

College of Fine Arts Appointment, Evaluation, and Promotion of Instructors

This document defines the general duties, rights, privileges of Instructors in the College of Fine Arts, and the criteria by which they are to be evaluated for appointment, reappointment, promotion, and merit pay. Department/school documents may augment or specify in greater detail the duties, rights, privileges, and evaluative criteria outlined below but may not abridge the general provisions of this document.

Duties of Instructors

Instructors' normal duties include the instruction of students; service to their department/school, college, university, profession, and community; student advising; student interaction; and professional development. Instructors are also expected to maintain professional knowledge and pedagogic skills appropriate to their discipline and to conduct themselves in accordance with the Statement on Professional Ethics approved by the TCU Faculty Senate (*Handbook for TCU Faculty and Staff*). An Instructor's normal teaching load is four courses per semester or should reflect the department/school workload equivalents.

Rights and Privileges of Instructors

Instructors' teaching assignments may include any course in the department's/school's curriculum for which they have appropriate qualifications. The Graduate Faculty Policy (see the Faculty & Staff Handbook) specifies Instructors' role in graduate programs.

Instructors may seek workload modifications under department/school workload policies, e.g., course reductions in exchange for special administrative responsibilities.

Instructors shall have access to department/school resources, including opportunities for summer teaching and travel funds to support professional development.

Instructors shall be eligible for merit and promotion raises.

Instructors are expected to participate in faculty governance. Voting rights on hiring, renewal, tenure, or promotion of faculty shall be consistent with college and university policy, but otherwise determined at the department/school level, through department/school bylaws and other policy documents, subject to the approval of the Dean. In all other matters, Instructors are to be granted full voting rights at the department/school, college, and university level, unless explicitly forbidden by college or university policy.

One Instructor is expected to serve as an *ad hoc* member of the department/school advisory committee (with full voting rights) when the committee is considering the renewal or promotion of other Instructors. In departments/schools with more than two Instructors, the Chair/Director and advisory committee must determine a procedure for selecting one Instructor (by election or appointment) to serve in this capacity. In departments/schools with only one Instructor, that Instructor may request the selection of an Instructor outside the department/school to serve in this role. In that case, the Chair/Director and advisory committee must confer with the Dean about the selection.

Instructor Ranks

Rank	Length of Contract	Other Considerations for Determining Rank (including, but not limited to)
Instructor I	1–3 years	Advanced Degree Teaching experience
Instructor II	2–4 years	Professional Experience
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.

Criteria for Evaluating Instructor Performance

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

- A. Teaching
- B. Service to the University and the profession
- C. Advising and related activities
- D. Professional development
- E. Conduct in accord with the Statement on Professional Ethics

Existing college and department/school documents on promotion and merit pay define these criteria in detail and specify the evidentiary grounds on which Instructors' teaching, service, and professional development activities are to be evaluated.

In all cases, however, departments/schools should observe the following guidelines when applying these criteria:

Teaching

The teaching of students, undergraduate and graduate, is a major function of Texas Christian University. For this reason, it is expected that all faculty will be knowledgeable, conscientious, and effective teachers throughout their careers at the University.

The evaluation of teaching performance is a difficult and complex task that should include evidence from a variety of sources. These should occur systemically as determined by the department/school and must occur if there are substantive indications of problematic teaching.

Departments/schools are to assess Instructors' teaching performance based on eSPOT results and at least three other forms of evidence. Instructors are to provide evidence of teaching over the preceding five years (or, for newer Instructors, the number of years they have served as TCU faculty members).

- Student Evaluations – Both formal and informal student input is one valuable measure of teaching effectiveness. As appropriate to each department/school and faculty member, specific approaches may include:
 - eSpots administered in a manner consistent with current University policies and reviewed by department/school Chair/Director
 - Other course-specific, student-completed assessments/survey as directed by the Koehler Center for Teaching Excellence
 - Student exit interviews
 - Student initiated awards/nominations/success in competitions/employment
 - Student feedback from capstone courses
 - Unsolicited and solicited feedback from students given directly or indirectly to the department/school Chair or Director
 - Evaluation of course learning
 - Independent assessments of teaching excellence as compiled by the Koehler Center for Teaching excellence (Teaching Analysis Poll or TAP)
 - Student success in degree-specific adjudicated venues
 - Student post-graduate employment record
 - Student admission to and success in graduate programs
 - Alumni surveys
- Peer Evaluations – Colleagues within the department/school will provide feedback to the Chair/Director and through that to the faculty under review. In addition, individual departments/schools may require

faculty evaluation from outside the department/school and or/external peer feedback. As appropriate to each unit and faculty member, specific approaches may include:

- Classroom visitations with protocol established by department/school guidelines
 - Committee conversations with the faculty under review regarding eSpot scores, syllabi, annual reports, etc. Topics may include teaching effectiveness, pedagogical approaches, content, academic rigor, and grade distribution and student preparation level for upper-level courses
 - Peer/department/school-initiated nominations for awards in teaching
 - External advisory committee can offer suggestions as to course content and other areas that bear on teaching effectiveness.
- Self-Evaluation – Faculty members will provide a self-evaluation of their teaching. This self-evaluation should offer a plan for innovations and improvements going forward as well as responding to student and peer evaluations. Faculty who direct independent studies and/or research should specifically comment on the following: 1) how often they met to discuss research progress with each student; 2) how they engaged students in a careful examination of the relevant literature.

Service to the University and the Profession

Service includes participation in the governance or enhancement of one's department/school, college, university, or profession. It also can include academically related contributions to communities beyond the university.

Advising and related activities

Student interaction includes various forms of student/faculty interaction such as academic advising; career counseling; or participation in co-curricular activities, student organizations, or special department/school projects.

Professional Development

Professional development includes activities beyond one's normal teaching and service duties, which enhance one's professional knowledge and engagement or increase one's efficacy or knowledge as an academic citizen. Such activities include but are not limited to scholarly writing (including pedagogical inquiry); participation in academic conferences, workshops, or seminars; academic coursework or self-directed reading, editorships or peer reviews of academic work; leadership of field trips or study abroad courses; leadership in professional organizations; and grant writing (internal or external).

With regard to an Instructors' scholarly activities, no Instructor of any rank is required to produce published work in their discipline. Thus, lack of published work can never be grounds for an Instructor's non-renewal, denial of promotion, or denial of merit pay. Yet ongoing scholarly engagement is an essential form of professional development for all Instructors. Instructors are expected to remain conversant in emerging scholarship in the subfields they teach.

Conduct in Accord with the Statement on Professional Ethics

Appointment and Reappointment

When determining qualifications for appointment, consideration will be given to the highest earned degree in the discipline and in all cases according to the guidelines of the Southern Association of Colleges and Schools.

All Instructors are initially appointed to the rank of Instructor I unless negotiated otherwise with their Chair/Director and Dean.

Performance reviews

Instructors will be reviewed as follows:

- Every year: faculty annual report and merit pay evaluation
- During the spring semester of year 1: evaluation of teaching that occurred during the fall semester
- During years 2 and 4: full review during the fall semester
- After year 4: full review every five years

During the Instructor's first year, the Chair/Director and at least one other faculty member will conduct teaching observations. The Chair/Director will produce a written summary of these observations and share this summary with the faculty member, the department/school advisory committee, and the Dean no later than March 1.

The reviews conducted during the Instructor's second and fourth years, and every five years thereafter, should follow the same calendar and guidelines as those stipulated for tenure-track faculty. These reviews should be conducted by a group of faculty that includes one Instructor. In departments/schools with more than two Instructors, the Chair/Director and advisory committee must determine a procedure for selecting one Instructor (by election or appointment) to serve in this capacity. In departments/schools with only one Instructor, that Instructor may request the selection of an Instructor outside the department/school to serve in this role. In that case, the Chair/Director and advisory committee must confer with the Dean about the selection.

Non-renewal procedure

The Provost must give written notice of non-renewal in advance of the expiration of Instructors' appointments as follows:

- no later than March 1 of the academic year in which the appointment expires for faculty members who hold the rank of Instructor I;
- at least 12 months before the expiration of an appointment for faculty members who hold the rank of Instructor II or Senior Instructor.

Promotion

Instructors may seek promotions in rank, but neither promotion nor pursuit of promotion is required for continued employment. Instructors whose applications for promotion are denied shall retain their current ranks and may reapply for promotion in the future.

The decision to apply for promotion rests with the Instructor, not with the Chair/Director or advisory committee.

The promotion process for Instructors mirrors the promotion procedures for tenured and tenure-track faculty specified in the *Handbook for TCU Faculty and Staff*, with the following exception. When an Instructor stands for promotion, the Dean will appoint one Instructor to serve as an ad hoc member of the college advisory committee when the committee is considering the promotion of an Instructor.

Instructor I

An Instructor I is expected to demonstrate excellence in teaching and ongoing professional development.

Promotion to Instructor II

Primary requirements for promotion to Instructor II:

- As a general rule, five years of service as Instructor I (or equivalent)
- Demonstrated teaching excellence
- Sustained growth as a teacher of one's discipline
- Additional considerations for promotion may include but are not limited to:
- Effective student engagement.
- Ongoing professional development.

- Active service to the TCU community.

Instructor II

An Instructor II is expected to demonstrate sustained excellence in teaching, ongoing professional development, active service to the TCU community (including one's own department/school), and effective student engagement.

Promotion to Senior Instructor

Primary requirements for promotion to Senior Instructor:

- As a general rule, five years of service as Instructor II
- Demonstrated teaching excellence
- Sustained growth as a teacher of one's discipline
- Effective student engagement
- Active service to the TCU community

Additional considerations for promotion may include but are not limited to:

- Ongoing professional development
- Service to the community and profession
- Particular attention will be paid to achievements since promotion to Instructor II.

Senior Instructor

By their academic accomplishments, reputation, and leadership as teachers and university citizens, Senior Instructors will represent the best character of Texas Christian University. A Senior Instructor is expected to act as a leader within the TCU community and to demonstrate a sustained commitment to teaching, professional development, service, and student engagement.

The faculty member under review shall submit an electronic dossier including:

- A self-evaluation addressing review criteria including:
 - A. Teaching
 - B. Service to the University and the profession
 - C. Advising and related activities
 - D. Professional development
 - E. Conduct in accord with the Statement on Professional Ethics 1.
- A current vita in TCU Format
- Evidence of teaching accomplishments
- Other relevant supporting documentation

In application for promotion, in addition to the material supplied by the instructor, the dossier must include:

- A recommendation from the Chair/Director
- A recommendation from the unit advisory committee
- Copies of all previous evaluation letters

Approved, College Advisory Committee, 17 April 2017

Approved, Chairs & Directors, 20 April 2017

Approved, College Advisory Committee, April 20, 2018