

COLLEGE *of*
CHARLESTON

SCHOOL OF BUSINESS
AND ECONOMICS

FACULTY MANUAL

2008-09

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INTRODUCTION

The policies, regulations and procedures of the School of Business and Economics are subsidiary to those of the College of Charleston. Knowledge of the Policies, Regulations and Procedures of the College of Charleston is vital to the professional conduct of all faculty members. The complete and entire policies are found in the College of Charleston *Faculty/Administration Manual*, available on the College of Charleston website at: http://www.cofc.edu/AcademicAffairs/manuals/Faculty_Manual_06-07.pdf

Faculty members are encouraged to refer to this Manual for complete information.

The purpose of the School Policies Manual is to highlight certain policies, regulations and procedures that are of particular importance to the faculty of the School of Business and Economics and to describe certain practices that are unique to the School.

The College of Charleston Policies, Regulations, and Procedures highlighted in this document appear in **Appendix A** at the end of this manual.

STATEMENT OF MISSION AND OBJECTIVES

Mission Statement

We are dedicated to creating and facilitating educational experiences that provide our students with the knowledge and skills necessary to be lifelong learners and managers, and to be socially responsible in the global economy.

We are committed to:

- Providing students a high-quality business education in a liberal arts environment
- Inspiring the development of ethical values and leadership skills
- Offering academic programs responsive to the community
- Providing expertise to the public, and
- Supporting faculty excellence in teaching, research, and service.

Ratified 02/13/07

The College of Charleston, founded in 1770 and chartered in 1785, is the oldest institution of higher education in South Carolina and the thirteenth oldest in the United States. The College became part of the State of South Carolina higher education system in 1970. The College provides a high-quality education in the arts and sciences, humanities, education and business consistent with its heritage, the College retains a strong liberal arts undergraduate curriculum.

The School of Business and Economics, led by the Dean, is comprised of 5 (five) academic departments, Accounting and Legal Studies, Economics and Finance, Hospitality and Tourism Management, Management and Entrepreneurship, and Marketing and Supply Chain Management, as well as the Tate Center for Entrepreneurship, the Carter Center in Real Estate, the Global Trade Program and the Office of Economic Analysis. Students may pursue undergraduate majors in Accounting, Business Administration, Economics, Hospitality and Tourism Management and International Business. The major in Economics has been offered at the College since the 1929-30 academic year, and the major in Business Administration has been offered since the 1969-70 academic year. The Department was recognized as the School of Business and Economics in 1986 and was accredited by the AACSB in 1988. The Accounting major was first offered in 1992 and was first accredited by AACSB in 1994, the International Business major was approved in 1998 and the Hospitality and Tourism Management major was first offered during the Fall of 2005. Based on Fall 2006 data,

there were approximately 1,500 majors in the SBE pursuing our different areas of study. Students entering majors within the SBE must complete specified admissions criteria.

In addition to the traditional programs in Accounting, Business Administration, Economics, and International Business, we offer programs designed to respond to the needs of the local and regional economy of which we are a part. Our purpose is to offer educational and professional programs, at both the undergraduate and graduate levels which serve the need of the regional economy. For example, the Port of Charleston is among the most important on the Eastern U. S. coast and is a major component of the Charleston economy; the Global Logistics and Transportation program serves, as well as benefits from, the port. Charleston is a tourist destination, and the tourism industry is a major part of the area economy; our programs in Hospitality and Tourism Management work closely with professionals in this industry. Through our Economic Partnership initiatives, we have recently expanded our offerings in Entrepreneurship and in Small Business management. We are currently moving aggressively in developing new offerings in Finance, Real Estate Development, Global Trade, and Supply Chain Management.

CORE VALUES AND BELIEFS

Consistent with the heritage of the College, the undergraduate curriculum retains a strong liberal arts component. We believe that undergraduate business education, integrated with the liberal arts, provides students with the tools necessary to pursue life-long learning, as well as a productive career. The College of Charleston offers students a public alternative to the best private liberal arts colleges in the region.

Teaching is the primary responsibility of faculty at the College of Charleston. We believe that teaching involves communicating knowledge to students and fostering in students the intellectual curiosity necessary to continue the quest for knowledge. We believe that effective learning must include the active involvement and commitment of students. Effective teaching is exhibited by classroom performance, academic advising, the critical evaluation of students, and the preparation of students for further course work at both the undergraduate and graduate levels. As teachers we are committed to providing educational experiences of the highest quality. Teaching is the primary way in which we achieve our mission of assisting individuals in acquiring the knowledge and skills necessary to be productive participants and responsible citizens in the global economy.

Research and professional development are essential to the professor's ability to carry out the School's educational mission. Research and professional development involve the various activities which increase the faculty member's knowledge and which exemplify scholarly expertise. The professional educator undertakes research for scholarly production, to maintain currency, and to improve pedagogical techniques. The faculty member sustains professional contact with colleagues and engages in continuing professional activities to augment existing skills and to develop new skills. In keeping with the SBE's predominant emphasis on undergraduate programs and in keeping with the College's insistence that teaching is the primary role of faculty, our emphasis is on intellectual contributions in applied scholarship and instructional development, as well as on continuing faculty intellectual development. As teacher-scholars, we are committed to conducting relevant, timely, and useful research activities, to disseminating the results of those activities, and to integrating those results into the educational experience we impart to our students.

We believe that service to the School, the College, the community, and to our respective academic and professional organizations is an essential responsibility of the faculty. As part of a public institution, we acknowledge our responsibility to offer our expertise to the community and to provide opportunities for education to the community through our outreach.

We believe that the experience that students have at the College of Charleston should instill in them the value of education and the belief that education involves life-long

learning. Not only are we preparing students for productive and satisfying careers; we are preparing them for the future.

We value and respect a diverse student body and a diverse faculty. We believe that we can learn from our differences. We shall treat students, other faculty, and staff with dignity, respect, and fairness, recognizing the individual contributions of each. We shall at all times, in our teaching, in our research, in our professional development, and in our service, act in accordance with high standards of professional ethics and integrity.

PURPOSE AND GOALS

Our purpose is to provide an educational experience and an environment that enhances the quality of life for students, for faculty, and for staff. Through our programs, we help students acquire knowledge and skills so that they might have productive and satisfying careers. We provide faculty the opportunity to pursue their teaching, research, professional development, and service goals. We provide staff the opportunity to pursue their respective careers in a stimulating and positive work environment that promotes professional growth.

School of Business and Economics Learning Goals

Goal: Ethical Awareness

Objective: Students will recognize and be able to appraise ethical dilemmas involved in business decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.

Goal: Global Awareness

Objective: Students will recognize and examine the global implications of business decisions while evaluating and integrating innovative applications of these implications utilizing relevant discipline specific knowledge.

Goal: Problem Solving Ability

Objective: Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.

Goal: Effective Communications

Objective: Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge.

All undergraduate students at the College are required to complete the general education requirements, including courses in English grammar and composition, Western Civilization, Natural Sciences, Mathematics, Languages, Humanities, and Social Sciences. The strong liberal arts requirement, including the requirement of 12 (twelve) hours of foreign language, gives our students an advantage in becoming productive participants in the global economy.

The graduate program is of increasing importance to the School. At present we offer the Master of Accountancy program. Based on demand for programs in the community and on the availability of resources, we will increase the offerings in graduate education provided by the School of Business and Economics.

The School of Business and Economics, as part of the College of Charleston, is an integral part of the greater Charleston community. We seek to build and maintain strong links to the Charleston and South Carolina business communities, to non-profit organizations, and to local governments through outreach activities and service. As educators in a public institution, part of our purpose is to serve as a resource for information and expertise to the community and to our respective professional organizations. In so doing, both students and faculty benefit by closer contact and interaction with the business community, with public entities, with non-profit organizations, and with colleagues throughout the world. Through our service, we are able to better satisfy our responsibilities as faculty, staff, and citizens.

The SBE seeks a diverse faculty, continuously improving in its teaching excellence, in its production of intellectual activities, and its service to advance the School and the College. The School will support and encourage the development of the faculty in their instruction, in their research, and in their service. The School of Business and Economics includes as part of its purpose the financial and programmatic support of the faculty in achieving excellence in teaching, in various research activities, in professional development, and in service activities. We expect, encourage, and support faculty excellence in these areas.

We further seek to create and maintain an environment that fosters cooperation, collaboration, and a sense of common purpose among faculty members, so that the faculty can perform as a cohesive, collective body, as well as individual faculty members in pursuing their individual goals and those of the SBE.

We further seek to create a stimulating and positive work environment that promotes professional growth for a diverse staff. The School will encourage the involvement of staff in the development and improvement of the SBE's programs and will support and encourage staff in their professional development.

By achieving the above, the School of Business and Economics at the College of Charleston will become recognized by students, by employers, and by the general public as an institution providing an excellent, competitive undergraduate business program.

ACADEMIC OFFERINGS

Students may pursue the following undergraduate majors:

- Accounting
- Business Administration
- Economics
- Hospitality and Tourism Management
- International Business

Students majoring in Business Administration may concentrate in the following areas of study:

- Entrepreneurship
- Finance
- Global Logistics
- Hospitality and Tourism Management
- Leadership, Change and Social Responsibility
- Marketing

The School of Business and Economics also provides the following Minors for students with majors other than the Bachelor of Science in Business Administration degree:

- Business Administration
- Economics
- Finance
- Global Logistics and Transportation
- Hospitality and Tourism Management

We also offer the following Interdisciplinary Minors:

- Arts Management and Administration
- Languages and International Business
- Pre-Actuarial Studies

ADMISSIONS CRITERIA

All students pursuing degrees at the College of Charleston must complete all general education requirements and comply with all academic guidelines specified by the College. Students pursuing majors in the School of Business and Economics must complete specific admissions criteria (with a **minimum grade of C-**) before applying for admission to the School. The following are current required prerequisite courses which must be satisfactorily completed prior to a student's declaration of major:

ACCT 203	Financial Accounting
ACCT 204	Managerial Accounting
ECON 201	Macroeconomics
ECON 202	Microeconomics
MATH 104	Elementary Statistics
MATH 105	Calculus for Business
DSCI 232	Business Statistics

Upon admission to the School, students take specific core courses and select their desired major within the SBE. In addition to the 5 (five) majors offered, students majoring in Business Administration may pursue concentrations in Entrepreneurship, Finance, Global Logistics, Hospitality and Tourism Management, Leadership, Change and Social Responsibility and Marketing.

CENTERS AND PROGRAMS

The School of Business and Economics also includes several centers and offices which provide additional services to our community, faculty, and students consistent with our mission and goals.

Tate Center for Entrepreneurship

Through the Tate Center for Entrepreneurship, the School of Business and Economics meets its commitment to the business community. The Center provides educational programs and support services to entrepreneurs and small businesses, provides opportunities for the faculty to engage in applied research activities and community service, and provides students the opportunity to interact with professionals and to gain valuable practical experience through student-managed enterprises, student projects, such as those involved with our SIFE (Students in Free Enterprise) team, and internships, Elderhostel (in the Charleston region) is also managed through the Tate Center.

Carter Center in Real Estate

The Carter Center in Real Estate focuses on practical research and undergraduate education in real estate. The Center focuses on the community and industry, students and faculty by providing professional and executive education for the real estate industry. It will serve as a clearing house for information and data for the industry, coordinate and facilitate research projects and provide scholarships and internships for our students interested in pursuing an education in the real estate area. The Carter Center in Real Estate will pursue collaborative opportunities that will enrich the real estate program and serve as an economic engine for our region.

Global Trade Program

The Global Trade Program operates within the School of Business of Economics linking with the vital areas of global competition, trade, logistics and supply chain management. The Global Trade Program works closely with the South Carolina World Trade Center in achieving its goals. The program develops education, outreach and research programs in global commerce.

Office of Economic Analysis

The Office of Economic Analysis provides objective economic analysis and interpretation of economic data and trends. Working with the Charleston Metro Chamber of Commerce, quarterly and annual forecasts for the region will be provided. The Office of Economic Analysis also works with the School's industry/sector focused research

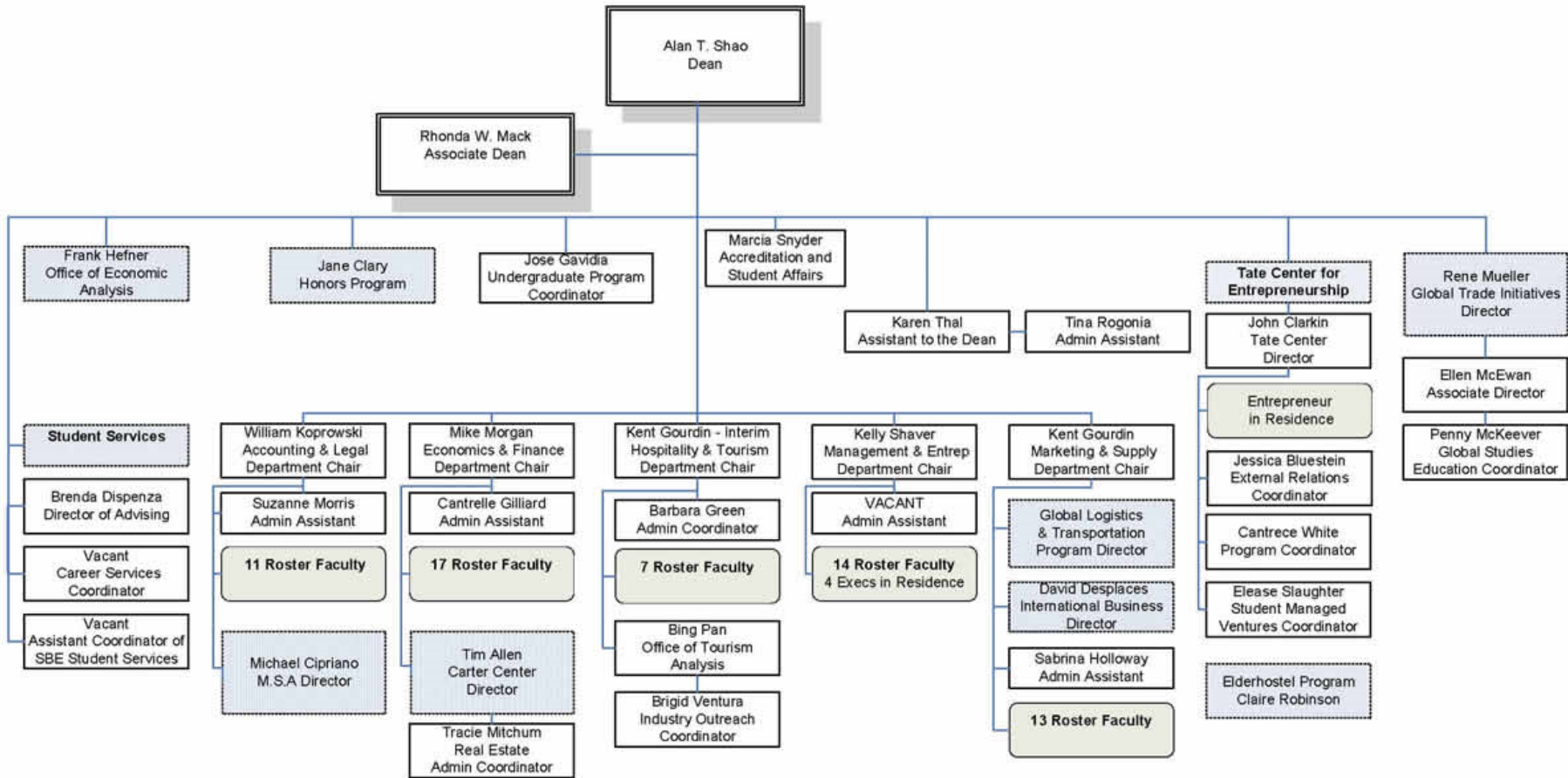
programs, such as the Office of Tourism Analysis and the Carter Center in Real Estate, to better understand the economy of our region.

Office of Tourism Analysis

The Office of Tourism Analysis functions within the School of Business and Economics's Department of Hospitality and Tourism Management in conjunction with industry and community leaders. These business affiliates are charged with proposing the Office's research priorities. The Office also collaborates with the Charleston Area Convention and Visitors Bureau, and the Charleston Metro Chamber of Commerce to conduct industry competitive research studies and develop monitoring programs. Once studies and programs have been completed, the office disseminates survey and research data to decision-makers and stakeholders in the Lowcountry's hospitality and tourism industry.

School of Business and Economics

Administrative Structure



ORGANIZATION AND PRACTICES

A. Organization

The School of Business and Economics, led by the Dean, is comprised of 5 (five) academic departments, Accounting and Legal Studies, Economics and Finance, Hospitality and Tourism Management, Management and Entrepreneurship, and Marketing and Supply Chain Management

B. Faculty

The faculty of the School of Business and Economics is composed of full-time roster faculty, full-time lecturers, part-time adjunct faculty, executives-in-residence and an entrepreneur-in residence. The full-time roster faculty are active in research activities, professional development activities and service activities. Many hold leadership positions in their respective academic associations and in College of Charleston governance. Our full-time lecturers teach at least three courses per semester and participate in many of the ongoing activities of the SBE as do many of our part-time adjunct faculty. These faculty members bring their continuing professional experience to our classrooms. Our executives-in-residence are often retired senior executives or entrepreneurs who bring their expertise and support to the classroom and who provide valuable access for students and faculty to prominent business leaders throughout the nation. Our entrepreneur-in-residence is a highly successful entrepreneur who teaches our students and provides a valuable link to our entrepreneurial community.

C. School Committees

The School has 5 (five) standing Faculty committees: Assessment, Curriculum, Faculty Development, Student Development and Technology. In addition, the Graduate Committee is responsible for the Graduate program. Further, each department has a Library Liaison who is responsible for selecting books and journals for the library.

Each committee is comprised of representatives from each department. Faculty may be asked to serve on more than one committee or a faculty member may have no committee assignments at a given time. Department Chairs typically do not serve on the 5 (five) standing committees of the Faculty.

Members usually serve a three-year term, with some members rotating off each year. Faculty members are asked in the Spring to submit their committee preferences to the Chairs. Members are chosen by the Dean and the Department Chairs, with preferences honored as much as possible. The Chair of each committee is appointed by the Dean for terms of 1 (one) to 3 (three) years, depending on time served on the committee. The Chair of the committee will convene the new committee in late spring.

The duties of the committees are:

1. Assessment Committee

- develops, coordinates, and evaluates assessment program for the School
- measures student, alumni, and employer satisfaction with the program(s)
- reviews placement of graduates/measures level of faculty satisfaction
- measures level of student satisfaction

2. Curriculum Committee

- ensures currency and appropriateness of Undergraduate Program curriculum
- monitors course descriptions, syllabi, and coverage
- considers new course and program proposals
- monitors degree requirements
- monitors coordination of interdisciplinary course content
- monitors coordination of multi-section courses

3. Faculty Development Committee

- monitors policies for faculty development activities
- monitors policies for and degree of faculty involvement in academic and professional organizations
- monitors policies for and degree of faculty intellectual contributions
- monitors policies for and degree of outside activities, paid and unpaid, of faculty
- acts as an advocate for faculty resources that improve faculty development and teaching
- works with the College grants office to help identify and publicize grant opportunities

4. Student Development Committee

- monitors student recruitment, selection, and retention practices and outcomes
- monitors policies and outcomes of academic advising and career planning
- evaluates applications for School student scholarships and internships

- provides for appropriate student recognition

5. Technology Committee

- the SBE Instructional Technologist will serve on this committee
- assesses use of technology by SBE faculty, staff and students to support teaching and learning goals
- researches and recommends pedagogical technology needs for the School
- researches and recommends technology based training opportunities for faculty

6. Graduate Committee

(The Department of Accounting and Legal Studies, working with the Graduate Director, will serve as the Graduate Committee until further notice.)

- ensures currency and appropriateness of Graduate Program curriculum
- monitors graduate course descriptions and syllabi
- considers new graduate course and program proposals
- monitors degree requirements for graduate program(s)
- monitors graduate admissions

D. Faculty Meetings

The College of Charleston Faculty meets twice each year, once at the beginning of the Fall semester and once at the end of the Spring semester, usually at 5:00 p.m. on a Monday. The School of Business and Economics Faculty meets approximately once each month, usually at 3:00 p.m. on a Tuesday or Thursday. The Faculty Senate meets the first Tuesday of each month at 5:00 p.m. Each department elects a Senator to represent the department. The term of office is 2 (two) years. Departmental meetings are held at the discretion of the Department Chair.

E. Recruiting and Selecting New Faculty

The School of Business and Economics seeks to hire faculty members from a variety of doctoral-granting institutions whose academic strengths are consistent with the instructional needs of the School. The SBE offers competitive salaries and support in order to attract high-quality faculty members. Both academic training and professional experience are important considerations when evaluating candidates, with degree of relative emphasis dependent on the position to be filled. Thus, all candidates are hired based on their

expected contributions to meeting School needs. Rather than hiring faculty members simply to fill vacant positions, temporary appointments have sometimes been used until candidates possessing the precise attributes desired were found.

Faculty candidates are evaluated not only on the strength of their academic training and professional experience, but also on whether their orientation is consistent with the Mission and activities of the School. Candidates must have a strong interest in and potential for quality teaching. They must be able to deal effectively with the types of students attending the College of Charleston, and they must be interested in preparing students for competent and responsible careers as practicing professionals. Further, candidates must have interest in and potential for meeting the scholarship and service expectations of the SBE. Candidates not demonstrating a balance of interests and abilities across the areas of teaching, scholarship and service are not acceptable. For example, some candidates with excellent credentials may be rejected because they emphasized one area over the others to an extent that was inconsistent with the School's Mission.

The School implements the College's documented procedures in a fair manner and consistent with the mission of the School and its degree programs.

1. Guidelines

A departmental committee consisting of at least two (2) members of the tenure track faculty of the department and the department chair will convene to review the applications, curriculum vitae, references and supporting material for each applicant. If there are less than two (2) tenure track faculty members in the department (in addition to the chair) tenure track faculty from other departments within the School will be added to achieve a committee of at least three (3) members. The makeup of the committee should be appropriate for the discipline being filled, but it is not necessary to have a separate committee for multiple positions unless desired by the department.

The committee will select a reasonable number of applicants who are qualified for the position as semi-finalists (normally not more than 12). The committee circulates the applications, curriculum vitae, references, and supporting materials for each semi-finalist to the members of the academic department. The chair of the department then convenes a department meeting at which time finalists among the candidates are selected for interview. The department chair then forwards a cover letter, with the request to interview the candidates, the candidates' files and the appropriate completed forms to the Dean's office; and upon approval, the packet is routed to the Provost's office.

The department invites the approved finalists to campus. The interview visit shall include a conference with the department chair, the presentation of a public lecture or faculty seminar, an interview with the department members, an interview with the Dean, an interview with the Associate Dean and an interview with the Provost or his/her

representative.

Upon the completion of candidate interviews, the department then convenes and decides on its first choice among those interviewed.

The goal of the entire process is to ensure that candidates who are hired have the capacity and willingness to contribute to the Missions of the College, the SBE, and the program in which he/she will work. The specific criteria prepared for evaluating candidates for each position focus directly on the area in which the candidate will be teaching and researching and on the Missions of the department and the School.

2. Nepotism Policy in Recruiting

Under state personnel regulations, immediate family shall not be employed concurrently with any one agency of State government if 1) such employment will result in an employee supervising a covered relative, or 2) such employment would result in an employee occupying a position having influence over a covered relative's employment, promotion, salary administration or other related management or personnel matters. (*Section IV.X. of the Faculty/Administration Manual*)

The School guidelines prohibit faculty members from being involved in the recruitment and selection process if an immediate family member has applied for the position.

F. **Orientation and Mentoring of New Faculty**

The orientation of new faculty members, including visiting faculty, as appropriate, includes both formal and informal phases.

1. Prior to arrival on campus, all candidates are provided basic information on benefits, pay, and services available to the faculty. Further, interviews with appropriate support staff in the College and community is scheduled upon request.
2. The Associate Provost, the Dean of Undergraduate Studies, and personnel from various College departments brief all new faculty members on available services and benefits. This information is dispensed during New Faculty Meetings the week prior to the start of the fall semester and includes providing the *Faculty/Administration Manual* and other related documents to the faculty.
3. All new full-time faculty members are expected to participate in a year-long series of new faculty orientation seminars. The seminars are designed to provide information about College resources, review expectations of new faculty in the area of promotion and tenure, provide for new faculty a forum for discussion of issues, and begin the series of seminars on effective teaching/learning techniques. The series involve faculty, administrators, and pertinent staff from the College. The seminars are supported by and coordinated out of the Office of Academic Affairs.

4. The Associate Dean, the Dean's Administrative staff and personnel from various SBE and CofC offices and programs brief new SBE faculty School procedures, organizational structure, technology, and available opportunities for teaching and professional development support within the School
5. A mentor assigned by the Department Chair spends a portion of his/her time during the three-year probation period responding to questions and familiarizing the new faculty regarding formal and informal policies. This activity usually includes: discussing and setting first year goals as they relate to the Department, the School, and the College's goals; providing guidance as to the appropriate amount of teaching, research, and service commitments; and providing new faculty an opportunity to know and understand the culture, processes, and expectations of the SBE and the College. The Chair or the mentor assists the new faculty member with developing a Faculty Development plan that includes a three to five-year teaching, research, and service plan. Orientation is the first step in realistic faculty development.

WORKLOAD GUIDELINES AND POLICIES

(see also Section IV.S. in the *Faculty/Administration Manual*)

A. School Guidelines

The School of Business and Economics supports the academic policy of offering undergraduate courses during both day and evening hours. Sections offered during the evening often have smaller enrollments than those offered during the day. The SBE also supports the academic policy of offering lower-level courses at the North Campus.

Accreditation standards require that appropriately qualified and full-time faculty are deployed in all programs, majors, areas of emphasis, and locations.

The official School and College workload remains twelve (12) contact hours. Accreditation standards suggest that the workload be less for those faculty members teaching in graduate programs and for those faculty who have extensive commitments to other activities, such as executive education and research.

B. Preparations Policy

The goal of the School is to minimize preparations to 2 per faculty member per semester, with 3 preparations a full load.

C. Release Time Policy

Release time from the 12-hour workload is provided for research, for professional development needs, for professional service, and for program development and implementation.

The following are the SBE's goals for faculty workload across departments as approved by the Provost for the 2006-2007 and 2007-2008 academic years.

<u>Department</u>	<u>Average credit hours*</u> (*per roster faculty)
Accounting and Legal Studies	250
Economics and Finance	300
Hospitality and Tourism Management	280
Management and Entrepreneurship	260
Marketing and Supply Chain Management	290

These are departmental average credit hour workload targets. Individual faculty teaching workloads may be less than or may exceed these targets.

D. Faculty Responsibilities to Students

Section IV.T. of the *Faculty/Administration Manual* describes faculty responsibilities to students concerning: advising, course objectives, final grades, disclosing and retaining exams and papers, meeting classes, office hours, class books and materials, classroom procedure, class attendance, examinations, grading, mid-term grades, student discipline, and library books, journals, and reserves.

Individual policies of each faculty member should be included in the Course Syllabus and distributed to students during the first week of class each semester.

At a minimum, the following should be included on the syllabus:

- Personal Information: Office Location and Hours, Telephone number, and E-Mail address
- Course Information: Course name, prefix, number, course description, objectives, text, grading information, exam information, and **course learning goals.**
- Policies: **Honor Code**, Make-up exams, late assignments, attendance, etc.
- Outline and Schedule: Assignments, Topical coverage

An electronic copy of the syllabus must be provided to the department administrative assistant to be maintained in a department file.

E. Faculty Involvement in Academic and Professional Organizations

The School of Business and Economics encourages faculty involvement in academic and professional organizations. The College of Charleston Tenure and Promotion policies and the Annual Evaluation policy both specify Research and Professional Development Standards. The standards specify professional activities as an important component of faculty development. Faculty involvement in Academic and Professional Organizations includes, but is not limited to:

- a. membership in professional organizations
- b. serving as an officer or a member on a board or committee of an international, national, regional, or state academic or professional organization.
- c. serving on an editorial board of a scholarly journal

- d. reviewing manuscripts for journals and publishers and evaluating proposals for granting agencies
- e. chairing or serving as a discussant on a panel at a professional meeting
- f. preparing grant proposals and reports
- g. conducting professional workshops, seminars and field trips
- h. participating in professional meetings, workshops, conferences, seminars, field trips etc.
- i. receiving fellowship and awards
- j. presenting papers at professional meetings and conferences

F. Faculty Scholarly Activity

Faculty of the School of Business and Economics are expected, as part of their responsibilities to the College and to the wider community, to make intellectual contributions to their respective fields through applied and pedagogical research. Such activities and contributions should continue throughout the careers of faculty members and should demonstrate steady growth in one's scholarly discipline. Our AACSB accreditation requirements include designation of criteria to determine academic and professional qualifications.

While each department may set higher standards, as a SBE policy, each tenured or tenure track roster faculty member or Senior Instructor is expected to produce, during any five-year period, at least 2 (two) publication in a refereed journal, scholarly book, or its equivalent. Each roster faculty member is expected to produce at least one intellectual contribution each year. Each adjunct faculty member is expected to engage in appropriate professional development activities every year to maintain professional qualification.

G. Outlets for Scholarly Activity

1. Referred Publications

- A.1. Articles in print or accepted for publication in refereed journals
- A.2. Cases in print or accepted for publication in refereed journals
- A.3. Articles presently under review by refereed publications
- A.4. Cases presently under review by refereed publications
- A.5. Reprints of refereed articles appearing in other than original source
- A.6. Reprints of refereed cases appearing in other than original source
- A.7. Invited articles in print or accepted for publication

A.8. Invited cases in print or accepted for publication

2. Refereed Presentations

- B.1. Conference papers presented and published or abstracted in refereed proceedings
- B.2. Conference papers presented and not published in proceedings
- B.3. Conference papers presented in poster sessions, symposia, or roundtables and abstracted
- B.4. Conference papers accepted for presentation and/or publication in refereed proceedings
- B.5. Reprints of refereed conference papers appearing in other than original source
- B.6. Invited conference papers presented or accepted for presentation and/or publication
- B.7. Conference papers submitted and under review

3. Edited Books, Book Chapters, Book Reviews (not self published)

- C.1. Scholarly books
- C.2. Research monographs
- C.3. Textbooks
- C.4. Book Chapters
- C.5. Published cases, published instructional materials, and published instructional software
- C.6. Published Book review
- C.7. Articles in book of readings
- C.8. Test banks, Study Guides, Instructor's Manuals
- C.9. Published Videos and training Materials
- C.10. Books, Chapters in Books, Book Reviews submitted and under review

4. Non-Refereed Publications and Presentations

- D.1. Published materials describing the design and implementation of a course
- D.2. Panel presentations
- D.3. Other journals—articles in print or accepted
- D.4. Papers presented at faculty workshops
- D.5. Presentations to professional organizations
- D.6. Self published scholarly books, manuscripts
- D.8. Articles submitted and under review

5. Research and Grants

- E.1. Research in progress/completed
- E.2. Research in progress/outcome reports distributed
- E.3. Grants in progress/completed
- E.4. Grants in progress/outcome reports distributed
- E.5. Grant proposals submitted for review

6. Other research and scholarly activity
 - F.1. Editorial activities
 - F.2. Leadership positions in academic and professional organizations (organization and role)
 - F.3. Colloquia delivered
 - F.4. Advanced study, including workshops and training programs
 - F.5. Faculty Internships
 - F.6. Discussant activities at conferences (conference name, date, location, role)
 - F.7. Other items you believe relevant to this category
 - F.8. Contracted services

7. Electronically Available Material (include site address)

8. Other scholarly activity and research not elsewhere classified

H. College Process for Annual Faculty Development Plan and Evaluation

Early in the fall semester each year every faculty member submits a *Faculty Development Plan Update*, which describes the workload of the faculty member, development activities for the year relating to teaching, scholarly growth, College and community contributions, new and/or revised goals for the year, and budgetary needs for the year.

All faculty members of the College are evaluated yearly in accordance with the College's established standards and criteria and with established procedures. Department Chairs are responsible for the annual performance evaluation of each faculty member in their department. The evaluation is in the form of an appraisal letter and a comprehensive rating form based on teaching effectiveness, research and professional development, and professional service. Tenured faculty may request the same evaluation ratings that were given the previous year for up to two years. A full evaluation must be conducted once every three years.

By the date designated on the evaluation calendar, the Chair conducts an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair's assessment of strengths and weaknesses, the completed evaluation form, and an overall performance rating. After discussion, the faculty member and the Chair sign the form to indicate that they have met. While College of Charleston guidelines for faculty allocation of time are 50% teaching, 20% scholarship, 10% service with 20% discretionary, all untenured faculty in the School of Business and Economics must be 50% teaching, 40% scholarship and 10% service/discretionary per AACSB reaffirmation visit recommendations in 2000. See *Section IV.N.* in the *Faculty/Administration Manual* for further information.

SCHOOL POLICY ON ANNUAL EVALUATION OF FACULTY

The sections of the College of Charleston *Faculty/Administration Manual* dealing with personnel review issues, including third-year review, tenure, promotion of instructional faculty; annual evaluation process for faculty; annual evaluation of department heads and other administrators; and disciplinary/dismissal procedures, are found in **Sections IV. J-R**. These sections are incorporated herein by reference, as appended below. **The SBE policy on Annual Evaluation of Faculty includes additional requirements to insure a more thorough evaluation.**

1. Each faculty member shall submit an Annual Report for the previous year and a Development Plan for the upcoming year, prepared in the specified format, to his/her Department Chair on a schedule to be promulgated each year by the Dean. The Annual Report will cover the period May 16 of the previous calendar year through May 15 of the current calendar year inclusive. **Faculty members are to maintain their current professional data via the College of Charleston Faculty Activity Reporting System.**
2. **The performance of each faculty member in the School of Business and Economics shall be reviewed by his/her Chair each year.** This Annual Review shall be subjective in nature, qualitative rather than quantitative and constructive in tone.
3. The Annual Review will facilitate resource allocation (e.g., travel funds, R&D funds etc.) and guide faculty personnel decisions within the School of Business and Economics, including promotion and tenure recommendations. For these purposes, the numeric Performance Rating required by the College of Charleston will not apply.
4. It is the responsibility of each faculty member to maintain their individual information on the College's Faculty Reporting System on Cougar Trail. This information will be used for AACSB reports, as well as, faculty evaluations
5. The following are provided as guidelines for the review process of SBE faculty:

Guidelines for External Review of Scholarship

While external letters of evaluation of a candidate's scholarly work are not required as a part of the review process, the College committee has indicated they are "quite helpful" in their evaluation of research and publications. If external scholarly letters are used, the School of Business and Economics, recommends the following process.

The candidate will submit no less than 2 (two), and no more than 5 (five), individuals who are qualified to objectively evaluate his/her scholarly work to the department panel chair. The panel may approve the list or they may add additional reviewers for a total of no fewer

than 3 (three) and no more than 6 (six) total reviewers. The candidate may strike up to 1 (one) of the reviewers added by the panel while still assuring that a minimum of three reviewers remain on the list.

The panel chair will contact each suggested external reviewer to determine their willingness to serve as a reviewer. Upon their approval, each reviewer will receive a cover letter from the panel chair (format provided) and the accompanying review materials, including a copy of the candidate's academic curriculum vitae, and a request to review the candidate's research and professional development. Reviewers will be asked to specify what, if any, relationship they have with the candidate and to return their review in a specified timely manner.

The panel chair must include in the candidate's packet: (1) a description of the process by which the outside letters were obtained, (2) each reviewer's institutional and departmental affiliation, and rank or other institutional title, a description of the academic specialization of the reviewer and other relevant information about the reviewer which may be useful to those unfamiliar with the field, (3) a copy of the letter of solicitation by the panel chair, and (4) the confidential outside reviews

Guidelines for Peer Reviews of Classroom Performance

While class visitations by departmental peers are not required, the College committee indicates that the candidate may encourage such visitations. If visitations are used, the School of Business and Economics recommends the following process.

The Chair of the Department Panel will select 2 (two) members of the panel to visit the candidate's class and write a report evaluating the candidates performance for consideration by the panel.

Guidelines for the Survey of Recent Graduates

A. Assistant Professors, Associate Professors, and Professors

“Recent graduate evaluations on teaching: either all majors or a sample of at least 40 students selected randomly from among all majors in the department who have graduated within the past five years and whom the candidate has taught; additional students whom the candidate has taught, who need not be majors in the department, may be added by the candidate in consultation with the Chair. Students must list all courses taken from the evaluatee and the grade(s) received in these courses. In addition, the student must sign the form or letter used for evaluation. The Chair must designate which students are recommended by the evaluatee. In cases where a faculty member undergoing review has taught fewer than 40 graduates, the department chair should indicate that this has occurred. In these cases it may be appropriate to substitute evaluations from non-majors”

B. Instructors and Senior Instructors

“Recent graduate evaluations on teaching: either all majors or a sample of at least 40 students selected randomly from among all majors in the department who have graduated within the past five years and whom the candidate has taught; departments may choose to sue a sample of at least 40 graduates selected randomly from among students in service courses taught by the evaluatee. Additional students whom the candidate has taught may be added by the candidate in consultation with the Chair. Students must list all courses taken from the evaluatee and the grade(s) received in these courses. The Chair must designate which students are recommended by the evaluatee. In cases where a faculty member undergoing review has taught fewer than 40 graduates, the department chair should indicate that this has occurred. In these cases it may be appropriate to substitute evaluations from non-majors”

SCHOOL POLICY ON FACULTY OUTSIDE ACTIVITIES

Preamble

The School of Business and Economics acknowledges the legitimacy and value of non-university activities, which are often beneficial to the faculty's role within the SBE. The policy is, therefore, to encourage faculty engagement in these types of activities, as long as they do not lead to conflicts of interest or present conflicts of commitment with respect to faculty responsibilities to the College. A policy dealing with outside activities must strike a balance between the needs of the College to have the faculty member up-to-date on practical business problems and the needs of the College to have the faculty member carrying out the on-campus requirements of a full-time position.

Definition of Outside Activities

Outside activities include, but are not limited to, any non-College professional consulting activity where the faculty member is giving advice, assistance, or is managing a business. It also includes service as an expert witness and teaching continuing education courses. Outside activities do not include involvement in research activities, involvement with academic or professional activities or involvement with College-sponsored activities. The definition of outside activities is not dependent on whether the activity is for pay or not.

Limits in Outside Activities

Since the College of Charleston is a teaching institution, there are limits as the appropriate amount of outside activities. Outside Activities should not distract a faculty member from teaching commitments and service to the students. Outside activities should not distract a faculty member from service activities or other types of professional development. During the semester, faculty should not spend more than an average of 1 (one) work day per week engaged in outside activities. The College of Charleston policy concerning outside employment of faculty can be found in **Section IV.W** of the *Faculty/Administration Manual*.

Summer Teaching and Research Funding

A. Summer Teaching

Preference for summer teaching will be given to academically qualified faculty members. Faculty resigning their positions in the SBE, excluding retirements, forfeit their right to teach courses during summer sessions in the summer of their departure. This supersedes any prior agreement. Exceptions may be made by the department chair.

B. Summer Research Funding

Faculty resigning their position in the SBE, in addition to faculty retiring, are not eligible for summer research funding in the summer of their departure. This supersedes any previous letters of agreement.

Curriculum Review Process

The following process is used as part of the School of Business and Economics Curriculum Review of the core curriculum:

1. Faculty who teach each course meet to:
 - Select a course coordinator for multi-section courses
 - Evaluate current coverage of perspectives and skills and to make revisions as necessary
 - Determine learning goals and objectives for each course
2. Course coordinator submits listing of course objectives and perspectives and skills to Curriculum Committee
3. Curriculum Committee meets with course coordinator to review course objectives and coverage of perspectives and skills
4. Final agreed-upon list of coverage is distributed to the faculty teaching each course, with the understanding that each section of each course will incorporate the agreed-upon coverage
5. Each faculty member keeps a Course File for each course each semester. The course File includes at a minimum:
 - Syllabus, including learning goals, objectives and topical coverage
 - Copy of each quiz, test, assignment, handout etc. distributed to the class during the semester final exam
 - Selected examples, chosen by the professor, of completed and graded student work
 - Copy of final course grade sheet.
6. Department Chairs collect and monitor the Course Files each semester to verify coverage.
7. Curriculum Committee selects 3 (three) core courses each semester, including summer, to review. The Committee obtains from the Chair the completed Course Files from the previous semester for the 3 (three) selected courses. The Curriculum Committee performs a review of the files, assessing coverage and student learning.

8. The Curriculum Committee prepares, for each course reviewed, a brief report which focuses on the extent and consistency of coverage of Perspectives and Communications Skills. The report will contain specific recommendations for continuous improvement in specific areas of coverage and in specific courses, as needed.
9. A copy of each Curriculum Committee report is delivered to the Course Coordinator, the Department Chair, and the Dean. It is the responsibility of the Department Chair to work with the Course Coordinator and the faculty teaching the course to insure continuous improvement of the course with respect to the report of the Curriculum Committee.
10. New courses and programs originate with the Department or with the Curriculum Committee and are approved by the Curriculum Committee and the School Faculty before being submitted to the College Curriculum Committee and the Senate for final approval.

Faculty Computers and Office Changes

A. Computer Policy

- Computers over 4 (four) years old will be replaced as funding allows
- Every attempt will be made to provide a single, currently operational computer to every faculty member as the specific need require
- The standard computer for faculty will be a laptop and docking station.
- If a faculty member attends the Technology Institute and is issued a new computer, he/she is to return the computer currently assigned by the SBE for reallocation.
- If new computers are purchased through a department/center, copies of the paperwork are to be submitted to the Dean's office for inclusion with the School's computer inventory.
- Computers purchased by the SBE, departments or centers remain permanently on the State inventory. If a faculty member has multiple computers, they may keep the older ones until such time as the computers are no longer operable or the the equipment is salvaged by the State. If, however, the faculty member receives a new computer, all computers in their possession are to be returned. Faculty with multiple computers should be advised that we will provide a 4 (four) year cycle replacement computer against their newest model only.

Office Change Policy

The Summer following the successful completion of a faculty member's promotion to tenure, or a favorable post tenure review, he or she is invited to choose a new office from those which are to be vacated in the coming fall semester.

APPENDIX A

COLLEGE OF CHARLESTON

POLICIES, REGULATIONS, AND PROCEDURES

Equal Opportunity/Affirmative Action Policies, Regulations, and Procedures

It is the policy of this institution to recruit, hire, train, and promote employees without discrimination because of race, religion, color, political affiliation, disability, national origin, sex, sexual preference, or age, except where sex or age is a *bona fide* occupational qualification. Furthermore, it is the College's intent to take affirmative action to remove any disparate effects of such past discrimination. See *Section IV.A.* of the *Faculty/Administration Manual*.

Sexual Harassment Policy

Sexual Harassment of students, faculty, and staff is unacceptable and impermissible conduct and will not be tolerated. Actions which come within the definition of sexual harassment will be grounds for disciplinary action, even resulting in termination. The Sexual Harassment Complaint Procedures can be found in Appendix C of the *Faculty/Administration Manual*. See *Section IV.B.* of the *Faculty/Administration Manual*.

Contracts of Untenured Faculty

The President retains the power of approval of all initial appointments, renewals of appointments, promotions in rank, compensation, conferrals of tenure, and termination of faculty members. The Provost is responsible for making the final recommendation to the President in respect to all faculty appointments. Generally faculty appointments are either tenure track or with tenure. All other appointments are special in status and include adjunct, visiting, instructor, senior instructor, and other faculty titles and ranks and the reappointment of retired members on special conditions. These appointments are made for fixed terms of limited duration and are neither tenure-track or with tenure. With the exceptions of the ranks of instructor and senior instructor, no obligation exists on the part of the College to evaluate such a special appointee of the fixed term, nor to give any notice in respect to such an intention. A special appointment terminates automatically upon the expiration of the fixed term. See *Section IV.C.* of the *Faculty/Administration Manual*.

Faculty Records

Official personnel records are maintained in three areas: the office of Human Resources, the Provost's office, and the appropriate office of the Deans. The official individual personnel file shall be open for the faculty member's or administrator's review upon his/her request. See **Section IV.D.** of the *Faculty/Administration Manual*.

Code of Professional Conduct and Statement of Professional Ethics

A. Code of Professional Conduct

The College requires all instructional and library faculty members to conduct themselves in accordance with federal, state, and local laws and regulations and to comply with all policies and procedures set forth in the *Faculty/Administration Manual*, the *Personnel Rules Manual*, the College of Charleston Administrative Memoranda and Notices, and all other policies and procedures that may be prescribed by the President and the Provost. In addition, all instructional faculty must comply with all written policies and procedures established by the Provost, the appropriate dean of the school, or the department.

B. Statement of Professional Ethics

Membership in the academic profession carries with it special responsibilities. The College of Charleston requires that all faculty and administrators holding faculty status and rank comply with the ethical standards set forth by the American Association of University Professors and by the professional associations of the individual disciplines represented at the College. See **Section IV. E.** of the *Faculty/Administration Manual*.

C. Statement of Academic Freedom

The College of Charleston supports academic freedom and tenure. The Statement of Academic Freedom is found in **Section IV. F.** of the *Faculty/Administration Manual*.

D. Probationary Appointments for Tenure Track Faculty

Any appointment of a faculty member to a tenure track position is considered probationary since the individual has not yet fulfilled the required conditions to be considered by his/her peers and the administration for tenure. The policies regarding probationary appointments are found in **Section IV. G.** of the *Faculty/Administration Manual*.

E. Termination of Appointment by Faculty Members

Faculty members may terminate their appointment effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than May 15, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. See *Section IV. H.* of the *Faculty/Administration Manual*.

F. Policy Governing Termination

At the end of the probationary period, a faculty member's contract will either not be renewed or he/she will be granted tenure. If a faculty member accepts appointment with tenure, his or her service cannot be terminated except for adequate cause. After two or more years of service at the College in a tenure track position, written notice that a probationary appointment is not to be renewed will be given to a faculty member at least twelve months before the expiration of any appointment. See *Section IV. I. and P.* of the *Faculty/Administration Manual*.

G. Third Year Review, Tenure and Promotion of Instructional Faculty

A third year review should substantiate whether satisfactory progress toward tenure has been made. There should be evidence of effective teaching, a continuing research program, and active participation in service. A candidate should be informed in detail of any weakness that, if not corrected, might lead to a negative tenure decision. See *Section IV. J.* of the *Faculty/Administration Manual* for Standards and Evidence of Teaching Effectiveness, Research and Professional Development, and Service to the Community, and for Specific Criteria for Tenure and Promotion.

H. Procedures for Third Year Evaluation, Tenure and Promotion of Instructional Faculty

By September 15 of each year each department chair will provide the appropriate academic dean and the Provost with a list of faculty members to be considered for third year evaluation, tenure, and/or promotion. See *Section IV. M.* of the *Faculty/Administration Manual* for the procedures to be followed in the third year evaluation and in evaluations for tenure and for promotion.

I. Procedure for Annual Evaluation of Instructional Faculty

Early in the fall semester each year every faculty member submits a *Faculty Development Plan Update*, which describes the workload of the faculty member, proposed development activities for the year relating to teaching, scholarly growth, and College and community contributions, new and/or revised goals for the year, and budgetary needs for the year. In addition, the faculty member includes percentages assigned to the three areas of

O. Termination of Tenured Faculty members “For Cause” and Procedures

Until retirement of the faculty member, an appointment with tenure may be terminated by the College only for adequate cause. *Section IV. P.* of the *Faculty/Administration Manual* describes the conditions under which a tenured faculty member’s contract can be terminated and the termination procedure.

P. Terms of Faculty Employment and Workload

Faculty at the College of Charleston are employed by the State of South Carolina to provide instruction to students. Faculty must also provide academic consultation, including individual instruction, and hold open office hours for student advising. Faculty members are also required to engage in research activities and other forms of professional development, as well as, render service to the institution and the community. The official teaching workload of the College of Charleston is twelve (12) contact hours. Faculty whose teaching workload is less than 12 (twelve) contact hours are expected to engage in significantly more research or to be given significant additional assignments with the department as a direct result of having their normal teaching workload reduced. A number of issues and factors affect an individual faculty member’s teaching workload. Deans and especially Department Chairs have the additional responsibility to consider the individual teaching workloads of faculty members in light of these variables. See *Section IV. S.* in the *Faculty/Administration Manual*.

Q Faculty Responsibilities to Students

Section IV. T. of the *Faculty/Administration Manual* describes faculty responsibilities to students.

1. Advising A faculty member’s role at the College of Charleston includes academic advising. Effective academic advising by faculty requires the ability and willingness to make oneself available to students and colleagues for learning support purposes. It also requires familiarity with College programs, degree requirements, academic and support services, student development stages, administrative policies, and regulations related to academic performance.
2. Course Objectives At the beginning of each term, instructional staff members are responsible for stating clearly and in writing the instructional objectives of each course they teach. It is expected that each instructional staff member will direct instruction toward the fulfillment of these objectives and that examinations will be consistent with these objectives. Instructional staff members are responsible for insuring that the content of each course they are assigned to teach is consistent with the published course descriptions.
3. Final Grades Instructional staff members are responsible for informing students in their classes in writing of the methods to be employed in determining the final course grade and of any special requirements of attendance which differ from the general attendance policy of the College. At the request of the student, a faculty member should make available information and/or an evaluation of the student’s progress prior to the drop date.

4. Disclosing and Retaining Graded Exams and Papers Papers and exams must be graded and returned within a sufficiently appropriate time to make them a part of the student's learning experience. Final examinations must be retained for six (6) months to provide the opportunity for review with the instructor if the student so desires.
5. Meeting Classes All instructional staff members are required to meet their classes regularly and at scheduled times. In case of illness or any other emergency, the instructor will notify the department chair so that appropriate action may be taken. Faculty members may not shorten the stated length of instructional periods, nor reduce the number of instructional periods in the term, nor reduce the weeks over which the instructional periods are distributed without prior approval.
6. Office Hours Faculty members are required to publish and maintain a schedule of a reasonable number of office hours for student conferences. Office hours must be scheduled at times convenient to both students and instructors, with the additional option of prearranged appointments for students where there is a schedule conflict. The number of office hours is to be determined by the chair of the department. Each faculty member must file a schedule of office hours in the department office for reference and display them on his/her office door.
7. Office Hours During Registration All faculty members who are responsible for academic advising are expected to be in their offices at specified hours during the registration period for each semester in addition to the hours normally reserved for advising.
8. Books and Materials for Classes The responsibility for ordering textbooks and materials for any given section of a course rests with the faculty member assigned to teach that section during a specific term.
9. Classroom Procedures Each member of the faculty is responsible for controlling conduct of his/her classes. Student behavior is governed by the standards and regulations printed in the *Student Handbook*.
10. Class Attendance Students are expected to attend class regularly and to make up any work missed by absence. Students are responsible for all information disseminated in the course regardless of the instructor's attendance policy. Any faculty member who requires attendance is responsible for keeping accurate records of student absences from classes and laboratories. Each instructor is responsible for announcing and distributing during the first week of class a written statement of the attendance policy for each course and maintaining a copy of such policy. Both excused and unexcused absences could enter into the instructor's judgment as to what constitutes excessive absences. Students should be notified of excessive absences by the faculty member and warned that any additional absences incurred may be cause for being dropped. The decision as to whether to drop the student for excessive absences will be made by the faculty member concerned, in light of the instructor's written policy.

11. Final Examinations Prior to each examination period, an examination schedule is published by the Dean of Undergraduate Studies Office. Examinations must be administered only at the time and in the place stated on the Examination Schedule, except by written permission of the Dean of Undergraduate Studies. An “X” grade is reported for the student who is absent from the final examination. It is the student’s responsibility to report the reason for his/her absence to the Dean of Undergraduate Studies and the instructor of the course. If he or she does not do so within forty-eight (48) hours after the examination, the grade is automatically converted to an “F.” Generally, no re-examination may be administered. Once the grade has been submitted, the Dean of Undergraduate Studies may not authorize a change of grade except on written statement by the instructor that the grade was submitted in error. A statement of particulars must accompany the adjusted grade report. The forms to institute such a change are available only in the Registrar’s Office.
12. Grading During the first week of class, each faculty member is responsible for announcing and distributing a written statement on his/her grading policy. Full information concerning the grading system may be found in the *Undergraduate Bulletin*. The statute of limitation for grade changes is two calendar years from the original grade submission deadline. After this period of time has elapsed, normally no grade issued to a student may be changed. Requests for any change of grade should be initiated by the faculty member who assigned the grade. All requests must be adequately documented. Students have the option of taking no more than twelve (12) credit hours as pass-fail. Policies regarding grades of “W” may be found in the *Undergraduate Bulletin*.
13. Reporting Mid-Semester Grades At mid-point in each semester, each faculty member will report a mid-term advisory grade for each student to the Registrar. These grades are for advising purposes and are not recorded on the student’s permanent record.
14. Student Discipline The Honor Code of the College of Charleston forbids lying, cheating, stealing, plagiarism, and failing to report an Honor code violation. The Code of Conduct and the Alcohol Policy, found in the *Student Handbook*, regulate non-academic conduct of students. Suspected violations of all student codes should be reported to the Vice President for Student Affairs.
15. Ordering Library Books and Journals Faculty members are the principal selectors of new books and journals for the library collection. Each academic department has a designated Department Liaison who collects individual book requests from colleagues, approves them, and submits them to the library. Once a year the library asks each academic department to recommend new journal titles. The department liaisons usually oversee this process.
16. Library Reserves Faculty members may place books and copies of journal articles for students’ use on “reserve” at the circulation desk at the Marlene and Nathan Addlestone Library. Faculty members should bring reserve lists and/or personal copies of reserve material to the library prior to the beginning of each semester.

R. Faculty Leave Policies

Faculty leave policies, including sick leave, leave of absence, family and medical leave, annual leave, leave with pay, and sabbatical, are described in *Section IV. U.* of the *Faculty/Administration Manual*.

S. Faculty Research and Development

The College supports faculty research and development. Information concerning grants, patents, and copyrights is found in *Section IV. V.* of the *Faculty/Administration Manual*.

T. Policy Concerning Outside Employment of Faculty

Each full-time faculty member at the College accepts the appointment with the understanding that his/her primary employment responsibility is to the College during the academic year and in summer terms in which one is teaching. The College encourages faculty members to offer professional advice concerning matters within their expertise to local, State, and Federal agencies or departments, to conduct research and to prepare and publish results of their studies, to make addresses on subjects in which they are qualified and which are of interest to the public, and serve as officers or as members of committees of learned and scientific societies as well as community and civic groups. Such activities are not normally considered as outside work. Outside employment must not interfere with full and proper performance of all College duties and shall not in any way militate against the best interest of the College. *Section IV. W.* of the *Faculty/Administration Manual* describes the policy and procedures concerning outside employment of faculty.

U. Nepotism Policy

The College's policy on nepotism is described in *Section IV. X* of the *Faculty/Administration Manual*.

V. Policy Affecting Travel and Entertainment by Faculty

The College encourages attendance at off-campus professional activities by assisting, in a limited way, with travel expenses. It is expected that the budgets of all departments will be adequate to provide some financial assistance for professional travel. At the same time, the professor or staff person must expect to share in this expense. Policies and rules concerning travel and entertainment are established by the South Carolina Legislature. See *Section IV. Y.* of the *Faculty/Administration Manual* for a description of these policies.

W. Legal Assistance

Faculty and staff who have a legal problem or question concerning the College should consult with the Vice President of Legal Affairs. Legal Affairs will give advice and assistance and will determine whether outside counsel should be retained. The Attorney General's Office must approve the hiring of outside counsel; therefore, if faculty or staff incur legal costs without this prior formal approval, state funds cannot be used to cover these costs. See *Section IV. BB.* of the *Faculty/Administration Manual*.

X. Student Grievance Procedure

Disputes may occasionally arise between members of the College of Charleston community over both academic and non-academic matters. A formal procedure, described in *Section IV. DD.* of the *Faculty/Administration Manual*, is available for the resolution of disputes which cannot be resolved at the personal level between the two parties.

Y. Students with Disabilities

The Office of Human Relations and Minority Affairs is responsible for coordinating activities for students with physical disabilities. SNAP (Special Needs Advising Plan) Services has been established at the College to assist any student who has a diagnosed learning disability. See *Section IV. EE.* of the *Faculty/Administration Manual* for a description of these services.

Z. Policy for Misconduct in Research and Scholarship

The College is dedicated to truth in pursuit of knowledge through research and to the transmission of knowledge through teaching. A spirit of mutual respect and a broad trust that all faculty members, students, and staff share this dedication to the truth are essential to the functioning of the College. Nevertheless, from time to time some member of the College community may appear to have disregarded accepted norms of professional behavior. The integrity of the programs of the College requires that faculty, students, and staff be aware of potential misconduct in themselves and in others and that allegations of misconduct be resolved in a just manner, ensuring that there are no recriminations for a person bringing an allegation in good faith. *Section IV. FF.* of the *Faculty/Administration Manual* describes misconduct and the procedures for addressing allegations of misconduct.

Additional and complete policies and procedures for faculty and staff (e.g., "Modification of Duties for Faculty Who Become New Parents" and "Policy on Consensual Relations" etc.) may be found on the Academic Affairs website under the Policies & Practices.