Faculty Resource Handbook
Department of
Communication Studies

COMMUNICATION STUDIES

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The University of North Carolina at Greensboro

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Welcome to the Department of Communication Studies!

Welcome to the Department of Communication Studies. This handbook is designed to help you navigate the UNCG system and provide you with information on how to navigate the UNCG system, access class rosters, enter grades, etc. The PDF has hyperlinks that will connect you to the appropriate websites and information. There is a Contents link in the footnote section that will automatically return you to the Table of Contents. The University Resource Guide (pages 17-20) also provides contact information on (and off) campus to refer students for specific issues.

Message from the Department Head
Welcome to the Department of Communication Studies! It is a pleasure to have you as a colleague, and I do hope you will find our community of scholars warm, engaging, and collegial.

I happen to believe that there is nothing on this earth more fascinating than studying and teaching human communication. We are all dedicated to making our transformative mission and values come to life each day. Please take a few moments to explore our web site: https://cst.uncg.edu/, where you will find a trove of information about many aspects of our shared enterprise.

I hope this handbook, which we’ve designed to make your life easier and to help you make the most of your time with us, will prove useful. Of course, if you have questions, or just need to talk, my door (Ferguson 115) is always open!

All the best,

Chris

Christopher N. Poulos, Ph.D.
Professor and Department Head
115 James S. Ferguson Building
UNCG
(336) 334-3840
cnpoulos@uncg.edu
Mission Statements

College of Arts & Sciences Mission Statement
The College of Arts and Sciences promotes discovery and learning by students and faculty in the sciences, the humanities, and the arts. Firmly grounded in a tradition of rigorous disciplinary inquiry, the College also recognizes the value of connections made across disciplinary boundaries and so supports and encourages interdisciplinary and collaborative scholarship and teaching. The College is dedicated to the liberal arts mission of higher education, which is to develop the knowledge and understanding needed by citizens of a free and just society. The College faculty are committed to offering courses and programs that prepare students to meet the challenges they will face throughout their lives by emphasizing skills of reasoning, writing, speaking, and independent thinking. In pursuit of its mission, the College will:

- support programs of scholarship, research, and creative activity by faculty and students to advance knowledge and enrich human experience;
- offer challenging undergraduate programs in the liberal arts and sciences that prepare students to continue learning throughout their lives;
- offer exemplary graduate programs to develop the next generation of skilled professionals in selected fields;
- strengthen connections between graduate and undergraduate education;
- encourage faculty to develop their skills as teachers and mentors of undergraduate and graduate students;
- provide opportunities for faculty and students to explore interdisciplinary connections through teaching, research, and intellectual discourse;
- expand opportunities in our own region and through international experience for students and faculty to enrich their understanding of human diversity and global issues;
- nurture mutually beneficial collaborations with the professional schools at unit, department, and individual levels;
- develop partnerships with private and public organizations that advance the University’s service mission and benefit the local and regional community.

Communication Studies Mission Statement
Mission: We teach and research communication to connect people, create change, and work toward a just world.

B.A. Program Mission Statement
The Bachelor of Arts program in Communication Studies prepares majors to lead meaningful personal, professional, and public lives. The standards of the National Communication Association and the guidelines for participation in community engaged action outlined by UNCG and the College of Arts and Sciences provide a context for the program expectations. All majors are expected to speak and write ethically and effectively; use communication for the purposes of building identities, relationships, and communities; analyze local to global social problems from communication perspectives; and use theories and research methods to engage communication research.
M.A. Program Mission Statement
The Master of Arts program in Communication Studies prepares students for scholarly or applied communication careers in the social, public, and private sectors, community college teaching, or advancement to a doctoral program. As they master the tools of scholarship, students acquire: 1) a deep, research-based, critical understanding of communication in relation to public and private contexts and issues, and 2) the ability to participate in and contribute to the communication discipline as scholars and practitioners.

College of Arts & Sciences Information
- College of Arts & Science Directory
- College of Arts & Sciences Resources for Faculty webpage

Communication Studies Department Information
- CST occupies offices on the first floor of the Ferguson Building, as well as the first, second, and third floors of the Curry Building. See department directory in the Ferguson Lobby for office numbers for faculty and staff. An electronic department directory is shared via Google Sheets at the beginning of each semester.
- The Communication Studies Department has a listserv - cst-l@uncg.edu - for all full-time faculty. Only those enrolled in the listserv are eligible to send/receive messages within the listserv.
- Communication Studies Faculty Calendar – CST’s Google calendar lists all departmental events (meetings, CST Graduation Ceremony, etc.). The Administrative Assistant also uses this calendar to reserve the Ferguson 118 conference room. All full time faculty have access to this calendar. There is also a comprehensive calendar in the CST Dept folder in the Box system.
- Phone – The Department’s Phone number is 336.334.5297. Please note that this phone is linked to the Administrative Assistant’s phone. Most faculty and TAs do not have phones in their office. The Department Head’s phone number is 336.334.3840.
- CST’s website – https://cst.uncg.edu - The Department Head and Administrative Assistant have access to change the website. The site contains information on the programs, faculty, and other pertinent information about CST.
- CST Dept Box – CST uses the UNCG Box online system to house information. The URL is box.uncg.edu. Login with UNCG username and password.
- Logos – CST has a department logo, as well as a UNCG logo. Folders containing both types of logos are housed in the CST Dept folder in Box.
- Department Meetings – CST usually has a department meeting for all full-time faculty once a month. These meetings are listed on the Google Calendar.
- CST Faculty Portal – This page on the CST Website links to department P&T Guidelines, workload policy, and other important CST and UNCG documents.
- Facebook – CST has a Facebook page listed under “UNCG Communication Studies Department”. Dr. Poulos, Dr. Schwartzman, Kim Cuny, and the CST Social Media Student Intern have access to the page.
- CST also has Twitter (@CST_UNCG) and Instagram (@CST_UNCG) accounts.
Copy policy
The department requires at least a two-day notice for copies. Email the request and attached document to the department administrative assistant or place the original document in the copy box in 103 Ferguson and complete the copy request form.

CST Faculty
CST Faculty are listed on the Faculty and Staff website. There is also a separate page for Faculty research areas.

Communication Studies Disability Syllabus Statement

The CST Department has approved the following statement as an option to be added to all CST Syllabi. Please use the exact wording in the statement below.

In Communication Studies we are committed to creating an inclusive and equitable teaching and learning environment in which all students—irrespective of differences—have access, respect, and opportunities to succeed. If any accommodations are necessary for this course, please talk to your instructor as soon as possible, so that together we can coordinate resources, services and accommodations, and please register with OARS (https://ods.uncg.edu/). Beyond just accommodation, where it is appropriate and relevant to the class, and only if you decide to disclose, we invite you to speak to and about your disability. We believe that your experiences of communication as a person with a disability can enrich our teaching and learning, and even transform our discussion and understanding of communication. At the same time, we also acknowledge and respect your right to privacy and confidentiality in this matter.

Graduate Program
The Graduate information on the department website includes the Graduate Student Handbook, capstone information, a link to the course bulletin, and other pertinent information for students in the Master of Arts in Communication Studies Program. The Director of Graduate Study for the department advises all graduate students.

Lambda Pi Eta
Lambda Pi Eta (LPH) is the honor society of the National Communication Association. Founded in 1985, Lambda Pi Eta recognizes, fosters, and rewards outstanding undergraduate scholarship in communication studies. In 1997, the UNCG Department of Communication Studies chartered the Zeta Upsilon chapter. Today, more than 400 colleges and universities around the world sustain chapters. CST’s chapter of LPH invites students that meet the requirements to join during Fall and Spring semesters. A Fall Induction Ceremony is held in October. Undergraduate and Graduate students are eligible.

Mailbox
All full time and part time faculty/lecturers and TAs have a mailbox located in 103 Ferguson. All incoming mail will be delivered to your mailbox. Students can also leave assignments for instructors. The mailbox area is open from 8am to 5pm Monday – Friday.
Room Reservations
To reserve or change a classroom contact the Department Administrative Assistant, or Chelsea Bunch in the University Registrar office at cabunch@uncg.edu. UNCG has a Learning Spaces website that contains information on all classrooms. Non-classroom areas (EUC, Kaplan Commons, Foust Park) can be reserved by the Administrative Assistant.

Scholarships
The CST Department offers two undergraduate scholarships and one graduate scholarship. Information on criteria and requirements are available on the CST Website.

Travel Reimbursement
The CST Department provides a travel allocation for full time faculty as funds are available. Instructions for completing travel reimbursements can be found in the UNCG Travel Manual.

Undergraduate Program
The Undergraduate information on the department website has comprehensive information for undergraduate students seeking information about advising, internships, study abroad, the honors program, a link to the course bulletin, and other information. CST has two Undergraduate Advisors, Sarah Dunning and Jenni Simon. They coordinate with 2 Peer Advisor interns to advise CST majors before registration begins each semester. April Wright is the Internship Coordinator and has updated the information regarding internships on the website.
Teaching at UNCG

Syllabi
Information and a template for the UNCG standard course syllabus can be found on the UNCG Curriculum Guide website: http://curriculumguide.uncg.edu/. The minimum information required on a syllabus at UNCG includes the following categories:

__________________________________________________________________________

COURSE SYLLABUS TEMPLATE

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items.

Please Note:

- Syllabi for 500-level courses must distinguish clearly between learning outcomes, assignments, and grading intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together.
- For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and General Education Curriculum category and marker student learning outcomes.

COURSE NUMBER:

COURSE TITLE:

CREDITS:

PREREQUISITES / COREQUISITES:

FOR WHOM PLANNED: Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the concentration at the graduate level.

INSTRUCTOR INFORMATION: Office numbers, office hours, phone numbers, and email addresses should be listed.

BULLETIN DESCRIPTION: The bulletin description should be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

STUDENT LEARNING OUTCOMES: These must be stated as specific measurable skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.) Verbs from different levels of learning must be used to illustrate a progression of student learning in the proposed course. Each learning outcome should be developed with one verb indicating the highest level of expected performance. The recommended language for stating learning outcomes is: “Upon successful completion of this course students will be able to …”
Refer to Bloom’s Taxonomy for developing student learning outcomes.
This link (http://www.nwlink.com/~donclark/hrd/bloom.html) describes different learning levels for all three domains (cognitive—knowledge, affective—attitude, psychomotor—skills) in Bloom’s Taxonomy.

Each course proposal should reflect the domain(s) of learning that is (are) most relevant to the course. Bloom's Taxonomy is a useful tool for developing measurable learning objectives and has been updated since its inception in 1956. A recent version revises Bloom's with applications for learning in a new technological era (see Bloom's Digital Taxonomy by Andrew Churches for objectives related to collaboration and current online technologies). A helpful overview of the differences between Bloom's Taxonomy (1956) and Anderson and Krahwohl's Revised Taxonomy (2000) may be found at: http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/.

**TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:** Identify specific instructional methods and types of activities and assignments to be used by the teacher to facilitate student achievement of the stated learning outcomes - e.g., lectures; demonstrations; study of written, audio/visual, or other materials; in-class discussions; one-on-one conferences; group work; student presentations; electronic chat activities. Explicitly tying specific instructional methods and/or assignments to specific student learning outcomes will help students to know what skills, knowledge, or understanding they are expected to work on gaining in and through each of the activities of the course. It will also help them to understand what evidence of their achievement you will be examining in evaluating their work.

*For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and General Education Curriculum category and marker student learning outcomes. See General Education Program learning goals and General Education Curriculum category and marker student learning outcomes.*

**EVALUATION AND GRADING:** Explain the standards on the basis of which students’ in-class work and assignments will be evaluated, and show the relationship between each individually graded assignment and the calculation of the midterm and final grade for the course. Since all work undertaken by students in a course should provide an opportunity for them to demonstrate their achievement of one or more of the stated learning outcomes, both in-class and out-of-class assignment prompts and grading standards should be explicitly linked to and conceptually consistent with the learning outcomes.

*For General Education courses, be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and General Education Curriculum category and marker student learning outcomes. See General Education Program learning goals and General Education Curriculum category and marker student learning outcomes.*

**REQUIRED TEXTS/READINGS/REFERENCES:** Use full citations. Bibliographies should be current. Briefly justify the use of items published more than five years ago. Example: “Required text is a seminal work in the field.”

**TOPICAL OUTLINE/CALENDAR:** The course outline should contain sufficient daily/weekly detail to permit assessment of agreement between actual content and stated objectives and catalog description. The semester has 14 weeks of instruction and an additional week for final exams.

**ACADEMIC INTEGRITY POLICY:** Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: http://sa.uncg.edu/handbook/academic-integrity-policy/

**ATTENDANCE POLICY:** Faculty expectations for course attendance should be documented in the syllabus.
**FINAL EXAMINATION:** Final examinations may be required at the discretion of faculty and must be scheduled in the course syllabus. Please state whether or not a final exam is required. Exceptions hold for seniors in the Honors Program.

**ADDITIONAL REQUIREMENTS:** A few examples of these requirements are: preparation for class, technical skill prerequisites, required hardware/software, and late work penalty.

**COURSE CALENDAR**

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**Academic Policies**

[Academic Integrity Policy and Procedures for Addressing Academic Dishonesty](http://www.uncg.edu/reg/Faculty/classRosters.html)

**Accessing class rosters**

UNCG Faculty members may access their class rosters through UNCGenie, as long as the faculty member is designated as the primary instructor of the course in BANNER.

[http://www.uncg.edu/reg/Faculty/classRosters.html](http://www.uncg.edu/reg/Faculty/classRosters.html)

**Adopting Textbooks**

The UNCG Bookstore orders course books for the University. Textbook request forms are available on their website. On the [UNCG Bookstore website](http://www.uncg.edu/reg/Faculty/classRosters.html), click the "Faculty/Staff" button at the top and create an account in the [Faculty Enlight website](http://www.uncg.edu/reg/Faculty/classRosters.html). Or Contact:

Brad Light
Manager, UNCG Bookstore
b_light@uncg.edu
336-334-4875 Textbook Hotline

**Adverse Weather**

[UNCG's Adverse Weather Plan](http://www.uncg.edu/reg/Faculty/classRosters.html) is as easy as 1, 2, 3! During an adverse weather event the University may notify students and employees that it is under any 1 of 3 adverse weather plans. These plans help employees and students understand whether or not the university is open, and how employees should record their time for that day.

**Canvas**

Canvas is our online course management tool at UNCG. For Canvas issues contact Anita Warrford, CAS IT Consultant, at aawarffo@uncg.edu. UNCG also has a Canvas website that can address most issues: [UNCG Canvas Resources](http://www.uncg.edu/reg/Faculty/classRosters.html)

**Copyright and fair use policies**

*Copyright and “Fair Use”*

The term "copyright" actually refers to a bundle of rights created and protected by federal statute. It includes the exclusive rights to reproduce, sell, distribute, perform, display, and
license the original work or derivative works. The owner of these rights can give away, sell or
license any or all of them on either a temporary or permanent basis.

Original works “fixed” in a tangible medium (e.g. paper, canvas, magnetic tape, digital recording,
etc.), may be copyrighted including: literary works; musical works, including any accompanying
words; dramatic works, including any accompanying music; pantomimes and choreographic
works; pictorial, graphic, and sculptural works; motion picture and other audiovisual works;
sound recordings; and architectural works.

*Fair Use of Printed Materials*
There are essentially two ways you can copy and use copyrighted material. First, you can get
the permission of the copyright owner(s) (i.e. obtain a license). On our campus, the Bookstore
will perform this service free of charge for faculty members and senior teaching assistants.

The second way is if the copying qualifies under the “fair use exception” to the Copyright Law.
That exception allows copying for purposes of "criticism, comment, news reporting, teaching
(including multiple copies for classroom
use), scholarship, or research," *IF* (and this is a very big *IF*) such use can be considered "fair"
when analyzed using the following four factors:

1. The purpose and character of the use, including whether such use is of a commercial
   nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted
   work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted
   work.

Of these four factors, 3 and 4 seem to get the most emphasis by the Courts, especially the market
impact factor. Small amounts of spontaneous copying for classroom use (not including whole
articles or book chapters) are probably acceptable. However, course packs containing whole book
chapters and significant portions of articles were held to violate the Copyright Law.

*Caution:* Posting materials on the internet is a form of copying and makes them available to a
vastly larger audience which will increase the adverse market impact exponentially, *(i.e. don't do
it without the owner's permission).*

*Fair Use of Videotapes and DVDs*
The use of videotapes for instructional purposes is acceptable if the following conditions are
met:

1. The videotape must be shown by the instructor or the instructor's students;
2. The instructor and students must be in the same place, i.e., transmissions by television
don't qualify under this section of the statute (distance learning activities may be
permitted, check with your faculty mentor);
3. The activity must be a teaching activity and not for recreation or entertainment;
4. The activity must be conducted by a nonprofit educational institution (UNCG qualifies);
5. The activity must take place in a classroom or other area used as a classroom for systematic instructional activity (e.g., not the parking deck); and
6. The copy of the videotape being shown must have been legally made (not a pirated copy).

To provide guidance to faculty and staff on the Fair use issue, the UNC Office of the President has created a *Primer on Copyright Ownership*, available on the web at:

https://old.northcarolina.edu/legal/sm/copyright.htm

The web address also includes a Fair Use worksheet. Use of this worksheet *before* using copyrighted material without permission will help document the good faith effort in case of litigation.

**Dean of Students Office - Faculty Resources**
More resources can be found at the [Dean of Students Faculty Resources Website](URL)

**Disruptive Behavior in the Classroom**
[http://sa.uncg.edu/handbook/policies/](http://sa.uncg.edu/handbook/policies/)
Instructors may withdraw students from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be “W” if the behavior occurs before the deadline for dropping a course without academic penalty, and instructors have the option of giving a “W” or “WF” if the behavior occurs after the deadline.

**Faculty-Student Joint Conference**
Information on setting up a Faculty-Student Joint Conference can be found [here](URL).

**Grading Student Performance**
UNCG has a university-wide final examination schedule and associated procedures about final examinations that must be followed. Specific procedures for grading, however, differ by department and instructor.

[Undergraduate grading policies](URL)  [Graduate grading policies](URL)

**Assigning final grades**
[Grade Loading via UNCGenie](URL)
Members of the UNCG faculty may submit grades through UNCGenie as long as the faculty member is designated as the instructor of the course in BANNER.

**Grade changes, registration overrides, & incompletes**
[Click here for Electronic Drop/add, override and incomplete instructions from the URO website](URL).
Grade Change instructions are not published on the website. The Dept Administrative Assistant has instructions, available upon request.
Final Examinations
The general policies about final examinations can be found on UNCG’s website at http://www.uncg.edu/reg/Grades/FinalExams.html. The schedule for final examinations may be found at http://www.uncg.edu/reg/Calendar/examCal.

Improper Relationships Between Students and Employees
The University does not condone amorous relationships between either students and employees or students and instructors. Members of the University community should avoid such liaisons, which can harm affected students and damage the integrity of the University. For a full statement of the policy see Policy 300.4.1 Improper Relationships, Between Students and Employees.

Information Technology Services
UNCG Information Technology Services (ITS) can assist with most technology issues. They have an information hotline –336-256-TECH (8324) for students, faculty and staff who need assistance with courses, computer issues, etc. An online portal and email (6-TECH@uncg.edu) are also available to answer questions and problem solve technology issues.

Office of Accessibility Resources & Services
The Office of Accessibility Resources & Services (OARS) provides appropriate academic accommodations for disabilities as defined and recognized under the ADA. Guidelines for students registering with OARS and documenting a disability are provided on this website. Guidelines for faculty interactions with OARS students are provided here.

Reading Day
The day immediately preceding the first day of the final examination schedule is reserved for a reading day for students. No hourly tests may be given during the ten calendar days prior to Reading Day unless they were announced during the first month of the semester.

Sexual Harassment
Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect. It is the University’s policy that sexual harassment constitutes misconduct justifying disciplinary action up to and including dismissal.

Student Course Evaluation procedures
All face to face courses are assigned codes for students to access the course evaluation. The codes will be placed in faculty mailboxes (in an envelope with the course number and instructor name on it) a few days before the evaluations are scheduled to open. These dates will vary each semester, and will close before exams begin. All instructors will be sent an email reminder about the dates each semester.
For online classes, the students will automatically receive an email link to the course evaluation. Instructors are asked to remind students to do the evaluation. An instruction sheet for the evaluation is below.

**FACULTY INSTRUCTIONS FOR CST COURSE EVALUATIONS**

Evaluations of your course will assist you in ascertaining the effectiveness of your instructions and will constitute useful data in determining your total effectiveness in the Department. It must be stressed, however, that this data constitutes only one of the many forms of relevant information. Immediate popularity is not the goal, and you should never compromise your pedagogical standards merely to rate better on such questionnaires.

Please provide at least 25 to 30 minutes to administer the evaluation. Students will need to bring technology (laptops, tablets, etc.) to class on evaluation day, or you would have to schedule time in a computer lab.

The instructor hands out the codes and ask students to fill out the evaluations in class on evaluation day. Each small card with a code also includes the URL for the evaluation. Say nothing to the class beyond reading the instructions below verbatim.

**READ THE FOLLOWING TO THE CLASS:**

“The department of Communication Studies conducts systematic evaluations of instruction. Input from students is extremely important. Please give this questionnaire your serious attention because the results will be used for course improvement and teacher evaluations. These forms are entirely anonymous. There are 21 questions in Part I. Part II is provided for your written comments. These comments are important supplements to the questionnaire. The evaluation results are not given to faculty until after grades are turned in. At that time, the results are compiled into a report. Once I leave the room, please do not talk. Complete your evaluations and leave the room quietly. Thanks for your help.”

**Student Course Evaluation results**

Course Evaluation results are available in [Class Climate](https://sa.uncg.edu/handbook/policies/). Ask the Department Administrative Assistant about username and password information.

**Students in Distress**

The Dean of Students Office coordinates assistance for students in distress. Resources are available [here](https://sa.uncg.edu/handbook/policies/).

**Students’ Rights to Privacy (FERPA)**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), The University of North Carolina at Greensboro guarantees students certain rights related to their educational records. Faculty are encouraged to review the complete policy statement, which may be obtained at the Provost’s Office or at [http://sa.uncg.edu/handbook/policies/](http://sa.uncg.edu/handbook/policies/).

**Student Safety**

The Office of Safety (334-4357) and the University Police (334-4444) oversee various concerns about physical safety on campus. These functions are spelled out in the UNCG [Campus Safety](https://sa.uncg.edu/handbook/policies/)...
and Law Enforcement booklet. If a teaching assignment will involve exposing the instructor or students to possible hazards, instructors must adhere to the University’s rules and regulations for safe operation.

Teaching Station Instructions
Most classroom teaching stations across campus employ control pads to operate the equipment. A few still rely on an older non-control pad interface which is quickly being replaced. All teaching station instructions can be found at the Teaching Station Instructions website. Additional technical support is available by calling 334-5207.

University Libraries
The University Libraries include the main Walter Clinton Jackson Library and the Harold Schiffman Music Library, a separate facility located in the Music Building. The Libraries offer a variety of resources and services to users; information regarding them is available through the Libraries' web page. Orientation to the library and instruction in use of information resources are available. The Digital Media Commons and Digital ACT Studio are excellent resources for faculty and students working with multimedia projects. The CST Department has a Library Liaison, Jenny Dale. Click here for CST’s Library Resource Page. Other Library Information:

UNCG Speaking and Writing Centers
UNCG’s Speaking Center and Writing Center provide resources for students who need assistance with speeches or papers. The University Speaking Center (SC) provides consultation support and instructional workshop services for UNCG students, faculty, employees, and members of the Greensboro community. Support is designed to help speakers further develop their own oral communication confidence and competence. The SC provides peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. They offer workshops, face-to-face and on-line consultations and other services. UNCG’s SC, one of around 140 in the nation, outperforms others in leadership development, research, conference presentations, publications, and outreach. Leaders in the SC have faculty appointments in CST. Currently, CST has no formal graduate assistantship relationship with the SC. The Writing Center also provides face-to-face and on-line consultations. Both are located in MHRA room 3211.

University Teaching and Learning Commons
The UTLC is comprised of three areas: the Residential Colleges Office (RCO), the Teaching Innovations Office (TIO), and the Undergraduate Research Scholarship and Creativity Office (URSCO). The primary function of the UTLC (i.e., to provide faculty development) is served most directly through the TIO, however the RCO and the URSCO promote faculty development through their unique interactions with select groups of students in ways that benefit faculty and foster intentional learning in the students they serve. Through the TIO, we offer innovative
programming and professional development resources and spaces aimed at encouraging our faculty community to explore, develop, and share ideas about teaching that foster innovative environments in which all learners can succeed. Through the RCO, which oversees Ashby, Grogan, and Strong Residential Colleges, we provide support for faculty interested in piloting innovative course approaches with highly motivated students who are immersed in environments that integrate academic pursuits with residential life. Through the URSCO, we provide professional development resources for faculty to encourage research skills development and to promote and support student success through faculty-mentored undergraduate research, scholarship, and creative inquiry.
## University Resource Guide

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<th>Resource</th>
<th>Location and Web</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Integrity</strong></td>
<td>Dean of Students</td>
<td>210 Elliott University Center <a href="https://sa.uncg.edu/dean/">sa.uncg.edu/dean/</a></td>
<td>334-5514</td>
</tr>
<tr>
<td><strong>Audit a Class</strong></td>
<td>Division of Online Learning</td>
<td>915 Northridge Street <a href="https://online.uncg.edu/">https://online.uncg.edu/</a></td>
<td>315-7044</td>
</tr>
<tr>
<td><strong>Classroom Change</strong></td>
<td>Online/Registrar’s Office</td>
<td>180 Mossman Bldg. <a href="https://reg.uncg.edu/">https://reg.uncg.edu/</a></td>
<td>334-5946</td>
</tr>
<tr>
<td><strong>Computer/Websites</strong></td>
<td>Information Technology Services</td>
<td>its.uncg.edu/</td>
<td>256-8324 (256-Tech)</td>
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</table>

### Counseling

<p>| Academic (Undergrad)                     | Students First Office | 061 McIver Bldg. <a href="https://studentsfirst.uncg.edu/">studentsfirst.uncg.edu/</a> | 334-5730 |
| <strong>Accessibility</strong>                        | Office of Accessibility Resources &amp; Services | Suite 215 Elliott University Center <a href="https://ods.uncg.edu/">ods.uncg.edu/</a> | 334-5440 |
| <strong>Career</strong>                               | Career Services Center | #1 Elliot University Center <a href="https://csc.uncg.edu/">https://csc.uncg.edu/</a> | 334-5454 |
| <strong>Financial</strong>                            | The Financial Aid Office | 159 Mossman Bldg <a href="https://fia.uncg.edu/">fia.uncg.edu/</a> | 334-5702 |
| <strong>Personal Alcohol, drugs</strong>              | Student Health Services | Gove Student Health Center 107 Gray Drive <a href="https://shs.uncg.edu">https://shs.uncg.edu</a> | 334-5340 |
| <strong>Personal Relationships, family, anxiety, stress, emotional concerns</strong> | Counseling and Testing Center | Gove Student Health Center 107 Gray Drive <a href="https://shs.uncg.edu/cc">https://shs.uncg.edu/cc</a> | 334-5874 |</p>
<table>
<thead>
<tr>
<th>Crisis Intervention</th>
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<tbody>
<tr>
<td>Advocacy and Support</td>
<td>Dean of Students 210 Elliott University Center sa.uncg.edu/dean/ 334-5514</td>
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<td>Mental Health Crisis</td>
<td>Guilford County Mental Health (24 hr) <a href="http://www.mentalhealthgso.com">http://www.mentalhealthgso.com</a> 800-256-2452</td>
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<td>Rape/Sexual Assault</td>
<td>Sexual Assault Response Team Gove Student Health Center 107 Gray Drive shs.uncg.edu/cc 334-5874</td>
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<td>Emergency Fire, Police, Medical-emergency</td>
<td>UNCG Police 1200 W. Gate City Blvd police.uncg.edu/ 334-4444</td>
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<td>Enrollment Verification</td>
<td>Online/Registrar’s Office 180 Mossman Bldg. reg.uncg.edu 334-5946</td>
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<tr>
<td>Environmental Safety</td>
<td>Department of Environmental Health and Safety Chemical Safety Facility safety.uncg.edu/ 334-4357</td>
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<tr>
<td>Honors Program</td>
<td>Honors College, Lloyd International 205 Foust Bldg. honorscollege.uncg.edu/ 334-5538</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Office of Accessibility Resources &amp; Services 215 Elliott University Center ods.uncg.edu/ 334-5440</td>
</tr>
<tr>
<td>Libraries, University</td>
<td>Walter Clinton Jackson Library 320 College Avenue library.uncg.edu/ 334-5304</td>
</tr>
<tr>
<td>Media Support, Test Scoring &amp; Canvas Training</td>
<td>University Teaching and Learning Commons 134 McIver Bldg utlc.uncg.edu/ 334-5980</td>
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<td>Services</td>
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<td>Online/Registrar’s Office</td>
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<td>Student Success Center</td>
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<td>Withdrawal from University/Classes</td>
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<td>The Graduate School</td>
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<td>Workshops &amp; Events</td>
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<td>Workshops</td>
<td>All UNCG Workshops available</td>
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CST Department Service Positions
2018-19 AY

Department:
Department Head: Chris Poulos
Graduate Director: Marianne LeGreco
Basic Course Director: Jessica McCall
Advisors: Sarah Dunning, Jenni Simon
Internship Coordinator(s): April Wright; In-house Internships: Sarah Dunning, Jenni Simon, Sonia Martin
Honors Liaison: Roy Schwartzman
Study Abroad/IPC Initiatives: Etsuko Kinefuchi, Jody Natalie
Commencement Choreographer: Killian Manning
Library Liaison: Pete Kellett
Listserv Manager: Kim Cuny
Lambda Pi Eta Advisors: Spoma Jovanovic, Killian Manning
SECC Solicitor: April Wright
Holiday Giving: Erin Ellis, April Wright, Cristiane S. Damasceno
Scholarships & Awards: David Carlone (Chair), Cristiane Damasceno, Kristen Christman
Assessment: Chris Poulos, Killian Manning, Jessica McCall, Roy Schwartzman
Undergraduate Curriculum: Chris Poulos, Killian Manning, Jessica McCall, Kristen Christman, Jessica Sullivan
Graduate Curriculum: Roy Schwartzman, Etsuko Kinefuchi, Chris Poulos, Jessica McCall, Loreen Olson
Graduate Admissions Committee: Roy Schwartzman, Jessica McCall, Marianne LeGreco
P & T/Personnel Committee: Roy Schwartzman, Spoma Jovanovic, Loreen Olson

Outside Committees (University/College):
Co-Chairs, General Education Council’s Speaking Intensive Committee: Kim Cuny & Jenny Southard
Speaking Intensive Committee: Erin Ellis
University Due Process Committee: Chris Poulos (Committee Chair)
College Budget & Planning Committee: Spoma Jovanovic
College Curriculum & Teaching Committee: No rep. from Dept.?
College Administrative Council: Chris Poulos
College Research Assignment Committee: Pete Kellett and Roy Schwartzman
International Advisory Committee (University): Jody Natalie
Study Abroad committee (University): Etsuko Kinefuchi
Sustainability Council (University): Etsuko Kinefuchi
GEIAC (University): Etsuko Kinefuchi (chair)
ENV/SUS Studies Committee: Etsuko Kinefuchi
IGS Advisory Committee: Etsuko Kinefuchi
Chancellor’s Advisory Committee on Equity, Diversity and Inclusion: Spoma Jovanovic
UNC Faculty Assembly: Spoma Jovanovic, Cristiane Damasceno (alternate)
University Service-Learning Advisory Committee: Spoma Jovanovic
University Honorary Degrees Committee: Spoma Jovanovic
Campus Police Advisory Committee: Spoma Jovanovic
Sexual Misconduct Prevention Programming Task Force (Student Health): Loreen Olson
**Academic Sustainability Coordinator:** Etsuko Kinefuchi

**Institutional Animal Care and Use Committee:** Marianne LeGreco

**Harriet Elliott Lecture Series (College):** Jenni Simon

**Linda Carlisle Research Grant Committee (WGS):** Loreen Olson

**Affiliate Faculty in other Departments:** Pete Kellett (Peace & Conflict Studies), Loreen Olson (WGS), Roy Schwartzman (Peace & Conflict Studies and Nanoscience/Nanoengineering)

**Faculty Fellow, University Mentoring Program (UTLC):** Cerise Glenn

**McNair Advisory Board member (university):** Cerise Glenn

**Lloyd International Honors College Advisory Council member:** Cerise Glenn

**History Department Search Committee Member, Africa Diaspora History (college):** Cerise Glenn

**Student Conduct Team Faculty panelist:** April Wright
## MEDICAL EMERGENCY
- Notify emergency personnel: (336) 334-4444.
- Do not attempt to move the injured person.
- Provide as much information as possible.
- Follow the instructions of the operator.
- Provide care if you are trained to do so. Only give care to your level of training and comfort.
- Stay with the victim until police arrive.

## SEVERE WEATHER

### Severe Weather Warning:
Means that severe weather has been detected and that there is imminent danger. Take immediate action.

### Tornado Warning:
Means a funnel cloud or tornado has been detected. Take evasive action.

When a warning is issued, it is important to take immediate action:
- Take shelter in a sturdy, permanent structure.
- Avoid large open spaces such as auditoriums, gymnasiuims, and similar areas.
- Go to the lowest of the structure possible.
- Go to the most interior room away from windows as possible (stairwells, bathrooms, etc...)

If you see lightning or hear thunder, take shelter inside of an enclosed structure immediately. **Remember the 30/30 rule:** Take shelter if you cannot count to 30 between the flash of lightning and the clap of thunder, and remain indoors for at least 30 minutes after the last clap of thunder is heard.

## Crime in Progress
- Do not confront the individual(s).
- Move to a safe location and call University Police (336) 334-4444.
- Provide as much information as possible: description of person, if they have a weapon, what they are doing, their location, etc...

## Bomb Threat
- If you find a suspicious package, do not move it. Call University Police at (336) 334-4444.
- If you receive a bomb threat, stay calm & contact University Police.
- Follow instructions of emergency personnel

## Hazardous Materials Incident
- If a spill exceeds your capabilities (size, familiarity of the substance, etc...) contact University Police (336) 334-4444.
- Evacuate the area.

## Gas Leak
- If you smell gas, evacuate the area immediately.
- Do not pull the fire alarm or use electrical equipment.
- Call University Police: 334-4444.

## Fire
- If you see or smell smoke, or see fire, evacuate the building immediately.
- Pull the fire alarm pull station as you exit the building.
- Once you are in a safe location, outside of the building, contact University Police at (336) 334-4444 to report the emergency.
- If you hear the fire alarm, leave the building immediately.
- DO NOT re-enter the building until instructed to do so by emergency personnel.

## NOTIFICATION & COMMUNICATION
UNCG wants you to be informed of emergency events that have a significant impact on the campus community. Here are ways that you can be notified:

1. **SMS Text Messages**
   - Register your cell phone number in UNCGENIE
2. **Computer Pop-Up Messages**
   - Download the pop-up software at: notify.uncg.edu
3. **AM Radio Station 1640**
4. **Emergency Blue Light Phones and Outdoor PA/Siren System**
5. **Classroom Intercoms**
6. **E-mails**

For more information about these notification systems and other preparedness information visit www.uncg-campus.info

## CAMPUS EMERGENCIES: DIAL (336) 334-4444

## EMERGENCY INFORMATION & RESOURCES
- **Off-Campus Emergency:** 911
- **University Police (non-emergency):** (336) 334-5963
- **UNCG Office of Emergency Management:** (336) 334-5309
- **UNCG Office of Safety:** (336) 334-HELP (4357)
- **Adverse Weather Hotline:** (336) 334-4400

Visit the following links for emergency and emergency preparedness information.

**University Police:** Police.uncg.edu
**Emergency Info:** www.uncg-campus.info
**Office of Safety:** www.uncg.edu/sft
Contents

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VI. Annual Faculty Evaluation, Teaching Evaluation & Post-Tenure Review Policies and Procedures
I. DEPARTMENT OF COMMUNICATION STUDIES
INSTRUMENT OF GOVERNANCE

On issues of common interest, the Department of Communication will strive to practice the principles of open and equal discussion with consensus as the desired decision making outcome. In cases of decision making that involve the whole Department where consensus is not reached in a timely manner, or is not possible, a simple majority will prevail. However, neither consensus nor a majority opinion is necessary for the following decision making scenarios:

(1) On issues where a formal committee is assigned, such as in a search process, that committee is responsible for making their decisions in a timely manner while seeking input and guidance from the faculty as a whole. The Dean has final decision-making authority in hiring decisions.

(2) On issues that involve final decision making responsibility of the Department Head or Graduate Director, the administrator should consult with and gain input from faculty relevant to that decision where possible.

(3) On issues that involve the graduate program, the graduate faculty will make decisions under the leadership of the graduate director. In all of these cases the level of input and involvement for decisions should clearly match the nature and scope of the decision. The department Head has final say in all matters pertaining to the functioning of the department.
II. DEPARTMENT OF COMMUNICATION STUDIES
WORKLOAD POLICY

The goal of the Department of Communication Studies Workload Policy is to provide guidelines for the equitable distribution of the work involved in being a Department, while meeting the evolving needs of individual faculty in their role as active scholars. At the same time, work assignments and related adjustment in workload are to be in compliance with the guidelines established by the University (University Faculty Workload Guidelines as defined by the Provost), and the College of Arts and Sciences (College Teaching Assignment Guidelines), and negotiated where necessary with the Dean and Department Head.

As outlined in the College guidelines, all policies must ensure:

- Equity in overall workloads among faculty with different allocations of time to teaching, research, service, outreach and other obligations to the Department, College, University, and profession.
- Equity in eligibility for salary increases for faculty with different patterns of contribution, based on the Departmental procedures for merit assessment.
- Equal promotion opportunities for faculty with differing areas of focus, consistent with the College Promotion and Tenure Guidelines.

With these mandates and contextual considerations in mind, the Department of Communication workload guidelines are as follows:

1) Teaching: The standard teaching load at UNCG is 4-4, with releases offered for various circumstances outlined below.
   a) Graduate Teaching Assistants: The teaching load for second year (Senior) TA’s will be 2-2 (classes as teacher of record). The teaching load for first year TA’s (with less than 18 graduate hours in field) will be 2-2 (breakout sessions with a faculty member as teacher of record).
   b) Lecturers: The normal teaching load for full-time lecturers will be 4-4 (with reductions for service roles where appropriate):
      i) Lecturer/Department Advisor: The teaching load for advisors is 4-3 or 3-4, with 1 course release per year offered for execution of advising duties.
   c) Senior Lecturer/Basic Course Director:
      i) The teaching load for this position is 3-3, with the two course releases per year granted for the work associated with training, supervision, and evaluation of the Teaching Assistants; scheduling of CST 105 sections; hiring, support, and evaluation of adjunct instructors teaching CST 105.
   d) Academic Professionals: The department carries the faculty lines for the two Academic Professionals who run the University Speaking Center:
      i) Senior Academic Professional/Director of the University Speaking Center:
         (1) The teaching load for Director of the University Speaking Center is 1-1, with course releases offered for the administrative work of operating the Center, and the course taught being the CST 390 Speaking Center Theory and Practice (training for future Center Consultants).
      ii) Academic Professional/Assistant Director of the University Speaking Center:
         (1) The teaching load for the Assistant Director of the University Speaking Center is 1-2, with course releases offered for the administrative work of running the Center, and the courses being taught to be negotiated with the Department Head (generally CST 341: Communication & Workplace Relationships).
e) **Tenured and Tenure-track Faculty**: Tenured and tenure-track get an automatic course release for research and for contributions to our MA program, reducing the standard load to **5 courses/year** (3-2 or 2-3).

1) **Director of Graduate Studies (2-2)**: This position carries 1 additional course release (normally in spring semester) for administration, recruiting, and advising in our M.A. program.

2) **Department Head (1-1)**: This position carries a 3 course releases/year, reducing the teaching load to a standard 1/1 pattern campus-wide (administrative service release).

**Additional parameters/considerations:**

- New tenure-track faculty should be given a reduced teaching load in their first year of one class (reduced to 2-2). This will switch to a regular 5-course load in their second year.
- Undergraduate class size will be limited to 25 for “WI”, “SI”, and “SVL” designated sections. Graduate classes (600-level) will normally be limited to 15 students. Gradations of class sizes otherwise depend on the numbered level of the class. 100-300=35, 400=25, 500=20. It is assumed that pedagogical methods (such as testing) will be adjusted between levels to reflect the varying demands of course sizes. The Department Head can make reasonable adjustments to standard (non-marked) class sizes can be made based upon demand.
- Additional course releases for university and other high-demand/high profile service assignments, journal editorships, etc. are negotiated with the Department Head on a case-by-case/year-to-year basis.
- Graduate faculty are eligible to teach a 600 level class, other than a core requirement, once every two years given that the graduate degree is normally considered a two-year degree. The Graduate Faculty should discuss exceptions at the time of schedule planning, and efforts should be made to ensure equal access to teaching graduate courses if desired by the graduate faculty.
- Tenured and tenure-track faculty, in consultation with the Department Head, may assume a voluntary class overload one semester with the understanding that the three credits of teaching work can be “banked” and subsequently “cashed-in” normally in the following semester. Overload courses cannot be banked if additional payment for teaching the courses is received (non-tenure track faculty).
- Faculty will be expected to give top priority to teaching required courses, and should show flexibility in terms of days and time for scheduling classes so the needs of students are met. Faculty should be willing to teach over several days and at various times, and should be willing to adjust those days and times over the course of semesters. Top priority will be given to courses in the Department and ones that can be cross-listed if taught primarily within another program. The person doing scheduling (normally the head) should be sensitive to both student needs and the scholarly needs of faculty.
- Faculty with grants that are supportive of course “buy-outs” can reduce their teaching load normally by one class per semester as long as the buy-out supports the hiring of faculty to cover Department instructional productivity needs. The buy-out must also be approved in advance by, and meet the requirements of, the College of Arts and Sciences Associate Dean for Research.
- Course reductions can occasionally be negotiated for courses that have unusually demanding requirements that double the workload of a normal course preparation. This may be based on a large lecture class, or the development of a new course delivery format. However, a large lecture class does not necessarily mean a doubling of workload. All course reductions must be negotiated in balance with department needs and instructional productivity (normally approximately 75 students per semester for tenure track/tenured faculty).

2) **Research/scholarship:**
1) Tenured and tenure-track faculty in the Department of Communication are expected to be engaged and productive scholars. Levels of productivity, usually represented by scholarly presentations and publications, will be linked to the departmental annual evaluation system at the end of each year, and discussed at the start of each annual career planning process. Minimum levels of productivity mean an average of a publication per year or equivalent.

2) Tenured and tenure-track faculty should have a clearly articulated—if evolving—plan for their scholarship each year, and this plan should contribute to their personal career development as well as to the Department mission, focus areas, and curriculum.

3) Service:
   a) Departmental service assignments involve all full-time faculty and instructors. All full-time faculty and lecturers should be engaged with the service necessary to operate as a Department. Departmental service assignments will be made usually at the first meeting of each Fall semester. Faculty can elect to hold onto assignments, or they can elect to rotate into a new assignment at that time.
   b) Advising for registration will be delivered centrally. Faculty should be available for other forms of academic advising at least during specified and regular office hours. The Graduate Director will advise all of the graduate students.
   c) Graduate faculty should share the workload of serving on capstone projects in a way that represents an equitable distribution of students to faculty. This will be mediated somewhat by the amount of involvement that a faculty member has had in the teaching of graduate courses. Those who teach more graduate classes should expect to serve in the capstone process more heavily.
   d) Pending the Dean’s approval, a major service assignment to the Department, College, University, or Discipline of Communication may result in a reduction in teaching load. This is routine for the Head and Graduate Director as their workload is held to be equivalent to that of the reduced classes. In other cases it is negotiated, for example, in the case of chairing the faculty senate or in editing a major journal in the field, and so on.
   e) Service to the Discipline and Community, and involvement in College and University programs is valued for tenure-track faculty, but senior level leadership (for example, chairing College or University committees) is not normally expected for untenured faculty. Service outside the Department should be negotiated with the Department Head, and should align with the interests and skills of the faculty member, by complementing/supporting their research and teaching. Reasonable and regular service to the Department, College, University, and Discipline is expected for tenured faculty. Service beyond the Department level within the university is elective for non-tenure track lecturers.
III. DEPARTMENT OF COMMUNICATION STUDIES
PROMOTION AND TENURE GUIDELINES

THIRD YEAR TENURE TRACK REAPPOINTMENT REVIEW GUIDELINES

1. When the review is conducted:
   The Department of Communication Studies typically conducts the third year reappointment review for tenure track faculty at the end of fall semester of the third year of tenure track.

2. How the review is conducted:
   A review of tenure-track Assistant Professors will take place in the third year of the initial four year probationary term. The purpose of the review is to evaluate the candidate’s record and progress toward promotion and tenure and to decide whether or not the faculty member’s appointment should be renewed for a second probationary term of three years. The review should evaluate a faculty member in the following areas: research/scholarship or creative achievement, teaching, and service. The reporting and departmental decision making process is designed to parallel as much as possible the formal tenure and promotion review at five years.

   The review should be a cumulative review of the faculty member’s teaching, creative activities or research, and service during his/her UNCG career. The candidate will provide the tenured faculty of the department (the committee) with a dossier including the materials listed below. These required materials will be available for review by the committee for at least a week prior to the meeting. A committee chair will call a meeting or series of meetings in which discussion, deliberation, and vote will occur.

   After the tenured faculty has had time to review the faculty member’s dossier, the Department Head will call a meeting of the tenured faculty, offer any necessary introductory comments, and then leave for the tenured faculty to conduct an independent deliberation and vote on whether or not to reappoint the faculty member. The results of the tenured faculty’s vote will be communicated to the Head. The tenured faculty will also prepare a written evaluation and submit that to the Head. The Head will prepare an independent evaluation, enter a recommendation on the Reappointment Review form (see attached), and submit the form and both evaluations to the Dean. If the department does not recommend reappointment, then the candidate’s materials will be reviewed by the College and University Promotions & Tenure Committees, as required by the University P&T Regulations, Section 3.D.ii.a.(2).”

   As noted in the policies of the College of Arts & Sciences, “Reappointment will be recommended based on an evaluation of whether or not the dossier indicates the faculty member is likely to meet the criteria for a successful record in the areas of teaching, research, and service at the time of tenure and promotion (as defined by the department’s tenure and promotion guidelines). The review should indicate the specific strengths and weaknesses in the areas of teaching, creative activity or research, and service and the faculty member’s progress toward tenure and promotion. The review should also provide the faculty member with specific advice for helping the faculty member achieve a successful record at the time of tenure and promotion.”

3. The materials required:
   The template of the tenure and promotion process should generally be used to organize the
reporting of progress towards promotion and tenure at the 3rd year review point. This will be incomplete in several ways (some of the supporting documents, faculty and head review sections, external reviews, etc.) but is designed to help the 3rd year review candidate to organize their reporting and descriptions in the format and style of the actual T&P template.

The College of Arts & Sciences Reappointment Review guidelines (revised 8/31/2011) provide the following guidance to the candidate: “This dossier is not as extensive as those prepared for tenure and promotion, but the preparation of this document should serve as the beginnings of a future tenure and promotion dossier. At a minimum, the dossier should include the following items: brief narratives from the faculty member about their achievements in the areas of teaching, creative activities or research/scholarship, and service; appropriate documentation of activity in each of these areas; peer teaching evaluations; and curriculum vitae.”

The Department of Communication Studies also asks the candidate to provide the following documentation, which slightly exceeds the College minimum requirements:

- Peer teaching evaluations, which are conducted for every course taught leading up to time for promotion and tenure.
- A summary table of student evaluation teaching scores for the summary items (currently questions 24, 25, and 26).
- Course syllabi and samples of course materials such as student assignments should be included.
- All publications should be included as supporting documents.

4. The evaluation criteria:

   The committee of tenured faculty will use the following questions to discuss, deliberate, and vote on the third year reappointment dossier:
   o Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of teaching at the time of tenure and promotion (appropriate scores, positive peer reviews, innovation, improvement, etc.)?
   o Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of research/scholarship at the time of tenure and promotion? This would normally be shown through a record of scholarly presentations and some success in acceptance for publications consistent with three years of progress towards tenure and promotion. In accord with the departmental tenure and promotion guidelines, the faculty member should clearly be producing a record of research/scholarship that is ongoing, regular, independent and programmatic.
   o Does the dossier indicate that the candidate is likely to meet the criteria for a successful record of service primarily to the department and to the discipline (some departmental and disciplinary involvement, involvement/engagement at college and university levels, community engagement/outreach where appropriate)?
   o What specific strengths and weaknesses in the areas of teaching, research, and service are evident in the candidate’s progress toward tenure and promotion?
   o What specific advice would you give the candidate to help them achieve a successful scholarly record at the time of tenure and promotion?
DEPARTMENT OF COMMUNICATION STUDIES—
DEPARTMENTAL GUIDELINES FOR PROMOTION AND TENURE

INSTITUTIONAL CONTEXT FOR GUIDELINES

All guidelines and standards for promotion and tenure are in accord with, and are subject to, the
guidelines and standards of the University and the College of Arts & Sciences. Particular attention
should be paid to complying with the “Best Practices” document in all aspects of the candidacy
process and preparation of dossiers.

PROMOTION (FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR) WITH
TENURE IN THE DEPARTMENT OF COMMUNICATION STUDIES

Teaching: At the time of promotion and tenure a faculty member should demonstrate a record of
commitment to effectiveness in teaching and related activities (for a list of examples of related
activities see the College P&T guidelines page 2 or 7).
The Department embraces all teaching strategies that enhance student learning both inside
and outside the classroom, particularly critical thinking, higher- order reasoning, and
problem- solving skills, and encourages a wide array of student learning opportunities
including community engaged teaching, international experiences, and other diverse
modalities and settings.

A record of successful teaching is demonstrated by the following:
1. Student evaluation scores that at least average out in the acceptable range (between 3 and 5 on the
   three summary evaluative survey items).
2. A record of teaching in the graduate and undergraduate programs.
3. A record of providing a significant contribution to the development and learning of students in the
   form of supervising and mentoring students.
The faculty member should provide a complete chart of the last three summary items from the course
evaluations as well as complete sets of written student evaluations (for all courses taught each year
during the tenure-track review period).

Research/scholarship: By the time the faculty member comes up for internal/departmental review,
s/he will need to demonstrate the achievement of an independent program of scholarship that makes a
significant contribution to the field of Communication Studies, and to the Department of
Communication Studies.

The Department of Communication Studies recognizes a diversity of forms of discovery, extension,
and integration of knowledge, using various methodologies, as research. We recognize and value new
and emerging forms of scholarly activity. Research can be conducted individually and/or
collaboratively, as well as in multidisciplinary and/or interdisciplinary ways. Research can also
include integrative, applied, and pedagogical scholarship when it is based in, informed by, and
contributes to, published research. Faculty should seek external funding where appropriate to their
research and workload.

Communication studies embraces community engaged research/scholarship where such research is
based on the mutually beneficial exchange of knowledge and resources in a context of partnership and
reciprocity, and where community engagement is relevant to the faculty member’s scholarly goals.
Working collaboratively with community partners to address issues of common concern is especially encouraged in cases where those collaborations result in research/scholarship productivity. Some examples of Community Engaged Research and Creative Activities (also listed in the University Guidelines):

- Writing papers for refereed journals and conference proceedings
- Creating exhibits in educational and cultural institutions
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions that address social, economic, or environmental challenges

An “independent program of research/scholarship” is evidenced by the following:

1. **The faculty member has an ongoing and regular** record of scholarly productivity and acceptance in recognized scholarly venues (see further details below). Over the five-year period leading up to the year of review for promotion and tenure, the faculty member should average at least a publication per year. There may be more than one publication in some years, and none in some others but publications should not all appear at the end of the tenure-track period. Any gaps in the regularity of the publication record should be clearly explained by the candidate. The candidate should also clearly explain the exact meaning of terms used to denote published work not yet in print (in press, forthcoming, accepted for publication). Where possible, clarity from the journal editor or publisher is useful. The candidate should also show evidence that his/her ongoing program of research/scholarship will continue beyond promotion and tenure and that the candidate has a reasonable expectation of achieving professor status in the future if established levels of productivity continue.

2. **The faculty member shows that they have become an independent scholar.** “Independent” means that the faculty member has established their research interests and reputation in the field beyond the influence of mentors and co-authors, and since joining UNCG. NOTE: “Independent” does not mean that all publications have to be solo-authored. Co-authored publications are acceptable when the authoring relationship is clearly explained by the candidate such that his/her role in the publication was significant.

3. **The faculty member has a programmatic record of research/scholarship.** Publications should cluster around a core research question or set of questions. These questions should be consistent with the area of expertise hired for, and should also connect closely with the faculty member’s area of teaching responsibilities. Part of the program of research should be a consistent effort made to seek internal and external funding where appropriate to the research and in accord with departmental plans, faculty research interests, and workload. The candidate should also document and explain any grants applied for but not awarded/funded.

In short, a successful program of research holds together as a unified and theoretically grounded expression of the faculty member’s approach to communication.

“Significant contribution” is evidenced by the following:

The faculty member has established a publication record for his/her research/scholarship. In accordance with college P&T guidelines, the faculty member’s work should be evaluated in terms of the overall balance of quality (originality, significance, impact) and quantity (number of publications). Quality is more important than either volume or type of research/scholarship. This balance of quality and quantity should be considered in light of the faculty profile of the faculty member—normally profile 1 (see workload policy document at the end of this document).
Recognizing the need to consider the balance of quality and quantity as a guiding norm, it would be desirable that if a faculty member has 5-6 high quality publications at the time of promotion and tenure, and at least one should be in a recognized communication or interdisciplinary journal. At least two should be in refereed/peer-reviewed outlets. The remaining publications can be books, book chapters (competitive or invited), or other appropriate works relevant to the faculty member’s area of expertise (e.g., community-engaged work products, etc.). Wherever they are published they should be substantial (for example in length) and important in scholarly contribution. A scholarly book is not mandatory at the time of promotion and tenure but, if a scholarly book is published, it will normally count as the equivalent of at least two refereed journal articles in upper tier journals. This equivalency should be negotiated with the Department Head (in consultation with senior faculty) at the start of the project.

Note that, for the list of publications, clearly explain if any are “bridged”—that is—begun elsewhere and completed at UNCG, and clearly explain relative workloads for any co-authored works. It should be clear what work has been completed while at UNCG, and what role the candidate played in that work.

**Service:**

A successful service record may include the following:

1. A record of effectiveness in serving students. This takes the form of mentoring students and/or supervising/mentoring student research, as well as helping to provide students with learning experiences that focus on the development of communication majors (Lambda Pi Eta, conference presentations, etc.).

2. A record of effectively serving the Department. This takes the form of serving on departmental offices and committees; chairing/leading one or two service roles over the tenure track at the Departmental level; participating in Departmental activities such as meetings, department review and change processes, and colloquia.

3. A record of effectively serving the discipline. This takes the form of participation in professional organizations such as the National Communication Association, the Southern States Communication Association, the Carolinas Communication Association, or other recognized scholarly organizations. The faculty member may also have involvements in specialty associations linked to their scholarly interests, as well as community agencies and groups that are linked to their scholarly interests.

4. The department embraces service to the community and community engagement as a form of service when appropriate to a faculty member’s research/scholarship. The department embraces directed professional activity as a possible additional category of work where appropriate.

The primary service obligation of an untenured faculty member is involvement in department service and some service to the discipline. At the same time, the faculty member should have some non-leadership involvements in College and University initiatives where they overlap with the faculty member’s expertise. Service involvements should be planned strategically with the Department Head at each annual goal setting meeting.
PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR IN THE DEPARTMENT OF COMMUNICATION STUDIES

Promotion to the rank of professor is based upon achievement, distinction, and the impact of their scholarly work normally marked by the establishment of a national or international scholarly reputation. Promotion is not based on duration of employment in rank although this may be a consideration in evaluating long-term impact of the faculty member’s work, and in evaluating the quantity and quality of the work produced since promotion and tenure.

An individual’s record represents a unique balance and combination of teaching, research, and service. The individual is expected to have substantial and sustained achievement in each area, though larger contributions may naturally emerge in one or more areas. While recognizing that a faculty member may not have all of the accomplishments listed below in all three areas, the criteria for an outstanding record of achievement for each area are provided as a guide.

Teaching
The candidate’s record demonstrates continuous commitment to and effectiveness in teaching beyond promotion and tenure. This will normally be established by a continuous record of effectiveness in the classroom or innovation in the practice of pedagogy, as well as achievements that include some of the following: involvement in research on pedagogy (for example in textbook writing); curriculum development; program design and leadership; participation in institutes and teaching programs; receiving of awards; and testimonials of students and peers that establish teaching excellence.

Research/Scholarship
The candidate’s record after promotion to associate professor with tenure includes significant scholarly accomplishments as well as an ongoing and regular program of high quality scholarly productivity post-tenure. This will include regular publications in recognized national or international scholarly venues, as well as a commitment to seeking external funding where relevant to the candidate’s research/scholarship. The candidate should have a national or international reputation based on significant body of scholarly work that is published, and well received in the field. Publications can include books, journal articles, and book chapters that establish the candidate as an important figure in a particular scholarly area of communication; these accomplishments will normally be the means of establishing this level of distinctive achievement. Consideration of the balance of quality and quantity in evaluating the body of presented and published work will be important decision factors. Generally, expectations for scholarly productivity at this level are equal to or exceed expectations prior to tenure.

Service
The candidate remains active in high profile service such as departmental leadership, and in making significant contributions to the Department, College, University, community, and discipline. The candidate should normally have a record of both contributing (member) and leadership in service (leading/chairing initiatives, committees, and other major service roles).
PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR IN THE DEPARTMENT OF COMMUNICATION STUDIES

Promotion to the rank of professor is based upon achievement, distinction, and the impact of their scholarly work normally marked by the establishment of a national or international scholarly reputation. Promotion is not based on duration of employment in rank although this may be a consideration in evaluating long-term impact of the faculty member’s work, and in evaluating the quantity and quality of the work produced since promotion and tenure.

An individual’s record represents a unique balance and combination of teaching, research, and service. The individual is expected to have substantial and sustained achievement in each area. There must be an overall outstanding record of achievement which may be accomplished primarily by the record of contributions in a single area (i.e. one area is outstanding and the other two may be substantial/sustained) or by a more balanced aggregate of contributions across the three areas (i.e., the substantial/sustained accomplishments across the three areas add up to an outstanding profile as a whole). While recognizing that a faculty member may not have all of the accomplishments listed below in all three areas, the criteria for an outstanding record of achievement for each area are provided as a guide.

Teaching
The candidate’s record demonstrates continuous commitment to and effectiveness in teaching beyond promotion and tenure. This will normally be established by a continuous record of effectiveness in the classroom, innovation in the practice of pedagogy, as well as achievements that include some of the following: involvement in research on pedagogy (for example in textbook writing); curriculum development; program design and leadership; participation in institutes and teaching programs; receiving of awards; and testimonials of students and peers that establish teaching excellence.

Research
The candidate’s record after promotion to associate professor with tenure includes significant scholarly accomplishments as well as an ongoing and regular program of high quality scholarly productivity post-tenure. This will include regular publications, as well as a commitment to seeking external funding where relevant to their scholarship. The candidate should have a national reputation based on significant body of scholarly work that is published, and well received in the field. Publications can include books, journal articles, and book chapters that establish the candidate as an important figure in a particular scholarly area of communication; these accomplishments will normally be the means of establishing this level of distinctive achievement. Consideration of the balance of quality and quantity in evaluating the body of presented and published work will be important decision factors.

Service
The candidate remains active in high profile service such as departmental leadership, and in making significant contributions to the Department, College, University, community, and discipline. The candidate should normally have a record of both contributing (member) and leadership in service (leading/chairing initiatives, committees, and other major service roles).
V. DEPARTMENT OF COMMUNICATION STUDIES
NON-TENURE TRACK FACULTY

ACADEMIC PROFESSIONAL (GUIDELINES AND PROCEDURES)

RATIONALE
This document articulates the rationale behind the creation of the rank of Academic Professional in the Communication Studies Department, defines the rights and responsibilities of AP faculty, and describes the department's policies and procedures for hiring, appointing, reappointment, and advancement of AP faculty candidates.

The College AP guidelines document, "Academic Professional Faculty Positions" (approved by College Assembly April 2012) states: “An AP classification is appropriate in cases where the range of faculty responsibilities differs significantly from both Lecturers and tenure-track or tenured appointments” (Academic Professional Faculty Positions 1.I).

In the Communication Studies Department, there are two positions titled "Lecturer" in which the duties and responsibilities are primarily administrative. These positions are University Speaking Center Director and University Speaking Center Assistant Director.

Unlike other lectureships in the department, which carry heavy teaching loads with some other responsibilities attached, the non-tenure track (NTT) positions in the Speaking Center carry limited teaching responsibilities (Director carries a 1-1 teaching load; Assistant Director carries a 2-1 teaching load). These NTT positions require disciplinary knowledge and ongoing professional engagement, as functionality in running a Speaking Center is grounded in the theory, research, and practice of applied communication scholarship. The positions are, however, distinct from the other Lecturer positions in the department, with a primarily administrative focus, driven by the day-to-day and long-term management/operations needs of the University Speaking Center. Separate documents (Job Descriptions) outline the specific duties of these positions.

Based on the clear distinctions between these two positions and the other lectureships in Communication Studies, the Speaking Center Director and Assistant Director positions, as well as any future AP positions which may be established, will be defined as those non-tenure-track positions in which the primary, ongoing responsibility is the provision of essential administrative leadership and support to Department, College or University Programs. These distinctive positions are deliberately aligned with the College AP guidelines.

The establishment of an Academic Professional rank in the Communication Studies Department is intended to provide greater stability and opportunities for advancement for these existing NTT positions and any similar positions that may be created in the future. The department believes that such positions should, in the language of the College guidelines, allow us to “attract and retain key educational personnel by promoting professional development, presenting opportunities for advancement, offering greater job security, incentivizing long-term service, and rewarding achievement” (APFP 1.I).

GOVERNANCE AND POLICY IMPLICATIONS
Since Academic Professionals are members of the Communication Studies Department faculty, they are entitled to certain rights and responsibilities of tenured/tenure track faculty members, such as serving on departmental committees and voting on regular department business. However, Communication Studies Department AP faculty may not vote on tenure-track promotion or tenure decisions, nor may they attend the meetings at which these decisions are made. For ongoing peer evaluation purposes, AP faculty may
observe the teaching of lecturers and AP faculty of equal or lesser rank. Academic Professional status also confers some departmental funding for professional travel and research, to be determined by the Department Head (contingent on budgetary constraints).

In the event of hiring, an ad hoc committee, appointed by the Head, will be charged with hiring and appointment of new AP faculty. The Head will conduct annual reviews of AP faculty in accordance with the Department Guidelines on Annual Faculty Evaluation.

**HIRING/APPOINTMENT**

Hiring and appointment of an AP faculty member will be based on disciplinary knowledge and professional experience in an academic field pertinent to the primary duties of the position. For the Speaking Center positions, knowledge, expertise, and experience in Speaking Center professional practice will be primary considerations for hiring.

The fundamental requirements of an application for an AP position are a strong record of experience, a demonstrated commitment to the profession, and recommendations from former employers (and, where applicable, students). Hiring and appointment requirements may be further specified to correspond to the particular position, and will be aligned with the job description documents, which may be amended as needed.

All AP positions shall require at least a Master’s degree, and, since these positions do require some teaching, and sometimes involve advising duties as well, the candidates must meet all university accreditation requirements. As stated in the College guidelines, “AP positions are intended to extend the education of students by enhancing understanding and application of fundamental concepts, theory and basic knowledge through practical applications and professional practice. Thus, AP faculty typically have practice-based skills and experience that departments need and value” (1.I.). Teaching assignments will typically align with the skills and experience needed for the position.

The College guidelines document also states: “initial appointments for the AP track are for a maximum of 3 years” (2.II.A). The College has also created a more advanced level of Academic Professional designated as “Senior Academic Professional,” and has stated that, on the recommendation of the AP committee, the department, and the Department or Program Head, an AP faculty member may be hired at that level, pending approval of the Dean and the Provost. As outlined in the College guidelines, “the candidate’s job contract/memorandum of understanding shall state the candidate’s rank and specify that it will be effective at the time of hire” (2.II.A).

For those positions to be reclassified as Academic Professional upon the establishment of the AP track in the Communication Studies Department, the Head will draw up a Memorandum of Understanding articulating the current duties and responsibilities of the position and submit it to the Deans for review. This MOU will have the same force as one created at the moment of initial hire.

**REAPPOINTMENT**

In cases of reappointment, the department will evaluate the candidate based on the fulfillment of duties enumerated in the candidate's MOU, as well as the candidate's annual reviews and evaluations. The Department Head, in consultation with the Dean or Associate Dean of the College of Arts & Sciences, will evaluate candidates being considered for reappointment and make a recommendation to the Deans. According to the College document, “reappointments are for a minimum of three years with no limit to the times an AP faculty member can be reappointed” (2.II.B). The Department Head may, at the reappointment stage, recommend to the Dean of the College that the contract be extended for a period of
more than 3 years. Senior AP reappointments in the Communication Studies Department will be recommended for a minimum of 5 years.

ADVANCEMENT TO THE RANK OF SENIOR ACADEMIC PROFESSIONAL
After five years in a position, the candidate may request advancement to the rank of Senior Academic Professional. According to the guidelines established by the College, “The candidate must request an advancement by the middle of the spring semester prior to the year in which the formal review will be conducted” (2.II.C). Proceeding to this formal review shall require the consent of the Department Head. In addition, according to the College guidelines, “After the dossier has been completed but before it is submitted to the dean, the candidate must be allowed to review and sign the statement … following his or her review. The candidate may, but is not obliged, to write a response to the dossier or to the opinions expressed in it” (2.II.V). The Head, after reviewing the candidate’s materials, will write a statement recommending or not recommending advancement, and will forward it to the Dean(s) of Arts & Sciences for review and approval.

The College guidelines mention the possibility that candidates may be hired “with a specific agreement to be considered for advancement at a specified time (typically no more than three years) before the end of their initial appointment” (2.II.C). The College document also allows for the consideration of work done prior to their appointment at UNCG. For more information about this, refer to the College Document Section 2.II.C.

Dossiers will be required of AP candidates who wish to advance to Senior Academic Professional. The content of these dossiers shall, according to the College guidelines, “reflect the scope of work, expectations, etc. per the candidate’s job contract/memorandum of understanding” (2.II.B). Since those members of the Communication Studies department who will be considered for Academic Professional status ordinarily have some teaching duties, dossiers for advancement should include evidence of effective teaching, such as summaries and numerical ratings of student evaluations, a sampling of student comments and peer observation reports. The dossier may include evidence of research/creative activity appropriate to the candidate’s field as well as attendance at conferences, papers delivered, publications relevant to the position and other accomplishments that demonstrate the scope of the candidate’s commitment to the position, the department, and the university. In the case of the Speaking Center Academic Professionals, the dossier may also include evidence of directed professional activity (e.g., development of various training programs, practices, web page content, forms, and other products related to the mission of the Center).

Annual individual activity reports, such as the center or program reports, which may be produced by the AP faculty as part of their leadership duties, should be included in the advancement dossier as well.

As part of the dossier, candidates for advancement to Senior Academic Professional must provide a two-to-three-page narrative describing the ways in which they have met and/or exceeded the duties and obligations of their job as specified by the Memorandum of Understanding. Since the scope of work—and the obligations of the position—may have changed since the candidate was reappointed, any significant change should be addressed in the candidate narrative.
OTHER UNIQUE POSITIONS: BASIC COURSE DIRECTOR, SENIOR LECTURER, AND DEPARTMENT ADVISORS (NTT)

BASIC COURSE DIRECTOR
The Department of Communication Studies offers approximately 50 sections of CST 105 Introduction to Communication Studies each semester, most of which are taught by Lecturers, Adjunct Instructors, and Graduate Teaching Assistants. To facilitate these offerings, we have traditionally hired a Basic Course Director (usually at the Lecturer or Senior Lecturer level) to coordinate scheduling, training, hiring, and supervision of Adjunct Instructors and Graduate Teaching Assistants. The position of Basic Course Director comes with a reduced teaching load (generally set at 3-3) to compensate for these additional duties. The Basic Course Director works closely with the Department Head to negotiate scheduling and other matters related to the development and supervision of course faculty.

DEPARTMENT ADVISORS
In the Department of Communication Studies, we handle advising centrally. Two designated advisors (usually at the rank of Lecturer) handle all advising duties. The Advisors also hire and train undergraduate student peer advisors (interns) to handle routine requests. The position of Advisor is compensated by a single course release per year, generally rotated between the two advisors (i.e., 3-4 and 4-3).

SENIOR LECTURER
Full-time lecturers who meet the following minimum qualifications may be recommended for promotion to the rank of Senior Lecturer by their department Head, following consultation with the department faculty:

- Five years’ continuous service at UNCG in a full-time faculty position.
- Consistently strong evaluations of teaching by the department.
- A record of professional engagement in the discipline or additional contributions to the Department, College, or University Recommendations for promotion will be made by a letter to the Dean from the department Head attaching a current vita, an evaluation of teaching covering at least the past three years, and limited additional documentation as necessary to support the recommendation.
- Recommendations will be solicited annually by the Dean in the fall semester and those approved will become effective at the start of the following academic year.
- Promotion to Senior Lecturer does not confer tenure, nor does it lead to the expectation of tenure.
- Promotion to Senior Lecturer will be for a renewable term of three to five years and when possible will include a $3,000 salary increase, in addition to any merit increase recommended by the department Head.
- If the College’s budget does not permit a salary increase in a given year, the increase will be provided as soon as circumstances permit.
- An initial appointment as Senior Lecturer may be recommended to the Dean, based on qualifications, prior experience, and the responsibilities of the position.

(Senior Lecturer policies approved by College Budget & Planning Committee: September 30, 2008; Approved by College Administrative Council: October 9, 2008; Revisions approved April 8, 2013)
VI. DEPARTMENT OF COMMUNICATION STUDIES
ANNUAL AND TEACHING EVALUATION POLICY

Revised August 2018

To comply with current University policy, faculty must be reviewed annually, with “significant peer review” included as a vital part of the process. Documents produced by the College of Arts & Sciences and the University offer further guidance for this process. The Department of Communication Studies will approach the Annual Faculty Evaluation Process in the following step-by-step fashion:

I. ALL FACULTY: Early in the fall semester, each faculty member will develop a list of goals for the coming Academic Year. These will be due to the Department Head by September 15 (approximately). Meetings to discuss these goals will be scheduled at the discretion of the Department Head.

At this point, the procedures will vary slightly, depending upon faculty rank:

II. TENURED FACULTY (Associate Professor and Professor)
   1) Solicit peer evaluation of teaching in at least one course per year.
   2) Solicit student evaluation in every course taught.
   3) Write a year-end report of accomplishments (in Sedona or its replacement system).
   4) After receipt of the year-end report, the Department Head and a committee of at least two other tenured faculty members will review the report and provide written commentary/input.
   5) The committee will write narrative feedback for each faculty member being reviewed. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory- Unsatisfactory) for annual reviews. Where appropriate, the evaluation will include feedback regarding progress toward promotion.
   6) The faculty member will have an opportunity to respond in writing, and that response will be included in the report.

III. TENURE TRACK FACULTY (Assistant Professor)
   1) Solicit peer evaluation of teaching in at least two courses per year.
   2) Solicit student evaluation in every course taught.
   3) Write a year-end report of accomplishments (in Sedona or its replacement system).
   4) After receipt of the year-end report, the Department Head and a committee of at least two other tenured faculty members will review the report and provide written commentary/input.
   5) The committee will write narrative feedback for each faculty member being reviewed. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory- Unsatisfactory) for annual reviews. The evaluation will include feedback regarding progress toward promotion and tenure.

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1 We use the attached peer evaluation format to conduct in-class observations of teaching and to deliver feedback.
2 We use an online survey to solicit student feedback, which is processed through Class Climate. A copy of our survey is appended to this document.
6) The faculty member will have an opportunity to respond in writing, and that response will be included in the report.

IV. NON-TENURE TRACK LECTURERS AND ACADEMIC PROFESSIONALS

1) Solicit peer evaluation of teaching in at least 2 course(s) per year.
2) Solicit student evaluation in every course taught.
3) The Department Head will review the reports and teaching evaluations, fill out the UNCG Report Form, and write a performance evaluation summary. The Department Head will write a separate summary evaluation. The performance of each faculty member will be rated (at minimum) as either Satisfactory or Unsatisfactory, in accordance with University Policy; the Department of Communication Studies has adopted a 4-item scale (Exemplary-Good-Satisfactory- Unsatisfactory) for annual reviews.

V. ADJUNCT INSTRUCTORS

1) Solicit student evaluation in every course taught.
2) The Department Head will review the teaching evaluations AND consult with the Basic Course Director regarding performance, where appropriate (for CST 105). The Department Head will provide the dean of a listing of all adjunct faculty, and a rating of “satisfactory” or “unsatisfactory.”

Annual and Post-Tenure Review Forms and narrative reports will become part of each employee’s personnel file, and copies will be provided to each employee.