

The Citadel
School of Education

FACULTY HANDBOOK

2012

Table of Contents

Institutional Mission Statement	4
The School of Education: Its <i>Mission, Conceptual Framework, and Goals</i>	5
Organization of the School of Education	7
Academic Programs of the School of Education	8
Governance of the College	8
Faculty Support Services	9
Governance of the School of Education	10
Voting Members of the School of Education.....	10
Faculty Meetings.....	10
Dean of the School of Education.....	10
Division Program Coordinators.....	12
Grievance Procedures.....	13
Academic Freedom	13
Faculty Classifications	13
Tenured Faculty.....	13
Probationary Appointment (i.e., Tenure-track) Faculty.....	14
Graduate Faculty.....	14
Faculty Classifications with Non-Tenure Eligibility	14
Part-Time Appointment.....	14
Temporary Appointment.....	14
Expectations for the Faculty	14
Teaching Load.....	14
Student Contact Hours.....	15
Course Syllabi.....	15
Cancellation of Classes.....	15
Additional Expectations.....	15
Personnel Policies and Procedures	15
Selection of Faculty.....	15
Retention, Tenure, Promotion.....	16
Peer Observations.....	18
Summer Teaching.....	18
Faculty Development Opportunities.....	18
Travel Policies and Procedures.....	19
Additional Personnel Policies and Procedures.....	19
Curriculum Development in the School of Education	19
New Programs.....	19
Long-Range Planning.....	19
Student Honor Societies of the School of Education	20

Appendix A: List of Additional Documents Containing Policies and Procedures.....	21
Appendix B: Policies and Procedures for the Evaluation, Retention, Promotion and Award of Tenure to the Faculty of the School of Education	22
Appendix C: Guidelines: Peer Observation of Classroom Teaching.....	28
Appendix D: Peer Observation Report.....	29
Appendix E: Statement of Ethical Principles for Citadel Faculty.....	30
Appendix F: Personal Data Sheets for Faculty (PDS)	33
Appendix G: Privacy of Student Records.....	35

The purpose of The Citadel School of Education Faculty Handbook (SOE) is to supplement *The Citadel Faculty Manual* and to make more explicit various, essential information specific to the SOE. Should information in this Faculty Handbook unintentionally appear to conflict, *The Citadel Faculty Manual* will take precedence. The reader is encouraged to consult *The Citadel Faculty Manual*, official college regulations and procedures, and other college policy documents included in the appendices.

The Citadel Vision and Mission

Statement of Vision

Achieving excellence in the education and development of principled leaders.

Mission

As a higher education institution, The Citadel's mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle.

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 non-traditional students seeking traditional and demanding academic challenges.

Core Values

Honor

First and foremost honor includes adherence to the Honor Code of The Citadel. A cadet "will not lie, cheat or steal, nor tolerate those who do." The commitment to honor extends beyond the gates of The Citadel and is a lifelong obligation to moral and ethical behavior. In addition, honor includes

integrity; “doing the right thing when no one is watching.” Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching.” The Honor Code is the foundation of our academic enterprise.

Duty

First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

Respect

First and foremost respect means to treat other people with dignity and worth – the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for one’s self.

The School of Education: *Mission, Conceptual Framework, and Goals*

The Citadel's Professional Education Unit Conceptual Framework Vision Statement

(Approved 4/12/2011 – Effective 1/1/2012)

DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel’s Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty –first century knowledge and skills in all children and young adults.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude toward all cultures;
14. Establish rapport with students, families, colleagues, and communities; and
15. Meet obligations on time, dress professionally, and use language appropriately.

Organization of the School of Education

The School of Education is administered by the Dean. The Dean also serves as Director of Teacher Education and ensures that all teacher education and other professional education programs at The Citadel meet the standards, criteria, and certification requirements set forth by The South Carolina General Assembly, The South Carolina Department of Education, and the accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE) along with those of the appropriate specialized professional associations (SPA).

The School of Education is organized as four divisions:

- Division of Counselor Education;
- Division of Educational Leadership;
- Division of Literacy Education; and
- Division of Teacher Education.

Coordinators for each division advise the Dean. School of Education Standing Committees assist in program planning, curriculum development, and the School's general planning and assessment activities. The School's Standing Committees include:

- *Professional Education Board*: To facilitate the college-wide mission of preparing principled leaders for professional education, The Citadel established (effective fall of 2006) the Professional Education Board (PEB). The Citadel PEB's primary focus is to foster academic environments that promote the development of principled leaders for the education profession and to facilitate the continuing improvement of professional education programs across the college. In pursuing these goals, the PEB concentrates on communication, assessment, and governance issues. The Citadel's Dean of the School of Education chairs the Board comprised of representatives from all of The Citadel's professional education constituencies, including faculty, staff, students, and P-12 colleagues. PEB members are appointed by the Dean of the School of Education in collaboration with the Deans of Humanities and Social Sciences, Science and Mathematics, and The Citadel Graduate College.
- *Tenure and Promotion Committee*: Recommends that tenure and/or promotion be granted/not granted to faculty candidates. Membership includes all tenured members of the School.
- *Admission, Retention, and Certification Committee*: A committee which functions primarily for the Division of Secondary Teacher Education, it monitors the progression of undergraduate and graduate (M.A.T.) secondary teacher education candidates along specific transition points of the School of Education's assessment system for the respective teacher education program.
- *Appeals Committee for SOE Advanced Professional Education Programs*: To consider student appeals for waiver of College and/or School policies and program requirements.

Unless noted above, faculty volunteers to serve on Standing Committees for a three year term, with every faculty member serving on at least one committee. Committee members annually elect the

committee chair by early September.

Academic Programs of the School of Education

At the undergraduate level, the School of Education offers *Initial certification* teacher preparation programs or degrees leading to teacher certification:

Bachelor of Science (B.S.)

Social studies (9-12);
Biology and General Science (9-12); and
Chemistry and General Science (9-12)

Bachelor of Arts (B.A.)

Modern Languages (K-12) – French, German or Spanish

At the graduate level, the School of Education offers degree programs in:

Master of Arts in Teaching (M.A.T.)

Initial certification teacher preparation programs in secondary (7-12) education in Biology, English, Mathematics, or Social Studies and middle grades (6-8) education in Science, English Language Arts, Mathematics or Social Studies.

Master of Education (M.Ed.)

Certification programs for *Other Professional School Personnel* in:
Counselor Education (Elementary, Secondary, and Student Affairs and College Counseling)
Educational Leadership (Elementary or Secondary)
Literacy Education (K-12)

Specialist in Education (Ed.S.)

Certification program for *Other Professional School Personnel* in:
Educational Leadership (School Superintendency)

Governance of the College

The Faculty Council serves as a channel of communication between the faculty and the administration and considers institutional issues and policies. Elected representatives include two representatives from each school/department having twelve or more members; one representative from each school/department having eleven or fewer members; one representative from each of the Departments of Aerospace Studies, Military Science, and Naval Science; and one representative from the Library.

The Academic Board is composed of the President, the Provost and /Dean of the College, the Associate Vice President for Academic Affairs (who serves as secretary), Deans of Schools, the heads of academic departments and ROTC detachments, and the Director of Library Services. In the absence of the President, the Provost/Dean of the College chairs the Academic Board, which rules on all matters relating to the academic programs (undergraduate or graduate) of the College. The Registrar, the Associate Provost and Dean of the Citadel Graduate College, and the Chair of the

Faculty Council are ex-officio, non-voting members.

The Graduate Council considers all matters relating to graduate academic programs. Chaired by the Provost/Designee of the Provost, it consists of the Provost/Dean of the College, the designated representative from each school/department offering a graduate program (schools/departments with average enrollment of more than 150 students over a three-year period have one additional representative), and the Director of Library Services. The Registrar and the Chair of Faculty Council are ex-officio, non-voting members. The Associate Provost serves as the non-voting secretary.

College-wide standing committees advise the Faculty Council, Graduate Council, and the Academic Board. Faculty members volunteer to serve on committees and are assigned by the Committee on Committees, which is comprised of the past chair of Faculty Council and an elected representative from each academic cluster area. Standing committees include the following:

- Athletic Advisory Committee
- Awards and Post-Graduate Scholarship Committee
- Campus Affairs Committee
- Committee on Committees
- Computer Services Committee
- Core Curriculum Oversight Committee
- Curriculum and Instruction Committee
- Evaluation of Instruction Committee
- Faculty Development Committee
- Faculty Employment Committee
- Faculty Tenure and Promotion Committee
- Faculty Research Committee
- Financial Affairs Committee
- Global Initiatives Committee
- Library Services Committee
- Sabbaticals Committee
- Scholarship Committee
- Student Awards Committee
- Undergraduate Admissions Committee

Faculty assignments, charters, and minutes of each of these committees are available on The Citadel's website: <http://www.citadel.edu/root/faculty-committees>

Faculty Support Services

Information about these faculty support services may be obtained by accessing The Citadel's website: www.citadel.edu:

- Academic Support Center - <http://www.citadel.edu/root/asc>
- Citadel Graduate College (CGC) - <http://www.citadel.edu/root/graduatecollege>
- Counseling Center - <http://www.citadel.edu/root/advising-counseling-at-the-citadel>
- Daniel Library - <http://library.citadel.edu/home>
- Financial Aid - <http://www.citadel.edu/root/finaid>
- Information Technology Services (ITS) - <http://www.citadel.edu/root/computing>

Multimedia Services - <http://www3.citadel.edu/computing/mm/index.html>
Registrar - <http://www.citadel.edu/root/registrar-academics>

Governance of the School of Education

The faculty in the School of Education have jurisdiction over all matters of concern to the SOE. These matters include, but are not limited to: curriculum development and revision, monitoring programs, identification of new programs to be offered, and selection of faculty.

Voting Members of the School of Education

Voting members are those faculty members with tenure or in tenure-track positions. A list of the voting membership of the School of Education is prepared by the Dean and distributed to the faculty during the first week of fall semester, and whenever the voting membership changes.

Faculty Meetings

The Dean calls a meeting of the faculty within ten (10) business days of the beginning of the fall and spring semesters. Faculty meetings are held at 11:00 a.m. on the second Thursday of each month during fall and spring semesters, and on the fourth Thursday of each month if needed. The first and third Thursdays of each month are reserved for meetings of the Divisions, the School's Standing Committees, and *Special Called* faculty meetings. The Professional Education Board (PEB) meetings are held at 4:00 p.m. the second Thursday of each month. *Special Called* faculty meetings may be called by the Dean or by petition of three faculty members to the Dean. Except in the case of extraordinary circumstances, special meetings require at least 72 hours written notice to faculty, including the agenda and supporting materials.

A quorum, as defined by a simple majority of voting members, is required for actions requiring votes taken during regular and special meetings of the faculty. A simple majority of the voting members present (or voting) shall be used to decide school issues. If one or more voting members abstain from voting, then a simple majority of those voting decides the issue. If a voting member so requests, a mailed or faxed written ballot on the matter under discussion will be prepared so that all voting members may vote. A secret ballot will be taken on any issue when one or more voting members request it.

Dean of the School of Education

The Dean (who is also the Department Chair) is the administrative and operating officer of the School of Education and has the authority, within the rules and policies of the college and the SOE, to conduct the administration of the SOE. The Dean is responsible to the Provost/Dean of the College and the SOE. By setting an appropriate example, the Dean provides intellectual leadership toward achievement of the highest possible level of excellence in the teaching, research, and service activities of the School. With the advice and counsel of colleagues in the School of Education, the Dean is the School's representative and spokesperson.

The Dean of the School of Education is also the Director of Teacher Education for The Citadel's NCATE accreditation designated *Teacher Education Unit*. The *Unit* includes the School of Education; the teacher education programs in the departments of Biology, Chemistry, Health, Exercise and Sport Science, and Modern Languages; and that portion of the Department of Psychology which addresses the School Psychology program of study.

The Dean is a tenured member of the faculty, who normally serves a five-year term, with eligibility to serve an additional five-year term with concurrence of the SOE faculty.

If the office of Dean is temporarily vacant, an *Interim Dean* will be selected in accordance with the procedures stipulated in The Citadel's *Faculty Manual* until a search is completed in accordance with search procedures stipulated in that same manual.

The School of Education, by a majority of those voting members via a mailed written ballot, may recommend to the designated college official that the Dean be removed from office. The Dean is responsible for the effective and efficient administration of the SOE, and is expected to communicate with and work in cooperation with the faculty and the School's committees. In performance of the following duties, the Dean must seek the advice of the School's faculty in a systematic way, to provide for the conduct of the School's affairs in an orderly manner, and to keep the School informed of his/her actions in a timely manner. The Dean is responsible for:

- a. Assignment of teaching and other duties within the School consistent with appropriate FTE levels, and consistent with the concept that the appropriate weighting of teaching, service, scholarly activity, and professional development needs may differ from person to person, and from time to time, in the career of an individual.
- b. Preparation of the schedule of courses and of times and places for class meetings.
- c. Arrangement and assignment of duty for advisement of students, and for training and supervision of graduate and/or student assistants and classified employees.
- d. Preparation of the budget and administration of the financial affairs of the School.
- e. Recommendation of sabbatical leaves and other leaves of absence to the designated college committee and/or official, and for ensuring that their scheduling is consistent with the School's needs.
- f. Custody and authorized use of college property charged to the School, and assignment of SOE space and facilities to authorized activities in accordance with college policy and campus rules and regulations.
- g. Maintenance of records and faculty and staff personnel files, and preparation of reports according to college policies and procedures.
- h. Present to the faculty the approved procedures for review of probationers and candidates for tenure and promotion and the standards and criteria by which each will be judged, and ensure the review and understanding of these standards.
- i. Initiating, organizing, and leading student recruitment efforts.
- j. Promptly sharing with the faculty all actions and information discussed at meetings of the Academic Board and the Graduate Council.
- k. Orienting adjunct faculty.
- l. Facilitating the development of annual and long-range plans, including proposed new

programs and degrees.

Since the Dean of the School of Education also serves as the Director of Teacher Education for The Citadel's NCATE accreditation designated *Teacher Education Unit*, as head of the *Unit*, the Dean is the college official charged with the responsibility for the development, implementation, administration, and monitoring of all professional education activities at The Citadel, serves as the certification officer of the college, and, accordingly, makes all recommendations for South Carolina professional education certification.

In the performance of these duties, the Dean of the School of Education *establishes procedures to:*

- a. Guarantee that all candidates admitted to professional education meet published standards.
- b. Monitor the academic and experiential readiness of professional education candidates for placement in field experiences and clinical practice.
- c. Review all candidates before clinical practice to ascertain that all requirements have been satisfied.
- d. Coordinate all clinical practice to assure quality of experience and administrative consistency.
- e. Call for regular review of the Unit's programs of study in professional education.
- f. Require that all professional education candidates complete the appropriate examinations.

Consistent with these responsibilities the Dean of the School of Education:

- a. Serves as the official certification officer for the college after determining the eligibility for certification of all professional education candidates.
- b. Chairs the Professional Education Board.
- c. Reviews and comments upon all curricular proposals relating to professional education before their submission either to the college's Curriculum Committee or Graduate Council.
- d. Reports periodically in writing to the Provost/Dean of the College about the status of professional education programs at The Citadel and any needs for program enhancement.

Division Program Coordinators

The divisions of Counselor Education; Educational Leadership, Literacy Education, and Teacher Education are administered by a program coordinator. The Dean appoints division coordinators upon approval of program faculty members. The duties of the Division Coordinator include:

- a. Recommending, in consultation with division faculty, to the Dean teaching assignments for fall, spring, and summer;
- b. Ensuring that student advisee loads are equitable for faculty members;
- c. Collaborating with the Dean in faculty assignment;
- d. Monitoring the division's programs and coordinating curriculum review;
- e. Coordinating accreditation program reports and/or self-studies;

- f. Evaluating the division's effectiveness, biannually; and
- g. Sharing with the division's faculty all actions and information discussed at Professional Education Board and program coordinator meetings.

Grievance Procedures

Members of the faculty, as state employees, may protest actions or decisions that they believe deny their protected rights or privileges. Grievance procedures appear in *The Citadel Faculty Manual*.

Academic Freedom

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

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

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

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

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

Faculty Classifications

Tenured Faculty

Tenure establishes the right to continued permanent employment except when such employment is voluntarily terminated or is terminated by The Citadel "for cause" or in the case of a bona fide financial exigency. Specific information regarding dismissal of tenured faculty is contained in *General Order No. 4* (31 March 2003).

Probationary Appointment (i.e., Tenure-track Faculty)

Probationary appointments are those in which the individual serves a period of probation before becoming eligible for tenure. The probationary period for assistant professors is six years; for associate professors, five years; for professors, four years. The probationary periods end in either a tenured or a terminal appointment. Tenured and tenure-track faculty are given academic ranks of assistant professor, associate professor, or professor.

Graduate Faculty

Full-time tenured or tenure-track members of the School of Education are considered for membership of the Graduate Faculty if they have demonstrated significant scholarly activity within the past three years. Faculty members are nominated for Graduate Faculty status by the School's Dean, evaluated and recommended by a subcommittee of the Graduate Council, approved by the Graduate Council, and are recommended to the President by the Chair of the Graduate Council. Appointments are for five years. Members of the Graduate Faculty meet at least once each semester.

Faculty Classifications with Non-Tenure Eligibility

Part-Time Appointment

A part-time appointment is made for a specific purpose and for a specified term not to exceed one year, but a part-time faculty member may be reappointed. Departmentally-designated *part-time faculty* is referred to as *adjunct faculty* by the college's Office of Financial Services.

Temporary Appointment

Temporary appointment is a full-time appointment made for a limited period of time. This type of appointment is renewable, but may not exceed a total of three years. Faculty with full-time temporary appointments carry the title of instructor, visiting assistant professor, visiting associate professor, visiting professor, or visiting distinguished professor.

Expectations for the Faculty

Teaching Load

The teaching load for faculty of the School of Education is 12 undergraduate credit hours per semester or nine credit hours per semester when one or more graduate courses are assigned. The

teaching load for faculty teaching graduate course work reflects the expectations of the School's NCATE accreditation that faculty spend additional time in student instruction through avenues such as mentorship, student collaboration in research, and non-credit seminars/symposia.

The Dean of the School of Education has a teaching load determined by the Provost/Dean of the College and SOE Division Coordinators have teaching loads that reflect a one course reduction for the academic year. A faculty member may request a reduction in teaching load by presenting the justification for the reduction in writing to the Dean who will then make the final decision.

Student Contact Hours

Education faculty members are expected to be accessible to prospective students, current students and advisees. Professors may be accessible to students via face-to-face, electronic media, or on/off campus sites, and hours of availability are posted on course syllabi.

Course Syllabi

A course syllabus must be prepared for each course taught. The syllabus should, as a minimum, include the information illustrated by the syllabus template available in the School of Education. The template reflects essential information needed to meet accreditation requirements.

Cancellation of Classes

In the event that an emergency or personal illness prevents a faculty member from meeting a class, the SOE Senior Administrative Assistant should be contacted as soon as possible in order that students be notified.

Additional Expectations

For information pertaining to additional expectations of the faculty (i.e., attendance reports, final examinations, grading policies, advising responsibilities), refer to *The Citadel Faculty Manual*.

Personnel Policies and Procedures

Selection of Faculty

The Citadel Faculty Manual describes in detail the procedures required when recruiting/selecting faculty. The SOE follows these procedures when hiring tenure-track and temporary faculty (i.e., full-time faculty positions). After consulting with the faculty, to fill vacant faculty positions or to establish new faculty positions the Dean of the School of Education requests approval from the Provost/Dean of the College. After approval is granted, a search committee is appointed by the Dean. The majority of members of the search committee must come from the SOE. The committee elects its own chair, who meets with the Director of Human Resources to ensure that recruiting and selection procedures meet EEO/AA requirements. The search committee establishes procedures to

ensure that evaluation criteria match advertised position criteria. The committee ensures that candidates meet with the Dean, the SOE faculty and students, and the Provost/Dean of the College.

The SOE adheres to policy set forth in *The Citadel Faculty Manual* regarding the employment of adjunct faculty. The School strives to minimize the use of adjunct faculty except in cases where the expertise of the adjunct faculty member is not available among full-time faculty and when courses remain to be taught after full-time faculty are assigned their course loads. Except in unusual cases, the School secures adjunct faculty who hold the Ed.D. or Ph.D. The procedures for selecting adjunct faculty are as follows:

1. Faculty members in each division identify courses that will be taught by adjunct faculty each semester.
2. Adjunct faculty members are selected from a cadre of individuals previously approved to teach specified courses.
3. When adjunct faculty members are not available from the cadre, the School advertises for individuals to teach identified courses. The position announcement requires that curriculum vitae of applicants be forwarded to Human Resources.
4. Human Resources forwards materials for qualified applicants to the School's *Personnel and Faculty Policies and Procedures Committee* for review. The committee recommends individuals to serve as adjunct faculty to the Dean.

Adjunct appointments are made for a specific term and the Dean provides a formal orientation for appointees, disseminating information about their responsibilities, and the supports provided by the SOE. Additional information regarding the selection and retention of adjunct faculty is included in *The Citadel Faculty Manual*.

The SOE follows the procedures as set forth in *The Citadel Faculty Manual* when conducting a search for a Dean. After candidates identified by the Search Committee have visited the campus and interviewed with faculty and students, the SOE faculty will meet to discuss the merits of each candidate. Following discussion, each voting member of the School names his/her candidate of choice on an unsigned, typed ballot, which outlines the faculty member's rationale for the choice. Copies of the ballots and the Search Committee's report are forwarded to the Provost/Dean of the College, who is responsible for negotiating with the candidates and making a recommendation to the President.

Retention, Tenure, Promotion

Policies that govern the retention, tenure, and promotion of faculty are included in three (3) college documents:

1. General Order No. 4 (31 March 2003): *Policies and Procedures on Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty* (included as an appendix to *The Citadel Faculty Manual*) describes the college-wide standards for tenure at the ranks of assistant professor, associate professor, and professor, the college-wide standards for promotion to associate professor and professor, and

the evaluation procedures for probationary reappointment, tenure, and academic promotion. General Order No. 4 also outlines grounds for appeals and appeals procedures.

The Citadel's deadlines relative to probationary reappointments, tenure, and promotion of faculty are as follows:

1 May	Candidates meet with Dean to discuss expectations for the next year
15 Sept.	Faculty Tenure and Promotion Committee (FTPC) and Designated Deans meet with faculty to discuss evaluation procedures
19 Oct.	Appeals Committee appointed
19 Oct.	Candidates provide Dean with materials
1 Nov.	Candidates meet with Department Tenure and Promotion Committee
1 Dec.	Department review complete and committee chair forwards recommendation to candidate and Designated Dean
15 Jan.	Candidates review recommendations and materials, which are submitted by Designated Dean to the Chair of the FTPC
15 Mar.	Recommendations on tenure and academic promotions are submitted by the Chair of the FTPC to the Provost/Dean of the College
15 Apr.	Faculty are notified of tenure and promotion decisions
15 May	All appeals are settled

2. *The Annual Evaluation Packet (Annual Evaluation Procedures for Probationary Reappointment, Tenure, and Academic Promotion)* document is distributed to members of the faculty each year by the Associate Vice President for Academic Affairs. This document contains the following:
 - a. Personal Data Sheets (PDS) that are completed by each faculty member to support annual evaluation, probationary reappointment, tenure, and promotion.
 - b. Faculty Evaluation Summary Sheet, which is completed by the Dean.
 - c. Annual Evaluation of Dean, which is completed by each member of the School of Education.
3. General Order No. 3 (25 March 2004): *Policy on Post-Tenure Review* describes college-wide procedures for review of tenured faculty.

In addition to the above college-wide documents, the School of Education adopted in fall of 1999 its own *Policies and Procedures for the Evaluation, Retention, Promotion, and Award of Tenure to Members of the School of Education* (Appendix B), which complement those of the college. This School of Education document describes criteria used to evaluate faculty in the areas of professional development, teaching, scholarship, and service. The School reviews these standards at least once every five years. The written review is forwarded to the Academic Board for its review and endorsement.

The School of Education Faculty, Tenure, and Promotion Committee serves as the faculty committee assigned with the tasks of evaluating faculty for probationary reappointment, tenure, promotion, and post-tenure review.

As a requirement of General Order Nos. 3 and 4, faculty in the School of Education complete Personal Data Sheets (PDS) to support annual evaluation, probationary reappointment, tenure, and promotion (see Appendix F). The annual evaluation of each member in the SOE is the ultimate responsibility of the Dean.

Peer Observations

Nontenured faculty members are encouraged to initiate observations of their teaching by professional peers. Observation times will be mutually agreed upon and announced, and faculty will be debriefed within the week following an observation. The guidelines and the form used for peer observation reports appear as Appendix C and Appendix D of this document.

Summer Teaching

Faculty members in the SOE have the opportunity to teach during the summer, pending demand for courses and considering seniority. Currently, compensation is 7.5 % of base salary per course taught.

Faculty Development Opportunities

The Citadel Foundation

The Citadel Foundation was formed in 1961 to provide financial support for academic enrichment of the college. Among the Foundation-funded professional development opportunities afforded full-time or tenure-track members of the faculty are the following:

Research and Presentation Grants -- The Research Committee reviews research and presentation proposals and makes funding recommendations to the Provost/Dean of the College. The call for proposals for research grants for the coming academic year is issued during fall semester, with funding announcements issued the following spring. New faculty are given the opportunity to apply for research funding for the current academic year. Three calls for proposals to present results of research are issued each year. Information about procedures of the Research Committee is available on The Citadel's website: <http://www.citadel.edu/fcmte-facresearch/>

Faculty Development Grants -- The Faculty Development Committee evaluates faculty proposals to engage in activities that improve professional competence and productivity and makes funding recommendations to the Provost/Dean of the College. Information about procedures of the Faculty Development Committee is available on The Citadel's website: <http://www.citadel.edu/fcmte-facdev/>

Sabbaticals -- Tenured faculty who have completed six years of service at The Citadel are eligible to apply for a sabbatical. The Sabbaticals Committee reviews proposals that allow the faculty member to increase professional competence and to engage in activities of benefit to the School of Education and to the college. The committee makes its recommendations to the Provost/Dean of the College. Information about procedures of the Sabbaticals Committee is available on The Citadel's website:

<http://www.citadel.edu/fcmte-sabbatical/>

Travel Policies and Procedures

Travel on official Citadel business must be approved in advance by completing a Travel Authorization Request (TAR) on The Citadel's website. In order to complete the form, the faculty member must have an assigned PIN number, which can be obtained from the Information Technology Services (ITS) office. A Travel Reimbursement Document (available in the School of Education office) must be completed along with required attachments to obtain reimbursement of travel expenses. Requests for a South Carolina state government vehicle may be made on The Citadel's <http://www3.citadel.edu/fins/Travel.html>

Additional Personnel Policies and Procedures

For faculty information pertaining to additional personnel policies and procedures (i.e., faculty uniforms and military rank, political activity, outside work policy, and employee benefits), refer to *The Citadel Faculty Manual*.

Curriculum Development in the School of Education

The faculty of the School of Education is committed to ongoing review of program curricula. New courses, course revisions, or new or modified instructional activities affecting existing degree or professional licensure programs must arise from the appropriate division or program area. The process for the development, monitoring, and evaluation of curricula occurs at the division level. Curricular recommendations of the division are forwarded to all SOE faculty members for review and action. The Professional Education Board (PEB) considers and acts upon all curriculum recommendations from the faculty. Undergraduate curriculum issues are forwarded from the PEB to the Curriculum and Instruction Committee, which forwards its recommendations to the Academic Board for final action. Graduate curriculum issues from the PEB are forwarded to the Graduate Council. Recommendations of the Graduate Council are considered by the Academic Board, which takes final action.

New Programs

New professional education programs require the approval of the Commission on Higher Education (CHE) and the South Carolina State Department of Education (SDE). The School of Education must seek approval from the Provost/Dean of the College prior to developing a proposal for review by CHE and SDE. The proposal must follow both the Commission's *Request for Authorization to Plan a New Degree Program* guidelines and SDE guidelines, which are available from the Dean. The Board of Visitors of the College must grant final program approval before the request is submitted to both CHE and SDE for action.

Long-Range Planning

The framework for long-range planning of the development and effective operation of the School of

Education is found the School's current Assessment System Report in the section *Unit Operations*. This report reflects the mission statements of the School of Education and The Citadel, forms the basis for setting priorities for the School, and provides a means of assessing the School's effectiveness. A long-range (or strategic) plan is regularly reviewed, updated, and revised by the School's Long-Range Planning Committee, with the approval of the faculty.

Student Honor Societies of the School of Education

Chi Sigma Alpha

Chi Sigma Alpha, an international student affairs academic and professional honor society of graduate students, alumni, faculty members, and student affairs professionals committed to excellence in academics, research, and service to the profession. The Kappa Chapter of Chi Sigma Alpha was established at The Citadel in spring 2011. Information about membership eligibility is available on the School of Education's website (currently under development).

Chi Sigma Iota

Alpha Tau Chi Chapter of Chi Sigma Iota, the international counseling academic and professional honor society, was established at The Citadel in 1985. Information about membership eligibility is available on the School of Education's website:

<http://www.citadel.edu/education/csi-alpha-tau-chi.html>

Kappa Delta Pi

Kappa Delta Pi, an international honor society in education, was organized in 1911 to recognize excellence in professional education. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession. To learn more about membership qualifications, visit the School of Education's website:

<http://www.citadel.edu/education/literacy-education/69-kappa-delta-pi.html>

The Citadel Chapter of the Honor Society of Phi Kappa Phi

Phi Kappa Phi is a national honor society that recognizes and encourages superior scholarship in all academic disciplines. Admission to the society is by invitation only and requires nomination and approval by the chapter.

<http://www.citadel.edu/root/phikappaphi>

APPENDIX A

List of Additional Documents Containing Policies and Procedures:

The Citadel

The Citadel Academic Advising Handbook

The Citadel Faculty Manual (December 2004)

http://www.citadel.edu/root/images/Faculty/faculty_manual_december_2004.pdf

HR Policy and Procedures – Faculty Recruiting and Selection

(<http://www3.citadel.edu/hr/> or https://hrweb.citadel.edu/pol_proced/ppfac_recruit.pdf)

General Order No. 4 (31 March 2003) *Policies and Procedures on Probationary Reappointment, Academic Tenure, Academic Promotion, and Termination of Tenured Faculty*

General Order No. 3 (25 March 2004) *Policy on Post-Tenure Review*

The Citadel Graduate Catalog <http://www.citadel.edu/root/college-catalogs>

The Citadel Undergraduate Catalog <http://www.citadel.edu/root/college-catalogs>

School of Education

Policies and Procedures for the Evaluation, Retention, Promotion, and Award of Tenure to Faculty of the School of Education

Handbooks for each division

Also of interest

Policy Documents & Reports, American Association of University Professors, latest available edition (Available from AAUP, 1012 Fourteenth Street, N.W., Washington, DC 20005)

APPENDIX B
POLICIES AND PROCEDURES
FOR THE EVALUATION, RETENTION, PROMOTION,
AND AWARD OF TENURE
TO FACULTY OF THE SCHOOL OF EDUCATION

Approved by the School of Education October 12, 1999
Revised and Reaffirmed August, 2004
Revised and Reaffirmed February 2012

Preamble

Since the primary role of the School of Education is the preparation of educational personnel at both the preservice and inservice levels, faculty of the School are committed to engaging in professional development, teaching, research, and service activities which enable us to prepare educators in schools and agencies to better serve children. Our vision and role are both supported by the Mission Statement of the School that was originally adopted April 12, 2011.

This mission statement is consistent with the **Developing Principled Educational Leaders for P-20 Schools** conceptual framework developed by faculty of the School. Our evaluation model is designed to enable faculty to be rewarded for supporting the unit's mission and conceptual framework. It also is designed to provide a unified process for summative as well as formative evaluation that allows the School to support the ongoing professional development of each faculty member, as well as providing a means for evaluating the faculty member's achievements relative to merit, promotion, and tenure.

The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

Assumptions

1. Each member of the faculty is considered to be a competent professional and the appropriate person to present his/her credentials.
2. Objective documentation of competency in three criterion areas shall serve as the basis of evaluation.
3. The evaluation criteria are consistent with the mission and conceptual model of the School.
4. Evaluation criteria are applied over a length of time that varies from 12 months to five years or more. Merit evaluations are conducted annually in April and cover the previous calendar year, i.e., January 1 through December 31 (or from the last period for which merit was awarded). Promotion and tenure evaluations consider the faculty member's activities over a period of years. Annual evaluation and evaluation for promotion and tenure utilize the same system, with promotion, tenure, and post-tenure review representing cumulative evaluation.

Criteria and Documentation

The School of Education recognizes that a relatively small but diverse faculty maintains and directs a substantial number of undergraduate and graduate programs. Complexity and diversity within the School must be recognized when faculty are evaluated for merit, continuing appointment, tenure, and promotion.

- I. Teaching Effectiveness/Student Learning
- II. Scholarly and Professional Activities
- III. Service

I. Teaching Effectiveness/Student Learning

Faculty of the School of Education (SOE) perceive themselves as instructional role models for the college and as professionals who value excellence in the classroom. Competence in the classroom is the minimum level of acceptable performance for faculty in the SOE. The SOE recognizes, however, that teaching responsibilities may not be equivalent across faculty. The Faculty Tenure and Promotion Committee will take into consideration a faculty member's course load, new course preparations, and number of different courses taught when evaluating teaching. However, it becomes the responsibility of each faculty member to provide evidence of instruction which exceeds minimum competence.

Teaching effectiveness must be demonstrated in *all of* these areas:

- A. Self-Evaluation: Evidence indicators include a narrative which includes a philosophy of teaching, description of steps taken to improve teaching, description of innovative instructional practices, and so forth.
- B. Evidence of Instructional Planning: Evidence indicators include course syllabi, supplementary readings/materials, overhead transparencies, instructor-made video/audio tapes and presentations, preparation of cases, up-to-date lecture notes, simulations, new course preparations, and so forth.
- C. Teaching Effectiveness: Evidence indicators include candidate and peer evaluations of instruction, videotapes, direct observation, portfolios, teaching awards, and so forth. The evaluation guidelines and the form used for all peer evaluations appear as Appendix C and

Appendix D of the School's Faculty Handbook.

Peer observation is optional for tenured faculty of the School. However, probationary faculty will be observed annually at least once by either the Dean plus one or more observations by tenured faculty members of the School. Observations will be announced and faculty will be debriefed within the week following an observation.

- D. Instructional Outcomes: Evidence indicators include descriptions of how candidate performance in courses is measured and evaluated and how course objectives are met. Indicators include tests, projects, papers, comprehensive examinations, observation of candidate performance in the laboratory or field, and so forth.
- E. Mentorship of Students: This implies extensive work with enhancing student learning beyond the normal classroom contact. Evidence indicators include efforts toward serving as an academic role model, promoting membership in professional organizations, encouraging students to present and write papers, and effective guidance of dissertations, theses, or other student projects.

II. Scholarly and Professional Activities

The SOE recognizes that a wide variety of scholarly contributions is relevant to its mission, including research designed to translate theory into sound instructional methods that can be adopted by practitioners in the field. The need for applied scholarship and instructional development is well acknowledged by colleges, schools, and departments of education. Therefore, the types of scholarly activity acknowledged by the SOE include:

- A. Instructional Development (The enhancement of the educational value of instructional efforts of the institution or discipline):
Evidence of instructional development activities includes textbooks, publications in pedagogical journals, publications designed for practitioners, written cases with instructional materials, and so forth.
- B. Applied Scholarship (The application, transfer, and interpretation of knowledge to improve education practice and teaching):
Evidence of applied scholarship activities includes publication in professional journals, professional presentations, public/trade journals, in-house journals, book reviews, papers presented at faculty workshops, and so forth.
- C. Basic Scholarship (The creation of new knowledge):
Evidence of basic scholarship activities includes publication in refereed journals, research monographs, scholarly books, chapters in scholarly books, papers presented at academic meetings, publicly available research papers, papers presented at faculty research seminars, and so forth.

The SOE emphasizes that the above list is not intended to be hierarchical; nor are faculty members expected to demonstrate activity across all three areas of scholarly activity.

The SOE has, however, adopted a hierarchy of groups of scholarly activities, recognizing that those activities grouped at the top of the hierarchy will be weighted more heavily during the evaluation process:

Group One

Book (authored)
National Journal Article (refereed)
External (to the College) Funded
Grant

Book (edited)
Chapter in a Book
National Journal Editorship
Monograph

Group Two

National Presentation (peer review)
Journal Editorship (state regional)
National Journal Editorial Board
Authored Videotape or Film (for
commercial/professional distribution)

Computer Software Program (for
commercial/professional distribution)
Regional Journal Article
Non-funded Research (external to the
College)

Group Three

Internal (to the College) Funded
Grant
Regional Presentation
State/Regional Editorial Board
State Journal Article

State Presentation
Manuscript/Grant Review
Book Review
Local Presentation to a Professional
Group

The above hierarchy must be flexible enough to take into account that an activity's relative position may change. For example, a regional presentation may be more significant than a national presentation in some circumstances. However, it is the responsibility of the faculty member to demonstrate that this is indeed the case.

III. Service

As a citizen of the School, College, Community, and Profession, a faculty member is expected to maintain active membership which includes significant contributions toward achievement of common goals. The purpose of service is to promote the public good, the development of the School, and the *reputation* of The Citadel.

Service activities are essential to the health and vitality of the SOE, due in large part, to the SOE's complexity. The SOE supports a large number of nationally accredited undergraduate and graduate programs with a relatively small number of faculty members. Faculty members within the SOE represent a variety of disciplines (i.e., administration, secondary education, counseling, and reading education) within the field of education. The SOE also enters into collaborative partnerships with local and state education agencies. In addition to these activities, it is important that faculty of the SOE serve the college.

Thus, service is recognized as an essential activity by faculty of the SOE. Faculty members in the SOE engage in service activities in one or more of five areas: accreditation, service to school and community, service to the college, service to the school, and service to the profession. The Faculty Tenure and Promotion Committee will take into consideration a faculty member's advisement load which exceeds the typical load within the School. Service activities are grouped hierarchically to indicate the relative importance of each activity:

Group #1

1. Primary role in preparation of NCATE or other major accreditation reports. Each member of the School is expected to contribute his or her fair share to obtaining program accreditation. However, faculty who assume primary responsibility for a major accreditation should be rewarded by earning more service credits. Without NCATE accreditation, for example, the School is out of business for all intents and purposes.

Group #2

1. Contributing significantly to NCATE or other major accreditations.
2. Chairing a major college-wide, departmental, or State education-related committee. Examples might include chairing Faculty Council or the College Promotion and Tenure Committee. It becomes the responsibility of the faculty member to provide evidence that the committee is "significant."
3. Serving as President of a National or State Organization.
4. Assuming an active and ongoing responsibility for a school-university collaborative, such as the Teacher Cadet program.
5. Assuming primary responsibility for organizing a conference (or similar activity) at the national, regional, or local level. The importance of the conference may be documented through reporting numbers of attendees, renown of presenters, and so forth.
6. Serving as a program coordinator.

Group #3

1. Serving as chair of a "less significant" college-wide or departmental committee.
2. Serving as a member of a major college-wide or departmental committee.
3. Serving as a member of a State education-related committee.
4. Serving as sponsor of a student organization or as a Company Academic Advisor.
5. Serving as a committee chair or officer in a national professional organization.

Group #4

1. Serving as a member of a "less significant" college-wide or departmental committee.
2. Serving as a committee chair or officer in a state or local professional organization.

The above list is not meant to be exhaustive, nor is the order of activity within a group hierarchical.

**PROCEDURES FOR EVALUATION OF FACULTY
IN THE SCHOOL OF EDUCATION**

The evaluation model of the School of Education (SOE) is designed to reward faculty who support the mission of the SOE. It is also designed to provide a relatively "seamless" process for summative as well as formative evaluation, to allow the SOE to support the ongoing professional development of each faculty member, as well as providing a means for evaluating a faculty member's achievements in the areas of teaching, research, and service relative to merit, promotion, tenure, and post-tenure review. The procedure will not be used for first year probationary faculty members. Criteria as outlined in the Policy Document form the basis for the evaluation of the faculty member. Application of these criteria will occur through the following procedures:

1. School of Education Faculty, Tenure, and Promotion Committee (SOE-FTPC)

Faculty will be evaluated based on quality of evidence in the Personal Data Sheets (PDS). The Citadel's Personal Data Sheets (PDS) form is distributed in the annual Faculty Evaluation Packet. The PDS form appears as Appendix F of the School's Faculty Handbook.

2. Dean

Annual evaluation of each faculty member in the School of Education is the ultimate responsibility of the Dean of the School of Education.

APPENDIX C

GUIDELINES: PEER OBSERVATION OF CLASSROOM TEACHING

Effective teaching can fall into three categories:

1. Information Giving and Elaboration

- Clarity—teacher presents content concisely and adequately developed, relates it to goals and objectives, avoids irrelevant discussion
- Feedback—teacher gives feedback to students on an on-going basis
- Introduction—teacher uses appropriate instructional strategies to introduce lessons (i.e., springboards, anticipatory set)
- Organization—teacher maximizes time on task and presents material in a purposeful and logical manner
- Closure—teacher summarizes the lesson, highlighting the key issues addressed

2. Teaching Demeanor and Listening Skills

- Eye contact—teacher maintains eye contact with students
- Facial expressions—teacher uses positive facial expressions to engage the students
- Body language—teacher maintains an open and inviting stance
- Physical distance—teacher adjusts physical distance in accordance with individual students and instructional activities
- Silence—after posing questions or communicating with students, teacher uses appropriate wait time
- Verbal acknowledgements—teacher provides positive reinforcing comments
- Reflection—teacher focuses on the students' communication and engages in summarization of their discourse in order to help them think about ideas on a deeper level

3. Engaging Skills

- Preparation—teacher constructs a syllabus and is well organized and prepared for class
- Structure of the Learning Environment-- teacher establishes expectations for student learning and conduct
- Instruction— teacher uses a variety of instructional methods, materials or technology to assist in the management of students' learning and addresses the diverse needs and abilities of students within the class
- Task Orientation—teacher keeps students directed on task
- Monitoring—teacher closely monitors the progress of students and is aware of the degree of students' learning

Clinical Supervision should consist of: pre-observation conference, observation and data collection, analysis of data, and post-observational conference

APPENDIX D

Peer Observation Report

Professor Observed: _____ Date: _____
Course No./Title: _____ Time: _____
Peer Observer: _____ No. Students: _____

Purposes: The purposes for this observation of classroom teaching are:
(1) to assist and improve faculty performance through helpful feedback; and
(2) to provide data useful for annual evaluation of teaching effectiveness.

Rating Scale: 5 Exemplary
4 An intermediary rating
3 Acceptable and Satisfactory
2 An intermediary rating
1 Needs Improvement
NA Not Applicable for this Situation

- 1. Defines goals and objectives for the class lesson.
2. Organizes learning situation(s) and activities to meet these goals and objectives.
3. Prior planning demonstrates an organized flow and logical order of the content/ideas to be presented.
4. Demonstrates command of the subject matter.
5. Explains, develops, and/or elaborates upon important ideas with clarity.
6. Uses appropriate and effective instructional methods for the lesson's content.
7. Encourages purposeful and varied forms of student participation.
8. Student activity is consistently healthy and appropriate for the learning situation(s).
9. Effectively uses overall class time along with time on directed tasks.
10. Provides feedback to students on an on-going basis.
11. Responds clearly and appropriately to student questions and comments.
12. Encourages critical thinking and analysis to help students think about ideas deeply and on a higher level.
13. Teaching demeanor invites student interest in the lesson's content/ideas.
14. Provides closure and summarization that highlights the key issues addressed.
15. Overall Rating

Peer Observer: Attach a summarization of the activities (i.e., what was going on in the lesson and in the class) observed during this class visit.

APPENDIX E

Statement of Ethical Principles for Citadel Faculty

(Approved by The Citadel Faculty Council 1 May 2003)

Preamble

The following Faculty Code of Ethics at The Citadel was developed to stimulate reflection, self-examination, and discussion of issues and practices related to teaching, professional relationships (with students, colleagues, institution, and community), and research and scholarship. The intent is to recognize that along with academic freedom there is academic responsibility.

This Code is not a new contractual obligation forced on the faculty, but rather describes general guidelines, expectations, and aspirations for faculty to maximize professional effectiveness.

Faculty represent a variety of academic disciplines. These standards are intended to complement The Citadel Ethical Principles for Employees and professional codes of ethics specific to disciplines.

A. Teaching

1. Competence

- a) Faculty maintain a high level of subject matter knowledge and ensure that course content is current, accurate, representative and appropriate to the position of the course within students' program of studies.
- b) Faculty make reasonable effort to provide course knowledge, recognizing students' individual learning differences.
- c) Faculty provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.

2. Classroom Environment

- a) Faculty encourage students in the free pursuit of learning. They hold before them scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to roles as intellectual guides.
- b) Faculty approach topics that students are likely to find sensitive or discomfoting in an open, honest, and positive way.
- c) Faculty will not deny a student's access to varying points of view.
- d) Faculty will make every effort to protect a student from conditions harmful to learning and/or to health and safety.

3. Commitment to Teaching Effectiveness

- a) Faculty strengthen their knowledge and skill competencies through educational activities, clinical experiences, and participation in professional development activities.
- b) Faculty keep abreast of research findings and new developments as applied to teaching effectiveness.

- c) Faculty present material that is accurate and current. They provide reasonable and timely feedback to students, state clear and reasonable expectations, and conduct fair assessments and evaluations of student performance.
- d) Faculty strive to be fair, compassionate, and effective teachers. They prepare lessons effectively, and present materials recognizing bias and respecting diverse points of view.
- e) Faculty are readily available to students for consultation and advice pertaining to course assignments.
- f) Faculty do not condone or engage in discrimination in any form, including age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status of students.
- g) Faculty who offer clinical supervision services are adequately prepared in supervision methods and techniques.
- h) Faculty make students and supervisees aware of ethical responsibilities and professional standards and students' and supervisees' ethical responsibilities to the profession.

4. Evaluation and Assessment of Students

- a) Faculty inform students about the nature and purposes of assessment and specific uses of results.
- b) Faculty respect a student's right to know results of testing or assessment, interpretations made, and bases for conclusions and recommendations.
- c) Faculty respect the integrity and privacy of students by maintaining confidentiality whenever publishing student grades or assessment results.
- d) Faculty who engage in assessment, teaching, research, or other professional activities maintain an awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in those skills.
- e) Faculty create, maintain, disseminate, and dispose of student records and data relating to research, teaching, and other professional activities in accordance with Citadel policies and federal and South Carolina state laws and regulations.

B. Professional Relationships With:

1. Students

- a) Faculty make every effort to demonstrate respect for students and the confidential nature of the relationship between faculty and student.
- b) Faculty avoid exploitation, harassment and/or discriminatory treatment of students.
- c) Faculty recognize the importance advising of students regarding academic major, curriculum requirements, and course selection.
- d) Faculty recognize that mentoring students in accomplishing individual goals, coaching them to go beyond required work, and writing truthful recommendations to help students either enter a graduate program or secure jobs or internships are important parts of a professional relationship with students.
- e) Faculty are committed to promoting students' academic and professional development.

2. Colleagues

- a) Faculty respect the dignity of and work cooperatively with their colleagues.
- b) Faculty treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees.
- c) Faculty recognize and respect intellectual property rights.
- d) Faculty maintain objectivity in professional judgment and evaluation of colleagues.

3. Institution

- a) Faculty support the cadet honor system.
- b) Faculty are knowledgeable of the educational goals and standards of The Citadel and abide by Citadel policies and regulations pertaining to student education.
- c) Faculty are diligent stewards of the resources of The Citadel, wisely conserving funds at all times and never misappropriating funds.
- d) Faculty do not allow personal problems to interfere with professional judgment and/or performance or to jeopardize the best interest of students for whom they have a professional responsibility.

4. Community

- a) Faculty make clear whether they are speaking as a representative of The Citadel, their department, or from a personal point of view when involved in discussions or events outside the college.

C. Research and Scholarship

- a) Faculty take responsibility and credit, including authorship, only for work they have performed and to which they contributed.
- b) Faculty acknowledge the contributions made by others.

APPENDIX F

Personal Data Sheets for Faculty

Name: _____

School/Department: The School of Education

Division: _____

The following sections of this *Personal Data Sheets* (PDS) provide each faculty member the opportunity to describe noteworthy contributions which he or she has made to the profession of teacher/scholar during the period being reviewed. To assist in this effort, the major areas of responsibility are divided into three (3) components.

I. Teaching Effectiveness/Student Learning

Preparation—Please describe those enhancing activities which you have undertaken as you planned and prepared to meet your teaching responsibilities (e.g., exceptional course syllabi, unusually creative slide presentations, computer simulations, homework assignments, new course preparations, etc.).

Presentation—Please describe any enhancing efforts which you have made in presenting your subject matter to your students (e.g., unusual testing or innovative instructional approaches, successful efforts which motivated students to learn, teaching awards, etc.).

Student Learning—Please describe how candidate performance is measured and evaluated and how course objectives are met (e.g., structured observations, projects, papers, comprehensive assessments, etc.).

Student Contact Outside the Classroom—Please describe efforts to enhance student learning beyond the normal classroom contact (e.g., extensive work with students outside class, efforts to serve as an academic model for students, etc.).

II. Scholarly and Professional Activity

Publications—Please list and provide copies of your writings as they relate to the profession of teacher/scholar (e.g., books, papers, chapters, articles, publications edited, etc.).

Presentations to Colleagues in Scholarly or Professional Forums—Please list any papers you have presented and any participation in conferences related to the profession of teacher/scholar (e.g., professional recognitions received, conference sessions conducted, seminars presented, etc.). Where available, please provide copies of these presentations.

Other Scholarly Activities—Please describe any scholarly activities which have not been presented under other categories (e.g., research grants, departmental presentations, ongoing scholarly projects, etc.).

Outside grants include grants from The Citadel Foundation, NSF, NEH, or any other source "outside" The

Citadel. However, the award must be made through The Citadel. Those made through other organizations do not address Performance Funding indicators. (Please identify those addressing economic development issues of the local community or state and those related to K-12 teacher education reform.)

III. Service

Service to the College and to the School–Please describe all service activities which have been directed toward the College and to the School of Education (e.g., Faculty Council, organization of conferences or seminars, college-wide ad hoc assignments, standing college-wide or School of Education committee assignments, etc.).

Service to the Students–Please describe all service activities which have been directed toward students or student organizations (e.g., advisor to student organizations, organizing student conferences, faculty company academic advisor, advising individual student majors, etc.).

Service to the Community or Public–Please describe all professionally related efforts for which compensation may or may not have been received which are of benefit to the Charleston community, state, region, or nation with special emphasis on those efforts related to the economic, cultural, or community development of these areas.

- Service for which **NO** compensation was received.
- Service for which compensation was received.

Service to the Discipline–Please describe all service activities which have been directed toward professional organizations of your discipline or other related professional organization (e.g., holding an office in a local, state, regional, or national organization related to the profession of Teacher/Scholar, serving on an editorial board for a professional publication, serving on the program committee for a professional organization, etc.).

Realizing that the profession of teacher/scholar is complex, the College and the School of Education do not wish to prescribe the activities of its faculty. The statements of clarification for each area of responsibility are meant, therefore, to provide direction and not to stifle the variety of contributions which a faculty member might wish to describe.

Appendix G

Privacy of Student Records

The Citadel
171 Moultrie Street
Charleston, SC 29409
MEMORANDUM 23 September 2011
NUMBER 2-2

PRIVACY OF STUDENT RECORDS

1. PURPOSE

It is the policy of The Citadel to comply with the Family Educational Rights and Privacy Act (FERPA) governing students' rights with respect to their educational records. This General Order outlines The Citadel's policy on students' rights to review, modify, and control the disclosure of their education records.

2. REFERENCE

The Family Educational Rights and Privacy Act, 20 USC § 1232g, *et. seq.*
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 USC § 1092(f), *et. seq.*; 34 CFR § 668.46

3. POLICY

- A. **General.** The Citadel complies with the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. These rights include the following: the right to inspect and review their records within forty-five (45) days of the day The Citadel receives an inspection request, the right to request an amendment of their record if they believe it is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA, the right to provide written consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorizes disclosure without consent, and the right to file a complaint with the US Department of Education concerning alleged failures by The Citadel to comply with the requirements of FERPA.
- B. **Access to Records With Consent.** The Citadel will not permit access to or disclosure of any information from a student's educational record to anyone outside the institution without the written consent of the student, except in compliance with the two provisions of federal and South Carolina state laws and regulations. Parents of a student, who qualifies as a dependent, as defined in Internal Revenue Service (IRS) regulations, may receive certain information from their student's records, provided the student has not elected to withhold his or her records. Prior to obtaining information, however, the parent must first verify the tax status of their student. The Citadel will accept student signatures authorizing consent in electronic form. A student using an electronic signature must provide The Citadel's custodian, for the record being requested, with sufficient information to identify the sender as the student and assurance that the electronic signature indicates the student's consent to the release of information.

C. **Access to Records without Consent.** The Citadel discloses education records without a student's prior written consent to "school officials" with "legitimate educational interests." A "school official" is a person employed by The Citadel in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom The Citadel has contracted as its agent to provide a service instead of using Citadel employees or officials (such as an attorney, auditor, or collection agent), a person serving on the Board of Visitors, or a student serving on an official committee, such as a disciplinary board, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for The Citadel.

The Citadel has designated the following to be "school officials" with a "legitimate educational interest" in student records: members of The Citadel's Board of Visitors, the faculty, Company Advisors, and selected personnel in the departments or offices of the President, Provost, Deans, Registrar, Counseling Center, Academic Support Center, Public Safety, Executive Vice President for Finance, Administration and Operations, Vice President for External Affairs, Director of Athletics, and Commandant of Cadets. The Citadel, acting through the Provost, for academic records, and the Commandant of Cadets, for disciplinary records, also considers certain cadets to be school officials with a legitimate educational interest, by virtue of their cadet duty positions or work-study/graduate assistant status. However, these students must first attend a FERPA briefing, tailored to the type access that the cadet or student will be granted, given by the college's Privacy Officer or his representative.

In accordance with FERPA and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, The Citadel will disclose, to the alleged victim of any crime of violence or non-forcible sex offense, the results of any student disciplinary hearing or faculty/staff disciplinary hearing conducted against the alleged perpetrator of such a crime. Furthermore, The Citadel may disclose, to The Citadel community, the final results of a student disciplinary hearing if it determines that the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and with respect to the allegation made against him or her, the student has committed a violation of Citadel rules or policies.

The Citadel may also disclose, to the parent of any student under the age of 21, any violation by the student of Citadel policy or local, state or federal law concerning the use of alcohol or drugs. The decision on whether or not to notify the parent will belong to the Commandant of Cadets.

Directory Information. The Citadel has designated the following items as “Directory Information.” Citadel officials may disclose these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to him or her. Students must submit a written request each year, within the first two weeks of the Academic year:

- 1) Student’s name
- 2) E-mail address
- 3) Local and permanent addresses, telephone numbers
- 4) Date and place of birth
- 5) Class schedule and class absence status
- 6) ROTC affiliation
- 7) Cadet rank and cadet organization
- 8) Semesters of attendance
- 9) Anticipated date of graduation, enrollment status (full or part-time), date of admission, date of graduation
- 10) Citizenship and residency
- 11) Major and minor fields of study
- 12) Photograph
- 13) Whether or not the student is currently enrolled, classification (freshman, etc.), and his/her duty status
- 14) Type of degree being pursued, degrees, honors and awards received (including Dean’s List and Gold Star status, scholarships, and fellowships)
- 15) Weight and height of members of athletic teams and whether the student has participated in officially recognized activities and sports sponsored by The Citadel.

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

E. **Physical and Mental Health Information.** The Citadel is required by federal and South Carolina state laws and regulations to protect the privacy of the Protected Health Information (PHI) of students and their medical treatment records. PHI includes information that identifies the student and relates to a student’s past, present, or future physical or mental health information. The Citadel will not release information related to the medical treatment or condition of a student to a third party without the written consent of the student.

Procedures for Inspection, Amendment, and Complaint. Students at The Citadel must adhere to the following procedures to exercise their rights under FERPA:

1) The student should submit a written request to the Registrar, dean, head of the academic department, or other appropriate official who is the custodian of the record that they wish to review and inspect. The Citadel official will make arrangements for access within 45 days after receiving the request and notify the student of the time and place the records may be inspected. If the official, to whom the request is submitted, does not maintain the records, that official shall advise the student of the person to whom the request should be addressed.

2) Students may ask The Citadel to amend a record that they believe is inaccurate or misleading. They should write to The Citadel custodian for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the official decides not to amend the record as requested by the student, the official will notify the student of the decision and the student's right to a hearing regarding the request for amendment. The student will receive additional information on this process when he or she is notified of the right to a hearing.

3) Students may file a complaint with the US Department of Education concerning alleged failures by The Citadel to comply with FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

F. **Contact Information.** Anyone who has questions concerning this policy or The Citadel's procedures concerning the release of educational information under FERPA or South Carolina state laws and regulations should contact The Citadel's Privacy Officer. Students who have complaints concerning their privacy rights are also encouraged to visit or contact The Citadel's Privacy Officer. The Privacy Officer may be reached by e-mail as follows: privacy.officer@citadel.edu or by phone at (843) 953-5252.

4. COMPLIANCE

Noncompliance with this policy may result in disciplinary action.