I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF April 5, 2006 Minutes

IV. EXECUTIVE COMMITTEE REPORT

   Administrative Actions 13, 14 & 15 have been returned with stipulations by the administration.

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

   Provost Barr’s report
   Long Range Planning Committee, Dr. Sally Horner, Chair, submits the attached Strategic Plan for the University, and the committee membership (Pages 2 - 24)

VI. COMMITTEE REPORTS

   1. Academic Affairs Committee, Micheline Westfall, Chair (Page 25)
   2. University Promotion and Tenure Committee, Darla Domke-Damonte, Chair (Pages 26–33)
   3. Faculty Welfare & Development Committee, Michael Ruse, Chair presents two motions for consideration (Page 34)
   4. Annual Report
      University Student Retention and Assessment Committee Annual Report (Pages 35 – 36)
      Faculty Welfare and Development Committee Annual Report (Pages 37 – 39)
      University Promotion and Tenure Committee Annual Report (Page 40)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
Long Range Planning Committee, Dr. Sally Horner, Chair, submits the following committee membership and report

**Strategic Planning Committee Members**

2004-2006

**Dr. Sally M. Horner, Chair**
Executive Liaison to the President

**Ms. Chris L. Mee**
Director, Institutional Research and Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Daniel C. Abel</td>
<td>Associate Professor, Marine Science</td>
</tr>
<tr>
<td>Mr. John Adamec</td>
<td>Student, SGA Vice President</td>
</tr>
<tr>
<td>Dr. Peter B. Barr</td>
<td>Provost and Senior Vice President</td>
</tr>
<tr>
<td>Dr. John P. Beard</td>
<td>Interim Dean/Professor, Edwards College</td>
</tr>
<tr>
<td>Dr. Janis W. Chesson</td>
<td>Vice President, Organizational Development</td>
</tr>
<tr>
<td>Dr. Gibson F. Darden</td>
<td>Chair/Associate Professor, Health, Physical</td>
</tr>
<tr>
<td>Mr. Taurean Davis</td>
<td>Student, SGA President</td>
</tr>
<tr>
<td>Ms. Allanah Dobson</td>
<td>Student, Senior Class President</td>
</tr>
<tr>
<td>Dr. Edgar L. Dyer</td>
<td>Vice President for University Relations</td>
</tr>
<tr>
<td>Dr. David W. Evans</td>
<td>Associate Professor, Chemistry and Physics/</td>
</tr>
<tr>
<td>Mr. Warren D. Koegel</td>
<td>Athletics Director</td>
</tr>
<tr>
<td>Dr. Peter C. Lecouras</td>
<td>Associate Professor, English and Journalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Margaret A. Fain</td>
<td>Head of Public Services and Systems, Librarian</td>
</tr>
<tr>
<td>Dr. Michael W. Ferguson</td>
<td>Chair/Professor, Biology</td>
</tr>
<tr>
<td>Mr. Stanyarde R. Godshall</td>
<td>Associate Vice President/ Executive Director</td>
</tr>
<tr>
<td>Mr. Bruce L. Gregory</td>
<td>Director of Compliance, Athletics</td>
</tr>
<tr>
<td>Dr. Mary M. Gunn</td>
<td>Assessment Coordinator, Institutional Research</td>
</tr>
<tr>
<td>Dr. Linda R. Henderson</td>
<td>Chair/Associate Professor, Accounting, Finance, Economics</td>
</tr>
<tr>
<td>Dr. Lloyd A. Holmes</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Dr. Wendy R. Hood</td>
<td>Assistant Professor, Biology</td>
</tr>
<tr>
<td>Mr. Brent Johnson</td>
<td>Student Technical Consultant, ITS</td>
</tr>
<tr>
<td>Dr. Louis E. Keiner</td>
<td>Associate Professor, Chemistry and Physics</td>
</tr>
<tr>
<td>Mr. Dennis A. Rauch</td>
<td>Chair/Professor, Management, Marketing and Law</td>
</tr>
<tr>
<td>Dr. Nils C. Rauhut</td>
<td>Chair/Associate Professor, Philosophy and Religion</td>
</tr>
</tbody>
</table>
Dr. Susan M. Libes  
Professor, Marine Science

Dr. Colleen A. Lohr  
Associate Provost, Administration and Academic Services

Ms. Linda P. Lyerly  
Associate Vice President for Finance/Controller

Dr. John G. Marcis  
Associate Professor, Accounting, Finance, Economics

Ms. Regina S. Markland  
Associate Athletic Director/Senior Woman Administrator (SWA), Athletics

Mr. Marvin Marozas  
Associate Vice President, Information Technology Services

Ms. Vivian E. McCain  
Director, Academic Support Services, ITS

Dr. David Millard  
Assistant to President

Mr. Rein Mungo  
Director, University Projects and Planning

Mr. Antonio Pee  
Student, SGA Secretary

Dr. Sara Sanders  
Chair/Professor, English and Journalism

Ms. Allison Sinclair  
Student, SGA Office

Dr. Renee J. Smith  
Assistant Professor, Philosophy and Religion

Mr. Bruce K. Stewart  
Associate Athletic Director, Finance

Dr. Roy Talbert, Jr.  
Professor, History

Ms. Charmaine B. Tomczyk  
Associate Dean of Library Services, Kimbel Library

Dr. Judy W. Vogt  
Vice President, Enrollment Services

Dr. Yoav Wachsman  
Assistant Professor, Accounting, Finance, and Economics

Dr. Richard N. Weldon  
Vice President for Administration, Administration and Finance

Dr. Lynn Willett  
Vice President for Student Affairs
COASTAL CAROLINA UNIVERSITY
STRATEGIC PLAN
(Draft April 2006)

The University Strategic Plan will be assessed annually to ensure that goals and objectives/outcomes are appropriate to the mission of the University, progress is being made towards their successful completion, and continuous improvement of the institution is the result.

MISSION STATEMENT
(Approved by the Board of Trustees, April 18, 1997)

Coastal Carolina University is a public mid-sized (4,000-6,500 students), comprehensive liberal arts institution offering baccalaureate degrees in the traditional liberal arts and sciences, interdisciplinary studies, and professional schools, along with Master's degrees in several specialized areas. Located in one of the fastest-growing metropolitan areas in the nation, the campus primarily serves its immediate five-county area, while honoring its commitment to the citizens of Horry County who founded the University and continue to provide funding to it. Recognizing its responsibility to ensure a student population that is diverse both culturally and geographically, the institution also aggressively recruits statewide, out-of-state, and internationally.

Coastal Carolina is a community of students and teacher-scholars dedicated to the pursuit of wisdom and goodness in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity stimulated. The University seeks to provide a rational view of the world and human experience through student-centered participatory learning to help students make intelligent and informed decisions as free and active citizens in modern society. To this end, the institution affords opportunities for personal development and provides a common grounding in the Western intellectual tradition. Anticipated acquired skills and knowledge include the ability to express oneself effectively both orally and in writing, to locate and process information, to reason analytically and abstractly, to interpret and evaluate scientific evidence, to demonstrate competency in the use of modern technology, and to appreciate accomplishments in the arts. Attitudes ideally to be developed embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, an appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.

As a major intellectual and cultural center for the Waccamaw region, the University enriches the quality of life through the performing and fine arts, community service, external programs, distance learning, continuing education programs, and the encouragement of faculty development and research, especially in problem areas that are indigenous. Recognizing regional needs, the campus provides Master's degrees in several areas for professional advancement. In its public service role, the institution is a major resource in the economic and intellectual development of the region, urging faculty participation on local boards and councils, and providing research and consulting services to local businesses, non-profit agencies, and governmental bodies. The University facilitates student participation in the community through internships, community service, and cooperative learning, as part of a comprehensive educational experience that renders students competitive for entry-level jobs or graduate and professional training leading to practical and productive careers in business, the public service, the professions, and education.

Toward this accomplishment of its mission, Coastal Carolina covenants its cooperation with its sister public institutions, with the public schools, with the business community, and with elected and appointed officials who are responsible to the voting public for the oversight and governance of post-secondary education. The University understands that such cooperation necessarily includes coordination of programs and activities, along with a duty to use public funding efficiently and effectively to make its offerings both affordable and accessible. The institution also recognizes the fact that any public funds appropriated to it must be considered as an investment in the betterment of society, with the anticipated returns being an enlightened populace and economic growth.

VALUE STATEMENT

Coastal Carolina University, a community of students and teacher-scholars dedicated to the pursuit of wisdom and virtue in an environment where intellectual understanding is encouraged, individual dignity respected, and creativity
stimulated, will engage in planning and assessment activities that result in continuous improvement of the institution. The University values the following.

- Attitudes that embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, an appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.
- Enriching the quality of life through the performing and fine arts, community service, external programs, distance learning, continuing education programs, and encouraging student and faculty development and research, especially in problem areas that are indigenous.
- Working in collaboration with other higher education institutions, the public schools, the business community, and local constituents, the University affords opportunities for personal development and provides a common grounding in intellectual traditions.

**CHALLENGES AND OPPORTUNITIES**

In its quest to become a premier higher-education institution, Coastal Carolina University is committed to addressing the following challenges and opportunities.

- Recruit and retain a diverse and academically-prepared student body.
- Recruit and retain diverse and qualified faculty and staff.
- Engage in cooperative initiatives and interactions with K-12 education, other higher education institutions, and area businesses and community organizations.
- Link unit budgets to the University Strategic Plan.
- Engage in best practices that result in continuous improvement of the institution and meet accountability standards of various accrediting organizations and state and federal mandates.
- Develop and implement a campus sustainability plan consistent with the Campus Master Plan.
- Maintain a competitive information technology infrastructure.
- Achieve a resource level that is compatible with campus-wide aspirations.
- Advance fund-raising efforts campus-wide.
- Link horizontal and vertical communications campus-wide.
- Continually evaluate administrative policies and procedures to ensure best practices.

**STRATEGIC DIRECTIVES**

As a premier undergraduate institution, Coastal Carolina University’s mission encompasses the following strategic directives.

- **Build a predominantly undergraduate university with a reputation for excellence in teaching.**
- **Promote a learning process that is inquiry-based, participatory, and includes current and emerging technology.**
- **Offer high quality academic programs founded in the traditional arts and sciences that prepare graduates to become contributing members of a global community.**
- **Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring.**
- **Develop Enhance graduate programs based upon strong undergraduate programming and on meeting local needs.**
- **Promote programs and initiatives that encourage collaboration with other higher education institutions, public schools, local citizens, and the business community.**
Recruit qualified students and provide a learning environment and quality of life for these students that enhances all facets of their development and campus community experience.

Direct administrative processes that are informed by management data and that integrate financial considerations with institutional planning for maximum effectiveness and service.

UNIVERSITY STRATEGIC PLAN

Strategic Directive I: Build a predominantly undergraduate university with a reputation for excellence in teaching.

GOAL 1-A Excellence in Teaching: Place a priority on decision-making and resource allocation to support and improve teaching in undergraduate degree credit programs.

Objectives/Outcomes

1. Create a campus culture that recognizes excellence in teaching as a high priority among the functions of the university faculty. [SACS Principles of Accreditation – 3.4, 3.7; Baldrige Accountability Report – Cat. 4, 6]

   Action Plans
   A. Support faculty as they identify and implement innovative instructional techniques.
   B. Enhance teaching effectiveness through activities that renew and strengthen teaching skills.
   C. Reward teaching excellence by identifying appropriate assessment procedures, including annual and post-tenure review.

2. Assign the highest priority to undergraduate credit programs while supporting and developing service opportunities for graduate programs, non-credit courses, and services to off-campus constituencies. [SACS Principles of Accreditation – 2.7.1-2.7.4, 3.4, 3.5, 3.6; Baldrige Accountability Report – Cat. 4, 6]

   Action Plans
   A. Enhance academic quality, department reputation, and student learning by developing a strong curriculum that results in the higher retention and graduation of majors.
   B. Assess and monitor the effectiveness of a strong curriculum through the implementation of appropriate exit exams.

GOAL 1-B Academic Quality and Reputation: Identify and implement strategies to strengthen the academic quality and reputation of the University.

Objectives/Outcomes

1. Use peer institution comparisons of student outcomes to assess and affirm program quality. [SACS Principles of Accreditation – 3.3, 3.4, 4.1; Baldrige Accountability Report – Cat. 2, 3, 4]

   Action Plans
   A. Maintain national professional accreditation in suitable organizations (e.g., SACS, AACSB, NCATE, NASAD, and ABET), and pursue national professional accreditation in appropriate associations (e.g., NASM).

2. Develop student recruitment programs that emphasize and build on institutional strengths. [SACS Principles of Accreditation – 3.3, 3.4, 4.6; Baldrige Accountability Report – Cat. 3]

   Action Plans
   A. Identify, support, and expand programs that respond to the special strengths or the unique demands of the service area, including marine science, golf management, and resort tourism.
B. Offer targeted service programs, such as Special Interest Housing, to help recruit and retain qualified students.

C. Offer a first-year experience program that gives new students the skills needed to succeed academically, personally, and professionally, and promotes retention and graduation.

D. Enable individuals holding a bachelor’s degree to enroll in coursework leading to admission in a master’s degree program or professional certification.

3. Support and promote exemplary teaching and scholarship. [SACS Principles of Accreditation – 2.8, 2.9, 3.4, 3.7, 3.8; Baldrige Accountability Report – Cat. 4, 5]

Action Plans
A. Identify and implement strategies to strengthen the academic quality and reputation of the faculty and academic programs.

B. Expand university-supported scholarship and teaching grants for faculty.

C. Designate funds for teaching effectiveness enhancements and incentives, including activities funded through the Center for Effective Teaching and Learning (CETL) and the Technology in Education to Advance Learning (TEAL) Center.

D. Enhance academic quality through a scholarship-based research collection and diverse curriculum.

E. Identify funding sources to support faculty development and attendance at relevant professional gatherings.

Strategic Directive II: Promote a learning process that is inquiry-based, participatory, and includes current and emerging technology.

GOAL II-A Learning Process: Ensure a student-centered education that provides diverse learning experiences for students and results in student retention. Ensure that the instructional process accommodates a wide range of instructional delivery styles and formats and includes extensive technology applications and individual learning experiences.

Objectives/Outcomes
1. Expand opportunities for participatory learning and discovery experiences and critical thinking instruction, such as public engagement, first-year experience, internships, mentoring, and involvement in undergraduate research. [SACS Principles of Accreditation – 2.10, 3.4; Baldrige Accountability Report – Cat. 6]

Action Plans
A. Foster student research by providing resources for student participation and presentations at scholarly events, and supporting academic student publications.

B. Provide support for a faculty program to improve student advising and mentoring services.

C. Involve students in undergraduate research, independent study, and internships.

D. Provide first-year students with a coordinated system of academic and student support services.

2. Establish and promote a formal initiative for faculty to apply computing technologies that improve the teaching-learning process. [SACS Principles of Accreditation – 2.9, 3.3, 3.4, 3.7, 3.8; Baldrige Accountability Report – Cat. 5]
Action Plans
A. Develop a mechanism to inventory, distribute, and track technological equipment under the guidance of an annual review committee.

3. Implement an electronic portfolio system to warehouse, manage, and assess student work and evaluate academic progress. [SACS Principles of Accreditation – 2.9, 2.10, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Make LiveText or similar e-portfolio software available for all students, and provide basic training on its applications for students and faculty.

4. Develop and implement a ubiquitous student computing plan that improves the teaching-learning process. [SACS Principles of Accreditation – 2.9, 2.10, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Make convertible PC computers that combine notebook and tablet functionality along with support services available to students.

5. Utilize current technologies to improve and expand the teaching-learning process, and to promote teaching, scholarship, and public service. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.8; Baldrige Accountability Report – Cat. 3, 5, 6]

Action Plans
A. Incorporate applications of technology broadly throughout the curriculum.

B. Use technology to improve learning experiences for an off-campus student base.

C. Implement programs to insure that students become proficient in the use of basic technology, and increase student utilization of SMARTTHINKING and similar technology services.

D. Utilize the university website to link and communicate research projects, teaching initiatives, faculty vitae information, information about students for faculty advising purposes, technology workshops, etc.

6. Implement a knowledge management component to the website. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.8; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Implement knowledge management software to help organize the website’s content and facilitate access to information.

B. Improve the website’s content by using the system’s statistical reporting capabilities to identify and correct informational weaknesses.

7. Implement a campus electronic bulletin board system to provide information to the campus community on events, announcements, and other college/area-specific information. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.8; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Establish an implementation plan, identify an advisory body, determine optimum system, and begin implementation based on the plan’s schedule and priorities.

8. Maintain an overall average student/faculty ratio that is sufficiently low to ensure individual attention to and intellectual growth for students while recognizing that class size may vary widely depending on course level, purpose, and academic discipline. [SACS Principles of Accreditation – 2.8, 3.4, 3.7; Baldrige Accountability Report – Cat. 3, 5]
Action Plans
A. Monitor the number of credit hours taught by faculty according to the goals and needs of each area and program. Benchmarks for this action plan include a minimum range of 70 percent to 75 percent full-time faculty and class size of less than 60 students.

GOAL II-B Learning Resources: Increase library usage and resources. Increase emphasis on and access to the use of computer technology and online services to support the academic program.

Objectives/Outcomes
1. Offer instructional services and programs that support the mission of the University, and cultivate in students, faculty, and staff the requisite skills to engage in lifelong learning. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.8, 3.11; Baldrige Accountability Report – Cat. 2, 3, 4, 6]

Action Plans
A. Provide course-integrated library instruction to students at all levels, utilizing appropriate instructional techniques and technology.

B. Improve librarians’ teaching effectiveness skills through in-house training and assessment.

C. Assess reference and research needs of university students at on- and off-campus sites, including students participating in online courses, and develop plans for providing appropriate services and resource access.

D. Assist university administrators, faculty, and staff with their research and information needs.

2. Expand and improve technology services offered to the university community. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.8; Baldrige Accountability Report – Cat. 3, 4, 6]

Action Plans
A. Maintain, enhance, and evaluate the library website to provide efficient access to library and Internet resources and services, and enable electronic delivery of materials via internet and/or email direct to patrons.

B. Expand access points to electronic resources via the website, Internet, LAN and cooperative arrangements. Utilize technology to improve the quality and scope of student services.

3. Engage in strategic partnerships with other institutions, community entities, and university units to enhance services and scholarly resources to library users while strengthening teaching and learning processes and academic and civic collaborations. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.5, 3.6, 3.8, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Continue to support and participate in statewide and regional consortial memberships and efforts, such as PASCAL, DISCUS, South Carolina’s virtual library project, and Carolinas group.

B. Increase participation of university faculty and departmental library representatives in matters of collection management, library instruction, and general communications that result in effective library resources and services.

4. Place primary focus on undergraduate curriculum support with appropriate support for graduate programs and lifelong learning activities. [SACS Principles of Accreditation – 2.10, 2.11, 3.4, 3.5, 3.6, 3.8, 3.10, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Acquire sufficient library resources to support the newly approved undergraduate and graduate degree programs and new areas of study as well as existing programs with growing enrollments.
B. Provide quality reference assistance and reference consultation and interlibrary loan/document delivery services to its academic community.

5. Improve library holdings that serve undergraduate and graduate students. [SACS Principles of Accreditation – 2.9, 2.10, 3.8; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Evaluate and assess Kimbel Library’s collections in specific undergraduate disciplines related to university degree programs.

Strategic Directive III: Offer high quality academic programs founded on the arts and sciences that prepare graduates to become contributing members of a global community.

GOAL III-A Degree Programs: Offer degree programs that consistently maintain high quality, with emphasis placed on those programs that have attained recognized excellence, meet specific community needs, or have strengths due to unique institutional characteristics.

Objectives/Outcomes
1. Provide a variety of undergraduate and graduate programs that enhance the mission of the University. [SACS Principles of Accreditation – 2.7.1-2.7.4, 3.4, 3.5, 3.6; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Provide a balanced array of degree programs that meet the changing needs of students and advances the mission of the University.

2. Continue to ensure the quality of programs with respect to curriculum requirements and instructional delivery. [SACS Principles of Accreditation – 2.7.1-2.7.4, 3.3, 3.5, 3.6, 4.1, 4.4; Baldrige Accountability Report – Cat. 4, 6]

Action Plans
A. Regularly review and reassess each college’s mission to ensure attainment of goals and objectives.

B. Maintain mechanisms to assess the application of university values to current programs and the planning of new programs.

3. Identify and support programs that respond to special strengths or the unique demands of the service area. [SACS Principles of Accreditation – 2.10, 3.3, 3.4; Baldrige Accountability Report – Cat. 3, 4]

Action Plans
A. Continue to introduce programs based on the assessment of local interests.

B. Demonstrate the University’s commitment to public engagement and community involvement through the work of the major outreach centers within each college, and through unique programs developed for students and for the university community.

4. Establish and maintain high quality program offerings through effective systems of program review and assessment. [SACS Principles of Accreditation – 2.5, 2.7.1-2.7.4, 3.3, 3.4; Baldrige Accountability Report – Cat. 4]

Action Plans
A. Maintain and enhance an electronic data management system that facilitates decision-making in terms of program offerings.
5. Offer degree programs and learning experiences designed to prepare graduates to be well-qualified for employment, for continued education, and for positive contributions as citizens to the community and state. [SACS Principles of Accreditation – 2.7.1-2.7.4, 2.10, 3.4, 4.1; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Offer educational programs that prepare students to graduate with the personal and professional skills to become contributing citizens in the community.

GOAL III-B Core Curriculum: Include a core curriculum in the academic program rooted in the traditional liberal arts and sciences, and intended to foster effective communication, analytical and abstract reasoning, competency in technology, and appreciation of the arts.

Objectives/Outcomes
1. Review the core curriculum periodically to determine that it continues to be effective, suitable, and sufficiently flexible to meet the changing needs of Coastal’s graduates. [SACS Principles of Accreditation – 2.7.3, 3.3, 3.4, 3.5; Baldrige Accountability Report – Cat. 2, 4, 6]

Action Plans
A. Redesign the core curriculum based on the three principles and 11 goals that were endorsed by the Faculty Senate.

B. Establish an assessment mechanism to evaluate learning outcomes encompassed within each course that is identified as part of the core curriculum.

C. Annually assess the core curriculum to ensure that it is meeting the needs of students.

GOAL III-C Globalization: Prepare graduates to function as professionals and members of the global community by increasing the study abroad and exchange opportunities for students, and by continuing the globalization of the curriculum.

Objectives/Outcomes
1. Encourage and expand exchange and study-abroad programs. [SACS Principles of Accreditation – 2.10, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Assess participation in study-abroad programs by each college to ensure institutional representation.

B. Identify and develop a minimum of two regularly-offered college-based study abroad programs.

2. Develop collaborative degree program agreements with international institutions. [SACS Principles of Accreditation – 2.9, 2.10, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Continue to investigate, initiate, and design exchange programs, dual degree programs, etc. with selected international partners.

3. Increase the global perspective throughout the curriculum. [SACS Principles of Accreditation – 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Identify efforts to emphasize a global perspective in each college’s curriculum through the annual planning process.

B. Review core curriculum requirements to ensure that courses include a global perspective.
Strategic Directive IV: Support a teacher-scholar model for faculty performance with emphasis on student-faculty interaction and mentoring.

GOAL IV-A Teacher/Scholar Model: In support of creating a teaching and learning environment for teacher-scholars and students, recruit, hire, retain, and reward highly qualified faculty who bring appropriate expertise to their disciplines and who are committed to providing optimal learning opportunities for students.

Objectives/Outcomes

1. Provide formal and informal opportunities for faculty to improve teaching, student mentoring, and scholarly research skills that enhance student learning. [SACS Principles of Accreditation – 3.7; Baldrige Accountability Report – Cat. 5]

Action Plans
A. Identify fund sources to support faculty development and attendance at development seminars or conferences.
B. Provide funds that will encourage faculty to identify and implement innovative instructional techniques.
C. Develop and expand programs in colleges that emphasize and enhance high-quality advising.
D. Continue to provide small- and large-group workshops for the faculty to inform them about student retention, first-year success seminars, and academic advising trends and developments.
E. Designate funds for teaching effectiveness enhancements and incentives, including activities funded through the Center for Effective Teaching and Learning (CETL) and the Technology in Education to Advance Learning (TEAL) Center.

2. Create a campus atmosphere that emphasizes teacher-student interaction and develop and assess programs that involve faculty mentoring of students. [SACS Principles of Accreditation – 2.10, 3.3, 3.4, 3.7; Baldrige Accountability Report – Cat. 3, 4, 5, 6]

Action Plans
A. Develop and expand formal programs that involve faculty mentoring of students.
B. Develop and expand opportunities for student/faculty interaction, including improvements in student advising and mentoring.

3. Provide quality advising to students by assisting them in selecting majors, registering for courses, reviewing academic regulations, and investigating career opportunities. [SACS Principles of Accreditation – 2.10, 3.3, 3.4, 3.7; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Develop and expand opportunities for student/faculty interaction, including improvements in student advising and mentoring.
B. Establish an advising center that assists students with their academic progression toward graduation.

4. Ensure appropriate faculty credentials and maintain a reward system appropriate for recruiting and retaining highly qualified faculty. [SACS Principles of Accreditation – 2.8, 3.7; Baldrige Accountability Report – Cat. 5]

Action Plans
A. Adhere to SACS principles and appropriate accreditation standards when recruiting and hiring faculty to ensure that they are academically and professionally qualified.
B. Continue to compare faculty salaries with discipline-based national benchmarks annually, such as CUPA averages.

C. Identify sources for endowing chairs and/or professorships within each college.

5. Evaluate teaching excellence by appropriate assessment procedures, including annual and post-tenure reviews and development of a comprehensive faculty evaluation process. [SACS Principles of Accreditation – 2.8, 3.7; Baldrige Accountability Report – Cat. 5]

Action Plans
A. Monitor faculty performance by conducting annual evaluations by students, peers, and administration.
   Provide pre-tenure reviews for new faculty according to university policies and procedures.

B. Continue to provide a formal mentoring process for new faculty. Require a teaching strategies seminar for new faculty.

GOAL IV-B Scholarly Activity: Support faculty scholarship as an integral dimension of the teaching-learning paradigm.

Objectives/Outcomes
1. Maintain and expand university grant programs for faculty that support teaching, learning, research, and public engagement. [SACS Principles of Accreditation – 2.4, 2.9, 3.3, 3.4, 3.7; Baldrige Accountability Report – Cat. 5]

Action Plans
A. Encourage faculty to identify and implement innovative instructional techniques, and provide appropriate funding to support such initiatives.

B. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.

C. Request and distribute faculty development funds annually through appropriate grant programs. Assist faculty and staff with the preparation and submission of grant proposals, provide faculty with information on grant opportunities and funding sources, and increase faculty interest in grant opportunities.

D. Provide opportunities for faculty to participate in scholarly activities at appropriate professional venues.

2. Support and enhance the activities of applied research centers. [SACS Principles of Accreditation – 2.9, 3.3, 3.4, 3.11; Baldrige Accountability Report – Cat. 1, 2, 3, 4, 6]

Action Plans
A. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.

3. Reward scholarly activities including research, practicum, and internship opportunities that involve undergraduate and graduate students. [SACS Principles of Accreditation – 2.9, 2.10, 3.3, 3.4, 3.5, 3.6; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Foster student research by providing resources for student attendance at scholarly events and supporting academic student publications.

B. Involve students in undergraduate and graduate research, practicum, and internships.

Strategic Directive V: Develop graduate programs based upon strong undergraduate programming and on meeting local needs.
GOAL V-A  Graduate Programs: Develop and offer master’s degree programs in selected areas that are consistent with the mission of the institution and that extend the intellectual contributions of the University while responding to the needs of the local service area.

Objectives/Outcomes
1. Identify strong undergraduate programs as bases for development of graduate programs.  [SACS Principles of Accreditation – 3.4, 3.5, 3.6; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Identify current undergraduate programs that are candidates for a graduate program feasibility study.

2. Identify strengths and program needs unique to the geographic area, and develop graduate programs that have been identified as appropriate.  [SACS Principles of Accreditation – 3.4, 3.5, 3.6; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Identify program needs of regional employers that can be met through the addition of new graduate programs.
B. Develop additional graduate programs that meet the needs of area employers and the unique characteristics of the region, such as resort tourism management and recreation.

Strategic Directive VI: Promote programs and initiatives that encourage collaboration with other higher education institutions, public schools, local citizens, and the business community.

GOAL VI-A  Interactive and Cooperative Initiatives: Actively pursue opportunities to provide degrees, programs, and services through cooperation with other institutions of higher education, public schools, and the business community, in order to expand student access, enhance the quality of student offerings, improve efficiency and cost effectiveness, and improve the educational and economic base of the state.

Objectives/Outcomes
1. Monitor existing public engagement opportunities with K-12 public schools.  [SACS Principles of Accreditation – 2.10, 3.4; Baldrige Accountability Report – Cat. 1, 2, 3]

Action Plans
A. Offer and regularly assess classes that integrate a public engagement component.
B. Provide mentoring opportunities for upperclass students in collaboration with K-12 public schools. Assess the impact of the mentoring experience on the retention and academic success of Coastal students.

2. Provide appropriate programs and services at Coastal’s Higher Education Centers.  [SACS Principles of Accreditation – 2.9, 2.10, 2.11, 3.4, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Study Coastal’s five largest majors in terms of the feasibility of offering complete majors through the Higher Education Centers.
B. Develop an implementation plan for the regular rotation of core curriculum coursework being offered at the Higher Education Centers. Study the feasibility of developing a videoconferencing relationship among the Higher Education Centers for the delivery of a regular rotation of core curriculum courses.
C. Design a system of program delivery for lower division study in the early childhood, elementary, and special education programs to be offered at the Higher Education Centers through locally-based instruction or videoconferencing course delivery.
GOAL VI-B   Community Interaction: Continue to play a leadership role in the cultural activities and events of the community.

Objectives/Outcomes
1. Provide high-quality cultural programming to the community through departmental productions, cultural events, and programs. [SACS Principles of Accreditation – 2.9, 2.10, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Expand opportunities for the University and surrounding communities to participate in the Celebration of Inquiry and other campus-wide learning and discovery experiences.

2. Through the applied research centers, provide public service opportunities appropriate to the interests of targeted community groups. [SACS Principles of Accreditation – 2.9, 2.10, 2.11, 3.4, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Sponsor and conduct research activities through university research centers that enhance the strengths, reputation, and value of the region.

3. Encourage community involvement and participation by individual faculty, staff, and students. [SACS Principles of Accreditation – 2.9, 2.10, 3.4, 3.7; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Develop a speakers’ bureau comprised of faculty, staff, and students with presentations delivered at the Higher Education Centers and the university campus.

B. Include community service involvement and participation by faculty, staff, and students in annual reports from the Higher Education Centers.

4. Assume a leadership role for the University in public service activities in the local business and civic communities. [SACS Principles of Accreditation – 2.4, 2.9, 3.2; Baldrige Accountability Report – Cat. 1, 2, 3]

Action Plans
A. Sponsor programs that are consistent with the goal of serving as an intellectual and public service center for the Waccamaw region of South Carolina.

GOAL VI-C   Extended Learning: Strengthen the University’s role in extending learning by developing and marketing a range of non-credit, credit, and degree programs tailored to the needs of the local adult population as well as the retirement community.

Objectives/Outcomes
1. Market non-credit programs to serve the needs of the local community. [SACS Principles of Accreditation – 2.9, 3.4; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Develop a system for obtaining focus group input into the University’s non-credit offerings and ensure a representative set of courses offered through Coastal’s main campus and the Higher Education Centers.

B. Identify current interests in non-credit offerings within the local community. Establish a three percent to five percent increase in courses annually over the next five years.

2. Offer credit courses and degree programs at off-campus locations suitable to the needs of the local adult population. [SACS Principles of Accreditation – 2.7.2, 2.9, 3.4; Baldrige Accountability Report – Cat. 3]
A. Develop and market credit programs to meet the needs of the local adult population.

3. Use technology to offer a variety of learning experiences to an off-campus student base. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

**Action Plans**
A. Identify successful strategies used by peer higher education institutions in distance learning course delivery.

B. Identify community expectations and needs to implement effective distance learning programs.

4. Enhance and expand service activities and programs targeted to adult learners, the retirement community, and youth. [SACS *Principles of Accreditation* – 2.9, 3.4; Baldrige *Accountability Report* – Cat. 3]

**Action Plans**
A. Identify current service activities and programs among the colleges targeted to adult learners, the retirement community, and youth.

B. Establish a five-year plan for the growth of service activities and programs among the colleges, and annually assess the plan’s activities and programs.

**Strategic Directive VII:** Recruit qualified students and provide a learning environment and quality of life for these students that enhance all facets of their development and campus community experience.

**GOAL VII-A**  
*Student Profile: Develop and implement programs to attract and achieve optimum enrollment numbers and student characteristics suitable to the institution, emphasizing priority of educational access for students from the primary local and South Carolina service area, while enhancing student body diversity and quality by active recruitment of minority students and by maintaining a significant proportion of out-of-state students.*

**Objectives/Outcomes**
1. Maintain and support a viable Enrollment Management Plan. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 1, 2, 3, 4, 6]

**Action Plans**
A. Update new student projections by college and academic major.

B. Develop a comprehensive enrollment projection plan for the University.

C. Evaluate the new SAT and ACT writing components and make recommendations for future admissions criteria.

D. Design a travel calendar and allocate resources that support the University in meeting established annual enrollment goals.

E. Conduct research on national college profile surveys to determine strategies that enhance the University’s profile.

F. Provide leadership in efforts developed and designed to recruit prospective students and to improve the retention of continuing students. Increase student retention over the next five years.

2. Continue commitment to access for South Carolina residents. [SACS *Principles of Accreditation* – 3.4, 4.6; Baldrige *Accountability Report* – Cat. 2, 3]

**Action Plans**
A. Involve alumni and parents of current students in a greater number of in-state recruitment programs.
3. Continue to recruit highly qualified out-of-state students to assure geographic and cultural diversity and to enhance resources. [SACS Principles of Accreditation – 3.4, 4.6; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Intensify recruitment efforts in defined out-of-state markets.
B. Involve alumni and parents of current students in a greater number of out-of-state recruitment programs.

4. Actively recruit underrepresented and non-traditional students to enhance diversity. [SACS Principles of Accreditation – 3.4, 4.6; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Design on- and off-campus recruitment activities that attract underrepresented and non-traditional students.

5. Support and broaden plans and programs to attract international students, in the interest of increased cultural diversity. [SACS Principles of Accreditation – 3.4, 4.6; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Develop a recruitment plan to attract international students.
B. Promote academic scholarship programs for first-time and continuing international students who demonstrate superior academic achievement but did not enter Coastal with a university scholarship.
C. Identify campus service needs for international students.

GOAL VII-B  Student Life: Optimize student satisfaction and increase student retention by continuing to improve and provide effective student support services and a campus life environment designed to support the intellectual, emotional, social, recreational, professional, and physical development of students.

Objectives/Outcomes
1. Provide for student development through a supportive faculty/staff student mentoring system, student counseling, student activities programming, services to students with disabilities, and student health services and other support services that promote personal accountability and responsibility. [SACS Principles of Accreditation – 2.10, 3.8, 3.9; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Develop and expand transitional programs to assist new students in making early and positive campus connections and to guide seniors as they prepare for post-graduation challenges.
B. Develop a first-year outreach center that facilitates the separation, transition, and integration phases that are experienced by new freshmen.

2. Promote a sense of community by providing opportunities for student interaction with other students, faculty, and staff. [SACS Principles of Accreditation – 2.10, 3.9; Baldrige Accountability Report – Cat. 3, 5]

Action Plans
A. Identify and provide opportunities for student interaction with other students, faculty, and staff.
B. Assess the benefits of identified activities in terms of student retention.

3. Provide residence halls that offer an aesthetically-pleasing and safe living and learning environment. [SACS Principles of Accreditation – 2.10, 3.9, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Monitor residence halls to ensure that they are well-maintained and safe.

B. Offer innovative living and learning communities that will promote student retention.

4. Offer a food service plan that provides nutritious selections and pleasant dining experiences to students, faculty, staff, and guests. [SACS Principles of Accreditation – 2.10, 3.9, 3.11; Baldrige Accountability Report – Cat. 3]

Action Plans
A. Gather information on satisfaction with the food service offerings and dining facilities by using various survey techniques.

5. Provide services and programs that assure the safety and well-being of all campus community members and their guests. [SACS Principles of Accreditation – 2.10, 3.9, 3.11; Baldrige Accountability Report – Cat. 3, 5]

Action Plans
A. Evaluate current practices and procedures and develop new strategies to optimize human and fiscal resources in all areas of Public Safety.

GOAL VII-C Athletics: Implement competitive Division I NCAA intercollegiate athletic programs that are committed to broad-based participation opportunities, promote academic achievement of student-athletes, engage in management best practices, create university-community partnerships, and demonstrate strict adherence to the NCAA operating principles of governance and rules compliance, academic integrity, equity, and student-athlete welfare.

Objectives/Outcomes
1. Implement athletic programs that are committed to broad-based participation opportunities and promote academic achievement of student-athletes. [SACS Principles of Accreditation – 2.10, 3.9; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Establish an overall sports program modeled upon “Top 100 Division I” competitive standards.

B. Provide support services that meet the competitive needs of student-athletes.

C. Provide educational opportunities and services that promote student-athlete academic and professional development.

D. Engage student-athletes in campus-wide organizations.

E. Ensure that student-athletes are making academic progress. Maintain student-athlete graduation rates that are higher than those of the general student population.

F. Provide timely and accurate academic data required by stakeholders to document student-athlete academic progress and to satisfy academic data requirements.

G. Provide comparable opportunities for competition for all sports and ensure that equitable distribution, in terms of equipment, supplies, scheduling of games and practices, and travel opportunities exists in order to enhance the athletic abilities of all student-athletes based on available resources.

2. Implement athletic programs that engage in best management practices. [SACS Principles of Accreditation – 2.10, 3.9; Baldrige Accountability Report – Cat. 2, 3]

Action Plans
A. Develop consistent guidelines for hiring, evaluating, and rewarding athletic staff and coaches.
B. Identify, allocate, manage, forecast, and maximize revenues, using sound fiscal principles that foster effective and efficient spending.

C. Recruit and retain a diverse athletic staff.

3. Implement athletic programs that create university-community partnerships. [SACS Principles of Accreditation – 2.10, 3.9; Baldrige Accountability Report – Cat. 2, 3]
   
   **Action Plans**
   
   A. Provide public engagement opportunities for student-athletes that promote academic and professional development.

4. Implement athletic programs that demonstrate strict adherence to the NCAA operating principles of governance and rules, academic integrity, equity, and student-athlete welfare. [SACS Principles of Accreditation – 2.10, 3.9; Baldrige Accountability Report – Cat. 2, 3]
   
   **Action Plans**
   
   A. Operate in adherence to the rules and regulations of the University, the Big South Conference, and the NCAA.

   B. Maintain an institutional commitment that complies with Title IX regulations.

Strategic Directive VIII: Direct administrative processes that are informed by management data, integrating financial considerations with institutional planning for maximum effectiveness and service.

**GOAL VIII-A Institutional Image: Enhance the institutional image, emphasize unique aspects of its identity, build interrelationships with all constituencies, and generate financial support for all facets of the University.**

**Objectives/Outcomes**

1. Develop activities that unite the university community, reflect the diversity of the University, and create an environment of collegiality that fosters rewarding interaction between faculty, staff, and students. [SACS Principles of Accreditation – 2.5, 3.2; Baldrige Accountability Report – Cat. 1, 2, 3, 5]
   
   **Action Plans**
   
   A. Identify and implement appropriate activities that promote cooperative relationships between and among university constituents including students, faculty, and staff.

   B. Promote and implement programs that foster diversity, especially intellectual diversity, within the community.

2. Continually improve customer service competencies and strategies. [SACS Principles of Accreditation – 2.5, 3.2; Baldrige Accountability Report – Cat. 3]
   
   **Action Plans**
   
   A. Implement customer service training for university staff.

   B. Conduct a web survey of student, faculty, and staff satisfaction with campus services.

   C. Continually work to improve and expand online student services.

3. Implement a comprehensive institutional marketing plan that enhances the University’s public image. [SACS Principles of Accreditation – 2.5, 3.2; Baldrige Accountability Report – Cat. 1, 2, 3]
   
   **Action Plans**
   
   A. Clearly establish the university brand as representative of its mission and reputation of academic and professional excellence.
B. Promote the strengths of specialized academic, outreach, and cultural programs offered through the Higher Education Centers. Emphasize the unique opportunities these programs afford for engagement at the campus, community, and regional levels.

C. Function as a university partner in the development and refinement of new technologies to deliver the university brand to internal and external constituencies.

D. Provide guidance in the external positioning of the University's overall athletics program as an integral part of the total university and its image relating to areas such as conference affiliation and the academic accomplishments of student-athletes.

E. Provide marketing communication that effectively supports the increase of private and community support for the University.

4. Plan and implement fund-raising strategies to secure resources to support the institutional mission. [SACS Principles of Accreditation – 2.5, 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 1, 2, 4, 6]

Action Plans
A. Identify and annually assess fund-raising strategies that will secure resources for the University.

B. Seek methods to increase public support for higher education.

5. Enhance and expand stewardship opportunities through the continued development of donor relations, major gifts prospects, the Annual Fund, capital campaigns, and fund-raising events to provide a high level of service. [SACS Principles of Accreditation – 2.5, 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 1, 2, 4, 6]

Action Plans
A. Support the University in engaging new prospects and new relationships while stewarding established relationships.

B. Create opportunities for parents to become involved with the University, including the creation of a parents’ council and new approaches for involvement at first contact.

C. Expand and enhance the reach of the Coastal Fund with emphasis on increasing unrestricted gifts to the University through collaboration between the Advancement and Alumni Offices.

D. Generate gifts and pledges to support athletic development initiatives.

E. Provide funds to support the colleges’ initiatives through fund-raising activities.

6. Expand and enhance relationships and services with alumni while seeking to increase alumni giving on an annual basis and at the major gift level. [SACS Principles of Accreditation – 2.5, 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 1, 2, 4, 6]

Action Plans
A. Increase various modes of communication with alumni that result in more participation in programming and in increased giving.

B. Ensure that alumni information is accurate and current.

C. Identify and expand benefits and services to alumni.

D. Encourage student commitment to the University and secure their future investment as alumni leaders and donors.
E. Encourage faculty and administrative participation in alumni programs to foster a closer institutional relationship with alumni.

**GOAL VIII-B  Campus Facilities: Create and maintain a physical campus environment that provides adequate, appropriate, and aesthetically pleasing educational settings.**

**Objectives/Outcomes**
1. Update and assess the campus master plan that recognizes priorities in program space needs, maintains consistent architectural style throughout the campus, maintains a well-kept campus and grounds, and engages in a preventive maintenance program. [SACS Principles of Accreditation – 2.11, 3.2, 3.11; Baldrige Accountability Report – Cat. 2, 4, 6]

**Action Plans**
A. Monitor areas of construction and renovation that address university space needs.
B. Develop a landscaping/ horticulture master plan that results in a well-kept campus and grounds.
C. Develop and implement facilities management programs that promote maximum use of manpower and cost efficiency, and address deferred maintenance needs.

2. Maintain technical ability to continue financial processes in the event of a natural disaster. [SACS Principles of Accreditation – 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 2]

**Action Plans**
A. Work with Information Technology Services and selected software vendor to design and implement a financial processes plan offsite.

**GOAL VIII-C  Campus Sustainability: Develop and maintain a sustainability program that promotes the use of environmentally sound development and management practices campus-wide and the incorporation of sustainability across the curriculum.**

**Objectives/Outcomes**
1. Develop and implement a sustainability program at the University. [SACS Principles of Accreditation – 2.9, 3.4; Baldrige Accountability Report – Cat. 2]

**Action Plans**
A. Conduct a comprehensive campus environmental audit to identify and prioritize management alternatives.
B. Establish a Campus and Community Sustainability Initiative.

2. Promote the inclusion of sustainability concepts in the university curriculum. [SACS Principles of Accreditation – 2.9, 3.4; Baldrige Accountability Report – Cat. 2]

**Action Plans**
A. Identify options for explicitly including sustainability in selected courses.
B. Provide faculty development opportunities, including workshops to facilitate curriculum change and research activities.
C. Identify and publicize other educational opportunities including internships, scholarships, and conferences.
3. Provide educational outreach and public engagement programs and activities to the community and region. [SACS Principles of Accreditation – 2.9, 2.10, 3.4; Baldrige Accountability Report – Cat. 2, 3]

**Action Plans**
A. Identify opportunities for assisting with ongoing environmental community outreach including environmental service learning to promote public engagement.

B. Develop and conduct presentation-style programs to meet community needs and interest.

C. Publicize Coastal’s sustainability efforts to serve as a role model for the community.

GOAL VIII-D Resource Management: Optimize revenues through innovative programs and services that are appropriate to the institution’s mission while managing resources in a responsible and cost-effective manner.

Objectives/Outcomes
1. Monitor statewide objectives and measures to ensure accountability of the institution. [SACS Principles of Accreditation – 2.11, 3.2, 3.3, 3.10; Baldrige Accountability Report – Cat. 1, 2, 4, 6]

   Action Plans
   A. Monitor state and federal reporting requirements and provide support for effective management of data resources.
   B. Provide assessment support that informs and strengthens the University’s strategic planning process and promotes a student-centered campus.

2. Continue to attract out-of-state students to stabilize tuition revenues. [SACS Principles of Accreditation – 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 2]

   Action Plans
   A. Continue recruitment efforts in defined out-of-state markets.
   B. Involve alumni and parents of current students in a greater number of in-state and out-of-state recruitment programs.

3. Through identification of best management practices and efficient processes, ensure the effective management of financial resources. [SACS Principles of Accreditation – 2.11, 3.2, 3.3, 3.10; Baldrige Accountability Report – Cat. 2, 4, 6]

   Action Plans
   A. Perform financial, operational and compliance audits of university departments and functions via the Internal Auditing Office.
   B. Document step-by-step processes for all financial service areas, including billing and receipts, procurements, disbursements, monthly and annual financial statements, and externally-required reports.
   C. Identify all areas of the campus that receive and deposit funds in order to determine those areas with the highest risks to employee safety, theft, or fraud, and implement additional internal control procedures as needed.
   D. Identify and implement efficient and cost-effective electronic procedures for the collection of fees and payroll disbursements.
   E. Develop a comprehensive system to monitor and report on all university contracts and leases.

4. Maintain and apply data to analyze financial characteristics and trends for effective managerial decision-making. [SACS Principles of Accreditation – 2.11, 3.2, 3.3, 3.10; Baldrige Accountability Report – Cat. 2, 4, 6]
Action Plans
A. Provide data management support that informs university decision-makers, meets state and federal requirements, strengthens the academic quality and reputation of the institution, and promotes a student-focused campus.

B. Monitor state and federal reporting requirements and provide support for effective management of data resources.

C. Provide assessment support that informs and strengthens the University’s strategic planning process and promotes a student-centered campus.

5. Set academic tuition and fees for in-state residents that are competitive with those of peer institutions in South Carolina. [SACS Principles of Accreditation – 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 2]

Action Plans
A. Develop comparative studies of tuition costs at all South Carolina public universities for use in decision-making.

6. Develop collaborative programs and initiatives with Horry-Georgetown Technical College and with private business and industry that will enhance revenue production and effective use of resources. [SACS Principles of Accreditation – 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 2]

Action Plans
A. Develop shared services and programs with Horry-Georgetown Technical College.

B. Develop agreements with local businesses for activities using shared costs and revenues.

7. Use scholarship awards appropriately to enhance the attractiveness of tuition costs for students. [SACS Principles of Accreditation – 2.11, 3.2, 3.10; Baldrige Accountability Report – Cat. 2]

Action Plans
A. Increase access to need-based work-study aid by systematically identifying eligible students and alerting them to funding availability.

GOAL VIII-E  Human Resources: Develop and implement employment, compensation, benefits, employee relations, staff development, and human resources information programs that attract, enhance, and retain qualified employees and ensure compliance with federal, state, local, and institutional laws, regulations, and policies.

Objectives/Outcomes
1. Hire and retain employees who are committed to providing quality services and consistently aim to achieve the goals of the University. Ensure that hiring practices promote a diverse employee base. [SACS Principles of Accreditation – 3.2, 3.8, 3.9; Baldrige Accountability Report – Cat. 2, 5]

Action Plans
A. Initiate review of classification and compensation programs through desk audits, on-site job audits, and salary studies.

B. Participate in salary surveys in order to obtain critical market salary data.

C. Acquire software and implement an application tracking system for faculty positions that will enhance applicant interest globally and maximize efficiency.

2. Develop and implement benefits, risk management, auxiliary services, and safety and security programs that enhance the effectiveness with which employees perform their jobs. [SACS Principles of Accreditation – 3.2, 3.8, 3.9; Baldrige Accountability Report – Cat. 2, 5]
Action Plans
A. Meet with new hires within designated time lines to facilitate understanding and implementation of benefit programs and services.

B. Develop and implement on-campus safety programs specific to workplace/environmental safety issues.

3. Integrate computer technology into a comprehensive human resource system that enhances the efficiency and effectiveness of support provided to employees and to state officials. [SACS Principles of Accreditation – 3.2; Baldrige Accountability Report – Cat. 2, 5]

Action Plans
A. Conduct assessment to identify technological methods that maximize efficiency and enhance work accuracy and reporting.

4. Reduce workplace accidents and related injuries by adhering to preventative measures that meet or exceed OSHA standards. [SACS Principles of Accreditation – 3.2; Baldrige Accountability Report – Cat. 2, 5]

Action Plans
A. Conduct reviews of statistical data to determine future safety initiatives.

B. Coordinate prevention programs for at-risk populations and implement related training.

5. Develop a supportive, collaborative, and effective administrative structure that emphasizes the welfare of faculty and staff and responds to issues of concern in a timely manner. [SACS Principles of Accreditation – 3.2; Baldrige Accountability Report – Cat. 2, 5]

Action Plans
A. Identify and implement professional development activities that promote an environment of learning, personal/professional growth, and meet faculty/staff needs.

6. Implement professional development programs for employees that enhance their service to the University and promote student learning. [SACS Principles of Accreditation – 3.2, 3.8, 3.9; Baldrige Accountability Report – Cat. 2, 5]

Action Plans
A. Identify and implement professional development activities.

B. Maintain tuition waiver and tuition reimbursement programs to enhance access to educational programs.

C. Provide information resources to notify employees of campus-based and external educational opportunities.
Micheline Westfall, Academic Affairs presented two items for Senate information – no action required

**College of Natural and Applied Sciences**  
Department of Chemistry & Physics

1. **Request to Delete a Course:** Introduction to Organic and Biochemistry, CHEM 102.  
   **Rationale for proposed change:** This course has not been offered in over a decade and is not planned to be offered in the foreseeable future.

2. **Request to Delete a Course:** Introduction to Organic and Biochemistry Laboratory, CHEM 102L.  
   **Rationale for proposed change:** This course has not been offered in over a decade and is not planned to be offered in the foreseeable future.

Micheline Westfall, Academic Affairs presented the following items for Senate approval.

**College of Natural and Applied Sciences**  
Biology

1. **Proposal for Addition of a New Course:** Immunology, BIOL 405 (3).  
   **(Pre-Requisites: BIOL 340 and BIOL 350; Co-Requisite: BIOL 405L)**  
   **Course Description:** This course will cover the organs and cells of the immune system, mechanisms of innate and acquired immunity, immune system homeostasis, infectious disease, transplant and tumor immunology, autoimmunity, and vaccines.  
   **Rationale for new course:** Demand from students. (Also expands the biology department’s upper level offerings in biomedical disciplines.)  
   Elective course.

2. **Proposal for Addition of a New Course:** Immunology Lab, BIOL 405L (1).  
   **(Pre-Requisites: BIOL 340L and BIOL 350L; Co-Requisite: BIOL 405)**  
   **Course Description:** This course provides practical experiences to support the ideas learned in Immunology lecture, and includes exposure to many techniques used in modern immunology and medical laboratories.  
   **Rationale for new course:** Demand from students. (Also expands the biology department’s upper level offerings in biomedical disciplines.)

**College of Humanities and Fine Arts**  
Theater

1. **Proposal for Addition of a New Course:** Musical Theater Scene Study, THEA 295 (3).  
   **Course Restriction:** Course is limited to Musical Theater majors or student with consent of instructor.  
   **Course description:** The study of performance and acting in the musical theater. Several performance projects are required, all of which entail singing/acting and movement.  
   **Rationale:** Program lacks a course that “bridges” theater acting techniques with musical theatre performance. Standard at other programs.
APPENDIX A

to Annual Report from 2005 – 2006 University Promotion & Tenure Committee Report

Recommended Changes to Faculty Manual and Recommendation to Provost

TO: Faculty Senate

FROM: University Promotion and Tenure Committee
Darla Domke-Damonte, Chair

DATE: April 24, 2006

SUBJECT: Request for your passage of the following changes to the Faculty Manual and for your support in one recommendation to the Provost

The University Promotion and Tenure Committee has worked diligently this year not only on reviewing applications for promotion, tenure, and post-tenure review, but also on identifying areas within the faculty manual that we believe would be further improved by slight modifications and/or updating. Each of the nine committee members (Michael Lackey, Steve Hamelman, Paul Olsen, Emory Helms, Doug Smith, Dave Evans, Craig Gilman, Greg Krippel, and Darla Domke-Damonte) worked in task groups to consider several different issues that had been brought to the committee for consideration from the provost’s office or Dean’s Council or identified by the committee through its own deliberations. The proposed changes noted below were discussed and passed by the committee for recommendation to the Faculty Senate, based on observations by the Committee, study of the Faculty Manual, and/or suggestions from other sources for issues to consider. We would respectfully request the Faculty Senate to pass each of the respective changes noted below.

ISSUE #1 – What specific materials should be considered when evaluating a candidate’s file for promotion and/or tenure or post-tenure review? This issue is not clearly stated in the Faculty Manual. As a sequential evaluation process, it seems logical that the materials to be considered would be those since the most recent evaluation and/or hiring, but we considered this to be an important issue to clarify in written terms within the Faculty Manual. Thus, to address the question of what criteria should specifically be used to evaluate files submitted for review to the promotion and tenure process:

Change #1:
Add a new section (Section VI. E. New 6 to page 69 of the Faculty Manual – and renumber all subsequent numbers to increase by 1) to state the following:

“Candidates for promotion and/or tenure will be evaluated on their teaching effectiveness, scholarship, and professional activities achieved since their appointment to the tenure-track position or assistant professor or assistant librarian. Candidates for promotion to full professor or librarian will be evaluated on their teaching effectiveness, scholarship, and professional activities achieved since their appointment to Associate Professor or Associate Librarian.”

Justification: This statement provides specific clarification as to the materials that committee members at each stage of the process should be considering when evaluating faculty performance of candidates for promotion and/or tenure.

Change #2:
Add a new sentence after the first sentence of Section VI, F, paragraph 1 to state the following:

“Candidates will be evaluated on their teaching effectiveness, scholarship, and professional activities achieved since their last promotion in rank, or since their most recent post-tenure review.”

Thus that paragraph will read:

“The process of post-tenure review begins with the submission of a cover letter, a current vita, and at a minimum, five of the previous six annual performance evaluations to the department chair. Candidates will be evaluated on their
teaching effectiveness, scholarship, and professional activities achieved since their last promotion in rank, or since their most recent post-tenure review. The department chair will prepare a letter of evaluation and rating for each candidate and submit all materials to the dean.

Justification: This statement provides specific clarification as to the materials that committee members at each stage of the process should be considering when evaluating faculty performance of candidates for post-tenure review.

**ISSUE #2:** How should the membership of the college peer review committee be structured – should the college peer review committee for post-tenure review be the same committee as that for promotion and tenure review decisions and should faculty members who are applying for post-tenure review be eligible to serve on the respective college’s peer review committee in the year in which they are to come up for post-tenure review?

Discussion was held on this issue, and the following recommendations were noted. With respect to the composition of the college peer review committee, it was noted that there currently exists no process within the Faculty Manual to reconstitute the college peer review committee for the post-tenure review process. Thus, no change was recommended to establish separate peer review committees for the promotion and tenure process and the post-tenure review process within the colleges. However, on the issue of whether faculty members who are applying for post-tenure review may serve on the college’s peer review committee in the respective year, the committee’s discussion and consideration referenced the existing provision in Section VI, Part E, Paragraph 8, which specifies exclusion of “Sitting Department Chairs, Assistant Deans and Associate Deans…” This is due to the evaluative nature of those positions. Further, as the inclusion of an individual in the evaluation of others and their own recusal for their own file’s consideration may be awkward, and because there is a provision for departments to find qualified members outside the department if necessary, there seem to be no reasons for a faculty member whose file will be reviewed, to be placed on the peer review committee. Thus, the following change to the Faculty Manual was passed by the UPTC for recommendation for passage by the Faculty Senate:

**Change #3:**
Modify Section VI, Part E, paragraph 8 to read (note underlined section is the proposed change; addition of peer review before college committee is to bring into consistency with other references to this committee):

“Each College will have a college-wide promotion and tenure peer review committee. The College peer review committee shall consist of tenured faculty representing each department, area, or discipline in the College. Each College will determine the proportional representation for its departments, areas, and disciplines. The College Peer Review Committee must have a minimum of three members. Members are to be elected by their academic unit. In the event that a unit does not have an eligible faculty member to serve, it will elect a full time tenured colleague from another department within the College. The composition of the college-wide peer review committee will be determined by a vote of the full-time tenured and tenure-track faculty of the College. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, sitting Department Chairs, Assistant Deans and Associate Deans are not eligible to serve on College peer review committees.”

Justification: This process helps to clarify that no person who is coming up for promotion and/or tenure, or post-tenure review will be eligible to serve on the committees and make the creation and fluidity of these committees stable over the entire respective academic year. This clarification provides assistance to deans who are working to develop the respective committees, and guidelines for eligibility that are consistent with service on the University Promotion and Tenure Committee.

**ISSUE #3:** Should the primary responsibility for tenure decisions rest with the department chair, college and dean?
What is the responsibility regarding this matter of the UPTC?

Discussion was held on this matter, and it was also noted during this review that the UPTC was not noted in its charge in Section IV, Part E, Paragraph 12, as having authority to review cases for Exceptional in post-tenure review, as noted in the policies described in Section VI, Part F, Paragraph 3d (Page 77). Thus, the following statement was passed by the UPTC for recommendation for passage by the Faculty Senate:

**Change #4:**
Add the following sentences to Section IV, Part E, Paragraph 12, into the paragraph beginning “Purpose:” (Note underlined items represent proposed addition to this section):

“Purpose:  The duties of this committee are to consider all applications for promotion and/or tenure from eligible faculty and to review for validation all applications that are submitted based on the Dean and/or College Peer Review Committee recommendation for the Exceptional rating in post-tenure review, and to forward recommendations regarding such to the administration. The primary responsibility for decisions related to tenure and promotion and for exceptional ratings in post-tenure review belongs, first, with the Department (Chair and Peer Review), and second, with the College (Dean and Peer Review). The University Promotion and Tenure Committee members will independently consider each file, but the UPTC deliberation will be most investigative in cases where there is either disagreement at the Department and/or College level, or apparent or perceived irregularities in due process or procedure. The committee also reviews criteria, policies, and procedures …”

Justification: This proposal sets up in the charge to the committee the role that is already described for the UPTC in post-tenure review decisions (Section VI, Part F, Paragraph 3d), and also clarifies the complementary, yet distinct role of this committee in the promotion, tenure, and post-tenure review process.

<table>
<thead>
<tr>
<th>ISSUE #4: Should application for promotion to full professor be made to a new committee of elected full professors? Should the application materials include reviews by external evaluators? Should this committee also evaluate post-tenure review for full professors?</th>
</tr>
</thead>
</table>

Discussion was held on this matter. It was noted that due to the distribution of full professors among the colleges and departments, evaluation of P&T files of candidates for Professor by only a group of Professors is not feasible within the current structure as outlined in the Faculty Manual.

A new committee or layer within the promotion and post-tenure review process would need to be created. This raises the issue of how to structures such a potential layer or committee. Two processes seem apparent: (1) Election by College: Each year faculty from each college will elect two full professors from that college who are eligible to serve (1 from the Library). Members of this committee could serve concurrently on department, college or university P&T committees. All files for promotion to full professor will be forwarded to this committee for consideration. Either this would add a step before review by department and college committees, or this would replace the department and college peer review committee reviews.

(2) Formally create the Council of Professors as an advisory council to the President, Provost, and perhaps also to Faculty Senate: Specific charge, responsibilities, etc. would have to be decided. The Council would elect each year a subcommittee of its members, based on criteria listed above, to review all applications for promotion to full professor. Members of this subcommittee could serve concurrently on department, college, or university P&T committees.

Regardless of which of the above options was considered, there could very well be instances where a candidate for professor would not have a member of his/her department involved in the evaluation process. In addition, the addition of another layer to the review process would require a review of the timeline for submission and evaluation of files for promotion and post-tenure review. Finally, a review of the eligible set of faculty to serve in such capacity indicated a very small candidate pool to draw from as shown in the following table (not included in the table are those full professors serving in administrative, department chair, or dean positions, as these individuals are already involved in the review process or precluded from participating because of their administrative roles).

Because of these challenges with both implementation and the committee’s consensus that there was not a clearly obvious gap in current practice, this matter was tabled for discussion and committee requested that Faculty Senate be informed of its view that at present, given the limited number of non-administrative full professors, the implementation of any change in the current practice could be exceedingly difficult. Thus, the combined outcome of this evaluation was to suggest that no changes be implemented at the current time to the review process for promotion to full professor, but that Faculty Senate be informed of the discussion and research up to this point in time on the matter.
CCU Full Professors Eligible to Serve on Department, College, or University P&T Committees, AY 2005 – 2006*

<table>
<thead>
<tr>
<th>College of Business</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>WCOB Total</strong></td>
<td>3</td>
</tr>
<tr>
<td>College of Humanities and Fine Arts</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy / Religion</td>
<td>0</td>
</tr>
<tr>
<td>Politics / Geography</td>
<td>4</td>
</tr>
<tr>
<td>Theater</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
</tr>
<tr>
<td><strong>COHFA Total</strong></td>
<td>16</td>
</tr>
<tr>
<td>College of Natural and Applied Sciences</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry / Physics</td>
<td>1</td>
</tr>
<tr>
<td>Marine Science</td>
<td>2</td>
</tr>
<tr>
<td>Math / Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Psychology / Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>CNAS Total</strong></td>
<td>9</td>
</tr>
<tr>
<td>Kimbel Library</td>
<td>2</td>
</tr>
<tr>
<td><strong>Library Total</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Eligible</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

*Does not include full professors serving in administrative, department chair, or dean positions.

**ISSUE # 5:** What should happen if a college/library peer review committee does not “prepare a letter of recommendation based on both the Department’s and College’s promotion and tenure guidelines and the promotion and tenure criteria state in the Faculty Manual” (*Faculty Manual*, Section VI, Part E, Paragraph 8) when the UPTC and Provost are charged with evaluating each candidate’s files “based on both the Department’s and the College’s promotion and tenure criteria stated in the Faculty Manual” (*Faculty Manual*, Section VI, Part E, Paragraph 12) and the UPTC and Provost would therefore lack the input of the college peer review committee on these specific issues?

Discussion was held on this matter, and the following recommendation was passed by the UPTC for recommendation for passage by the Faculty Senate:

**Change #5:**

Add the following sentences to 2005-2006 *Faculty Manual*, Section VI, Part E, Paragraph 12 (page 72) to the end of Section VI.E.(12) on page 72 (underlined sections are new material to be added):

“… the College’s promotion and tenure guidelines and the promotion and tenure criteria stated in the Faculty Manual. If a majority of the members of the University Promotion and Tenure Committee deem that more specific information and/or evaluations on any particular candidate are needed from the appropriate College Peer Review /Library Peer Review Committee before making a decision on that candidate, the chair of the University Promotion and Tenure
Committee shall request the specified information and/or evaluation(s) from the College Peer Review/Library Peer Review Committee, which shall provide such specified information and/or evaluation(s) to the University Committee within ten (10) working days of the request. If the College Peer Review/Library Peer Review Committee will not or cannot provide such information and/or evaluation(s), for any reason, the Dean of the College/Library shall appoint an ad hoc committee to provide the requested information and/or evaluation(s) to the University Promotion and Tenure Committee, which the ad hoc committee shall do in a timely manner. The Dean of the College/Library-in-question shall ensure that the ad hoc committee is comprised as closely as possible to the provisions of Section VI.E(8) or Section VI.E.(9), whichever applies, provided that members of the original Peer Review Committee shall not be eligible for appointment to the ad hoc committee. The Dean shall appoint the chair of the ad hoc committee and shall convene the committee and charge its members with the task to be accomplished."

Justification: Currently no process exists within the Faculty Manual to deal with a peer review committee’s evaluation which does not provide information about the respective candidate’s fulfillment of the specific performance guidelines of the respective Department and College/Library. This addendum would provide the Provost, UPTC, Dean, and candidate with a means to assure that such an evaluation had taken place within the respective peer review committee.

**ISSUE # 6:** Should a faculty member who joined the faculty during an academic year, receive credit for a full academic year of probationary service and be eligible for tenure and promotion based upon this credit?

Discussion was held, and the committee suggested that this issue would most easily be handled by means of the offer of employment letter that the faculty member receives before commencing employment with Coastal Carolina University. As such, the committee made the following recommendation for passage by the Faculty Senate:

**Recommendation #1:**

Recommends that the Faculty Senate make a suggestion to the Provost’s Office that states that the Provost’s office coordinate with the appropriate offices on campus to provide in the offer of employment letter to each faculty member a clear statement of the time period in which that person will be eligible for consideration for promotion and/or tenure, or post-tenure review.

**ISSUE # 7:** Is the current schedule for promotion and tenure and post-tenure review reasonable for all parties?

Currently, the schedule for the respective academic year’s promotion and tenure cycle is provided to applicants, departments, and colleges by September 30 of the respective academic year. This usually means that files are due to the candidate’s Dean by somewhere around October 15 of the respective academic year. Because all completed files (inclusive of departmental chair review, college peer review committee reviews, and dean’s review, as well as records of any meetings between college peer review committee and dean on each file) are due in the Provost’s office by December 1 of the respective academic year, it is clear that a number of critical actions must happen within a very short timeline, which includes the weeklong Thanksgiving holiday break. Thus, the following changes are being recommended to increase the window of review time for college peer review committees (from 5 weeks from candidate file submission to completed file in Provost’s office to 11 weeks from candidate file submission to completed file in Provost’s office); to enable more flexibility for Dean’s to set internal guidelines based on number of files to be reviewed in the respective year; to enable more time for Dean and college peer review committee to exchange feedback and reviews; and to enable candidate greater opportunity for feedback to issues raised by college peer review committees, deans, or other materials. Furthermore, the final proposal is to enable greater freedom within individual colleges to identify (and communicate) internal deadlines for post-tenure review to candidates coming up for the process. Thus the following three changes were passed by the University Promotion and Tenure Committee for recommendation for passage by the Faculty Senate:

**Change #6:**

Change Section VI, Part E, Paragraph 2 of the Faculty Manual from:
“The Provost, in consultation with the Chair of the University Promotion and Tenure Committee, will establish and publish a calendar of dates relative to promotion and tenure. This calendar will be forwarded to all faculty members no later than September 30 of each year.” TO: “The Provost, in consultation with the Chair of the University Promotion and Tenure Committee, will establish and publish a calendar of dates relative to promotion and tenure for the upcoming academic year no later than May 10 of each year. In no case will the deadline for submission of the files from the candidates be later than September 15 for consideration for the respective academic year. This calendar will be forwarded to all faculty members no later than May 15 of each year to correspond to the tenure and promotion cycle of the upcoming year.”

Justification: The above requested change enables faculty members to better prepare for the process of preparing their files, and provides a month more for department heads, college/library peer review committees, and deans to complete their reviews and provide recommendations to the Provost’s office by December 1 of the respective year.

**Change #7:**

Change Section VI, Part E, Paragraph 3 of the *Faculty Manual* from:

“The Dean of each College and the Library will, each year, provide their faculty with a written summary of that College/Library’s promotion and tenure process and deadlines and a copy of the College’s Library’s promotion and tenure guidelines. Department Chairs or equivalents will, each year, provide their faculty with any additional promotion and tenure guidelines unique to that department or area.” TO: “No later than September 1 of each year, the Dean of each College and the Library will, each year, provide their faculty with a written summary of that College/Library’s promotion and tenure process and internal College or Library deadlines and a copy of the College’s Library’s promotion and tenure guidelines. No later than September 1 of each year, Department Chairs or equivalents will, each year, provide their faculty with any additional promotion and tenure guidelines unique to that department or area.”

Justification: The above requested change brings the deadline for providing internal College/Library and departmental performance guidelines into compliance with the dates suggested in Change #6 above.

**Change #8:**

Change Section VI, Part F, Paragraph 1 of the *Faculty Manual* from:

“The Evaluation Process

The process of post-tenure review begins with the submission of a cover letter, a current vita, and at a minimum, five of the previous six annual performance evaluations to the department chair. The department chair will prepare a letter of evaluation and rating for each candidate and submit all materials to the dean. The dean, in turn, will convene the college’s peer review committee and supply the committee with the department chair’s letter and the candidate’s file. The deadline for such submission shall be established by the provost. The college’s peer review committee evaluates the post-tenure review file and prepares an individual letter for each candidate recommending one of the following ratings:” TO: “The Evaluation Process

Add this entire section here:

“The deadline for such submission shall be established by the Provost, in consultation with the Chair of the University Promotion and Tenure Committee. The deadlines for the post-tenure review process for the upcoming academic year will be set no later than May 10 of the previous academic year, with College/Library Deans setting their internal college deadlines such that the completed files (including letters from the College/Library Peer Review Committee, departmental chairperson, and College/Library Dean, are made available in the Provost’s Office no later than February 10 of each year.”

The process of post-tenure review begins with the submission of a cover letter, a current vita, and at a minimum, five of the previous six annual performance evaluations to the department chair. The department chair will prepare a letter of evaluation and rating for each candidate and submit all materials to the dean. The dean, in turn, will convene the
college’s peer review committee and supply the committee with the department chair’s letter and the candidate’s file. The college’s peer review committee evaluates the post-tenure review file and prepares an individual letter for each candidate recommending one of the following ratings:"

Justification: The above requested change brings the communication of university wide deadlines for the post-tenure review process for the upcoming academic year into alignment with the change mentioned in Change #6 above.

**ISSUE #8:** Should faculty members have the opportunity to respond to negative evaluations by departmental chairs, peer review committees, and/or Deans prior to their files being forwarded to the Provost’s office for consideration by the Provost and University Promotion and Tenure Committee?

This issue was discussed, as the current process (Section VI, Part E, Paragraph 10 of the Faculty Manual, page 71) calls only for the Dean to have a meeting with the respective faculty member to discuss the recommendations provided by the department chair, college/library peer review committee, and dean, and specifies the process to be used when there is disagreement between the dean’s evaluation and the peer review committee, including the provision of a letter to be included in the candidate’s file that documents the outcomes of that meeting between College/Library Dean and peer review committee. However, there is no opportunity for the respective faculty member to provide any feedback or response to these evaluations/recommendations that would be included in his or her file for subsequent review by both Provost and University Promotion and Tenure Committee. To increase the equity in enabling discussion and reconciling disagreement between evaluating parties, the following change was passed by the University Promotion and Tenure Committee for recommendation for passage by the Faculty Senate:

**Change #9:**

Change Section VI, Part E, Paragraph 10 from:

“The College/Library Committee letters are addressed and forwarded, along with the candidates’ files, to the Dean. The Dean will review each file and write a letter of recommendation based on both the College’s promotion and tenure guidelines and the promotion and tenure criteria stated in the Faculty Manual. This letter is placed in the candidate’s file. The decision to recommend or not is communicated to the College Committee. The Dean will meet with the candidate to discuss the College P&T Committee’s recommendations, the department chairperson’s recommendation, where applicable, and the recommendation of the Dean. The candidate may have copies of these letters. If the Dean disagrees with the College/Library Committee’s recommendations, the Dean will meet with the College/Library Committee. At the conclusion of the meeting, the Dean and the College/Library Review Committee will issue a single letter that describes the results of that meeting. The candidate may withdraw from the process at this point in which case the file and all letters will be returned to the candidate. If the candidate continues on, the Dean will submit the full file, containing the items listed in section 5, to the Provost’s office.” TO: “The College/Library Peer Review Committee letters are addressed and forwarded, along with the candidates’ files, to the Dean. The Dean will review each file and write a letter of recommendation based on both the College’s promotion and tenure guidelines and the promotion and tenure criteria stated in the Faculty Manual. This letter is placed in the candidate’s file. The decision to recommend or not is communicated to the College Peer Review Committee. The Dean will meet with the candidate to discuss the College Peer Review Committee’s recommendations, the department chairperson’s recommendation, where applicable, and the recommendation of the Dean. The candidate may have copies of these letters. If the candidate wishes to address the recommendations and/or evaluation criteria noted in the letters of the College/Library Peer Review Committee, the departmental chairperson, and/or the College/Library Dean, the candidate may write a letter responding to these specific issues and provide it to the College Dean. If the Dean disagrees with the College/Library Peer Review Committee’s recommendations or the candidate has written a letter responding to the reviews of the College/Library Peer Review Committee, departmental chairperson, and/or College/Library Dean, the Dean will meet with the College/Library Peer Review Committee, sharing with the College/Library Peer Review Committee any letter from the candidate responding to the evaluation. At the conclusion of the meeting, the Dean and the College/Library Peer Review Committee will issue a single letter that describes the results of that meeting. The candidate may withdraw from the process at this point in which case the file and all letters will be returned to the candidate. If the candidate continues on, the Dean will submit the full file, containing the items listed in Part VI, Section E, Subsection 5, and all letters added to the file in Subsections 8 (or 9) and 10 of Part VI, Section E of the Faculty Manual to the Provost’s office by the stated deadline.”
ISSUE # 9: The deadlines and process for the consideration of post-tenure review provide no deadline for submission by faculty who want to submit their files to the Provost and University Promotion and Tenure Committee for validation of the Exceptional rating, and there is limited clarity as to the identification of external reviewers by applicants for post-tenure review.

Discussion was held, and consideration was given to the fact that there is a very small window of consideration if faculty member files applying for post-tenure review are due in early Spring semester (around February 15) to their respective deans. As those faculty who are seeking validation of Exceptional rating by the Provost and University Promotion and Tenure Committee must also have external review letters submitted before such recommendations can be made, and as this must all happen prior to the end of April each year, the University Promotion and Tenure Committee passed the following change as a recommendation for passage by Faculty Senate.

Change #10:

Change Section VI, Part F, Paragraph 3d from:

“Exceptional: If either the college peer review committee or the Dean agree that a faculty member holding the rank of Professor/Librarian, is exceptional, that individual may accept a favorable rating or submit a file to the Provost and the university promotion and tenure committee for valuation of the exceptional rating. The faculty member may elect to submit a post-tenure review file or to prepare a more comprehensive file documenting teaching excellence, scholarly/creative activity, and service. The file should also show the promise of potential contributions. This file, containing letters from the department chair, the College’s peer review committee, and the Dean, is submitted to the Provost and the university promotion and tenure committee for review. Upon deciding to seek an exceptional rating, the faculty member will meet with the Dean and the Provost to select referees external to the institution. The applicant may make as many as three suggestions for referees. One of these must be included in the final two selected by the Dean and Provost....”  To: “Exceptional: If either the college peer review committee or the Dean agree that a faculty member holding the rank of Professor/Librarian, is exceptional, that individual may accept a favorable rating or submit a file to the Provost and the University Promotion and Tenure Committee for valuation of the exceptional rating. The faculty member may elect to submit a post-tenure review file or to prepare a more comprehensive file documenting teaching excellence, scholarly/creative activity, and service. The file should also show the promise of potential contributions. This file, containing letters from the department chair, the College’s peer review committee, and the Dean, is submitted to the Provost and the University Promotion and Tenure Committee for review no later than two weeks after notification of the decision of the peer review committee, Dean, and departmental chair are communicated to the candidate. Upon submitting the file to the Provost and the University Promotion and Tenure Committee with the request for an exceptional rating, the faculty member will meet with the Dean and the Provost to select referees external to the institution. The applicant may as many as three suggestions for will provide contact information for as few as one or as many as three external referees from his or her discipline. One of these must be included in the final two selected by the Dean and Provost....”
Faculty Welfare and Development Committee, Michael Ruse, Chair presents the following for senate consideration and approval.

Motion 1

Given the unprecedented growth of the University and the intensive turnover of leadership at the level of Chair, Dean, Provost and President, the Faculty Senate urges the President to immediately create the position of Faculty Ombudsman to ensure that the policies and procedures of the Faculty Manual are strictly adhered to during this transitional period and beyond. The ombudsman must have thorough knowledge of the manual and an understanding of legal issues which can arise from failure to maintain proper procedure. The ombudsman would consult with and report to a number of offices including Human Resources, President, Provost, Senate Executive Committee and University Counsel. The ombudsman will be available to counsel faculty and administrators on issues of process and policy as put forth in the manual. Appropriate compensation should be determined and awarded to the ombudsman commensurate with the importance and workload of the position.

Motion 2

The faculty Senate urges the President to compose a letter in support of negotiating a preventative care benefit as part of the state health plan, and forward that letter to the appropriate state official.
May 3, 2006

To: Faculty Senate, Dr. Dave Evans, Chair
From: University Student Retention and Assessment Committee, Dr. Sharon Gilman, Chair
Re: Annual Report

The University Student Retention and Assessment Committee met seven times during the 2005-2006 academic year. We were discouraged that CCU student retention numbers declined last year. However, we hope that the administration’s enthusiastic adoption of many of our 2004-2005 recommendations will turn this around.

Recommendations on which we see excellent progress being made include:

1. Provide resources necessary to make the First Year Experience Program mandatory for all freshmen and new transfer students. The FYE has become part of CCU’s curriculum, effective in Fall 2006, and is mandatory for all freshmen.

2. Increase faculty involvement in the FYE by providing appropriate incentives. Apparently, the incentives are improving such that staffing needs for the FYE are being filled successfully. This suggests that there is faculty support. We will continue to track faculty involvement with the FYE.

3. Administer an academic advisor evaluation form to students. We administered a pilot survey to a random sample of freshmen, sophomores, juniors, and seniors this spring. Survey results indicate that a majority of students have a favorable view of the advising process. One area that needs improvement is faculty knowledge of CCU student support programs. The Office of Student Affairs is working hard to make this information more accessible to students and faculty. We will administer this survey next spring.

4. Provide midterm grades of A-F for freshmen. This began in fall 2005.

5. Hire a coordinator of campus-wide student retention programs to develop goals/benchmarks for student retention and graduation and to develop a structure/mechanism for reviewing, implementing, and coordinating recommendations directed at freshmen. This position has been approved and hiring is underway.

6. Provide information, professional development programs, and appropriate incentives for faculty and staff who engage in freshmen support efforts. This is underway in concert with the development of the FYE.

7. Revise student employment practices to increase availability of on-campus jobs for new students. The College Work Program has been created to address this issue and word gets out via the on-campus job-fairs. There are plans to increase the availability of funds available for 2006-07 so more students can be employed in meaningful positions on-campus.

8. Provide resources to coordinate academic support services for new students and provide academic advising for all first year freshmen. This has occurred with the development of the new University Academic Center.

9. Explore a freshmen year college concept that connects academic advising, special interests housing/learning communities, co-enrollment, the Big Read, success seminars, etc. This is underway and is strongly supported.

10. Ensure that all students have a complete academic plan. These are now available to students and advisors through Datatel, although the present format is not user-friendly. In addition, new advisors should receive Datatel training to make advising more productive.

11. On-going data collection to monitor how we’re doing. We are using the CIRP freshman survey, advisor assessment survey, freshman survey, and senior exit survey to gather assessment data for our students. In addition, the Office of Institutional Research and Assessment produces the Fact Book and Assessment Book that aid in tracking and planning.

Next year the SRAC plans to address the following issues as they relate to student retention:

- issue of quality versus quantity of incoming students
• improve campus facilities
  o inviting spaces in academic buildings where students can gather
  o library
  o student center
  o fitness center
• CCU’s party reputation
• build learning communities in on-campus housing
• explore how the SAT or ACT writing sample can be used as part of the admissions or placement process
• make the increasingly sprawling campus more united and bike-friendly
• improve faculty awareness (especially new faculty) of the retention issue
• anecdotal evidence of problems with new faculty retention

We sincerely thank everyone who has listened to us and is working hard to make CCU a better place for students without compromising academic integrity. We hope that these efforts will make CCU a better place for everyone.
The membership of the Faculty Welfare and Development Committee (FWDC) is as follows: Drs. Margaret Fain, Thomas Hoffman (secretary), Varavut Limpasuvan, Treelee MacAnn, John Marcis, Barbara Ritter, Michael Ruse (Chair), Sophia Tan, Joe Winslow. Dr. John Mortimer acted as substitute for the fall Scholarly Reassignment ranking process, Dr. Elizabeth Keller acted as substitute for the Professional Enhancement Grant ranking process, and Dr. Robert Burney replaced Dr. John Marcis for the spring semester as he received scholarly reassignment for the time period. The full committee met five times during academic year 2005-2006 (9/12, 9/28, 11/11, 3/3 and 4/21). The committee elected Dr. Treelee MacAnn as its representative to the Grievance Committee and Dr. Margaret Fain as an alternate.

The charge of the committee, as stated in section IV on pages 11-12 of the 2003-2004 Faculty Manual, is to consider policy matters pertaining to salaries and other aspects of the personal welfare of the faculty and to act as the initial agent of the faculty in matters concerning discipline of its own membership. In addition, this committee assists in all aspects of faculty development, including the organization of seminars or workshops to support continued education, scholarly research, and publication, or travel to professional meetings. Recommendations concerning scholarly reassignment leave applications and the awarding of faculty development grants are forwarded to the Provost.

Salary Compression:

This is the third year of the salary compression initiative undertaken by the Administration. Last summer the senate voted on three motions concerning salary adjustments for the 22 Associate Professors who have yet to have their salaries decompressed, and for the faculty as a whole. The senate received administrative action reports which modified those motions.

The Provost, President and Board of Trustees have included $114,478 in this coming year’s budget to decompress the salaries of the 22 Associate Professors affected by compression based upon their relative compression within their departments. Affected faculty that have negotiated salaries as part of administrative positions that they currently hold will receive their adjustments once they leave those positions and return to the ranks of the faculty.

As for the salary system as a whole, The Chair of the Faculty Welfare and Development Committee designed a spreadsheet that would calculate the total cost of adjusting the entire faculty salary structure based on years at rank according to CUPA averages by discipline. The averages are drawn from a cohort of 234 institutions compiled by the Office of Institutional Research and Assessment. The Office of Human Resources and Equal Opportunity has recently supplied the Office of Academic Affairs with a breakdown of faculty salaries that also contains the years at rank for each professor. The data will be entered into the spreadsheet so that the total adjustment dollars needed can be ascertained. The Provost, President and Board of Trustees have agreed in principle to work according to successive three year plans to attempt to meet the CUPA averages insofar as it is fiscally possible. During the next three years, as Assistant Professors are promoted to Associate Professor, a decompression analysis will be performed in order to determine if their salaries need adjustment. Furthermore, the President and Provost will work with Deans, Chairs and the FWDC to identify faculty members in need of adjustment to meet the CUPA averages. At this time there is no plan to institute a strict step salary system at CCU. Given the financial uncertainty due to threatened tuition caps, and the tendency of a strict increment system to undo past merit if instituted only based on years at rank, the Administration will proceed according to the procedure outlined above. The Faculty Welfare and Development Committee applauds the past and ongoing efforts of Administration to address the salary inequities produced by the growth of the university.

Tuition Benefit:

At the request of the Chair of Faculty Senate, the FWDC constructed a survey in order to determine the approximate cost of offering a tuition benefit for dependents of faculty as a means to better recruit and retain quality faculty. The survey was administered early in the spring semester. 109 full-time Faculty responded to the survey. The results of the survey are being analyzed in order to determine the potential cost of such a benefit. From a quick glance at the data it seems as though at any given time at most 20-25 dependants of Faculty would be enrolled under the program. Inclusion
of staff in the program will need to be studied by the Office of Human Resources and Equal Opportunity. A more comprehensive analysis of the data will be forthcoming in the summer or fall meeting of the senate.

Preventative Care Benefit:

Through the Chair of Faculty Senate, the FWDC received notification of an effort by the faculty at USC Columbia to pursue having a preventative care benefit negotiated as part of the state health plan. There has been similar action taken at USC Aiken and Clemson. There have been meetings with the state health plan representative and the local human resource officers at those institutions. The FWDC has addressed the issue at two meetings and has attached a motion to this report for senate consideration.

Scholarly Reassignment:

The Committee received two applications for Scholarly Reassignment in the fall application period and two additional applications in the spring application period. Each proposal was ranked and a report was submitted to the Office of Academic Affairs. As per the recommendations of the Deans Committee and the FWDC, all four Scholarly Reassignments were awarded by the Provost and President. Applications for Scholarly Reassignments beginning spring 2007 are due in the Chair/Supervisor’s office by August 1, 2006.

Professional Enhancement Grants:

The committee received 30 applications for grants with a total budgetary request of $110,852.95 (the current program budget is $65,000). Two of these were applications for Proposal Writing Grants (PWG), ten applications were for Academic Enhancement Grants (AEG), and eighteen were for Research Enhancement Grants (REG). Dr. Richard Moore of the Office of Grants received a set of applications for the PWG so that he could give his input to the committee.

In total, one Proposal Writing Grant, eight Academic Enhancement Grants (three of which received partial funding) and twelve Research Enhancement Grants (five of which received partial funding) were awarded by the Office of Academic Affairs as per the recommendations of the FWDC. The total recommended expenditure for the 2005/2006 Professional Enhancement Grant program was $64,965.95 of $110,852.95 requested (58.6% of requested PEG funds and $34.05 under budget). The grants were funded at roughly $64,000.

The total Academic Enhancement Grant recommended allocation was $24,789.95 of $38,489.95 requested (64.4% of requested AEG funds and 38% of total PEG allocation)

The total Research Enhancement Grant recommended allocation was $37,676 of $67,863 requested (55.5% of requested REG funds and 57.9% of total PEG allocation)

The total Proposal Writing Grant recommended allocation was $2,500 of $4500 requested (55.5% of requested PWG funds and 3.8% of total PEG allocation)

Two faculty members requested slight modifications to their grants and those requests were forwarded to the Provost and Associate Provost.

Given the overwhelming demand for these grants, if the total request again exceeds $100,000 in AY 2006-7, the FWDC will petition the Provost to increase the program budget to $80,000 as was initially requested when the program was expanded.

Other Issues:

The committee discussed the need to create the office of Faculty Ombudsman (see attached motion). We also discussed the need to clarify the application process and criteria for Academic Enhancement Grants and Research Enhancement Grants. Efforts along these lines will be ongoing and in the meantime, faculty with questions on these grants are encouraged to contact the Chair of the FWDC.
I would like to thank membership of the committee for their efforts and attention to the business of the Faculty Welfare and Development Committee.

Respectfully Submitted:
Michael S. Ruse, Chair, Faculty Welfare and Development Committee
TO: Faculty Senate

FROM: University Promotion and Tenure Committee
Darla Domke-Damonte, Chair

DATE: April 26, 2006


The nine (9) members of the University Promotion and Tenure Committee (Michael Lackey, Steve Hamelman, Paul Olsen, Emory Helms, Doug Smith, Dave Evans, Craig Gilman, Greg Krippel, and Darla Domke-Damonte) met 13 times during academic year 2005 – 2006, with the last meeting on April 25, 2006. In the fall semester, the committee formulated a strategy to seek to develop a common understanding of the promotion and tenure process. As an outcome to that process, the committee prepared a basic powerpoint presentation to use to discuss the process, and the committee chairperson attended the dean’s council meeting on October 17, 2005, to both solicit dean’s feedback on the idea and on the powerpoint slides and to request the dean’s support in the process. The reception to the idea was very strong, and therefore the UPTC requested a meeting on November 2, 2005, with the peer review committees of each of the colleges to discuss the process of promotion and tenure and seek to identify a common understanding across all parties involved in the process. The meeting was well attended and much discussion ensued, which also indicated some of the issues that the UPTC later discussed in more detail to develop recommendations for changes to the Faculty Manual. In the spring semester, the committee began meeting on January 17, 2006, and during the course of its meetings, the committee considered a total of 15 applications for promotion and/or tenure decisions and 2 applications for the Exceptional rating in post-tenure review.

As charged in the Faculty Manual and based on the committee members’ own observations and the input of the Provost’s office and others, the committee also considered numerous policies and procedures with respect to tenure, promotion, and post-tenure review as they are presented in the Faculty Manual. These issues and the committee’s recommendations to the Faculty Senate for changes to the Faculty Manual to deal with each of the issues are presented in Appendix A to this report.

The members of the committee worked extremely well together and spent many hours in trying to work to recommendations for policies and procedures that work toward insuring a common understanding of the process of promotion, tenure, and post-tenure review. I would like to thank each of the members of the committee in this public forum for their contributions to the process. It is our hope that these initiatives and recommendations will be supported by the Faculty Senate.