



Adjusting the Sails:

The Eckerd College Strategic Plan: 2004-2014

At the midpoint:

Review of progress and course corrections

May 2009



ECKERD COLLEGE

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Introduction

We in the Eckerd College community have learned many things since the 2004-2014 Strategic Plan was unanimously endorsed by the College faculty and unanimously approved by the Board of Trustees on May 21, 2004. The plan has been a useful and dynamic guide for institutional progress, and there has been much of that. At the halfway point, it is useful to mark that progress, to review the goals that we have not met, and to reset our institutional sights for the second five years encompassed by the plan.

As the preface to the plan made clear five years ago:

The purpose of a strategic plan for Eckerd College is to identify the key actions necessary to increase the distinctiveness of the College and the excellence of its programs. Such actions include both rearticulating a number of fundamental, essential program elements already underway and launching initiatives to expand existing ones and to create new programs.

The strategic plan points the way: It is the compass for institutional direction and goals. Other plans – operational; financial, both annual and long-term; technological; and the physical master plan – must be developed and routinely adjusted to reflect congruence with and support for the initiatives provided by the strategic plan.

This is a ten-year plan: We expect that the vision embodied here – with sufficient support and commitment – will be fully achieved in that time period. We will periodically review this plan and its partner plans to ensure that they continue to express our collective dream of achievement and service.

This report will outline the original goals of the Eckerd College Strategic Plan 2004-2014 in italics type and comment on those goals and delineate new ones in standard type.

History of Eckerd College

In the decade following World War II, national concern for the expansion of higher education led to a rapid increase in the size of existing institutions and the projection of a large number of new colleges. Members of the United Presbyterian Church in the United States of America and the Presbyterian Church in the United States, first working independently and then jointly, acted upon the judgment that there was clear need for a church-related liberal arts college, innovative in character and superior in academic quality, located in the rapidly growing state of Florida. After extensive research, a committee appointed by the two synods selected St. Petersburg as the location for this new institution.

In 1958, a charter for Florida Presbyterian College was granted by the Florida legislature, and a Board of Trustees was appointed by the Presbyterian Synods. From its inception, the College was intended to provide an excellent liberal arts education, to be related by covenant and spirit to the Presbyterian Church, to be innovative and experimental in instructional method, and to emphasize the development of values in the curriculum.

During its first ten years, the College increased its student enrollment to over 1,000 and its faculty to seventy five. In 1966, it was accredited by the Southern Association of Colleges and Schools. A campus of sixty-four buildings was developed. The College received early acclaim for its innovative programs, in particular, its pioneering the Winter Term, 4-1-4 curriculum and its four-year general education core program. In 1966, a *Time Magazine* article described it as “A college that has grown from vacant lot to excellence in just six years” (“Coming of Age at Six,” p. 82).

In 1972 the name of the institution was changed from Florida Presbyterian College to Eckerd College, in recognition of the major support of trustee Jack M. Eckerd. Mr. Eckerd’s gift made it possible for the College to survive at a time when the drop in traditional college-age population, the rapid expansion of the public sector of education, and widespread student unrest made the environment particularly difficult for small, private colleges. Enrollment fell from 1,114 in 1971 to 843 in 1976, which led to budget deficits and a reduction in faculty. In the 1980s, the College began to recover through the development of new majors in computer science, international business, management, and marine science. The Program for Experienced Learners (PEL), a degree-completion program for adults, provided a much needed educational opportunity for the local community, while the development of executive education programs in the Leadership Development Institute began to draw participants from around the country and around the world. In 1987, *U.S. News & World Report* called Eckerd College one of the five most innovative colleges in America.

By 2000, enrollment numbers had rebounded, with 1,572 students in the residential program and 950 in PEL, with 92 full-time faculty members. But also in 2000, trustees learned that a substantial portion of the College’s endowment had been spent without their knowledge on buildings and related business ventures. The College’s president resigned, and the Eckerd College trustees personally restored the endowment.

Dr. Donald Eastman III became Eckerd College's fourth president in 2001, and under his leadership, the College has entered its most secure and fruitful era yet. By 2003, the College had a balanced budget and has now, in 2009, built substantial cash reserves to support its academic excellence. At the start of the 2008-2009 academic year, the College had 1,819 students enrolled in the residential program and 708 students in PEL.

Throughout its financial difficulties, the College continued to earn external recognition.

- In 2002, the College was named one of thirteen "Institutions of Excellence in the First College Year" by the Policy Center on the First Year of College.
- In 2003, a National Association for Foreign Student Advisors (NAFSA) study reported in *The Chronicle of Higher Education* that Eckerd was ranked the #1 U.S. baccalaureate institution with the highest proportion of students who study abroad during their undergraduate careers. According to the Institute of International Education's 2008 Open Doors Report (the most recent report), Eckerd ranks 7th on the list of Top 20 Baccalaureate Institutions for short-term study abroad experiences and 15th in the Top 40 Baccalaureate Institutions for total number of students participation in study abroad. Eckerd is the only baccalaureate institution in the Top 20.
- Eckerd is one of 119 colleges and universities to receive the 2008 Community Engagement Classification by the prestigious Carnegie Foundation for the Advancement of Teaching.
- Eckerd ranks 69th out of 440 baccalaureate institutions in production of doctorates, as reported in the Survey of Earned Doctorates, Baccalaureate-origins of J. S. Research Doctorate Recipients: 1997-2006.
- A charter institution, Eckerd continues to be included among the 40 *Colleges that Change Lives*, by Loren Pope.

Eckerd College's current financial stability and its excellent academic programs create the auspicious context for this strategic planning process designed to continue the institution's pursuit of excellence for the next decade and beyond.

Mission

Since its founding as Florida Presbyterian College in 1958, the heart of the mission of Eckerd College has been to provide an excellent liberal arts education with an emphasis on innovation, international study, and the individual growth of students into independent, thoughtful, responsible citizens. On October 22, 2008, the faculty recommended, and on November 15, 2008, the Board of Trustees approved the following revision of the College's Mission Statement which reaffirms and further articulates the founding vision of the College. The statement begins with the statement approved by the faculty and trustees in 2004 and expands that statement by identifying more specifically the educational goals that identify the College, especially with respect to teaching and learning. The statement is consistent with the College's long standing commitment to provide an excellent baccalaureate level education in the liberal arts and sciences and to foster lifelong learning.

Mission Statement

The mission of Eckerd College is to provide excellent, innovative undergraduate liberal arts education and lifelong learning programs in the unique Florida environment, within the context of a covenant relationship with the Presbyterian Church (U.S.A.).

The College expects its students to acquire a broad knowledge of past and present human cultures and of the rich and varied perspectives of different academic areas.

The College expects its students to engage intellectually with the enduring questions of purpose, value, and meaning and to reflect seriously on the spiritual dimension of human existence.

The College expects its students to acquire the intellectual depth appropriate to a baccalaureate education in a single discipline or subject, including mastery of a particular body of knowledge and an understanding of its principal modes of inquiry.

The College expects its students to deepen their awareness and comprehension of two central issues: sustaining the natural environment, and fostering cross-cultural understanding and respect for diversity in a global society.

The College expects its students to strengthen their sense of personal and social responsibility for ethical reasoning and action, constructive community engagement, and thoughtful leadership through meaningful participation in campus life and the wider community.

The College expects its students to develop and nurture the intellectual and practical skills that result from a liberal education: critical inquiry and analysis, effective written and oral communication, quantitative and information literacy, and team work and creative problem solving.

The College offers lifelong learning programs consistent with the purposes, content, and values of a liberal arts education.

Pursuant to these aims Eckerd College supports a faculty dedicated to fostering student learning through effective teaching and mentoring, productive scholarship and artistic endeavor, and broad participation in the campus community. Eckerd also supports a staff dedicated to creating an environment that fosters the College's learning community and supports the students in their intellectual, artistic, and moral development.

The governing board, administration, faculty, and staff share a commitment to sustaining and improving a college community that fosters a strong values-oriented liberal arts education for its students.

The Context for Planning: Opportunities and Challenges

The context for planning includes the identification and exploration of both internal and external environmental factors that affect the College as an organization. These include, but are not limited to, demographic shifts in the size, gender, and ethnicity of potential students; regional population shifts that impact recruiting strategies and the geographic distribution of recruiting resources; economic trends, both micro and macro, including changes in the philanthropic environment; the impact of market forces on the desirability of majors and foci of study; technological developments in personal and mass communications; advances in educational technologies; changing faculty demographics; and the impact of governmental calls for greater accountability in American higher education. As part of the strategic planning process, the College's Executive Staff carefully considered a wide range of internal and external factors that might impact the College over the next ten years. In some cases, the College was assisted in this consideration by consultants in particular areas, including enrollment management, marketing, and campus planning.

Strengths

The College enters these second five years significantly better prepared than it was in 2004 and ready to capitalize on both its impressive strengths and the many opportunities offered by its location, its dedicated faculty and staff, and its impressive academic programs.

- The size of the student body is at the precise number (1800) targeted by the Strategic Plan approved in 2004.
- Retention is at an all-time high, as are applications, annual and campaign fundraising and alumni engagement and support.
- The College is fully funding depreciation, and college buildings and grounds have been considerably improved and expanded.
- The quality of the student body is high, including Eckerd students leading the nation in the number of Hollings Scholarships earned.
- Our students are taught by an impressive faculty that has earned national and international recognition. Faculty members have received grants from the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the U.S. Geological Survey, the Florida Wildlife Fund, and from private industry; have published important studies in a number of academic fields; have published well-received works of fiction and poetry; and continue to build the College's reputation through their scholarly and artistic endeavors.
- The physical location of the College on the Gulf of Mexico, as a "wireless" campus shaded by palm trees and oaks, surrounding a new, electronically sophisticated library, attracts students from all over the nation and the globe.
- The physical location of the College also offers a unique environment for marine and environmental programs of study.
- Our current student body boasts students from 45 states and 28 countries.
- In 2003, the College was granted a chapter of Phi Beta Kappa.

Internal Challenges

Although the College's financial position is more secure and stable today than at any point in its history, the College's biggest challenges still have to do with funding.

- The College's endowment (a market value of \$30,753,521 on June 30, 2008) is smaller than those of peer institutions against whom we compete for students and faculty.
- The residence halls and dining facility require renovation.
- New science facilities for laboratory instruction, research and instrumentation are needed.
- Additional classroom and office space is needed.

External Opportunities

Eckerd College is the only private national liberal arts college in Florida, the nation's fourth most populous state. With the population of Florida projected to grow from the current 19 million to 30 million by 2030, this positioning presents extraordinary opportunities for continuing to build our financial strength as we attract even more applications from even more qualified students.

Approximately 26 percent of Eckerd students are Florida residents, but 51 percent of Eckerd alumni are Florida residents, 59.8 percent of whom reside in the Tampa Bay area. Therefore, students who come to Eckerd for their education often stay here after graduation and join the workforce. In addition, Eckerd's lifelong learning programs are attractive to retirees in Florida. According to the State of Florida, from April 1, 2000, to April 1, 2007, natural increase of population accounted for 12.5 percent of Florida's growth, and net migration accounted for 87.5 percent; roughly 50 percent of the net migration was due to moves from other U.S. states to Florida. In addition, the State of Florida projects that Florida's 65 and older population will grow by 20 percent over this decade, representing 17.5 percent of Florida's total population in 2010. With regard to fund-raising, these retirees who are beyond their peak earning years are often looking for opportunities to make charitable gifts to organizations. To date, roughly \$48 million (72.7 percent) of the \$66 million raised by the College in the first three years of its current capital campaign comes from Florida residents, and clearly, the potential for fund-raising in Florida is growing stronger.

External Challenges

The primary external challenges with which the College must contend are economic and climate related.

- The world-wide economic crisis will retard endowment growth, slow down philanthropic giving and reduce the number of families willing and able to invest in private higher education.
- Although the College has never suffered major damage from hurricanes, the threat of hurricanes and the destruction they could cause are continuing concerns to Florida. To meet this challenge, the College has appointed an emergency management team which has led the entire campus in a thorough disaster planning process. We have an off-site,

“high-and-dry,” data center that duplicates and updates all our records and data daily. Faculty are currently able to continue all fall semester coursework via the use of various technologies and alternative means. (The College’s Emergency Management Plan is attached.)

Strategic Planning Process

President Eastman presented and outlined the proposed two-year strategic planning process at the April 2002 faculty meeting. This process integrates academic, student life, financial, and physical facilities planning.

As a first step in the process, President Eastman appointed a strategic planning advisory group including faculty, staff, students, members of the Academy of Senior Professionals at Eckerd College (ASPEC), and Trustees. This advisory group was charged with the responsibility of reviewing the current situation at the College and the likely strategic opportunities, with the president preparing a draft of a strategic plan for review, comment, and revision by the campus community, with the ultimate aim of faculty endorsement and approval by the Board of Trustees.

The strategic planning process was officially launched in May 2003 with campus-wide communication and a joint session of trustees and those faculty and staff appointed to one of six strategic planning committees. The plan was developed in two steps during the 2003-2004 academic year: In the first stage, six committees of faculty and staff recommended strategic priorities in six specific areas of strategic potential. Faculty and staff worked in their groups and with others over the next six months to develop strategic recommendations for each of the issue areas. The topic for the September 2003 faculty retreat was strategic planning. Interim reports from the committees were submitted at the October 2003 and February 2004 board meetings. In the second stage, a group of faculty and staff appointed by the president developed an institutional strategic plan building on the most promising of those strategic recommendations.

During the strategic planning process, the president emphasized the importance of faculty and staff finding increasingly imaginative ways to answer the question, "Why Eckerd? In what ways does this College distinguish itself in academic quality and in the total educational experience?" He noted that the key question of strategy is, "What will provide competitive advantage?" and the second question is, "How can we maximize that competitive advantage?" and that each strategic priority must be a proximate answer to these questions.

The strategic plan was unanimously endorsed by the faculty at their May 2004 meeting and unanimously approved by the Board of Trustees in May 2004. This planning effort was the third chapter in the four-part planning process the president outlined in the fall of 2001: A financial plan, followed by a campus master plan; and a strategic plan to be followed by a capital campaign plan.

Spring 2009 marks the five-year anniversary of the 2004 Strategic Plan, and at this halfway point in the ten-year plan, the College reported on the progress toward our strategic goals and undertook a thoughtful reevaluation of several goals in light of new developments at the College and the current economic crisis.

This systematic process began with a request from the President to members of his Executive Staff/Strategic Planning Group that each member review the section that fell under his/her area of planning and assessment responsibility and gather data that would allow the Strategic

Planning Group to assess the College's progress on each goal. Each member of the Strategic Planning Group submitted the data to the President, who authored the preliminary draft of a report on the College's progress on strategic goals.

The Strategic Planning Group held a retreat in February, 2009, to review this preliminary draft and to make corrections or additions. A substantial revision resulted from this retreat, and the President convened a second retreat in March so that the Strategic Planning Group could review the new draft. Once again, corrections and additions were made, and the third draft of the Report was circulated among faculty and staff for their response. A fourth draft resulted from suggestions and comments from faculty and staff. The Report will next be given to the Board of Trustees for review at their May meeting. Their response will be represented in a fifth and final draft which will be presented for approval to the Trustees at their meeting next fall.

Structure and Purpose of the Strategic Plan

A review of the introduction of the 2004-2014 Strategic Plan is instructive for establishing the institutional context for planning. This update of the Strategic Plan follows the structure of the original plan.

The Eckerd College Strategic Plan, Liberal Arts Education for the 21st Century, is built on the institution's commitment to provide an undergraduate liberal arts education of the highest quality which embodies five key values: the formative experience of a residential education; the richness of a strong international dimension in both the formal and informal elements of undergraduate life; a commitment to environmental understanding and action (reflecting, in part, the ecological fragility of our location); a commitment to understanding the central role religion, spiritual life and service play in all cultures as well as in our own lives; and an institutional dedication to providing each student with a personal, closely mentored educational experience.

Part One of the Strategic Plan, "The Eckerd Experience," reemphasizes the primacy of and the commitment to those key values. Part Two, "Liberal Arts Education for the 21st Century," extends the institution's capacity for engaging the intellectual aspirations of its students. Part Three, "Special Programs and Lifelong Learning," outlines strategic initiatives for Special Programs. And, Part Four, "Landscapes of Paradise," articulates the tangible physical consequences of re-envisioning the College. Throughout the plan, we have integrated curricular and co-curricular initiatives.

Eckerd has a tradition of strong disciplines and now offers over 30 majors. This proposed Strategic Plan builds on the current academic strengths of the College as we take the next steps in the institution's evolution and development. The plan maintains our commitment to current programs and envisions growth in a number of new areas. The plan also builds on current strengths in student-faculty interaction and in undergraduate research. The success of the plan relies on our ongoing commitment to attract and retain faculty of high quality who are dedicated to liberal arts education. The strategic initiatives in this plan thus complement current disciplinary and faculty strengths; together existing strengths and new initiatives will enhance the overall quality of the academic program and the student experience at Eckerd.

Eckerd College will celebrate its 50th birthday in 2008. Never in the American experience has a small college distinguished itself so rapidly as a place for innovative, interdisciplinary, and individualized undergraduate education. Last year the College became one of the youngest ever to be awarded a chapter of Phi Beta Kappa, an honor shared by only 5% of American institutions of higher education. The College already ranks first in the nation in the percentage of its students who participate in study abroad programs, in the top ten nationally in the percentage of international students on campus, and in the top twenty in the percentage of students who go on to graduate and professional school. Located on the Gulf of Mexico in St. Petersburg, Florida, one of the most attractive areas in the United States, Eckerd College has grown from its dream of

being Princeton among the palmettos, Williams by the water with better weather, to a unique position in American higher education as a student-centered, values-driven undergraduate liberal arts college that educates the mind, the imagination, and the spirit.

Like all great colleges in their earliest years, Eckerd has had to rely more on innovation and commitment than on money, and not only its success but its very survival are a testament to the personal dedication of the founders, the founding faculty, and the four and a half decades of committed service by faculty, staff, trustees, alumni, and friends. It is to them that this new chapter in the life of the College is dedicated.

The Eckerd Experience

Values

The College continues to organize itself around the five values fixed in the 2004-2014 Plan: Residential, Environmental, Global, Spiritual, and Personal. Indeed the recruiting and advancement publications and communications branding work have used these values to structure the College's messages to various constituencies.

Residential

The classic liberal arts college education is about what happens outside, as well as inside, the classroom and laboratory. The extracurricular dimension at Eckerd is being strengthened to embody more deeply the College's core values.

The College is committed to creating a vibrant campus and local community for both its residential and its commuter students. The residential experience, as a core value, is founded on the notion that the student develops personally and intellectually through active membership in a learning community. A holistic education, therefore, not only involves participation in the various formal academic programs of the College, but also participation in a complex process of being molded by, and molding, the academic community. For most Eckerd students, this process includes residing on campus. For commuting students and students in the Program for Experienced Learners (PEL), however, this process may be manifested in other ways, for example, through involvement in co-curricular programs that nourish the mind, spirit, and body and unite all students as members of the Eckerd College community of scholars.

- *Student enrollment will grow from 1600 to 1800 in the next decade.*

Student enrollment grew to a high of 1817 in 2007-2008. For academic year 2008-2009, FTE enrollment is 1801.

- *The College expects to move rapidly to house 80% of its residential students. We will construct new residence houses to provide 260 additional beds and replace or renovate existing dorms to provide more attractive living spaces.*

Since 2004, the percent of FTE students living on campus has risen from 75% to 78% in Fall 2008, with a high of 80% in 2006. In Fall 2005, Sigma Complex was moved into residential housing stock from its earlier use as continuing education housing. In Fall 2006, Iota Complex, with 145 additional beds, was added to the campus housing inventory. This new complex embodies a philosophy of creating concentric circles of community providing housing with a residential feel and an ecologically friendly design.

- *The College will establish themed residence halls as a manifestation of its integrated educational philosophy, which recognizes that significant learning takes place within the*

classroom and in co-curricular and residential life. Possible themes include the arts, language-focus, the natural environment, global issues, community service, and spiritual life.

The College community offers students established themed housing in the areas of Community Service, Pet-Friendly Living, and Health & Wellness. Each year, Residence Life invites students to propose additional themed housing. For example, in 2008-2009, a small group of students opted to form a spiritual community within the larger community of a Health & Wellness house.

- *We will upgrade food service to provide the finest campus dining program in the country.*

Bon Appetit Dining Services is in its fifth year and has provided excellent cuisine as well as building into its program educational initiatives focused on sustainability, health and wellness, and hunger awareness.

- *The College will continue to provide an information-technology environment of the highest quality in residence houses and classrooms.*

Recently rated as the seventh most wired campus in the country by PC Magazine (2008), Eckerd has expanded its technological infrastructure in both the academic and residential areas of campus to enhance student learning and community building. All residence houses have wireless capability and the College, through its partnership with its cable provider, offers students numerous opportunities to upgrade their technological and communications services.

Triton.Connect, established in the Fall of 2004, continues to encourage new students to create an online social network prior to moving to campus. In addition, improvements in web-based services have made it possible to automate various functions and processes to allow students to address issues such as housing applications, room changes, assessments of residential life, and housing-related requests online.

- *Intercollegiate, club, intramural, and residential athletic programs and facilities will be dramatically improved. We completed "South Beach" and the South Beach field in August 2004; a lighted, artificial-turf field will be finished in fall 2004; and we will construct a Wellness and Recreation Center in the next few years.*

In 2004, the College's artificial grass, Sprint Turf, multipurpose athletic field and supporting facilities and amenities were completed. In addition, three new lighted tennis courts have been constructed. In 2007, a new fleet of Flying Junior sailboats was purchased through the generosity of donors, allowing our sailing team to improve their equipment.

In Spring 2008, the Eckerd community celebrated the opening of the new Eckerd Fitness Center located in the Cobb Building. With over 7,500 sq. ft. of space, the new Fitness Center includes multiple free-weight lifting stations; 13 PRECOR weight machines; 15 cardio machines including treadmills, elliptical and stationary bikes, climbers, and rowers; a group training area; and an Aerobic/Dance Room. The Intramural Student Supervisor's Office also is located in the Fitness Center. Since its opening in April 2008, the Eckerd College Fitness Center continues to

see an increase in student use. From August 8, to December 11, 2008, the ID card access system logged 16,497 student entries to the Fitness Center.

Environmental

From its inception, the College has had a commitment to educate students about the environment and ecologically thoughtful practices. Our innovative Environmental Studies major was cited by Florida Leader as the state's "best new undergraduate major" when it was first created. To continue to build on this base we will:

- *Create an outdoor education area with boardwalks and outdoor classrooms.*

A ten-acre site known as Palm Hammock, located along the western edge of the campus, has been designated for use in support of the environmental studies and biology programs. During 2007 an updated plan was developed for the location of an outdoor open classroom with an elevated boardwalk connected with the campus. Construction of this feature is awaiting a source of funds.

- *Apply the positive environmental landscape practices outlined in the Campus Master Plan, such as xeriscaping, using native plants where appropriate; using natural, permeable surfaces for parking and pedestrian paths; and drawing on ponds and wetlands as natural filters to clean water run-off.*

Major and costly infrastructure systems have been constructed in recent years to transport storm water into the seven retention ponds on campus. This work is in accordance with a five-year storm water management plan approved by the Southwest Florida Water Management District. As part of the plan, additional capacities and native plantings for filtration and removal of chemicals and pesticides have been added to the existing retention pond facilities on the east and south sides of the campus.

A planting palette of native trees, plants, and grasses has been developed in consultation with faculty, interested students, and environmental consultants and guides campus landscaping and improvement projects.

The north parking lot was constructed to be permeable using recycled natural products for the surface. Several pathways have been constructed using permeable materials such as mulch. Landscape projects avoid the use of nonrenewable resources and non-native plants to the extent possible.

- *Adopt "best practices" in new construction, renovation projects, and new utility systems, within the parameters of fiscal responsibility.*

The Armacost Library and the Iota residential complex were both designed and constructed using the best practices of environmental and sustainability processes and features and have achieved the established project and operating goals for energy efficiency and sustainability. All

five of these buildings use the latest technology in building systems and lighting controls to meet the energy efficiency goals set by Eckerd. The four Iota buildings are LEED certified.

In a dramatic and public demonstration of commitment to the environment, Eckerd became a signatory to both the Talloires Declaration and the American College and University Presidents Climate Commitment. As a part of this commitment, Eckerd is required to measure and develop a plan that will reduce its greenhouse gas emissions. Some of the actions already taken include an increased emphasis on recycling, creation of the community yellow bike program, lighting replacements with compact fluorescent bulbs, replacement of inefficient air conditioning systems in several buildings, and the creation of regional underground loops to distribute and efficiently share chilled water among buildings. This action has already resulted in the complete elimination of two chiller systems from the campus, resulting in significant savings in both energy and operating costs.

In developing proposals for environmental and sustainable projects and actions, a team approach brings together students, faculty, staff and administration, and when appropriate, expert professionals.

- *Reduce inner campus traffic by providing parking areas on the outer sections of campus, and make available alternative methods of on-campus transportation, including the Community yellow bike program, busses, zip cars, and the like.*

In conformance with the campus master plan the north parking lot was constructed near MacArthur Gymnasium, providing 277 replacement parking spaces at the perimeter of the campus. In addition to the community yellow bikes, campus safety operates an energy efficient golf cart shuttle system between parking lots and residential areas during the evening hours. The Eckerd College Organization of Students (ECOS) has created a website to promote more efficient car pooling by students and others.

Global

Our academic program already significantly incorporates the global dimension. International Relations and Global Affairs (IRGA) and International Business (IB) rank among our finest majors, and the East Asian Studies Program provides exceptional study-abroad and learning opportunities for faculty and students.

Building on these and other pillars of our international program, over the next decade the College intends to:

- *Make study abroad an expected part of every Eckerd student's educational experience, beginning as early as the freshman year.*

The College has made progress in increasing the percentage of students engaging in study abroad (80% of the 2008 graduating class studied abroad) and has made a \$4 million endowment for study abroad scholarships a capital campaign priority (over half the goal had been raised by the

time of the campaign kickoff in November 2008). The College has also made freshmen eligible for winter term experiences in their first year, in order to provide the benefits of discovering the greater world abroad as early in their higher education experience as possible. The College has also added a number of new opportunities for PEL students to study abroad.

- *Increase international enrollment from 10% to 15%.*

In Fall 2005, our international student population was six percent, and it has fallen to three percent in Fall 2008. While actual numbers of new international students have risen, so has the overall number of students. In Spring 2007 and 2008, we joined eight other *Colleges That Change Lives* schools and traveled to Latin America, and we plan to conduct a Latin America trip in Fall 2009. We traveled to China in Fall 2008 to meet agents through the English Language Service (ELS) “Year of the Rat” tour.

The College houses an ELS Language Center on campus. Our Admission staff meet with ELS students in the fall and the spring and coordinate campus tours for the ELS students. We continue to look for ways to partner with ELS to increase the number of students enrolling from there to the residential program.

Our revised goal is to increase international student enrollment from three percent in Fall 2008 to eight percent in Fall 2013.

- *Improve communication with and programming for international alumni.*

Special efforts were made to connect with international alumni and, particularly, to include them in the College’s 50th Anniversary celebrations. For example, the *50 for 50: Parties Around the World* held September 13, 2008, included parties in Switzerland, France, England, Canada, China, and Bermuda. In 2007, the Alumni Relations Director hosted Eckerd College Christmas in London, which attracted U.S.-based alumni who traveled to London and English alumni who joined the activities. Also in 2007, the Vice President for Advancement visited the Gower Street Study Centre and visited with Eckerd constituents in London and Paris.

In addition to hosting events designed to reach international alumni, the Advancement Office sends strategic mailings to international addresses.

An international graduate of the class of 1968 joined the Board of Trustees in 2007, marking the first time in the College’s history an international alumnus has been represented on the Board.

As we move forward, and as our campaign develops, we will send more gift officers overseas to engage our international alumni and schedule more international alumni trips. In addition, we will continue to use technology to help us find accurate addresses for international alumni.

- *Increase locations abroad where Eckerd students have an opportunity for study.*

Building on a long and fruitful relationship with Xiamen University, Xiamen, People’s Republic of China, Eckerd College has entered into an agreement whereby it offers a spring semester for

its students on the Xiamen University campus. This agreement provides Eckerd students an opportunity to engage with Chinese culture, to take Chinese language courses as well as courses in Chinese religion, society, and economic development. The participants in this Eckerd College program are accompanied by an Eckerd College faculty director who teaches one course. Other courses are staffed by faculty from Xiamen University.

Spring 2009 is the inaugural semester for the Eckerd College Latin America Study Center. This center is based at the University of the Americas, Puebla, Mexico. By agreement with this University, Eckerd College students live in dormitories on campus and have the opportunity to take courses from the Eckerd faculty director accompanying the group as well as faculty based at the host institution.

The College has increased and will continue to increase locations abroad where Eckerd students have an opportunity to study by expanding international Winter Term course offerings as well as international service learning opportunities. Over the past five years, the College has offered courses in a number of new international locations, including Dominica, Egypt, Fiji, Ghana, India, Kenya, Madagascar, Malawi, Myanmar, Malaysia, Peru, South Africa, Vietnam, and the Virgin Islands.

In addition to the credit-bearing international study opportunities available to Eckerd students, the College also offers a number of service learning travel projects during spring break each year. This year, 180 students and faculty participated in service projects in fifteen different locations around the world, including the Bahamas, Berlin, Costa Rica, Ecuador, Jamaica, Nicaragua, Panama, Puerto Rico, and Peru.

To support the development of additional opportunities for international study, four distinguished alumni of the College have established the *Russ Family Fund for International Initiatives* to support Eckerd faculty seeking international experience and expertise in order to strengthen the global dimension of their teaching and scholarship. The first recipient of this grant, William Felice, Professor of International Relations and Global Affairs, traveled to the Hague and Strasbourg to do the groundwork necessary for the development of a Spring-into-Summer course International Criminal Court and the European Court of Human Rights. The second recipient, Alison Ormsby, Professor of Environmental Studies, will travel to India next year to develop international study opportunities to enhance our Environmental Studies major.

Spiritual

The College's historical relationship to the Presbyterian Church, (U.S.A.) has positioned it to provide an intellectually responsible forum for the study of religion and of matters of the spirit.

- *The College intends to continue to develop and integrate programs offered by the Center for Spiritual Life, campus ministries, and the academic disciplines of religious studies and philosophy.*

The Center for Spiritual Life currently includes Campus Ministries, the Faculty Colloquy, and the Office of the Director of Religious Life/Chaplain. The Center sponsors an endowed lecture series for the campus community and the larger Tampa Bay community. The Campus Ministries program is founded on peer ministry and offers regular on-campus common worship in three Christian traditions. The Center is advised by the Spiritual Life Council that includes a strong commitment to the Presbyterian Church (U.S.A.) as well as representatives from diverse religious traditions including Muslim, Hindu, Jewish and various Christian denominations. The Faculty Colloquy is a manifestation of the synergism among academic disciplines, particularly religious studies, and the programs of the Center.

Personal

The Center for the Applied Liberal Arts (CALA) is a vital strength of the College. The academic internship program, study abroad opportunities, and service learning experiences sponsored through CALA complement and enrich our students' classroom work. For first- or second- year students, field-based learning can spark interest in an academic area or career field. For third-and fourth-year students, such experiences can increase the prospects for post-graduate employment or admission to graduate or professional school.

- *College faculty and staff will continue to provide strong mentoring in both the curricular and extracurricular dimensions of the Eckerd experience, and the College will continue to support the expansion of CALA's programs through adequate funding and staffing.*

In all aspects of its academic and co-curricular life, Eckerd College embodies a personal approach to student development. From its faculty mentoring program to its Student Life support services, there is a consistent emphasis on attention to the unique needs and interests of individual students.

Since 2004, the academic internship program has expanded through the efforts of various discipline faculty and CALA staff. The Midtown Project, through which the College is partnering with the City of St. Petersburg in helping to redevelop the Midtown area, is an important embodiment of the College's commitment to field-based learning, community service, and the exercise of good citizenship in the Tampa Bay area.

The Service Learning Program has established relationships with over 90 local not-for-profit organizations as well as non-profit and non-governmental organizations (NGOs) abroad. Marked increases in the number of students involved in curricular, co-curricular, and international service learning are illustrated by the fact that in 2007-2008 Eckerd students contributed over 55,000 hours of service. The College's innovative curricular, co-curricular, and international service programs have earned it a 2008 Community Engagement Classification by the prestigious Carnegie Foundation for the Advancement of Teaching.

A committee, led by the Dean of Students, is in the early stage of planning to create a more intentional approach to student support programming through the establishment of an Eckerd

College Center for Student Success. This Center will provide a coordinated set of personal and academic support services to enhance the lives and academic success of all Eckerd students. The Center will draw together both existing and new programs and resources and make them available to students in a single, centralized location. The resources and programs offered might include a new First Year Student Support Program; an expanded Academic Tutoring Services Program; a new Academic Coaching and Executive Functioning Development Program; the College's current Career Resources Program, Disability Support Services Program, Writing Center Program, and Rahall Communication Laboratory; and a new Academic Skills Enhancement Program, offering workshops in study skills, time management, academic scheduling and organization, and personal finance.

The Student Life Committee and the full Board have endorsed the concept of the Center and the work of the planning committee and have encouraged that committee to continue exploration of the feasibility of establishing the Center as soon as funding becomes available (likely after the current campaign).

Liberal Arts Education for the 21st Century

A second strategic path for deepening and enriching the Eckerd Experience, building on the core values and related strengths of the College, is to develop additional capacity in the following vital areas of education for the new challenges of the 21st century.

Integrated Life Sciences

Science is the predominant epistemological mode of inquiry in the contemporary world, and about one-fourth of the College's graduates major in one or more of the sciences, an unusual achievement for a liberal arts college. In recent years, as the biological revolution has progressed, the pedagogy of science has changed in response to the Human Genome Project and other feats of molecular biology which are also rapidly changing how we live our lives. Practical applications of this new information will soon dramatically alter how we practice medicine, fight wars, sustain our food supplies, and define what it means to be human. We are at the threshold of a biological revolution that will allow us to understand the complexity of life at all levels, from molecules to whole animals to global ecosystems.

The way scientists "do" science has changed. Asking questions about life is becoming a much more interdisciplinary endeavor, involving contributions not only from biologists, but also from chemists, physicists, mathematicians, social and computer scientists, and bioethicists. The way we train the next generation of biologists or, in fact, any scientist who wants to study living systems, must also change to reflect the changing way scientists approach biological problems.

- *Eckerd College has an opportunity now not only to remain competitive in this arena, but to be a leader in the revolution in science education that must accompany the biological revolution. As a liberal arts college in which Biology and Pre-Med together comprise the second largest major after Marine Science, our culture is well-suited to sustain and foster an interdisciplinary and dynamic biological science curriculum with a strong experiential component. We are also ideally situated to bring to bear our liberal arts resources upon the challenging bioethical issues that are sure to be prominent throughout the 21st century, as accelerating advances in biotechnology raise important ethical and religious concerns about the meaning of human identity and indeed of "life" itself.*

The key next step in order for Eckerd to advance in this area is the construction of a building to house instructional programs with a focus on the latest developments in molecular biology and the life sciences. Pursuant to this end the College is in the process of a \$2 million renovation of science facilities and has made the raising of \$30 million to construct a 51,000 square foot facility housing studio classrooms, laboratories, and faculty offices for biology and chemistry the focal point of the remaining two years of the capital campaign (over half the funding has been raised since the campaign launch in November 2008).

Enrollments in science courses have increased substantially since the existing facilities for these disciplines were constructed in the mid-sixties, which make the current space shortage acute. Moreover, science pedagogy and the facilities and equipment needed to teach science have changed dramatically. The construction of the Galbraith Marine Science Laboratory in 1993 was a major step forward in updating and expanding facilities, and the new integrated science building, with greatly increased space for classrooms, laboratories, and research, will enable the College not only to maintain but greatly increase its excellence in the sciences. Moreover, the immediate adjacency of the biology and chemistry programs will foster the cross disciplinary interchange so essential in life science education today.

Marine Science

Eckerd College is widely recognized for offering one of the best undergraduate marine science programs in the country. Already our largest major, marine science continues to attract substantial interest from prospective students. As the program has expanded, increased enrollments, especially in first-year courses, have created pressures on classroom and laboratory space.

- *To sustain our premier marine science program and to position ourselves competitively, we will modernize and expand our marine science classroom and laboratory facilities.*

Eckerd students have won 25 Hollings Scholarships awarded to undergraduates in marine science by the National Oceanic and Atmospheric Administration (NOAA) in the five years of the competition, more than any other college or university in the country. Graduates in marine science in recent years have won National Science Foundation Fellowships, and Fulbright, Rotary, Udall scholarships, and Goldwater Scholarships. Currently the College is exploring an expanded affiliation with the Bermuda Institute of Oceanic Studies (BIOS) marine science research center in Bermuda. Marine science faculty members have had research funded by a wide range of agencies, including NSF, the U.S. Geological Survey, National Fish and Wildlife, and NOAA.

The Galbraith Marine Science Center was recently expanded to include storage for core samples. Because the Galbraith Center is one of the newer buildings on campus, building resources have been redirected toward building a new science center which will also serve the Marine Science programs.

The largest major at Eckerd and one for which the College is uniquely suited, Marine Science is an interdisciplinary field that incorporates a range of scientific disciplines. Accordingly, the Marine Science discipline is poised to benefit from progress in Eckerd's science infrastructure that enhances connections among the sciences. Advances in cell and molecular biology techniques are as applicable to marine organisms as they are to humans and other terrestrial organisms. Indeed, considerable progress in developmental biology has come from studies on sea urchins, and seminal work on the neurobiology of learning and memory has come from work with sea slugs. Furthermore, the field of Marine Science has been revolutionized in recent years

by molecular approaches suggesting the importance that microbes play in regulating ocean biogeochemistry, including global climate cycles. Molecular techniques are being used by Eckerd faculty and students to study population genetics of marine animals, and potential exists to continue adding cell and molecular approaches to student training in Marine Science. Continuing and enhancing the close cooperative connections in teaching and research with the rest of the sciences will allow for advancements in Marine Science as well as the other life sciences at the College.

International and Global Studies

- *Building on its strong international programs and its national leadership in study abroad and international enrollment, the College will deepen its commitment to an international approach to the liberal arts. The International Relations and Global Affairs (IRGA) Program will assist Eckerd students to develop a meaningful study abroad or other international experience as an integral part of their educational program. IRGA will also facilitate growth of the College's majors in International Studies and International Business, language and area studies programs, and of the number of international students enrolling at the College. In addition, the College will integrate and strengthen its resources in area studies and develop programs for the study of Latin America and the Caribbean and the Middle East along the lines of our successful East Asian Studies program. Course offerings will focus on such areas as history, language, politics, economics and business, literature, religion, and art. Study abroad opportunities and appropriate foreign-language offerings (e.g., Arabic) will be developed in concert with these initiatives. Our diplomats-in-residence program will be expanded with extensive training for our students in diplomacy and human rights. Our international business curriculum will be enhanced to focus more on China, India and Southeast Asia.*

Improvements include adding a Spring-into-Summer course located in The Hague and Strasbourg to study the International Criminal Court and the European Court of Human Rights, which will complement the existing Winter Term project at the United Nations in New York City and Spring-into-Summer project in Geneva.

To strengthen our East Asian Studies program, the College established a China Study Center in agreement with Xiamen University, Xiamen, People's Republic of China. Spring 2009 marks the third year of this successful program. As the first steps in exploring a Latin America Studies program, the College has hired a new Assistant Professor in Spanish with a specialty in Latin American Literature. We have established a Latin America Study Center based at the University of the Americas, Puebla, Mexico. Spring 2009 is the first semester of this new program, and further development of a Latin America Studies program will be reevaluated based on its success. As a first step in exploring a Middle East Studies program, the College authorized a full-time faculty position in the politics and history of the Middle East starting in 2008-09.

The Educated Imagination

The most important intellectual skill is an educated imagination – the capacity to create images that assist in understanding what is and anticipating or designing what lies ahead. It is this capacity that has made American higher education the envy of the world. All disciplines, properly taught, can help educate the imagination, but none better equips the imagination than the practice and the study of the arts.

- *The College has achieved a superior reputation in creative writing through the success of its faculty and graduates. To build on this outstanding reputation, we will recruit a major prize-winning writer (e.g., a Pulitzer or National Book Award recipient) to work with faculty and students in a variety of innovative ways and to serve as an arts ambassador for the College. A prize-winning writer with roots or interests in the Caribbean, Latin America, or the Middle East would enhance new strategic initiatives in International and Global Studies or Environmental Studies, and such a person might in compelling ways complement our distinguished affiliate, novelist and philosopher Elie Wiesel.*
- *Like the sciences, the arts have become increasingly interdisciplinary. This evolution of the arts has stimulated innovation within traditional forms (performance art), and technology has provided exciting new common ground for interaction among the disciplines of theatre, music, writing, and the visual arts. The way we educate the next generation of artists must not only honor traditional methods, it must also include interdisciplinary perspectives and insights which anticipate the future of art. In this spirit, a Film Studies program will be developed to supplement existing programs in the arts and humanities, and a new interdisciplinary arts major will be developed. In order to deepen understanding of and continue appreciation for artistic expression, the College will develop support for a position in art history.*

The College added a position in art history to the already very strong arts faculty and has approved the new interdisciplinary art major. We hope to add an endowed professorship in film studies by 2012.

In 2005, The Eckerd College Writers Conference, “Writers in Paradise,” was launched and has had great success, with over 80 students attending in January 2009. This program has rapidly built a substantial endowment and promises to become one of the nation’s premier writing conferences. This prestigious writers conference was founded and is co-directed by two graduates of Eckerd College: Sterling Watson (’69), author of five novels (*Weep No More My Brother*; *The Calling*; *Blind Tongues*; *Deadly Sweet*; and *Sweet Dream Baby*); and Dennis Lehane (’88), author of seven novels (*A Drink Before the War*; *Darkness, Take My Hand*; *Sacred*; *Gone Baby Gone*; *Prayers for Rain*; *Mystic River*; *Shutter Island*, *The Given Day*).

The Creative Writing program has been further enhanced by the funding of the endowed Peter Meinke Professorship in Creative Writing. The first appointment to the Meinke chair was named

in 2008. The Creative Writing program would be enhanced by a third full-time position, possibly in screen play or play writing.

A gift to fund the Center for Ceramic Arts and Sculpture, a major campaign priority, has recently been secured; this facility will begin the expansion of an “arts campus” whose future development will be one of the central foci of the next capital campaign.

A new Community Coordinator for the Arts has brought several major art exhibits to the Armacost Library and created fruitful connections with local art institutions, including the Salvador Dali Museum, St. Petersburg Museum of Fine Arts, The John and Mable Ringling Museum of Art, and the Asolo Theater.

Institute for Ethical Leadership

Preparation for ethical leadership permeates the College’s academic and student life programs, so it was decided that the creation of a separate institute would not be pursued at this time.

The Center for Spiritual Life

The College has recently re-affirmed its covenant with the Presbyterian Church (U.S.A.) and is building on this strategic advantage to create an array of programs under the umbrella of the Center for Spiritual Life. Recognizing that the resurgence of religion is everywhere present in the world and that the search for spiritual understanding is everywhere apparent in contemporary life, the goals of the Center are:

- *to enrich the spiritual life of the Eckerd College community; to provide educational programs for the College and religious communities of the region and the state; and to explore the role and place of religion in the contemporary world. The College is making progress in each of these areas. Campus Ministries and Service Ministries provide a range of worship, small group, and service opportunities. Increasingly, we are providing workshops and consultations to assist the churches in the region and the state in meeting their educational goals. A new and ambitious lecture series, symposia and a beginning publication initiative have invited the internal and external communities to reflect on the place of religion in cultures throughout the world.*

The Center for Spiritual Life encompasses Campus Ministries, the Faculty Colloquy, and the Office of the Director of Religious Life/Chaplain. Campus Ministries provides on-campus worship in three Christian traditions. The Center is advised by the Spiritual Life Council that includes a strong commitment to the Presbyterian Church (USA) as well as representatives from diverse religious traditions including Muslim, Hindu, Jewish and various Christian denominations.

In order to support Center for Spiritual Life programming, the building housing the Center was in great need of renovation. In 2007, under the leadership of a former member of the Board of Trustees, the College embarked upon a special effort to raise the remaining funds needed to complete renovations to the College Chapel. The Chapel was renamed and dedicated in honor of the College's second President, Billy O. Wireman in May 2007. A culminating gift of an additional \$75,000, later in 2007, allowed for the completion of the renovations, including a new roof.

- *In order to strengthen the intellectual and academic work of the Center, a Council of Faculty Fellows of the Center will be developed to articulate the College's covenant relationship with the Presbyterian Church and to provide a platform for the interdisciplinary study of religion.*

The Faculty Colloquy offers faculty from diverse disciplines an opportunity to share research and writing on a theme chosen each year by the Center. The Colloquy meets regularly for scholarly presentations on contemporary religious issues by participants.

Information and Instructional Technology

The programmatic initiatives proposed in the strategic plan will significantly benefit from instructional technology extensions: International and Global Studies can use distance education which brings international resources to the campus; Integrated Biology and Biomedical Sciences will rely on access to the Web and data collection and visualization technologies; and the new initiatives of the Educated Imagination will require a media laboratory/studio to support computer art, graphic design, web design, and video.

To provide technological planning and development, the College will identify innovative and appropriate technologies and provide additional library support to ensure access to electronic and technological resources that support the curriculum but are available only through commercial vendors. To encourage and assist faculty to use instructional technology we will add a specialist in education technology to the Information Technology services staff.

The College has added a specialist in educational technology to the IT staff. Under his leadership, backup plans for the delivery of courses online have been completed in case the campus must be evacuated for an extended period of time because of weather or other emergencies. Major strides have been made in the use of clickers, tablet computers, the Ubiquitous Presenter, and other strategies for improving the quality of classroom instruction. The new Armacost Library incorporates a sophisticated technology center and computer laboratory, and the College will continue to support the development of instructional technology to maintain its status as one of the nationally recognized "Most Wired Campuses" by *PC Magazine* (2008), in which we are currently ranked the seventh "most wired" campus in the nation. This will include expanding internet bandwidth, upgrading the campus network architecture, strengthening the College's backup co-locations, initiating server virtualization, and enhancing video capabilities.

Special Programs and Lifelong Learning

Eckerd College has a tradition of community service and a national reputation for outstanding continuing education programs that serve learners of all ages. New technologies, new competitors, and the shifting needs of learners have significantly affected the field of continuing and lifelong education. As Special Programs looks to the future, it will build upon its current array of programs and will expand those programs and services that serve key constituencies and for which there is demand. To continue to be successful, Special Programs must remain flexible, opportunistic and entrepreneurial.

Program for Experienced Learners (PEL)

Since its inception in 1977, PEL has been the leading adult education program in the Tampa Bay region. The adult degree completion market, however, has changed considerably and is now characterized by career-focused curricula, fierce competition, new institutional models, and alternative delivery systems, most notably, time shortened and distance learning programs. Moreover, the demographic characteristics and the educational needs of adult learners are also changing.

- *In the face of these challenges, the College remains committed to continuing PEL as the most innovative, most respected and best adult education program in the region.*

Competition within the adult education market in the Tampa Bay region has continued to increase, particularly with the entrance of new providers and the growth of online degree programs. However, the most significant competitive challenge PEL has faced during the past five years has been from the public sector in which St. Petersburg College and the University of South Florida St. Petersburg and Sarasota campuses have greatly expanded baccalaureate degree programs and enrollments. Another significant challenge for PEL has been the downturn in the economy and the impact it is having on students and prospective students. Adult students now are less securely employed, have much greater financial need and fewer financial aid resources (e.g., decreased employer tuition assistance).

In spite of these challenges, during the past five years PEL's annual registrations have grown modestly but steadily. Overall, registrations have grown from 4337 in FY 2005 to 4584 in FY 2008, an increase of 5.7 percent.

PEL's strategic plan focuses on distinguishing itself in the marketplace by emphasizing its commitment to the liberal arts and the quality of its academic program. We will undertake the following specific initiatives to strengthen PEL's competitive position and its ability to meet the changing needs of adult students:

- *refocus marketing on program quality and the enduring value of a liberal education;*

Among PEL's competitive advantages in the Tampa Bay adult education market are its reputation for quality, focus on writing skills and emphasis on the liberal arts. While most adults

seek career-related programs, we believe our emphasis on the liberal arts is a distinctive characteristic that sets us apart from our many competitors that offer only business or career-related programs. PEL has focused its marketing and outreach on the theme of “Earn a Degree of Distinction,” a phrase we believe conveys that PEL seeks serious students willing to work hard to achieve a respected baccalaureate degree. In addition to our business major, we continue to offer an array of liberal arts majors and minors, including a growing visual arts program. We have expanded opportunities for PEL students to study abroad and developed an Honors Program, enhancements that are uncommon in other adult degree completion programs. Our surveys of incoming adult students indicate that the academic reputation of Eckerd College and PEL is a primary reason for enrollment.

- *use instructional technology and blended learning to complement classroom based learning;*

PEL has a task force working to expand the use of instructional technology through the development of blended learning courses. Also, PEL has infused more technology into its directed study courses.

- *develop linkages and partnerships with community organizations, particularly arts organizations;*

In addition to its four off-campus sites, PEL offers classes at arts centers in downtown St. Petersburg and Dunedin. Both PEL and Eckerd College as a whole have expanded outreach to the arts community in recent years. This effort was helped by the appointment of a liaison to the arts community to foster collaborations with arts organizations. The Visual Arts major in the Program for Experienced Learners has grown in from one major in 1999 to 40 majors today. The program is known throughout the community for the quality of instruction and for the creative collaborations with community partners, The Arts Center of St. Petersburg, the Dunedin Fine Arts Center, and the St. Petersburg Clay Company.

- *establish a presence in downtown St. Petersburg and in downtown Tampa to increase visibility and access in urban centers;*

PEL has established a significant presence in downtown Tampa through its Westshore Center. PEL offers classes in downtown St. Petersburg through the Arts Center but has decided that, due to the proximity of the campus to the downtown area, a full center in downtown St. Petersburg would not be cost effective.

- *develop articulation agreements and 2+2 programs with area community colleges for niche areas such as international management, pre-law, leadership, and human development;*

While PEL has attempted to strengthen its relationships with and outreach to area community colleges, the impetus to develop formal articulation agreements and 2+2 programs has waned in recent years because many Florida community colleges have become (e.g., St. Petersburg College) or plan to become (e.g., Manatee Community College) four year state colleges and offer

their own baccalaureate degree programs. Regular meetings are held with area community college representatives. Transfers to PEL from area community colleges go smoothly. Thus, given the expansion of baccalaureate programs at area community colleges and effective working relationships with those schools, our current articulation agreements with community colleges are deemed to be sufficient. PEL is, however, undertaking efforts to strengthen personal relationships with community college advisers and faculty in various disciplines.

- *provide certificate programs for special audiences;*

Due to changing circumstances and lack of demand, the goal to provide certificate programs has not been pursued.

- *develop additional scholarship support for PEL students;*

PEL is providing more aid to students. In 2008 PEL received a gift from the Osher Foundation to establish an endowed scholarship program for adults returning to college. PEL also implemented a comprehensive enrollment management and data collection program to strengthen both recruitment and retention.

- *increase opportunities for international and experiential learning;*

PEL has worked with the International Education Office and with faculty to expand opportunities for PEL students to study abroad as well as to take domestic service learning trips. PEL now offers three or four international trips and two or three domestic trips annually. PEL also works with the College's Center for Applied Liberal Arts to provide internships and community based volunteer experiences for students.

- *create an honors program for PEL students.*

A PEL honors program has been developed and fully implemented. About a dozen students participate annually in the program. Our honors students, together with two faculty members, have presented at the annual meeting of the Southern Regional Honors Council in 2008 and 2009.

Increasing Capabilities in Instructional Technology

Special Programs will increase its capabilities in instructional technology as a key strategic initiative. In the past, most continuing education program activities were campus and classroom based, but now lifelong learning programs are increasingly using technology to complement classroom based experiences or even to serve as stand alone programs. This is particularly true for one of our largest program areas – executive and corporate education. The use of technology is expected to accelerate as baby boomers enter retirement years.

- *To remain competitive, Special Programs will judiciously increase its use of technology and further enhance the technological skills of Special Programs' managers, instructors, and staff.*

Technology has become a vital part of every program in the Special Programs division and is now instrumental in all phases of our program operations including marketing, communications, instructional delivery, and post program follow up. Increasingly, our clients and prospects are using web pages and technology to shop for and compare programs. We are actively seeking to strengthen and update our web pages and marketing communications with clients. Several of our programs, such as the Conflict Dynamics Profile and LDI's assessment activities, are entirely technology based. In addition, in 2008 the division converted all its financial systems to Banner. The division has made significant progress in incorporating technology in its marketing, instruction and administrative processes.

Other programs in the division are increasingly using instructional technology in classrooms. In addition, the Leadership Development Institute is actively using webinars to market and to deliver content to its client organizations.

National Center for Lifelong Learning

- *We will establish a National Center for Lifelong Learning to leverage and expand the experience and resources of The Academy of Senior Professionals at Eckerd College (ASPEC), Elderhostel and Senior College. As baby boomers approach retirement age, organizations will increasingly need to find creative ways to work with talented and active retirees. The Center will offer diverse programs and services that will enhance the intellectual, physical and personal well being of seniors through leadership, learning and service. The Center will seek to use the talents of seniors to enhance economic development for communities and organizations. Specific activities will include educational programs to assist people transitioning from their primary careers to new ventures; peer learning programs; travel programs; research on the role of lifelong learning in successful aging; and cooperative and reciprocal programs with other leading lifelong learning institutes, university centers and retirement communities. The Center will be a national model for productive and active learning among seniors.*

Eckerd College is a recognized national leader in the field of lifelong learning. Our lifelong learning programs – the Academy of Senior Professionals at Eckerd College (ASPEC), Elderhostel and the Osher Lifelong Learning Institute (OLLI) – are very visible and unique, especially for a college our size. Recent highlights in these program areas include the Osher Foundation's gifts totaling \$2,250,000 to support OLLI operations, the achievement of over 1,000 paid OLLI memberships, and the selection of Eckerd by AARP to host the First Annual National Conference on Positive Aging – a highly successful event that attracted over 400 participants in December 2007.

After careful review, the Special Programs division concluded that a national center for seniors is not economically viable. Therefore, the division has decided to refocus its plans for lifelong learning. We seek to remain a leader on the national scene but we have decided to refocus our priorities on member education and services for ASPEC, Elderhostel and OLLI participants and decrease services related to economic development and career transitions for the general senior population. We plan to continue occasional programs and workshops on economic development but, due to staff workload and limited resources, we will no longer attempt the range of activities (national workshops, career transitions, job training services) envisioned in our strategic plan developed five years ago.

Leadership Institute for Nonprofit Organizations

- *Special Programs will build on the success of the Leadership Development Institute (LDI) by establishing a Leadership Institute for Nonprofit Organizations. The Institute will expand LDI programs and services through a partnership with the Community Foundation of Tampa Bay to address the leadership challenges of diverse nonprofit organizations, their executives and their board members. We will also offer a series of leadership and management programs for church leaders in cooperation with the Center for Spiritual Life.*

The Leadership Development Institute (LDI) has continued to expand the volume of business it conducts for governmental and nonprofit organizations. The percentage of business from these sectors has grown both in terms of the training dollars received and a percentage of LDI's total business. We have, however, decided to keep our governmental and nonprofit training services under LDI's umbrella and not to establish and 'brand' a separate nonprofit institute.

Leadership and management programs for presbytery executives of the Presbyterian Church and for school principals and superintendents have been successfully conducted, the latter with encouragement and support from the Community Foundation of Tampa Bay.

Due to the growth of the *Conflict Dynamics Profile (CDP)*, we have created a Center for Conflict Dynamics to foster research, products and services related to the *CDP*. The Center will serve to keep *CDP* a leader in the field of conflict management and will develop applications and materials to particular industries. The Center will oversee translations of the instrument into different languages. The Center's primary budget goal is to double (to \$1.2 million) *CDP* revenues by 2014.

Landscapes of Paradise

For all of its academic renown, achieved so quickly and with national and international notice, the College's most distinctive asset is its unique waterfront location on the Gulf of Mexico. Maximizing this asset by making the aesthetics of the campus a strategic priority is an obvious and critical initiative. We will accomplish this within the context of the core values of the institution and by enhancing the synergy between Eckerd's natural and social ecosystems.

Residential

- *Over the next decade, the College will modernize or replace the current aging residential and student life structures. We will construct residence halls that foster living-learning communities, a new Wellness and Recreation Center integrated with our existing Waterfront recreational resources, improved intercollegiate athletic facilities, and a new dining facility. We will renovate Dendy McNair Auditorium to provide a superior venue for recreational movies and for the study of film and to serve as a medium-sized auditorium for campus speakers. We will build a "black box" theatre to support both curricular and extracurricular theatre programs.*

While the College plans to renovate the seven traditional residential houses over the next ten years, 145 additional beds have been added to campus housing through the construction of the Iota Complex in Fall 2006. In addition, a renovation of Sigma House was completed in Fall 2007. A new Fitness Center, expanded Waterfront recreational programming, the new Sprint Turf multi-purpose athletic field, new grass practice/recreational fields, and additional new tennis courts support a growing recreational sports program and the College's eleven NCAA Division II intercollegiate teams. Improvements have been made in the Café Bon Appetit dining facility including the addition of a 125-seat outdoor covered dining area, and a major renovation of the cafeteria is in the planning stage. Dendy McNair auditorium was renovated and rededicated as the Dan and Mary Miller Auditorium in October 2004. Miller Auditorium, with its state-of-the-art projection and sound technology, now provides an excellent venue for films, classes, and other public presentations. It is anticipated that improvement of the arts facilities will be a central goal of the College's next capital campaign, and the planned Center for Ceramic Arts and Sculpture is expected to be the first building in this new complex.

Global

- *In order to support the program of international activities outlined in the previous sections of this report, we will develop language-focus residence houses on campus and provide a complex of offices, seminar and conference rooms, and classrooms for all international programs.*

To complement its wide array of study abroad programs through on-campus initiatives, the College has expanded efforts to recruit international students, to enhance international and multicultural programming for all students, and to facilitate programmed interaction between domestic, international, and visiting ELS students.

See report under “Global” in the section on “The Eckerd Experience.”

Environmental

- *The College will accelerate its progress in achieving the ambitious physical master plan approved by the Board in 2002 to make the campus a noted center in Florida for smart, sustainable, environmentally wise landscaping, parking and transportation. Increasingly, we will use the campus and its adjacent waters as outdoor classrooms.*

See report under “Environmental” in the section on “The Eckerd Experience.”

Spiritual

- *The College will replace the current chapel with a new structure to provide suitable facilities for worship and to take advantage of our role as a center for an informed and educated spiritual life. The new chapel will also provide a much-needed venue for large campus gatherings and for musical performances.*

The former Griffin Chapel was rededicated in May 2007 as Wireman Chapel after an extensive renovation project made possible by a generous donor. This project provided renewed space for worship and lectures, a fellowship area for meetings, study, and social gatherings, more functional and attractive office space, and a beautifully landscaped patio area suitable for outdoor gatherings.

Personal

- *The College will maintain its uniquely “human-scale” architecture and facilities, renovate older academic facilities, and erect new ones that optimize student-teacher engagement. As the teaching and learning of science changes, for example, in response to extraordinary evolution of scientific disciplines, so must our facilities support those intellectual and pedagogical developments.*
- *One thing more: Eckerd College is located in paradise – on the water, where Tampa Bay meets the Gulf of Mexico on the western edge of Florida, in a tropical climate, under the palm trees and Florida sun. Egrets, herons, ibises, pelicans, storks, and roseate spoonbills fish the waters on campus.*

The 90,000 square feet of new college facilities constructed over the past five years have maintained the two-story, “human-scale” architecture, and plans for new facilities also reflect this commitment to community and scale.

The Eckerd Experience: Residential, global, environmental, spiritual, personal. In paradise.

Report on Five-Year Institutional Goals: 2004-2009 and Strategies and Goals for 2009-2014

The goals listed in this section represent important priorities for Eckerd College, and those responsible for each goal have identified reasonable strategies for the College to follow towards successful achievement. We understand, however, that the world-wide economic crisis may have a dramatic impact on our ability to achieve these goals within the desired timeframe. Economists and the mainstream media seem to agree that we are experiencing the worst economic crisis since the Great Depression. Current conditions include a slowing of philanthropic giving, a sharp drop in the growth of the college and university endowment, and, perhaps most important to Eckerd College, the credit crisis may make it difficult for families to invest in private higher education. As we continue to monitor the economic crisis and its particular impact on the College, we will adjust our goals accordingly to ensure that the College will emerge from this global crisis in as strong a position as possible. (The original goals of the Eckerd College Strategic Plan for 2004-2009 continue to be in italics type, with commentary and new or modified goals in standard type.)

Academic Excellence

1. Attract, support, and retain 130 of the best teachers in America.

For the 2004-2005 academic year, the College had 101 full-time faculty plus 45 teaching part-time in the residential college for a full time equivalent of 130. For the 2008-2009 academic year the College has 113 full time faculty plus 47 teaching part time for a full time equivalent of 136. The goal is to maintain the College's long standing commitment to maintaining a student/faculty ratio of 13 to 1. In the 2004-2005 academic year, the total of full time equivalent faculty was 130, of which the part time faculty represented a full time equivalent of 22%. In 2008-09 the total of full time equivalent faculty was 135, of which the part time faculty represented a full time equivalent of 16%.

Since May 2006, the College has established and appointed four endowed professorships, thanks to Campaign gifts:

- Elie Wiesel Professorship in Humane Letters.
- Richard R. Hallin Endowed Professorship in Natural Sciences.
- Peter Meinke Endowed Professorship in Creative Writing.
- Tom and Mary James Professorship in Finance.

It is anticipated that a fifth endowed professorship, the Christian Nielsen Professorship in Film Studies, will be filled by 2012. These professorships enhance our already strong academic programs.

The College has also developed programs to support the excellent faculty we currently employ. Increases in the faculty development budget have helped fund attendance and presentations at conferences as well as other professional activities. New faculty engage in a year-long

orientation program with the Associate Dean for Faculty Development, and we have a fully developed new faculty mentoring program that also runs throughout a new professor's first year and often extends beyond that.

2. Achieve AAUP 1-level salaries and excellent benefits.

The College has moved from AAUP level-3 salaries and compensation in 2004 to AAUP-2 levels for assistant and full professors in 2008. The benefits program of the College continues to be the best among all colleges and universities in Florida.

Currently the College's average faculty salaries and compensation are rated AAUP 2 for Class IIB (Baccalaureate) institutions for professors and assistant professors, and at AAUP 3 for associate professors. In order to maintain the 2 rating for full professors and assistant professors and to improve the rating for associate professors from 3 to 2, the College will set the parameters for average annual faculty salary increases, consistent with the financial plan and pending an annual assessment of available resources, at one per cent above the projected rate of inflation for associate professors and at least the rate of inflation for the other two ranks.

Once the AAUP rating is at 2 for all ranks, the College will seek to maintain this rating, subject to annual resources, by setting faculty salary parameters at all ranks that will at least keep up with inflation. This will enable the College to pay salaries and provide compensation above the average for baccalaureate institutions and thereby remain competitive in the hiring and retaining of excellent faculty members who are committed to the College's mission.

The long-range goal of the College is to compensate faculty at the AAUP 1 level, but reaching this goal will require a major increase in the College's earnings from endowment which is not likely within the five years remaining in the current strategic plan. As it is, the College's average faculty salaries and total compensation rank it at the top of baccalaureate institutions with endowments of less than 50 million dollars.

3. Offer cutting edge programs in the arts, humanities, natural and social sciences.

The College has 16 million dollars pledged toward the construction of a 51,000 square foot Center for Molecular and Life Sciences that will support instruction and research at the emerging interface of biology and chemistry. Construction is expected to begin by 2012.

The College will develop a major in Film Studies. We currently have a growing minor in Film Studies supported by campus programs such as the International Cinema Film Series and the Environmental Film Festival. The College is raising funds to support the creation of a professorship in Film Studies by 2012, which will make possible the creation of an interdisciplinary major involving the humanities and the arts.

The College has authorized an appointment of a full-time faculty member in Middle East politics to strengthen the program in International Relations and Global Affairs as well as the College's general education curriculum.

The College has added a full-time faculty appointment in Coastal Management to complement the positions in environmental science, policy, and humanities in our interdisciplinary Environmental Studies program. This position capitalizes on our coastal location and will foster the creation of a new Coastal Management Minor.

(See additional achievements outlined in “Liberal Arts Education for the 21st Century,” pp. 20-25 of this document.)

4. Enroll students who are hungry to learn and to change the world.

The students of the College continue to distinguish themselves through their academic and post-graduate successes. In the past five years, we have had four candidates reach the final regional interview competitions for Rhodes Scholarships; ten Fulbright Scholars; two Rotary Scholars; one Truman Scholar; three Goldwater Scholars; four Gilman Scholars for study abroad; at least three National Science Graduate Fellows; three Environmental Protection Agency Graduate Fellows; one Jacob Javits Scholar for graduate study; and 25 Hollings Scholars, the largest number of any college or university in the country. Since 2004, we have inducted 91 students into our chapter of Phi Beta Kappa. The College wants to maintain the academic quality of the student body. Strategies to accomplish this goal include:

- continuing to participate in search methods for prospective students aimed at high achieving students, such as the National Research Center for College and University Admissions, Honors Deck, and Alloy Education's *Private Colleges and Universities* magazine;
- the addition of the new Center for Molecular and Life Sciences, which will be a significant factor in attracting excellent students in the sciences;
- increasing the emphasis on the College's academic strengths in Admission brochures and other recruitment materials;
- continuing to support and improve the College's new website, “Success at Eckerd,” which highlights on a regular basis the academic achievements of students and faculty. Reports from this site will be sent regularly to parents and to students on campus;
- continuing events such as Explore Eckerd to encourage families of accepted applicants to visit campus for programming designed to emphasize the excellence of the educational program;
- expanding and enhancing the College's Honors Programs;
- developing and funding a Quality Enhancement Plan focused on service learning and reflection.

Financial Stability

5. Double applications for admission to 5,000.

Applications for the residential program have increased from 1900 for Fall 2001 to 3600 for Fall 2008, with applications to the PEL program holding steady at 300. Over the next five years, the

College expects to increase the number of applications to 5000 by Fall 2014. Strategies to accomplish this goal include:

- new print Admission material;
- a new web site with greater functionality, including personalized web site for inquiries;
- a new online campus tour;
- new web pages for parents and guidance counselors;
- additional outreach to prospective students in the summer months, including area interviews;
- creating a more fully developed prospect management model;
- creating additional unique on-campus visit experiences such as Spring Open House for juniors, lunch with current students and campus visitors and/or expanding our Evenings at Eckerd programming.

6. Increase enrollment to 1,800.

The enrollment for the 2008-2009 academic year was 1,801.

The College will continue to maintain its deposit goal of 570 new students for Fall 2009 to Fall 2014. Strategies to accomplish this goal include:

- inviting students to join an online community immediately after admission;
- creating more strategic yield events, including receptions, area interviews, partnering with alumni events and Presidential Lecture Series;
- a more fully developed prospect management model;
- enhancing the visit experience for each admitted student to make it as personalized as possible;
- increased transfer recruitment efforts.

7. Control financial aid by reducing discount from 40% to 34%.

In Fall 2008, the freshman discount rate was 39%, and the overall institutional rate was 40%. Due to the dramatic shift in economic climate, reducing the discount rate further is not expected in the near term, but remains a longer-term goal of the College.

8. Maintain a freshman to sophomore retention rate that exceeds 90%, and sustain a persistence to graduation rate that exceeds 80%.

The College's goal to achieve a freshman to sophomore retention rate that exceeds 90% would make its rate comparable to the highest rates to be found among liberal arts colleges. In Fall 2008 the retention rate was 84%.

The College seeks to sustain a persistence-to-graduation rate that exceeds 80% in six years, which would also make its rate comparable to the highest rates to be found among liberal arts colleges. In 2008 the persistence-to-graduation rate was 64%, though persistence-to-graduation of students beyond the freshman year is nearly 90%.

The College will increase the freshman to sophomore retention rate from 84% (fall, 2008) to 87% in the fall of 2013. Increase the overall/retention rate from 88% (fall, 2008) to 91%. in the fall of 2013. Strategies to accomplish this goal include:

- creating the Center for Student Success;
- using the Intervention@Eckerd alias;
- using the Success@Eckerd alias;
- increased efforts to recruit transfer students, who retain better;
- improving the dining and residence halls;
- improving the facilities for the Student Center;
- renovating existing science facilities and constructing the new Center for Molecular and Life Sciences;
- continuing to monitor and coordinate retention efforts by the Enrollment Management Team;
- constructing the Center for Ceramic Arts and Sculpture.

The College will also maintain 80% FTE residency in the residence halls, which is a crucial contributor to retention. Strategies to accomplish this goal include:

- Continuing interim enhancements of residence halls;
- Developing and initiating work on a plan for renovation of all of the older residence halls;
- Substantially renovating the main cafeteria, which is in the early phase of discussion;.
- Continued planning for construction of parts of the new Student Center; (Proposals from Cannon Design for the continuation of design work on the Student Center were received last fall and await funding. This next level of effort was intended to develop additional details and costs for the transformation of the spaces in Brown Hall that face the Hough Quad. These spaces would include a 24 hour coffee shop with adjoining lounge and gathering areas of varying sizes and types.)
- Constructing an outdoor Basketball/Event Structure. We have secured about three-quarters of the funds needed to construct an outdoor basketball and multi-purpose event structure that will improve our recreational offerings on campus. In addition to a basketball court, the facility will be appropriate for holding concerts and other student life activities.

9. Improve physical plant to help attract students and support programs.

The College has spent over \$50 million in the past seven years to improve its grounds and buildings, including the complete renovation of the Dan and Mary Miller Auditorium; the construction of a new library and a 145-bed, four-building, LEED certified residential complex; renovation of the campus chapel; the construction of several new athletic fields; and the reconfiguration of several buildings to create more classroom space. See the attached document, “Capital Projects and Significant Activities Between 2004 and early 2009,” for specific details.

Over the remaining five years of the strategic plan, the College plans the following improvements to the physical plant:

- Complete the planning and begin construction of the Center for Molecular and Life Sciences.
To date, donors have made gifts and pledges totaling more than \$16 million to the Center for Molecular and Life Sciences, a \$30 million, 51,000-square-foot facility to support the Natural Sciences. Science is a top interest of our incoming students and one of the top majors for graduates.

In 2006, a detailed program statement for this project was developed by the firm Paulien and Associates working with selected NAS faculty and staff. This program statement forms the basis for the design of the new building and the renovations to the three Sheen buildings. The design effort is anticipated to be completed in late 2011. Construction of the new building is expected to be complete in early 2013, with the renovations completed during the later part of 2013.
- Improve current Sheen science facilities.
Renovations to the current Natural Sciences facilities in the Sheen Buildings will be completed with the current Campaign. New seating and audiovisual technology in the auditorium will enhance the learning environment for students. New cabinetry and air handling systems in the chemistry laboratories will improve instruction and safety. The upgrades will include full ADA access to the buildings.
- Construct the Center for Ceramic Arts and Sculpture.
We have great need for a new ceramics and sculpture teaching facility. The Center for Sculpture and Ceramics is in the early conceptual stage. A preliminary precinct study has been done to site and locate the new building. By the end of FY09, we expect to have all gifts and pledges needed to build this facility, which is a first and critical step to our Master Planning efforts to improve Arts facilities.
- Construct three classrooms in the Cobb Building.
The planning for three classrooms in Cobb is completed through the design development phase and is ready for the final construction drawing phase. The final phase will occur when funding is approved. These classrooms will satisfy the need for larger spaces and two of them will accommodate 45 seats and one will accommodate 35 seats.
- Renovations of Academic Buildings.
The College has taken several significant steps to renovate current academic buildings. The first floor area in Seibert housing the offices of International Education, the reception area for the Comparative Cultures Collegium, and faculty offices in language and anthropology has been reconfigured and renovated to make it more efficient and attractive. The air conditioning system and the second floor safety railings in Seibert have also been replaced. An under utilized space in the center has Forrer has been used to create two new general purpose classrooms. An annex to Sheen has been constructed to house eight new faculty offices and a reception area.

- Initiate the Center for Student Success and the reorganization of a “dispersed” Student Center surrounding Hough Quad.

The Center for Student Success will provide a coordinated set of personal and academic support services to enhance the lives and academic success of all Eckerd students. The Board has endorsed the concept of the Center and encouraged the planning committee to continue its exploration of the feasibility of establishing the Center as soon as funds become available. The next step in the process will be to circulate a descriptive proposal specifying the components of the Center, a staffing model, space needs assessment, funding estimate, and organizational chart to faculty leaders and key Student Life staff for comment.

Preliminary planning is underway, in partnership with the College’s architectural firm, to reconfigure existing Student Life buildings that border Hough Quad. The goal is to create a student life village consisting of student gathering and service spaces distributed among the five buildings that surround the Hough Quad. The plan would maintain Triton’s Pub and the recently created Eckerd College Fitness Center, while adding redesigned student government offices and student conference space, a coffee house that also will serve as a meeting and performance venue, an upgraded bookstore with reading areas, a renovated ballroom facility, new game rooms for electronic and digital gaming, and reconfigured television, internet, and study lounges. Imaginative concepts for creating greater fluidity between the indoor and outdoor spaces also will be incorporated to support student cultural, recreational, and entertainment programs in the outdoor areas of Hough Quad. This project will be implemented in stages as funding becomes available.

10. Demonstrate superior fiscal and operational management.

In 2006, the College adopted a rigorous financial plan. Key elements include the following:

- **Annual operating budget surpluses above 4% annually by 2009:** Achieved operating budget surplus of over 4% in FY 2007 and 7.6% in FY 2008. The budgeted surplus for FY 2009 is 4.3%.
- **Provisions for increasing Board Designated Reserves by at least \$2.5 million annually for the next five years:** Achieved in FY 07 and FY 08. Total BDR \$8.2 million at 06/30/08.
- **Establishing a spending rate for the endowment that can, on average, provide 2% annual growth in the principal value for existing endowments:** Spending rate of 5% vs. projected average investment return rate over time of 8%. Investment earnings have trailed the original projection.
- **Begin to amortize the inter-fund loan:** Repayment has begun. Original balance of \$8,840,100 amortized at 6% for 30 years. Balance \$8,415,078 at 06/30/08 (\$425,022 principal reduction since 07/01/06).

- **Commitment to continued monitoring and improvement of unrestricted net assets, less plant assets and plant related debt:** Positive balance achieved in FY 2008 of \$101,884.
- **Continued investment in faculty compensation to attain competitive status for national liberal arts colleges of similar rank with Eckerd:** Have continued faculty salary improvements with 5% increase in FY 07, 4% increase in FY 08, and 4% increase in FY 09.
- **Continued investments in the physical assets of the campus adequate to sustain at least the current level of operations:** Major projects include Iota dorm, Armacost Library, Chapel renovation, Miller renovation. (These four projects cost \$31 million, of which \$13 million was bonded debt and the balance funded by gifts to the College.) Other major infrastructure and building systems projects totaling \$20 million have also been completed and paid for with College operating funds.
- **Full funding of depreciation:** Achieved annually since the adoption of the Financial Plan in 2006.
- **Adequate residential housing in order for approximately 80% of resident students to live on the Eckerd campus:** Achieved with construction of Iota dorm, which added 145 beds to our residence capacity.
- **Meet all or most Moody's Investor Service financial indicators and ratio measures for Baa rated institutions by the end of FY 2011:** In progress.
- **Place special emphasis on annual improvements in total financial resources and expendable financial resources ratios:** Total Financial Resources have improved from \$38,548,047 in FY01 to \$52,043,909 in FY08, and Expendable Financial Resources have improved from \$14,639,833 in FY 01 to \$23,277,044 in FY08. The College has improved financial resources by focusing on increasing cash and board designated reserves, improving annual operating net revenues, and reducing liabilities.

11. Achieve 50% alumni participation in annual giving.

This goal has been revised to replace “Annual Fund” with “annual giving.” This reflects a shift in the Advancement Office away from emphasizing only gifts to the Annual Fund to include gifts to restricted funds that may be of more interest to donors. In the last two years, alumni participation has reached 35%, up from 15% in 2001. While we recognize it is a long-term goal, we plan to achieve the 50% participation goal by continuing to strengthen our alumni relations efforts, establishing strong affinity groups as part of the Alumni Association, creating a solid class gift program based upon the success of the Class of '68 program, visiting more alumni around the world, better using alumni volunteers to renew connections and improving our solicitation strategies. We have recently initiated a Senior Class Gift program and a Student Alumni Association.

12. Conclude successful capital campaign.

As of February 2009, donors have made gifts and pledges totaling more than \$66 million toward the \$80 million Campaign goal. Included in the \$66 million are \$1.6 million for renovations to the College's Chapel; \$9.5 million for student scholarships (including \$1.7 million for study abroad); \$5 million to endow five professorships; \$2.1 million for lifelong learning programs; and \$2.1 million to endow College programs. In November 2008 as part of the public launch of the *Many Experiences, One Spirit Campaign*, the College announced a \$15 million challenge grant for the Center for Molecular and Life Sciences, a new, 51,000 square-foot facility that is the centerpiece of the Campaign. More than 97% of faculty and 76% of staff have contributed to the Campaign.

We are employing a number of strategies to raise the remaining \$14 million of our \$80 million, *Many Experiences, One Spirit Campaign*. Because more than \$12 million of the remaining dollars will be directed to the Center for Molecular and Life Sciences, most of these strategies are supporting fund-raising for that project. In short, we have: 1) developed a Dean's Council on Science, a volunteer network spanning the country to help us connect with Science alumni and friends and solicit gifts for the Center; 2) established the Science Fellows giving society to create a sense of focus and solidarity among donors, particularly those who are science alumni or are working in science fields; 3) maintained, and will continue to maintain, a rigorous gift officer visit schedule to solicit gifts for this project; 4) reviewed all alumni and parents in our database and identified nearly 3,000 legitimate prospects; and 5) partnered with science faculty and administrators who can help identify additional prospects, open doors for our visits and help us to refine our message about the College's plans for the Sciences. While the Center is our primary focus, we continue to discuss the remaining unfunded priorities with all donors who may have varying interests.

Cultural Excellence

13. Provide a humane, supportive, enlightened place to work and study.

Over the past five years, the College has enhanced employment support resources, strengthened Staff Council, and created additional opportunities for staff development. The faculty has approved new policies clarifying the processes for student grade appeals and student grievances.

The Office of Human Resources has transformed its benefits enrollment process to include a comprehensive health fair at which employees have the opportunity to participate in health screenings and receive health coaching. In support of this effort, a faculty and staff wellness committee will be established. HR has also launched a series of "lunch 'n learn" sessions geared towards professional and personal growth and has broadened the scope of training that is offered to faculty and staff. For example, the Office of Human Resources offered supervisory training to new Collegial Chairs who oversee staff.

In response to a need to ensure that new employees are well informed about the College's benefits, an online orientation was developed. New hires have the opportunity to view this information independently, and if they have questions, they are invited to follow up with the Office of Human Resources when they meet for their formal orientation. Prospective applicants interested in positions at Eckerd College now have the ability to upload their resume or vita on the Human Resources website.

The personnel policies and procedures manual was revised and, in support of the College's green efforts, the paper copy was eliminated, and the policies were placed online on the Human Resources website. This enhancement ensures that all employees have access to the most current edition of the policy manual. The Faculty Handbook has also been revised and placed online as well.

With the support of the Dean of Faculty, the College created the Human Resources Work Group, allowing Human Resources staff to collaborate with representatives from the community on a variety of HR related topics. The College has also appointed a Committee on Fringe Benefits to allow faculty and staff to participate in the annual review of the employee benefits package.

14. Honor diversity and difference with our policies, procedures and culture.

The College will continue to act affirmatively with regard to student, faculty, and staff recruitment with respect to under-represented minorities, by such methods as fostering scholarships for minorities, making use of postings directed at minority applicants for faculty positions, and strengthening student recruitment efforts through the English Language Service (ELS) Language Center on campus.

The College has strengthened and clarified procedures governing cases alleging discrimination or harassment governed by Title IX.

The College will continue to foster such events as the annual Festival of Cultures and speakers on campus through the College Program Series that celebrate and increase cross-cultural understanding and respect for diversity. The College will continue to support departments whose goal is cultural understanding and diversity, such as the Office of Multicultural Affairs and the Office of International Student Programs.

Efforts will continue to increase the number of African Americans on the faculty by making use of networks such as those provided by the McKnight Fellowship Program in Florida and Southern Regional Education Board that focus on informing minority applicants of open faculty positions.

College search committees will continue to be directed to act affirmatively with regard to identifying qualified applicants for open faculty positions.

15. Increase numbers of minority and international students.

The College continues to aspire to increase minority and international enrollment. In particular, we will seek to increase the number of African-American trustees, faculty, and students. Strategies to accomplish this goal include:

- using current students in the Admission process by calling, writing and meeting with minority students interested in Eckerd;
- using Afro American Society alumni to help recruit through letters and referrals;
- building on the ASPEC African American Student Support Program.
- developing stronger ties between ELS and Residential Program;
- participating in at least one international recruiting tour each year;
- continuing as a co-sponsor of a tour for international high school and independent counselors.

16. Sustain environmentally thoughtful campus and programs.

A draft of the “Eckerd College Greenhouse Gas Mitigation Action Plan” was submitted to the College President and Executive Staff on February 24, 2009, and is currently under review. The plan was the culmination of months of research and study by a committee of Eckerd College faculty and students. Other environmental projects include the design and construction of storm water drainage; the adoption of LEED certification guidelines in new buildings; the removal of outdated chemicals and hazardous materials from campus buildings; continued preservation (and use as an outdoor classroom) of the Palm Hammock, Alumni Grove, and Forever Wild.

17. Create a campus-wide culture of high quality programs, from academic to food service to grounds maintenance.

The College has developed a planning and assessment process designed to create a culture of continuous improvement that runs throughout the programs and services of the College. All of the academic majors and the general education curriculum engage in a thorough program of assessment: identifying key student learning outcomes, determining effective methods of assessing student achievement of those outcomes, and modifying the courses and curriculum in ways that increase student learning. Similarly, all educational and administrative support areas set specific departmental or division goals, determine appropriate methods of measuring progress toward achieving those goals, and, based on the results of the assessment methods, identify modifications that will make them more effective. Undergirding all of this planning and assessment is the College’s mission and the strategic planning process that informs the goal setting across the campus.

Special Programs

18. Increase PEL annual registrations to 5,000 (approximately 2% annual growth).

For the foreseeable future, PEL will be impacted by the severe economic problems faced by our nation, state and local communities. Unemployment, housing issues and family financial instability will be persistent challenges. Adults return to school in economic downturns, but they usually seek to enroll in lower cost programs. Competition in the adult student market will

continue to increase as more state community colleges seek to become four year colleges and as online learning and proprietary colleges continue to proliferate. In spite of these economic challenges, the College will seek to sustain its steady annual growth in PEL registrations. Strategies to accomplish this goal include:

- positioning PEL as the leading adult education program in the Tampa Bay area by focusing outreach and recruitment on program quality and the value of the liberal arts;
- enhancing web pages in recognition of changing recruitment patterns in adult education;
- continuing to refine and expand PEL's enrollment management program;
- expanding and strengthening linkages with community organizations, particularly those in the arts;
- strengthening relationships with faculty and staff of area community colleges to facilitate articulation and transfer;
- expanding PEL's distinctive academic programs such as the honors program and opportunities for international study travel;
- working more closely with the Eckerd College Center for Applied Liberal Arts (CALA) to expand internships, experiential learning and career services for PEL students.

19. Expand financial services and support available to PEL students.

To continue to be successful, PEL must aggressively pursue three critical strategies to help PEL students afford the cost of an Eckerd College education. Strategies to accomplish this goal include:

- working with the Advancement Office to raise additional scholarship funds for PEL students;
- developing additional payment options for PEL students;
- working with the business office and the financial aid office to improve financial aid support systems for PEL students.

20. Improve instruction through expanded use of technology in classes and directed studies.

Technology will continue to impact all aspects of continuing education. While progress has been made in strengthening our capabilities in marketing, instruction, and administrative operations, the division needs to develop more systematic approaches to keeping pace with technological advances and to training staff in using technology for instructional and administrative purposes. Strategies to accomplish this goal include:

- implementing training programs to assist instructors to use technology to improve communication and enhance instruction both inside and outside the classroom;
- sponsoring training programs for students on how to use technology effectively in their academic programs;
- expanding the number of blended learning courses available to students.

21. Increase instructional technology capabilities in Special Programs' non credit offerings.

Strategies for accomplishing this goal include:

- developing instructional technology plans for all division programs;
- implementing training programs for instructors on the effective use of technology for various target audiences.

22. Sustain commitment to lifelong learning.

Each of our campus-based lifelong learning programs has significant challenges. Economic concerns among seniors may limit their willingness to travel and to spend reduced discretionary income on educational programs. Nationally, participation in Elderhostel has declined 25% during the past year. ASPEC's membership has declined 7% and the organization is having difficulty attracting new and younger members. OLLI's challenges include coping with rapid growth and the lack of endowment earnings to sustain program support and development.

In light of the current economic challenges and the needs of our current members, Special Programs will focus its resources on innovative educational programming and serving the needs of our program participants. Strategies to accomplish this goal include:

- expanding membership and services to participants in the College's lifelong learning programs (e.g., ASPEC, Osher Lifelong Learning Institute);
- continuing national visibility in lifelong learning field through hosting conferences and making presentations at conferences;
- seeking grant support to fund special lifelong learning research or service projects.

23. Develop additional sources of revenue.

Strategies to accomplish this goal include:

- implementing the Center for Conflict Dynamics and expand products and services related to conflict training;
- expanding the Leadership Development Institute by serving new markets through new programs and services and through new modes of instruction (e.g., webinars);
- expanding capabilities to secure grants and other external funding.

Attachments to be added later:

Financial Plan

Revised Master Plan

Emergency Management Plan

Campaign Case Statements

Capital Projects and Significant Activities between 2004 and Early 2009