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)
Faculty Policies Updated January 6, 2018