



COLLEGE *of* CHARLESTON

STRATEGIC PLAN

Board of Trustees

October 16, 2009



INTRODUCTION

Following over a year of preparatory work including more than 30 focus group discussions with many constituent groups, a competitive analysis comparing the College of Charleston with 80 other comparable institutions on 80 quantifiable dimensions of interest to prospective students and faculty as well as to internal constituents, an environmental scan and trend analysis, a SWOT analysis conducted by every unit of the College and identification of our peer institutions (all available on the College’s Strategic Planning website), the College of Charleston is poised to launch this Strategic Plan aimed at growth and development over the next decade. This document begins with a statement of Current Reality, outlining strengths of the institution but focused also on those facets of operation that will be addressed through the plan’s actions. Next come the Core Purpose and Values identified through a year-long campus discussion; the Envisioned Future, looking ahead to 2020; and, finally, the Goals and Strategies the College community has determined will lead us to that future.





CURRENT REALITY

Since becoming a public institution in 1970, the College of Charleston has made remarkable progress. Students are attracted by the opportunities to study and live in the Charleston area. The College has a long tradition of interdisciplinary studies, many related to the history, culture and geography of the region. Because of its location, specialized programs in areas such as marine biology, the arts, historic preservation, environmental science, global logistics and urban and regional planning are particularly successful. The study of languages remains a cornerstone of the general education program and provides a strong foundation for globalization efforts. The College is nationally known for the success of its graduates, especially in the sciences. Throughout the Southeast, the College's graduates are recognized for their accomplishments as teachers, performers and as medical professionals. Applications to the undergraduate and graduate programs have increased significantly in the last decade. While the College has attracted and retained some of the finest scholars in the world, its faculty remain committed to a personalized education inside and outside of the classroom.

A number of facets of current reality, however, require attention as the College moves forward. Despite the great love of the institution and loyalty to it felt by the large majority of employees, from top to bottom, the College has suffered from a failure to assert itself and to take advantage of opportunities to advance. Internal and external constituents are often confused about the College's mission, questioning whether it is the state's liberal arts college or a comprehensive university, private or public, a teaching or a research institution. With close to two-thirds of its students seeking degrees in disciplines representing the liberal arts and sciences, many students and faculty members consider the College to be a liberal arts college, yet the state of South Carolina characterizes it as one of 10 comprehensive institutions, a category that downplays its liberal arts and sciences focus and its research successes. Internally, any growth of graduate and professional programs has been limited by a perception that such programs would detract from the undergraduate, liberal arts and sciences mission. It is essential that the College community establish a stronger sense of pride and purpose, embracing a collective vision and dedicating itself to sharpening the College's image and commitment to continued forward momentum.

Rigid academic governance structures, restrictive rules, or differing views of mission have impeded appropriate and timely review and revision of existing academic programs and even development of newer, up-to-date curricula that reflect the interests of younger faculty and students. The College's general education program, for example, has been the subject of review and debate on several occasions, yet even though there is agreement that the current program is no longer best suited to the goals and mission of the College and doesn't conform to what is generally considered "best practices," it has been difficult to effect change. Similarly, collaboration between and among departments, schools and divisions is held back by administrative barriers such as a lack of policy or procedure for sharing positions or budgetary lines, creating inefficient use of resources and a "silo" mentality that is resistant to change. The College community, in particular the Faculty Senate in conjunction with academic affairs, is in the process of determining better procedures for moving forward on these and related matters.

The concepts of "faculty governance" and "shared governance" are neither clearly defined nor well understood on today's College of Charleston campus, sometimes resulting in unnecessary and frustrating stalemates over matters that should be routine. Current discussions taking place between the Faculty Senate leadership and Academic Affairs will help to bridge this gap, and it will be necessary for other campus constituencies to be engaged in this conversation as well so that the College has a common vision and can move forward together without being hampered by such debates.

Continued attention to the desired make-up of the College's student population must go hand-in-hand with the clarification of mission. While the College has increased the academic quality of incoming students in the last 10 years, its student body remains overwhelmingly white, female, middle class, and traditionally aged. The percentage of students from diverse ethnic groups at the College of Charleston is the lowest of any of the state's four-year colleges and universities. Diversity must become a part of the College community's everyday dialogue. The College must develop strategies to attract greater numbers of students from diverse backgrounds and regions of the world, and it must turn its attention to the needs of returning adult students. In addition, continued efforts to increase retention and graduation rates will be required to build a strong, stable student body committed, as alumni, to the future of the institution.

While the College of Charleston is living within its budget and is financially stable, its current funding level is inadequate for moving forward. Thus, addressing the need for resources will continue to be critical. It has been estimated that, relative to peer institutions, the College is underfunded by at least \$50 million per year. State support as a percentage of the College's overall budget has fallen from 30 percent of the budget just a decade ago to just over 12 percent today. Clearly the College cannot depend on state sources to fund future growth, yet concurrently, regulatory restrictions and requirements of the state have increased, frequently



resulting in less efficiency. State appropriations combined with other operating revenues make up only 20 percent of the budget, making the College substantially dependent on tuition revenues.

The competitive analysis conducted as part of the preliminary research for this plan revealed a number of areas of financial deficiency. The College is currently unable to offer all deserving students competitive scholarships and financial aid, whether on the basis of merit or of need. Salaries and benefits for faculty and staff, vital for recruitment and retention of the highest quality employees in all areas, have not kept pace with those of competitors. Both physical infrastructure and technology resources are inadequate to today's needs. Although the College has added new and renovated existing buildings, additional flexible classroom and laboratory space as well as cultural, residential and recreational and wellness facilities are needed. The historic beauty of the campus, while attractive to prospective students, does not compensate for the lack of appropriate office and classroom buildings and the College's inability to house all students who desire on-campus residence. Both support for and usage of technology lag significantly behind what is available in comparable institutions, rendering the campus what is commonly called a *late adopter*.

Finally, external fundraising efforts, which have been historically weak, must assume a prominent role throughout the College. Though growing, the College's external resources remain significantly behind the level of success in peer institutions. While it must be recognized that fundraising alone cannot compensate for the College's overall extreme level of underfunding, greatly enhanced endowment resources are nevertheless essential for all aspects of future growth.



CORE PURPOSE

To pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society



VALUES

- **Educational excellence** that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences

- **Student-focused community** that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution

- **The history, traditions, culture and environment of Charleston and the Lowcountry** that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world.





ENVISIONED FUTURE

In the year 2020, the College of Charleston combines the student focus of a small teaching institution with the breadth of opportunities characteristic of a research university, all in the spectacular setting of South Carolina's Lowcountry. Founded in 1770, the College of Charleston in 2020 has nurtured and built upon the strengths and aspirations that have characterized its 250 years. While undergraduates continue to be the highest priority, the College of today has brought new life to graduate and professional programs, complementing undergraduate opportunities and enhancing its ability to play a critical role in serving the needs of the region, the state of South Carolina and the nation in today's global environment. The College has capitalized on the coastal location, urban culture and historic roots of Charleston to inform intellectual life of the campus and provide an academic laboratory for diverse studies in the arts, sciences, humanities, social sciences, education and business, and for graduate programs in marine biology, environmental studies, historic preservation and arts management.

In 2020, the disciplines that make up the strong undergraduate liberal arts and sciences core at the College of Charleston provide the foundation for exemplary graduate and professional programs and are integral to the interdisciplinary approaches and global focus that infuse the entire curriculum. Offered in new and upgraded facilities that blend respect for its historic and natural setting, respect for the environment and commitment to sustainability and state-of-the-art technology, the College's distinctive academic programs emphasize the intersection of disciplines in the creation of knowledge, the preparation for citizenship in a diverse global society and the exceptional opportunities provided by the history, culture, traditions and environment of Charleston. The College's graduates are able to cross traditional academic boundaries to analyze and solve complex problems; their educational experiences have been deepened through an examination of the languages, history and cultures of the world; and their understanding of urgent environmental issues has been strengthened by both their academic courses and by the "green" practices of the campus. As leaders and visionaries, the College's students are prepared to tackle the problems of the 21st century.

While the College of Charleston remains primarily an undergraduate institution, we recognize that a world-class institution needs a vibrant graduate school. Thus, the College of Charleston in 2020 enjoys the presence of graduate faculty and graduate students in a number of new programs, selected to highlight the strength and desirability of specific disciplines or interdisciplinary areas. Library resources have been substantially increased to include digital collections of unique and rare materials as well as critical repositories in science and social sciences appropriate to advanced research needs and the development of advanced degree programs. In addition to creating new master's programs and certificates in targeted areas, the College has been successful in creating a niche for a few select doctoral programs in areas appropriate to the needs of the region and the strengths of the faculty. The highest caliber faculty members, who typically want the ability to divide their teaching between undergraduate and graduate students, have been attracted to the College by the existence of these graduate programs. Further, graduate programs, and the presence of graduate students, have enhanced the educational experience of undergraduates as graduate students become mentors, peer facilitators and cooperative researchers with enterprising undergraduates. The College's graduate students are also instrumental in addressing community needs through economic development, community assistance and outreach and urban planning, and graduate certificates and executive education opportunities contribute substantial revenue to the College.

Students from a broad range of backgrounds, cultures and ethnicities are attracted to the College by the personalized education, global and interdisciplinary perspectives, special programs and unparalleled opportunity for social and intellectual growth in a supportive environment. From their first contacts as prospective students through their alumni reunions, they are part of a community that practices mutual respect, civil discourse, collaboration and diversity. Moreover, they experience the commitment embraced by every College employee, both faculty and staff, to their success. Thanks to expanded fundraising, financial aid packages and individualized support services, the vast majority of undergraduates are able to complete their programs in four years, and the College is able to attract top master's candidates. Lifelong learning offerings in education, business, health and human performance and cultural and liberal studies provide new possibilities for expanding the College's outreach to a wider community, addressing critical areas of community concern, improving the cultural and economic capital of the region and generating new revenue for the College.

Faculty members are teacher-scholars, known for their excellence in teaching, scholarship, service and creative and performing work. They are committed to the pursuit of knowledge. Faculty and staff work together as a team, sharing resources and collaborating with one another inside and outside the classroom, in support of the overarching academic mission. The College recruits and retains diverse, high-caliber faculty and staff with nationally competitive salary and benefit packages. Through their engagement with students, they lead efforts to improve the quality of life in South Carolina and beyond. The College's Office of



Institutional Advancement has also taken a leading role in support of the overall mission, establishing a culture of philanthropy that incorporates donor-centered cultivation, institutional stewardship, a rigorous approach to development planning and implementation and strategic alignment of fundraising efforts with institutional priorities. Taken together, these initiatives and the people behind them provide a strong institutional framework for the College's continued growth.

New facilities and technological innovation have contributed substantially to the College's reputation as a modern, well-equipped, state-of-the-art institution of higher learning, while maintaining the historic ambiance and beauty of the campus. Classes are taught in classrooms appropriate to the subject and class size, equipped for application of the most recent technologically enhanced teaching styles. Faculty and staff have office and laboratory space suited to their needs and equipped with up-to-date technology. Technological resources in Addlestone Library and other library venues such as the North Campus have kept pace with the best in the field.

The College of Charleston of 2020 embraces and rewards a culture of initiative, innovation and creative entrepreneurship at every level. Regardless of position, department, office or campus division, each employee recognizes that he or she is an educator, an admissions counselor, a student advocate, a development officer and an ambassador who guides the College's students to success, responds to the needs of the community and promotes and shares this great institution's purpose.



GOALS AND STRATEGIES

In order to achieve its envisioned future, the College has identified the following goals that will enable it to combine the personalized, student focus of a small teaching institution with the breadth of curricular, co-curricular and extracurricular opportunities of a research university. Under each goal statement is a short paragraph describing the specific results to be achieved by 2020. The goals are followed by strategies that address ways to close the gap between current reality and the envisioned future. The final section of the plan deals with enabling strategies - the organizational capabilities, people and processes required to achieve the College's goals - and for each strategy, there are bullet points representing tactics or starting points, subject to annual review. Dates for accomplishment of the strategies are suggested, though they must be considered tentative until the full implications of each have been further analyzed. All operating divisions will be expected to develop and implement their specific, individual strategies that align with this plan and that contribute to the continued growth and success of the College of Charleston, its academic mission and its students' success.





GOAL 1: PROVIDE STUDENTS A HIGHLY PERSONALIZED EDUCATION BASED ON A LIBERAL ARTS AND SCIENCES CORE AND ENHANCED BY OPPORTUNITIES FOR EXPERIENTIAL LEARNING.

The liberal arts and sciences are recognized for their fundamental importance to the life of the campus and continue to represent the predominant academic culture of the institution. The College has developed and implemented a revitalized general education program featuring new emphasis on writing skills and scientific literacy. The program also requires high impact experiences such as research and creative activities, civic engagement, study away, internships, peer education and service learning that personalize the educational journey of every student. The College boasts a nationally recognized Honors College, residential colleges led by faculty fellows and the Center for Excellence in Peer Education which prepares advancing students to share their knowledge and skills by mentoring others. All contribute to the College's students' high level of academic achievement and social integration. At the College of Charleston, personalized education also extends beyond the classroom and engages students with the wider community. This special combination of theory and practice is the key to recruiting and retaining an academically gifted, talented, highly motivated and diverse student body from the state, nation and world.

GOAL 2: DEVELOP OR ENHANCE NATIONALLY RECOGNIZED UNDERGRADUATE, GRADUATE AND PROFESSIONAL PROGRAMS IN AREAS THAT TAKE ADVANTAGE OF OUR HISTORY, CULTURE AND LOCATION IN CHARLESTON AND CONTRIBUTE TO THE WELL-BEING OF THE REGION.

Undergraduate, graduate and professional students come to the College of Charleston for its high-quality and distinctive programs. Recognizing that the unique characteristics of this city and region offer an incomparable opportunity for it to develop a rich array of specialized academic programs, the College has made development and enhancement of those curricula a priority as it advances the character and quality of the institution. The historic port city of Charleston is an ideal environment for undergraduate studies in marine biology, environmental science and policy, the creative and performing arts, urban development, historic preservation, arts management, tourism, natural hazards (hurricanes and earthquakes) and African American history. State-of-the-art research centers at Fort Johnson and Dixie Plantation - and other specialized locations as they become available - provide opportunities for scientific and environmental research, for archaeological exploration and for artistic reflection and creation.

Our graduate programs in marine biology, environmental studies, historic preservation and arts management are ranked in the top 10 percent nationally. The College has initiated joint Ph.D. programs in marine biology, environmental studies and curriculum and instruction in collaboration with other doctoral institutions in the state. Additional doctoral possibilities, such as a joint Ph.D. in African American Studies with another South Carolina university, could be explored to take advantage of the resources of the Avery Research Center for African American History and Culture. New graduate programs - a master's degree in English for speakers of other languages (ESOL), a master's in arts management, a joint master's in public health administration with the Medical University of South Carolina and a fast-track M.B.A. - and new lifelong learning offerings - in education, business and liberal studies - address critical areas of community concern, improve the cultural and economic capital of the region and generate revenue for the College.

A world-class environmental, educational and conference center at Dixie Plantation, certified under the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™, provides facilities for college and community programming and serves as a tangible image of the College's commitment to sustainability. The Dixie campus hosts (1) cohorts of undergraduates, graduate students and students from abroad to spend weeks or months studying in residence; (2) executive educational programs, both residential and nonresidential; (3) educational retreats; (4) team-building opportunities; (5) recreational programs; (6) sustainability workshops; (7) artist residencies; and (8) K-12 field trips.



GOAL 3: PROVIDE STUDENTS THE GLOBAL AND INTERDISCIPLINARY PERSPECTIVES NECESSARY TO ADDRESS THE SOCIAL, ECONOMIC, ENVIRONMENTAL, ETHICAL, SCIENTIFIC AND POLITICAL ISSUES OF THE 21ST CENTURY.

From the freshman seminars and learning communities of the First-Year Experience program to capstone opportunities at the undergraduate level through graduate research projects, students at the College enjoy an innovative curriculum that emphasizes collaborative inter-, intra- and cross-disciplinary learning. A system of joint appointments is in place, allowing flexibility for faculty to teach, conduct research and provide service in furtherance of interdisciplinary pursuits. Interdisciplinary majors in archaeology, women and gender studies, African American studies, Atlantic studies, Asian studies, Jewish studies, international studies and neuroscience thrive in this environment. Team teaching is accepted practice. The College actively supports a series of new and revitalized centers and institutes, with particular research, service and pedagogical missions as an outgrowth of this collaborative spirit.

The College has implemented a comprehensive and intentional plan for internationalization that embraces curricular and co-curricular life in the broadest sense. This is reflected in the general education and major requirements for advanced achievement levels in language study; new emphasis on global cultural, economic and political studies; a wide variety of study-away opportunities; required semester-long study abroad for students in international studies, area studies, international business and languages; a business school known for embedding globalization in all aspects of its mission; an increased number of international students; joint degree programs, including M.B.A. and other master's degrees, with international partners; study in over 15 modern foreign languages; and increased numbers of students, faculty and staff awarded Fulbright and other international study scholarships. The Global Scholars Program, encouraging international expertise in all students and faculty, regardless of discipline, has raised awareness of the value of global thinking, as embodied in the goals of the School of Languages, Cultures, and World Affairs and across the entire institution.

Campuswide programming and themes reinforce the connections that interdisciplinary and global studies promote. Each year the College features an annual theme, reflected in convocation and commencement activities, the First-Year Experience, capstone courses and presentations and performances and events sponsored by various College departments and units.

GOAL 4: ESTABLISH AND PROMOTE A VIBRANT CAMPUS-LIFE ATMOSPHERE DEDICATED TO EDUCATION OF THE WHOLE PERSON THROUGH INTEGRATION OF CURRICULAR AND CO-CURRICULAR OR EXTRACURRICULAR ACTIVITIES.

To ensure that students have a positive academic and campus-life experience, the College of Charleston embraces a holistic approach to providing co-curricular and extracurricular activities that support the academic mission. The College believes the most essential part of gaining an education is the academic and intellectual interaction between faculty and student. Yet it also knows that much learning takes place outside the classroom. Interaction with fellow students and staff, along with participation in a broad range of activities – such as student government, recreation, sororities and fraternities, art, music, student clubs, service projects, internships, athletics and residence life – provide each student the opportunity to develop as a total person.

Academic success is most likely to occur when students’ life needs are being met as well. Residence life, state-of-the-art recreation and fitness facilities, cultural and performance facilities, campus medical and counseling services, public safety, the Office of the Dean of Students and others all work together to make the full campus experience enriching and supportive of intellectual growth. Staff members are all well trained in student-development theory and their professions’ best practices in order to help students optimize the living-learning environment. Working in partnership with faculty members and academic administrators, campus-life professionals constantly strive for integration of co-curricular and extracurricular planning with students’ academic success.

In its focus on personalized education for every student, the College recognizes the varying needs of its diverse student population. From the multicultural center and special programs for incoming students to support services specifically tailored to graduate, international and commuter students as well as returning adult students, the College aids all students in making the most of their college years.



GOAL 5: ACHIEVE FINANCIAL SECURITY BY CREATING A NEW FINANCIAL MODEL FOR THE COLLEGE OF CHARLESTON

Successful achievement of the goal of financial security is essential; only with that stability can many key elements of this strategic plan be realized and sustained.

In light of the financial circumstances of the state of South Carolina and their impact on the resources available to the institution, described in the Current Reality section, it is imperative that the College of Charleston move toward financial stability and independence if it is to thrive and progress in the manner envisioned in this strategic plan. To develop and maintain the College as a top-level institution of higher education with national standing as state funding decreases, it will likely be necessary to find alternative sources of revenue to finance operations and to achieve strategic goals.

To achieve this goal, the College will need to engage in a number of strategies, including development of a new financial model that strategically aligns institutional priorities with available resources; more aggressive external fundraising; new attention to securing of grant funding for teaching, research and related activities; and careful management of enrollment and tuition. As the proportion of the College's funding that comes from the state decreases, some financial efficiency should result as the College seeks relief from its legal treatment and regulation as an agency of the state government.

In enhancing and developing sources of revenue other than state funding, it is important to establish a culture of entrepreneurship that rewards schools, departments and individuals for the development of revenue-generating programs. Similarly, all College constituents must adopt a culture of philanthropy, becoming both donors and fundraisers committed to a robust environment for external support. Once all units within the administrative structure - whether academic schools and departments or the non-academic divisions - embrace the concept and implications of the new financial model, the economic health of the College should be much stronger.



STRATEGIES

The ten strategies that follow must be implemented to bring the goals outlined in this strategic plan to fruition. Together, they represent the necessary steps to strengthen the College of Charleston overall and improve its visibility and national prominence.

Following each strategy is a series of bullet points. These represent current thinking about specific tactics or actions that could be taken. They are, in their very specificity, more fluid than the strategies - in some instances describing examples or starting points for directions that seem reasonable today. The lists are not complete or definitive and will be amplified by the plans that will be developed in each school, department and division in response to this plan. Similarly, target numbers (such as enrollment targets or scholarship funding goals) may change with further analysis.

Furthermore, this plan itself will be reviewed annually, as each school, department and division reviews its own plans annually, and the items listed in the bullet points may change accordingly.

STRATEGY 1: ENHANCE THE UNDERGRADUATE ACADEMIC CORE.

- Implement program reviews of general education, majors and minors on a five-year, rotating cycle to ensure a personalized and challenging undergraduate experience (ongoing).

- Revise general education to stress writing competency and scientific and cultural literacy as sources of discovery and learning by 2011.

- Embed global competencies into general education and major requirements by 2013.

- Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs by 2015.

- Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages (ongoing).

- Establish a writing institute by 2012.

- Establish residential colleges beginning in August 2010.

- Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education (beginning in 2011).

- Strengthen the Honors College through increased funding for full and partial scholarships, dedicated faculty for innovative curriculum, visiting distinguished faculty and expanded facilities and services for personalized experiences by 2015.

- Establish a competitive, full-support undergraduate-fellowship program comparable to the University of North Carolina's prestigious Morehead-Cain Scholars program - which provides complete coverage of tuition, fees and living expenses for a select group of top students - by 2020.

- Develop academic programs at off-campus sites such as the North Campus and Dixie Plantation to offer lifelong learning courses and programs by 2015.

- Develop select online undergraduate courses and programs to serve the needs of such groups as returning adult learners or non-degree students seeking lifelong learning opportunities.
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- Provide some library services 24/7 to support student learning.
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- Enhance athletic and cultural programs distinguished by their competitive success and by the academic accomplishments of their student-athletes/artists (ongoing).



STRATEGY 2: DEVELOP NATIONALLY RECOGNIZED ACADEMIC PROGRAMS AT THE GRADUATE LEVEL.

- Enhance graduate programs in marine science, environmental studies, historic preservation and arts management to achieve national recognition and - where possible - ranking by 2020.

- Emphasize the acquisition of research and teaching grants to develop interdisciplinary, international and innovative programs that capitalize on our unique location and capabilities (ongoing).

- Use the facilities of Dixie Plantation to develop world-class environmental, educational, cultural and executive programs by 2020.

- Collaborate with in-state university partners to develop and implement Ph.D. programs in marine biology, environmental studies and curriculum and instruction by 2020.

- Develop and deliver a full-time, on-campus M.B.A. program to foster the economic development of the area and enhance the reputation of the College.

- Develop and deliver revenue-generating M.B.A. programs in two or three European and Asian countries by 2011.

- Develop international master's programs in select other areas such as education and, as available, in areas affiliated with the School of Languages, Cultures, and World Affairs.

- Develop select online graduate courses and programs to serve the needs of such groups as students in international partnership programs and returning adult learners in graduate programs.

STRATEGY 3: DEVELOP AND SUPPORT A HIGHLY QUALIFIED, DIVERSE AND STABLE BASE OF FACULTY AND STAFF.

- Increase number of roster faculty lines by 100 (by 2017) to facilitate growth of innovative academic programs, to enable modest increase in faculty research with significantly expanded opportunities for both undergraduate and graduate students to engage in research with faculty mentors and to enhance personalized attention to each student.

- Recruit faculty with the potential to bring local and national recognition to the College (ongoing).

- Enhance support for faculty research or creative activity and for pedagogical innovation.

- Increase the number of and funding for endowed chairs so that there are at least 10 new chairs by 2020. Targeted programs should receive the highest priority.

- Recruit staff for their knowledge, professionalism and commitment to community service and diversity (ongoing).

- Gather baseline statistics on ethnicity by job category and by appropriate employment unit to determine the significance of any variance based on ethnicity and/or gender (Office of Diversity; by 2010).

- Develop a time-phased plan with measurable milestones to implement the diversity goals of the Strategic Plan (Office of Diversity; by 2010).

- Improve salary and benefits packages for faculty and staff to nationally competitive levels by 2012.

- Ensure that initial employment offers for faculty, including non-salary resources, are competitive with select peer and aspirant institutions (ongoing).

- Enhance diversity by proclaiming and embracing the benefits of a diverse campus community and providing resources needed to recruit, hire, nurture and retain minority faculty and staff (ongoing).

- Reduce adjunct dependency from 30 percent to below 15 percent by 2017.



- Make adjunct pay fair, reasonable and competitive by 2012.

- Reduce dependency on temporary staff (ongoing).

- Recognize and reward annual performance by faculty and staff in both annual raises and special awards (ongoing).

- Double funding for faculty- and staff-development programs by 2012.

- Establish incentives for faculty and staff to write and administer grants and contracts by 2012.

- Substantially expand the Faculty Technology Institute and Faculty Technology Center.

- Expand availability of the College's Early Childhood Development Center, providing a more family-friendly campus to aid in recruitment and retention of high-quality faculty and staff.

- Require each academic unit (school, department or program) to conduct competitive analysis (benchmarking) of its standing with respect to program strength, quality of faculty and institutional support, considering such factors as awards garnered, community engagement, competitive salaries and diversity levels on a rotating five-year schedule, commencing by 2012.

STRATEGY 4: IDENTIFY, ATTRACT, RECRUIT, ENROLL AND RETAIN ACADEMICALLY DISTINGUISHED, WELL-PREPARED, DIVERSE STUDENTS. [NOTE: SPECIFIC ENROLLMENT TARGETS AND SCHOLARSHIP ENDOWMENT TARGET SUBJECT TO CHANGE, PENDING ADDITIONAL ANALYSIS.]

- Maintain an enrollment of 10,000 undergraduates (head count) on the downtown campus.

- Increase enrollments of degree-seeking graduate students on campus from 600 to 1,000 (head count) by 2020.

- Increase undergraduate enrollment substantially, including non-degree students and returning adult learners, at the College's North Campus by 2012.

- Increase overall enrollments for off-campus undergraduate, professional-development, graduate and executive-education students from 1,000 to 3,000 by 2020, using the North Campus and, as available, additional facilities such as Dixie Plantation.

- Increase diversity of students, faculty and staff to levels that are more reflective of the greater community in order to promote dissemination of ideas and perspectives from varying cultures and life experiences.

- Devise a time-phased plan, with specific measurables to (1) recruit diverse students, including international students; (2) provide more need-based financial aid; and (3) provide or locate support mechanisms on and off campus to establish a more supportive and inclusive environment for all students, regardless of their individual differences (Office of Diversity in collaboration with other College units; by 2010).

- Increase the amount of merit-based and need-based scholarship funding from approximately \$11 million, much of which is covered by tuition revenue, to \$20 million, largely funded through endowment resources, by 2012.

- Offer full fellowships, competitive assistantships and experiential learning scholarships to top undergraduate and graduate students in targeted programs by 2012 and in all programs by 2015.

- Increase retention rates to 87 percent, four-year graduation rates to 64 percent and six-year graduation rates to 70 percent or higher by 2020.



- Develop collaborative programs with community colleges and local businesses, industries and cultural organizations to address the needs of adult learners by 2015.

- Broaden the scope of pre-college programs by 2015 to help the College recruit a more diverse student body.

- Develop yearlong enrichment programs to assist first-generation college freshmen in their acclimatization to academic and campus life by 2015.

- Establish a center for excellence in peer education (peer mentoring) by 2012.

- Establish a lifelong communication and mentoring network that engages prospective students, current students and alumni by 2015.

STRATEGY 5: ENHANCE AND SUPPORT CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS AND FACILITIES TO PROMOTE AND SUSTAIN AN INTEGRATED, CAMPUSWIDE APPROACH TO HOLISTIC EDUCATION OF STUDENTS.

- Expand and strengthen collaboration between student affairs personnel, academic leaders, administrators and faculty to develop course credit for students engaged in community-based research and service-learning activities by 2015.

- Develop and implement co-curricular models that address topics such as social justice, professionalism and leadership, peer support and development, health and wellness and cultural enrichment by 2011.

- Expand number of late-night co-curricular and extracurricular programs by 25 percent by 2012.

- Broaden programming themes related to diversity and international topics by 2012.

- Increase number of participants in the Bonner Leaders program to 40 students by 2012.

- Increase opportunities for students to be mentored by alumni and leaders within various industries by 2015.

- Expand number of living-learning programs and activities - such as on-site lectures by faculty or other experts, seminars, discussion groups - in residence halls by 2015.

- Expand and develop specialized services and programs for graduate, international, commuter and returning adult students, such as designated study areas and special interest lectures or tutoring by 2015.

- Develop proposal for use of new state-of-the-art recreation and cultural facilities by 2014.

- Establish additional campus and off-campus transportation options for students, such as a shuttle service to potential recreational fields, North Campus and Dixie Plantation, and a late-night shuttle service from downtown establishments to residence halls by 2015.



- Enhance the value and importance of education and intervention services that impact the well-being of students by informing both incoming and continuing students of strategies for reducing their risk of a wide range of behaviors harmful to themselves or others by 2012.

STRATEGY 6: ALIGN ALL ASPECTS OF THE ADMINISTRATIVE AND ACADEMIC POLICIES, PROCEDURES AND PRACTICES TO SUPPORT THE COLLEGE'S PURPOSE AND ACHIEVE ITS ENVISIONED FUTURE.

- Review departmental, school, senate and institutional administrative structures to ensure that they are pedagogically and logistically effective and promote the College's strategic plan by 2011.

- Establish new administrative structures for internationalization, lifelong learning, course delivery, research centers and peer education by 2015.

- Review existing international agreements and programs and develop the strategies necessary for the identification and implementation of new programs (ongoing).

- Establish policies and structures that support and facilitate the development of interdisciplinary programs by 2011.

- Broaden scope of career development services to include comprehensive support for graduate students and alumni.

- Incorporate IT staff support into each school by 2011.

- Establish policies and structures that support and facilitate diversity of the student body, faculty and staff (ongoing).

- Initiate campuswide dialogue aimed at clarifying and promoting a broader understanding of the meaning and practice of shared governance.



STRATEGY 7: PROVIDE APPROPRIATE, UP-TO-DATE FACILITIES AND INFRASTRUCTURE TO SUPPORT AND ENHANCE ACADEMIC PROGRAMS AND CO-CURRICULAR OPPORTUNITIES FOR STUDENTS.

- Enhance campuswide health, safety, accessibility and sustainability practices and policies (ongoing).
-

- Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles (ongoing).
-

- By 2011, develop a new master plan to ensure that facilities are designed, constructed and maintained to meet the ongoing needs of the campus and the community, and to promote student learning. The plan will take into consideration proposals for, but not limited to, the following:

- construction of a new general classroom building
-

- construction of a new recreation and wellness center for students, faculty and staff, with shuttle service if needed
-

- construction of a new central office building for the School of Humanities and Social Sciences
-

- construction of a new or renovated facility for the Honors College, including designated residential facilities
-

- construction of a new facility for the Historic Preservation and Community Planning Program
-

- build-out of the new science building (second floor)
-

- construction of a new facility at Grice Marine Laboratory
-

- renovation of the old science building and the Albert Simons Center for the Arts as soon as possible
-

- renovation and usage plan for the Robert Scott Small Building
-

- renovation of Chapel Theatre and the Willard A. Silcox Physical Education and Health Center
-

- renovation of classrooms in Maybank Hall and the Thaddeus Street Jr. Education Center
-

- development of video-conferencing technology and a studio to support both academic and administrative needs
-

- expansion of the Early Childhood Development Center facility to accommodate additional children and staff
-

- Work with the City of Charleston to renovate and redesign Gaillard Auditorium to include appropriate space for a new music industry management program, a new center for music theater and a new music-preparatory division to serve community needs, as well as additional performing spaces appropriate for College of Charleston productions in music, theater and dance.
-

- Construct a new or renovate the current facility for the alumni center.
-

- Support an academic computing infrastructure that enhances the research and teaching missions of the College by 2012.
-

- Provide a uniform, ubiquitous and unifying computing experience that will facilitate collaboration and foster the convergence of student living and learning.
-

- Extend the campus network to student housing.
-

- Bring the entire campus up to new standards for wiring and cabling by 2015.
-

- Expand internet, storage and server capacities.
-

- Provide greatly increased remote access to campus information resources.
-

- Fully implement Banner ERP by 2012.

- Develop and support a center for faculty development to assist faculty in acquiring and using up-to-date teaching methodologies.

- Expand facilities and support for the Career Center to accommodate provision of services to graduate students and alumni.

- Develop a long-range facilities and land-usage master plan for Dixie Plantation that supports program priorities, to include an environmental studies center; an executive conference center; classroom, studio and research facilities; and accommodations.

- Provide state-of-the-art health, fitness, cultural and athletics facilities and programs for students, faculty and staff (ongoing)

- Acquire additional intramural athletic fields for soccer, tennis, etc., that are easily accessible from the downtown campus by 2011.

- Renovate and improve all intercollegiate athletic facilities regularly (ongoing).

- Find permanent facilities for intercollegiate track and field by 2013.

STRATEGY 8: ENGAGE WITH LOCAL, NATIONAL AND INTERNATIONAL CONSTITUENTS TO LEVERAGE HIGHER EDUCATION FOR A STRONGER SOUTH CAROLINA.

- Establish a community development corporation in partnership with the City of Charleston by 2015.

- Establish additional relationships with PK-12 schools exemplified by established partnerships with Memminger Elementary School and Burke High School (ongoing).

- Explore the possibility of establishing a charter school as a laboratory for new teaching methods and techniques.

- Expand community outreach programs such as Elderhostel and the Center for Creative Retirement to enhance service to and support of the local community base.

- Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities by 2015.

- Expand number of international faculty teaching and conducting research at the College of Charleston through bilateral exchanges and visiting professorships by 2015.

- Develop and expand research partnerships and initiatives with MUSC, The Citadel, Trident Technical College, city and state agencies, the arts community and tri-county schools (ongoing).

- Develop jointly supported faculty positions with regional cultural, historical, governmental and/or business institutions by 2015.

- Expand alumni networks for support, expertise and wider engagement with all College activities.



STRATEGY 9: ESTABLISH CAMPUSWIDE POLICIES AND PRACTICES AIMED AT CREATING ENHANCED NON-STATE RESOURCES AND PROMOTING GREATER FISCAL RESPONSIBILITY AND SELF-SUFFICIENCY.

- By the end of calendar year 2010, establish the purpose, theme, goals and strategy for an institutional fundraising campaign or series of campaigns.

- Ensure that tuition increases are determined judiciously and approved only in amounts necessary to meet operating and strategic goals. Determinations regarding the appropriate proportion of out-of-state students should be based on a variety of considerations, including academic goals, the needs for geographic diversity and the financial needs of the College (ongoing).

- Offer a portfolio of revenue-generating lifelong-learning and professional-development programs, including selective online programs, to students in the region and across the globe by 2015.

- Form strategic alliances and enhance existing relationships with policymakers at local, state and federal levels and with corporate/private philanthropists.

- Solicit active participation of all advisory committees and boards (trustees, foundation, alumni, schools and programs) to support funding efforts (ongoing).

- Develop public-private partnerships through the Division of Institutional Advancement that may enable strategic initiatives and capital projects.

- Nurture and grow a more informed and engaged base of alumni committed to the continued health, growth and advancement of the College.

- Fully utilize and build out ERP systems functionality.

- Develop enhanced reporting capabilities and statistical extracts and analyses to be used in creating financial and enrollment models.

- Require all units (academic and administrative) who are working with respective EVPs as part of the annual planning and budgeting process to identify expenditure that is redundant, obsolete or inefficient and to maintain an updated list for potential elimination.
-
- Implement a system to reward efficiencies in improved operational activities by 2012.
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- Double sponsored research dollars by 2015.



STRATEGY 10: BRAND THE COLLEGE OF CHARLESTON SO THAT IT IS NATIONALLY AND INTERNATIONALLY RECOGNIZED FOR A PERSONALIZED LIBERAL ARTS EDUCATION WITH SPECIFIC AREAS OF DISTINCTION AT THE UNDERGRADUATE AND GRADUATE LEVEL.

- Develop an overarching marketing strategy and marketing plan that will strengthen and widely communicate the College's position as an exceptional, first-class university by 2010.

- Ensure that marketing and communications activities for all undergraduate, graduate and administrative units are coordinated in support of strategic plan priorities.

- Integrate marketing and communications goals, policies, strategies and tactics throughout the College's schools and divisions.

- Continually refine the mix of marketing and communication tools so that they are most effectively and efficiently utilized to enhance the College's image and identity.

- Build relationships with local, state and federal governments.

- Inform the public of the College's contributions, accomplishments and potential.