



COLLEGE *of* CHARLESTON

STRATEGIC PLAN

Board of Trustees

App. October 2009

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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, the College of Charleston is poised to launch this Strategic Plan aimed at growth and development for the following decade. This plan was revised in 2011 and 2012.

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.

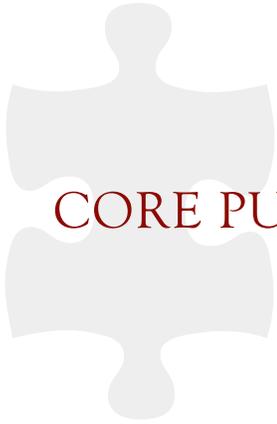
While the College of Charleston is living within its budget and is financially stable, its current funding level is inadequate for moving forward. Thus, addressing the need for resources will continue to be critical. It has been estimated that, relative to peer institutions, the College is underfunded 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 under 10 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

- **Academic 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 traditionally aged 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. These lifelong learning offerings will be available at the North Campus and other locations.

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 and with business, educational



and civic leaders, they lead efforts to improve the quality of life in South Carolina and beyond. The College's Division 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. These resources provide the foundations for new instructional models, including blended, hybrid and online learning environments. In addition, the College's technological resources are complemented by new, technology-centric research, incubators and creative activities in such areas as digital media.

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. Many of the College’s undergraduate, graduate and professional programs are matched to the emerging assets of Charleston and the region – including aerospace, digital media and technology, and healthcare and biosciences – and address the interests and needs of Boeing and other leading employers.

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 an 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 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

The ten strategies are not listed in rank order. However, following each strategy is a ranked list of tactics. Each tactic indicates how that strategy might be implemented. More specifically, each tactic guides the development of one or more specific, measurable actions, which will be incorporated in the College's annual fiscal plans. The tactics are ranked in order of their importance for achieving the plan's goals and, thus, the College's envisioned future. The list of tactics provided for each strategy will be revised on occasion.

The 94 tactics listed below are amplified by the plans developed in each school, department and division in response to the College's strategic plan. Like the strategic plan, the school, departmental, and divisional plans should be revised and updated periodically and should be aligned with the strategies and tactics described below.

Some of the tactics described in the original strategic plan, which was approved by the Board of Trustees in October 2009, have been accomplished. A list of those achievements is being maintained and updated periodically.

In response to the original strategic plan, the President's Commission on Diversity, Access, Equity, and Inclusion developed the College's first-ever diversity strategic plan. The diversity strategic plan elaborates on and more fully develops multiple strategies and tactics described in the College's strategic plan. Further, the College's facilities master plan was developed in light of the goals, values, and envisioned future described in the original strategic plan.

STRATEGY 1: ENHANCE THE UNDERGRADUATE ACADEMIC CORE.

<i>Rank/Priority</i>	<i>Tactic</i>
1	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.
2	Enhance undergraduate academic programs that are strongly linked to the history, traditions, culture and environment of Charleston and the Lowcountry, such as new undergraduate majors in African-American Studies and sustainability.
3	Develop academic programs at the College of Charleston North Campus to offer lifelong learning courses and programs to serve the needs of returning adult learners or non-degree students.
4	Strengthen the Honors College through increased funding for full and partial scholarships, dedicated faculty for innovative curriculum and expanded facilities and services for personalized experiences.
5	Establish a competitive undergraduate fellowship program that provides complete coverage of tuition, fees and living expenses for a select group of top students. Increase the number of Colonial Scholarships.
6	Implement program reviews of general education, majors and minors on a five-year, rotating cycle to ensure a personalized and challenging undergraduate experience.
7	Refine general education to reduce the number of courses meeting general education requirements while aligning those courses with the intellectual skills, areas of knowledge and dispositions central to the College's core curriculum.
8	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.

9	Increase significantly the numbers of and enrollments in interdisciplinary courses and programs.
10	Continue to develop select online undergraduate courses and programs.
11	Establish an Honors residential college.
12	Develop academic programs utilizing and/or based at Dixie Plantation.
13	Embed global competencies into general education and major requirements.
14	Establish a writing institute.
15	Enhance athletic and cultural programs distinguished by their competitive success and by the academic accomplishments of their student athletes/artists.

STRATEGY 2: DEVELOP NATIONALLY RECOGNIZED GRADUATE PROGRAMS.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Emphasize the acquisition of research and teaching grants to develop interdisciplinary, international and innovative programs that capitalize on our unique location and capabilities.
2	Enhance graduate programs in marine biology, environmental studies, historic preservation and arts management to achieve national recognition.
3	Use the facilities of Dixie Plantation to develop world-class environmental, educational, cultural and executive programs.
4	Continue to develop online graduate courses and programs.
5	Continue to collaborate with in-state university partners to develop and implement Ph.D. programs.

6 Develop and deliver revenue-generating MBA programs in two or three European or Asian countries.

7 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.

STRATEGY 3: DEVELOP AND RETAIN A HIGHLY QUALIFIED AND DIVERSE FACULTY AND STAFF.

<i>Rank/Priority</i>	<i>Tactic</i>
1	For all ranks and titles, improve salaries for faculty and staff to nationally competitive levels; recognize and reward annual performance by faculty and staff in both annual raises and special awards; and, where applicable, improve benefits packages for faculty and staff.
2	Increase number of roster faculty lines by 100 to enhance diversity in the faculty ranks, to facilitate growth of innovative academic programs, to enable some 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 students. As appropriate, increase the number of permanent staff positions to support the work of a larger roster faculty and a more diverse student body.
3	Enhance resources to recruit and retain faculty with the potential to bring local and national recognition to the College.
4	Enhance resources needed to recruit, hire, nurture, and retain minority faculty and staff.
5	Enhance resources for pedagogical innovation, faculty research, and creative activity through the re-establishment of a faculty development center. Incentivize faculty and staff to write and administer grants in all of these areas. Provide support for faculty writing in all of these areas.
6	Enhance funding for staff development programs.

7	Substantially expand the Faculty Technology Institute and Faculty Technology Center.
8	Continue to reduce adjunct dependency by increasing the number of roster faculty.
9	Reduce dependency on temporary staff by increasing the number of permanent staff positions.
10	Increase the number of and funding for endowed and other externally funded chairs.
11	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.

STRATEGY 4: RECRUIT, ENROLL AND RETAIN AN ACADEMICALLY DISTINGUISHED, WELL-PREPARED AND DIVERSE STUDENT BODY.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Increase the amount of merit-based and need-based scholarship funding from approximately \$15 million to \$20 million, largely funded through private resources. Some portion of this funding should be allocated in accordance with the provisions of the Diversity Strategic Plan.
2	Offer full fellowships, competitive assistantships and experiential learning scholarships to attract and retain top undergraduate and graduate students.
3	Investigate best practices for retention at other universities and, as appropriate, implement those practices to significantly increase retention rates for undergraduate and graduate students.
4	In collaboration with community colleges, local businesses, and other organizations, increase overall enrollment for off-campus undergraduate (including non-degree and returning adults), professional development, graduate and executive-education students at the North Campus and other sites as determined by community needs and resources.

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| 5 | Following the recommendations of the Diversity Strategic Plan, 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. |
| 6 | Broaden the scope of pre-college programs to help the College recruit a more diverse student body. |
| 7 | Develop yearlong enrichment programs to assist first-generation college freshman in their acclimatization to academic and campus life. |
| 8 | With the support of more competitive graduate assistantships, better marketing, and targeted program development supporting the needs of the local community, increase enrollments of degree-seeking graduate students on the downtown campus from 600 to 1,000. |
| 9 | Establish a communication and mentoring network that engages alumni, current students and prospective students. |

STRATEGY 5: ENHANCE CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS FOR THE HOLISTIC EDUCATION OF STUDENTS.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Build a new state-of-the-art recreation and fitness center.
2	Consistent with our institutional objectives for campus sustainability, establish additional campus and off-campus transportation options for students, such as a shuttle service to potential recreational fields, North Campus and Dixie Plantation.
3	Expand and improve programs – such as late-night co-curricular and extracurricular events -- intended to reduce the incidence of a wide range of high-risk student behaviors.
4	Broaden programming themes related to diversity and international topics.

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| 5 | Increase the sustainable number of annual participants in the Bonner Leaders program to 32 students. |
| 6 | 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. |
| 7 | Implement additional co-curricular models that address topics such as sustainability, social justice, professionalism and leadership, peer support and development, health and wellness and cultural enrichment. |
| 8 | Expand number of living-learning programs and activities – such as on-site lectures by faculty or other experts, seminars, and discussion groups – in residence halls. |
| 9 | 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. |

STRATEGY 6: ALIGN ADMINISTRATIVE AND ACADEMIC POLICIES AND PROCEDURES TO SUPPORT THE COLLEGE’S PURPOSE AND ACHIEVE ITS ENVISIONED FUTURE.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Consistent with our ongoing efforts to measure progress in the achievement of strategic plan goals, strategies and tactics, review academic and administrative structures to ensure they are working together and support the College’s strategic plan.
2	Enhance administrative structures and incentives that support institutional objectives for internationalization, diversity, sustainability, lifelong learning, innovative course delivery, interdisciplinary programs, research centers and peer education.
3	Implement a system to reward efficiencies in improved operational activities.



4	Enhance IT staff support for each school.
5	Broaden the scope of career development services to include comprehensive support for graduate students and alumni.
6	Enhance tracking, reporting and academic analytics in order to create a truly data-informed institution, with data to be used for such critical tasks as planning and assessment.
7	Initiate a campus-wide dialogue aimed at clarifying and promoting a broader understanding of the meaning and practice of shared governance.

STRATEGY 7: PROVIDE UP-TO-DATE FACILITIES AND INFRASTRUCTURE TO ENHANCE ACADEMIC, CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Build, renovate and maintain classrooms, laboratories, and studios that allow for a variety of class sizes and teaching and learning styles.
2	Support an academic computing and library infrastructure that enhances the research and teaching missions of the College.
3	Promote, wherever possible, future growth of College infrastructure through sustainable design, materials, and processes.
4	Construct a new residence hall.
5	Expand Internet, storage and server capacities.
6	Bring the entire campus up to new standards for wiring and cabling.
7	Provide state-of-the-art health, fitness and athletics facilities and programs for students, faculty and staff.
8	Construct a new facility for the alumni center.

9	Provide greatly increased remote access to campus information resources.
10	Extend the campus IT network to student housing.
11	Find permanent facilities for intercollegiate track and field.
12	Acquire additional intramural fields for soccer, tennis, etc., that are easily accessible from the downtown campus.
13	Expand facilities and support for the Career Center to accommodate provision of services to undergraduate and graduate students.
14	Provide a uniform, ubiquitous and unifying computing experience that will facilitate collaboration and foster the convergence of student living and learning.
15	Renovate and improve all intercollegiate athletic facilities regularly.

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

<i>Rank/Priority</i>	<i>Tactic</i>
1	Develop and expand research partnerships and initiatives with MUSC, Clemson University, The Citadel, the University of South Carolina, Trident Technical College, city and state agencies, the arts community, and tri-county schools.
2	Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities.
3	Continue to increase sponsored research dollars, with enhanced support provided by an expanded Office of Research and Grants Administration.



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| 4 | Expand number of international faculty teaching and conducting research at the College of Charleston through bilateral exchanges and visiting professorships. |
| 5 | Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts. |
| 6 | Continue to develop partnerships with the business community toward the goal of collaboratively promoting economic development. |

STRATEGY 9: ESTABLISH CAMPUSWIDE POLICIES AND PRACTICES TO GENERATE NEW RESOURCES AND FOSTER GREATER SELF-SUFFICIENCY.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Ensure that tuition rates are determined in amounts necessary to meet operating and strategic goals on an annual basis.
2	Determine the appropriate proportion of out-of-state students based on a variety of considerations, including academic goals, the needs for geographic diversity, and the financial needs of the College.
3	Launch and execute a national comprehensive fundraising campaign in support of the College of Charleston strategic plan and high-priority philanthropic initiatives.
4	To increase enrollments at the North Campus and other off-campus locations and to generate additional revenues, offer a portfolio of degree programs and lifelong-learning and professional-development programs, including selective online programs, to students in the region and across the globe.

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| 5 | Educate, engage, energize and excite the College base of parents and alumni, including active participation by campus advisory committees and boards, in support of fundraising initiatives. |
| 6 | To increase external funding, continue to develop strategic alliances with local, state and federal policymakers while initiating and strengthening public-private partnerships. |

STRATEGY 10: PURSUE NATIONAL RECOGNITION FOR THE COLLEGE OF CHARLESTON’S PERSONALIZED LIBERAL ARTS AND SCIENCES EDUCATION AND FOR THE DISTINCTIVE FEATURES OF ITS UNDERGRADUATE AND GRADUATE PROGRAMS.

<i>Rank/Priority</i>	<i>Tactic</i>
1	Develop and execute an overarching marketing strategy and plan that creates greater awareness and informed advocacy across the spectrum of the College’s local, state, national and international audiences.
2	Achieve consistent and widespread (state, regional and national) recognition of the College of Charleston as an exceptional public liberal arts and sciences university that provides the academic rigor, student experiences and prestige of a private liberal arts college along with the opportunities, advantages and affordability of a public university.
3	Integrate marketing and communication goals, policies, strategies and tactics throughout the College’s schools and divisions, including the North Campus.
4	Ensure that marketing and communications activities for all undergraduate, graduate and administrative units are coordinated in support of strategic plan priorities.

- 5 Ensure that every academic school is supported by a dedicated communications officer who makes certain that school-based communications are consistent, of high quality, and aligned with the overall institutional branding and marketing messages.

- 6 Expand marketing support for recruitment of the nation's best students by developing additional targeted communications initiatives directed at the upper echelon of prospective students, as well as guidance counselors and parents.

- 7 Enhance and expand the partnership between Marketing and Communications and Athletics to create a comprehensive, year-round sports marketing campaign that showcases the university as a first-rate athletics program for student-athletes and Cougar fans.

- 8 Support the Office of Alumni Relations in the development and implementation of a comprehensive alumni engagement effort that will empower and engage alumni nationwide as greater champions of the College, its mission and core values, and the comprehensive campaign.

- 9 Expand advertising and media relations to specific cities and regions that are identified as key areas of opportunity for recruitment and fundraising.