

COLLEGE OF FINE ARTS

General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure & Merit Increases,
Revised and approved by the College Advisory Committee, April 16, 2018

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

- I. Teaching**
- II. Scholarship, creativity and its equivalents**
- III. Service to the University and the profession**
- IV. Advising and related activities**
- V. Professional Development**
- VI. Conduct in accord with the Statement on Professional Ethics**

Teaching and scholarship and/or creative activity are the central considerations in reappointment and promotion. Satisfactory performance in all categories is expected; exemplary performance in one category will not substitute for deficient performance in another. Chairs and Directors should counsel individual faculty. Each has different strengths and should be directed to maximize their potential while still contributing in a collegial manner to all areas of faculty life.

In addition to the statements on criteria included in the Handbook for Faculty and Staff, the Dean, School Directors and Department Chairs of the College of Fine Arts believe the following additions and interpretation of stated criteria are useful in evaluating faculty in the College. (For convenience, the term Chair and Department shall now be used for all units.)

I. TEACHING

A. General Criteria

A primary component of a faculty member's role in the College 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.

The academic units comprising the College manifest a variety of instructional modes (e.g., lecture, studio, ensemble, and the like). Because faculty-teaching assignments may include more than one mode, their teaching should be evaluated by weighing the major mode more heavily than the minor one. In the case of equal distribution of modes, equal weighing is appropriate. 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, an effective teacher should possess a deep knowledge of the discipline and good speaking ability and/or other presentational skills.

Evidence of quality teaching must include evaluation by students, peers, and the Chair. Evaluation by students must be represented through administration of Student Perception of Teaching (SPOT). Results shall be summarized and forwarded to the next level by the department Chair, and the faculty member at his/her discretion may forward the full report. Each department shall have clear procedures for peer review of teaching that is applicable to all budgeted continuing faculty. Peer reviews normally occur each year for untenured faculty. Peer reviews for tenured faculty at the senior ranks shall be administered at least every five years (normally with the post-tenure review). Evaluation by peers will usually be by tenured faculty in the faculty member's department or, under some circumstances, it may be by a professional educator, designated by the Dean in consultation with the faculty member, who is familiar with the faculty member's discipline. Each tenured faculty member's evaluation of a peer will be submitted to the Department Chair. Teaching evaluation shall be conducted in accordance with each unit's individual procedures but must include SPOTs and at least two other evaluation methods.

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

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: the candidate is expected to submit evidence of an appropriate degree, to demonstrate command of an appropriate body of knowledge, to demonstrate teaching ability or show promise of that ability in the classroom, and to show the ability to work effectively with colleagues and students, or the promise of doing so. 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.

FOR REAPPOINTMENT: the candidate is expected to demonstrate an increasing knowledge of his or her discipline, growing competency in teaching, the willingness and competence to self-assess and improve teaching, and the ability to work effectively with colleagues and students. The candidate should provide supporting evidence of continuing growth in the discipline.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate is expected to demonstrate competence in teaching, a general understanding of a large part of the appropriate discipline, and in-depth knowledge of one or more areas of the field. The candidate must demonstrate the willingness and ability to work effectively with colleagues and students, contributing to the academic growth of all. 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 appropriate and substantive documentation of accomplishment in teaching and of knowledge ability of the field.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate - by reputation, recognition and appropriate evaluative measures - mastery of bodies of knowledge, competence in the classroom, and the ability to work effectively with colleagues and students. Note: as a general rule, five years of service as an Associate Professor are expected before consideration for promotion to the rank of Professor.

II. SCHOLARSHIP, CREATIVITY AND ITS EQUIVALENTS

A. General Criteria

Another primary component of a faculty member's role in the college is scholarship and/or creative activity. Each faculty member is expected to engage in significant scholarship and/or creative activity in the area of his or her specialization. Such activity should be (1) in addition to assigned teaching responsibilities, (2) consistent in productivity, and (3) subject to critical evaluation by peers and discipline professionals.

1. 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 essays, papers, seminars, workshops, etc., for presentation at professional meetings through open competition, invitation, and rigorous evaluation. Additional secondary evidence of scholarship is invited essays, reviews, and the like.

Both primary and secondary evidences of scholarly endeavors shall be evaluated on the basis of (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

- a) Several indices of quality may be used in the evaluation of scholarly productivity. The relative importance of various types of scholarship may vary from unit to unit.

- 1) Acceptance of scholarship within the discipline.

This may be exemplified by (1) publication in refereed forums within the discipline, (2) the scholarly prestige of the journal or book publisher, 3) frequency

of citation to the individual's work by other authors, and/or (4) invited peer review of the faculty member's works. (NOTE: The faculty member, with the approval of the Department Chair 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 be appointed by the Chair.)

2) 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.

3) 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.

b) Acceptable forums (not listed in order of importance) in which scholarly works appear include:

1) Books and book chapters.

Caliber of publisher, number of authors, and relative importance of the work should be considered

2.) Professional journals.

Journals within the faculty member's discipline are most important, although publication in related fields is also encouraged. Differing values are also given to differing levels of journals (e.g., international/national, regional, state, and local).

3.) 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.

c) 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.

d) Evidence of consistent productivity in scholarship must be provided by the individual faculty member.

2. CREATIVE ACTIVITY

“Creative Activity” is interpreted as the creation of original works as well as the direction of, or performance in, artistic productions.

Creative Activity/Artistry produced by faculty members will be evaluated on the basis of (a.) quality, (b.) forum in which the work was presented, (c.) quantity, and (d.) frequency. Success will be measured through professional critical review and/or peer evaluation within the discipline.

a) Several indices of quality may be used in the evaluation of creative productivity.

1) Acceptance of creative work and artistry 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 Department Chair 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 Chair.)

2) 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.

3) Relative contribution of the faculty member to the artistic work submitted for evaluation.

4) In cases of collaborative works, the individual faculty member may submit evidence describing his/her level of contribution.

b) Acceptable forms for juried and invitational creative work include:

1) Solo and group exhibitions

2) Competitions, festivals, recitals, concerts, and theatrical productions, etc.

3) Design, direction, performance, and choreography

4) Commissions

5) Other forms: A faculty member who submits evidence of creative work that is not described in any of the above forms is responsible for submitting supportive evidence relative to (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

- c) Faculty members are expected to demonstrate an amount of creative work appropriate to the purpose of their evaluation, i.e., appointment, reappointment, promotion, tenure, or merit increase.
- d) Evidence of consistent productivity in creative work must be provided by the individual faculty member. Specific review processes will be determined by the individual departments.

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

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: the candidate is expected to submit evidence of appropriate competencies in scholarship and/or creative activity and evidence of the ability to design and carry out a program of research and/or creative activity, or to present the promise of doing so.

FOR REAPPOINTMENT: the candidate is expected to demonstrate increasing understanding of recent developments in the discipline and growing professional competencies and achievements in scholarship and/or creative activity appropriate to the discipline and the department, Activities and achievements are to be manifested in appropriate professional and public forums.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate is expected to demonstrate professional competence and achievement in scholarship and/or 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. 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 creative activity.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate for this rank will have demonstrated through reputation and by recognition of excellence in scholarship and/or creative activity. Professors should demonstrate their willingness to continue scholarship and/or 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.

III. SERVICE TO THE UNIVERSITY AND THE PROFESSION

A. 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;
- Time devoted to committee meetings;
- 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

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

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: 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.

FOR REAPPOINTMENT: the candidate should show increasing levels of engagement in service activities, which bring credit to him/her, the department, the college and the university.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate will have shown a prior commitment to department, 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.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR:

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candidate should demonstrate conscientious and significant service contributions.

The candidate should demonstrate the willingness and ability to increase leadership roles in service within the university and beyond.

IV. ADVISING AND RELATED ACTIVITIES

A. 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, 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. 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.

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

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: the candidate will demonstrate the willingness and the

ability to advise students effectively, or exhibit the promise of doing so.

FOR REAPPOINTMENT: 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.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate will have demonstrated increasing 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.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate effective advising through supporting documentation. 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.

V. PROFESSIONAL DEVELOPMENT

A. 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:

1. Accumulation of continuing education credits;
2. Receipt of research and faculty development grants;
3. Receipt of post-doctoral fellowship;
4. Receipt of professional certification of license;
5. Attendance at professional meetings and workshops.

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

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

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: candidates will demonstrate a commitment to appropriate professional development.

FOR REAPPOINTMENT: 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.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: 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.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the

candidate will demonstrate 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.

VI. CONDUCT IN ACCORD WITH THE STATEMENT ON PROFESSIONAL ETHICS

- A. Faculty members are expected to comply with the Statement on Professional Ethics adopted by the Faculty Senate on February 4, 1993. The document is reproduced annually in the Handbook for Faculty and Staff.
- B. **College of Fine Arts Promotion Criteria for Assistant and Associate Professors of Professional Practice (PPP)***

Individuals may earn the rank of Associate or Full Professor of Professional Practice.

The Chair/Director, together with the PPP, will have determined criteria for promotion at the time of hire. Criteria are based on the PPP's engagement as professional staff, creative and/or scholarly research, teaching, professional engagement in the field – or some combination of these areas. (e.g. If the PPP's position is 50/50 - half as technical director for the program and half as teaching staff - criteria for assessment would be determined accordingly. Criteria for research/creative activity, teaching, service, advising – as applicable to the candidate's contract - will align with the department/school and College of Fine Arts criteria as outlined for those on tenure/promotion tracks. The Chair/Director in collaboration with the PPP determines the criteria and assessment measures for professional skills. The dean of the

College of Fine Arts will vet criteria and assessment for promotion at the time of the letter of appointment, and before the PPP signs the initial contract.

Concerning promotion from Assistant to Associate Professor, the Chair/Director, with the advice of the department/school Faculty Advisory Committee, will assess the PPP according to the established criteria, yearly, and shall follow the same process/schedule as faculty on the tenure/promotion tracks.

Time in rank for promotion should follow the standards used for tenure-track faculty as outlined in the TCU Faculty/Staff Handbook, unless an alternative is established in the initial letter of appointment.

Concerning promotion from Associate to Full Professor, the Chair/Director, with the advice of the department/school Faculty Advisory Committee, will assess the PPP according to the established criteria. PPPs shall follow the same process/schedule as faculty on the tenure/promotion tracks. Time in rank for promotion should follow the standards used for tenure-track faculty as outlined in the TCU Faculty/Staff Handbook, unless an alternative is established in the initial letter of appointment. (For further detail on determining criteria and organizing the timeline for promotion, see the CFA document “Timeline for Tenure and Promotion”.)

When the faculty member has fulfilled her/his time in rank, and declares intention to go forward for promotion, and has been approved to do so, she/he will prepare a dossier for review, based on the criteria established at time of hire. The Chair/Director, the Faculty Advisory Committee of the school/department (note: the committee should include PPPs of higher rank), the Dean of the College of Fine Arts, and the CFA College Advisory Committee will review the candidate’s dossier and make recommendations. This dossier is not submitted for external review. Assessment is conducted at the school/department and college levels only.

An Assistant or Associate Professor of Professional Practice denied promotion to the next higher rank must wait a minimum of two years before re-applying for promotion.

*Approved by College Advisory Committee 1 May 2018

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 have approved the use of the term “creative activity” to stand for “creative artistry,” 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).