: Department Head's Presence at P&T Committee Meetings**

- Committee discussions and recommendations regarding candidates should be independent of the recommendation, opinion, or influence of any administrator.
- It is therefore recommended that the department head not attend the meetings during which the committee is processing a case.
- If the committee wishes to have the department head present, and if the department guidelines or bylaws make it clear that this may occur, the department head may attend.
- The department head should be present for meetings on all candidates, not selective ones, and their participation must be limited to answering procedural questions or provide clarifying information not their personal opinion.

- All committee members should review the contents of the committee discussion report and recommendations and indicate agreement that the document reflects the discussion and voting outcome with their signature.
- An email agreeing to the content of the report can be used in place of a signature.
- A table listing the committee members, their titles, and confirmation that they agree with the content of the letter (must be all those who voted) must be placed immediately after the Discussion report.

## H. Department Head Recommendation (Dossier Item 10)

### Description

This report gives the department head an opportunity, after reviewing the candidate's dossier, reports and recommendations generated by the P&T committee, and external reviewers' letters, to make an independent recommendation for/against tenure and/or promotion. This report should include a discussion of the P&T committee evaluations/recommendations, especially if they disagree with the committee, as well as the outside letters and any further evaluation the department head wishes to make.

An essential aspect of this report is to place the candidate's scope (*quality, productivity over time*) and **IMPACT** of the candidate's performance in all the areas or responsibility in the context of the specific departmental mission, goals, expectations and criteria.

### Important

- If the dean votes NO and the department head voted YES, the department head will have the opportunity to resubmit a case for reconsideration, See "[Section B: Reconsideration of a Case](#)" of this document.

*Department heads should adhere to the process guidelines outlined in [Section II](#) of this document, as well as, any appropriate departmental and/or college guidelines.*

### Format & Guidelines

- Provide a general basis for the strength and weakness of the case.
- Should not merely re-iterate what was said in the department reports or external letters.
- Provide the context for each candidate's case and their impact within the context of the department goals and expectations.
- Explain special consideration cases (i.e., early promotion/tenure, delays in promotion/tenure, special hiring circumstances...)
- Address any mixed or negative votes, if not explained in the **department P&T committee discussion report and recommendations.**
- Address aspects of P&T Committee reports that need clarification, e.g., a low rate or participation or discrepancies between votes and assessment.
- Address any negative comments by external reviewers if not properly addressed by the P&T committee.
- Clearly articulate the department head vote, especially if it is contrary to the departmental P&T committee or external reviewer's recommendations.
- If the faculty member is a member of an interdisciplinary program at Texas A&M University, an additional letter should also be requested from the chair of the program. Letters from chairs of interdisciplinary programs must be included after the department head letter, in [Dossier Item 10](#).

## VI. DOCUMENTS SUBMITTED BY COLLEGE

### A. College Committee Report and Recommendation (Dossier Item 11)

Similar to the **department P&T committee discussion report and recommendations** (Dossier Item 9), this document should reflect the committee discussion, primary issues that convinced members to vote one way or the other and the final committee vote.

An essential aspect of this report is to place the candidate's impact in all the areas or responsibility in the context of the specific college mission, goals, expectations and criteria.

#### Important

- Make sure that the discussion report correlates with the vote (i.e. positive report will correlate with positive vote; a positive report with some concerns will correlate with mixed vote; a report with significant concerns will correlate with negative vote).
  - **All faculty participating in the P&T process should adhere to the process guidelines outlined in [Section II](#) of this document, as well as, any appropriate departmental or college guidelines.**
- The vote of the committee must be included in the college P&T report, as formatted in the table below:

	Yes	No	Absent	Recused	Total Eligible
Votes					

- Abstain votes are not allowed.
- Absent should be used for a committee member with a justified absence (professional travel, illness, faculty development leave). Absent should not be used for a committee member who does not wish to participate or review the dossier.
- Members with a conflict of interest must recuse themselves (e.g. a relative of the candidate; a graduate or post-doc advisor).
- All votes across should add to make up the total eligible
- Members should indicate their agreement with what is stated in the report, and that the document reflects their discussion and voting outcome. This should be done by having all voting committee members sign the report.

#### Important: Dean's Presence at College P&T Committee Meetings

- Committee discussions and recommendations regarding candidates should be independent of the recommendation, opinion, or influence of any administrator.
- It is therefore recommended that the dean and/or their delegates not attend the meetings during which the college P&T committee is discussing a case.
- However, if the committee wishes to have the dean and/or their delegates present, and if the college guidelines or bylaws make it clear that this may occur, the dean and/or their delegates may attend.
- In this case, the dean and/or their delegates should be present for meetings on all candidates, not selective ones, and their participation must be limited to answering procedural questions or provide clarifying information not their personal opinion.

## B. Dean Recommendation and Summary (Dossier Item 12)

### Description

This is similar to the department head report (Dossier Item 10). As with that report, the dean's report is an analysis of the case which should provide a general basis for strength or weakness, address any mixed or negative votes (if not explained in the College Committee Report), and explain the vote of the dean. If the dean vote is contrary to any departmental or college recommendations that should be clearly and specifically addressed.

The report from the dean should make an independent determination helpful in laying out the case without merely summarizing/quoting other materials in the package.

An essential aspect of this report is to place the candidate's impact in all the areas or responsibility in the context of the specific college mission, goals, expectations and criteria. This is especially important for cases that have generated strong differences in recommendation during the evaluation process.

Deans should adhere to the process guidelines outlined in [Section II](#) of this document, as well as, any appropriate college guidelines.

### Important

- If the dean votes NO and the department head voted YES, the department head will have the opportunity to resubmit a case for reconsideration, See ["Section B: Reconsideration of a Case"](#) of this document.
- **The dean must identify the most impactful accomplishment by the candidate in their**

## VII. DEFINITIONS

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*Many words and phrases in this document have specific meanings and are important to different stakeholders (e.g. administrative staff, candidate, reviewers). This section includes definitions and/or descriptive instructions for specific language in this document, refer as needed.*

**College chart** - a form listing the name, department, rank, and other information for all candidates. Instructions on how to complete the college chart and an example of a completed chart template can be found on the DOF website.

**Dossier** – An assembled file for a single candidate that includes documents submitted by the candidate, external peer-review letters, reports prepared by the various voting bodies (departmental P&T committee, department head, college P&T committee, dean) and other supporting materials. Departments initiate the preparation of the dossiers and then forward them to their colleges for further processing and completion. Example and link to PDF template of candidate dossier can be found on DOF website.

**Eligibility to Vote.** The criteria for voting eligibility are:

- Only tenured TAMU faculty are eligible to 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 on tenure or promotion, the voting TAMU faculty member must *also* hold a rank equal to or above that of the rank being sought by the candidate.
- Faculty members have only one vote in the process, i.e. if they are members of both department and college P&T committee, they can only vote in one committee. Department and/or college guidelines must clearly state in which committee the faculty member with membership in both department and college committee will vote.
- Both tenure track and academic professional track faculty members who hold a rank equal to or above that of the rank being sought by the candidate are eligible to vote on academic professional track promotion cases.
- Committee members with conflict of interest (e.g. a relative of the candidate; a graduate or post-doc advisor of the candidate) must recuse themselves from voting on that specific candidate's case.

**Example 1:** For an instructional assistant professor seeking promotion to associate instructional professor only members holding rank of associate (either tenured or academic professional track) are eligible to vote.

**Example 2:** For assistant professors seeking promotion and tenure to associate professor, only tenured faculty holding the rank of associate professor or above are eligible to vote. For tenured associate professors seeking promotion to full professor, only tenured full professors are eligible to vote. For associate professors seeking tenure only, both associate professors and full professors with tenure are eligible to vote. For full professors seeking tenure only, only full professors with tenure are eligible to vote.

**Promotion and Tenure (P&T) Committee** – A single faculty committee which is charged with reviewing candidates who are eligible for tenure and/or promotion, and whose members are voting on those candidates.

- The Department Head cannot be a voting member of the P&T committee. If present during P&T committee evaluation and deliberations of the candidates, their role should be limited to advising about procedural issues or to provide additional information as needed without expressing opinions.
- College and university level administrators should not participate in P&T committee deliberations, at the department or college level **if, as a consequence of their administrative responsibilities, they can influence the department head, dean, Provost or President's decisions.** I.e., if a dean seeks advice from one or more associate deans as a normal part of the review process, the associate dean/s should not participate in the department or college P&T committees.



- The “P&T committee” is defined as “the group whose vote is forwarded as the *faculty* vote on the candidate.”
- There cannot be different P&T committees for different candidates in the same track seeking the same rank within the same department. Departments can have different committees for tenure track and academic professional track reviews.
- Different members or subsets of members of the P&T committee can be assigned with the task of **leading** the evaluation and discussion of different candidates and/or evaluation areas (teaching; research and/or other scholarly or creative activities; service; and other activities). However, **the organization and assignment of evaluation responsibilities, and the actual process of evaluating and discussing candidates, must be systematic and uniform across candidates.** All members of the P&T committee who are eligible to evaluate and vote on any given candidate should be active participants of the evaluation process of that candidate.
- **Members of the P&T committee should fully engage in the review and discussion of each candidate’s dossier, including attending the P&T discussion committee meeting.** Attendance to the meeting can be by phone or videoconferencing if a faculty member is unable to attend in person and if the department and/or college guidelines allow it. Department and/or college guidelines may also allow absentee ballots of faculty who are unable to attend the meeting. Some members of the P&T committee might be ineligible to evaluate and vote on some candidates (e.g., an associate professor cannot evaluate a promotion to full; see “Eligibility to Vote,” above).
- **The department and college P&T guidelines must each explain how the composition of the respective departmental level and college level P&T committees are determined.** These guidelines must be developed in consultation with the faculty at large or with a representative faculty committee. The P&T committee can be formed by all tenured associate and full professors, or all full professors only, or by a subset of all tenured faculty. Colleges and departments can create promotion committees composed of academic professional track faculty, or include academic professional track faculty in the regular P&T committee, for the evaluation of academic professional track faculty seeking promotion. Only faculty at or above the rank to which the candidate is applying can evaluate the dossier. Academic professional track faculty cannot vote in cases involving tenure-track candidates; however, they can participate and vote on academic professional track promotions for ranks below.
- **NEW THIS YEAR Promotion and Tenure (P&T) Committees,** must be composed of a minimum of 5 eligible to vote committee members. If the department/college does not have enough eligible faculty members, the department/college must develop guidelines on how faculty from other department/colleges with related expertise will be selected and added to the department/college committee. If a department does not have enough eligible committee members because they vote at the college level, those committee members should vote at the department level and recuse themselves from voting at the college level.

## VIII. DOSSIER AND FILE SET ORGANIZATION AND CONTENT

### A. Required Content of Faculty Dossiers

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.

All required forms and templates can be found in the [Tenure and Promotion Forms](#) page on the [Office of the Dean of Faculties](#) website.

Each electronic candidate dossier must be submitted in INTERFOLIO and include:

1. Candidate Dossier Cover Sheet
2. Candidate statement on teaching, research and service (Item 1)
3. Candidate CV (Item 2)
  - a. Signed statement
  - b. Candidate grant chart
4. Verification of contents statement (Item 3)
5. Department report of teaching (Item 4)
6. Department report of research (Item 5)
7. Department report of service (Item 7)
8. Department report of other activities (if applicable) (Item 7)
9. External reviewer letters (Item 8):
  - a. External reviewers chart (list reviewers in alphabetic order by last name)
  - b. Candidate & Department External Reviewer Checklists
  - c. One example of external reviewer letter request
  - d. External reviewer biographies (no longer than half a page each)
  - e. External reviewer letters in alphabetic order (as listed in the external reviewer chart)
  - f. List of peer departments if different from AAU
10. Department P&T discussion report (Item 9)
11. Department head report (Item 10)
12. College P&T Committee report (Item 11)
13. Dean report (Item 12)
14. Other materials and documentation (if applicable) (Item 13)

### Important

- For all documents, except for those with signatures, please provide original PDFs. That is, files must be saved as PDFs rather than scanned as PDFs. This is important, because the quality of scanned PDFs is low, and the scans do not allow the search function to be used.

By **November 5, 2021** colleges must submit, for each candidate, electronic copies of the following documents to the Office of the Dean of Faculties ([facultyevaluation@tamu.edu](mailto:facultyevaluation@tamu.edu)):

1. **College Chart** ([Excel](#)) (no need for College P&T and Dean's vote at this time)

2. **Faculty Tenure Table** (Word)
3. **Candidate External Reviewer Chart** (Excel)
4. **Candidate Dossier Coversheet** (Word)
5. **Candidate Photograph** (jpeg)
  - a. Photographs should be a vertical head or upper-body shot in which the head is 1" high. Electronic (digital) photos are required and must be a minimum of 300 dpi. Please do not copy and send website photographs or photographs embedded in a word document (their quality in the printed booklet will be poor).

**Each file, for each candidate, should be named Last Name, First Name-Item Name (e.g. Jane Doe-Faculty Tenure Table)**

Please send a flash drive or zipped file via Filex with six folders (one for each item above: 1-6) with each candidate's files.

**Note:** Please do not create a folder for each individual faculty member or group by category.

#### **B. Organization and Submission of File Sets**

Each final dossier must be submitted to the Office of the Dean of Faculties via Interfolio by **December 3, 2021 for all cases.**

## ***IX. RESOURCES***

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### **A. Questions?**

Contact the Office of the Dean of Faculties:

[facultyevaluation@tamu.edu](mailto:facultyevaluation@tamu.edu)

979-845-4274

## B. Appendixes

### Appendix I: Template External Reviewer Request Letter

At a minimum, the following language is required:

[Date]  
 [Name]  
 [Title]  
 [Department]  
 [Institution]  
 [Street Address]  
 [City, State, Zip]

Dear Professor/Dr. [Name]:

The [Unit(s)] at Texas A&M University [is/are] considering [Professor/Dr.] \_\_\_\_\_ for promotion from the rank of [specify rank; specify with/without tenure] to the rank of [specify rank; specify with/without tenure]. Faculty at Texas A&M University are tenured and/or promoted on the basis of contributions in three areas: research, scholarly and creative contributions; teaching effectiveness; and service. Recognition of the quality of the candidate's scholarly work by their peers is a significant factor in the review process. We are contacting you because of your area of expertise and we would value your candid assessment of [Professor/Dr.] \_\_\_\_\_ scholarly accomplishments and future promise, including both areas of particular strength and areas needing improvement. Your scholarly and professional judgment will play an important part in our evaluation of [Professor/Dr.] \_\_\_\_\_ for tenure and/or promotion [specify if it is tenure only, tenure and promotion or promotion only].

**[ONLY FOR TENURE TRACK FACULTY SEEKING TENURE:** We wish to note that at Texas A&M University the criteria for the granting of tenure are the same regardless of the length of a candidate's service as an untenured faculty member].

**[ONLY FOR TENURED ASSOCIATE PROFESSOR SEEKING PROMOTION TO PROFESSOR:** We wish to note that at Texas A&M University the promotion from Associate to Full Professor is based on accomplishment and is not time in rank].

**[For candidates with interdisciplinary appointments, include this paragraph:**

[Candidate Name] is engaged in research that is interdisciplinary in nature. [He/she holds a joint appointment in the departments of [discipline] and [discipline].] We invite your consideration of the interdisciplinary nature of [Professor/Dr.] \_\_\_\_\_ work in your review of her/his scholarly contributions.]

Based on the enclosed materials and any other knowledge you have of her/his work or professional accomplishments, we would like your candid evaluation of [Professor/Dr.] \_\_\_\_\_'s written and scholarly contributions in relation to others of comparable experience in their field. In particular, we would appreciate your comments on the following issues:

1. How well and in which capacity do you know [Professor/Dr.] \_\_\_\_\_?
2. What is your critical assessment (both strengths and areas needing improvement) of the originality, quality, and impact of [Professor/Dr.] \_\_\_\_\_'s scholarship? To facilitate

your evaluation of the work in detail, I am enclosing some of [Professor/Dr.] \_\_\_\_\_'s scholarly work as well as a CV and personal statement.

3. Which, if any, of [Professor/Dr.] \_\_\_\_\_'s scholarly publications or works do you consider to be outstanding?
4. Please describe the impact the candidate's scholarly contributions has had and/or is likely to have on the discipline.
5. What is your assessment of [Professor/Dr.] \_\_\_\_\_'s trajectory? Is this faculty member likely to become one of the leading figures in the discipline?
6. What is your overall assessment of [Professor/Dr.] \_\_\_\_\_'s standing in relation to others in their peer group who are working in the same field?
7. Do you have any other comments that would be relevant to our deliberations, including observations about [Professor/Dr.] \_\_\_\_\_'s teaching and/or mentorship, leadership, or service?

*[The following paragraph (word-for-word) must be included in*

*ALL letters soliciting an evaluation of the candidate.]*

**Under Texas A&M University policy, your letter will become part of the official promotion packet for [Professor/Dr.]. *Please note that your review will be kept confidential; however, Texas is an open records state and your review could be requested and relinquished.***

It would be most helpful to receive your response by \_\_\_\_\_. I would also appreciate it if you would provide us with a short biosketch and current research interests.

We sincerely appreciate the time and effort such evaluation letters take, and thank you in advance for your important contribution to our program at Texas A&M University. If you need further information, please contact [Contact Name] at [Phone/Email].

Sincerely,

[Name]

[Title]

Enclosures

## Appendix II: Guidelines on Writing a Tenure and/or Promotion Impact Statement

**Overview to this guidance:** The personal statement should help translate your experience detailed in the CV into a narrative for how the whole body of work has been valuable and impactful. Keep in mind this narrative should be accessible to a broad audience, thus be careful with overly technical or specific details and jargon. In this statement, you make your case while clarifying and putting into context any perceived weaknesses or uncertainties in your CV. The recommendations in the following list are meant to prompt your recognition of evidence for value and impact within your experience to date. Clearly not all of these examples will apply to everyone.

### Address your perspective on past, present, and future performance and accomplishments

- Your statement, in conjunction with the annotated CV (if needed), should make the case that good research ideas are coming to fruition and that there is evidence of future promise.

### Ensure the statement is well-reasoned, well-elaborated, and well-written

- Write to engage and be understood by both a general academic readership including college P&T committee, dean, Provost and President and by a professional readership comprised of the departmental and external reviewers.
- Write in language that is understandable to readers from diverse disciplines.
- Make it jargon free, enlightening and exciting.
- Advocate for yourself, but be factual; confident but not boastful, intelligent but not stuffy.
- Make this your best writing. It is not uncommon for outside evaluators to use your comments in their written evaluations.
- DON'T make it a chore to read your personal statement
  - Emphasize primary areas of strength
  - Avoid excessive detail, explain selected examples well
- Explain critical terms in a simple and clear way
- Be optimistic yet realistic
  - If you cannot be positive about your contributions, few others will think they should be
  - Portray things in their best light, but don't over-reach – readers may call your bluff

### Provide a narrative that puts your accomplishments in context, avoid simply reiterating facts from your CV

- Convey what is exciting about your research, teaching, and service activities
  - Describe the innovative approaches or cutting-edge aspects of your work
- Emphasize the broadest implications of your work
- Highlight potentially hidden strengths
- Address perceived weaknesses
  - Imagine your worst critics – use your statement to undermine their case
  - Be honest – acknowledge weaknesses, but demonstrate how you have overcome them
  - Explain gaps in your record – be your own spin doctor, contextualize the strategic choices of your career
  - Demonstrate that you recognize the issue, you have learned from it, and you have moved forward in an appropriate and professional way. A narrative reflection on success and challenges can help reviewers understand inconsistencies in your record.
  - **An example:** If you had a series of poor teaching evaluations for a period of time, you need to address it.

- If the teaching evaluations were poor early on, but improved with time, discuss what you did to overcome the challenges. How did you adjust your teaching methods to address the needs and/or concerns of the students?
- If your teaching evaluations were weak during a semester in which you were experimenting with a new course or new teaching method, what did you learn from the constructive feedback?

### **Make the case for contributing to the overall stature of your academic unit**

- Describe evidence that you are widely perceived as outstanding among peers
- Explain the ways you are instrumental in advancing the academic needs of your unit
- Explicitly address your contribution to strategic initiatives for your unit, college, and the university

### **Focus on value and impact of your efforts in all areas of responsibility**

#### **Research Statement**

- Describe how your strategy for conducting research or your approach to original creative work contributes to the quality of your efforts
- Explain how your research is relevant to issues that relate to your field(s) of study
- Elaborate about the ways your scholarship breaks new ground or how is it innovative
- Make clear how your individual research projects contributed to your program of research, or how individual projects contributed to the focus of your original creative work.
- Explain how your research shows promise for ongoing publication and external research funding (as applicable) = TRAJECTORY!
- Reflect upon how the strategic decisions you made on publishing and presenting your work furthered your program of research/focus or original creative efforts
- Specify the contributions you make within collaborative or team research projects, especially indicating ways in which you provide leadership and/or unique expertise and demonstrate your independence as investigator
- That your research was featured or widely discussed in popular media may be documented in the dossier, but in itself may not be useful evidence of impact.
- Show integration between your research and other areas of responsibility
  - Explain the ways your class discussions or projects have been used to explore potential questions for your own research/original creative work (or vice versa)
  - Discuss how your service to professional associations has provided opportunities to further your program of research/focus of original creative work (or vice versa)
- To specifically address research and Promotion to Full Professor:
  - Recognize years in rank do not change the expectations of what is required; however, it is reasonable to expect there may be a shift in emphasis between criteria to reflect the many different individual professional careers
  - Describe the experiences that played a key role in your tenure case, if/when the experiences are of historical interest and can be used to document impact (citations, reviews...)
  - Highlight evidence of an enhanced international/national reputation over time
  - Emphasize the ways in which you play leadership roles in your research discipline
    - Conference organization vs. presentation
    - Panel leader vs. member
    - Professional society board position vs. membership
  - Describe your leadership in research in the department, college, and university



- Mentoring junior faculty about the research enterprise (e.g. reading manuscripts, grant-writing, networking within the discipline)

### Teaching Statement

- Address how your philosophy of, methods of, or assumptions about teaching is/are congruent with the typical needs of your students
- Explain how you foster student achievement by balancing high standards for performance with appropriate levels of support
- Discuss the ways in which your course content has contributed to the attainment of knowledge and skills needed by your students
- Elaborate on how your course content, including instructional resources that you have developed, is congruent with current knowledge and professional practice
- Address your involvement in course and curriculum development, as well as development of specializations, majors, distance learning programs, certificate programs, or degree programs. Specifically, how have these efforts contributed to the attainment of the knowledge and skills needed by our students. Further, how have these efforts advanced the academic needs of the unit
- Elaborate on the ways your work in mentoring and academic advising contribute to the professional identities of your students and the development of their skills in research and practice
- Show integration between your teaching and other areas of responsibility
  - How you have used your research to improve your instruction (courses, directed individual study, and supervised research)
  - How you have involved students in your research
  - How you used your professional association work to keep your courses up-to-date with current knowledge and practice
- To specifically address teaching and Promotion to Full Professor:
  - Provide evidence of “next level” high-quality performance
  - Explain the ways you have invested significantly in improving and/or innovating within your teaching via any variety of technological improvements or cutting-edge pedagogical approaches
  - Describe your leadership in teaching in the department, college, and university
    - Discuss any mentorship of junior faculty about teaching best practices
      - Highlight student committee service
      - Elaborate how you have led within your department for course/curriculum conceptualization, design
      - Acknowledge speaking engagements to participate in a culture of teaching excellence

### Service Statement

- Relate how your service contributions relate to ongoing or emerging needs of the institution
- Describe how your service contributions relate to ongoing or emerging needs of the profession
- Address the ways your service work contributed to meeting needs identified in your community, state, nation, and other countries
- Explain integration of your service with other areas of responsibility
  - How has your teaching contributed to the provision of continuing professional development offerings?

- How has your research expertise contributed to the work of your professional organization?
- How has your research expertise contributed to being an editorial board member for a refereed journal or a Federal grant review committee
- How has your research expertise has been of service to, or supported the work of, your program, department, school, college, and university
- To specifically address service and Promotion to Full Professor:
  - Explain the ways your service today meets the greater expectations associated with being a senior faculty member
  - Emphasize how you have taken leadership roles with service
    - Committee chair vs. member
    - Conference organization vs. presentation
    - Panel leader vs. member
    - Professional society board position vs. membership
    - Officer in shared governance bodies at TAMU

### Appendix III: Evidence Supporting Performance in Teaching

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

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

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

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

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

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

**References:**

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

**Appendix IV: Evidence Supporting Performance in Research, Scholarship or Creative Activities**

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

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



	<ul style="list-style-type: none"> <li>• Have there been extenuating circumstances outside the candidate’s control associated with the period under consideration?</li> <li>• Has funding improved with recognition of the candidate in the field?</li> <li>• Has the candidate been successful garnering grant renewals?</li> </ul>
Granting agencies	<ul style="list-style-type: none"> <li>• Has the candidate secured funds from the premier funding sources in that discipline?</li> <li>• Describe the quality of funding sources, and address whether or not the sources are congruent with department and disciplinary expectations.</li> </ul>
Variety of funding sources	<ul style="list-style-type: none"> <li>• In what ways has the candidate secured funding from a variety of sources (if appropriate to the discipline)?</li> </ul>
<b>Evidence of Overall Impact</b>	<b>Questions for Consideration</b>
Contribution to societal need	<ul style="list-style-type: none"> <li>• On the whole, in which ways does the scholarship/creative work benefit society?</li> <li>• What is the evidence for broader significance of the work, either now or in the near future wherein the candidate pursues plans described within their statement?</li> <li>• How well does the scholarship contribute to the vision, mission, and strategic initiatives for the unit, college, and university?</li> </ul>
Appropriate dissemination of results	<ul style="list-style-type: none"> <li>• What is the evidence that the candidate shares the research/scholarship results and expertise appropriately, e.g. <ul style="list-style-type: none"> <li>○ datasets</li> <li>○ software</li> <li>○ research tools and approaches developed</li> <li>○ indicators of openness and transparency conducive to advancing the field and cultivating an excellent reputation within the scholarship community</li> </ul> </li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• If the bulk of the candidate’s research/scholarship is done jointly (especially if it is done with senior and more established scholars), does the record provide evidence of the candidate’s important original contributions to the work?</li> <li>• Explain whether authorship consistent is with the contribution?</li> <li>• In what ways do others value the quality of the candidate’s expertise as indicated by a clear record of collaboration?</li> <li>• What impact has involvement in collaborations had on the productivity of the candidate?</li> <li>• Do you expect collaborations will improve the productivity of candidate in the long run?</li> </ul>
Degree of risk/reward	<ul style="list-style-type: none"> <li>• What evidence is there that the candidate is a creative scholar and/or an intellectual risk-taker?</li> <li>• In which ways might this approach be beneficial within their field?</li> </ul>

	<ul style="list-style-type: none"> <li>• How might this strength, nonetheless, be responsible for the rate or stage of advancement of the research, scholarship or creative activities relative to adopting a purely “safe” approach?</li> <li>• Are there aspects of the research, scholarship or creative activities portfolio that demonstrate originality?</li> </ul>
<b>Upward trajectory for research progress</b>	<ul style="list-style-type: none"> <li>• Does the research quality improve over time?</li> <li>• In what way is the scholarly or artistic work perceived as outstanding?</li> <li>• Does the candidate have a strong reputation in his or her field?</li> </ul>
<b>Invitations, Honors, Awards</b>	<ul style="list-style-type: none"> <li>• What noteworthy aspects of the candidate’s service record indicate they are recognized in their field of scholarship?</li> <li>• Do invitations (e.g. speaking, consulting, appearances, or participation in committees, taskforces, or advisory bodies) indicate the candidate is recognized in their field of scholarship?</li> <li>• Has the candidate received honors or awards for their scholarship?</li> <li>• How exclusive are the awards?</li> <li>• How are the winners selected?</li> </ul>
<b>Overall research, scholarship or creative activities</b>	<ul style="list-style-type: none"> <li>• Based on their overall research, scholarship or creative activities, has the candidate distinguished themselves as a leader or influencer within the discipline, unit, college, university?</li> <li>• Based on management of their research program and collaborations, has the candidate distinguished themselves as a leader or influencer within the discipline, unit, college, university?</li> </ul>

**References:**

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

**Appendix V: Evidence Supporting Performance in Service**

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

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

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

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

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

**References:**

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

**Appendix VI: Guidelines For Candidate: How to Add Documents to My "Packet" in Interfolio RPT**



TEXAS A&M UNIVERSITY

Dean of Faculties

# Guidelines for Candidate: How to Add Documents to My "Packet" in Interfolio RPT

Office of the Dean of Faculties

Texas A&M University

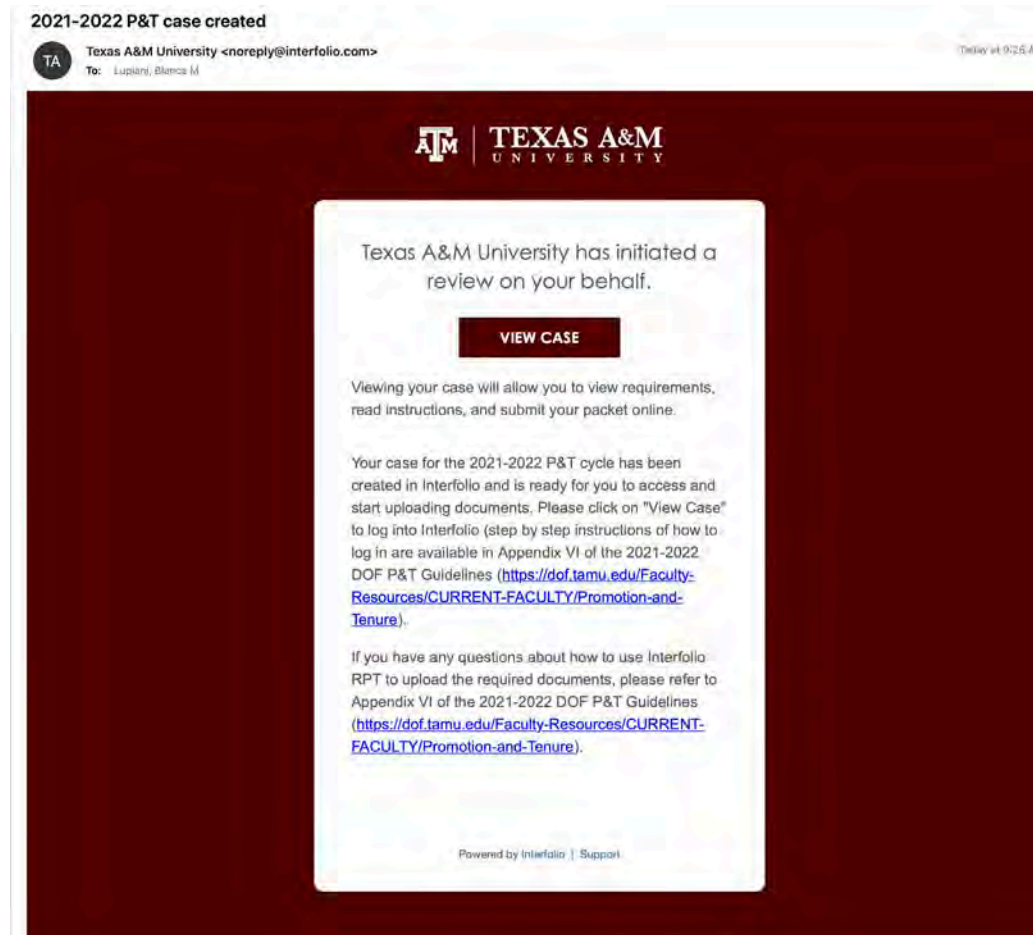
# Important information

- Please review and familiarize yourself with your department and college guidelines as well as the **Texas A&M University 2021-2022 P&T Guidelines**
- These documents contain important information and guidance for the content, format and expectations for each document



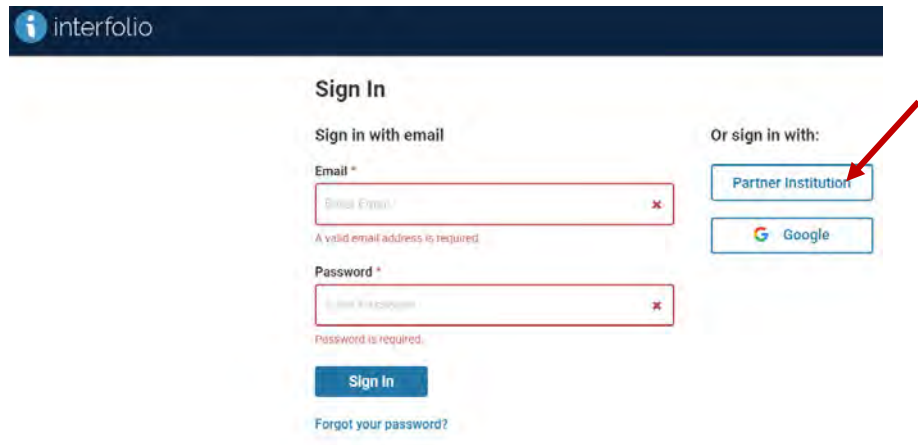
# How to access my "Packet" in Interfolio RPT

- Once your department/college has created your "Case", you will receive an email like the one below.
- Click on "[View Case](#)" and you will be taken to the Interfolio website to log in

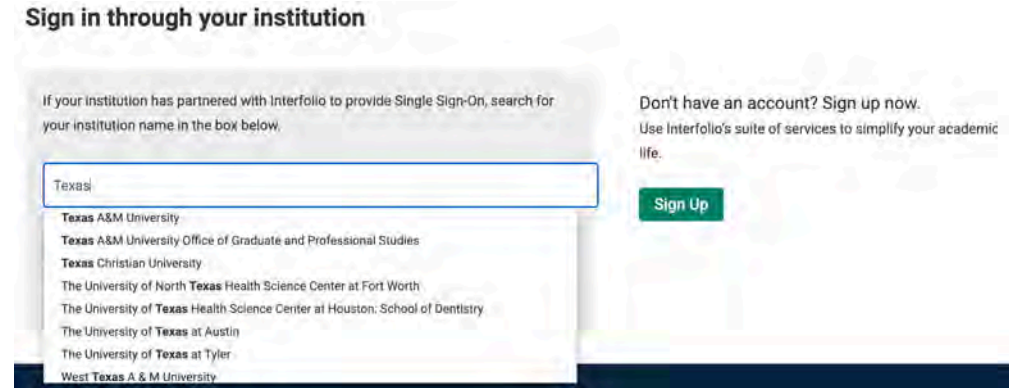


# How to log into Interfolio

1. At any time you can go to: <http://account.interfolio.com>
2. Click **“Partner Institution”** and search for Texas A&M University



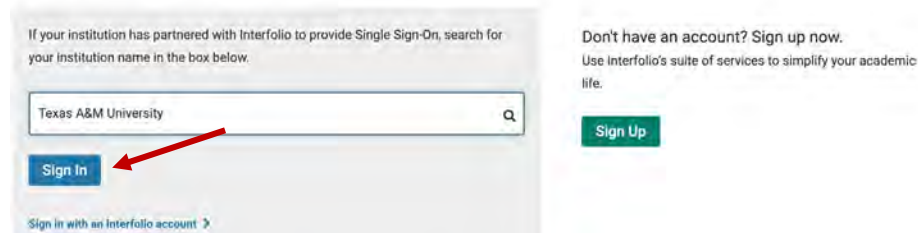
The image shows the Interfolio sign-in page. At the top left is the Interfolio logo. Below it is a "Sign In" section with two input fields: "Email \*" and "Password \*". Both fields have red borders and "x" icons, indicating they are required. Below the email field is the text "A valid email address is required." and below the password field is "Password is required." There is a "Sign In" button below the password field and a link "Forgot your password?". To the right of the email and password fields is a section titled "Or sign in with:" with two buttons: "Partner Institution" and "Google". A red arrow points to the "Partner Institution" button.



The image shows the "Sign in through your institution" page. It has a search box with "Texas" entered. Below the search box is a list of institutions: "Texas A&M University", "Texas A&M University Office of Graduate and Professional Studies", "Texas Christian University", "The University of North Texas Health Science Center at Fort Worth", "The University of Texas Health Science Center at Houston: School of Dentistry", "The University of Texas at Austin", "The University of Texas at Tyler", and "West Texas A & M University". To the right of the search box is a "Sign Up" button and text: "Don't have an account? Sign up now. Use Interfolio's suite of services to simplify your academic life."

3. Once you have selected Texas A&M University, click **“Sign In”**

## Sign in through your institution



The image shows the "Sign in through your institution" page with "Texas A&M University" selected in the search box. Below the search box is a "Sign In" button. A red arrow points to the "Sign In" button. To the right of the search box is a "Sign Up" button and text: "Don't have an account? Sign up now. Use Interfolio's suite of services to simplify your academic life." Below the search box is a link "Sign in with an Interfolio account >".

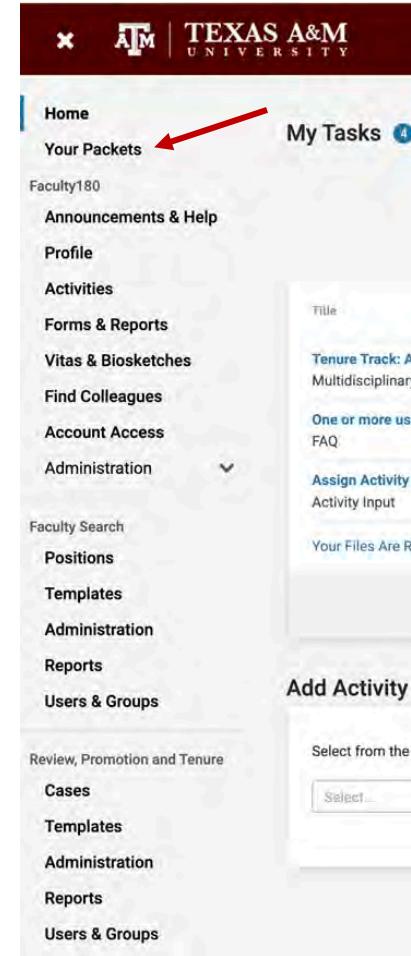
4. You will be re-directed to sign in with your CAS credentials



The image shows the CAS LOGIN page. It has a "LOG IN" header. Below it is a "Current Users" section with two input fields: "NetID or Email Address" and "Password". Below the password field is a "Next" button. Below the "Next" button is a link "Forgot your password?" and a link "New Student or Employee? Activate your NetID".

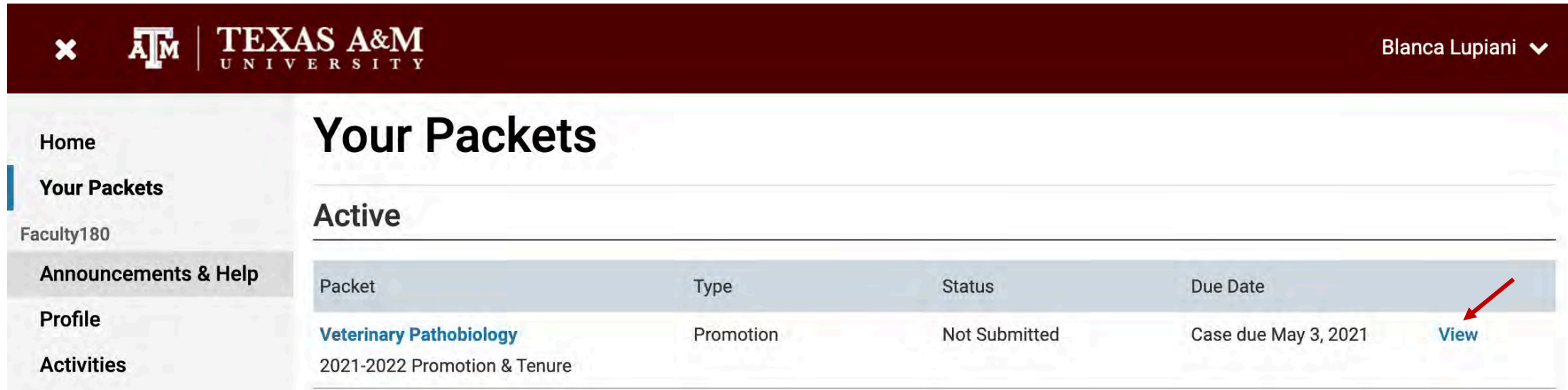
# How to add documents to my “Packet”

- After you log into Interfolio you will be taken to a Texas A&M branded Interfolio website with all available modules listed on the left side menu
- Most TAMU faculty have access to Faculty 180; Faculty Search and Review, Tenure and Promotion
- You will also see a section named “Home” at the top of the left side menu
- “Your Packets” includes the “Case” that has been created for your application
- To see instructions and start uploading documents click on **“Your Packets”**



# How to add documents to my “Packet”

- Your available “Packet” or “Case” will be listed
- Click on “[View](#)” to access your Packet



Home

Your Packets

Faculty180

Announcements & Help

Profile

Activities

TEXAS A&M UNIVERSITY

Blanca Lupiani ▾

## Your Packets

### Active

Packet	Type	Status	Due Date	
<a href="#">Veterinary Pathobiology</a> 2021-2022 Promotion & Tenure	Promotion	Not Submitted	Case due May 3, 2021	<a href="#">View</a>

# How to add documents to my “Packet”

- The next page will show an overview of the packet requirements including both university and department/college requirements. This page will be updated as you add materials

Texas A&M University > Your Packets >

## 2021-2022 Promotion & Tenure

Unit: Veterinary Pathobiology      Type: Promotion      Candidate Instructions: View Instructions


Overview    Packet

Below you will find an overview of the packet requirements outlined by your institution. This page will be updated as you make progress toward your packet. [To learn more, read the Candidate's Packet Guide.](#)

### Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)

Not Yet Submitted Unlocked


Type	# Required	# Added
● Candidate Statement	1 required	0

 [Edit](#)

### Candidate CV

Not Yet Submitted Unlocked


Type	# Required	# Added
● CV	1 required	0

 [Edit](#)

### Grants Summary Chart

Not Yet Submitted Unlocked

Type	# Required	# Added
✔ Grants Summary Chart	0 required	0

 [Edit](#)

# How to add documents to my “Packet”

- Under Candidate Instructions “[View Instructions](#)” you can see internal department/college deadlines and other important information

Texas A&M University > Your Packets >

## 2021-2022 Promotion & Tenure

Unit: Veterinary Pathobiology      Type: Promotion

**Candidate Instructions**  
[View Instructions](#)

[Preview Packet](#)


**Overview**   [Packet](#)

Below you will find an overview of the packet requirements outlined by your institution. This page will be updated as you make progress toward your packet. [To learn more, read the Candidate's Packet Guide.](#)

**Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)**      [Edit](#)

Not Yet Submitted Unlocked

Type	# Required	# Added
● Candidate Statement	1 required	0



### Candidate Instructions

Due:  
May 3, 2021

Please refer to the University P&T Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

Additionally, please ensure you are reviewing your College and/or Department guidelines in addition to the University's. These are located here: [https://dof.tamu.edu/Faculty-Resources/Annual-Midterm-and-Post-tenure-Review-guideli-\(1\)/GUIDELINES](https://dof.tamu.edu/Faculty-Resources/Annual-Midterm-and-Post-tenure-Review-guideli-(1)/GUIDELINES)

University Statement on Academic Freedom, Responsibility, Tenure, and Promotion: <https://rulesadmin.tamu.edu/rules/download/12.01.99.M2>

[Close](#)

# How to add documents to my “Packet”

- Under the “Packet” tab you can see the list of required documents and your progress
- To upload documents, click on the “Open triangle” next to each section

The screenshot displays the '2021-2022 Promotion & Tenure' packet interface. At the top, it shows the unit 'Veterinary Pathobiology' and the type 'Promotion'. Below this, there are tabs for 'Overview' and 'Packet', with 'Packet' being the active tab. A blue bar contains 'Expand All', 'Collapse All', and 'Add Section' options. The main content area lists seven required documents, each with a 'Submit' button and a progress indicator (e.g., '0 of 1 Required Files'). A red arrow points to the 'Open triangle' icon next to the first document, 'Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)'. Other documents include 'Candidate CV', 'Grants Summary Chart', 'Verification of Contents Statement', 'Faculty Data Table', 'Faculty Biography', and 'Candidate External Reviewer Checklist'.

# How to add documents to my “Packet”

- The section will expand and show specific instructions
- To add a document, click on “Add”

Texas A&M University > Your Packets >

## 2021-2022 Promotion & Tenure

Unit: Veterinary Pathobiology | Type: Promotion | Candidate Instructions: View Instructions

Overview | Packet

Expand All | Collapse All | Add Section

Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable) | Submit | 0 of 1 Required Files

Not Yet Submitted | Unlocked

Written by the candidate, this is a concise statement which allows the candidate to explain the candidate to explain both their **productivity over time** and the **quality and impact** of their work within each of their areas of responsibility (e.g. teaching; research and/or other scholarly or creative activities; service; and other activities). Each of the areas of responsibility should be individually addressed. This statement should report on the past accomplishments, present activities, and future plans of the candidate across all areas of responsibility. The candidate should provide their perspective on, and their interpretation of the quality and impact of their efforts, making sure to go beyond simple reiteration of the content of their vita. The statement, in conjunction with the annotated CV (when appropriate) should, for example, provide evidence that good research ideas and research activities are coming to fruition and that there is evidence of future promise. Similarly, the statement should examine the candidate's teaching activities, providing their perspective on both their growth and evolution as an instructor and/or mentor, and their aspirations for their teaching in the future.

The candidate's impact statement on *Teaching; Research and/or Other Scholarly or Creative Activities; Service; and Other Activities* is an important document both for providing the candidate perspective about their impact and for providing context for the other materials in the dossier. The statement should be written to engage and be understood by both a general academic readership (college P&T committee, dean, provost and president) and by a professional readership (departmental and external reviewers). It should be jargon free, enlightening and exciting. The statements on candidate's teaching; research and/or other scholarly or creative activities; service; and other activities should provide a context for review of the entire case. For those candidates involved in interdisciplinary/multidisciplinary collaborative research, both the annotated CV and the statement should act together to inform reviewers of the candidate's contribution to the projects.

Candidate Statement 1 required, 0 Added | Add

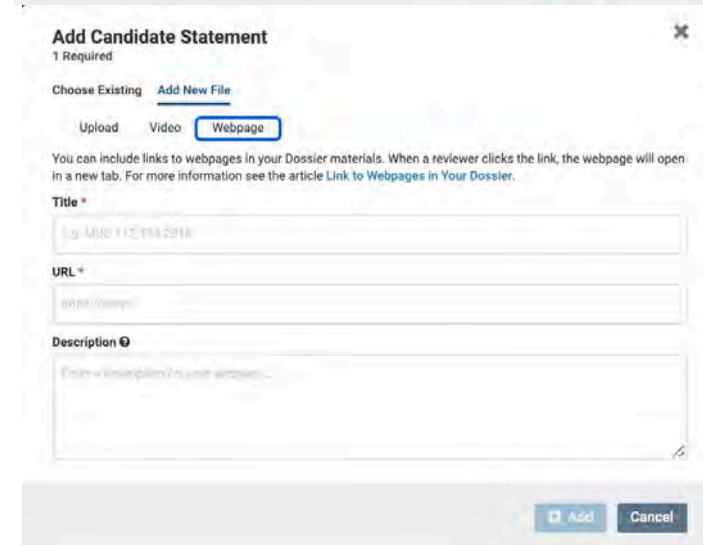
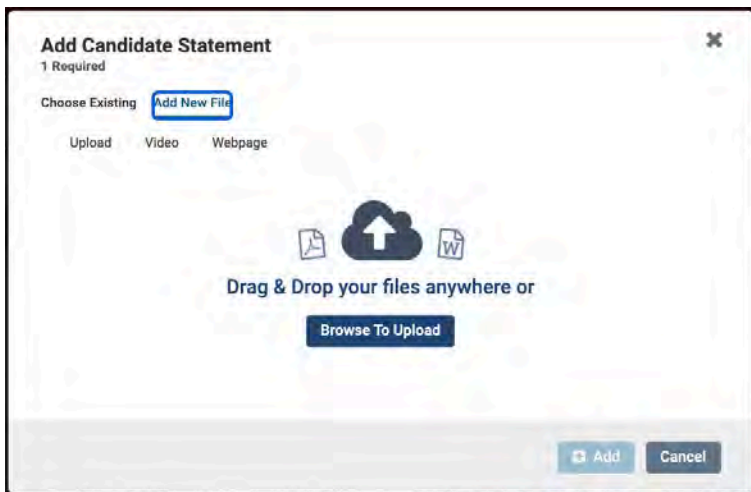
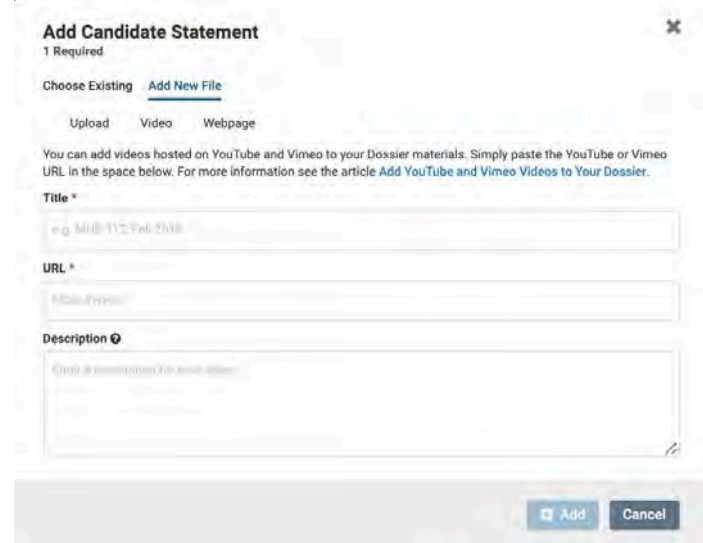
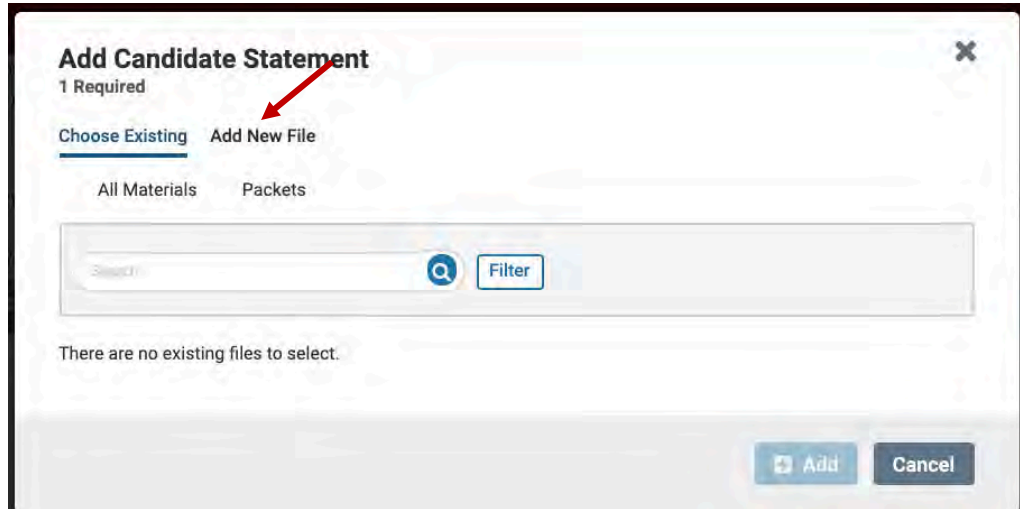
Three typed pages (maximum), single-spaced; 10 pt font minimum; 1-inch margins in pdf format.

No files have been added yet.



# How to add documents to my “Packet”

- If you have not added any documents to Interfolio RPT, click of **“Add new File”**
- A new popup window will allow you to **“Upload”** documents by drag & drop files, or browse to upload; or add a link to a **“Video”** or **“Website”**



# How to add documents to my “Packet”

- Once the document has been uploaded it will show at the bottom of the section and top right corner of the section (1 of 1 Required files)
- At the bottom of the section, “Edit” will allow to change the file name and “Remove” a file. Once a file has been removed, a different file can be uploaded

The screenshot displays the '2021-2022 Promotion & Tenure' interface. At the top, it shows the unit 'Veterinary Pathobiology' and type 'Promotion'. A 'Candidate Instructions' section with a 'View Instructions' button is visible. Below this is a navigation bar with 'Expand All', 'Collapse All', and 'Add Section' options. The main content area is titled 'Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)'. It indicates 'Not Yet Submitted' and 'Unlocked'. A 'Preview' button and a 'Submit' button are present. The text describes the requirements for the candidate statement. At the bottom, a summary shows 'Candidate Statement 1 required, 1 Added'. Below this, a table lists the added files:

Title	Details	Actions
Candidate Impact Statement	Added Mar 28, 2021	Edit   Remove

Red arrows in the original image point to the 'Add' button at the top right of the file list, and the 'Edit' and 'Remove' buttons in the table.

# How to add documents to my “Packet”

- **IMPORTANT:** if you click “Submit” this section will be locked and you will not be able to upload a different document unless someone with an “Administrator” role unlocks the document for you
- Check with your department head or P&T Committee chair regarding final deadline to submit documents which cannot be changed
- **IMPORTANT:** Updates/changes to the CV are allowed until the decision by the dean. If you need to update you CV, as per the **Texas A&M University 2021-2022 P&T Guidelines**, contact your department head. They can either unlock the CV section, for you to upload a new document, or someone with an “Administrator” role can upload the document for you

**2021-2022 Promotion & Tenure** Preview Packet

Unit: Veterinary Pathobiology | Type: Promotion | Candidate Instructions: View Instructions

Overview | Packet

Expand All | Collapse All | Add Section

▼ Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable) Preview 1 of 1 Required Files

Submitted **Locked**

Written by the candidate, this is a concise statement which allows the candidate to explain the candidate to explain both their **productivity over time** and the **quality and impact** of their work within each of their areas of responsibility (e.g. teaching; research and/or other scholarly or creative activities; service; and other activities). Each of the areas of responsibility should be individually addressed. This statement should report on the past accomplishments, present activities, and future plans of the candidate across all areas of responsibility. The candidate should provide their perspective on, and their interpretation of the quality and impact of their efforts, making sure to go beyond simple reiteration of the content of their vita. The statement, in conjunction with the annotated CV (when appropriate) should, for example, provide evidence that good research ideas and research activities are coming to fruition and that there is evidence of future promise. Similarly, the statement should examine the candidate's teaching activities, providing their perspective on both their growth and evolution as an instructor and/or mentor, and their aspirations for their teaching in the future.

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Candidate Statement 1 required, 1 Added

Three typed pages (maximum), single-spaced; 10 pt font minimum; 1-inch margins in pdf format.

Title	Details
Candidate Impact Statement	Added Mar 28, 2021

# How to add documents to my “Packet”

- **IMPORTANT:** If you see the “Add Section” tab on your “Packet” view, your department/college allows you to create additional sections to include in your dossier. Click on the “Add Section” tab and follow the instructions

Texas A&M University > Your Packets >

## 2021-2022 Promotion & Tenure

Unit: Veterinary Pathobiology      Type: Promotion      Candidate Instructions: View Instructions

Overview   **Packet**

Expand All    Collapse All   **Add Section**

<input type="checkbox"/>	<b>&gt; Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)</b> Submitted <b>Locked</b>	<b>Preview</b>	<b>1 of 1</b> Required Files
<input type="checkbox"/>	<b>&gt; Candidate CV</b> Not Yet Submitted <b>Unlocked</b>	<b>Submit</b>	<b>0 of 1</b> Required Files
<input type="checkbox"/>	<b>&gt; Grants Summary Chart</b> Not Yet Submitted <b>Unlocked</b>	<b>Submit</b>	<b>0 of 0</b> Required Files

# How to add documents to my “Packet”

- The “**Preview Packet**” button on the top right corner allows you to check how your dossier looks as you upload your documents

Texas A&M University > Your Packets >

## 2021-2022 Promotion & Tenure

Unit: Veterinary Pathobiology | Type: Promotion | Candidate Instructions: View Instructions

Overview | Packet

Expand All | Collapse All | Add Section

Section	Status	Action	Progress
Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)	Submitted Locked	Preview	1 of 1 Required Files
Candidate CV	Not Yet Submitted Unlocked	Submit	0 of 1 Required Files
Grants Summary Chart	Not Yet Submitted Unlocked	Submit	0 of 0 Required Files

Only show submitted sections.

Search

Candidate Teaching, Research and Service Impact Statement

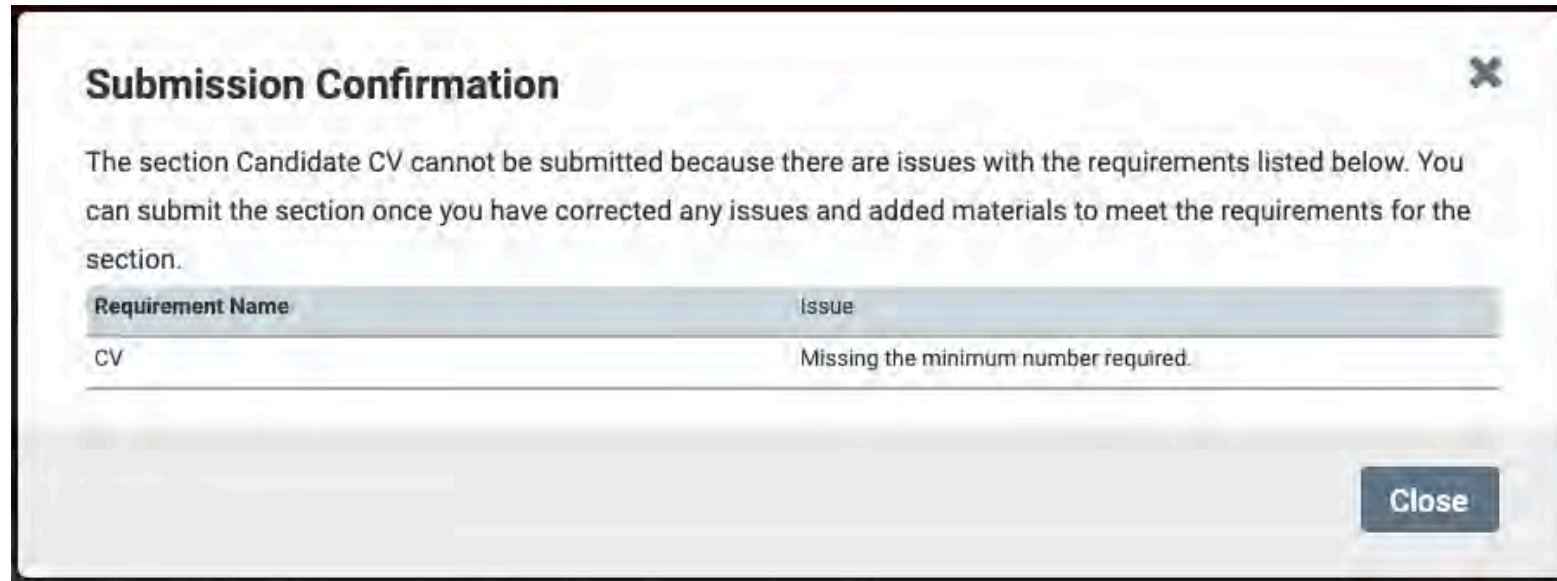
3 page maximum.

- ✓ CANDIDATE STATEMENT ON TEACHING, RESEARCH OR OTHER SCHOLARLY OR CREATIVE ACTIVITIES, SERVICE, AND/OR OTHER ACTIVITIES (IF APPLICABLE)
- Candidate Impact Statement
- > CANDIDATE CV
- > GRANTS SUMMARY CHART
- > VERIFICATION OF CONTENTS STATEMENT
- > FACULTY DATA TABLE
- > FACULTY BIOGRAPHY
- > CANDIDATE EXTERNAL REVIEWER CHECKLIST
- > OTHER TEACHING RELATED MATERIALS
- > OTHER RESEARCH, SCHOLARLY AND CREATIVE WORKS
- > OTHER SERVICE RELATED MATERIALS
- > TAB 13: CANDIDATE OTHER MATERIALS AND DOCUMENTATION

1 / 1

# How to add documents to my “Packet”

- If you click “Submit” without uploading a required document, you will receive the following error message



**Submission Confirmation** ✕

The section Candidate CV cannot be submitted because there are issues with the requirements listed below. You can submit the section once you have corrected any issues and added materials to meet the requirements for the section.

Requirement Name	Issue
CV	Missing the minimum number required.

[Close](#)

# How to add documents to my “Packet”

- To see the progress of your submissions, you can go back to the Overview tab

Veterinary Pathobiology Promotion View Instructions

Overview Packet

Below you will find an overview of the packet requirements outlined by your institution. This page will be updated as you make progress toward your packet. [To learn more, read the Candidate's Packet Guide.](#)

**Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)** View

Submitted Locked

Type	# Required	# Added
✓ Candidate Statement	1 required	1

**Candidate CV** Edit

Not Yet Submitted Unlocked

Type	# Required	# Added
● CV	1 required	0

**Grants Summary Chart** Edit

Not Yet Submitted Unlocked

Type	# Required	# Added
✓ Grants Summary Chart	0 required	0

## Appendix VII: How to Create a Promotion and/or Tenure "Case" in Interfolio RPT





TEXAS A&M UNIVERSITY

Dean of Faculties

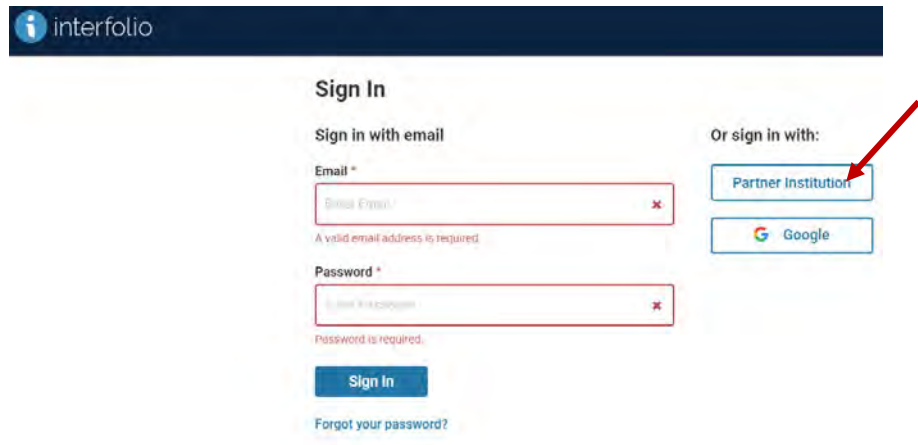
# How to create a Promotion and/or Tenure "Case" In Interfolio RPT

Office of the Dean of Faculties

Texas A&M University

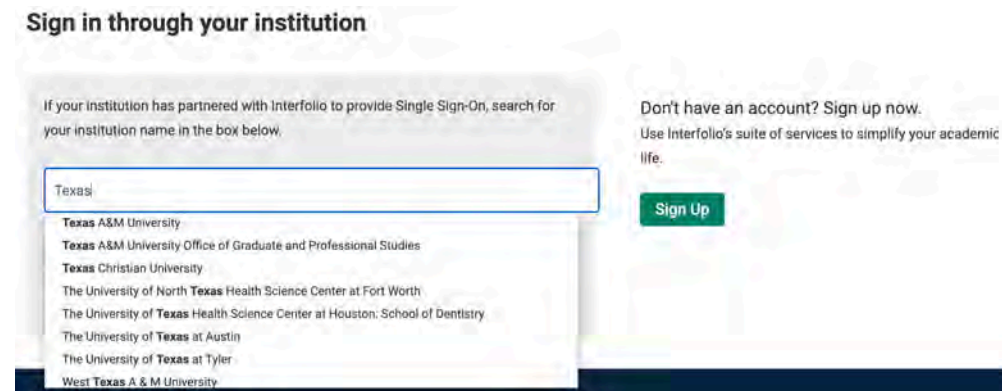
# How to log into Interfolio

1. Go to Interfolio: <http://account.interfolio.com>



The screenshot shows the Interfolio 'Sign In' page. On the left, there are two input fields: 'Email \*' and 'Password \*', both with red error messages indicating they are required. Below them is a blue 'Sign In' button and a link for 'Forgot your password?'. On the right, under 'Or sign in with:', there are two buttons: 'Partner Institution' (highlighted with a red arrow) and 'Google'.

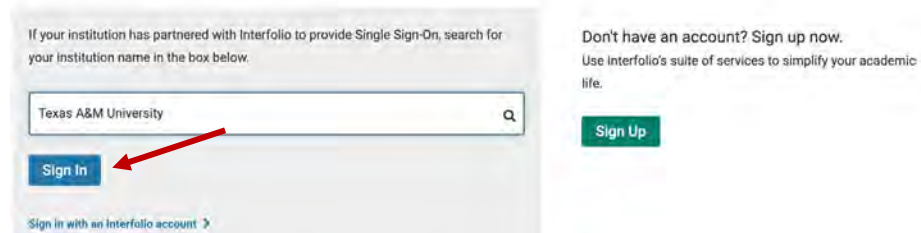
2. Click **“Partner Institution”** and search for Texas A&M University



The screenshot shows the 'Sign in through your institution' page. It features a search box with 'Texas A' entered. Below the search box is a dropdown menu listing several institutions, including 'Texas A&M University' (highlighted with a red arrow). To the right, there is a 'Sign Up' button and a link for 'Don't have an account? Sign up now.'.

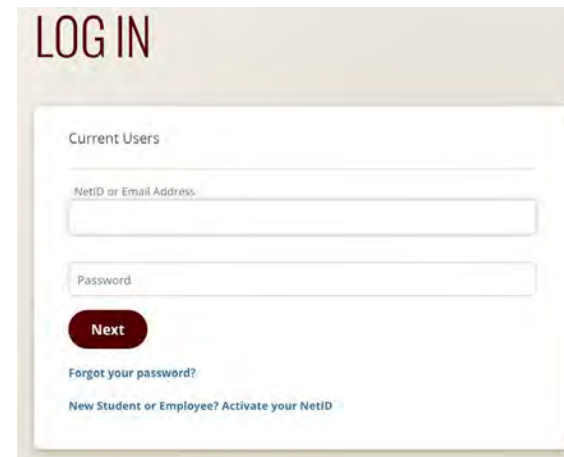
3. Once you have selected Texas A&M University, click **“Sign In”**

Sign in through your institution



The screenshot shows the 'Sign in through your institution' page. The search box now contains 'Texas A&M University'. Below the search box, the 'Sign In' button is highlighted with a red arrow. To the right, there is a 'Sign Up' button and a link for 'Don't have an account? Sign up now.'.

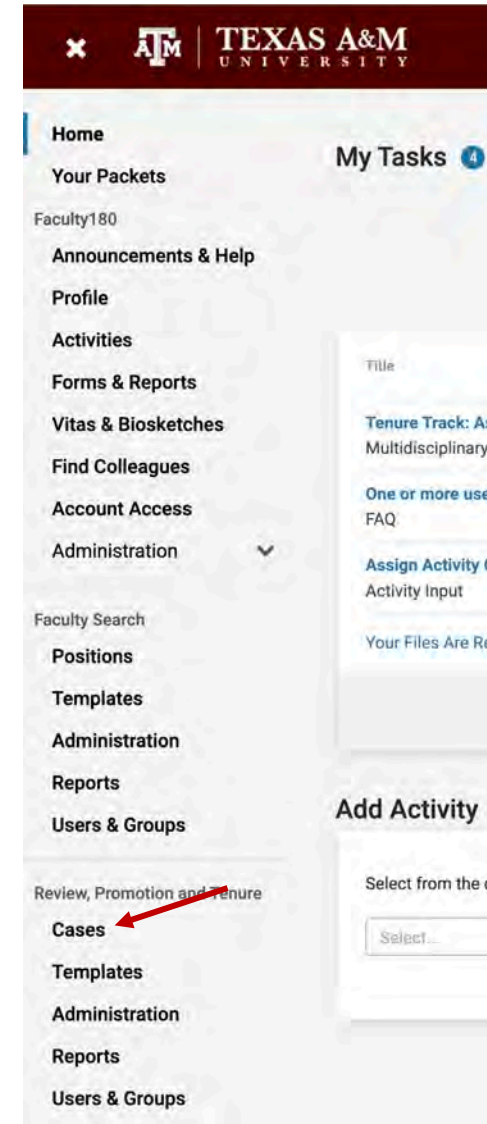
4. You will be re-directed to sign in with your CAS credentials



The screenshot shows the 'LOGIN' page. It features a 'Current Users' section with two input fields: 'NetID or Email Address' and 'Password'. Below these fields is a red 'Next' button. There are also links for 'Forgot your password?' and 'New Student or Employee? Activate your NetID'.

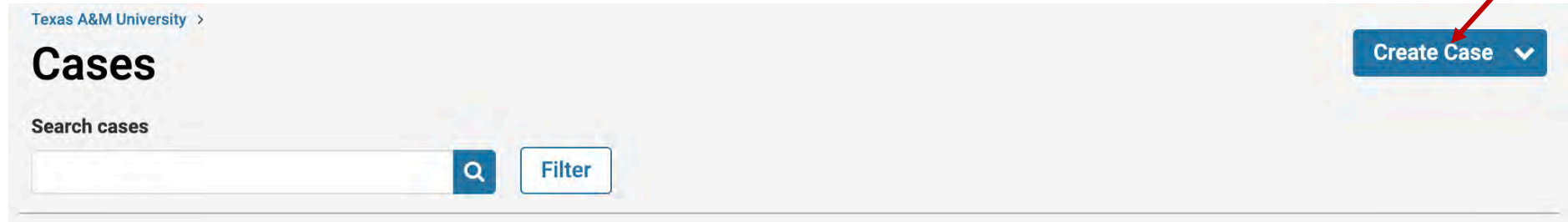
# How to create a “Case” in Interfolio RPT

- **Administrators** (department/college level Support Staff, Department Head, Dean) **are the only individuals who can create a case!**
- Once logged into Interfolio, the left side of the dashboard will have a list of Modules (Faculty 180; Faculty Search; Review, Promotion and Tenure) the **Administrator** has access to
- Under Review, Promotion and Tenure click on **“Cases”**



# How to create a “Case” in Interfolio RPT

- Under “[Create Case](#)” you can create individual cases (one by one) by clicking on the main body of the button



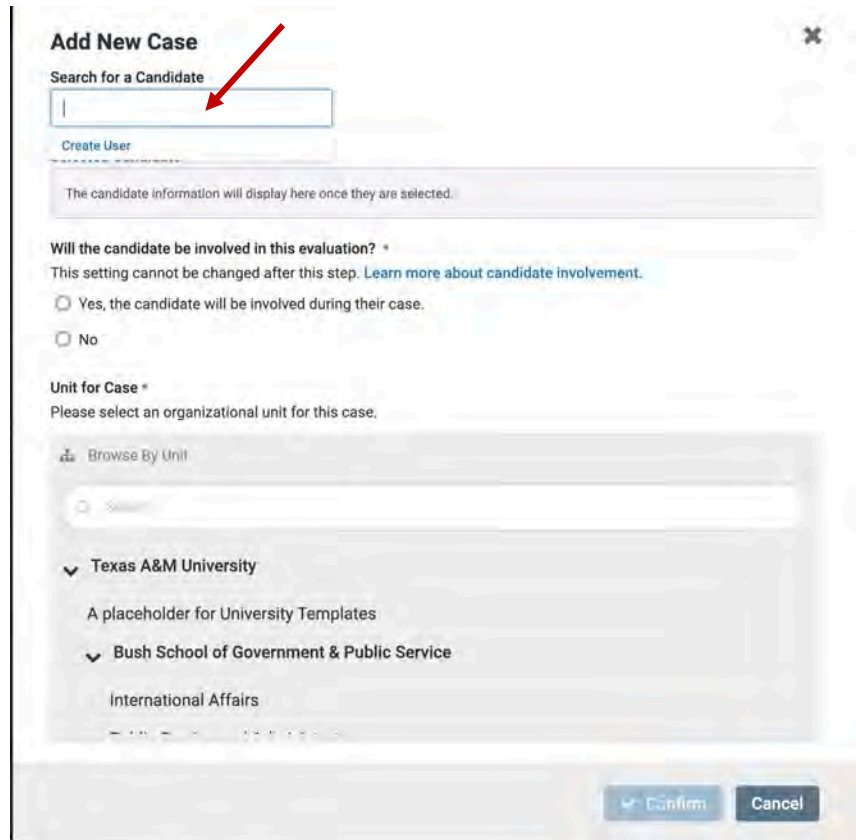
- Under “[Create Case](#)” you can “[Create Multiple Cases](#)” at once by clicking on the down arrow within the button.



- Multiple cases should be created at once when the P&T Committee members are going to be the same for all candidates in a group. E.g. all Promotion and Tenure candidates will have the same P&T Committee members which may be different for Promotion to Full Professor or APT promotions. If the Department has candidates in all three categories and 3 different committees, use create multiple cases with care, to ensure they follow the proper workflow

# How to create a “Case” in Interfolio RPT

- To start creating a case for a new Candidate type their last name in the “[Search for a Candidate](#)” box
- If the candidate is already in the list of Texas A&M University “**Users**” their name will appear
- Click on the “[Candidate’s name](#)”



**Add New Case**

Search for a Candidate

Create User

The candidate information will display here once they are selected.

Will the candidate be involved in this evaluation? \*

This setting cannot be changed after this step. [Learn more about candidate involvement.](#)

Yes, the candidate will be involved during their case.

No

Unit for Case \*

Please select an organizational unit for this case.

Browse By Unit

Search

▼ Texas A&M University

A placeholder for University Templates

▼ Bush School of Government & Public Service

International Affairs

Confirm Cancel



**Add New Case**

Search for a Candidate

Blanca Lupiani  
blupiani@tamu.edu

The candidate information will display here once they are selected.

# How to create a “Case” in Interfolio RPT

- If **the candidate is NOT** in the list of Texas A&M University “Users” in this example “XYZ” you will see the message below
- Click on “Create User”

**Add New Case**

Search for a Candidate

XYZ

There are no matching results for XYZ. If this user doesn't exist, you can create a new one in Users & Groups.

[Create User](#)

Will the candidate be involved in this evaluation? \*

This setting cannot be changed after this step. [Learn more about candidate involvement.](#)

Yes, the candidate will be involved during their case.

No

# How to create a “Case” in Interfolio RPT

- Click on “Add User”

Texas A&M University > Admin >

## Users, Committees & Units

[Users](#) [Committees](#) [Units](#)

Search by name, email or unit

[Download User list](#) [+ Add User](#)

Name	Email	Units
Sorry! No users to match your search criteria.		

# How to create a “Case” in Interfolio RPT

- Enter the “User” information as in the screenshot below
- Click “Save”
- The new “User” will be created, and an email notification sent

**Add User**

First Name \*  
ABC

Last Name \*  
XYZ

Email \*  
XYZ@tamu.edu

If checked, this user will need to sign on using their institutional credentials.

Unit  
Veterinary Pathobiology

Send the user a welcome message.

Send me a copy of the message.

Message

Welcome to Interfolio @ Texas A&M University.  
To access Interfolio, please login, using your NetID and password into the following website: [interfolio.com/login](http://interfolio.com/login)

body p

Preview Save



# How to create a “Case” in Interfolio RPT

- A popup message will indicate that the “User” has been added
- Click “Save”

**Edit User** ✕

User Details Units Committees

**First Name \***  **Last Name \***

**Email \***

If checked, this user will need to sign on using their institutional credentials.



Send the user a welcome message.


**User Added.** You can now assign this user to units and committees.

# How to create a “Case” in Interfolio RPT

- The new “User” will receive a message like the one below

**Texas A&M University has added you as a user of Interfolio Review, Promotion and Tenure and Interfolio Dossier**

 [blupiani@tamu.edu](mailto:blupiani@tamu.edu) <noreply@interfolio.com> Today at 12:38 PM  
To:  Lupiani, Bianca M



Texas A&M University has invited you to join Interfolio Review, Promotion and Tenure and provided you with Interfolio Dossier

---

Hello ABC XYZ,  
Texas A&M University has invited you to join Interfolio Review, Promotion and Tenure and provided you with a free Interfolio Dossier.

Separate from your Institutional usage through the Review, Promotion and Tenure module, your private Interfolio Dossier enables you to:

- Collect and manage your professional materials (CV, writing samples, publications, etc.)
- Request and store confidential letters of recommendation
- Organize documents into collections for specific purposes
- View guidelines created by your institution for upcoming reviews
- Share and get feedback on your materials with anyone at your institution

Also check out our help articles on [how to use your Dossier](#). Sign into your account now to get started!

---

Welcome to Interfolio @ Texas A&M University.

To access Interfolio, please login, using your NetID and password into the following website: [interfolio.com/login](https://interfolio.com/login)

[SIGN IN](#)

---

This link will expire in 30 days. After 30 days, you can reactivate the account by [requesting a new password](#).

Powered by Interfolio | [Support](#)

# How to create a “Case” in Interfolio RPT

- Once the candidate’s name is entered, under **“Will the candidate be involved in the evaluation?”** section select:
  - **Yes, the candidate will be involved during the case** (this requires the candidate to upload documents assigned to them)
- OR
- **No** (this requires an **“Administrator”** to upload documents on behalf of the candidate)
- **IMPORTANT:** This setting cannot be changed after this step, unless you create a new **“Case”** for the candidate

**Add New Case**

Selected Candidate \*  
Blanca Lupiani  
blupiani@tamu.edu  
[Change selected candidate](#)

Will the candidate be involved in this evaluation? \*  
This setting cannot be changed after this step. [Learn more about candidate involvement.](#)

Yes, the candidate will be involved during their case.  
 No

Unit for Case \*  
Please select an organizational unit for this case.

Browse By Unit

Texas A&M University  
A placeholder for University Templates

Bush School of Government & Public Service  
International Affairs

[Confirm](#) [Cancel](#)

# How to create a “Case” in Interfolio RPT

- Under “**Unit for Case**” search for the department/college under which the candidate will be reviewed by typing the name of the department in the “**Browse by Unit**” search box. Please note that all departments have been mapped to their colleges and are listed under the search box
- Select the “**Department**” by clicking on it (it will be highlighted in blue) and click “**Confirm**”

**Add New Case**

Selected Candidate \*  
BL Blanca Lupiani  
blupiani@tamu.edu  
[Change selected candidate](#)

Will the candidate be involved in this evaluation? \*  
This setting cannot be changed after this step. [Learn more about candidate involvement.](#)  
 Yes, the candidate will be involved during their case.  
 No

Unit for Case \*  
Please select an organizational unit for this case.

Browse By Unit

Veterinary Pa

▼ Texas A&M University

▼ College of Veterinary Medicine and Biomedical Science

Veterinary Pathobiology

[Confirm](#) [Cancel](#)

**Add New Case**

Selected Candidate \*  
BL Blanca Lupiani  
blupiani@tamu.edu  
[Change selected candidate](#)

Will the candidate be involved in this evaluation? \*  
This setting cannot be changed after this step. [Learn more about candidate involvement.](#)  
 Yes, the candidate will be involved during their case.  
 No

Unit for Case \*  
Please select an organizational unit for this case.

Browse By Unit

Veterinary Pa

▼ Texas A&M University

▼ College of Veterinary Medicine and Biomedical Science

Veterinary Pathobiology

[Confirm](#) [Cancel](#)

# How to create a “Case” in Interfolio RPT

- Next step is to select a **“Template”** from the list under **“New Case”**
- Please select **“2021-2022 Promotion & Tenure”**. **IMPORTANT**: The same template will be used for all actions being sought: Tenure and Promotion; Tenure only; Tenured, Promotion only; APT Promotion
- **Do not select any other template!**

Texas A&M University > Cases >

## New Case

**Blank Case**  
A blank case that can be customized to match your requirements

**Midterm Review**  
Please use this template if your candidate is undergoing midterm review. [Preview](#)

**Tenure Review Upon Hire**  
Tenure Review Upon Hire [Preview](#)

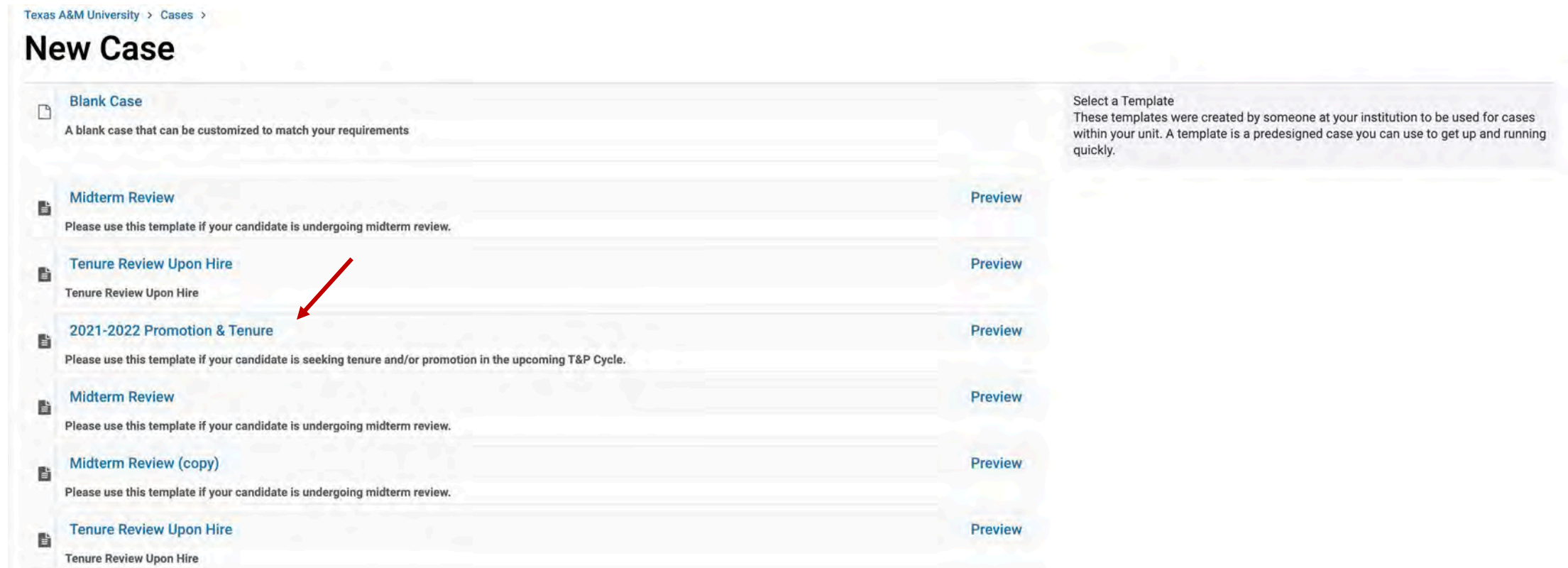
**2021-2022 Promotion & Tenure**  
Please use this template if your candidate is seeking tenure and/or promotion in the upcoming T&P Cycle. [Preview](#)

**Midterm Review**  
Please use this template if your candidate is undergoing midterm review. [Preview](#)

**Midterm Review (copy)**  
Please use this template if your candidate is undergoing midterm review. [Preview](#)

**Tenure Review Upon Hire**  
Tenure Review Upon Hire [Preview](#)

Select a Template  
These templates were created by someone at your institution to be used for cases within your unit. A template is a predesigned case you can use to get up and running quickly.



# How to create a “Case” in Interfolio RPT

- Once the “2021-2022 Promotion & Tenure” Template has been selected you will be taken to the next screen
- “Case Information”
  - Fields in this section are already populated
- **IMPORTANT:** Please do not change the field “Type” The Office of the Dean of Faculties has selected “Promotion as a default for all cases, regardless of type (APT promotion; tenure only; Tenured, promotion only; Tenure and Promotion)

Texas A&M University > Cases > Blanca Lupiani >

## Case Information

Type \*

Promotion

### Candidate Information

Candidate's First Name: Blanca

Candidate's Last Name: Lupiani

Candidate's Email: blupiani@tamu.edu

Will the candidate be involved in this evaluation?

Yes  No

Choose "Yes" if the candidate will submit their own materials and you would like to communicate with them during the evaluation period. Note: This setting cannot be changed after this step.

#### Creating a Case

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

# How to create a “Case” in Interfolio RPT

- Under “Case Data Forms” you will see “Candidate Information Form”, click on “Answer”

Texas A&M University > Cases > Blanca Lupiani >

## Case Information

Type \*

Promotion

### Candidate Information

Candidate's First Name: Blanca

Candidate's Last Name: Lupiani

Candidate's Email: blupiani@tamu.edu

Will the candidate be involved in this evaluation?

Yes  No

Choose “Yes” if the candidate will submit their own materials and you would like to communicate with them during the evaluation period. Note: This setting cannot be changed after this step.

### Case Data Forms

Case data forms can be used to include additional information about candidates at your institution and will not be visible to the candidate. Case Data forms can be created on the [Administration](#) page.

Candidate Information Form 0/ 5 questions answered [Answer](#)

#### Creating a Case

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

# How to create a “Case” in Interfolio RPT

- Fill out all the fields in the form and click “Save”

Texas A&M University > Cases > New Candidate >

## Submit Form

### Candidate Information Form

**UIN: \***  
No Dashes  
XXXXXXXXXX

**Faculty Name: \***  
Blanca Lupiani

**Category: \***

Promotion & Tenure  
 Tenure Only  
 Tenured, Promotion Only  
 Academic Professional Track, Promotion

**Current Faculty Title: \***  
Associate Professor

**Faculty Title Sought: \***  
Professor



# How to create a “Case” in Interfolio RPT

- After the “Case Data Form” has been submitted, a green check mark will appear to the left of “Candidate Information Form”
- Click “Save & Continue”

## Case Information

Type \*

Promotion

### Candidate Information

Candidate's First Name: Blanca

Candidate's Last Name: Lupiani

Candidate's Email: blupiani@tam.u.edu

Will the candidate be involved in this evaluation?

Yes  No

Choose "Yes" if the candidate will submit their own materials and you would like to communicate with them during the evaluation period. Note: This setting cannot be changed after this step.

### Case Data Forms

Case data forms can be used to include additional information about candidates at your institution and will not be visible to the candidate. Case Data forms can be created on the [Administration](#) page.

Candidate Information Form 5/ 5 questions answered [Answer](#) [✕](#)

[Add Case Data Form](#)

[Save & Continue](#) [Return to Case Summary](#)

#### Creating a Case

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

# How to create a “Case” in Interfolio RPT

- “Candidate Requirements”
  - “Candidate’s Packet Due”: A deadline can be set for the candidate to submit the required documents
  - To add a due date, click on the “Calendar icon”

Texas A&M University > Cases > Blanca Lupiani >

## Candidate Requirements

Candidate's Packet Due

MM-dd, yyyy

March 2021

Mon Tue Wed Thu Fri Sat Sun

01 02 03 04 05 06 07

08 09 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30 31 01 02 03 04

05 06 07 08 09 10 11

Today Clear Done

candidate about assembling their packet and any other procedures, policies, or deadlines at your institution. You can also include links to required as instructions or handbooks outlining your policies.

Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

viewing your College and/or Department guidelines in addition to the University's. These are located here: <https://dof.tamu.edu/Faculty-Resources/Annual-Midterm-and-Post-ES>

edom, Responsibility, Tenure, and Promotion: <https://rulesadmin.tamu.edu/rules/download/12.01.99.M2>

Faculty180 Vita Add Vita

Automatically pull in a vita from Faculty180 for inclusion in the packet. When you add a vita, you'll be asked to indicate the number of terms that the vita will cover.

Packet Requirements Add Section

Creating a Case

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

# How to create a “Case” in Interfolio RPT

- Each “Packet Requirement” item listed includes guidelines for the section
- To access the guidelines, click on the “Open triangle” next to the item

**Faculty180 Vita**  
Automatically pull in a vita from Faculty180 for inclusion in the packet. When you add a vita, you'll be asked to indicate the number of terms that the vita will cover.

**Packet Requirements**  
Create packet sections for materials you would like to receive from a candidate. Each section can contain a due date, a description, and requirements for particular materials (e.g., CV, teaching statement, syllabi).

**Creating a Case**

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

Packet Requirements list:

- Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)
- Candidate CV
- Grants Summary Chart
- Verification of Contents Statement
- Faculty Data Table
- Faculty Biography
- Candidate External Reviewer Checklist
- Other Teaching Related Materials
- Other Research, Scholarly and Creative Works
- Other Service Related Materials
- TAB 13: Candidate OTHER Materials and Documentation

Allow candidates to add their own sections to the packet.

[Continue](#) [Previous](#) [Return to Case Summary](#)

**Packet Requirements**  
Create packet sections for materials you would like to receive from a candidate. Each section can contain a due date, a description, and requirements for particular materials (e.g., CV, teaching statement, syllabi).

**Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)**

Written by the candidate, this is a concise statement which allows the candidate to explain both their **productivity over time** and the **quality and impact** of their work within each of their areas of responsibility (e.g. teaching, research and/or other scholarly or creative activities, service, and other activities). Each of the areas of responsibility should be individually addressed. This statement should report on the past accomplishments, present activities, and future plans of the candidate across all areas of responsibility. The candidate should provide their perspective on, and their interpretation of the quality and impact of their efforts, making sure to go beyond simple reiteration of the content of their vita. The statement, in conjunction with the annotated CV (when appropriate) should, for example, provide evidence that good research ideas and research activities are coming to fruition and that there is evidence of future promise. Similarly, the statement should examine the candidate's teaching activities, providing their perspective on both their growth and evolution as an instructor and/or mentor, and their aspirations for their teaching in the future.

The candidate's impact statement on *Teaching, Research and/or Other Scholarly or Creative Activities, Service, and Other Activities* is an important document both for providing the candidate perspective about their impact and for providing context for the other materials in the dossier. The statement should be written to engage and be understood by both a general academic readership (college P&T committee, dean, provost and president) and by a professional readership (departmental and external reviewers). It should be jargon free, enlightening and exciting. The statements on candidate's teaching, research and/or other scholarly or creative activities; service, and other activities should provide a context for review of the entire case. For those candidates involved in interdisciplinary/multidisciplinary collaborative research, both the annotated CV and the statement should act together to inform reviewers of the candidate's contribution to the projects.

**Documents**

- Candidate Statement** 1 required

Three typed pages (maximum), single-spaced; 10 pt font minimum; 1-inch margins in pdf format.

# How to create a “Case” in Interfolio RPT

- Under “**Packet Requirements**” you will see the list of documents required to be submitted by the candidate
- Other sections have been created for department/college to list documents required from the candidates for department/college review but will not be part of the final dossier. E.g. under “**Other Teaching related Materials**” the department could require the candidate to upload a teaching portfolio, class syllabi, examples of exams...
- TAB 13: Candidate OTHER Materials and Documents is meant for materials that cannot be included in Tabs 1-12 but will be included in the final dossier; please refer to the “**Texas A&M University 2021-2022 P&T Guidelines**” for additional information

**Faculty180 Vita** [Add Vita](#)  
Automatically pull in a vita from Faculty180 for inclusion in the packet. When you add a vita, you'll be asked to indicate the number of terms that the vita will cover.

**Packet Requirements** [Add Section](#)  
Create packet sections for materials you would like to receive from a candidate. Each section can contain a due date, a description, and requirements for particular materials (e.g., CV, teaching statement, syllabi).

>	Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Candidate CV	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Grants Summary Chart	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Verification of Contents Statement	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Faculty Data Table	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Faculty Biography	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
>	Candidate External Reviewer Checklist	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
∨	Other Teaching Related Materials	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
∨	Other Research, Scholarly and Creative Works	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
∨	Other Service Related Materials	<a href="#">Add Requirement</a>	<a href="#">Edit</a>
∨	TAB 13: Candidate OTHER Materials and Documentation	<a href="#">Add Requirement</a>	<a href="#">Edit</a>

Allow candidates to add their own sections to the packet.

[Continue](#) [Previous](#) [Return to Case Summary](#)

**Creating a Case**

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

# How to create a “Case” in Interfolio RPT

- Example for how to add department/college specific “Packet Requirements”
- Under “Other Teaching Materials” click on “Add Requirements”
- In the popup window fill in the required information and click “Save”
- If the candidate can add sections to the packet, click the “check box”
- Click “Continue” at the end of the page to go to the next step

**Faculty180 Vita**  
Automatically pull in a vita from Faculty180 for inclusion in the packet. When you add a vita, you'll be asked to indicate the number of terms that the vita will cover.

**Packet Requirements**  
Create packet sections for materials you would like to receive from a candidate. Each section can contain a due date, a description, and requirements for particular materials (e.g., CV, teaching statement, syllab).

**Creating a Case**

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary

Allow candidates to add their own sections to the packet.

**Continue** Previous Return to Case Summary

**Add Requirement**

Document Form

Please provide your requirement with a name and designate how many of this requirement you expect to receive. You also have the option to include additional information that will be visible to the candidate.

**Name \***  
Teaching Portfolio

**Description**  
Please add a Teaching Portfolio as a single PDF file.

**Required**  
 Required  Optional

**Number**  
At Least 1 No More Than 1 Limit

**Save** Cancel

# How to create a “Case” in Interfolio RPT

- “Internal Case Sections”
- **IMPORTANT:** do not change any thing in the “Settings” or “Sections” elements of the Case they are part of the University level template set up by the Office of the Dean of Faculties

Texas A&M University > Cases > Blanca Lupiani

## Internal Case Sections

Create sections to help committee members or individual users organize the materials they add as part of the review. The sections you create here will not be visible to the candidate. You can set up specific requirements for the reviewers of the case in the Case Review Steps. For Examples or more guidance, see [Required Documents for Review Steps](#).

### Settings

Internal case sections will appear

Above the candidate packet

Below the candidate packet

### Sections

**Candidate Dossier Coversheet** [Edit] [Remove]

Please refer to the form located at <https://dof.tamu.edu/DOF-FORMS#0-Tenure%26PromotionForms>.

Please upload as a pdf with the picture, biography and votes included. This form is set up with the merge capability to merge with the information on the college chart.

**Department Evaluation Teaching Report** [Edit] [Remove]

Please refer to the University P&T Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

In the teaching report, the following **must** be included for each candidate:

- 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.
- 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 department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.) **The department must provide these data to the candidates (candidates do not have access to departmental data) to allow them to address the trends within their personal statement.** The discussion of the data in the teaching report should include addressing the candidate perspective. At a minimum, a table including the following information should be provided to the candidates and must be included and analyzed in the teaching report:
- Evaluation of other valuable teaching contributions to the department, such as the direction/mentoring 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, implementation of high impact learning activities, awards or recognition for distinguished teaching, and other teaching-related activities.

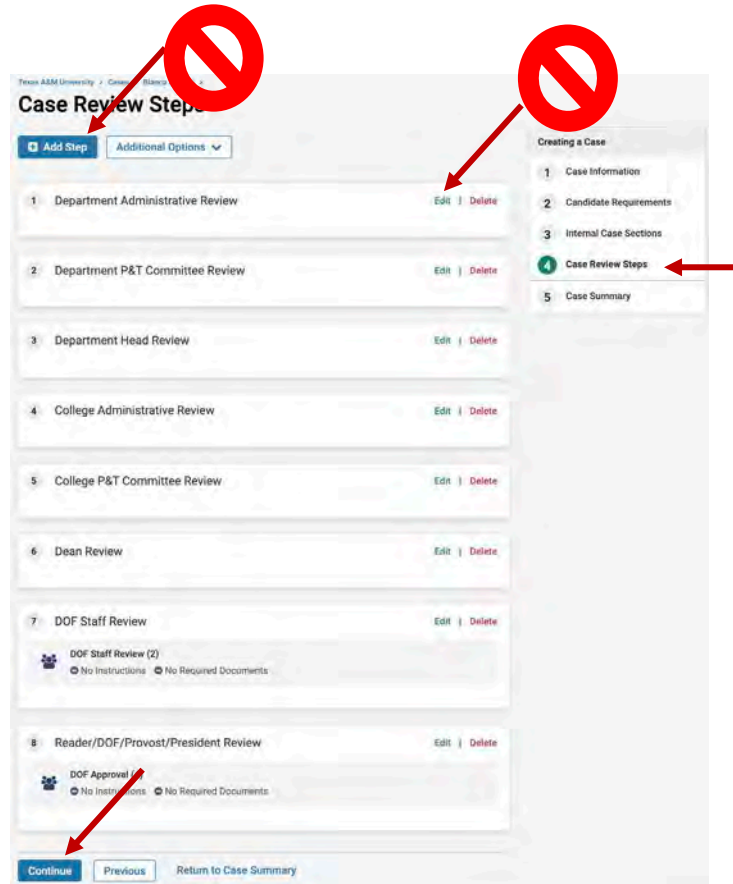
### Creating a Case

- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary



# How to create a “Case” in Interfolio RPT

- “Case Review Steps”
- **IMPORTANT:** do not add or change any of the “Steps” they are part of the University level template set up by the Office of the Dean of Faculties
- **IMPORTANT:** If your department/college has a candidate with a true joint appointment, please contact the Office of the Dean of Faculties at [facultyevaluation@tamu.edu](mailto:facultyevaluation@tamu.edu) to create a different template, with the correct workflow for that candidate
- Click “Continue” to go to the next step



# How to create a “Case” in Interfolio RPT

- “Case Summary”
- Lists all the elements of the “**Template**” for the Case created for an specific Candidate, no action is needed here
- Click on “**Return to Case**” to continue

Texas A&M University > Cases > Blanca Lupiani >

## Case Summary

**Case Information** Edit

<b>Type</b>	<b>Name</b>
Tenure	Blanca Lupiani
<b>Unit</b>	<b>Email</b>
Veterinary Pathobiology	blupiani@tamu.edu

**Case Data Forms**  
Candidate Information Form | 5 / 5 questions answered

**Candidate Requirements** Edit

**Instructions to the Candidate**  
Please refer to the University P&T Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>  
Additionally, please ensure you are reviewing your College and/or Department guidelines in addition to the University's. These are located here: [https://dof.tamu.edu/Faculty-Resources/Annual-Midterm-and-Post-tenure-Review-guideli-\(1\)/GUIDELINES](https://dof.tamu.edu/Faculty-Resources/Annual-Midterm-and-Post-tenure-Review-guideli-(1)/GUIDELINES)  
University Statement on Academic Freedom, Responsibility, Tenure, and Promotion: <https://rulesadmin.tamu.edu/rules/download/12.01.99.M2>

> **Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)**

**Creating a Case**

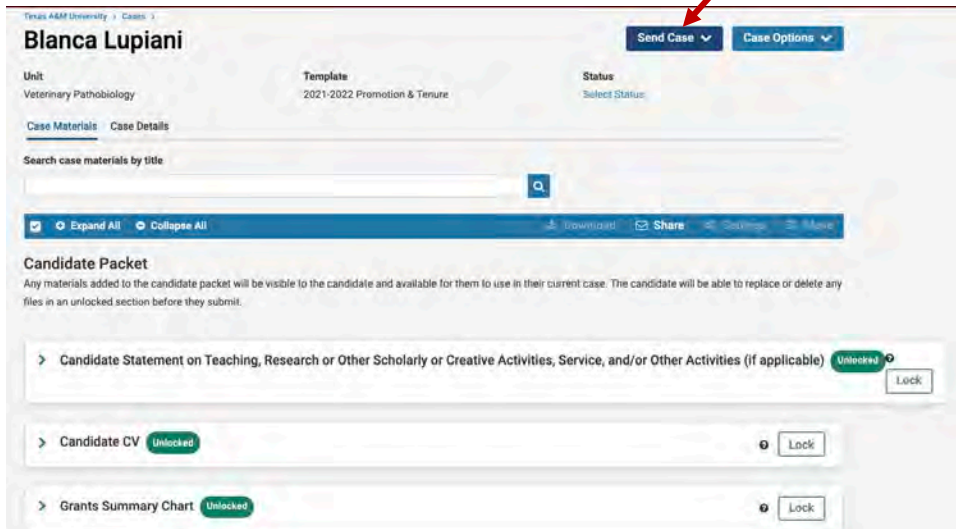
- 1 Case Information
- 2 Candidate Requirements
- 3 Internal Case Sections
- 4 Case Review Steps
- 5 Case Summary**

[← Return to Case](#)

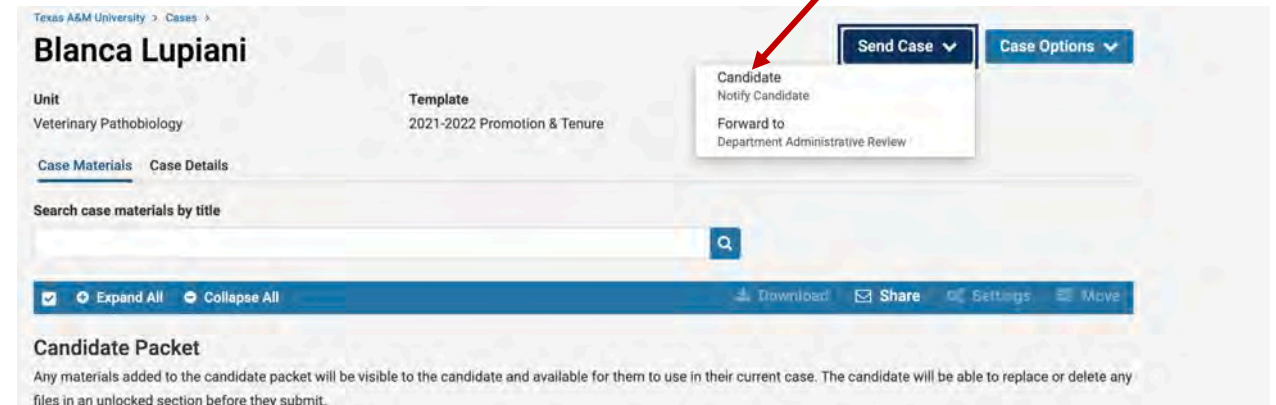


# How to create a “Case” in Interfolio RPT

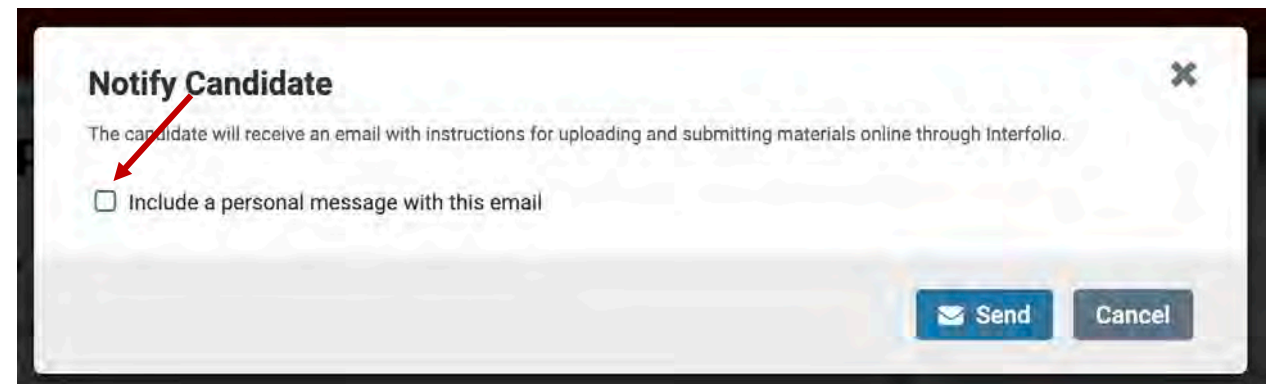
- To send the “Case” to the Candidate click “Send Case”
- Select “Candidate: Notify Candidate” from the pulldown menu
- We recommend that a personal message be included with the email



This screenshot shows the 'Blanca Lupiani' case page in Interfolio RPT. The 'Send Case' button is highlighted with a red arrow. Below the case details, there is a 'Candidate Packet' section with three items: 'Candidate Statement on Teaching, Research or Other Scholarly or Creative Activities, Service, and/or Other Activities (if applicable)', 'Candidate CV', and 'Grants Summary Chart'. Each item has an 'Unlock' button and a 'Lock' button.



This screenshot shows the same 'Blanca Lupiani' case page, but with the 'Send Case' dropdown menu open. The 'Candidate: Notify Candidate' option is selected, as indicated by a red arrow. The 'Forward to' field is set to 'Department Administrative Review'.



This screenshot shows the 'Notify Candidate' dialog box. The text reads: 'The candidate will receive an email with instructions for uploading and submitting materials online through Interfolio.' Below this text is a checkbox labeled 'Include a personal message with this email', which is highlighted with a red arrow. At the bottom right of the dialog are 'Send' and 'Cancel' buttons.

# How to create a “Case” in Interfolio RPT

- Example Notification email to the Candidate indicating that their “Case” has been created and is available for them to upload documents

## Notify Candidate


The candidate will receive an email with instructions for uploading and submitting materials online through Interfolio.

Include a personal message with this email

**Subject \***

2021-2022 P&T case created

**Message \***



Your case for the 2021-2022 P&T cycle has been created in [Interfolio](#) and is ready for you to access and start uploading documents. Please click on "View Case" to log into [Interfolio](#) (step by step instructions of how to log in are available in Appendix VI of the 2021-2022 DOF P&T Guidelines (<https://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>)).

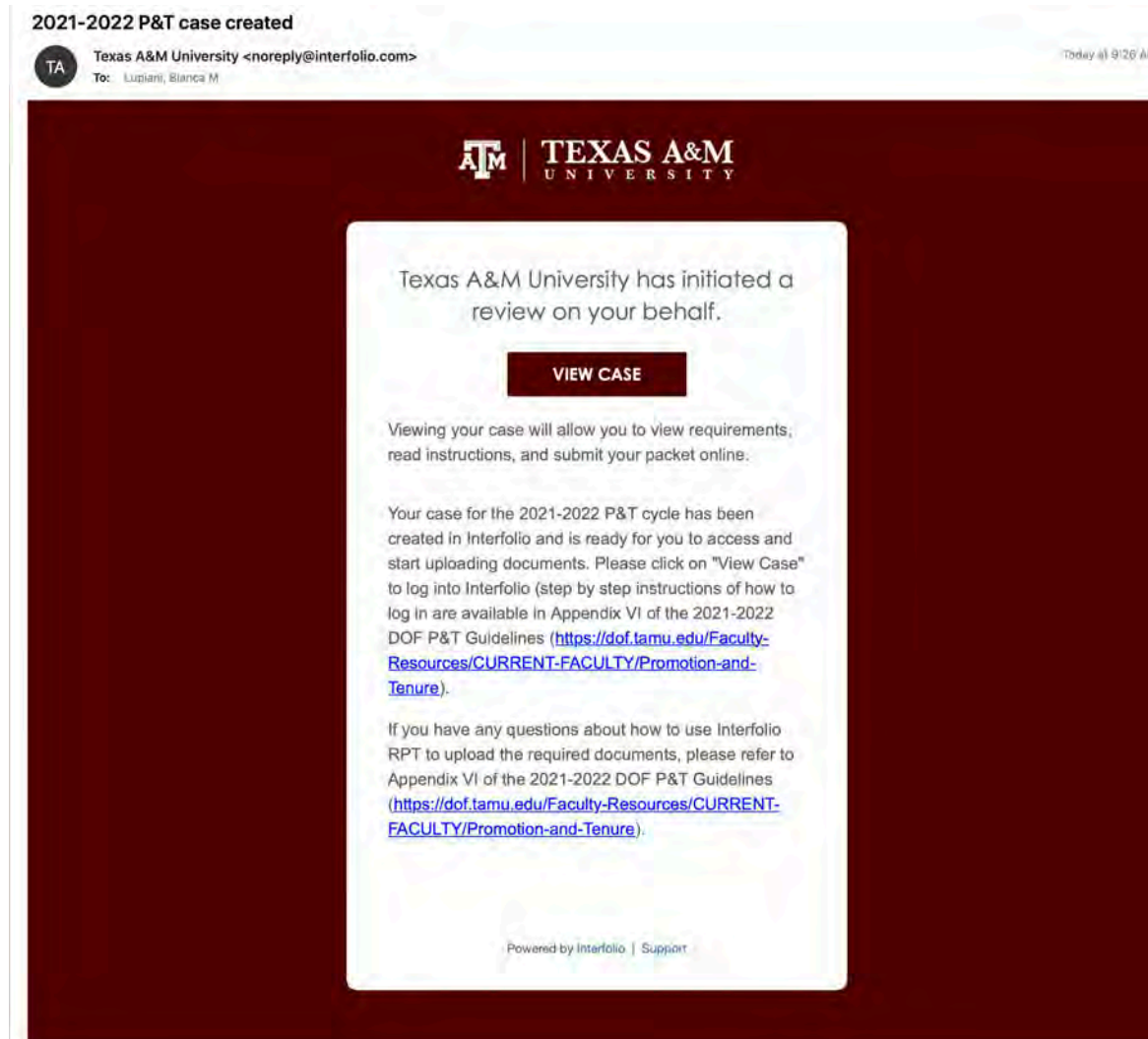
If you have any questions about how to use [Interfolio](#) RPT to upload the required documents, please refer to Appendix VI of the 2021-2022 DOF P&T Guidelines (<https://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>).

body p

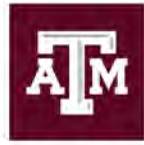
[Preview](#) [Send](#) [Cancel](#)

# How to create a “Case” in Interfolio RPT

- Example Notification email received by the Candidate



## Appendix VIII: How To Facilitate Reconsideration of a “Case” in Interfolio RPT



TEXAS A&M UNIVERSITY

Dean of Faculties

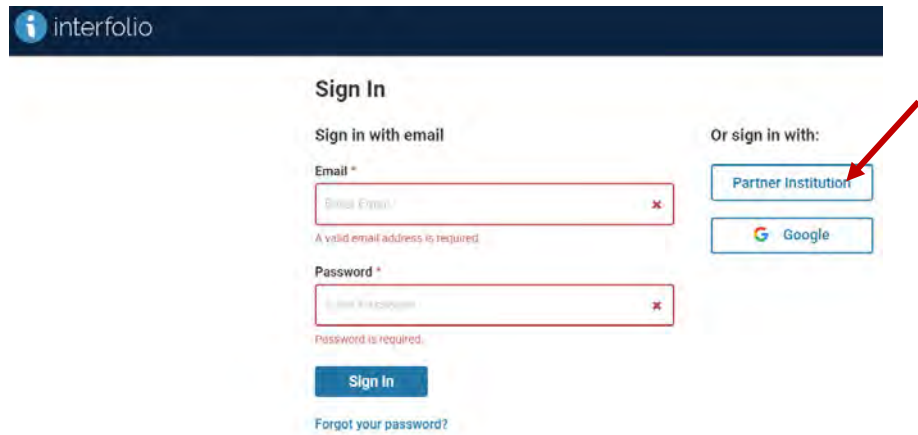
# How to facilitate reconsideration of a "Case" In Interfolio RPT

Office of the Dean of Faculties

Texas A&M University

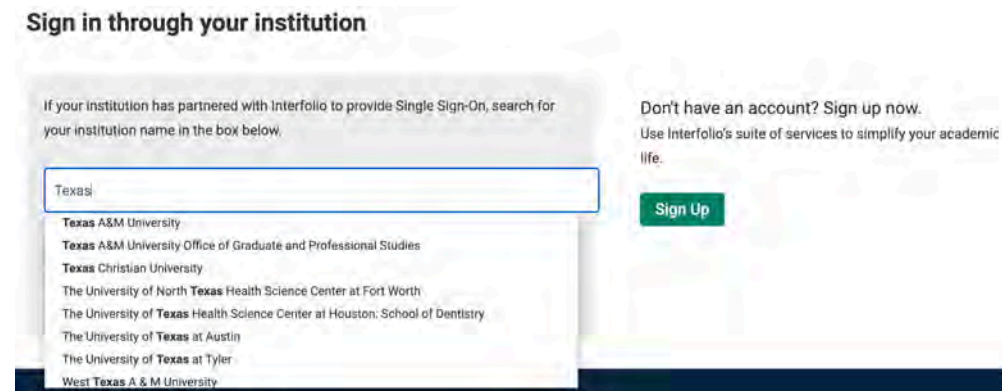
# How to log into Interfolio

1. Go to Interfolio: <http://account.interfolio.com>



The screenshot shows the Interfolio 'Sign In' page. On the left, there are two input fields: 'Email \*' and 'Password \*', both with red error messages indicating they are required. Below them is a blue 'Sign In' button and a link for 'Forgot your password?'. On the right, under 'Or sign in with:', there are two buttons: 'Partner Institution' (highlighted with a red arrow) and 'Google'.

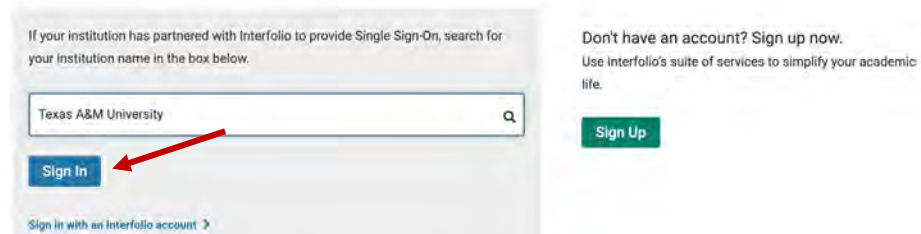
2. Click “Partner Institution” and search for Texas A&M University



The screenshot shows the 'Sign in through your institution' page. It features a search box with 'Texas A' entered. Below the search box is a dropdown menu listing several institutions, including 'Texas A&M University' (highlighted with a red arrow). To the right, there is a 'Sign Up' button and a link for 'Don't have an account? Sign up now.'.

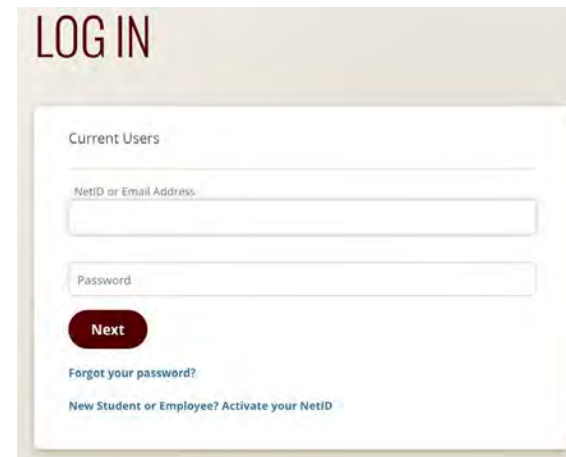
3. Once you have selected Texas A&M University, click “Sign In”

Sign in through your institution



The screenshot shows the 'Sign in through your institution' page. The search box now contains 'Texas A&M University'. Below the search box is a blue 'Sign In' button (highlighted with a red arrow) and a link for 'Sign in with an Interfolio account >'. To the right, there is a 'Sign Up' button and a link for 'Don't have an account? Sign up now.'.

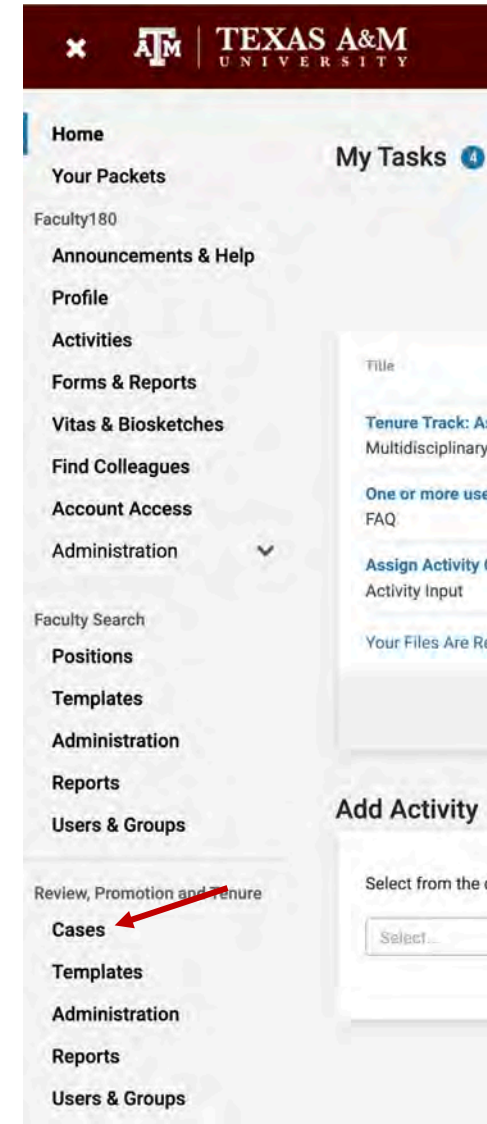
4. You will be re-directed to sign in with your CAS credentials



The screenshot shows the 'LOG IN' page for CAS. It features a 'Current Users' section with two input fields: 'NetID or Email Address' and 'Password'. Below these fields is a red 'Next' button. There are also links for 'Forgot your password?' and 'New Student or Employee? Activate your NetID'.

# Reconsideration of a “Case” in Interfolio RPT

- **Deans** are the only individuals who can initiate the reconsideration a case!
- Once logged into Interfolio, the left side of the dashboard will have a list of Modules (Faculty 180; Faculty Search; Review, Promotion and Tenure) the **Dean** has access to.
- Under Review, Promotion and Tenure click on **“Cases”**.



# Reconsideration of a “Case” in Interfolio RPT

- On the Case list, click the name of the case for which reconsideration is needed.

Texas A&M University >

## Cases

Search cases

2 of 2 cases

Filtered By: **Active Cases** ✕

Name ▾	Type ▾	Template Name ▾
<input type="checkbox"/> <b>Blanca Lupiani</b> Veterinary Pathobiology	Promotion	2021-2022 Promotion & Tenure



# Reconsideration of a “Case” in Interfolio RPT

- On the Case Materials tab of the Case page, select the Dean’s recommendation to send to the Department Head.
- You can also select any other materials from the case to add as supporting documentation to the Dean’s recommendation.

▼ **Dean Recommendation** Edit Add File

Please refer to the University P&T Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

This is similar to the department head report (Dossier Item 10). As with that report, the dean's report is an analysis of the case which should provide a general basis for strength or weakness, address any mixed or negative votes (if not explained in the College Committee Report), and explain the vote of the dean. If the dean vote is contrary to any departmental or college recommendations that should be clearly and specifically addressed.

The report from the dean should make an independent determination helpful in laying out the case without merely summarizing/quoting other materials in the package.

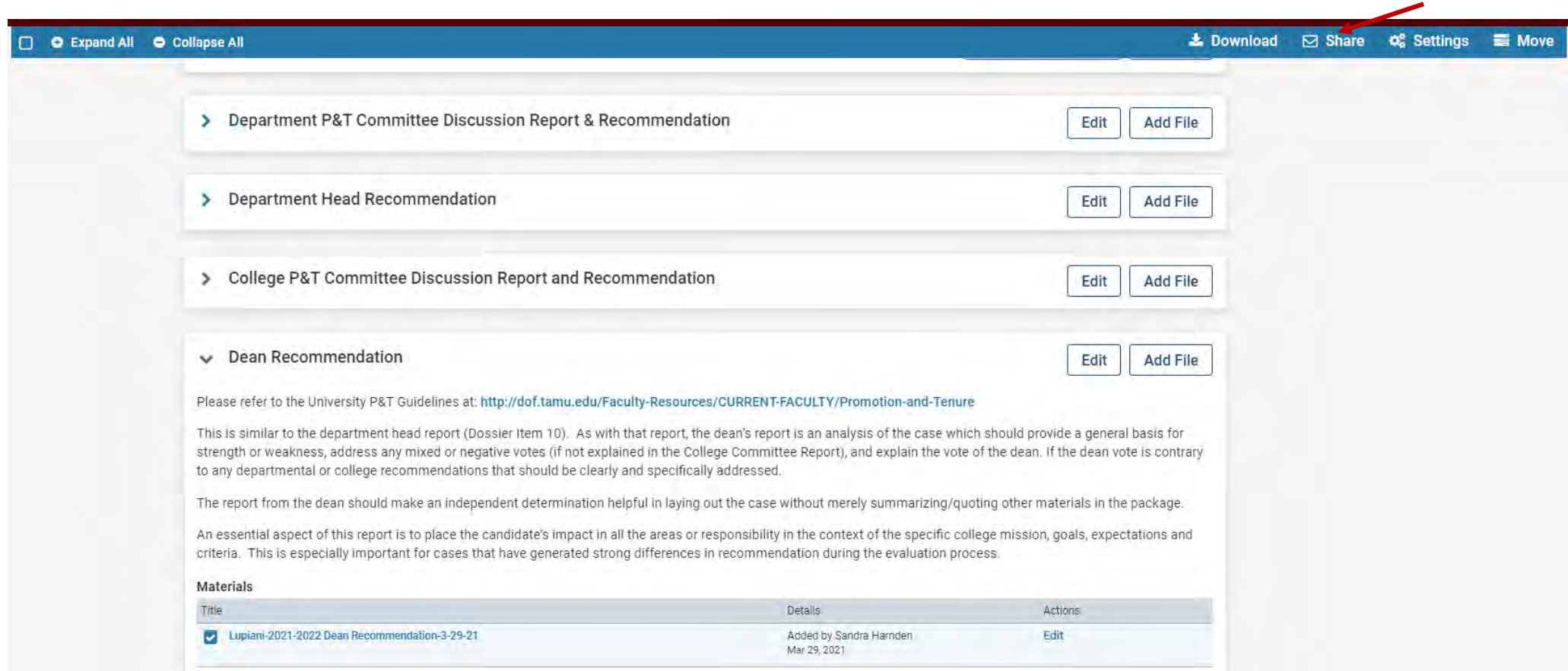
An essential aspect of this report is to place the candidate's impact in all the areas or responsibility in the context of the specific college mission, goals, expectations and criteria. This is especially important for cases that have generated strong differences in recommendation during the evaluation process.

**Materials**

Title	Details	Actions
<input type="checkbox"/> <a href="#">Lupiani-2021-2022 Dean Recommendation-3-29-21</a>	Added by Sandra Harnden Mar 29, 2021	<a href="#">Edit</a>

# Reconsideration of a “Case” in Interfolio RPT

- Selecting materials will open the blue action bar.
- Click “Share”.



The screenshot shows the Interfolio RPT interface. At the top, there is a blue action bar with options: Expand All, Collapse All, Download, Share (highlighted with a red arrow), Settings, and Move. Below this, there is a list of materials:

- Department P&T Committee Discussion Report & Recommendation (Edit, Add File)
- Department Head Recommendation (Edit, Add File)
- College P&T Committee Discussion Report and Recommendation (Edit, Add File)
- Dean Recommendation (Edit, Add File)

The Dean Recommendation section is expanded, showing the following text:

Please refer to the University P&T Guidelines at: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

This is similar to the department head report (Dossier Item 10). As with that report, the dean's report is an analysis of the case which should provide a general basis for strength or weakness, address any mixed or negative votes (if not explained in the College Committee Report), and explain the vote of the dean. If the dean vote is contrary to any departmental or college recommendations that should be clearly and specifically addressed.

The report from the dean should make an independent determination helpful in laying out the case without merely summarizing/quoting other materials in the package.

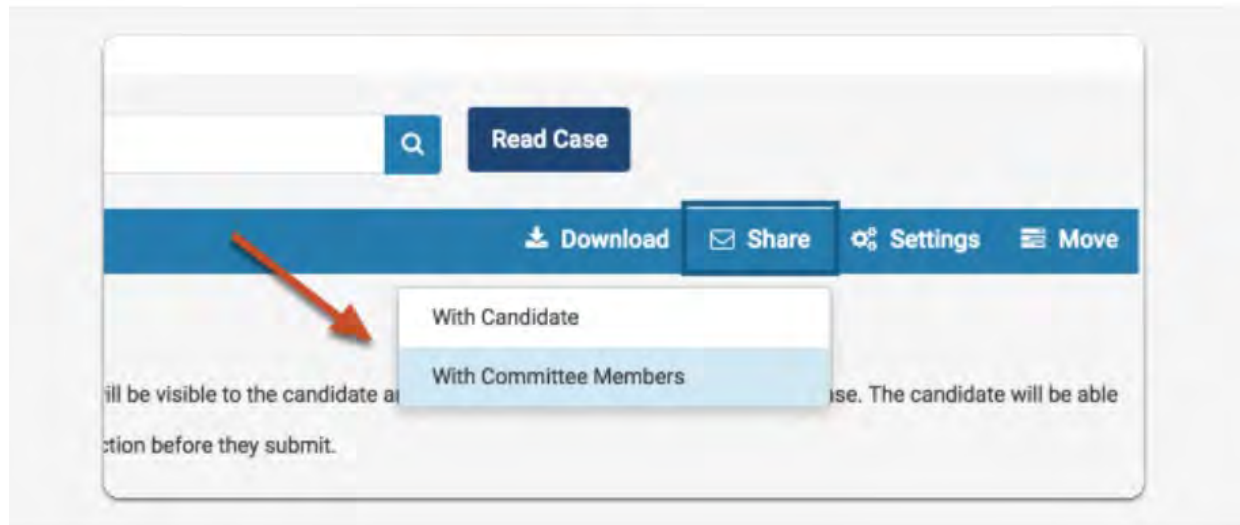
An essential aspect of this report is to place the candidate's impact in all the areas or responsibility in the context of the specific college mission, goals, expectations and criteria. This is especially important for cases that have generated strong differences in recommendation during the evaluation process.

**Materials**

Title	Details	Actions
<input checked="" type="checkbox"/> Lupiani-2021-2022 Dean Recommendation-3-29-21	Added by Sandra Harnden Mar 29, 2021	Edit

# Reconsideration of a “Case” in Interfolio RPT

- Select “With Committee Members”.
- Next, you will be able to indicate who should receive the shared files.



# Reconsideration of a “Case” in Interfolio RPT

- Select “User”.
- Indicate who should receive the shared files by searching for the Department Head and clicking “Add User”.

## Message to Committee

To

Add Another: [User](#) | [Committee](#)

Sandra Harnden X

Add User

Subject \*

Negative Recommendation for Blanca Lupiani

Message \*

Dear Department Head,

Please see my recommendation below with supporting reasons.

Sincerely,

Dean

Share Files

Files shared with this message can be viewed by the recipient(s) after logging into Interfolio.

+ Add

Lupiani-2021-2022 Dean Recommendation-3-29-21

- Type your custom message.
- Select files from the case as needed.

# Reconsideration of a “Case” in Interfolio RPT

- On the upper right-hand side of your message, click "Enable File Response" so that the Department Head will be able to respond.

- Enter a message reason, and a deadline.
- Select the internal case section “Department Head Recommendation” as the section for the response to be uploaded to.
- When the response comes in, the file will appear in the section indicated.

The screenshot shows the 'Details' section of the Interfolio RPT interface. It includes the following fields and options:

- Direct email reply:** csh811@tamu.edu
- File Response:** A checkbox labeled 'Enable' is checked.
- Message Reason:** A text input field containing the text 'Original rebuttal, reconsideration'.
- Deadline:** A date input field showing 'Monday, 11/15/17' with a calendar icon.
- Section for Response:** A dropdown menu with 'Department Head Recommendation' selected.

Two red arrows from the text on the left point to the 'Message Reason' and 'Deadline' fields in the screenshot.

# Reconsideration of a “Case” in Interfolio RPT

- Once the response has been received, the case can be sent to the College P&T committee for re-review.



The screenshot shows the Interfolio RPT interface for a case titled "Blanca Lupiani". The breadcrumb navigation at the top reads "Texas A&M University > Cases >". The case name "Blanca Lupiani" is prominently displayed. Below the name, the "Unit" is listed as "Veterinary Pathobiology" and the "Template" is "2021-2022 Promotion & Tenure". At the bottom left, there are two tabs: "Case Materials" (which is active) and "Case Details". On the right side, there are two buttons: "Send Case" and "Case Options". The "Send Case" button is highlighted with a red box, and a red arrow points to its dropdown menu. The dropdown menu is open, showing the option "Forward to College P&T Committee Review" selected, with a "Select Status" link below it.

- Upon re-review by the College P&T committee, the case would be sent forward to the Dean to upload their final recommendation.

# **EXHIBIT E**

TO: Dr. John August, Dean of Faculties *John August* 9/12/17

THROUGH: Dean Mark A. Welsh III, Bush School *MWelsh*

THROUGH: Sr. Assoc. Dean Frank B. Ashley III, Bush School *F Ashley*

FROM: F. Gregory Gause, III, Head, IA Department, Bush School *F Gregory Gause*

SUBJECT: Request for one-year extension in Dr. Erin Snider's tenure clock

DATE: September 4, 2017

.....

This memo is to support the request by Dr. Erin Snider for a one-year extension in her tenure clock for medical reasons. These reasons have been documented within the department and merit the extension of the tenure clock.

Thank you for your consideration of this request.

RECEIVED

SEP 8 2017

DEAN OF FACULTIES OFFICE





### Tenure Clock Extension Form

This agreement is entered into on August 24, 2017 between Texas A&M University and the named faculty member  
Date

for the purpose of extending the time of the probationary service.

Texas A&M University agrees to extend the initial probationary period for Erin A. Snider  
Name of Faculty Member

Bush School, Dept of International Affairs  
Department

The faculty member hereby agrees to accept the extension of the probationary period and no claim is made by the faculty member to any tenure rights as a result of the extension of the probationary period.

Further, the faculty member acknowledges that any decision for tenure shall be made during the probationary period as extended, using procedures normally applied during the initial period.

All appointments during this probationary period are for a fixed term of one year or less and are subject to renewal or non-renewal each year of the probationary period.

To acknowledge receipt, understanding and acceptance of this agreement and the terms of the appointment, please sign below and return the original to your department.

Erin A. Snider Erin A. Snider August 24, 2017  
Faculty Member Print Name Date

F. Gregory Gause, III F Gregory Gause, III August 24, 2017  
Department Head or Director Print Name Date

Mark A. Welsh III MARK A. WELSH III 30 Aug 2017  
Dean Print Name Date

John August John August 8/12/17  
Dean of Faculties Print Name Date

N/A Print Name Date  
Provost\*  
\*Signature required if new or cumulative request is greater than one year

Mandatory Consideration for Tenure begins 2019-2020

Print

---

Snider, Erin A

Thu 8/24/2017 6:11 PM

To: Gause III, Francis G

Thanks, Greg. I will be at the party tomorrow afternoon and the IDEP lunch.

Best, Erin

From: Gregory Gause

Sent: Thursday, August 24, 2017 5:09 PM

To: Snider, Erin A

Subject: RE: Tenure Clock **Extension**

Erin: Thanks for the article reference. I will include it in the memo. And I'll get this upstairs tomorrow.

Will you be coming to the party tomorrow afternoon? Hope to see you there.

Greg

F. Gregory Gause, III

John H. Lindsey '44 Chair and Head of the International Affairs Department

Bush School of Government and Public Service

Texas A&M University

979-862-8834

-----Original Message-----

From: Snider, Erin A

Sent: Thursday, August 24, 2017 4:53 PM

To: Gregory Gause <gregory.gause@tamu.edu>

Subject: Tenure Clock **Extension**

Greg,

I'm attaching the A&M tenure clock **extension** form here and language follows below for use in your memo. I wasn't sure how about how much detail or what tone is right to strike, but erred on more versus little detail. Let me know if you need more elaboration on any point (**medical** aspects) or detail on physical/emotional repercussions for the purpose of the memo.

Also, the following short piece was written by a colleague at Northwestern in the Chronicle of Higher Education last November. It's a piece that I hope every university administrator reads. I don't know how things shake out procedurally, here, I'm sharing it should you think it useful to include for higher ups.

<http://www.chronicle.com/article/The-Miscarriage-Penalty/238526>



## [The Miscarriage Penalty](http://www.chronicle.com/article/The-Miscarriage-Penalty/238526)

Why we need to talk more openly about pregnancy loss  
[www.chronicle.com](http://www.chronicle.com)

Thank you again for your support with this and for your sympathies during our conversation Monday. It means a lot. It's been excruciating to get through and I really am glad for your support and that of Bush School in moving forward.

All best, Erin

-----  
I am requesting an **extension** to my tenure clock for a **medical** condition that has inhibited my ability to work.

In late June and early July, I suffered what doctors call a missed miscarriage as I entered the second trimester of pregnancy. In June, doctors discovered a chromosomal problem with the baby and on further testing to confirm the issue, discovered that she had died a week earlier. I underwent a D&C surgery to remove the baby two days later. The resulting physical and emotional trauma I've suffered has inhibited my work.

I can provide records from the hospital and doctors that treated me explicating the full extent of the procedures and condition should the university require it.

From: Gregory Gause  
Sent: Thursday, August 24, 2017 2:30 PM  
To: Snider, Erin A  
Subject: memo tenure clock

Erin: If you could send me a paragraph, I can get that memo on the tenure clock stoppage in the system.

Hope you are doing well.

Greg

F. Gregory Gause, III  
John H. Lindsey '44 Chair and Head of the International Affairs Department Bush School of  
Government & Public Service Texas A&M University TAMU 4220 College Station, TX 77843-  
4220

Office phone: 979-862-8834

[cid:image001.jpg@01CFAB2A.CDE46FF0]

Reply

Forward

# **EXHIBIT F**

TO: Dr. Carol A. Fierke, Provost and Executive Vice President *W. Bell*

THROUGH: Dr. John R. August, Dean of Faculties *8/30/18 John R. August*

THROUGH: Dean Mark A. Welsh III, Bush School *M. Welsh*

THROUGH: Sr. Assoc. Dean Frank B. Ashley III, Bush School *F. Ashley*

FROM: F. Gregory Gause, III, Head, IA Department, Bush School *F. Gause*

SUBJECT: Request for one-year extension in Dr. Erin Snider's tenure clock

DATE: August 24, 2018

This memo is to support the request by Dr. Erin Snider for a second one-year extension in her tenure clock for medical reasons. These reasons have been documented within the department and merit the extension of the tenure clock.

Thank you for your consideration of this request.

RECEIVED

AUG 29 2018

DEAN OF FACULTIES OFFICE

OFFICE OF THE DEAN OF FACULTIES

1126 TAMU  
College Station, TX 77843-1126  
Tel: 979.845.4274 Fax: 979.845.1822  
http://dof.tamu.edu



### Tenure Clock Extension Form

This agreement is entered into on \_\_\_\_\_ between Texas A&M University and the named faculty member  
Date

for the purpose of extending the time of the probationary service.



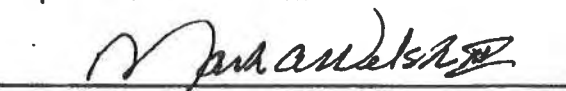


Texas A&M University agrees to extend the initial probationary period for Erin A. Snider  
Name of Faculty Member  
Bush School, Dept. of International Affairs  
Department

The faculty member hereby agrees to accept the extension of the probationary period and no claim is made by the faculty member to any tenure rights as a result of the extension of the probationary period.

Further, the faculty member acknowledges that any decision for tenure shall be made during the probationary period as extended, using procedures normally applied during the initial period.

All appointments during this probationary period are for a fixed term of one year or less and are subject to renewal or non-renewal each year of the probationary period.

To acknowledge receipt, understanding and acceptance of this agreement and the terms of the appointment, please sign below and return the original to your department.

	Erin A. Snider	August 24, 2018
Faculty Member	Print Name	Date
	F. Gregory Gause III	August 24, 2018
Department Head or Director	Print Name	Date
	Mark A. Welsh III	27 Aug 2018
Dean	Print Name	Date
	John R. August	8/30/18
Dean of Faculties	Print Name	Date
	Carol A. Fierke	9/5/18
Provost*	Print Name	Date

\*Signature required if new or cumulative request is greater than one year

Mandatory Consideration for Tenure begins 09/2020

Print

# **EXHIBIT G**



May 19, 2020

MEMORANDUM

TO: Carol A. Fierke, Provost and Executive Vice President, Texas A&M University


Blanca Lupiani, Dean of Faculties and Associate Provost

Mark A. Welsh, Dean, Bush School of Government and Public Service //mw 5/19/20//  
 \*

F. Gregory Gause, International Affairs Department Head

  
approved

FROM: Erin A. Snider, Assistant Professor, International Affairs



SUBJECT: Extension to Tenure Clock due to COVID-19

---

I am submitting a request to officially extend my tenure clock. The COVID-19 pandemic has affected my research, disrupting field research in particular. I am attaching the tenure clock extension form from the Office of the Dean of Faculties to accompany this memo.

\*As requested by the Dean of Faculties Office, please note, this is Dr. Snider's third extension request.



## Tenure Clock Extension Form

May 18, 2020

This agreement is entered into on \_\_\_\_\_ between Texas A&M University and the named faculty member  
Date

for the purpose of extending the time of the probationary service.

Erin A. Snider

Texas A&M University agrees to extend the initial probationary period for \_\_\_\_\_

Name of Faculty Member

International Affairs

Department

The faculty member hereby agrees to accept the extension of the probationary period and no claim is made by the faculty member to any tenure rights as a result of the extension of the probationary period.

Further, the faculty member acknowledges that any decision for tenure shall be made during the probationary period as extended, using procedures normally applied during the initial period.

All appointments during this probationary period are for a fixed term of one year or less and are subject to renewal or non-renewal each year of the probationary period.

To acknowledge receipt, understanding and acceptance of this agreement and the terms of the appointment, please sign below and return the original to your department.

Erin A. Snider

May 18, 2020

Faculty Member

Print Name

Date

Department Head or Director

Print Name

Date

Mark Welsh

Mark A. Welsh III

5/19/2020

Dean

Print Name

Date

Dean of Faculties

Print Name

Date

Provost\*

Print Name

Date

\*Signature required if new or cumulative request is greater than one year

**Mandatory Consideration for Tenure begins AY 2021-22**

**Print**

# EXHIBIT H

ANNUAL REVIEW – 2020 (for reports submitted March 2021)

International Affairs Department, Bush School of Government and Public Service

Format: Please see the annual review guidelines memo of December 2016 (attached) for a full outline of the format of the annual review. For the purposes of numerical calculation, research accounts for 50% of a tenured/tenure-track faculty member's overall review, teaching accounts for 40% and service counts for 10%. For academic professional track faculty, teaching accounts for 70% of the overall review and service 30%. (For those of you with substantial administrative responsibilities for which you receive teaching release, I will adjust percentages to decrease teaching and add administrative responsibilities.) An excellent rating is worth 4 points, a good rating 2 points, a needs improvement rating 1 point and an unsatisfactory rating 0 points.

We are now on a calendar year reporting period for teaching, research and service. No more different reporting periods.

For information purposes, the overall mean PICA scores for INTA courses in the department in spring 2020 were 4.81 on the "good instructor" question and 4.71 on the "good course" question, with an overall mean of 4.72. In fall 2020 we shifted to AEFIS for student evaluations, so the overall mean is no longer available. The fall 2020 means were 4.74 on the "good instructor" question and 4.70 on the "good course" question. This is a reflection of how good we are as a teaching department. But it is also one heck of a tough benchmark for evaluating teaching. In other words, if you have very high student evaluations, you are by that measure an "average" teacher in our department.

NAME: **ERIN SNIDER**

Research: **EXCELLENT.** This rating is a reflection of the acceptance of her book manuscript by Cambridge University Press, with a firm commitment to publish. This commitment was reiterated to me by the person at the Press responsible for the Middle East Series, in which the book will appear. I asked Prof. Snider if she would like the book counted in this year's review or in the review of 2021, the year in which we believe the book will appear. She asked for it to be considered in this year's review, which is appropriate. Congratulations! A milestone accomplishment. I also note the R&R at *Globalizations* for the article on aid after the Arab uprisings. I look forward to being able to credit that in next year's review. The articles in process are a good bridge to Dr. Snider's next big project, on the political economy of the Arab uprisings. It is important to get some more articles out to increase Prof. Snider's visibility in the field, as we await publication of the book. I note that in January 2021, just outside the reporting period, she was part of a team that received a T3 grant. I will consider that in the next reporting period. I am looking forward to an explanation of how that project will fit into her publication plans for the near future.

Teaching: **GOOD**. Prof. Snider is a very good teacher; her student evaluations are strong as usual. As was her right under University guidance for the Covid period, she did not report student evaluations for fall 2020 but her spring evaluations were very good. My worry on the teaching is enrollments. This is something that I brought up in last year's review as well. Three of the four courses enrolled fewer than 10 students; one enrolled 10. Now that the book is done, I encourage Prof. Snider to think about how she can refashion her courses to increase enrollments or develop some new courses that can attract more students. I also encourage her to think about teaching a capstone in the near future, to contribute to our required curriculum.

Service: **GOOD**. Prof. Snider did an adequate amount of service for someone in her rank and years in the profession. I appreciated her work on the department's ad hoc committee on voting rights and her mentoring work with the Diversity and Inclusion Committee. Her University and professional service were adequate. I have tried to give Prof. Snider a somewhat lighter service load as she was finishing her book. In AY 21-22, I will ask her to take on a more onerous department committee assignment, either curriculum or admissions.

Overall: **EXCELLENT (3 out of 4)**. I reiterate my congratulations to Prof. Snider on the book's upcoming publication. A very good year. I encourage her to keep at it with the articles; they will be an important element of her overall visibility in the field. They will represent the pivot to the new overall project. I encourage her to think about my comments on enrollments. I understand that there might be some dissonance between this overall rating and the report and vote of the department P&T committee, appended below. The committee report reflected worry about the pace of publication; my review reflects the fact of acceptance for publication. It would be a great thing if, before the P&T meets again to consider Prof. Snider for tenure and promotion in the fall if the *Globalizations* article were accepted. That would go some way, I think, to allaying worries about pace of publication.

My signature below is to acknowledge receipt of this annual review:

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Erin Snider

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Date

P&T Committee report and vote

Professor Snider will be up for tenure this fall. In her annual report, she stated that she has submitted her revised manuscript, *The Political Economy of US Democracy Aid in the Middle East*, to Cambridge University Press in February 2021 and the book will be

out this September. The committee was pleased that the book is now forthcoming. But members were concerned that she spent another year revising her manuscript when her report last year stated that the plan for 2020 was to work on her second book manuscript and made no mention of the first book needing any further work.

In her report last year, Professor Snider stated her plan to submit two articles in summer 2020. However, according to this year's report, the plan is now to submit them in summer 2021. She does, however, now have a paper under R&R at *Globalizations*. She mentions on her CV that her paper, "The Ethics of International Democracy Assistance," is under review. But there is no reference to this paper in her annual report.

The committee reiterated its past concerns regarding the pace of her research trajectory. It also noted that Professor Snider has provided optimistic reports every year but has not delivered subsequently or without significant delay, which may undermine confidence about her productivity after tenure.

Professor Snider's teaching scores are strong. She has also served in various capacities at the departmental and School levels, including as a co-organizer of the INTA faculty research seminar.

Some committee members suggested that she needs to focus on how she defines and plans to establish herself as a scholar in the long term. They were unclear whether democracy assistance is the field in which she should situate herself and receive recognition for her tenure case. They recommended she work on bringing clarity to her research agenda.

Vote:

Renew Contract – Yes 8, No 0, Uncertain 2

Satisfactory Progress toward Tenure – Yes 2, No 2, Uncertain 6.

# **EXHIBIT I**

ANNUAL REVIEW – 2019 (for reports submitted April 2020)

International Affairs Department, Bush School of Government and Public Service

Format: Please see the annual review guidelines memo of December 2016 (attached) for a full outline of the format of the annual review. For the purposes of numerical calculation, research accounts for 50% of a tenured/tenure-track faculty member's overall review, teaching accounts for 40% and service counts for 10%. For academic professional track faculty, teaching accounts for 70% of the overall review and service 30%. (For those of you with substantial administrative responsibilities for which you receive teaching release, I will adjust percentages to decrease teaching and add administrative responsibilities.) An excellent rating is worth 4 points, a good rating 2 points, a needs improvement rating 1 point and an unsatisfactory rating 0 points.

Recall that this is a transition year in terms of our evaluation period. Beginning with the annual reports to you will file in spring semester 2021, the evaluation period for teaching, research and service will be the CALENDAR YEAR. But, to get to that point, this is the "clean-up year." Therefore, your research is being evaluated for the period April-December 2019; your teaching (as usual) for calendar year 2019 and your service for fall semester 2019 (and anything you did in the service area over summer 2019).

For information purposes, the overall mean PICA scores for INTA courses in the department in spring 2019 were 4.68 on the "good instructor" question and 4.59 on the "good course" question, with an overall mean of 4.63. In fall 2019 the means were 4.59 on the "good instructor" question and 4.70 on the "good course" question, with an overall mean of 4.69 (again – we are consistently high). This is a reflection of how good we are as a teaching department. But it is also one heck of a tough benchmark for evaluating teaching. In other words, if you have very high PICA's, you are by that measure an "average" teacher in our department.

NAME: **ERIN SNIDER**

Research: **NEEDS IMPROVEMENT.** This is a hinge year for Dr. Snider in terms of reviews of her research. She has known for some time that her book was the centerpiece of her research agenda approaching tenure, and she got good news about the book just before her report was turned in. That is excellent. My assumption is that the book will eventually be published in 2021, but she has a few article submissions active that could hit in 2020. Therefore, I am looking to be able to upgrade the research evaluation for her 2020 work. This was a shorter reporting period than is customary, in order to put us on a full calendar year cycle beginning the coming reporting period. There were no publications during this cycle. But we see the improvement coming.

Teaching: **GOOD.** Dr. Snider had her normal strong year of teaching. PICA's were particularly strong in the fall 2019 semester. I note a bit of a drop-off in enrollments for the fall semester courses. As tenure consideration approaches, I would not advise



major changes on the teaching front. But Dr. Snider might start to consider a new course or some alteration of the existing courses with an eye to expanding enrollment.

Service: **GOOD**. But barely good. The annual report listed only service done in the spring 2020 semester, but the reporting period was clearly set out as the fall semester 2019. I am not going to ding a colleague on service for this truncated period. And I have deliberately attempted to minimize Dr. Snider's departmental service obligations as she approaches tenure review. But I will ask her to take on some responsibility at either the School or University level in fall 2020, to strengthen her service record in preparation for tenure review.

Overall: **GOOD/NEEDS IMPROVEMENT (1.5 of 4)**. The best news for Dr. Snider came after the current reporting period, with the acceptance of her book by Cambridge University Press. Many congratulations. But my practice is to count publications either when they are accepted or when they appear (colleague's choice), so it is not reflected in this review.

P&T Committee report on Dr. Snider:

*Research:* During the period covered by this review, Professor Snider submitted a book manuscript to Cambridge. The committee mentioned that subsequent news about the book, which is positive, will be relevant for the next review period. In terms of trajectory, the committee agreed that submitting the manuscript demonstrated progress towards tenure. During the review period Professor Snider also made progress on three articles that could be submitted in 2020. There was significant discussion about when a book might be counted towards tenure (contract, proofs, or final version). The committee also suggested that Professor Snider continue to be encouraged to strengthen her research portfolio, but also suggested that she carefully consider the costs and benefits other work, such as NSF grant proposals, to ensure that they are supportive of, and not distracting from, immediate research goals.

*Teaching:* in 2019 Professor Snider taught a full load and  $\frac{3}{4}$  of PICA scores for Good Instructor are 5. Half of the Good Course PICA scores are 5 and the other two are 4.75 and 4.91. One member of the committee attended a session of her course and concluded she is a very good teacher. The committee discussed teaching and did not identify areas of concern about Professor Snider's teaching.

*Service:* Professor Snider convened the International Affairs Faculty Research Seminar, engaged in University-level service, and served as a reviewer for several journals. Professor Snider demonstrated service to the department and the profession that raised no concerns among the committee.

Votes

Votes	Yes	No	Uncertain	Abstain
Renew Contract	10	0	0	0
Sufficient Progress Towards Tenure	5	0	5	0

My signature below is to acknowledge receipt of this annual review:

\_\_\_\_\_

Erin Snider

\_\_\_\_\_

Date

# **EXHIBIT J**

Gause III, Francis G

Tue 11/2/2021 1:01 PM

To: Snider, Erin A

Cc: Hosea, Peggy L

Erin: In my rereading of the Dean of Faculties guidelines for the tenure and promotion process, I noticed that I was supposed to inform you by email of the results of the Department P&T committee vote earlier this month. This email is to confirm that I informed you of that vote after the Department P&T meeting, by telephone.

I completed my head report on your case on Saturday and forwarded it to the School P&T Committee. I am sorry to have to inform you that I agreed with the Department P&T Committee's overall recommendation against your promotion to associate professor with tenure. I found that you met the department standard in teaching and in service, but not in research. I thought that the book, on which the case rises or falls, while having a number of good elements, also had a number of problems. I came to this conclusion reluctantly and with regret. I am sorry that I do not have better news for you on this.

I would be happy to discuss my judgment in more detail once we get to the end of the process. I think it would be best at this point to allow the School P&T Committee and the Dean to make their judgments on your case before we discuss. I will keep you informed about how the case progresses.

Greg

# EXHIBIT K

DATE: November 17, 2021

**MEMORANDUM**

**TO:** Mark Welsh, Dean, the Bush School of Government and Public Service

**FROM:** Erin A. Snider

**SUBJECT:** Concerns about procedural irregularities and bias with tenure file review

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I write to express my concern with how my tenure case has been handled by the INTA departmental P&T committee and that of the School and the decisions rendered by both committees. I am deeply concerned about procedural irregularities and bias in the evaluation of my file that is a direct contradiction to the American with Disabilities Act (ADA), and its amendment (ADAAA).

On October 8<sup>th</sup>, Greg Gause, called me at home to inform me that the INTA departmental committee unanimously voted against my promotion to associate professor. He sounded shocked when relaying this, and indeed, I was shocked when hearing this for several reasons. First, Greg had written me an email three weeks prior to this call, saying that he had received all of the external letters from reviewers and that they were all good. Second, my research record has not only met, but exceeded the standards relayed both to me by senior colleagues and established in our school's by-laws. Further, it also clearly exceeds the records of several colleagues promoted since I joined the department, including that of a colleague that we hired at the associate level.

By every research metric, I have exceeded this department's standards. My book is published with Cambridge University Press, the number one ranked university press in the world for political science and Middle East Studies. Additionally, I have several academic articles published. I have an article published in *International Studies Quarterly* (ISQ). ISQ is ranked by the TRIPS index (a survey of journals with "the greatest influence on the way scholars think about international relations") as the second most important international relations journal. Other academic pieces are published in generalist political science journals and policy journals; In addition, I have been invited to write book reviews of recently published manuscripts on democracy and foreign aid in political science journals—another metric of my recognition in the field as an expert on democracy promotion, foreign aid, and the Middle East. Publications with Cambridge undergo a rigorous double-blind peer review process at several levels. A similar double-blind process also takes place in the journals in which I have published. Simply put, if my work was not of exceptional quality and importance, it would not have been published in those outlets.

I have also received prestigious, competitive fellowships and grants. I was awarded a Carnegie Fellowship with the New America Foundation in Washington, DC. This is one of the most prestigious and competitive fellowships in the world. I was one of 15 fellows awarded out of more

than 500 applicants. In their words, this fellowship invests in thinkers—scholars, journalists, public policy analysts, and filmmakers—who generate big ideas that have an impact and spark new conversations about the most pressing issues of our day. Many fellows go on to win Pulitzer Prizes and MacArthur fellowship genius grants. I have also been awarded an Arts and Humanities Fellowship from Texas A&M—the only Bush School faculty to receive one to date—as well as other university grants and a fellowship from American University’s Bridging the Gap Initiative to support scholarly engagement with the public policy community. My expertise and work have been sought from CNN International, Bloomberg News, Vox, the Christian Science Monitor, and McClatchy among others as well as by political risk consultancy firms in the United Kingdom and Switzerland.

A week after Greg’s call, I initiated a follow-up call over Zoom with him to understand the committee’s decision given my exemplary research record. His demeanor changed in this meeting. He indicated that the committee report referenced negative comments from the external letters but said he could not give more detail than that. He also backtracked from his previous email to me about the external letters and said now that he only skimmed the letters, only reading the introduction and conclusions. This sounded odd because if a reviewer was truly negative and recommended against promoting a candidate, they would reiterate that in their conclusion. He also backtracked from implying this summer that I should have no issue in the department given my record, to saying that he thought, before receiving the committee’s vote that I had a 50/50 chance of approval. This was also bewildering to hear—why, given my record, would the vote be tilted in that way? This again indicates a clear bias against me.

Greg also said that he felt he had no room to challenge the committee’s decision given the unanimity of the vote. He said that if the vote distribution was different, he could contest it, thus relaying how he would vote in his report. He said that A&M was hierarchical, implying that once a vote was made at one level, it would be repeated thereafter, and as such, discouraged me from pursuing an appeal.

This was disturbing to hear, implying that any procedural errors and bias affecting the evaluation of a candidate do not matter and calling into question the integrity of the entire process.

I am concerned that bias held by several members of our department and in the school level committee affected the evaluation of my file in contradiction to the Americans with Disabilities Act (ADA), and its amendment (ADAAA). My tenure clock has been extended three times. The first two extensions were approved by the university for medical issues that significantly disrupted my research productivity. An additional extension was given by the university acknowledging the profound disruptions caused by the pandemic on the teaching and research productivity of junior faculty. These extensions were all approved by your office as well as that of the provost without question.

Over the last three years, I have been concerned that these extensions were not communicated clearly to tenured members of our department, particularly the instructions that candidates during tenure review are only to be judged on a standard five-year clock. Each annual review expressed concern about my research productivity, without acknowledging that such productivity was related to those extensions. In my last annual review, committee members mentioned their concerns about

my productivity seemingly oblivious to or ignoring that the productivity was disrupted for medical complications and the impact of a pandemic.

I am concerned that no written guidance was given to committee members at the school and departmental levels. My concerns are not unfounded, nor are my concerns about systemic discrimination against faculty extending their clocks for medical issues. A former colleague in the PSA department who had several extensions for severe medical issues was denied tenure. Her record was similar to those promoted in her department with strong letters of support from external reviewers (which she eventually saw). Members of her department told her they didn't think what she was dealing with was worthy of an extension; One of our colleagues said they thought she was using the extensions for extra time to write.

My concern is that despite approval and support at the university level, there is nothing to hold faculty members to uphold university policy and the law in this area. Greg acknowledged to me in conversations over the years that many may not be aware of that responsibility, but that he would convey this to the committee, especially when I went up for tenure. I was thus deeply disturbed that while he wrote in his instructions to external reviewers that I was only to be judged on a five-year clock, he only verbally communicated this to Valerie Hudson, the head of my P&T committee. He said in an email to me that she is well aware of university policy on this front. There is no way to know that however and procedurally there is no way to know how Valerie shared this with committee members nor do I have confidence that she would have done so appropriately and in line with both the law and university policy. I know that Valerie is biased in this area given comments that she has made to another junior female colleague. That colleague shared that Valerie had tried to discourage her from taking maternity leave when she was pregnant several years ago. Knowing that, I have been extremely reticent to share anything about my own medical issues. I became deeply worried about her bias after my departmental mentor, Ren Mu, shared (without my consent) some of my medical issues with Valerie; I stopped confiding in Ren after this, given a profound breach of trust that I know was detrimental to me.

Two weeks ago, Greg wrote me an email distilling his vote. I was not surprised by it given our previous conversation. I was shocked by the rationale for that vote. He said that he agreed with the committee's vote and that my file 'rises and falls' based on my book. He said that while the book has some 'good elements' it also has 'a number of problems.' There was no elaboration beyond that. Those comments though are both bizarre and absurd. Greg has been engaged with my book since its earliest inception at a book conference and he's a member of the editorial board on the specific series (Cambridge Studies in the Middle East) in which my book is published.

I have since been informed that my promotion to associate professor was also denied by the school level committee. I understand that members of that committee were also not informed about my extensions and their responsibility to evaluate me only on a five-year clock. I do not believe my tenure file has been fairly evaluated. Bias and procedural errors affected the deliberations and vote of the first committee and those biases and flaws inherently taint the file for anyone evaluating it thereafter.

In theory, the evaluation system is tiered to allow an individual to correct an earlier wrong and flaw affecting objective evaluation of a candidate's file. I know from colleagues in different



departments at Texas A&M that there is precedent for department heads and deans to have done just that—to challenge and overturn committee decisions affected by bias and procedural errors.

I appreciate the opportunity to share these concerns with you. Integrity is a core value of the Bush School, a place I've been privileged to be part of as a scholar and teacher. I am deeply concerned that my file has not been evaluated with any sense of integrity or respect for proper procedure and in violation of the law. Bias should have no part of an evaluation involving tenure. The bias against me because of my gender and my needed accommodations allowed by the ADAAA should never be tolerated in this institution of higher learning. Thank you.

# **EXHIBIT L**

**Fri 12/3/2021 1:25 AM**

To: Snider, Erin A

Cc: Welsh III, Mark A

Thanks Erin ... and my apologies for the delayed reply. It's been a long day. Please remember that the questions I asked you in our meeting and the observations I shared were principally from my interpretation of the concerns expressed in the ESC reports briefed to and considered by the department P&T committee. Members of the ESC or the full P&T committee might take great exception to my interpretation of what they were trying to say. I just wanted to be sure I gave you the chance to comment on those things that seemed to be concerns, so I could consider those comments in my own deliberation and/or ask the committee chairs or your department head about them.

I think the fundamental issue with their view of your book is that the committee members didn't see it as being strong enough (my words) for a "book path" to tenure. One of the reasons they felt that way was a perceived lack of additional research and sources from the post-Arab Spring timeframe that could have given additional support/context/depth to your arguments in the book. I can give you more details when we talk.

As far as the future pipeline goes, they were looking for products showing details of your planned new book (other than that fact that you had acquired funding) – maybe an outline, chapter plan, synopsis, whatever you have. They were also hoping to see working papers or planning details/outlines/summaries for other projects that you have in work beyond the article in R&R. The two papers you have in preparation might be good examples. If that information is in your submission, I haven't been able to find it either.

I'll ask Mary to reach out tomorrow and see if we can find a time to talk either later tomorrow or Monday. Thanks again for your note. My apologies for the late at night note. I'm praying you don't hear it "ding" in. r/mark

Mark A. Welsh III

Dean

Bush School of Government and Public Service

Texas A&M University

(979) 862-8007

[mwelsh@tamu.edu](mailto:mwelsh@tamu.edu)

# **EXHIBIT M**

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**From:** Gause III, Francis G <[gregory.gause@tamu.edu](mailto:gregory.gause@tamu.edu)>

**Sent:** Saturday, December 4, 2021 11:26 AM

**To:** Snider, Erin A <[esnider@tamu.edu](mailto:esnider@tamu.edu)>

**Subject:** Dean's decision

Erin: I am sorry to have to inform you that Dean Welsh has sent your case to the Dean of Faculties with a recommendation against your promotion with tenure. The Dean asked me to tell you that he would be happy to speak to you about this after he returns to College Station on Thursday.

Greg

F. Gregory Gause, III

Professor and John H. Lindsey '44 Chair

Head of the International Affairs Department

Bush School of Government and Public Service

Texas A&M University

979-862-8834

# **EXHIBIT N**

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**From:** Welsh III, Mark A <[mwelsh@tam.u.edu](mailto:mwelsh@tam.u.edu)>  
**Sent:** Wednesday, February 2, 2022 9:32 PM  
**To:** Snider, Erin A <[esnider@tam.u.edu](mailto:esnider@tam.u.edu)>; Gause III, Francis G <[gregory.gause@tam.u.edu](mailto:gregory.gause@tam.u.edu)>  
**Cc:** Hosea, Peggy L <[plhosea@tam.u.edu](mailto:plhosea@tam.u.edu)>; Anand, Nagamangala <[nkanand@tam.u.edu](mailto:nkanand@tam.u.edu)>;  
Welsh III, Mark A <[mwelsh@tam.u.edu](mailto:mwelsh@tam.u.edu)>  
**Subject:** Re: Provost

Erin – sorry for the delay in answering – I was planning to write you a note after this evening’s meeting even before I saw your note to Greg. It was actually the Interim Dean of Faculties I spoke with about your belief that the promotion process had been tainted by both gender bias and bias related to medically-based tenure clock extensions. He advised me that the situation did, in fact, require a report to the Title IX team in the University Risk and Compliance Office. I sent that report



to Savannah York, the Deputy Title IX Coordinator on 14 December. I also understood from that conversation with the DoF that once the Title IX office received the report, they would have to resolve the issue before your promotion package would continue in the process. I relayed that to you.

On Monday of this week, I sent another note to the Title IX office asking if they had any updates on your case. As of this afternoon, I had not yet received a response. Dr. Ashley and I attended a Bush School promotion review with the Provost, Dean of Faculties, and new VP for Faculty Affairs this afternoon. We discussed your promotion package in detail. As part of that discussion, I asked if any of them knew the status of your Title IX complaint. They did not. I then told the Provost I assumed he would hold the package until the Title IX review/investigation was complete, since that was my understanding of the process. He told me that was not correct and that your promotion package would be forwarded to the President. The VP for Faculty Affairs then said that the two processes would run independently to completion.

I apologize that I gave you bad information in December about the Title IX process "pausing" the promotion process. While I was certainly not trying to mislead you, I now know that information was wrong. I'm sorry. I've copied the new VP for Faculty Affairs on this note as well, along with Dr. Ashley (who was also in the meeting today) and Dr. Gause.

r/mark

Mark A. Welsh III

Dean

Bush School of Government and Public Service

Texas A&M University

(979) 862-8007

[mwelsh@tamu.edu](mailto:mwelsh@tamu.edu)

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**From:** "Snider, Erin A" <[esnider@tamu.edu](mailto:esnider@tamu.edu)>

**Date:** Wednesday, February 2, 2022 at 6:09 PM

**To:** "Gause III, Francis G" <[gregory.gause@tamu.edu](mailto:gregory.gause@tamu.edu)>

**Cc:** "Hosea, Peggy L" <[plhosea@tamu.edu](mailto:plhosea@tamu.edu)>, "Welsh III, Mark A" <[mwelsh@tamu.edu](mailto:mwelsh@tamu.edu)>

**Subject:** Re: Provost

Greg,

Message received. I am profoundly confused by it, however.

Can you explain what's going on procedurally now and this inconsistency between what the Dean told me in December and the advancement of this case? Per my recorded conversation on the 15th, he informed me that he had spoken with the Provost, who said that because the issue of bias had been raised, the department should have immediately notified the Title IX office and that they were doing so then. He said the tenure review process would be frozen while that office examines this case. I just heard from that office yesterday for the very first time.

You can appreciate then how this update is confusing. Grateful for any light you might shed on this.

Erin

Erin A. Snider, Ph.D.  
Assistant Professor, International Affairs  
Bush School of Government and Public Service  
Texas A&M University  
TAMU 4220  
College Station, TX 77843-4220  
[www.erinsnider.com](http://www.erinsnider.com)

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**From:** Gause III, Francis G <[gregory.gause@tamu.edu](mailto:gregory.gause@tamu.edu)>  
**Sent:** Wednesday, February 2, 2022 6:04 PM  
**To:** Snider, Erin A <[esnider@tamu.edu](mailto:esnider@tamu.edu)>  
**Cc:** Hosea, Peggy L <[plhosea@tamu.edu](mailto:plhosea@tamu.edu)>  
**Subject:** Provost

Erin: I am sorry to have to tell you that the Provost concurs with the Department's recommendation not to support your promotion to associate professor with tenure and is forwarding that judgment to the President.

If you could let me know that you have received this email, I would appreciate it.

Greg

**F. Gregory Gause, III**

**Professor and John H. Lindsey '44 Chair**

**Head of the International Affairs Department**

**Bush School of Government & Public Service**

**Texas A&M University**

**TAMU 4220**

**College Station, TX 77843-4220**

**Office phone: 979-862-8834**

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Erin A. Snider  
Assistant Professor  
Bush School of Government and Public Service  
Texas A&M University  
4220 TAMU College Station, TX 77843  
757.254.5717

# **EXHIBIT 2**



Erin Snider  
c/o Gaines West  
West Webb Allbritton & Gentry  
1515 Emerald Plaza  
College Station, TX 77845

## NOTICE OF DISMISSAL AND RIGHT TO FILE CIVIL ACTION

Erin Snider v TEXAS A&M UNIVERSITY SYSTEM

TWCCRD Charge Number	EEOC Charge Number	TWCCRD Representative
1A22604	31C-2022-00598	Alex Stewart

The Civil Rights Division has dismissed this Charge and is closing its file for the following reason:

- The facts alleged in the charge fail to state a claim under any of the statutes enforced by the TWCCRD.
- Your allegations did not involve a disability that is covered by the Americans with Disabilities Act or the Texas Labor Code, Chapter 21.
- The Responding Party employs less than the required number of employees or not otherwise covered by the statutes.
- We cannot investigate your charge because it was not filed within the time limits required by law.
- Having been given 30 days in which to respond, you failed to provide information, failed to appear or be available for interviews/conferences, or otherwise failed to cooperate to the extent that it was not possible to resolve your charge.
- While reasonable efforts were made to locate you, we were not able to do so.
- You had 30 days to accept a reasonable settlement offer that afforded full relief for the harm you alleged. You failed to accept the full relief.
- The TWCCRD issues the following determination: Based upon its investigation, the TWCCRD is unable to conclude that the information obtained establishes any violations of the statutes. This does not certify that the respondent is in compliance with the statutes. No finding is made as to any other issues that might be construed as having been raised by this charge.
- Other: Notice of Right to File Civil Action.**

TWCCRD: 1A22604  
EEOC: 31C-2022-00598

Erin Snider v TEXAS A&M UNIVERSITY SYSTEM

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**NOTICE OF RIGHT TO FILE CIVIL ACTION**

Pursuant to Sections 21.208, 21.252 and 21.254 of the Texas Labor Code, as amended, this notice is to advise you of your right to bring a private civil action in state court in the above referenced case. **PLEASE BE ADVISED THAT YOU HAVE SIXTY (60) DAYS FROM THE RECEIPT OF THIS NOTICE TO FILE THIS CIVIL ACTION.** The time limit for filing suit based on a federal claim may be different.

**EEOC REVIEW NOTICE**

As your charge was dual filed under Title VII of the Civil Rights Act/Age Discrimination in Employment Act/Americans with Disabilities Act, which are enforced by the U.S. Equal Employment Opportunity Commission (EEOC), you have the right to request an EEOC review of this final decision on your case. **To secure a review, you must request it in writing within fifteen (15) days from the date of the notice.** Send your request to: San Antonio EEOC, 5410 Fredericksburg Road, Suite 200, San Antonio, TX 78229.

On behalf of the Division,

*Venessa Hernandez for Bryan Snoddy*

Bryan Snoddy  
Division Director

12/30/2022

Date

cc:

Aubrey Craft  
Texas A&M University System  
Moore/Connally Building  
301 Tarrow, 4th Floor  
College Station, TX 77840-7896

### Automated Certificate of eService

This automated certificate of service was created by the eFiling system. The filer served this document via email generated by the eFiling system on the date and to the persons listed below. The rules governing certificates of service have not changed. Filers must still provide a certificate of service that complies with all applicable rules.

Billy Hart on behalf of Gaines West  
Bar No. 21197500  
billy.hart@westwebblaw.com  
Envelope ID: 73565667  
Status as of 3/10/2023 4:01 PM CST

#### Case Contacts

Name	BarNumber	Email	TimestampSubmitted	Status
Gaines West		gaines.west@westwebblaw.com	3/10/2023 3:38:00 PM	SENT
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