Department of Political Science  
Departmental Policies

Mission Statement

The Department of Political Science and Criminal Justice became a separate department from the Department of History in 1977. In 1990 political science and criminal justice faculty agreed that the focus of the two was sufficiently different that it made sense for criminal justice to become a department in its own right. According to its mission statement, adopted in 1992, the mission of the Department of Political Science is to provide to the greatest extent possible a solid and balanced undergraduate education in political science. We believe this can only be done by teaching political science as part of a liberal education whose intent is to direct the student to the examination of enduring and contemporary questions including what it means to be a human being. This humanistic orientation suggests that the purpose of such an education is to help develop complete human beings. Although the departmental program studies politics in all its dimensions, its approach is unified by attending to such issues as the tension among freedom, justice, and order in human communities and the uneasy relationship between the requirements of good citizenship and those of a transcendent moral order. We ask our majors to apply what they learn to contemporary issues in order to assist them understand the role of the individual within the political community and the influence of cultural diversity on government and public policy. This approach not only fosters critical thinking and collaboration, but also provides our majors with the tools needed to solve practical problems of public policy and to see the connection between the enduring questions of human life and contemporary public policy issues.

Departmental Goals and Learning Objectives

The department is strongly committed to teaching as the vehicle for pursuing its mission. In their teaching, department members seek to develop students who can:

1. Demonstrate the investigative skills needed to address new problems and find meaningful solutions;
2. Demonstrate the analytical and communication skills required to analyze ideas and use them in explanatory and persuasive arguments;
3. Demonstrate the ability to think critically about key political concepts.

In pursuance of these goals and the accomplishment of its Mission Statement, the Department of Political Science has adopted the following policies.

I. Travel

All full-time faculty members are eligible for equal travel support in order to do research or present research findings. If there are leftover monies they will be allocated as needed in the following order: first to untenured faculty members, next to tenured faculty members, third to full-time temporary faculty members. Please follow the sections of the Teaching and Research Faculty Handbook (SEC. 3.7) and the Pocket Travel Guide provided as Appendix A of this document.

According to the University’s official travel policies, the University requires a Request for Travel Form to be prepared in advance for travel that involves:
Adopted August 2014

- overnight travel where estimated total cost is expected to exceed $500
- travel funded by sponsored programs (i.e. grant funds)
- all exception based travel

When required, the RFT must include all associated costs such as direct-billed car rental, airfare, registration fees, lodging, meals, incidentals, etc., regardless of funding source (state, foundation, personal funds etc.) and be approved in writing before making any travel commitments. All other travel may be approved verbally by the employee’s supervisor.

Travel requests should be given to the Department secretary at least 30 days prior to the proposed travel.

A “Leave of Absence Form” (see APPENDIX B) should be left with the chair at least one day prior to departure.

II. Scheduling

Scheduling is done by the Chair of the Department of Political Science. Although the Department endeavors to take into consideration the needs of all faculty members in scheduling, scheduling primarily is handled on the basis of seniority and the dictates of the schedule grid. The general rule is to not schedule two POSC 110, POSC 120, or 300-400 level political science classes at the same time unless it is absolutely necessary. In addition, the Schedule Grid requires that we fill all time slots in one column before putting another class into the same time period. The department also tries to balance offerings across the week; that is, there should be at least three upper-level courses offered on a MWF (or MW) schedule and at least three upper-level courses offered on a TR basis.

The Department offers POSC 110, POSC 120, and one upper-level course suitable for Social Science Majors every summer. Assignment of those classes depends on interest and seniority over a two-year rotation. Everyone will have the opportunity to teach at least one summer-school class over the course of the two-year rotation.

III. Workload

The traditional workload in this department is 4/4. Sections of POSC 110 enrolling 70 students or more are considered as double sections because of the requirements for student writing. Sections of POSC 120 enrolling 80 students or more are considered double sections. However, as long as the Department reaches Faculty Workload Allocation of 360 for lower-level classes and 270 for upper-level classes according Base Budget Adequacy (BBA) calculations, we meet requirements and can deploy faculty as needed on additional projects.

New tenure-track faculty in the department will receive one course of reassigned time each semester during one academic year at whatever point in the probationary process the faculty member chooses in order to finish research projects and develop articles for publication.

The Department Chair should work with faculty to ensure reassigned time is given when the faculty member is working on special projects for the department, for example, coordinating assessment data; the development and initial implementation of new curriculum offerings; developing and implementing a career planning process for Political Science majors, etc.
If a faculty member teaches an overload one semester she/he will be eligible for an equal amount of reassigned time during one of the next two semesters.

Department members are eligible for one-course reassigned time for every 15 hours of internship or independent study mentoring they accumulate over a three-year period.

Summer School assignments will be based on: (1) interest; (2) need; and (3) rotation to ensure that all faculty interested in teaching a summer school course receive the opportunity at least every other year.

This department will cap online courses at 25-30 depending on the wishes of the instructor and the difficulty of the course.

V. Grading Policy

The department recognizes the option for faculty to use +/- grades.

The department follows Radford University’s policy on awarding grades of Incomplete which states:

“Occasionally, students are unable to complete course requirements because of circumstances beyond their control: e.g. a disabling accident or illness, or a family-related issue that creates a clear hardship for the student and precludes the completion of final assignments or exams. At the discretion of the faculty member, a grade of “I” (Incomplete) may be assigned. Incomplete grades are to be awarded only in those cases in which all but a small portion of the course work has been completed. Otherwise, the burden in completing unfinished assignments would be severe, and withdrawal from the course or the university is appropriate and recommended. Incompletes are also not to be awarded because students want or need additional time to complete assignments to avoid low grades, or so that students have time to do “extra credit” work to improve their grades. Prior to the time when the extenuating circumstances emerged, the student should have been making satisfactory progress in the class and not be in danger of earning a grade lower than “C.” Finally, A-F grades cannot be changed to incompletes after the term has ended; arrangements for incompletes must be made before the end of the term and prior to the awarding of final grades.”

Faculty members are encouraged to speak with the department chair prior to awarding a grade of Incomplete in any instance in which a student has not completed 85-90% of the required work for the course.

V. Advising

The department’s policy is to encourage students to sit down and talk to his or her adviser about academic progress and career planning. We keep notes on the outcome of the advising session in the student’s advising folder. Students should sign the advising sheet in the folder prior to being given the PIN. This policy is supportive of the university policy which states:

The student must become familiar with the academic policies, curriculum requirements and associated deadlines posted in this catalog, which is available in both paper and electronic versions. The academic advisor will advise the student on all matters related to his/her program of study and will aid the student in the interpretation of policies whenever necessary.
However, it is ultimately the student’s responsibility to be cognizant of and comply with all university policies and procedures and to meet all stated requirements for the degree. It is also the student’s responsibility to monitor campus e-mail on the university web portal frequently, as these electronic means of communication have replaced mass mailing as the university’s most effective and efficient ways to disseminate important information to the campus community. Failure to read official emails and university web portal communications in a timely manner does not relieve students from their responsibility to take appropriate action(s) on the information contained in them. For information about Radford University’s extensive technology services available free to all students. (See p. 38 of this catalog).

VI. Office Hours

Faculty members are expected to offer one office hour per class per week. Please try to stagger office hours so that some are offered in the morning and some are offered in the afternoon.

VII. Grade Appeals

Radford University’s grade appeal process is posted on the Registrar’s site. It specifies that the Personnel Department of each department and a student constitute the Department Grade Appeals Committee. The student member of the Department of Political Science’s Grade Appeal Committee is chosen by the chair in consultation with the rest of the Department.

VIII. Illness

In case of personal or family illness that requires missing a class, faculty members are expected to notify their classes, the Administrative Assistant, and the Department Chair in writing. Two failures to notify the chair in writing constitute a handbook violation and the chair is required to write a letter so stating for inclusion in the faculty member’s personnel file. State policy requires all employees to file form PR 14 (attached to this document as APPENDIX C) so that sick leave can be adjusted correctly. Please cooperate with Kimberly so that this form is filed whenever you are ill or take time off for the illness of a family member. The sections of the Teaching and Research Faculty Handbook on Sick Leave and Family Medical Leave are attached as APPENDIX D.

IX. Secretarial Assistance

Given the demands of two departments on the time of our Administrative Assistant, please limit requests for copying assistance and try to avoid last-minute requests. Our Administrative Assistant is a colleague in the Department’s work. She should be treated with the same respect we show one another. If there is a problem with her work, please speak to the Department Chair immediately. If she has gone out of her way to be helpful with some problem that needs immediate attention, please tell the Department Chair so that the Administrative Assistant can be commended for it on her annual evaluation and/or the chair can place a record of extraordinary contribution in her personnel file (there is, of course, a form). Travel requests need to be submitted at least 30 days in advance. Requests for reimbursement (for travel expenses or anything else) should be submitted within a week of the event or purchase.
X. Tenure and Promotion Guidelines

Promotion and Tenure Decisions

The Department of Political Science seeks to hire and promote faculty members who are committed to teaching undergraduate political science within the context of a liberal arts education. This commitment should be strengthened, not diminished, by the professional development activities chosen by faculty members. The department expects its faculty members to be good colleagues within the department and citizens committed to the common good of the University and the communities in which they live. The process of tenure and promotion is not a difficult one. You hire the best people you can, treat them with respect, support their efforts wherever you are able, and expect them to work hard to be good at what they do, especially the critical teaching function. There is no one model of a good college professor. Departments, like the classroom itself, are complicated small communities. Different people take on different roles and styles and emphasize different things in the classroom and in the rest of their professional lives. This diversity of styles, emphases, and interests is what keeps a department an interesting and exciting place in which to work. What holds a department together, however, is the unity of vision or purpose which provides the context for diversity. The conditions of that unity are what this and other documents created by the department seek to express and reinforce.

All tenure and promotion decisions are guided by the following guidelines and by Teaching and Research Faculty Handbook section 1.4 (http://www.radford.edu/~pers-web/TeachingandResearchFacultyHandbook-08-27-09.pdf). Reappointment decisions are guided by Section 1.5 of the Teaching and Research Faculty Handbook (http://www.radford.edu/~pers-web/TeachingandResearchFacultyHandbook-08-27-09.pdf).

Reappointment, tenure, and promotion will be denied in cases where the individual falls below 2.5 in any one category in any evaluation year.

Development as a teacher, a scholar, and a willing, active, collegial, and collaborative contributor to the mission of the Department and the University is an ongoing process. Continued growth in each of these three areas is expected. This Department highly values excellent teaching. It is the most important consideration in achieving tenure and promotion. The revision of old classes, the development of new ones, the effective incorporation of new pedagogies and readings into classes are all valuable activities that will be rewarded in the annual evaluation process. Faculty members may submit peer evaluations of teaching or student portfolios as evidence of effective teaching.

1. In the area of scholarship, the department favors:
2. Peer reviewed scholarship related to the faculty member’s fields and teaching; and
3. Quality over quantity.

To foster these ends the department evaluates scholarship in terms of the Boyer Model (See for details: http://www.webs1.uidaho.edu/mkyte/strategic_plan_implementation/resources/Boyer%20module%20Pacific%20Crest%20recd%209.4.06.pdf). Scholarship of Teaching and Learning is as important as discipline-related scholarship in this department. Any of the modes of scholarship in the Table below will be accepted as evidence for tenure and/or promotion. For more information see, Boyer Model of Scholarship (http://www.webs1.uidaho.edu/mkyte/strategic_plan_implementation/resources/Boyer%20mod_ule%20Pacific%20Crest%20recd%209.4.06.pdf).
Finally, we expect all members of the Department to be willing, active, collegial, and collaborative contributors to the Department’s mission and to the mission of the University. The Department expects active service on working committees. It will be helpful to submit a letter of support from the chair of the committees on which you serve in addition to a list of committees. Community service and service to the profession also will be valued and rewarded in this category. Again, scores should increase with years of service.

Untenured tenure-track faculty will meet annually with the Department Chair and the Chair of the Department’s Personnel Committee to collaboratively develop a yearly work plan whose implementation will lead to tenure and/or promotion. The first year’s plan will define the overall expectations for teaching, scholarship, and research that will be applied to that faculty member during the years prior to a tenure application. Every year thereafter the faculty member, Department Chair, and the Chair of the Personnel Committee will review that document and designate specific goals for the academic year. At the end of three years there will be a mid-tenure review to ensure that the untenured faculty member knows exactly where she/he stands with regard to tenure and promotion within the Department. Submission of a full-range of materials related to teaching, service, and professional development is expected at that time.

Promotion to Assistant Professor

The Department considers these the necessary and sufficient criteria for promotion from the rank of Instructor to Assistant Professor.

1. Completion of the Ph.D. or other appropriate terminal degree.
2. Cumulative yearly performance reviews must average at least “meets basic expectations” (3.0) across the board in each area, except in the area of teaching, which must average 3.5 (“above expectations”).
3. Active, collaborative, and willing participation in Department activities and advising.
4. Evidence of potential for Professional Development which minimally might include but is not limited to:
   a. Giving papers at conferences;
   b. Publishing book reviews;
   c. Developing a research
Tenure

The Department considers the criteria defined below for promotion from the rank of Assistant to Associate Professor to be those necessary and sufficient for tenure consideration:

1. Completion of the Ph.D. or other appropriate terminal degree. Cumulative yearly performance reviews must average at least “above expectations” (3.5).
2. Annual evaluations of teaching (a combination of student evaluations and other pertinent factors listed under the teaching section of the department’s “Annual Evaluation Criteria”) must average 3.75 “above expectations” or above.
3. Evidence of active, collaborative, and voluntary service to the Department, the College, and the University. This could include (but is not limited to) service on a department/college/university committee, advising university-sponsored clubs and organizations, organizing speakers, and participating in programs like Quest, Conduct Boards, and University 100. The rating for service should be 3.5 or above on the annual evaluation.
4. While at the rank of Assistant Professor, a demonstrated commitment and effort toward Professional Development which could include, but is not limited to, the following:
   a. Engaging in discipline-related study and research;
   b. Publishing books, articles, reviews and other appropriate projects;
   c. Writing grants that will receive peer review;
   d. Working on grant-funded activities;
   e. Presenting papers at conferences, seminars, and workshops in one’s professional discipline;
   f. Acting as discussant or chair on a panel at a national or regional conference;
   g. Consulting requiring research and/or resulting in a publication;
   h. Engaging in the research of teaching and learning.

Some peer-reviewed publications are required for tenure and promotion. Promotion to Full Professor

The Department considers the criteria defined below to be necessary and sufficient for promotion from the rank of Associate to Full Professor:

1. Cumulative yearly performance reviews must average at least “above expectations” (3.75).
2. Annual evaluations of teaching (a combination of student evaluations and other pertinent factors listed under the teaching section of the department’s “Annual Evaluation Criteria”) of 4.0 or above.
3. Service contributions must average “above expectations” (3.75) over the period since promotion to associate professor. Evidence of active and continuing voluntary and collaborative service to the Department and to the College and/or University might include, but is not limited to: service on a department/college/university committee, advising university-sponsored clubs and organizations, organizing speakers, and participation in programs like Quest, Conduct Boards, and University 100.
4. While at the rank of Associate Professor, a demonstrated and continuing commitment and effort toward Professional Development which could include, but is not limited to, some of the following:
   a. Engaging in discipline-related reading/study/research;
   b. Publishing books, articles, reviews and other appropriate projects;
   c. Writing and obtaining grants;
   d. Presenting papers or presentations at regional, national, and international conferences, seminars, and workshops in one’s professional discipline or on the scholarship of teaching and learning;
   e. Acting as a panel discussant or chair at a regional or national conference related to the individual’s field or to the scholarship of teaching and learning;
f. Obtaining Faculty professional Development Leave and producing a work product;

g. Holding office in professional organizations;

h. Conducting workshops/seminars for professional peers;

i. Serving as editor, reviewer for professional journals;

j. Participating in accreditation review activities;

k. Consulting requiring research and/or resulting in a publication;

l. Engaging in the research of teaching and learning.

Some peer-reviewed publications are required for promotion.

XI. Annual Evaluations

The Department of Political Science follows all policies and procedures in the Teaching and Research Faculty Handbook.

The Chair of the department will review all Faculty Annual Reports and assign scores based on the Department’s Annual Evaluation Criteria. Annual evaluation and reappointment letters to department members who have not reached the rank of full professor must indicate whether the individual is making progress toward tenure and/or promotion.

XII. Annual Evaluation Criteria

Teaching

1. Outstanding
   - 4.0 or above on student evaluations and at least one of the following:
     - Development of new classes
     - Development or refinement of new engagement activities for students
     - Evidence that the class emphasizes written and oral communication and critical thinking
     - Evidence that the faculty member is willing to participate in high-impact student engagement opportunities (study abroad, mentoring internships and independent studies, or activities that foster university-community partnerships)
     - Participation in CITL or other opportunities to discuss pedagogy on campus and evidence of the incorporation of some of these pedagogies into their classes;
     - Participation in UNIV 100 or team teaching and interdisciplinary teaching opportunities.

2. Above Expectations
   - 3.75-3.9 on student teaching evaluations and evidence of at least one of the following:
     - Development of new classes;
     - Development and refinement of new student engagement activities for the classroom;
     - Evidence that the faculty member’s classes emphasize written and/or oral communication and critical thinking;
     - Participation in CITL or other opportunities to discuss pedagogy on campus OR evidence of Participation in CITL or other opportunities to discuss pedagogy on campus and evidence of the incorporation of some of these pedagogies into their classes;
     - Evidence that the faculty member is willing to participate in high-impact student engagement opportunities (study abroad, mentoring internships and independent studies, or activities that foster university-community partnerships);
     - Participation in UNIV 100 or team teaching/interdisciplinary teaching opportunities.
3. Meets Expectations

- 3.5-3.89 on student evaluations and evidence of at least 1 of the following:
  - Development of new classes;
  - Development and refinement of new student engagement activities for the classroom;
  - Evidence that the faculty member’s classes emphasize written and/or oral communication and critical thinking;
  - Participation in CITL or other opportunities to discuss pedagogy on campus OR evidence of Participation in CITL or other opportunities to discuss pedagogy on campus and evidence of the incorporation of some of these pedagogies into their classes;
  - Evidence that the faculty member is willing to participate in high-impact student engagement opportunities (study abroad, mentoring internships and independent studies, or activities that foster university-community partnerships);
  - Participation in UNIV 100.

Professional Development

Although the following categories provide an outline of our thinking concerning professional development, the chair will develop an annual memo of understanding with each untenured member of the department or each member seeking promotion in collaboration with that individual department member that provides specific guidance for that individual.

1. Outstanding requires a continued active research agenda and successful publication in peer-reviewed journals, books, etc. at least once in every three years. Active scholarship includes the following activities:
   - Preparation of articles, books, and book chapters;
   - Acceptance for publication in peer-reviewed journals, etc.
   - Book reviews;
   - A high level of active involvement with organizations in your field;
   - Writing grants that will receive peer review;
   - Working on grant-funded activities;
   - Presenting papers at peer-reviewed conferences, seminars, and workshops in one’s professional discipline;
   - Acting as discussant or chair on a panel at a national or regional conference;
   - Consulting requiring research and/or resulting in a publication;
   - Obtaining Faculty professional Development Leave and producing a work product;
   - Holding office in professional organizations;
   - Conducting workshops/seminars for professional peers;
   - Serving as editor, reviewer for professional journals;
   - Review or mentoring of graduate theses or projects;
   - Participating in accreditation review activities.
   - Engaging in the scholarship of teaching and learning
   - Additional activities as determined by the Personnel Committee

2. Above Expectations requires a continued active research agenda each year at least once in every three years. Active scholarship includes the following activities:
   - Preparation of articles, books, and book chapters;
   - Acceptance for publication in peer-reviewed journals, etc.
   - Book reviews;
   - A high level of active involvement with organizations in your field;
   - Writing grants that will receive peer review;
   - Working on grant-funded activities;
Presenting papers at peer-reviewed conferences, seminars, and workshops in one’s professional discipline;
Acting as discussant or chair on a panel at a national or regional conference;
Consulting requiring research and/or resulting in a publication;
Obtaining Faculty professional Development Leave and producing a work product;
Holding office in professional organizations;
Conducting workshops/seminars for professional peers;
Serving as editor, reviewer for professional journals;
Review or mentoring of graduate theses or projects;
Participating in accreditation review activities.
Engaging in the scholarship of teaching and learning
Additional activities as determined by the Personnel Committee

3. **Meets Expectations** requires 1 peer-reviewed publication or one major grant award every 5 years after achieving tenure and promotion to associate professor and an average of one of the following activities (or their equivalent) per year over the three year period:
- Book reviews;
- A high level of active involvement with organizations in your field;
- Writing grants that will receive peer review;
- Working on grant-funded activities;
- Presenting papers at peer-reviewed conferences, seminars, and workshops in
- Obtaining Faculty professional Development Leave and producing a work product;
- Holding office in professional organizations;
- Conducting workshops/seminars for professional peers;
- Serving as editor, reviewer for professional journals;
- Participating in accreditation review activities;
- Acting as discussant or chair on a panel at a national or regional conference;
- Consulting requiring research and/or resulting in a publication;
- Review or mentoring of graduate theses or projects;
- Participating in accreditation review activities.
- Engaging in the scholarship of teaching and learning
- Additional activities as determined by the Personnel Committee

Requirements for ‘meets expectations’ for those seeking tenure and promotion to associate or full professor will be developed collaboratively by the faculty member, the department chair, and the department personnel committee.

**Service**

1. **Outstanding**—Requires evidence of active and continuing voluntary and collaborative service to the Department and to the College and/or University on an average of 2-3 activities/year (depending on the workload) over a 3 year basis. Service activities might include (but is not limited to) service on a department/college/university committee, advising university-sponsored clubs and organizations, organizing speakers, and participation in programs like Quest, and Conduct Boards.
2. **Above Expectations**—Requires evidence of active and continuing voluntary and collaborative service to the Department and to the College and/or University on an average of 1-2 activities/year (depending on the workload) over a 3 year basis. Service activities might include (but is not limited to) service on a department/college/university committee, advising university-sponsored clubs and organizations, organizing speakers, and participation in programs like Quest, and Conduct Boards.

3. **Meets Expectations**—Requires evidence of active and continuing voluntary and collaborative service to the Department and to the College and/or University on an average of 1 activity/year (depending on the workload) over a 3 year basis. Service activities might include (but is not limited to) service on a department/college/university committee, advising university-sponsored clubs and organizations, organizing speakers, and participation in programs like Quest, and Conduct Boards.

XIII. **Syllabus**

Faculty members are expected to upload their syllabi each semester to the department’s D2L page. Please make sure each syllabus follows the best practices template that is attached as APPENDIX E. See the Administrative Assistant if you need assistance.

XIV. **Letters of Recommendation for Students**

The department suggests that faculty members not agree to write letters of recommendation for students until the student has completed at least one class with the faculty member.

XV. **Use of Foundation Account**

We have a foundation account. It is small. However, if you have a project that fits within the allowable RU Foundation requirements and that you think will benefit our students, then please submit a request. The Administrative Assistant and the Department Chair both have copies of the foundation’s “rules and regulations.”

XVI. **Reynders Scholarship**

The Department will vote annually on a ranking of students seeking the Reynders Scholarship. Priority will be given in the rankings to those with a Political Science major and a GPA of 3.0. It will be renewable if the student continues to meet the required GPA. Preference will be given to students with a minor in International Studies or a Foreign Language.
APPENDIX A: SUMMARY OF UNIVERSITY TRAVEL POLICIES

Travel Quick Reference Guide
Review full travel policy for detailed information at: http://www.radford.edu/content.accounting-services/home/travel.html

Day travel, non-sponsored programs/grant funded or non-exception overnight travel less than $500 must be approved verbally by the supervisor. A Request for Travel (RFT) Form is no longer required under these circumstances. All travel expenses to be reimbursed must be entered into Self-Service Banner to encumber funds regardless of whether an RFT is required.

Request for Travel (RFT) Requirements:

RFT Form is only required under the following circumstances:
- All travel funded by Sponsored Programs (i.e. grant funds) regardless of amount
- All overnight travel that exceeds $500 regardless of funding source (i.e. state, foundation, or personal funds)
- All exception based travel to include:
  - When Travel Designee Approval (as appointed by the President) is required: Lodging Exceptions -up to 50% over the guidelines
  - Alternative Lodging

When President Approval is required:
- Travel involving 4 or more employees to the same destination (One coordinator should be designated to collect all travel documentation to submit to President’s Office with a memo stating the justification of 4 or more traveling)
- International travel (areas outside of the 48 contiguous United States)
  - Cabinet Secretary approval (coordinated by the President’s Office) -Secretary of Education approval required for international travel involving 4 or more employees

A Travel Expense Reimbursement Voucher (TERV) will not be processed without the required supporting documentation. Therefore, when in doubt or if there is potential for the cost of the overnight trip to exceed $500, an RFT Form should be completed in advance.

Purchase Requisition Number:
- Purchase requisitions numbers will be entered on the RFT after approval has been obtained
- Separate purchase orders/requisitions must be entered for:
  - Airfare (Self Service Banner)
  - Enterprise rental (Self Service Banner)
  - Registration fees (eVa)
  - M&IE and other costs paid by the employee that are items to be claimed on Travel Expense Reimbursement Voucher (Self Service Banner)

Meal/Incidental and Lodging rates:
- Must comply with rates as defined in the CAPP Manual (link provided below)
- For accuracy use the M&IE Calculator located on the Accounting Services website. Be sure to check the ‘Round up’ option
  - Provided meals must be removed from the allowable meal per diem

Accounting Services – March 2013

Travel Expense Reimbursement Voucher (TERV) Requirements:
All travel reimbursement requests must be entered into Self-Service Banner (SSB) to encumber funds regardless of whether an RFT Form is required in advance. Departments are responsible for developing internal procedures for approval of travel involving day trips and non-exception overnight travel that is less than $500.
- Original Receipts: must be submitted (e.g. registration, parking, gas, tolls, hotel bill showing zero balance,
Adopted August 2014

etc.). When procuring on-line airfare services the following documentation must be submitted with the TERV: 
- A hardcopy final page from Internet site showing total cost and confirmed service
- A receipt showing traveler’s name and total amount paid
- An airline confirmation (e.g. ticket stub) of the type of ticket purchased (e.g. coach, business)

• The traveler must sign and date TERV PRIOR to supervisor signature.
• The traveler must submit the TERV to the supervisor within 30 working days after completion of the trip.
• TERV must be submitted to Accounts Payable along with supporting documentation (e.g. properly approved RFT, original receipts, etc.).

Business Meals Required Elements:
• Purpose of the business meal
• A list of meal participants
• Original itemized receipt
• Approval by Travel Designee
• Per diem allowance applicable to the business meal must be deducted from the daily M&IE allowance

Friendly Reminders:
• Use of university funds to accommodate personal comfort, convenience, or taste is not permitted.
• Individuals who travel on official university business must exercise economical judgment in making travel arrangements. Travelers and travel planners must seek ways to reduce the costs of essential travel.
• Travel expenses are open to the public and must sustain the test of public review.

References:
• Accounting Services Website: http://www.radford.edu/content/accounting-services/home/travel.html o University Travel Policy
  o State Travel Policy (CAPP Manual Topic 20335)
  o Self Service Banner Travel Instructions
  o RFT Form

• Food and Beverage Policy:

http://www.radford.edu/content/financial-services/home/policies-procedures.html

For Questions or concerns please contact: Accounts Payable at 831-7616 or 831-7614
APPENDIX B: Application for Leave of Absence
http://www.radford.edu/content/dam/departments/administrative/human-resources/forms/pr2.pdf

Request to be absent from Radford University from ________________ to ________________, inclusive of a total of _____ working days.

Reason(s) for absence:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Classes to be covered in my absence are:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Faculty Substitute</th>
</tr>
</thead>
</table>

Requested by: __________________________ Date: __________________________

______________________________ Faculty Member

Approved by: __________________________ Date: __________________________

______________________________ Department Chair or Dean

*A completed copy of this form will be filed in the office of the Department Chair.*
APPENDIX C: Teaching and Research Faculty Handbook Excerpt on Sick Leave

1.12.2.3 Sick Leave
Full-time, salaried faculty may use sick leave for absences related to conditions that prevent them from performing their duties. These conditions include illness, injury, or health problems related to pregnancy or childbirth. A faculty member may be asked, in the case of an illness or injury, to provide his or her department chair with a physician’s statement. When the circumstances are known in advance, such as in the case of scheduled surgery or childbirth, a faculty member should give his or her department chair advance notice.

Traditional Sick Leave Program
The traditional sick leave program is available to 1) faculty hired prior to January 1, 1999, who participate in the Virginia Retirement System and elected not to participate in the Virginia Sickness and Disability Program, and 2) teaching faculty who participate in the Optional Retirement Plan. The traditional sick leave program is also available to administrative and professional faculty hired after January 1, 1999, who elects VRS and disability coverage under an —employer-sponsored plan. The Radford University —employer-sponsored plan is an employee-paid, long-term disability policy provided by an independent insurance carrier through a contractual agreement with the University.

Under the traditional sick leave program, full-time, salaried faculty teaching nine months earn twelve days (96 hours) of sick leave per academic year. A faculty member working less than nine months will have sick leave prorated in relation to the number of months worked. The amount of unused sick leave that may be accumulated is unlimited.

Six sick days (48 hours) per calendar year may be used for family illness or death, with a maximum of three consecutive days (24 hours per incident). When approved for Family and Medical Leave, faculty may also use up to one-third of their sick leave held at the beginning of the Family and Medical Leave period for the illness of a family member and the birth or adoption of a child.

Virginia Sickness and Disability Program (VSDP)
VSDP is available to 1) faculty hired prior to January 1, 1999, who participate in the Virginia Retirement System and elected to participate in VSDP, and 2) faculty hired after January 1, 1999, who participate in the Virginia Retirement System. Faculty participating in the Optional Retirement Plan cannot participate in VSDP. Under the VSDP, faculty will be credited with 8 to 10 workdays of sick leave on January 10 each year. Sick leave is granted based on the length of employment as shown below. Sick leave balances are not carried forward from year to year.

<table>
<thead>
<tr>
<th>Current Employees</th>
<th>Sick Leave Hours/Days</th>
<th>New Employees</th>
<th>Sick Leave Hours/Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months of State Service</td>
<td></td>
<td>Employment Begin Date</td>
<td></td>
</tr>
<tr>
<td>Less than 60</td>
<td>64 (8 workdays)</td>
<td>1/1 - 6/30</td>
<td>64 (8 workdays)</td>
</tr>
<tr>
<td>60 to 119</td>
<td>72 (9 workdays)</td>
<td>7/1 - 12/31</td>
<td>40 (5 workdays)</td>
</tr>
<tr>
<td>120 or more</td>
<td></td>
<td>80 (10 workdays)</td>
<td></td>
</tr>
</tbody>
</table>

Faculty who are unable to return to work after a 180-calendar-day (26-week) waiting period may qualify for long-term disability benefits at 60% of their compensation.

1.12.2.4 Family and Medical Leave
Under qualifying circumstances, federal law provides full-time faculty with unpaid, job protected leave to care for the faculty member’s child after birth, placement, adoption, or foster care; to care for the employee’s spouse, child, or parent who has a serious health condition; or for a serious health condition that makes the employee unable to perform his or her job. Further information on this type of leave may be obtained from the Personnel/EO Office.

See also [http://www.radford.edu/content/dam/departments/administrative/human-resources/forms/FamilyandMedicalLeaveGeneralInformation.pdf](http://www.radford.edu/content/dam/departments/administrative/human-resources/forms/FamilyandMedicalLeaveGeneralInformation.pdf).
APPENDIX D: PR 14

This form can be found here
APPENDIX E: University’s Suggested Template for Course Syllabi

Check-sheet for Undergraduate Syllabi

1. Course Information
   - Course Title
   - Catalogue Description
   - Course Number and Section
   - Credit Hours
   - Class Meeting Days and Times
   - Room where class is held
   - Is this a regular, online or blended course

2. Instructor Contact Information
   - Instructor Name(s)
   - Office Hours and any online hours
   - Office Location
   - Office Phone Number
   - Instructor E-mail

3. Course Content
   - Course Goals/ Student Learning Objectives/Outcomes
     - These should be consistent with the course description in the catalogue
   - Prerequisites and Co-requisites if any
   - IF Dual Level (400/500)
     - Different Syllabi or separate information for each level
     - Differential Course Assignments
     - Differential Assessment and Evaluation Procedures
   - Required Materials (e.g., textbooks)

4. Assessment and Evaluation
   - Assignments, exams, quizzes (unless “pop”), participation, etc.
Grading Policies

Schedule of Reading Assignments and Due Dates

Method of Evaluation (points, percentages)

5. **Policies** (it is fine to put in the URL about where to go to find this information rather than including it in the syllabus)

Students with Disabilities

If you are seeking academic accommodations under the Americans with Disabilities Act at Radford University, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, please submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, by email to dro@radford.edu. After submitting documentation to our office, you will set up an interview with a Disability Services Specialist to discuss accommodations. You will be notified via email once your accommodation package is complete and ready to be picked up. Once you have picked up your accommodation package, you will need to meet with each course professor during their office hours to review and discuss your package. For more information and/or for documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

Honor Code

Other policies you hold to in this or all your classes (24/7 rule, no handwritten assignments, attendance rules, deadlines and penalties for missing them, etc.)

6. **Class Calendar**