# FACULTY MANUAL 2000

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I. INTRODUCTION

A. NATURE AND FUNCTIONS OF THE MANUAL

The Citadel Faculty Manual provides information pertaining to the faculty member's participation in the business of the College and in the College community. The need to have a manual of manageable size dictates that this document, though comprehensive, be less than complete. In certain places the reader is directed to other documents or sources for more detailed information.

Part I describes the nature and function of the manual and outlines the procedure for revising the manual.

Part II presents the organization of the College and describes the responsibilities of its primary administrators.

Part III treats the principal contractual relationships between faculty and the College, e.g., policies and procedures for appointment, reappointment, tenure, promotion, evaluation, and reconciliation of grievances. These policies have generally been developed by faculty committees, reviewed by the Faculty Council and the faculty as a whole, approved by the Academic Board and the President, and enacted by the Board of Visitors. Some sections of Part III deal with personnel matters and refer to policies established by actions of the General Assembly of South Carolina. The primary responsibility for maintaining the currency of sections describing State policies resides with the Director of Human Resources.

Part IV deals with college governance and describes the decision making process for academic matters.

Part V outlines opportunities provided by the College for professional development of the faculty.

Part VI sets forth the professional responsibilities of faculty. These have generally been developed through the mutual agreement of the faculty and the college administration.

Part VII contains information on support services and facilities available to the faculty.

B. PROCEDURES FOR CHANGING THE FACULTY MANUAL

Overall responsibility for the maintenance of The Citadel Faculty Manual is vested in the Office of the Vice President for Academic Affairs/Dean of the College. The Faculty Manual is to be made available on the campus computer network, hardcopies with all appendices are to be placed on file in the Library and in each academic department, and hardcopies of the text of the manual without appendices will be provided to each new faculty member and to other members of the faculty upon request. While changes may be made at any time, the Faculty Manual is to undergo a complete review on a five-year cycle beginning with the 1996-97 academic year. The
Revisions to or changes in the Faculty Manual can be divided into two categories: changes in the context of the manual and changes in the policies or information.

1. Procedures for deciding on the context of the Faculty Manual are as follows:

   a. Responsibility for deciding on the topics to be included in the Faculty Manual rests with the faculty through the Faculty Council of the College and specifically with the Chair of the Faculty Council. Regardless of the source of a recommended change in the topics to be included, it will go first to the Faculty Council.

   b. Changes in the topics to be included in the Faculty Manual may be suggested by any member of the faculty or staff or by any organization of the College. Suggested changes must be presented in a format that would allow them to be incorporated in all affected sections of the current version of the Faculty Manual by additions and/or deletions to that version. That is, it is the responsibility of the individual or organization making a suggested change to present not just the change itself, but also all consequent changes that may be necessary throughout the document.

   c. Regardless of its source, any suggested change in the topics to be included in the Faculty Manual must be considered and supported by both the Academic Board and the Faculty Council. The Faculty Council will provide the Academic Board all recommendations it has received and its actions on each. If the Academic Board wishes to support a recommended change which the Faculty Council has not supported or if the Academic Board cannot support a recommended change which the Faculty Council has supported, this change will be returned to the Faculty Council with the position of the Academic Board. Changes that are being given a second review will be considered at the next meeting of the Faculty Council, and the resulting actions will be forwarded to the Academic Board. Only changes that are supported by both bodies will be forwarded to the Vice President for Academic Affairs/Dean of the College for final decision.

2. Procedures for changing a policy or procedure printed in or referred to in the Faculty Manual are addressed in section II.E., "Decision/Recommendation Making Process for Academic Matters."

C. SCHEDULE FOR PREPARING REVISIONS FOR FACULTY MANUAL

1. The Vice President for Academic Affairs/Dean of the College must receive by 1 March any recommendations from the Academic Board or the Faculty Council for changes
to be in effect for the subsequent academic year. The Office of Planning and Assessment will prepare a final draft reflecting the actions of the Vice President for Academic Affairs/Dean of the College by 1 April, and this draft will be shared with the Faculty Council and the Academic Board. If either body feels that further action is needed, it will make its recommendations directly to the Vice President for Academic Affairs/Dean of the College and will so inform the other body. The Vice President for Academic Affairs/Dean of the College will consider these recommendations and will take final actions.

2. Actions taken by the Vice President for Academic Affairs/Dean of the College will be forwarded to the Office of Planning and Assessment with copies to both the Faculty Council and the Academic Board. By 25 August, the Office of Planning and Assessment will print and distribute the revised version of the Faculty Manual and will update the version on the campus computer network.

D. ACADEMIC PROGRAMS

1. The Citadel's fourteen academic departments offer the following undergraduate degrees.

   Bachelor of Arts--majors in Chemistry, Criminal Justice, English, French, German, History, Mathematics, Political Science, Psychology, Spanish;
   Bachelor of Science--majors in Biology, Chemistry, Computer Science, Education, Health and Physical Education, Mathematics, Physics;
   Bachelor of Science in Business Administration;
   Bachelor of Science in Civil Engineering;
   Bachelor of Science in Electrical Engineering.

   No civilian students are permitted to participate in courses offered through the Day Program.

2. The undergraduate evening program was initiated in 1966. While the primary mission of The Citadel continues to be the education of the South Carolina Corps of Cadets, the commitment of the College to serve the Lowcountry can be seen in the coeducational undergraduate evening programs offered through The Citadel's College of Graduate and Professional Studies. The Citadel has developed formal "2+2" programs in civil and electrical engineering with Trident Technical College in North Charleston. The Citadel has also developed a formal "2+2" program in business administration with Trident Technical College. Under these "2+2" programs, students who complete the designated course work at their technical college and meet designated grade point ratio requirements may move directly into The Citadel's College of Graduate and Professional Studies for the final two years of their bachelor's degree work. When these students have completed the final two years of course work and have met all other graduation requirements, they will be awarded the bachelor of science degree for which they have qualified. Cadets are not permitted to participate in courses offered in The Citadel's College of Graduate and Professional Studies.
3. Summer programs are open to both cadets and non-cadets.

4. In September 1968, The Citadel initiated programs leading to graduate degrees. The initial offerings were designed primarily for secondary school teachers. In 1972, this program was expanded to include the Master of Business Administration. Over the years, the enrollment and the offerings have increased rapidly, and currently the following degrees are available:

- Master of Arts in English;
- Master of Arts in History;
- Master of Arts in Education in Biology;
- Master of Arts in Education in Mathematics;
- Master of Arts in Education in Social Science;
- Master of Arts in Psychology - Clinical Counseling
- Master of Arts in Psychology - School Psychology
- Master of Arts in Teaching at the Secondary Level (initial certification is offered in Mathematics, English, Biology, and Social Studies);
- Master of Business Administration;
- Master of Education in Clinical Counseling;
- Master of Education in Counselor Education;
- Master of Education in Physical Education;
- Master of Education in Reading;
- Master of Education in Educational Leadership;
- Specialist in Education in Educational Leadership;
- Specialist in Education in School Psychology.

The Master of Arts degree programs in English and History are offered jointly with the College of Charleston (University of Charleston).

E. HONOR CODE

1. An Honor System as designed by the Corps of Cadets and approved by the President is in effect at The Citadel. This system is presented in the cadet Honor Manual.

2. The Citadel expects all its students to conduct themselves honorably. Policies and procedures for non-cadet students during the academic year are found in the current version of "Regulations for Graduate Students and for Non-Cadet and Fifth-Year Undergraduate Students." Policies and procedures for all students--cadet and non-cadet--attending The Citadel's summer sessions--Maymester, Summer Evening, Summer I, and Summer II--or employed by The Citadel during summer furlough are found in the current version of "Regulations and Barracks Policies for Maymester and Summer School Students.

The Cadet Honor Code is an important aspect of the cadet lifestyle, and The Citadel's faculty is expected to respect and support that code. At the same time, instructors
neither lose nor relinquish their professional responsibility to evaluate and grade the work of the students in their classes. The two responsibilities are most likely to intersect in cases of suspected plagiarism. For this reason, each instructor is expected to explain plagiarism to his or her students and also to indicate the consequences should plagiarism be discovered. These consequences may include lowering the grade of the assignment, awarding the assignment an "F," or perhaps even awarding the grade of "F" in the course. These actions are not punishments for the act of plagiarism, but consequences of poor or inappropriate work. Before any such action is taken, the matter should be discussed with the department head.

In addition, instructors, if they believe that the cadet has deliberately plagiarized, or has lied about it, or has otherwise cheated, are expected to present the matter to the faculty advisor of the Honor Committee so that the Cadet Honor Committee can determine whether or not the actions of the cadet warrant expulsion. Ultimately, the decision of the Honor Court in matters of plagiarism does not alter or affect the instructor's decision about grading as long as that grading relates to the quality of the student's work and is clearly not punitive.

II. ORGANIZATION AND ADMINISTRATION

A. MISSION STATEMENT AND GOALS

The Citadel, the Military College of South Carolina, is a state-supported four-year comprehensive college. Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for postgraduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides an environment which supports the growth and development of character, physical fitness, and moral and spiritual principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to serve the citizens of the Lowcountry and the State of South Carolina through both undergraduate and graduate degree programs, application and utilization of research, and a broad range of professional development opportunities. The same faculty and academic support services are used in both programs.

The Citadel supports South Carolina's diverse system of higher education, through which each student can reach his or her educational objectives. In accomplishing its mission, The Citadel attempts to attract the best possible students from its respective service areas. The Citadel seeks to enroll students whose motivation, educational achievements, and extra-curricular activities and experiences indicate that they are prepared to pursue challenging college-level work within the context of cadet life. A demonstrated inclination toward leadership through service is a key indicator for success at The Citadel. The Citadel accepts all qualified South Carolina applicants, but recruits nation-wide to ensure a diverse student body. For the Corps of Cadets, a coeducational, residential program of approximately 2000, the primary service area is regional, with approximately
50% of each freshman class coming from South Carolina, although the reputation of the school
does bring a number of students from all parts of the United States and many foreign countries.
The primary service area for the coeducational College of Graduate and Professional Studies is the
South Carolina Lowcountry. Through its undergraduate and graduate programs, the College of
Graduate and Professional Studies is prepared to serve a degree-seeking population of
approximately 2000.

The Citadel provides a quality education through extensive grounding in liberal arts and
sciences. Its primary emphasis is on undergraduate education through a wide range of
baccalaureate degree programs in the humanities, social and natural sciences, business
administration, engineering, and education. These comprehensive academic programs prepare
Citadel graduates for a variety of careers in business and other private sector opportunities
(approximately 55% of each class), for careers in military and government service (approximately
30% of each class accepts a military commission, with 12-15% choosing military service as a
career), and for entry into graduate and professional study (approximately 15% of each class goes
immediately into graduate or professional school; many more choose to do so later in their careers).
The College's graduate programs offer degrees at the master's and specialist levels. Meeting the
needs of the South Carolina Lowcountry in terms of instruction, public service, and research,
including such initiatives as cooperative programs with other educational institutions, is an
important part of The Citadel's mission.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that
are of importance to society. It is equally important that Citadel graduates are capable of both
critical and creative thinking, have effective communication skills, can apply abstract concepts to
concrete situations, and possess the methodological skills needed to gather and analyze information.

The Citadel recognizes that the excellence of its educational programs is dependent upon
the quality of its faculty. It also acknowledges and endorses the teacher-scholar ideal: that Citadel
faculty will address audiences beyond the immediate confines of the College by sharing their
knowledge with other scholars and with the public. Traditionally, such sharing is accomplished
through teaching and lecturing, researching, writing, publishing, and public service.

B. BOARD OF VISITORS

The governing board of the College is The Citadel Board of Visitors which was established
by sections of the Code of Laws of South Carolina, 1962 (as amended). The organization and
functions of the Board of Visitors of The Citadel, the Military College of South Carolina, are
presented in the current edition of College Regulations.

C. ADMINISTRATION

1. The President establishes the structure of the administrative operations of the
   college.
2. The chart which reflects the current organization of The Citadel is available through the Office of Human Resources.

3. President, Vice President for Academic Affairs/Dean of the College, and Commandant of Cadets
   
a. The President. The President has the governing authority and responsibility for the administration of the College and all of its activities. All students, faculty, and employees of the College are subject to the orders of the President, who is responsible to the Board of Visitors for the proper conduct of the College in all departments. In the case of an absence from campus for less than seventy-two hours, the President will be presumed to remain in responsible charge and command. In the event of the death or disability of the President or presidential absence for more than seventy-two hours, the command of the College will devolve upon the Vice President for Academic Affairs/Dean of the College. Before resigning or retiring, except under extraordinary circumstances, the President shall give the Board of Visitors a minimum of six months' notice.

b. Vice President for Academic Affairs/Dean of the College. The Vice President for Academic Affairs/Dean of the College is responsible directly to the President for all matters pertaining to the academic functions of the College. The Dean of Planning and Assessment, Dean of Undergraduate Studies, Dean of Women, and Dean of the College of Graduate and Professional Studies report directly to the Vice President for Academic Affairs/Dean of the College. The academic department heads and Director of Library Services report to the Vice President for Academic Affairs/Dean of the College or the Designated Dean appointed by the Vice President for Academic Affairs/Dean of the College. The Center for Regional and International Development reports to the Vice President for Academic Affairs/Dean of the College.

c. Commandant of Cadets. The Commandant reports directly to the President and is responsible for the administration, training, housing, and discipline of the Corps of Cadets under regulations promulgated by the President and approved by the Board of Visitors. The Commandant is also the coordinator of ROTC matters as they relate to the Corps of Cadets and is responsible for The Citadel Summer Camp. The Director of Cadet Activities and the Chaplain to the Corps of Cadets report to the Commandant.

4. Deans
   
a. Dean of Planning and Assessment. The Dean of Planning and Assessment is responsible to the Vice President for Academic Affairs/Dean of the College for ensuring that all aspects of the College are involved in a comprehensive, well documented assessment process. This office provides support for the strategic planning process and ensures that planning, assessment, and budgetary activities are
coordinated as a continuing cycle in the normal operation of the College. This office is responsible for all institutional research activities. Information Technology Services and the Office of the Registrar report to this office. The Dean of Planning and Assessment chairs the Strategic Planning Coordination and Implementation Committee and the Budget Review Committee.

b. Dean of Undergraduate Studies. The Dean of Undergraduate Studies is responsible to the Vice President for Academic Affairs/Dean of the College for overseeing and coordinating undergraduate curriculum development, changes, and modifications in academic programs for the Corps of Cadets. The Dean of Undergraduate Studies coordinates all advising activities for cadets to include departmental and cadet company advising programs and freshman academic orientation. This office monitors academic progress of members of the Corps of Cadets, and the Dean serves as the principal academic officer in dealing with the Office of the Commandant on matters which involve both the academic and cadet responsibilities of members of the Corps of Cadets. The Honors Program reports to this office. The Dean of Undergraduate Studies has supervisory responsibilities for Academic Support Services to include Special Services, International Studies, the Writing Center, and the Counseling Center.

c. Dean of the College of Graduate and Professional Studies. The Dean of the College of Graduate and Professional Studies reports to the Vice President for Academic Affairs/Dean of the College and is charged with overall responsibility for all undergraduate, graduate, and continuing education programs in the College of Graduate and Professional Studies. This includes, but is not limited to, coordination with academic departments, oversight and monitoring of program effectiveness, program development, and program operation. The Dean also chairs the Graduate Council and the Graduate Faculty. The Dean of the College of Graduate and Professional Studies is responsible for Continuing Education Programs and Summer School. The Assistant Dean of the College of Graduate and Professional Studies reports to this office.

d. Dean of Women. The Dean of Women reports to the Vice President for Academic Affairs/Dean of the College and serves as an academic mentor/role model for all female cadets, promotes the development of academic courses and extracurricular programs dealing with gender-related issues, and coordinates efforts to enhance the roles of women at the College.

e. Dean of Enrollment Management. The Dean of Enrollment Management reports to the President and is responsible for admissions, recruiting, financial aid, and scholarships as these activities relate to the Corps of Cadets. The Dean of Enrollment Management assumes direct responsibility for those actions (e.g. literature review, development, and distribution; on- and off-campus recruiting activities; etc.) through which the College initiates contact with prospective members of the Corps of Cadets and other students who are qualified to participate
in the academic programs available to the Corps of Cadets and for all interim steps which encourage these students to complete application for admission to The Citadel. The Dean is responsible for ensuring that the admissions strategy of the College is understood and adhered to by all parties involved in the recruiting/admissions process. The Dean ensures that all information (e.g. academic data, medical data, letters of reference, etc.) is available in support of admissions decisions. The Dean is responsible for collecting, verifying, and properly recording designated academic data prior to the annual matriculation of the cadet freshman class. The academic record keeping responsibilities for students who have matriculated reside with the Registrar.

f. Dean of an Academic Unit. The size or complexity of the offerings of an academic unit may require the breadth of leadership and depth of administrative experience not normally expected of a department head. In these situations, the 12-month administrative position of dean of the academic unit is established. The dean reports directly to the Vice President for Academic Affairs/Dean of the College and assumes responsibilities in the areas of program development, external fund raising, personnel actions, student recruitment, and budget/resource management. The dean is responsible for enforcing the policies of the academic unit and for representing that unit within the College and in external matters.

5. Administrative Department Heads and Activity Directors

a. Assistant Dean of the College of Graduate and Professional Studies. The Assistant Dean of the College of Graduate and Professional Studies reports to the Dean of the College of Graduate and Professional Studies and is responsible for admitting and matriculating all students who participate, whether in degree-seeking or non-degree-seeking status, in the undergraduate and graduate programs of the College of Graduate and Professional Studies. The Assistant Dean coordinates all advising activities for students in the College of Graduate and Professional Studies. The Assistant Dean ensures that the academic records of students in the College of Graduate and Professional Studies are complete, accurate, and current; ensures that the master schedules of courses for Fall, Spring, and all Summer sessions are complete and accurate; and conducts registration. The Assistant Dean is responsible for ensuring that the citizens of the Lowcountry are aware of the academic programs provided by The Citadel through the College of Graduate and Professional Studies and the Summer School. The Assistant Dean serves as the non-voting secretary of the Graduate Council.

b. Director of Honors Program. The Director of Honors Program reports to the Dean of Undergraduate Studies and is responsible for all aspects of the Honors Program to include recruiting and admitting students into the program, developing and reviewing Honors courses, selecting and evaluating Honors faculty, advising all Honors students relative to the program, and administering the Honors Program curriculum.
c. Director of Special Services. The Director of Special Services reports to the Dean of Undergraduate Studies and is responsible for coordinating all activities and services in support of students with disabilities, regardless of the status of the student—cadet or non-cadet, undergraduate or graduate. All matters related to students with documented or suspected disabilities should be referred to the Director. The Director provides seminars to keep faculty and staff abreast of issues and developments in the area of students with disabilities. The Director serves as an advisor to the Office of Admissions in reviewing applications of students with disabilities; as a faculty liaison on all issues related to students with disabilities; and as a resource for teaching faculty, academic advisors, and cadet academic officers. The Director is responsible for the initial analysis of documentation presented by the student; establishment of multidisciplinary case management teams when appropriate; and selection, training, and supervision of graduate assistants who work with students with disabilities.

d. Director of Library Services. The Director of Library Services reports to the Vice President for Academic Affairs/Dean of the College and is responsible for all library services for students, staff, and faculty. These services include ensuring that users have access to appropriate technology and resources, developing the library collection, formulating library policies, and supervising library facilities. The Director, as an academic department head, is a voting member of the Academic Board. The Museum/Archives reports to the Director of Library Services.

e. Director of Writing Center. The Director of The Writing Center reports to the Dean of Undergraduate Studies and is responsible for all aspects of the operation of the Writing Center. The Writing Center provides campus-wide academic support in the areas of writing, reading, and learning strategies, but the center has as its primary focus the enhancement of writing skills in Citadel students with special attention to the basic writing skills of fourth classmen. The Director is responsible for providing the center's support services, hiring qualified staff, advertising all services, supervising and evaluating all activities and personnel, and planning and developing other academic support services as directed by the administration.

D. PLANNING, ASSESSMENT, BUDGETING, AND INSTITUTIONAL RESEARCH

1. Planning Process of the College

   The Citadel's Board of Visitors has approved a tri-level planning process for the College.

   Level I (Strategic) Planning—On a five-year cycle, or as internal or external circumstances may dictate, the College engages in strategic planning. Strategic Planning must be comprehensive enough to address all of the Citadel's resource allocation responsibilities (personnel, space, and support funds) and all program
areas (instruction, administrative and student services, academic support, athletics, and physical plant). The aim is to ensure that the planning process is driven by assessment of institutional effectiveness and takes into account all relevant educational, economic, social and public policy variables, trends, and realities and that it leads the institution toward informed decisions about institutional priorities and goals.

Level II (Vice Presidential) Planning--In response to the strategic institutional goals that have emerged through the strategic planning process, each vice president prepares action plans to include timelines and funding and resource requirements for addressing those strategic goals falling within his or her areas of responsibility. When resource requirements are expected to exceed those provided in the projected normal operating budget of the College, additional funding sources must be identified with revenue expectations for each. When these additional revenue sources are not expected to enable the College to address all strategic goals, priorities are proposed by the vice presidents. The Strategic Plan Coordination and Implementation Committee reviews Level II plans, proposed revenue sources, and proposed priorities and makes its recommendation to the President. These collective action plans as endorsed by the President and the Board of Visitors become the Strategic Plan for the College.

Level III (Department) Planning--Each budgeted department prepares an annual plan within the context of the Strategic Plan, the Level II action plans prepared by its vice president, and any specific guidance provided by its vice president and/or the President.

Because the implementation of a Strategic Plan is at least as important as the Plan itself, an oversight committee, the Strategic Plan Coordination and Implementation Committee (SPCIC), has been approved by the Board of Visitors to monitor the implementation of each strategic plan and to serve as the nucleus of the institutional planning process. The SPCIC is chaired by the Dean of Planning and Assessment and consists of the Chair of the most recent Strategic Planning Committee, Chair of the Faculty Council, a member of the Academic Board, a faculty member recommended annually to the President by the SPCIC, and the Vice President for Finance and Business Affairs.

The SPCIC is responsible for reviewing Level II vice presidential plans in response to the strategic goals determined through the strategic planning process and approved by the President and the Board of Visitors. The SPCIC makes its recommendations regarding Level II plans to the President.

Once Level II plans are approved by the President and the Board of Visitors as the Strategic Plan of the College, the SPCIC provides annual reports to the President of the College describing the Plan's progress. The SPCIC functions in these roles of overseeing and reporting through the life of the Strategic Plan. When it is deemed advisable by the President of the College (generally on a 5-year cycle) or by the SPCIC (which would then
petition the President), the College will return to the beginning of the strategic planning process. At these junctures in the planning process of the College, the SPCIC, assisted by the Academic Board and Faculty Council, is responsible for recommending to the President its choices for a new chair of the Strategic Planning Committee, two representatives from the Academic Board, and three representatives of the Faculty who will serve on the Strategic Planning Steering Committee.

These five faculty members together with the Chair of the Strategic Planning Committee; the Vice Presidents for Academic Affairs and Finance; the Chair of the Strategic Planning Committee of the Board of Visitors; and the Deans of Planning and Assessment, Undergraduate Studies, College of Graduate and Professional Studies, Women, and Enrollment Management comprise the Strategic Planning Steering Committee. The Steering Committee, in turn, recommends to the President the composition of the Strategic Planning Committee ensuring that the various constituencies of the College are represented. It is the responsibility of the Strategic Planning Steering Committee to conduct the strategic planning process and prepare the strategic planning report to the President.

As the College's chief planner, the President is ultimately responsible for all strategic decisions and goals which come from the strategic planning process. He meets regularly with the Strategic Planning Committee to receive updates on their progress and to provide necessary information and guidance. The President is in regular contact with the Vice Presidents, the Commandant, the Director of Intercollegiate Athletics, and the Board of Visitors about the activities of and the recommendations issued by the Strategic Planning Committee.

After receiving the final report of the Strategic Planning Committee, it is the responsibility of the President to take that report with its recommended strategic goals to the Board of Visitors. Based on the action of the Board of Visitors, the President will charge the vice presidents to develop their Level II plans for submission to the Board of Visitors. Action on these Level II plans establishes the next Strategic Plan for the College, and the planning cycle continues.

2. Assessment/Planning/Budget Cycle of the College

The Citadel's Assessment/Planning/Budget cycle is presented below. This approach to decision making for budget issues and resource allocations was adopted as part of the current Strategic Plan of the College, which was approved by The Citadel's Board of Visitors in February 1996.

Central to this operating cycle is the Annual Assessment Report which is prepared by each budgeted department/unit of the College. Through its Annual Assessment Report, the department/unit presents to the College its Mission (What are you trying to do?); Expected Results (How can you tell if you are doing it?); Assessment Tools (What will you measure and how will you measure it to see how you are doing?); Assessment Results (What did you find, and what actions are you taking or resources do you need to do better?).
These annual reports provide the President, Vice Presidents, and Budget Review Committee the context in which budget/resource requests are considered. Except in cases of clear emergencies, a request for a budget increase or an additional resource will be considered only when based on actual assessment results.

Assessment/Planning/Budget Cycle of the College

June
Annual assessment reports from every budgeted department and activity of the College are presented to the Office of Planning and Assessment. These reports follow this outline:

I. Mission/Purpose
Provide a brief and concise statement of mission/purpose of the activity and its various programs.

Should be in concert with Strategic Plan of the College.

II. Expected Results
State briefly and concisely in terms of measurable outcomes the expected results that will be observed to determine how effectively the mission/purpose is being accomplished.

III. Assessment Tools
Describe briefly and concisely those assessment tools that will be used to gather information regarding expected results.

IV. Assessment Results/Actions Taken/Resources Needed
Describe briefly and concisely the assessment results and the actions taken to address these results.

V. Majors Actions and Issues
Describe briefly and concisely the most significant actions and issues of the activity during the past academic year.

NOTE: These annual reports will serve as the foundation for formal assessment reports which are called for on prescribed cycles.

July
Budget for coming year is finalized.

August - October
Institutional Effectiveness Report due to Commission on Higher Education (August 1).

Based on Annual Reports for the previous academic year and current budget allocations and within the context of the Strategic Plan and guidance from the President and area Vice
Presidents, each budgeted department/unit presents its plan for the coming academic year to include goals and objectives. These plans (due 1 October) follow this outline:

I. Mission/Purpose
   Should be the same as presented in the annual assessment report. Any changes must be explained.

II. Expected Results
    Should be the same as presented in the annual assessment report. Any changes must be explained.

III. Goals/Objectives for Current Academic Year
    Should present specific, short-term goals/objectives for the current academic year. Any funding required beyond the approved budget must be explained.

Strategic Plan Coordination and Implementation Committee (SPCIC) reviews and evaluates annual plans from perspective of addressing goals of Strategic Plan. The members of this committee are the Dean of Planning and Assessment (Chair), Chair of Strategic Planning Committee, Chair of Faculty Council, Academic Board Member, faculty member named each year by the Strategic Planning Steering Committee, and Vice President for Finance and Business Affairs.

November
Based on BRC review of annual reports from previous academic year, SPCIC review of department/unit plans for the current academic year, and in the context of the Strategic Plan, the President and the Vice Presidents present a statement of vision and goals that provides the context for planning and the preparation of the budget for the next academic year.

December - January
Budget Review Committee (BRC) reviews strategic priorities of the College and determines input requirements for department and activity heads.

Requests and justifications for the coming budget year are prepared by department and activity heads and reviewed at appropriate supervisory levels. For example, requests and justifications from academic department heads will be reviewed by the responsible designated dean, and requests and justifications from auxiliary activities will be reviewed by the Vice President for Finance and Business Affairs.

Mid-year review for the current fiscal year is conducted. Department and activity heads review budget activity and request additional funds for the current fiscal year when necessary. Vice Presidents review requests from departments and activities in their areas and makes recommendations on levels of funding. VP for Finance and Business Affairs makes a separate recommendation on funding and on sources of these additional funds. All recommendations and supporting justifications are presented to the President for final action.
February -- Mid-March
BRC receives, organizes, and reviews all budget submissions. These reviews are conducted in the context of the institutional priorities for the coming year and annual reports from the prior year of the requesting department/unit.

Mid-March -- Mid-April
BRC holds hearings as needed for individual departments and activities.
NOTE: It is not anticipated that hearings will be needed for each department/activity; hearings will be required by the BRC only if unusual/controversial needs are presented; a hearing will always be held if a department/activity head requests it.

Mid-April
BRC recommendations are submitted to vice presidential level program managers.
NOTE: Based on BRC recommendations and on information from the General Assembly, proposed student fee schedules are prepared by the V/P for Finance and Business Affairs.

May
Institution’s Planning Report due to Commission on Higher Education (part of Performance Funding submission).

Proposed College operating budget presented to the President for review and revision as needed.

Mid-June
Final proposed College operating budget submitted to BOV for action at annual June meeting.

3. Institutional Research

The Institutional Research Coordinator reports to the Dean of Planning and Assessment and supports the college-wide strategic planning, assessment, and accreditation review processes by gathering, verifying, and analyzing data and information which can be used for those purposes.

The Coordinator prepares institutional reports for the Integrated Postsecondary Education Data System (IPEDS) and the South Carolina Commission on Higher Education, and provides data and information for reports to other state and Federal agencies as requested.

The Institutional Research Coordinator is available to assist departments, offices, or units within the College in gathering data and developing information for reports on the assessment of institutional goals for program outcomes, CHE program reviews, external accreditation studies, and institutional goals.
E. DECISION/RECOMMENDATION-MAKING PROCESS FOR ACADEMIC MATTERS

The Citadel faculty has jurisdiction over the academic programs of the College. This responsibility is carried out through the following representative bodies: the Academic Board, which consists of all department heads and deans; the Faculty Council, which consists of elected representatives from each academic department; Standing Committees of the Faculty, which are established and charged by the Faculty Council and are staffed annually by the Committee on Committees of the Faculty Council; the Graduate Council, which consists of faculty representatives of those academic departments offering graduate programs; and Standing Committees of the College and ad hoc committees appointed by the Faculty Council or the administration of the College.

The process by which decisions or recommendations are made on academic matters, while not rigid, has become well defined through practice.

Matters related to the undergraduate curricula are presented to the Standing Curriculum Committee of the Faculty which is responsible for making recommendations to the Academic Board. Matters related to the graduate curricula are presented to the Graduate Council which is responsible for making recommendations to the Academic Board. The Graduate Council also submits to the Academic Board matters of academic policy and procedure that do not affect the College as a whole. The Academic Board is then responsible for providing recommendations to the final decision/recommendation making authorities. Matters of academic policy or procedure that could have college-wide consequences are considered as described in the following paragraph.

The Chairs of the Academic Board, Faculty Council, and Graduate Council are responsible for ensuring that issues presented to any of these bodies are shared with the others. This ensures a broad awareness of the actions under consideration by the College.

Regardless of their origin, items with potential college-wide consequences are considered first by the Faculty Council, and deliberations are conducted as follows:

1. If an item of college-wide significance is presented to the Faculty Council, that item must be forwarded to the Academic Board for further consideration regardless of the action of Faculty Council, even if that body elects to take no action.

2. If an item is approved by both the Faculty Council and the Academic Board, it is sent to the appropriate decision-maker, generally the Vice President for Academic Affairs/Dean of the College.

3. If an item is approved by the Faculty Council and modified by the Academic Board, it is then returned to the Faculty Council and, if approved by that body, is forwarded to the appropriate decision-maker, again generally the Vice President for Academic Affairs/Dean of the College.
4. If an item is approved by the Faculty Council, modified by the Academic Board, returned to the Faculty Council, and not approved by that body, then both versions of the item go forward to the decision-maker as recommendations.

5. When a recommendation requires a change in College Regulations or a formal action by the Board of Visitors, the Vice President for Academic Affairs/Dean of the College is responsible for making a formal presentation to the Board.

III. FACULTY

A. COMPOSITION

The Faculty of the College consists of the President; the Vice President for Academic Affairs/Dean of the College; the Academic Deans, as specified by the Vice President for Academic Affairs/Dean of the College; members of the permanent faculty who are tenured or on tenure-track in the academic ranks of professor, associate professor, assistant professor, or instructor; and officers detailed for duty at the college by the Department of the Army, the Department of the Air Force, or the Department of the Navy. The current faculty roster is available from the Office of the Vice President for Academic Affairs/Dean of the College.

Members of the permanent faculty (tenured and tenure-track positions) may be hired at the academic ranks of Assistant Professor, Associate Professor, or Professor. As a general policy, new members of the faculty are employed at the lowest academic rank commensurate with the duties to be assumed.

Faculty members who are given probationary (tenure-track) appointments will receive commissions in the Unorganized Militia of South Carolina and will be required to wear the military uniform as described in College Regulations and on the Human Resources web page (Policies & Procedures, Staff and Faculty Uniform Regulations).

Members of the faculty who retire at the end of a Fall semester are entitled to one-half of their annual salary for the academic year (1 September to 31 August). Faculty members who retire at the end of a spring semester, or not later than 31 August of that year, are entitled to a full year's salary.

The President is required to give six months' notice to the Board of Visitors, and other members of the faculty are expected to provide three months' notice to the President before resigning or retiring.

B. RECRUITING/SELECTION

1. Requests to fill vacant full-time tenured or tenure-track faculty positions or to establish new faculty positions are presented by the Department Head to the Designated Dean, who is responsible for making a recommendation to the Vice President for Academic
Affairs/Dean of the College. Each request must include an outline of the department's needs, plans, and expectations for the requested position; how this position will enable the department to maintain or improve the quality of its academic programs; and a projected salary range.

2. The Vice President for Academic Affairs/Dean of the College will coordinate with the Vice President for Finance and Business Affairs regarding the financial requirements of the recruiting plan and notify the Designated Dean and appropriate Department Head of any position for which the department may institute a search.

3. Each search must have an identified Search Committee with an identified chair. At least a majority of the Search Committee must be members of the department instituting the search. The Department Head will appoint the Search Committee and Chair. The Search Committee should draft the job announcement and prepare a list of publications in which the position should be advertised. All of these materials and the "Request to Recruit" form should be forwarded to the Designated Dean and the Vice President for Academic Affairs/Dean of the College for approval. The cost of ads must also be provided. The Search Committee must also submit to the Department Head and the Designated Dean the evaluation criteria by which each candidate will be judged. After approval, the materials will be forwarded to Human Resources for coordination and to start the recruiting process. Human Resources will place the approved/coordinated job announcement in the designated publications and will suggest to the Vice President for Academic Affairs/Dean of the College any other publications in which the advertisement should be placed.

4. Human Resources will accept applications, resumes, and all material requested in the advertisement from applicants. Applicant names, addresses, and pertinent information will be kept in a computer applicant database file in Human Resources. Human Resources will acknowledge each application with a letter and will provide each applicant an EEO form and a self-addressed envelope. Human Resources will develop a position file for each applicant and will maintain a checklist to track complete applicant files for each faulty search. At the end of the recruitment deadline, all applications and materials will be forwarded to the Affirmative Action Officer for screening and EEO information. After reviewing all applications and other appropriate materials, the Affirmation Action Officer will forward the applications, materials, and any guidance he/she deems appropriate to the hiring academic Department Head. The Search Committee should then meet with the Affirmative Action Officer prior to reviewing the applications. The Dean will then request approval from the Vice President for Academic Affairs/Dean of the College to invite candidates to campus.

5. The Search Committee will determine its own operating procedures to include methods for reviewing applications; select those candidates to be invited to visit campus; ensure that department members, the Vice President for Academic Affairs/Dean of the College, and the Designated Dean have opportunities to meet each candidate; ensure that candidates have the opportunity to meet with students; and ensure that each department member and student involved has the opportunity to express his/her opinions regarding each
candidate. The search process must ensure that the candidate has both oral and written facility in the languages in which assigned courses are to be taught and in which he/she will deal with students. The Search Committee chair and the Department Head will work directly with the Designated Dean in making arrangements for campus visits. The number of campus visits will depend on the applicant pool and the funding available.

6. The Search Committee will present its recommendations to the Department Head, the Designated Dean, and the Vice President for Academic Affairs/Dean of the College. The Department Head and the Designated Dean are responsible for negotiating with the candidate. However, formal offers for all faculty position will come from the Vice President for Academic Affairs/Dean of the College, who is responsible for approving employment offers. Once the Department Head/Dean makes a verbal offer and the applicant accepts the position, the Human Resources Department will be notified and will prepare a formal job offer letter of the signature of the Vice President for Academic Affairs/Dean of the College. When the job offer letter is returned by the applicant, processing will begin by Human Resources to place the new faculty member on the payroll.

7. Human Resources will provide the Department Head with letters to all unsuccessful candidates for signature. All documentation pertaining to recruitment, including advertisements, resumes interview notes, applications, and EEO forms will be retained by Human Resources for five years. Human Resources will provide the Office of the Vice President for Academic Affairs/Dean of the College with a copy of the transcript, official job offer, and acceptance letter for each new faculty member.

C. ENGLISH FLUENCY POLICY

In accordance with the laws of South Carolina, The Citadel ensures the English fluency of its teaching faculty through a two-stage review process.

1. During the interview process, each applicant will make an oral presentation before a group consisting of faculty members and/or students. Should a candidate who is ultimately selected be deemed to have a language problem, the extent of this problem, the support to be provided the candidate by the College in addressing this problem, and the expectations for improvement in English fluency will all be clearly stated in the offer of employment.

2. Should the English fluency of a member of the faculty be challenged by a student, standard procedures for student academic grievances (See Section VI.H.) will be followed. Under these procedures, the student first confers directly with the faculty member involved. Where this does not result in satisfaction, the student contacts the appropriate academic department head. If the matter remains unresolved, the student may state the grievance in writing to the Designated Dean. The Dean reviews the case and determines whether there are sufficient grounds to warrant an official hearing. In that case, the Dean appoints a hearing board of three faculty members and a student in good standing from the same student category as the student filing the grievance. For grievances related to English fluency, the native language of one of the faculty members will not be English. This board
has the authority to hear witnesses, request testimony, and study records and materials. In
the case where the grievance relates to English fluency, the board will, as a group or
individually, attend a lecture given by the faculty member in question, and evaluate that
lecture. The board forwards its findings and recommendations through the convening Dean
to the Vice President for Academic Affairs/Dean of the College who shall decide the case.
The student or faculty member may appeal that decision to the Graduate Council or the
Academic Board, as appropriate, and the decisions of those bodies are final.

D. AFFIRMATIVE ACTION STATEMENT

The Citadel does not discriminate on the basis of race, color, national origin, religion, age,
sex, or handicap in any of its personnel policies, procedures, or practices. The Citadel conducts its
programs and activities involving admission, access, treatment, employment, teaching, research,
and public service in a nondiscriminatory manner as prescribed by Federal laws and regulations.

The practice of affirmative action at The Citadel applies to all personnel at all levels and
phases of personnel administration, including, but not limited to, recruitment and hiring, working
conditions, benefits and privileges of employment, layoffs, compensation, training, performance
appraisals, transfers, and terminations.

The Citadel Affirmative Action Plan is available in the Office of the Director of Equal
Opportunity, Affirmative Action, and Diversity (Title IX and ADA Coordinator) and is designed to
assist The Citadel in achieving its goal of equal employment opportunity for all. The President
oversees and monitors the Plan through the Director of Human Resources and the Affirmative
Action Officer for the College.

E. SEXUAL HARASSMENT STATEMENT

It is the policy of The Citadel that all employees should be able to work and students should
be able to learn in environments free of sexual harassment. Acts of sexual harassment by faculty,
staff, and/or students are prohibited and are subject to sanctions and disciplinary measures. It is
also the policy of The Citadel that willful false accusations of sexual harassment shall not be
condoned. A memorandum available on the Human Resources web page (Policies & Procedures,
Miscellaneous) defines sexual harassment and establishes procedures for the reporting and
investigating of accusations made by a member of the faculty, staff, or one of the institution's
student bodies.

F. UNIFORMS AND MILITARY RANK

1. Tenured and tenure-track members of the faculty and designated members of the
   staff will be commissioned as officers in the Unorganized Militia of South Carolina upon
   the recommendation of the President.

2. Tenured and tenure-track members of the faculty shall have military rank in
   accordance with the policy presented in General Order Number 7, 17 June 1998, Faculty
Positions with Military Rank, which is available through the Office of Auxiliary Services.

3. Designated members of the administrative staff shall have military rank in accordance with the policy presented in General Order Number 11, 10 August 1998, Administrative Staff Positions with Military Rank, which is available through the Office of Auxiliary Services.

4. Members of the faculty and staff who have earned in any branch of the Armed Services an equivalent or higher rank than that to which they are entitled at The Citadel may wear the uniform and use the title of such rank. However, they must be active members of the Reserve components of these Armed Services or retired officers therefrom or retired officers from one of the regular Armed Services.

5. Uniforms and Insignia.

   a. The staff and faculty wear the uniforms of the Unorganized Militia of South Carolina during the performance of their duties. Except for insignia, this uniform is the same as that prescribed for the South Carolina National Guard.

   b. Personnel of the Armed Services on duty at The Citadel will wear the uniform prescribed for them by proper authority.

   c. On campus, officers of the College will be in uniform at all times that they are on duty except when the Corps of Cadets is on leave. The faculty is considered to be on duty between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday, and at any other time the faculty member is meeting with cadets in an official capacity. The general philosophy is that the faculty serve as role models for members of the Corps of Cadets and should be in proper duty uniform while contact with cadets is likely.

   d. The uniform and its wearing, personal grooming and appearance, and wearing of adornments and other supplementary dress will be as prescribed by the President and generally as outlined in appropriate service regulations.

G. GRADUATE FACULTY

Appointments to the Graduate Faculty are made by the Vice President for Academic Affairs/Dean of the College upon the recommendation of the Graduate Council.

1. Standards for appointment.

   A full-time tenured or tenure-track member of The Citadel faculty shall be eligible for nomination if he or she meets all the following criteria:

   a. holds the rank of assistant professor or above;
b. holds the terminal degree in his/her academic discipline;

c. has demonstrated scholarly activity within the past three years through at least one of the following:

(1) publication of a book (either authored or edited), a full-length article in a professional journal (including article-length book reviews), a chapter in a book, or two or more shorter publications cumulatively equivalent to a journal article or book chapter;

(2) presentation of a formal paper at a national, regional, or state conference;

(3) serving as editor of a scholarly periodical;

(4) demonstration of professional leadership role through holding office in a national, regional, or state professional organization;

(5) significant contribution to and participation in graduate program development, at The Citadel or elsewhere.

d. has taught at least one graduate level (500 number or above) course (at The Citadel or elsewhere) in the prior two years (including summer).

In addition, all members of the Graduate Council shall be de facto members of the Graduate Faculty as long as they serve on the Council.

2. Procedures for appointment to the Graduate Faculty.

Candidates for the Graduate Faculty shall meet the following criteria:

a. be nominated by the heads of their academic departments or by the Dean of the College of Graduate and Professional Studies in case the nominee is a department head;

b. be evaluated and recommended by a subcommittee of the Graduate Council;

c. be recommended by the Graduate Council;

d. be recommended to the President by the Dean of the College of Graduate and Professional Studies.

Appointments to the Graduate Faculty shall be for five years. At the end of each five-year period, the individual shall be reviewed by a subcommittee of the Graduate Council to determine eligibility for continuation. To be eligible for continuation, the faculty member must present evidence of continuing scholarly activity during the five-year period. Such activities may include, but are not limited to, those listed in 1.c. above, but with the additional stipulation that at least one instance of presentation of results of research via book, scholarly journal, or conference paper must be included.

4. Responsibilities of the Graduate Faculty.

The Graduate Faculty shall be convened as deemed appropriate by the Dean of the College of Graduate and Professional Studies and chaired by him or her. At their meetings, the Graduate Faculty shall:

a. be informed of Graduate Council actions in the preceding term and be made aware of issues under consideration;

b. report through a committee structure on library status, admissions standards and procedures, program evaluation, and other matters of concern;

c. propose motions on matters for consideration by the Graduate Council and/or the college administration.

H. FELLOWS: (THE CITADEL DEVELOPMENT FOUNDATION

The Citadel Development Foundation may provide four to six of these awards for three-year terms to recognize members of the faculty for their consistent, documented records of outstanding performance in teaching and/or scholarship/research. Generally, half of these awards are made in each of these two areas. The awards carry a stipend that includes a salary supplement and funds to support professional activities.

Any tenured, associate or full professor who is not serving as a dean, department head, or other academic administrator or holding an endowed chair or professorship is eligible for appointment as a faculty fellow. These awards are made for a three-year period, and only under truly exceptional circumstances will a faculty member be considered for a second award. At the end of his/her appointment, each faculty fellow is expected to provide a formal report to the Vice President for Academic Affairs/Dean of the College for inclusion in The Citadel's annual proposal to The Citadel Development Foundation.

When faculty fellow positions are available, the Vice President for Academic Affairs/Dean of the College in consultation with the Academic Board and the Faculty Council appoints a screening committee of five tenured, full or associate professors from across the College, excluding department heads. The screening committee selects its own chair and prepares Requests-for-Proposals and an operating procedure for approval by the Vice President for Academic Affairs.
Affairs/Dean of the College. An eligible faculty member may present one proposal in either teaching and/or scholarship/research. A faculty member who has agreed to serve on this committee may not submit a proposal. The screening committee receives and reviews all proposals and submits its recommendation to the Vice President for Academic Affairs/Dean of the College and President. Appointments are made by the President upon the recommendation of the Vice President for Academic Affairs/Dean of the College.

I. CHAIRS (ENDOWED)

Through the generosity of private donors, The Citadel has established a number of fixed-term endowed faculty chairs. These prestigious limited appointments may be awarded, within the guidelines of the deed of trust, to a tenured member of the faculty or to an individual who has been hired for a fixed-term to serve as a chairholder. Normally the term of appointment for an endowed chair is no more than three years with the option to extend for an additional period of no more than three years. The length of appointment and conditions of extension will be stated in the position announcement.

Endowed chairs are intended to enable the department or the College to address a specific issue or to provide a particular expertise. In order to take full advantage of the advanced knowledge or experience that must characterize a chairholder, he/she should normally teach only advanced undergraduate and graduate courses and should carry a teaching load of no more than six credit hours each semester.

When an endowed chair becomes vacant, the Designated Dean will appoint and charge a search committee of at least five (5) members with at least one member coming from outside the department. When practical, the outside member will be an endowed chairholder. The search committee will select its own chair and will carry out all responsibilities presented in Part III.B. above.

Because of the role of an endowed chairholder in providing leadership for the faculty and representing the College, campus visits by candidates should be broadly advertised, and the search committee should solicit the views of faculty both from the department and from across the College. The search committee presents its recommendations to the department head and Designated Dean, who are responsible for negotiating with candidates and presenting formal recommendations to the Vice President for Academic Affairs/Dean of the College and President. Appointments or extensions of appointments will be made by the President upon the recommendation of the Vice President for Academic Affairs/Dean of the College.

Currently, The Citadel has established the following Endowed Chairs:

Department of Business Administration
   Alvah H. Chapman Chair
   Francis M. Hipp Chair
   Robert A. Jolley Chair
J. PROFESSORSHIPS (ENDOWED)

Through funds provided by the State of South Carolina and the generosity of private donors, The Citadel has established a number of endowed professorships. These professorships are awarded for fixed periods of time, normally no more than three years, to enable the department and the College to address a particular issue or to recognize the personal or professional accomplishments of a particular member of the faculty. The professorship stipend is awarded in addition to the individual's normal salary either during the academic year or as a summer stipend.

Once an endowed professorship becomes available in a particular department, the department head shall appoint a review committee of at least three with at least one outside faculty member to consider the stated conditions of the endowed professorship and make recommendations concerning its use within the department.

When an individual is nominated to receive a professorship in recognition of personal or professional accomplishments, the department head appoints a departmental review committee of at least three with at least one outside representative. This committee elects its own chair and conducts a thorough review of the recommendation to include soliciting local and outside comments on the work of the individual as it relates to the purpose of the professorship. The committee makes a recommendation to the department head and Designated Dean who are responsible for making a recommendation to the Vice President for Academic Affairs/Dean of the College and President. This recommendation shall address the appropriateness of the award as well as a recommended period of appointment. Appointments will be made by the President upon the recommendation of the Vice President for Academic Affairs/Dean of the College.

Should the department or College wish to address a particular issue through a professorship, the department head will appoint a review committee of at least three with at least one outside representative. This committee will elect its own chair and will draft a Request-For-Proposals for the professorship. This step ensures that the review committee understands fully the purpose of the professorship. Before release, the draft is reviewed and approved by the department head and Designated Dean. Proposals must provide specifics regarding the process by which the issue presented will be addressed, to include the length of the process, resources needed, and results expected. The review committee will consider all proposals and make its recommendation to the department head and Designated Dean who are responsible for making a recommendation to the Vice President for Academic Affairs/Dean of the College and President. This recommendation will address the validity of the approaches presented and their likelihood of success. Appointments will
be made by the President upon the recommendation of the Vice President for Academic Affairs/Dean of the College.

In either case, the letter of appointment for an endowed professorship must include the term and expectations of the appointment; criteria for renewal, if appropriate; amount of the stipend or other support to be provided; and effects of the professorship on the normal responsibilities of the recipient.

Currently, The Citadel has established the following endowed professorships:

Department of Electrical Engineering
    William States Lee Endowed Professorship

Department of Political Science
    Westvaco Endowed Professorship

Department of Psychology
    Arland D. Williams Endowed Professorship

K. ADJUNCT FACULTY

1. It is the philosophy of The Citadel to minimize the number of adjunct faculty used in presenting its academic programs. However, there are two general situations which justify the use of adjunct faculty:

   a. when a department feels that a specialized course should be offered but the expertise is not available among full-time faculty;

   b. when all full-time faculty have been assigned full teaching loads and a need for further course offerings can be justified to the Designated Dean.

The following principles should apply.

(1) When a full-time faculty member is teaching only undergraduate courses, a one-course overload (with pay or with a compensatory one-course reduction in a future semester) is acceptable if competent, qualified adjunct faculty are not available or if it is determined that such an assignment is in the best interest of the students or the academic program.

(2) At the graduate level (i.e., where faculty are teaching only graduate course work), overload assignments are to be made only under extreme conditions and with the prior approval of the Designated Dean. The use of adjunct faculty is to be the standard practice when the number of graduate course offerings exceeds the capacity of the full-time faculty.
The ratio of adjunct to full-time faculty is to be carefully monitored by the department head and the Designated Dean. To the extent consistent with program integrity, course offerings should be controlled to avoid the unnecessary use of adjunct faculty, and when appropriate one adjunct faculty member should be selected to handle multiple teaching assignments rather than using multiple adjuncts.

2. The selection and employment of adjunct faculty is a departmental responsibility. The process is formalized so as to include an interview and submission of vitae, transcripts, and references. The academic criteria should be consistent with those used in the employment of full-time faculty with special attention to the following:

   a. The department head is responsible for ensuring that an official transcript and copies of the official offer of position and acceptance for each part-time adjunct faculty member are on file in the department office and the office of the Designated Dean. The department head is responsible for ensuring that these materials for full-time adjunct faculty are on file in the department office and Office of the Vice President for Academic Affairs/Dean of the College.

   b. The selection process must ensure that the adjunct faculty member has both oral and written facility in the languages in which assigned courses are to be taught and in which he/she will communicate with students.

   c. Faculty teaching graduate-level courses will hold the terminal degree. Exceptions to this rule will be made only with the prior approval of the Dean of the College of Graduate and Professional Studies.

   d. Faculty teaching undergraduate courses will typically hold the terminal degree. Where the department feels that an individual with a master's degree or equivalent experience can fulfill the role, such persons may be employed at the department head's discretion with the approval of the Designated Dean.

3. Adjunct appointments shall be made in writing for a specific term, and the employing department head is responsible for providing appointees with appropriate information concerning their responsibilities. Through a formal orientation provided by the department head, the appointees are provided information to include the following:

   a. information about classrooms, course meeting times, office space, college calendar, available services (audio-visual material, typing of tests, etc.), and support facilities (Writing Center, Library, Math Lab, Counseling Center, etc.);

   b. detailed information about course objectives, academic standards, relationship of the particular course to other offerings or to a program, information to be provided in the course syllabus, etc.;
c. information about final examinations, class attendance, grading practices, and deadlines;

d. expectations in terms of student advising, availability for student consultations, requirement of office hours, etc.;

e. channels to be used for communicating on such items as student withdrawals and student enrollment.

4. The performance of adjunct faculty members is evaluated by the department head through reviews of Student Evaluation of Instruction results, course syllabi, tests, examinations, and other assignments. Discussion sessions are scheduled by the department head each semester with each adjunct.

5. Where adjunct faculty are consistently utilized as part of a program, the department may wish to include them in regular departmental and college-wide meetings.

6. The rate of compensation for adjunct faculty is established college-wide, and any deviation from these levels of remuneration must be justified in writing and must have the prior approval of the Designated Dean.

L. EMERITI FACULTY

The Board of Visitors has adopted the following policy concerning emeriti faculty:

1. The Citadel will confer emeriti titles upon worthy retiring members of the faculty, subject to the following policy:

   a. In recognition of meritorious service, the title of emeritus may be conferred on Professors and Associate Professors who, at the time of their retirement, have served a minimum of 15 years at The Citadel. The minimum service of 15 years can be waived under extenuating circumstances upon the recommendation of the appropriate department head.

   b. Recommendations for emeritus status are made by either a department head or a designated dean to the Vice President for Academic Affairs/Dean of the College and the President.

   c. These honors will be conferred only on the recommendation of the Vice President for Academic Affairs/Dean of the College and with the approval of the President.

   d. Faculty so designated will be recognized during commencement week, and their names will be listed in the college catalogue under a separate heading. In addition, faculty so designated will be recognized in The Citadel Calendar.
Comments and will be mailed this publication.

2. The rights and privileges granted to emeriti faculty include the following:

a. invitations to academic functions and cultural events;

b. access to Library services and other college facilities, except for housing, just as for active faculty;

c. the allocation of office space, if available, for research and study purposes on a semester-by-semester basis;

d. faculty rates for athletic events.

M. PRECEDENCE

For various ceremonial activities and for faculty rosters, it is essential that a uniform policy be implemented for the determination of faculty precedence. The faculty ranks shall be:

Professor
Associate Professor
Assistant Professor

Precedence within each rank shall be determined by date of appointment to that rank. Where there are two or more faculty members with the same date of appointment to the same rank, the faculty member whose terminal degree (normally the doctorate) has the earliest date will have precedence. In the rare instance of a continuing tie under these conditions, precedence will be determined alphabetically. In the case of active duty officers, where only the department head is normally accorded full professor rank (e.g., Professor of Aerospace Studies) and all other officers, irrespective of commissioned rank or years of service, are designated assistant professors, the following categories will be recognized in matters of precedence:

Lieutenant Colonel/Commander    Professor
Major/Lieutenant Commander    Associate Professor
Captain/Lieutenant        Assistant Professor

It is not intended that faculty precedence should become a dominant factor in internal departmental operations or organization nor in committee assignments. The determination of precedence shall apply only to official faculty listings and to academic processions (or other academic ceremonies). It shall not be used in determination of eligibility for campus housing.

N. ACADEMIC FREEDOM

The first statement on academic freedom and tenure was adopted by the Board of Visitors of The Citadel on 4 October 1958. This original statement has undergone periodic revision, and the
current version is as follows:

All faculty members are entitled academic freedom as defined in the 1940 statement formulated at a series of joint conferences of the American Association of University Professors and the Association of American Colleges. The governing bodies of the associations, meeting in 1989 and 1990, adopted several changes in language to remove gender-specific references from the original text. The current statement reads as follows:

"Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

"College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

This statement is contained in the policy statement on tenure which is presented in General Order Number 14, 7 June 2000, "Policies and Procedures on Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty," and is available through the Office of Auxiliary Services.

O. POLITICAL ACTIVITY

1. The Citadel enthusiastically supports the American political process but by necessity remains apolitical and endorses no party or candidate. Faculty, staff, and students are encouraged to participate in politics as individual citizens but are enjoined from any actions which may be interpreted as representing a Citadel political point of view or which commit The Citadel to actions which appear to favor a political candidate or party. Employees should exercise extreme care to avoid attracting unfavorable attention to the College when involving themselves in politics, especially when pursuing public office.

The Hatch Political Activities Act, 1939, as amended, does not prohibit or make unlawful the political candidacy of any officer or employee of any educational or research institution, establishment, agency, or system which is supported in whole or in part by any state.
2. It is understood that time devoted to political activity must not interfere with the normal performance of Citadel duties.

P. ANNUAL FACULTY EVALUATION PROCEDURES

The State of South Carolina requires that each state employee be evaluated annually. Each year faculty members are evaluated by department heads. The Personal Data Sheet is the instrument through which faculty members provide documentation on which evaluations are based. Data submissions and the steps in the evaluation process proceed according to the following general calendar:

By mid-Dec Office of Planning and Assessment provides faculty and department heads evaluation information packets.

By mid-Mar Faculty submit completed Personal Data Sheets to department heads.

Department heads submit completed Personal Data Sheets to Designated Deans.

Faculty submit evaluations of department head to Designated Dean.

By mid-Apr Department heads review Personal Data Sheets of department faculty and provide each faculty member a completed copy of his or her Summary Sheet with merit rating of Does Not Meet, Meets, Exceeds, or Substantially Exceeds.

Department heads hold individual conferences with each faculty member.

Department heads finalize and document faculty merit ratings on finalized Summary Sheet, and each faculty member is given the opportunity to comment on his/her evaluation and rating.

By end Apr Department heads forward finalized Summary Sheets for faculty to Designated Dean for action.

Faculty evaluation is an essential step in the continuing efforts of the College to improve teaching and learning and the quality of our academic programs. It is also through this evaluation that the College documents that scholarship, professional contributions, and public service are addressing the approved missions of the department and The Citadel. These goals of the evaluation process are accomplished through self-(faculty member) and colleague-(department head) reviews of the faculty member's performance in the areas of Teaching, Scholarly and Professional Activity, and Service. Essential to this approach is the open discussion of observed or perceived strengths and weaknesses. Secondarily, the annual evaluation provides a mechanism for assessing the relative merit of the performance of each faculty member and for allocating funds, should funding
be available, to reflect that merit.

In the area of Teaching, emphasis is placed on how the individual has helped his or her students learn. In Service, emphasis is placed on how the individual has helped the department and the College address stated goals, as well as contributions to the development of his or her discipline. In addition, there is a South Carolina Commission on Higher Education Performance Funding expectation that members of the faculty perform community and public service as defined below. In the area of Scholarly and Professional Activity, each individual should demonstrate a planned approach for professional development and scholarly activity in concert with the goals of the department and College.

Department heads are expected to evaluate the merits of the professional performance of each member of their faculty using flexible, reasoned, and deliberative judgments.

The faculty of The Citadel is expected to meet certain basic obligations.

In the area of Teaching, the expectations are:

- the conscientious meeting of classes as scheduled;
- thorough preparation for each class;
- availability to students for assistance;
- careful, consistent evaluation of each student's performance;
- continued efforts to improve teaching, to include consistent participation in the Student Evaluation of Instruction processes of the College;
- continued efforts to enhance students' learning.

In Scholarly and Professional Activity, the expectation is:

- active involvement and growth in one's discipline
- appropriate to the missions of the College and the department.

In the area of Service, the expectations are:

- current knowledge of the academic policies of College and ready availability to students as an academic advisor;
- active participation in the work of the discipline, the department, and the College in support of the mission of the College;
- participation in community and public service activities in support of the mission of the College.

The following sections of the Personal Data Sheets provide each faculty member the opportunity to describe noteworthy contributions which he or she has made to the profession of teacher/scholar during the period being reviewed.

I. Teaching Effectiveness/Student Learning;
II. Scholarly and Professional Activities;

III. Service.

Department heads are expected to address on the evaluation Summary Sheet any significant themes, positive or negative, presented through student comments on the Student Evaluation of Instruction questionnaires. The department head is to rate each faculty member as Does Not Meet, Meets, Exceeds, or Substantially Exceeds and to justify this rating. The faculty member is given the opportunity to comment on his or her evaluation and rating on the Summary Sheet.
FACULTY EVALUATION SUMMARY SHEET

Name

Summary of Evaluation:

Suggestions:

Overall Rating:

Comments by Faculty Member:

__________________________________________________________________________  ________________________________________________________________________
(Signature, Faculty member)  (Date)

__________________________________________________________________________  ________________________________________________________________________
(Signature, Department Head)  (Date)
Q. PROMOTION AND TENURE

Individuals who are hired in tenure-track positions are considered to be on probation until probation is not renewed, a terminal appointment is given, or tenure has been awarded. Probation is, therefore, a series of fixed-term contracts, and reappointment is not guaranteed.

During each probationary period, the tenured faculty of the department reviews the performance of the probationer and recommends renewal or non-renewal of the probationary appointment. These probationary periods give the probationer the opportunity to learn about the department and the College and to decide if this is the environment in which he or she wishes to work. These periods also provide the probationer opportunities to demonstrate to the tenured faculty that he or she will be a valued and valuable colleague. These probationary periods provide the tenured faculty opportunities to live and work with the probationer and to decide first if he or she is an acceptable colleague and then if there is clear evidence of effective teaching, scholarly achievement and potential, and a willingness to serve the College, students, community, and profession.

Academic promotion and tenure are awarded in accordance with policies presented in General Order Number 14, 7 June "Policies and Procedures on Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty," which is available through the Office of Auxiliary Services.

R. POST-TENURE REVIEW

The Legislature of the State of South Carolina has mandated that all state assisted institutions of higher learning will institute a policy of evaluations for all faculty. There are four types of evaluation which are required: a) student evaluations for all courses, b) an annual administrative evaluation to include assessments from the department head, c) a peer review annually for untenured faculty, and d) a peer review every six years for tenured faculty (see Best Practices for a Performance Review System for Faculty and Best Practices for Post-Tenure Review as presented in Performance Indicators 2B and 2C, respectively).

This mandate is a reflection of the larger concerns by society regarding proper use of resources and the efficient teaching and learning process conducted by the public universities and colleges of this state.

Post-tenure reviews are conducted in accordance with policy and procedures presented in General Order 16, 19 July 2000, "Policy on Post-Tenure Review," which is available through the Office of Auxiliary Services.

S. MILITARY PROMOTIONS

Policies and procedures regarding military promotions as well as rank at initial appointment are presented in General Order Number 7, 17 June 1998, "Faculty Positions with Military Rank," which is available through the Office of Auxiliary Services.
T. COMPENSATION

1. Annual Salary

Faculty members are employed at an annual salary for nine months teaching, payable in twenty-four equal, semi-monthly installments. When funds are available, merit salary increases are approved by the Vice President for Academic Affairs/Dean of the College upon the recommendation of the appropriate department head and designated dean. These recommendations are based on an evaluation which is conducted in accordance with the procedures outlined in section Q. above.

2. Summer School

Summer school pay is dependent on availability of summer school employment and is governed by the current policies on additional pay established by the State Budget and Control Board and the current summer pay policies of the College, which are available from the Office of Human Resources or the Human Resources web page (Policies & Procedures, Pay Plan).

U. OUTSIDE WORK POLICY

A member of the faculty should avoid actual or apparent conflict of interest between his or her obligations to The Citadel and his or her consulting/outside activities. Participation in consulting/outside activities is permitted within the following guidelines.

1. All full-time faculty members employed by The Citadel are expected to give full professional effort to their assignments of teaching, research, and service.

2. A member of The Citadel Faculty shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of official duties or will denigrate the time or effort the faculty member is able to direct toward these duties.

3. Faculty members are encouraged to participate in professional activity that does not interfere with the regular and punctual discharge of official duties provided the activity meets one of the following criteria: 1) is a means of personal professional development; 2) serves the community, state, or nation; or 3) is consistent with the objectives of the institution.

4. For all activities, except single-occasion activities, the faculty member shall report in writing through the department head the proposed arrangements and secure the approval of the Designated Dean prior to engaging in the activities. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

5. Each department or academic unit will develop a method of recording prior approval for faculty consulting/outside activities. These procedures will be submitted to the
Designated Dean for approval.

6. The faculty member has the responsibility for submitting a plan for reimbursing the institution for any direct costs which result from the use of the institution’s personnel, facilities, equipment and/or materials that might occur in the pursuit of consulting/outside activities.

7. Questions involving conflicts of interest in the area of faculty consulting/outside activities will be resolved by the Designated Dean.

V. TEACHING AWARDS

Two outstanding teaching awards are presented each year at the Spring commencement exercises.

1. The recipient of the MGEN James A. Grimsley, Jr. Award for Excellence in Undergraduate Teaching is selected each spring from among the tenured and tenure-track faculty by those students who will participate in the May commencement. Through this award the graduating class recognizes a faculty member who has significantly influenced them during their undergraduate years.

2. The recipient of the Self Award for Excellence in Graduate Teaching is selected each Spring from among the Graduate Faculty by those students who will participate in the May commencement. Through this award those students earning graduate degrees recognize a member of the Graduate Faculty who has significantly influenced them during their graduate studies.

W. REDUCTION IN FORCE

The policy which governs the termination of faculty employment for reasons of financial exigency or program change has been approved by The Citadel Board of Visitors, the State Personnel Division of the State Budget and Control Board, and the South Carolina Commission on Higher Education. It is published as General Order Number 7, 11 February 1983, Reduction in Force for Members of the Faculty, and is available through the Office of Auxiliary Services.

X. DISMISSAL FOR CAUSE

Policies and procedures for dismissals and terminations for cause are presented in General Order Number 14, 7 June 2000, "Policies and Procedures on Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty." This document is available through the Office of Auxiliary Services.

Y. FACULTY GRIEVANCE PROCEDURES

Members of the faculty, as state employees, may protest actions or decisions which they
believe deny their protected rights or privileges. The Citadel Faculty Grievance Procedures have been established in accordance with the policies and procedures for grievances and appeals as set forth in Volume 4, Sections 8-17-10 through 8-17-60 and Section 8-11-230 of the South Carolina Code of Laws, 1976, as amended, and the State of South Carolina Personnel Rules, 1978, as amended. The policy of the College regarding grievance procedures for members of the Faculty is presented in Section 6. of the Personnel Policies and Procedures Manual, 1 January 1981, and is available through the Office of Human Resources.

Z. EMPLOYEE BENEFITS

Specific details of various types of employee benefits for faculty are contained in the latest edition of the Personnel Policies and Procedures Manual available through the Office of Human Resources or on the Human Resources web page (Benefits).

IV: COLLEGE GOVERNANCE

A. DEANS

1. Appointment - Vice President for Academic Affairs/Dean of the College.

The Vice President for Academic Affairs/Dean of the College is appointed by the Board of Visitors upon the recommendation of the President. All other deans (Dean of Planning and Assessment, the Dean of Undergraduate Studies, the Dean of the College of Graduate and Professional Studies, Dean of Women, Deans of Academic Units, and Associate Dean for Engineering Program Development) and all academic department heads, as well as the director of Daniel Library, are appointed by the Vice President for Academic Affairs/Dean of the College.

2. Selection

a. The Vice President for Academic Affairs/Dean of the College is selected as follows:

The Vice President for Academic Affairs/Dean of the College will be appointed by the Board of Visitors upon the recommendation of the President made from a list of candidates selected and ranked by the designated search and screening committee. The search and screening committee shall consist of two members appointed from the faculty by the Faculty Council; two members appointed from the Academic Board by the Academic Board; three members appointed by the President, and the Chair of the Committee on Education, Curriculum and Faculty Liaison of the Board of Visitors. The members appointed by the President may be faculty, academic department heads, or senior staff (vice presidential level). One of the President's three appointees may be from outside The Citadel. The President prepares the charge for the committee and approves all position announcements.
The committee selects its own chair and will present to the President for approval the procedures for conducting the search and screening applicants. Recommendations are made to the President, who is responsible for making a recommendation to the Board of Visitors.

b. Dean of Planning and Assessment. The Dean of Planning and Assessment will be appointed by the Vice President for Academic Affairs/Dean of the College from a list of candidates selected and ranked by the search and screening committee. The search and screening committee shall consist of two members appointed from the faculty by the Faculty Council, two members appointed from the Academic Board by the Academic Board, the Chair of the Strategic Planning Committee, and three members appointed by the Vice President for Academic Affairs/Dean of the College. At least one of the members appointed by the Vice President for Academic Affairs/Dean of the College must be a faculty member while the others may be academic department heads or senior staff (vice presidential level). One of the appointees of the Vice President for Academic Affairs/Dean of the College may be from outside the College. The Vice President for Academic Affairs/Dean of the College prepares the charge for the committee and approves all position announcements. The committee selects its own chair and presents to the Vice President for Academic Affairs/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Vice President for Academic Affairs/Dean of the College who is responsible for making the final selection.

c. Dean of Undergraduate Studies. The Dean of Undergraduate Studies will be appointed by the Vice President for Academic Affairs/Dean of the College from a list of candidates selected and ranked by the search and screening committee. The search and screening committee shall consist of the Chair of the Strategic Planning Committee, one cadet representative (with voice but no vote), two members appointed from the faculty by the Faculty Council, two members appointed from the Academic Board by the Academic Board, and three members appointed by the Vice President for Academic Affairs/Dean of the College. At least one of the members appointed by the Vice President for Academic Affairs/Dean of the College must be a faculty member while the others may be academic department heads or senior staff (vice presidential level). One of the appointees of the Vice President for Academic Affairs/Dean of the College may be from outside the College. The Vice President for Academic Affairs/Dean of the College prepares the charge for the committee and approves all position announcements. The committee selects its own chair and presents to the Vice President for Academic Affairs/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Vice President for Academic Affairs/Dean of the College who is responsible for making the final selection.

d. Dean of the College of Graduate and Professional Studies. The Dean of the College of Graduate and Professional Studies will be appointed by the Vice
President for Academic Affairs/Dean of the College from a list of candidates selected and ranked by the search and screening committee. The search and screening committee shall consist of the Chair of the Strategic Planning Committee; two members of the graduate faculty appointed by the Faculty Council; two members, at least one of which shall be a department head, appointed from the Graduate Council by the Graduate Council; and three members appointed by the Vice President for Academic Affairs/Dean of the College. At least one of the members appointed by the Vice President for Academic Affairs/Dean of the College must be a faculty member while the others may be academic department heads or senior staff (vice presidential level). One of the appointees of the Vice President for Academic Affairs/Dean of the College may be from outside the College. In addition to these seven voting members, a graduate student shall be selected by the Graduate Council to serve with voice but no vote. The Vice President for Academic Affairs/Dean of the College prepares the charge for the committee and approves all position announcements. The committee selects its own chair and presents to the Vice President for Academic Affairs/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Vice President for Academic Affairs/Dean of the College who is responsible for making the final selection.

e. Dean of Women. The Dean of Women will be appointed by the Vice President for Academic Affairs/Dean of the College from a list of candidates selected and ranked by the search and screening committee. The search and screening committee shall consist of the Chair of the Strategic Planning Committee, one female cadet representative (with voice but no vote), two members appointed from the faculty by the Faculty Council, two members appointed from the Academic Board by the Academic Board, and three members appointed by the Vice President for Academic Affairs/Dean of the College. At least one of the members appointed by the Vice President for Academic Affairs/Dean of the College must be a faculty member while the others may be academic department heads or senior staff (vice presidential level). One of the appointees of the Vice President for Academic Affairs/Dean of the College may be from outside the College. The Vice President for Academic Affairs/Dean of the College prepares the charge for the committee and approves all position announcements. The committee selects its own chair and presents to the Vice President for Academic Affairs/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Vice President for Academic Affairs/Dean of the College who is responsible for making the final selection.

f. Dean of Academic Unit. The Dean of an Academic Unit will be appointed by the Vice President for Academic Affairs/Dean of the College from a list of candidates selected and ranked by the search and screening committee. The search and screening committee shall consist of the Chair of the Strategic Planning Committee, one student representative (with voice but no vote) from each student body served by the unit, one member appointed from the faculty by the Faculty
Council, one member appointed from the Academic Board by the Academic Board, four faculty members selected by the Academic Unit, and three members appointed by the Vice President for Academic Affairs/Dean of the College. At least one of the members appointed by the Vice President for Academic Affairs/Dean of the College must be a faculty member while the others may be academic department heads or senior staff (vice presidential level). One of the appointees of the Vice President for Academic Affairs/Dean of the College may be from outside the College. The Vice President for Academic Affairs/Dean of the College appoints the chair from among the representatives of the Academic Unit, prepares the charge for the committee, and approves all position announcements. The committee presents to the Vice President for Academic Affairs/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Vice President for Academic Affairs/Dean of the College who is responsible for making the final selection.

B. ACADEMIC BOARD

The Academic Board consists of the President, the Vice President for Academic Affairs/Dean of the College, the Dean of Planning and Assessment, the Dean of Undergraduate Studies, the Dean of the College of Graduate and Professional Studies, the heads of academic and ROTC departments, including the Director of Library Services. In the absence of the President, the Academic Board is chaired by the Vice President for Academic Affairs/Dean of the College. The Academic Board rules on all matters concerning the undergraduate programs of the College. Recommendations are made to the Board of Visitors concerning such matters as the establishment of new academic departments or majors. The Registrar and the Chair of the Faculty Council are ex-officio, non-voting members.

C. DEPARTMENT HEADS

1. Terms of Appointment

Academic department heads (to include the Director of Library Services) are appointed by the Vice President for Academic Affairs/Dean of the College. Appointments shall be made only with the concurrence of a majority of the faculty of the department, if such a majority can be achieved. In the event that a majority cannot be achieved, an interim department head shall be appointed for a period not to exceed one year, during which time a new search shall be initiated.

Setting the term of appointment for an academic department head is within the discretion of the Vice President for Academic Affairs/Dean of the College; however, service for a department head normally consists of one five-year term. The appointment is subject to termination at any time by the Vice President for Academic Affairs/Dean of the College if, in the opinion of this officer of the College, the department head's performance is unsatisfactory based upon an annual evaluation to be conducted by the Designated Dean.
A complete review of a department head's performance shall be conducted for the Vice President for Academic Affairs/Dean of the College by the Designated Dean, with full involvement of the department faculty, during the fifth year of appointment. However, the Vice President for Academic Affairs/Dean of the College or the Designated Dean may call for a formal evaluation of the department head's performance at any time during the department head's appointment if such evaluation is deemed necessary. A complete review of a department head's performance may be initiated by the Vice President for Academic Affairs/Dean of the College at the request either of the department head or at least one-third of departmental faculty members.

A department head may be appointed by the Vice President for Academic Affairs/Dean of the College to a second consecutive five-year term in those instances when the administrative, academic, and scholarly needs of a department and the College support reappointment. The Vice President for Academic Affairs/Dean of the College shall recommend reappointment only with concurrence of a majority of the faculty of the department, if such a majority can be achieved.

In rare instances, the appointment may be extended to a third term when such is clearly and convincingly demonstrated to be in the best interests of a department and the College. Procedures for a second term reappointment will govern. These regulations are published in General Order Number 30, 17 February 1989, Appointment of Academic Department Heads, which is available through the Office of Administrative Services.

Should an interim department head be required, the interim head shall be drawn from the tenured and tenure-track faculty of the department, and shall be appointed for a period not to exceed one year. The appointment shall be made by the Vice President for Academic Affairs/Dean of the College. The one-year appointment may be renewed in unusual circumstances, following consultation with the department's tenured and tenure-track faculty. In no case shall the interim department head serve for more than two years.

2. Selection

The department head selection process begins with a formal review of the incumbent's last term in that position. This review is conducted for the Vice President for Academic Affairs/Dean of the College by the Designated Dean and with the full participation of the department faculty. The intent of this review is to provide department faculty the opportunity to assess the state of the department, its academic programs, and the leadership they consider most appropriate for the next five years. This review shall include a confidential written evaluation by each tenured and tenure-track member of the department to include a vote on whether the incumbent should be reappointed. If the incumbent is not supported for reappointment, the Designated Dean is responsible for conducting the formal search for a department head. As a first step in this search process, the Designated Dean will charge the senior member of the department, excluding the incumbent department head, to call a meeting of all tenured and tenure-track faculty and provide the following:
a. the department's recommendation of three or more members to serve on the search committee with one designated as the person recommended to chair the search (the vote of the tenured and tenure-track faculty should be reflected so that these persons can be viewed as representing the department faculty);

b. the recommendation of the department of one faculty member outside the department to serve on the search committee;

c. the position of the department regarding whether the search should be internal or external (the rationale for and the signatures of the faculty supporting each type of search must be included).

The Designated Dean is responsible for establishing and charging the search committee and selecting its chair. The committee will carry out all responsibilities presented in Part III.B. above regarding faculty searches. The person chosen as department head should be selected from among the names submitted by the search committee. The role of the incumbent department head in this process is the same as that of any other tenured member of the department.

The department search committee shall make its report to the Designated Dean who is responsible for negotiating with the candidates and making a recommendation to the Vice President for Academic Affairs/Dean of the College.

3. Reappointment

a. If the incumbent is being considered for a second five-year term, each department member is expected to present those matters on which the department head should concentrate in the second term. The Designated Dean shall review the departmental assessment of the department head's work, including the votes and supporting statements, and make a recommendation to the Vice President for Academic Affairs/Dean of the College.

b. If the incumbent is being considered for a third five-year term, each department member supporting a third term must provide clear and convincing evidence that this action is in the best interest of the department and the College. The Designated Dean shall review the departmental assessment of the department head's work, including the faculty votes and the statements supporting a third term. If the Designated Dean concurs that a clear and convincing case has been made that a third term is in the best interest of the department and the College, he or she will so notify the department faculty and make a recommendation to the Vice President for Academic Affairs/Dean of the College. If the Designated Dean does not believe that a clear and convincing case has been made for a third term, he or she will so inform the department faculty and, if requested, will meet with the department to hear their views on the matter. If the final decision of the Designated Dean is not to
reappoint the incumbent, this will be shared with the Vice President for Academic Affairs/Dean of the College, and the formal search for a new department head will be continued.

4. Duties and Responsibilities of Academic Department Heads

The department head continues to be a teacher-scholar, but one who has assumed a leadership role. As the faculty member takes on this new role, he/she enters into a realm where tension is an intrinsic component because of competing responsibilities. On the one hand, the department head must serve as the advocate and the model of the College to the department while, on the other hand, he/she is the advocate of the department to the College. Still, the primary functions of the department head are to ensure the department's full participation in the College's academic life and contribution to the College's academic vigor.

There are four general areas related specifically to the role of department head which will be of constant concern:

a. faculty leadership and development;
b. planning and program assessment;
c. management of departmental operations;
d. departmental relationships within and outside the College.

Academic department heads will be responsible for the professional reputation and administration of their departments. In conjunction with departmental faculty and with advice from the Vice President for Academic Affairs/Dean of the College or the appropriate designated dean, academic department heads will develop goals and priorities within their departments. Academic department heads will represent their departments on Academic Board. In consultation with their faculty, department heads are responsible for preparation of departmental budgets and for overseeing departmental expenditures. Academic department heads make recommendations for promotions, awards, tenure, and merit pay of departmental faculty members in accordance with College policy. With consideration of faculty members' preferences, academic department heads are responsible for assigning departmental faculty members to teach courses within their fields, and advising and counseling departmental students, as well as appointing departmental committees and defining purposes and goals. Academic department heads are provided reduced teaching loads to enable them to carry out the administrative duties of their department. Therefore, overloads for department heads are approved only in extreme cases and, when approved, are subject to the same restrictions on dual employment and additional pay earnings that apply for regular nine-month faculty. Department heads are expected to be available during the summer as is necessary to meet the administrative and student advising responsibilities of their departments.

5. Annual Department Head Evaluation Procedures
The State of South Carolina requires that each state employee be evaluated annually. Each year department heads are evaluated by designated deans and the members of their faculty. The Personal Data sheet is the instrument through which department heads provide documentation on which evaluations are based. Data submission and the steps in the evaluation process proceed according to the following general calendar:

By mid-Dec Office of Planning and Assessment distributes evaluation packets.
By mid-Mar Department heads submit completed Personal Data Sheets to Designated Deans.
Faculty members submit evaluation of department head to Designated Dean.
By mid-Apr Designated Deans review Personal Data Sheets for department heads and evaluations by department faculty.
Designated Deans provide each department head a copy of his/her evaluation Summary Sheet with a merit rating of Does Not Meet, Meets, Exceeds, or Substantially Exceeds.
Designated Deans hold individual conferences with department heads.
By end Apr Designated Deans finalize and document department head merit ratings on final Summary Sheet and the department head is given the opportunity to comment on his/her evaluation and rating.
Designated Deans forward department heads' Summary Sheets to the Vice President for Academic Affairs/Dean of the College for action.

Department head evaluation is an essential step in the continuing efforts of the College to improve the quality of its academic programs. It is also through this evaluation that the College documents that expectations are being met in the areas of faculty leadership and development, planning and program assessment, management of departmental operations, and departmental relationships within and outside the College. Department heads at The Citadel are expected to meet certain basic administrative obligations:

In the area of Department Leadership and Faculty Development,

- a professional standards document has been developed within the context of the college-wide professional standards policy;
- the departmental professional standards document has been formally approved by the department and is available in writing;
the faculty of the department are clearly informed on expectations for scholarship and faculty development.

In the area of Department Planning and Assessment:

- department faculty is involved in program assessment;
- department has written plans for assessing all programs;
- annual assessment reports are complete and submitted promptly;
- annual plans are complete and submitted promptly.

In the area of Management of Department Operations,

- department head is expected to comply with all college policies (probationary reviews, tenure, promotion, etc.), meet all prescribed deadlines (schedule preparation, budget submission, award recommendations, faculty evaluations, etc.), keep the department faculty informed of issues facing the department and the College, present department needs realistically, and involve the department faculty as appropriate in department operations.

In the area of Relationships Within and Outside the College,

- department head is expected to develop a department policy on public and community service as defined by the College and must stress this area in his or her own activities and in annual evaluations of department faculty.

The following sections of the Personal Data Sheets provide each department head the opportunity to describe noteworthy contributions which he or she has made to the administration of the department during the period being reviewed.

I. Department Leadership and Faculty Development;

II. Department Planning and Assessment;

III. Management of Department Operations;

IV. Relationships Within and Outside the College.

Designated Deans are expected to address on the evaluation Summary Sheet any significant themes, positive or negative, presented through department faculty evaluation of department heads and to rate each department head as Does Not Meet, Meets, Exceeds, or Substantially Exceeds. The department head is given the opportunity to comment on his or her evaluation and rating on the Summary Sheet.
DEPARTMENT HEAD EVALUATION SUMMARY SHEET

Name

Summary of Evaluation:

Suggestions:

Overall Rating:

Comments by Department Head:

_________________________________________  ______________
(Signature, Department Head)               (Date)

_________________________________________  ______________
(Signature, Designated Dean)                (Date)
D. GRADUATE COUNCIL

The Graduate Council is chaired by the Dean of the College of Graduate and Professional Studies and consists of the Vice President for Academic Affairs/Dean of the College, the head or designated representative from each department offering a graduate program (departments with more than 150 students over a three-year period have one additional representative), and the Director of Library Services. The Graduate Council assumes responsibilities in the area of graduate academic programs. The Registrar and the Chair of Faculty Council are ex-officio, non-voting members. The Assistant Dean of the College of Graduate and Professional Studies serves as non-voting secretary.

E. FACULTY COUNCIL

The first meeting of the Council was held on 24 September 1968. Since it was founded in 1968, the Faculty Council has served as a channel of communication between the faculty and the administration and as the representative body of the faculty in the consideration of institutional issues and policies. The Chair of the Faculty Council serves as an ex-officio, non-voting member of the Academic Board and the Graduate Council. Because of the responsibilities of this position, the teaching load of the Chair of the Faculty Council is reduced by one course each semester. The Faculty Council consists of elected representatives of the academic departments of the College, to include two representatives from each department having twelve or more faculty members; one representative from each department having eleven or fewer faculty members; and one representative from each of the Departments of Aerospace Studies, Military Science, Naval Science, and the Library. The Constitution of the Citadel Faculty Council is available through the Chair of the Faculty Council.

F. STANDING COMMITTEES

1. To assist in conducting the numerous and varied college programs, the Vice President for Academic Affairs/Dean of the College appoints Standing Committees of the Faculty and Standing Committees of the College each year in time for committees to have a first meeting before the end of the Spring semester. Faculty membership on these committees is determined by the Committee on Committees of the Faculty Council, with the approval of the Vice President for Academic Affairs/Dean of the College. The charge for and non-faculty membership on Standing Committees of the College are determined by the Vice President for Academic Affairs/Dean of the College, assisted by the Committee on Committees of the Faculty Council and by the other Vice Presidents when the charge of the committee addresses matters for which they are responsible.

2. The current listings of Standing Committees of the Faculty and Standing Committees of the College, with committee charges and memberships, are available through the campus computer network.
V. PROFESSIONAL DEVELOPMENT

A. THE CITADEL DEVELOPMENT FOUNDATION

The Citadel Development Foundation was chartered by the Association of Citadel Men in 1961 to provide financial support for the academic enrichment of the College. Its sources of donations are alumni, faculty, friends, foundations, and corporations. Each year The Foundation makes a generous donation to the College in support of a variety of ongoing academic enrichment activities for faculty and students.

B. FACULTY DEVELOPMENT GRANTS

The Faculty Development Committee evaluates proposals for a wide variety of activities undertaken by a faculty member to improve his or her professional competence and productivity. The committee solicits, reviews, and evaluates applications for The Citadel Development Foundation (CDF) Faculty Development Grants and makes recommendations to the Vice President for Academic Affairs/Dean of the College. The primary criteria for making an award are the probable value of the development activity to increase the professional competency and productivity of the faculty member and the value of the activity to the academic programs in which the applicant is involved. The operating procedures of this committee are available through the campus computer network under campus computer network (Committee & Minutes/Committee on Committees).

All full-time tenured or tenure-track members of the faculty are eligible for faculty development grants. Members of the professional staff are also eligible when their proposed activities involve direct support of instruction or of an academic program. Questions concerning eligibility should be referred to the Vice President for Academic Affairs/Dean of the College.

C. SABBATICALS

Sabbatical leaves are designed to give the faculty member time for further professional development through research, private study, travel, writing, etc. Sabbatical leaves may not be used for work toward an advanced degree. The sabbatical leave is a privilege, awarded through a competitive peer-review process.

Tenured faculty who have completed six years of service at The Citadel are eligible to apply for a sabbatical. Faculty who have received a sabbatical at The Citadel in the past must complete at least seven years of further service before they are eligible for another award. The primary criteria are the probable value of the sabbatical leave experience in increasing the professional competence of the faculty member and its value to the academic programs in which the applicant participates. A peer review process, involving the Sabbaticals Committee and the designated deans, is used to select deserving proposals for recommendation to the Vice President for Academic Affairs/Dean of the College and the President for funding through the College or The Citadel Development Foundation. Guidelines for applying for sabbatical leave are distributed annually in hard copy to each faculty member.
The normal sabbatical award is one full-year at half-pay or half-year at full-pay. As part of the review of each sabbatical proposal, the department head is asked to describe how the teaching load of the applicant would be addressed should the sabbatical be awarded. In most situations, it is expected that the teaching load of a faculty member on a one-semester sabbatical will be absorbed into the teaching loads of his or her department colleagues. When the sabbatical is for a full year, half the recipient's salary is available to the department to hire adjunct faculty.

Annually, The Citadel Development Foundation may provide support to cover half the salaries of up to four full-year sabbatical awards to make them full-year at full pay. These awards are highly competitive and are generally made on the basis of the outstanding scholarship of the candidate and the strength of the research being proposed.

Subject to the needs of the College and the department involved, a member of the faculty who has served in an academic administrative position (academic dean or academic department head) at the College for at least 5 consecutive years and then returns to full-time teaching is eligible for a sabbatical leave of one full-year at half-pay or one half-year at full-pay. Likewise, a member of the faculty who has served in an academic administrative position (academic dean or academic department head) for at least 10 consecutive years and then returns to full-time teaching is eligible for a sabbatical leave of one full-year at full-pay. The awarding of these sabbaticals will in no way influence the number of faculty members who are awarded The CDF supported sabbaticals for the same year. Sabbaticals for former academic administrators will be treated as normal sabbaticals, and the recipients will not be eligible to apply for another sabbatical until the prescribed time has elapsed. Any faculty member with sabbatical plans should check with Human Resources for continuation of benefit coverage.

D. RESEARCH AND PRESENTATION GRANTS

The objective of the Research Committee is to encourage and actively support research at The Citadel. This entails the specific role of reviewing all of The Citadel Development Foundation research and presentation proposals and making recommendations for funding to the Vice President for Academic Affairs/Dean of the College. Research grant proposals are solicited in the Fall of each academic year. Recommendations are forwarded to the Dean of the College of Graduate and Professional Studies who informs applicants each Spring of the amount of research support they can expect in the coming academic year. Presentation grant proposals, for travel to present the results of research at professional conferences, are solicited three times for each academic year—intervals designed to provide a measure of certainty for planning conference travel while at the same time holding some funds in reserve for presentation opportunities that arise on short notice. Recommendations are forwarded to the Vice President for Academic Affairs/Dean of the College who informs applicants of specific support awarded to travel and present research. Procedures of the Research Committee are available on the campus computer network under Committee & Minutes/Committee on Committees, and Faculty/CDF Research and Presentation Grants.

E. GRADUATE STUDY STIPENDS

1. Stipends may be awarded to faculty members going on leave for graduate study.
2. Recipients of stipends must fulfill the following requirements:

a. The recipient must have been a full-time, tenure-track member of the faculty of The Citadel for at least two years.

b. The recipient must have received the master's degree, or at least training in a specialized field equivalent to the master's degree.

c. The recipient must have been accepted at a regionally accredited graduate school which offers the doctoral degree.

d. The recipient must have developed a definite program of graduate studies leading to an advanced degree.

e. The recipient must be recommended by his or her department head for a leave of absence during the period in which he or she will be engaged in graduate studies. Proposals and recommendations are made to the Designated Dean, who is responsible for making a recommendation to the Vice President for Academic Affairs/Dean of the College.

F. OFFICIAL TRAVEL

1. Travel on official Citadel business must be approved in advance.

2. In general, travelers should use the most economical mode of transportation consistent with efficient accomplishment of their mission.

   a. A limited number of Citadel vehicles are available for official travel. Use of these vehicles is controlled by the Director of the Physical Plant and is normally limited to trips within South Carolina, within a radius of three hundred miles, or for multiple passengers when such is more economical than the use of commercial transportation.

   b. The use of privately owned vehicles (POV) is permissible when the principles of economy and efficiency will best be served. Compensation for the use of POV will be made at rates per mile as announced in current directives which are available through the Office of Administrative Services.

3. Compensation for expenses other than transportation will be made at the rates announced in current Citadel directives which are available through the Office of Administrative Services. Expenses for meals will normally be reimbursed only if incurred as a result of an overnight stay. Reimbursement for travel expenses must be submitted within 60 days of completing travel.
4. Any Citadel employee traveling on official College business needs to complete an Official Travel Request Authority Form through Administrative Services in order to maintain continuous College benefits coverage.

VI. POLICIES AND PROGRAMS

A. TEACHING RESPONSIBILITIES

1. Teaching Loads

   a. The primary function of The Citadel Teacher-Scholar is effective teaching. Each faculty member is normally scheduled for 12 semester hours or 14 contact hours of lectures and labs (normally representing no more than three separate preparations.) When the teaching load consists only of laboratories or non-credit required physical education courses, the normal load is 16 contact hours. A further consideration in assigning courses is the expectation that a faculty member should generate, where possible, approximately the number of credit hours for his or her discipline as outlined in the following Table. It is recognized, however, that because of the College commitment to small class sizes and innovative teaching, credit hour objectives may not always be attained, especially in higher level courses.

   Table 1. Credit Hour Production Per FTE Faculty Member

<table>
<thead>
<tr>
<th>Department</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>360</td>
<td>204</td>
</tr>
<tr>
<td>Computer Science</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>300</td>
<td>144</td>
</tr>
<tr>
<td>Education</td>
<td>300</td>
<td>144</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>225</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>285</td>
<td>144</td>
</tr>
<tr>
<td>Biology</td>
<td>285</td>
<td>96</td>
</tr>
<tr>
<td>Mathematics</td>
<td>345</td>
<td>120</td>
</tr>
<tr>
<td>Physics</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>345</td>
<td>156</td>
</tr>
<tr>
<td>History</td>
<td>300</td>
<td>144</td>
</tr>
<tr>
<td>Political Science</td>
<td>300</td>
<td>144</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>300</td>
<td>144</td>
</tr>
</tbody>
</table>
b. The normal teaching load, at the upper end but still within the spectrum of teaching loads for academically demanding four-year colleges, allows for faculty involvement in student consultations and mentorships along with some scholarly activity. The College's reluctance to increase teaching assignments through overloads evolves from a desire to encourage out-of-class student contacts along with scholarship, professional activities, and service to the College and community.

c. The teaching load for faculty teaching graduate course work must reflect the expectations of accrediting bodies that graduate faculty spend additional time in student instruction through avenues such as mentorships, student collaboration in research, and non-credit seminars/symposia. These expectations do not, however, call for an automatic reduction in the normal number of lecture or contact hours simply because the faculty member is teaching a course with a graduate number. The combined credit hour production from the undergraduate and graduate portions of the faculty member's teaching load should generate approximately the number of credit hours expected of a full-time equivalent faculty (FTEF) member in that discipline. The normal teaching load is nine (9) credit hours when one or more graduate courses are assigned.

d. While not expected to become a routine matter, special situations may arise which will warrant the scheduling of a faculty member's full teaching load, as defined by credit hour production, in fewer than 12 credit hours or 14 contact hours. This could be accomplished by permitting heavy student enrollment in several of the professor's classes. Each such case will be presented in writing to the department head who will then make a recommendation to the Designated Dean for final decision.

e. Faculty may, on occasion, have reduced teaching loads, that is reduced expectations for credit hour production. The following are recognized as circumstances calling for reduced teaching loads:

(1) The following faculty positions warrant a semester teaching load of 6 semester hours or 7 contact hours, regardless of whether these hours are graduate, undergraduate, or honors, with the associated reduction in expectations for credit hour production:

(a) academic department heads
(b) endowed chairholders
(c) Director, Honors Program

(2) The following faculty positions automatically warrant a semester teaching load of 9 semester hours or 10 contact hours, regardless of whether these hours are graduate, undergraduate, or honors, with the associated reduction in expectations for credit hour production:
(a) Chair, Faculty Council  
(b) Chair, formal accreditation studies national or regional) during the period of actual preparation of the study.

The responsibilities of these positions may, due to unusual circumstances, warrant an additional course reduction. Such circumstances must be presented in writing to the department head who will then make a recommendation to the Designated Dean for final decision.

(3) The responsibilities of certain college committees or departmental assignments and the time requirements of significant scholarly or professional undertakings by members of the faculty may warrant a reduction in teaching load. Examples of such responsibilities include Chair of the Faculty Tenure and Promotion Committee in years when the number of candidates is quite large; Chair of the Curriculum and Instruction Committee in years when major curricular reforms are undertaken; and Program Coordinator for a major undergraduate or graduate program. Examples of significant undertakings are development or extensive revisions of an academic course and significant research efforts. In each such case, the department head and faculty must present to the Designated Dean their documented request which must include a detailed description of the work to be undertaken, the teaching reduction being sought, the period of the reduction, and the manner in which the department will address the proposed reduction. The Designated Dean is responsible for the final decision in such cases.

(4) A faculty member may reduce his or her teaching load by a contractual arrangement with a funding agency whereby the grant, approved through college channels, funds this reduction. Each such case will be presented in writing to the department head who will then make a recommendation to the Designated Dean for final decision.

(5) Any faculty member may request a reduction in his or her teaching load by presenting the justification for this reduction in writing to the department head who will then make a recommendation to the Designated Dean for final decision.

(6) It is expected that faculty members who have reduced teaching loads will teach at least two courses.

f. The policies above apply to faculty who are in tenured or tenure track positions. Faculty who are employed on a full-time contract, but outside of the tenure track, will ordinarily be expected to carry a 15 semester hour or 18 contact hour teaching load which will generate the appropriate corresponding number of credit hours. These extra hours in the classroom replace committee assignments,
advising responsibilities, scholarly productivity, and community service expected of tenure-track faculty.

g. In developing teaching schedules which reflect these policies regarding teaching loads, department heads must develop a schedule of courses to be offered each term for several years in the future. These schedules must be widely publicized so that advisors can help students plan ahead to ensure that required and elective courses can be scheduled.

2. Overload Teaching

   Although not encouraged, the following conditions describe when it is considered to be in the best interest of the students or an academic program for a full-time faculty member to teach one additional course. Such an overload is not seen as conflicting with the primary duties of the professor.

   a. When a full-time faculty member is teaching only undergraduate courses, a one-course overload (with pay or with a compensatory one-course reduction in a future semester) is acceptable if competent, qualified adjunct faculty are not available or if it is determined that such an assignment is in the best interest of the students or the academic program.

   b. At the graduate level (i.e., where faculty are teaching graduate course work), overload assignments are to be made only under extreme conditions and with the prior approval of the Designated Dean and the concurrence of the Dean of the College of Graduate and Professional Studies. The use of adjunct faculty is to be the standard practice when the number of graduate course offerings exceeds the capacity of the full-time faculty.

3. Summer Teaching

   Summer school pay is dependent on availability of summer school employment and is governed by the current policies on additional pay established by the State Budget and Control Board and the current summer pay policies of the College. The current summer school pay policy is available from the Office of Human Resources.

4. Course Syllabi

   At the beginning of each course, the professor will provide for each student a course syllabus which contains among other information a reasonably detailed description of the material the course will cover, the academic goals which have been set, the prerequisite experiences which are needed in order for the student to be prepared to take full advantage of what is planned for the course, grading methods, relative weights of each type of assignment (homework, examinations, papers, etc.), and any restrictions to be imposed on giving or receiving assistance or working in groups.
5. Office Hours

It is extremely important that students have ready access to their professors and that they be encouraged to take full advantage of this opportunity. It is equally important that members of the faculty be able to reserve blocks of time for their scholarly and professional activities. Each professor should, therefore, establish and publish specific office hours during which students can feel free to visit and seek assistance. The heavy concentration of morning classes and regularly scheduled cadet activities (drill, parade, required formations, etc.) should influence the selection of these hours. Each professor should also be available by appointment when regular office hours cannot meet the students' needs for assistance. For professors teaching in graduate and evening programs, office hours must suit the schedules of the students in each individual class and may involve evening and weekend periods.

B. DIRECTED STUDIES/RESEARCH

The Citadel is a teaching college, and the value, both to the student and the teacher, of independent studies and directed research is clearly understood. It is expected that every faculty member will occasionally be called upon or will have the opportunity to participate in one or both of these activities and will do so as part of his or her normal teaching load. Because the nature of these teaching opportunities differs dramatically across the various departments, each department prepares its own guidelines regarding when these special assignments begin to consume, either during one semester or over several semesters, a significant portion of the faculty member's time. These guidelines are reviewed by the Designated Dean. The department head is responsible for justifying to the Designated Dean each teaching load reduction or overload compensation deemed appropriate within these guidelines.

C. EVALUATION OF TEACHER TRAINING INTERNSHIPS

Those departments providing the teaching field or teaching sub-field portion of a Teacher Education Program at the undergraduate or graduate level are expected to designate faculty members to observe and evaluate teacher education candidates periodically during their teaching internship in that teaching field. This responsibility is assigned on a two- or three-year rotation with the successor accompanying the incumbent on at least one on-site observation prior to assuming this responsibility. The department head and the Director of Teacher Education are responsible for selecting these supervising faculty and for ensuring that proper training and orientation are provided. The Director of Teacher Education, in consultation with the heads of the departments involved, is responsible for developing guidelines regarding when these special assignments begin to consume, either during one semester or over several semesters, a significant portion of the faculty member's time. These guidelines are reviewed by the Designated Dean. The Director and the department head are responsible for justifying to the Designated Dean each teaching load reduction or overload compensation deemed appropriate within these guidelines.
D. HONORS PROGRAM

The Citadel Honors Program was officially established in the spring of 1987 under the Office of the Dean of Undergraduate Studies to provide exceptional learning experiences for a limited number (15-30 per year) of outstanding students whose past records indicate that they can take full advantage of the personal student-teacher relationship which the tutorial-based honors curriculum provides. Honors courses augment the current curriculum of the College by offering for these selected students experimental and alternative means of education grounded in the methods of intellectual inquiry.

1. Governance

The Honors Director who reports through the Dean of Undergraduate Studies to the Vice President for Academic Affairs/Dean of the College serves as the head of the Honors Program. The Director is responsible for recruiting and admitting Honors students; reviewing courses which are proposed to meet the Honors requirements and selecting those which will be included in the Program offerings; critiquing Honors courses and the performance of the faculty offering them; establishing and enforcing entrance and exit requirements; serving as the Honors Advisor for all Honors students; establishing and monitoring the operating budget for the Honors Program; and coordinating the Honors Program requirements with those of the academic majors.

The Honors Council is comprised of at least four current or former Honors faculty and two Honors students. The heavy involvement of the Honors students in this Council is intended to ensure that addressing the needs of these exceptional students will continue to be the primary goal of The Citadel Honors Program. The Honors Council advises and assists the Honors Director in the governance of the program.

2. Course Development

Proposals from faculty members wishing to teach in the Honors Program will be accepted by the Honors Director and presented to the Honors Council for evaluation. Those which are intended to meet Core Curriculum requirements will be coordinated with the appropriate departments.

E. ATTENDANCE REPORTS FOR CADET CLASSES

1. Concept

Responsible class attendance is a basic ingredient in The Citadel's pursuit of academic excellence. Students may, however, need to miss class for such legitimate reasons as guard, athletic trips, sickness, emergencies, etc. When a student must miss a scheduled test for an authorized reason, he must confer with the instructor at the first available opportunity, normally prior to the absence, to plan for appropriate rescheduling.
Guard is not a legitimate reason for missing a scheduled test or a laboratory or for failing to submit a paper or project when due.

All professors are expected to report all class absences for cadets.

2. Procedure for Recording Class Absence

   a. At the beginning of the semester, the professor should explain the absence policy to each class.
   b. Students whose names do not appear on the official class rolls (class absence reports) must not be admitted to class. These students must be sent immediately to the Registrar's Office.
   c. Attendance must be checked at each class meeting, and the professor should keep his or her own permanent attendance record.

3. Preparation of Weekly Absence Reports

   a. Each week the professor is expected to prepare a Weekly Absence Report for each course taught. A student who does not attend class, for whatever reason, authorized or unauthorized, should be marked “A” (Absent). The computerized Special Order System (SOS) will identify those students who have authorized absences. A student who is late with no acceptable excuse should be marked “L” (Late). NO MARKS OTHER THAN "A" AND "L" SHOULD BE PUT ON THE REPORTS.
   b. If there are no absences, no report need be submitted.
   c. Faculty are asked to adhere to the College's published class schedule for class dismissal times. This is a professional courtesy and reinforces students' compliance with class attendance policies.

4. Submission of Weekly Absence Reports

   All Weekly Absence Reports should be submitted to a central point as designated by the department secretary. These reports should be submitted immediately after the last class meeting of the week for each section. Department secretaries should not depend on campus mail to get the reports in at the required time. A minimum number of Reports can be received on the following Monday if they can be processed by 1100. REPORTS RECEIVED AFTER MONDAY 1100 CANNOT BE PROCESSED.

5. Additional Information

   a. Whenever, in the opinion of the instructor, excessive absences jeopardize a student's chances for successful completion of a course, the professor may report the
student in writing to the Dean of Undergraduate Studies for action. Should a student miss for any reason more than 20% of the meetings of a particular course, college policy requires that the professor consider awarding the grade of "F" for excessive absences. This grade should be awarded unless the professor is convinced that there are extenuating circumstances and that even having missed so many classes, the student has a reasonable opportunity to complete the course successfully. To award the grade of "F" for excessive absences, a professor should notify the student in writing and send a memorandum to the Dean of Undergraduate Studies giving the student's name and ID number along with the course number and name.

b. Professors are reminded that regardless of any help they may receive in recording class absences, they are responsible for both the accuracy and timely submission of Weekly Absence Reports.

F. EXAMINATIONS

Comprehensive examinations are required at the end of each semester. Should the instructor believe that another procedure is more appropriate for a particular course, he or she will obtain written approval from the department head. The department head will inform the Dean of Undergraduate Studies of any courses in which comprehensive final examinations will not be required.

It is recommended that in the determination of the final grade faculty not give the final examination a relative weight greater than one-third.

The final examination schedule is available on The Citadel home page (under "Academics," then "Registrar").

Guidelines for Giving Final Examinations:

1. Faculty are expected to give final examinations at the assigned time. No examinations are to be given prior to the beginning of the established exam period. (Laboratory, ROTC, and RPED courses are excluded from this rule.) No examinations are to be given on Reading Day, during Reading Periods, on a Sunday, or during an Evening Study Period.

2. If a faculty member has more than one section of the same course, students may, with the permission of the faculty member and providing that there is no conflict, take the final examination with another section.

3. Should the meeting time of a particular course section overlap two time periods, the instructor may select the period in which to give the examination.
4. Since no scheduling conflicts are possible, make-up examinations should not be necessary. Any examination which is missed due to an emergency should be rescheduled after the regularly scheduled examination period but not during a Reading Period, during ESP, or on a Sunday. If rescheduling is not possible prior to the deadline for submission of final grades, the instructor should award the student an "I." Conflicts resulting from a student's travel arrangements do not constitute an emergency and do not justify a make-up examination.

5. Any exception to these policies must be requested in writing by the student and concurred in by the instructor and the Dean of Undergraduate Studies.

G. GRADING POLICIES

While the following information is available in the catalogues of the College, it is provided here to assist the faculty in carrying out the responsibilities of evaluating the work of their students and advising students on matters of academic policy.

1. The following grades are used to report the standing of an undergraduate student upon the completion of each course:
   a. "A" represents superior attainment on the part of the student.
   b. "B" represents work that is clearly above the average, but not superior.
   c. "C" represents average attainment of the basic standards set for the course.
   d. "D" represents minimum attainment of the basic standards set for the course.
   e. "F" represents failure.

2. For graduate courses, the following grades are used:
   a. "A" represents superior attainment on the part of the student.
   b. "B+" represents work that is significantly above average, but not superior.
   c. "B" represents work that is clearly above the average, but not superior.
   d. "C+" represents work minimally above average.
   e. "C" represents average attainment of the basic standards set for the course.
   f. "F" represents failure.
The following grades are also used:

a. For undergraduate courses, "W" represents withdrawal from a course prior to the Friday following the end of the midterm grading period. Beyond that point, the grade of "F" will be assigned to the student who fails to complete the course or completes it unsuccessfully. In rare cases, a "W" may be awarded after the established deadline to withdraw from a course. Such an action is taken only upon the recommendation of the instructor and requires the concurrence of the department head and the Dean of Undergraduate Studies. Supporting evidence is the responsibility of the student and must be submitted in writing.

b. For graduate courses, a "W" represents withdrawal from a course prior to the last two weeks of class.

c. The notation of "I" (for incomplete) is used in those rare instances when course requirements have been very nearly met, but for authorized reasons (illness, injuries, family emergency, etc.) cannot be completed by the end of the current semester. To be eligible for an "I," a student's work must be satisfactory at the time he/she is forced to terminate participation in the course. Unsatisfactory work in a course should result in the failing grade of "F."

The grade of "I" is to be used only for courses for which completion in one semester is an enforced expectation. For theses, internships, and other work whose duration is not necessarily confined to a single term, the appropriate grade is "IP" (In Progress).

For undergraduate day courses, the student must complete the course within the first 30 school days of the following semester, or the "I" will be changed to an "F." An extension of time must be authorized by the department head and the Dean of Undergraduate Studies upon the written recommendation of the instructor. The instructor's recommendation will include:

(1) the current grade of the student in question;

(2) the authorized reasons for the student's inability to complete course requirements;

(3) additional work which must be completed and any extenuating circumstances that might warrant an extension of the period for completing course requirements;

(4) level of performance on the additional work which will be necessary for the student to complete the course with the indicated grade.
The removal of the incomplete is the responsibility of the student, but the appropriate awarding of the "I" grade is the responsibility of the instructor.

For undergraduate and graduate courses of the College of Graduate and Professional Studies, incomplete "I" grades must be made up during the term following the recording of the grade. A grade of "I" received in the fall term must be made up by the end of the following spring term. A grade of "I" received in the spring must be made up by the end of the following fall term. A grade of "I" received in either summer term I or II must be made up by the end of the following fall term. An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the Dean of the College of Graduate and Professional Studies. Grades not made up within the authorized time limit will convert to a grade of "F" and such courses will be included in the calculation of the GPR.

The spirit of this policy is one of commitment. Beyond an established point in a course, the student is committed to complete requirements, and the instructor is committed to assist him in his efforts. Neither party can afford to fall so far behind that meeting this commitment becomes burdensome.

A student may not officially enroll in a course in which he or she currently has an "I."

4. Pass-Fail Option

Juniors and seniors with a cumulative grade point ratio of 2.0 or higher may take courses on a pass-fail option, but not more than one each term or a total of four for graduation credit. A student may not take the pass-fail option on any course which is required in his major. The department head is responsible for deciding whether the course a student chooses is required in his major. The student may not change his decision to take the course on the pass-fail basis or for a letter grade after the first two weeks of the term. Courses elected on the pass-fail option meet hour requirements for graduation but do not affect the student's GPR.

Instructors report grades as usual, "A" through "F." The Registrar's Office translates these grades as follows:

a. a grade of "A" through "C" as "S" (satisfactory, pass--for credit);

b. a grade of "D" or "F" as "U" (unsatisfactory, fail--no credit).

5. Grading Practices

The faculty has final responsibility and authority for the grading process and for assigning grades. The following practices are observed:
a. Only letter grades are authorized; no numerical symbol, bracket, or percentage is fixed or assigned the equivalent of any grade.

b. Instructors are expected to keep such records of each student's progress as in their judgment will enable the determination of the grade in accordance with the definitions above.

c. Every effort will be made to obtain consistent grading procedures within each department. This implies departmental supervision and consultation among instructors; however, instructors will not obtain uniformity of grading by an arbitrary distribution of grades according to some formula or curve.

d. Each student in an undergraduate course will be given a grade at mid-semester. Though mid-semester examinations are not required, the instructor must ensure that sufficient work (tests, papers, laboratory exercises, etc.) has been evaluated on which to base a formal midterm grade. Grades that accurately reflect a student's performance in the first half of the course are especially important since after mid-semester the student will not normally be permitted to withdraw without receiving a final grade in the course. It is a basic expectation that the final grade in a course will fairly and accurately reflect student performance.

e. It is expected that grade changes will be necessary only rarely. Any change of grade deemed necessary by a faculty member must be made within 30 days after the beginning of the next semester following the recording of the grade. The summer session will not be considered a semester in this case. After grades in a course have been submitted by the faculty member to the Registrar's Office, every request for a change of grade must be justified by the faculty member and approved by the head of the department involved and the Dean of Undergraduate Studies. A grade will not be changed for reasons of compassion or because the student has completed additional work. Instructor error is the only permissible justification for the changing of a grade.

f. A student may drop a course at any time during the registration period without penalty, and no record will appear on the transcript. After the registration period and prior to one week after the mid-semester grades have been recorded, a course may be dropped with the notation of "W" which will appear on the transcript.

H. STUDENT GRIEVANCES

Students who feel that they have an academic grievance or who wish to appeal an academic policy or action are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction, the student will contact the appropriate academic department head. An instructor, department head, or other person(s) involved in a student inquiry about an academic policy or action is expected to review the grievance and present the finding(s) to the student within ten (10) working days.
If the matter remains unresolved, the student may state the appeal or grievance in writing to the Designated Dean. The Designated Dean involved in a student inquiry about an academic policy or action is expected to review the grievance and present the finding(s) to the student within ten (10) working days. If, upon review of the case, the Dean finds sufficient grounds to warrant an official hearing, he or she shall appoint a hearing board, chaired by a faculty member, with further membership constituted by two additional faculty and a student in good standing from the same student category as the appellant. This board shall have the authority to hear witnesses, request testimony, and study records and materials. In a grievance procedure, faculty members are obligated to provide requested information to their department head, Designated Dean, or Hearing Board. The board shall forward its findings and recommendations to the convening Dean, who shall decide the case. The student may appeal that decision to the Graduate Council or the Academic Board, as appropriate. The decision of these bodies shall be final.

I. EVALUATION OF TEACHING

A fundamental goal of The Citadel is the continued improvement of teaching and learning. While it is recognized that scholarly activity contributes significantly to the improvement of teaching and that service to the College, the community, and the profession are indispensable, teaching must be the primary responsibility of The Citadel's faculty. College policies on tenure and promotions establish effective teaching as an expectation of all tenured faculty and outstanding teaching as a criterion for promotion to full professor.

The State of South Carolina requires that state employees are evaluated annually, and each year the head of every academic department is responsible for evaluating the faculty members in that department. The principle instrument through which information is provided for faculty evaluation is the Personal Data Sheet.

The ultimate test of a faculty member's effectiveness as a teacher is what his or her students are learning, and determining this is at the heart of departmental course and program assessments. However, how students perceive faculty as teachers contributes significantly to student learning, and Student Evaluation of Teaching is one important factor in the continuing efforts of the college to improve teaching and ensure learning.

Information obtained from Student Evaluation of Teaching, however, must be only one of several kinds of data from which perceptions of a faculty member's teaching are drawn. Further, it can never be the principal source of information used in evaluating instructional effectiveness. Information on which teaching is to be evaluated must include, in addition to data from Student Evaluation of Teaching, teaching portfolios and reports from peer evaluation of teaching.

The information provided through these sources is intended to assist the faculty and the College in improving teaching and enhancing the learning environment. In reviews for probationary reappointment and tenure, this information assists the College in ensuring that only strong teachers are retained as permanent members of the faculty. In recommendations concerning promotion, impressions obtained from these sources in conjunction with other data can be useful in judging whether the faculty member meets the expectations in teaching.
Through the Student Evaluation of Teaching instrument, the Faculty Council has specified response items to be administered in every course (undergraduate, graduate, or professional development) taught for academic credit by the College. Exceptions will be made only for independent studies, research projects, and internships, which do not lend themselves to the normal classroom environment. The Academic Board and Faculty Council will periodically review the evaluation instrument for reliability, validity, and bias, as well as the formal policies and procedures regarding the most appropriate role of student evaluation of teaching. Recommendations will be forwarded to the Vice President for Academic Affairs/Dean of the College.

J. ADVISING RESPONSIBILITIES

1. Academic Advising

   a. Faculty Advisor

   (1) Selected members of the faculty serve as student academic advisors. Duties are varied but include assisting advisees with course selection and the registration process through utilization of the on-line Student Information System (SIS), monitoring the student's progress and suggesting remedies for deficiencies which may surface, and providing general counsel concerning academic matters. Though students are encouraged to visit their advisors throughout the academic year, mandatory planning sessions are designated each semester during pre-registration and registration. Advisors should also require that their undergraduate advisees meet with them to discuss their midterm grades or any time it becomes clear that the student is experiencing academic difficulties. To assist the advisor, the Registrar's Office provides mid-semester and final grade reports and updated degree audits for each undergraduate advisee.

   (2) In addition to the graduation requirements for the academic major, faculty advisors should be prepared to advise students on College policies which directly affect these requirements. Most of these policies are contained in the Academic Policies section of the College catalogue and in the Advising Handbook.

   (3) Should the academic performance of an advisee clearly indicate that satisfactory progress toward meeting degree requirements cannot be expected, the faculty advisor should bring the matter to the attention of the student and the department head, who should review the record and counsel the student about options, including the possibility of a change of major.

   (4) In the spring semester of each year, faculty advisors assist rising seniors as they review their academic records and prepare a plan for meeting graduation requirements. The student's degree audit and transcript are available to advisors through the on-line Student Information System.
b. Company Academic Advising

Company Academic Advising is the responsibility of the Dean of Undergraduate Studies. The Corps of Cadets is organized as a regiment, with a regimental staff; four battalions, each with its own battalion staff and each living in one of the four barracks; and eighteen cadet companies consisting of approximately 120 cadets each. Each of these units is responsible for its own operation within the guidelines provided by the President and with limited outside supervision by the Office of the Commandant of Cadets. Because the cadet lifestyle is such a significant part of the cadet educational experience, the academic life and cadet life of the student cannot be separated, and the academic environment of the barracks is of critical importance. The regimental and battalion staffs and each cadet company are assigned a specially chosen member of the faculty or staff who works closely with the tactical officer and the cadet chain-of-command to ensure that military and academic requirements placed on the cadet are compatible with the educational mission of the College and that cadets take full advantage of the academic support opportunities available on the campus. Company Academic Advisors work directly with the cadet company academic officer (a specially selected senior who is responsible for the academic environment in the company area) and the company academic sergeant and corporal (a specially selected junior and sophomore who assist the cadet academic officer). Company Academic Advisors are expected to visit their cadets in the company area during Evening Study Period (ESP) and eat with their cadet companies in the mess hall. During these visits, most time is spent talking with and counseling freshman cadets, but the Company Academic Advisor serves as an advisor for all cadets in his or her company.

2. Non-Academic Advising

The Citadel is a teaching institution and recognizes that much of the college educational experience takes place outside the classroom. Therefore, in addition to serving as academic advisors for student majors, faculty members have opportunities to serve as advisors for a number of student organizations, clubs, and activities.

The Director of Cadet Activities is responsible for extracurricular cadet activities and provides guidelines for all faculty who elect to serve as advisors for these activities. The Director of Intramurals and Club Sports provides guidelines for all faculty who elect to serve as advisors for these activities.

K. STUDENTS WITH DISABILITIES

The Special Services Department is charged to insure that all students have an equal opportunity to succeed academically. The Citadel is in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 regarding services to students with disabilities. Students eligible for special services are those who have a physical or
mental impairment which substantially limits one or more major life functions, has a history of such impairment or is regarded as having such an impairment, and meets the academic and technical standards required for admission to The Citadel.

The Special Services Department is open to any Citadel student with a special learning problem or who appears to have a special learning problem regardless of the status of that student--cadet or non-cadet, undergraduate or graduate.

Referral of a student with a documented or suspected disability may be by a faculty member, staff member, student, or parents.

VII. SUPPORT SERVICES

A. PUBLIC RELATIONS OFFICE

Faculty members are in no way prohibited from talking with representatives of news media. However, all public announcements of an official nature must be released through the Vice President for Communications. Official contacts with communications media should be made through the Vice President for Communications.

The Vice President for Communications is responsible for assisting members of the faculty and staff in their efforts to publicize events and activities and to effect the liaison with communications media required for the placement of such items.

B. LIBRARY

The Daniel Library develops strategies and utilizes high technology to stay at the cutting edge of academic support. The library is an integral part of The Citadel's campus network that allows faculty access to virtually unlimited resources around the world. Coupled with strong resource sharing efforts, the library fully supports the faculty member's information needs.

The Daniel Library collection consists of nearly 200,000 volumes, over 30 online full-text and citation indexes, and over 3,000 full-text journals and 1,300 journal subscriptions. In addition, the Library holds 1,700 audio and video recordings, 500 CD-ROM databases, 960 music CDs, 1,000,000 microforms, 18,000 federal documents, and 1,000 maps. The library is fully automated and a major part of the campus network, allowing campus-wide and off-campus access to all electronic resources. The Daniel Library Web Site (www.citadel.edu/library/) provides organized access to the Library's resources and the Internet. Resources include a web-based library catalog, full-text databases, citation indexes supporting all disciplines, and electronic reserves. Interlibrary loan and document delivery service are available to students and faculty at no cost. The Daniel Library is a federal document depository library.

Membership in the Charleston Academic Library Consortium (CALC) offers reciprocal
borrowing privileges at all CALC institutions and provides daily interlibrary loan and document delivery among the member libraries. Through a cooperative effort of CALC members (MUSC, College of Charleston, Charleston Southern University, Trident Tech, and The Citadel) and the Charleston County Public Library system, a metropolitan area network called Coastnet has been formed to link the six institutions' on-line catalogs and allows all members to share expensive computer and library resources.

Other library services include outside database searching, course specific library instruction, and reserve room for required class readings.

C. INFORMATION TECHNOLOGY SERVICES

Information Technology Services, or ITS, is responsible for providing most computing and computer networking services at The Citadel. This operation supports both academic and administrative computing, and the services provided which include a variety of training classes and workshops are available to all students, faculty, and staff at no charge.

Almost all of the PCs installed in open labs and faculty offices have been purchased with the support of The Citadel Development Foundation.

D. PUBLIC SAFETY AND SECURITY

The Department of Public Safety, headquartered at Lesesne Gatehouse, provides The Citadel with all police services normally provided in a small community. Officers are available to assist any member of The Citadel faculty, staff, student body, or any campus visitor.

1. Parking and Traffic Regulation

   a. Vehicles parked on campus must be registered with the Department of Public Safety within five working days of the time of first entry onto campus.

   b. The speed limit on The Citadel campus is 15 mph unless otherwise posted. Vehicles may not be parked or allowed to stand in a lane of traffic or on any curb designated by yellow curbing or no-parking signs. Pedestrians always have the right-of-way on the Citadel campus. Streets are two-way unless otherwise posted.

   c. The Department of Public Safety is responsible for investigating and reporting to the State all on-campus accidents involving vehicles. A Public Safety Officer must be summoned immediately when there is an accident on campus. The vehicle(s) must not be moved prior to the arrival of the officer.

   d. Parking is extremely limited on The Citadel campus. Therefore, it is essential that the parking regulations be strictly followed. On-campus parking in specified lots is available at a reasonable fee to all faculty members. Faculty members will be assigned to the lot closest to their primary office area, space
permitting. A copy of The Citadel Parking Plan is available for review from the Department of Public Safety. In addition, a synopsis of the regulations on parking and vehicle operation is included in The Citadel traffic brochure given to each vehicle registrant.

2. Campus Safety

The Citadel is one of the more secure areas in the Charleston locale. The faculty and staff play an important part in maintaining this security. Employees residing on campus are requested to notify the Department of Public Safety when they are going to be off-campus or when their quarters are going to be uninhabited for a period longer than two days. This information allows Public Safety Officers to increase their surveillance over the affected quarters. Likewise, classrooms and offices should be securely locked when the faculty or staff member responsible for them is not present.

3. Faculty members will be furnished a copy of the current campus security brochure at the time of employment. This brochure is published annually in compliance with the Campus Security Act of 1990.

E. EMERGENCY PROCEDURES POLICIES

The Citadel Safety and Emergency Procedures Program is available through the Office of Public Safety.