



Handbook  
2018-19

## **Bob Schieffer College of Communication Mission Statement and Goals**

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 Bob Schieffer College of Communication Handbook**

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

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

While this Handbook is modeled after [\*TCU's Handbook for Faculty and Staff\*](#), 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's Academic Affairs Administrative Handbook](#)

[TCU's General Catalog](#)

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

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## **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.

### **GENERAL CRITERIA**

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.

- 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 Handbook for Faculty and Staff*, 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**

### **a. General Criteria**

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.

The departments comprising the College manifest a variety of instructional modes, e.g., lecture, clinic, 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 weighting 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, department chairperson, and self. Evaluation by students must be represented through administration of Student Evaluation of Faculty forms. Results of this administration shall be summarized and forwarded by the department chair, and the faculty member at his/her discretion may forward the full report. 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. Peer review may include but is not limited to an evaluation based on (1) classroom visits, (2) analysis of course syllabi for currency, relevancy, and suitability to the course, (3) review of theses, (4) grade distribution review, (5) appropriateness of selected text(s), and (6) mastery of the pertinent body of knowledge. Each tenured faculty member's evaluation of a peer will be submitted to the department chairperson. Evaluation by the department chairperson, may include those dimensions listed under peer review as well as review of the student evaluations of assigned classes. Self-evaluation can be submitted by completion of a Student Evaluation of Faculty form and any narrative comment the assessed faculty member wishes to make. Completed self-evaluations will be submitted to the chairperson.

b. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases  
The following qualifications and criteria, in accordance with the TCU Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

i. 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.

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.

ii. 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.

FOR REAPPOINTMENT: the candidate will demonstrate willingness to continue to study the appropriate discipline(s), a concern to self-assess and improve teaching, and the ability to work effectively with colleagues and students.

### 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.

FOR REAPPOINTMENT: by the record of achievement, the candidate will manifest mastery within the classroom, the willingness to self-assess teaching, and the ability to work effectively with students and colleagues, thus maintaining the respect of colleagues within the University and beyond. Professors should be willing and able to mentor more junior faculty toward effective teaching.

## **II. SCHOLARSHIP AND ARTISTRY/CREATIVE ACTIVITY**

### a. 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.

#### i. 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 evidences of scholarly endeavors shall be evaluated on the basis of (1) quality, (2) forum in which work was presented, (3) quantity, and (4) frequency. The order of these bases also represents the relative value of each in the evaluation process.

#### ii. SEVERAL INDICES OF QUALITY MAY BE USED IN THE EVALUATION OF SCHOLARLY PRODUCTIVITY.

1. 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.)

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. 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.

iii. ACCEPTABLE FORUMS IN WHICH SCHOLARLY WORKS APPEAR  
INCLUDE:

1. 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).

2. 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.

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.

iv. 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.

v. EVIDENCE OF PERIODIC AND REGULARIZED SUCCESS IN  
SCHOLARSHIP WOULD BE SPECIFICALLY PROVIDED BY THE INDIVIDUAL  
FACULTY MEMBER.

vi. 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

a. 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.)

b. 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.

c. 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.

1. 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, and (4) frequency.

2. 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.

3. 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.

b. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases  
The following qualifications and criteria, in accordance with the TCU Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the Bob Schieffer College of Communication.

I. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: 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.

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 artistry/creative activity appropriate to the discipline and the department, Activities and achievements are to be manifested in appropriate professional and public forums.

II. 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 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. 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.

FOR REAPPOINTMENT: the candidate will demonstrate increasing levels of scholarly productivity and/or artistry/creative activity, and the willingness to continue such productivity.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: 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 REAPPOINTMENT: 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**

#### **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, 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.

#### **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 of Communication.

##### **i. 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.

#### ii. The Senior Faculty Ranks

### ASSOCIATE PROFESSOR

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

FOR REAPPOINTMENT: 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.

### PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: 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 REAPPOINTMENT: 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**

### 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;
- 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 of Communication.

i. 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. 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.

ii. 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 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.

FOR REAPPOINTMENT: 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.

### PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: 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 REAPPOINTMENT: 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**

### 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:

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

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

### c. 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 of Communication.

#### i. 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.

ii. 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.

FOR REAPPOINTMENT: by his/her activities, the Associate Professor will cultivate professional interests and areas of study to increasing levels of sophistication and knowledge ability.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: 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 REAPPOINTMENT: 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**

a. 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 Handbook for Faculty and Staff.

**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 May 2018)**

All tenured faculty, regardless of whether or not they serve on a college or university advisory committee, have the right to provide their departmental advisory 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 advisory committee and their chair with feedback regarding a PPP’s application for promotion.

#### **LETTERS FROM ADVISORY COMMITTEE AND CHAIR (updated May 2018)**

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



## **Policy on Professors of Professional Practice** *(updated Spring 2016)*

This document provides guidelines for appointment, evaluation, and promotion for Professors of Professional Practice within the Bob Schieffer College of Communication and its respective units.

The position designation for Professors of Professional Practice enhances the academic mission of the College by establishing a process for hiring individuals who have achieved an exceptional reputation through their discipline-relevant professional accomplishments. Professors of Professional Practice are individuals with a high degree of applied experience in their area of teaching who may not have the formal academic background (e.g. discipline appropriate terminal degree) for a traditional tenure-track position, but warrant a parallel career-track for evaluation and promotion.

Professors of Professional Practice are appointed to the faculty, but are not eligible for tenure. This College policy statement on PPPs affirms the importance of tenure-track and tenured faculty lines. PPPs are unique and noncompetitive with tenure track appointments. This College policy also affirms SACS guidelines for faculty competence.

Responsibilities of Professors of Professional Practice will normally include instruction of students, continuing scholarship or creative activities, service to the university through committee memberships, student advising, and attendance at university events.

The workload of Professors of Professional Practice is shaped by their own experiences and the needs of the hiring department. A higher emphasis on teaching or service may differentiate them from traditional tenure-track faculty. Professors of Professional Practice are also expected to maintain professional knowledge and skill appropriate to their discipline and conduct themselves in accordance with the Statement on Professional Ethics adopted by the Faculty Senate.

### Appointment, Promotion, Contracts and Faculty Rights

Individuals may be appointed to the rank of Assistant, Associate or Full Professor of Professional Practice. Annual evaluations of Assistant Professors shall be made by the unit head (chair or director) with the advice of the Faculty Advisory Committee for the initial term of appointment. Annual evaluations 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 PPP.

Promotions in rank may be sought, but are not required for continuing employment. College and department criteria for promotion of Professors of Professional Practice shall be established and followed. In such cases, the FAC shall be supplemented by a representative number of Associate and/or Full Professors of Professional Practice in the unit when possible. Time in rank for promotion should follow the standards used for tenure-track faculty, unless an alternative is established in the initial letter of appointment. The process for promotion shall follow that of tenure-track faculty in The Faculty Handbook. However, the Dean will make the promotion recommendation and forward this to Provost for approval and submission to the Board of Trustees. If the promotion is denied at the department or college level, the faculty member may file a grievance according to

university policy.

Professors of Professional Practice shall have equity with tenure track faculty in matters of merit and promotion raises. Professors of Professional Practice shall be subject to Professional Review and Development of Tenured Faculty as found in The Faculty Handbook.

Contracts for Professors of Professional Practice shall be from one to three years for Assistant and Associate Professors and three to five years for Full Professors. Renewals will be extended at the university's discretion. There is no limit to the number of renewals.

Professors of Professional Practice shall hold full voting rights at the department, college and university level except in matters of tenure and promotion of tenure-track faculty. Professors of Professional Practice may hold committee memberships at all university levels, except where prohibited under The Faculty Handbook. Professors of Professional Practice may hold appointment as graduate faculty consistent with credentials established by The Faculty Handbook.

## **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 *Handbook for Faculty and Staff* 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.
- E. 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 Advisory Committee against altering the existing faculty objectives.

### **III. Tenured Faculty Review**

- A. The Review Committee, consisting of the Advisory 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 Handbook for Faculty and Staff*. 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.

## **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 *Handbook for Faculty and Staff* 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.

## **Office Hours Policy**

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 the student*, and faculty members should express their willingness to make special appointments for students unable to use scheduled hours.

Faculty members should maintain at least two formally scheduled office hours per week for each three credit-hour course they teach. Office hours should be posted on the faculty member's office door and included in the syllabi of courses taught. The schedule should include "And by Appointment" or similar phrase. Each faculty member will provide the Department Chair who will in turn, provide the Dean's Office with a copy of the office hours schedule.

## **Outside Employment Policy**

The University encourages faculty members to participate in professional and business activities that enhance their reputations and reflect favorably upon the University. Faculty members may not be engaged in any activities, paid or unpaid, that conflict with or delay their services to the University.

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, as provided by University policy. In such instances, the Dean shall forward the report through administrative channels to the Vice Chancellor for Academic Affairs.

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

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 current or anticipated outside employment, including consulting, and the amount of time allocated to those activities. This information is to be provided in accordance with University policy.

Refer to the TCU *Handbook for Faculty and Staff* for specific 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:

1. Objectives and/or description of the course
2. Outcomes desired from the course
3. How those outcomes will be assessed
4. Texts, required and recommended
5. Name of instructor, office location, office hours
6. Course outline
7. Description of assignments
8. Dates of scheduled examinations
9. Dates of research or other projects
10. 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.
11. 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.

### **A. 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.

## B. 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:

A. 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.

B. 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.

C. 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.

D. 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 Handbook for Faculty and Staff* for details.

E. Maternity

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

F. 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.

G. 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 Handbook for Faculty and Staff* 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 Handbook for Faculty and Staff*.

**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/her 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.

#### **I. 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.

#### **II. 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.

##### **A. Minimum Criteria**

##### **1. 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.

##### **2. 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.

## B. 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.

## III. 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.

## IV. 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.

## V. 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 and College Advisory Committee Alternate Guidelines (updated May 2018)**

Departmental advisory committees and the College Advisory Committee serve important roles in the college, particularly regarding promotion and tenure decisions of faculty.

Under the TCU Faculty Handbook, membership on advisory committees is limited as follows:

- \* Department advisory committees may not include the department chair, and “junior faculty with limited experience will only serve under unusual circumstances.”
- \* The College Advisory Committee must consist of four members, and when possible, no department should be represented by more than one member on the committee; members must have tenure; and faculty serving in an administrative capacity are not eligible to serve
- \* No faculty members may serve on more than one advisory committee (whether at the department, college, or university level)

Because the departments in the Bob Schieffer College of Communication may not always have enough faculty members meeting the requirements above, alternate appointments may have to be made to populate advisory committees adequately. In such circumstances, substitutions should be made as follows.

For a departmental advisory committee, preference should be given to senior tenured faculty to compose the committee, with associate or full professors of professional practice or associate or full instructors from the department as options if a full committee cannot be composed with senior tenured faculty.

If the departmental advisory committee still cannot be filled, a tenured professor from another department in the college should first be sought to serve. This appointment should be made by the dean, in consultation with the department chair.

For the College Advisory Committee, if a department is not able to provide a representative on the committee due to the faculty’s service in administration or on departmental advisory committees, then the dean, in consultation with the chairs, should appoint a second representative from one department to the committee.

When a professor of professional practice is seeking promotion, the department shall elect one advanced PPP to serve on the departmental advisory committee for that particular case. This only applies to department advisory committees that do not contain PPPs.



### **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 Advisory 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

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

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

The survey will be administered by the Executive Committee and should be conducted anonymously 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 and staff to provide open-ended feedback.

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

## **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.

### **1. 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.

### **2. 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 advisory 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.

### **3. 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.

#### 4. 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.

#### 5. 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.

#### **Advisory Committee**

The Bob Schieffer College of Communication Advisory Committee consists of four members, two elected by the faculty of the college and two appointed by the dean. Consistent with TCU policy, the following guidelines shall be observed:

- \* When possible, no department should be represented by more than one member of the committee
- \* Faculty must have earned tenure to serve on 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 advisory committees, such as at the department or university level, are not eligible to serve
- \* Advisory committee members serve three-year terms, staggered so that no more than two members' terms expire in the same year
- \* Any member who has served a full term is not eligible for reappointment/election for three years
- \* The committee shall elect a chair for the following academic year no later than the end of the spring semester.

The primary task of the Advisory Committee is considering recommendations for the promotion and tenure of faculty in the college, following recommendations made by the departmental advisory committees and the

department chairs. In addition, the dean should consult with the College Advisory Committee regarding College matters as needed.

### **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**

The Bob Schieffer College of Communication Executive Committee consists of eight voting members, including the following:

- The four members of the College Advisory Committee
- One department chair selected by the group of department chairs (not the dean)
- 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 member, and ideally two members, from each of the college's four departments

The dean or the dean's designee, which typically would be the associate dean of the college, serves ex officio on the executive committee. The chair of the advisory committee also serves as chair of the executive committee.

Executive committee members who are not members of the College Advisory Committee serve three-year terms. These terms may be renewed.

The Executive Committee exists 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
- 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

## **Diversity, Equity, and Inclusion Committee** (updated May 2018)

The Bob Schieffer College of Communication Diversity, Equity, and Inclusiveness Committee consists of four members. One member shall be appointed from each department, with the department chair making the appointments 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.

In addition, the dean shall appoint a faculty member to serve as a college-wide Diversity Advocate, who will meet and work with the college committee, the dean, and broader campus on initiatives coordinated by TCU's Diversity, Equity, and Inclusiveness Committee. 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 Diversity, Equity, and Inclusiveness Committee is established to help the college adhere to the TCU Core Values of "the dignity and respect of the individual, and a heritage of inclusiveness, tolerance and service."

The committee should strive to serve the call of the Southern Association of Colleges, which states that universities should introduce students and faculty "to the broader society in which higher education operates—supporting sensitivity to such differences as culture, ethnicity, race, religion, international origin, student disabilities, and gender," by working to "ensure equal access for equal participation (recruitment), to take measures to successfully teach (retention and graduation), to provide requisite academic support for all students, including those with disabilities, and to adapt teaching and learning styles to meet the needs of a diverse student body."

The committee's call is broad, rather than narrow, regarding topics of diversity and inclusion. The categories recommended by SACS above, for example, are not intended to be exclusive or limiting for the scope of the committee, which should also consider sexual orientation, 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:

- Drafting and maintaining a college-wide diversity plan that addresses the hiring and retention of faculty and the recruitment and retention of students from diverse backgrounds.
- Identifying and/or presenting programs that will help create and sustain a climate of inclusivity in the college.
- Regularly assessing the work of the college regarding recruiting and retention of diverse faculty and students as well as the work of the college in presenting courses and other activities that reflect diversity and inclusion as core values of the university.
- Addressing questions regarding diversity and inclusion policies and procedures from the dean and faculty as they arise.

## **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.



## Appointments to Graduate Faculty 2018 - 2019

### Communication Studies

Name	Last Appointed	Appointment Type	Expiration Date
Carr, Kristen	Fall 13	Full	Spring 22
Finn, Amber	Fall 12	Full	Spring 24
Garner, Johnny	Fall 13	Full	Spring 19
Hinderacker, Amorette	Fall 13	Full	Spring 24
King, Paul	Fall 12	Full	Spring 24
Ledbetter, Andrew	Fall 13	Full	Spring 19
Richards, Adam	Fall 13	Full	Spring 22
Sawyer, Chris	Spring 16	Full	Spring 22
Schrodt, Paul	Fall 12	Full	Spring 24
Witt, Paul	Spring 16	Full	Spring 24

### School of Journalism

Name	Last Appointed	Appointment Type	Expiration Date
Garza, Melita	Spring 16	Full	Spring 22

### School of Strategic Communication

Name	Last Appointed	Appointment Type	Expiration Date
Bentley, Josh	Fall 15	Full	Spring 22
Bright, Laura	Fall 13	Full	Spring 22
Coleman, Catherine	Fall 13	Full	Spring 22
English, Ashley	Spring 2017	Full	Spring 20
George, Amiso	Fall 14	Full	Spring 19
Jung, Jong-Hyuok	Fall 15	Full	Spring 22
Kwon, Eunseon	Spring 2017	Full	Spring 20
Lambiase, Jacque	Fall 12	Full	Spring 24
Ma, Liang	Spring 2017	Full	Spring 20
Macias, Wendy	Fall 13	Full	Spring 19
O'Neil, Julie	Fall 14	Full	Spring 19