

SECTION 700.03.01

FACULTY COMMUNICATIONS PROFICIENCY

Purpose: Lake Region State College has established a process for verifying communication skills for all personnel whose appointments include classroom instruction. Communication, both oral and written, is, by definition, an interchange involving both the sender and the receiver. Lake Region State College has taken both sender and receiver into account when developing communication skills verification. The policy affirms the university commitment to cultural diversity, as articulated by the Lake Region State College mission statement and general education outcomes. The policy is supportive of all Lake Region State College instructional personnel and their efforts to continuously improve their communication skills.

1. Process and standards for validating and assessing proficiency
  - 3.1 Faculty:

The minimum qualifications for the position will include “effective oral and written communication skills.
  - 2.1.1 Validating written communication proficiency:

Candidates may be required to provide materials suitable for evaluating written communication proficiency. Such materials should include a letter of application and samples of their written work(s). In addition, LRSC may wish to specifically request that letters of reference include comments concerning communication. LRSC will use categories of excellent, satisfactory, or unsatisfactory in evaluating written communication proficiency. An overall rating of satisfactory is considered to be a minimal qualification.
  - 2.1.2 Validating spoken communication proficiency:

Candidates may be required to make an oral presentation suitable for evaluating communication proficiency. LRSC will use categories of excellent, satisfactory, or unsatisfactory in evaluating spoken communication proficiency. An overall rating of satisfactory is considered to be a minimal qualification.
  - 2.2.1 Test of English as a Foreign Language (TOEFL):

All potential teaching faculty whose first language is not English must submit a Test of English as a Foreign Language (TOEFL) score of no less than 600 (or equivalent computer score) to the college. A score of 600 is considered to demonstrate near-native proficiency in listening comprehension, the ability to understand English as spoken in North America, structure and written expression, the ability to recognize language that is appropriate for standard written English, vocabulary and reading comprehension, and the ability to understand nontechnical reading matter. The TOEFL examination is administered throughout the year locally, regionally, and in the students’ homelands.
  - 2.2.2 Requirements for spoken communications proficiency:

Potential teaching faculty whose first language is not English must obtain a minimum score of 250 on the Test of Spoken English (TSE). This locally administered examination assesses oral language proficiency of English spoken in North America. It evaluates a person’s overall comprehensibility, pronunciation, grammar, and fluency. A score of 250 indicates that the individual is generally comprehensible to Americans who are not used

to listening to speakers whose first language is not English. Table 1 provides descriptions of TSE test score ranges and their meanings.

Table 1 Generic Description of TSE Test Score Ranges

150-199	Generally comprehensible but with frequent errors in pronunciation, grammar, choice of vocabulary items, and with some pauses and rephrasing.
200-249	Generally comprehensible with some errors in pronunciations, grammar, choice of vocabulary items, or with pauses or occasional rephrasing.
250-300	Completely comprehensible in normal speech, with occasional grammatical or pronunciation errors in very colloquial phrases.

2.2.3 LRSC is responsible for determining and documenting the communication proficiency of all faculty.

1. Determination of Proficiency Prior to Employment:

As described within Section A, potential teaching assistants and faculty are evaluated for proficiency prior to employment.

2. Registration of Concerns:

The resolution of conflicts concerning communication proficiency is best solved as close to the source as possible. Students are urged to contact the instructor to discuss concerns. If the conflict cannot be resolved with the instructor, the student may meet with the Vice President for Academic Affairs or the Vice President's designee. Administrators who receive formal complaints must respond and take appropriate action within 15 days. Students should move from one level to another only if an acceptable resolution cannot be reached at the lower level. Anyone retaliating against a student who files a complaint under this policy is subject to disciplinary action, up to and including termination. The ultimate responsibility for the resolution of such complaints will reside with the Office of the Vice President for Academic and Student Affairs. This office will be responsible for verifying the appropriate remedial action, is carried out.

3. Student Notification:

This policy will be referenced in the Student Handbook, College Catalog and posted on the college website.

4. Reviewing Effectiveness of the Policy:

This policy will be reviewed periodically in an interval of not less than every two (2) years by the Vice President for Academic Affairs or designee.

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### History

Administrative Council Approved 07/11/06

Administrative Council Approved 12/21/15