

# FACULTY MANUAL 2003

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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 Provost/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 school/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 Office of the Associate Vice President

for Academic Affairs will provide the Faculty Council administrative and clerical support in these efforts and after each revision will print and distribute revised hardcopies and update the version on the campus computer network.

Revisions to or changes in the Faculty Manual can be divided into two categories: changes in the content of the manual and changes in the policies or information.

1. Procedures for deciding on the content 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 Provost/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 Provost/Dean of the College receives any recommendations from the Academic Board or the Faculty Council for changes to be in effect for the subsequent academic year.

The Office of the Associate Vice President for Academic Affairs will prepare a final draft reflecting the actions of the Provost/Dean of the College 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 Provost/Dean of the College and will so inform the other body. The Provost/Dean of the College will consider these recommendations and will take final actions.

2. Actions taken by the Provost/Dean of the College will be forwarded to the Office of the Associate Vice President for Academic Affairs with copies to both the Faculty Council and the Academic Board. The Office of the Associate Vice President for Academic Affairs is responsible for making all approved changes and placing the revised version of the Faculty Manual on the campus computer network.

#### D. ACADEMIC PROGRAMS

1. The Citadel's schools/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, Exercise, and Sport Science (Teaching Track); Health, Exercise, and Sport Science (Professional Track); Mathematics; Physics;

Bachelor of Science in Business Administration;

Bachelor of Science in Civil Engineering;

Bachelor of Science in Electrical Engineering.

Only former cadets who have been granted Day Student status may participate as civilian students in courses offered through the Day Program.

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. Maymester and Summer School 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 (Biology Concentration);
- Master of Arts in Education (Mathematics Concentration);
- Master of Arts in Education (Social Science Concentration);
- Master of Arts in Psychology - Clinical Counseling;
- 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 - Clinical Counseling;
- Master of Education - Counselor Education;
- Master of Education - Physical Education;
- Master of Education - Reading;
- Master of Education - Educational Leadership;
- Master of Science in Computer and Information Science;
- Specialist in Education in Educational Leadership;
- Specialist in Education in School Psychology.

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

#### E. STUDENT BODY

The student body consists of: the South Carolina Corps of Cadets; Active Duty Students who have been accepted into the formal commissioning program of their respective Service, have been assigned to an ROTC Detachment at The Citadel, and have been admitted to full-time undergraduate degree study in The Citadel's Day Program; former cadets who have applied for and been officially approved for Day Student status; and undergraduate and graduate students in the College of Graduate and Professional Studies. Only Active Duty Students and Day Students are permitted to attend class with the Corps of Cadets.

## F. HONOR CODE FOR CADETS

An Honor System as designed by the Corps of Cadets and approved by the President is in effect for members of the Corps of Cadets. This system is presented in the cadet *Honor Manual*. 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 associate dean/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 an honor trial. 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.

## G. ACADEMIC INTEGRITY POLICY AND PROCEDURES FOR NON-CADETS

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity Policy include, but are not limited to the following:

- plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;
- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;
- Using, without authorization of the instructor, notes, books, prompts, or other materials, or receiving verbal assistance to aid in answering questions on an examination;
- Giving or receiving substantive aid during the course of an examination;
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;

- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct.

While academic integrity is a shared responsibility, it is incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.

1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head or Associate Dean of the school in which the alleged violation took place. If the faculty member making the allegation is the Department Head or Associate Dean of the school in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of that school.

2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Vice President for Academic Affairs.

3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will appoint a three-member hearing board comprised of two faculty members from outside the program of the accused student and a currently enrolled student of the same student classification, but outside the program, of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. Legal counsel is not allowed. The accused student may be advised by another student or permanent member of the faculty or staff, not to exceed two. The student and/or the student's advisor may cross-examine all witnesses and the accuser. A tape recording of the hearing, which will be closed, will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Vice President for Academic Affairs.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

#### H. APPEALS OF VIOLATIONS OF ACADEMIC INTEGRITY

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost, and provided the petition states the grounds on which the appeal is based. An Academic Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- new evidence has been found since the individual was found guilty;
- the individual's rights were not protected;
- there was a procedural error during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and student's advisor (another student or permanent member of the faculty or staff, not to exceed two) will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or student's advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or student's advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

## II. ORGANIZATION AND ADMINISTRATION

### A. STATEMENT OF VISION, CORE VALUES, AND MISSION

These statements of Vision, Core Values, and Mission were approved by The Citadel Board of Visitors on 1 February 2003 and by the South Carolina Commission on Higher Education on 5 June 2003.

1. Statement of Vision. Achieving excellence in the education of principled leaders.
2. Core Values.
  - a. Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.
  - b. Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.
  - c. Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.
  - d. Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.
  - e. Discipline: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.
  - f. Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.
3. Mission.

The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

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.

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 post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

#### Institutional Characteristics.

The Citadel is a coeducational, comprehensive, state-assisted, four-year institution whose primary undergraduate student body consists of approximately 1,900 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The College offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, the College of Graduate and Professional Studies serves a degree-seeking population of approximately 2,000. The primary service area is the South Carolina Lowcountry. The College of Graduate and Professional Studies offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). 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.

Together, the Corps of Cadets and the College of Graduate and Professional Studies enroll approximately 4,000 students, about three-fourths of whom come from South Carolina.

In all its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also address audiences beyond the college by sharing their knowledge with other scholars and with the public.

## 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, Provost/Dean of the College, Commandant of Cadets, Associate Vice President for Academic Affairs, and Deans.
  - 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 schools/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 Provost/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. Provost/Dean of the College. The Provost/Dean of the College is responsible directly to the President for all matters pertaining to the academic functions of the College. The Associate Vice President for Academic Affairs and the Academic Deans report directly to the Provost/Dean of the College. The academic department

heads, Counseling Center, Director of the Honors Program, and Director of Library Services report to the Provost/Dean of the College or the Designee of the Provost. The Provost/Designee of the Provost chairs the Graduate Council. The Associate Dean of the College of Graduate and Professional Studies reports to the Provost.

The Provost/Dean of the College will be the second in command and will act in the absence of the President. Institutional level decisions and policies involving planning, personnel, finance, facilities, communications, and cadet/student activities will be coordinated with the Provost prior to implementation and/or decision by the President.

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.

d. Associate Vice President for Academic Affairs. The Associate Vice President for Academic Affairs is responsible to the Provost/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. This office monitors academic progress of members of the Corps of Cadets. The Associate Vice President has supervisory responsibilities for the Office of Access Services, Instruction and Support (OASIS); International Studies; the Writing and Learning Strategies Programs; and Multicultural Student Services.

e. Dean of a School. The Citadel's academic programs are presented through five schools headed by deans: School of Business Administration, School of Education, School of Engineering, School of Humanities and Social Sciences, and School of Science and Mathematics. The dean of each school is a 12-month administrative position reporting directly to the Provost/Dean of the College and assumes responsibilities in the areas of program development and assessment, external fund raising, personnel actions, student recruitment, and budget/resource management. The dean is responsible for enforcing the policies of the school and for representing that school within the College and in external matters. When a school has department heads, these heads report to the dean, and the dean is responsible for ensuring that all department head responsibilities are being met. When the school has no department heads, the dean/designee of the dean assumes academic department head responsibilities as outlined below.

f. Academic Department Head. The Department Head reports to the Dean and is the chief academic administrator at the department level. The Department Head normally carries a teaching load of two courses each semester. As a faculty member, the Department Head continues to assume responsibilities in teaching, scholarly activities, and service to the institution and the discipline. The Department Head's responsibilities in the area of scholarship may relate to the promotion of the scholarly efforts of the faculty as well as to his/her own personal productivity. The Department Head assumes administrative duties and responsibilities in the areas of Department Leadership and Faculty Development, Department Planning and Program Assessment, Management of Department Operations, and Department Relationships Within and Outside the Institution.

1) Department Leadership and Faculty Development

The Department Head is responsible for establishing and maintaining an academic environment that motivates the department faculty to achieve personal professional goals and to contribute to achieving departmental and institutional goals. He/she does so by articulating, in concert with the faculty, a vision for the department and its programs and a plan for pursuing that vision. The Department Head must, therefore, be well versed in the current issues in higher education and the department's disciplines and should be aware of the latest pedagogical theories related to the teaching of these disciplines. The Department Head must establish and maintain open, effective communication within the department and with other administrative and academic units throughout the institution. As part of an effective communication plan, the Department Head must routinely share information with all departmental constituents: faculty, staff, students, alumni, and the administration. To be effective, the Department Head must seek to develop consensus within the faculty to effect changes necessary to fulfill the department's goals. The Department Head must strive to prevent conflict among faculty members and staff members in the department, and, if conflict should occur, the Department Head must be able to reduce or resolve it.

The Department Head plays a major role in Faculty Development, both for new faculty members working toward tenure and promotion and for senior faculty who must fill leadership positions in the department and continue to function as excellent teachers and productive scholars in anticipation of post-tenure review. The Department Head has primary responsibility for faculty evaluation on an annual basis and in reviews for probationary reappointment, tenure, promotion, and post-tenure assessment. The Department Head ensures that the department's Professional Standards Policy is current, is in concert with institutional policies, is widely distributed to all department faculty, and is rigorously adhered to.

## 2) Departmental Planning and Program Assessment

The Department Head is the chief facilitator of planning at the department level and is responsible for ensuring that an assessment plan is developed and functioning for all programs and activities of the department. The Department Head is expected to submit Annual Assessment Reports and Annual Plans, which should be prepared in consultation with department faculty. Through these reports, the department documents the quality of each of its programs and the actions taken to preserve that quality; presents to the institution its needs in the areas of personnel, equipment, operating budget, and facilities; and makes the institution's administrative officers aware of plans for future program development or change.

The Department Head is also charged with planning and directing all activities related to accreditation and program review.

## 3) Management of Department Operations

The Department Head assigns faculty to departmental committees, schedules courses, assigns teaching loads, plans and carries out programs for recruitment of students, and develops plans for the advising and counseling of students and assesses the success of those plans. He/she administers the departmental budget, sets budget priorities with the advice and counsel of the department faculty and staff, and ensures that funds are expended in an equitable manner. The Department Head is responsible for the management of departmental facilities and equipment, including maintenance and control of inventory. In addition, he/she is responsible for monitoring department security and maintenance and for ensuring that the department provides an environment that is conducive to teaching and learning. Finally, the Department Head is responsible for the supervision and evaluation of the classified staff of the department.

## 4) Department Relationships Within and Outside the College

The Department Head represents the department in relationships within and outside the institution. This responsibility most often relates to interdepartmental communications on curricular matters but is also reflected in the expectations presented for departmental involvement in the life of the College and its students, the local community, and the discipline.

g. Director of Library Services. The Director of Library Services reports to the Provost/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.

4. Administrative Department Heads and Activity Directors

a. Associate Dean of the College of Graduate and Professional Studies. The Associate Dean of the College of Graduate and Professional Studies reports to the Provost/Dean of the College 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 Associate Dean coordinates all advising activities for students in the College of Graduate and Professional Studies. The Associate 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 Associate 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 Associate Dean serves as the non-voting secretary of the Graduate Council.

b. Director of Honors Program. The Director of Honors Program reports to the Provost/Dean of the College 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 the Office of Access Services, Instruction and Support (OASIS). The Director of OASIS reports to the Associate Vice President for Academic Affairs 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 and the College of Graduate and Professional Studies 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. OASIS also provides

discipline-specific tutorial services for all students.

d. Director of the Office of Writing and Learning Strategies. The Director of the Office of Writing and Learning Strategies reports to the Associate Vice President for Academic Affairs and is responsible for all aspects of the operation of the Writing and Learning Strategies Programs. The Writing and Learning Strategies Programs provide campus-wide academic support in the areas of writing and learning strategies, but the primary focus is 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 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. The Director is also responsible for the "Jump Start" program providing mandatory workshops, tutorials, and study sessions for freshman and sophomore cadets who have a cumulative GPR of 1.5 or less.

e. Director of Multicultural Student Services. The Director of Multicultural Student Services reports to the Associate Vice President for Academic Affairs. The Office of Multicultural Services provides academic, social, and cultural programs for students; designs programs to increase the recruitment and retention rates of minority students; assists in the development and implementation of policies that facilitate an appreciation of diversity and multicultural issues among all campus constituencies; and serves as the official Access and Equity Representative. The Director also serves as a coordinator for the Higher Education Awareness Program (HEAP) which provides eighth grade students with resources, strategies, a college database, and a curriculum to assist them in preparing for college.

f. Director of Institutional Research. The Director of Institutional Research reports to the Associate Vice President for Academic Affairs and supports 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 Director prepares institutional reports for the Integrated Postsecondary Education Data System (IPEDS) and the South Carolina Commission on Higher Education (CHEMIS), and provides data and information for reports to other state and Federal agencies as requested. The Director of Institutional Research is available to assist schools/departments, offices, or units within the College in gathering data and developing information for reports on the assessment of goals for program outcomes, CHE program reviews, external accreditation studies, and institutional goals.

#### 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--While strategic planning is a continuing process at The Citadel, on a five-year cycle, or as internal or external circumstances may dictate, the College engages in a formal review of the current strategic plan. This review 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 (Provost/Vice Presidential) Planning--In response to the strategic institutional goals or planning priorities that have emerged through the formal review of the current strategic plan, the provost and each vice president prepare 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 provost and vice presidents. As endorsed by the President and the Board of Visitors these Level II plans, proposed revenue sources, and proposed priorities become the Strategic Plan for the College.

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

Because the implementation of a Strategic Plan is at least as important as the Plan itself, the Strategic Planning Council (SPC) monitors the implementation of each strategic plan and serves as the nucleus of the institutional planning process. The SPC is chaired by the Provost/Dean of the College and consists of the Chair of the most recent Strategic Planning Committee, Chair of the Faculty Council, Chair of the Staff Council, the Vice President for Finance and Business Affairs, Associate Vice President for Academic Affairs, and the Chair of the Strategic Planning Committee of the Board of Visitors.

The SPC is responsible for reviewing Level II provost/vice presidential plans in response to the strategic goals or planning priorities determined through the strategic planning process and making recommendations regarding Level II plans to the President and the BOV.

Once Level II plans are approved by the President and the Board of Visitors as the Strategic Plan of the College, the SPC provides annual assessment reports to the President and the Board of Visitors describing the progress of the College toward implementing the Strategic Plan. The SPC 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 3- to 5-year cycle) or by the SPC (which would then petition the President), the College will implement a formal review of the current strategic plan. At these junctures in the planning process of the College, the SPC, assisted by the Academic Board, Faculty Council and Staff Council, recommends to the President its choice for a faculty member as the chair of the Strategic Planning Process and representatives of the various constituencies of the College who will form the Strategic Planning Committee.

It is the responsibility of the Strategic Planning Council 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 Provost/Dean of the College, 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 Provost/Dean of the College and 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 Process of the College

Each budgeted school/department of the College presents an annual assessment report on its programs/services/activities. These reports are submitted each June to the Office of the Associate Vice President for Academic Affairs which is responsible for compiling these reports for the use of the Provost, Vice Presidents, and President in developing the budget and allocating the resources of the College.

### a. 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.

### b. 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.

c. Assessment Tools

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

d. Assessment Results/Actions Taken/Resources Needed

Describe briefly and concisely the assessment results and the actions taken and/or resources needed to address these results.

e. Based on Annual Assessment Reports for the previous academic year and current provided budget allocations and within the context of the Strategic Plan and guidance from the President, Provost/Dean of the College, and area Vice Presidents, each budgeted school/department presents its plan for the coming academic year to include goals and objectives.

3. Budget Process of the College

The Citadel deals with two budgeting processes concurrently: executing the current budget and developing the budget for the coming year. For clarity, timelines and actions for the process are presented separately below.

Executing the Current Budget

Through The Citadel's Financial Resources System software package, each budgeted department has direct electronic access to its budget at all times and can move funds (except for utilities and personnel services) from one budget line to another when circumstances warrant. While any department may submit at any time through appropriate channels requests for additional funds/resources to address emergency needs, The Citadel has instituted a formal Mid-Year Review process for addressing unfunded requirements that present themselves during the current budget year.

June

Budget for current fiscal year is closed.  
Board of Visitors approves budget for coming fiscal year.

July

New budget is implemented through various department accounts. Department heads validate new fiscal year budgets and notify Budget Office of any issues. Budget Office validates that budgeted revenues (student tuition/fees and State appropriations) and budgeted expenditures are in balance.

#### September-October

Budget Office conducts 1<sup>st</sup> Quarter review to ensure that revenues and spending are tracking with budget projections. Any discrepancies are reported to the departments.

#### November-December

Budget Office requests input for the Mid-Year Review. Through these requests, departments identify unfunded requirements for the current budget year and new requirements for the next fiscal year.

#### January-February

Budget Office conducts 2<sup>nd</sup> Quarter review, projects end-of-the-year revenue and expenditure levels, compares these levels with the budget, and determines if any funds can be made available to address unfunded requirements that have surfaced in the Mid-Year Review. Unfunded requirements are identified as one-time or recurring. Provost and Vice Presidents prioritize unfunded requirements and within the scope of available funds recommend to the President the funding of top priorities. The President makes final decisions on funding of unfunded requirements. Departments are notified of adjustments in budgets based on the Mid-Year Review process.

#### March-April

Budget Office conducts 3<sup>rd</sup> Quarter review; again projects end-of-the-year revenue and expenditure level, compares these with the budget, and determines if any actions are required.

#### June

Budget Office takes actions to close out the current budget year.

#### Developing the Budget

The development of the budget for the coming year takes place concurrently at the State and institutional levels.

#### **State-Level Actions**

##### September-October

Budget Office submits preliminary budget to State. This preliminary budget is based on historical data; projected enrollments; guidance provided by the Provost, Vice Presidents, and President; and Strategic Goals/Priorities of the College.

##### November-December

State Executive Office reviews preliminary budgets submitted by State agencies and provides a proposed budget/spending level for the State.

January-February-March

State Legislature reviews budget proposed by the State Executive Office.

April-May-June

Executive and Legislative branches of State government negotiate on final version of the budget/spending limit for each State agency and for the State as a whole.

June

State agencies are notified of State appropriations and budget/spending level authorizations.

### **Citadel Actions**

September-October

Budget Office prepares preliminary budget for submission to State. This preliminary budget is based on historical data; projected enrollments; guidance provided by the Provost, Vice Presidents, and President; and Strategic Goals/Priorities of the College.

November-December-January

Through the Mid-Year Review process for the current budget, the Budget Office gathers information from the departments about unfunded requirements that are recurring or cannot be addressed in the current budget and new requirements.

February-March-April

Based on actual expenditures over the past two fiscal years, projected expenditures in the current year, projected revenues for the coming year, and unfunded requirements and requests for new funds identified in the mid-year review of the current budget and approved for funding in the coming budget year, the Budget Office prepares and loads into the College computer system proposed department budgets for the coming year.

May

Departments are provided electronically a computer screen (FRS screen 22) containing the revised budget for the previous fiscal year, the original and revised budgets for the current fiscal year, and the proposed budget for the coming fiscal year. Based on this data, departments can identify any additional unfunded requirements. The Provost and Vice Presidents review the proposed department budgets and additional unfunded requirements identified by departments in their review of proposed department budgets and make final budget adjustments based on the results of annual assessment reports of the departments and the strategic

goals/priorities of the College. The final version of the proposed budget is presented to the President.

June

Proposed budget is presented to the Board of Visitors for final approval.

July

Proposed department budgets are adjusted to reflect final budget actions. Proposed budget becomes official budget, and execution of the budget begins.

#### 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 deans and department heads; the Faculty Council, which consists of elected representatives from each school/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 schools/departments offering graduate programs; 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 and Instruction Committee of the Faculty which is responsible for making recommendations to the Academic Board. Matters related to the Core Curriculum are presented to the Core Curriculum Oversight Committee 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 Provost/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 Provost/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 Provost/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 Provost/Dean of the College; the Associate Vice President for Academic Affairs; the Academic Deans; members of the permanent faculty who are tenured or on tenure-track in the academic ranks of professor, associate professor, or assistant professor; 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 Provost/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 on The Citadel's website at [http://www.citadel.edu/hr/pol\\_proced/ppunifrmregs.htm](http://www.citadel.edu/hr/pol_proced/ppunifrmregs.htm).

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 Dean to the Provost/Dean of the College. Each request must include an outline of the school's/department's needs, plans, and expectations for the requested position; how this position will enable the school/department to maintain or improve the quality of its academic programs; and a projected salary range.

2. The Provost/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 appropriate dean/department head of any position for which the school/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 school/department instituting the search. The dean/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 Provost/Dean of the College, through the dean/department head, for approval. The estimated cost of ads must also be provided. The Search Committee must also submit to the dean/department head 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 Provost/Dean of the College any other publications in which the advertisement should be placed.

4. Unless otherwise indicated, applications, resumes, and all material requested in the advertisement from applicants are sent directly to the dean, department head, or search chair, as appropriate. Copies are made of those materials deemed necessary to enable the search committee to do its work, and all materials are forwarded to Human Resources. 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 faculty 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 dean/department head. The Search Committee should then meet with the Affirmative Action Officer prior to reviewing the

applications. The dean/department head will then request approval from the Provost/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 school/department members, the Provost/Dean of the College, and the dean/department head have opportunities to meet each candidate; ensure that candidates have the opportunity to meet with students; and ensure that each school/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 dean/department head will make arrangements for campus visits. The number of campus visits will depend on the applicant pool and the funding available. The Search Committee chair is responsible for compiling and retaining for at least three years after the search is complete notes on the salient issues on the selection or non-selection of each candidate. These comments should be job-related and provide legitimate reasons for the recommendation of the committee.

6. The Search Committee will present its recommendations to the dean/department head. The dean/department head is responsible for negotiating with the candidate. However, formal offers for all faculty position will come from the Provost/Dean of the College, who is responsible for approving employment offers. 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 generates letters to all unsuccessful candidates. All documentation pertaining to recruitment, including advertisements, resumes interview notes, applications, and EEO forms will be retained by Human Resources. The Office of the Provost/Dean of the College provides Human Resources with a copy of the official job offer and acceptance letter for each new faculty member. A copy of the official transcript is kept in the Office of the Provost/Dean of the College. The Citadel's process for faculty recruiting and selection is available The Citadel's website at [http://www.citadel.edu/hr/pol\\_proced/ppfac\\_recruit.htm](http://www.citadel.edu/hr/pol_proced/ppfac_recruit.htm).

### 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 associate dean/department head. If the matter remains unresolved, the student may state the grievance in writing to the dean who 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 to the convening dean who shall decide the case. The student or faculty member may appeal that decision to the Provost who has authority to settle all student grievances.

#### 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 on The Citadel's website at [http://www.citadel.edu/hr/pol\\_proced/aap.html](http://www.citadel.edu/hr/pol_proced/aap.html) 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. Sexual Harassment policies and procedures are provided on The Citadel's website at [http://www.citadel.edu/hr/orders/sex\\_harass.pdf](http://www.citadel.edu/hr/orders/sex_harass.pdf).

## 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 5, 7 April 2003, available on The Citadel's website at [http://www.citadel.edu/hr/orders/fac\\_rank.pdf](http://www.citadel.edu/hr/orders/fac_rank.pdf).
3. Designated members of the administrative staff shall have military rank in accordance with the policy presented on The Citadel's website at [http://www.citadel.edu/hr/orders/staff\\_ranks.pdf](http://www.citadel.edu/hr/orders/staff_ranks.pdf).
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. CHAIRS (ENDOWED)

Through the generosity of private donors, The Citadel has established a number of 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.

Several endowed chairs are to be held by the dean of a school and are held as long as the individual holds the associated dean position.

Endowed chairs are intended to enable the school/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 not associated with the position of dean of a school becomes vacant, the dean/department head will appoint and charge a search committee of at least five (5) members with at least one member coming from outside the school/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 school/department and from across the College. The search committee presents its recommendations to the dean/department head who is responsible for negotiating with candidates and presenting formal recommendations to Provost/Dean of the College. Appointments or extensions of appointments will be made by the Provost/Dean of the College.

When an endowed chair is associated with the position of dean of a school, the selection process is outlined in section IV.A.2.c.

Currently, The Citadel has established the following Endowed Chairs:

School of Business Administration

Alvah H. Chapman Chair

Francis M. Hipp Chair

Robert A. Jolley Chair, and Dean of Business Administration

School of Engineering

Louis S. LeTellier Chair, and Dean of Engineering

Department of History

Mark W. Clark Chair

Department of Political Science and Criminal Justice  
John C. West Chair

H. 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 school/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 school/department, the dean/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 school/department.

When an individual is nominated to receive a professorship in recognition of personal or professional accomplishments, the dean/department head appoints a school/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 dean/department head who is responsible for making a recommendation to the Provost/Dean of the College. This recommendation shall address the appropriateness of the award as well as a recommended period of appointment. Appointments will be made by the Provost/Dean of the College.

Should the school/department or College wish to address a particular issue through a professorship, the dean/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 dean/department head. 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 dean/department head and who is responsible for making a recommendation to Provost/Dean of the College. This recommendation will address the validity of the approaches presented and their likelihood of success. Appointments will be made by the Provost/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 and Computer Engineering  
William States Lee Endowed Professorship

Department of Political Science and Criminal Justice  
Westvaco Endowed Professorship

Department of Psychology  
Arland D. Williams Endowed Professorship

## I. 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 several general situations which justify the use of adjunct faculty:

- a. when a school/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 by the dean/department.

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) 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. Overload assignments at the graduate level are to be made only under extreme conditions and with the prior approval of the Provost/Dean of the College.
- (3) The ratio of adjunct to full-time faculty is to be carefully monitored by the dean/department head. 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.

- c. when it is determined by the dean/department head that a member of the permanent faculty should be given a reduced teaching load to address responsibilities related to professional service, research, or development of grant projects.
  2. The selection and employment of adjunct faculty is a school/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 dean/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 school/department. The dean/department head is responsible for ensuring that these materials for full-time adjunct faculty are on file in the school/department office and Office of the Provost/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 normally hold the terminal degree. In those cases where the terminal degree has not been earned, the dean/department head must document and keep on file the experience, scholarship, or other activities that justify the qualification of the instructor.
    - d. Faculty teaching undergraduate courses will typically hold the terminal degree. Where the school/department feels that an individual with a master's degree or equivalent experience can fulfill the role, such persons may be employed, but the dean/department head must document and keep on file the experience, scholarship, or other activities that justify the qualification of the instructor.
  3. Adjunct appointments shall be made in writing for a specific term, and the employing dean/department head is responsible for providing appointees with appropriate information concerning their responsibilities. Through a formal orientation provided by the dean/department head, the appointees are provided information to include the following:
    - a. information about classrooms, course meeting times, office space, college calendar, available services, and support facilities (Center for Academic Enrichment, Library, Counseling Center, Information Technology Services, 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 dean/department head through reviews of Student Evaluation of Instruction results, course syllabi, tests, examinations, and other assignments. Discussion sessions are scheduled by the dean/department head each semester with each adjunct.

5. Where adjunct faculty are consistently utilized as part of a program, the school/department may wish to include them in regular school/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 appropriate dean.

#### J. 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 dean/department head.

b. Recommendations for emeritus status are made by a dean/department head to the Provost/Dean of the College.

c. These honors will be conferred only with the approval of the Provost/Dean of the College.

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.

#### K. 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 school/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.

#### L. 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 4, 31 March 2003, and is accessible on The Citadel's website at [http://www.citadel.edu/hr/orders/prob\\_etc\\_faculty.pdf](http://www.citadel.edu/hr/orders/prob_etc_faculty.pdf).

#### M. 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.

## N. ANNUAL FACULTY EVALUATION PROCEDURES

The State of South Carolina requires that each state employee be evaluated annually. Each year faculty members are evaluated by deans/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 Associate Vice President for Academic Affairs provides faculty and deans/department heads evaluation information packets.

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

Department heads submit completed Personal Data Sheets to dean.

Faculty submit evaluations of deans to the Provost/Dean of the College and evaluations of department heads to the dean.

By mid-Apr Deans/department heads review Personal Data Sheets of school/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.

Deans/department heads hold individual conferences with each faculty member.

Deans/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 appropriate dean. When the faculty member has not agreed with the department head evaluation, has provided a rebuttal to that evaluation, and mutual agreement has not been reached by the faculty member and the department head, the Summary Sheet and the faculty member's rebuttal are forwarded to the dean for final resolution. When the faculty member is evaluated by a dean, these materials are forwarded to the Provost/Dean of the College for final resolution.

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 school/department and The Citadel. These goals of the evaluation process are accomplished through self-(faculty member) and colleague-(dean/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. Secondly, 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 school/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 school/department and College.

Deans/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 school/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 school/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.

Deans/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.

FACULTY EVALUATION SUMMARY SHEET

Name

Summary of Evaluation:

Suggestions:

Overall Rating:

Comments by Faculty Member:

\_\_\_\_\_  
(Signature, Faculty member)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature, Dean/Department Head)

\_\_\_\_\_  
(Date)

## O. 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 school/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 school/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 4, 31 March 2003, which is accessible on The Citadel's website at [http://www.citadel.edu/hr/orders/prob\\_etc\\_faculty.pdf](http://www.citadel.edu/hr/orders/prob_etc_faculty.pdf).

## P. 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 dean/department head, c) a peer review annually for untenured faculty, and d) a peer review every six years for tenured faculty.

This mandate is a reflection of the larger concerns by society regarding proper use of resources and the effective teaching and learning processes 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, which is available on The Citadel's website at <http://www.citadel.edu/hr/orders/go16.pdf>.

## Q. MILITARY PROMOTIONS

Policies and procedures regarding military promotions as well as rank at initial appointment are presented in General Order Number 5, 7 April 2003, available on The Citadel's website at [http://www.citadel.edu/hr/orders/fac\\_rank.pdf](http://www.citadel.edu/hr/orders/fac_rank.pdf).

## R. 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 Provost/Dean of the College upon the recommendation of the appropriate dean/department head. These recommendations are based on an evaluation which is conducted in accordance with the procedures outlined in section O. 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 available on The Citadel's website at <http://www.citadel.edu/hr/orders/maymester.pdf>.

## S. 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 to the dean or department head, as appropriate, the proposed arrangements and secure approval prior to engaging in the activities. The dean or department head reports the activities to the Provost/Dean of the College. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

5. Each school/department will develop a method of recording prior approval for faculty consulting/outside activities. These procedures will be submitted to the 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 department head, dean, or Provost/Dean of the College, as appropriate.

#### T. TEACHING AWARD

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.

#### U. 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. This policy is also accessible on The Citadel's website at [http://www.citadel.edu/hr/pol\\_proced/ppredinforce.htm](http://www.citadel.edu/hr/pol_proced/ppredinforce.htm).

#### V. DISMISSAL FOR CAUSE

Policies and procedures for dismissals and terminations for cause are presented in General Order Number 4, 31 March 2003, which is accessible on The Citadel's website at [http://www.citadel.edu/hr/orders/prob\\_etc\\_faculty.pdf](http://www.citadel.edu/hr/orders/prob_etc_faculty.pdf).

#### W. FACULTY GRIEVANCE PROCEDURES

The grievance process of the College is reserved for the most serious of alleged offenses. These matters deal not with differences of opinion, but with violations of due process, denial of individual rights, or unequal treatment or discrimination based on sex, race, religion, or national origin.

Faculty grievances are addressed as follows. Appeal procedures are built into the processes for annual evaluation, probationary reappointment, tenure, promotion, and termination for cause. For any other matters, the faculty member is encouraged first to attempt to settle the matter with the offending party. If satisfaction is not reached or if this step is not feasible, the faculty member should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean. If the faculty member is not satisfied with the matter at that level, the grievance and the attempted resolution should be presented in writing to the dean. If deemed appropriate, the dean may appoint a review committee of three faculty members with a designated chair. This committee shall have the authority to interview individuals who may have information pertaining to the grievance and to request records and materials pertaining to the grievance. In a grievance procedure, employees are obligated to provide requested information to their dean/associate dean/department head, or review committee. The committee shall forward its findings and recommendations to the convening dean who shall decide the case. The faculty member may appeal the decision of the dean to the Provost who has the authority to settle all faculty grievances.

## X. 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 - Provost/Dean of the College.

The Provost/Dean of the College is appointed by the Board of Visitors upon the recommendation of the President. The Associate Vice President for Academic Affairs, deans, and department heads, as well as the director of Daniel Library, are appointed by the Provost/Dean of the College.

#### 2. Selection

##### a. The Provost/Dean of the College is selected as follows:

The Provost/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, deans/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. Associate Vice President for Academic Affairs. The Associate Vice President for Academic Affairs will be appointed by the Provost/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 Provost/Dean of the College. At least one of the members appointed by the Provost/Dean of the College must be a faculty member while the others may be deans/department heads or senior staff (vice presidential level). One of the appointees of the Provost/Dean of the College may be from outside the College. The Provost/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 Provost/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Provost/Dean of the College who is responsible for making the final selection.

c. Dean of School. The Dean of a school will be appointed by the Provost/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 school, and three members appointed by the Provost/Dean of the College. At least one of the members appointed by the Provost/Dean of the College must be a faculty member while the others may be deans/department heads or senior staff (vice presidential level). One of the appointees of the Provost/Dean of the College may be from outside the College. The Provost/Dean of the College appoints the chair from among the representatives of the school, prepares the charge for the committee, and approves all position announcements. The committee presents to the Provost/Dean of the College for approval the procedures for conducting the search and screening applicants. Recommendations are made to the Provost/Dean of the College who is responsible for making the final selection.

## B. ACADEMIC BOARD

The Academic Board consists of the President, Provost/Dean of the College, the Associate Vice President for Academic Affairs (who serves as secretary), Deans of Schools, the heads of academic departments and ROTC detachments, and the Director of Library Services. In the absence of the President, the Academic Board is chaired by the Provost/Dean of the College. The Academic Board rules on all matters concerning the academic programs of the College. Recommendations are made to the Board of Visitors concerning such matters as the establishment of new schools/departments or majors. The Registrar, the Associate Dean of the College of Graduate and Professional Studies, 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 Provost/Dean of the College upon the recommendation of the dean. Appointments shall normally be made 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, it is the responsibility of the dean to determine if an interim department head shall be appointed for a period not to exceed one year, during which time a new search shall be initiated, or if a recommendation for a department head will be made to the Provost. If the dean decides to recommend the appointment of a department head without the support of a majority of the department faculty, the faculty opposing this action may present its views in writing to the Provost/Dean of the College.

Setting the term of appointment for a department head is within the discretion of the Provost/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 Provost/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 dean.

A complete review of a department head's performance shall be conducted for the Provost/Dean of the College by the dean, with full involvement of the department faculty, during the fifth year of appointment. However, the Provost/Dean of the College or the 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 Provost/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 Provost/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 dean shall

recommend reappointment normally only with concurrence of a majority of the faculty of the department, if such a majority can be achieved. When the dean decides to recommend reappointment without the support of a majority of the department faculty, the faculty opposing reappointment may present its views in writing to the Provost/Dean of the College. Reappointment is at the discretion of the Provost/Dean of the College.

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.

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 Provost/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 by the 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 dean is responsible for conducting the formal search for a department head. As a first step in this search process, the 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 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 school/department.

The department search committee shall make its report to the dean who is responsible for negotiating with the candidates and making a recommendation to the Provost/Dean of the College who makes the final decision.

### 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 dean shall review the departmental assessment of the department head's work, including the votes and supporting statements, and make a recommendation to the Provost/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 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 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 Provost/Dean of the College. If the 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 dean is not to reappoint the incumbent, this will be shared with Provost/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 appropriate 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 Associate Vice President for Academic Affairs distributes evaluation packets.

By mid-Mar Department heads submit completed Personal Data Sheets to dean.

Faculty members submit evaluation of department head to dean.

By mid-Apr Deans review Personal Data Sheets for department heads and evaluations by department faculty.

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.

Deans hold individual conferences with department heads.

By end Apr 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. When the dean and the department head do not reach agreement on a rating, the dean forwards the department head's Summary Sheet with the department head's comments to the Provost/Dean of the College for resolution.

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 relate to annual assessment results and the strategic goals/priorities of the College.

In the area of Management of Department Operations,

- department head is expected to comply with all college policies (annual evaluation, probationary reviews, tenure, promotion, etc.), meet all prescribed deadlines (schedule preparation, budget submission, award recommendations, 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.

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. If the department head and the dean do not come to agreement on the rating, all materials are forwarded to the Provost for final resolution.

DEPARTMENT HEAD EVALUATION SUMMARY SHEET

Name

Summary of Evaluation:

Suggestions:

Overall Rating:

Comments by Department Head:

\_\_\_\_\_  
(Signature, Department Head)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature, Dean)

\_\_\_\_\_  
(Date)

D. GRADUATE COUNCIL

The Graduate Council is chaired by the Provost/Designee of the Provost and consists of Provost/Dean of the College, the designated representative from each school/department offering a graduate program (schools/departments with average enrollment of 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 Associate 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 schools/departments of the College, to include two representatives from each school/department having twelve or more faculty members; one representative from each school/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.

**CONSTITUTION OF THE CITADEL FACULTY COUNCIL**

Article I  
NAME

The name of this organization shall be The Citadel Faculty Council (hereinafter referred to as the *Council*).

Article II  
PURPOSE

The purposes of the *Council* shall be:

- A. To consider institutional problems and policies; to study, discuss, and make recommendations concerning them.
- B. To serve as a channel of communication between the faculty and the administration.

Article III  
MEMBERSHIP AND ELECTIONS

A. DEFINITION OF FACULTY: The faculty represented by this *Council* is defined as consisting of all full-time members of the academic teaching staff (including the commissioned officers of the Military Science, Aerospace Studies, and Naval Science Detachments) and the full-time professional librarians, excluding all such who are on extended leave of absence.

B. MEMBERSHIP:

1. *Eligibility*: All members of the faculty, except members of the Academic Board, are eligible to serve on the *Council*.

2. *Representation*:

a. The Department of Aerospace Studies, the Department of Military Science, the Department of Naval Science, and the Library shall be entitled to one representative each on the *Council*.

b. Representation on the *Council* of other academic departments will be as follows:

(1) Schools/departments having no more than eleven faculty members will be entitled to one representative.

(2) Schools/departments having twelve or more faculty members will be entitled to two representatives.

3. *Term of Office*:

a. The term of office for members of the *Council* will be two years.

b. New terms of office will begin at the May meeting of the *Council* each academic year.

c. No one may serve on the *Council* for as long as three consecutive full two-year terms.

C. ELECTIONS:

1. Elections of representatives to the *Council* will be conducted in each school/department by the dean/department head.

a. Voting will be by secret ballot.

b. Each member of the faculty will be entitled to one vote for each representative of his/her school/department.

2. Elections to fill vacancies caused by expired terms of office will be held each April.

3. Unexpired terms will be filled by the schools/departments involved as they occur.

#### Article IV OFFICERS

A. The *Council* at its last (May) meeting each academic year will elect from its members a Chair, a Vice-Chair, and a Secretary.

B. The Chair shall be considered the official spokesperson of the *Council*.

#### Article V MEETINGS AND PROCEDURES

##### A. MEETINGS:

1. Regular meetings of the *Council* will be held monthly during the academic year, beginning in May.

a. The Chair may cancel a regular meeting at his/her discretion, but he/she may not cancel two consecutive monthly meetings.

b. The Chair may call special meetings of the *Council* at his/her discretion and must call a special meeting upon petition of one-half of the members of the *Council*.

2. Two-thirds of the membership of the *Council* shall be considered a quorum.

3. Meetings of the *Council* will normally be restricted to the members of the *Council*, plus others whose presence is deemed necessary for the conduct of its business; however, the Chair, with the consent of a majority of the members of the *Council*, may call an open meeting.

##### B. PROCEDURES:

1. Any member of the faculty or any administrative officer may present a matter in writing to the Chair who, in turn, will present it to the *Council* at its next meeting.

2. All recommendations of the *Council* will be in writing, signed by the Chair and the Secretary, and forwarded by the Chair to the authority he/she deems proper.
3. All persons submitting matters to the *Council* will be notified in writing of the disposition of such matters.
4. The *Council* will, as of 10 January and 10 May of each year, publish to all members of the faculty a report, to include a consolidated list of matters submitted to the *Council*, and the present disposition of or final action taken on such matters (except as noted in Section 6 below).
5. The minutes of the proceedings of the *Council* will be open to all members of the faculty.
6. Matters of individual personal grievances for which the complainant requests in writing confidential treatment will be excluded from the report required in Article V, Section 4 above, and from the minutes of the proceedings of the *Council*.

#### Article VI BYLAWS

The *Council* is empowered to adopt those Bylaws it deems necessary for the conduct of its business and which are consistent with this Constitution.

#### Article VII AMENDMENTS AND ADOPTION

A. Amendments to the Constitution shall be made upon recommendation of two-thirds of the *Council* with the approval of the majority of the faculty and the Provost/Dean of the College.

#### F. STANDING COMMITTEES

1. To assist in conducting the numerous and varied college programs, the Provost/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 early in the fall semester. Faculty membership on these committees is recommended by the Committee on Committees of the Faculty Council and approved by the Provost/Dean of the College.
2. The current listings of Standing Committees of the Faculty and Standing Committees of the College and memberships are available on The Citadel's website at <http://www.citadel.edu/academics/committees/ConC/ConC.html>. Committee charters can be accessed on the Citadel's website by selecting links at <http://www.citadel.edu/academics/committees/committees.html>.

## V. PROFESSIONAL DEVELOPMENT

### A. THE CITADEL FOUNDATION

The Academic Enrichment Endowment of The Citadel Foundation provides 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 on-going 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 and makes recommendations to the Provost/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 on The Citadel's website at <http://www.citadel.edu/academics/committees/FacDev/FD.html>.

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 Provost/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, the deans, and the Associate Vice President for Academic Affairs is used to select deserving proposals for recommendation to Provost/Dean of the College for funding through the College or The Citadel Foundation. Guidelines for applying for sabbatical leave are distributed annually in electronic format to each faculty member. The Standing Sabbatical Committee and its charter are available on The Citadel's website at <http://www.citadel.edu/academics/committees/Sabattical/Sabattical.html>.

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 dean/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 school/department colleagues. When the sabbatical is for a full year, the school/department is provided funding through The Citadel Foundation to address the recipient's teaching load.

Up to four full-year sabbatical awards are made each year, and 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 school/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 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.

#### 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 research and presentation proposals and making recommendations for funding to the Provost/Dean of the College. Research grant proposals are solicited in the Fall of each academic year. Recommendations are forwarded to the Provost/Dean of the College 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--at 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 Provost/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 Citadel's website at <http://www.citadel.edu/academics/committees/Research/research.html>.

#### E. THE CITADEL CENTER for LEADERSHIP DEVELOPMENT

The Citadel Center for Leadership Development develops leaders through certificate-granting programs that emphasize the development of leadership and ethics. Its principal concerns are as follows: developing emerging and more senior leaders, ethical development in organizations, teamwork, communication, and service. Methods to be utilized include evaluations, simulations,

role-playing, discussion groups, mentoring programs, individual coaching, and other experiential activities. The emphasis will be on “learning by doing” rather than the traditional “learning by listening” format of some management development programs. Courses are held at The Citadel, an attractive Lowcountry venue, or organizational centers located throughout the nation.

Different programs are designed to fit the needs of leaders at different stages of experience and development, from new leaders to CEO’s. Programs are offered for the public at the Center. Programs and development efforts will also be specifically tailored for organizations and individuals as well. Through these activities, The Citadel meets the needs of the Lowcountry and wider business communities for principled, decisive leaders who can lead in the very difficult conditions faced today in business and other organizations. In addition, the Center provides programs for groups that need advanced training to gain or maintain professional certifications. In all its programs, the Center engages faculty throughout the College who hold terminal degrees in business, psychology, education, engineering, and communications.

The Center also holds annual courses that last from three to five days with a focus on the essential nature of leadership and ethics to sustain vibrant and resilient organizations. These courses are organized around the importance of knowing yourself and your organization, learning strategies for working ethically and effectively in organizations, and taking action to sustain and develop organizations for an ever-more tumultuous world.

#### 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 on The Citadel’s website at <http://www.citadel.edu/fins/cars.html>.
3. Compensation for expenses other than transportation will be made at the rates announced in current Citadel directives which are on The Citadel’s website at <http://www.citadel.edu/fins/Travel.html>. 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 available on The Citadel's website at [http://coldprd.citadel.edu/cwsentl/cws0010\\_log.cfm](http://coldprd.citadel.edu/cwsentl/cws0010_log.cfm).

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

School/Department	Undergraduate	Graduate
Business Administration	360	204
Computer Science	300	120
Criminal Justice	300	144
Education	300	144
Practice Teaching	225	
Engineering	240	
Foreign Languages	270	
English	285	144
Biology	285	96
Mathematics	345	120
Physics	285	
Chemistry	285	
Psychology	345	156
History	300	144
Political Science	300	144
Fine Arts	195	
Health/Physical Educ.	300	144

b. The normal teaching load 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 these faculty spend additional time in student instruction through avenues such as mentorships, student collaboration in research, and non-credit seminars/symposia. 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 undergraduate 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 dean/department head, and the final decision will be based on the potential impact of this arrangement on the students.

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 normally 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 dean/department head.

(3) The responsibilities of certain college committees or school/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 faculty member must present a 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 school/department will address the proposed reduction. The dean/department head 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 dean/department head who will then make the 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 dean/department head who will then make the final decision.

(6) It is expected that faculty members who have reduced teaching loads will, regardless of the justification, 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, deans/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 dean and the concurrence of the Provost/Designee of the Provost. 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. Maymester/Summer Teaching

Maymester/summer school pay is dependent on availability of Maymester/summer school employment and is governed by the current policies on additional pay established by the State Budget and Control Board and the current Maymester/summer pay policies of the College. The current pay policy is available on The Citadel's website at [http://www.citadel.edu/hr/pol\\_proced/pppayplan.htm](http://www.citadel.edu/hr/pol_proced/pppayplan.htm).

## 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 schools/departments, each school/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. The dean/department head is responsible for final decisions on when a teaching load reduction or overload compensation is deemed appropriate within these guidelines.

#### C. EVALUATION OF TEACHER TRAINING INTERNSHIPS

Those schools/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 teaching field 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 schools/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. The Director and the department head are responsible for justifying 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 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 to the Provost/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 schools/departments and the Core Curriculum Oversight Committee.

## E. ATTENDANCE REPORTS FOR CADET CLASSES

### 1. Concept

The cornerstone of undergraduate education is communication between the teacher and the learner, and at The Citadel, class attendance is mandatory. 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 or she 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.

Because missing a class without permission is not allowed, all professors are expected and urged to report all class absences for cadets.

Faculty members 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.

### 2. Class Rolls

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.

3. Submission of Daily Absences and Lates

- a. At the beginning of each semester, the professor should explain the absence policy to each class.
- b. Each week the professor receives an Absence Report for each course taught. A student who does not attend class, for whatever reason, authorized or unauthorized, should be marked "A" (Absent). A student who is late with no acceptable excuse should be marked "L" (Late). The faculty member may retain these reports as his or her official class attendance record.
- c. By 5:30 PM each day, the faculty member should sign onto the electronic Cadet Absence System and enter his or her PIN. This will enable the faculty member to access an electronic roll for each class and enter all absences and lates recorded for that day. It is imperative that faculty members meet this deadline since data submitted after 5:30 PM on the day the absence or late occurs cannot be accepted by the system. This means that any absences or lates not entered by 5:30 PM on the day they occurred will be lost.
- d. This data is collected in an electronic database to which the offending cadet's Academic Officer, Unit Commander, and Tactical Officer have access after 6:30 PM each day. It is the responsibility of these individuals to determine if the absence is Excused or Unexcused. For each Unexcused absence, the Cadet Academic Officer, Unit Commander, and Tactical Officer will determine an appropriate consequence ranging from verbal counseling to verbal or written reprimand to demerits and confinements. When a cadet's absences become excessive, he or she will be required to appear before an Academic Board of Review. This board is appointed by the Provost and is authorized to award additional consequences to include tours. When circumstances warrant, the Academic Board of Review may recommend to the course professor that the cadet be awarded a failing grade in the course being missed.
- e. 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 Registrar giving the student's name and ID number along with the course number and name.

## 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 dean/department head.

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's website at <http://www.citadel.edu/registrar/registrar.html>.

### 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 the grade of "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 appropriate dean/department head.

## 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.
3. 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 associate dean/department head and the Associate Vice President for Academic Affairs. 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." It is the student's responsibility to present the "authorized reason" for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the faculty member, the final grade should reflect the grade of zero on all missing work.

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 may be authorized by the Associate Vice President for Academic Affairs 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 Associate Vice President for Academic Affairs. 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."

d. The grade of "IP," for In Progress, is intended for courses, such as research projects, that may extend beyond one semester. It is expected that grades of "IP" will be removed within two semesters, or they will revert to "F."

#### 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 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 school/department. This implies school/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, every request for a change of grade must be justified by the faculty member and approved by the associate dean/department head involved and the Associate Vice President for Academic Affairs. 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

The grievance process of the College is reserved for the most serious of alleged offenses. These matters deal not with differences of opinion, but with violations of due process, denial of individual rights, or unequal treatment or discrimination based on sex, race, religion, or national origin.

Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean.

If the matter remains unresolved, the student may present the grievance and the attempted solution in writing to the appropriate dean. If deemed appropriate, the dean may appoint a review

committee consisting of three faculty members, with one designated as chair and a student in good standing from the same student category as the grieving student. This committee shall have the authority to interview individuals who may have information pertaining to the grievance and to request records and materials pertaining to the grievance. In a grievance procedure, all employees and students are obligated to provide requested information to the dean/associate dean/department head, or review committee. The committee shall forward its findings and recommendations to the convening dean who shall decide the case. The student may appeal that decision to the Provost who has the authority to settle all student grievances.

## 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 be evaluated annually, and each year the head of every school/department is responsible for evaluating the faculty members in that school/department. The principal 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 course and program assessments of schools/departments. 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 Provost/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.

(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 dean/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 Provost/Designee of the Provost. 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). 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 Office of Access Services, Instruction and Support 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 Office of Access Services, Instruction and Support 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.

## L. OWNERSHIP OF INTELLECTUAL PROPERTY

### Preamble

The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy *will be* in accord with the guidelines and criteria published in The American Association of University Professors' "Statement of Copyright" (*Policy Documents and Reports*. Ninth Edition, 2001, or subsequent editions).

### *Definitions*

Directed Works are defined as those specifically funded or created at the direction of the College, and which may or may not include exceptional use of College resources. They are distinguished from non-directed works, which are pedagogical, scholarly, literary, or aesthetic works resulting from non-directed effort.

Exceptional Use of College Resources is defined as the provision of resources or support by the College for the creation of a work that is of a degree or nature not routinely made available to College employees. Sabbatical leaves, faculty research grants, and faculty development grants awarded by the College upon the recommendation of the Research, Faculty Development, or Sabbaticals Committees, although competitive, are routinely available to the faculty and are therefore deemed non-exceptional unless specifically designated otherwise by agreement between the originator and the Provost.

### Policy

Ownership of intellectual property will reside with the originator, whether a member of the faculty, a member of the staff, or a student, unless: (a) the property is created at the specific direction of the College; or (b) the originator has made exceptional use of College resources in creating it.

At the time when the work is directed by the College or at the time when the College makes exceptional resources available to the originator of intellectual property, the Provost and

the originator will together determine ownership and will negotiate a written agreement concerning that property. These determinations will be made on a case-by-case basis.

#### M. PRINCIPLES GOVERNING GRADUATE EDUCATION

In preparing guidelines for graduate courses offered for professional development of school personnel, the South Carolina Commission on Higher Education studied the distinction between graduate and undergraduate courses in general. The resulting guidelines, now finalized and approved, contain the following characterization of “all graduate courses, whether part of a degree program or for the more narrow purposes of professional development . . . .”

Graduate education is different from undergraduate education and other in-service experiences because it:

1. Involves a greater depth of learning than would be found in undergraduate education;
2. involves an increased specialization or focus that would not be found in undergraduate education;
3. involves a more advanced level of instruction than in undergraduate education;
4. emphasizes student self-direction; and
5. emphasizes dynamic interaction with the subject matter, the instructor, and other students, and focuses on the generation of knowledge through research and/or the application of new knowledge.

While recognizing that specific applications of these principles will vary among the academic disciplines, The Citadel affirms that graduate education in every discipline must be founded upon them. To this end, The Citadel ensures that its graduate instruction, within or without a degree program, adheres to these principles.

#### N. STUDENT SUPPORT PROGRAMS, SERVICES, AND ACTIVITIES

The student support programs, services, and activities offered by The Citadel complement and support students' academic development by:

- promoting discipline, responsibility, character development, and self-confidence;
- equipping students with skills necessary for academic success;
- developing leadership skills;
- enhancing moral and spiritual development;
- increasing cultural awareness and the appreciation of diversity;
- encouraging students to become responsible professionals in their chosen fields; and
- providing activities that promote personal health and physical fitness.

The intent of the student support programs is to encourage the development and integration of personal values and habits that will remain with the individual for life.

The Student Development Committee has been established to advise the College in efforts to

ensure that The Citadel provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

The Committee shall have the authority to study any problem or topic associated with student activities and development throughout the College, to publish its findings, and to propose any changes it deems appropriate. However, the Committee is advisory in nature. The authority to implement change lies entirely with the senior executives through the customary decision-making channels and processes of the College.

The Committee is chaired by the Provost with permanent membership as follows:

- Commandant or his designee
- Director of Athletics or his designee
- Associate Dean of the CGPS or her designee
- The head of one of the ROTC departments
- The head of one of the academic departments (not an ROTC department), or the dean of a school, to be elected by the Academic Board
- Director of Cadet Activities
- Director of the Writing and Learning Center
- Director of the Counseling Center
- Director of Intramural, Club, and Recreational Athletics
- Director of Multicultural Student Services
- One member of the faculty at large, appointed by the Committee on Committees

The Committee also has the authority to elect up to four additional members depending upon specific requirements of the tasks at hand.

The Committee concerns itself with all College activities that have as a primary mission student development outside of academics or in support of academics. These activities may be housed in any department, but they are concentrated in the following areas:

- Alumni Affairs
- Athletics Department
- Cadet Activities
- Career Services
- College of Graduate and Professional Studies
- Commandant's Department
- Counseling Center
- Honor Court
- Infirmary
- Information Technology Services
- International Studies
- Intramural, Club, and Recreational Athletics
- Multicultural Student Services
- Office of Access Services, Instruction and Support (OASIS)

- Religious Activities
- School/Department Activities
- Writing and Learning Center

The duties of the Student Development Committee are as follows:

- Monitor the needs of the College in the area of student activities, and when necessary, respond to these needs by recommending the establishment of new activities or the discontinuation of old ones.
- Monitor the content and purposes of all student development activities to ensure that they are consistent with The Citadel's statement of philosophy on student support programs, services, and activities.
- Monitor the effectiveness of all student development programs and activities and recommend changes where appropriate. As part of this effort, review annual assessment reports of the departments or activities whose primary mission is in the area of student development.
- Coordinate the administration of the student development activities throughout the College to ensure both effectiveness and cost-efficiency.
- Prepare and implement those parts of the Quality Enhancement Plan that are concerned with student development activities.

#### O. CONFIDENTIALITY OF STUDENT RECORDS

The Citadel complies with the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their education records. These rights include the following: the right to inspect and review their records; the right to request an amendment of their record if they believe it is inaccurate or misleading; the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent (outlined in the Annual Notification of Student Rights under FERPA); and the right to file a complaint with the U.S. Department of Education concerning alleged failures by The Citadel to comply with the requirements of FERPA.

The Citadel will not permit access to or disclosure of any information from a student's educational record to anyone outside the institution without the written consent of the student, except in compliance with the provisions of federal and South Carolina state laws and regulations. Parents of students who qualify as dependents, as defined in Internal Revenue Service (IRS) standards, may receive certain information from their student's records. The parent must first verify the tax status information, and the student must agree to the release of information to the parent.

Within The Citadel community, only those members individually or collectively acting in the "legitimate educational interest" of the student are permitted access to information from student educational records. These members include The Citadel's Board of Visitors, the faculty, and selected personnel in the following offices: the President, Provost, Associate Vice President for Academic Affairs, Deans, Registrar, Vice President for Finance and Business

Affairs, Vice President for Communication, Director of Athletics, and Commandant of Cadets. Persons with a legitimate educational interest are those who have an official need to review a student's record in order to fulfill their assigned professional responsibilities at The Citadel.

The Citadel has designated the following items as "Directory Information": a student's name, electronic mail address, local and permanent addresses, telephone numbers, date and place of birth, class schedule, ROTC affiliation, cadet rank and cadet organization, semesters of attendance, anticipated date of graduation, photograph, enrollment status (full or part-time), date of admission, date of graduation, citizenship, residency, major and minor fields of study, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors and awards received (including Dean's List and Gold Star status, scholarships, and fellowships), weight and height of members of athletic teams and whether the student has participated in officially recognized activities and sports sponsored by The Citadel. Citadel officials may disclose any of these items without prior written consent unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to him or her.

The Citadel reserves the right to deny a student the right to inspect the following records: parents' financial records; confidential letters of recommendation requested by the student for which the student has waived access (students may request the names of those who have submitted confidential recommendations); and documents revealing non-directory information about other students (such as class rolls).

The Citadel is required by federal and South Carolina laws and regulations to protect the privacy of the Protected Health Information (PHI) of students and his/her medical treatment records. PHI includes information that identifies the student and relates to a student's past, present, or future physical or mental health information. As a matter of policy, no information related to the medical treatment or condition of a student will be released to a third party without the written consent of the student.

The Citadel will, as a matter of policy, disclose to the alleged victim of any crime of violence the results of any student disciplinary hearing or faculty/staff disciplinary hearing conducted against the alleged perpetrator of such a crime. Both the accuser and the accused shall be informed of the outcome based on an alleged sex offense. This policy is in compliance with the provisions of the "Student's Right to Know and Campus Security Act of 1990" and amendments to FERPA.

The Citadel may also disclose to the parent of any cadet under the age of 21, with or without the student's consent, any violation by the student of Citadel policy or local, state or federal law concerning the use of alcohol or drugs. This disclosure may be to parents "without regard to whether or not the student is a dependent under IRS Tax rules." The decision on whether or not to notify the parent will belong to the Commandant of Cadets.

Students at The Citadel must adhere to the following procedures to exercise their rights under FERPA:

1. The student should submit a written request to the Registrar, dean, head of the academic department, or other appropriate official who is the custodian of the record that they wish to review and inspect. The Citadel official will make arrangements for access within 45 days after receiving the request and notify the student of the time and place the records may be inspected. If the official, to whom the request is submitted does not maintain the records, that official shall advise the student of the person to whom the request should be addressed.
2. Students may ask The Citadel to amend a record that they believe is inaccurate or misleading. They should write to The Citadel custodian for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the official decides not to amend the record as requested by the student, the official will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. The student will receive additional information on this process when he or she is notified of the right to a hearing.
3. Students who object to the release of their directory information must submit that request in writing to the Registrar. Requests will be processed within 24 hours of receipt.
4. Students may file a complaint with the U.S. Department of Education concerning alleged failures by The Citadel to comply with FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

Anyone who has questions concerning this policy or The Citadel's procedures concerning the release of educational information under FERPA or South Carolina state laws or regulations should contact The Citadel's Privacy Officer. Information on contacting the Privacy Officer will be provided in the Annual Notification to Students and on The Citadel's web site. Students who have complaints concerning their privacy rights are also encouraged to visit or contact The Citadel's Privacy Officer. (<http://www.citadel.edu/corps/ferpa.html>)

## 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 affect the liaison with communications media required for the placement of such items.

## B. LIBRARY

The Daniel Library participates in the teaching, research, and public service programs of The Citadel by providing scholarly information; by the acquisition, organization, management, preservation, and arrangement of collections for access and use; by provision of supportive reference and instruction services; and by a variety of cooperative and reciprocal programs in the local area, the region and the state.

As a collaborator in the process of teaching, research, and public service, the Library provides leadership in the use of information both on The Citadel campus and in the Charleston Academic Library Consortium (CALC), the local consortium of area libraries. The Library's faculty and staff play an important role in improving the delivery, management, and use of information.

The Daniel Library is a place where information resources are physically and electronically available. However, through electronic networking the goal is to deliver information to users at the place and moment of need while continuing to deliver and support more traditional modes of scholarly communication.

The Library has eight major areas in which it delivers services and expects concrete, measurable results.

- The provision of scholarly information through circulation and inter-library loan;
- The acquisition, organization, and management of scholarly collections;
- The provision of instruction and reference services both to groups and one-on-one;
- The organization of networked systems;
- Public service through the Library Friends and the Museum;
- Participation as faculty in the scholarly process;
- The creation of a comfortable, usable place for study and research;
- The acquisition and use of archival materials relating to The Citadel.

## 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 Foundation. Information on Information Technology Services is available on

The Citadel's website at <http://www.citadel.edu/computing/>.

#### 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 an extended period. 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.