

TEXAS CHRISTIAN UNIVERSITY

College of Education FACULTY HANDBOOK

2020-2021

Last updated June 1, 2020

This College of Education Faculty Handbook supplements the [TCU Handbook for Faculty & Staff](#). If a discrepancy is found between the two, the *TCU Handbook* takes precedence as the final authority.

The COE dean and faculty are committed to shared governance. As such, the dean, cabinet, and faculty work collaboratively to develop policies and procedures. When making major changes to the handbook that modify those policies and procedures, the dean and/or the cabinet should provide:

- timely notification that changes to policies and procedures are under consideration or have been made; and
- opportunities for all faculty to give input through mechanisms such as discussions at faculty meetings, focus groups, surveys, or votes.
 - In the case that input shall be gathered via online voting (e.g. during periods of mandatory work from home), the cabinet may deem some topics appropriate for, or in the best interest of the full faculty, anonymous voting. In such circumstances, various online survey platforms could be used to collect ballot/survey results, without collecting names. The use of Qualtrics, for example, alone would be semi-anonymous, as respondents would not provide a name, but Qualtrics automatically collects the unique IP address of the person filling out the survey, which would provide the ability to ensure that no one person has voted more than once. For completely anonymous votes, the cabinet would have to follow the procedures for removing this feature. As an example, if using Qualtrics, steps for removing automatic collection of unique IP addresses are outlined here: <https://www.qualtrics.com/support/survey-platform/survey-module/survey-options/survey-termination/#AnonymizingResponses>

The dean or cabinet may make minor revisions to clarify the text of the handbook (e.g. editing, formatting, organizing) without input from the faculty. The assistant to the dean will ensure that changes to the handbook are updated on a shared folder on Box.

Changes to the handbook go into effect June 1 of the academic year in which the changes were approved. Faculty should consult the handbook regularly to be apprised of the most current policies and procedures.

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Principles and Purpose

Mission Statement

The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

Vision

We are committed to preparing individuals who will contribute to the creation of a humane and just society.

To accomplish this, the TCU College of Education

- Engages students in ethical, responsible, and meaningful scholarship and practice
- Fosters community collaboration locally and globally
- Expects excellence in all college endeavors

Core Values

As professionals and active citizens in our community, we strive to create a humane and just society in which all individuals can develop their full potential. We are governed by ethical codes that document our obligations to students, colleagues, and the community. These codes include:

- Rationality and fairness in our professional judgments and actions;
- Civility and caring in our interactions with others;
- Encouragement of diverse views on issues of significance to society.

Core Beliefs

Consistent with the above values, our core beliefs connect a strong foundational knowledge base with professional practice. We believe that professionals in education should:

- Study and expand the knowledge base of effective practice;
- Synthesize knowledge from relevant, academically diverse perspectives and a variety of theoretical orientations and approaches;
- Master content knowledge and skills appropriate to their profession, using multiple strategies, resources, and/or technologies to deliver effective instruction or services;
- Ground their practice in theory and research and acquire expertise through activities in diverse, field-based settings which are exemplars of practice;
- Build collaborative relationships with professionals, families, and representatives from various groups within and outside the education and counseling community;
- Develop the capacity to become advocates of and allies with individuals and groups that are underrepresented, nontraditional, and/or marginalized;
- Reflect on teaching, leadership, and/or counseling practices for the purpose of improving instruction and service; and
- Promote intellectual curiosity and engagement to cultivate lifelong learning.

Organization and Governance

Structure

The organization and structure of the College of Education (COE) ensures (1) the efficient and effective execution of operations and (2) opportunities for faculty members to affect the quality, advancement, and operation of the College. The COE, therefore, operates as a single unit to make practice, program, and policy decisions. The dean and associate deans (hereafter, administrators) are responsible for the major functions and activities of the College (see Figure 1). These administrators are obliged to bring issues within their area to the faculty, as a whole or to relevant individuals, in a timely manner, for discussion, advice, or action. The faculty are responsible for (1) thoughtfully and thoroughly considering and/or acting upon these issues and administrator recommendations, and (2) bringing issues of concern to the administrators. Four committees advise the COE administration: (1) the COE Faculty Cabinet, (2) The COE Tenure and Promotion Advisory Committee, (3) the COE Tenured Faculty Committee, and (4) the COE Board of Visitors.

COE Faculty Cabinet

The College of Education Faculty Cabinet, a representative body of faculty, serves as an advisory committee to the dean. It provides faculty voice by conveying concerns, proposing policy, and fulfilling other obligations as outlined in this document. Standing duties include conducting nominations for Deans' and Chancellor's Awards and facilitating reviews of the dean and associate deans. In order to achieve equitable representation, the cabinet shall consist of five faculty including one professor, two associate professors, one tenure track assistant professor, and one professor of professional practice when possible. The committee selects a chair from members serving in their third year on the cabinet. The dean or the cabinet chair may convene the committee. The whole faculty elects cabinet members by ballot during the final spring semester faculty meeting. Members of the COE Faculty Cabinet serve staggered three-year terms and are not eligible to serve on the COE Tenure and Promotion Advisory Committee.

COE Tenure and Promotion Advisory Committee

This committee operates under college and university guidelines to make recommendations to the dean for faculty promotion and tenure. Four tenured faculty members, two elected from the faculty as a whole and two appointed by the dean, serve staggered three-year terms. Election to the committee occurs during the final spring semester faculty meeting. The committee selects the chair annually. Members of the COE Tenure and Promotion Advisory Committee are not eligible to serve on the COE Faculty Cabinet.

COE Tenured Faculty Committee

The tenured faculty of the COE reviews the progress of professors of professional practice (PPP), pre-tenured faculty, and tenured faculty. The committee makes recommendations for tenure, promotion, graduate faculty, and emeritus status. In the fall semester, they evaluate the progress of each faculty member seeking tenure, promotion, or emeritus status following the guidelines established by the Office of the Provost. In the spring semester, they assess first-year faculty progress, conduct post-tenure reviews, and consider graduate-faculty appointments following the guidelines established by the Office of the Provost.

The COE tenured faculty will elect the chair, who will serve a two-year renewable term. The Chair of the Tenured Faculty Committee may not serve on the Advisory Council.

COE Board of Visitors

The College of Education Board of Visitors is a volunteer body that provides advice and counsel to the dean, links to the broader community, and advances the mission and strategic goals of the College. Specific responsibilities of the Board include the following:

- Provide **advice** and **counsel** to the dean regarding key issues such as strategic planning, new program proposals, existing programs and new initiatives.
- Serve as **links** to the larger community, strengthening the image and visibility of the College, promoting good relations between the College and the community; and providing feedback and recommendations regarding community opportunities and concerns.
- Serve as **advocates** to advance the mission of the College by helping to identify and cultivate individuals and organizations interested in providing support for the strategic initiatives of the College.

Membership

Members of the BOV include a diverse group of individuals recognized for their interest in and commitment to the field of education and to the mission of the College of Education. The BOV will typically consist of no more than twenty (20) members. Current board members, College of Education faculty and staff, and other interested constituents shall nominate new members. The dean and chair of the board, with the advice and consent of the Board of Visitors, will invite new members.

Officers and Committees

The dean will appoint a chair of the board based upon the advice of the board. Chairs will serve for three years and may be reappointed. Committees are established as needed to advance the mission of the College of Education. Committee members include board members, faculty, staff, and others as appropriate.

Meetings

The Board of Visitors meets twice a year (fall and spring). When possible, meetings will coincide with major college, university, or community events. The dean may call special meetings at any time.



COLLEGE OF
EDUCATION

**Model of Culture
and Priorities**

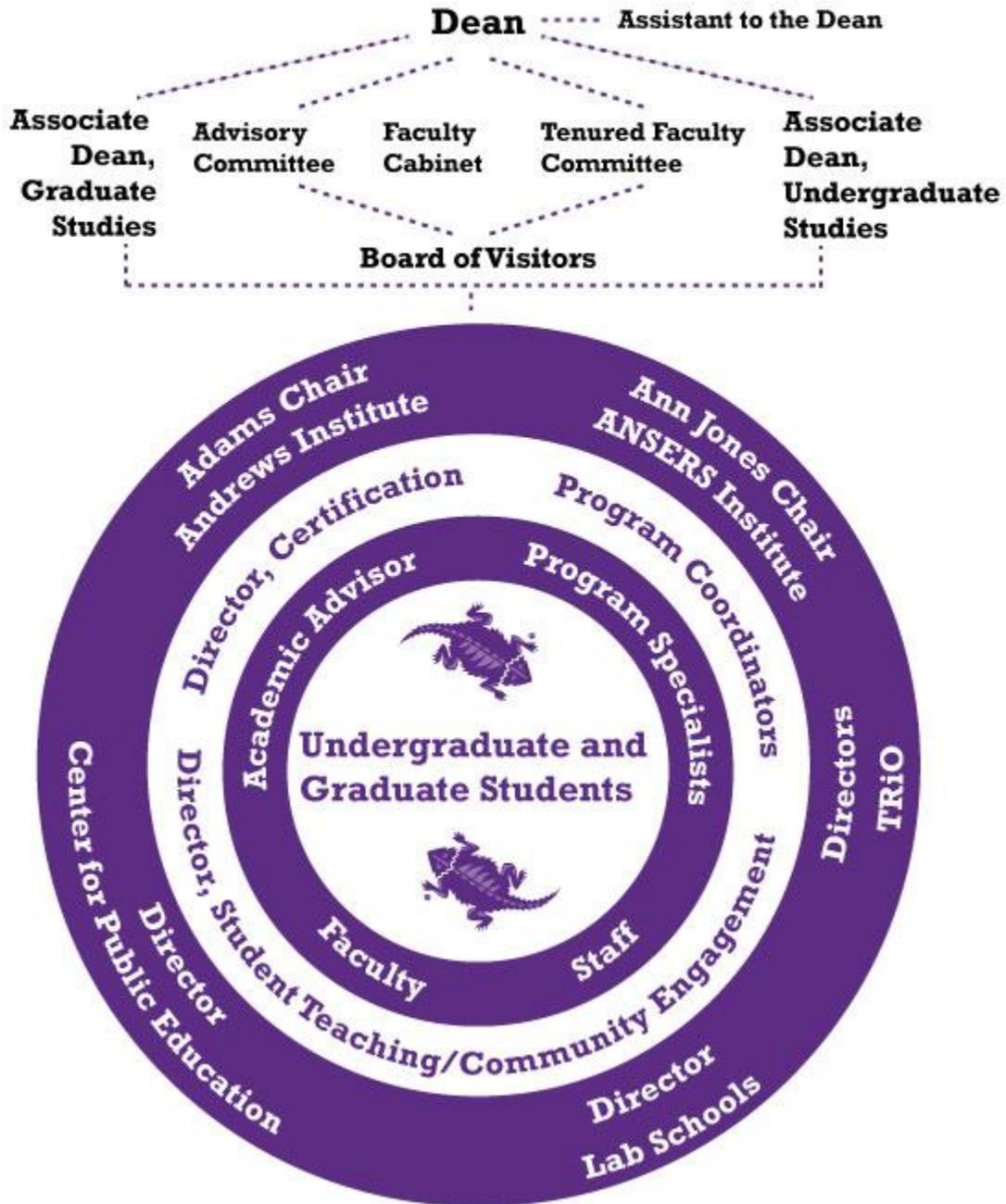


Figure 1: Culture and priorities of the COE, with students at the center of our work

Policies and Practices

Faculty Obligations and Expectations

As a community of scholars committed to the goals of TCU and the COE, the faculty subscribes to the following professional obligations and expectations. Each faculty member engages in (1) high quality teaching; (2) scholarship, research, and creative activity, including obtaining supportive funding from appropriate public and private sources; (3) internal and external service consistent with the professional and educational obligations of TCU and the COE; (4) student advising; (5) continual professional development; and (6) conduct in accord with the statement on professional ethics in the [TCU Handbook for Faculty & Staff](#). Faculty members are expected to perform all functions, designated for their appraisal, satisfactorily. However, not all of these functions are equal. Without diminishing the importance of the remaining functions, the two central functions are teaching and scholarship. All faculty members should perform their teaching duties well and to participate in the intellectual life of the university and the academic profession. Tenure and promotion standards and annual merit decisions reflect the centrality of these two functions.

Faculty members recognize, however, that all six functions are defined as part of their responsibilities. Successful faculty members strive for excellence on the criteria of teaching and scholarship and achieve at least acceptable performance on the remaining functions (service, advisement, professional development, and professional ethics). In meeting any of these standards, faculty members are encouraged to make unique contributions through their special strengths or abilities and to represent the College and the University in a respectful and professional manner to all constituencies, including students, other faculty, representatives of academic institutions, and the public.

Teaching

Teaching activities are an inherent part of faculty life. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction and special training or educational outreach. The educational function of a university requires faculty to teach effectively. Effective teaching includes the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; to convey to students the latest research findings and professional debates within the discipline; to stimulate intellectual inquiry so that students learn to examine and evaluate ideas and arguments; to encourage discussion and debate which enables students to articulate the ideas they are exploring; to be available to the student beyond the classroom environment; and to regularly examine or reexamine the organization and readings for a course of study and explore new approaches to effective educational methods.

Assessment of Teaching. The assessment of teaching effectiveness for the purpose of reviewing pre-tenured and PPP faculty, and post-tenure review, shall include (1) student input in the form of the electronic Student Perception of Teaching (SPOT) administered each term; (2) peer reviews of teaching; and (3) a narrative self-reflection of teaching practices. Those evaluating faculty teaching should weight each component equally (one-third each) when determining overall instructional effectiveness.

Student Perception of Teaching (SPOT). According to the [TCU Handbook for Faculty & Staff](#), affirming that the instruction of students is the first purpose of the University and the prime responsibility of every faculty member, the University requires that all faculty members provide students in their classes with the opportunity to formally evaluate instruction in accordance with established procedures. In the College of Education, faculty members must provide students in their classes with the opportunity to offer feedback via the SPOT instrument near the end of each course. Faculty members should use the quantitative and qualitative reports to help guide course planning for future semesters.

Peer Review of Teaching. Peer review is a collaborative process in which the faculty member under review works closely with a colleague or group of colleagues to examine his/her teaching. The general purpose of the peer review of teaching is to garner important information that, alongside other sources, provides a comprehensive view of a faculty member's teaching effectiveness. It should provide feedback to faculty about teaching and learning in their courses. The COE uses peer review as a way to help faculty improve teaching and learning and as part of a formal documentation system used in tenure and/or promotion decisions. (A teaching observation by the [Koehler Center](#) may substitute for one peer review of teaching no more than once every two years.)

Peer review focuses on academic course activities and takes into consideration such basic factors as class size, faculty load, and instructional mode and innovations. Reviewers conduct an observation and may also examine course materials (e.g., readings, syllabi, tests, papers or related assignments). The format of a peer review may vary depending on its purpose as agreed upon by the participants. Typically, reviewers use a peer-coaching model (pre-observation conference, observation, post-observation debriefing, and reflection) and write a letter to document the process. A suggested template for faculty writing peer review letters is included in the Appendix A. (If an observation conducted by the Koehler Center is substituted for peer review, the Koehler center will produce a letter similar to what is written for peer review of teaching.)

Narrative Self-Reflection of Teaching Practices. When tenure-track faculty and professors of professional practice undergo review, they should include a narrative self-reflection of their teaching practices in their letter to the tenured faculty. This reflection should begin with the faculty member's general orientation to teaching, such as core pedagogical beliefs, values, or practices, important theoretical rationales, and/or personal motivations. The faculty member should reflect on feedback from students and colleagues, specific teaching-related strengths and weaknesses, changes made to courses, and attempts to improve teaching. The writer may also direct the readers to artifacts supporting the narrative (e.g., peer reviews of teaching, tables and summaries of student feedback, award letters). The narrative should end with teaching-related goals for upcoming years.

Scholarship

Scholarship and research are critical in the work of tenured and tenure-track faculty. In a professional school, faculty must interpret scholarship broadly. Consistent with the principles in Boyer's *Scholarship Reconsidered* (1997), faculty may engage in scholarship of discovery, integration, application, teaching, and engagement. Rather than operating from a narrow or prescriptive definition, the COE embraces all forms of scholarship that promote academic and professional contributions and that are congruent with the mission of TCU. Examples of scholarship include formal studies (conducting and reporting original research), theoretical work,

assessment of curriculum or teaching techniques, application and validation studies (testing and refining research in actual educational environments), and formal proposals for internal or external funding.

Evidence of scholarly activities may include publication of books, monographs, software, and journal articles; presentations at professional associations, schools, and universities; and proposals and applications to support scholarship. Works published in refereed journals, by national publishers, or as electronic media are evidence of significant scholarship. Because the reputations of journals, funding agencies, conferences, and publishers vary, faculty should offer evidence of visibility and prestige for scholarly activity as part of their review materials. With regard to co- and multi-authored scholarly work, faculty members should indicate the nature and degree of their participation.

Service

Professional and scholarly service to schools, organizations, agencies, businesses and industry at local, state, regional, national, or international levels is integral to the university's mission. Within the university, faculty serve on committees or assume administrative responsibilities. Faculty normally participate in service without additional compensation.

Indicators of service activities may include letters of support or appreciation, records of contributions, or other evidence of involvement. Faculty should document both external and internal service, as both kinds of service activities are important.

Advisement

An essential dimension of faculty work is advising students in relation to current requirements and future goals. These activities may include academic planning, monitoring student progress, problem solving with students, career counseling, sponsoring student organizations, and writing recommendations.

Evidence of advisement activity is normally descriptive. However, faculty could offer documentation of their particular advisement responsibilities and activities.

Professional Development

Faculty continually improve their expertise through professional development. These activities may include professional credentialing, surveying literature, faculty discussions, and consultations. Evidence of professional development can include a merited leave of absence; faculty development grant proposals/awards; and attendance at workshops, seminars, conferences, and professional meetings.

Professional Ethics

Faculty are governed by ethical codes that document obligations to students, colleagues, and the community, as stated in the COE mission statement and core values, as well as in the [TCU Handbook for Faculty & Staff](#).

Evaluation Procedures

Annual Performance Evaluation

Annual evaluations of all faculty members occur in the spring semester. Each faculty member submits a *Faculty Annual Report*, using the common format distributed by the university. These reviews result in an annual evaluation by the dean covering all six areas of the annual report. Evaluations of faculty in the areas of scholarly activity are based, in part, on rank. Faculty members are encouraged to meet with the dean at the time of the evaluation and/or in the fall semester to discuss the goals and progress toward the goals listed by the faculty member in the annual report.

Merit Pay

Annual faculty evaluations determine merit pay, with emphases placed on teaching and scholarship. The amount of any given raise depends on individual performance, the evaluations of all faculty members, funds allocated to the College, and the amount of funds subtracted from the overall pool for equity adjustments. One purpose of this process is to ensure that faculty performing at or near the same level during the evaluation period receive equivalent raises. The dean forwards merit pay recommendations to the Vice Chancellor for Academic Affairs.

Equity Adjustments

The COE provides equity adjustments to individual faculty members as data suggest and funds permit. These adjustments address inequities that may arise over time as a result of such matters as salary compression and past hiring patterns. Internal adjustments are usually small and cannot address major inequities that may exist or arise across the entire university due to factors beyond the influence of the COE. The equity adjustment process involves a review of salaries in the context of past performance and merit increases and proposed salary modifications, if any. The dean makes equity recommendations to the Vice Chancellor for Academic Affairs along with merit pay recommendations.

Tenure, Promotion, and/or Renewal

Tenure-Track Faculty. To ensure the excellence of faculty, the COE recommends for promotion and/or tenure those faculty members who excel in actualizing the TCU model of the teacher-scholar. This model calls for faculty members to perform well in teaching, scholarship, service, advisement, professional development, and conduct. All faculty members must perform their teaching duties, broadly defined, well. With the emphasis on excellent teaching at TCU, a peer review of teaching will be conducted each semester during a faculty member's first year, and at least once a year until a faculty member applies for tenure/promotion. In addition, all faculty members must participate strongly in the intellectual life of the university and the academic profession through important scholarship, creative activities, and research endeavors. Tenure decisions reflect a professional assessment of the candidate's future contributions to the goals and needs of the university. Without diminishing the importance of the other functions, teaching and scholarship most heavily impact tenure and promotion. When an assistant professor undergoes review for promotion to associate professor, the candidate should demonstrate professional competence through teaching and scholarship, documenting the activities appropriate to his or her field of expertise.

Promotion to Full Professor. Promotion to Professor requires evidence of sustained scholarship, accompanied by evidence of strong teaching (refer to the teaching section under Faculty Obligations and Expectations in the handbook) and academic leadership at the national or international level. The overall record of all three is important, but particular attention is paid to scholarly achievements since promotion to Associate Professor. In addition, faculty should provide leadership in the University and by their activities should define the best character of Texas Christian University.

Scholarship is defined in both quantitative metrics and qualitative evidence including, but not limited to, the following:

Acceptance and recognition of the quality of the individual's scholarship within the discipline, exemplified by (a) blind, refereed publications within the discipline, (b) the scholarly prestige of the journal, or book publisher, in which the individual's work appears, (c) frequency of citations to the individual's work by other authors, (d) caliber of grants awarded to the individual for their scholarly endeavors, € editorship of a national recognized journal.

Degree of the faculty member's contribution to the scholarly work submitted for consideration. Single-authored publications clearly demonstrate such a contribution, but the College also recognizes the importance of collaborative publications.

A faculty member's scholarly works might appear in books, in book chapters, or in professional journals. The committee will consider the value of different types and levels of publication. The value of books and book chapters hinge on the caliber of the publisher, number of authors, and relative importance of the work. The value of journal articles depends on whether it appears in a peer-reviewed publication; an international, national, regional, state, local venue; or on a new media platform. Professional journals within the faculty member's discipline are most important, although publication in related fields is also appropriate. A faculty member who submits evidence of scholarly work that falls outside of the publication forms described above must submit supportive evidence of (1) quality, (2) forum in which the work appeared, (3) quantity, and (4) frequency.

A Promotion to Full Professor Committee, formed on an ad hoc basis and comprised of COE full professors and two associate professors, appointed by the dean, will review the promotion materials, looking for evidence of sustained scholarship that is recognized at the national or international level, as well as strong teaching and leadership. Upon review of the applicant's materials, this committee will provide a written recommendation to the dean to grant or withhold promotion. Following the calendar and procedures for promotion and tenure provided by the Provost each year, the COE Advisory Committee will then review the materials and provide a written recommendation to the dean to grant or withhold promotion. In the event that a member of the Promotion to Full Professor Committee also serves on the COE Advisory Committee that individual will recuse himself/herself from voting on the ad hoc committee.

Tenure Review Process

As soon as copies of the university administrative calendar for tenure and promotion are available, the dean informs the faculty of dates and deadlines. Eligible faculty members advise the dean in writing of their intention to apply for tenure and/or promotion. The dean acknowledges each candidate's statement of intent in writing and advises the candidate of the appropriate action to take. Candidates for tenure and/or promotion are responsible for accumulating documentation and initiating the process once notified of their eligibility. (For information on compiling the materials needed for this review, see Appendix B.)

The recommendation of a faculty member for tenure or promotion must be supported by evidence in the areas of teaching, scholarship, service, advisement, professional development, and professional ethics. Candidates must present the documentation, including items such as records, descriptions, material samples, ratings, and other performance data, in accordance with university requirements. The dean and chair of the tenured faculty committee may assist candidates in preparing materials, as appropriate. Materials become the property of the university. Each candidate bears the responsibility for submitting materials that are clear, accurate, professional, error-free, and in the [university format](#). The materials include:

- A letter highlighting the contents of the materials providing justification for the application;
- A complete up-to-date vita in the appropriate TCU format;
- Documentation for each area: teaching, scholarship, service, advising, professional development, and professional ethics.

In the fall semester, tenured faculty of the COE carefully and comprehensively review the progress of each non-tenured faculty in all six areas of faculty responsibility, placing greater weight on teaching and scholarship. Prior to the tenured faculty committee meeting on tenure and promotion, members individually review the files of each candidate. Additionally, tenured faculty work in subcommittees to conduct an in-depth review of their assigned candidates. During the meeting attended by all tenured faculty, this subcommittee of faculty members facilitates the group discussion on the individual file(s) that they reviewed. All tenured faculty remain present during the entire discussion. The discussion regarding recommendations for tenure occur last, followed by a vote. The members of the Advisory Council leave the room when it is time to vote. (Note: The COE strongly encourages, but does not require, faculty members on sabbatical to participate in the review and discussion related to tenure decisions.)

The review process is consistent with the policy as outlined in the [TCU Handbook for Faculty & Staff](#). After reviewing submitted materials, the tenured faculty will send a letter to the dean with their feedback and recommendations. The dean will also review the materials as well as the recommendation letter from the tenured faculty and write a letter to the candidate. In the year that a faculty member goes up for tenure, the tenured faculty members meet, vote on whether to recommend the candidate for tenure, and report their conclusion to the dean. The dean prepares a recommendation and presents it to the COE Advisory Committee. The COE Advisory Committee meets, deliberates, and prepares a detailed letter of recommendation or denial to present to the dean. The dean makes a final decision, discusses it with the candidate, and, if favorable, forwards the decision, justification, and all documentation to the Vice Chancellor for Academic Affairs. If a candidate believes that she or he has been unfairly treated, he or she will follow the faculty grievance procedure policy in the [TCU Handbook for Faculty & Staff](#).

Appeal Hearing Committee Member. Each year, the Dean, in consultation with the chair of the tenured faculty, will appoint a tenured faculty member to serve as the COE representative on the University Faculty Appeal Hearing Committee (FAHC). The COE Appeal Representative will represent the College in case of an appeal related to promotion and/or tenure decisions. According to the TCU Faculty/Staff Handbook, this individual “should be unfamiliar with the details of the case.” Therefore, the faculty member selected will not review or vote on the promotion and/or tenure decision at the College level. If no College of Education faculty member is slated to be considered for tenure and promotion in that academic year, no appeals committee member will be selected.

Extension of Probationary Period. *The COE fully complies with the statement on the “Extension of Probationary Period” found in the most recent [TCU Handbook for Faculty & Staff](#).*

Professional Practice Faculty

The COE employs professional practice faculty for non-tenure track permanent faculty lines. In accordance with their status, the COE expects them to abide by all policies and procedures of the University that apply to the full-time faculty, as described in the [TCU Handbook for Faculty and Staff](#). The COE expectations that follow are subsumed under the TCU Policy on Employment of Professors of Professional Practice.

Professors of professional practice (PPP) faculty are individuals with a high degree of applied experience in their teaching disciplines. The COE will use four ranks: instructor, assistant professor of professional practice, associate professor of professional practice, and professor of professional practice. The College employs PPP faculty through the same process by which they hire tenure-track faculty. Appointment to rank depends on the terminal degree required and the approval of the dean. The university may issue one- to three-year contracts to instructors, assistant, and associate PPP faculty appointed to permanent university lines. It may issue three- to five-year contracts to full PPP faculty.

The workload and obligations of professional practice faculty depend on their experience and the needs of the COE, but normally the COE expects them to do the following:

- Instruct students
- Serve the university and the education profession
- Advise students
- Attend university events
- Maintain professional knowledge and skill appropriate to their discipline
- Conduct themselves in accordance with the Statement on Professional Ethics adopted by the Faculty Senate

Just as the COE tenure-track faculty understand that the central functions of appointment and promotion are teaching and scholarship, COE professional practice faculty should understand that the central functions for appointment and promotion in their role are teaching and service. For that reason professional practice faculty have a heavier teaching load. Successful professional practice faculty should strive for excellence in teaching and service and at least acceptable performance in the remaining obligations. Unless specified in the terms of appointment, professional-practice faculty do not have to fulfill obligations and expectations for scholarship as described for tenure track faculty in the College.

Professional practice faculty may seek promotion, but do not have to do so. Professional practice faculty who do not wish to seek promotion must provide evidence of sustained excellence in teaching and service responsibilities in order to be reappointed at the same rank. As a rule, PPP faculty must serve in rank for five years before the College will consider them for promotion. Those denied promotion may, if eligible, receive reappointment to a new contract at their current rank. Criteria for promotion to assistant or associate professor of professional practice include evidence of increasing excellence in performing the tasks described above. Full professors of professional practice should demonstrate sustained growth in these areas and exceptional leadership within the TCU community and/or their profession. When assigned administrative duties, professors of professional practice should include evidence of performance in this area of responsibility as part of their evaluation for promotion. While the College does not expect PPP faculty to engage in scholarship, if they choose to undertake these activities as part of their ongoing professional development, these activities will be treated favorably in their evaluations.

The review process for reappointment or promotion proceeds as outlined in the College of Education Faculty Handbook and the *TCU Handbook for Faculty & Staff*. Evaluations of professional practice faculty shall be made annually for the initial five years of appointment and then every three to five years after that. Similar to pre-tenured faculty, professional practice faculty will submit a dossier that includes a letter reviewing their progress, a vita, and other materials documenting their performance in the areas of teaching, professional service, advising, and related activities. Professional practice faculty should follow the procedures stated previously in this handbook for assessment of teaching. A peer review of teaching will be conducted each semester during a faculty member's first year, and at least once a year for the next four years. After the first five years, PPP faculty should follow a process similar to post-tenure review, with the timeframe determined by the length of contract (3-5 years): two peer reviews of teaching should be conducted for each review period.

The tenured faculty, under the direction of the chair of the tenured faculty, will conduct evaluations. The tenured faculty members meet, vote on their recommendation for reappointment or promotion, and report their advice to the dean. For promotion decisions, the dean prepares a recommendation and presents it to the COE Advisory Committee. This committee shall be supplemented by a representative number of Associate and/or Full Professors of Professional Practice when possible. This committee meets, deliberates, and prepares a detailed letter of recommendation or denial to present to the dean. The dean makes a final decision, presents it to the committee, discusses it with the candidate, and, if favorable, forwards the decision, justification, and all documentation to the Provost. If denied the promotion or reappointment, the faculty member may file a grievance according to university policy.

Promotion to Full Professor of Professional Practice. Promotion to Professor of Professional Practice requires evidence of sustained high-quality teaching, accompanied by evidence of strong service and leadership at the state, national, and/or international level. Service within the faculty's area of expertise is important, but particular attention is paid to teaching excellence since being promoted to Associate Professor of Professional Practice. In addition, faculty should provide leadership in the University and by their activities should define the best character of Texas Christian University.

High-quality teaching is defined in both quantitative metrics and qualitative evidence, and the candidate is responsible for providing such evidence. High-quality teaching may include, but is not limited to, the following:

Continued and sustained engagement, leadership, and professional development in the areas of pedagogy and subject matter expertise, exemplified by (a) demonstrated design, implementation, reflection, and evaluation of innovative teaching and assessment practices (b) student and peer perceptions of teaching through course evaluations and peer teaching evaluations, (c) effective communication in the classroom, not only in terms of clear explanations of subject matter, but also through consistent and timely feedback to students, (d) maintenance of a civic and collegial classroom environment through respectful and equitable interactions with students, and (e) participation in national and/or international conferences,

In addition to the aforementioned areas of teaching excellence, a faculty member's quality of teaching might be reflected in teaching awards, delivering professional workshops, certifications, or contributions to scholarly journals and other publications.

A Promotion to Full Professor Committee, formed on an ad hoc basis and comprised of COE full professors and two associate professors, appointed by the dean, will review the promotion materials, looking for evidence of strong teaching as described above, as well as sustained service and leadership that is recognized at the state, national, and/or international level.

Upon review of the applicant's materials, this committee will provide a written recommendation to the dean to grant or withhold promotion. Following the calendar and procedures for promotion and tenure provided by the Provost each year, the COE Advisory Committee will then review the materials and provide a written recommendation to the dean to grant or withhold promotion. In the event that a member of the Promotion to Full Professor Committee also serves on the COE Advisory Committee that individual will recuse himself/herself from voting on the ad hoc committee.

As soon as copies of the university administrative calendar for tenure and promotion are available, the dean informs the faculty of dates and deadlines. Eligible faculty members advise the dean in writing of their intention to apply for promotion to Full Professor of Professional Practice. The dean acknowledges each candidate's statement of intent in writing and advises the candidate of the appropriate action to take. Candidates for promotion are responsible for accumulating documentation and initiating the process once notified of their eligibility. (For information on compiling the materials needed for this review, see Appendix B.)

The recommendation of a faculty member for promotion to Full Professor of Professional Practice must be supported by evidence in the areas of teaching, service, leadership, advising, professional development, and professional ethics. Candidates must present the documentation, including items such as records, descriptions, material samples, ratings, and other performance data, in accordance with university requirements. The dean and chair of the tenured faculty committee may assist candidates in preparing materials, as appropriate. Materials become the property of the university.

Each candidate bears the responsibility for submitting materials that are clear, accurate, professional, error-free, and in the university format. The materials include:

- A letter highlighting the contents of the materials providing justification for the application;
- A complete up-to-date vita in the appropriate TCU format;
- Documentation for each area: teaching, service, leadership, advising, professional development, and professional ethics.

Appeal Hearing Committee Member.

Each year, the Dean, in consultation with the chair of the tenured faculty, will appoint a tenured faculty member to serve as the COE representative on the University Faculty

Appeal Hearing Committee (FAHC). The COE Appeal Representative will represent the College in case of an appeal related to promotion and/or tenure decisions. According to the TCU Faculty/Staff Handbook, this individual "should be unfamiliar with the details of the case." Therefore, the faculty member selected will not review or vote on the promotion and/or tenure decision at the College level. If no College of Education faculty member is slated to be considered for tenure and promotion in that academic year, no appeals committee member will

be selected.

Post-tenure Review of Tenured Faculty

The evaluation of tenured faculty consists of two parts: the annual report (submitted to the Dean and Provost) and a review every five years (conducted by the Tenured Faculty). The purpose of the post-tenure review is:

- a) to make specific plans to sustain or increase professional productivity and effectiveness and
- b) to request appointment or reappointment for Graduate Faculty status.

The faculty member under review submits:

- (1) a current TCU vita
- (2) a 3-5 page letter that includes:
 - (a) reflections of the past 5 years in the areas of research, teaching, and service
 - (b) goals for research, teaching, and service and plans for accomplishing those goals
- (3) Evidence of effective teaching that includes:
- (4) A synthesis of Student Perceptions of Teaching since the last review
- (5) At least two peer reviews of teaching, conducted in the past 5 years,
- (6) as evidenced by a letter provided by the observing faculty member(s). If both peer reviews are conducted by the same colleague, the colleague only needs to write one letter.

Evaluations occur during the spring semester and should be completed by May 1. All tenured faculty members in the COE conduct the evaluation. After appropriate deliberations, the tenured faculty write a letter of conclusions and forward a copy of the letter to the dean. The dean submits a letter to the Provost by June 1 along with the faculty letter. The faculty member under review will receive copies of both letters.

Application for promotion to full professor may count as a post-tenure review. The post-tenure review will be waived when a faculty member stands for promotions during the post-tenure review or plans to stand for promotion for the following year. If the faculty member fails to follow through the promotion plans, or is not promoted, the post tenure review must occur the year following the originally scheduled review.

Graduate Faculty

The existence of a Graduate Faculty in the COE is consistent with the goals and mission 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 College's commitment to excellence throughout its graduate enterprise.

The primary role of Graduate Faculty members in the COE is the academic and scholarly instruction of graduate students. Members of the Graduate Faculty are expected to

effectively demonstrate an advanced/specialized body of knowledge 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.

Individuals appointed or reappointed to the Graduate Faculty may (1) teach graduate courses, (2) serve as a member of advisory, thesis, or dissertation committees, (3) direct theses or dissertations with departmental approval, and (4) serve on Graduate Council. Individuals are appointed/reappointed as Associate Graduate Faculty for a specified term not to exceed their length of appointment to the university. These faculty members may teach graduate courses, and/or may serve as a member of advisory, thesis, or dissertation committees. The dean may terminate appointment or reappointment as Graduate Faculty.

Criteria for Membership. Appointment/reappointment to the Graduate Faculty requires that an individual meet all applicable criteria. The COE expects each faculty member to have knowledge of the subject area commensurate with graduate-level teaching, to engage regularly in the development of his/her teaching skills, and to demonstrate consistently effective teaching. 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. Minimally, individuals must hold an appropriate terminal degree, or equivalent, in their discipline. For individuals waiting the awarding of their terminal degree, the COE will accept certification by the degree-granting institution that they have met all requirements for the degree.

The COE wishes to assure graduate students that recognized scholars direct the development of their skills of scholarship and creativity. Assistant Professors will document their continued engagement in producing significant contributions to their discipline. Associate Professors and Professors will document recent activity and/or a career-long record of scholarship. To that end, faculty members are expected to demonstrate a record of scholarship/creative activities that is (a) appropriate to the discipline, (b) subject to peer review, and (c) presented in forums common to the field.

Full-time faculty members with the rank of assistant, associate, or 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. Full-time faculty holding professional (non-tenure track) positions at TCU may be considered for appointment as Graduate Faculty when demonstrated scholarly achievements are distinctive or professional achievements are significant contributions to the discipline.

Appointment, Reappointment, and Appeal Procedures. The COE Tenured Faculty committee nominates faculty for appointment/reappointment to either Associate Graduate Faculty or Graduate Faculty membership in writing to the dean, who will make the appointment. A negative recommendation for appointment or reappointment to either category of Graduate Faculty must include a written statement noting the reason(s) for the denial. A negative recommendation by the COE Tenured Faculty committee may be appealed to the dean. A negative decision or a decision to terminate an appointment to either Graduate Faculty category may be appealed to the Graduate Council. Decisions of the Graduate Council may be appealed to the Provost/Vice Chancellor for Academic Affairs, whose decision shall be final.

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 COE Tenured Faculty committee addressing all applicable criterion statements, and (3) a current vita

in [TCU format](#). When graduate faculty status and the evaluation of tenured faculty are considered in the same year, materials submitted for the evaluation of tenured faculty may serve as documentation for the review for graduate faculty status.

The COE Tenured Faculty committee or the dean may recommend faculty considered for reappointment as Graduate Faculty who do not meet the applicable criteria in existence at the time of the nomination for a provisional appointment. Provisional appointments are normally for a two-year period and are non-renewable. Members of the Graduate Faculty who fail to qualify for reappointment following a provisional appointment will lose membership on the Graduate Faculty and normally are not eligible for re-nomination for three years.

Associated Faculty

Rationale. On occasion, a distinguished scholar may have a desire to establish an affiliation with the College of Education and TCU in order to continue ongoing research projects and to collaborate with COE faculty and students. The benefits to the College of Education and TCU include enhancement of our research expertise, stimulation of the research environment, and enhanced academic visibility.

Terms and Conditions. The terms and conditions for Associated Faculty (AF), including expectations, are developed on a case by case basis. Normally, the following conditions would apply:

- (1) There is no employment relationship;
- (2) There is no compensation or direct human resource benefits;
- (3) The AF are entitled to the same privileges enjoyed by other part-time faculty (email, library access, etc.);
- (4) Office space may be provided if available;
- (5) The primary, though not necessarily sole, relationship must be with the College of Education and TCU;
- (6) The AF member must submit a report on activities at the end of each academic year;
- (7) Associated Faculty status must be renewed annually;
- (8) Research publications or other materials created as an Associated Faculty member must list the TCU affiliation;
- (9) The affiliation will not lead to tenure.

Procedure for Affiliation. The Dean must submit a request for Associated Faculty status to the Provost for approval.

Faculty Workload Policy

Workload Expectations

The TCU teacher-scholar model requires tenure track faculty to strive for sustained exceptional teaching and high quality scholarship. In order to foster the positive trajectory of scholarly work in the College of Education, the dean will consider granting a 3/2 load to faculty actively engaged in significant scholarly work. Tenure track faculty whose major focus is teaching and service will continue with a 3/3 teaching load and Professors of Professional Practice will continue with a 4/4 teaching load. Tenure track assistant professors will have a 3/2 teaching load until they secure tenure.

The faculty workload policy seeks to establish equity in the responsibilities of individuals to the work of the College. These individual workloads collectively fulfill the work of the College. The dean can consider adjustments in the workloads of individual faculty members if these adjustments do not compromise the mission and responsibilities of the college. Decreases in teaching are the most difficult to accommodate.

Requests for adjustments in workload may be initiated by a faculty member or by the dean, who may take into account a variety of factors. Factors considered in granting a request may include the following: history of faculty workloads; average number of students in classes; number of teaching days per week; number of treatise, thesis and dissertation students; writing emphasis courses; extent of research; number of advisees; service commitments; grant responsibilities; and/or activities enhancing the prestige of the College. Doctoral faculty members chairing three or more dissertations will be considered for a 3/2 teaching load with the expectation that he or she will be available to provide ongoing dissertation feedback, and available to read comprehensive exams during the summer months.

Adjustments within a faculty member's workload may occur provided the adjustment does not cause a hardship for the College in the meeting of all responsibilities. For example, a faculty member may want to adjust a 3/3 teaching load to 4/2 teaching load. Such an adjustment would allow for increase in service or scholarship during the semester with two courses. Faculty can request an adjustment for more than one year, for example, 4/2 in year one and 2/4 in year two would allow a two consecutive long semesters with a two-course teaching load to allow for more concentrated research or a specific responsibility.

In some cases, faculty may request a "buy-out" if they obtain resources such as grant funds or payment for engagement, which can compensate the College for a workload adjustment. (Faculty may not use personal finances or salary to buy out.) Under such circumstances, the dean may request that the faculty member assist in identifying and selecting an appropriate individuals to take on the teaching responsibility.

Application for Change in Workload

Tenured faculty can request consideration for a 3/2 teaching load as part of the annual report due in mid-January. Faculty should submit this request to the dean at the same time as the annual report. The dean will notify faculty of their teaching load status in writing. If a tenure track member of the faculty shifts to a major focus on teaching and service, the teaching load will return to a 3/3. The dean will evaluate course reassignment requests every two years.

Faculty requesting a 3/2 teaching load should submit a one-page synopsis highlighting scholarly achievements for the previous two years and projecting future scholarly goals. Faculty should not list publications, presentations etc. as they are already listed their annual report. They should simply summarize their scholarly activity [i.e. 4 published, 2 accepted, 1 in review etc.] and project their upcoming scholarly activities. A one paragraph narrative may help clarify the request. (Faculty should include the chart in Appendix C in their application.)

Merited Leave of Absence (Sabbatical)

The cabinet accepts requests for sabbatical according to university guidelines and policy

up to four weeks prior to the Provost's deadline, and makes a recommendation to the dean. Typically, only one faculty member is granted sabbatical in a given semester.

Review of Deans and Associate Deans

Each administrator will be reviewed every three years. The COE Faculty Cabinet will facilitate the review process as described below. (See Appendix D for administrator evaluations.)

- 1) The dean and the associate deans will be reviewed at three-year intervals.
- 2) The dean/associate dean will their review job descriptions for accuracy and make changes as appropriate.
- 3) The dean/associate dean will prepare a letter describing her/his goals and accomplishments during the three-year term.
- 4) Based on the job description, the cabinet will create a questionnaire (using Qualtrics) and will email the questionnaire link, the dean/associate dean's job description, the dean/associate dean's letter and additional artifacts, as appropriate to the College of Education faculty. The response window for the questionnaire will be approximately 2 weeks. The input will be confidential and will be submitted directly to the dean.
- 5) For the review of the associate deans, the dean will prepare a confidential written summary based on the compilation of questionnaire responses. The dean will meet with the associate dean and discuss the summary. The associate dean being reviewed has the option of providing a written response to the written summary. The dean and Associate dean will discuss reappointment.
- 6) For the review of the dean, she/he may use the responses from the questionnaire in crafting goals for the future and may share a summary of the responses and goals with the faculty and the Provost, as appropriate.

Faculty Teaching and Research Awards

The COE Faculty Cabinet accepts nominations from the faculty for the COE Deans' Teaching Award and the Deans' Research and Creativity Award. The COE faculty also determines which of the Deans' Award nominees will go forward as the COE Chancellor's Award nominee for Distinguished Achievement as a Creative Teacher and Scholar. Candidates for all awards should submit materials to the cabinet chairperson one week prior to the Provost's deadline. The cabinet will announce deadlines.

Procedures for Nominations

1) Deans' Awards:

- The cabinet will call for nominations from the faculty (via email) for the Deans' Teaching Award and Deans' Research and Creativity Award in time to meet the application deadline.

- Before nominating faculty members for an award, the nominator will speak with the potential nominee to inform him/her of the nomination.
- The nominator will submit the nominee's name and a brief nomination letter to the cabinet via email.
- The cabinet will send all nominees' names, brief nomination letters, and vitae per award to the COE faculty for a vote (via email) and provide a deadline for voting.
- The cabinet will tally the votes received by the deadline, and the nominees with the most votes per award type will be the COE candidates for the two Deans' awards.
- The nominator(s) of the selected candidates will write a letter of nomination and give it to the candidate to accompany other dossier materials required by the Provost's office.
- The nominee will prepare and gather required materials and submit them to the cabinet chairperson one week prior to the application deadline.
- The cabinet chairperson will submit both nominees' materials to the Provost's office by the deadline.

2) Chancellor's Award:

- The Deans' Teaching and Research awardees will be the COE candidates for the Chancellor's Award for Distinguished Achievement as a Teacher Scholar, if eligible (criteria for the Chancellor's Award are not identical to criteria for the Deans' Awards).
- The faculty member(s) who nominated the awardees will submit a brief letter of nomination for the Chancellor's Award to the cabinet.
- The awardees will submit a current vita to the cabinet.
- The cabinet will send each awardee's brief nomination letter and vita to the faculty for a vote (via email) and provide a deadline for voting.
- Faculty members will review the materials and vote for the Chancellor's Award candidate via email by the deadline.
- The cabinet will tally the votes received by the deadline and announce results to the faculty and the candidate.

TCU Award Requirements for Nominees

Deans' Teaching Award:

Eligibility

- (a) Full-time faculty member at TCU five years or more.
- (b) Not received Deans' Teaching Award or Chancellor's Award for Distinguished Teaching within previous seven years.

Dossier Materials

- (a) Statement on teaching (not to exceed 3 pages – no notebooks, hole punches or staples). Statement may include a narration of the nominee’s particular dedication to teaching, (also teaching-related activities such as advising and sponsorship of student organizations), teaching innovations, unusual contributions, a summary of SPOT scores, etc.
- (b) Current vita
- (c) Four Letters of Nomination (maximum)
 - i. Two letters from TCU faculty colleagues
 - ii. Two letters from current or former students

Selection Process

- (a) Nominations submitted to the Provost around early March.
- (b) Provost leads discussion with deans on the merits of each nominee
- (c) Deans vote (therefore no support letters from deans)
- (d) Three recipients are announced and all nominees are recognized at December Commencement

Deans’ Research and Creativity Award:

Eligibility

- (a) Full-time faculty member at TCU five years or more.
- (b) Not received Deans’ Research and Creativity Award or Chancellor’s Award for Distinguished Teaching within previous seven years.
- (c) Award is for high quality research rather than volume

Dossier Materials

- (a) Statement on quality and significance of research contributions including evidence that research is of high quality and nationally or internationally recognized (not to exceed three pages)
- (b) Current vita
- (c) Letter of nomination (specifics determined by COE)
- (d) Maximum of four support letters (no more than one from a TCU source)

Selection Process

- (a) Nominations submitted to Provost by early March.
- (b) Provost leads discussion with deans on the merits of each nominee
- (c) Deans vote (therefore no support letters from deans)
- (d) Three recipients are announced and all nominees are recognized at December Commencement

Chancellor’s Award for Distinguished Achievement As A Teacher-Scholar:

Eligibility

- (a) Full-time faculty member at TCU seven years or more.
- (b) Hold rank of Associate or Full Professor
- (c) May not be a previous recipient of the Chancellor’s Award
- (d) Deans’ Teaching awardee or Research awardee are typically the COE candidate for the Chancellor’s Award

Dossier Materials

- (a) Current vita (TCU format)
- (b) Nominator’s commentary on nominee, testifying to
 - i. dedication to teaching and related activities (e.g., advising, sponsorship of organizations)
 - ii. impact and innovative character of teaching achievement

- iii. quality and importance of scholarly or creative activity
- (c) Up to four letters of support from colleagues, peers, alumni, and students
- (d) Brief statement from nominee explaining nominee's commitment to the Teacher-Scholar model

Selection Process

- (a) Provost and Vice Chancellor of Academic Affairs call for nomination for the award in the spring.
- (b) Nominee name per college/school is submitted before close of academic year (July 1).
- (c) Each college/school follows its approved selection process including input from students, colleagues, peers, and alumni.
- (d) Academic deans review the award recipients per college/school, select three finalists and forward to Provost who will forward to Chancellor for final selection of award winner.
- (e) The Chancellor's Award recipient is named at Fall Convocation
- (f) Deans are not eligible and should not take part in selection process.
- (g) No requirement for college/school to have nominee each year

Program Review

The COE uses various forms of evaluation to assess program quality and to guide program planning and revision. The COE follows university procedures for conducting program reviews. Non-accredited COE programs follow procedures described by the [TCU Office of Institutional Effectiveness](#), while accredited programs follow accreditation procedures for evaluation from appropriate governing bodies. As part of the Texas Education Agency accreditation process, the COE collects supplementary data through surveys sent to current students, employers of recent graduates, and graduates. The College also examines the success patterns of students in relation to both admission and certification examinations. These examination scores also result in approval of programs by the Texas Education Agency and are part of the comprehensive evaluation conducted to meet state and federal requirements.

Diversity Plan

Faculty Recruitment and Retention

The COE plan for recruiting, developing, and retaining a diverse faculty incorporates university processes and expectations. Hiring is guided by TCU practices, campus DEI search process procedures, commitments, and goals. Each faculty position presents the COE with an opportunity to extend faculty diversity. A position allocated to the COE is normally predefined in terms of the type of background or teaching interests the candidates must demonstrate. In addition, to ensure intellectual and programmatic vitality, diversity extends to academic diversity in the theoretical, conceptual, philosophical, paradigmatic and methodological areas. The COE rigorously pursues a diverse faculty within TCU and Equal Employment Opportunity and Affirmative Action (EEO/AA) guidelines. These include wide distribution of the position notice to institutions and professional agencies or associations with diverse representation or a reputation for producing diverse faculty candidates. In addition, search committee members remind COE colleagues to make informal inquiries of individuals in their field or at other institutions to locate

names of potential candidates. This informal dimension is critical in higher education searches and has in the past yielded the best results in recruitment of faculty. In addition, when hiring adjunct faculty, largely from the local professional community, the COE attempts to identify and hire individuals who contribute to faculty diversity. When the COE is successful in recruiting new faculty members who contribute to the unit's diversity, retention is the next imperative, as it is for all new faculty members.

Student Recruitment and Retention

TCU has a commitment to recruiting and retaining students from underrepresented groups and to increasing the number of international students. The COE recruits and retains many diverse and underrepresented students through the initiatives of the COE centers and institutes, TRIO Programs, such as the McNair Program, diverse undergraduate degree programs and partnerships with local school districts, and through diverse graduate programs, in which students receive stipends, tuition assistance, and have opportunities for graduate assistantships. COE staff and faculty also conduct multiple recruitment visits to local community colleges and high schools. The COE encourages students to apply for scholarships, grants, and financial aid earmarked for underrepresented groups. Working through the TCU offices of Admissions, Advancement, and Graduate Studies, the COE continually seeks funding to support student recruitment and retention.

Recognition for Outstanding Students

Student Organizations

D.R.I.V.E. (Developing Responsible, Influential and Visionary Educators) Leadership Program participants are outstanding undergraduate and graduate education majors interested in becoming future school and community leaders. This multi-year program provides opportunities to develop leadership skills and put these skills into action. The goal of the DRIVE program is to promote civic professionalism and engaged citizenship locally and globally through education.

Kappa Delta Pi is an international honor society and service organization in education which is comprised of outstanding current and future educators. The Kappa Upsilon Chapter at TCU promotes fellowship, support and service among educators. Students who have completed at least 30 undergraduate hours, who are seeking or have obtained educator certification, and who possess high scholarship ability are invited to apply for membership. Qualifications for undergraduates include a GPA of 3.25.

Student Awards and Scholarships.

Associate deans of undergraduate and graduate studies coordinate the process for granting student scholarships and awards. Please refer to the *Graduate Financial Aid Policies and Procedures Handbook* for complete information about student scholarships, awards, and teaching assistantships. Staff of the Starpoint School and the director of laboratory schools select the Starpoint Associates for that scholarship program. Faculty of the Andrews Institute of Mathematics and Science Education select scholarships for mathematics and science education.

Travel Guidelines

The *TCU Handbook for Faculty & Staff* lists many details of the University's reimbursement policies. However, to facilitate College of Education reimbursement processing the COE has added a Helpful Advice document to the common drive. Remember, reimbursement is not automatic. Faculty members need to seek approval from the dean, prior to making any travel arrangements. (See Appendix E)

APPENDICES

Appendix A: Suggested Template for Peer Review Letter

Suggestions about the peer review process:

- Be descriptive
- Be specific rather than general
- Offer feedback in a timely manner

I. Introduction

- a. Include the course name
- b. Include a brief description of the course

II. Summary of pre-observation conversation

- a. Meet with the faculty member; learn a little about the goals/purposes of the course
- b. Invite the faculty member to identify areas to focus on during the observation

III. Summary of the observation (including date, time)

- a. Report on data collected during the observation--particularly the faculty member's requested focus areas
- b. Include descriptive, rather than evaluative information

IV. Summary of post-observation conference

- a. Discussion of the data
- b. Discussion of goals/strategies for continuous growth

V. Conclusions

- a. Draw conclusions about the faculty member's teaching overall (e.g., rapport with students, preparedness, strategies for challenging/supporting students, learning environment)

Appendix B: Preparation of Tenure Materials

The following document summarizes the tenured faculty's recommendations regarding preparation of materials submitted for promotion and tenure. Please refer to the *College of Education Faculty Handbook* and the *TCU Handbook for Faculty & Staff* for official policies and procedures regarding tenure and/or promotion.

The TCU system for evaluating a faculty member's progress toward tenure and/or promotion to associate professor starts **in the first semester of employment**. Although new faculty may find it difficult to initially prepare review materials after being at TCU for a single semester, they should find that overall, the regular and consistent review process provides helpful feedback leading up to the final tenure and/or promotion review.

While teaching, scholarship, and service are most critical to success in earning tenure and/or promotion, faculty members should achieve at least acceptable performance on the remaining functions (advisement, professional development, and professional ethics). Whenever possible, these activities should be tied to teaching and/or research. In addition, faculty should strive to make unique contributions through their special strengths or abilities and represent the COE and the university in a respectful and professional manner to all constituencies, including students, other faculty, representatives of academic institutions, and the public.

Introductory Materials

To introduce and summarize progress toward tenure and/or promotion, faculty should include a cover letter, vita, and copies of previous reviews. The cover letter and vita are very important and serve as the focal point of the tenure review. Faculty should be sure that the letter and vita coincide. Providing previous correspondence (in temporal order) at each level of review allows pre-tenured faculty and reviewers to refer back to previous reviews and suggestions for improvement.

Faculty should address the cover letter to the dean and the tenured faculty. For promotion and tenure decisions, the University Advisory Committee comprised of tenured faculty from units across campus will also review the materials. Pre-tenured faculty should prepare all cover letters with that audience in mind. The letter should be formal, grammatically correct, thorough, reader-friendly, and well-organized. The recommended length is **6-10** single spaced pages.

The cover letter should summarize and highlight performance in the **six** areas of teaching, research, service, advising, professional development and ethics, **referring to the vita and supporting documentation**. For reviews prior to the year the faculty member goes up for tenure, the letter should focus on the past year (or less, if it is the first review in the spring). If a faculty has come to TCU from another university, an overview of his or her previous work should be included, making appropriate connections to activities since coming to TCU. In the year a faculty member goes up for tenure **and/or promotion**, the focus of the letter should more broadly cover all accomplishments and should also project research and teaching plans for the future.

The letter should briefly express the faculty member's educational/teaching/research philosophy, any pertinent history that relates to his or her work at TCU, and activities in each of

the six areas for the review period. Each area should be easily identifiable. The reflection of teaching should be consistent with guidelines for the assessment of teaching stated previously in this handbook. Under scholarship, faculty should discuss relevant attributes of journals in which they have published. Possible items to include are the review process, acceptance rates, and scope of the journal. For co-authored scholarly work, the faculty member may wish to indicate the nature and degree of his or her participation.

The vita should be complete, up-to-date, and error-free. It must adhere to the TCU vita format. References must be in APA style. Items (publications, presentations, etc.) should be listed in reverse chronological order with the most current publication listed first. Works in progress should not be listed on the vita, but can be discussed in the cover letter. Faculty should avoid redundancies to ensure the vita does not appear to report more than has occurred.

External Evaluation Letters

In the year that faculty go up for tenure and/or promotion, three to five letters from external reviewers must be included in the dossier. The external letters address the candidate's scholarly record and contribution to the discipline. The dean will solicit letters from senior scholars in the candidate's field who are external to TCU. The chair of the tenured faculty will add the external review letters to the dossier, so that they are available to the tenured faculty. The candidate will not see the letters, except upon legal request.

Faculty who are up for tenure should provide a list of scholars and their contact information to the dean by the deadline specified on the Calendar and Procedures for Review of Nontenured Tenure Track Faculty. The process of soliciting external letters will begin no later than the date recommended on the university calendar. However, in the interest of securing external reviewers as soon as possible, eligible faculty members may be asked to submit their request to be considered for tenure and/or promotion and their list of potential external reviewers as early as January 31. Supporting materials for external reviews will be due to the dean according to the university Calendar deadline in May. The guidelines below should be followed when selecting reviewers and soliciting letters:

- The external reviewers should be tenured faculty or administrators at their home institution. They should be prominent scholars with expertise in the research and creative areas of the candidates seeking tenure/promotion.
- In only rare instances, which should be explained by the chair with documentation included in the candidate's dossier, should reviewers be graduate student colleagues, former professors, collaborators on publications and research projects, or close friends.
- A majority of the external reviewers should come from names provided by the dean in cooperation with tenured faculty. This selection process should be documented as part of the tenure/promotion procedures. In all cases, at least one of the external reviewers should come from names supplied by the candidate. In some instances, a candidate can provide names of individuals which should not serve as external reviewers because of a conflict of interest.
- The dean should coordinate the solicitation of external reviewer letters. Reviewers should receive the candidate's vitae, their personal statement, and selected articles, books, or other examples of creative or scholarly activity. The dean should

provide the reviewer with the college's criteria for tenure and/or promotion to the aspired rank.

- In an effort to ensure that between three and five letters are available, the dean may contact additional reviewers. If more than the desired number of letters are received, all letters should be placed in the candidate's dossier.

Supporting Documentation

The materials included in a pre-tenured faculty member's dossier should clearly support the content of his or her cover letter and vita. Although documentation for every detail mentioned in the vita is not required, faculty should strategically select supporting materials to illustrate highlights of their work. The Box folders will include sections in each of the six areas: teaching, scholarship, service, advising, professional development, and ethics. Faculty must provide documentation for the folders that are appropriate for their appointment (e.g., tenure-track faculty must provide documentation of teaching and scholarship while a professor of professional practice must include documentation for teaching and service.) Faculty members may populate the non-required folders at their discretion. More detail is provided below.

Teaching (Tenure-track and Professor of Professional Practice)

This folder must provide evidence of quality teaching, including class syllabi and peer review or evaluation of classroom performance. Additional items may include evidence of teaching skills and strategies, most recent student perceptions of courses taught (SPOT), and student correspondence. Reflection on teaching and student feedback should be included in the cover letter.

Scholarship (Tenure track)

This folder must provide evidence of scholarly activities. Examples include: publication of books, refereed and non-refereed journal articles, book chapters, monographs, software developed, presentations at professional associations, schools and universities, proposals written, and grant applications and awards.

Service (Professor of Professional Practice)

This folder must provide evidence of service activities, such as: records of membership and contributions to college and/or university committees, evidence of professional service outside of TCU, (e.g., membership on editorial boards, manuscript and/or conference proposal reviewing), documentation of assistance provided to schools and/or organizations, letters of support or appreciation.

Advising, Professional Development, Ethics

Faculty members are not obligated to provide documentation in these areas, although they must be addressed in the cover letter. These folders may include documentation such as: certificates of completion for ethics-related courses (e.g., Texas Educator Ethics Training, Protecting Human Research Participants), documentation of receipt of faculty development grants, records of attendance at workshops, seminars, conferences, and professional meetings.

Organization of Digital Promotion and Tenure Materials

Pre-tenured faculty should use the following file names and organizational structure to prepare promotion-and-tenure and progress-toward-tenure materials for electronic review by the Tenured Faculty Committee. Since promotion to full professor is a holistic review, faculty members need not include separate folders for teaching/prior teaching or scholarship/prior scholarship. **Note: All dates should be adjusted to reflect the appropriate review year.

INTRODUCTORY MATERIALS (Main folder #1)

- **A. Letters, Dean and Tenured Faculty**
 - Last Name_2019-2020 Review Letter from Dean **
 - Last Name_2018-2019 Review Letter from Tenured Faculty
 - Last Name_2017-2018 Review Letter from Dean
 - Last Name_2016-2017 Review Letter from Tenured Faculty
 - Etc...
- **B. Professional Documents**
 1. Last Name_Current Letter to Tenured Faculty
 2. Last Name_Curriculum Vita

TEACHING (Main folder #2)

Teaching 2019-2020 **

- **Student Evaluations**
 - SmartEval (SPOT) Report(s)_2019-2020 (optional)
- **Other forms of student feedback**

- **Sample Syllabi**
 - Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2019)
 - Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2019)

- Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2019)

- **Peer Evaluations**

- Peer Reviewer_date
- Peer Reviewer_date

- **Other Teaching Artifacts**

Prior Teaching

- **Student Evaluations**

- SmartEval (SPOT) Report(s)_2018-2019

- **Sample Syllabi**

- Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2018)

- Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2018)

- Syllabi_Course Number_Semester_Yr (for example, EDSP 5003_Fall_2018)

- **Peer Evaluations**

- Peer Reviewer_date
- Peer Reviewer_date
- Peer Reviewer_date

- **Other Teaching Artifacts**

SCHOLARSHIP (Main folder #3)

Scholarship 2019-2020 **

- **Peer-reviewed publications**

- **Published**
- **Accepted or Scheduled**
- **Under review**

- **Editorial-reviewed or non-refereed publications**
- **Presentations (optional)**
 - Peer-reviewed
 - Invited
 - Regional or non-refereed
- **Grants and Other Scholarship Artifacts**
 - Funded
 - Proposed

Prior Scholarship

- **Peer-reviewed publications** (Organized by publication date – most recent at the top)
- **Editorial-reviewed or non-refereed publications**
- **Presentations (optional)**
 - Peer-reviewed
 - Invited
 - Regional or non-refereed
- **Grants**
 - Funded
 - Proposed

SERVICE (Main folder #4)

Service 2019-2020

- **College and University Service**
- **National and/or International Service**
- **Community Service**

Prior Service

- **College and University Service**

- **National and/or International Service**
- **Community Service**

ADVISING (Main folder #5)

- **Advising 2019-2020**
 - **Prior Advising**

PROFESSIONAL DEVELOPMENT (Main folder #6)

- **Professional Development 2019-2020**
- **Prior Professional Development**

ETHICS (Main folder #7)

Appendix C: Application for Reduction in Teaching Load

Faculty requesting a 3/2 teaching load should submit a one-page synopsis highlighting scholarly achievements for the previous two years and projecting future scholarly goals. Publications, presentations, etc. do not need to be listed, since they are in the annual report. Faculty should simply summarize their scholarly activity [i.e. 4 published, 2 accepted, 1 in review etc.] and project upcoming scholarly activities. A one-paragraph narrative may help clarify the request.

	Published/Accepted or Scheduled/Under Active Review for previous 2 years	Projected Goals for upcoming 2 years
<i>Scholarly achievements</i>		
Refereed national publications		
Book		
National presentations		
Grant activity & amount		
Editorships		
Reviewer		
Thesis/Dissertations Chaired		
National/International Leadership		
Other:		
Other:		

Appendix D: Administrator Evaluations

Evaluation of the Dean

The dean is responsible for the overall operation and welfare of the College of Education and its associated units, including the laboratory schools and TRIO. The dean works with university leadership, faculty, staff, foundations, donors, superintendents, and community leaders on behalf of the College. Activities include securing resources, strategic planning, and executing policies and programs related to the operation of the COE. The dean is responsible for keeping the faculty, staff, students, members of the Board of Visitors and alumni informed on these and other relevant issues. Specific responsibilities include the following:

- Works with the Provost Council and university leaders to develop and implement plans related to academic affairs ensuring that the role of the COE remains important in the university.
- Works with the Provost to obtain resources, including new faculty and staff lines and operational funds for the College.
- Engages in ongoing strategic planning with faculty and staff.
- Prepares and administers the College budget to support the strategic plan.
- Works closely with the Director of Development to establish a development plan based on strategic priorities, and cultivate donors.
- Provides financial and professional development resources to support faculty teaching, research, and service and international engagement.
- Coordinates and assists in the recruitment of diverse faculty and staff.
- Consults with the Chair of the Tenured faculty to conduct tenure, promotion and post tenure reviews.
- Works closely with the COE Faculty Cabinet on faculty governance and concerns as well as College of Education policy.
- Awards merit based on annual reviews.
Conducts annual evaluation of staff who report directly to the dean.
- Provides support and counsel to associate deans.
- Keeps the faculty and staff fully informed about university, state and national issues relevant to the College.
- Represents the College at local, state, and national events.
- Promotes communication with alumni, community leaders, school district representatives and Colleges of Education throughout the nation.
- Pursues professional endeavors by serving on professional boards at the state and national level and engaging in scholarship and teaching as appropriate.
- Works closely with the COE Board of Visitors.
- Oversees the security and maintenance of college facilities.

Evaluation of the Associate Dean of Undergraduate Studies

The Associate Dean of Undergraduate Studies works collaboratively with faculty and university administrators to achieve the goals of the office, assists the Dean in the daily operations of the COE, and keeps the faculty, students, and staff informed of developments at the undergraduate level.

After reading the Associate Dean of Undergraduate Studies' job description and letter, please

respond to each item below using the following scale: strongly agree, agree, neutral, disagree, strongly disagree, no basis for response. The items are presented in three categories: Program Implementation and Support; Recruitment, Current Students, and Scholarships; and Additional Administrative Responsibilities. Thank you for taking part in this important process. Your responses will go directly to the Dean, who will summarize the results and present and discuss with the Associate Dean of Undergraduate Studies.

- Supports faculty in developing and modifying programs.
- Coordinates undergraduate course offerings and faculty load by developing, modifying and negotiating course schedules.
- In collaboration with relevant faculty, coordinates adjunct faculty interviews and hiring.
- Coordinates with program faculty to establish and implements undergraduate policies and procedures related to admissions and transfers.
- In collaboration with program faculty, establishes and implements undergraduate policies and procedures related to retention (monitoring GPAs and “Yellow Flag” procedures) and student appeals.
- Establishes and implements undergraduate policies and procedures related to scholarships.
- Provides leadership for curriculum development & oversees efforts to meet certification standards (TEA, TAC, SBEC mandates).
- Provides leadership for program evaluation (e.g., TEA accountability SACS accreditation, institutional reports).
- Meets with current and prospective students to recruit, counsel, address program issues, etc.
- Meets with students regarding admissions, academic probation, and Academic Performance and Professionalism Warnings (yellow flag), GPA concerns, Q grades, class permits, etc.
- Oversees audits of degree plans and certification.
- Coordinates undergraduate program events such as the alumni awards ceremony, senior pinning, various recruitment events, etc.
- Provides oversight for program completion/graduation requirements and consideration of exceptions.
- Supervises administrative staff assigned to the office.
- In collaboration with faculty and staff, develops and updates college documents (e.g., catalog, website, view books, fact book, brochures, forms).
- Assumes additional responsibilities as requested by the dean.
- Teaches an appropriate load as assigned by the Dean.

Evaluation of the Associate Dean of Graduate Studies

The Associate Dean of Graduate Studies works collaboratively with faculty and university administrators to achieve the goals of the office, assists the dean in the daily operations of the CEO, and keeps the faculty, students, and staff informed of developments at the graduate level.

After reading the Associate Dean of Graduate Studies' job description and letter, please respond to each item below using the following scale: strongly agree, agree, neutral, disagree, strongly disagree, no basis for response. The items are presented in three categories: Program Implementation and Support; Policy and Procedures and Financial Aid; and Additional Responsibilities. Thank you for taking part in this important process. Your

responses will go directly to the Dean who will summarize the results and present and discuss with the Associate Dean of Graduate Studies.

- Supports faculty in developing and modifying programs.
- Coordinates graduate course offerings and faculty load by developing, modifying, and negotiating course schedules.
- Coordinates adjunct faculty interviews and hiring.
- Establishes and implements graduate school policies and procedures related to admissions, candidacy, course transfers, intent to graduate, and student appeals.
- Establishes, implements, and coordinates graduate school policies, procedures, and budgets related to financial assistance (TAP, TA's, scholarships).
- Works with the dean to secure adequate funding for graduate student programs.
- Establishes and implements graduate school policies and procedures related to degree plans and certification requirements.
- Approves written/oral exams, theses, treatises, and dissertations.
- Reads and approves thesis and dissertations for ProQuest publication.
- Meets with current and prospective students to recruit, counsel, and address program issues, etc.
- Plans and implements graduate program events including graduate student orientation, hooding ceremonies, etc.
- Provides leadership for graduate program evaluation (TEA, SACS accreditation, U.S. News and World Report Survey, institutional reports, etc.).
- Develops and maintains a database to support program evaluation and continuous analysis of student enrollment according to program.
- Supervises administrative staff assigned to the office.
- Develops and updates graduate sections of catalog, website, view books, brochures, forms, etc.).
- Assumes additional responsibilities as requested by the dean.
- Teaches an appropriate load as assigned by the dean.

Appendix E: Travel Policies and Procedures

Faculty or staff traveling on business are responsible for complying with the University's reimbursement policy and should exercise the same care in incurring expenses as they would in personal travel. The most comprehensive explanation of TCU's policies regarding travel and reimbursement can be found on the TCU Office of Finance & Administration web page titled "Reimbursement Policy and Procedures for University-Related Business Expenses" (<https://vcfa.tcu.edu/reimbursement-policy-and-procedures-for-university-related-business-expenses/>). Faculty and staff should consult this website prior to submitting requests for advances or reimbursement forms to the Dean. Remember, reimbursement is not automatic. Faculty members need to seek approval from the dean, prior to making any travel arrangements.

Advances

To request an advance for your approved travel, complete the TCU Request for Travel Advance form (https://vcfa.tcu.edu/wp-content/uploads/2017/04/Check_Advance.pdf). Expenses for which you may request a travel advance include, but are not limited to expenditures required prior to travel such as airfare and conference registration fees. Certain travel agencies may directly bill the college for airfare, but not other travel expenses. Proof of payment must be included with this request and can take the form of a receipt from the conference organizers and printed copies of online airline receipts accompanied by credit card transaction proof.

Reimbursements

The most current Reimbursement Form can be found on the COE common drive. Faculty must complete their own Reimbursement Form. All information at the top of the Reimbursement Form must be completed for processing. Original receipts must be taped to an 8.5x11 paper with no staples. The person to be reimbursed, as well as the approving administrator(s), must sign and date the form. When completed, submit the form to the Assistant to the Dean.

Airport Parking

Transportation to and from the airport and airport parking can be reimbursed, upon justification of need. Travelers should exercise judgment by weighing cost against other factors. If the traveler chooses to use valet parking at the airport for personal convenience, reimbursement for valet parking will not exceed the applicable express terminal rate. If the traveler chooses to have someone provide transportation to/from the airport rather than parking at the airport, round trip mileage to/from the airport will be reimbursed when that mileage is submitted without any parking charges. However, the additional mileage reimbursement cannot exceed the cost that would have been incurred for airport parking for the trip using the lowest daily parking rate.

Transportation

- Mileage reimbursement is calculated from TCU to destination, not from home to destination, unless it is for travel to an airport for a trip taken on a weekend or holiday. (Mileage to DFW airport is 32 miles or 64 miles for round trip from TCU.) You will be reimbursed for mileage based on the current rate as determined by TCU (usually the same as the federal rate). This rate can be found on the U.S. General Service Administration website under Privately Owned Vehicle Mileage Reimbursement Rates (<https://www.gsa.gov/travel/plan-book/transportation-airfare-rates-pov-rates-etc/privately-owned-vehicle-pov-mileage-reimbursement-rates>).
- Airfare reimbursement is restricted to economy fares. When options are available within economy class, travelers are to purchase the lower-priced option. Optional upgrades to business or first-class will not be reimbursed regardless of length of trip. However, preferred seat choices within economy that incur reasonable costs can be reimbursed with justification of need. Proof of payment for air travel must be included for reimbursement.
- The costs for one checked bag through the trip will be reimbursable. Charges for excess baggage will be reimbursed only for transporting University materials or when there is extended travel on University business, to be approved in advance by the Dean.
- A car rental must be for university business, not for the convenience of the individual. A car may be rented if a public carrier is not available, if rental is more economical, or if it will increase the efficient use of time. Car rental reimbursement is restricted to compact or medium-sized cars.
- Tips for cab fares should be included on the cash receipt and be included in the total amount listed on line 7 of the reimbursement form.

Personal Meals

- Food purchases (and other incidentals) at DFW area airports are not reimbursable. In cases of lengthy delays, exceptions may be considered.
- Personal meal charges, including tax and tip, should be reported on the reimbursement form for each day under the appropriate row for breakfast, lunch or dinner.
- College of Education maximum allowance for meal reimbursement is \$75.00 (USD) per person per day. This includes tax, tip and non-alcoholic beverages. An analysis of per diem meal expenses provided by the U.S. General Services Administration can be found at: www.gsa.gov/mie.
- Two receipts are required for meal reimbursement: (1) a detailed original receipt showing all items purchased and (2) a credit card proof of purchase. If the meal is purchased with cash, then a cash tendered register receipt is required.

Meals for Others

- The “Meals for others” category on the Reimbursement form is to be used when paying for a guest meal. It should include your meal expense in addition to that of your guest(s) (excluding alcoholic beverages). In general, the COE does not reimburse for “meals for others” unless one is in a specific role that requires such reimbursement.

- The total meal charge, including tax and tip, should be reported on the reimbursement form for each day on row 5 of the reimbursement form.
- Page 2 of the reimbursement form must also be completed in detail for any “meals for others” reimbursement.
- Two receipts are required for meal reimbursement: (1) a detailed original receipt showing all items purchased and (2) a credit card proof of purchase. If the meal is purchased with cash, then a cash tendered register receipt is required.

International Travel

- TCU has partnered with On Call International, which can assist with travel inquiries and emergencies. More information is available through the TCU Center for International Studies website. Please consult this site PRIOR to travel.
- The COE has opted into the Center for International Studies program per diem rate for international travel. This document outlines the maximum reimbursable per diem rate for meals and incidental expenses when traveling abroad, including covered meals, travel day meals, and city rates. Be sure you consult the country and city listed in this document prior to submitting international travel reimbursement requests.
- Overseas travel reimbursement with receipts in non-USD currency require conversion results to be attached. Printouts from an online currency conversion site or a printed credit card statement showing the exact charges will need to accompany the receipts.
- Shots, passports, and visas are considered personal expenses and are not reimbursable.