

**FACULTY MANUAL**

**May 2026**



**THE CITADEL**

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THE MILITARY COLLEGE  
OF SOUTH CAROLINA

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## SECTION I – INTRODUCTION

The faculty members of The Citadel recognize that actively seeking academic and professional excellence proves crucial for achieving the educational mission and strategic goals of The Citadel. Faculty members encounter special opportunities to encourage and strengthen The Citadel as a community, to serve as role models, and to advance the core values of Honor, Duty, and Respect. Consistent with these values, we aspire collectively to carry out our academic and professional responsibilities in the major areas of teaching, scholarship, and service in a manner that is collaborative, informed, and constructive. We therefore seek to treat our colleagues and all staff members, students, and guests with respect and civility. While academic and professional excellence cannot be reduced to any fixed or comprehensive list of specific duties, we recognize certain standards that we hold in common and that individual faculty members should weigh appropriately when engaging in the academic and professional activities of teaching, scholarship, and service.

*The Citadel Faculty Manual*, hereafter referred to as the Manual, provides information pertaining to the faculty member's participation and responsibilities in the business of the College and in the College community. This Manual therefore presents policies and procedures essential to the faculty's professionalism and experience, and sets forth the standards of conduct and professional responsibility. The Manual seeks to communicate faculty standards that are consistent with best practices applicable to higher education. The Manual also seeks to preserve the historic traditions and core values that have shaped The Citadel as a distinctive and positive organizational environment for faculty to engage professionally in teaching and enriching the lives of students.

The Citadel as a university acknowledges and endorses the teacher-scholar ideal in all its educational programs, recognizing that the excellence of all programs is dependent on the quality of its faculty. This ideal is pursued through teaching, lecturing, researching, writing, publishing, and college-wide and public service. The Citadel encourages faculty members to also address audiences beyond the college by sharing their knowledge with other scholars and with the public. All faculty members should review and familiarize themselves with the Manual, which sets forth the policies, practices, standards of conduct, and professional responsibilities applicable to The Citadel faculty member. Faculty actions related to new programs and elimination of existing programs are recommendations to the Board of Visitors, which approves the academic programs of the College. Specific rights and powers of the Faculty are further detailed in the [College Regulations](#).

## SECTION II – ADMINISTRATIVE ORGANIZATION AND FACULTY GOVERNANCE

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

The current vision, mission and core values are stated in Section I.1 of the [College Regulations](#).

**Vision:** Achieving excellence in the education and development of principled leaders.

**Mission:** As The Military College of South Carolina, The Citadel’s mission is to educate and develop principled leaders and citizen-soldiers, prepared to serve their state and nation, and to lead with integrity by instilling the core values of Honor, Duty, and Respect in a disciplined and intellectually challenging 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 military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student’s intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

A complementary purpose of The Citadel, realized through The Citadel Graduate College, 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 nontraditional students seeking traditional and demanding academic challenges.

**Core Values:** Honor, Duty, and Respect.

### B. FACULTY GOVERNANCE

The Citadel Faculty has jurisdiction and responsibility over the academic programs and activities of the College. The Faculty collectively and transparently fulfill their duties through the following designated officials and representative bodies:

1. The Provost and Dean of the College, referred to herein as “the Provost”;
2. The Associate Provosts, all Deans, Associate Deans, and Department Heads;
3. The Faculty Senate, which coordinates among all academic units to address concerns common to all undergraduate and graduate programs, and which consists of appointed and

elected representatives from each School or Department, the Department of Leadership Studies, and the Daniel Library;

4. Standing Committees that are established, staffed, and charged by the Faculty Senate;
5. Standing Committees of the College and of the Schools; and
6. Ad hoc committees or task forces for special purposes, as appointed by the Faculty Senate or the College.

The Chair of the Faculty Senate is responsible for such duties as outlined in the Senate Charter and for ensuring significant issues are presented, shared, and discussed with the other members of the Faculty Senate to promote a broad awareness of the actions under consideration by the College. The Chair can attend BOV meetings for transparency on strategic direction of the College. The Chair may attend other administrative meetings as needs arise.

Matters related to the undergraduate curricula are presented to the Standing Undergraduate Curriculum Committee of the Faculty, which is responsible for making recommendations to the Faculty Senate. Matters related to general education are presented to the Standing General Education Committee which is responsible for making recommendations to the Faculty Senate. Matters related to the graduate curricula are presented to the Standing Graduate Curriculum Committee which is responsible for making recommendations to the Faculty Senate. The Faculty Senate 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 paragraphs.

All matters holding potential for college-wide significance or consequences, regardless of origin, must be considered first by the Faculty Senate, and deliberations are conducted as follows:

1. Matters presented to the Faculty Senate must be considered and addressed in a timely manner.
2. Matters addressed and approved by the Faculty Senate must be sent to the appropriate decision-maker, generally the Provost.
3. When a recommendation requires a change in [College Regulations](#) or other formal action by the Board of Visitors (BOV), the Provost is responsible for formally presenting the recommendation to the BOV.

## C. ASSOCIATE PROVOSTS

Under the direction of the Provost, the Associate Provosts work collaboratively with the School Deans to achieve the mission of the College.

The **Associate Provost for Academic Affairs & Dean of Graduate and General Studies** oversees the academic progress of undergraduate and graduate students. The Associate Provost works with students on matters related to academic continuation and on readmission; he or she also serves as a member of the annual Senior Rank Selection Board for cadet commanders and coordinates and supervises the work of Company Academic Advisors and cadet Academic Officers. The Director and Assistant Director of General Education, the Honors Program Director, The Assistant Provost for Teaching and Learning and Director of CEITL, Summer School Coordinator, and the Assistant Provost for Research report to the Associate Provost. The Associate Provost works with faculty by providing academic training for Deans and Department Heads, by overseeing

the annual review process for all faculty, and by monitoring the Tenure & Promotion Process. The Associate Provost oversees the academic operations of the school to include coordinating end-user requirements on all academic projects and oversees academic space on campus. The Associate Provost is responsible for overseeing the undergraduate and graduate academic catalogues, undergraduate and graduate academic policies, faculty workload, optimizing course enrollments and offerings.

The **Associate Provost of Enrollment Management** manages all aspects of admissions and financial aid operations and is responsible for developing, implementing, and overseeing the execution of a multi-year comprehensive enrollment plan with appropriate goals that include strategies to recruit and enroll traditional undergraduate and graduate students, online students, continuing education students, and returning adult students. The Offices of Financial Aid, Cadet Admissions, Citadel Graduate College and College Degree Completion Programs Admissions, as well as the Veterans' Success Center, and Parent Programming all report to the Associate Provost of Enrollment Management. The Associate Provost is responsible for reviewing feasibility studies for new academic programs.

When an Associate Provost position becomes vacant, the Citadel may fill it with a qualified person either by an appointment from within the university or by conducting an external search.

#### **D. DEAN OF A SCHOOL AND ASSOCIATE DEANS**

Deans lead the academic departments within each of The Citadel's five (5) Schools: the Tommy & Victoria Baker School of Business, the Zucker Family School of Education, School of Engineering, School of Humanities and Social Sciences, and the Swain Family School of Science and Mathematics.

Deans are responsible for the overall direction of programs within their units. Deans coordinate and motivate the efforts of Department Heads and faculty in support of the College's strategic plan, the School goals, and academic programs.

The Dean of each School is a 12-month administrative faculty member who reports directly to the Provost. Each dean assumes responsibilities for program development and assessment, academic excellence, alignment with and execution of the College's strategic plan, external fund-raising, personnel actions, staffing, professional and leadership development of faculty and staff members, student recruitment and retention, and budget/resource management. The Dean enforces School and university policies and represents that School within the College and in external matters. Although the Dean is classified as a "non-teaching" faculty member, a Dean normally teaches within that School one (1) course per year. The School of Engineering, School of Humanities and Social Sciences, the Zucker Family School of Education (SOE), and the Swain Family School of Science and Mathematics have Department Heads that report to the Dean. The Tommy & Victoria Baker School of Business has Associate Deans and Department Heads. An Associate Dean may be appointed by the Dean, with the Provost's approval, to serve under the immediate direction of a School Dean in support of the respective Dean's administrative responsibilities and therefore normally serves as an administrator. Within the respective School, an Associate Dean works collaboratively with the Department Heads and with the faculty and staff members to achieve the mission of the College. Although the Associate Dean is classified as a "non-teaching" faculty

member, an Associate Dean normally is expected to teach at least one (1) course each semester, regardless of whether the course is graduate, undergraduate, or honors.

When a School is not organized into departments, a Dean, Associate Dean, or Coordinator may perform duties normally designated to a Department Head.

The term for holding the position of Dean is by contract, normally prescribed as five (5) years and is renewable once. When a Dean position becomes vacant, The Citadel may fill it with a qualified person either by appointing from within the College or by conducting a formal external search. When an Associate Dean assignment becomes vacant, with the Provost's approval, the respective Dean holds the discretion either to reassign and redelegate the duties to a qualified person within the School, or to elect not to reassign or redelegate the duties.

## **E. ACADEMIC DEPARTMENT HEADS**

A Department Head within a School reports directly to the Dean and is the chief academic administrator at the Department level. As a faculty member, the Department Head continues personal responsibilities effectiveness and productivity in teaching, scholarship, and service to the institution, the profession, and the community. Department Heads normally carry a teaching load of two (2) courses for six (6) credit-hours each semester, whether undergraduate or graduate. A Department Head also receives a stipend during the term of departmental service.

The term for a Department Head is five (5) years and is renewable once. When a Department Head position becomes vacant, the Citadel may fill it with a qualified person either by an appointment from within the university or by conducting an external search, according to the process outlined in paragraph 5 below.

The Department Head also assumes duties and responsibilities in the areas of faculty leadership and development, department administration, department planning and program assessment, management of department operations, and department relations within and outside the School and university.

### **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 and professional goals and to contribute to achieving departmental and institutional goals 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 School'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 academic units and administrative departments 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, contributors to college-wide service, 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 standards and procedures for tenure and academic promotion are current, consistent with institutional policies, fully distributed to all Department faculty members, and are followed by the Department. The Department Head holds principal leadership responsibility within the College for maintaining an awareness of each faculty member's cumulative workload requirements at The Citadel in regard to teaching, service, and scholarship, and advocating for that member's well-being within The Citadel and that member's professional development needs and progress as relate to the faculty member's fulfillment of the various duties and responsibilities described in this Manual.

## 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 members. Through these reports, the Department documents the quality of each of its programs and the actions taken to preserve that quality; presents to the School and the College 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 also plans and directs all departmental activities related to program accreditation and curriculum review.

## 3. Management of Department Operations

The Department Head assigns faculty to standing committees and departmental committees, schedules courses, assigns teaching loads, plans and carries out programs for recruitment of students, develops plans for the advising and counseling of students as well as assesses the success of those plans. The Department Head 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. Further, 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 relations within and outside the School and the College. This responsibility most often relates to interdepartmental communications on curricular matters but also engages the department in the life of the College and its students, the local community, and the profession.

### 5. Department Head Selection Process

In all departments, tenured faculty, tenure-track faculty, and Senior Instructors have the right to vote on the selection of the department head. Any member may call for an anonymous ballot for any vote.

In addition, separate and apart from selecting and voting on any particular department head, the tenured and tenure-track faculty of each department will develop a policy that either states that no additional department members will be allowed to vote on department heads or specifies voting qualifications for department members beyond those automatically included. In each department, this policy will hold for a term of seven years, and it may be revised only along with the seven-year curriculum review in each department.

All voting members in the Department will meet to conduct a review of the last five-year period and to answer the following two questions:

- a. What are the goals and direction for the Department for the next five years?
- b. What leadership is appropriate for the next five years?

This meeting must take place during the Spring Semester of the fourth year of the incumbent's term and is chaired by a tenured member of the Department who is elected by a majority of the full-time faculty members assigned to that Department. The Dean must attend this review as an opportunity to assess the state of the Department and its programs.

If the incumbent Department Head seeks reappointment, then a thorough review of the incumbent's current term is conducted by the Dean, including a confidential written evaluation of the incumbent by each voting member of the Department. The Dean will take a confidential vote on whether the incumbent should be reappointed. All confidential materials will be given to and maintained by the Dean. If the Department faculty members and the Dean support reappointment, then the Dean will make that recommendation to the Provost.

If the incumbent Department Head does not seek reappointment, or if for other reasons an internal or external search will be required, then all voting members in the Department will meet, as described above, and the elected chair will provide to the Dean:

1. Three (3) or more Department members to serve as the search committee, with one member designated as chair. A Department member who asks to be considered for the Department Head position cannot serve on the search committee.
2. One (1) tenured faculty member from outside the Department.
3. A decision by majority vote among department voting members, conducted by the search committee on whether the search should be internal, external, or a combination, including the committee's rationale. The committee's decision and the rationale must be written and signed by the members who support the decision.

The Dean will receive the search committee's decision regarding an internal and/or external search, after which the search committee will contact and evaluate qualified internal and/or external candidates, and make further recommendations to the Dean. The Dean will make a recommendation to the Provost, who will make the final decision regarding an appointment.

#### 6. Annual Department Head Evaluation Procedures

Department Head evaluation is an essential step in the continuing efforts of the College to improve the quality of its academic programs. Department Heads are evaluated annually by their Dean and members of the department's Faculty. Department Heads are also responsible for submitting an annual department report and written evaluations of all instructional faculty in their department. Department Heads will not receive feedback from their faculty members until after they have submitted evaluations of the department faculty.

### **F. DIRECTOR OF THE DANIEL LIBRARY**

The Director of Library Services is the chief academic and administrative officer of the Daniel Library, including The Citadel Archives & Museum and the Friends of the Daniel Library organization. Responsibilities include developing, coordinating, and assessing library faculty and staff; programs; and scholarship and service activities that support the mission, strategic initiatives, as well as core values of the College. The Director reports to the Provost, participates in college governance, and holds faculty rank. The Director serves as a member of the Faculty Senate.

### **G. DIRECTOR OF GENERAL EDUCATION**

The Director of General Education is primarily responsible for scheduling and staffing courses for the general education program. The Director will work with the relevant Department Heads, along with other faculty members directly involved in the general education program, to identify, staff, and schedule strands classes and leadership-themed courses. The Director will encourage and assist faculty members in coordinating the development of innovative new courses and opportunities, such as experiential learning and study abroad. Working closely with the Director of CEITL and other faculty members as appropriate, the Director of General Education will provide sufficient training on the six learning outcomes to faculty teaching in the program. The Director will also monitor grade reports and student evaluation reports for courses within the program.

The Director will also arrange for and monitor periodic class observation reports for general education faculty. Working closely with the Director of Accreditation and Assessment and with the Associate Provost of Academic Affairs, the Director of General Education will ensure the implementation of the assessment measures prescribed for the courses.

The Director of General Education will manage the personnel and budget required to execute the general education program and will coordinate staffing needs with Deans and Department Heads. Faculty members teaching in and supporting the general education program will remain directly accountable to their assigned academic units. The Director also serves as chair of the Committee on General Education.

### **H. ASSISTANT DIRECTOR OF GENERAL EDUCATION**

The Assistant Director of General Education will support the General Education Director on the planning, assessment, and operation of The Citadel's general education program. The Assistant Director will lead and coordinate program enrichment and high impact learning practices for students in general education. The Assistant Director will work in coordination with the General Education Director and relevant department heads to schedule and staff the Freshman

Seminars/Freshman Writing Seminars and coordinate the general education components of the sophomore-level Professional Communication courses and LDRS 202. The Assistant Director will also be responsible for coordinating and compiling annual SACSCOC assessments for all freshman and sophomore courses. The Assistant Director will lead the creation of offerings and course scheduling for fall semester, spring semester and summer terms for freshman and sophomore courses in the general education curriculum. The Assistant Director will also support the General Education Director in providing faculty development associated with general education, reviewing the general education content in the college catalog, and advising students.

## **I. DIRECTOR OF THE HONORS PROGRAM**

The Director of the Honors Program reports to the Associate Provost for Academic Affairs and is responsible for all aspects of the Honors Program. This includes 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. The Director of the Honors Program will encourage and assist faculty members in coordinating the development of innovative new courses and opportunities, such as student research and study abroad.

## **J. ASSISTANT PROVOST FOR ACADEMIC INNOVATION AND ENTREPRENEURSHIP**

The Assistant Provost for Academic Innovation and Entrepreneurship provides campus-wide leadership to advance faculty innovation, artificial intelligence, and strategic external partnerships in support of institutional priorities. The role strengthens interdisciplinary collaboration, expands externally funded initiatives, and positions the University as a leader in applied AI, defense technologies, and industry-engaged education and research. The Assistant Provost mentors faculty in developing competitive research and innovation portfolios, leads institutional initiatives in AI and emerging technologies, and collaborates with faculty to embed AI literacy, ethical frameworks, and workforce-aligned pathways across the curriculum. Through strategic partnerships with industry, government, and federal agencies, the Assistant Provost translates emerging technologies into scalable academic programs, summer institutes, and career-ready student outcomes.

## **K. ASSISTANT PROVOST FOR RESEARCH**

The Assistant Provost for Research reports directly to the Associate Provost of Academic Affairs and directs all facets of the Provost's Research and Grants Office. They lead all planning efforts and are responsible for the day-to-day operations including tracking and managing the financial resources. They are responsible for providing leadership and coordinating faculty and staff development opportunities. Additionally, the Assistant Provost for Research is responsible for the disbursement of student travel funds, the Summer Undergraduate Research Experience (SURE), Academic Excellence Day and other Provost supported research opportunities.

## **L. ASSISTANT PROVOST FOR TEACHING AND LEARNING, AND DIRECTOR OF THE CENTER FOR EXCELLENCE AND**

## **INNOVATION IN TEACHING AND LEARNING**

The Assistant Provost for Teaching and Learning directs the Center for Excellence and Innovation in Teaching and Learning (CEITL) and provides guidance to the Provost on matters related to teaching, learning, and online education. The Assistant Provost for Teaching and Learning provides leadership and coordination to ensure quality instruction in face-to-face, hybrid and online formats, leads the administration of Citadel Online, supports faculty innovation and use of learning technologies, assists with policy development for teaching, learning, and distance education, and leads faculty development. The Assistant Provost for Teaching and Learning will encourage and assist faculty members in coordinating the development or redevelopment of courses and opportunities, such as new online courses and innovative learning opportunities. In regard to online teaching, distance education, and teaching innovations, faculty members teaching and supporting courses monitored by CEITL will remain directly accountable to their assigned academic units. Policies and procedures related to online instruction (i.e., distance education) can be found in the [Distance Learning Handbook](#).

## **M. ASSISTANT PROVOST FOR INTERNATIONAL AFFAIRS**

The Assistant Provost for International Affairs provides strategic leadership, policy direction, and operational oversight of The Citadel's international and strategic domestic initiatives. This position plays a key role in promoting international engagement across academics, expanding partnerships, student mobility, and providing international student support. Reporting directly to the Provost, the Assistant Provost collaborates across academic units, enrollment management, government entities, and international partners to enhance the institution's presence and impact.

## **N. SUMMER SCHOOL COORDINATOR**

The **Summer School Coordinator** provides strategic and operational leadership for The Citadel Summer School, overseeing the planning, execution, and assessment of a comprehensive portfolio of summer academic offerings. Reporting to the Associate Provost for Academic Affairs while retaining tenured faculty status, the Coordinator collaborates with department heads, program directors, and campus partners to design and deliver summer programs that support timely student graduation, allow current students to get ahead academically, and serve the needs of local college students. The role ensures efficient scheduling in compliance with institutional policies, identifies new instructional opportunities and delivery models aligned with The Citadel's mission and brand, and represents the Provost's Office in coordinating summer student housing. Through strategic thinking, strong communication, and a visible on-campus presence, the Coordinator advances student success and the sustained growth of The Citadel Summer School.

## **O. ADDITIONAL UNITS IN THE OFFICE OF THE PROVOST**

The [Office of Cadet Admissions](#) recruits, admits, and encourages the enrollment of Fourth Class Cadets. The [Office of the Citadel Graduate College and College Transfer Program](#) provides leadership, support, service and essential infrastructure for attracting, enrolling, retaining and graduating a talented and diverse student body of graduate, undergraduate transfer, veteran, and active-duty students.

The [Office of Financial Aid and Scholarships](#)' mission is to increase opportunities and access to monetary assistance by helping students and their families seek, obtain and make best use of all financial resources.

The [Krause Center for Leadership and Ethics](#) offers a variety of leadership and professional development programs for all cadets. These experiences help students develop leadership competencies through community service and engagement, ethical decision-making, and principled leadership integrated with their future professional careers. The Citadel's Annual Class of 1979 Leadership Day engages Citadel students in service to the community, ethics training, and leadership seminars.

The [Office of Information Technology Services](#) (ITS) is responsible for campus-wide information technology and information security at The Citadel. In addition to supporting the campus' ITS infrastructure, ITS provides in-person, user-support to faculty, staff, and students via the ITS helpdesk in Bond Hall. Any suspicious email or other activity should be reported to the ITS helpdesk or sent to [ITSecurity@citadel.edu](mailto:ITSecurity@citadel.edu) for investigation.

The [Office of Institutional Research](#) serves as a comprehensive source of information and analytical data about The Citadel. It provides data for institutional decision making and supports the College's strategic planning, assessment, and accreditation processes, and regulatory compliance reporting. It also develops and analyzes internal surveys of faculty, staff, students, and alumni, as well as the institution's course evaluations of instruction.

The [Office of Multicultural Student Services](#) (MSS) is housed under the umbrella of the Angela W. Williams Student Success Center and offers the following services: Academic coaching, Mentoring, and Training. Their goal is to ensure that undergraduate students attending The Citadel have the tools and experiences needed to be successful and well-rounded before and after graduation.

The [Office of Strategic Planning, Accreditation, and Assessment](#) provides support for the strategic planning process and ensures planning, assessment, and budgetary activities are coordinated as a continuing cycle in the normal operation of the College. The Office ensures all aspects of the College are involved in a comprehensive, well-documented assessment process informing data-driven continuous improvement. The Office also provides training and technical support for strategic planning and assessment activities, coordinates national surveys, and ensures compliance with state agencies, such as the Commission on Higher Education (CHE), and accrediting bodies, such as SACSCOC.

The [Office of the Registrar](#) is responsible for the maintenance and upholding of academic programs and policies including, but not limited to Academic Probation, Course Scheduling & Registration, Eligibility, Residency, Graduation, Grades, Readmission, Records and Transcripts, and Transfer Credit. The Office of the Registrar maintains a walk-up service counter in Bond Hall on the first floor.

The [Office of Student Affairs and Academic Services](#) oversees the Student Success Center and the Career Center, and is responsible for coordinating the tracking of student complaints. The Executive Director also oversees advising, first year orientation programs, the Citadel Summer Institute, and

services for students enrolled in either a college transfer or graduate program. In addition, the Executive Director leads the Campus Assessment Team (CAT), a multi-departmental group that works with students who display concerning or disruptive behaviors and provides resources for students' overall mental health and wellbeing.

- a. [The Student Success Center](#) provides academic support to all Citadel students, both undergraduate and graduate, through the following: Athletic Academic Services, Academic Coaching, Mathematics Lab, Patricia McArver Public Speaking Lab, Services for Students with Disabilities, Subject-Area Tutoring, Supplemental Instruction, and the Writing Lab.
- b. [The Citadel Career Center](#) educates and empowers students to become active participants in their professional success. The Center encourages early career exploration, provides weekly opportunities for employer engagement, supports development of proactive job search skills, and provides resources for admission to graduate school.

The [Veteran Student Success](#) Center provides services, guidance and support to all military veterans and military-connected students. The Center facilitates and coordinates programs and services to support academic success, works closely with students to utilize VA educational benefits, and serves as the liaison among the student, the institution, and the Department of Veteran Affairs.

## **P. PLANNING & ASSESSMENT PROCESSES**

### 1. Planning and Assessment Processes of the College

Faculty members play an important role and participate in the processes of strategic planning and assessment. Participation in these processes can occur either directly or indirectly through the respective Schools and academic units.

The Citadel's Board of Visitors has approved a two-tiered planning process for the College. The following describes the two tiers.

#### a. Level I (Strategic) Planning

The Citadel conducts campus-wide strategic planning processes that engage faculty and staff in discussions of the College's goals and future vision, culminating in a series of published strategic planning documents.

The Strategic Planning Committee:

- Serves as the nucleus for the institutional planning process
- Monitors the implementation of the strategic plan
- Reviews the institutional strategic plan in response to planning priorities
- Makes recommendations regarding these plans to the President and BOV

The SPC is chaired by the Provost and consists of the Chair of the Faculty Senate, Chair of the Staff Council, Vice Presidents, Associate Provosts, The Citadel Foundation Director, the Chair of the

Strategic Planning Committee of the Board of Visitors, and other members appointed by the Provost. The Director of Planning, Accreditation and Assessment provides support to the SPC.-

The SPC is responsible for reviewing Level I plans in response to the strategic initiatives or planning priorities determined through the strategic planning process and making recommendations regarding these plans to the President and the BOV.

The College utilizes a cyclical planning model that links strategic initiatives, objectives, and actions with resources, performance indicators, assessment techniques, and continuous improvement strategies. While strategic planning is a continuing process at The Citadel, on a three-year refresh cycle, or as internal or external circumstances may dictate, the College engages in a review of the current strategic plan each spring. As endorsed by the President and the Board of Visitors, the Level I plan becomes the Strategic Plan for the College.

b. Level II (School/Department/Unit) Planning

Each budgeted School/department/unit prepares an annual plan within the context of the Strategic Plan and the additional action plans are prepared by the Provost or Vice Presidents.

## SECTION III – FACULTY

The policies described in this part have been developed by faculty committees, reviewed by the Faculty Senate and the faculty as a whole, approved by the Faculty Senate, the Provost, and the President, and enacted by the Board of Visitors. Some sections of Section III deal with personnel matters and refer to policies established by the General Assembly of South Carolina. The Provost and the Director of Human Resources are responsible for implementing and enforcing The Citadel's HR policies.

### A. COMPOSITION AND RANKS

The Faculty of the College consists of the President; the Provost; the Associate Provosts; the Assistant Provosts; the Academic Deans, Associate Deans, and Department Heads; and the members of the permanent faculty who are tenured or on tenure-track in the academic ranks of Full Professor, Associate Professor, or Assistant Professor; the Director of the Library and other Library faculty members in the ranks of Librarian Assistant, Associate Professor, or Full Professor; instructors and senior instructors; adjunct faculty; 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.

**Tenured and tenure-track faculty** may be hired at the academic ranks of Assistant Professor, Associate Professor, or Full Professor. The employment process to be followed in hiring a new member of the tenured/tenure-track faculty is described in the [Hiring Procedures Resources](#). Under certain circumstances described in Annex D, Section B9 of Memorandum 3-601, tenure may be granted upon appointment.

As a general policy, new members of the faculty are employed at the lowest academic rank commensurate with the duties to be assumed. As a faculty member becomes tenured and advances in academic rank, he or she is expected to increase in professional stature and academic leadership roles, specifically in the areas of teaching, scholarship, and service. Promotion to associate professor and then full professor is not tied solely to years in academic rank.

1. **Library Faculty.** Full-time librarians at The Citadel have faculty status. The Library faculty consists of both tenure-track and non-tenure track members. Since 1 July 2019, all incoming library faculty have been appointed as non-tenure track library faculty. All library faculty are appointed and may be promoted within the ranks of Librarian Assistant Professor, Librarian Associate Professor, and Librarian Professor. While the purpose of promotion through ranks is to provide a clear career path for individual development and to encourage leadership within the organization and profession, the holding of academic rank is independent of one's job responsibilities, years of service, administrative responsibility, or position within the library.
2. **Limited term faculty** hold office hours, participate in Department, School, and college-wide meetings and/or events and provide important academic service to the College,

focusing primarily on teaching. These tenure-ineligible faculty typically hold the title of Instructor, Senior Instructor, Visiting Faculty, Clinical or Professional Faculty, or Adjunct Faculty. When appointed full-time, limited-term faculty members typically teach fifteen (15) credit hours and fifteen (15) contact hours per semester.

- a. The *Instructor* position is a full-time, non-tenure track position with a specified contractual period. Instructors occupy state-supported lines with benefits and receive annual nine-month contracts. Instructors ordinarily carry a five-course per semester teaching load. Service responsibilities could reduce that load to a three- or four-course load.

Instructors are evaluated annually by a Department Head or by an assigned supervisor or a tenured faculty member designated by the Department Head. The evaluation determines reappointment eligibility according to established criteria for success in teaching and service. These evaluations consist of at least one classroom observation per year as well as the review of teaching materials and other evidence of teaching effectiveness, which may include class syllabi, student course evaluations, or spreadsheets of the grades awarded for each section. The materials may also contain evidence of the instructor's involvement in college service. Levels of expected service will be contingent on the number of courses (i.e., course load) the Instructor has taught.

In their third year of employment, instructors may be offered a three-year contract. During the period they are under contract, instructors continue to be reviewed annually.

In their sixth consecutive year of employment in the rank of *Instructor*, instructors are required to undergo a review for promotion to *Senior Instructor*. For this review, instructors submit to their department's Tenure and Promotion Committee a portfolio that includes all of their past annual reviews and other supporting materials on teaching and service. The materials may also contain evidence<sup>2</sup> of the instructor's involvement in college service. Levels of expected service will be contingent on the number of courses (i.e., course load) the Instructor has taught. The initial review of these materials is conducted by the Committee. The Committee makes a recommendation on promotion to the Department Head. The Department Head conducts his or her own review of the materials and then makes a recommendation on behalf of the department to the Dean. The Dean makes the final promotion decision.

Instructors who are not promoted to Senior Instructor may remain at The Citadel for a final, terminal year of employment.

- b. Contracts for *Senior Instructors* are for periods of six years, consistent with the provisions stated above. Before the end of the contract period, Senior Instructors may reapply for an additional six-year contract. This application process repeats the process described above for the initial promotion to Senior Instructor.

Senior Instructors will participate in Departmental and college-wide affairs and service. Senior instructors are eligible to receive financial support from the College through the School's Dean and The Citadel Foundation, thereby enabling Senior Instructors to further their professional development in the areas of teaching and service.

Senior Instructors have a vote in all departmental deliberations except for decisions about personnel matters for tenured and tenure-track faculty. They could vote on the recommendation for Department Head, for instance, but not on whether an external candidate for Department Head should receive tenure.

- c. The ranks of *Visiting Assistant*, *Visiting Associate*, or *Visiting Full Professor* are reserved for the appointment of credentialed faculty members who might otherwise qualify for the rank of assistant, associate or full professor, but who are hired to meet temporary programmatic needs. A visiting professor in any of the foregoing ranks must hold a terminal degree in an appropriate discipline. The *Visiting Instructor* rank is reserved for the temporary hire of full-time faculty to meet immediate or “emergency” programmatic needs. A visiting instructor, at minimum, must hold the master’s degree (or its equivalent) in the appropriate discipline, and have the training and experience necessary to meet the programmatic needs of the position. Visiting instructors normally teach five courses each semester (i.e., a 5-5 load). Levels of expected service will be contingent on the number of courses (i.e., course load) taught.
- d. *Clinical and Professional Faculty* provide essential practical application and practice-related components to the educational process by sharing current, evidence-based, contemporary expertise in the chosen field of study. Clinical and professional track appointees will have one of the following ranks depending upon experience and credentials: Assistant Clinical Professor, Associate Clinical Professor, Clinical Professor, Assistant Professor of Practice, Associate Professor of Practice, or Professor of Practice. Clinical and professional track appointments constitute non-tenure track appointments normally requiring a 5-5 teaching load. The appointment is normally renewable. Clinical and professional track faculty normally are expected to devote the majority of their time to teaching and clinical/professional activities. If they hold licensure in their teaching area, they are expected to retain that licensure while employed at The Citadel. Levels of expected service will be contingent on the number of courses (i.e., course load) being taught.
- e. *Adjunct Faculty* members must have the faculty credentials to meet the teaching needs for which they are appointed. To ensure quality of teaching, The Citadel is committed to maintaining predominantly tenured and tenure-track faculty for teaching, except insofar as circumstances clearly justify using adjunct faculty (hereafter “Adjunct[s]”). Such circumstances are as follows:
  1. When a Department feels that a specialized course should be offered, but the expertise is not available among full-time faculty;
  2. When all full-time faculty have been assigned full teaching loads and the Department Head can justify a need for further course offerings.Adjuncts are to be appointed on an as-needed basis. Under normal circumstances, to avoid teaching overloads, qualified adjunct faculty should be hired, consistent with subsection IV.A.4. herein.

Adjuncts only have the duties directly associated with their teaching assignments and are not required to perform committee or other service work, or to assume other responsibilities required of full-time faculty.

3. **Faculty Precedence.** The academic ranks for various ceremonial activities must recognize the following order of precedence among faculty members:
- a. Professor
  - b. Associate Professor
  - c. Assistant Professor
  - d. Senior Instructor
  - e. Instructor
  - f. Visiting Faculty
  - g. Clinical or Professional Faculty
  - h. Adjunct Faculty

Precedence within each rank must be determined by the following rules, applied in sequence:

- a. Date of appointment to that rank
- b. Date of terminal degree
- c. Alphabetical order of names by last name, then first name

The following equivalencies must hold for ceremonial activities requiring academic precedence among active-duty military officers:

- |                               |                     |
|-------------------------------|---------------------|
| a. Lieutenant Colonel/Colonel | Professor           |
| b. Major/Lieutenant Colonel   | Associate Professor |
| c. Captain/Major              | Assistant Professor |
| d. Captain/Major              | Senior Instructor   |
| e. First Lieutenant/Captain   | Instructor          |

Precedence must apply only to official faculty listings and to academic processions or other academic ceremonies. Apart from such ceremonial activities, faculty precedence should not be a factor in internal school or departmental operations or organizations, nor in committee assignments. For example, it must not be used in determining eligibility for campus housing.

## **B. APPOINTMENTS AND AWARDS**

### **1. Endowed Chairs and Endowed Professorships**

Through the generosity of private donors, The Citadel has established a number of endowed faculty chairs and professorships. 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. An Endowed Chair is expected to provide leadership for the faculty and represent the College. Endowed chairs may be held by the Dean of a School or by a Department Head, and are held as long as the individual holds the associated position. In most other cases, however, the term of appointment for an endowed position is no more than three years; some endowed positions have an option for The Citadel to extend it for a period not exceeding three additional years.

The intended purpose of an endowed chair is to enable a School, a Department, or the College to address a specific issue, or to provide a particular expertise. To take full advantage of the advanced knowledge or experience that must characterize a chair-holder, he or she should normally teach only

advanced undergraduate and graduate courses in that area of expertise. The typical teaching load is between six (6) and nine (9) credit hours each semester. Endowed professorships may also serve to recognize the personal or professional accomplishments of a particular member of the Faculty.

*Selection of an Endowed Chair:* When an Endowed Chair not associated with the position of Dean becomes vacant, the Department Head will appoint and charge a Search Committee comprised of at least five (5) members, including at least one (1) member appointed from outside the Department. When practical, the outside member will be a current Endowed Chair holder. When an Endowed Chair position is associated with the position of Dean, the qualified candidate who is selected as Dean will hold both positions (see Subsection II.D.).

The Search Committee members appointed to fill an Endowed Chair will select their own chair and will carry out all responsibilities necessary for selecting a person for that Endowed Chair. The position announcement will state the length of appointment and the conditions for any extension. Campus interview visits by candidates should be broadly advertised. The Search Committee should solicit evaluations from Faculty within the Department and from across the College. The Search Committee will present its recommendations to the Department Head. The Department Head will be responsible for negotiating with candidates and for presenting formal recommendations to the Provost. The Provost will make final decisions on appointments or any extensions.

*Selection of an Endowed Professorship:* Once an Endowed Professorship becomes available in a particular Department, the Department Head must appoint a Review Committee of at least three (3) members, including at least one faculty member appointed from outside the Department. The Review Committee will consider the stated qualifications and conditions of the Endowed Professorship and will make recommendations to the Department Head concerning use of the Endowed Professorship within the Department.

When an individual is nominated to receive an Endowed Professorship in recognition of personal or professional accomplishments, the Department Head will appoint a Review Committee of at least three (3) members, including at least one member appointed from outside the Department. This Review Committee will elect its own chair and conduct a thorough review of the nomination. The Committee may also solicit local and outside comments on the work of the individual as it relates to the purpose of the Professorship. The Committee will recommend to the Department Head, who then will make a recommendation to the Dean. This recommendation must address the appropriateness of the award as well as a recommended period of appointment. The Provost will make a final decision on the appointment.

When the Department wishes to address a particular issue through an Endowed Professorship, the Dean or Department Head will appoint a Review Committee of at least three (3) members, including at least one member appointed from outside the Department. This Committee will elect its own chair and will draft a Request-For-Proposals for the Professorship to ensure that the Review Committee understands fully the purpose of the Professorship. Before release, a draft of the Request-For-Proposals must be reviewed and approved by the 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 Department Head, who then will be responsible for making a recommendation to the Provost. This recommendation must address the validity of the

approaches presented and their likelihood of success. The Provost will make final decisions on the proposal and appointment.

Whether recognizing personal or professional accomplishments, or addressing a particular issue, the Letter of Appointment for an Endowed Professorship must include the term and expectations of the appointment; any criteria for or conditions of renewal, as appropriate; the amount of any stipend or other support; and the effects of the Professorship on the normal responsibilities of the recipient.

A complete list of The Citadel's endowed chairs and professorships can be obtained from the Office of the Provost.

## 2. College Marshal

At The Citadel, as at many colleges and universities, there is a tradition of honoring the faculty member currently serving who has the most years of service. This person is given the title of "College Marshal." The College Marshal walks at the head of the Platform Party during ceremonial processions, such as Convocation and Commencement.

If the longest-serving faculty member declines or is unable to serve, the honor passes to the next longest-serving faculty member who is willing and able to serve. Years of service at The Citadel represent the only mechanism that preserves the meaning of this tradition.

## 3. Faculty Awards

The recipient of the 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.

The [Algernon Sidney Sullivan Award](#) is presented each year to one non-student member of The Citadel community as well as to one graduating senior. The criterion for the Award is that "nothing should be considered except the possession of such characteristics of heart, mind, and conduct as evidenced by a spirit of love and helpfulness to others."

The Faculty Award for Outstanding Contribution to the Graduate College is awarded annually to a faculty member who teaches at the graduate level for their outstanding contributions to the academic experience of students in The Citadel Graduate College. The Faculty Awards Committee of the Faculty Senate has the responsibility of recommending the annual recipients of five (5) Faculty Excellence Awards: the Excellence in Teaching Award, the Excellence in Research Award, the Excellence in Service Award, the New Faculty Excellence Award, and the Excellence in Teaching Award for Non-Tenure-Track Faculty. The Awards Committee also recommends candidates for the Algernon Sidney Sullivan Award.

Also presented are the [Award for Excellence in Undergraduate Research Mentoring](#) by a Faculty Member and the C. A. Medbery Award. Recipients of the Research Mentoring Award will have direct and significant involvement with undergraduate student researchers, a demonstrated commitment to the research mentorship of undergraduate students, and a record of effectiveness and impact with respect to undergraduate student research and success. The Medbery Award is presented each year to a faculty member in Biology, Chemistry, Computer Science, Mathematics,

Physics, and Civil, Electrical, or Mechanical Engineering who makes a strong impact in freshman-level programs.

Other faculty awards, if not otherwise specified when established, are determined and presented at the School or Department level.

## **SECTION IV – TEACHING RESPONSIBILITIES AND ACADEMIC PROGRAMS**

### **A. TEACHING RESPONSIBILITIES**

The Citadel is a teaching college. Teaching is the primary mission of The Citadel. Effective teaching therefore is a Citadel faculty member's primary role. Among the three main categories of faculty performance – Teaching, Scholarship, and Service – research and scholarly activities, and service remain important yet secondary to teaching. Effective teaching includes fostering learning environments that reflect respect for background, experience, and perspective, consistent with The Citadel's core values of Honor, Duty, and Respect.

The Department Head normally holds primary responsibility for helping individual faculty members to preserve this priority among the member's cumulative assignments. The Department Head also develops a schedule of courses to be offered each term for several semesters into the future (see Subsection II.E.2.). Schedules for the upcoming terms should be prepared and publicized so that faculty members and students may plan ahead.

The Citadel recognizes that, while courses and programs must remain financially viable, increasing the number of students enrolled and participating in a course reduces the faculty member's ability to personally engage individual students, expands the member's cumulative work-related tasks for that course, and influences students' course evaluations and instructor evaluations that are used in the formal annual rating of the member's teaching performance and in tenure and promotion reviews.

#### **1. Undergraduate Teaching Loads**

A full-time teaching load for a tenured or tenure-track faculty member is normally twelve (12) credit-hours and twelve (12) contact hours per semester, with no more than three (3) distinct courses to prepare. When four (4) distinct preparations are necessary, service and research expectations must shift accordingly. The content preparation effort required for courses that have more contact hours than credit-hours varies across disciplines. For example, Department Heads have discretion in assigning labs and counting credit-hours so faculty members are not unduly overloaded. The normal teaching load allows faculty to meet with and mentor students, as well as to engage in various scholarly, professional, and service activities. Each faculty member is responsible for talking to the Department Head if there is a problem with courses or loads that have been assigned, or if there are other factors that may affect the faculty member's ability to fulfill the expected course load.

For instructors or senior instructors, a full-time teaching load is fifteen (15) credit-hours and fifteen (15) contact hours, with normally no more than three (3) distinct courses to prepare. These extra hours in the classroom correspond with a reduced expectation of service activities -- such as committee assignments, advising responsibilities, and community service -- and of scholarly productivity, all of which are expected of tenured and tenure-track faculty members.

## 2. Graduate Teaching Loads

The Citadel recognizes that graduate education differs from undergraduate education and other in-service experiences in multiple important aspects (see Subsection IV.G.). In some cases, a graduate course or program is being offered through a Provost-approved Department or School Strategic Plan that allows for under-enrolled courses for a reasonable time period (typically up to three years). The Strategic Plan may authorize a new program or modification of an existing program or may respond to a program that has been flagged as having under-enrolled courses on a regular basis. In these cases, faculty teaching under-enrolled courses retain a required teaching load of nine (9) credit hours. Academic programs that regularly permit fewer than ten (10) students in graduate courses must be reviewed and evaluated by the College on a regularly recurring basis to determine whether the program remains: (a) academically essential within the respective curriculum, and (b) financially sustainable long term. The Provost reserves the authority to undertake such evaluations of the academic need for and financial viability of courses and programs, and to make determinations and adjustments relating to the required threshold number for continuing a course or programs. When such reviews and evaluations are initiated and when such determinations are made with regard to a course or program, such information will be promptly communicated to the respective School and to the Executive Committee of the Faculty Senate.

Faculty members teaching a graduate course will receive a reduction of one course in the semester they are teaching. This represents a reduction by three (3) credit-hours and three (3) contact-hours, typically one (1) course, as compared to teaching only undergraduate courses. A faculty member may receive an additional course reduction for other specified responsibilities, but not for teaching more than one (1) graduate course.

The number of students enrolled for credit in a graduate course has an impact on the faculty member's teaching load. If a Department's graduate offerings are routinely under-enrolled, then a faculty member who teaches a graduate course should be initially scheduled for twelve (12) credit hours, rather than nine (9). The faculty member will receive the course reduction if the graduate course reaches its enrollment of ten (10) prior to the start of the course.

In cases where a faculty member is teaching one graduate course, if that course has fewer than ten (10) students enrolled for credit, then that faculty member's load changes from nine (9) credit-hours to twelve (12). If a faculty member is teaching two (2) or three (3) graduate courses, and if all the assigned graduate courses are under-enrolled, then the faculty member's teaching load will change from nine (9) to twelve (12) credit hours.

Department Heads are responsible for scheduling graduate courses realistically. Consistent with the authorization of adjunct faculty members, under subsections III.A.2.e. and IV.A.4., if an assignment has the effect of increasing the faculty member's total course load or reducing pay, the faculty member may defer to an adjunct and decline an assignment to teach an overload course, extra duties for supplemental pay, or a scheduled graduate or undergraduate course that The Citadel determines to be or counts as under-enrolled.

Some graduate courses have maximum enrollment numbers set by external accreditation bodies. In cases where the maximum enrollments are required to be fewer than ten (10), the graduate teaching load policy outlined here will follow the maximum number given by the accrediting body.

In addition to this Manual, faculty members should consult Memorandum 3-001, [Teaching Summer Classes and Semester Overload Teaching](#).

### 3. Reduced Teaching Loads

Some academic circumstances warrant reduced teaching loads for Faculty, notwithstanding stipends or other additional compensation paid to a faculty member. In general, faculty members with reduced loads are expected to teach at least six (6) credit-hours and six (6) contact-hours each semester, regardless of the justification for a further course load reduction.

Certain faculty positions normally warrant a reduction by two (2) courses, or a teaching load of six (6) credit-hours and six (6) contact-hours, regardless of whether these hours are graduate, undergraduate, or honors courses. Such positions may include, but are not necessarily limited to, Department Heads, the Director of the Honors Program, and the Director of General Education.

Some service activities, administrative duties, or professional undertakings may warrant a reduced teaching load. In all such cases, a written request with a justification must be presented by the faculty member's Department Head to the Dean of the School. The Dean will review and present the request, with a recommendation, to the Provost, who will make the final decision. Examples of service could include Chair of the Faculty Senate; Chair of the Faculty Tenure and Promotion Committee; and Chair of a formal accreditation study during the period of actual preparation of the study. Examples of professional undertakings are significant research efforts. A request must include a detailed description of the work to be undertaken, the teaching reduction being sought, the period of the reduction, and how the Department will address the proposed reduction.

A faculty member must apply to the Dean through the Department Head for approval of a teaching load reduction and the Provost will make the final decision. A reduction may be required for reasonable accommodation under The Citadel's Human Resource policies, or as otherwise required by applicable law. A reduced teaching load may be appropriate for a faculty member during a period when the member is in charge of preparing an accreditation report, or based on a contractual arrangement with a funding agency or based on an Endowed Chair or research grant that is approved through college procedures, and that currently funds or will fund this specific course load reduction.

### 4. Overload Teaching

Under normal circumstances, for reasons discussed above, the planning of teaching assignments should avoid overloads and over-capacity course enrollments. When possible, and subject to the factors identified above, qualified adjunct faculty should be hired to alleviate the need for full-time faculty members' teaching overloads. As previously noted, a one-course overload normally is acceptable when there is no available adjunct instructor who is competent, qualified in the relevant subject matter, *or* the specific overload assignment is in the best interest of students or the program. The Department Head may assign an overload course in consultation with the relevant faculty member and with the prior approval of the Dean. Consultation with the faculty member also is to include whether the compensation will be additional pay, or an equivalent one-course reduction designated in an upcoming semester. The final decision is subject to the approval of the Provost.

#### 5. Summer Teaching

With the prior consent of a faculty member, a Department Head may assign to that member one or more courses to be taught during the Summer terms. With the consent of the faculty member, summer teaching may be considered in the next annual performance evaluation.

Memo 3-001, “Teaching Summer Classes & Semester Overload Teaching Policy,” as noted above, describes teaching and pay during summer terms.

#### 6. Internships, Directed Studies, and Mentoring Student Research

The Citadel recognizes the value of internships, independent studies, and student research – both to the student and to the teacher supervising and mentoring such activities. The Citadel expects every faculty member will occasionally be called upon, or will have the opportunity, to participate in one or more of these activities and will do so, coordinated alongside his or her normal teaching load.

#### 7. Course Banking Policies

To recognize the extra effort required for this individualized teaching, which goes beyond a faculty member’s normal course load, The Citadel enables faculty members to “bank” these assignments. After supervising internships or mentoring research projects or independent studies, a faculty member becomes eligible to receive a course release of three (3) credit-hours. A banked course release cannot be applied when a faculty member is already teaching only six (6) credit hours per semester. The specific details of the course banking policies are stated in [Course Banking: Educational Internships & Research Mentoring Policy RP-4](#), and the [Course Banking: Internships Policy RP-5](#).

#### 8. Course Syllabi

At the beginning of each course, the faculty member identified as the primary instructor will provide students a course syllabus that contains, among other relevant information, a reasonably detailed description of the topics the course will cover, the course’s learning goals, major assignments, and grading methods, the relative weights of each type of assignment (homework, examinations, papers, etc.), and any academic integrity restrictions to be imposed on giving or receiving assistance or working in groups. The syllabus template is embedded directly into each course’s LMS shell at the beginning of every semester as an editable document. Faculty can download the template from their course site, where it contains all required institutional elements and compliance information. Instructors should customize the document with their course-specific policies, learning objectives, and schedule while maintaining the required institutional components. Once finalized, faculty should upload the syllabus to the designated syllabus page within their LMS course for student access.

Whether delivered face-to-face or online, every Citadel course will have an active online template in the College’s Learning Management System (LMS); faculty members are responsible for uploading their course syllabi into their LMS templates at the start of every semester. For all assignments, instructors must maintain current course grades in the gradebook within the LMS. These represent important precautions in case The Citadel enters a “Continuity of Instruction” period (see Section IV.F. herein).

For recordkeeping purposes, each Department or School will maintain a file of all course syllabi taught by Department or School faculty members; the faculty member must ensure all syllabi are complete and up to date in this file.

#### 9. Office Hours

Access to professors is important for students, who should be encouraged to take full advantage of this opportunity. Faculty must also be able to preserve and protect blocks of time for their scholarly and professional activities. Each professor therefore should establish and publish each semester specific office hours during which students can find the professor and seek assistance. Office hours should reasonably take into account the students' heavy concentration of morning classes and their regularly scheduled cadet activities (e.g., drill, parade, required formations, etc.). Each professor should also be reasonably 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 and delivery modes of students in each course and may involve evening periods. As accessibility and timeliness are both key factors, professors are permitted to incorporate technology for virtual hours and appointments. Departments and Schools hold discretion to set reasonable expectations regarding number of office hours per week. Regarding the academic advising responsibilities assigned to faculty members, see Section IX B, herein.

### **B. HONORS PROGRAM**

The Citadel Honors Program was officially established in the spring of 1987 to provide exceptional learning experiences for a limited number (20-30 per year) of outstanding students whose past records indicate they can take full advantage of the personal student-teacher relationship which the tutorial-based honors curriculum provides. Honors courses also 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

Under the supervision of the Provost, the Director of the Honors Program governs the program. An Honors Council advises and assists the Director and consists of the faculty members teaching within the Program that academic year. Additionally, a Student Advisory Council provides information and representation for current Honors cadets, providing feedback and support for the Director as they address the needs of the Program's exceptional students.

#### 2. Course Development

The Honors Director will regularly announce opportunities for faculty members to teach in the Honors Program and to develop and offer new courses. The Honors Director will accept requests and proposals from faculty members based on the degree needs and interests of cadets currently enrolled in the Program. New courses and those aimed at meeting general education or strands requirements will be coordinated by the Honors Director with the appropriate Schools and Departments, and with the Director of General Education.

## **C. ATTENDANCE POLICY FOR STUDENTS**

Class attendance is mandatory. The Citadel expects faculty members to adhere to the College's published schedule for starting and dismissing classes. Doing so reinforces class attendance policies. Course syllabi should also explain results of absences. Faculty are expected to follow the published attendance policy found in the catalog ([catalog.citadel.edu](http://catalog.citadel.edu)).

The Citadel expects instructors in the daytime courses to use CAS online to report absences, late arrivals, and unexcused departures on the day class was held. Students may miss class for legitimate reasons or with special orders. When a student must miss a scheduled test for an authorized reason, he or she must consult the instructor at the first available opportunity, normally prior to the absence, and plan for appropriate rescheduling. Guard duty rosters take into account a student's course schedule and do not constitute a legitimate reason for missing a scheduled test or a laboratory, or for failing to submit a paper or project when due.

An offending cadet's Academic Officer, Unit Commander, and TAC determine whether an absence is Excused or Unexcused for purposes of cadet requirements. If a student claims to have been marked absent or late on a given day by mistake, the student must, *within seven days*, get a note signed by the instructor so that the mistake can be corrected in CAS.

Instructors will make a separate determination regarding academic requirements and consequences. Excessive absences may adversely affect an evaluation of how effectively a student has participated and engaged within the course. Instructors observing ongoing problems or issues relating to absences should notify the Executive Director of Student Affairs and Academic Services.

## **D. FINAL EXAMINATIONS**

Final examinations begin after the completion of regularly scheduled classes and, if possible, after a reading period sufficient to allow students to study and prepare for their scheduled final examinations. The Citadel requires a comprehensive assessment at the end of each course. The Registrar's Office publishes [policies and guidelines relating to final examinations](#). Professors and instructors should become familiar with the policies and guidelines and adhere to these policies. Professors and instructors retain reasonable discretion to determine in a course what kinds of academic assignments constitute a comprehensive assessment.

## **E. GRADING POLICIES**

The Citadel's grading policies are defined in the annual course catalogs. The catalogs for SCCC undergraduate programs, programs administered through CGC and The Citadel College Transfer Program are available from the drop-down menu on the [College Catalog](#).

Regarding any course grading policy not already articulated in an academic catalog, an instructor should supplement the statement of grading policies within the course syllabus.

## **F. THE CITADEL'S CONTINUITY OF INSTRUCTION PLAN**

The Citadel is committed to the Continuity of Instruction in the event of an emergency disruption that may result in the suspension of all activities and classes on campus. [The Continuity of Instruction \(COI\) Plan](#) enables ongoing delivery of education in case of a prolonged campus closure, evacuation in the region, or prolonged power outage. Assignment deadlines should be adjusted for both face-to-face (f2f) and online courses. As noted earlier, two key components of the COI Plan are: (1) an up-to-date syllabus for every current class must be available in the course shell on the College's approved Learning Management System (LMS); and (2) current course assignment grades must be kept in the LMS gradebook.

## **G. SPECIAL GUIDELINES FOR GRADUATE COURSES**

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 characterize "all graduate courses, whether part of a degree program or for the narrower purposes of professional development."

Graduate education differs from undergraduate education and other in-service experiences in six ways:

1. It involves a greater depth of learning.
2. It involves an increased specialization or focus.
3. It involves a more advanced level of instruction.
4. It emphasizes student self-direction.
5. It emphasizes dynamic interaction with the subject matter, the instructor, and other students.
6. It focuses on the generation of knowledge through research and/or the application of new knowledge.

All graduate programs at The Citadel must strive to incorporate these principles.

## **H. THE CITADEL'S ONLINE QUALITY ASSURANCE PROGRAM**

The Citadel ensures the quality and comparability of its online and campus-based courses by evaluating course design, instructional effectiveness, instructional parity, and by assessing student learning outcomes, student retention, and student satisfaction. The Center for Excellence and Innovation in Teaching and Learning (CEITL) spearheads The Citadel's online quality assurance program.

Citadel faculty preparing to teach an online course must certify by completing the Citadel Teaching Foundations program offered by CEITL. This program includes training on using the LMS, and in best practices for online course design (applying the Quality Matters rubric), online teaching, and curriculum design, development, and assessment.

## **SECTION V – CONDUCT OF FACULTY AND EMPLOYMENT POLICIES**

### **A. EEO AND NON-DISCRIMINATION**

The Citadel and its Faculty strongly support the core values of Honor, Duty, and Respect, which necessitate equality and fairness in all aspects of the life of its academic and educational community. The Faculty is committed to helping The Citadel achieve full and consistent compliance with all university policies and regulatory standards relating to equal employment opportunity and fair treatment for all persons.

The “[Discrimination Policy](#)” outlines the Citadel policies on nondiscrimination and harassment.

The [Equal Employment Opportunity Policy \(EEO\)](#) is outlined along with [additional resources from Human Resources](#).

### **B. SEXUAL HARASSMENT STATEMENT**

Honor, Duty, and Respect likewise preclude all forms of harassment and violence in whatever form. Memorandum 2-025 prescribes the [Sexual Violence Prevention and Response Policy](#). In addition, Memorandum 2-027, entitled [Discrimination Policy](#), outlines The Citadel’s policy on sexual harassment as well as nondiscrimination along with additional information and the forms for reporting incidents.

### **C. ACADEMIC FREEDOM**

Academic freedom constitutes a foundational, indispensable principle of academic professionalism, intellectual expression, and educational innovation. In this regard, we as Faculty Members reemphasize here our commitment to preserving academic freedom, and treating our colleagues, staff members, students, and guests with respect and civility, even while engaging issues and expressing disagreement. Freedom in teaching, scholarship, and service are protected through the permanent status of academic tenure (see Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty, Memorandum No. 3-601, para. 3.R., citing the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure and 1970 Interpretive Comments).

The Citadel affirms its commitment to academic freedom and further addresses the principle in the [College Regulations](#), Section II.4.

### **D. POLITICAL ACTIVITY**

Active civic engagement by faculty members represents a creditable form of community service. The Citadel and its Faculty therefore encourage and support civic engagement and other participation in

the American political process. Faculty members, as well as staff members and students, are permitted and encouraged to engage in civic engagement as individual citizens. Faculty members, and other employees, also are permitted to hold county, municipal and other local political offices.

While it is understood that time devoted to political activity serves the community, such activity must not interfere with the normal performance of Citadel duties and must not be in violation of statutes or regulations applicable to employees of the State of South Carolina. Public office beyond The Citadel likewise must not conflict with the faculty member's performance of any assigned duties. Prior to seeking municipal, county, state, or federal government office during Citadel employment, the faculty member must notify the Department Head or Dean. The Dean or Department Head must report to the Provost, if appropriate.

Employees should exercise reasonable care to avoid attracting unfavorable attention to The Citadel when involving themselves in partisan political activities, especially when pursuing public office. The Citadel as a State public institution must remain nonpartisan and cannot endorse any party or candidate. By applicable law and by Citadel policies, employees are prohibited from any actions that may be reasonably interpreted as representing a partisan political point-of-view held by The Citadel, or one that commits The Citadel to actions reasonably appearing to favor a political candidate or party. The Hatch Political Activities Act, 1939, as amended, is a federal statute that may relate to the political activities but 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.

In the event The Citadel determines a conflict has actually arisen or any substantial interference with Citadel duties is occurring, The Citadel will give written notice to a faculty member and may, in its discretion, request the employee to resign from the political office, or to take leave without pay until such conflict or interference no longer exists. Accordingly, such determination by The Citadel will not in itself constitute nor require permanent resignation from or termination by The Citadel.

## **E. OUTSIDE WORK POLICY**

A member of the Faculty may undertake voluntary or compensated work outside of the member's work for The Citadel. Consulting and other types of outside work can prove to be a source of enhanced professional experience and external networking that can enrich teaching and scholarship and ultimately can benefit The Citadel and its students. Faculty members are especially encouraged to participate in professional activities that do not interfere with the regular and punctual discharge of official duties. Such activities encouraged by The Citadel may include consulting, teaching, speaking, and participating in commercial, academic, or service enterprises, in non-competing educational institutions, in not-for-profit entities, for military service, or for governmental offices and agencies with prior approval by the Department Head, Dean, and Provost. The Citadel therefore encourages outside work activity that affords a means of personal professional development; serves the community, state, or nation; and/or is consistent with the objectives of this institution.

Faculty members employed full time by The Citadel are expected to give full professional effort to their assignments of teaching, research, and service, consistent with prior provisions stated in this Manual. Faculty members therefore should avoid any actual or reasonably apparent conflict of

interest between his or her obligations to The Citadel and his or her consulting or other outside work activities. A faculty member must not engage in any occupation, pursuit, or endeavor that will interfere substantially with the regular and punctual discharge of official duties on behalf of The Citadel or will diminish unreasonably the time or effort the member is able to direct toward these duties.

For paid activities during the academic year, except for single-occasion short term noncompeting activities, the faculty member must submit the [Outside Work Policy Request Form](#) in writing to the Department Head, the proposed, engagement and secure approval by the Department Head, Dean and Provost, prior to engaging in the activity or signing a contract. We encourage faculty to discuss such opportunities with your Department Head before submitting the outside work policy request. In addition,

1. The faculty member must submit a plan for reimbursing the College for any direct costs that are shown to result from using the College's personnel, facilities, equipment and/or materials in the pursuit of consulting or other outside activities. Faculty members may not use Citadel personnel, equipment, materials, or office buildings for election campaigns.
2. Questions about conflicts of interest in the area of a faculty member's consulting and other outside work activities will be resolved, in consultation directly with the faculty member, by the Department Head, Dean, or Provost as appropriate.

## **F. FACULTY GRIEVANCE POLICY AND PROCEDURES**

Faculty members, as well as other employees of The Citadel, are permitted as a matter of fundamental fairness reasonable opportunities to speak and to be heard fairly on work-related matters by someone who has not been directly involved in the matter and who is able to redress any demonstrated injustice. The grievance processes of the College are reserved for serious matters that deal not with differences of opinion, but with violations of due process, of denial of individual rights, of unequal treatment, or of discrimination based on gender, sexual orientation, race, ethnicity national origin, religion, or age. Sexual harassment and other forms of hostile work environment also may properly serve as the basis for a grievance in Subsection V.B. of the [Discrimination Policy](#).

A faculty member may assert a grievance based on any adverse employment action, which may include but is not limited to an annual performance evaluation, reappointment of probationary status, applications for tenure and promotion, or temporary suspension or permanent termination of employment. The Citadel does not permit retaliation against an employee who seeks to assert a grievance.

Faculty grievances are addressed according to the following procedures. On matters relating to annual performance evaluation, probationary reappointment, applications for tenure and promotion, and termination for cause, a faculty member must follow the appeal procedures specific to those administrative processes. Appeal procedures must be built into the written policies and processes for such administrative processes.

For any other matter, 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. To help resolve such matters, The Citadel designates

ombudspersons who are available at the College and who may be contacted through the Human Resources Office. 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 the grievance appears supported by initial evidence and is deemed appropriate, the Dean may appoint a Review Committee of three faculty members with a designated Chair. If the Dean has been directly involved in the asserted grievance, the Review Committee will be appointed outside of that School. The Committee holds the authority to interview individuals who may have information pertaining to the grievance, and to request and consider written statements, records, and other materials pertaining to the grievance. In a grievance procedure, faculty members are obligated to provide requested information to their Department Head or Dean, to an Associate Dean, or to the Review Committee. The Committee must agree by majority vote on findings and recommendations, and must forward those in writing to the Dean or other convening authority who must decide the case in view of all relevant circumstances. The faculty member may appeal the decision of the Dean to the Provost, who has the authority to settle all faculty grievances. For special cases not otherwise covered within this section, a faculty member with a potential grievance may address the situation with the Human Resources Department for information on any additional options.

## **SECTION VI – FACULTY PERFORMANCE AND EVALUATION**

### **A. ANNUAL FACULTY EVALUATION PROCEDURES**

#### **1. Introduction**

As mandated by South Carolina law, all state-assisted institutions of higher learning are required to institute a policy to evaluate each faculty member. Annual performance evaluations serve two functions: (1) to guide professional development of the faculty member; and (2) to record the performance of the faculty member as a basis for personnel decisions and salary recommendations.

#### **2. Policies**

Department Heads, including the Director of General Education, are responsible for the annual performance evaluation of each faculty member within their Departments, including tenured, tenure-track, and non-tenure-track faculty members. Each evaluation will be completed in the spring and will evaluate the faculty member's performance during the prior calendar year. However, no annual evaluation must be done for the years in which the faculty member undergoes a third-year review, a review for tenure and/or promotion, or a post-tenure review, or if they are retiring.

#### **3. Instruments**

Three instruments are used to evaluate instructional effectiveness: peer review, student course evaluation, and each faculty member's Annual Activity Report submitted in Faculty Success.

- a. **Peer Review.** Peer review normally consists of an observation by one or two peers in a face-to-face class with a follow-up meeting. The faculty member must include any observation reports he or she has received in the Data Portfolio.
- b. **Student Course Evaluations.** Each semester, students are requested to electronically submit evaluations of their courses and instructors. The anonymous evaluations are then made available to the faculty member who includes them in his or her annual data portfolio.
- c. **Annual Activity Report.** An Annual Activity Report is submitted each February by full-time faculty members, which will cover the prior calendar year. (See the review timeline in section II. E.6.)

### **B. STANDARDS FOR ANNUAL EVALUATIONS**

### **C. EVALUATION RATINGS**

Based on the Department's standards and criteria for Teaching, Scholarship, and Service, each Department Head will provide timely guidance to faculty members for providing relevant information into Faculty Success to enable the Department Head to prepare and deliver to each faculty member a written performance evaluation. The evaluation will provide a merit-based rating in each of the prescribed criteria. The ratings must be one of the following:

1. *Exceeds expectations.* A faculty member who exceeds expectations in a criterion exhibits

evidence of consistently high professional competence.

2. *Meets expectations.* A faculty member meets expectations in a criterion by exhibiting the expected level of competence for the faculty member's experience and ranking.
3. *Does not meet expectations.* A faculty member does not meet expectations when they fail to show competency in a criterion.

The evaluation will also provide an overall rating based on the individual criteria ratings.

## **D. TENURE AND PROMOTIONS**

The tenure system in education represents an integral component preserving academic freedom, which is addressed in Subsection V.C. Faculty members reasonably hold a professional expectation of clear and fair policies and procedures for the timely earning of tenure at The Citadel, and of support and encouragement for achieving the professional development enabling promotions in academic rank. Faculty members also hold a reasonable expectation that the criteria and standards for earning tenure and promotion will be consistent across the university and over time.

[College Regulations](#), Section II.4.b, refers to the academic appointment with continuous tenure. Academic tenure and promotion are awarded in accordance with Policies and Procedures for [Probationary Reappointment, Academic Tenure, Academic Promotion, And Termination Of Tenured Faculty](#).

## **E. POST-TENURE REVIEW**

Professors who have successfully earned tenure must show ongoing qualifications in teaching, scholarship, and service, demonstrated through a post-tenure review process.

The [Policy on Post-Tenure Review](#) (3-602) addresses review policies and procedures for tenured faculty.

## **F. GUIDELINES FOR APPOINTMENT AND PROMOTION OF NON-TENURE LIBRARY FACULTY**

The [Non-Tenure Library Faculty Guidelines](#) addresses the appointment, promotion, and retention of non-tenure Library Faculty.

## **G. COMPENSATION**

Full-time, tenure-track academic faculty members are employed and compensated by an annual salary for nine (9) months of teaching, an annual period that normally runs from August to May. When funds are available, merit salary increases are approved by the Provost upon the recommendation of the appropriate Dean/Department Head. These recommendations are based on an evaluation conducted in accordance with the performance evaluation procedures outlined in section A above.

Summer school pay is dependent on availability of summer school employment and is governed by the policies on additional pay, Memo 3-001, [Teaching Summer Classes and Semester Overload Teaching](#),

A memo on Adjunct Faculty compensation for the academic year is issued by the Office of the Provost by July 1 for the upcoming year.

## SECTION VII – ADMINISTRATIVE POLICIES

### A. BENEFITS

Because The Citadel is a state agency, all full-time employees must contribute to a [South Carolina State Public Employees Retirement Program \(PEBA\)](#). Faculty members will be given the opportunity to decide which South Carolina's State Retirement Program to join. Also, as employees of The Citadel, faculty members must participate in the direct deposit pay system. As full-time employees of The Citadel, faculty members are eligible to also enroll in The Citadel's insurance benefit plans. Contact the Benefits Office in the Office of Human Resources for information on [employee benefits](#).

### B. FACULTY RESEARCH, PRESENTATION AND DEVELOPMENT GRANTS

Each year, through a grant made by The Citadel Foundation, the Provost provides funding to each of the Schools to allow for faculty grants that support a wide variety of activities undertaken by faculty members to improve their professional competence and productivity. These funds are intended to support research, presentations at professional meetings, and development activities of the permanent faculty members. All full-time tenured or tenure-track members and senior instructors are eligible for these grants through their Schools. The criteria by which the allocation of funds are prioritized will be determined by the deans of the various Schools. Externally funded projects supporting students, faculty development, or institutional priorities may justify proportional teaching or service adjustments, consistent with Section IV.A.3 (Reduced Teaching Loads).

### C. SABBATICALS

Sabbatical leaves are designed to give the faculty member time for research and for professional development through private study, travel, writing, and similar activities that enrich their potential for future teaching, scholarship, and service. Sabbatical leaves may not be used for work toward an advanced degree. Sabbatical leave is a privilege, awarded through a competitive peer-review process.

A [Sabbatical Committee](#) administers the selection of qualified applicants.

Tenured faculty members who have completed six (6) years of service at The Citadel are eligible to apply for a sabbatical. Faculty members who have received a sabbatical at The Citadel in the past must complete at least seven (7) years of further service before they are eligible for another award.

The normal sabbatical award is one (1) semester but may be up to one (1) year if justified by the application. Faculty members on sabbatical normally receive full pay, although the availability of such funding cannot be guaranteed. As part of the Committee's review of each sabbatical proposal, the Department Head will be asked to describe how the teaching load of the applicant would be addressed should the sabbatical be awarded. In most situations, the teaching load of a faculty member on a one-semester sabbatical will be absorbed into the teaching loads of his or her School or Department colleagues, or by Adjuncts if required to avoid excessive overloads for tenured and tenure-track faculty members (see above at IV.A.4). When the sabbatical is for a full year, the School or Department is provided funding through the adjunct budget.

After the sabbatical review process has taken place, each member of the Committee will evaluate the strengths and weaknesses of each proposal, and will indicate whether the proposal merits funding. For those proposals that meet these criteria, members will rank order the research and

development proposals separately. Finally, members will recommend the top two proposals for full-year grants, which remain contingent on funding.

The Committee will consider as equally meritorious sabbaticals for research and for development. The Committee may recommend equal numbers of half-year sabbaticals to research and development proposals. This allocation may be adjusted by vote of the Committee depending on the relative number and quality of proposals in each category.

Subject to the needs of the College and of the School or Department involved, a member of the Faculty who has served at the College for at least five (5) consecutive years in an academic administrative position (e.g., Dean) or as an academic Department Head and then returns to full-time teaching is eligible for a sabbatical leave of one (1) semester at full-pay. Likewise, a member of the Faculty who has served at the College for at least ten (10) consecutive years in an academic administrative position (e.g., Dean) or as an academic Department Head and then returns to full-time teaching is eligible for a sabbatical leave of one (1) full year at full pay. The availability of such funding cannot be guaranteed. The nature of the sabbaticals applied for or awarded will not influence the number of faculty members who are awarded sabbaticals for the same year. Sabbaticals for former academic administrators and former Department Heads will be treated as normal sabbaticals, and the recipients will not be eligible to apply for another sabbatical until the prescribed time has elapsed.

Acceptance of a sabbatical obligates the faculty member to return to The Citadel Faculty for at least one (1) year or repay the State of South Carolina and The Citadel Foundation, as applicable, the funds expended on the faculty member's behalf.

Recipients of sabbaticals are required to submit a report to both the Sabbatical Committee and the Office of the Provost within ninety (90) days after returning to faculty employment. These reports describe the professional activities completed during the sabbatical period. The reports will be kept on file in the Office of the Provost and made available to all faculty members of The Citadel.

## **D. EMERITUS FACULTY**

The Board of Visitors has adopted the following policy concerning Emeriti Faculty. The Citadel will confer emeriti titles upon worthy retiring members of the faculty, subject to the following policy:

1. In recognition of meritorious service, the title of emeritus may be conferred on Professors and Associate Professors who, at the time of their retirement, have served a minimum of 15 years at The Citadel. The minimum service of 15 years can be waived under extenuating circumstances upon the recommendation of the appropriate Department Head.
2. Recommendations for emeritus status are made by a Department Head and reviewed by the Dean for forwarding to the Provost.
3. These honors will be conferred only with the approval of the Provost.
4. Faculty so designated will be recognized at a General Faculty Meeting, and their names will be listed in the *College Catalog* under a separate heading.
5. The rights and privileges granted to an Emeritus Faculty member include the following:
  1. Invitations to academic functions and cultural events;
  2. Access to library services and other college facilities, except for housing, just as for active faculty;
  3. Allocation of available office space for research and study purposes on a semester-by-

- semester basis;
- 4. Continued use of a Citadel email account;
- 5. Prevailing Faculty rates for athletic events.

## E. PUBLIC STATEMENTS

The [Office of Communications and Marketing \(OCM\)](#) works with the news media, campus schools and Departments, faculty, staff, cadets and students, visiting tour groups, alumni and others to provide information and promote understanding of The Citadel. OCM oversees The Citadel's efforts in media relations, public affairs, marketing, publications, photography, and college web sites.

Faculty members are not prohibited from talking to news media representatives. However, all public announcements of an official nature must be released through OCM. OCM is also 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.

## F. INTELLECTUAL PROPERTY

The Citadel has among its primary purposes promoting teaching and research, and expanding and disseminating 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 academic atmosphere that encourages publication and creation of such works without constraint, consistent with applicable federal copyright and other relevant laws. This policy will also 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 any subsequent editions).

### 1. Introduction

Directed Works are defined as those specifically funded or created at the direction of the College and which may or with funds from a grant or other donor to The Citadel (even if the faculty member is also specifically named in the grant or other donor) 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.

### 2. Definitions

*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.

### 3. 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 a product of Directed Works; (b) the originator has made exceptional use of College resources in creating it; or (c) the work is subject to a contract designating ownership. Regarding all such intellectual property, The Citadel retains exclusive rights. However, the originator will retain a non-exclusive but permanent right to use any data for nonprofit educational research and scholarly purposes within the scope of the originator's employment.

The Citadel will not retain ownership rights in traditional teaching material, such as faculty lectures, audio files, databases and various forms of digital or other media created for instructional purposes, unless specifically and voluntarily created as works made for hire or for which a stipend has been paid. The syllabus to a course remains the property of The Citadel.

Faculty may contract with third parties to publish their own research results and other scholarly information, unless there are contractually imposed restrictions or temporary restrictions imposed to protect intellectual property that may be the subject of an application for intellectual property protection.

## **G. OFFICIAL TRAVEL**

Certain travel policies apply to faculty members as Citadel employees. Travel on official Citadel business at Citadel expense must be approved in advance. Travelers must use the most economical mode of transportation consistent with efficient accomplishment of their mission.

If using a rental car as a mode of transportation, a [South Carolina state contract](#) exists for rental vehicles needed for official state business.

The use of privately owned vehicles is permissible for economy and efficiency. The mileage rate is equal to the IRS mileage rate for the calendar year. The maximum mileage reimbursement will be the comparable airfare to your destination.

[Compensation for expenses](#) other than transportation will be made at the rates announced in current Citadel directives, which are on The Citadel's Accounts Payable website.. Expenses for meals will be reimbursed only if incurred as a result of an overnight stay. Partial travel days depend on departure and arrival times. Reimbursement for travel expenses must be submitted within 60 days of completing travel.

Any Citadel employee traveling on official College business must complete a pre-approval request in the Chrome River Travel & Expense Management system . The form is available on Chrome River Travel & Expense Management.

## **H. FACULTY AND STAFF UNIFORMS, MILITARY RANK AND PROMOTION**

Faculty members who are given tenure-track appointments will receive commissions in the Unorganized Militia of South Carolina and are required to wear a military uniform on campus when on duty and the faculty member is engaging cadets and/or parents in an official capacity.

The wearing of uniforms and insignia by tenured and tenure-track faculty is prescribed in Section I.8 of the [College Regulations](#), and in Memorandum 5-113, [Faculty and Administrative Staff Positions With Militia/Military Rank Policy](#).

Among commissioned officers in the ROTC units, the Professor of (Military) Science for each military service department is normally accorded the academic rank of Professor. All other officers, irrespective of commissioned rank or years of service, are designated as Assistant Professors.

## **I. ENGLISH FLUENCY POLICY**

In compliance with the laws of the State of South Carolina, The Citadel ensures the English fluency of its teaching faculty. Each interview applicant will be evaluated for English fluency and clarity of presentation. [College Regulations](#), Section II.8 defines the English Fluency Policy for faculty.

## **J. PARKING**

[Citadel parking and traffic policies](#) apply to faculty members as employees. Vehicles parked on campus must be registered with the Department of Public Safety. Employees pay a graduated fee for parking passes. The Citadel Parking Director issues all Faculty and Staff vehicle permits/hang tags, and temporary and special event passes. Employees may request a five-day work pass if he or she needs time to gather required information.

## **K. PUBLIC SAFETY**

The [Department of Public Safety](#), located at 208 Richardson Avenue, 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.

Classrooms and offices should be locked when the responsible faculty or staff member is not present. Faculty members residing on-campus should 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.

In the event of an accident on campus, a Citadel Public Safety Officer must be summoned immediately. Any vehicle(s) involved must not be moved prior to the arrival of the officer.

## **SECTION VIII – TERMINATION OF EMPLOYMENT**

### **A. REDUCTION IN FORCE**

The Citadel reserves the right to terminate faculty members under circumstances that justify a reduction in force by the College. [College Regulations](#), Section II.5, discusses Reduction in Force for financial exigency.

### **B. TERMINATION FOR CAUSE**

The Citadel reserves the right to terminate faculty members for just cause. Criteria for termination are outlined in detail within Memorandum 3-601: [Tenure and Promotion Policy](#). For additional guidance on tenured faculty, see Section VI of the [Faculty Manual](#). Disciplinary procedures for general staff can be found in the [Progressive Discipline Policy](#).

### **C. RESIGNATION AND RETIREMENT**

A faculty member may resign an appointment. A resignation will become effective at the end of an academic semester, except for a medical emergency or other extenuating circumstances. Notice of a resignation or retirement should be given in writing to the appropriate Department Head, Dean, or other College official as early as possible so arrangements can be made for a replacement. [College Regulations](#), Section II, 1b outlines the expectations regarding notice of resignation or retirement.

## SECTION IX – FACULTY AND STUDENTS

### A. 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, unequal treatment, or illegal discrimination (see Section V herein).

Students who believe that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. When 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, which is the Department Head or an 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 must 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, or Department Head, or to the Review Committee. The Committee must forward its findings and recommendations to the convening Dean who must decide the case. The student may appeal that decision to the Provost who has the authority to settle all student grievances.

### B. ADVISING RESPONSIBILITIES

#### 1. Faculty Academic Advising

Serving as an academic advisor is an important responsibility of a faculty member. The most basic way an academic advisor helps advisees is by assisting them with course selection and registration every semester. The academic advisor's essential duty is to further progress toward graduation for each of their advisees. To fulfill this duty, the advisor must be conversant with all important departmental, School, and college-wide requirements (including General Education, strand courses, and cadet requirements, including ROTC and ROTC fulfillment options), faculty advisors must also be able to advise students on College policies regarding graduation requirements of the student's academic major. Such policies are contained in the Academic Policies section of the [College Catalog](#). Advisors need to be familiar with the various support services available to Citadel students, so they can make an appropriate referral when necessary. They must also understand Title IX policies and procedures and, when dealing with cadets, the cadet honor system.

Advisors also work to help students deal with impediments to their academic careers. By keeping an eye on their academic record and, especially, by being readily available for consultation, advisors can help students stay on track. Advisors also keep students on track by helping them plan for their futures beyond graduation.

Whereas student academic advising, company academic advising, and required office hours are not counted as contact hours with students, but provide important services to students, these activities constitute Service achieved by faculty members.

## 2. Company Academic Advising

Company Academic Advising is the responsibility of the Provost or designee of the Provost. The Corps of Cadets is organized as a regiment, with a regimental staff; five battalions, each with its own battalion staff and each living in one of the five barracks; and 21 cadet companies consisting of approximately 120 cadets each. 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 TAC 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 and Battalion Academic Officer and Academic NCO (specially selected seniors and juniors who are responsible for the academic environment in the company areas). Company Academic Advisors are expected periodically to visit their cadets in the company area during Evening Study Period (ESP). During these visits, most time is spent talking with and counseling first-year cadets, but the Company Academic Advisor serves as an advisor for all cadets in his or her company.

## 3. Non-Academic Advising

As a teaching institution, The Citadel 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 additional opportunities to serve as advisors for various student organizations, clubs, and activities.

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

## C. STUDENTS WITH DISABILITIES

Students with disabilities should contact [The Angela W. Williams Student Success Center/Services for Students with Disabilities \(SSC\)](#) for help in establishing reasonable accommodations. A faculty member, staff member, student, or parent may refer a student with a documented or suspected disability.

## D. STUDENT HEALTH AND WELLBEING

Faculty members are an important link in the network of support for students' mental, emotional, and physical wellbeing and may find it necessary to refer students or to seek advice in supporting them. Important resources for faculty members include:

1. [Campus Advocacy, Response, and Education \(CARE\) Program](#)
2. [MUSC Health at The Citadel, Counseling](#)
3. [The Mary Bennet Murray Infirmary](#)
4. [Veteran and Active Duty Student Resources](#)

## SECTION X – PROCEDURES FOR CHANGING THE FACULTY MANUAL

The Office of the Associate Provost for Academic Affairs (OAPAA) is responsible for maintaining the Manual by: (1) making sure it is current, (2) coordinating changes, (3) distributing drafts to reviewing bodies as outlined here, and (4) producing final copies of any given revision. The *Manual* will be reviewed and updated every two years, according to the [College Regulations](#). The Faculty Senate may initiate reviews for modifications and updates to the Manual, utilizing its Faculty Governance Committee for initial analysis and recommendations. Faculty and staff can propose to the Faculty Governance Committee changes that will be considered by the Faculty Senate, The Faculty Senate as a body will consider any proposed changes and then forward such proposed changes to the OAPAA. The Provost will review and make a final decision on any proposed changes. The OAPAA will be responsible for finalizing and posting the revised Manual.

Each periodic review should begin in the fall of each odd year and end no later than May of the subsequent even year. Normally changes will go into effect at the beginning of the next academic year following the change; however, some changes may go into effect immediately. The two-year periodic review cycle is mandated in the [College Regulations](#).

The OAPAA must make the current Manual available in each of the following ways:

1. An [electronic copy](#) may be obtained online.
2. The Office of the General Counsel, currently in Bond Hall Room 182, maintains a print copy of the Manual. Requests to review a printed copy should be directed to the Office of the General Counsel, Bond Hall 182, The Citadel.

These are the only authorized versions. Any online or print copies inconsistent with these official versions should be disregarded.

Questions and suggestions regarding the Manual are welcome and should be communicated to the Office of the Provost and Dean of the College, [provost@citadel.edu](mailto:provost@citadel.edu).