



**Strategic Planning Steering Committee  
Eighth Committee Meeting  
January 24, 2008**

**MINUTES**

Present: Will Garland, Chair; Chris Mee; Jerome Christia; Carl Schwartzkopf, Sallie Clarkson; Charles Jordan; Col. William Baxley Jr.; and Brad Dean. Also attending were Claudia McCollough, Jackson Center for Ethics and Values; Darla Domke-Damonte, Coordinator of Strategic Planning; Adam Townsend, Assistant Director, Jackson Center for Ethics and Values; and Jackson Scholars: Tobias Banks, Tarrah Casey, Sarah Heishman, Perry Helton, and Marissa Mitzner.

Chair Will Garland called the meeting to order at 6:30 p.m. He called for acceptance of the minutes of the November 29 meeting. Carl Schwartzkopf moved to accept and Jerome Christia seconded the motion. There was no discussion, and the minutes were accepted as submitted.

Chair Garland noted that the mission statement had been accepted by SC Commission on Higher Education on January 8, 2008. He then recognized Dr. Claudia McCollough, who explained that Darla Domke-Damonte had suggested that the Jackson Scholars might look over the new mission statement to identify implicit and explicit values within the document. Dr. McCollough introduced each of the Jackson Scholars noted above (under “Present:”), and asked them to explain their process and rationale for each of the recommendations made. Their observations are reported below, paragraph by paragraph of the new mission statement. (Comments and additions by committee members are reported in italics after the Jackson Scholars’ comments.)

**Paragraph #1 – Implicit and Explicit Values**

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

The following implicit values were identified:

1. Educating and developing students and graduates who are capable of impacting and bringing about changes nationally and internationally.
2. An educational environment that focuses on the development of students into caring, learned and productive graduates.
3. The development of self-pride and respect in students in order to encourage their motivations to be persistent and determined.
4. The realization that health is a direct factor in student growth and in overall success in life.
5. Elimination of ethnic bias and discrimination through a commitment to the acceptance of varying cultures, viewpoints and learning techniques.
6. Open-mindedness and mutual respect among students, faculty, and staff.

7. Faculty and staff who offer positive reinforcement and unconditional acceptance to students.

*Other discussion highlighted what student-centered means, with the following as outcomes: the high priority of the student which means watching out for students' best interest beyond only their academics, balanced growth in students and faculty numbers, and a focus on putting the student at the core of all we do. Others noted that sometimes we may have forgotten students as we have grown. Sarah noted that students need to feel involved and transformed.*

#### Paragraph #2 – Implicit and Explicit Values

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

The following implicit values were identified:

1. Embracing and encouraging each individual student through the creation of teacher-student bonds.
2. Developing bonds with faculty, colleagues, and the university which endure for a lifetime.
3. The privilege and right of free inquiry.
4. The recognition of individual dignity.
5. Understanding leadership roles through faculty and colleague role models.
6. The University's commitment to keep current with technological methodology and information.
7. Student opportunity for international travel and study opportunities.
8. The recognition and importance of providing developmental opportunities for faculty and students who are academically involved and intellectually inquisitive.

*Additional discussion highlighted the need to further delineate what was meant by "teacher-scholar" Perry noted the importance of enduring relationship building through CCU, and Tobias noted the opportunity for self-realization through faculty/student engagement. Additional discussion noted the importance of providing different types of opportunities.*

*As such, the following additional implicit values were added:*

9. *Crafting relationships, not processing students.*
10. *Inviting students to participate in their intellectual development and discovery.*
11. *Celebration of the innovation for teaching excellence.*

#### Paragraph #3 – Implicit and Explicit Values

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

The following implicit values were identified:

1. Balancing resources, student population, and program excellence.
2. The University maintaining its resources and developing opportunities for exploration, enjoyment, and growth by community members.

*Discussion noted the importance of accentuating the balance among program, student population, and outcomes, and noted the focus on obtaining nationally recognized excellence, which implies external*

*benchmarking, and responsiveness. In addition, Tobias noted that one can't attend to No. 1 above, without attending to facilities and faculty and staffing needs as well (e.g. science building). Carl Schwartzkopf and Bill Baxley both noted need to explore additional financing sources.*

*As such, the following additional statement was added:*

3. *Responsiveness to community needs*

#### Paragraph #4 – Implicit and Explicit Values

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

The following implicit values were identified:

3. Recognizing the importance and dignity of each individual in a diverse community.
4. Emphasizing the importance of stewardship towards the environment in our day-to-day lives.
5. Accepting accountability for decisions
6. Encouraging improvement through honest self-assessment
7. Striving to exemplify honesty and fairness as a role model.

*Discussion included comments by Marissa about the importance of including commentary on sustainability in the mission statement but also a need to think about what kind of sustainability was being referred to. She noted that we need to think about the value and breadth of how CCU can be more responsible as it uses and interacts with its various resources. Sarah noted that the commitment to self-improvement was crucial as it could serve as a challenge to students to increase their own motivation. Col. Baxley noted that it was important that these values not be shelved. Dr. McCollough noted that it would be helpful to have FYE students engage with the values and mission statement to see how it related to them and their own interaction with CCU.*

*As such, the following additional value statements were added:*

8. *Integrity*

Overall the Jackson Scholars summarized the following implicit values that they identified in the new mission statement:

- Open-mindedness
- Self-pride as a means of being a role model for the community
- Determination
- Selflessness
- Ethnic and cultural diversity
- Commitment
- Acceptance of the fact that life itself will change as one grows from a knowledge hungry student to a field expert.
- Maturity
- Dedication to Excellence
- Growth

There being no further discussion on these points, Chair Garland and the Committee thanked the Jackson Scholars for their active role in identifying values statements, and asked that all Committee members review the suggestions posed by the Jackson Scholars, as well as reviewing the values statements of peer and aspirant institutions provided to all members by Darla Domke-Damonte as a handout. The goal of this exercise is for every committee member to send by February 25, 2008 to Darla Domke-Damonte his or her comprehensive draft of values to be included in the CCU Values Statement, as well as insight on

presentation of the values statements which have been gained by reviewing the peer institutions' values statements. Darla Domke-Damonte will compile the results and we will discuss at the next meeting to be held February 28, 2008 at 6pm – 8pm in Wall Board Room.

Chair Garland then asked for a briefing on progress on task forces for priorities and initiatives work as a follow up from the November 29 meeting. Darla Domke-Damonte noted that six task force committees had been formed, based on Strategic Planning Steering Committee recommendations: Academic (Meeting the Educational Needs of Students and Community, and Ensuring Student Success); Administrative (Ensuring Faculty and Staff Success, and Ensuring Financial Viability and Managed Growth); and Supporting (Communicating CCU's Value and Contribution, and Accountability and Assessment). Each of the Strategic Planning Steering Committee members has been assigned to these various task forces, and the process of reporting back through the Strategic Planning Steering Committee for the assembly of the final strategic plan was discussed.

There being no further business, the meeting was adjourned at 8:15pm

Respectfully submitted, January 29, 2008  
Darla Domke-Damonte