Accountability Report Transmittal Form

Agency Name: University of South Carolina Columbia

Date of Submission:

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UNIVERSITY OF SOUTH CAROLINA

2007-2008 Accountability Report

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Executive Summary

1. Purpose, Mission, Vision, and Values

The University of South Carolina is a proud reflection of over 200 years of history and tradition, rising from a single building in 1805 on what would become the heart of the campus, the Horseshoe. The University is expanding westward to the Congaree River in support of its increasing prominence as a modern research university. The expansion is made possible by collaborative partnerships with the community and private industry in the area known as *Innovista*.

The University of South Carolina is committed to its mission of providing education to "the state's diverse citizens through teaching, research and creative activity, and service." Members of the Carolina community also share a common set of values and standards, best expressed in the Carolina Creed.

In his 2006 Vision Report and 2008 Milestones Report, former University President Andrew A. Sorensen presented an overview of where Carolina is and his vision of where it will be in 2010, with aspirations for increased enrollment, higher freshmen SAT scores, higher retention rates for freshmen, higher six-year graduation rates, increased alumni giving, and an increase in sponsored research awards. Dr. Harris Pastides, who succeeded Sorensen as the 28th president of the University August 1, 2008, will continue and build upon Sorensen's leadership and successes.

2. Major Achievements for 2007-2008

Carolina was recognized for excellence on several dimensions last year, a few highlights of which are: (1) the 2007 freshman class entered the university as the most academically talented class in history, with the Honors College students averaging an SAT score over 1400, (2) USC once again saw its Moore School of Business recognized for having the top international business program in the United States, and for having the top public graduate program in international business, (3) the College of Education's Professional Development School network was lauded as a model for professional development schools for teachers nationwide, 4) and USC is among the top 20 comprehensive universities nationally for number of start-up companies created. Moreover, several new programs have been developed to improve South Carolinian's access to the high-quality college education that is offered at USC. The Gamecock Guarantee is a need-based, financial- and academic-support program that will enable many residents to attend the University. The Bridge Program aims to provide a smooth transition for students transferring from South Carolina technical colleges to the University by offering an array of services, such as admissions counseling, financial aid education, and assistance from student mentors. The University is also the recipient of a grant to launch the program, Carolina Life, which will offer a collegiate experience for students with intellectual disabilities.

3. Key Strategic Goals for Present and Future Years (this supports the organization's budget request)

The University has set a number of strategic goals for the present and future years. The following goals are defined over an approximate five-year horizon. Initiatives are shorter-term actions taken in support of the goals.

GOALS	INITIATIVES
Advance the quality of the entire student academic experience at a level commensurate with or higher than that of peer-aspirant institutions.	Increase the freshman-to-sophomore retention rate Improve the six-year graduation rate Continue multiyear process to develop a new undergraduate general education curriculum Make USC Columbia more easily accessible to transfer students (e.g., develop projects such as the Bridge Program involving Midlands Tech, and support initiatives such as the SC Critical Needs Nursing Initiative) Develop and launch experiences beyond the classroom such as Service Learning Engage students in scholarly research Enhance study abroad offerings and support so that students are provided rich academic opportunities for obtaining the skills and experiences necessary for success in the modern world. Improve classroom teaching through the services of the Center for Teaching Excellence Improve student preparation and motivation through services of Student Success Center
Improve program quality and academic reputation to levels equivalent to those of peer-aspirant institutions.	Recruit aggressively to attract the highest achieving student body (e.g., target increases in SAT scores and high school ranks for the undergraduate population) Recruit high-caliber replacement faculty, and new faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence program Undertake strategic expansion of target doctoral programs guided by results of the forthcoming NRC study Continue to develop marketing and branding programs that position the University as a nationally and internationally recognized leader in education and research Improve classroom teaching through the services of the Center for Teaching Excellence
Advance research and scholarly productivity to levels such that the University of South Carolina is recognized as a leading research institution nationally (as signified by the highest Carnegie classification).	Support and expand University research initiatives in nanoscience and nanotechnology Support and expand University research initiatives in hydrogen and other "future fuels" Increase the number of grant applications submitted and the dollar amount of sponsored research grant awards received from the Federal government and overall Recruit high-caliber replacement faculty, and new faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence program Improve research infrastructure by renovating and upfitting existing research facilities and by completing new facilities in the Innovista Improve support for ongoing research initiatives such as SCIAA and the Institute for Public Service and Policy Research Advance Health Sciences South Carolina to a new level of productivity and accomplishment with expanded programs in partnership with Palmetto Health and Greenville Hospital System

Improve the financial health of the University to levels necessary to achieve the status of an excellent comprehensive research institution.	Launch efforts to increase philanthropy in order to expand the University's private endowment

Seek budget support for start-up costs associated with faculty hiring

Pursue budget support for enhancing faculty salaries to improve retention efforts |
| Improve and expand physical facilities to support growth and provide adequate, cost- and energy-efficient space in which to work and study. | Secure State support for reducing deferred maintenance
Acquire State and private resources for the construction of a new Law School facility
Secure State resources for the renovation of the Gibbes Green complex
Secure resources to construct a new Moore School of Business facility
Achieve funding for the Campus Health, Security & Life Safety initiative
Expand the physical capacity of the South Carolina Honors College
Develop a comprehensive space needs inventory and plan for addressing deficiencies |
| Improve the safety and security of faculty, staff, students and visitors to the campus. | Support and fully implement plans of Emergency Management Team
Seek budget support to additional police officers on duty
Increase participation and expand duties of Campus Safety Officer Program
Continue implementation of security cameras and door access systems
Increase number and frequency of fire alarm and fire extinguisher inspections
Pursue additional funding to replace and upgrade fire alarm systems |
| Upgrade the University's information technology infrastructure to better support academic programs, research, and general operations. | Award contract for and begin deployment of the OneCarolina ERP initiative

Advance the SC LightRail initiative to implementation

Review and develop a strategic plan for the University's research computing needs |
| Improve the quality of athletic programs so that USC's sports program is considered to be among the best in the Southeastern Conference. | Construct a new baseball field in the Innovista district

Identify and secure resources to expand Williams-Brice stadium

Improve academic support for student-athletes; e.g., continue to develop and expand the Academic Enrichment Center |

4. Key Strategic Challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges)

USC confronts several significant challenges as it seeks to accomplish its vision of expanding and rebuilding its Columbia campus, focusing on research and becoming a more academically elite university. Amid limited resources and declining state funding, USC strives to ensure an accessible and affordable education. With careful management, USC succeeded in allowing only a modest increase in tuition this year. However, more support is needed for scholarships in order to continue to attract highly talented

students in increasing numbers. Current law restricts the amount of state funding that may be used to support scholarships, and this restriction has a notable effect on USC's ability to attract and recruit top students. As the University continues to grow in an effort to better serve the state, funding to support high-caliber faculty becomes more crucial. The state supported USC's faculty hiring and retention initiatives this year, and more help is needed.

Human resource challenges are inevitable when a University is hiring faculty at the rate USC is attempting. Identifying fully qualified faculty in sufficient numbers to satisfy our growth aims and replacement needs has been found to be very difficult. By skilled management and careful attention, the University has avoided pressure to lower standards in order to hire faculty. Financial challenges are abundant and are driven largely by the need to replace faculty and the age of the institution's physical infrastructure.

Community-related strategic challenges exist, but these largely have been transformed into opportunities for constructive and collaborative partnerships. The University enjoys excellent relationships with Columbia and the surrounding region as a catalyst for economic growth. This partnership has produced unprecedented cooperation that promises mutually beneficial growth for the University and the region. A similar collaborative spirit prevails in areas such as the Beaufort region where USC Beaufort has enjoyed tremendous support, financial and otherwise, from the community.

5. *Use of the Accountability Report to Improve Organizational Performance*

The accountability report is a useful document that gathers a great deal of information about how well the University of South Carolina is performing. This will help the University to evaluate its performance over the year and to determine adjustments that are indicated in goals and initiatives. We have relied heavily on the report to help frame the University's strategic goals reported above. This year's report will be reviewed by senior administrators, the Board of Trustees, and appropriate committees.

1. Educational programs, offerings, and services and the primary methods by which these are delivered

The University of South Carolina is a comprehensive research university with degree programs at the bachelors, masters, and doctoral levels, in all traditional areas. These include liberal arts, the sciences, and professional programs such as law, medicine, and business.

The primary delivery method is physical classroom and laboratory instruction. An important secondary method of delivery is distance education, and this is provided for programs in which pedagogical considerations allow this method to be effective. Distance education courses are delivered by the internet, teleconference, streaming video and DVD. The University also presents courses and degree programs beyond the campuses. Programs are established in Mexico, Taiwan and Korea, and a number of initiatives are underway to develop a presence in China. Moreover, through internships and exchange agreements, students from USC take courses in many countries.

2. Key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations

About 80% of the undergraduate students in the USC system are from South Carolina. Graduate students are drawn from the world over. The students are the prominent group of stakeholders in that they derive direct benefits from the education provided by the University. In addition, the parents and families of students are a key stakeholder group given their investment in the education of their offspring and family members. Universities help produce the future, and consequently all citizens of the state represent stakeholders as well.

Students are expected to devote themselves to learning, thus they are required to come to the University prepared to pursue college-level training. Parents and families are expected to support the students well before they attend college. They share in the responsibility of educating the students to the point where they are prepared to enter and succeed in college. All citizens can and do support the University by providing economic resources.

3. Operating locations

The University's main campus is in Columbia. Including its four regional campuses at Sumter, Salkehatchie, Lancaster and Union, we enroll approximately 30,000 undergraduate students and approximately 8,000 graduate students. In addition, three senior campuses apart from Columbia comprise part of the USC system: USC Beaufort, USC Aiken and USC Upstate.

4. The number of employees, segmented by faculty and staff or other appropriate categories

The University employs a great number of people in a variety of roles to help achieve our mission. During the Fall of 2007, we reported the following information to Integrated Postsecondary Education Data System (IPEDS):

Category	Total
Full-time employees with primarily instructional job functions	1778
Full-time employees with primarily administrative job functions	3130
Part-time employees with primarily instructional job functions	606
Part-time employees with primarily administrative job functions	1409

Note: Includes USC Medical School personnel.

5. *Regulatory environment under which the organization operates*

USC operates under the regulatory authority of a number of agencies. The Commission on Higher Education (CHE) is charged with immediate supervisory and regulatory authority, and the University is accredited by the Southern Association of Colleges and Schools (SACS). Thus USC complies with all SACS policies and that agency approves degrees and programs. As USC is a state agency, it adheres to all policies, regulations and procedures required by the Office of Human Resources, the Budget & Control Board, and all other state regulatory authorities.

6. *Governance system (the reporting relationships between governance board/policy making body and senior leaders, as appropriate)*

The University of South Carolina is overseen by a Board of Trustees comprised of political appointees. The Board of Trustees, acting through its chair and various committees, supervises the President of the University. The Board of Trustees exerts control over all University policies including regulations and the Faculty Manual, whereas daily operation of the University is left to the President and his cabinet (the Administrative Council).

7. *Key suppliers and partners*

Key partners include agencies that sponsor research, including the National Institutes of Health (NIH) and the National Science Foundation (NSF). The University enjoys key partnerships with various private corporations and individuals who provide support in the form of scholarships, fellowships and endowed professorships. Other key partners include universities and colleges the world over with exchange agreements involving our students. In addition, the state of South Carolina in general and the areas served by all campuses are key strategic partners in growth and economic development.

8. *Key competitors (other educational systems that directly compete for the same type of studies, research grants, etc)*

The University competes with essentially all colleges and universities in the world for many of its students, but the most direct competition is with other senior institutions in the southeastern United States. Major universities in surrounding states compete heavily for students in the USC Honors College and other high-achievers including those in the Capstone Scholars program.

9. *Principle factors that determine competitive success. The key changes that are taking place that significantly impact the organization's competitive situation*

The key factor for success of the University is a strong, robust, engaged faculty supported by expert and dedicated staff. The University endeavors to hire faculty in record numbers to replace faculty lost due to retirement and other factors, and to hire targeted faculty recognized for extraordinary potential and achievement. This is being accomplished with financial support from the state in the form of legislative appropriations and the South Carolina Lottery.

10. *Performance improvement systems*

The prominent components of the University's performance enhancement system are (1) a decentralized budgeting model, and (2) quality enhancement plans developed at all levels of the University. The budgeting model allows academic units (colleges within the University) to capture tuition revenue and state budget allocations. For example, tuition revenue for a course in history (with HIST prefix) flows directly to the home unit, the College of Arts & Sciences. In this way, revenues and costs are aligned within the academic units. Moreover, strategic decisions regarding course and program offerings, faculty hiring, etc., are decentralized, and the decisions are made at the same level where information quality is highest.

Quality enhancement plans, called Blueprints for Academic Excellence for the colleges within the University, and Blueprints for Service Excellence for the service units, are prepared annually and updated continuously. These strategic plans encompass all aspects of the direction of the University, including
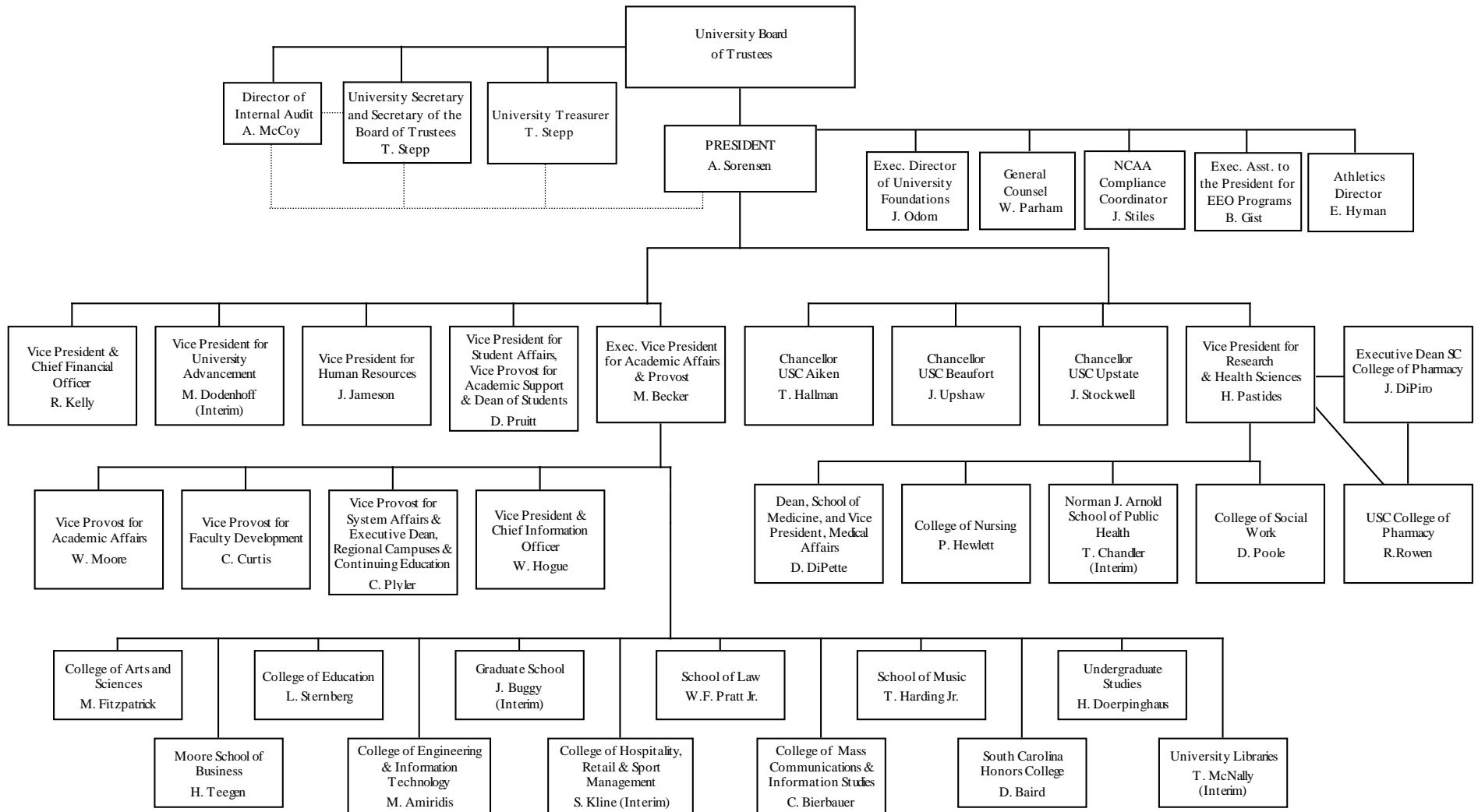
faculty and staff hiring, degree programs, physical plant, and financial resources. Each college prepares its Blueprint in consultation with the Provost (or Vice President for Research & Health Sciences (VPRHS) for units in the health sciences which include Medicine, Nursing, Social Work, Pharmacy and Public Health). The Blueprint is presented and modified in response to commentary from the Provost (or VPRHS). The final version is adopted as the unit's strategic plan. In this way, resources and needs are matched strategically. The same process is in place at the vice-presidential level. Vice presidents prepare their units' Blueprints for Service Excellence and present those each year during budget hearings.

11. Organizational Structure

   The President is served by the Executive Vice President for Academic Affairs & Provost, Vice President for Research & Health Sciences, Vice President and Chief Financial Officer, Vice President for Human Resources, and Vice President for Student Affairs. The Executive Vice President for Academic Affairs & Provost is responsible for all academic programs including the Graduate School except those units in the health sciences. Reporting to the Provost are a Vice Provost for Academic Affairs, Vice Provost for Faculty Development, Vice Provost for System Affairs, Vice Provost for Academic Support, and Vice President for Information Technology.

   The Vice President for Research & Health Sciences oversees the five health sciences units listed above, as well as various offices that facilitate scholarly research. The Vice President & Chief Financial Officer is responsible for all matters of business and finance including the Controller, Bursar, and Budget Office, as well as physical facilities, utilities and campus construction. The organizational chart of the University of South Carolina is shown on the following page.

UNIVERSITY OF SOUTH CAROLINA SUMMARY ORGANIZATION CHART

University Board of Trustees

Director of Internal Audit
A. McCoy

University Secretary and Secretary of the Board of Trustees
T. Stepp

University Treasurer
T. Stepp

PRESIDENT
A. Sorensen

Exec. Director of University Foundations
J. Odom

General Counsel
W. Parham

NCAA Compliance Coordinator
J. Stiles

Exec. Asst. to the President for EEO Programs
B. Gist

Athletics Director
E. Hyman

Vice President & Chief Financial Officer
R. Kelly

Vice President for University Advancement
M. Dodenhoff
(Interim)

Vice President for Human Resources
J. Jameson

Vice President for Student Affairs, Vice Provost for Academic Support & Dean of Students
D. Pruitt

Exec. Vice President for Academic Affairs & Provost
M. Becker

Chancellor USC Aiken
T. Hallman

Chancellor USC Beaufort
J. Upshaw

Chancellor USC Upstate
J. Stockwell

Vice President for Research & Health Sciences
H. Pastides

Executive Dean SC College of Pharmacy
J. DiPiro

Vice Provost for Academic Affairs
W. Moore

Vice Provost for Faculty Development
C. Curtis

Vice Provost for System Affairs & Executive Dean, Regional Campuses & Continuing Education
C. Plyler

Vice President & Chief Information Officer
W. Hogue

Dean, School of Medicine, and Vice President, Medical Affairs
D. DiPette

College of Nursing
P. Hewlett

Norman J. Arnold School of Public Health
T. Chandler
(Interim)

College of Social Work
D. Poole

USC College of Pharmacy
R.Rowen

College of Arts and Sciences
M. Fitzpatrick

College of Education
L. Sternberg

Graduate School
J. Buggy
(Interim)

School of Law
W.F. Pratt Jr.

School of Music
T. Harding Jr.

Undergraduate Studies
H. Doerpinghaus

Moore School of Business
H. Teegen

College of Engineering & Information Technology
M. Amiridis

College of Hospitality, Retail & Sport Management
S. Kline (Interim)

College of Mass Communications & Information Studies
C. Bierbauer

South Carolina Honors College
D. Baird

University Libraries
T. McNally
(Interim)

August 2008—Source: USC Division of Human Resources/DA

Columbia Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 366,039,344	$ 136,346,798	$ 393,122,365	$ 145,371,587	$ 375,963,833	$ 141,810,910
Other Operating	$ 288,966,964	$ 168,463	$ 312,910,125	$ 168,463	$ 414,408,350	$ -
Special Items	$ 4,500,867	$ 4,500,867	$ 7,536,229	$ 6,800,867	$ 7,536,229	$ 6,800,867
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 74,772,588	$ 29,339,642	$ 84,874,651	$ 31,431,522	$ 91,780,073	$ 30,244,629
Non-recurring	$ 2,160,000	$ 2,160,000	$ 3,441,117	$ 3,441,117	$ 1,500,000	$ 1,500,000
Total	$ 736,439,763	$ 172,515,770	$ 801,884,487	$ 187,213,556	$ 891,188,485	$ 180,356,406

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	$ 2,150,000	$ 3,441,117
Capital Reserve Funds	$ 1,700,000	$ -
Bonds	$ -	

H27-Columbia Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 06-07 Budget Expenditures		FY 07-08 Budget Expenditures		Key Cross References for Financial Results*
465/466 467/468 469 470 471	Instruction-Undergraduate, graduate & professional degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	**State:** 143,612,280 **Federal:** 405,336 **Other:** 62,590,979 **Total:** 206,608,595 **% of Total Budget:**	28.31%	**State:** 157,447,945 **Federal:** 439,810 **Other:** 58,287,795 **Total:** 216,175,550 **% of Total Budget:**	27.19%	Figure 7.3-1 Figure 7.3-4 Figure 7.6-3
477 478 479 480 481	Auxiliary-Includes Athletics, Housing, Student Health Services, Bookstore and other self-supporting activities that furnish goods/services to students/ or faculty/staff including food service, vending and concessions, & parking.	**State:** 0 **Federal:** 0 **Other:** 80,877,624 **Total:** 80,877,624 **% of Total Budget:**	11.08%	**State:** 0 **Federal:** 0 **Other:** 87,573,303 **Total:** 87,573,303 **% of Total Budget:**	11.01%	
457	School of Medicine-Prepare students in the art and science of medicine and provide them with a background for further post-graduate training in a variety of fields of medicine.	**State:** 22,242,623 **Federal:** 17,052,809 **Other:** 23,650,467 **Total:** 62,945,899 **% of Total Budget:**	8.63%	**State:** 22,964,744 **Federal:** 17,066,181 **Other:** 29,699,094 **Total:** 69,730,019 **% of Total Budget:**	8.77%	Figure 7.3-1
458	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:** 0 **Federal:** 64,426,139 **Other:** 34,919,348 **Total:** 99,345,487 **% of Total Budget:**	13.61%	**State:** 0 **Federal:** 70,395,538 **Other:** 36,440,880 **Total:** 106,836,418 **% of Total Budget:**	13.44%	Figure 7.3-1 Figure 7.3-3 Figure 7.3-4 Table 7.3-2
459	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:** 0 **Federal:** 15,421,695 **Other:** 16,123,967 **Total:** 31,545,662 **% of Total Budget:**	4.32%	**State:** 0 **Federal:** 14,883,684 **Other:** 16,947,534 **Total:** 31,831,218 **% of Total Budget:**	4.00%	Figure 7.3-1 Table 7.6-3
460	Academic Support-Administrative functions that directly support instruction, research, and public service to include libraries, computing services, career advising, and academic administration.	**State:** 0 **Federal:** 84,017 **Other:** 50,162,729 **Total:** 50,246,746 **% of Total Budget:**	6.89%	**State:** 0 **Federal:** 77,422 **Other:** 52,152,223 **Total:** 52,229,645 **% of Total Budget:**	6.57%	Figure 7.3-1 Figure 7.3-4 Figure 7.6-3

							Key Cross-References*
461	Student Services-Student focused activities to include admissions, registration, academic advising, student organizations, and other student services.	**State:**	0		**State:**	0		Figure 7.3-1 Figure 7.3-4 Figure 7.6-3
		Federal:	2,152,407		**Federal:**	3,163,323		
		Other:	24,880,615		**Other:**	25,879,885		
		Total:	27,033,022		**Total:**	29,043,208		
		% of Total Budget:	3.70%	**% of Total Budget:**	3.65%		
462	Operations & Maintenance: Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	**State:**	0		**State:**	0		Figure 7.3-1 Table 7.3-3 Table 7.3-4
		Federal:	75,485		**Federal:**	75,164		
		Other:	41,492,388		**Other:**	47,294,175		
		Total:	41,567,873		**Total:**	47,369,339		
		% of Total Budget:	5.70%	**% of Total Budget:**	5.96%		
463	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	**State:**	0		**State:**	0		Figure 7.3-1 Figure 7.3-4 Table 7.5-3 Table 7.5-4 Figure 7.6-3
		Federal:	12,755,133		**Federal:**	12,459,184		
		Other:	84,246,917		**Other:**	100,062,811		
		Total:	97,002,050		**Total:**	112,521,995		
		% of Total Budget:	13.29%	**% of Total Budget:**	14.15%		
476	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	**State:**	0		**State:**	0		Figure 7.3-1
		Federal:	60,621		**Federal:**	65,166		
		Other:	32,545,317		**Other:**	41,707,759		
		Total:	32,605,938		**Total:**	41,772,925		
		% of Total Budget:	4.47%	**% of Total Budget:**	5.25%		
	Grand Total	**State:**	**165,854,903**	21.81%	**State:**	**180,412,689**	21.84%	
	Grand Total	**Federal:**	**112,433,642**	15.41%	**Federal:**	**118,625,472**	14.92%	
	Grand Total	**Other:**	**451,490,351**	61.87%	**Other:**	**496,045,459**	62.39%	
	Grand Total	**Total:**	**729,778,896**	99.09%	**Total:**	**795,083,620**	99.14%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	**State:**	6,660,867	0.91%	**State:**	6,800,867	0.86%
	Federal:	0		**Federal:**	0	
	Other:	0		**Other:**	0	
	Total:	6,660,867		**Total:**	6,800,867	
	% of Total Budget:	0.91%	**% of Total Budget:**	0.86%	

* Key Cross-References are a link to figures and tables in Section III, Category 7 - Organizational Performance Results.

Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

The main vehicle for developing our vision and values is continuous assessment of the educational needs of the state and community. This is done formally through a variety of conduits including active and direct involvement by the President and other senior leadership team members in state and community affairs, and routinely by appealing to the leadership of the Commission on Higher Education for guidance and direction. The University's vision is presented to the Board of Trustees in a public meeting, and is thereby communicated to all stakeholders. There are many other opportunities for the University's vision to be shared with stakeholders, including through various meetings and publications. The strategic plans of all academic units and Vice Presidents include their own vision statements which are, in turn, tied to that of the University.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's strategic objectives, improve performance, and attain your vision?

The senior leadership creates a focus on attainment of the University's goals by closely tying resource allocation decisions to strategic plans. The annual exercise is called Planning, Budgeting and Assessment. Deans report strategic plans and budget requests to the Provost and/or Vice President for Research & Health Sciences, and vice presidents report their plans and budgets to the President. The chief aim of these deliberations is to achieve convergence between expectations, as reflected in strategic plans, and resources available to help achieve those expectations through the budget allocation process. This is an iterative process where gaps between draft plans and likely budget support are eventually reduced as the review and deliberative process proceeds. Each year, assessments are made as to how well various goals are being met. These assessments then serve the important purpose of informing the budget allocation decision. The University's strategic plan has an architecture that necessarily links the vision statement to the mission, then to the respective goals. Thus achievement of various goals necessarily leads to accomplishment of the mission and realization of the vision.

1.3 How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The President and the full senior leadership team strictly enforce ethical and responsible behavior in all facets of University life. They lead by example in adhering to the Carolinian Creed. Senior leaders have established and implemented policies and procedures to which faculty, staff, and students are to abide by, such as the Faculty Manual and the Student Handbook, among many others that can be found on USC' website for Policies and Procedures of the University. Numerous programs focusing on ethical and legal behavior and fiscal, legal, and regulatory accountability are also offered; e.g., Diversity in the Workplace, Successful Supervision, and Financial Services I and II. The Vice Presidents and deans are charged by the President with direct responsibility to ensure accountability with respect to all legal, fiscal, and regulatory matters. Monitoring is continuous and is aided by a well-developed professional Internal Audit office that reports to the Board of Trustees.

1.4 How do senior leaders create an environment for organizational and workforce learning?

The lynchpin of USC's efforts to bring focus on action to accomplish goals and objectives is complete participation by all stakeholders. Faculty, staff, and students are fully involved in the development and execution of strategic plans. Numerous avenues for communication of goals and objectives are used; e.g., faculty through the senate and other channels, students through the Student Government Association, and the staff through the Staff Association and other channels. The decentralized budget model is an invaluable instrument in bringing about focus on the University's goals and vision. It is designed to align incentives of individuals with the broader University. The University promotes workforce learning by offering a variety of training programs and workshops through the Professional Development Office in the Division of Human Resources.

1.5 How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Faculty develop and acquire knowledge at USC as at any research university, and research and scholarship represent one of the three core missions of USC. It receives primary emphasis in the evaluation and reward system. Staff members are encouraged to maintain and expand their job knowledge, and they are supported in pursuit of undergraduate and advanced degrees. The University has an extensive training apparatus for all staff.

Succession planning is emphasized at all levels. Employees with critical job knowledge are cross-trained when possible with colleagues to ensure continuity. As employees retire, some are retained on a temporary basis in order to train replacements.

1.6 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Former President Sorenson is an engaging communicator, and he has worked to ensure that communication channels are fully open. He and the Provost periodically addressed the general faculty and the faculty senate to update them on various initiatives, and to emphasize and re-emphasize goals and vision. The senior leadership team seizes every opportunity and employs all means available to convey vision and goals to all faculty, staff, and students. This includes internal print media such as *USC Times* and the student newspaper, open houses, various meetings, and an elaborate, professionally designed web site.

Senior leadership of the University takes an active role in rewarding and acknowledging faculty and staff. University awards are personally presented by the President and/or Provost. The President and Provost have direct responsibilities in selecting faculty for named and endowed chair positions, all promotion and tenure decisions, and award of sabbaticals and fellowships. Moreover, the President and Provost take an active role in monitoring merit-based salary adjustments.

1.7 How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

Senior leaders such as deans are reviewed every five years. The reviews are formalized and include assessments by faculty, staff, students and external constituents. Vice presidents are formally reviewed annually by the President and/or Provost. The President is evaluated annually by the Board of Trustees. The senior leadership periodically conducts retreats and workshops that feature appropriate "soul-searching" and self-analysis.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

Senior leaders routinely review Blueprints for Service Excellence as an assessment of the progress made toward our stated goals. Monitoring the degree of progress made on initiatives helps focus needed

action for the coming years. In addition, the University participates in data consortiums such as the Consortium for Student Retention Data Exchange (CSRDE), the Southern Universities Group (SUG) Salary Study, and the Delaware Study to compare our performance to other similar institutions to help set goals and initiatives.

1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

All programs, offerings and services are thoroughly reviewed before implementation, and they are monitored routinely after initiation. Additions and changes to offerings are reviewed by the various regulatory bodies such as the Commission on Higher Education (CHE) and the Southern Association of Colleges & Schools (SACS), as well as by internal stakeholders. The University is sensitive to the fact that in complex endeavors such as higher education, unintended consequences are not uncommon. Consequently, ideas for new programs and offerings, as well as modifications of existing programs, are "stress tested" by faculty, staff, students and external constituents beforehand. A formal policy was recently put into place to guide in program development and modification, and a new position, Assistant Provost for Program Development, has been appointed to help oversee the process. On a regular basis, USC reports data on Institutional Effectiveness and program assessment to its regulatory bodies.

1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

The senior leadership of USC regards support of the community as part of its core mission – outreach, service. Initiatives include economic development (e.g., Center of Economic Excellence endowed chair program), public safety (e.g., Poison Control Center), K-12 education (e.g., First Robotics), and research collaboration (e.g., Next Energy, Health Sciences South Carolina). Former President Sorenson is an untiring proponent of public-private partnership and collaboration with the state and local communities.

The senior leadership looks to representatives of USC's constituents such as the CHE for much of its direction regarding needs of the state. Moreover, former President Sorenson has developed close personal relationships with community leaders such as the mayor of Columbia and the city and county councils. These constituents realize that the University is an able and willing partner whose interests are well aligned with those of the state and communities.

Category 2 – Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address: a. the organizations' strengths, weaknesses, opportunities and threats; b. financial, regulatory, and other potential risks; c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition; d. human resource capabilities and needs; e. long-term organizational sustainability and organizational continuity in emergencies; f. your ability to execute the strategic plan.

Blueprints for Excellence are comprehensive strategic plans used to identify academic and service units and programs that are succeeding well and those that are in need of support, enhancement, or redirection. Goals articulated in the plans are aspirations to seize upon opportunities, and units are instructed to ensure that their goals and initiatives support the broader goals of the University.

The chief source of regulatory risk facing the University is related to compliance with SACS and CHE requirements for new programs. In the Blueprints provided by deans, all proposed academic programs are described so that adequate preparation may be made to ensure compliance with all regulations.

The process of strategic planning is largely decentralized such that deans of academic units and vice presidents of service units, in cooperation with faculty and staff, play the key role in their development.

The deans and their faculty are attuned to technological shifts and changes in student profiles and market competition. Moreover, the Blueprints are shared with various key officials, such as the Vice President for Information Technology and the Vice President for Student Affairs, whose input is used to inform the planning process in the academic units.

A key component of strategic plans is discussion of personnel needs. This is particularly valuable in light of record retirements, and hence, record hiring of faculty and staff. Each unit is required to outline its hiring needs over the coming year and to project needs five years into the future. Specific action plans are articulated that describe hiring and retention actions. These are then monitored by deans and vice presidents.

The Blueprints present plans for the next five years, and this may be as far in the future as we can reasonably project. The financial components are three-year projections, and deans build reserves for emergencies as well as opportunities that may arise.

The key to executing our strategic plans is the tying of the budget to our Blueprints for Excellence, by allocating money based on initiatives crucial to the direction of the institution. During the budgeting process, units present initiatives and action plans as well as the estimated cost of each initiative. The University budget is developed based on the cost and priority of each initiative as they relate to the Board of Trustees approved vision and goals of the President.

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The key challenges identified above, maintaining the faculty work force and recruiting top students, are focal points of strategic plans. Deans include faculty recruitment and retention plans in their Blueprints for Academic Excellence, and they articulate goals regarding student recruitment and retention as well. The Vice President for Student Affairs and the Provost include goals dedicated to student recruitment and retention in their respective Blueprints for Service Excellence. Student recruitment and retention goals are monitored constantly at the highest level, the Board of Trustees. Quality indicators have been established, and these are examined periodically at Board meetings.

Infrastructure challenges are significant in view of growth in faculty and student populations. The strategic planning process itself includes space needs, and the University has a committee that constantly assesses infrastructure needs including acquisition of new space, renovation, and upfitting of existing facilities. The University has in place a master plan for facilities and infrastructure, and this is discussed actively and monitored by the Board of Trustees.

2.3 How do you evaluate and improve your strategic planning process?

The strategic planning process itself encompasses execution in that the Blueprints are living, active documents. Each year goals and initiatives articulated by the units are re-evaluated to determine if they are on course, and deans' performance is formally evaluated based on the degree to which their plans are being executed successfully.

This entire process was reviewed and revised recently and will continue to be monitored to ensure it provides useful and appropriate planning information. As with the actual Blueprints, the process itself is considered active. The University's key strategic objectives and initiatives are addressed in the Executive Summary.

2.4 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The University of South Carolina may be unique in the state in that the budget model is decentralized. Each academic unit receives all tuition revenue for courses taught by its faculty, and it receives a portion of the state budget allocation. By matching the locus of decision making with the concentration of the best information, resources are expected to be allocated efficiently. For example, the dean of the College of Arts & Sciences knows better than the President or Provost the demand for Spanish courses, and student

demand in turn generates tuition revenue that goes directly to the College. Thus, the dean has every incentive to staff courses adequately to reflect student demand.

It is also recognized, however, that the decentralized model is imperfect. In recognition of this reality, the Provost maintains some funding to be applied strategically as needed, and has exercised the authority to re-allocate funds from units that have surpluses. Thus there is a component of the budget model that may be characterized as "private markets," and there is a component that is "centrally planned," not unlike the U.S. economic system.

2.5 How do you communicate and deploy your strategic objectives, action plans and related performance measures?

The University's vision and plans are communicated and shared in a variety of ways. At annual meetings, the Provost and Vice President for Research & Health Sciences invite the deans to share their Blueprints, and they encourage critique and debate of each plan. In this way, university leaders are aware of how their work fits with the work of others towards the larger goals of the institution. The President's vision is published in an annual brochure that is distributed to alumni and other stakeholders. He also speaks publicly about his vision and plans for the university in a variety of formats, including the Bow Tie tours, the College and University Presidents' meetings with the members of the CHE, and faculty senate meetings.

2.6 How do you measure progress on your action plans?

Measuring progress of our initiatives is an integral part of the on-going planning process, and progress towards action plans is measured annually. Information is collected continuously and, during the annual planning process, deans and vice presidents supply the results, and the Blueprints are modified as necessary.

The University is confronted by challenges along many dimensions. The strategic objectives identified by the President as priorities will address anticipated challenges. The initiative to hire more high-visibility research faculty will help to advance research and scholarly productivity (Goal 3), improve program quality and reputation (Goal 2), and improve the quality of the student academic experience (Goal 1). The University's plan to address the physical infrastructure will help us to reach Goal 5, and maintaining and developing the excellent relationship we have with the community and other partners will provide support for Goal 4.

2.7 If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.

The Executive Summary of each Blueprint for Academic Excellence is available on the Provost's website: http://www.sc.edu/provost/divisionstrategic.shtml. The Executive Summary of each Blueprint for Service Excellence is available on each service unit's respective website.

Category 3 – Student, Stakeholder, and Market Focus

3.1 How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

As with all institutions of higher education, USC's market focus is identified, in part, through our mission statement. We seek to "achieve overall excellence and to provide South Carolina's citizens a university as good as any in the nation." We also utilize enrollment planning information to help ensure that our student population is aligned with our educational programs and services. We have a well-developed process that includes questionnaires, focus groups, and a number of commercially available tools designed to help build a student population appropriate to our mission.

The University follows a five-year strategic plan that directs our work. This influences our Institutional Enrollment plan, authored by the President and approved by the Board of Trustees, and influences the development of an enrollment plan for each college. The curriculum drives the hiring of faculty as well as the student population we target for enrollment. New program proposals are developed at the college level and, after feasibility discussions, submitted for review by the faculty senate, the CHE, and other internal and external governing agencies.

3.2 How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

We collect much information to help inform decision making and planning for changing student needs and expectations. The campus visit and tele-counseling programs, and other recruitment strategies are assessed. Staff in the Division of Student Affairs regularly meet with students and also organize meetings each semester for students with the University president. We administer surveys and conduct assessments in all of our programs. Results are reviewed to ensure that programs and services are modified as necessary to keep current with the needs and demands of students and other stakeholders today.

We participate in a number of national surveys also. The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of higher education in America, and USC has participated in this study since its inception in 1966. Results allow us to monitor trends among our students, and to compare ourselves to peer institutions nationally. We also participate in the National Survey of Student Engagement (NSSE) which attempts to measure the different facets of students' engagement in the institution. The Profile of the American College Student (PACS) surveys students in all class levels to create a portrait or detailed description of students in terms of their key characteristics, behaviors, and beliefs.

The Admitted Student Questionnaire provides valuable information about student likes and dislikes, and we are able to tailor our admissions presentations and programs to better attract our target population. We also participated in a Noel Levitz study that compared student expectations with their satisfaction. Any areas identified as "high expectation-low satisfaction" were carefully considered for modification and improvement. As the gap between expectations and reality can be a factor in student retention, staff in the Division of Student Affairs developed a new early intervention program. Within the first four weeks of classes, the goal of the First-Year Call Center is to telephone every new student to ask whether the student's expectations are being met.

The formalized strategic planning process ensures that strategic planning, programmatic initiatives, budgeting, evaluation, and assessment are all linked to a continuous improvement process. Most colleges within USC have advisory committees that include both alumni and recognized community leaders. Many of these committees help to guide the curriculum using information collected from various sources, including current, former, and future students. Information is shared widely across the campus community to encourage collaboration and help improve programs and curricula.

3.3 How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

The University collects a great deal of information about student and stakeholder satisfaction and dissatisfaction and uses what it discovers to make appropriate changes. The University conducts numerous surveys of current students and alumni as part of the assessment of initiatives in the Blueprints.

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Many other instruments, as shown in the following table, are used to collect information about student satisfaction. University Housing administers an annual Perception Study to all students living in the

residence halls. Results are compiled overall, by building, and even by floor, and this information is shared with staff, including Resident Advisors, so they can better understand the needs of their residents.

Instrument	Stakeholders	Frequency
Cooperative Institutional Research Program (CIRP)	Freshmen	During orientation
First-Year Call Center	First-year students	Twice during first year
First-Year Experience Survey	First-year students	Annually
Housing Perception Study	On-campus students	Annually
Residential Learning Community Survey	On-campus students	Annually
National Collegiate Health Assessment data	Current students	Annually
Course Evaluations	Current students	End of every course
Division-based surveys and focus groups	Current students	Ongoing
Profile of the American College Student (PACS)	Current students	Annually
National Collegiate Health Assessment data	Current students	Annually
National Survey of Student Engagement (NSSE)	Freshmen and seniors	Every other spring
Employer surveys	Internship students	Completion of internship
Alumni survey	Graduates	Every other year, 3 years after graduation

Other measures of student satisfaction include the percentage of students and alumni who donate to the University, and the percentage of students who apply who are legacies; that is, identified themselves as relatives of those who attend or have attended the University of South Carolina.

3.5 *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.*

The University community provides and supports many programs and services designed to attract and retain students, and to help to ensure their success as learners. The curriculum is continually monitored and adjusted to optimize student learning. Course sequences are carefully considered, and all academic programs assess their effectiveness in reaching their stated student learning goals. The following examples are indicative of the work being done around campus to help the University meet its mission, goals, and initiatives:

- University 101 is a nationally recognized program designed to help first-year students adjust to university life, develop a better understanding of the learning process, and acquire essential academic success skills. The three-credit course is taught by faculty and administrators with a special interest in first-year students, and approximately 80% of incoming freshman enroll in the course.
- University Housing, over the past decade, has developed a number of residential learning communities that provide students with opportunities to reinforce their classroom learning in their living environments. One example is the Tomorrow's Educators and Teaching Fellows Community, a partnership with the College of Education that provides additional support to students who have pledged four years of work as teachers in South Carolina in exchange for tuition remission.
- All first-year students living in the residence halls participate in the Student Success Initiative. This program involves semi-structured meetings between students and their resident advisors. The meetings are carefully designed to provide students with the support they need at different times throughout the academic year.
- Academic advising is an important tool for student success and retention. Colleges within USC develop academic advising programs that best suit the needs of their students. For example, the Department of Psychology, home to one of the most popular undergraduate majors, hired a professional, full-time advisor to help ensure students were receiving adequate and appropriate support in this area. Moreover, a very helpful website, My Academic Advising, was developed to

centralize resources for students and to highlight steps students should take to be successful at USC. The website includes tips for a successful advising appointment, links to requirements for majors offered at the University of South Carolina, and frequently asked questions about advising. Newly developed resources will be added soon, such as a cross campus advising center and contact information for each college, which is helpful when a student is interested in changing majors.

There are, obviously, key distinctions between our different stakeholder groups. The aspirations, goals, and objectives differ for undergraduate and graduate students, for our alumni, and for taxpayers. In general, undergraduates expect to participate in an educational experience that prepares them for either continued education or to be competitive in the job market. Many undergraduates increasingly take advantage of opportunities to participate in academic research projects under the direction of highly accomplished faculty. Graduate students often seek more specialized training and, in many cases, research opportunities with our renowned faculty. Alumni expect the university to continue to grow as a respected and reputable institution. Taxpayers expect the university to play a cooperative role in the community and to prepare students to give back to the state. Despite their differences, these groups all have a stake in the success of the University of South Carolina, and, as such, a shared responsibility to help contribute to that success.

Category 4 – Measurement, Analysis, and Knowledge Management

4.1 How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

As an institution of higher education, measuring student learning is an important aspect of our processes. We use typical benchmark data for peer analysis. This includes average SAT scores of our entering students, graduation and retention rates, and faculty credentials. These standard measures allow us to see how well we are performing compared to select peer institutions.

4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

Information and data analysis are used in a variety of ways to guide decision making. As mentioned previously, progress toward goals and initiatives outlined in the Blueprints for Excellence are evaluated continuously based upon information collected. The cyclical process allows assessment information to inform the planning process to ensure goals and objectives can be reached. At the unit level, course evaluation results and peer review notes are shared with faculty to provide them with feedback about effectiveness in the classroom. Staff are reviewed annually within the Employee Performance Management System (EPMS) which allows supervisors to work with employees to set goals that are congruent with the broader University mission.

As a requirement for accreditation through SACS, the General Education committee and faculty within each academic program establish student learning outcomes, assess the extent to which these outcomes are achieved, and use the results for program improvement. Administrative units also engage in this process of identifying, measuring, and analyzing outcomes to improve student support programs.

4.3 How do you keep your measures current with educational service needs and directions?

Information from a carefully selected group of peer institutions and aspirant institutions is collected and analyzed. We select schools that share a substantial number of characteristics with USC, assiduously follow those institutions, and map our own competitive posture against those institutions.

4.4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

The goals and initiatives of the University, as identified in the Blueprints for Excellence, drive what we seek to measure. Comparisons with our peers allow us to set benchmarks by which to measure progress. USC was chosen as one of 95 institutions by the Carnegie Foundation for the Advancement of Teaching in the highest category of research volume and intensity, and this gives us a natural cohort against which to compare ourselves. National surveys, such as the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), and the HERI faculty survey, provide benchmarking and longitudinal information. A variety of internal surveys (e.g., alumni survey) are administered regularly, thereby providing comparative longitudinal information. The Measure of Academic Proficiency and Progress (MAPP) test is administered annually to first-year and senior students to assess general education skills. Performance on the MAPP test can be compared with national comparative data. Comparative data are a useful tool in assessing our effectiveness, and these data are used to inform decision making and planning.

4.5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Data are most useful for decision making when they are accurate, secure, and timely. In 2001, the SACS reaffirmation committee found "the information provided [in the Office of Institutional Assessment and Compliance's electronic data clearinghouse] to be readily accessible, clear and easy to use, and of exceptionally high quality." USC has a variety of policies in place to help ensure data security, including a Network Access policy and a Data Access policy. Recently, a Security Oversight Committee was charged with examining our data to determine its trustworthiness. University staff and faculty use industry standard operational definitions for data, and follow guidelines required by FERPA and HEPA. As such, all faculty members are required to participate in an on-line FERPA tutorial before being allowed to access their class rosters on the web. University Technology Services works with external consultants annually to conduct a vulnerability audit to assess the security elements of our systems, including the mainframes. The multi-year Enterprise Resource Planning (ERP) project, known as *OneCarolina*, will further ensure data integrity, timeliness, accuracy and security by rebuilding many of our business and administrative systems into one unified package. Additionally, *OneCarolina* will make access to information much simpler and quicker as, for many requests, the user will be able to generate the needed reports rather than wait for an intermediary to generate it.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

Performance review findings, a critical component of the Blueprints for Excellence, are presented by the deans annually as part of the strategic planning process. This is linked to the budgetary process and, as such, helps us to focus on our priorities. University Technology Services uses a project management database to review the progress of all projects. At the program level, faculty use an online system, Assessment Plan Composer, to detail goals and outcomes for each degree-granting program. These are reviewed annually to ensure that programs are meeting student learning goals at an acceptable level of excellence.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

Organizational knowledge is maintained and transferred in a variety of ways. Faculty and staff follow guidelines outlined in formal policies and procedures manuals. Faculty knowledge is documented, at least partially, through the tenure and promotion process. Bulletins for both undergraduate and graduate students serve to communicate university policies and procedures to students. *OneCarolina* will fully document all of our business processes. All new employees participate in a University-wide employee orientation, but many divisions and departments have developed specific, formal training for their area that focus on the specific policies and procedures most relevant for that area.

Best practices are identified and shared in both formal and informal ways at the University. A lunch lecture series for faculty allows people to share their areas of expertise with others. The University and individual departments also sponsor campus visits by high-profile speakers to share their expertise and experiences. Numerous workshops and courses designed to share best practices are available for faculty and staff to enhance employee's knowledge, skills, and performance. For example, the Center for Teaching Excellence (CTE) provides professional development opportunities for faculty and graduate students. The Division of Human Resources offers an Employee Learning System which offers a training curriculum designed specifically for an employee's job classification. The University's professional development programs improve individual and organizational performance and help USC achieve overall institutional goals.

Category 5 – Workforce Focus

5.1 How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Faculty work performance is managed through setting teaching loads and balancing teaching schedules. These are reviewed annually and are modified based upon a faculty member's emerging strengths. For example, teaching loads may be reduced if a faculty member takes on an ambitious and successful research project. This balancing of work also helps the University work toward its mission and goals.

Staff development is organized predominantly through the state Employee Performance Management System. These documents, which generally outline about 70% of an employee's responsibilities, serve as a basis for how the work of each employee serves to further the mission and goals of the University of South Carolina.

The vision for the University is shared with faculty and staff in a number of ways to ensure that they are able to better organize and manage their efforts to support the direction of the institution. The President and the Provost meet with the faculty senate to reinforce the University's goals and objectives each year. This meeting is televised system-wide to ensure all members of the USC community can participate. The Provost also meets with all deans and department chairs to communicate the vision and discuss how various policies and procedures support the direction of the university.

5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

Communication across departments, colleges and campuses in a university system is necessary for effective and efficient performance. The University manages a great deal of its work through a committee system that brings together faculty, staff and students. Committee members bring different perspectives on issues and make recommendations for changes to policies or procedures, as appropriate.

The Provost's office conducts a series of training sessions for all deans on the budgeting and planning processes. The Budget office offers a similar series to all business managers on campus that shares information about best practices, knowledge and skills.

Information about Human Resource policies and procedures is shared through an e-mail LISTSERV. Additionally, training schedules are sent in e-mail newsletters to all faculty and staff. "News to Use," a weekly feature, highlights useful information available on the Human Resources website for faculty and staff.

5.3 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

The work of faculty and staff directly contributes to the achievement of University goals and initiatives. Both the tenure and promotion process and the EPMS process encourage high performance that supports the University's direction. The strategic planning documents, Blueprints for Excellence, include research and scholarship goals for each college, and initiatives and actions plans that detail how these goals will be met.

5.4 How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Three years ago, the University of South Carolina launched the Strategic Faculty Revitalization Initiative. This project originally included $1.5 million dollars in recurring funding to help hire replacement faculty. This money has allowed many departments to anticipate their needs and hire accordingly. Obviously, a number of these anticipated vacancies can be attributed to the TERI program. This group has been tracked since the beginning of that program, and regular reports have been prepared for the staff in the Provost's office to help ensure an adequate plan to address the changes in staffing the program brings.

Given the nature of an institution of higher education, career progression for most faculty and many staff is integrally tied to the university's processes. The career management process for faculty helps to manage and direct a faculty member's career from hiring through post-tenure review, if appropriate, and into retirement. This allows faculty members to grow and develop in ways that are professionally fulfilling, and congruent with the University's mission and goals. Staff members of the university have the opportunity to participate in management training to help expand and develop the skills they may need to be successful and progress in the organization.

5.5 How does your development and learning system for leaders address the following: a. development of personal leadership attributes; b. development of organizational knowledge; c. ethical practices; d. your core competencies, strategic challenges, and accomplishment of action plans?

The division of Human Resources offers a variety of workshops that strengthen leadership skills. These workshops are free to all faculty and staff. In addition, leadership topics are covered during the Dean and Department Head meetings and Faculty Orientation meeting that take place twice a year. This fall, C.K. Gunsalus, author of The College Administrator's Survival Guide, was the guest speaker.

The University has embarked on a multi-year project for technology transformation, OneCarolina, which will shape how our development and learning system for leaders addresses organizational knowledge. As part of this project, Enterprise Resource Planning (ERP) will synchronize the various enterprise teams, and integrate data and business functions across campuses, colleges, departments and offices. All University procedures and work processes are being documented in the preparation for the new ERP system.

The Carolina Creed acts as the guide for ethical practices, and is available in handbooks and on the University's web site. The University's core competencies, strategic challenges, and accomplishment of action plans are addressed at annual meetings with all academic and service units required to prepare and discuss Blueprints.

5.6 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

As a result of the University's decentralized budget model, Vice Presidents and Deans are best able to assess workforce capability and capacity needs. During the budget process, the workforce capability and capacity needs are outlined by the Vice Presidents and Deans and reviewed by the President. In addition, the University participates in data consortiums with other universities as a means of determining best practices in faculty and staffing levels.

5.7 How do you recruit, hire, and retain new employees?

The University is dedicated to hiring and retaining dedicated and talented employees. Faculty are recruited through advertisements in the publications of national and international organizations. Both faculty and administrative positions are advertised on the Human Resource Division's web site. Interested individuals are able to search a database of available positions, which are updated daily, and create online applications to apply for career opportunities at the University of South Carolina. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status.

5.8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

All faculty hiring is strategically tied to the curriculum as we hire to meet the needs of the curriculum. As such, faculty training and education closely match our key organizational needs. Staff are also hired because of what they know and what they can bring to our organization. We have a robust list of professional development programs to help faculty and staff continue to learn and grow once they are a part of the Carolina community. The entire program series is reviewed each summer, and, typically, two to five new programs are added, and those that are no longer viable or necessary are deleted. The Tuition Assistance program also supports the continued learning and development of faculty and staff. The tenure and promotion process is designed to encourage faculty members to stay current with new research and developments in their fields and to use new knowledge in the classroom. Staff, in some areas, have the opportunity to earn salary increases for completing certain types of additional training.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

The effectiveness of faculty and staff's education and training is evaluated in a number of ways. Courses are evaluated by students every semester, and, as such, information about how effectively faculty are using their education and skills is collected and reviewed regularly. Faculty are also routinely peer-reviewed. Both of these evaluations factor into the tenure and promotion process which is designed to assess faculty effectiveness on a broader scale. The evaluation of staff members' education and training is addressed through both the State hiring processes and the EPMS. Through the EPMS, the goals of the unit drive the creation of job duties and success criteria for each employee during the planning stage. The review stage allows the supervisor and the employee to reflect on the employee's performance and determine strengths and areas that need improvement to help the unit meet its goals.

5.10 How do you motivate your workforce to develop and utilize their full potential?

The University employs talented faculty and staff. Many measures ensure that faculty and staff are recognized for exceptional work. A sample of the numerous awards given each year to many of the outstanding faculty and staff on our campus are listed in the following table. The University recognizes faculty excellence in teaching and research with salary increases awarded in the tenure review process. Staff are also rewarded for exemplary work, in the form of Pay for Performance increases and bonuses.

AWARD	ELIGIBILITY
Ada B. Thomas Outstanding Faculty Advisor Award	Faculty advisors
Advancing Knowledge Recognition	For Student Affairs staff who published articles or books, or presented at professional meetings or conferences
Carolina Distinguished Professorships (27)	For excellence in research, teaching, and service
Carolina Trustee Professorship	Humanities, Social Science, and Business areas
Carolina Trustee Professorship	Health, Engineering, Medicine, Science and Math areas
Golden Key Faculty Award	For creative integration of research and undergraduate teaching
Learning & Leadership Recognition	For Student Affairs staff who serve as leaders in professional organizations, earned degrees or certificates, or received awards or special recognitions from other sources
Michael J. Mungo Undergraduate Teaching Awards	For faculty teaching undergraduates
Michael J. Mungo Graduate Teaching Award	For one faculty teaching graduate students
Michael J. Mungo Distinguished Professor of the Year (formerly the AMOCO Award)	All faculty
Named Chairs (approximately 60 available)	For excellence in research, teaching, and service
Outreach and Service Recognition	For Student Affairs staff who regularly volunteer with, or serve as leaders of, community agencies, or those who serve on University committees
Outstanding Undergraduate Research Mentor Award	All faculty
Russell Research Award	Faculty in the Humanities and Social Sciences
Russell Research Award	Faculty in the Sciences, Mathematics, and Engineering
USC Educational Foundation Research Awards	Health Sciences, Humanities & Social Sciences, Professional School, and Science, Mathematics, & Engineering
USC Education Foundation Outstanding Service Award	All faculty

5.11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The University has a variety of mechanisms in place to monitor faculty and staff well-being and satisfaction. The Faculty Advisory Committee meets regularly with the Provost to bring to him all matters that have been developed by the Faculty Grievance Committee and the Faculty Welfare Committee. In each faculty member's annual review process, the faculty member is asked about issues or concerns he or she may have with the department, the college, the University, etc. These comments are forwarded to the appropriate office for review and action, if necessary. Information about faculty, staff and student concerns is also relayed and addressed through an Ombudsperson system. The University Ombudsperson's role is to intermediate in disputes and advise faculty and the Provost. The Division of Student Affairs has a similar position that deals directly with student concerns. A staff member in the Division of Human Resources works exclusively on employee relation issues.

5.12 How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Information collected is used to continuously refine our processes to help achieve our goals and initiatives. Information is shared with senior-level administrators and other policy makers through the University's committee and advisory board structures. For example, through the faculty senate, faculty brought a concern about the policy for appointing department chairs to the attention of the Provost. As a

direct result of this, staff in the Provost's office will review the policy in question and make changes as needed. The number of formal grievances filed by faculty is usually limited and most often relate to tenure and promotion decisions or concerns about salaries. Several years ago, concerns arose about how consistent faculty salaries at USC were with peer institutions. This became an institutional priority, and the Provost appointed a Faculty Salary Equity Committee charged with developing a systematic approach to explore and address these concerns. The committee examines salary data and makes recommendations as necessary.

5.13 *How do you maintain a safe, secure, and healthy work environment? (Include the organization's workplace preparedness for emergencies and disasters.)*

The health and safety of our staff, students, faculty, and visitors is of primary concern to the University. The University's Emergency Plan is designed to maximize human safety and survival, preserve property, minimize danger, restore normal activities of the University, and assure responsible communications with University constituents. The Emergency Management Team (EMT) continues to make excellent progress in its emergency planning for the University. The full committee met 5 times in 2008 and the Policy Committee met once independently for a total of 6 meetings. The team has completed several small table top exercises in preparation for a full exercise. Training for National Incident Management System (NIMS) compliance is ahead of schedule. Subcommittees of the team are researching and meeting independently and reporting back to the EMT for approval and direction. A multi-functional emergency notification system has been installed and is functional to include campus siren and PA, text messaging, e-mail alerts, and other electronic media.

The use of Campus Safety Officers, students who perform duties enhancing the safety of campus, has shown great success. The plan currently utilizes students who have received some 80 hours of training by the Division to do patrol, escort and surveillance duties. The current program is designed to grow in performance and expectation to a point where students will be certified SC reserve police officers. This may take several years to develop with the assistance of the SC Criminal Justice Academy and the State Law Enforcement Division. The students are well received by their peers as they perform their duties.

A plan of outdoor video is also progressing that will utilize new wireless technology for video transmission. Wireless products of 3 vendors are being tested to achieve the best solution. Existing call boxes are being updated with more visible signage. A new call box has been designed and implemented and the prototype is functional on the Horseshoe. Vendor selection for expansion of the card access system for all campus buildings is currently being addressed.

The Office of Environmental Health and Safety provides the University community with the services and training needed to ensure safety and environmental responsibility. They offer training related to fire safety, hazardous waste management, radiation safety, and laboratory safety. USC's Division of Law Enforcement and Safety is accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA). When initially accredited in 1996, the department was only the 12th university law enforcement agency to earn such recognition. In the recent reaccreditation process, they were acknowledged as a Flagship Department and were only the second in the country to receive this honor from CALEA.

The University is currently in the process of updating its Disaster Recovery Plan. Staff from University Technology Services meet regularly to establish procedures and policies to ensure rapid restoration of voice, video, and data systems and resumption of University operations in the event of a systems disruption. Additionally, an imaging process helps ensure that vital files are backed-up on secure computers and not only available in a paper format that could be lost in case of fire, flood, or other disaster.

Human Resource staff meet quarterly with the Worker's Compensation Committee to develop plans to reduce the number of strains and sprains of the back reported by members of the Housing and Facilities departments. These two departments represent the largest users of the Worker's Compensation program, and safety and awareness training in these areas can significantly decrease the number of these types of injuries.

The University of South Carolina has also shown its commitment to supporting and encouraging a healthy environment on campus by implementing a new initiative called Healthy Carolina. Designed to increase health awareness and provide resources to the campus community, this office, under the guidance of former President Sorensen, launched the Tobacco Free USC program that supports the new tobacco policy on campus.

Category 6 – Process Management

6.1 How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

The University has a well-developed program approval process that helps to ensure educational programs and services are well thought-out and needed. Additions to the curriculum must be consistent with our mission, vision, goals and objectives. Program proposals are reviewed by the Provost and by the faculty senate. They are also reviewed by staff at the CHE, Commissioners who serve on the Academic Program Review committee, and voted on by the entire CHE membership. SACS must also formally accept all new programs before students can enroll.

6.2 What are your organization's key work processes?

As previously described in the Organizational Profile and in Section III, Category 2, Blueprints for Excellence represent the University's key work processes of establishing, executing, monitoring, and assessing strategic goals and initiatives.

6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

The planning and development process incorporates input from everyone involved in the campus community. As noted previously, students in every course, every semester, are encouraged to provide feedback about the content, delivery, and other aspects of a course. This information is compiled on a departmental level and shared institutionally as appropriate. Almost every college has an advisory board that includes, among others, both alumni and employers who hire that college's graduates.

6.4 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Although the general goal of educating students has always guided processes, changes and developments in technology have allowed universities to explore new ways of effectively and efficiently reaching this goal. Faculty now use white boards, PowerPoint presentations, and internet resources to present information in more varied ways. Enhanced classrooms (SMART) are equipped with a variety of equipment, ranging from overhead projectors, to computers and DVD players. Courseware management systems, such as Blackboard, not only augment traditional classroom delivery, but they also allow students who do not meet in a traditional classroom setting to communicate and share ideas with instructor and classmates. University Instructional Services provides the necessary technology and student support for the University's academic departments and colleges to successfully deliver courses and programs to students at a distance. Using live broadcast, VHS/DVD, web, or video stream allows the University's offerings to reach students who may not be able to attend the physical campus.

6.5 How do you systematically evaluate and improve your work processes?

Our processes are evaluated regularly, both internally and externally. Programs are subjected to an external review process where experts in the field from other colleges and universities visit the campus to meet with faculty, staff, and students and to closely examine and review each program. A formalized report is prepared that highlights a program's strengths and areas for improvement. Many of our programs are eligible for and are awarded accreditation by external governing bodies. Earning initial accreditation

and being reaffirmed are intensive processes that examine virtually every facet of a program or college. For instance, the Professional Education Unit at USC (comprised of 6 colleges and schools across the campus and an internationally-known Professional Development School Network) underwent its most successful continuing accreditation visit in USC history in fall 2003. The National Council for the Accreditation of Teacher Education (NCATE), the CHE, and the South Carolina State Department of Education (SDE) conducted a joint visit and deemed the Unit, anchored by the College of Education, as surpassing all six major NCATE standards, resulting in a full visit with no formal weaknesses cited. This continuing accreditation applies to over 60 education-related undergraduate, graduate, and certificate programs that serve over 1,000 students.

6.6 What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

As an institution of higher education, our support processes are vital to helping achieve our educational mission. Admissions, Human Resources, the Budget and Finance office, Facilities, Student Affairs, and University Technology Services all contribute to the overall success of the institution. These offices, as with those more directly related to educational processes, are evaluated regularly. All administrative support units participate in the Blueprint for Service Excellence strategic planning process. As such, each area is expected to demonstrate how its mission ties to the academic goals of the University.

6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Ensuring that financial resources are available to enable us to meet our goals is an on-going challenge to which we must continue to find answers. Tuition increases are carefully balanced with financial resources provided by the General Assembly. Additionally, budgets are carefully considered, and deans and vice presidents are instructed to make the decisions necessary when planning to ensure that they stay within their allocated budget amounts.

The financial resources needed to meet budgetary obligations come from State appropriations, tuition and fees, research grants, contract services and philanthropy. The University Budget Office maintains a long-range financial plan and regularly updates projections of key parameters. The decentralized budget model, in use for the last four years, emphasizes to deans their important role in identifying funding sources for various initiatives; e.g., new academic programs, new modes of delivery of instruction, and research programs. Deans work closely with University Advancement to identify needs and sources of private support.

Category 7 – Organizational Performance Results

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

The University is dedicated to providing all undergraduate students with a common core of knowledge, skill, and academic experience. This general education curriculum provides the foundation for subsequent specialized study in the student's major discipline area. The University of South Carolina is in the process of updating this curriculum, ensuring that it remains current and prepares students for productive and meaningful engagement as world citizens equipped for life-long learning.

A Provost's Task Force on General Education curriculum submitted a report in December 2007, identifying potential disciplinary learning outcomes and pedagogical methods. In early 2008, the Provost appointed a General Education Committee, chaired by the Associate Provost and Dean of Undergraduate Studies, to continue the curriculum revision process. Given that the University is best served by campus-

wide participation, the committee is comprised of senior faculty and professional staff from the Columbia and regional campuses. The current General Education goals are outlined below:

1. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze and interrogate critically.
2. Students perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.
3. Students demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.
4. Students demonstrate an understanding of the processes of human behavior and social and cultural interaction, as well as the use of social and behavioral science perspectives to interpret them.
5. Students demonstrate an understanding of the historical development of culture over time and its relation to the present.
6. Students communicate orally and in writing in another language.
7. Students demonstrate an appreciation of literary, visual or performing arts and their cultural context, as well as express informed personal responses to artistic creations.

The University offers a number of academic support services on campus designed to help students achieve these General Education goals, and to improve and succeed in all their academic efforts. The Student Success Center (SSC), now beginning its third year of operation, coordinates an intentionally-designed, comprehensive array of programs, resources, and services that guide students to degree completion at USC through promoting academic goal setting and skill development, personal transition to the university setting, and effective decision making. These programs include Supplemental Instruction (SI), Tutoring, the Creating Academic Responsibility (CAR) early intervention initiative, the First-Year Call Center, Gamecock Connection, and Initiatives for Special Student Populations, including out-of-state and transfer student mentoring and success programs and scholarship retention programs.

The Supplemental Instruction (SI) program is a learning enhancement program which consists of a series of weekly review sessions for students enrolled in historically difficult courses, e.g., Financial Accounting, Biological Principles, General Chemistry, Principles of Microeconomics, among many others. The sessions are led by SI leaders, who are students who have earned As in these courses and have been identified by faculty as having a mastery of the subject matter. This program, established during the 2005-2006 academic year, continues to be well utilized and the data reflect a positive impact on participant grades. As presented in Figure 7.1-1, the results indicate that students who participate in the Supplemental Instruction sessions earn higher grades than those who do not.
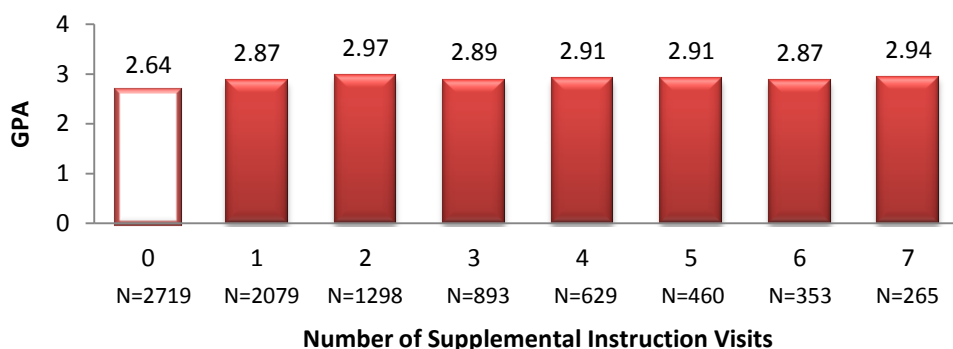

Figure 7.1-1. Average Fall 2007 GPA by frequency of Supplemental Instruction visits.

Tutoring sessions are also available for students needing additional assistance. It is clear that students are finding this peer tutoring program increasingly helpful, as 817 tutoring appointments were scheduled in Spring 2008, compared to 327 appointments in Spring 2007.

A comprehensive action plan is now in place, and full implementation of a new program, Students Tackling Academic Recovery (STAR), is poised for Spring 2009. This program, specifically designed for students identified as scholastically deficient, provides an opportunity for students to assess their individual needs and create a strategic plan to achieve academic success. During STAR orientation, students will attend breakout sessions addressing study skills, time management, navigating the USC system and campus resources.

The Creating Academic Responsibility (CAR) initiative provides a mechanism by which faculty members can refer students who are in danger of failing academically due to excessive absences, disengagement in class, or failure to complete assignments. The Coordinator of Early Intervention Initiatives in the Student Success Center organizes intentional communications and interventions with students referred through CAR. The purpose of these interventions is to help students identify resources available to best meet their individual needs in getting back on track academically. Because academic difficulties often stem from multiple sources such as lack of preparation, personal crises, and social concerns, the Student Success Center is hiring intervention specialists from the counselor education graduate program as these students are especially well trained in processing negative emotions and referring students to appropriate resources. The ultimate goal is for students to take responsibility for their choices leading to academic progress.

Gamecock Connection is a new initiative that provides an electronic academic network for first year students. Incoming freshmen were invited to register during summer orientation. Thus far 63% of first year students are registered on Gamecock Connection.

Academic support is also offered to student-athletes. In September 2007, the Athletics Academic Center was created at the Thomas Cooper Library. This center, with its state-of-the-art computer lab and study space, serves as a venue for student-athletes to take a team approach to learning as they pursue their respective degrees. This center includes computer labs, laptop computers, seminar rooms, tutor carrels, and a large quiet study area. Additional academic support staff members have been hired, which has lowered the student-athlete to advisor ratio.

The University is also committed to providing student services to anyone interested in transferring to USC Columbia from technological colleges within the state. Hence, the University created the Bridge Program to help students who are transferring from SC technological colleges be fully academically prepared for success at USC. Last year, Midlands Technological College and Greenville Technological College participated in this program. In November 2007, University of South Carolina and SC Technical College System officials signed a historic agreement to extend some of the University's most successful student programs to all SC technical college students who plan to transfer to the University's Columbia campus. Participating students have access to a variety of services from the University's admissions, housing, and financial aid offices, the Career Center, and the Student Success Center.

The University wants to provide educational settings that will enhance and facilitate learning, whether the learning occurs in the classroom, when participating in service-learning and community service events or when studying abroad, or through research experiences. The University invests in technological advances within the classroom to assist in meeting the educational and research missions of the institution and to be responsive and adaptive to the needs of faculty and students. Former President Sorensen established a goal to provide technological enhancements and upgrades for five additional classrooms each year. As Figure 7.1-2 shows, the total number of fully-enhanced classrooms, 122 for Fall 2008, represents 7.9% increase over the previous year's total of 112 fully-enhanced classrooms.
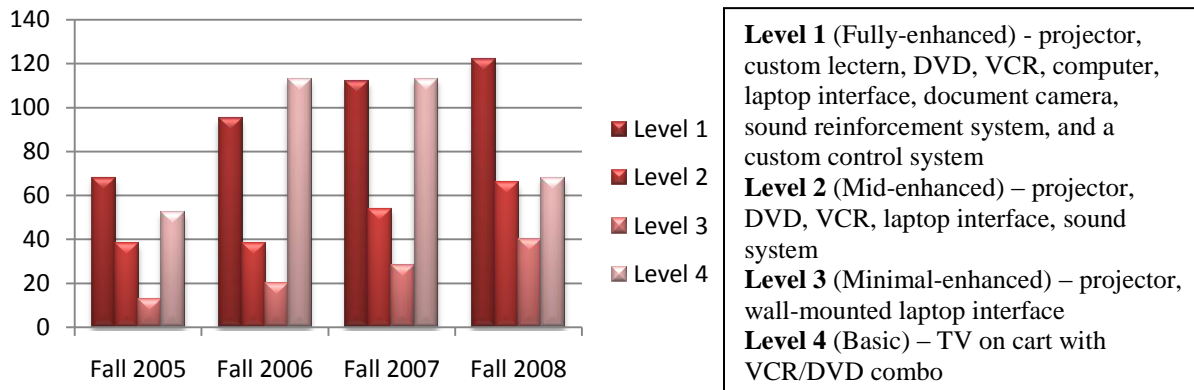
■ Level 1	**Level 1** (Fully-enhanced) - projector, custom lectern, DVD, VCR, computer, laptop interface, document camera, sound reinforcement system, and a custom control system
■ Level 2	**Level 2** (Mid-enhanced) – projector, DVD, VCR, laptop interface, sound system
■ Level 3	**Level 3** (Minimal-enhanced) – projector, wall-mounted laptop interface
■ Level 4	**Level 4** (Basic) – TV on cart with VCR/DVD combo

Figure 7.1-2. Classroom Enhancement.

Service learning, an out-of-the-classroom instructional approach in which students perform community service as part of their work in an academic course, not only enhances students' academic learning, but also benefits the community in both direct and indirect ways. Many opportunities for students to engage in community service or service-learning activities are coordinated through the Office of Community Service Programs (CSP). During the 2007-2008 academic year, 4548 students were involved in projects coordinated through CSP for a total of 12,955 hours of service, as shown in Table 7.1-1. Campus-wide, over 11,600 students were involved in service projects which generated 71,959 service hours. University 101 students participate in service activities as a class and then complete either a written or oral analyses of their experiences to further their understanding.

Table 7.1-1. Community Service Involvement.

Sponsor	Volunteers	Hours
Community Service Program	4,548	12,955
Student Self-Report	1,144	13,074
Athletics	434	3,786
Greek Life	2,370	11,084
University 101	3,106	31,060

Opportunities to study abroad have increased for students, and students are taking advantage of these opportunities in larger numbers. As displayed in Figure 7.1-3, the number of undergraduate study abroad participants increased by 13.6% overall from 2006-2007 to 2007-2008.
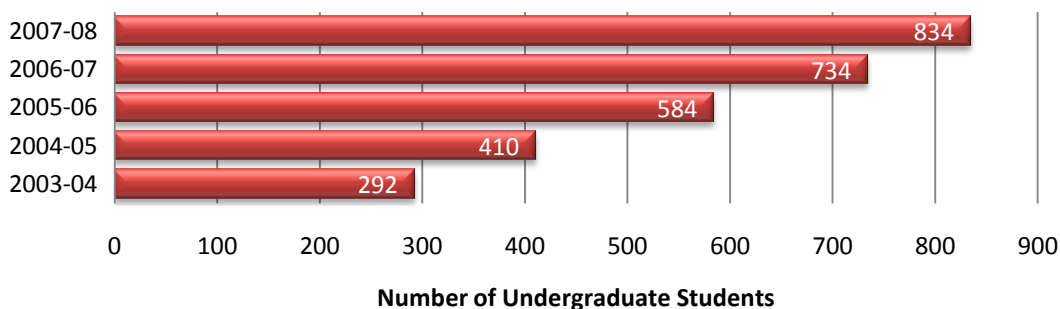

Figure 7.1-3. Undergraduate Education Abroad Enrollments.

Of the most recent Study Abroad participants, 48.6% (383) were South Carolina residents. As illustrated in Figure 7.1-4, students have the opportunity to study in a wide variety of places, from China to Ecuador.
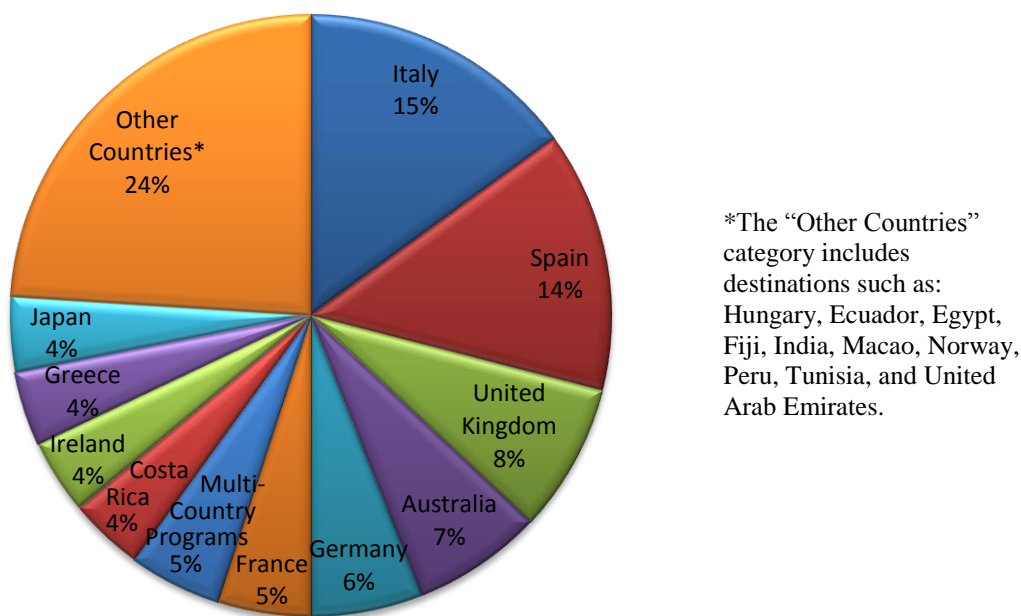

*The "Other Countries" category includes destinations such as: Hungary, Ecuador, Egypt, Fiji, India, Macao, Norway, Peru, Tunisia, and United Arab Emirates.

Figure 7.1-4. Where Undergraduate Students Studied 2007-08 Academic Year.

A student's academic experience is enriched by the variety and quality of out-of-classroom experiences offered by an institution. As such, USC is committed to providing opportunities for students' to heighten their learning through these extra-curricular experiences. Created in the Fall of 2006, the Office of Undergraduate Research seeks to enhance students' academic experience by offering numerous research and scholarly programs, services, and awards geared toward undergraduates interested in or engaged in research. The office promotes inquiry, discovery, and creativity in all disciplines through faculty-student mentoring relationships and the integration of instruction with research, scholarship, and creative activities. USC encourages students to explore research opportunities in the traditional areas of science, technology, and medicine but also in music, theater, and art – any arena that will provide an environment for students to creatively explore their interests at a level more in-depth than can be attained in the classroom.

USC faculty members, from a variety of disciplines, have mentored students who have won Magellan Scholar Grants. Since the Spring of 2006, a total of 211 students have been awarded Magellan Scholars Grants in the approximate amount of $600,000. Faculty have encouraged students to participate in other summer and semester-long research opportunities as well. All undergraduate students at USC (all campuses) have the opportunity to present their research and scholarship at an annual event, Discovery Day. Over 460 students have made poster, oral, creative, or artistic presentations at Discovery Day since 2005.

Information about student learning is collected in a variety of ways. Retention rates commonly serve as a key measure of student learning because clearly, an institution is most able to affect student learning when students are present and engaged in the educational process. As Figure 7.1-5 illustrates, the retention of students at USC between the first and second years has increased slightly over the past five years, and remains slightly higher than the average retention rates for other public institutions in the Southeastern Conference (SEC). (Institutions in the SEC include: University of Alabama, Auburn University, the University of Arkansas, the University of Florida, the University of Georgia, the

University of Kentucky, Louisiana State University, the University of Mississippi, Mississippi State University, and the University of Tennessee.)
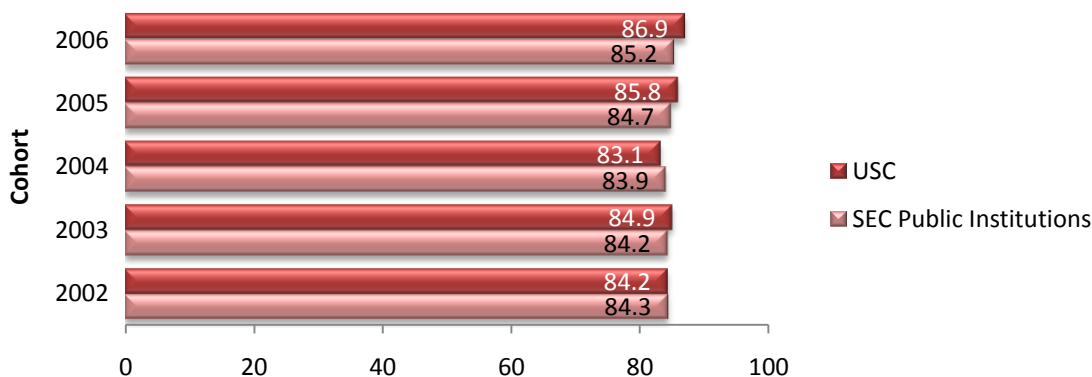

Figure 7.1-5. Retention Rates for USC and SEC Public Institutions. The full-time retention rate is the percent of the full-time fall cohort from the prior year minus exclusions from the full-time fall cohort, that enrolled at the institution as either full- or part-time in the current year.

The retention of scholarships, awarded by the state with grade-point average requirements, also serves as a measure of student learning, and as an indirect measure of the effectiveness of USC's academic support programs. As Figure 7.1-6 shows, among public, four-year institutions in the state, USC Columbia has the highest retention rates for both Palmetto Fellows Scholarship and LIFE Scholarship recipients. Obviously, faculty continuously assess individual student learning. At USC, faculty also assess student learning at the program level. The dean of each college or school at USC confirmed that each program within his/her respective college or school attained an acceptable level of excellence during the 2007-2008 academic year. This information, coupled with the current scholarship retention rates, provides evidence that students are achieving established learning goals and outcomes.
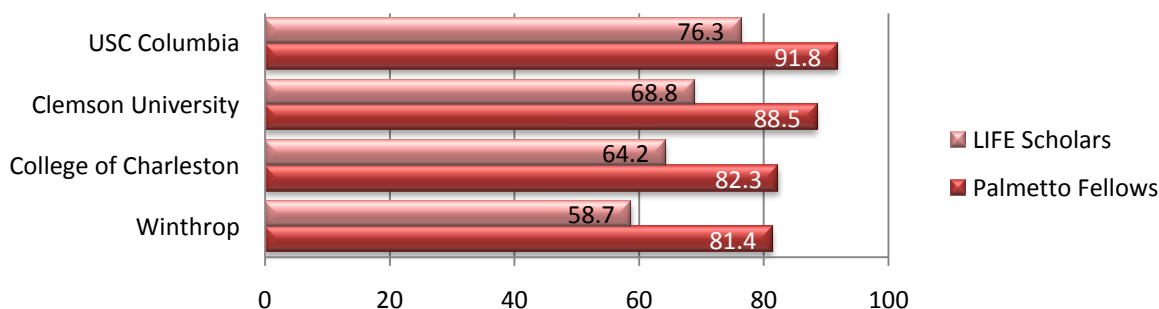

Figure 7.1-6. Fall 2006 Recipients Retaining Scholarship in Fall 2007.

Student performance on professional exams provides a direct measure of how much students have learned. The University of South Carolina reports the following information annually on the Institutional Effectiveness report mandated by Act 629. Professional exam pass rates are available for all public schools in the State in *A Closer Look*, a report prepared each year by the CHE for the State legislators.

Table 7.1-2. Professional Exam Pass Rates.

Name of Exam	2006-07 Results			2007-08 Results		
	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
MULTI-STATE PHARMACY JURISPRUDENCE EXAM (MPJE)	127	119	93.7%	128	121	94%
NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE	122	111	91.0%	132	118	89.4%
NORTH AMERICAN PHARMACIST LICENSURE EXAM. (NAPLEX)	73	69	94.5%	81	77	95.1%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	258	239	92.6%	300	276	92%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	25	22	88.0%	58	45	78%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	97	88	90.7%	126	114	90%
PRAXIS SERIES II: SPECIALTY AREA TESTS	615	585	95.1%	566	539	93%
SOUTH CAROLINA BD. OF LAW EXAMINATION	503	403	80.1%	215	200	93%
US MEDICAL LICENSING EXAM. - STEP I	75	73	97.3%	71	65	92%
US MEDICAL LICENSING EXAM. - STEP II	76	72	94.7%	72	71	99%

Graduation rates are an indirect, but commonly used indicator of student learning. Figure 7.1-7 provides the graduation rates for USC and SEC public institutions. The percentage of students who earn a degree within six years of starting at USC has been relatively stable and comparable to the graduation rates for other SEC public institutions.
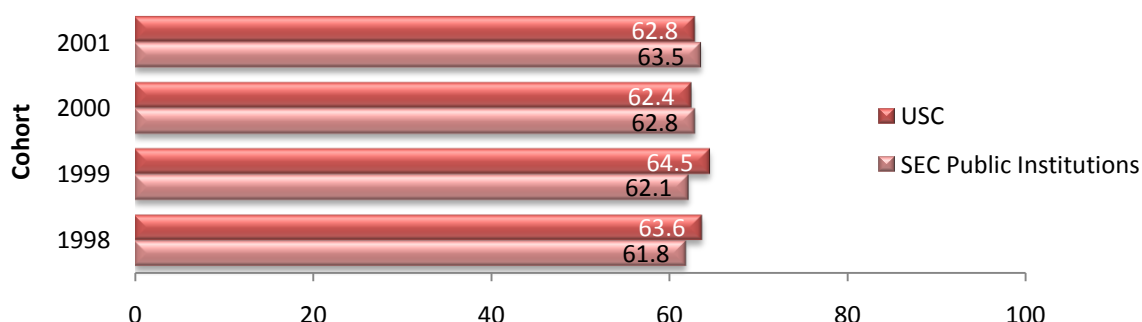

Figure 7.1-7. Six-year graduation rates for USC and SEC Public Institutions.

7.2 *What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?*

The University of South Carolina Columbia conducts numerous surveys, focus groups, and exit interviews to assess the satisfaction of our various constituents. Results are analyzed, shared with decision makers as necessary, and used to continually refine and improve our services.

Student responses on many of these surveys and interviews indicate satisfaction with their experiences at USC. One initiative, called the First-Year Call Center, has sophomore students telephone all first-year and new transfer students once during the fall and spring semester to ask them how they are adjusting to academic demands and other aspects of life at Carolina. In Fall 2007, 86% of students contacted were satisfied or very satisfied with academic advising, and 91% were satisfied or very satisfied with

academics at USC. When called in the spring semester, 97% of students were satisfied or very satisfied with academics at USC, and 97% were satisfied or very satisfied with their overall experience at USC. If issues or concerns are identified, the appropriate faculty or staff member is notified so that the issue can be addressed.   University Housing staff also assessed student satisfaction and found that 90% of students living in a residential learning community would recommend their learning community to another student. This information has allowed staff to feel confident using similar learning community models when developing new opportunities for student involvement.

Students participating in the Magellan Scholar program are largely satisfied with their research experience, as 100% reported that they agreed or strongly agreed that the experience improved: Verbal and written communication skills, Critical and creative thinking skills, and the Ability to work independently. Over 90% agreed or strongly agreed that the research experience: Increased general confidence, Increased confidence in one's ability to work effectively in group, Supported their academic success, Created stronger relationship with faculty mentor, and Enhanced the connection with in-class and out-of-class learning. Moreover, approximately 80% will be continuing their education past their undergraduate degree.

Another indirect measure of student and alumni satisfaction is the number of students who apply and enroll at USC who are legacies of the institution. For the following data displayed in Figure 7.2-1, legacy is defined as an applicant whose mother and/or father is a graduate of USC. The rationale for this measure of satisfaction is that parents who had a positive experience at USC are more likely to encourage their children to apply here.
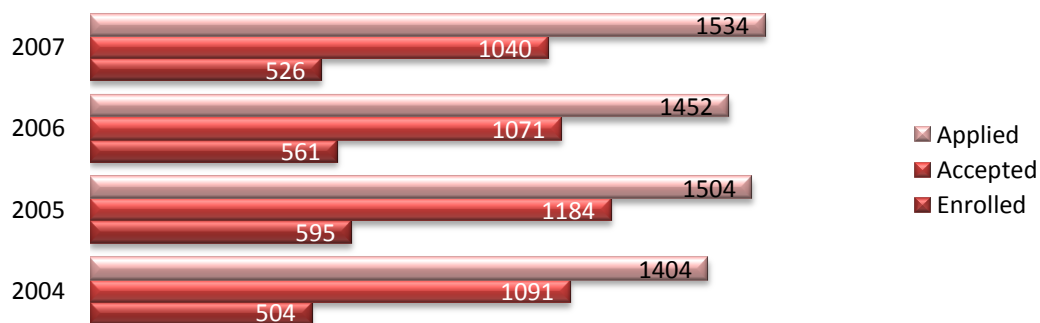

Figure 7.2-1. Legacy Applicants.

US News and World Report publishes rankings of college and university programs each year. These are based upon a variety of criteria that some consider important aspects of quality programs. These rankings can be used to assess student satisfaction as higher quality programs should lead to higher student satisfaction. USC's undergraduate international business program is ranked number 1 in the country, and has received this prestigious ranking since 1995. The Moore School's program leads New York University, the Wharton School at the University of Pennsylvania, and the University of California-Berkeley. The university's pioneering University 101 program, including its programs for first-year students, is featured again among the best in nation for first-year experience programs in the guide's "Programs to Look For" section. A first for the guide, the "Up-and-Coming Schools" ranking is based on nominations from top educators around the country who were asked to list which universities and colleges are making the most "promising, innovative changes" in academics, faculty, students, facilities or the campus. South Carolina is No. 9, ranking ahead of Ohio State University and University of California-San Diego, among others. Within the "Best National Universities," the University of South Carolina moved up to 52nd from 54th among public institutions.

7.3 *What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?*

As a state-assisted institution, the University relies on funding from the State to help fulfill its mission and goals. Figure 7.3-1 provides the dollar amounts of state funds allocated to the university for the past four fiscal years.
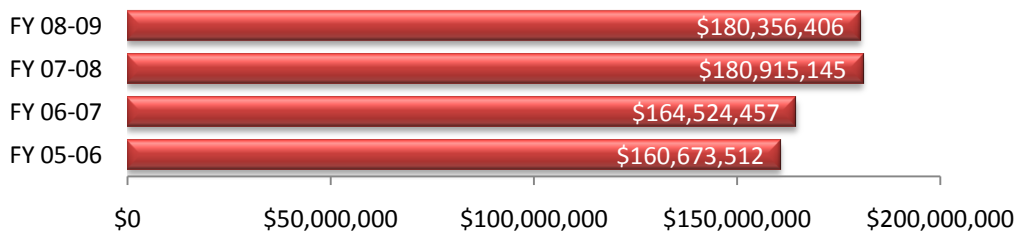

Figure 7.3-1. State Funds ("A" Funds).

Although the state component of the funding mix has been essentially flat during the recent period, it is clear that state appropriations as a percentage of the University's revenue have declined in recent decades. As Figure 7.3-2 shows, in 1990, 45% of the University's operating revenues came from state appropriations. In 2008, USC received only 20% of its operating budget from state appropriations. In 2001, tuition revenue surpassed state funding as the chief source of funds.
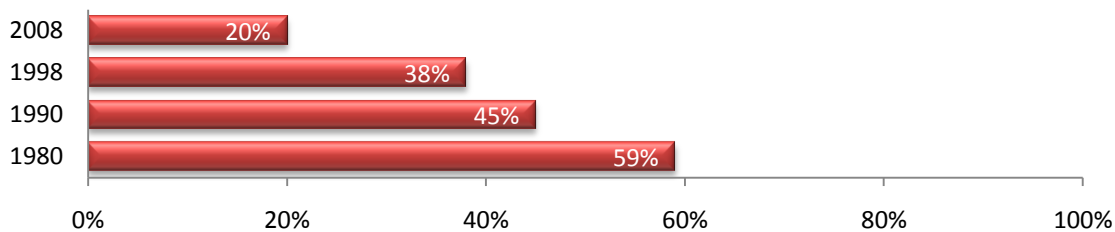

Figure 7.3-2. State appropriations as a percentage of the University's revenue.

The funding environment presents persistent challenges to USC, but steps are being undertaken to deal effectively with those challenges. Tuition revenue is a natural source to which to appeal, but USC has a goal of relying on this source to a minimum degree. Consequently, the overall tuition rate increased by only 5.9% in FY 2008-09 relative to that in FY 2007-08, well below limits discussed in the General Assembly.

Toward this end, the University of South Carolina is working to increase the revenue amounts generated from external research funding and private support. These funding sources can add to the University's prestige and helps to generate more revenue for the local community and continue to attract prestigious faculty and national-caliber students. The University of South Carolina achieved a record high in extramural funding to support its research, public service, and training projects during FY 2007 and again in FY 2008. During the 2007 fiscal year, the number of submissions increased over the previous year's 1660 vs. 1639. Figure 7.3-3 highlights the total funding for FY 2008, $206 million, which represents 11.3% increase over the previous year's total of $185.2 million.
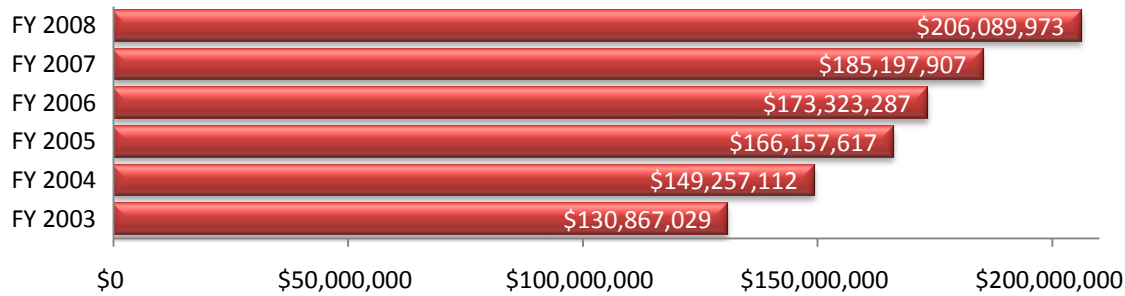
Figure 7.3-3. Dollars Awarded in Sponsored Research.

The research money faculty members bring to USC directly affects the reputation of the State as well as the University, increases revenues spent in South Carolina, and enhances the educational experience of our students. Data from the Delaware Study, presented in Table 7.3-2, indicates USC is well ahead of the national average for research institutions on research expenditures per faculty member. This figure substantiates the Carnegie Foundation designation of USC as a Very High Research Activity institution. USC is the only South Carolina institution to be included in this highest research category.

Table 7.3-2. Research Expenditures per Faculty Member.

	2004	2005	2006	2007
Average of the Research I schools who participated	$65,122	$70,023	$58,395	$64,123
University of South Carolina	$84,417	$83,725	$77,209	$84,393
Percent of Participating Schools' Average	130%	120%	132%	132%

As the University seeks to improve its financial health in efforts to advance the status of an excellent research institution, USC understands that it must seek financial support for start-up costs associated with faculty hiring, and pursue budget support for enhancing faculty salaries in efforts to improve retention. Start-up funding for faculty were requested in the state budget process for FY 2009. An additional $4.8 million was requested in the last budget cycle under the Faculty Excellence Initiative request. Unfortunately, due to the worsening state economy, no new state funding was available and in fact, state budgets were cut. For the fiscal 2008-09 year, funds from the student tuition increase totaling $750,000 were allocated to the Faculty Excellence Initiative. This is year five of this initiative. A total of $8,750,000 has been made available for faculty hiring and start-up costs. For the fiscal 2009-2010 year, the request for this initiative is $4,890,000. In fiscal year 2007-08 funds totaling $1,634,000 were available for three faculty salary initiatives, including the strategic faculty initiative ($534,000), faculty retention ($750,000), and gender equity ($350,000).

The University of South Carolina has launched efforts to increase philanthropy in order to expand the University's private endowment. In recent years, the University decided to recruit and retain professional advancement staff to effectively and efficiently maximize fundraising efforts. The talented staff increased communication with professional advisors and directors of development on planned giving through a quarterly newsletter, seminars, and mailings. Among many action plans, the advancement staff also worked to increase volunteer involvement in fundraising at the school and college level.

The University is the gracious recipient of a record $106.1 million in private support in FY 2008. Private support has generally increased over the years, as shown in Figure 7.3-4. In fact, private giving in FY 2008 increased by 58.7% over last year's total.
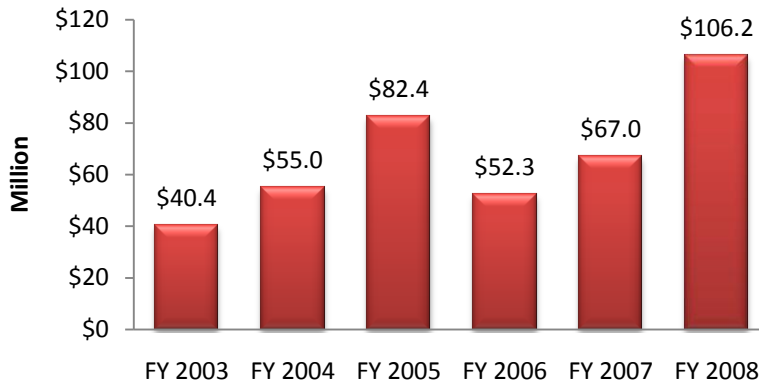
Figure 7.3-4. Private support.

As Figure 7.3-5 displays, donors by every type have contributed to this successful fundraising. This, coupled with an increase in the number of donors (nearly 46,000 donors compared to 38,000 donors from the previous year), provides evidence of the momentous support and enthusiasm stakeholders have in the University.
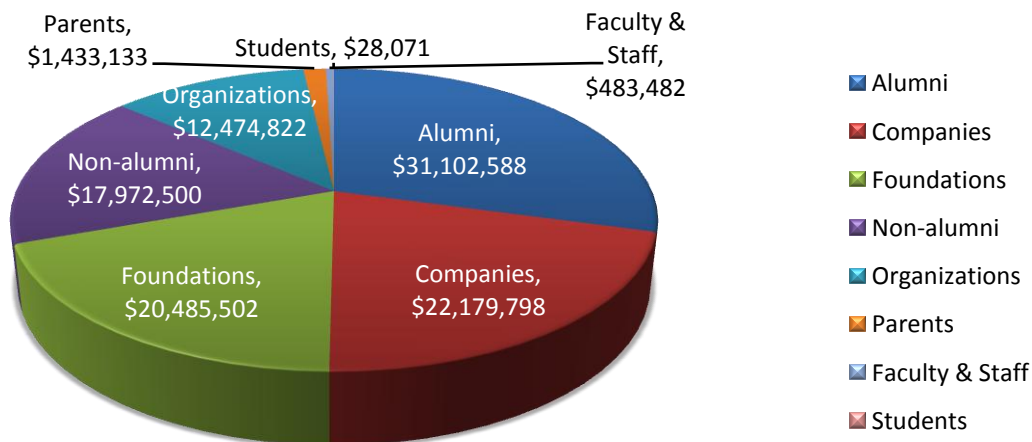

Figure 7.3-5. Fundraising by Donor Type.

One of the University's established goals is to improve and expand physical facilities to support growth and provide adequate, cost- and energy-efficient space in which to work and study. An associated initiative highlights the need to secure state support for reducing deferred maintenance in order to protect state resources and enhance the learning and working environment. As buildings are brought to an acceptable condition, money is permanently allocated for maintenance. In the FY 2009 and FY 2010 state budget request, $5 million was requested for deferred maintenance. State funding was not received for FY 2009. For FY 2008, $105,000 was received for the Gibbes Green Project. Table 7.3-3 reveals annual reductions in deferred maintenance from FY 2004 to FY 2008. The University completed deferred maintenance projects in the last five years resulting in a $72.2 million reduction to the deferred maintenance backlog for Education and General facilities.

Table 7.3-3 Total Expenditures in E & G Deferred Maintenance.

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Expenditures	$2,981,337	$14,973,891	$42,345,048	$8,144,812	$3,751,872

Note: The FY 2006 amount includes $33,426,033 in deferred maintenance avoidance as a result of the demolition of Carolina Plaza.

Given the extreme age and historical significance of many of the buildings on the Columbia campus, maintenance is an ongoing challenge. The challenges of maintenance requirements are amplified by the persistent challenge of space availability and space adequacy, including classrooms, offices and laboratories. While student and faculty populations have increased, the University has also made a significant financial investment in offices, classrooms, and laboratory space to ensure that facilities support the learning environment, as shown in Table 7.3-4.

Table 7.3-4. Renovations and Improvements.

	FY 2005	FY 2006	FY 2007	FY 2008
Expenditures	$9,188,185	$22,592,961	$9,603,397	$5,507,168

The University is also striving to secure resources for the construction of a new Law School facility and a new Moore School of Business facility, and for the renovation of the Gibbes Green complex. In the FY 2008, FY 2009, and FY 2010, $20 million was requested from the state for construction of a new Law School. State funding was not received in FY 2008 or for FY 2009. The University has received $10 million for this project in capital improvement bonds from the state, but the cost of the building, once estimated at $65 million, has increased to $75 million. The Law School is raising private funds as well. As of June 21, 2008, private donors have committed $13,520,131. The Law School has also received $3,866,865 in gifts. Therefore, the total fundraising number for the building is $17,386,996. Outstanding requests of private donors total an additional $12,986,000.

In efforts to construct a new Moore School of Business, the University continues to pursue a possible lease arrangement with the federal government that would provide proceeds to construct a new Moore School of Business facility in the Innovista. As part of this process, the University developed legislation that was adopted by the state legislature to allow lease proceeds from the Close-Hipp building (i.e., currently housing the Moore School of Business) to be used in financing the construction of this academic facility. The Moore School of Business is raising private funds as well. All private gifts prior to August 2009 beyond annual giving are eligible to be matched by the Darla Moore $45 million matching gift pledge (in the form of a charitable remainder trust). The University committed $15 million in funding against this pledge. The Moore School has raised just under $13 million in funding against this pledge, with just over $17 million still to raise this year. However, not all of the privately raised funds are for the building, due to the restrictions placed on certain of these matched funds from private sources. Specifically, $12,972,883 in private funds are committed against the Darla Moore match, with cash gifts of $1,970,911, and pledged gifts amounting to $11,001,973 (with $6,061,647.54 outstanding). For match gift purposes, $5,464,712 is earmarked for endowment, and $7,508,171 (with approximately $3 million outstanding) is earmarked for the building.

Unfortunately, the University was unable to secure state resources for the renovation of the Gibbes Green complex. In FY 2008 and FY 2009, a total of $20 million was requested for the renovation of Leconte and Petigru. State funding was not received, as no capital bond bill was approved. The request for FY 2010 is $25 million. This is the University's second highest capital priority.

The athletics department at USC has total funding in the amount of $35.6 million for the construction of a new baseball stadium in the Innovista district. The stadium is 73% complete and will be completed in January 2009, in time to open the 2009 season. The athletics department is also participating in a feasibility study to determine future options to expand Williams-Brice stadium.

The University is committed to ensuring campus health, security, and life safety. For FY 2009, the University requested state funding in the amount of $2,500,000 for this initiative. No additional state funds were received. In FY 2008, recurring funds from the student tuition increase were allocated to several health and safety initiatives including:

- $456,443 law enforcement and safety - safety enhancements (also $1,000,000 non-recurring allocated for cameras and other equipment)
- $101,901 law enforcement and safety - emergency preparedness manager (also $77,000 non-recurring allocated for start-up equipment)
- $65,250 environmental health and safety - compliance officer (also $10,000 non-recurring allocated for start-up equipment)
- $49,163 environmental health and safety - biosafety officer
- Additional non-recurring funds totaling $40,000 were made available last year to environmental health and safety for fire suppression equipment.

For FY 2009, additional recurring funding from the student tuition increase, in the amount of $125,000, is allocated to the environmental health and safety initiative, specifically for fire alarm inspections. Two inflationary items were also funded with recurring dollars from the student tuition increase, which have a direct impact of health and safety: $15,000 environmental health and safety - hazardous waste removal, and $125,000 law enforcement and safety - fuel adjustment (to keep more officer cars on the road).

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

The University of South Carolina collects a variety of information about faculty and staff learning and development, as well as their satisfaction. Surveys, focus groups, feedback forms, and external measures of quality and compliance all provide information about how well faculty and staff are performing, and their satisfaction.

Faculty and staff at the University of South Carolina are committed to continued training and development. As discussed in Category 5, the University offers a wide range of professional development classes for faculty and staff. Table 7.4-1 provides information concerning the number and types of courses offered through the Professional Development series, and includes the number of faculty and staff participating.

Table 7.4-1. Human Resources Professional Development Year-End Report Totals.

Category	7/01/07 to 6/30/08	
	Workshops	Attended
Conferences	1	69
EEO Programs	3	43
GRANT classes	37	597
Online Training		25
Regular Classes	78	1087
Total	119	1821
Visitors		11
USC + Visitor Total		**1832**

The Center for Teaching Excellence (CTE) was launched in FY 2006 to provide professional development opportunities for faculty, in efforts to support a university culture that values and rewards excellent undergraduate and graduate teaching. The CTE directly supports the University's goals for (1)

the quality of the entire student academic experience and (2) program quality and academic reputation. Excellent teaching is a prerequisite for effective student learning. Excellence in teaching is something that can be learned. It is dynamic rather than static, and can be sustained through a continuous improvement model. The CTE plays a unique role at the University as a resource for all who teach. The CTE also supports the University's initiatives that will bring a total of 600 new faculty to Carolina during the next five years. The CTE can help retain new faculty by ensuring that poor teaching is not a cause for non-reappointment. In FY 2008, the CTE sponsored and cosponsored fifteen colloquia, seminars and workshops, eleven events for new faculty, five cohort programs, six teaching grant and technology loan programs, and dozens of other professional development events. These contribute to over 2633 hours of in-person professional development to faculty, instructors and graduate students.

It is the University's hopes that workforce satisfaction will increase as a result of offering such professional development opportunities, though professional development opportunities represent only one way in which the University aims to ensure workforce satisfaction. The Faculty Welfare Committee (FWC) conducted a survey in Spring 2007 to determine the top five concerns of USC faculty. Second behind salary and salary compression was benefits, including tuition aid for dependents and increased preventative care. Recognizing tuition aid as not only a benefit for faculty but also as a significant recruitment and retention issue, the FWC continued its investigation of the issue during the 2007-2008 academic year. The FWC made advances in determining potential cost to the University of offering tuition aid, and concluded the upcoming capital campaign may provide a way to accomplish such a program. The existence of the tuition aid benefit itself is viewed as one measure of the faculty's value to the university. The FWC believes that this benefit would bring rewards far greater than the actual cost of the benefit.

Improving preventive health care coverage through the Blue Cross Blue Shield State Plan has been on the Faculty Welfare Committee's agenda for several years. One of the FWC's recommendations at the end of last year was to establish a committee with representatives from The School of Medicine and The School of Public Health in addition to members of the administration and other faculty. It was hoped such a committee would have the resources for the necessary research and would be able to speak with a stronger voice in advocating such benefits. Such a committee was established, and initial discussions focused on preventive care and drug coverage, options for improving coverage, and comparisons with other institutions. As part of the Committee's continued concern about preventive health care options, 250 flu shots and 45 cardiovascular screenings were funded through the Faculty Enrichment Fund and made available to all faculty on first-come basis. The committee hopes to continue these benefits and encourage faculty to support the fund when making donations to USC.

To better understand how faculty perceive their tenure-related experiences, the university participated in the Collaborative On Academic Careers in Higher Education (COACHE) survey. Early career tenure track and not yet tenured faculty responded to questions concerning promotion and tenure, the nature of their work, policies and practices, and the general climate and culture at USC. Faculty also indicated the best and worst aspects about working at this institution. The items most frequently rated as the best aspects of working at USC include: 1) Cost of living, 2) My sense of "fit" here, 3) Quality of colleagues, and 4) Academic freedom. Items most frequently rated as the worst aspects of working at this institution include: 1) Quality of graduate students, 2) Quality of facilities, 3) Compensation, and 4) Too much service/too many assignments. The university relies on this insightful information to make changes and adjustments to the work environment and university policies.

Creating a workforce climate that that includes workplace health, safety, and security is of prime importance to the university. As mentioned in Category 5 and in Category 7.3, a number of measures are being taken to ensure that the University has a comprehensive emergency plan, a disaster discovery plan, and safety and awareness training sessions. Moreover, USC offers many health and wellness programs and services that are available to faculty and staff, such as weight management seminars, smoking cessation courses, alcohol and drug programs, counseling sessions, among numerous others.

*7.5 **What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?***

There are a variety of measures that can be used to illustrate organizational effectiveness. The following examples represent some of the important measures that the institution continues to track as we work toward our strategic goals.

The University can influence the educational climate on campus by increasing the quality of the students and faculty working on campus. Three initiatives have been launched to recruit high-caliber replacement faculty, including the Faculty Excellence Initiative, the Centenary Plan, and the SC Center of Economic Excellence program. The Faculty Excellence Initiative (FEI), established in FY 2005, delineates a plan to bring to campus 150 high-visibility tenured and tenure-track faculty over the next five to six years. To date, from a total of 129 positions awarded, 75 new faculty members have been hired under FEI.

Also established in FY 2005, the Centenary Plan seeks to recruit new faculty who will be expected to conduct quality research and attract external funding to support their scholarly activities. To date, the University has made 75 hires from a total of 88 applications awarded. The amount of external funding awarded to these faculty is approximately $10 million as principal investigator and $18 million as co-principal investigator.

The S.C. Centers of Economic Excellence (CoEE) Program was established by the South Carolina General Assembly in 2002, and funded through South Carolina Education Lottery proceeds. Each Center of Economic Excellence is awarded from $2 million to $5 million in state funds, which must be matched on a dollar-for-dollar basis with non-state funds. The program supports CoEE endowed chairs, world-renowned scientists who lead the Centers of Economic Excellence. By investing in talent and technology, the CoEE Program is designed to fuel the state's knowledge-based economy, resulting in high-paying jobs and an improved standard of living in South Carolina. Two new programs, Nuclear Science and Energy and Nanoenvironment Research and Risk Assessment, were awarded at the June 2008 Board meeting. Within the past academic year, four Endowed Chairs were hired in the areas of Regenerative Medicine, Solid Oxide Fuel Cells, Polymer Nanocomposites, and Healthcare Quality. Nine faculty members have been hired within these areas. The recently hired Endowed Chair of Healthcare Quality also serves as the President of Health Sciences South Carolina. The CoEE review panel made recommendations to fund three USC chairs in the combined amount of $11 million. As of June 2008, 25 world-class scientists have been recruited, drawing over $10.5 million in state funds.

The substantial increase in research funding, as highlighted in Category 7.3, largely stems from efforts to recruit high-caliber, productive faculty through the Faculty Excellence Initiative, the Centenary Plan, and through hiring endowed chair professors for the Centers of Economic Excellence Program, along with the University's assiduous, veteran faculty.

Public institutions in the State have, through the Performance Funding process mandated in 1996 by Act 359, reported annually on the credentials of their faculty. The measure is expected to serve as an indication of faculty members' ability to teach the curricula offered by the institution and influence the educational climate. Table 7.5-1 shows the percentage of all full-time faculty, excluding the rank of instructor, with terminal degrees as defined by our accrediting agency in their primary teaching areas. The slight drop in 2005-06 is due to changes in the operational definitions used by the Integrated Postsecondary Education Data System (IPEDS) to classify faculty. The drop in 2006-07 and in 2007-08 reflects the difficulty the University has had replacing retiring faculty with qualified new members of our community.

Table 7.5-1. Percent of Faculty with Terminal Degrees.

	2003-04	2004-05	2005-06	2006-07	2007-08
USC Columbia	95.4%	95.7%	90.6%	79.5%	70.4%

The academic quality of undergraduate students is also a measure of effectiveness, as well as of the educational climate. One of our initiatives is to improve the quality of the undergraduate student body. One measure of this is the mean SAT score of our undergraduate student population. This trend, already making an impact in the classroom, will continue as we enroll even more highly qualified students, as shown in Figure 7.5-1.
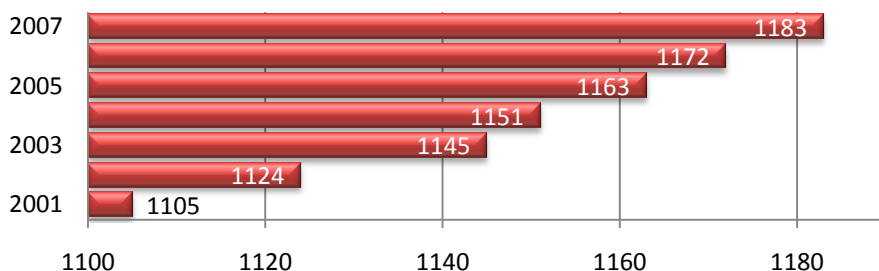

Figure 7.5-1. Freshman Class SAT Average.

The University seeks to improve operational efficiency by expanding physical facilities which will support growth and provide adequate space for faculty and students to work and study. Needed space in Harper/Elliot and in Legare has been reallocated to the South Carolina Honors College. The new residence hall for Honors College freshmen and sophomores is set to open by Fall 2009. As mentioned in Category 7.3, the University plans to renovate the Gibbes Green complex and to construct a new Law School facility and a new Moore School of Business facility. A major initiative for the coming year is assessing space needs and developing a plan for addressing deficiencies. By doing so, USC is able to be responsive to student and stakeholder needs.

Another measure of improvement in our work systems is the number of worker's compensation claims. The newly-developed project aimed at increasing awareness with staff in the two areas responsible for the highest number of claims should, over time, help to decrease these numbers. This would indicate, not only a more efficient administrative process, but possibly lead to an increase in staff satisfaction and financial savings for the University. Although the number of claims in Housing and Facilities increased in fiscal year 2008, the total number of claims decreased, as illustrated in Figure 7.5-2.
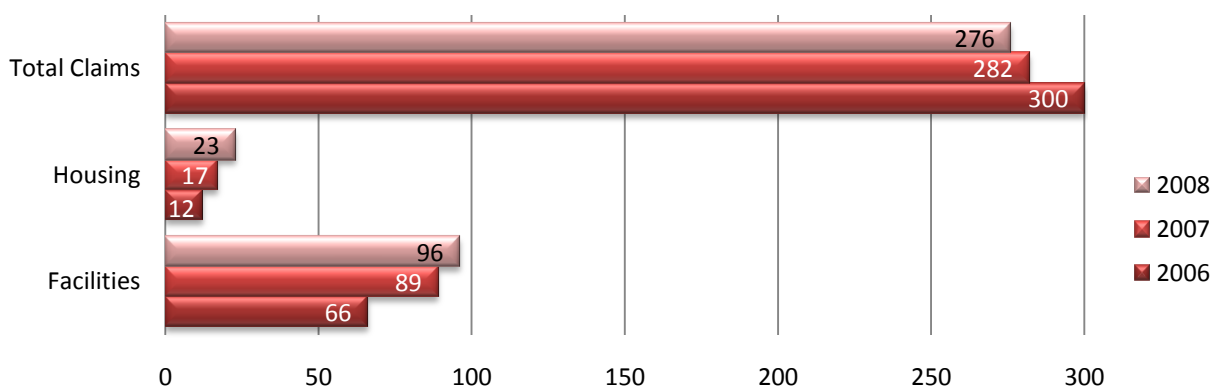

Figure 7.5-2. Comparison of Worker's Compensation Claims.

Many University programs earn accreditations from external agencies. Accreditation status can serve as a measure of organizational effectiveness, efficiency, and learning and support process performance as

the processes programs go through are rigorous and thorough. Table 7.5-2, reported each year in the Institutional Effectiveness report mandated by Act 629, shows the accreditations university programs are eligible for and whether or not they have earned fully-accredited status. All 27 programs eligible for external accreditation at the University of South Carolina are fully accredited.

Table 7.5-2.

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program
American Assembly of Collegiate Schools of Business - International Association for Management Education		
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	X	X
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting	X	X
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.		
Engineering (ENG)-Baccalaureate and master's level programs in engineering	X	X
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level	X	X
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS		
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate(master's) degree programs	X	X
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS		
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools	X	X
AMERICAN BAR ASSOCIATION		
Law (LAW) - Professional schools	X	X
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION		
Pharmacy (PHAR) - Professional degree programs	X	X
AMERICAN LIBRARY ASSOCIATION		
Librarianship (LIB) - master's program leading to the first professional degree	X	X
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION		
Medicine (MED) - Programs leading to the M.D.M.D. degree	X	X
AMERICAN PSYCHOLOGICAL ASSOCIATION		
Clinical Psychology (CLPSY) - Doctoral programs	X	X
School Psychology (SCPSY)B - Doctoral programs	X	X
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION		
Speech-Language Pathology (SP) - Graduate degree programs	X	X
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS		
Joint Review Committee - Athletic Training (JRC-AT)	X	X
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)		
Nursing - Baccalaureate-degree nursing education programs	X	X
Nursing - Graduate-degree nursing education programs	X	X
COMPUTING SCIENCE ACCREDITATION BOARD, INC.		
Computer Science (COMP) - Baccalaureate programs in computer science	X	X
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)		
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.	X	X

COUNCIL ON EDUCATION FOR PUBLIC HEALTH		
Public Health (PH) - Graduate schools of public health	X	X
COUNCIL ON REHABILITATION EDUCATION (CORE)		
Rehabilitation Counseling	X	X
COUNCIL ON SOCIAL WORK EDUCATION		
Social Work (SW) - Baccalaureate and master's degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN		
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC		
Music (MUS) - Baccalaureate and graduate degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION		
Masters of Public Administration (MPA)	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER		
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs	X	X
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION		
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X

The University and the State also support student performance by supplementing students' financial resources. Table 7.5-3 highlights both the number of students receiving aid and the average amount of aid from the State or local sources, and from the University. Grant aid offered by the University and the state of South Carolina can be compared to the average grant aid offered by SEC public institutions and states, as displayed in Table 7.5-4.

Table 7.5-3.

South Carolina	AY 03-04	AY 04-05	AY 05-06	AY 06-07
Number receiving state/local grant aid	2,470	2,299	2,395	2,203
Avg. amount of state/local grant aid	$5,023	$5,072	$5,130	$5256
Number receiving institutional grant aid	1,273	1,477	1,736	1,780
Avg. amount of institutional grant aid	$3,023	$2,888	$2,980	$3225

Table 7.5-4.

SEC Public Institutions	AY 03-04	AY 04-05	AY 05-06	AY 06-07
Avg. number receiving state/local grant aid	2,071	2,604	2,306	2533
Avg. amount of state/local grant aid	$2,178	$2,880	$3,196	$3,197
Avg. number receiving institutional grant aid	1,274	1,333	1,413	1,501
Avg. amount of institutional grant aid	$4,040	$4,839	$4,753	$4,638

In efforts to make the University more operationally efficient, USC is in the process of upgrading technology infrastructure by beginning a OneCarlina ERP initiative, advancing the SC LightRail initiative, and reviewing and developing a strategic plan for the University's research computing needs. The OneCarolina ERP initiative is multi-year initiative to replace its outdated administrative computing applications. In August 2007, the USC Board of Trustees approved the notice of intent to award the contract, and approved the execution of initial analysis. Results from preliminary analyses have been received and shared with the President, his Executive Council, and project sponsors. Approval by the Board of Trustees of the next steps for OneCarolina is expected in September 2008. Through OneCarolina, the University will continue on the roadmap for better automation and communication for each strategic business area.

The South Carolina LightRail is a high-speed network planned among the University of South Carolina, Clemson University, and the Medical University of South Carolina to enhance research, distance learning, and educational programs, and to improve the health of individuals and communities across the state. South Carolina LightRail planning and implementation activities are underway. A ribbon-cutting and formal lighting of the backbone fiber is scheduled for the latter half of September 2008.

The University is also making progress in its initiative to review and develop a strategic plan for the University's research computing needs. An acting director of University Research Computing Support has been hired and has since developed and distributed a survey to research faculty and also conducted individual and small group interviews to help determine faculty needs for research computing support. A draft plan for review by the Office of the Provost and the Office of Research will be delivered in October 2008.

7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans; b. stakeholder trust in your senior leaders and the governance of your organization; c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance; d. organizational citizenship in support of your key communities?

The University has continued to refine its strategic planning processes. The Blueprints contain a broad vision statement and a mission statement. Long-term goals then follow from the mission, and are implemented through shorter-term initiatives. These initiatives translate into specific action plans with observable outcomes that are assessed by indicators, as presented in Table 7.6-1. The plans are presented during the budget development cycle to help ensure they serve as a basis for resource allocation decisions. The previous sections present many of the results that are directly related to measures of attainment of the strategic goals set by former President Sorensen for the university.

Table 7.6-1.

GOALS	INITIATIVES	RESULTS
Advance the quality of the entire student academic experience at a level commensurate with or higher than that of peer-aspirant institutions.	Increase the freshman-to-sophomore retention rate Improve the six-year graduation rate Continue multiyear process to develop a new undergraduate general education curriculum Make USC Columbia more easily accessible to transfer students (e.g., develop projects such as the Bridge Program involving Midlands Tech, and support initiatives such as the SC Critical Needs Nursing Initiative) Develop and launch experiences beyond the classroom such as Service Learning Engage students in scholarly research Enhance study abroad offerings and support so that students are provided rich academic opportunities for obtaining the skills and experiences necessary for success in the modern world Improve classroom teaching through the services of the Center for Teaching Excellence Improve student preparation and motivation through services of Student Success Center	F 7.1-1 F 7.1-2 F 7.1-3 F 7.1-4 F 7.1-5 F 7.1-6 F 7.1-7 F 7.2-1 F 7.3-1 F 7.3-2 F 7.5-1 F 7.6-1 p.27-31 p.39-40 T 7.1-2 T 7.5-1 T 7.5-2

Improve program quality and academic reputation to levels equivalent to those of peer-aspirant institutions.	Recruit aggressively to attract the highest achieving student body (e.g., target increases in SAT scores and high school rank for the undergraduate population)	F 7.1-2 F 7.1-5 F 7.1-6 F 7.1-7
	Recruit high-caliber replacement faculty, and new faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence program	F 7.2-1 F 7.3-3 F 7.3-4 F 7.3-5
	Undertake strategic expansion of target doctoral programs guided by results of the forthcoming NRC study	F 7.5-1 F 7.6-1 p. 39-40
	Continue to develop marketing and branding programs that position the University as a nationally and internationally recognized leader in education and research	p. 41 T 7.1-2 T 7.3-1 T 7.3-2
	Improve classroom teaching through the services of the Center for Teaching Excellence	T 7.5-1 T 7.6-3
Advance research and scholarly productivity to levels such that the University of South Carolina is recognized as a leading research institution nationally (as signified by the highest Carnegie classification), and a national leader in at least four areas of specialization.	Support and expand University research initiatives in nanoscience and nanotechnology	
	Support and expand University research initiatives in hydrogen and other "future fuels"	
	Increase the number of grant applications submitted and the dollar amount of sponsored research grant awards received from the Federal government and overall	F7.3-3
	Recruit high-caliber replacement faculty, and new faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence program	F7.3-4 F7.3-5 p. 41
	Improve research infrastructure by renovating and upfitting existing research facilities and by completing new facilities in the Innovista	T7.3-2 T7.3-1 T7.3-4
	Improve support for ongoing research initiatives such as SCIAA and the Institute for Public Service and Policy Research	
	Advance Health Sciences South Carolina to a new level of productivity and accomplishment with expanded programs in partnership with Palmetto Health and Greenville Hospital System	
Improve the financial health of the University to levels necessary to achieve the status of an excellent comprehensive research institution.	Launch efforts to increase philanthropy in order to expand the University's private endowment	p. 36
	Seek budget support for start-up costs associated with faculty hiring	F 7.3-4 F 7.3-5
	Pursue budget support for enhancing faculty salaries to improve retention efforts	

Improve and expand physical facilities to support growth and provide adequate, cost- and energy-efficient space in which to work and study.	Secure State support for reducing deferred maintenance	p.37-38 p.39 p.42 F 7.3-1 F 7.3-2
	Acquire State and private resources for the construction of a new Law School facility	
	Secure State resources for the renovation of the Gibbes Green complex	
	Secure resources to construct a new Moore School of Business facility	
	Achieve funding for the Campus Health, Security & Life Safety initiative	
	Expand the physical capacity of the South Carolina Honors College	
	Develop a comprehensive space needs inventory and plan for addressing deficiencies	
Improve the safety and security of faculty, staff, students and visitors to the campus.	Support and fully implement plans of Emergency Management Team	p. 25 p. 39
	Seek budget support to additional police officers on duty	
	Increase participation and expand duties of Campus Safety Officer Program	
	Continue implementation of security cameras and door access systems	
	Increase number and frequency of fire alarm and fire extinguisher inspections	
	Pursue additional funding to replace and upgrade fire alarm systems	
Upgrade the University's information technology infrastructure to better support academic programs, research, and general operations.	Award contract for and begin deployment of the OneCarolina ERP initiative	p. 44-45
	Advance the SC LightRail initiative to implementation	
	Review and develop a strategic plan for the University's research computing needs	
Improve the quality of athletic programs so that USC's sports program is considered to be among the best in the Southeastern Conference.	Construct a new baseball field in the Innovista district	p. 29 p. 38
	Identify and secure resources to expand Williams-Brice stadium	
	Improve academic support for student-athletes; e.g., continue to develop and expand the Academic Enrichment Center	

Evidence of stakeholder trust in the institution and its leaders is seen in a variety of ways. The number of applications to the University from new freshmen and transfer students has generally increased over the years, as displayed in Figure 7.6-1, and this can be taken as evidence of public support for the direction and vision provided by leaders of the institution.
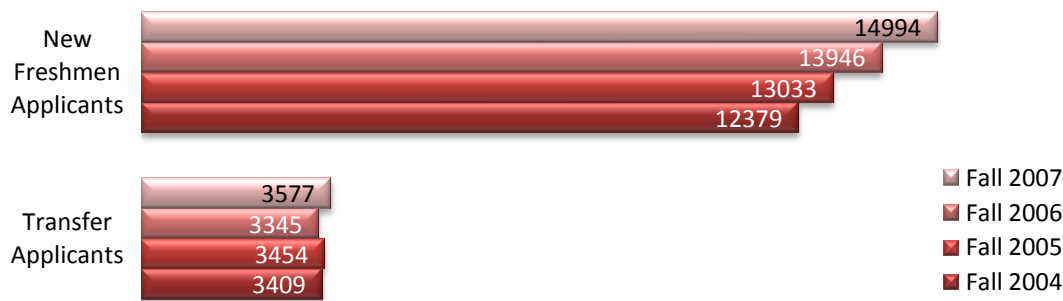
Figure 7.6-1. Number of Applicants.

The percentage of alumni who donate to an institution is also an indication of stakeholder satisfaction and trust as well. As Figures 7.6-2 shows, the percent of USC alumni who donate is slightly higher than the average of all other SEC public institutions.
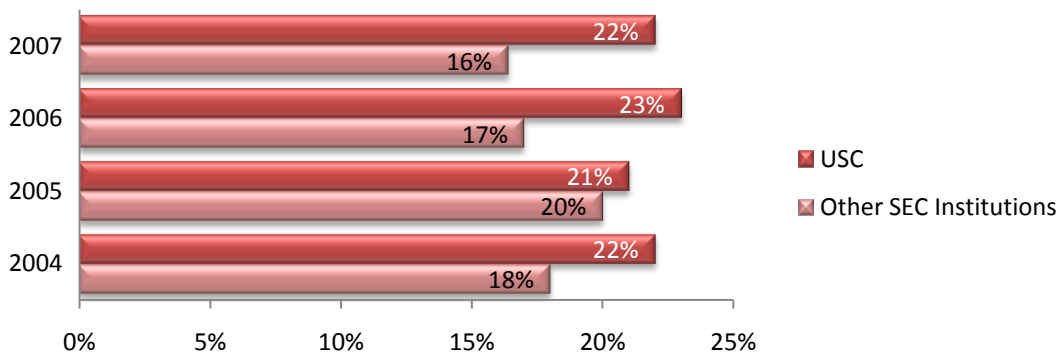

Figure 7.6-2. Average Alumni Giving Rate.

Significant financial gifts to an institution are another indication of stakeholder trust in senior leaders and the direction of the University. As discussed in Category 7.3, record giving totaled $106.2 million during the 2008 fiscal year, a 58.7% increase over last year's total. Private giving and the number of donors making gifts and pledges both increased in 2007-08. The University received commitments for eighteen gifts of one million dollars or above, compared with eight the previous year. This year's private giving includes an increase in online gifts and $31.1 million in alumni giving, nearly $10 million more than last year.

The University of South Carolina is dedicated to maintaining compliant status with the variety of legal, regulatory, and accrediting agencies that contribute to the standards of excellence maintained by the University. Staff in the Office of Institutional Assessment and Compliance (IAC) work with SACS and the CHE to ensure the University maintains specified levels of compliance. Additionally, IAC reports official data to the federal IPEDS organization and the State Commission on Higher Education Management Information System (CHEMIS). The quality, timeliness, accuracy of these data are critical to help ensuring compliance with a variety of federal and state policies and initiatives.

The University sends an institutional profile to SACS each year for their review. USC submitted the five-year follow-up report which was approved and accepted by SACS without revision. Last year, an external consultant reviewed policies and procedures to ensure accurate implementation of revised SACS accrediting policies to help prepare the University for the reaccreditation process in 2011. University staff members regularly attend the monthly CHE meetings and annual SACS meetings to keep abreast of

changes and expectations. As mentioned previously, all 27 programs at the University that are eligible for external accreditation are fully-accredited by the respective regulatory bodies.

As required by the U.S. Department of Education, the University of South Carolina annually has an independent auditor perform an audit of the school's compliance with the laws and regulations that are applicable to the Federal Student Aid programs in which the school participates, as well as an audit of the school's financial statements.

The University of South Carolina also complies with regulations to share information about crime on campus. Table 7.6-2 provides some of the information available on the University Police department's website.

Table 7.6-2. Criminal Offenses – On Campus.

Criminal Offense	2003	2004	2005	2006
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex Offenses – Forcible	3	14	4	7
Sex Offenses – Non-forcible (only incest & statutory)	0	0	0	0
Robbery	4	5	6	6
Aggravated assault	10	19	14	9
Burglary	27	22	32	47
Motor vehicle theft	25	16	18	12
Arson	1	1	3	0

Note. The seven forcible sex offenses include four reported cases of forcible fondling.

The amount of money expended on public service per faculty member is another measure of how the University is responsible to the State and the community. Most public money comes from external sources that use the vast resources of the University to carry out projects and services aimed at enriching the lives of all citizens of South Carolina. As can be discerned from Table 7.6-3, USC expends more in public service per faculty member than the research universities nationally who participated in the Delaware Study from which the data are drawn.

Table 7.6-3. Public Service Expenditures per Faculty Member.

	2004	2005	2006	2007
Average of the Research I schools who participated	$8,248	$7,986	$5,443	$7,155
University of South Carolina	$20,597	$21,614	$19,709	$20,963
Percent of Participating Schools' Average	250%	271%	362%	293%

The Family Fund is a USC-specific annual giving campaign for faculty, staff and retirees. By making a gift to the Family Fund, members of the University community have a direct impact on the University, our students and the state. These gifts, shown in Figure 7.6-3, strengthen the future by funding scholarships, making capital improvements possible, and supporting the three-fold mission of the University: teaching, research, and service.
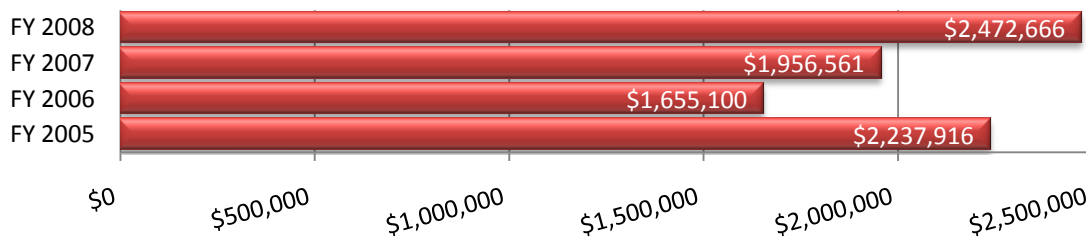
Figure 7.6-3. Annual Donations to the Family Fund.

The University of South Carolina and the city of Columbia work as a team to advance our economy and enrich our community. Former President Sorensen regularly met with local and state officials to determine how the city and the University could partner together and strengthen our community. The University has collaborated with the city to establish Innovista, an innovative environment designed to support research in several emerging technologies, such as nanotechnology, life sciences, environmental sciences and other specialties. Recently, USC was ranked 11th out of 114 public universities in the number of start-up businesses created. The number of new start-up businesses and Innovista are expected to bolster the state economy by creating more jobs and increasing the state's per-capita income and quality of life.

Numerous programs at the University of South Carolina aim to improve the well-being and quality of life for South Carolinians. By collaborating with individuals, organizations, and communities and institutions across the state, the University is able to offer services through centers and programs such as the Center for Public Health Preparedness, the Center for Gerontology, the Cancer Prevention and Control Program, and the Poison Control Center, among many others. The University also enriches the lives of the citizens of South Carolina by offering a host of cultural awareness events, lectures and seminars, sporting events, concerts, and a variety of performing art events.