

RADFORD UNIVERSITY

School of Communication Faculty Policies

The School of Communication will serve the local region, the Commonwealth of Virginia, and the nation by educating students through a liberal arts curriculum that prepares them for a range of careers in the field of Communication. We strive to develop ethical communication professionals who think critically and communicate effectively in a variety of contexts using the latest technologies. The School promotes excellence in teaching, learning, service, research, and creative works within and across academic and industry disciplines at undergraduate and graduate levels. A cornerstone of preparing students to communicate ethically and responsibly is the concept of free expression and valuing diversity of cultures, beliefs, and thought.

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Reassigned Time Policy for School of Communication

In all cases, the reassigned time must be contingent on the School's being able to offer courses students need and available funds for hiring adjunct faculty to cover the reassigned course.

Reassigned Time for Supervision of Student Projects

The School of Communication values and encourages the collaboration between faculty and students. If a faculty member accumulates 15 of the following during fall or spring semesters (summers are excluded), in any combination, the faculty member receives one course reassigned time in the next feasible semester: undergraduate independent study; Honors Academy capstone project; graduate directed study; chairing a graduate thesis (note: each thesis counts once, even if it spans multiple semesters); or supervision of any other student projects. Once the threshold of 15 has been reached, the count starts over at 0, and the next 15 of the above earn another one course of reassigned time.

Reassigned Time for Service

A one course re-assigned time per semester will be given to Graduate Coordinator, Communication Coordinator, Media Studies Coordinator, and Assessment Coordinator.

In situations where the level of university service exceeds the normal expectations, it may be appropriate for the Chair or Director to adjust a faculty member's workload for reassigned time with the approval of the Dean. These could involve, for example, program review or accreditation related work or being an officer of a regional, national or international professional organization or being an associate editor or editor of a professional journal, or any other service with substantive documented responsibilities.

Reassigned Time for Research

Faculty can request a reassignment of one course for conducting research. For scheduling purposes, the request should be submitted to the Director of the School one year in advance. With that request, the faculty member must provide a statement (not to exceed one page) of how the time will be used. This should include a description of a specific project to be undertaken (beyond a general "more time for research"), how the reassigned time would facilitate that, and what progress or products would be anticipated within one year from the beginning of the semester in which the faculty member received the reassigned time. The statement should also include an acknowledgment that you agree that professional development will be scored at the (at least) 30% mark required by the Handbook in the Faculty Annual Review. Therefore, part of the annual evaluation would include consideration of whether the designated goals were met.

(Adopted by the School of Communication on March 26, 2016)

Collegiality Policy for the School of Communication

Radford University's School of Communication is built upon a tradition of collegiality and shared governance and strives to maintain these standards as a mainstay of its institutional culture. Radford University welcomes a variety of thoughtful perspectives necessary for open inquiry, liberal education, and a healthy community. As part of this tradition, the School of Communication seeks and welcomes a diverse group of students, faculty and staff. We value our local community and embrace the participation of individuals and groups from Virginia, the nation and the world. We also encourage participation in educational opportunities abroad.

Section 2.5 of the T & R faculty handbook establishes expectations of collegiality, as it states:

College faculty meetings and regular department and school meetings will be scheduled by the appropriate Deans, Department Chairs and Program Directors. Attendance at all such meetings is expected as part of the faculty member's professional responsibilities. Tenured and tenure-track faculty members, and other faculty for whom university service is identified as a specific responsibility in their appointment, are expected to participate in the work of their departments, schools, and colleges outside of the classroom, to provide academic advising to students, and to serve in governance of the University.

"Collegiality" defined:

Collegiality represents an expectation of a professional relationship among and between faculty, staff, and students with a commitment to sustaining a positive and productive environment as critical for the progress and success of the University community. It consists of collaboration and a shared decision-making process that incorporates mutual respect for similarities and for differences - in background, expertise, judgments, and points of views, in addition to mutual trust. Collegiality among faculty, staff, and students involves a professional expectation of constructive cooperation, civility in discourse, and engagement in academic and administrative tasks within the respective units and in relation to the institutional life of the University as a whole. Collegiality is not necessarily congeniality nor is it conformity nor excessive deference to the judgments of faculty, staff, and students; these are flatly oppositional to the free and open development of ideas. Criticism and opposition do not necessarily conflict with collegiality. Evidence of collegiality is demonstrated by the protection of academic freedom, the capacity of faculty, staff, and students to carry out their professional and learning functions without obstruction, and the ability of a community of scholars to thrive in a vigorous and collaborative intellectual climate.

"As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution."

AAUP Statement of Professional Ethics, 2009

(Adopted by the School of Communication on October 10, 2017)

Leadership in the School of Communication

The School of Communication recognizes that faculty in leadership positions provide essential service in meeting the program's responsibilities to students and to our colleagues within and beyond the School. The assumption of leadership duties also provides an important opportunity for professional growth and development. Furthermore, the distribution and regular rotation of such duties affords a communal approach to supporting the needs of the program and one another as colleagues. The School recognizes that timing and talent for leadership positions varies among individuals and seeks to coordinate fair, and yet responsible, assignments among its faculty members.

Broadly, there are two types of leadership positions within the School, those elected directly by the faculty and those appointed by the director.

Elected Leadership Positions

Committees within the School elect their own chairs from among their members. Typically, these elections take place at the beginning of the academic year upon the committee being constituted at the first faculty meeting (e.g., summer retreat). Like the composition of the committees themselves, the chair positions may rotate annually. The duties of all chairs include the following: calling committee meetings, presiding over meetings, appointing a member to record minutes of meetings, and reporting recommendations of the committee to the director and/or faculty (as appropriate).

Communications Committee, Chair

Curriculum Committee, Chair (may also serve as representative to the College Curriculum Committee)

Equipment Committee, Chair

Graduate Admission Committee, Chair

Scholarship Awards Committee, Chair

School Personnel Committee, Chair (must be tenured to serve)

Student Grade Appeals Committee, Chair (most senior committee member)

One elected leadership position does not serve as the head of a committee but does represent the School to outside constituencies. The faculty elects this position for a three-year term. The representative will next be selected in fall 2019, and then 2022, 2025, etc.

CHBS Honors and Awards Committee Representative

One additional elected leadership position, the Faculty Senate Representative, does not head a committee but does represent the School to outside constituencies. The faculty elects this position in the spring, prior to the start of the representative's two-year term, so that one may attend the final senate meeting of the year. The representative will next be selected in spring 2018, and then 2020, 2022, etc.

Finally, ad hoc committees, such as search committees, elect their own chairs.

Appointed Leadership Positions

The Director appoints qualified faculty to serve in the following administrative leadership positions. Because of the load involved, these coordinator positions typically carry reassignment time, as resources will allow. Ideally, these appointees will serve a three-year term. In the fall of each appointee's third year, the director will notify the faculty that one or more position terms are ending and solicit nominations and self-nominations for a successor and circulate a position description. Faculty members wishing to serve a consecutive term in a role are welcomed to self-nominate at this time. After a review of the nominees, which should include some type of interview among competing applicants/nominees, the director will announce the appointment ideally by the start of the spring term. This will allow the incoming coordinator a semester to shadow the outgoing coordinator in preparation for assuming full duties at the start of the following academic year.

In the event of an unanticipated resignation in the midst of the academic year, the director may make an interim appointment to fulfill that administrator's duties. Ideally, the director would call for candidates for a successor to begin the following semester or, if that is not feasible, at the start of the following academic year.

Assessment Coordinator (appointments starting Fall 2018 and then 2021, 2024, etc.)

Graduate Studies Coordinator (must be a member of the graduate faculty; appointments starting Fall 2017 and then 2020, 2023, etc.)

Internship Coordinator (appointments starting Fall 2019 and then 2022, 2025, etc.)

MSTD Coordinator (appointments starting Fall 2018 and then 2021, 2024, etc.)

COMS Coordinator (appointments starting Fall 2019 and then 2022, 2025, etc.)

One additional appointed leadership position does not serve as the head of a committee but does represent the School to outside constituencies. It is notated or renewed on an annual basis.

Library Liaison

(Adopted by the School of Communication on September 14, 2017)

Curriculum Committee

According to the *Teaching and Research Faculty Handbook*, section 4.2.3.5, the Department Curriculum Committee:

reviews and makes recommendations to the department on course and curriculum proposals and revisions in the major and minor academic programs in the department. The department's voting members shall select the members of the Curriculum Committee at a department meeting no later than the second week of the fall semester. The membership shall include at least three faculty, one upperclass student and, where appropriate, one graduate student in that department. All members of the committee will be elected by the department. If no suitable students request appointments to the committee, the student positions may be left unfilled.

The School of Communication will elect its Curriculum Committee for the forthcoming academic year at the last scheduled Faculty Meeting of the prior spring term. By first determining representation on this elected body, distribution of other committee appointments more easily follows. This process aims to allow more equitable distribution of members across the School's other standing and ad hoc committees.

The Director will solicit nominees in advance of the election and shall take nominations from the floor.

Whenever possible to ensure continuity, the School prefers that at least one of the faculty nominees be a continuing member of the current committee.

(Adopted by the School of Communication on March 20, 2018)

Research Reassignment Policy

When a faculty member has an opportunity to undertake a more demanding research agenda, that faculty member may be eligible for a research reassignment. Eligibility is contingent on the department being able to maintain acceptable FTE numbers and meet student needs. To demonstrate an opportunity to undertake a more demanding research agenda, the faculty member must submit a formal proposal to be reviewed by the director in consultation with the concentration coordinators.

For short-term projects, faculty may apply for a one-course reduction for one semester. For long-term projects, faculty may apply for a two-course reduction, one per semester, for the academic year. To apply for research reassigned time, the faculty member must submit a two-page proposal to the chair detailing the nature of the project and how reassigned time will facilitate its completion. For long-term projects, or for short-term projects that take longer than projected, the faculty member may renew research reassigned time. To do so, the faculty member must submit a report, including documentation of ongoing scholarly or professional activity (book chapters, book proposals, article drafts, etc.), to the chair detailing the progress that was made on the project during the prior reassignment period.

The faculty member must commit to being evaluated with “Professional Contributions” counting at the maximum percentage (30% in accord with Section 1.4.1.4.1 item 3 of the *Teaching and Research Faculty Handbook*).

The School of Communication evaluates evidence of ongoing scholarly activity in a holistic manner wherein no single criteria is necessary or sufficient for demonstrating scholarly activity. To apply for and maintain reassigned time for scholarly activity, the faculty member must show evidence of ongoing scholarly and professional activity. Evidence may include (but is not necessarily limited to) peer-reviewed publications; scholarly presentations; obtaining grants, contracts, and fellowships; developing and maintaining an ongoing scholarly project; editing and serving on editorial boards; reviewing work in one’s own discipline; and completing or providing continuing education.

Faculty who are no longer research active by the measures stated above will resume their normal teaching load (4/4 for most faculty).

(Adopted by the School of Communication on March 20, 2018)

Peer Teaching Evaluation Procedure for the School of Communication

As a community of scholars we seek to improve as teachers. We value our colleagues’ feedback on our lessons and classroom teaching, both as a means of learning from one another and of obtaining feedback that can aid in modifying teaching and learning activities to improve student learning outcomes.

Section 1.4.1.4.1 of the Teaching & Research Handbook notes the following:

If an individual faculty member chooses to include intra-departmental, extra-departmental, or extra-university colleague evaluations as part of his or her evaluation, the department as a whole must develop and approve, by majority vote, a procedure for obtaining such colleague evaluations, and determining the weight that shall be given to them. Evaluators (i.e. Department Chair, Dean, or Provost) shall not request or initiate such internal or external colleague evaluations.

For the School of Communication, a faculty member’s request for an evaluation of his or her classroom teaching or online instruction will be formative: It will be a tool for critically examining one’s teaching for the purpose of improvement and will be recognized as evidence of faculty development. It will not be used as a summative evaluation. We as a faculty acknowledge that using it as such would discourage faculty from using such observations as a means of addressing teaching challenges, such as when introducing new lessons, techniques or concepts, or when a faculty member is working to address weaknesses.

- 1) A faculty member can at any time select his or her own observer -- intra-departmental, extra-departmental, or extra-university – directly, or he or she can seek assistance through the Personnel Committee or director.
- 2) The observation can be an informal evaluation for which there is no written record. These will not be included in either the instructor’s or the observer’s annual review.

- 3) The observation can be a formal evaluation using the School of Communication Teaching Observation form or another instrument. The faculty member being observed determines whether to include the evaluation in their annual review. This determination can be made after reviewing the evaluation.
 - a. An instructor's evaluation could be credited under "Faculty Development Activities" and "other."
 - b. The evaluator could be credited under "University Contributions" and the department level under "Faculty Mentorship."
- 4) The faculty member will communicate in advance with the observer regarding the class or lesson to be observed and whether there is a specific focus or area in which they would like coaching and feedback.
- 5) The observer should provide immediate oral feedback as soon as possible. The completed written evaluation should be provided to the instructor before the end of the term in which the classroom observation takes place.
- 6) The faculty member being observed has sole discretion over whether to include the evaluations in tenure and promotion materials.

(Adopted by the School of Communication on March 20, 2018)

Summer School Teaching Assignments

Section 3.1.3 of the T & R faculty handbook states that University summer employment for teaching and administrative activities is recommended by Department Chairs and approved by the College Dean and the Director of Summer School.

Summer, May, and Winter Term Teaching Assignments.

Teaching in terms outside of fall and spring semesters is a value to the School and is recognized within the faculty evaluations of teaching. The value of teaching in these terms is to the students who need to continue their studies outside the regular academic year. Although teaching outside of the academic year is recognized, it is not a requirement nor is it guaranteed. Summer and winter term assignments are only available for classes that obtain sufficient enrollment.

Assignments are made using the following criteria:

1. The Director inquires of Faculty to gauge interest and expertise in teaching during the summer or winter terms.
2. If multiple faculty members wish to teach the same course, then the School Director will determine who gets to teach during those terms. In making decisions, the primary criterion will be department need (likelihood of the course making, balanced offerings, etc.); the secondary criterion will be balancing opportunities to teach in intersessions (giving each person one intersession course per year before anyone has two, giving preference to people who did not teach intersession the previous year, etc.); and the tertiary criterion will be seniority.

3. Classes must have sufficient enrollment to be held during the summer or winter terms.
4. All summer and winter schedules must be developed within the overall university and college budgets.

(Adopted by the School of Communication on February 20, 2018)