

The Citadel, the Military College of South Carolina, marked its campus centennial on Friday, Sept. 23, 2023. One of the events celebrating The Citadel's 100 Years on the Ashley included a dean's panel, where deans and faculty from each of the college's five schools discussed the past and the future of academics at The Citadel.

Dr. Sally Selden:

Good afternoon. Thank you so much for being here on this very special occasion. I am delighted to engage in a conversation over the next hour, all about The Citadel over the last hundred years. I have some special guests I'd like to recognize today. We invited faculty and staff who have been at the college for more than 30 years. So, if you're a faculty and staff member who worked more than 30 years, please stand up and be recognized.

We decided to take a picture. And one of our alumni said, well, I can't be in it because of the billet I'm in,

Thank you, Dr. Curtis. When The Citadel was established in 1842, it was a single building with two stories, and our cadets slept on the second floor. In 1910, it was four stories high with two wings added. By World War I, the school could not be expanded further to meet the growing needs and demands. In December of 1917, the Board of Visitors voted to seek a parcel of land to rebuild the college. In June of 1918, the BOV wrote to the mayor of Charleston asking for the donation of 98 acres of highland. It's all relative, and a hundred acres of marshland between Hampton Park and the the Ashley River. The City of Charleston conveyed the land free of charge to the state of South Carolina for the express purpose of the military College of South Carolina for future growth and expansion of the institution. With \$300,000 from the state, the first buildings on the campus were constructed. In 1922 The Citadel consisted of Bond Hall, I'm pleased to say it still stands today despite even our strike of lightning just a few weeks ago, Pagett Thomas Barracks, a mess hall and laundry facilities. The next year, Mary Murray Infirmary was added. And look at us today. We've maxed out the core of cadets in five full barracks, built a new Bastin Hall for business and are finishing up a brand new facility for humanities and social sciences. While looking ahead yes, all my engineers, to a new engineering building.

Okay, little show of applause.

But I want you to think back when we moved to the Ashley. At that time, we offered 10 degree programs. And today, we offer 31 majors, 57 minors, 25 masters programs, and 25 graduate certificates. And for the 12th year in a row, the US News and World Report named The Citadel, the number one public college in the south amongst their peers, as well as the number one college for veterans in the southern region. These are great times for The Citadel on the Ashley. Now, what I'm most excited about today is that you're going to hear from our academic leadership team, and they're going to be looking backward and forward for their respective schools. So first, I'm going to hand the mic over to Dr. Brian Jones, who is Dean of the School of Humanities and Social Sciences, Dean Jones.

Dr. Brian Jones:

Thank you very much, Dr. Selden. The earliest Citadel catalogs show our commitment to the humanities. For the last 100 years, the core humanities of english and history and languages remain unmoved by the passage of time or the evolution of technology, or the availability of information and ideas. The core humanities remain central to our mission and have produced many distinguished graduates. And I know there are some out there in the audience. In the past 100 years, our scholars advanced their studies to include emerging writing trends, new genres and perspectives, and of course, sought greater inclusivity. In the middle part of the 20th century, an increased national focus on scientific and social scientific inquiry was driven by national demands to understand and defeat the enemy on all fronts. At The Citadel, we responded to these needs with a new program in political science, 1938, the science of politics sought not only to train new citizens in the core functions of sophisticated government and law, but also demonstrate the superiority of democratic government over totalitarian systems.

The growing prosperity for some, the dramatic increase in population associated with the post-war baby boom, and a variety of stressors and challenges associated with modern life prompted new demand for information about mental health, wellness, and the human mind that resulted in a new program in psychology, 1977. These two new disciplines added the social science to our school. The technocratic and information age, which followed the end of the Cold War and the new global ward order showed the changing need for experts in diverse fields of humanistic and social scientific inquiry. In 2011, The Citadel added a very much needed program in criminal justice staff with scholars and practitioners to further advance the scientific study of human behavior. In 2018, the American War on Terror, the long Afghan conflict, and the great power rivalry with China and Russia spurred the development of our intelligence and security studies program.

All of this is to highlight how the School of Humanities and social sciences has evolved to meet the changing needs of the nation and its citizens. While the future of our disciplines is bright, it's also murky and subject to change. Not unlike that river. Few doubt, the power of social scientific research rooted as it is in the scientific method and as a rational explanation of the human experience and inclined to provide definitive answers with little gray area in which to argue or divide. In contrast, the traditional humanities disciplines have fallen under threat, not from within, but from the outside, by those who are intolerant of nuance and interpretation by those suspicious of perspective and worldview. And above all by those who would fail to see how these disciplines make better citizens and leaders and why they're necessary to a functional and prosperous republic. Nevertheless, our job as leaders in these areas requires that we meet the challenges wherever they exist.

In the next 100 years, our school must, above all else, remain true to these disciplines, but continue to seek greater application of our programs. We must continue to explore innovative ways to transform the love of learning of literature and history and languages into clearly defined workforce priorities. We must reinforce the message that the study of the past matters beyond the obvious. And we must include the variety of in-demand skills and technical and creative writing, reading, analyzing, and research taught by our historians and others. In the longer term, perhaps even more radical revision may be necessary to include a major push toward interdisciplinary programs with only a few pure disciplines left, depending upon accreditation requirements of course, and such a move would follow a conversation about which skills we prioritize and which outcomes are most desired in the labor market. The most interesting and exciting part about our future evolution is in new programs.

A hundred years ago, a college degree in such programs as psychology or criminal justice or intelligence and security studies would've made little sense at The Citadel. Today, we recognize them as critical, career oriented disciplines, rooted in scientific inquiry and into the human experience in service to society. In the year 2,122, we might well imagine a school of humanities and social sciences offering degree programs in ethics for the digital world of artificial intelligence, media studies for the streaming age, global history and culture, sustainability, conservation, waste management, space, civilization, corporate politics. In any future, this school will thrive as we fully endorse those remarks made by President Eisenhower April 12th, 1955. When he spoke to the corps, his message resonated then it still does today, and it will be true for the next 100 years. Eisenhower said, for a man to do his duty in military service, he must study humanity first of all. What makes humans tick? Not only as regards to your own companies, he said to be for them, the leader and the model. But since you must be one of the principle apostles of peace, he said, you must try to understand other people. You must try to understand the heart of America and how to translate the heart to other people. You must try to

assistant professor's annual salary was \$1,875. And in those days, it was noted by, noted by the Board of Visitors, and I quote, the engineering and scual salary was \$1,875. An

veterans, The Citadel's, um, size actually grew, and veteran students poured into campus and at one time outnumbered the cadets by about two to one. We had veteran students housed in the barracks and many of them chose to study engineering. So, engineering received another growth. And, again, a

business development and business curriculum. It's interesting, our, one of our first department heads after World War II, Dr. Robert Aden, came back. He was part of the class of 1944, the class that never was, came back to The Citadel and graduated in 47, with a bachelor's degree and started on the faculty immediately in the School of Business. The curriculum grew and professionalized over that time in the forties and fifties. And Dr. Aden became department chair in 1962 after he finished his doctorate at the University of North Carolina at Chapel Hill. Very wonderful gentleman. I had the pleasure to meet him a few times. He passed away a couple of years ago in his late nineties, charming gentleman and really instrumental to the development of the business school over that period where he was head of business from 62 to 82. And during that time, from 62 to 82, we started to expand our curriculum.

We also, in 1972, enrolled our first class in the MBA program. So that was an important thing. It came online in 72, but the opening of the night programs in 66 enabled that program to emerge. And as I sat here and looked out in the audience, I felt a little inadequate to be telling this story cause I thought, I know Mark Bevinse was going to be here, I would've had Mark come up. And actually, I think it's one of the interesting things that you see through The Citadel and through the School of Business, the arc can be told continuously through so few people. Cause I believe in 82, Dr. Aden retired, and Mark, you had been on the faculty for five years at that point, right?

And so Mark started, I believe in 77. And at that time, there was overlap. And that overlap goes all the way back to the forties. Maybe that's good or bad for Mark. But nevertheless, we can tell the history of the school through so few people. And that legacy continues today. We have a number of faculty members, Cindy Bolt, some others that came on in the early nineties that are still active on the faculty. And that trajectory continues in the business school. And as we emerged in the 2000s when Ron Green became Dean and really started a press for a new building, which I believe first sort of got its initial drawings around 2008, and this plan started to come together, which took a little while to come together, but it did start to emerge then in the 1990s, 1996, we achieved AACSB accreditation. I bet Mark still has some scars from that. We placed ourselves in that elite part of the business school areas where we are one of the top business schools in the world, one of about 600 schools in the world that achieves that level of accreditation. We still maintain that accreditation today, thank goodness. And that is a significant moment in the business school history. By 2008, we had started to plan for a new building. And in 2016 or 17, I should say, we became the Tommy and Victoria Baker School of Business. Another milestone in the legacy of the business curriculum here at The Citadel. We were privileged to move into the new building, which so many of you have toured.

It's a fabulous facility in January of 2021. And our curriculum over the past five years really sort of, I think, parallels what happened in the twenties with the emergence of the business discipline. Now we see for years the school had one business degree, business administration. And we realize that in this world now, employers demand a little more specialization. They want more definitive skills. And over the past five years, we've transformed the curriculum so that now we have five majors. We have accounting, finance, marketing, accounting, management, and supply chain management (80.7) the 10 (uo 56) 5 (hi 1 r h) 6

itself. We have companies from all over the world here. You know, the influx of German companies, BMW, Mercedes, Boeing is an international player. So, our students now have to understand this interconnected international world. And finally, we want to improve critical thinking skills also, because many of these issues require systems thinking, big picture, holistic thinking, and we're developing our curriculum to handle those

expression Citadel for Life was first realized with the additions into graduate study. Shortly thereafter, in 1969, Charles Hershey became the first department head for education. This was the beginning of what became the Zucker Family School of Education in 2014, named after generous benefactors, Anita and Jerry Zucker, to ensure that its programs were aligned to the workforce development needs of educators today and in the future. This past year, during 2021-2022 school year, the Zucker Family School of Education rolled out its first continuing education program. Delivered through multiple modalities, it was the first step towards branching into executive education, professional development, and non-credit bearing coursework to meet the growing demands of professionals.

Today, many professions require continuing ed because they have specific training that's critical for success. Without this type of education, there's no way to progress in one's career. So why shouldn't they look back to L Sid where they first went years ago? Learning new skills through continuing education is key to being prepared for any career transition. And now we're primed to have more triple dogs. That is those who have been part of the core of cadets, graduate programs and continuing education programs alike. The Zucker Family School of Education will become the hub for all things education in the state of South Carolina and beyond. With the opening of the Zucker Family Institute for Entrepreneurial Educational Leadership this semester, The Citadel will offer the following: leadership academies, which are yearlong professional development series focused on building leadership capacity at the building and district levels, an entrepreneurial educational leadership conference in which best practices and educational leadership are highlighted, shared and celebrated, professional development opportunities through micro credentialing and timely areas such as equity and access, leadership pipeline workshops for APs, principals and superintendents, and opportunities for collaborative research that is relevant to schools today.

The Citadel will also leverage its number one ranking in educational leadership as well as teacher education in the state of South Carolina to receive the largest contract and grant acquisition dollars of any school of education in this state, enabling the Zucker Family School of Education to serve as the preeminent organization for workforce development of educators, counselors and principals in this state. Through leveraging our existing centers of excellence, already recognized by the Commission on Higher Education, the Zucker Family School of Education brand will rival any school of education in the state while serving the professional development needs of educational professionals near and far alike. At this time, I'll turn the table back over to Provost Selden.

Dr. Sally Selden:

Please join me in thanking our distinguished panel of experts here. I hope you've learned as much as I have. And we do have a parade this afternoon, but we have time for a few questions, and of course for a drink before you head to parade. So, with that, I will open the floor up for questions. Yes, Colonel Connor?

Colonel Connor:

I recently found out the federal academies were considered universities, far as accrediting, until about

Colonel Connor:

1924.

Dr. Sally Selden:

24. So what happens, just for a little bit of history, you are classified as an institution depending upon the level of degree that you issue. So, for example, the first time we issued a graduate degree, you have to go through what we call a substantive change. And that requires that you go to SAC COC, seek approval. In addition to doing that, you also have to do mirror that same process to the state of South Carolina. So, the Council of Higher Education has that same requirement. So, your Carnegie classification is dictated by the degrees that you offer. We are currently what it's considered a master's institution. We can go up and issue three professional doctorates before having to change our technical classification. So hopefully that addresses some of your questions.

Colonel Connor:

Before 1924, could you still go on to get a masters?

Dr. Sally Selden:

Before 1924, higher ed was not as well organized. That's what I would say to you. So, um, accrediting bodies are interesting groups because I like to call 'em structuring agencies. So, what accrediting bodies do is they set the standards and they set expectations. So, one of the comments that Dean Weeks talked about was AACSB, in the world of business schools, that is the highest threshold you can reach. It is very

Dr. Sally Selden:

That's what sticks out to you. Good. Other questions for our panel?

Colonel Connor:

What do you see are the future challenges, one or two future challenges, that are important to address, to continue the positive trajectory that y'all have for The Citadel, one of the things out front that we got to address?

Dr. Sally Selden:

Dean Zimmerman, do you want to take that one?

Dr. Darren Zimmerman:

I think one of the major ones is simply competition. Education is expensive. There's a lot of competition from even big companies, right? It's become a consumer market. And so, we have to remain extremely relevant. We need to remain career oriented in our programs. And I think we can do that here at The Citadel because we're small enough that we can be hands on with every student, whether they're a cadet or a graduate student. And I think that's going to make, that's going to continue the uniqueness of The Citadel as far as education is concerned.

Dr. Michael Weeks:

So I think one of the biggest challenges we have facing us right now is the move toward online education. It's very different from our current residential focus. And there will always be a place for the cadet corps and that residential experience. But if we're going to, keep up, if you will, in the competi

