Edwards College of Humanities and Fine Arts

Strategic Vision and Action Plan

Last Revised: December 15, 2015
Approved by Vote of College Faculty: January 7, 2016

Prepared by members of the Edwards College Planning Committee:

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Introduction

During Spring 2015, ten faculty members representing eight academic departments were appointed or elected to the Edwards College Planning Committee. The Committee was charged by Dean Dan Ennis to draft a planning document to guide four years of Edwards College development (AY15-16 through AY18-19). Committee members met five times to discuss elements of the plan, including an aspirational section reflecting the College’s shared mission, values, and ethos; a section describing college-wide and cross-departmental initiatives that should be led and encouraged by the Dean’s Office; individual sections for each department; a quantitative section including measurable targets for college-wide and departmental growth, retention, and credit-hour production; and a mechanism for annual review and extension of the plan. Committee members also held discussions with their home departments to develop individual department plans and contribute to the College-wide plan.

The Edwards College of Humanities and Fine Arts

The Edwards College of Humanities and Fine Arts (the Edwards College) offers 14 degree programs and two master’s degrees (see Appendix) across eight departments. As of spring 2015, 20% (1,686) of Coastal Carolina University undergraduate students and 6% (33) of graduate students were enrolled in Edwards College degree programs, making this college the third largest on campus. The College also provides the majority of core curriculum seats for the University, averaging 483 sections seating 12,162 students in Fall semesters and 420 sections seating 10,391 students in Spring semesters. Faculty and staff from the College occupy office space in the Edwards Building, Brittain Hall, Sands Hall, and the Kimbel Library, as well as facilities on East Campus.

Outline of the Plan

This report proceeds as follows: Section 1 outlines the Edwards College Commitments, statements reflecting our guiding principles as an institution. Section 2 describes the action plan for the College as a whole. This action plan describes college-wide and cross-departmental initiatives that should be led and encouraged by the Dean’s Office. This section begins with a narrative of the Committee’s reasoning behind, and intentions for, the goals presented in this plan. The goals are accompanied by concrete action items that the Committee recommends to the College faculty. Section 3 contains individual department plans, while Section 4 outlines measurable targets for department growth, retention, and instruction. Section 5 establishes regular review and revision processes for the plan.
I. Edwards College Commitments
The shared mission, values, and traditions of the humanities and fine arts and the Edwards College have led us to make the following commitments:

We will…

1. **Demonstrate** the centrality of the humanities and fine arts to a university education that fosters informed and responsible citizens.

2. **Protect** the rights and freedoms of faculty and students to explore open and innovative critical inquiry across disciplines.

3. **Provide** an education that addresses the unique backgrounds and needs of a diverse and changing student population.

4. **Inspire** the campus and community to embrace a more humane, compassionate, ethical, and well-rounded perspective.

5. **Create** a distinctive atmosphere of creativity, curiosity, innovation, and collaboration.

6. **Secure** resources to support student creative, intellectual, and social development grounded in the liberal arts.

7. **Promote** research, scholarship, and creative activity consistent with the Scholar-Teacher Model.

8. **Enhance** diversity, growth, and cultural understanding by promoting international experiences, global citizenship, and global institutional cooperation.

9. **Improve** the quality and effectiveness of the college as an organization by developing nimble processes and institutional adaptability.

10. **Transform** and enrich the university through dedication to better teaching and scholarship, and more robust creative activity and service.
II. Edwards College Initiatives

The Edwards College Strategic Vision and Action Plan developed over the course of a series of conversations among members of the Planning Committee. During these conversations, committee members tackled difficult questions about the College, its purpose, and its place in the University and the community. This narrative portion of the plan is intended to communicate some of that conversation while also shedding light on the Committee’s reasons for including the elements present in the College-wide plan and individual department plans.

“We are so rich in talent.”

The Committee began by discussing whether Coastal Carolina University is a liberal arts university, and whether the Edwards College is a liberal arts college. In addressing these questions, Committee members debated the definition of “liberal arts” itself. Members generally agreed that “liberal arts” suggests a fullness of education that produces well-rounded individuals steeped in the study of rhetoric, literature and language, culture and history, philosophy and society, and the arts. This led to a discussion of the familiar storyline of the decline of liberal arts across the country, with the recognition that it is increasingly difficult to convince a student to pursue a major that is not strictly a pre-professional program. However, all committee members agreed that the Edwards College is the crown jewel of the University, and that we need only demonstrate the adaptability and vibrancy of our disciplines and our College to attract students to our programs. Most material presented in Goals A, B, C, and H was developed directly from the Committee’s efforts to design initiatives that do exactly that.

Committee members then turned to a discussion of current initiatives underway in the College, specifically looking for themes that have emerged organically throughout the last few years. Committee members noted themes of collaboration and inquiry across disciplines as evidenced by development of the Digital Culture and Design program, the MALS, and other nascent programs. Thus the Committee deliberately capitalized on this theme by stressing ways in which the College can foster interdisciplinary cooperation and collaboration. These elements are found throughout the College Initiatives section, but particularly in Goals G and H. Committee members noted that there are practical considerations of structure, policy, and procedure that must be addressed in order to facilitate collaboration and multidisciplinary inquiry. These considerations include uniform procedures for team teaching, as well as cross-listing and scheduling courses. As things stand, the roadblocks to true innovation are too great; several committee members supported the assertion that, “even if you really want to be innovative, our current structures – or lack thereof – make it too hard.”

“What we need is a business plan rooted in core values. This plan will be a guiding document so that, instead of simply reacting to change, we can be a force to drive change within the University.”

Having discussed high-level issues and concepts, the Committee turned to the question of concrete steps the College could take to demonstrate its Commitments, from innovations in undergraduate
The Committee’s conversations, members returned to the idea that the College operates within the wider University context. Committee members perceive that the University is moving towards a more formal research designation as it turns to the development of graduate programs, and that bodies within the College (including the Promotion and Tenure Committee) are placing more value on research. If this is the case, Committee members noted, the College will need to adjust workloads, expectations, and resources to properly facilitate faculty development. Additionally, as the University evolves in the direction of a research institution, considerations must be made for full-time, non-tenure-track faculty, and adjunct faculty. Indeed, even if the University remained as it is today, the imperative to address the needs of contingent faculty is critical. Goals D, E, and F reflect these concerns and offer suggestions for providing adequate support to all faculty as change continues at both the University and College levels.

“The College has a lot going for it, but it needs to go to the next level across the board, and needs to do so in a deliberate, structured manner.”

Committee members, while overwhelmingly positive about the sheer human resources within the College and the future ahead of it, did note some challenges that present roadblocks to further development. These challenges are typical of many academic organizations, and include the need for more resources and defined processes and procedures. However, the greatest of the challenges identified was communication. The Committee agreed that many of its goals would be impossible to achieve unless communication within the College improved significantly. For instance, exploring critical inquiry across the disciplines is hindered if faculty are unaware of what scholarly and pedagogical projects their colleagues are pursuing. Several committee members, particularly those who have seen the College evolve over the years, also lamented the loss of a sense of collegiality across departments. While some sense of loss is inevitable due to growth of the College and physical separation of departments, Committee members shared the view that there is a lack of collective conversation among colleagues, both in the informal social realm and formal academic structures. As one Committee member noted, our focus should be on shared knowledge in all aspects of our academic lives.

One of the Committee’s responses to these concerns was to propose an internal PR/communications structure to facilitate both internal communication and external promotion of the College. Importantly, the Committee agreed that when communication does take place about programs and initiatives, it takes place after the most opportune time frame for faculty to combine
expertise and assist with those innovations. Thus advance planning and communicating is crucial to the development of College-wide initiatives. Much of this conversation resulted in concrete action items in Goals G, H, and I.

The Committee also felt strongly that the College cannot increase its community involvement, outreach, and footprint without providing adequate and state-of-the-art spaces for arts and cultural events. The same logic applied to the College’s existing footprint: without sufficient, long-range planning for space, many of the College’s goals will be difficult to achieve.

Finally, the Committee noted that the College needs to be more deliberate in growth management. From space considerations to provision of seats for the Core Curriculum to creation of programs aiding recruitment and retention, managing growth will be key to the College’s ability to develop innovative programming while still fulfilling its liberal arts service to the University. Such a plan should include the creation of formal, written policies and procedures for both existing processes and new initiatives. Goal I constitutes a starting point, identifying needs that are already present, with the recommendation that next steps include identifying other needs brought on by extraordinary growth and the initiatives outlined in this document.

In service of our Commitments, the faculty, staff, administrators, and students of the Edwards College will work together to achieve the following goals:

**Undergraduate Education**

**Goal A.** Expand opportunities for experiential learning by broadening existing QEP initiatives to include more students and faculty and identify new initiatives that reflect our College-wide commitments. (Commitments 2, 5, and 8)

**Action Items:**

1. **Athenaeum Press**
   a. Reach more students and faculty by integrating smaller projects into a greater number of courses and by holding press workshops (e.g., the “unconference”), as well as other new events.
   b. Involve more faculty by creating a forum in which projects can be discussed well in advance, thus providing opportunity to have multiple courses across disciplines work together on those projects.
   c. Provide enough support and resources to encourage departments to foster existing disciplinary journals or start new journals.

2. **Edgar Dyer Institute for Leadership and Public Policy**
   a. Provide clear information as to what resources are available to students and faculty.
b. Increase outreach to other academic departments in the College.

3. Arts and Humanities Global Experience Program (AHGEP)
   a. Focus on global programming and research.
   b. Facilitate visiting Fulbright and other international scholars.
   c. Develop and expand COHFA-based study abroad opportunities and global initiatives in the humanities and fine arts.

4. New experiential learning initiatives
   a. Maintain collaborative review process for developing new QEP initiatives.
   b. Leverage existing programs and centers in the College to add experiential opportunities (e.g., independent research, internships, project-based learning) for undergraduate students.

5. Provide continuing support for smaller, course-based experiential learning projects, both new and existing (e.g., radio station, Model UN).

Goal B. **Pursue curricular innovations to enrich undergraduate education.** (Commitments 1, 2, 3, and 4)

**Action Items:**

1. Develop programming to better connect theory to practice in an effort to build students’ professional skills.
   a. Host cross-disciplinary professional development workshops (e.g., how to apply to graduate school, how to translate arts/humanities skills to a resume).
   b. Enable faculty members to easily team teach classes that are experiential in nature (see item G.1.).

2. Strengthen FYE.
   a. Group FYE students by major and reframe the way the material is presented while maintaining a focus on skills (e.g., study skills, note-taking, etc.) that is uniform across disciplines. Include faculty in generating a list of needed skills and collaborate with the English department to ensure that terminology used to teach writing skills is the same across classes and disciplines.
   b. Assign student mentors to freshmen on a college-wide basis as a way to aid retention efforts. This may be facilitated via undergraduate teaching assistants for FYE.
   c. Consider having multiple faculty in a department team-teach FYE.
3. Create and support new and innovative curricular programs to aid recruitment and retention while improving opportunities for continuing students and meeting the University’s mission.

a. Create a Department of Anthropology and Geography, effective Fall 2016. Populated by existing and new faculty to support a joint degree in Geography and Anthropology.
b. Create a Department of Digital Humanities (name and target date TBD).
c. Department of Communication, Languages, and Culture: B.A. in Health Communication (online); B.A. in Intercultural Communication – Hispanic.
e. Community Services Degree
f. Introduce other new majors as appropriate; refer to Section III for department goals and plans.
g. Develop language study that responds to the integral needs of a globally informed citizenry.
h. Develop, support, and promote COHFA-based interdisciplinary programs of study.

4. Expand online programs, beginning with individual courses and moving towards the goal of select programs fully online (e.g., B.A. in Health Communication, GIS Certificate).

5. Create a holistic plan for the College’s involvement in the Core Curriculum, particularly as it impacts the number of credit hours required for degree programs in the College.

Goal C. **Expand and elevate College-wide programming.** (Commitments 1, 4, and 6)

**Action Items:**

1. Centralize and increase resources to attract higher profile guest speakers and visiting scholars.

2. Involve students in the process of both choosing and hosting guests and visiting scholars.
3. Establish an Edwards College “common hour” to better facilitate college-wide programming, from guest speakers to tutoring/academic coaching and communication with students. Include a stipulation that no faculty meetings can occur during this time.

4. Establish committee to work with OSAL to develop strategies for sustaining student organization participation.

**Graduate Education**

**Goal D. Build competitive graduate programs that are well-resourced and provide high-quality graduate education.** (Commitments 3, 6, 7, and 9)

**Action Items:**

1. Plan for competitive recruitment of high-quality graduate students, including provisions for graduate student recruitment officer(s) and/or recruitment materials.

2. Provide resources in existing programs, including the Master of Arts in Writing and Master of Arts in Liberal Studies, and provide for new resources necessary to high quality graduate education.

   Resources primarily for students include:
   a. Space: seminar rooms, rehearsal and practice rooms, graduate student meeting/lounge/social space/office space
   b. Library resources
   c. Funds to attract competitive students via tuition remission and Research and Teaching Assistant positions
   d. Ability to provide internships and practicum experiences

   Resources primarily for faculty include:
   e. Compensation and scheduling support adequate to attract faculty with appropriate expertise and time to adequately mentor graduate students
   f. Professional development funding for graduate faculty
   g. Support for advertising and recruitment of high-quality graduate students
   h. Course releases or other support for program development
   i. Software and data (specifically, the ability to expedite access to these resources).
j. Technology requests justified not just on grounds of teaching, but research.

3. Pursue new competitive programs that serve regional educational needs and that will attract high-quality graduate students from outside our service area, including, but not limited to:
   a. Master of Public Administration
   b. M.A. in Music Technology
   c. M.A. in Health Communication
   d. Graduate Certificate in Sustainability Policy
   e. M.A. in Speech Pathology and Audiology
   f. M.A. in Atlantic Studies
   g. Refer to Section III for individual departmental goals and plans.

4. Pursue cooperative programs with other institutions where appropriate.

**Faculty and Staff Support and Development**

**Goal E. Provide adequate support for faculty to meet shifting expectations and workloads.** (Commitments 6, 7, 9, and 10)

**Action Items:**

1. Simplify the implementation of credit banking and credit weighting to properly align teaching loads with research, teaching, and service expectations, particularly as the University transitions to a research institution with a significant graduate student population.

2. Increase resources for faculty who are actively growing graduate programs (see item C.3.).

3. Increase travel funding availability by department.

4. Develop and implement a standard computer replacement policy.

5. Streamline technology acquisition by addressing the problem of end-user agreements.

**Goal F. Improve support for contingent faculty.** (Commitments 6, 7, 9, and 10)
Action Items:

1. Provide opportunities to contingent faculty by increasing job security (one- or two-year contracts instead of semester-to-semester) and/or transitioning fully-employed Teaching Associates to full-time positions (Lecturer slots). Begin tentative investigation of the development of a tenure system for full-time teaching faculty.

2. Review expectations and evaluation procedures for teaching associates and lecturers, and review promotion procedures for lecturers; make these more uniform throughout the college.

3. Review pay and merit systems for contingent faculty.

4. Reconsider how “seniority” is defined to include contingent faculty who have been at the institution for a long time (i.e., seniority as in years of service, not rank).

5. Change the nomenclature for Teaching Associates; “T.A.” calls to mind a graduate teaching assistant, which will become confusing as we increase our graduate population and number of graduate teaching assistants.

6. Provide better and more permanent office space for contingent faculty.

7. Expand access to professional resources (e.g., better computers, support for conference travel).

8. Extend to Teaching Associates as well as Lecturers an offer of free class enrollment.

**College Innovation, Excellence, and Promotion of the Humanities and Fine Arts**

**Goal G.** Explore critical inquiry across disciplines. (Commitments 2, 4, 5, and 10)

**Action Items:**

1. Establish a uniform, college-wide structure to facilitate team teaching.
2. Improve collegiality among faculty in the College by providing more social and community-building opportunities.

3. Improve internal PR and communication as to better inform faculty of what their colleagues are doing, with a focus on sharing knowledge and leveraging expertise for joint scholarship and teaching initiatives.

4. Develop a social media platform where individual faculty can post research and teaching ideas or projects so as to facilitate collaboration and cooperation across disciplines.

5. Establish a college-wide scholars symposium modeled on “Ted Talks.”

6. Actively support the return of the Celebration of Inquiry on an annual basis.

7. Establish a College-wide “Big Read” to promote shared experiences and knowledge as well as integration of the disciplines.

8. Consider a wide variety of curricular innovations to promote cross-disciplinary inquiry. Suggestions include requiring minors for all major programs and developing core curriculum-based solutions that focus on holistic and whole person” education.

**Goal H.** Create and promote courses and college-wide programs that inspire empathy, broadmindedness, and informed ethical engagement.

**Action Items:**

1. Create disciplinary and interdisciplinary courses that promote and emphasize ethical engagement with their field and beyond.

2. Promote and expand existing programs that foster ethical and empathetic engagement (for example, Jackson Center, QEP, Global Ambassadors).

**Goal I.** Promote the College in the community and region. (Commitments 1, 4, 6, 7, 9, and 10)

**Action Items:**
1. Create a brand strategy for the College.

2. Support College’s role and responsibility to serve as the primary provider of cultural programming, experiences, and dialogue for the Grand Strand and University Community.

3. Improve physical visibility by building a Performing and Cultural Arts Center. 
   a. Include performance spaces as well as practice rooms and studios for students and faculty. 
   b. Include open gathering spaces for displays, receptions, small gallery shows, etc. 
   c. Place in a location easily accessible to community members. 
   d. Reach out to corporate donors to fund the PCA Center.

4. Create a formal, centralized College-wide PR and communications structure.
   a. Assign a central location for handling social media, PR, and marketing of departmental expertise, events, and achievements. 
   b. Hire/appoint a Webmaster to improve internet presence across the whole College with better functionality for both internal and external stakeholders. 
   c. Provide an experience-based learning opportunity for students to aid both internal and external PR and communication.

5. Improve outreach to prospective students by customizing marketing and admissions materials for Arts and Humanities students (e.g., an admitted or potential student with an interest in Music would get brochures and information about the opportunities in that department).

6. Improve outreach to continuing students by utilizing the College brand to attract new majors to existing and new programs.

**Goal J. Develop a growth management plan and establish formal policies and procedures for existing and new initiatives.** (Commitments 6 and 9)

**Action Items:**

1. Schedule courses and assign rooms at the college level, with particular attention to equipment needs.
2. Project physical space needs beyond one year and begin planning for moves well in advance.

3. Create a plan to manage the acquisition of art, including establishment of a Campus Art Collection Policy Committee to make recommendations about gifts, loans, and de-acquisition of works of art, in addition to assessing the legal status of objects, artistic merit and/or historical significance, and requirements for preservation and maintenance of the object.

4. Request that University administration develop better predictive measures for enrollment so as to better plan for Core Curriculum offerings; assist in this effort by providing data and suggestions to the administration.

III. Department Plans

Each committee member was tasked with developing a departmental plan in consultation with departmental faculty and staff. Some committee members chose to interview faculty colleagues individually, while others utilized regularly scheduled department meetings or called additional department meetings for the express purpose of discussing the plan.

Departments were asked to provide information in four areas:

- Points of Excellence: the program(s) that you believe can aspire to or claims national competitiveness; the items a recruit should mention to a prospective student.
- Next Programmatic Developments: the next major addition of the academic program (major, minor, concentration, sequence, etc.)
- Significant Challenges: the threats to your program that are most likely to block progress in your area.
- Your Public Profile: how your program can and will contribute to the University’s reputation in our service region as an intellectual and cultural resource.

Additionally, departments were asked to project hiring needs and facilities needs.
A. Department of Communication, Languages, and Cultures

POINTS OF EXCELLENCE

- Largest major in COHFA with continued robust enrollments (1)
- 4th largest undergraduate enrollments for all bachelor of arts degree programs here at CCU (1)
- Continued projected growth and demand for diverse programs
- Significant graduate admission success rates for business, communication, education, law, media, social work, and other graduate programs globally
- Successful applications to graduate programs in communication and/or media programs include New Hampshire State; Pepperdine; Rutgers; Salem College; Savannah College of Art & Design; UCLA; UNC Charlotte, Greensboro, and Chapel Hill; University of Alabama; University of Leicester; University of Massachusetts; University of Miami; University of Westminster; and USC Aiken, Columbia, and Spartanburg (just to name a few) (2)
- Successful long-term student career placement and development in the media, arts, education, resort and tourism, business, finance, social and community services, marketing, and other fields (2)
- Small but high-end premium investment, including “academic gatekeeping” and student activities involvement among students and faculty
- Leader and innovator in curricular development, interdisciplinary research and pedagogy, and opportunities for students including study abroad, student media, conference and research opportunities, and internships
- Continued service to the core curriculum with more core classes offered than any other department in COHFA except English, while maintaining continued growth and innovation in department-specific programming (1)

NEXT PROGRAMMATIC DEVELOPMENTS

- New Concentration in Organizational Communication
- New Concentration(s) in Intercultural Communication
- New Masters of Arts in Health Communication
- Revised Concentration in Communication Studies
- Revised Minor in Communication Studies
- Revised Major in Spanish
- New Major in Intercultural Communication- Hispanic Studies
- New Concentration in Photojournalism
- New Concentration in Communication and Technology
- Language and study abroad development in Hispanic Studies
- Development of language and performance labs
- Development of additional graduate, certificate, and degree programs
- Pursuit and acquisition of accreditations for concentrations, including AEJMC accreditation for journalism, PRSA accreditation for Public Relations programs, and NCA accreditation for communication studies programs
## SIGNIFICANT CHALLENGES

- **Acquisition of resources, including**
  
  a. **Financial**: Additional funding and support for faculty and student travel and research; additional funding and support for special programming; i.e., class participation, outreach and involvement in cultural opportunities; symposia and workshops; faculty incentive programs that allow for additional economic opportunities; i.e., student debt forgiveness and/or payoff; increased stipends for associate faculty; increased visa and immigration assistance; payment for significant service(s); departmental memberships in professional organizations.

  b. **Human**: Research assistants, Faculty (Intercultural, Journalism Ed., PR/ADV; Communication Studies); Student workers, especially with design skills; Media and design staff; International programs staff

  c. **Technological**: Software; i.e., language tutorials (Duolingo); voice recognition and interview transcription; industry standard editing packages (iMovie, Adobe, Final Cut; AVID Media; Dreamweaver); student portfolio software; testing and statistical analysis software (Quizlet, InvPro, ScanTron) and hardware; i.e., regularly scheduled maintenance and replacement for desktop, laptop, and hard drive processors; MACS and other diversities of hardware; Scantron machines; cameras; maps; screens; microphones; transcription pedals; books, especially textbook acquisition and delivery; tables, podiums, lecterns, clocks, and pencil sharpeners; functional disability service buttons; improved email services such as Gmail; improvements to Moodle.

  d. **Cultural**: Interdepartmental competitiveness based on enrollment claims that reduce college effectiveness; lack of promotion of shared commonalities reduces college effectiveness; college-wide entitlement to and claims of ownership around words reduces college effectiveness; structures and processes for innovative and strategic leadership are lacking.

  e. **Temporal**: Temporal equity on par with standards within discipline and aspirant institutions; i.e., smaller class caps and sizes; lowered teaching loads with tenured/track faculty on 3/3 teaching loads with no more than 2 different class preparations; lecturers on 4/4 teaching loads with no more than 3 different class preparations; less “travel” time in between buildings and classes; planning/grading time; perceived focus on quantity instead of quality “just get it done” approaches; little opportunity or ability to document time spent and efforts made to improve learning; confusion as to “best use of time.”

  f. **Structural**: Ineffective scheduling, support and repair systems; inadequate and/or poorly utilized spaces; i.e., classrooms; meeting spaces; editing, news, social/digital media, film, production, testing, and speech labs and studios; faculty office space; additional opportunities for advancement, especially for lecturers and associate faculty; need for additional intercultural emphasis and training within all CLC classes; increased development of and support for standing and ongoing CLC study abroad programs; increased mechanisms, support, and opportunities for co, team, and other nontraditional teaching formats; development of student clubs such as CLC, NCASC, Toastmasters, etc.; improved preparation and training for students in professional communication; i.e., interviewing, pitching and advertising, small and work group training, conflict and crisis training, etc.

  g. **Communication**: Media-supported direct outreach and effective advertising, marketing, and other administrative support for department and departmental events, especially radio station; more frequent and current webpage updates, text message alerts, important announcements, and general news delivery; all electronic delivery of internal forms; general reduction in paperwork requirements; additional and
improved input on planning, scheduling, and curricular offerings; “top down” communication; effective collection and dissemination of faculty and student “success stories”; ability to directly contact resources, acquisitions, supplies, and personnel directly; set standards and guidelines and clearly communicate them to faculty; larger and increased visibility for programs in general; refine and clearly communicate course release opportunities, teaching observations, personnel roles, etc.; COHFA handbook that includes course and time allotments, “do’s” and “don’ts.”

b. **Stakeholder Services:** Veterans and community outreach; Departmental specific workshops and trainings; i.e., choosing and planning concentration(s) and classes; long term graduate and career planning; technical training.

- Improve delegation of resources, including
  a. Institution of objective measures for resource delegation within COHFA
  b. Foster opportunities for cross-disciplinary service, teaching, curriculum development and research
  c. Eliminate “deepening entrenchment and hardening of boundaries”
  d. Allow standing programs, including study abroad, brown bags, etc.

- Maintain healthy growth within increasingly challenging markets
- Identify new growth markets and opportunities
- Develop and improve the growth, sustainability, and diversity of language programming
- Balance the demands of growth with the demands of excellence
- Recruit and retain nationally recognized communication faculty

### PUBLIC PROFILE

**a. Current public profile**

- Largest major in COHFA with continued robust enrollments (1)
- 4th largest undergraduate enrollments for all bachelor of arts degree programs at Coastal (1)
- Significant student success rate for graduate programs in communication and/or media programs include New Hampshire State; Pepperdine; Rutgers; Salem College; Savannah College of Art & Design; UCLA; UNC Charlotte, Greensboro, and Chapel Hill; University of Alabama; University of Leicester; University of Massachusetts; University of Miami; University of Westminster; and USC Aiken, Columbia, and Spartanburg (just to name a few) (2)
- Successful long term student career placement and development in the media, arts, education, resort and tourism, business, finance, social and community services, marketing, and other fields (2)
- Award-winning faculty

**b. Desired and anticipated public profile**

- Industry-standard recruitment source for journalism and media professionals
- Nationally-competitive communication programs
- Nationally-visible faculty recruitment and retention, including “scholars in residence” program
- MFA-equivalent quality communication studies program
- Continued and increased presentation and publication opportunities for faculty and students
- Source of professional expertise for community stakeholders
- “Destination of choice” for best and brightest communication and media students in the state, the region, and the country
- Quick visibility and name recognition via “summer at the beach” and other innovative programming

### HIRING PLAN

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<tr>
<th>POSITION (Search Year)</th>
<th>JUSTIFICATION</th>
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<tr>
<td>2015-2016</td>
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<tr>
<td>1. Contingent Faculty</td>
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<tr>
<td>2. PR/Advertising</td>
<td>1. As needed to accommodate growth in major and University enrollment</td>
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<tr>
<td>3. Intercultural Communication</td>
<td>2. Anticipated need based on planned programs</td>
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<td>4. Tenure Track Health Communication</td>
<td>3. Anticipated need based on planned programs</td>
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<td>5. Tenure Track Journalism</td>
<td>4. Anticipated need based on planned programs</td>
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<td>6. Lecturer – Spanish/Hispanic Studies</td>
<td>5. Anticipated need based on planned programs</td>
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|                        | 6. Anticipated need based on planned programs |
| 2016-2017              | 2016-2017     |
|                        |               |
| 1. Contingent Faculty  |               |
| 2. Lecturer – Spanish/Hispanic Studies | 1. As needed to accommodate growth in major and University enrollment |
| 3. Tenure-track in Comm Studies | 2. Anticipated need based on planned programs |
| 4. Journalism/Journalism Ed | 3. Anticipated need based on planned programs |
| 5. Replacement/retirement | 4. Anticipated need based on planned programs |
| 7. Design/Media Student | 5. Replacement/retirement |
| 8. Research/Grad Assistant | 6. Anticipated need based on planned programs |

| 2017-2018              | 2017-2018     |
|                        |               |
| 1. PR/Advertising      |               |
| 2. Health Comm         | 1. Anticipated need based on planned programs |

| 2018-2019              | 2018-2019     |
|                        |               |
| Research/Grad Assistant | Anticipated need based on planned programs |
| Graduate Program Assistant | Anticipated need based on planned programs |
## FACILITIES NEEDS

<table>
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<tr>
<th>Years</th>
<th>Facilities</th>
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<tr>
<td>2015-2016</td>
<td>Media Lab; Classrooms; Office/meeting space</td>
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<tr>
<td>2016-2017</td>
<td>Language Lab; Classrooms; Office/meeting space</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Classrooms; Office/meeting space</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Classrooms; Office/meeting space</td>
</tr>
</tbody>
</table>

## B. Department of English

### POINTS OF EXCELLENCE

#### PROGRAM/CURRICULUM

- Cross-disciplinary Major, advancing critical reading, thinking, writing, and problem-solving skills across all subdisciplines and faculty specializations
- A thriving and responsive Master of Arts in Writing program that prepares graduates for success in various professional, academic, and creative settings (currently 25 students)
- Spearheaded the Digital Culture and Design (DCD) Major
- Diverse and innovative Minors (e.g., Creative Writing, Linguistics, New Media and Digital Culture, Southern Studies, totaling over 100 students); New Media and Digital Culture second largest Minor in COHFA (42 students)
- Robust Degree in Three program participation (largest number of student participants in COHFA in its first year [14], and growing)
- Coastal Composition Commons (ENGL 101/102 fourth credit hour digital complement)
- Dynamic reinvention of Major and Minor curriculum in anticipation of student needs, future professional landscapes, and technological developments
- Delivery of upper-division and graduate courses required by Department of Education for Middle Level B.A. (8 courses) and Master of Arts in Teaching (M.A.T.) (4 courses)

#### FACULTY

- Outstanding and productive scholarly and creative faculty across all subdisciplines and areas of specialization who regularly publish their work in prominent venues (e.g., textbooks, monographs, edited collections, and peer-reviewed journal articles published by leading university and academic presses such as Cambridge, Oxford, and Routledge)
- High-profile professional service (e.g., editorial and advisory boards, peer referees, invited lectures and readings)
- Recipients of notable fellowships and grants (e.g., Fulbright)
• Globally networked (e.g., Arts and Humanities Global Experience Program (AHGEP) coordinator, international teaching appointments)
• Presentations at national and international conferences
• Scholars’ Symposium (monthly presentations showcasing current creative and scholarly projects by faculty)
• Monthly Composition workshops to address, develop, and share pedagogical strategies and contribute to faculty professional development
• Anchor for multidisciplinary peer-reviewed academic journal *Age, Culture, Humanities*
• High involvement in and commitment to College and University service
• High-level participation in University recruitment and retention efforts, including participation in academic coaching and creation of departmental Recruitment, Retention, and Outreach Committee
• Development of new courses based on dynamic faculty expertise

**UNDERGRADUATE STUDENTS**
• Prepared for a wide range of careers and graduate study
• Receive unique individual attention and support from faculty (e.g., acquiring external and internal internships, fellowships, and scholarships; securing admission to prominent graduate programs; and identifying professional networking/development opportunities)
• High-value and marketable undergraduate experiential learning in editing and publishing (opportunities include managing, copyediting, and designing publications in collaboration with Athenaeum Press)
• *Archarios, Bridges, Chanticleer, Tempo*
• Pre-professionalization opportunities in preparation for graduate study (Scholars’ Symposium available to high-achieving Degree in Three undergraduate students in collaboration with faculty mentors)
• Involvement in academic honors organizations (Sigma Tau Delta)
• Writing contests, awards, and publication opportunities (scholarly and creative) to distinguish and build résumés
• Close academic collaboration with faculty
• Travel funding for attendance/presentations at national conferences (both scholarly and creative)

**GRADUATE STUDENTS**
• High-value and marketable graduate experiential learning in editing and publishing (opportunities include managing, copyediting, and designing publications in collaboration with Athenaeum Press; *Age, Culture, Humanities, Bridges, and Waccaman*)
• Professional development opportunities (e.g., Scholars’ Symposium)
• Graduate research and teaching assistantships
• Faculty mentoring and workshops in fields of teaching and research
• Travel funding for attendance/presentations at national conferences (both scholarly and creative)

**NEXT PROGRAMMATIC DEVELOPMENTS**
• Implementation of ENGL 103
• Designing (1-2) 200-level courses consistent with the new Core
• Composition and Rhetoric Minor
• Professional/Technical Writing Minor
- Implementation of diverse professional development activities and panels
- Interdisciplinary Age Studies program

**SIGNIFICANT CHALLENGES**

- Increase promotional budget to promote, advertise, and expand Departmental profile to complement recruitment and retention efforts: course reduction for website maintenance and updates
- Increase research funding
- Emphasize faculty research and publications to enhance Department’s and University’s prestige and reputation on regional and national levels
- Increase funding for professional development activities
- Incentivize productive research faculty with course load reduction to provide time to develop competitive scholarly and/or creative agendas that directly (and in timely manner) inform their pedagogical responsibilities, including the development of cutting-edge interdisciplinary course designs and high-level innovations in delivery and dissemination
- Increase outreach efforts to expand the English Major and associated Minors: “Reach, Recruit, Retain” initiative from the English Department Recruitment & Retention Committee (e.g., faculty visits to area and state-wide high schools; “English Day” programming (Fall); “English Week” programming (Spring); promotional materials (posters, flyers, buttons, pens, etc.); faculty talks or roundtables at local venues, such as Ron Rash visit/reading in connection with Horry County Memorial Library and the “Horry County Reads” program; local podcasts; local media coverage or interviews)
- Capitalize on faculty expertise while building an innovative Core that is both up-to-date and relevant to the development of students’ comprehensive experiences as learners and citizens of the world
- Secure new professorial hires with targeted specializations to aid with Core delivery as well as to enrich the Department’s subdisciplines: multidisciplinary tenure-track hires strengthen Department’s and University’s public profile on regional and national levels, in compliance with MLA/AAUP best practices
- Develop rigorous, systematic, and peer-reviewed evaluation of faculty at all levels (tenured and non-tenured)
- Develop clear professional development plans for faculty at all levels (tenured and non-tenured)
- Secure stable graduate student teaching/research assistant funding
- Increase material resources to promote the market value of an education in the Liberal Arts and Humanities (e.g., website upgrades and maintenance)
- Retain high-performing faculty (workload/compensation)

**PUBLIC PROFILE**

- Faculty publications in prominent scholarly and creative venues
- Faculty service on distinguished national boards, professional organizations, and assemblies as members and advisory experts (e.g., Fulbright, Modern Language Association, National Endowment for the Humanities, Shakespeare Association of America, The BABEL Working Group, The Smithsonian Institution, Society for the Study of Southern Literature)
- Master of Arts in Writing program that approaches writing broadly conceived, offering coursework in a range of genres (technical, literary, creative)
- Degree in Three/More in Four program participation
- Development of and participation in Digital Culture & Design Major
- Recruitment and Retention outreach (including visits to local and regional high schools)
- Coastal Composition Commons (innovative fourth credit hour digital Composition sequence)
- Literary and scholarly journals anchored in the Department (Age, Culture, Humanities; Waccamaw)
- Visiting writers series (Words To Say It)
- Faculty participation in scholarly lectures, roundtables, library talks, and community outreach events

**HIRING PLAN**

Multidisciplinary tenure-track hires will a) boost the Department’s research profile while b) assisting Core delivery and c) alleviating reliance on contingent faculty. Increasing the scholarly productivity of the department in turn increases our Department’s and University’s public profile on regional and national levels. Students will benefit from courses taught by faculty specialists who are invested, active, and experienced in their respective academic fields of expertise.

<table>
<thead>
<tr>
<th>POSITION (Search Year)</th>
<th>JUSTIFICATION</th>
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<tbody>
<tr>
<td><strong>2015-2016</strong></td>
<td><strong>2015-2016</strong></td>
</tr>
<tr>
<td>Lecturer (Composition and Rhetoric)</td>
<td>Core ENGL 101/102 delivery, possible ENGL 103</td>
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<tr>
<td>Lecturer (Composition and Rhetoric)</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor of Creative Writing</td>
<td>Replacement hire</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td>Assistant Professor of Linguistics (Discourse Analysis)</td>
<td>Serve diverse Minors and DCD program, in addition to Major content areas and Core</td>
</tr>
<tr>
<td>Assistant Professor of Digital/New Media</td>
<td>Serve DCD program, in addition to Major content areas and Core</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td><strong>2017-2018</strong></td>
</tr>
<tr>
<td>Assistant Professor of American Literature (African American, Atlantic Studies, Area Studies)</td>
<td>Serve diverse Minors and DCD program, in addition to Major content areas and Core</td>
</tr>
<tr>
<td>Assistant Professor of World Literature (Film Studies)</td>
<td>Serve diverse Minors and Global Experiences initiative, deliver major content area as well as Core</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td><strong>2018-2019</strong></td>
</tr>
</tbody>
</table>
Assistant Professor of Professional and Technical Writing
Lecturer (Composition and Rhetoric)

Serve diverse Minors and DCD program, in addition to Major content areas and Core
As needed for Core ENGL 101/102 delivery, possible ENGL 103

FACILITIES NEEDS

- Regular replacement/upgrades of faculty computers/technology/equipment
- Publishing/linguistics lab
- Office space

C. Department of History

POINTS OF EXCELLENCE

- high-impact and experiential learning
  - Athenaeum Press projects
  - field trips to historic sites and archives
  - internships
  - short-term, faculty-led study-abroad programs
  - undergraduate research
  - etc.
- student employment and graduate school preparation
  - global and diversity awareness
  - careers course and workshops
  - increasing digital skills
  - successful placement of alumni in careers and graduate programs
  - transferable skillset in analysis, research, and writing
- faculty research and teaching
  - broad range of courses
  - high publication rate
  - endowed chairs
    - Burroughs Professorship
    - Clark Chair
    - Waccamaw Director
  - significant presence in Core (~70 sections, ~2,200 seats)
- community outreach
  - broad faculty engagement
  - National History Day sponsorship/participation
  - ties to local history organizations
- interdisciplinary collaboration
  - key faculty and student contributions to:
    - Athenaeum Press
- Cultural Heritage Studies
- Digital Culture and Design
- Global Studies
- Master of Arts in Liberal Studies
- Master of Arts in Teaching (social studies)
- Peace and Conflict Studies
- Southern Studies
- etc.

### NEXT PROGRAMMATIC DEVELOPMENTS

- revise curriculum
  - anticipate changes determined by the New Core
  - develop concentrations within the major
  - review departmental goals/student learning outcomes
  - review foundation courses
  - review major and minors, especially Peace and Conflict Studies
- new undergraduate programs
  - Cultural Heritage Studies Undergraduate Certificate
  - determine interaction with growth areas: digital history, history of science, public history, etc.
  - identify any new majors or minors
- new graduate programs
  - develop specialized MA housed in History or general MA in History
  - determine interaction with growth areas: digital history, history of science, public history, etc.
  - graduate certificates in skills-based areas like Cultural Heritage Studies

### SIGNIFICANT CHALLENGES

- nation-wide threat to humanities and decline in history majors
  - replicated on institutional levels
  - increasing competition from new COHFA majors/programs
- attract and retain high-quality undergraduates
  - develop recruitment strategy (National History Day)
  - lack of marketing resources
  - take advantage of undergraduate demographics
- significant presence in Core (~70 sections, ~2,200 seats)
  - difficulty planning for student population growth
  - New Core has detrimental impact on history
  - reliance on contingent faculty who lack support system
- structural
  - lack of classroom, event, and meeting space
  - lack of office space in one location
  - lack of advancement opportunities for contingent faculty
  - difficulty gaining services to assist with design, marketing, research, travel, etc.
  - no replacement plan for faculty computers that degrade over time

### PUBLIC PROFILE
• alumni success stories in fields of business, law, public history, teaching, etc.
• undergraduate engagement, research, and study abroad programs
• faculty research profiles and teaching success
• faculty contribute tremendous service to university, community, and discipline
• National History Day sponsorship
• lectures/talks delivered to campus community and speakers brought to campus

<table>
<thead>
<tr>
<th>HIRING PLAN</th>
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<tbody>
<tr>
<td><strong>POSITION (Search Year)</strong></td>
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</tr>
<tr>
<td><strong>2015-2016</strong></td>
<td><strong>2015-2016</strong></td>
</tr>
<tr>
<td>1. Asst. Prof. in Public History</td>
<td>1. program growth and development/planned program</td>
</tr>
<tr>
<td>2. Asst. Prof. in Atlantic/African American</td>
<td>2. program growth and development/planned program</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td><strong>2016-2017</strong></td>
</tr>
<tr>
<td>1. Asst. Prof. in Public History</td>
<td>1. program growth and development/planned program</td>
</tr>
<tr>
<td>2. Asst. Prof. in Atlantic/African American</td>
<td>2. program growth and development/planned program</td>
</tr>
<tr>
<td>3. Asst. Prof. in Military History</td>
<td>3. program need</td>
</tr>
<tr>
<td>4. Lecturer</td>
<td>4. Core delivery</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td><strong>2017-2018</strong></td>
</tr>
<tr>
<td>1. Asst. Prof. in History</td>
<td>1. replacement hire</td>
</tr>
<tr>
<td>2. Asst. Prof. in History</td>
<td>2. replacement hire</td>
</tr>
<tr>
<td>3. Lecturer</td>
<td>3. Core delivery</td>
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<table>
<thead>
<tr>
<th>FACILITIES NEEDS</th>
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<tbody>
<tr>
<td>• replacement plan for faculty computers that degrade over time</td>
<td></td>
</tr>
<tr>
<td>• classrooms appropriate for digital history and connecting to new technology like iPads</td>
<td></td>
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<tr>
<td>• office space for faculty, including contingent faculty</td>
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D. Department of Music

<table>
<thead>
<tr>
<th>POINTS OF EXCELLENCE</th>
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</thead>
<tbody>
<tr>
<td>• Diverse and capable faculty</td>
<td></td>
</tr>
<tr>
<td>• Smaller department can meet needs of students. Students experience smaller class sizes and more direct contact with faculty.</td>
<td></td>
</tr>
<tr>
<td>• Students directly involved in music making.</td>
<td></td>
</tr>
<tr>
<td>• Diverse and numerous performance opportunities for students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NEXT PROGRAMMATIC DEVELOPMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recruiting regionally and nationally through innovative curriculum and performance options, unique to the department, and not found at our peer and geographically related institutions.</td>
<td></td>
</tr>
</tbody>
</table>
• Creating new degree programs.
• The Music Department is prioritizing the following degree programs over the next four years:
  • Commercial Music and Jazz (MCJ) Track – added to existing B.A. in Music – Fall 2016
  • M.A. in Music Technology – Fall 2017
  • B.M.E. Music Education – exploration of program in conjunction with College of Education and with University Support. Proposed start date – Fall 2018
  • B.M. in Music Performance (transition from B.A.) Proposed start date – Fall 2018

SIGNIFICANT CHALLENGES
• Facilities (practice rooms, rehearsal and performance spaces, offices)
• Funding and Scholarship Funding
• Quality and Quantity of Students
• Managing Growth and various areas of emphasis
• Communication of what we’re doing (and doing well) with our community and potential students.
• Student preparation prior to matriculation.

PUBLIC PROFILE
• Produce musicians and educators that enhance the cultural profile of our region and institution.
• Provide high-quality music and experiences for our community.
• Lead in innovative degree offerings, courses, and experiences.

HIRING PLAN

<table>
<thead>
<tr>
<th>POSITION (Search Year)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>2015-2016</td>
</tr>
<tr>
<td>1. Commercial Music and Jazz/Music Technology (Media Specialist) Jazz Piano preferred</td>
<td>Existing need at undergraduate level for MCJ courses and ensembles. Approval and implementation of M.A. in Music Tech requires hires for courses.</td>
</tr>
<tr>
<td>2. Commercial Music and Jazz/Music Technology (Commercial Applications)</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Music Education – Elementary Specialist</td>
<td>The expansion of the music education curriculum to better prepare our students to become effective PK-12 music teachers who are grounded in contemporary music pedagogy</td>
</tr>
</tbody>
</table>
and knowledgeable about culturally responsive practices will necessitate the hiring of an additional music education specialist. This hire will also supervise internships each semester.

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>2017-2018</th>
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</thead>
<tbody>
<tr>
<td>Woodwind Specialist – including Clarinet</td>
<td>No current teacher for Clarinet, Oboe, and other woodwind instruments. Hire will directly impact recruitment and retention of current and potential students.</td>
</tr>
</tbody>
</table>

**FACILITIES NEEDS**

- Department is up for reaccreditation (NASM) this year (2015-2016). Successful Reaccreditation and growth/retention rates are dependent on the addition of practice rooms, classrooms, rehearsals, performance spaces, and facility improvements in the short term and permanent facilities (Performing Arts Center) in the long term.
- Additionally, the Department believes that the above issues, if addressed, will positively influence addition of new majors, retention, and the overall quality of potential music students pursuing degrees at Coastal. We are currently operating at capacity in our ability to serve our students effectively.

**E. Department of Philosophy and Religious Studies**

**POINTS OF EXCELLENCE**

- Critical Thinking
- Ethics
- Affiliated with the Jackson Center
- (director from our dept.)
- Affiliated with Women’s and Gender Studies
- (director from our dept.)
- Majors have high LSAT & GRE scores nationally
- Majors have high earning potential nationally
- Philosophy Major and Minor
- Religious Studies Minor
### NEXT PROGRAMMATIC DEVELOPMENTS

- Religious Studies Major, Religion and Public Life
- Online Certificate in Applied Ethics
- Possible Ethics major, concentration, or track
- Mind and Epistemology track
- Possible major in Liberal Studies (under discussion)
- Collaborative courses and research with other departments and within our department
- More online course offerings

### SIGNIFICANT CHALLENGES

- To survive as a department in face of few majors and general de-emphasis on Humanities and Liberal Studies
- Financial aid restrictions on minors
- Communication of the value of Philosophy and Religious Studies to undeclared students and general across the campus.

### PUBLIC PROFILE

- Offering Critical Thinking classes
- Bringing speakers to campus
- Giving talks to campus community
- Working with other disciplines
- Developing study abroad opportunities
- Fulbright and other external grants

### HIRING PLAN

<table>
<thead>
<tr>
<th>POSITION (Search Year)</th>
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<tbody>
<tr>
<td>2015-2016</td>
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<tr>
<td>Tenure track Philosophy</td>
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<tr>
<td>Tenure track Religious Studies – History of Christianity/Religion in America AOS</td>
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<tr>
<td>Lecturer in Religious Studies</td>
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<tr>
<td>2016-2017</td>
<td>2016-2017</td>
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<tr>
<td>Lecturer in Philosophy</td>
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</tr>
<tr>
<td>Staff critical thinking component of new Core</td>
<td></td>
</tr>
</tbody>
</table>
Lecturer in Religious Studies

To staff new major and core classes

2017-2018

FACILITIES NEEDS

F. Department of Politics and Geography

POINTS OF EXCELLENCE

Close faculty-student cooperation on research and projects

Focus on high-impact learning, from a plethora of experiential learning opportunities (such as Model UN, Model EU, ISFiT, Mock Trial, SCSL etc.) to classroom simulations, exercises, and field work built into existing classes

A range of diverse courses that cover many areas of expertise in both American and global politics

Faculty from a wide variety of backgrounds.

Numerous internship opportunities.

Impressive graduate school placements

The Intelligence and National Security program as one of fewer than a handful of such programs in the nation.

The Intelligence and National Security studies program is heavily academic, with a superb concentration of specialist backgrounds and advanced degrees.

Excellent job opportunities for both Political Science and Intelligence and National Security Studies majors due to breadth of discipline, skills-based learning, and high-impact learning experiences

NEXT PROGRAMMATIC DEVELOPMENTS

A graduate program of MPA

Community Services Administration degree

A master program of Political Science

A global studies major

A minor in sustainable development
● A Sustainability certificate (graduate level) in the ILPP/MPA
● A stronger and more comprehensive global studies minor, which can integrate area studies and offer students “higher-level” global training and opportunities.
● More study-abroad programs
● A refined Political Science major that reflects needed skills in statistics, GIS, international/global experience overseas, and undergraduate research.
● Intelligence and National Security
  ○ An online graduate certificate for professionals
  ○ A homeland security/emergency management track to support the master of Public Administration/Policy initiative being developed within the department
  ○ An intelligence and Security Policy Center: either as a stand-alone entity, or in conjunction with the ILPP, the program will develop an entity to utilize student and faculty research to address local/regional/global intelligence and security issues.
  ○ USGIF accreditation: in conjunction with geographic faculty, pursue accreditation from US Geospatial Intelligence Foundation.
  ○ Refinements to undergraduate major, including the possibility of adding area-, subject-, and language-specific concentrations, as well as a strong international-travel and –study component to the INSS program.
  ○ A concerted effort to advertise and develop the INSS minor, because it combines extremely well with a multitude of majors, ranging from theater and languages to biology, chemistry, business, physics, history, accounting, economics, and everything in between. Currently, the minor is underutilized.
  ○ Establish a record of success in getting students placed in internships and jobs in intelligence careers.

SIGNIFICANT CHALLENGES

● Identity crisis: is our department in a teaching-oriented, public liberal arts university, or a regional M.A.-granting university?
● Attract and retain a better crop of undergraduates.
● Ability to staff and fund more student-centered activities and research opportunities
● Balance faculty’s teaching and research: How to figure out a way to increase scholarly productivity without penalizing teaching-focused faculty members.
● Play up faculty excellence in community activities, scholarship, etc., to attract better students and signal to their parents that we have a better program than other schools in the region.
● Research funding: in addition to the current PEG grant, we need expand opportunities for research and program development. This might include summer stipends for research that would include a paid student research assistant, and additional support for international travel and fieldwork.
● Technology improvements on campus (better LMS, apps, storage, etc.) to help faculty teach well with technology.
● Intelligence and National Security
  ○ Attract more female students and faculty.
 Devise structured ways to mentor students and advise them about future careers.

Foreign language offerings: the foreign language offerings at CCU are very limited. Additional course offerings in Arabic, Mandarin, and Russian would help students to have language capabilities that are relevant in the field of security.

Internship opportunities: while some internship opportunities are available locally (with more to be developed/exploited), most opportunities are in the DC metro area. Support in making contacts and developing relationships in this area (in both governmental and non-governmental entities) would be helpful.

PUBLIC PROFILE

- The ILPP can enhance the role CCU in our community and in the region.
- Our global studies faculty have area expertise to provide international perspectives to our community and campus and attract more international students.
- Our developing sustainability emphasis has the great potential to be a leader in thinking on the nexus of public policy and the environment in our area with a focus on our regional communities in a global perspective. There are few programs to do this in our region.
- Faculty research is applicable to the growing debate on how to create policies that provide an economic livelihood to communities, an equitable society, and polices that protect the planet for future generations.
- Our department is outpacing the rest of the university, and can continue to do so in terms of teaching, service, and research.
- Our department’s service to the discipline (e.g., hosting the Journal of Political Science) elevates our profile throughout academia.
- Intelligence and National Security
  - Unique liberal arts program that involves students in real world research
  - Research support: the program could be a useful partner to local/county law enforcement and emergency management functions in producing research and analysis.

HIRING PLAN

<table>
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<tr>
<td>2015-2016</td>
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<tr>
<td>1. Asst. Prof. in Intelligence, Intelligence Oversight, and/or Intelligence-Policymaker Relations</td>
<td>1. Program growth and expanding areas of specialty for student development</td>
</tr>
<tr>
<td>2. Asst. Prof. in Homeland Security/Emergency Management</td>
<td>2. Program growth and expanding areas of specialty for student development</td>
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<tr>
<td>2016-2017</td>
<td>2016-2017</td>
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</tr>
<tr>
<td>1. Asst. Prof. in National Security Issues (Counter-proliferation/Arms control, International Security, Transnational organized crime)</td>
<td>1. Program growth and expanding areas of specialty for student development</td>
</tr>
<tr>
<td>2. Asst. or Assoc. Prof. in Public Administration (Specialty TBA)</td>
<td>2. Anticipated need to cover new programs</td>
</tr>
<tr>
<td>3. Staff: Full-time academic advisor and internship coordinator</td>
<td>3. Handle growth in number of majors/minor and anticipated growth in new, planned internship programs</td>
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<tr>
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<tbody>
<tr>
<td>1. Asst. Prof. of American Politics, Race and Ethnic Politics</td>
<td>1. To meet student and campus demand and expand political science major to meet developments in the discipline</td>
</tr>
<tr>
<td>2. Asst. Prof. in Intelligence Analysis (Analytical Techniques/Risk Analysis, Counter-Intelligence)</td>
<td>2. Program growth and expanding areas of specialty for student development</td>
</tr>
<tr>
<td>3. Asst. Prof. in Public Administration or Policy (specialty TBA)</td>
<td>3. Anticipated need to cover new programs</td>
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<tr>
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<tbody>
<tr>
<td>Asst. Prof. of Homeland Security/Critical Infrastructure Protection, Maritime Security</td>
<td>Program growth and expanding areas of specialty for student development</td>
</tr>
</tbody>
</table>

**FACILITIES NEEDS**

- Office space for faculty and staff
- Space for graduate students
- Computer replacement for faculty
- Social Science Research Lab
G. Department of Theatre

### POINTS OF EXCELLENCE

The department of theatre set a specific goal nine years ago to create a regional reputation for the new B.F.A. programs in Theatre and Musical Theatre. It is safe to say that, at the very least, the Musical Theatre program has exceeded that expectation. We regularly recruit students from across the country, enjoying great success in Texas and California, as well as throughout the Northeast Corridor. The program has been mentioned on Playbill.com and on various other sites regarding up-and-coming and top-quality training programs.

The B.F.A.s in Acting, Physical Theatre and Design and Production have not fared quite as well in terms of gaining that national reputation, but have been growing steadily over the past several years.

We have students from all of the programs, including the B.A. program, working across the globe in locales including China, Europe (including several now earning advanced degrees in Italy), Broadway, off-Broadway, national and international tours, television, film, commercials and regional theatre. We have students working at some of the most prestigious companies in the states and in jobs ranging from Advancement and Giving to Acting to Lighting to Projection Design.

### NEXT PROGRAMMATIC DEVELOPMENTS

There has been serious discussion regarding an M.F.A. in directing. Discussions are in early stages, but there is some thought being given to the formation of a joint degree with Accademia dell’Arte / University of Turin and CCU might be possible. This would allow the students to earn both an M.F.A. and the equivalent of an M.A. from a European institution.

The M.A. in Arts Management with Art and Music.

### SIGNIFICANT CHALLENGES

Space is, and will be, an issue for the foreseeable future. Even with the recent addition of a studio space, we are quickly running out of room to teach studio classes. Assuming that the program grows to its largest reasonable size, we will be hard-pressed to meet the demands of the studio classes. Even with the current spaces, we only have one studio that is reasonable to teach dance classes, and even this room isn’t ideal. It’s not tall enough.

While we have three theatres at the moment, we always live with the possibility of losing one of the three of our performance spaces. Should we lose 79th Ave. as a performance space, it would severely hamper our ability to produce an adequate performance schedule to meet our pedagogy. Wheelwright is barely an option for one performance each year at this time. The demands on that space are quite high.

### PUBLIC PROFILE
The department produces six faculty-directed shows each academic year as well as recitals, showcases, cabarets, student-directed work and various other public performances. Last year we had over 60 public performances with over 8,000 tickets sold. This number has risen each of the last nine years. The majority of the tickets are actually sold to locals who have earned a seniors discount.

<table>
<thead>
<tr>
<th>HIRING PLAN</th>
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</thead>
<tbody>
<tr>
<td>POSITION (Search Year)</td>
</tr>
<tr>
<td>2015-2016</td>
</tr>
<tr>
<td>Technical Director</td>
</tr>
<tr>
<td>2016-2017</td>
</tr>
<tr>
<td>Asst. Prof. in Theatre History, Literature, and Criticism</td>
</tr>
<tr>
<td>2017-2018</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FACILITIES NEEDS</th>
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</thead>
<tbody>
<tr>
<td>At least one more dedicated dance/acting studio, which can accommodate a full dance class including partnering and lifts. Maintain three working theatres.</td>
</tr>
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H. Department of Visual Arts

<table>
<thead>
<tr>
<th>POINTS OF EXCELLENCE</th>
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</thead>
<tbody>
<tr>
<td>1. Faculty awards, exhibitions, publications</td>
</tr>
<tr>
<td>2. Award winning student media: Tempo, Archarios, collaboration w/ Athenaeum Press</td>
</tr>
</tbody>
</table>
3. Students’ success after graduation (graduate schools, jobs, and exhibitions)
4. Student exhibitions and awards (ADDYs, Photo, NCUR, BigSURS, etc.)
5. Pre-Professional Studio: LUSCA
6. New sculpture facility
7. Ashes2Art
8. Student employment around campus (design, photo, murals)
9. Chroma
10. Access to Professors

NEXT PROGRAMMATIC DEVELOPMENTS

1. Visual Arts recruitment (more aggressive)
2. BFA in ARTS, ARTD, Lens-Based Media
3. Expanding coursework: screen printing, 3-D courses, metals, etc.
4. Create a 5-year plan for replacement of general departmental needs (equipment, technology, etc.)
5. BA in ARTH; MA down the road?
6. Art Ed resolution w/College of Education; ARTE BA?
7. Arts Management MA w/Theatre, Music, and Business
8. Visiting Artist/Guest Artist/Art Historian/Designer Series
9. Animation
10. Interior Design

SIGNIFICANT CHALLENGES

1. Space: 3d Design, fabrication, senior studios, storage, gallery, etc.
2. Space
3. Space
4. ITS
5. Equipment + funding
6. Design specifics – better working relationship among graphic design faculty
7. Bringing together ARTS and GDES (Dept. Culture)
8. Inactive faculty
9. More faculty for expanding program
10. Recruitment

PUBLIC PROFILE

1. More structured programs, areas of study
2. One-week summer workshops in Photo, Painting, etc.
3. Visiting Artist/Guest Artist/Art Historian/Designer Series
4. Student publications
5. More programming exhibits/permanent collection (new performing arts center?)
6. Design public art to the University
7. Brookgreen Gardens collaboration
8. Introduce global cultures of art making
9. Lusca
10. Local Addy's
11. In class community & campus projects
12. Aggressive Recruiting
13. Host SECAC
14. Have gallery extension in downtown Conway

HIRING PLAN

<table>
<thead>
<tr>
<th>POSITION (Search Year)</th>
<th>JUSTIFICATION</th>
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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>2015-2016</td>
</tr>
<tr>
<td>1. Replacement for Arne Flaten</td>
<td>1. Replacement hire</td>
</tr>
<tr>
<td>2. Replacement for Stephanie Danker line</td>
<td>2. Replacement hire</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2016-2017</td>
</tr>
<tr>
<td>1. Asst. Prof. of Photography</td>
<td></td>
</tr>
<tr>
<td>2. Asst. Prof. to cover Foundations</td>
<td></td>
</tr>
<tr>
<td>3. Replacement for retiree</td>
<td></td>
</tr>
<tr>
<td>4. Replacement for retiree</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Asst. Prof. in ARTH, Non-western</td>
<td></td>
</tr>
</tbody>
</table>

FACILITIES NEEDS

- Office space and equipment for faculty (especially for lecturers and teaching associates)
- Lab for publishing/linguistics
I. Department of Anthropology and Geography (Anticipated Fall 2016)

<table>
<thead>
<tr>
<th>POINTS OF EXCELLENCE</th>
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<tbody>
<tr>
<td>• Interdisciplinary</td>
</tr>
<tr>
<td>o Bridges cultural and physical landscapes</td>
</tr>
<tr>
<td>o Places CCU at forefront of new interdisciplinary trend combining Anthropology and Geography</td>
</tr>
<tr>
<td>o Focus relevant to climate change, sustainability, globalization and community resilience</td>
</tr>
<tr>
<td>o Unites empirical and theoretical perspectives</td>
</tr>
<tr>
<td>• High-impact and experiential learning</td>
</tr>
<tr>
<td>o Archaeological and ethnographic field schools</td>
</tr>
<tr>
<td>o Hands-on digital landscape modeling and GIS</td>
</tr>
<tr>
<td>o Field trips to historic and cultural sites</td>
</tr>
<tr>
<td>o Internships</td>
</tr>
<tr>
<td>o Undergraduate research</td>
</tr>
<tr>
<td>o Study abroad</td>
</tr>
<tr>
<td>• Student employment and graduate school preparation</td>
</tr>
<tr>
<td>o Coursework directly related to employment in GIS and Cultural Resource Management</td>
</tr>
<tr>
<td>o Global and diversity awareness</td>
</tr>
<tr>
<td>o Digital skills</td>
</tr>
<tr>
<td>o Transferable skillset in analysis, research, and writing</td>
</tr>
<tr>
<td>• Faculty research and teaching</td>
</tr>
<tr>
<td>o High publication rate</td>
</tr>
<tr>
<td>o Service to the discipline (book reviews, grant reviews, publication reviews; service to professional societies)</td>
</tr>
<tr>
<td>o Endowed chairs</td>
</tr>
<tr>
<td>▪ Michie Professorship</td>
</tr>
<tr>
<td>o Significant presence in Core</td>
</tr>
<tr>
<td>• Community outreach</td>
</tr>
<tr>
<td>o Faculty engagement with local communities through research</td>
</tr>
<tr>
<td>o Presentations to community organizations (i.e., Horry Co. Museum, local schools, Boy Scouts)</td>
</tr>
<tr>
<td>o Collaboration with community (i.e., Hampton Plantation, Brookgreen Gardens)</td>
</tr>
<tr>
<td>o Enhance visibility of CCU in community through media features, site tours, and lectures.</td>
</tr>
<tr>
<td>• Interdisciplinary collaboration</td>
</tr>
<tr>
<td>o Key faculty and student contributions to and partnerships with:</td>
</tr>
<tr>
<td>▪ Cultural Heritage Studies</td>
</tr>
<tr>
<td>▪ Digital Culture and Design</td>
</tr>
<tr>
<td>▪ Global Studies</td>
</tr>
<tr>
<td>▪ Southern Studies</td>
</tr>
<tr>
<td>▪ Marine Science</td>
</tr>
<tr>
<td>▪ Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEXT PROGRAMMATIC DEVELOPMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BA in Anthropology and Geography</td>
</tr>
<tr>
<td>o In review for approval</td>
</tr>
<tr>
<td>o Students choose track in either Anthropology or Geography</td>
</tr>
<tr>
<td>• New undergraduate programs</td>
</tr>
<tr>
<td>o Cultural Heritage Studies Undergraduate Certificate with Dept. of History</td>
</tr>
</tbody>
</table>
SIGNIFICANT CHALLENGES

- Build strong new program in Anthropology and Geography
  - Proposed start in Fall 2016
  - Attract new majors to BA program
  - Continue to build existing minors in GIS and Anthropology
- Attract and retain high-quality undergraduates
  - Develop recruitment and retention strategy
  - Develop marketing and website
  - Would like to supervise more student research in lab, but hard to do when lab is on East Campus.
  - Planning for new Core to attract students to the major
  - Many Core classes taught by contingent faculty who lack support system
- Structural
  - Office space on periphery of campus. Need more central location with adequate office space.
  - Archaeology and physical geography labs require wet lab
  - Could offer more Core and experiential classes with improved lab space
  - Lab is on East Campus, creating difficulties for faculty to supervise student research when faculty have responsibilities on main campus.
  - Lab is a teaching space, but is also needed for faculty research
  - Lack of classroom, event, and meeting space
  - Desperately need computer replacement, particularly for faculty running GIS software. No replacement plan for faculty computers that degrade over time

PUBLIC PROFILE

- Undergraduate engagement, research, and study abroad programs
- Faculty research profiles and teaching success
- Faculty service to university, community, and discipline
- Digital, archaeological, and ethnographic fieldwork with local community, Brookgreen Gardens, Hampton Plantation, and Anne Tilghman Boyce Coastal Reserve.
- Lectures/talks delivered to campus and community

HIRING PLAN

<table>
<thead>
<tr>
<th>POSITION (Search Year)</th>
<th>JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
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<td></td>
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<tr>
<td>2016-2017</td>
<td>2016-2017</td>
</tr>
<tr>
<td>5. Asst. Prof. in Geography (Human Landscape)</td>
<td>5. Program growth and development. The ideal candidate will develop research with local community and contribute to offerings in human landscape, geography, and GIS, including courses in the Core.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2017-2018</td>
</tr>
<tr>
<td>4. Asst. Prof. in Anthropology (Physical Anthropology)</td>
<td>4. Program growth and development. The ideal candidate will develop research with local community and</td>
</tr>
</tbody>
</table>
contribute to offerings in human evolution, human adaptation/health, and anthropological theory, including courses in the Core.

**FACILITIES NEEDS**

- Replacement plan for faculty computers that degrade over time, particularly for faculty using GIS software.
- Improved lab space with water access is essential for teaching and research in both Anthropology and Geography. Would prefer lab space on main campus so that faculty can supervise student lab projects while fulfilling other responsibilities.
- Classrooms appropriate for digital media/GIS.
- Centralized office space for faculty, including contingent faculty.

### MAJORS

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Current</th>
<th>2019</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH/GEOG</td>
<td>n/a</td>
<td>41</td>
<td>Enrollment estimates based on an enrollment of 15 new students each fall and 5 new students each spring, with a 26.5% graduation rate of returning students after eight semesters. 88% of students returning fall to spring and 82% of students returning spring to fall.</td>
</tr>
</tbody>
</table>

### RETENTION

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Current</th>
<th>2019</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH/GEOG</td>
<td>n/a</td>
<td>n/a</td>
<td>As a new program, Anthropology and Geography does not yet have baseline data on retention. Current COHFA retention rates are 72.6%, with projected retention rates at 82.3% by 2019.</td>
</tr>
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### CORE SEATS

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<tr>
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<tbody>
<tr>
<td>ANTH/GEOG*</td>
<td></td>
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### CORE SECTIONS

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<tbody>
<tr>
<td>ANTH/GEOG*</td>
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<td></td>
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</table>

*See History Department for Anthropology data, and Politics Department for Geography data.
### IV. College and Department Targets

<table>
<thead>
<tr>
<th>MAJORS</th>
<th>Curren t</th>
<th>2019</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLC</strong></td>
<td>530</td>
<td></td>
<td>Based on growth of Degree in Three and retention of those students; departmental recruitment and retention efforts (2.5% growth)</td>
</tr>
<tr>
<td><strong>ENGL</strong></td>
<td>132</td>
<td>150-160</td>
<td>Trend of decline predicts 75 majors by 2019; recruitment/retention efforts, curriculum review, departmental planning, and general undergraduate growth suggest modest growth</td>
</tr>
<tr>
<td><strong>HIST</strong></td>
<td>124</td>
<td>150</td>
<td>Based on current increase in incoming classes and improved retention rates. Dependent on facility improvements and NASM reaccreditation.</td>
</tr>
<tr>
<td><strong>MUS</strong></td>
<td>84</td>
<td>106</td>
<td>Dependent on current increase in incoming classes and improved retention rates.</td>
</tr>
<tr>
<td><strong>PHIL/R ELG</strong></td>
<td>15</td>
<td>25</td>
<td>Anticipated growth could be higher if Religious Studies major approved</td>
</tr>
<tr>
<td><strong>POLI/G</strong></td>
<td>410</td>
<td>496</td>
<td>195 in Political Science (2.98% growth); 301 (6.2% growth) in Intelligence &amp; National Security Studies</td>
</tr>
<tr>
<td><strong>THEA</strong></td>
<td>122</td>
<td>136-188</td>
<td>40 - 48 in Musical Theatre; 40 - 48 in Acting; 24 - 30 in Physical Theatre; 32 in Design and Production; 30 in BA Theatre</td>
</tr>
<tr>
<td><strong>VA</strong></td>
<td>258</td>
<td>350-390</td>
<td>175-195 in ARTD; 90-110 in ARTS; 40 in ARTH; potentially 45 additional majors if Lens-Based Media major added</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1681</td>
<td>776</td>
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</table>

### RETENTION

<table>
<thead>
<tr>
<th>Fall to Fall (2013-2014)</th>
<th>2019</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLC</strong></td>
<td>74.60%</td>
<td>Planned 1.5%/year growth based on retention efforts</td>
</tr>
<tr>
<td><strong>ENGL</strong></td>
<td>64.30%</td>
<td>Planned 1% growth in retention rate per year</td>
</tr>
<tr>
<td><strong>HIST</strong></td>
<td>70.60%</td>
<td>Increase of 1.3% yearly after reduction in current year projections (department, college, and university-wide)</td>
</tr>
<tr>
<td><strong>MUS</strong></td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td><strong>PHIL/R ELG</strong></td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Retention Rate (2013-14)</td>
<td>Retention Rate (2014-15)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>POLI/G</td>
<td>74.2% POLI; 66.2% INTEL</td>
<td>79.50%</td>
</tr>
<tr>
<td>THEA</td>
<td>100% MUST; 58.3% - Theatre; 92.9% - Theatre Arts</td>
<td>96% - Musical Theatre; 90% - Acting; 90% - Physical; 90% Design and Production; 68% B.A. Theatre</td>
</tr>
<tr>
<td>VA</td>
<td>77.8% ARTS; 69% ARTD</td>
<td>80.9% ARTS; 71.76% - ARTD</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72.60%</td>
<td>82.30%</td>
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<tbody>
<tr>
<td>CLC</td>
<td>2035</td>
<td>1922</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>3274 (27%) 3000-3200</td>
<td>2762 (26.5%) 2400-2700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST &amp; ANTH</td>
<td>2303 2623</td>
<td>2192</td>
<td>2389</td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>434 649</td>
<td>259</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>PHIL/REL G</td>
<td>1154</td>
<td>851</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>POLI/G*</td>
<td>1530</td>
<td>1500</td>
<td>1321</td>
<td>1380</td>
</tr>
<tr>
<td>THEA</td>
<td>503 700-1000</td>
<td>378</td>
<td>700-1000</td>
<td></td>
</tr>
<tr>
<td>VA</td>
<td>869 926</td>
<td>706</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>12102</td>
<td>10391</td>
<td></td>
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</table>

*Currently, Political Science and Geography are part of a combined department, and core seats are calculated to include both programs.*
<table>
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<tbody>
<tr>
<td>CLC</td>
<td>95</td>
<td></td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>166 (34.3%)</td>
<td>145-160</td>
<td>139 (33.0%)</td>
<td>120-140</td>
</tr>
<tr>
<td>HIST &amp; ANTH</td>
<td>71</td>
<td>90</td>
<td>66</td>
<td>82</td>
</tr>
<tr>
<td>MUS</td>
<td>10</td>
<td>15</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>PHIL/RE LG</td>
<td>47</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>POLI/G*</td>
<td>50</td>
<td></td>
<td>50 (10.36% of COHFA total Core sections)</td>
<td>45 (10.81% of COHFA total Core sections)</td>
</tr>
<tr>
<td>THEA</td>
<td>20</td>
<td>15-18</td>
<td>17</td>
<td>15-18</td>
</tr>
<tr>
<td>VA</td>
<td>24</td>
<td>26</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>483</td>
<td></td>
<td>420</td>
<td></td>
</tr>
</tbody>
</table>

*Currently, Political Science and Geography are part of a combined department, and core sections are calculated to include both programs.

V. Review and Revision of the Plan

The Committee respectfully recommends the creation of a permanent, standing Planning Committee to review implementation of this initiative and make recommendations for changes and additions. While the Committee will meet on a regular basis, a full, formal review should be conducted in year three of the existing plan.
The Planning Committee should be composed of a representative from each academic department, plus a representative from the contingent faculty. Individual representatives should be selected either by election or appointment, according to their department’s internal procedures. The Chair of the Committee should be appointed by the Dean or elected by the faculty at-large, and should be a tenured member of the faculty.