Faculty Policies

The School of Communication will serve the local region, the Commonwealth of Virginia, and

Collegiality Policy for the School of Communication

Leadership in the School of Communication

The School of Communication recognizes that faculty in leadership positions provide essential
ithin and
beyond the School. The assumption of leadership duties also provides an important opportunity
for professional growth and development. Furthermore, the distribu

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   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.

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.

> 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 c 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   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

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
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:n

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)