



BOB SCHIEFFER
COLLEGE of COMMUNICATION

HANDBOOK
2025-2026

Bob Schieffer College of Communication



BOB SCHIEFFER
COLLEGE of COMMUNICATION

Table of Contents

| | |
|---|----|
| MISSION STATEMENT | 5 |
| GOALS | 5 |
| USING THE HANDBOOK | 5 |
| MAKING CHANGES TO THE HANDBOOK | 5 |
| PREFACE | 6 |
| GUIDELINES FOR TENURE RECOMMENDATION IN FIRST YEAR | 6 |
| INTERPRETATION OF GENERAL CRITERIA ON FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION, TENURE & MERIT INCREASES..... | 6 |
| I. TEACHING | 7 |
| <i>General Criteria</i> | 7 |
| II. SCHOLARSHIP AND ARTISTRY/CREATIVE ACTIVITY | 8 |
| <i>General Criteria</i> | 8 |
| <i>Scholarship</i> | 8 |
| <i>Artistry/Creative Activity</i> | 9 |
| <i>Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases</i> | 11 |
| III. ADVISING | 11 |
| <i>General Criteria</i> | 11 |
| <i>Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases</i> | 12 |
| IV. SERVICE TO THE UNIVERSITY, TO THE PROFESSION, AND TO THE COMMUNITY | 12 |
| <i>General Criteria</i> | 12 |
| <i>Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases</i> | 13 |
| V. CONTINUED PROFESSIONAL DEVELOPMENT | 13 |
| <i>General Criteria</i> | 13 |
| <i>Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases</i> | 14 |
| VI. PROFESSIONAL ETHICS STATEMENT | 14 |
| <i>General Criteria</i> | 14 |
| <i>Addendum</i> | 14 |
| <i>Participation in Department Review by Tenured Faculty</i> | 15 |
| <i>Letters From Promotion & Tenure (P&T) Committee and Chair</i> | 15 |
| <i>Guidelines for the External Review Letter Process</i> | 15 |
| <i>Boilerplate Letter of Invitation to Conduct an External Review</i> | 17 |
| <i>Boilerplate Letter to Send to Confirmed Reviewers</i> | 18 |
| POLICY ON PROFESSORS OF PROFESSIONAL PRACTICE: RESPONSIBILITIES, APPOINTMENT, EVALUATION, AND PROMOTION ..19 | |
| I. DEFINITIONS & RESPONSIBILITIES..... | 19 |
| II. WORKLOAD OF PROFESSORS OF PROFESSIONAL PRACTICE | 19 |
| III. PROFESSORS OF PROFESSIONAL PRACTICE RANK | 20 |
| IV. APPOINTMENT | 20 |
| V. EVALUATION | 20 |
| <i>Teaching</i> | 20 |
| <i>Professional Contributions</i> | 21 |
| <i>Advising and Related Activities</i> | 22 |
| <i>Service to the University, Profession, and Community</i> | 22 |
| <i>Continued Professional Development</i> | 22 |
| <i>Professional Ethics Statement</i> | 22 |
| VI. REAPPOINTMENT | 22 |
| VII. PROMOTION POLICY | 23 |
| VIII. RIGHTS AND PRIVILEGES OF PROFESSORS OF PROFESSIONAL PRACTICE | 23 |
| POLICY ON INSTRUCTORS: RESPONSIBILITIES, APPOINTMENT, EVALUATION, AND PROMOTION.....24 | |
| I. DEFINITIONS & RESPONSIBILITIES..... | 24 |
| II. WORKLOAD OF INSTRUCTORS | 24 |

| | |
|---|-----------|
| III. INSTRUCTOR RANK..... | 26 |
| IV. APPOINTMENT | 26 |
| V. EVALUATION | 26 |
| <i>Teaching</i> | 26 |
| <i>Advising and Related Activities</i> | 27 |
| <i>Service to the University, Profession, and Community</i> | 28 |
| <i>Continued Professional Development</i> | 28 |
| <i>Professional Ethics Statement</i> | 28 |
| VI. REAPPOINTMENT | 28 |
| VII. PROMOTION POLICY | 29 |
| VIII. RIGHTS AND PRIVILEGES OF INSTRUCTORS..... | 29 |
| IX. MERITED FACULTY LEAVE WITH PAY | 29 |
| OBJECTIVES AND EVALUATION PROCEDURES FOR TENURED FACULTY | 30 |
| I. PURPOSE | 30 |
| II. ESTABLISHMENT OF FACULTY OBJECTIVES..... | 30 |
| III. TENURED FACULTY REVIEW | 30 |
| FACULTY WORKLOAD POLICY | 31 |
| BOB SCHIEFFER COLLEGE OF COMMUNICATION FACULTY WORKLOAD POLICY..... | 31 |
| <i>Guiding Value Commitments of the Schieffer College Workload Policy</i> | 31 |
| <i>Workload Policy Procedures</i> | 31 |
| <i>Summary of Base Workload Expectations by Faculty Rank and Role</i> | 33 |
| <i>Changes to the Workload Policy</i> | 35 |
| OFFICE HOURS POLICY | 35 |
| POLICY REGARDING MERIT PAY INCREASE RECOMMENDATIONS | 36 |
| OUTSIDE EMPLOYMENT POLICY | 36 |
| SYLLABUS POLICY..... | 37 |
| PROCEDURE..... | 37 |
| MAINTENANCE OF STUDENT RECORDS POLICY | 37 |
| INDEPENDENT STUDY AND SPECIAL TOPICS COURSES | 37 |
| INDEPENDENT STUDY..... | 38 |
| <i>Policy</i> | 38 |
| <i>Procedure</i> | 38 |
| SPECIAL TOPICS..... | 38 |
| <i>Policy</i> | 38 |
| <i>Procedure</i> | 38 |
| NON-TRADITIONAL COURSE ENROLLMENT..... | 38 |
| SUMMER TEACHING ASSIGNMENTS..... | 39 |
| ADVISING AND MENTORING..... | 39 |
| BUILDING ACCESS AND OFFICE/CLASSROOM KEYS | 39 |
| FACULTY LEAVE POLICY | 39 |
| <i>Professional Development</i> | 39 |
| <i>Civil</i> | 39 |
| <i>Leave to Obtain an Advanced Degree</i> | 40 |
| <i>Leave of Absence Without Pay</i> | 40 |
| <i>Maternity</i> | 40 |
| <i>Military</i> | 40 |
| <i>Special</i> | 40 |
| PROCEDURE..... | 40 |
| SABBATICAL LEAVE REQUEST POLICY..... | 40 |

| | |
|---|-----------|
| <i>Procedure</i> | 41 |
| RECRUITING OF MINORITY FACULTY AND STUDENTS POLICY | 41 |
| PROCEDURE..... | 41 |
| GRADUATE FACULTY MEMBERSHIP | 42 |
| PRINCIPLES..... | 42 |
| CRITERIA FOR MEMBERSHIP..... | 42 |
| <i>Minimum Criteria</i> | 42 |
| <i>Associate Graduate Faculty</i> | 42 |
| APPOINTMENT/REAPPOINTMENT AND APPEAL PROCEDURES..... | 42 |
| NOMINATION MATERIALS | 43 |
| PROVISIONAL APPOINTMENTS..... | 43 |
| SOCIAL MEDIA GUIDELINES | 43 |
| DEPARTMENT CHAIR REVIEW PROCESS | 43 |
| ASSOCIATE DEAN REVIEW PROCESS | 44 |
| DEAN REVIEW PROCESS | 44 |
| DEPARTMENT CHAIR APPOINTMENT/REAPPOINTMENT PROCESS | 45 |
| I. TERM | 45 |
| II. ELIGIBILITY..... | 45 |
| III. INITIAL APPOINTMENT | 45 |
| IV. REAPPOINTMENT | 45 |
| V. EARLY CHAIR DEPARTURE..... | 46 |
| VI. EXTERNAL SEARCH | 46 |
| BOB SCHIEFFER COLLEGE OF COMMUNICATION COMMITTEES | 46 |
| COLLEGE PROMOTION AND TENURE (P&T) COMMITTEE..... | 47 |
| <i>Committee Member Qualifications</i> | 47 |
| <i>Department P&T Committee</i> | 47 |
| <i>College P&T Committee</i> | 47 |
| <i>Timeline</i> | 47 |
| <i>Eligibility for Multiple P&T Committees</i> | 47 |
| CURRICULUM COMMITTEE..... | 47 |
| EXECUTIVE COMMITTEE | 48 |
| THE SCHIEFFER COMMITTEE FOR COMMUNITY AND BELONGING | 48 |
| RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE | 49 |
| APPENDIX A | 50 |
| PEER TEACHING OBSERVATION PROCESS AND STRUCTURE | 50 |
| APPENDIX B | 53 |
| CLASSROOM OBSERVATION RUBRIC | 53 |

Bob Schieffer College of Communication

Mission Statement

The Mission of the Bob Schieffer College of Communication is to educate students to think, act, and communicate effectively, ethically, critically, and creatively in a global environment enriching their personal and professional lives.

Goals

- Assist students in their continuing development of being responsible citizens. To be aware of community issues and engage in providing solutions to societal problems.
- Assist students in the development of good critical skills overall and developing excellent communication skills in oral and visual communication.
- Enhance students' understanding and use of new technologies and technology convergence.

Using the Handbook

The purpose of the Handbook for the Bob Schieffer College of Communication is to provide faculty members with the information about:

- Policies that are unique to the College
- Procedures that the College follows in implementing the policies
- Procedures that the College follows in implementing the policies of Texas Christian University.

While this Handbook is modeled after [TCU Faculty Handbook](#), it is not designed to be an exhaustive source of information. You still need to be aware of the policies and procedures outlined in the University Handbook.

Other sources that may prove helpful include:

- [TCU's Student Handbook](#)
- [TCU Academic and Administrative Units](#)
- [TCU's General Catalog](#)

Where questions of jurisdiction arise, the published policies found in the [TCU Faculty Handbook](#) takes precedence. Information in this Handbook does not create any contractual rights for University employees.

Making Changes to the Handbook

Proposed amendments may be submitted by the Dean or by faculty members who forward their proposed amendments to the College Executive Committee for discussion and consideration to share with all faculty. All full-time college faculty (except for lecturers) vote on proposed amendments. A majority is needed to participate for a quorum, and a majority of those voting is needed for an item to pass in order for the amendment to be added to the *College of Communication Handbook*. If the vote is by email, faculty will have five full days (not including Saturday and Sunday) to vote.

BOB SCHIEFFER COLLEGE OF COMMUNICATION

An Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure & Merit Increases, *Revised August 2008 & October 2010.*

Preface

The responsibilities of the faculty of Texas Christian University are numerous and varied. At a minimum they include teaching, research/creative activity, professional service, student engagement including advising, and adherence to the AAUP Statement on Professional Ethics.

The evaluation of faculty is an ongoing process involving students, peers, and administrators; it is both objective and subjective. Ultimately, faculty evaluation is the assessment of a professional by professionals.

To assist faculty in their professional development, the academic departments and schools and colleges have criteria statements that set forth the expectations of faculty in the unit. These statements are guidelines; they are neither minimum acceptable standards nor extensions of a contract. The faculty of Texas Christian University are expected to give their best effort to fulfilling their responsibilities, not just the effort required to meet a minimum standard of performance.

Questions naturally arise concerning the weighting of the various responsibilities of a faculty member. Precision at times may be counterproductive; intent may be more meaningful. Without question, of all the responsibilities two are paramount. Most of a faculty member's time and effort should be expended on teaching and research/creative activity regardless of the discipline. The precise percentage of time and effort is beside the point because it will vary over time. The issue is whether the vast majority of a faculty member's time and effort is expended fulfilling the dual mission of the University; the creation and dissemination of knowledge.

Questions also arise concerning how teaching can be evaluated. Although the evaluation of teaching effectiveness may involve some subjective variables, the importance of the teaching function in a university dictates that teaching effectiveness must be evaluated. Ideally, the evaluation of teaching effectiveness should involve both peer and student assessment. At TCU, peer review is not defined solely as classroom visitation but also may include such activities as a review of course materials, a review of grade distributions, consultation with the faculty member, etc. Likewise, student assessment need not be limited to student survey instruments. It may include informal information from current and former students.

In summary, faculty members of Texas Christian University are expected to bring their best effort to fulfilling their responsibilities. Statements of expectations are available and should serve as guidelines to assist faculty in their professional development. These statements are intended to direct faculty efforts, not dictate minimum performance standards or form extensions of contracts.

Guidelines for Tenure Recommendation in First Year

Senior faculty hired for selected positions may be recommended for tenure in their first year of employment. Such positions include endowed chairs, named professorships, and certain administrative positions (e.g., department chair, program director). The standard calendar and procedures for the preparation of the tenure recommendation should be followed by the department/college.

Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure & Merit Increases

The general criteria for faculty appointment, reappointment, promotion, tenure, and merit increases apply to all tenurable appointments in the Bob Schieffer College of Communication. Each faculty member is evaluated in terms of his/her achievement in the following categories at right.

- I. Teaching
- II. Scholarship and Artistry/Creative Activity
- III. Advising
- IV. Service to the University, Professions, and Community

- V. Professional Development
- VI. Professional Ethics

Satisfactory performance in all categories is expected; exemplary performance in one category will not substitute for deficient performance in another.

In addition to the statements on criteria included in the [TCU Faculty Handbook](#), the Dean and the Department Chairs of the Bob Schieffer College of Communication are of the opinion that the following additions to and interpretation of stated criteria are useful in evaluating faculty in the College.

I. Teaching

(Revised May 5, 2021)

General Criteria

The primary component of a faculty member's role in the College of Communication is quality teaching. TCU and the College of Communication expect each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both knowledge of and interest in his or her discipline. Effective teaching includes, but is not limited to, the ability to organize and conduct a course of study relative to the goals of the course; to help students develop appropriate skills and intellectual abilities; to encourage students to discuss, examine, and evaluate material and ideas; to create content; to be available for students beyond the classroom environment; to be respectful and fair to students; and to construct teaching and learning assignments that relate back to the course learning objectives.

Assessment of Teaching

As described in the [TCU Faculty Handbook](#), faculty teaching should be assessed holistically, incorporating at least three measures. If SPOT data are used, they must be part of a balanced assessment process and constitute no more than one third of the total weight of all assessment measures. Thus, SPOT data can never be used as the primary means for assessing faculty in consequential decisions such as annual review, tenure and promotion, or merit pay.

Possible elements to assess teaching include: (1) SPOTs, (2) peer reviews of teaching, (3) narrative self-reflection of teaching practices, and (4) artifacts. Those evaluating a faculty member's teaching for purposes of tenure and/or promotion, or post-tenure review will holistically consider the three or four elements submitted by the candidate. Substantial weight should be given to all elements.

1) Student Perception of Teaching (SPOT)

According to the [TCU Faculty Handbook](#), the university requires all faculty members to provide students in their class the opportunity to formally evaluate instruction. In the College of Communication, faculty must secure feedback from students using the SPOT instrument. Faculty members should use the quantitative and qualitative feedback from the SPOT instrument to reflect and make improvements to teaching in future semesters. If candidates for tenure and/or promotion choose to include SPOTS in their dossier, they should provide a representative sample of SPOT data. This may be done by providing SPOT results from the classes taught by the faculty member during the most recent regular semester or those the faculty member teaches most regularly or that fall with the faculty member's area specialization.

2) Peer Review of Teaching (Revised Feb. 6, 2026)

The purpose of peer observation is to observe a faculty member's teaching and provide feedback on teaching and learning in the courses they observe. Faculty choosing to include peer teaching observations should provide at least three peer evaluations by different individuals, which may include a mix of evaluations from individuals both inside—including both faculty members and the department chair—and outside the faculty member's department such as Koehler Center representatives or other such qualified individuals. Faculty observers are to conduct a pre-observation meeting, classroom observation, and post-observation meeting before completing the written report as outlined in Appendix A – Peer Teaching Observation Process and Structure. Observations should use the provided Classroom Observation Rubric (Appendix B) as a guide for discussion response. Each faculty member's evaluation of a peer will be submitted to the individual being reviewed and the department chairperson. Each tenured faculty member's evaluation of a peer will be submitted to the individual being reviewed and the department chairperson. Please see Appendices A and B for additional details.

3) Narrative Self-Reflection of Teaching Practices

Faculty members must make a robust personal commitment to pedagogical improvement, continually reflecting on teaching and learning improvement and continually aspiring to enhance and enrich their teaching. Candidates seeking tenure and/or

promotion or undergoing post-tenure review should include a narrative that describes an overview of the faculty member's general orientation to teaching, reflecting on core pedagogical beliefs, values, or practices, and then describing teaching goals and outcomes. The faculty member should describe changes made to teaching based upon student, peer, and self-reflection as well as trends in professional practice if and when applicable and discuss examples of student learning outcomes and success. Faculty might also describe changes made to teaching approaches based upon mid-term evaluations.

4) Artifacts

Faculty members can provide other artifacts or evidence that demonstrate teaching effectiveness. Such evidence includes, but is not limited to: syllabi and supplemental course materials, service- learning and/or community-engaged course materials or practices, examples of student work, evidence of student success, grade distributions, assessment data that links teaching in their courses to program student learning outcomes, pedagogy-related grants, pedagogical publications, conferences/trainings, awards, invitations to guest teach at other institutions, chairing or supervising graduate or undergraduate honors committees, leading study abroad programs, and/or contributions to particular pedagogical needs of the department.

II. Scholarship and Artistry/Creative Activity

General Criteria

Each faculty member is expected to engage in significant scholarship and/or artistry/creative activity in the area of his or her specialization. Such activity should be:

- 1) additional to assigned teaching responsibilities
- 2) regularized in productivity and subjected to professional critical evaluation.

Scholarship

Publication within refereed forums constitutes primary evidence of scholarship. Examples of acceptable publication forums include, but are not limited to, journal articles, monographs, books and book chapters. It is expected that a substantial portion of published scholarship will appear in the major forums within the individual's discipline. While publication in the forums of related fields is encouraged, it must be in addition to, not in lieu of publication within the discipline. Multiple authorships are accepted and encouraged. However, faculty reviewed within this category must present significant evidence of independent scholarship.

Secondary evidence of scholarship is indicated by acceptance of research reports, papers, seminars, and workshops for presentation at professional meetings through open competition, invitation, and rigorous evaluation.

Both primary and secondary evidence of scholarly endeavors shall be evaluated on the basis of:

- 1) quality
- 2) forum in which work was presented
- 3) quantity
- 4) frequency

The order of these bases also represents the relative value of each in the evaluation process.

1. Several indices of quality may be used in the evaluation of scholarly productivity

- Acceptance of scholarship within the discipline. This may be exemplified by (1) having a substantial portion of one's publication in forums within the discipline, (2) evidence of the frequency with which the individual's work is cited by other authors, and/or (3) invited peer review of the faculty member's works. (NOTE: The faculty member, with the approval of the departmental chairperson or director, and the concurrence of the Dean and the Vice Chancellor, may invite two colleagues external to Texas Christian University, to serve as a jury of the work submitted. One other jury member must then be appointed by the chairperson or director.)
- Magnitude of the individual project. Since the parameters of this criterion often vary according to professional disciplines, it is the individual faculty member's responsibility to submit evidence appropriate to this quality indicator. Relative contribution of the faculty member to the scholarly work submitted for evaluation. In cases of single authorship this indicator is clearly demonstrated. Multiple authorship suggests that the individual's contribution decreases in importance according to the order of the authors' names (e.g., first author contributed more than the second who contributed more than the third, etc.). Where this pattern does not accurately reflect relative contributions, the individual faculty, as supported by his/her co-authors, may submit evidence describing their individual levels of contribution.

2. Acceptable forums in which scholarly works appear include:

- Professional journals – Journals within the faculty member's discipline are most important. Publication in related

fields is encouraged. Differing weights are also given to differing levels of journals (e.g., international/national, regional, state, and local).

- Books and book chapters—Evaluation of level (e.g., national or state), multiple authors, and relative importance of the presentation should be considered. Published conference proceedings are included at this level.
- Other forums: a faculty member who submits evidence of scholarly work that is not described in any of the above forums is responsible for submitting supportive evidence relative to (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

3. Faculty members are expected to demonstrate an amount of scholarly productivity appropriate to the purpose of their evaluation, i.e., reappointment, promotion, tenure, and merit increases.

4. Evidence of periodic and regularized success in scholarship would be specifically provided by the individual faculty member.

Artistry/Creative Activity

“Artistry/Creative Activity” is interpreted as the creation of original works as well as the direction of or performance in artistic productions. Artistry/Creative Activity will be evaluated as rigorously as publications.

Faculty reviewed within this category must present a high quality of performance as indicated by inclusion of works in permanent collections, acceptance of works in juried or invitational exhibitions (solo exhibitions are especially important), and success in competitions and/or festivals. Artistic success must be measured through professional critical review and/or peer evaluation within the discipline. Artistic work produced by faculty members will be evaluated on the basis of (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

1. Several indices of quality may be used in the evaluation of artistic productivity

- Acceptance of artistic works within the discipline. This may be exemplified by
 - 1) having a substantial portion of one’s creative work presented at a recognized forum for the particular art form
 - 2) evidence of frequency with which one is invited to participate in endeavors directly associated with one’s particular field of expertise and/or
 - 3) invited peer review of the faculty member’s works.

(NOTE: The faculty member, with the approval of the departmental chairperson and the concurrence of the Dean and the Vice Chancellor may invite two colleagues external to Texas Christian University to serve as a jury of the work submitted. One other jury member must then be appointed by the chairperson.)

- **Magnitude of the individual project.** Since the parameters of this criterion often vary according to professional disciplines, it is the individual faculty member’s responsibility to submit evidence appropriate to this quality indicator.
- **Relative contribution of the faculty member to the artistic work submitted for evaluation.** In cases of collaborative works, the individual faculty member may submit evidence describing his/her level of contribution.

2. Acceptable forums in which juried and invitational artistic works appear and include:

- Solo and group exhibitions
- Participation in competitions, festivals
- Design, direction and/or execution of artistic production
- Guest artist appearances, performing and/or teaching, at various levels (e.g., international, national, regional, state and local)
- Other forums: a faculty member who submits evidence of artistic work that is not described in any of the above forums is responsible for submitting supportive evidence relative to:
 1. quality
 2. forum in which the work was presented
 3. quantity
 4. frequency

3. Faculty members are expected to demonstrate an amount of artistic productivity/creative activity appropriate to the purpose of their evaluation, i.e., appointment, reappointment, promotion, tenure, or merit increase.

4. Evidence of periodic and regularized success in artistry should be specifically provided by the individual faculty member. Specific review processes will be determined by the individual departments.

Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the [TCU Faculty Handbook](#), provide the basis for appointment, reappointment, promotion, tenure and merit increases within the Bob Schieffer College of Communication.

| The Junior Faculty Ranks | The Senior Faculty Ranks | |
|---|---|--|
| Assistant Professor | Associate Professor | Professor |
| For appointment: | For appointment or promotion to the rank of associate professor | For appointment or promotion to the rank of professor |
| The candidate is expected to submit evidence of appropriate competencies in scholarship and/or artistry/creative activity and evidence of the ability to design and carry out a program of research and/or artistry/creative activity, or to present the promise of doing so. | The candidate is expected to demonstrate professional competence and achievement in scholarship and/or artistry/creative activity presented in the proper professional forums (publication, juried show, etc.). These achievements are expected to make original contributions to the discipline(s) of the faculty member. Such activity must be documented. The candidate is expected to demonstrate the ability and willingness to continue productivity in the discipline. <i>Note: as a general rule, five years of service as an Assistant Professor are expected before consideration for promotion to the rank of Associate Professor. Appointments to Associate Professor from outside the College will require substantive documentation of appropriate research activity, scholarship, publication, and/or artistry/creative activity.</i> | The candidate for this rank will have demonstrated through reputation and by recognition the highest levels of achievement in scholarship and/or artistry/creative activity, thus commanding the respect of the academy. Professors should demonstrate their willingness to continue scholarship and/or artistry/creative activity. Note: as a general rule, five years of service as an Associate Professor are expected before consideration for promotion to the rank of Professor. |
| For re-appointment: | | |
| The candidate is expected to demonstrate increasing understanding of recent developments in the discipline and growing professional competencies and achievements in scholarship and /or artistry/creative activity appropriate to the discipline and the department, Activities and achievements are to be manifested in appropriate professional and public forums. | The candidate will demonstrate increasing levels of scholarly productivity and/or artistry/creative activity, and the willingness to continue such productivity. | It is expected that the Professor will continue high levels of achievement in scholarship and/or artistry/creative activity, thus maintaining the respect and recognition due the rank within the University and beyond. Professors should be willing and able to mentor faculty in lesser ranks in productive research, scholarship, artistry, and/or creative activity. |

III. Advising

General Criteria

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggestion possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. A faculty member who advises graduate students is expected to have an in-depth knowledge and understanding of those requirements necessary for successful

completion of a graduate degree in the faculty member’s discipline within the College. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year.

The actual evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the [TCU Faculty Handbook](#), provide the basis for appointment, reappointment, promotion, tenure, and merit increases within the College of Communication.

| The Junior Faculty Ranks | The Senior Faculty Ranks | |
|---|---|---|
| Assistant Professor | Associate Professor | Professor |
| For appointment: | For appointment or promotion to the rank of associate professor | For appointment or promotion to the rank of professor |
| The following qualifications and criteria, in accordance with the TCU Faculty Handbook, provide the basis for appointment, reappointment, promotion, tenure, and merit increases within the College of Communication. | The candidate will have demonstrated a high level of competence in advising strategies and techniques, shown through appropriate supporting documentation. The candidate should indicate the willingness to advise effectively and should substantiate the ability to work closely with students in the variety of advising situations. | The candidate will demonstrate, through supporting documentation, the admiration of students and colleagues for effective advising. Professors should be willing to continue growth as an advisor and to assume a leadership role within the department to guide junior faculty toward more effective advising. |
| For re-appointment: | | |
| The candidate will demonstrate increasing competencies in the realm of advising and the willingness to improve effectiveness. He/she will demonstrate increasing dedication to students and their academic needs. | The candidate will continue to demonstrate the willingness and ability to work with students closely and effectively in the variety of advising situations. Associate Professors are expected to guide junior faculty in effective advising strategies and techniques. | Professors will show the highest levels of competency in the advising process, dedication to their students, the willingness to continue advising activities at a high level of commitment, and the desire to guide or supervise the growth of other faculty toward effective advising. |

IV. Service to the University, to the Profession, and to the Community

General Criteria

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service in all three of the above areas may not always be equally shared or distributed.

Evaluation of service should include consideration of:

- Committee memberships
- Committees chaired
- Scope and complexity of a given committee assignment
- Contribution to professional meeting
- Contribution to community activity(ies)
- Conducting clinics, workshops
- Adjudicating festivals, competitions
- Consulting or editorial services
- Lecture or speaking invitations
- Appearances before appropriate associations
- Participation on boards of directors

- Other responsibilities accepted of a service nature within the university, profession, or community

Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the [TCU Faculty Handbook](#), provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

| The Junior Faculty Ranks | The Senior Faculty Ranks | |
|--|--|--|
| Assistant Professor | Associate Professor | Professor |
| For appointment: | For appointment or promotion to the rank of associate professor | For appointment or promotion to the rank of professor |
| The candidate should show the willingness to engage in appropriate service activities for the department, college, university, community, and professions, within the bounds of effective time management. | The candidate will have shown a prior commitment to departmental, college, university, community, and professional service activities at TCU or elsewhere. Associate Professors will demonstrate a willingness to engage in an increasing commitment to such activities, and to assume leadership within these obligations and responsibilities. | The candidate should demonstrate by his/her reputation the respect within the university and beyond brought by distinguished service contributions. The candidate should demonstrate the willingness and ability to increase leadership roles in service within the university and beyond. |
| For re-appointment: | | |
| The candidate should show increasing levels of engagement in service activities, which bring credit to him/her, the department, the college and the university. It is expected that one of more services activities will be at the college or university level, e.g., Faculty Senate, a College or University Committee appointment, making a Public Service Announcement for broadcast. | The candidate should show a willingness to volunteer for and accept appropriately increasing commitments to and leadership in service responsibilities, for the benefit of the department, college, university, community, and professions. | The candidate will have demonstrated a continuing commitment to service activities for the benefit of the department, college, university, community, and professions. Such activities enhance the character of Texas Christian University. |

V. Continued Professional Development

General Criteria

Faculty members are expected to keep themselves abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies.

Evaluation of professional development may include consideration of:

- Accumulation of continuing education credits
- Receipt of research and faculty development grants
- Receipt of post-doctoral fellowship
- Receipt of professional certification of license
- Attendance at professional meetings and workshops

Faculty members may submit evidence of professional development in categories listed above.

Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the [TCU Faculty Handbook](#), provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

| The Junior Faculty Ranks | The Senior Faculty Ranks | |
|--|--|--|
| Assistant Professor | Associate Professor | Professor |
| For appointment: | For appointment or promotion to the rank of associate professor | For appointment or promotion to the rank of professor |
| Candidates will demonstrate a commitment to appropriate professional development. | Candidates will have demonstrated the outcomes of their professional development activities and will show a commitment to further growth of knowledge and skills within their discipline and field(s) of specialization. | The candidate will demonstrate an outstanding command of the skills, knowledge, and competencies generated through focused efforts of professional growth and development. Candidates will indicate a willingness to continue professional development and the leadership, which enhances the character of Texas Christian University. |
| For re-appointment: | | |
| Candidates will show increasing activities in professional development and, consequently, continued growth in appropriate professional knowledge and skills. Candidates should demonstrate the ability to focus their professional development toward goals and objectives, which can be assessed. | By his/her activities, the Associate Professor will cultivate professional interests and areas of study to increasing levels of sophistication and knowledge ability. | By reputation and respect, the Professor will show continuing leadership in professional development, which brings credit to the University and beyond. |

VI. Professional Ethics Statement

General Criteria

Faculty members are expected to adhere and respect the higher ideals and ethics of the profession. In keeping with responsibilities of the profession at every academic level, the College of Communication expects each faculty and staff member to uphold the “Statement on Professional Ethics” that is printed in the [TCU Faculty Handbook](#).

Addendum

Standardized List of Terms and Definitions for Use in the Merit Review Process

The following terms have been approved by the Graduate School of Texas Christian University

- 1) to assist individuals submitting credentials for appointment, reappointment and promotion and for evaluation of tenure and merit increases; and
- 2) to assist those who will review such materials.

Note: The Dean and Department Chairs of the College of Fine Arts & Communication have approved the use of the term “artistry/creative activity” to stand for “creative activity,” where appropriate [December 1994].

IN PROGRESS: A research/creative/activity project in which the individual is currently engaged but which has not been submitted to the peer review process necessary for publication/presentation.

SUBMITTED: A research/creative activity project which is currently under the peer review process necessary for publication/presentation but for which no final decision (i.e., to accept or reject) has been made. (Note: must be supportable with appropriate documentation)

IN PRESS: A research/creative activity project which has been accepted in its final form through the peer review process necessary for publication/presentation, but which has not yet appeared (i.e., been published) or occurred (i.e., been presented). (Note: must be supportable with appropriate documentation)

PUBLISHED: A research/creative activity project, which has appeared in a public forum (e.g., refereed journal or book for research; juried presentation for creative activity).

Participation in Department Review by Tenured Faculty

(Updated October 2025)

All tenured faculty, regardless of whether or not they serve on a college or university Promotion & Tenure (P&T) committee, have the right to provide their departmental P&T committee and their chair with feedback regarding a tenure-track candidate's application for tenure. Likewise, all tenured faculty (regardless of committee appointments) and advanced PPPs have the right to provide their departmental P&T committee and their chair with feedback regarding a PPP's application for promotion.

Letters From Promotion & Tenure (P&T) Committee and Chair

The department P&T committee and the chair shall write separate recommendations regarding a candidate's tenure and/or promotion. The department P&T committee should not consult with the chair about their letter or decision. Both the chair and the department P&T committee letters are to be forwarded to the College P&T Committee and the dean.

Guidelines for the External Review Letter Process

(Updated May 2025)

Purpose

The purpose of review letters is to gain a more complete understanding of the individual's contribution to his or her field by soliciting evaluations from scholars in the person's area of specialization. Per the TCU Faculty Handbook, such research and/or creative activities are to be measured by their quality and not merely by their quantity. External evaluations should aid in contextualizing the impact of the individual's research and/or creative activities and intellectual contributions to the field.

External review letters will be accessible to candidates only upon legal request.

In selecting and submitting these letters, the departments should follow these University guidelines:

Three to five letters from external reviewers, as well as their vitae, must be included as part of the tenure-track candidate's dossier. Five letters are required for cases involving promotion to professor. The external review letters should be added to the dossier by the chair or chair's designee and available to the promotion and tenure committee members as they evaluate the candidate. The process of soliciting external letters should follow the University P&T calendar (see especially Appendix A of those guidelines).

- A majority of the external reviewers should come from names provided by the chair in cooperation with tenured members of the department. This selection process should be documented as part of the department tenure/promotion procedures. In all cases, at least one of the external reviewers should come from names supplied by the candidate. In cases of promotion to full professor, two reviewers should come from the list supplied by the candidate.
- In some instances, a candidate can provide names of individuals which should not serve as external reviewers because of a conflict of interest. For example, if the candidate has had a conflict of interest over a publication or grant proposal with an individual which could compromise a fair and objective evaluation, then that should be brought to the attention of the Chair. Additionally, co-authors, past professors or mentors should not be asked to serve as an external reviewer.
- In an effort to ensure that between three and five letters are available, departments may contact additional reviewers. If more than the desired number of letters are received, all letters should be placed in the candidate's dossier.
- The external letters must address the candidate's scholarly record and contribution to his or her discipline but should not comment on whether or not the candidate would qualify for tenure or promotion at the reviewer's institution.
- During the promotion and tenure process, the candidate should not communicate with any of the individuals they suggested as potential reviewers concerning their candidacy for promotion or tenure."

Upon accepting the request to review, external reviewers will be expected to provide their curriculum vitae. In providing a review, the external reviewer should submit a statement regarding their professional relationship (if any) with the candidate.

Qualifications

In order to best offer contextualization of the candidate's work, external reviewers should themselves be successful contributors in their field. Specific qualifications for external reviewers may be further detailed by departments, but they should be of academic rank higher than the candidate and tenured employees at institutions that are ideally of similar or aspirant academic measure.

Additionally, external reviewers should meet one or more of the following qualifications:

- Active, leading members of a national organization in the candidate's field
- Contributors to the field as a journal editor, festival reviewer, exhibition judge, etc.
- Regularly produces scholarly and/or creative activities in well-regarded outlets

Additional Considerations

The department chair should consider developing a balanced list of names solicited for review from both suggestions the candidate made and individuals proposed by faculty.

Candidates applying for tenure and/or promotion should begin preparing for the process, such as suggestions for review letters, in accordance with the University [*Calendar and Procedures for Review of Nontenured Tenure Track Faculty and Recommendations for Tenure and Recommendations for Promotion and Emeritus Status.*](#)

Checklist of Materials to Receive from Reviewers

- Curriculum Vitae
- Evaluation letter, including the statement regarding the external reviewer's relationship (if any) with candidate, including in what context the reviewer knows the candidate in as much detail as possible
- Boilerplate letter of invitation to conduct an external review
- Boilerplate letter to send to confirmed reviewers

Boilerplate Letter of Invitation to Conduct an External Review

Date

Inside Address

Dear Dr. A:

Dr. _____ of TCU's Department of _____ is being considered for tenure (if applicable) and promotion to _____. I'm writing to ask if you would be willing to serve as an external reviewer for Dr. _____. External review letters are an essential part of our review process.

TCU adheres to a teacher/scholar model that equally values both outstanding scholarship and teaching. Dr. _____ teaches a _____ load each academic year. However, you are not asked to comment on _____ teaching or service activities or whether you believe _____ would earn tenure and/or promotion at your university. We seek your evaluation only in the area of scholarship (and possibly also professional development).

External letters will be accessible to candidates only upon legal request.

I truly appreciate your consideration of this important task. Please let me know within the next week if you will be able to do the review.

Thank you for your consideration.

Sincerely,

Chair, Department of

Cc: Dean _____

May 30, XXXX

Boilerplate Letter to Send to Confirmed Reviewers

Inside Address

Dear Dr. A:

Thank you for your willingness to serve as an outside evaluator for Dr. _____'s application for tenure (if applicable) and promotion to _____ in the Department of _____ at Texas Christian University. The candidate is not aware that you have been selected to serve as an evaluator, and your letter will not be shared with her/him, unless required by law.

I have included a copy of Dr.'s _____ curriculum vita, research (or creative) statement, and three (may include more) samples of published research (or creative activity) selected by the candidate. I have also included the Bob Schieffer College of Communication and our Department of _____ guidelines (when applicable) on tenure and promotion.

We are interested in your evaluation of Professor _____'s research and/or creative productivity. Please do not comment on the candidate's teaching or service activities or whether you believe this candidate would earn tenure and/or promotion at your university. In order to help us evaluate Dr. _____, we would appreciate if you addressed the following questions in your letter:

In what context do you know the candidate?

Please evaluate Professor _____'s research or creative activity with respect to:

- Quality of scholarly/creative contributions as a whole and of specific works
- Impact of scholarly/creative contributions on her/his field
- Quality of the publishing outlets
- Quantity of scholarly/creative activity
- Frequency of scholarly/creative activity (Evidence of periodic and regularized success in scholarship)

What is your impression, if any, of the candidate's national, and possibly international, reputation based upon her/his scholarly contributions?

Kindly submit your evaluation on departmental letterhead by August 30, _____. Please also include a copy of your curriculum vita.

Please contact me at _____ or via email at _____ if you have any questions.

Thank you for your assistance in this important process.

Sincerely,

Chair, Department of _____

Cc: Dean _____

Policy on Professors of Professional Practice: Responsibilities, Appointment, Evaluation, and Promotion

This document defines the duties and rights of Professors of Professional Practice in the Bob Schieffer College of Communication, including the guidelines for appointment, evaluation, and promotion within the units in the College.

I. Definitions & Responsibilities

The TCU Academic Affairs Administrative Handbook states that faculty at the rank of Professors of Professional Practice are: “Individuals with a high degree of applied experience in their teaching discipline. These persons are appointed to the faculty but are not eligible for tenure or de facto tenure. Responsibilities will include instruction of students and continuing professional engagement and may include service to the university through committee memberships, student advising and attendance at university events. They must maintain professional knowledge and skill appropriate to their discipline.”

Professors of Professional Practice in the Bob Schieffer College of Communication are full-time faculty members who excel in undergraduate teaching and possess discipline-relevant and/or industry-relevant expertise and abilities. Professors of Professional Practice have a high degree of applied experience in their area of teaching, typically having been employed or practicing for many years. Professors of Professional Practice are not eligible for tenure, and the position is noncompetitive with tenurable faculty lines; however, Professors of Professional Practice may be reappointed to multi-year contracts without prejudice.

While this document outlines the general guidelines governing appointments as Professors of Professional Practice, it remains subject to the provisions of governing University documents, including those policies outlined in the [TCU Faculty Handbook](#) (such as terms and conditions of service, appeal, etc.). Specifically, the handbook states in regard to Professors of Professional Practice, “These appointments are renewable and continuation in the position is contingent upon successful performance in the areas of teaching, professional service, advising and related activities, and continuing professional development. Details concerning the nature of these appointments can be obtained from the college concerned.” Thus, this document further details the nature of these appointments. In cases of perceived conflict, these governing documents shall have controlling force.

This policy also affirms SACS guidelines for faculty competence.

Responsibilities of Professors of Professional Practice will normally include instruction of students, contribution to the profession, student advising, service to the university through committee memberships, continued professional development, and attendance at University events.

A higher emphasis on teaching or service may differentiate them from traditional tenure-track faculty. Professors of Professional Practice are expected to conduct themselves in accordance with the Statement on Professional Ethics adopted by the TCU Faculty Senate.

II. Workload of Professors of Professional Practice

The primary component of a faculty member’s role in the Bob Schieffer College of Communication is quality teaching. Each faculty member should present the basic elements of the discipline, train students to use this knowledge, and encourage them to develop appropriate skills and intellectual abilities. Students should be instructed in the acquisition of cognitive and affective knowledge of the discipline. They should be encouraged to develop basic procedures, skills, and techniques. Faculty members should instill in students what constitutes the discipline’s quality by assisting their development of analytic, applied, or artistic skills, augmented with theoretical concepts and historical material where appropriate.

In the Bob Schieffer College of Communication, the workload of Professors of Professional Practice is shaped by their experiences and needs of the hiring department, and the teaching load is generally a 4/4 or as documented at the time of the appointment by the department chair and Dean. Exceptions to this policy may be approved by the department chair and/or Dean of the College of Communication. Professors of Professional Practice are also assigned to work as student advisors for undergraduate majors and perform service responsibilities as assigned by the chair of the department. Service on College and University committees, along with other service duties, are voluntary but are generally expected to be accepted

III. Professors of Professional Practice Rank

| Rank | Length of Contract |
|-----------|--------------------|
| Assistant | 1–3 years |
| Associate | 2–4 years |
| Full | 3–5 years |

Teaching experience prior to the appointment of Professors of Professional Practice at TCU may be considered when determining rank, the number of years in rank, and the length of contract. Other considerations for determining initial rank may include—but are not limited to—the candidate’s advanced degree and/or years of professional experience.

IV. Appointment

All initial appointments to the rank of Professors of Professional Practice are for one year and are made with full participation of the department faculty through the formation of a search committee. The final decision on appointment of Professors of Professional Practice rests with the department chair and/or Dean of the College.

V. Evaluation

The evaluation of Professors of Professional Practice for reappointment, promotion, or merit pay shall be based on the following criteria:

- Teaching
- Professional Contributions
- Advising and Related Activities
- Service to the University, Profession, and Community
- Continued Professional Development
- Professional Ethics

Teaching

General Criteria

The primary component of a faculty member’s role in the College of Communication is quality teaching. TCU and the College of Communication expect each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both knowledge of and interest in his or her discipline.

Effective teaching includes, but is not limited to, the ability to organize and conduct a course of study relative to the goals of the course; to help students develop appropriate skills and intellectual abilities; to encourage students to discuss, examine, and evaluate material and ideas; to create content; to be available for students beyond the classroom environment; to be respectful and fair to students; and to construct teaching and learning assignments that relate back to the course learning objectives.

Assessment of Teaching

As described in the [TCU Faculty Handbook](#), faculty teaching should be assessed holistically, incorporating at least three measures. If SPOT data are used, they must be part of a balanced assessment process and constitute no more than one third of the total weight of all assessment measures.

Thus, SPOT data can never be used as the primary means for assessing faculty in consequential decisions such as annual review, tenure and promotion, or merit pay.

Possible elements to assess teaching include: (1) SPOTs, (2) peer reviews of teaching, (3) narrative self-reflection of teaching practices, and (4) artifacts. Those evaluating a faculty member’s teaching for purposes of tenure and/or promotion or post-tenure review will holistically consider the three or four elements submitted by the candidate. Substantial weight should be given to all elements.

Student Perception of Teaching (SPOT)

According to the [TCU Faculty Handbook](#), the university requires all faculty members to provide students in their class the opportunity to formally evaluate instruction. In the College of Communication, faculty must secure feedback from students using the SPOT instrument. Faculty members should use the quantitative and qualitative feedback from the SPOT instrument to reflect and make improvements to teaching in future semesters. If candidates for tenure and/or promotion choose to include SPOTS in their dossier, they should provide a representative sample of SPOT data.

This may be done by providing SPOT results from the classes taught by the faculty member during the most recent regular semester or those the faculty member teaches most regularly or that fall with the faculty member's area specialization.

Peer Review of Teaching

(Revised Feb. 6, 2026)

The purpose of peer observation is to observe a faculty member's teaching and provide feedback on teaching and learning in the courses they observe. Faculty choosing to include peer teaching observations should provide at least three peer evaluations by different individuals, which may include a mix of evaluations from individuals both inside—including both faculty members and the department chair—and outside the faculty member's department such as Koehler Center representatives or other such qualified individuals. Faculty observers are to conduct a pre-observation meeting, classroom observation, and post-observation meeting before completing the written report as outlined in Appendix A – Peer Teaching Observation Process and Structure. Observations should use the provided Classroom Observation Rubric (Appendix B) as a guide for discussion response. Each faculty member's evaluation of a peer will be submitted to the individual being reviewed and the department chairperson. Please see Appendices A and B for additional details.

Narrative Self-Reflection of Teaching Practices

Faculty members must make a robust personal commitment to pedagogical improvement, continually reflecting on teaching and learning improvement and continually aspiring to enhance and enrich their teaching. Candidates seeking tenure and/or promotion or undergoing post-tenure review should include a narrative that describes an overview of the faculty member's general orientation to teaching, reflecting on core pedagogical beliefs, values, or practices, and then describing teaching goals and outcomes. The faculty member should describe changes made to teaching based upon student, peer, and self-reflection as well as trends in professional practice if and when applicable and discuss examples of student learning outcomes and success. Faculty might also describe changes made to teaching approaches based upon mid-term evaluations.

Artifacts

Faculty members can provide other artifacts or evidence that demonstrate teaching effectiveness. Such evidence includes, but is not limited to: syllabi and supplemental course materials, service learning and/or community-engaged course materials or practices, examples of student work, evidence of student success, grade distributions, assessment data that links teaching in their courses to program student learning outcomes, pedagogy-related grants, pedagogical publications, conferences/trainings, awards, invitations to guest teach at other institutions, chairing or supervising graduate or undergraduate honors committees, leading study abroad programs, and/or contributions to particular pedagogical needs of the department.

Professional Contributions

To maintain the high degree of applied experience that is expected of Professors of Professional Practice, they are expected to do work that has an impact on the practice or community. Professional contributions and productivity will be based on national and international work and recognition by professional audiences or peers. Evaluation of professional contributions may include:

- a. Designing and delivering workshops and other professional development exercises
- b. Publishing or disseminating professional works, such as commentary, articles, or interviews
- c. Contributing to significant media productions and/or creative work
- d. Disseminating knowledge for professional audiences and the public at large
- e. Advancing the practice through applied research

Unless expressly required in the employment contract, Professors of Professional Practice are not required to engage in peer-reviewed scholarship. Because of the professional nature of the position, when applicable, Professors of Professional Practice will need to comply with TCU's Conflict of Interest policy and TCU's and the Bob Schieffer College of Communication policy on Outside Employment.

Advising and Related Activities

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggesting possible postgraduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: attendance at and participation in advising workshops, the number of advisees, and the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year. The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well.

Service to the University, Profession, and Community

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service may not always be equally shared or distributed. Evaluation of service may include consideration of:

- a. Committee memberships
- b. Committees chaired
- c. Scope and complexity of a given committee assignment
- d. Contribution to professional meeting
- e. Contribution to community activities
- f. Conducting routine clinics or workshops
- g. Adjudicating festivals, competitions
- h. Editorial services
- i. Lecture or speaking invitations
- j. Appearances before appropriate associations
- k. Participation on boards of directors
- l. Other responsibilities accepted of a service nature within the university, profession, or community.

Continued Professional Development

Professors of Professional Practice members are particularly expected to keep themselves abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies. Evaluation of professional development may include consideration of:

- a. Accumulation of continuing education credits
- b. Receipt of research and faculty development grants
- c. Receipt of professional certification or license
- d. Attendance at professional meetings and workshops

Professional Ethics Statement

Faculty members are expected to adhere and respect the higher ideals and ethics of the profession. In keeping with responsibilities of the profession at every academic level, the Bob Schieffer College of Communication expects each faculty and staff member to uphold the "Statement on Professional Ethics" that is printed in the [TCU Faculty Handbook](#).

VI. Reappointment

Professors of Professional Practice are eligible for continuing reappointment, after review, as outlined in this document. Following an initial one-year appointment and review, PPP members may be reappointed for a period of three years. In the third year of this longer contract, a full performance review will occur with the participation of the tenured faculty of the

Department. The timelines and procedures of this review will generally follow those outlined for the review of tenurable faculty appointments. As a part of this review process, a set of performance objectives, with benchmarks, will be established by the PPP member and the Department chair. These objectives are intended to be used as criteria for subsequent performance reviews. Faculty members who attain the rank of Full can be reviewed every five years and may be issued contracts for five years duration. Finally, all PPPs are subject to annual performance reviews for merit pay evaluation. Should significant problems arise in the performance of duties during any review period (including annual merit pay reviews), the faculty member should be issued a written description of such problems, along with required remedies, and permitted a reasonable opportunity to address the issues of performance deficiency. Deficiencies that are not addressed can result in nonrenewal of contract. Terms of contracts are honored except in cases for dismissal for cause (removal) as outlined in the [TCU Faculty Handbook](#) or as specified in the contract itself. These contracts stipulate that appointment is on an "at will basis" and may be terminated by the University at any time without notice or cause.

It should be clearly noted that there is no obligation, stated or implied, for the University to continue the position, or for the contract to be renewed (reappointment to occur) and that the University has the right to make decisions to terminate contracts without notice or cause. Finally, the terms and provisions of TCU's tenure policy are not applicable to this appointment. The PPP's acceptance of the contract must be understood to acknowledge that no claim of de facto tenure is available. Many of these legal issues are spelled out in the contract itself and PPP are urged to read them carefully before signing.

VII. Promotion Policy

(Updated October 2025)

Individuals may be appointed to the rank of Assistant, Associate, or Full Professors of Professional Practice. Annual evaluations shall be made by the department chair with the advice of the Departmental P&T Committee for the initial term of appointment.

Evaluations toward promotion after this time shall be at the option of the individual faculty member in consultation with the department chair. Each department is responsible for developing documents that address the specific criteria for evaluation and promotion for Professors of Professional Practice.

Promotions in rank may be sought, but are not required for continuing employment. In the sixth year of continuous service at TCU, faculty at the rank of Assistant Professors of Professional Practice may apply for promotion to Associate PPP. The process and timelines for promotion shall follow that of the tenure-track faculty policy outlined in [TCU Handbook for Faculty and Staff](#) and in the TCU tenure and promotion review calendar. Teaching and documented professional contributions are more heavily emphasized. The Dean will make the promotion recommendation and forward this to the Provost for approval and submission to the Board of Trustees.

If promotion to Associate PPP is awarded, a final promotion to the rank of Full PPP is available. As a general rule, more than five years must elapse between promotion to Associate and application for the rank of Full.

Contracts for PPP shall be from one to three years for the rank of Assistant; two to four years for Associate; and three to five years for Full PPP. Renewals will be extended at the university's discretion. There is no limit to the number of renewals.

Full Professors of Professional Practice shall be subject to Professional Review and Development of Tenured Faculty as found in [TCU Handbook for Faculty and Staff](#). In assistant PPP cases, associate PPPs and full PPPs shall join the tenured faculty in involving reviews for promotion. In associate PPP cases, full PPPs shall join the tenured faculty in involving reviews for promotion.

If a promotion is denied, the faculty member may file a grievance according to university policy.

VIII. Rights and Privileges of Professors of Professional Practice

Professors of Professional Practice may teach any undergraduate course following procedures that respect qualifications, experience, and faculty equity. Class assignments are made by the chair of the Department but must be based on issues of qualification and equity.

Professors of Professional Practice may be called upon to teach graduate courses under some circumstances. Faculty may hold appointment as associate graduate faculty consistent with credentials established by [TCU Faculty Handbook](#).

- Professors of Professional Practice shall hold full voting rights in issues of faculty governance at the department, college and university level, except in matters of tenure and promotion of tenure-track faculty. PPP faculty may hold committee memberships at all university levels, except where prohibited under [TCU Faculty Handbook](#). This right includes participation in hiring decisions (service on search committees), department committees with the exception of the Department P&T Committee (as specified in TCU policy), and consultation on matters such as appointment of the department chair.
- Professors of Professional Practice shall have access to travel funds as provided in the department travel policy.
- Professors of Professional Practice are eligible for summer teaching opportunities and teaching in Study Abroad programs.
- Professors of Professional Practice shall have equal access to University family and medical leave policies.
- Professors of Professional Practice are to be provided opportunities for merit and promotion pay increases with full equity (e.g., based on differing workload but fully competitive).
- Professors of Professional Practice may apply for promotion as previously outlined.

Policy on Instructors:

Responsibilities, Appointment, Evaluation, and Promotion

This document defines the duties and rights of Instructors in the Bob Schieffer College of Communication, including the guidelines for appointment, evaluation, and promotion within the units in the College.

I. Definitions & Responsibilities

The TCU Academic Affairs Administrative Handbook states that faculty at the rank of Instructors are “Individuals assigned full time responsibilities including teaching, professional service, advising and related activities, and continuing professional development with appropriate educational background and expertise for teaching assignment.”

In the Bob Schieffer College of Communication, Instructors are full-time faculty members who excel in undergraduate teaching and possess appropriate and discipline-relevant expertise and abilities. Instructors are not eligible for tenure, and the position of Instructor is noncompetitive with tenurable faculty lines; however, Instructors may be reappointed to multi-year contracts without prejudice.

While this document outlines the general guidelines governing appointments as Instructor, it remains subject to the provisions of governing University documents, including those policies outlined in the [TCU Faculty Handbook](#) (such as terms and conditions of service, appeal, etc.). Specifically, the handbook states in regard to Instructors, “This appointment is renewable and continuation in the position is contingent upon successful performance in the areas of teaching, professional service, advising and related activities, and continuing professional development. Details concerning the nature of these appointments can be obtained from the college concerned.” Thus, this document further details the nature of these appointments. In cases of perceived conflict, these governing documents shall have controlling force. This policy also affirms SACS guidelines for faculty competence.

Responsibilities of Instructors will normally include instruction of students, service to the university through committee memberships, student advising, and attendance at University events. The workload of Instructors is shaped by their experiences and needs of the hiring department. A higher emphasis on teaching or service may differentiate them from traditional tenure-track faculty. Instructors are expected to conduct themselves in accordance with the Statement on Professional Ethics adopted by the TCU Faculty Senate.

II. Workload of Instructors

The primary component of a faculty member’s role in the Bob Schieffer College of Communication is quality teaching. Each faculty member should present the basic elements of the discipline, train students to use this knowledge, and encourage them to develop appropriate skills and intellectual abilities. Students should be instructed in the acquisition of cognitive and affective knowledge of the discipline. They should be encouraged to develop basic procedures, skills, and techniques. Faculty members should instill in students what constitutes the discipline’s quality by assisting their development of analytic, applied, or artistic skills augmented with theoretical concepts and historical material where appropriate.

Instructors' teaching load is generally four courses per semester. Exceptions to this policy may be approved by the department chair and the Dean of the College of Communication. Instructors are also assigned to work as student advisors for undergraduate majors and perform service responsibilities as assigned by the chair of the department. Service on College and University committees, along with other service duties, are voluntary but are generally expected to be accepted at a reasonable level, particularly as the Instructor advances toward promotion.

III. Instructor Rank

| Rank | Length of Contract |
|-------------------|--------------------|
| Instructor I | 1–3 years |
| Instructor II | 2–4 years |
| Senior Instructor | 3–5 years |

Teaching experience prior to the appointment of Instructor at TCU may be considered when determining rank, the number of years in rank, and the length of contract. Other considerations for determining initial rank may include—but are not limited to—the candidate’s advanced degree and/or years of professional experience.

IV. Appointment

All initial appointments to the rank of Instructor are for one year and are made with full participation of the department faculty through the formation of a search committee. The final decision on appointment of Instructors rests with the department chair and the Dean of the College.

V. Evaluation

The evaluation of teaching effectiveness may include a review of the Instructor’s ability to state course objectives, clearly interpret abstract ideas and theories, demonstrate respect for students, organize subject matter and courses well, give fair examinations and grades, and encourage students to think for themselves. Moreover, effective faculty members should possess a deep knowledge of the discipline and good speaking ability and/or other presentational skills.

The evaluation of Instructors for reappointment, promotion, or merit pay shall be based on the following criteria:

- Teaching
- Advising and Related Activities
- Service to the University, Profession, and Community
- Continued Professional Development
- Conduct in Accord with the Statement on Professional Ethics

Teaching

General Criteria

The primary component of a faculty member’s role in the College of Communication is quality teaching. TCU and the College of Communication expect each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both knowledge of and interest in his or her discipline. Effective teaching includes, but is not limited to, the ability to organize and conduct a course of study relative to the goals of the course; to help students develop appropriate skills and intellectual abilities; to encourage students to discuss, examine, and evaluate material and ideas; to create content; to be available for students beyond the classroom environment; to be respectful and fair to students; and to construct teaching and learning assignments that relate back to the course learning objectives.

Assessment of Teaching

As described in the [TCU Faculty Handbook](#), faculty teaching should be assessed holistically, incorporating at least three measures. If SPOT data are used, they must be part of a balanced assessment process and constitute no more than one third of the total weight of all assessment measures. Thus, SPOT data can never be used as the primary means for assessing faculty in consequential decisions such as annual review, tenure and promotion, or merit pay.

Possible elements to assess teaching include: (1) SPOTs, (2) peer reviews of teaching, (3) narrative self-reflection of teaching practices, and (4) artifacts. Those evaluating a faculty member’s teaching for purposes of tenure and/or promotion or post-tenure review will holistically consider the three or four elements submitted by the candidate. Substantial weight should be given to all elements.

Student Perception of Teaching (SPOT)

According to the [TCU Faculty Handbook](#), the university requires all faculty members to provide students in their class the

Updated Feb. 6, 2026

opportunity to formally evaluate instruction. In the College of Communication, faculty must secure feedback from students using the SPOT instrument. Faculty members should use the quantitative and qualitative feedback from the SPOT instrument to reflect and make improvements to teaching in future semesters. If candidates for tenure and/or promotion choose to include SPOTS in their dossier, they should provide a representative sample of SPOT data. This may be done by providing SPOT results from the classes taught by the faculty member during the most recent regular semester or those the faculty member teaches most regularly or that fall with the faculty member's area specialization.

Peer Review of Teaching

(Revised Feb. 6, 2026)

The purpose of peer observation is to observe a faculty member's teaching and provide feedback on teaching and learning in the courses they observe. Faculty choosing to include peer teaching observations should provide at least three peer evaluations by different individuals, which may include a mix of evaluations from individuals both inside—including both faculty members and the department chair—and outside the faculty member's department such as Koehler Center representatives or other such qualified individuals. Faculty observers are to conduct a pre-observation meeting, classroom observation, and post-observation meeting before completing the written report as outlined in Appendix A – Peer Teaching Observation Process and Structure. Observations should use the provided Classroom Observation Rubric (Appendix B) as a guide for discussion response. Each faculty member's evaluation of a peer will be submitted to the individual being reviewed and the department chairperson. Please see Appendices A and B for additional details.

Narrative Self-Reflection of Teaching Practices

Faculty members must make a robust personal commitment to pedagogical improvement, continually reflecting on teaching and learning improvement and continually aspiring to enhance and enrich their teaching. Candidates seeking tenure and/or promotion or undergoing post-tenure review should include a narrative that describes an overview of the faculty member's general orientation to teaching, reflecting on core pedagogical beliefs, values, or practices, and then describing teaching goals and outcomes. The faculty member should describe changes made to teaching based upon student, peer, and self-reflection as well as trends in professional practice if and when applicable and discuss examples of student learning outcomes and success. Faculty might also describe changes made to teaching approaches based upon mid-term evaluations.

Artifacts

Faculty members can provide other artifacts or evidence that demonstrate teaching effectiveness. Such evidence includes, but is not limited to: syllabi and supplemental course materials, service-learning and/or community-engaged course materials or practices, examples of student work, evidence of student success, grade distributions, assessment data that links teaching in their courses to program student learning outcomes, pedagogy-related grants, pedagogical publications, conferences/trainings, awards, invitations to guest teach at other institutions, chairing or supervising graduate or undergraduate honors committees, leading study abroad programs, and/or contributions to particular pedagogical needs of the department.

Advising and Related Activities

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: attendance at and participation in advising workshops, the number of advisees, and the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year. The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well.

Service to the University, Profession, and Community

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service may not always be equally shared or distributed. Evaluation of service may include consideration of:

- a. Committee memberships
- b. Committees chaired
- c. Scope and complexity of a given committee assignment
- d. Contribution to professional meeting
- e. Contribution to community activities
- f. Conducting clinics, workshops
- g. Adjudicating festivals, competitions
- h. Consulting or editorial services
- i. Lecture or speaking invitations
- j. Appearances before appropriate associations
- k. Participation on boards of directors
- l. Other responsibilities accepted of a service nature within the university, profession, community

Continued Professional Development

Faculty members are expected to keep themselves abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies.

Evaluation of professional development may include consideration of:

- a. Accumulation of continuing education credits
- b. Receipt of research and faculty development grants
- c. Receipt of post-doctoral fellowship
- d. Receipt of professional certification or license
- e. Attendance at professional meetings and workshops

Professional Ethics Statement

Faculty members are expected to adhere and respect the higher ideals and ethics of the profession. In keeping with responsibilities of the profession at every academic level, the Bob Schieffer College of Communication expects each faculty and staff member to uphold the "Statement on Professional Ethics" that is printed in the [TCU Faculty Handbook](#).

VI. Reappointment

Instructors are eligible for continuing reappointment, after review, as outlined in this document. Following an initial one-year appointment and review, Instructors may be reappointed for a period of three years. In the third year of this longer contract, a full performance review will occur with the participation of the tenured faculty of the department. The timelines and procedures of this review will generally follow those outlined for the review of tenurable faculty appointments. As a part of this review process, a set of performance objectives, with benchmarks, will be established by the Instructor and the department chair. These objectives are intended to be used as criteria for subsequent performance reviews. Instructors who attain the rank of Senior Instructor can be reviewed every five years and may be issued contracts for five years duration. Finally, all faculty (including Instructors) are subject to annual performance reviews for merit pay evaluation.

Should significant problems arise in the performance of duties during any review period (including annual merit pay reviews), the Instructor should be issued a written description of such problems, along with required remedies, and permitted a reasonable opportunity to address the issues of performance deficiency. Deficiencies that are not addressed can result in nonrenewal of contract. Terms of contracts are honored except in cases for dismissal for cause (removal) as outlined in the [TCU Faculty Handbook](#) or as specified in the contract itself. These contracts stipulate that appointment is on an "at will basis" and may be terminated by the University at any time without notice or cause.

It should be clearly noted that there is no obligation, stated or implied, for the University to continue the position, for the contract to be renewed (reappointment to occur) and that the University has the right to make decisions to terminate contracts without notice or cause. Finally, the terms and provisions of TCU's tenure policy are not applicable to this appointment. The Instructor's acceptance of the contract must be understood to acknowledge that no claim of de facto tenure is available. Many of these legal issues are spelled out in the contract itself and Instructors are urged to read them carefully.

before signing.

VII. Promotion Policy

(Updated Jan. 30, 2024)

Individuals may be appointed to the rank of Instructor I, Instructor II, or Senior Instructor. Annual evaluations shall be made by the department chair with the advice of the Department P&T Committee for the initial term of appointment. Annual evaluations toward promotion after this time shall be at the option of the individual faculty member with the concurrence of the department chair. Each department is responsible for developing documents that address the specific criteria for evaluation and promotion for Instructors.

Promotions in rank may be sought but are not required for continuing employment. In the sixth year of continuous service at TCU, faculty at the rank of Instructor I may apply for promotion to Instructor II. The process and timelines for promotion shall follow that of tenure-track faculty policy outlined in [TCU Handbook for Faculty and Staff](#) and in the TCU tenure and promotion review calendar. The Dean will make the promotion recommendation and forward this to the Provost for approval and submission to the Board of Trustees.

After promotion to Instructor II is awarded, a final promotion to the rank of Senior Instructor is available. As a general rule, more than five years must elapse between promotion to Instructor II and application for the rank of Senior Instructor.

Contracts for Instructors shall be from one to three years for the rank of Instructor I and two to four years for Instructor II. For Senior Instructors, contracts shall be increased to three to five years. Renewals will be extended at the university's discretion. There is no limit to the number of renewals.

Senior Instructors shall be subject to Professional Review and Development of Tenured Faculty as found in [TCU Handbook for Faculty and Staff](#). In instructor I cases, Instructor II and Senior Instructors shall join the tenured faculty in involving reviews for promotion. In Instructor II cases, Senior Instructors shall join the tenured faculty in involving reviews for promotion.

If a promotion is denied, the faculty member may file a grievance according to university policy.

VIII. Rights and Privileges of Instructors

Instructors may teach any undergraduate course following procedures that respect qualifications, experience, and faculty equity. Class assignments are made by the chair of the department but must be based on issues of qualification and equity.

Instructors may be called upon to teach graduate courses under some circumstances. Instructors may hold appointment as associate graduate faculty consistent with credentials established by [TCU Faculty Handbook](#).

- Instructors shall hold full voting rights in issues of faculty governance at the department, college and university level except in matters of tenure and promotion of tenure-track faculty. Instructors may hold committee memberships at all university levels, except where prohibited under [TCU Faculty Handbook](#). This right includes participation in hiring decisions (service on search committees), department committees with the exception of the department P&T Committee (as specified in TCU policy), and consultation on matters such as appointment of the department chair.
- Instructors shall have access to travel funds as provided in the department travel policy.
- Instructors are eligible for summer teaching opportunities and teaching in Study Abroad programs.
- Instructors shall have equal access to University family and medical leave policies.
- Instructors are to be provided opportunities for merit and promotion pay increases with full equity (e.g., based on differing workload but fully competitive).
- Instructors may apply for promotion as previously outlined.

IX. Merited Faculty Leave with Pay

The Faculty Handbook states the following regarding merited leave with pay:

“The University supports the concept of merited leaves with pay for full-time faculty. Faculty merited leaves are a privilege, not a right. Normally, leaves are awarded only to tenured faculty and are awarded to faculty whose leaves enhance the academic profile of their college of the University.”

Accordingly, Instructors shall have access to University sabbaticals. These sabbatical opportunities involve proposals related to significant teaching issues (including professional projects, creative activities and contributions, mentoring, advising, etc.), are subject to rigorous review, and must follow approval procedures normally associated with sabbaticals.

Objectives and Evaluation Procedures for Tenured Faculty

I. Purpose

These procedures are meant to (a) establish a systematic approach to the setting of objectives by tenured faculty, (b) ensure universal accountability for performance by extending evaluation to tenured faculty members, and (c) encourage leadership and individual initiative by senior faculty while integrating their personal and professional objectives with departmental and college needs.

In all cases, performance is evaluated in the five areas outlined in the [TCU Faculty Handbook](#) and interpreted in the BSCOC document, "An Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure, and Merit Increase, as Applied to the BSCOC." The five areas of performance are teaching, scholarship and/or creative activity, service, advising, and professional development.

II. Establishment of Faculty Objectives

- A. Establishment, review and evaluation of faculty objectives shall occur as part of a five-year process. Meetings concerning establishment of objectives and evaluation of performance shall occur between March 15 and April 30 of applicable years. Five-year cycles (term) shall be staggered so that, to the extent possible, tenured faculty reviews are spread out with only one or two members being reviewed in a given year.
- B. At the beginning of the term, tenured faculty shall establish a series of performance objectives concerning each of the five areas of faculty performance. The five areas need not, and probably should not, be given equal attention. Faculty may wish to focus on given areas of performance during a term. However, it should be noted that a relative balance in the five areas implies that some attention be given to each and that the needs of the department be integrated when establishing performance objectives.
- C. In establishing objectives, tenured faculty should consider past performance objectives, their performance review, and other indicators of individual and departmental needs. It is strongly encouraged that tenured faculty actively seek and maintain a dialogue with the Department Chair and other tenured faculty members relative to the establishment of appropriate objectives.
- D. To the extent possible, objectives should be concrete and measurable for assessment. Objectives for the forthcoming review period will function as a professional development plan.
 - Over time, faculty are encouraged to continue the dialogue regarding objectives as conditions and changing circumstances warrant. In altering or recasting objectives during the term (five years), tenured faculty must obtain a written agreement from the Department Chair, but flexibility should be allowed unless there is a strong case from the Chair and P&T Committee against altering the existing faculty objectives.

III. Tenured Faculty Review

- A. The Review Committee, consisting of the P&T Committee of the Department and the Chair of the Department, will be constituted by the Chair and will conduct the review.
- B. Review of tenured faculty is based upon the faculty member's previous established objectives and relevant TCU documents described under Section I. Reviews should address all five areas of faculty performance outlined in "Faculty Appointment, Reappointment, and Promotion Policy" found in the [TCU Faculty Handbook](#). A review term shall consist of a five- year period initiated by the development of a series of objectives agreed upon the Review Committee.
- C. Materials to be included for review and evaluation include those deemed as relevant by the faculty member and Review Committee. However, documents that should be considered include the annual faculty review.
- D. Once the letter is written by the Review Committee, it will be submitted to the Department Chair (along with relevant statements and objectives) for the Chair's consideration. Should the Chair be non-supportive of any element of the recommendation of the Committee, a meeting will be called for the purpose of reaching agreement. Should an agreement be reached, the Review Committee shall forward a revised review letter to the Chair. The Chair will send a copy of the letter to the Dean of the College. The Dean will forward the letter to the Provost for review and archiving. If an agreement is not reached, the matter of the individual's post-tenure review will be forwarded to the Dean for consideration and closure. At that time the Review Committee will meet with the Dean to reach an agreement. Failing that, the issue will be transferred to the Provost. This process recognizes the professionalism of the tenured faculty by

making them a full part to the entire procedure. Once the letter is agreed upon, the tenured faculty and the Chair will meet to discuss the letter that has been approved by the Review Committee. This meeting should occur in the spring at the end of the subsequent review term, or in the fall of the first year after the faculty's tenure decision.

Faculty Workload Policy

Faculty workload at TCU includes teaching, research and creative activities, professional service including administrative tasks, advising and mentoring students, and other assignments requested by university officials. Teaching loads involve a consideration of variables, which include, but are not limited to, the number of sections, number of preparations, class enrollments, course level, contact hours, and similar factors. The normal teaching load according to the [TCU Faculty Handbook](#) is defined as equivalent to 12 semester credit hours during each semester of the academic year. Overloads may be granted up to four hours with the approval of the Chair, the Dean of the College, and the Vice Chancellor for Academic Affairs.

In academic year 2022-2023, the Schieffer executive committee collaborated with college faculty and the dean to write the Schieffer Faculty Workload policy, which was ultimately voted on and approved by Schieffer faculty on May 8, 2023.

Bob Schieffer College of Communication Faculty Workload Policy

Approved by vote of the Schieffer College faculty, May 8, 2023

Guiding Value Commitments of the Schieffer College Workload Policy

A workload policy, when properly implemented and guided by key value commitments, enables faculty excellence and facilitates equitable distribution of workload. And yet, a workload policy, however well-intentioned, may undermine these things if shared values are ignored. Therefore, we elaborate here the key values and intentions that shape our approach to workload in the Schieffer College.

Teacher-scholar model. One of our most important commitments is to the teacher-scholar model. As a guiding principle of academic life, the teacher-scholar model has characterized and animated faculty identity at TCU for more than half a century and remains a vital ideal that encourages a synergy of faculty productivity in all areas. In assessing faculty workloads, the teacher-scholar model integrates all areas of faculty responsibility, which include teaching, research/creative activity, service, advising, professional development, and student mentoring. The model also encourages all faculty—no matter their role, position, or title—to remain cognizant of advances in their disciplines and to enhance their teaching with their insights and passion.

Flexibility. The university faculty is highly specialized, such that members possess diverse abilities, interests, domains of knowledge, and professional goals. These may change as faculty progress through their careers. Accordingly, the [TCU Faculty Handbook](#) states that individual faculty workloads are “highly variable.” Our Schieffer College workload policy should enable and encourage, rather than constrain, faculty excellence according to each faculty member’s individual strengths, weaknesses, interests, and goals.

Accountability. In productive tension with individual flexibility is our collective commitment to the excellence of our departments, the College, and the university. This excellence is only possible via shared work and collaboration. The workload policy should enable such collaboration by clarifying each faculty member’s expected responsibilities to achieve our mutual goals. Although this workload policy is not intended to guide processes of evaluating faculty for promotion, tenure, or merit, the College should work to make sure all relevant evaluation policies and practices are consistent with workload policies and practices.

Diversity, equity, and inclusion. Too often, established patterns and traditions of academic workload create structural barriers that favor some people and inhibit others. As just one example, women and faculty of color frequently shoulder the responsibility of mentoring students from underrepresented groups. Our workload practices must work against explicit and implicit biases, creating an academic community that is diverse, equitable, and inclusive for everyone.

These statements of value are modified in part from the document “The Teacher/Scholar Model: A Lens for Faculty Work Assessment,” produced by the Faculty Relations Committee of the TCU Faculty Senate in Spring 2022.

Workload Policy Procedures

- This workload policy applies to all full-time faculty within the Schieffer College, with the exception of one-year visiting

lecturers. No part of this policy applies to one-year visiting lecturers. One-year visiting lecturers should consult the [TCU Faculty Handbook](#), the Schieffer College Handbook, and their department chair regarding the policies and responsibilities associated with their role.

- At least once per academic year, the department chair must communicate individually with each full-time faculty member about the faculty member's previous and anticipated workloads. This main goal of this conversation is to determine assignment of that faculty member's workload for the following year.
 - When considering previous workload, the department chair and faculty member should together review at least the previous three years of activity.
 - Low research/creative activity productivity in a single year should not adversely influence a tenured faculty member's workload assignment in the subsequent year.
 - Chairs and tenured faculty should consider documentation from the most recent post-tenure review (required every five years) in their workload discussion.
 - Extended periods of low research/creative activity productivity across multiple years should prompt reevaluation of workload (e.g., by assigning the faculty member to greater teaching and/or service workload).
 - Workload agreements must reflect careful consideration not only of a faculty member's teaching, research/creative activity, professional activity, and service, but also of the faculty member's professional development, advising, and student mentoring.
 - The default percentages for workload are intended as a starting point for conversation. They are not intended to constrain faculty to identical roles. Faculty members, department chairs, and the dean are encouraged to consider the full range of possibilities when assessing workload, seeking to maximize each faculty member's contribution according to their individual strengths, interests, and opportunities.
 - Any change from base teaching loads (listed in the table and sections below for each rank and role) will be agreed upon with the department chair in advance as part of the annual workload agreement. The chair subsequently will seek dean's approval for the change.
 - Under no circumstance shall a faculty member's teaching workload be adjusted to a level higher than 80% (i.e., 8 courses per academic year). If a faculty member teaches additional classes beyond this, that faculty member must receive overload compensation.
 - Any Schieffer faculty proposing to undertake a teaching overload in an outside unit such as Honors College, UNLF, CRES, WGST, etc., will secure the approval of the department chair in advance as part of the annual workload agreement. The chair subsequently will seek the dean's approval. Overload courses are compensated in other ways (typically through a stipend from the unit offering the course) and thus do not count toward the faculty member's teaching workload.
 - Occasionally, Schieffer faculty serve in university roles that reduce their teaching loads (for example, as director of the TCU Race and Reconciliation Initiative). In those cases, the faculty member's adjustment in teaching, research/creative activity, and/or service workload and reallocation of time to the university role must be approved by the department chair and dean in advance as part of the annual workload agreement and the appointment to the role.
 - Once a mutual understanding is reached between the chair and faculty member, both must sign an agreement specifying the workload for the subsequent academic year.
 - Both the faculty member and the chair carry responsibility to promptly discuss any changes in workload that may arise during an academic year.
 - Department chairs carry the responsibility to document and store workload agreements and to transmit those agreements to the next department chair.
- Department chairs are responsible for assigning workloads that enable all faculty members to pursue their own areas of individual interest while also meeting the collective needs of the department, Schieffer College, and university. Therefore, as much as possible, decisions about workload should be made at the level of the department rather than the College.
- Following workload policies established at the university level:
 - The percentages in this workload document reflect *effort* expended by the faculty member toward those tasks. Percentages are not intended to reflect time devoted to a task (e.g., hours per week).
 - For faculty with administrative roles (e.g., department chairs and associate deans), administrative workload cannot exceed a maximum of 49%.
- The Schieffer College greatly values faculty direction of honors theses/projects, master's theses/projects, and the direction of independent studies. To compensate for this credit-generating activity that is not elsewhere counted in workload, faculty members shall receive \$750 per three-credit hour course, up to a maximum of 12 hours directed (\$3000) per academic year. Exceptions to the maximum number of projects directed may be approved by the chair and the dean.
- TCU recognizes service across several areas, including (a) TCU committee assignments (within the department, the college, and the university), (b) other contributions to TCU beyond committees, (c) service to the discipline or

profession, (d) service to the community, and (e) pro bono consulting.

- Engagement in service to the discipline, profession, or community must follow all relevant TCU policies, such as the policies on outside employment and conflicts of interest in the Schieffer College Handbook and the [TCU Faculty Handbook](#). Service in these areas must also clearly connect to the mission of the Bob Schieffer College of Communication.
- At their annual meeting (see above), the faculty member and department chair will mutually identify the faculty member’s anticipated service for the following year. Each service activity will be assigned a percentage of workload effort. Note that some ad hoc, occasional, or limited committees and other service tasks may require sufficiently small effort that they should not be accounted as a percentage of workload.
 - Service takes diverse forms and therefore is challenging to quantify, but as a starting point for conversation between chairs and faculty, membership and active participation on one committee will usually range between 2% and 5%, depending on the effort that the committee demands.
 - Service outside of committee work takes many forms. For example, service may include attending student and prospective student events; coordinating and/or promoting a student or professional gathering; reviewing a chapter, article, or book submitted for peer review; speaking to a professional or academic group; judging a competition or award; and more. This service is more difficult to quantify but nonetheless important.
 - Service to the department, college, and university are fundamental to the operation of the university. Individual faculty members will have different inclinations, interests, and opportunities; therefore, a faculty member’s service may be distributed unequally across the three areas. Nevertheless, over the course of several years it is expected that faculty members engage in service in all three areas.
 - It is the department chair’s responsibility to ensure consistency in service loads across faculty members. For example, it would be inequitable for membership on a specific committee to count as 3% of workload for one faculty member but as a different percentage for another faculty member doing similar work on that same committee.
 - The faculty member and chair should strive toward consensus regarding the nature of the faculty member’s service work and the workload effort attached to it. In the rare case when a faculty member and department chair cannot reach consensus regarding service workload, each shall present their case in writing to the dean, and the dean’s written decision shall be final.
- If a faculty member’s service workload differs from the default expectation (for most faculty, 10%), workload shall be increased or reduced in another area so that total workload does not exceed 100%.
- To earn tenure, tenure-track faculty require ample workload dedicated to research and/or creative activity. Therefore, for tenure-track professors, service workload may never increase beyond 10% unless (a) requested in writing by the faculty member and (b) approved in writing by both the department chair and the dean.
- This workload policy emphasizes quantity benchmarks. We stress that these quantity benchmarks for teaching (e.g., number of courses per year), research/creative activity (e.g., number of publications per year), service (e.g., number of committee assignments per year), and professional activity (e.g., number of workshops facilitated) are *not* designed as a standard for evaluation of faculty for tenure, promotion, and/or merit pay. Of particular importance, measures of the *quantity* of an activity are not measures of the *quality* of that activity. All faculty are encouraged to consult the Schieffer College Handbook, their department’s tenure and promotion policies, and their department chair for more information about teaching, research/creative activity, service, and other expectations for earning tenure, promotion, and/or merit pay.
- Following TCU’s teacher-scholar model, the workload policy must not be applied in a way that consistently favors teaching over research/creative activity, or vice versa. Department chairs should strive to use the policy in a way that fosters and integrates both, enabling faculty to pursue their individual strengths and interests.

Summary of Base Workload Expectations by Faculty Rank and Role

| Teaching | Research / Creative Activity | Service | Professional Activity |
|---|------------------------------|---------|-----------------------|
| Instructors | | | |
| 80% | 0% | 10% | 10% |
| Professors of Professional Practice (PPPs) | | | |

| | | | |
|---|-----|-----|-----|
| 70% | 0% | 10% | 20% |
| Tenure-Track & Tenured Professors | | | |
| 50% | 40% | 10% | 0% |
| Department Chairs & Associate Deans (49% administration) | | | |
| 20% | 26% | 5% | 0% |
| Other Administrative Roles (Graduate Director, Student Media Advisor, etc.) | | | |
| In these roles, 10% of the faculty member's effort shall be taken from the standard teaching workload for that faculty rank (i.e., one course release), and that 10% shall be allocated to their administrative work. | | | |

Tenure-Track & Tenured Faculty Members

- The teaching workload for tenure-track & tenured faculty is 50%, or 5 courses (3-2 or 2-3) per academic year.
 - For tenure-track faculty, adjustments to workload must never increase base teaching load beyond 50%. In order to earn tenure, tenure-track faculty require ample workload dedicated to research and/or creative activity. This policy applies to base teaching load only, and does not preclude tenure-track faculty from teaching overload courses (e.g., UNLF; see “Workload Policy Procedures” above), although tenure-track faculty should agree to such tasks judiciously given the requirements and expectations associated with earning tenure.
 - To encourage productivity in research/creative activity, tenure-track faculty members shall have their teaching workload reduced to 40% workload (2-2) in year 1 and year 4 of the probationary period, and that 10% shall be devoted to research/creative activity.
- The research/creative activity workload for tenure-track & tenured faculty is 40%.
 - The annual research quantity expected at 40% research workload is (a) one peer-reviewed publication per year (journal articles, monographs, or book chapters; or equivalent as defined by department policy), or 1 scholarly book per 2 years, along with (b) evidence of continued scholarly activity, which may include a conference presentation, intensive ongoing data collection, an internal or external grant application, a paper submitted for journal review, a book contract, or other material that demonstrates consistent and meaningful research progress.
 - Depending on their areas of expertise, some tenure and tenure-track faculty will seek to fulfill all or part of their annual research workload through creative activity. For these faculty, individual departments will refer to specific guidelines they have established (e.g., as an addendum to the Schieffer College of Communication Faculty Handbook criteria) to quantify and evaluate the impact of such activity in the context of the workload agreement. Although creative activity will inherently produce different forms of presentation and acceptance (than scholarly research, per se), it is recommended that the parameters for consideration be comparable to the expectations for scholarly research, particularly in terms of the expected quantity of achievements per year, the definition of peer-reviewed and juried activities, and the degree of difficulty in achieving the presentation, production, or publication of such activity.
- The service workload for tenured faculty is 10%. See above (“Workload Policy Procedures”) for more information about how service workload may be distributed across the department, Schieffer College, university, and discipline, profession, or community.

Professors of Professional Practice (PPPs)

- The teaching workload for professors of professional practice is 70%, or 7 courses (4-3 or 3-4) per academic year.
- The professional activity workload for PPPs is 20%.
 - The Schieffer College Handbook requires PPPs to engage in professional contributions that have an impact on the practice of their field or the community. This requirement maintains the PPP's high degree of applied experience, disciplinary knowledge, and status and visibility in their profession.
 - The minimum annual professional engagement quantity expected at 20% workload is 3 engagements (conference presentation or panel, published professional essay, etc.). All types of engagement must include some type of public validation.
- The service workload for PPPs is 10%. See above (“Workload Policy Procedures”) for more information about how service workload may be distributed across the department, Schieffer College, university, and discipline, profession, or community.

Instructors

- The teaching workload for instructors is 80%, or 8 courses (4-4) per academic year.
- The professional activity workload for instructors is 10%.
 - This category recognizes the work instructors already do beyond teaching and service that enables them to remain current in their disciplinary knowledge and skills. This policy is not intended to create additional work beyond what instructors were already doing prior to the establishment of this workload policy. Accordingly, the number of activities that fit in this category is broad. Some activities may involve maintaining or enhancing the faculty member's expertise, such as attending workshops, conferences, and training sessions in the instructor's field. Other activities may involve output toward others, such as presenting at conferences or workshops, publishing articles or creative works, or developing new instructional strategies. Each instructor should discuss with their department chair how to recognize and value such professional activity.
- The service workload for instructors is 10%. See above ("Workload Policy Procedures") for more information about how service workload may be distributed across the department, Schieffer College, university, and discipline, profession, or community.

Department Chairs and Associate Deans

- The largest workload category for department chairs and associate deans is their administrative work, which constitutes 49% of workload.
- The teaching workload for department chairs and associate deans is 20%, or 2 courses (1-1) per academic year.
- The research/creative activity workload for department chairs and associate deans is 26%. This places their expected research/creative activity output substantially below that of the base workload expectation for tenure-track and tenured faculty (see above for more details).
- The service workload for department chairs and associate deans is 5%. This pertains to service not directly associated with their administrative duties (see "Workload Policy Procedures" above).
 - At least once per academic year, the dean must communicate individually with each department chair and associate dean about their previous and anticipated workloads. Once a mutual understanding is reached, both the dean and the chair or associate dean should sign an agreement specifying the workload for the subsequent academic year. The dean carries the responsibility to document and store workload agreements and to transmit those agreements to the next dean. Both the dean and the chairs/associate deans carry responsibility to promptly discuss any changes in workload that may arise during an academic year.

Other Administrative Roles (Graduate Director, ROXO Advisor, Student Media Advisor, etc.)

- Faculty serving in these roles shall have 10% of their workload devoted to administration.
- Their teaching workload shall be 40% (2-2 load) if a tenure-track or tenured faculty member, 60% (3-3 load) if a PPP, and 70% (4-3 or 3-4 load) if an instructor.
- For tenured faculty members, research/creative activity workload shall be 40%, and for PPPs, professional engagement workload shall be 20%. For more details on the expectations associated with this level of workload in these categories, see the relevant sections on tenured faculty and PPPs, above.
- The service workload for faculty in these roles is 10%. This pertains to service not directly associated with their administrative duties. See above ("Workload Policy Procedures") for more information about how service workload may be distributed across the department, Schieffer College, university, and discipline, profession, or community.

Changes to the Workload Policy

The Schieffer College faculty believe this policy powerfully shapes our role at the university. In relation to the university-wide Faculty Workload Equity Model, this document outlines the values and intent of the Schieffer College faculty. The teacher-scholar model, flexibility, accountability, and diversity, equity, and inclusion are important values that guide how Schieffer College faculty approach their work. Per our guidelines, this policy can only be changed, removed, or altered in any way through voting procedures outlined in the Schieffer College Handbook. It may not be changed, removed, or altered in any way through action outside of these processes (e.g., unilateral action by a chair, dean, provost, or other university administrator). All full-time college faculty (except for one-year visiting lecturers) vote on proposed amendments. A majority is needed to participate for a quorum, and a majority of those voting is needed for an item to pass in order for the amendment to be added to the Schieffer College Handbook.

Office Hours Policy

(Updated Jan. 30, 2024)

Updated Feb. 6, 2026

Availability for conferences with students is an important part of a teacher's responsibilities. Faculty members are expected to maintain a sufficient number of scheduled office hours to accommodate students who want to consult with them. Office hours should be scheduled at times convenient for students, and faculty members should express their willingness to make special appointments for students unable to use scheduled hours.

All faculty members should be available for consultation at regularly scheduled office hours in person and online. Faculty members must provide reasonable opportunities for students to make appointments with them. This includes designating at least two hours each week for student meetings and clearly posting information about when and how students may schedule appointments.

Policy regarding Merit Pay Increase Recommendations

(Updated Jan. 30, 2024)

Merit-pay-increase recommendations in the Bob Schieffer College of Communication will be informed by the contents of the relevant faculty annual report and made by department chairs to the dean, who then makes merit-pay-increase recommendations to the provost. Faculty members who have made fully adequate (or better) contributions in all key areas of their professional position over the preceding calendar year should expect to be recommended to receive the full percentage that is available for merit-pay increases in recognition of those accomplishments. In contrast, faculty members who do not successfully meet performance expectations in one or more key areas of their position should not expect to be recommended for a full merit-pay increase.

Outside Employment Policy

The College recognizes that participation by faculty members in professional and business activities can enhance their reputations and reflect favorably upon the College and University. TCU employees' primary work-related obligation is to the University, and thus, faculty members may not be engaged in any professional activities, paid or unpaid, that conflict with or delay their services to the University. It is imperative there is a clear understanding as to the conditions under which outside employment is approved.

Each full-time faculty member is required to report regularly in writing to the Dean any commitment of time to extramural professional and business activities, whether current or anticipated, exceeding an average commitment of two hours per week or more. Within one week of the beginning of classes each semester, each faculty member shall provide the Dean of the BSCOC documentation detailing the nature of any such current or anticipated outside employment involving professional and business activities, including consulting, and the amount of time allocated to those activities. Activities that the faculty member would normally report as "Service" activities (i.e., activities for which compensation may be provided, such as invited lectures, book reviews, external reviews, etc.) need not be so reported.

Consulting arrangements between a faculty member and outside entities having sponsored projects within that employee's department are governed by University policy.

The following policies regarding outside employment apply:

1. No outside service shall be competitive with any program of the University.
2. Any commercial advertising using the TCU affiliation of the faculty member is prohibited.
3. Any outside work requiring more than an average of eight (8) hours per week shall be considered interference or impingement to the employee's obligations to their primary employment position with the University.
4. Approval from the Dean of the Schieffer College must be obtained prior to a faculty member's engaging in any such outside employment anticipated by the faculty member to require an average time commitment exceeding two hours per week. This provision does not apply to the period of time not covered by the employee's contract (e.g., summer months).
5. Any outside employment that conflicts or interferes with scheduled assignments is prohibited.
6. Outside employment does not justify employees spending less time on campus than is generally expected and does not excuse dereliction of duties and responsibilities.
7. Outside employment is no substitute for research or the publication of creative work that furthers the scholarship of a faculty member. Such outside employment can only complement scholarship and teaching.

Refer to the [TCU Faculty Handbook](#) and *Policy 2.071 Conflict of Interest* for further details.

Syllabus Policy

The syllabus is the formal statement of the purposes, content and nature of the course. The faculty member is responsible for distributing the syllabus to all students during the first meeting of each class.

The syllabus should contain the following components:

- A. Objectives and/or description of the course
- B. Outcomes desired from the course
- C. How those outcomes will be assessed
- D. Texts, required and recommended
- E. Name of instructor, office location, office hours
- F. Course outline
- G. Description of assignments
- H. Dates of scheduled examinations
- I. Dates of research or other projects
- J. Grading procedure, indicating relative importance of various graded items and method of arriving at final course grade, including the weight accorded to each component of the grade and the numerical scale used in arriving at the grade.
- K. Disability Statement:
Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the **Coordinator of Students with Disabilities in the Center for Academic Services, located in Sadler Hall 1010.** Accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-6567.

In addition, in advanced courses in which the instruction of undergraduate students for undergraduate credit and of graduate students for graduate credit is combined, instructors must have differential expectations of performance by students in the two groups; therefore, syllabi for such courses must clearly set forth any differential expectations for undergraduate and graduate students beyond the differential expectations already inscribed in the University's definition of good standing for both groups (2.0 minimum GPA for undergraduates, 3.0 for graduate students).

Procedure

By the end of the first week of classes, the Department Chair will provide the Dean a copy of all course syllabi for the current semester. Current syllabi will be made available in a file in the Departmental and College offices as resource materials for other faculty members.

Maintenance of Student Records Policy

The Faculty is expected to keep a student's progress of a class in some form for at least three years. The normal way to keep this record is a grade book. With computer programs becoming more prominent, keeping your grade book on your computer is acceptable as long as a hard copy of the progress is available.

Reports, projects, or other student material that are kept by the faculty will need to be archived for a period of one year in case of any grade dispute.

Independent Study and Special Topics Courses

Undergraduate and graduate students in the Bob Schieffer College of Communication are encouraged to pursue knowledge outside the traditional classroom structure by means of independent study. Students are also encouraged to pursue knowledge through enrollment in special courses that are meant to investigate subjects not ordinarily covered in traditional courses.

Independent Study

Policy

Undergraduate students must have a grade point average of at least 3.0, the consent of the Dean or his/her designee, and approval of a written study proposal from the student's advisor, project supervisor, and Department Chair before enrolling in Special Topics or Independent Study. Graduate students must have the consent of the Associate Dean, the program's graduate coordinator and the project supervisor before enrolling in the class.

Procedure

1. Undergraduate and graduate students wishing to pursue independent study must receive all necessary approvals at least one semester in advance of the semester in which the independent study will occur.
2. Before independent study approval may be granted, undergraduate and graduate students alike must submit a project proposal to the appropriate individuals. The proposal must describe the student's project objective, research/reading plan or design, research/reading time frame, and method of reporting the results. A project bibliography, if appropriate, must also be included.
3. Independent study enrollment will not be approved until the project proposal described above has been approved by the appropriate individuals. Approval requires that the independent study project be clearly described, well structured, substantive in scope and properly limited for assurance of completion within the specified time frame.
4. A specific project completion date will be determined when the independent study is approved. That date must precede the final examination period of the semester in which the project is undertaken. An incomplete grade will be allowed only in cases where students prove extraordinary circumstances prevented completion of the independent study project.
5. A contract for a Non-traditional course must be completed before registering for the course. This form is available through the Dean's office.
6. Students enrolled in independent study must meet with their project supervisors at regular intervals for progress reports and conferences regarding the project. A schedule for such meetings will be determined when the project proposal is approved.
7. Unless another means of reporting has been approved by the project supervisor, the final independent study project report must be typed double-space and must conform to proper research report style. Report length will be determined entirely by the reporting needs of the project. Evaluation of the final report will be based on the document's substance as well as its composition.

Special Topics

Policy

Undergraduate and Graduate students must have consent of the course instructor before enrolling in a Special Topics Course.

Procedure

1. Generally, an instructor may not teach special topics courses more than once in every four successive regular semesters.
2. Any person wishing to teach a special topics course must submit a course proposal for consideration and approved by the full faculty at least one semester prior to the semester in which the course will be offered.
3. The above course proposal will consist of the following: a thorough description of course content; statement of course relevance to the academic program; statement relative to course level (reason for course being offered as special topics; estimated course enrollment; statement on potential for attracting non-traditional students as well as students from other university disciplines; and course publicity plan.
4. The special topics course proposal also must be accompanied by a course syllabus consisting of a lecture topic outline, class assignments and textbook titles.

Non-Traditional Course Enrollment

Only a limited number of non-traditional courses will be approved by the department head. It is the obligation of the student to demonstrate that enrollment in such a course will enhance his/her educational program.

1. Students who desire enrollment in a non-traditional course, e.g., special problems, independent study, research problems, or a conference course, must complete the Non- Traditional Course contract.
2. It is the responsibility of the student to obtain the required signatures and take the form to the Registrar's office to

enroll in the course. Signature of approval must be obtained from:

- a. Adviser
 - b. Faculty person directing study
 - c. Department Chair
 - d. Associate Dean
3. If the course is to be used as a substitution for a specific required course in the student's major, a Course Substitution Form must be provided to the Office of the Dean before proceeding to the Registrar.

Summer Teaching Assignments

Summer teaching assignments will be made primarily according to the needs of the academic program. Faculty members will be scheduled to teach only those courses for which they are qualified. The typical summer teaching assignment will be based on the needs of the programs affected. The Dean shall have discretionary authority to apply this policy.

Advising and Mentoring

Advising and mentoring are important in retaining majors. Every attempt will be made to keep students on the right track in completing all requirements for graduation. All faculty members are available during office hours and by appointment to serve the students.

Advising and Mentoring should include:

1. Being available to students during regular office hours
2. Help students interpret the TCU General Catalog, making sure they are aware of program requirements and general education requirements
3. Advise students on minors or emphasis requirements
4. Advise students on scheduling - check to be sure all prerequisites have been met
5. In cases where students need to see a faculty member, supply students with the appropriate name and location along with their office hours
6. Evaluate course work taken at other schools for transfer credit with the Department Chair
7. Refer students to appropriate faculty for information and guidance in career information, and internship placement approval
8. Assess individual student needs with referral to appropriate university services

Building Access and Office/Classroom Keys

Moudy South is open from 7 a.m. to 11 p.m. Monday through Friday. The building is open on Saturdays and Sundays from 8 a.m. to 5 p.m. All full-time faculty and staff have 24-hour building access with their TCU ID card.

Office and/or classroom keys will be checked out through the Physical Plant office. Individual departments are responsible for classroom management. All teaching faculty and staff must contact their department office to request keys to offices and classrooms. The Dean's office will not open faculty offices or classroom spaces.

Faculty Leave Policy

Approval is needed for any type of leave. For leave that takes place during scheduled classes, faculty members shall submit in writing a request for leave to the Department Chair that indicates the plan for meeting classroom responsibilities. Types of leaves allowed include the following:

Professional Development

Leave to attend an Academic Conference, workshop, or other professional development opportunities will be granted from your Department Chair. The faculty must make plans for meeting classroom responsibilities missed during the time missed

Civil

Leave with pay may be granted to an employee while performing jury duty; when subpoenaed as a witness before a court or public body; when performing emergency civil duties; when ordered to active duty as a member of the National Guard; or when engaged in voting.

Leave to Obtain an Advanced Degree

Faculty members on full time regular academic appointment, who have completed two consecutive years of service at the rank of instructor (or equivalent) or above, may petition for a leave of absence for not more than one year of study that will culminate in the receipt of an advanced degree. This request is considered a leave of absence without pay. Requests for leave to obtain an advanced degree are initiated at the Department level and proceed through administrative channels during the fall semester. All faculty leaves for TCU are granted by the Vice Chancellor for Academic Affairs with the approval of the Chair and Dean.

Leave of Absence Without Pay

Leave of absence without pay may be granted to employees for good cause, provided the reasons are acceptable to the University and the operations of the School are not seriously affected. The term of the leave should be planned so as to interfere as little as possible with the work of the university. Requests should be filed at the earliest possible date but at least several months in advance. Please refer to Leaves of Absence - Faculty in the [TCU Faculty Handbook](#) for details.

Maternity

Sick leave may be used for childbearing. Annual leave and leave of absence without pay also may be taken.

Military

A faculty member who is ordered to duty with troops and/or field exercises or for instruction with any branch of the armed forces (including the National Guard) for periods not to exceed 15 working days in any one calendar year is entitled to leave of absence without loss of pay, time or annual leave.

Special

Time off without loss of pay, annual leave, or sick leave may be granted to an employee:

- When the Chancellor or Provost determines that because of local conditions or act of God, work would be prevented or impractical
- For limited periods of assignments to other than regular duties which should be beneficial to both the employee and the University
- To report for a pre-induction physical incident to possible entry into the US military forces

Procedure

Approval for any type of leave must be approved by the Vice Chancellor for Academic Affairs in writing prior to leave taken, except in the case of sick leave, civil leave or leave to attend an Academic Conference. In cases involving missing class, provision for covering courses is the responsibility of the faculty member. The Dean's office must approve, in advance, the provisions made for covering classes, for changing the time, or for cancellation of the classes. Faculty requests for leave of absence without pay for a period of one academic year or more, or one fiscal year or more, must be submitted in advance with justification. Such a request requires approval (through channels) of the Vice Chancellor for Academic Affairs. Requests for continuation of leave of absence without pay in excess of 12 months must be submitted in writing, prior to the expiration date, with justification for the request. Such an extension requires approval (through channels) from the Vice Chancellor for Academic Affairs.

Refer to the [TCU Faculty Handbook](#) for all procedures and requirements for any type of leave.

Sabbatical Leave Request Policy

Full time faculty at the rank of instructor (or equivalent) or above, who have completed six years of service on the campus without having received leave with pay, may petition for sabbatical leave for study and research to enable them to increase their professional efficiency and usefulness to the University. Normally, sabbatical leave is not approved for work toward an advanced degree. The terms of this leave is usually one or two semesters. Remuneration will be full salary for a leave of one semester or half-salary for a leave of two semesters.

Persons on sabbatical leave are expected to devote their full energies to the purpose of the leave. They may undertake outside employment only with advance approval of the Vice Chancellor for Academic Affairs, and such employment is expected to be supportive of the purpose of the leave.

Persons granted sabbatical leave are expected to return to TCU for at least a year before accepting employment elsewhere. For further details, see the [TCU Faculty Handbook](#).

Procedure

Sabbatical leaves will be requested in writing to the Chair of the Department in the fall semester of the preceding academic year. If approved, the Department Chair will, in writing, request to the Dean the sabbatical for the faculty. If approved, the Dean of the College will, in writing, forward the request to the Vice Chancellor for Academic Affairs on or before November 15th. All previous letters will be forwarded with the request. The faculty's letter needs to outline what will be accomplished while on sabbatical, the Chair's supporting letter will discuss how that faculty's courses will be covered in her/his absence. Sabbatical leave requests will be disapproved or rescinded when financial or other considerations make such an action appropriate.

A decision on the sabbatical will be made around December 15th of the academic year preceding the leave.

Recruiting of Minority Faculty and Students Policy

The Bob Schieffer College of Communication affirms its belief in the value of having a diverse faculty. In the faculty search process, the College will seek highly qualified women and minorities.

Additionally, the College believes that a diverse student body is crucial to the quality of education experience for all and to the profession it serves. Thus, it will seek talented students from all races and backgrounds.

Additionally, it shall be the policy of the College to conduct sensitivity training once a year.

Procedure

The Bob Schieffer College of Communication will implement a plan to recruit outstanding minority and female students and faculty members. The College will also strive to achieve diversity among any advisory group created.

For students, the plan will include the following:

1. Through presence at programs in high schools throughout the state and the region, continue to recruit top students, particularly minority students.
2. Through a brochure to be distributed at recruiting programs and elsewhere, promote minority education opportunities and career opportunities in the various areas of specialization within the field of Communication.
3. Through cooperation with media professionals, identify top minority students.
4. Through a well-developed scholarship program, promote minority enrollment at the undergraduate and graduate levels. Secure scholarship funds designated specifically for minority applicants. Publicize these scholarships through mailings to journalism teachers and high school counselors, recruiting programs and postings on the campus at TCU.
5. Through continued efforts at funding minority scholarships, attract minority students with strong professional interest.
6. Through the College's various internship programs, encourage qualified minority students to participate in internships.

For faculty, the plan will include the following:

1. When a faculty vacancy is to be filled, the College will make every effort to ensure that potential minority candidates are made aware of the vacancy. It will do so through:
 - a. publishing notices of such vacancy in periodicals that reach a wide variety of potential candidates
 - b. publicizing the openings in mailings directed to deans, directors, department heads and others in a position to know of prospective candidates
 - c. conducting, when possible, interviews at national and regional communications conferences and
 - d. communicating with colleagues elsewhere who are minorities or may know of prospective candidates
2. The College will include at least one minority and/or one female to be a member of the official search committee.
3. In the initial screening of applicants, particular attention will be given to minority applicants, to ensure that such candidates receive full opportunity to be invited for an interview.
4. Every effort will be made to encourage the candidate to accept the offer of position. This includes offering the best salary possible within University constraints and, where possible, collateral offers of summer school teaching, office facilities, computers, and other necessary considerations.
5. Appropriate efforts will be made to determine why any applicant finalist declined an offer of a faculty position.

Graduate Faculty Membership

The existence of a Graduate Faculty at TCU is consistent with the mission and goals of the university, reflects the highest ideals of teaching and scholarship, and has the distinct value of representing to students the high caliber of faculty who sustain the institution's commitment to excellence throughout its graduate enterprise. It also contributes to the institution's reputation as assessed by the regional accrediting association and signaled through national categorical descriptors of colleges and universities. The following principles and procedures shall constitute the Graduate Faculty policy at TCU.

Principles

The primary role of Graduate Faculty members at TCU is the academic and scholarly instruction of graduate students. Members of the Graduate Faculty are expected to transmit an advanced/specialized body of knowledge effectively and to mentor graduate students in the systematic development of skills of inquiry and creativity that result in a meaningful contribution to the discipline. By engaging in service to the university and the discipline as well as recurring professional development activities, members of the Graduate Faculty also serve as role models for their students. Graduate Faculty membership, therefore, is a distinction that is earned and maintained.

Criteria for Membership

Appointment/reappointment to a membership category of the Graduate Faculty requires that the individual meet the applicable minimum, general, and unit criteria. Consideration of the degree to which a faculty member has met all applicable criteria must be based primarily on issues of quality, not merely quantity.

Minimum Criteria

Appropriate terminal degree or equivalent

Individuals must hold a terminal degree appropriate to the discipline or present evidence of exceptional competence for the responsibilities assigned. For those individuals awaiting the awarding of their terminal degree, certification by the degree-granting institution that they have met all requirements for the degree is acceptable.

Faculty Status

Full time faculty members with the rank of Assistant, Associate, or full Professor who hold a tenure-track position at TCU are eligible for appointment as Graduate Faculty. All other individuals are eligible for appointment as Associate Graduate Faculty.

Associate Graduate Faculty

Individuals appointed/reappointed to the category, Associate Graduate Faculty, may

1. teach courses earning graduate credit
2. serve as a member of advisory, thesis, or dissertation committees

Individuals are appointed/reappointed as Associate Graduate Faculty for a specified term not to exceed their length of appointment to the university. Appointment/reappointment as Graduate Faculty may be terminated by action of the appropriate academic dean.

Appointment/Reappointment and Appeal Procedures

Nominations for appointment/reappointment to either category of Graduate Faculty membership must originate in the department. Departmental nomination procedures are established by the department faculty, subject to approval by the school/college dean, but must include an endorsement by the chair. In the event that the nominee is the department chair, departmental procedures will specify responsibility for submitting the letter of endorsement.

Nominations from the department will be forwarded to the school/college dean who, if he/she approves, will make the appointment.

A negative recommendation or decision for appointment/reappointment to either category of Graduate Faculty must include a written statement noting the reason(s) for the denial. A negative recommendation by the department chair may be appealed to the Academic Dean. A negative decision or a decision to terminate an appointment to either Graduate Faculty category (See Section VII) by the Academic Dean may be appealed to the Graduate Council. Decisions of the Graduate Council may be appealed to the Provost and Vice Chancellor for Academic Affairs, whose decision shall be final.

Nomination Materials

Individuals nominated for either Graduate Faculty or Associate Graduate Faculty must submit (1) the standard cover form with signatures, (2) a letter of nomination by the department chair, or designee addressing all applicable criterion statements, and (3) a current vita in TCU format.

Provisional Appointments

Faculty considered for reappointment as Graduate Faculty who do not meet the applicable criteria in existence at the time of the ~nomination may be recommended for a provisional appointment by the department to the school/college dean. Provisional appointments are normally for a two-year period and may not be renewed. Members of the Graduate Faculty who fail to qualify for re-appointment following a provisional appointment will be dropped from membership on the Graduate Faculty and normally are not eligible for re-nomination for three years.

Social Media Guidelines

Faculty and staff of the Bob Schieffer College of Communication are encouraged to use social media platforms to communicate and engage with our colleagues, students, and members of the public.

Faculty and staff are not required to identify themselves as employees of TCU or the Bob Schieffer College of Communication in their social media profiles or communications.

While they may not intend to speak as a representative of the university or college, faculty and staff should remember that they will likely be identified by the public – including students, parents, colleagues, donors, and anyone with an agenda to push regarding TCU or the college – as being affiliated with the university or college.

Example: A professor posts on Facebook, “This is the worst batch of final student projects I’ve ever seen. The highest grade so far is 17 percent, and I don’t think they will get any better.” A former student sees the post and clicks “like” – a fact that gets noted on a current student’s Facebook timeline, who complains about unfair treatment and disparagement by the professor.

Faculty and staff should act as good Internet citizens, contributing to positive and constructive dialogue with wisdom and courage. Model good online behavior for your students and colleagues. Try to avoid the temptation to use social media to vent and ridicule, especially in matters regarding students, faculty, staff, administrators, and the university.

Remember that our students have expectations of privacy in their academic matters. Be careful about identifying students in social media communications – in text, in video, or in photographs – without their consent. Under no circumstances should individually identifiable information about student grades or class performance be shared on social media without the consent of the student(s) involved.

Example: A professor posts a photo on Instagram of a student giving a class presentation on one side of a controversial topic. The photo triggers awareness of the very vocal and mobilized opponents of the other side of the topic, who then call out both the student and the professor in the comments.

Be aware that, like it or not, the world is watching, and the Internet never forgets.

Department Chair Review Process

Department chairs shall have their performance reviewed annually, beginning in the spring semester of their first year as chair.

Materials for review of the chair include (a) the Faculty Annual Review form, which is submitted to the dean and provost each year in January; (b) a survey of the department’s faculty and staff; and (c) any other materials the dean requests to be considered as part of the review.

In the Faculty Annual Review form, the department chair should detail his or her accomplishments from the previous year and goals for the upcoming year, both as a faculty member and as chair.

The survey of faculty shall be initiated by the dean. The survey should be conducted anonymously to allow faculty members to provide honest feedback. The survey will include items related to the chair’s performance, such as budget and fiscal

management, schedule preparation, scheduling and management of faculty meetings, advising, handling promotion and tenure cases, managing faculty and staff, providing leadership, and representing the department in college and university matters. The survey will also include opportunities for faculty and staff to provide open-ended feedback.

After reviewing the above materials, the dean shall schedule a meeting with the department chair to discuss the chair's progress and performance. Additionally, the dean shall write a letter documenting his or her evaluation of the chair's performance, and a copy of this letter must be provided to the chair before the end of the spring semester.

Associate Dean Review Process

The associate dean shall have his or her performance reviewed annually, beginning in the spring semester of his or her first year as associate dean.

Materials for review of the associate dean include (a) the Faculty Annual Review form, which is submitted to the dean and provost each year in January; (b) a survey of the college's faculty and staff; and (c) any other materials the dean requests to be considered as part of the review.

In the Faculty Annual Review form, the associate dean should detail his or her accomplishments from the previous year and goals for the upcoming year, both as a faculty member and as associate dean.

The survey of faculty shall be initiated by the dean. The survey should be conducted anonymously to allow faculty members to provide honest feedback. The survey will include items related to the associate dean's performance, such as handling the budget and assistantship needs of the graduate program, handling of academic appeals and academic misconduct matters, management of college curriculum matters, response to faculty and students on student health and safety matters and representing the college in university matters. The survey will also include opportunities for faculty and staff to provide open-ended feedback.

After reviewing the above materials, the dean shall schedule a meeting with the associate dean to discuss his or her progress and performance. Additionally, the dean shall write a letter documenting his or her evaluation of the associate dean's performance, and a copy of this letter must be provided to the associate dean before the end of the spring semester.

Dean Review Process

The Dean shall have his or her performance reviewed annually, beginning in the spring semester of his or her first year as Dean.

The review shall be initiated by the Executive Committee, a body made up of eight members, including:

- The four members of the College P&T Committee
- One department chair
- At least one member from each of the faculty ranks of assistant professor; associate professor; full professor; and instructor or professor of professional practice
- At least one, and ideally two, members from each of the college's four departments

The Executive Committee may request information and/or materials from the Dean to aid in its review.

For the Dean's review, the Executive Committee will conduct a survey of Schieffer College faculty members on an anonymous basis to allow faculty members to provide honest feedback. The survey will include items related to the Dean's performance, such as providing leadership and vision for the college; fundraising and development; management of personnel matters; representation of the college in the community and at the university level; and other matters within the Dean's responsibilities. The survey will also include opportunities for faculty to provide open-ended feedback.

After reviewing the above materials, the chair of the Executive Committee shall write a letter summarizing the results of the survey and open-ended feedback. This letter, following its approval by the Executive Committee, must be provided to the Dean and Provost before the end of the spring semester. The Dean and Provost shall also be provided with the survey results and any open-ended feedback. Additionally, members of the Executive Committee shall schedule a meeting with the Dean to discuss his or her progress and performance.

Department Chair Appointment/Reappointment Process

Policy statement: The department chair serves as the chief executive officer of the unit and is responsible for maintaining the department's budget, scheduling classes, handling the promotion and tenure cases of the faculty, recommending merit raises, reviewing the performance of non-instructional staff, and making recommendations on hiring of faculty and staff to the dean.

The chair is normally selected from within the department and is appointed by the dean, who makes such appointments after consultation with the faculty of the department. The dean may also authorize an external search for a chair at his or her discretion. Chairs serve at the pleasure of the dean and are not entitled to renewal or extension of their terms.

I. Term

Appointment as department chair is for a term of three years, with the option for reappointment at the end of the term. The process for reappointing chairs is outlined in part 4 of this section.

II. Eligibility

Department chairs normally are tenured faculty members who have earned the rank of associate or full professor. Because department chairs make formal recommendations to the dean on promotion and tenure of faculty members engaged in academic research, it is expected that chairs will have a terminal degree in the academic discipline of the department.

Typically, the chair will be a tenured member of the faculty. However, the dean may seek to appoint a tenure-track faculty member or a professor of professional practice to serve as chair. In such circumstances, the dean shall consult with the faculty and must have the approval of the provost to appoint a non-tenured faculty member as department chair.

Because tenure-track faculty and professors of professional practice are prevented by university policy from voting on promotion and tenure of scholarly faculty, they must delegate duties regarding the department's recommendations on promotion and tenure to a tenured faculty member within the department at the rank of associate or full professor. The faculty member delegated this task may not be a member of the department, college, or university P&T committees.

Interim chairs are expected to meet the same qualifications listed above. Summer chairs may be filled by any full-time faculty member upon approval of the department chair and the dean.

III. Initial Appointment

When a department chair position becomes vacant, candidates for department chair may be nominated or may self-nominate for the position.

A nominee for chair must submit a letter of interest and a vita in TCU format to the dean. These materials are to be distributed to the faculty for consideration.

The dean shall consult with the faculty of the department, seeking feedback through a private process either in person or via electronic communication, to inform the dean's decision regarding appointment of the chair. The faculty shall provide such feedback either in person or electronically.

If, in the dean's discretion, the nominated faculty members are not eligible or otherwise appropriate to serve as chair, the dean may authorize an external search for a new chair (see part 5, below); or may appoint an interim chair to serve until a new chair has been chosen.

IV. Reappointment

In the final academic year of a department chair's three-year term, the chair may seek reappointment for an additional three-year term.

Reappointment is based upon the chair's performance in the role, as determined by the chair's annual reviews, as well as upon the needs of the department. The dean shall consult with the faculty of the department, seeking feedback through a private process either in person or via electronic communication, to inform the dean's decision regarding reappointment of the chair. Reappointment as chair must also be approved by the provost.

V. Early Chair Departure

(Updated May 2025)

The Circumstances may arise where a chair is not able or permitted to complete his or her appointment term. In such situations where the dean is considering the early dismissal of a chair, including due to concerns raised by the department's faculty, the dean, or other stakeholders (e.g. students, staff, other university faculty, etc.), the dean should solicit relevant information and feedback in a timely manner from department faculty via an expedited chair review.

Should the dean decide early dismissal from chair appointment is appropriate, clear explanation should be offered to the outgoing chair as well as timely communication to department faculty before communication regarding leadership change is made to the college and administrative service appointment changes are made to relevant college materials.

In any cases of early chair departure, reappointment processes described in this handbook should be followed to fulfill the remainder of the outgoing chair's term, after which a new appointment process should begin. If deviation from this is deemed necessary, explanation will be shared with department faculty.

VI. External Search

The dean, with the approval of the provost, may authorize an external search for a department chair. In such circumstances, the dean shall appoint a search committee as soon as possible in the fall semester for a search intended to have a new chair in place by the beginning of the following fall semester.

The search committee shall be composed of a minimum of three faculty members from the department as well as one additional representative from another department in the college. The dean should seek to represent a diversity of interests on the committee, including gender, ethnicity, academic rank, scholarly emphasis and approach, and professional background when relevant.

The current chair may not serve on the search committee, though an interim chair may be appointed to the search committee at the dean's discretion.

The search should focus on candidates eligible to serve as chair (see part 2, above), typically faculty with a terminal degree in the discipline of the department who have earned promotion and tenure in their current appointment. Exceptions to this policy should be made by the dean after consultation with the faculty and must have the approval of the provost.

University guidelines bar instructors and professors of professional practice from voting on search committees for tenure-track faculty positions. However, instructors and professors of professional practice in the college may be appointed to chair search committees in an advisory but non-voting capacity.

The dean shall appoint a chair of the search committee. The chair's duties include scheduling and running meetings of the committee, drafting documents such as job advertisements and job descriptions, serving as the primary source of communication between the committee and applicants or potential applicants, and drafting the committee's recommendations on finalists to the dean.

The committee shall identify finalists for the chair position. Each finalist should be presented to the search committee and the faculty of the department in at least one on-campus public forum as part of the campus visit and interview process. After the campus visits of the finalists have been completed, the search committee shall seek the feedback of individual faculty members in the department to help inform the committee's final recommendations on the candidates to the dean.

The dean shall consider the recommendations of the search committee, the needs of the department, and the best interests of the college in making a decision regarding the hiring of a new chair.

Bob Schieffer College of Communication Committees

College committees are an important part of the culture and practice of shared governance in the Bob Schieffer College of Communication. The committees listed in this section have been established to serve in advisory and policy development roles for the college. Each committee is expected to meet at least once in both the fall and spring semesters, and each committee should prepare an annual report on its activities.

College Promotion and Tenure (P&T) Committee

(Updated May 2025)

The primary task of the College Promotion and Tenure (P&T) Committee is considering recommendations for the promotion and tenure of faculty in the college, following recommendations made by the departmental P&T committees and the department chairs.

Committee Member Qualifications

Per the TCU P&T Policy (AA1.003), full-time faculty members of Department, College/School, and University P&T Committees are qualified to vote on candidates if they hold the same rank or higher of the candidate seeking promotion and/or tenure.

- Tenured committee members may vote on tenure-track and nontenure-track faculty standing for promotion, tenure, or emeritus at or below their rank.
- Nontenure-track committee members may vote on nontenure-track faculty standing for promotion, tenure, or emeritus at or below their rank.
- When a nontenure-track faculty member stands for promotion, at least one nontenure-track faculty member, ideally in the same faculty stream (PPP or Instructor), at the rank being sought or higher should be included on the committee.

Department P&T Committee

According to the TCU P&T Policy (AA1.003) the size and composition of the committee and the process for selection shall be described in the department's governance documents, which must be approved by the Department's faculty, Chair, and Dean. The composition of the Department P&T committee must include enough members such that a minimum of three P&T committee members are qualified to vote on each candidate. If a department lacks qualified faculty members to properly compose the P&T Committee, then, with the approval of the dean, qualified members from the College can serve on the P&T Committee.

College P&T Committee

Per the TCU P & T Policy (AA1.003), the composition of the committee must include enough members such that a minimum of three members is qualified to vote on each candidate. At least half of the P&T Committee shall be elected by the faculty. If a department is not able to provide a representative on the committee, then the dean, in consultation with the chairs, should appoint a second representative from one department to the committee.

Timeline

P&T Committee membership at all levels shall be established annually by the start of the fall semester.

Eligibility for Multiple P&T Committees

Faculty members may be elected or appointed to serve on the P&T Committees of multiple levels of the University (Department, College, University). With respect to candidates from their home department, College or University P&T committee members may be present during the discussions but may not advocate for a particular outcome or vote.

Additional Guidelines

- When possible, no department should be represented by more than one member of the committee.
- Faculty members who devote one-half their time to administrative duties or who are serving as a department chair are not eligible to serve.
- Faculty members serving on other P&T committees, such as at the department or university level, are eligible to serve but may not advocate for a particular outcome or vote on a candidate from their department.
- College P&T committee members will serve terms not to exceed their Executive Committee appointments.
- The committee shall elect a chair no later than the beginning of the Fall semester.

Curriculum Committee

The Bob Schieffer College of Communication Curriculum Committee consists of four members, with a member representing each of the four departments of the college, appointed by the chair of that department.

Terms for committee members are three years. The associate dean of the college serves as a non-voting ex officio member of the committee, in charge of coordinating the committee's meetings, drafting the agenda and minutes of each meeting, and acting as the liaison between the committee and the Undergraduate Council and Graduate Council.

The primary task of the Curriculum Committee is to review undergraduate and graduate curriculum proposals from the four departments. These include revisions and updates to the catalog such as new degree programs, changes to existing programs, new courses, changes in existing course titles or descriptions, and other curricular and catalog matters as needed.

Executive Committee

(Updated May 2025)

The purpose of the College Executive Committee is to serve the following roles:

- Annual review of the dean, including a survey of faculty
- Revising and updating the College Handbook
- Advising the dean on subjects of concern to the faculty of the college
- Serve as a pool for creating College P&T Committees
- Soliciting and/or receiving topics from college faculty members that merit full faculty consideration, and then scheduling and conducting at least one college-wide faculty meeting in each of the spring and fall semesters to discuss those topics

The Bob Schieffer College of Communication Executive Committee consists of eight voting members with balanced representation from all four departments, including the following:

- 3 full professors (no more than 1 from each department)
- 1 senior instructor or 1 senior PPP
- 2 "level 2" faculty (associate professor, instructor II, or PPP II)
- 2 non-promoted faculty (assistant professor, non-senior instructor or non-senior PPP)

Faculty serving on the College Executive Committee will have three-year terms. At least 50% of the positions must be elected in order to create P&T committees that comply with University policy. In the first two years of implementation, faculty will be appointed or elected based on previous rotation plan in consultation with the appropriate Dean's office staff.

The Schieffer Committee for Community and Belonging

(Updated May 2025)

The Schieffer Committee for Community and Belonging consists of eight voting members. One faculty member shall be appointed from each department, with the department chair making the appointments in consultation with the dean. One staff member will be appointed by the dean, based upon recommendations from both staff members and department chairs. Finally, two undergraduate students and one graduate student will be selected by the Committee, based upon self-nomination or recommendation. If a graduate student does not apply, three qualified undergraduate students will serve for that year of service. The selection process for students will occur in the spring semester preceding the year of service. The Committee will seek to include undergrad and graduate students from all college departments over a two-year period.

Faculty and staff members serve three-year terms. Students serve one-year terms. The committee shall select one of its faculty or staff members to serve as the chair of the committee, and that member is in charge of scheduling meetings and serving as the primary liaison of the committee to the dean.

In addition, the dean shall appoint a faculty member to serve as a college-wide Community Advocate, who will meet and work with the college committee, the dean, and broader campus on initiatives coordinated by TCU's Center for Connection Culture. This advocate shall represent the interests and mandates of the college and university committees to ensure that their values and decisions are carried forward.

The Schieffer Committee for Community and Belonging is established to help the college uphold TCU's Core Values of integrity, engagement, community, and excellence and to "strategically plan and promote a campus community for all."

The committee should strive to serve the call of the Southern Association of Colleges, which states that "By creating and sustaining an equitable and inclusive institutional culture, colleges and universities can foster a community in which all

members can be respected and appreciated for their differences, and in which all learners can be engaged to reach their full potential.”

The committee’s call is broad, rather than narrow, regarding topics of diversity and inclusion. In accordance with SACS diversity statement, the committee will be attentive but not limited to celebrating diversity and promoting belonging among the following categories: age, color, ethnicity, family status, gender identity, immigration status, intellectual or physical ability, national origin, race, religion, sex, sexual orientation, socio-economic class, veteran status, stance on social justice issues, wealth and class, and any other designations that may be of importance to students and faculty of the college.

The committee is charged with the following duties:

- To engage in discussion regarding what connection and belonging mean and manifest for the Schieffer College.
- To create a culture of belonging among students, faculty, and staff across the college.
- To celebrate diversity of thought, perspectives and lived experiences.
- To highlight research that intersects with concepts of belonging and community and explores underserved and marginalized populations.
- To promote conversations across the college that amplify unique lived experiences of students, faculty, staff, alumni, and industry professionals.
- To encourage efforts to mentor and support students outside of predominant power circles.

Research and Professional Development Committee

The Bob Schieffer College of Communication Research and Professional Development Committee consists of four members. One member shall be appointed from each department, with the chair making the appointment in consultation with the dean.

Members serve three-year terms, though the initial appointments shall be staggered, with one member serving a one-year term, one member serving a two-year term, and the other two members serving three-year terms. The committee shall select one of its members to serve as the chair of the committee, and that member is in charge of scheduling meetings and serving as the primary liaison of the committee to the dean.

The Research and Professional Development Committee is charged with the following duties:

- Establishing procedures for and serving as a college-wide Institutional Review Board for
- research proposals by undergraduate and graduate students so as to ensure research is meeting the highest legal and ethical standards for the use of human subjects
- Identifying and/or presenting programs that will help faculty members succeed in advancing their scholarly and professional agendas
- Supporting faculty and students research through coordinating events such as the Research @ Schieffer presentations and the college Research and Creative Activities Festival.
- Addressing questions regarding research policies and procedures from the dean and faculty as they arise.

Appendix A

Peer Teaching Observation Process and Structure

For faculty choosing to include peer teaching observations, observers cover four stages: (1) a pre-observation meeting, (2) the classroom observation, (3) a post-observation meeting, and (4) a written report.

1. Pre-observation Meeting

Once matched, the faculty member being observed will share the current course syllabus with the peer observer. Other information may also be shared in advance of the pre-observation meeting, such as SPOT feedback or mid-semester reviews. Once that information is received and reviewed, the peer observer will then meet with the faculty member to learn about the goals and purposes of the course. If there are specific areas the faculty member is trying to enhance, they should make special note of these. Also, they should note any factors specific to the day of the observation (e.g., challenging topics, scheduled group work, etc.). The peer observer will ask questions related to the dimensions of teaching listed below to identify the faculty member's planning and preparation for these dimensions in the class observation, noting any special areas of focus.

2. Classroom Observation

Observations should address the following dimensions of teaching. For each, examples of excellent practices are provided as illustrative, non-exhaustive guides. Faculty observers should use the rubric in Appendix B for the following dimensions.

a. Environment Conducive to Learning

Examples: Multiple opportunities for student interaction with peers and the instructor, openness to new ideas, enthusiasm for teaching, and facilitation of disciplinary thinking.

b. Implementation of Course Design

Examples: Class activities are appropriate for the course level and student preparation, clearly support course objectives and outcomes, and are facilitated in ways that promote learning while using formative assessment to gauge student progress.

c. Use of Content/Subject Matter

Examples: Employs current content to promote understanding of core disciplinary principles, critical thinking, and learning outcomes; provides opportunities for students to interact with and apply content at an appropriate course level.

d. Diverse Pedagogies

Examples: Uses a variety of teaching methods (visual, auditory, collaborative, writing) and incorporates heterogeneous, inclusive in-class groups.

e. Fostering Student Success

Examples: Provides guidance on learning skills (e.g., active reading, study groups, writing) and helps students connect content to lifelong learning and personal or career goals.

f. Effective Use of Technology

Examples: Uses technology effectively to enhance student interactions and engagement, and provides support for students in using course-related technology.

Special attention should be given to any areas where the faculty member expresses a desire for feedback.

3. Post-observation Meeting

The peer observer should meet with faculty member within two weeks after the observation to review and discuss observations and to discuss goals and strategies for continued growth.

4. Written Report

The peer observer will provide a letter to the faculty member and their chair summarizing the process. Because the observer's letter will serve as an important element in the holistic evaluation of the faculty member's teaching effectiveness, the following information should be included as context and content:

- a. Introductory Context: Observer name and title, instructor name and title, course name, and course catalog description.
- b. Summary of Pre-observation Meeting: Observer should report and summarize key points of the pre-observation conversation including the date and time of the meeting.

- c. Summary of Classroom Observation: Observer should report on six dimensions of teaching using the Classroom Observation Rubric (Appendix B) in addition to other observations deemed relevant (such as time increments documenting the flow of the class).
- d. Reflections on Observed Strengths: In addition to the descriptive feedback, the observer should reflect on what worked well in the class meeting. (For example, how did the faculty member engage students? Did the faculty member use student's names? Was the class period designed to get students involved in the material? Was the material communicated in a way that aided students' understanding? What teaching techniques seemed particularly effective?)
- e. Reflections on Areas for Continued Development: Observer should also offer constructive feedback on how the faculty member's teaching could be enhanced. (For example, are there opportunities to increase student participation in the class? Could material be presented in more accessible or relevant ways? Could technology be used more effectively? Are there ways to make the class more inclusive? Are there any factors the faculty member may not be aware of that prevent students from fully engaging with the class (distractions, unseen raised hands, etc.)?)
- f. Summary of Post-observation Meeting: Report on the post-observation meeting, including the discussion of goals and strategies for continuous growth.

Written reports should be provided to the faculty member and their department chair in a timely manner after the post-observation meeting, but no later than the end of the current semester.

Appendix B
Classroom Observation Rubric

Select the cell in each row that provides the best overall description of what happened in class.

Note: The provided descriptions for each cell are merely guiding examples of qualifying elements but other similar justifications for a label of Poor, Acceptable, or Excellent Practices may be used as deemed relevant.

This Classroom Observation Rubric is one aspect of the Written Report structure. Please see Appendix A for complete organization of provided feedback.

| Dimension of Teaching | Poor Practices | Acceptable Practices | Excellent Practices |
|--|---|--|--|
| Environment Conducive to Learning | <ul style="list-style-type: none"> • Doesn't know students' names • Ignores student questions or concerns • Belittles or dismisses student input • Little direct personal interaction with students | <ul style="list-style-type: none"> • Warm and respectful interactions with students; knows students' names • Encourages students to participate and share their thoughts and responds thoughtfully to student concerns. | <ul style="list-style-type: none"> • Multiple opportunities for students to interact with each other and the instructor • Models openness to new ideas. • Demonstrates enthusiasm • Facilitates development of disciplinary thinking. |
| Implementation of Course Design | <ul style="list-style-type: none"> • Activities or assignments do not promote achievement of TCU outcomes • Class activities do not promote achievement of course or class goals • Instructor does not appear organized or prepared for class. • Materials or activities are too simple or too complex for students | <ul style="list-style-type: none"> • Class learning activities are consistent with overall course objectives and learning goals for the day • Students are actively involved in working towards achievement of course and lesson goals. • Major learning goals for the class are presented or are clear to students | <ul style="list-style-type: none"> • Class activities are appropriate for the course level and student preparation • Class activities clearly promote achievement of course objectives and outcomes • Instructor facilitates student learning and utilizes formative assessment to determine how students are doing |
| Use of Content/Subject Matter | <ul style="list-style-type: none"> • Content discussed or used in class was outdated, inaccurate, or overly exaggerated • Primary focus in class is to "tell" information to students; there is little to no exploration, problem-solving, or application of course content | <ul style="list-style-type: none"> • Content used was current and relevant to the course objectives and purpose of the course • Promotes student use of course content to think through or solve problems similar to those found in the discipline | <ul style="list-style-type: none"> • Employs current content to promote understanding of core principles in the discipline <u>and</u> to promote critical thinking and learning outcomes • Students directly interact with and apply content at a level appropriate to the course |

| Dimension of Teaching | Poor Practices | Acceptable Practices | Excellent Practices |
|----------------------------------|---|--|---|
| Diverse Pedagogies | <ul style="list-style-type: none"> • Comments are made that are insensitive or offensive about race, gender, ethnicity, disabilities, etc. • Groups or in-class teams segregate females, minorities, international students into their own groups. | <ul style="list-style-type: none"> • Instructor’s comments and behaviors show sensitivity and awareness of cultural and disabilities concerns • Encourages participation by all students in class without evidence of marginalization or avoidance of any groups | <ul style="list-style-type: none"> • Uses a variety of teaching methods (visual, auditory, collaborative activities, writing) in class. • In-class groups show heterogeneity and inclusion of students of various backgrounds. |
| Fostering Student Success | <ul style="list-style-type: none"> • If students express frustration or difficulty learning the material, the instructor is unsympathetic • Comments imply or state that students are lazy or unmotivated • Instructor appears demanding of students, but provides no help or structure for students to think through problems | <ul style="list-style-type: none"> • If students express frustration or difficulty learning, the instructor is sympathetic in comments and behavior • Instructor provides suggestions for how students may learn the material more effectively • Instructor explains grading criteria or rubrics used for assignments | <ul style="list-style-type: none"> • Instructor may provide specific information about how to learn skills (e.g. active reading, study groups, writing) • If students express frustration, instructor helps students see the connection between content, lifelong learning skills, and their personal or career goals |
| Use of Technology | <ul style="list-style-type: none"> • Does not appear competent in the use of classroom technologies • Technology used in class confuses students • Either: avoidance of useful technology or demands for students to use non-standard technologies that are inappropriate to learning goals | <ul style="list-style-type: none"> • Instructor appears competent in the use of classroom technologies • Technology use in the classroom facilitates student learning | <ul style="list-style-type: none"> • Instructor uses technology effectively to increase student interactions with each other, with the content, or with the instructor • If necessary, instructor provides effective assistance to help students utilize technology that is course-related |