



COLUMBIA
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1854

Provost

Columbia College - Columbia, SC 29203
Prospectus - November 15, 2021



About Columbia College

Founded in 1854 as Columbia Female College by the Methodist Church of South Carolina, Columbia College began admitting men to the traditional day program in 2020. The 2021 entering class included 63 men or 22% of the total. The College strives to educate women and men to build successful careers and lives of positive impact. Nestled in the vibrant and lively capital city of Columbia, the College's liberal-arts foundation ensures that graduates learn to think critically, develop their curiosity, and nurture a love for learning. Columbia College students benefit from the institution's 11-to-1 student-to-faculty ratio by receiving individualized support, engaged instruction, and personal mentorship. As an institution, our vision is to empower our students to change the world with **C**ourage for Innovation, **C**ommitment to Social Justice, **C**onfidence through Service, and **C**ompetence in Leadership. These are known within the Columbia College Community as The Four C's.

With a commitment to academic excellence, Columbia College is regularly recognized as a Top Regional College and a Best Value School by U.S. News & World Report. In recent years, it has even been named as a top institution for Veteran Success and a Top Performer on Social Mobility. The final enrollment report for the Columbia College undergraduate program for the 2021-2022 academic year revealed 282 new first-year students and transfer students with a graduate enrollment of 327, up 37% from 238 in 2020, and with 1,062 full-time undergraduate students in the day, evening, and online programs. Total enrollment of 1,389 is up 194 or 16% over 2020. Students can choose from 37 undergraduate degree programs and eight graduate degree programs, along with a varied selection of minor and certificate programs. Last year, 96% of Columbia College graduates found employment or were enrolled in graduate programs within six months of graduation.

While studying at Columbia College, students can enjoy a close-knit community that allows for a personalized education and the opportunity to fit in and also stand out. Students will not only receive a world-class, personalized education, but also enjoy participating in one of 13 athletic teams in the Appalachian Athletic Conference (AAC) of the NAIA.

Over 35% of undergraduates participate in a sport, and the athletic program has received the "Champions of Character" award for the past eight years. A robust and engaging Student Affairs function provides an eclectic mix of clubs and organizations, multiple venues for community or campus service, and an institutional focus on leadership development. Collaboration between Academic Affairs and Student Affairs is designed to provide students with a holistic educational and professional development experience.

With a loyal and involved alumni network as well as opportunities to gain experience in their chosen degree fields while finishing their degrees, students can be sure that they will be prepared to live lives of impact after their time at Columbia College.





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COLLEGE

1854

Provost Job Description

The Provost reports to the President and serves as Chief Academic Officer. The Provost is a member of the senior leadership team along with the Executive Vice President, Vice President for Finance and Administration, Vice President for Student Affairs and Dean of Students, and Dean of Enrollment Management and works closely with the Board of Trustees and students; provides leadership and management to all academic units; oversees the ongoing review of curriculum and assessment; and provides vision and strategic leadership as an agent of innovation and change. The Provost directs and manages the curriculum strategic planning process, accreditation and state degree approval processes, and ensures that the College curriculum reflects the Mission of the College. The Provost oversees all academic functions for the traditional coeducational day program, the evening college, online programs of study, and graduate programs of study.

Specific Responsibilities:

- Directs all matters relating to curriculum and instruction;
- Oversees institutional planning, research, and assessment of administrative objectives and academic learning outcomes;
- Motivates, mentors, and leads the Academic Affairs Leadership Team, including the Division Deans and the Library; Offices of the Registrar, Student Success, Career Counseling, and Institutional Research; and the Faculty;
- Oversees administrative policy, staffing, and budgets for all academic programs;
- Identifies and leads the development and implementation of innovative curriculum, assessment, and teaching and learning delivery initiatives in accordance with institutional goals;
- Develops and advances all strategic and operational plans for Academic Affairs;
- Oversees the development, implementation, and assessment of faculty development and performance initiatives;
- Assists the President with special projects as needed and serves as the second executive officer of the college and is responsible for college operations in the absence of the President.

Duties as defined in the 2021-2022 Faculty Handbook:

The Provost is responsible for advocacy, leadership, and evaluation of Academic Divisions, the Library, the Registrar's Office, Career services, and Institutional Research. In addition, the Provost has responsibility for working with division deans and faculty committees to ensure the highest levels of integrity and quality in Instruction, Curriculum; Faculty Evaluation; Division Dean and Provost Evaluations; Academic Advising and Course Scheduling; Orientation; Faculty Research, Scholarship, and Creative Endeavors; and Interdisciplinary programs.

The Office of the Provost has administrative responsibility for Faculty Personnel Files, Faculty Pay Systems, Curriculum Files, Clarification of Academic Policies, Mediation of Student Complaints, and Awarding of Academic Honors.

Desired Qualifications:

Earned terminal degree and distinguished teaching career required. Administrative experience of increasing responsibility that includes oversight of undergraduate and graduate programs, as well as knowledge of and expertise in traditional undergraduate and online modes of instruction. Experience in private liberal-arts and/or comprehensive colleges highly desired. With a student body of 1,389 that is approximately 43% Caucasian, and 43% African American, and 14% Hispanic and other ethnic minorities, Columbia College requires a Provost who has experience with and a commitment to diversity, equity, and inclusion.





COLUMBIA
COLLEGE

1854

Academic Highlights

The **Division of Arts and Humanities** offers five degrees and one certificate. The **Bachelor of Arts in Communication** provides students with extensive knowledge of the communication process. Students develop the ability to research, prepare, create, perform, and interpret messages in face-to-face and mediated contexts. Students can explore the fields of digital media and public relations as interdisciplinary career options. Communication majors design materials for on-campus projects as well as for local organizations and clients. Concentrations include professional communication, digital media, and public relations. The **Bachelor of Arts in English** at Columbia College provides students with a solid foundation in English with an emphasis on writing, reading, and analyzing texts. Students learn critical thinking, verbal communication, and problem-solving skills. The universal analytical English skills and techniques that employers look for are covered by our program.



The **Bachelor of Arts in Dance Education or Dance Studies** at Columbia College focuses on social justice and leadership to equip dancers to be collaborative performers, choreographers, and teachers in the contemporary dance field. Our dance company gives students the practice skills they need to operate a dance company and to develop performance and production skills. The **Bachelor of Arts in Studio Art** at Columbia College offers a major in drawing, painting, or graphic design with courses in photography, printmaking, ceramics, and art history. Our spacious Goodall Gallery features exhibitions of contemporary art and student work. Our goal is to support students as they develop an independent artistic practice that contributes to the communities to which they belong. The **Bachelor of Arts in Music** focuses on the development of musical skills in a program that includes studio instruction, ensemble participation, solo performance, music theory, and music history. Students can perform with the Columbia College Choir, Chamber Ensemble, Jazz Ensemble, or the Hi-Cs in our recently renovated Spears Concert Hall. **The Leadership Certificate and Minor** create an opportunity for students to experience intersections between academic training and the principles of effective leadership.

Majors & Degrees

- Accounting
- Behavioral Science
- Biology
- Business Administration
- Business Analytics
- Chemistry
- Communication
- Community & Organizational Leadership
- Computer & Information Science
- Criminal Justice
- Dance Education
- Dance Studies
- Disaster & Emergency Management
- Early Childhood Education
- Educational Studies
- Elementary Education
- English
- English Education
- Exercise Science
- Forensic Psychology
- Health Science
- Healthcare Studies
- Human Development & Family Studies
- Individualized Studies
- Interdisciplinary Studies
- Mathematics
- Middle Level Education
- Music
- Nursing
- Political Science
- Pre-Nursing & Community Health
- Psychology
- Public Health
- RN to BSN
- Social Work
- Special Education
- Speech-Language Pathology
- Studio Art



COLUMBIA COLLEGE

1854

The Division of Business, Entrepreneurship and Technology at Columbia College offers a unique Business, Accounting and Computer Information Sciences (CIS) curriculum that gives students a strong academic foundation and the chance to gain industry experience in a program that both fuels their interests and leads to a profession. Students build a strong academic foundation while obtaining hands-on experience that helps them develop marketable abilities. While the undergraduate curriculum establishes a strong foundation, it also allows students to distinguish themselves through concentrations, electives, and internship experiences. The Division of BET offers a **B.S. in Accounting, CIS, and a B.A. in Business Administration** with concentrations in Sports Management, Marketing, Hospitality, Tourism, and Event Management, as well as General Business. Additionally, the Division of BET offers a one-year **MBA program** with a concentration in Health Administration and Strategic Management and Leadership. The Division has grown significantly in recent years, with the addition of numerous faculty members and the expansion of strategic relationships with local businesses and professional groups. Additionally, the Division of BET is home to the **Women's Business Center of South Carolina**. Through education, entrepreneurial and professional programs, and professional skill development, the Women's Business Center of South Carolina empowers students and professionals.

The Division of Education is home to professional programs in Education and **Speech Language Pathology (SLP)**. In the undergraduate programs, we have certifying degrees in the following education areas: **Early Childhood, Elementary**, all four content areas in **Middle Level, Secondary English Education**, and **Multicategorical Special Education**. In addition to the certifying areas of Education, we have a non-certifying major and minor in **Educational Studies** for those not sure of the professional path but retain an interest in Education. The Division of Education is also home to a **South Carolina Commission on Higher Education Center of Excellence: The Alternative Pathways to Educator Certification (APEC)**. The APEC Center at Columbia College provides an innovative route alternative certification and was chosen as one of three finalists for the Riley Institute at Furman's 10th annual WhatWorksSC Award.

At the graduate level, the division offers programs in Innovation and Divergent Learning, having graduated more than 200 students in the past 6 years. Our most recent addition to the graduate programs in Education is a collaborative effort between education and social work. The **Trauma Informed Education (TIE)** program currently has 126 students enrolled. Two M.Ed. programs focus on leadership. The **Educational Leadership** is designed for K-12 and **Higher Education Administration** for the collegiate level. The Education Division enjoys an outstanding reputation for graduating excellent teachers, reflected in the disproportionate number of "Teacher of the Year" recipients for a small private college. Our graduates reflect the high standards of their professors and are the "YES" and "Let's Do It" kind of people and that is what makes being in the Education family so great.





COLUMBIA
COLLEGE

1854

The Division of Health, Mathematics, and Sciences houses eight undergraduate majors and two master's degrees. **Public Health (BA and BS)** and **Exercise Science** are two very popular majors for students interested in health-related degrees. There are also three health-related online programs for students already holding associate degrees (**Healthcare Studies, Health Science, and RN to BSN**). In the area of science, we offer rigorous and well-respected biology and chemistry degrees. We offer BA and BS degrees as well as minors in both areas and a biochemistry track. Our division includes the math program, which offers the BA and BS degrees and a certificate in **Actuarial Sciences**. Experiential learning opportunities such as internships and undergraduate research are strongly encouraged in our division with several programs requiring such an experience as a capstone. Our division has been very successful over the past 10-15 years in obtaining outside funding and presently has an NIH INBRE grant that supports our undergraduate research program. Our faculty have a strong record of scholarly activity with numerous presentations and publications even during the pandemic. Our graduates have been successful in obtaining entrance to medical, dental, and veterinary schools as well as biology, chemistry, biomedical science, physician assistant, physical therapy, and occupational therapy graduate programs.

The Division of Social Sciences offers a variety of programs in the social/behavioral sciences, helping professions, and public safety/service. Undergraduate majors include **Behavioral Science, Community and Organizational Leadership, Criminal Justice, Forensic Psychology, Human Development and Family Studies, Political Science, Psychology,** and **Social Work**. Graduate degrees are offered in **Criminal Justice, Organizational Leadership,** and **Trauma-Informed Education** (in partnership with the Division of Education). Students are equipped for a variety of professions based on internship and research opportunities, and many choose to double-major or minor within the Division to maximize their professional preparation. Every year graduates go on to graduate school, law school, and even medical school. Our strengths lie in both our supportive faculty with significant academic and professional credentials, and in our students with a commitment to social justice and sensitivity to the needs of under-served and marginalized populations. This is an ideal fit for students who are interested in becoming agents of change in their community, workplace, or beyond.



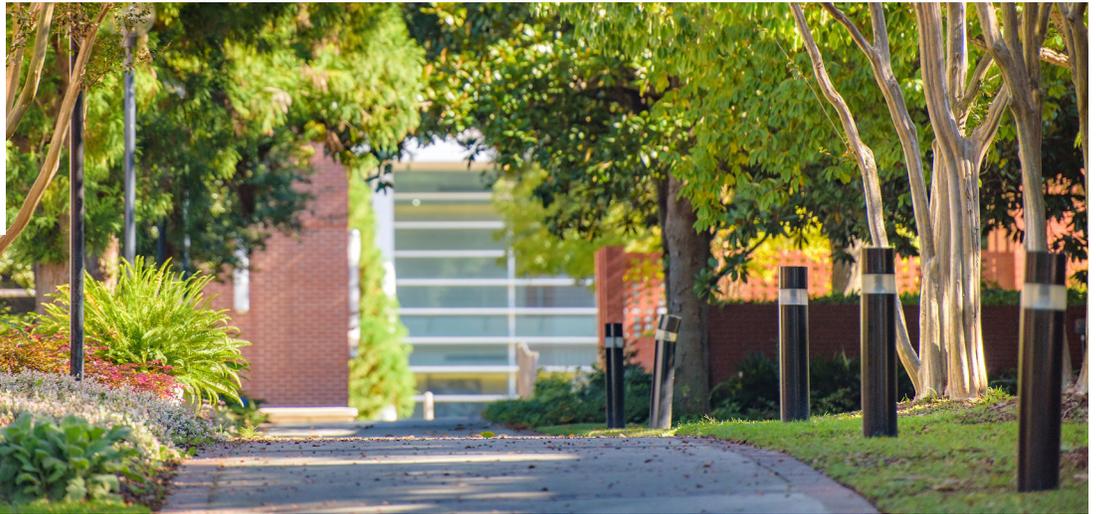
Graduate Degrees

- Athletic Coaching
- Business Administration
- Criminal Justice
- Educational Administration and Leadership (K-12)
- Healthcare Administration
- Higher Education Administration
- Innovation and Divergent Learning
- Organizational Leadership
- Trauma-Informed Education



COLUMBIA
COLLEGE

1854



The Online Division manages course offerings, quality control, and the student experience for over 17 undergraduate and eight graduate programs and multiple certificate programs with more than 50% of our student enrollment in fully online programs. The Online Education team provides instructional design support and training to all faculty (full time and adjuncts) in online, day, and evening programs in online pedagogy and the use of Canvas, as well as providing standardized course structures to enhance the student experience. Additional online programs are constantly evaluated in conjunction with various academic departments to increase both breadth and depth of our offerings, with the expectation of at least one new program net per year for the next five years. Online Education is a growing area for Columbia College, significantly outpacing national enrollment growth rates, and it has recently invested in additional leadership and recruiting dedicated to this important element of today's higher education market.

The Dr. John Zubizarreta Honors Program is among the best in the country. The program was recently named in honor of the Honors Program director for the past thirty years. During that time, Dr. Zubizarreta received the prestigious NCHC Sam Schuman Award, and three Columbia College students were awarded National Honors Student of the Year, an unmatched accomplishment. Faculty and students have been invited to share distinctive features of honors courses, pedagogy, student leadership, and operations in countries such as The Netherlands, Portugal, Japan, Russia, and at over 30 Honors conferences throughout the United States. In January 2016, a delegation of Japanese educational leaders visited only two honors programs in the U.S. to consult on launching honors education in their country; the CC Honors Program was their first stop.

The J. Drake Edens Library, located at the center of the Columbia College campus, provides a broad collection that supports the College's liberal-arts curriculum and professional programs. Library resources are accessible through the library's website, which provides access to the print and media collections, thousands of eBooks, tens of thousands of full-text articles, and other resources. The library participates in the South Carolina Partnership Among South Carolina Academic Libraries (PASCAL) consortium.

J. Drake Edens Library opened in 1967, and the interior has been updated with new paint, carpet, seating, and shelving thanks to the generosity of two alumni, Nell Williams Overton and Rita Eldridge Vandiver. The Library's talented staff provide information literacy instruction, reference assistance, and help for students with e-mail and Canvas at the CircIT Desk. The Educational Technology Librarian provides assistance to faculty in using Google apps, SMART Boards, video editing tools, and Canvas. The library is Wi-Fi enabled and has a computer lab for student use. A library instruction classroom with laptops and seating for twenty-four is on the lower level. Study rooms with whiteboards are also available for individual and small group use. There are areas with comfortable seating on all three floors of the library. The College's archives are housed in Edens Library.





Strengths, Challenges, Opportunities and Dreams Awaiting the Provost

The observations on the next three pages were shared in 16 listening sessions with faculty, staff, and students and reflect a consensus of the campus community.

What are the three greatest strengths of the academic function at Columbia College?

1. Dedicated and talented faculty and staff focused on student success by providing diverse and engaging pedagogy, individual support, and mentoring inside and outside the classroom, creating a sense of community that continues with many alumni staying in touch with their professors well beyond graduation.
2. A robust academic program mix of challenging, relevant, and continuously updated majors and concentrations for the 40% of students in the traditional undergraduate day program, 10% in the undergraduate evening college, 26% in the undergraduate online program, and 24% in graduate studies.
3. Niche strengths, including small classes; leadership focus throughout the curriculum; honors program; experiential learning; connections to the community through service learning and internships; undergraduate research with professors; innovative collaboration among academic divisions (no silos); history of empowering women, grounded in the liberal-arts tradition; a commitment to take students from where they are in their academic ability to levels of achievement they dream of; and a mission that emphasizes “service, social justice, and leadership.”

What are the three most promising opportunities for academic affairs (current and new) at CC?

1. Carefully planned growth of academic programs to achieve the goal of 50% more students in 2025. To assess potential for enhancement and growth, a data-driven and comprehensive review of current degrees and majors in a coeducational environment with an increasing role for athletics as part of an increase in traditional students should be followed by a data-driven analysis of new degrees, majors, and certification programs that complement the current academic program mix in undergraduate, online and graduate programs. Moreover, the centrality of liberal arts in all undergraduate programs needs to be reaffirmed.
2. Rebranding of the College from its previous image as a traditional women’s college with some coed programs in the evening and online to a dynamic comprehensive college with diverse and relevant undergraduate and graduate programs meeting the needs of students and employers in the region and beyond that align with the mission emphasis on “service, social justice, and leadership.”
3. Build upon current strengths, including desire of academic affairs and student affairs staff to collaborate to better serve students in a holistic way; innovative curriculum and pedagogy; interdisciplinary courses and programs; commitment to social justice, diversity, equity, and inclusion; partnerships with K-12, business and industry, health care, and governmental agencies; and the SACSCOC Quality Enhancement Plan (QEP) “Streamlining and Integrating the Student Experience for Holistic Development.”

What are the three most important challenges facing academic affairs at CC?

1. Resources, including faculty, technology, equipment, infrastructure, professional development, and compensation. Achieving ambitious goals in teaching and learning have been limited over the past several years due to enrollment challenges and limited resources. However, the 40% increase this year in the entering class of traditional undergraduate, evening, online and graduate students over the average of the past three years creates the challenge of investing wisely in adding faculty and academic staff while addressing compensation for current faculty and staff, increasing academic budgets, and updating technology, equipment, and infrastructure to sustain a trajectory of increasing total enrollment from 1,200 in 2020 to 1,800 in 2025.
2. Retention of students and faculty/staff. While student retention is comparable to colleges with similar student academic profiles including 60% Pell-eligible traditional undergraduates, it must be improved. Likewise, the financial challenges of the past few years impacted retention of faculty and staff. The new Provost needs to address student retention issues in creative and collaborative ways, including admissions standards and academic support services, and must strengthen retention of faculty and staff through an enhanced sense of community, mutual respect, and affirmation.
3. Leading academic programs for an institution with 40% traditional undergraduate, 10% evening undergraduates, 26% online undergraduates, and a quickly growing 24% graduate student mix is a challenge. The new Provost needs to be able to balance attention, support, and resources for all four student categories; for the faculty (full-time and adjunct) that teach, mentor, and advise these students; and for the technology, equipment, and infrastructure to serve the students, faculty and staff. Implied within this challenge is a review of academic structures as well as policies and procedures to ensure they align with best practice and ensure effective and efficient operation of the Academic Affairs function of the College. Communications must be improved, not only in academics, but campus-wide to ensure all audiences and the College as a whole understand, engage, and support efforts of transparency and continuous improvement.

What are dreams that faculty, staff, and students have for the Academic Affairs function at CC?

1. All academic programs will admit students prepared and enthusiastic to learn from dedicated faculty and staff who will continue to meet the students where they are and provide a personalized educational experience that prepares them for a career and a life of service, social justice, and leadership.
2. Become one college – a comprehensive institution that serves traditional, evening, online and graduate students through relevant and innovative degrees, majors, and concentrations designed and implemented through collaboration among full-time and adjunct faculty, deans, program directors, and the Provost.
3. Enrollment growth and wise financial decisions ensure that faculty and staff are appropriately compensated; that academic budgets, technology, infrastructure, and equipment meet the needs and commitment to excellence of faculty and students; and that the College ushers in a new era of stability, confidence, relevance, and impact on the Midlands, state, and region.





COLUMBIA
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1854

Qualities of Character, Leadership Style, and Priorities

What are the most important (1) qualities of character and (2) leadership style for the Provost?

1. Qualities of Character: Compassionate, open and honest, approachable, patient, collaborative, distinguished by integrity, calm, empathic, kind, fair, affirming, transparent, trusting and trustworthy, engaged as a listener who values feedback, effective as an oral and verbal communicator, willing to challenge the status quo with respect, analytical and strategic in thinking, proactive, and genuinely joyful in academic work.
2. Leadership Style: Collaborative, but decisive; able to make tough decisions and explain them thoughtfully; able to prioritize and follow through to completion; personable and principled; effective with managing processes, projects and procedures while leading people; able to build consensus; decisive with a basis in evidence; has an appreciation of and sensitivity to CC's culture and ethos; and able to make and implement decisions and initiatives for the long-term and commit to being here long enough to ensure decisions and initiatives become operational and embedded in the ethos and culture of the College.

What are the three highest initial priorities (first 6-9 months) for the next Provost?

1. The College does not need a "quick fix." We have survived, even prevailed, despite serious financial challenges over the past few years. The result is a mixture of resilience and tenderness. Consequently, the first priority of the new Provost will be to listen and to learn about the people (faculty, staff and students), programs, policies, and procedures, but also to understand and appreciate the culture or ethos of this special college. Of particular importance is understanding and appreciating that Columbia College needs to be "one college" comprising excellent undergraduate day, evening, online, and graduate programs of study. This listening and learning will enable the Provost to "find genuine joyousness in academic work" at Columbia College.
2. Once knowledgeable and appreciative of the people, programs, and ethos, it is expected that the Provost will lead a collaborative assessment of current academic degrees and majors with an eye to enhancement and effectiveness with special attention to improving retention. Shortly thereafter, the Provost will lead by a collaborative and evidence-based analysis of potential new degrees, majors and certificates that augment and align with the current academic offerings and mission and vision of the College.
3. During the processes of listening and assessing current and potential programs of study, the Provost will learn about the policies and procedures that are unique to Columbia College. It is a common perception that these policies and procedures need to be streamlined and improved. As with program assessment, the faculty and staff welcome the opportunity to collaborate with the Provost and draw upon everyone's experience and expertise to make decisions that will improve effectiveness and efficiency in the Academic Affairs function.





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1854



Why is being the Provost at Columbia College at this time such a special opportunity?

Words such as *inflection*, *juncture*, *pivotal point*, *great opportunity*, *dawn of a new day*, *a time for something new to happen*, *precipice of a new direction*, and *new era* were echoed in all listening sessions. President Bogart has completed his first year, and the promise of stability for a decade permeates the campus. The entering class in the undergraduate day division is up 73% and 40% across all programs. The recent securing of a \$16 million bond at a favorable rate, coupled with effective budgeting, has turned financial challenges into financial security. A new Provost working closely with a new, yet experienced President offers time not only to design a vibrant future for Columbia College, but to implement it so new initiatives and growth become embedded into the culture. All constituencies (faculty, staff, and students) noted that the Provost can make “a significant impact” on the College, “make a huge difference,” be a “transformational leader,” find “great fulfillment in helping the College at this time in its history,” and “leave a mark.” Individuals repeatedly noted that there is a readiness, even eagerness, for innovation and growth. The optimism and confidence are palpable.

A biology professor and Director of the Dr. John Zubizarreta Honors Program captured the sentiment on campus in comments made to the Board of Trustees on October 29, 2021. “We are incredibly grateful for Tom’s leadership and Madeleine’s work as Provost. I have found there seems to be a reemergence of collaborative and interdisciplinary faculty work. Forgive my biology example, but it’s as if we have been seeds or endospores that have been buried underground while weathering unfavorable environmental conditions. Those seeds are germinating and emerging again—no longer just surviving, but rather beginning to grow and flourish. There are ideas for novel and interdisciplinary courses and research to benefit our students. We remain a hardworking and dedicated faculty, and for the first time in a while, we feel hopeful about the future of the college.”





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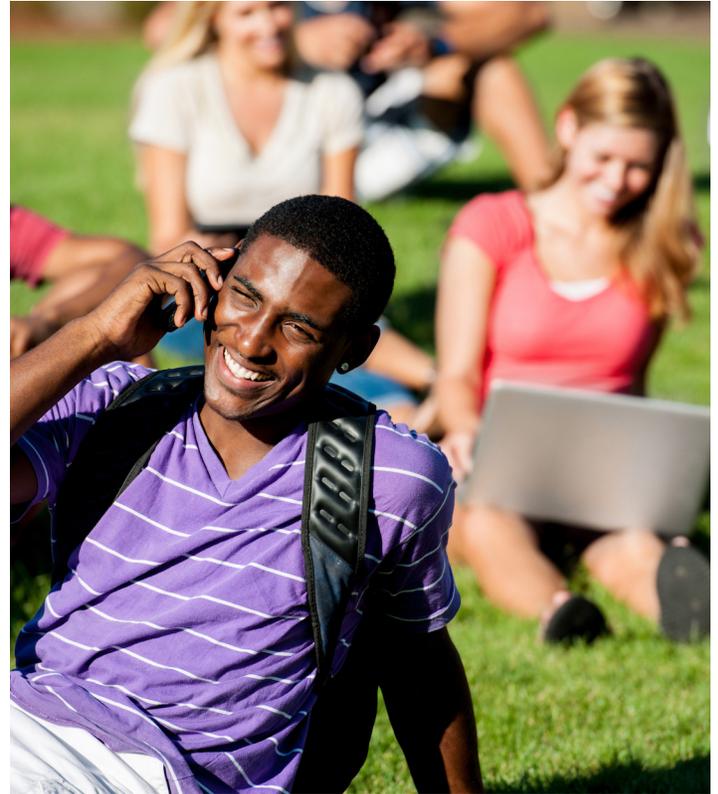
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Application Process

Proactive Transition Management (PTM) and its President, Peter T. Mitchell, will serve as the College's search advisor. Please submit nominations and inquiries of interest to Dr. Mitchell via email peter@ptm.bz.

Applicants will apply through the Columbia College Employment Portal <https://www.columbiasc.edu/about/employment> and include a letter of interest that directly addresses how the experiences, expertise, and leadership style of the candidate align with this Prospectus; a current curriculum vitae; and contact information for four professional references.

INCOMPLETE applications will not be considered. Review of applications will begin immediately. For full consideration, application materials are due by January 17, 2022. Video interviews with semi-finalists will be held between January 24 and February 2. On-campus interviews will be conducted between February 8-18, 2022, with a decision by mid-March and a start date of July 1, 2022. All inquiries, applications, and nominations will be considered in strictest confidence.



Additional Information

The College is interested in candidates who have the communication skills and cross-cultural abilities to maximize their effectiveness with diverse groups of students, faculty, staff, and community members.



Columbia College is accredited by the Southern Association of Colleges and Schools Commission on Colleges and is an Equal Opportunity Employer. The College does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, or on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation.

Columbia College is EOE M/F/D/V.