

**2011-2012  
Accountability Report**



UNIVERSITY OF  
**SOUTH CAROLINA**

## **Accountability Report Transmittal Form**

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**Date of Submission:** September 12, 2012  
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## Table of Contents

<b>Section I – Executive Summary</b> .....	1
<b>Section II – Organizational Profile</b> .....	3
<b>Section III – Elements of Malcolm Baldrige Criteria</b> .....	10
Category 1 – Senior Leadership, Governance, and Social Responsibility.....	10
Category 2 – Strategic Planning.....	12
Category 3 – Student, Stakeholder, and Market Focus.....	19
Category 4 – Measurement, Analysis, and Knowledge Management.....	23
Category 5 – Workforce Focus.....	25
Category 6 – Process Management.....	29
Category 7 – Organizational Performance Results.....	31

# 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 of South Carolina is the largest university in the state and committed to its [mission](http://president.sc.edu/PresidentMission.php) of providing education to “the state’s diverse citizens through teaching, research and creative activity, and service,” by serving more than 45,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union). From its location in the state capital, the University of South Carolina Columbia “recognizes its historic responsibility to achieve overall excellence” and is dedicated to its [mission](http://kudzu.ipr.sc.edu/mission/columbia_ms.htm). Members of this Carolina community share a common set of values and standards, best expressed in the [Carolinian Creed](http://www.sa.sc.edu/creed/).

## ***2. Major Achievements for 2011-2012***

Carolina was recognized for excellence on several dimensions last year, a few highlights of which are:

- The fall 2011 freshman class is the largest (4,569) and among the most accomplished on record (1199 average SAT score). SAT averages for incoming freshmen have risen as much as 86 points in 8 years,
- The Moore School of Business’ undergraduate program in international business is ranked No. 1 in the country for the 15th consecutive year, and the business school was ranked 41st among business programs according to *U.S. News & World Report*,
- In the first-ever ranking of public university honors colleges, *A Review of Fifty Public University Honors Programs* ranked the South Carolina Honors College No. 1,
- The University was listed among the top 50 values in public higher education by the Princeton Review and USA Today. Only about 15% of America’s 2,500 four-year colleges are profiled in the book. The University was the only South Carolina institution on the list,
- The University’s Master of Fine Arts Degree Program moved up 55 spots from last year and into the top 50 MFA programs in the United States, according to *Poets & Writers Magazine*. The University’s MFA program is now ranked No. 49,
- Total sponsored awards and research funding at the University grew to a record \$226.9 million. This amount is a 3.7 percent increase over last year’s record of \$218.8 million.
- Aspen Institute’s 2011-12 edition of “*Beyond Grey Pinstripes*” (a biennial ranking of business schools), ranked the Darla Moore School of Business No. 30 on a list of the Top 100 business schools. The Moore school moved up 12 spots in this new ranking,
- *Times Higher Education*, the weekly British magazine that covers news and higher education issues, ranked the University among the top universities in the world. Among U.S public universities USC Columbia ranked 40<sup>th</sup>. The rankings are the first time that USC Columbia has appeared on the list.

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

Dr. Harris Pastides succeeded Dr. Andrew Sorenson as the 28th President of the University of South Carolina August 1, 2008. The day he assumed his presidency, President Pastides announced [Focus Carolina](http://www.sc.edu/focuscarolina), the most comprehensive, system-wide strategic planning initiative in the history of the University. Focus Carolina is the reinvigoration of a culture of planning, budgeting, and assessment, designed to provide strategic direction for the University in the years ahead.

Full text of the proposed initiatives can be found at: [http://www.sc.edu/provost/forms/FC\\_InitiativesMasterDocument\\_Final.pdf](http://www.sc.edu/provost/forms/FC_InitiativesMasterDocument_Final.pdf). The goals outlined by the Focus Carolina committees (see below), provide the strategic direction for the University for the present and future years.

## GOALS

- I. Teaching and Learning:** We will improve quality of academic programs at all levels; develop and nurture a faculty devoted to teaching excellence; and enhance the richness of the student experience in and beyond the classroom. The teaching and learning environment of the University of South Carolina will equal or surpass that of comprehensive state university systems that are deemed peer aspirants.
- II. Research, Scholarship and Creative Achievement:** To be a top public university system dedicated to discovery, application, innovation and dissemination of knowledge, we will strive for excellence in creative achievement and world-renowned scholarship and for recognition among comprehensive research institutions. With our established ranking as a Carnegie Very High Research University, we will continue to build collaborations and advance recognition of our scholarly research contributions.
- III. Service Excellence:** As a dual Carnegie Service University, we engage the expertise and capabilities of faculty, staff and students with local, state, national and global communities. Our outreach will advance educational attainment at all levels, guide economic development and promote quality of life.
- IV. Quality of Life in the University Community:** We aspire to make the multi-campus system a destination of choice for high-achieving faculty, students and staff who value, benefit from and contribute to a rich and rewarding learning and working environment where civility, ethics and collaboration create an inclusive culture of fairness and respect. The USC campus environment facilitates the highest levels of intellectual and personal achievement and establishes an academic culture that results in recruiting and retaining the highest quality faculty, students and staff who advance the University's mission and enrich the communities where Carolinians live and work.
- V. Recognition and Visibility:** We honor and value the unique contributions made by those who work, teach, study, graduate and learn at the eight campuses of our USC System. We will recognize and show appreciation for distinctive talents that advance our University.

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

USC Columbia seeks to maintain its reach, relevance, and impact in the state of South Carolina despite several significant challenges. USC Columbia has experienced challenges in terms of operating budget constraints, capital constraints, information technology limitations, graduate education challenges, and diversity of faculty, staff and student body. 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.

#### ***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 Columbia 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.

# Organizational Profile

## ***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 degree programs in the areas of liberal arts and sciences, education, engineering and computing, hospitality retail and sport management, mass communications and information studies, public health, and professional programs such as law, medicine, nursing, pharmacy, 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***

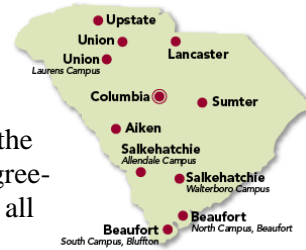
Nearly 70% of the undergraduate students attending USC Columbia are from South Carolina. Graduate students are drawn from the world over, with nearly 40% from outside of South Carolina. The students are the prominent group of stakeholders in that they derive direct benefits from the education provided by USC Columbia. The University is fortunate to have positive, cooperative relationships with its key stakeholders. The members of the Carolina community and USC Columbia's key stakeholders work together to understand and satisfy needs and expectations. Figure O-1 identifies these important stakeholders and their requirements and expectations.

Figure O-1. Key Stakeholders and Their Requirements and Expectations.

<b>Stakeholder</b>	<b>Requirements/Expectations</b>
Students	<ul style="list-style-type: none"> <li>● High quality academic experience</li> <li>● Comprehensive academic and social support services</li> <li>● High quality beyond-the-classroom experiences</li> <li>● Dynamic living and learning environments</li> <li>● Arriving prepared to pursue college-level training</li> <li>● Devotion to learning</li> </ul>
Parents	<ul style="list-style-type: none"> <li>● Safe, enriching environment</li> <li>● Resources needed to encourage and support student growth and success</li> </ul>
Faculty and staff	<ul style="list-style-type: none"> <li>● Safe, enriching environment</li> <li>● Resources needed to promote student learning</li> <li>● Professional development opportunities</li> </ul>
Alumni and community	<ul style="list-style-type: none"> <li>● Opportunities to stay connected with the University family</li> <li>● Support for life-long learning</li> <li>● Advocate and supporter</li> </ul>
Business and Industry partners	<ul style="list-style-type: none"> <li>● Well-educated graduates prepared for jobs</li> <li>● Source of internships and jobs for students and graduates</li> <li>● Identifying changing needs/trends</li> </ul>
State	<ul style="list-style-type: none"> <li>● Compliance with standards</li> <li>● Sound fiscal management</li> <li>● Economic development in the community and state through well-educated graduates</li> </ul>
Accrediting bodies	<ul style="list-style-type: none"> <li>● Compliance with all requirements and comprehensive standards</li> </ul>

**3. Operating locations**

The University’s main campus is in Columbia and enrolls approximately 22,222 degree-seeking undergraduate students and over 7,700 degree-seeking graduate and first professional students. Including its four regional campuses at Sumter, Salkehatchie, Lancaster and Union, and three senior campuses, USC Beaufort, USC Aiken and USC Upstate, the University enrolls over 40,000 undergraduate students and over 7,800 degree-seeking graduate and professional students, conferring nearly 41% of all bachelors and graduate degrees awarded at public institutions in South Carolina.



**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 its mission. During the fall of 2011, the University reported the following information to Integrated Postsecondary Education Data System (IPEDS):

Table O-2. Employees by Assigned Position- IPEDS 2011.

Primary Function	Full Time	Part Time	Total
Primarily instruction	1,421	396	1,817
Instruction/research/public service	0	0	0
Primarily research	102	821	923
Primarily public service	2	1	3
Executive/administrative/managerial	79	0	79
Other professionals (support/service)	2,089	818	2,907
Technical and paraprofessionals	817	310	1,127
Clerical and secretarial	204	206	410
Skilled crafts	216	76	292
Service/Maintenance	218	186	404
<b>Total</b>	<b>5,148</b>	<b>2,813</b>	<b>7,961</b>

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. Numerous academic programs are also accredited by various national institutional and specialized accrediting bodies.

**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](http://trustees.sc.edu/) [http://trustees.sc.edu/] 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 suppliers include secondary schools and community colleges, especially those within South Carolina. 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)**

USC Columbia 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.

**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 USC Columbia is a strong, robust, engaged faculty supported by expert and dedicated staff. The University endeavors to hire targeted faculty and staff 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**

Quality enhancement plans, called [Blueprints for Academic Excellence](http://www.sc.edu/provost/divisionstrategic.shtml) [<http://www.sc.edu/provost/divisionstrategic.shtml>], [Blueprints for Service Excellence](http://busfinance.admin.sc.edu/strategic.shtml) [<http://busfinance.admin.sc.edu/strategic.shtml>], and [Blueprints for Service Excellence for Student Affairs and Academic Support](http://www.sa.sc.edu/assessment/blueprints.htm) [<http://www.sa.sc.edu/assessment/blueprints.htm>], 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, for instance, prepares its Blueprint in consultation with the Provost. The Blueprint is presented and modified in response to commentary from the Provost (or VPRGE). 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.

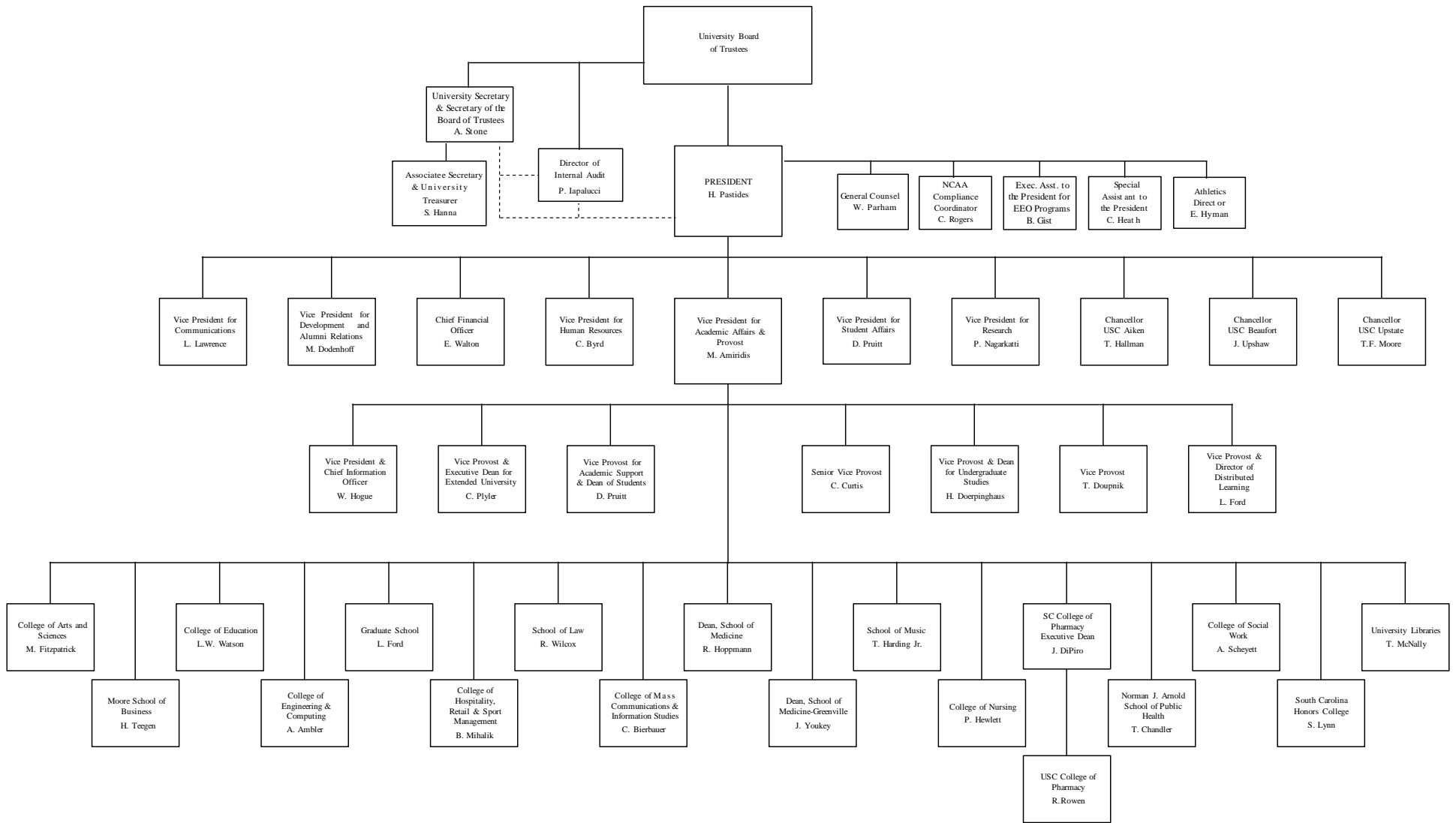
**11. Organizational Structure**

The President is served by the Vice President for Academic Affairs & Provost, Vice President for Communications, Vice President for Development and Alumni Relations, Chief Financial Officer, Vice President for Student Affairs, and Vice President for Research. The Vice President for Academic Affairs & Provost is responsible for all academic programs including the Graduate School. Reporting to the Provost are a Vice President and Chief Information Officer, Vice Provost and Executive Dean for Extended University, Vice Provost for Academic Support and Dean of Students, Senior Vice Provost and Director of Strategic Planning, Vice Provost and Dean for Undergraduate Studies, Vice Provost and Director of International Programs, and Vice Provost and Dean of Graduate Studies.

The Vice President for Research oversees the various offices that facilitate scholarly research. The Vice President & Chief Financial Officer are 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 ORGANIZATION CHART – 2011-2012



# Columbia Accountability Report Appropriations/Expenditures Chart

## Base Budget Expenditures and Appropriations

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 396,822,194	\$ 82,135,000	\$ 429,865,904	\$ 77,265,000	\$ 416,594,954	\$ 79,536,000
Other Operating	\$ 424,162,530	\$ -	\$ 424,363,323	\$ -	\$ 421,331,519	\$ -
Special Items	\$ 1,509,891	\$ 1,043,958	\$ 1,478,504	\$ 1,012,571	\$ 1,478,504	\$ 1,012,571
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 93,351,544	\$ 17,839,436	\$ 97,781,632	\$ 18,161,979	\$ 104,631,057	\$ 18,775,979
Non-recurring	\$ 12,640,911	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ 928,487,070	\$ 101,018,394	\$ 953,489,363	\$ 96,439,550	\$ 944,036,034	\$ 99,324,550

## Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

**Note:**

The Non-recurring is the ARRA Federal Stimulus funds. In FY10 \$16,216,289 was spent and \$1,020,128 was transferred for operating expenditures and capital projects of the budget of \$23,945,887.

In FY11 \$12,640,911 was spent and \$20,961,342 was transferred for operating expenditures and capital projects of the budget of \$26,892,783.

The amount spent in FY11 includes the unspent residual funds from FY10. All ARRA funds have been fully expended as of June 30, 2011.

H27-Columbia Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 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: 86,657,382 Federal: 414,878 Other: 141,485,185 Total: 228,557,445 % of Total Budget: 24.64%	State: 82,716,253 Federal: 406,539 Other: 162,369,481 Total: 245,492,273 % of Total Budget: 25.77%	Figure 7.3-1 Figure 7.3-4 Figure 7.6-4
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: 105,712,190 Total: 105,712,190 % of Total Budget: 11.40%	State: 0 Federal: 0 Other: 114,322,542 Total: 114,322,542 % of Total Budget: 12.00%	Figure 7.3-1
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: 13,317,054 Federal: 22,711,497 Other: 26,954,951 Total: 62,983,502 % of Total Budget: 6.79%	State: 12,710,726 Federal: 19,433,738 Other: 30,636,882 Total: 62,781,346 % of Total Budget: 6.59%	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: 91,977,336 Other: 40,708,003 Total: 132,685,339 % of Total Budget: 14.31%	State: 0 Federal: 87,264,449 Other: 44,623,469 Total: 131,887,918 % of Total Budget: 13.85%	Figure 7.3-1 Figure 7.3-2 Table 7.3-3
459	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 18,097,289 Other: 15,056,719 Total: 33,154,008 % of Total Budget: 3.57%	State: 0 Federal: 19,533,251 Other: 16,244,271 Total: 35,777,522 % of Total Budget: 3.76%	Figure 7.3-1 Table 7.6-6
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: 4,662,221 Other: 50,800,437 Total: 55,462,658 % of Total Budget: 5.98%	State: 0 Federal: 83,652 Other: 53,381,560 Total: 53,465,212 % of Total Budget: 5.61	Figure 7.3-1 Figure 7.3-4 Table 7.6-6

461	Student Services-Student focused activities to include admissions, registration, academic advising, student organizations, and other student services.	<b>State:</b> 0 <b>Federal:</b> 7,081,249 <b>Other:</b> 25,940,198 <b>Total:</b> 33,021,447 <b>% of Total Budget:</b> 3.56%	<b>State:</b> 0 <b>Federal:</b> 1,904,059 <b>Other:</b> 32,414,538 <b>Total:</b> 34,318,597 <b>% of Total Budget:</b> 3.60%	Figure 7.3-1 Figure 7.3-4 Figure 7.6-4
462	Operations & Maintenance: Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	<b>State:</b> 0 <b>Federal:</b> 2,460,968 <b>Other:</b> 77,652,524 <b>Total:</b> 80,113,492 <b>% of Total Budget:</b> 8.64%	<b>State:</b> 0 <b>Federal:</b> 87,290 <b>Other:</b> 49,851,016 <b>Total:</b> 49,938,306 <b>% of Total Budget:</b> 5.24%	Figure 7.3-1 Table 7.3-5 Table 7.3-6
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.	<b>State:</b> 0 <b>Federal:</b> 25,117,999 <b>Other:</b> 125,228,981 <b>Total:</b> 150,346,980 <b>% of Total Budget:</b> 16.21%	<b>State:</b> 0 <b>Federal:</b> 25,617,765 <b>Other:</b> 133,717,022 <b>Total:</b> 159,334,787 <b>% of Total Budget:</b> 16.73%	Figure 7.3-1 Figure 7.3-4 Tables 7.5-8-9
NEW	School of Medicine Greenville-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.	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 0 <b>Total:</b> 0 <b>% of Total Budget:</b> 0.00%	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 4,616,583 <b>Total:</b> 4,616,583 <b>% of Total Budget:</b> 0.48%	
476	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	<b>State:</b> 0 <b>Federal:</b> 74,349 <b>Other:</b> 45,331,702 <b>Total:</b> 45,406,051 <b>% of Total Budget:</b> 4.90%	<b>State:</b> 0 <b>Federal:</b> 88,520 <b>Other:</b> 60,453,186 <b>Total:</b> 60,541,706 <b>% of Total Budget:</b> 6.36%	Figure 7.3-1 Figure 7.3-4
<b>Grand Total</b>		<b>State:</b> 99,974,436 10.67% <b>Federal:</b> 172,597,786 18.61% <b>Other:</b> 654,870,890 70.61% <b>Total:</b> 927,443,112 99.89%	<b>State:</b> 95,426,979 9.91% <b>Federal:</b> 154,419,263 16.21% <b>Other:</b> 702,630,550 73.77% <b>Total:</b> 952,476,792 99.89%	

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

<b>Remainder of Expenditures:</b>	<b>State:</b> 1,043,958 0.11% <b>Federal:</b> 0 <b>Other:</b> 0 <b>Total:</b> 1,043,958 <b>% of Total Budget:</b> 0.11%	<b>State:</b> 1,012,571 0.11% <b>Federal:</b> 0 <b>Other:</b> 0 <b>Total:</b> 1,012,571 <b>% of Total Budget:</b> 0.11%
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## 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?***

Focus Carolina is the main vehicle for developing the University’s vision and values. Senior leaders are encouraging active and direct involvement in Focus Carolina by the entire University family, 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. Many opportunities are available for the University’s vision to be shared with stakeholders, including through various meetings and publications. For instance, the President and Provost share their vision throughout the leadership system by speaking with all deans, associate and assistant deans, department chairs, and directors of schools, programs, institutes and centers at the Provost’s Meeting, which is held just before the start of each semester. Senior leaders and administrators also take part in new student orientation, which gives all involved an opportunity to share in the excitement surrounding USC Columbia. 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 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](http://www.sa.sc.edu/creed/) [http://www.sa.sc.edu/creed/]. Furthermore, 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](http://www.sc.edu/policies/index.shtml) [http://www.sc.edu/policies/index.shtml]. 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 University promotes workforce learning by offering a variety of training programs and workshops through the [Professional Development Office \[http://hr.sc.edu/profdevp.html\]](http://hr.sc.edu/profdevp.html) 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?***

President Pastides is an engaging communicator, and he has worked to ensure that communication channels are fully open. He and the Provost periodically address 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 (see Table 5.10-1) 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 year by the provost, and comments and observations from various constituents are included. Every five years deans undergo a complete re-appointment review. 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.***

Recognized for Outreach Excellence by the Carnegie Foundation, 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). President Pastides 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, President Pastides 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 retirements, and hence, 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.

## ***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. These data are aggregated and compared to similar data from competitor institutions and other state institutions.

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 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.



**2.5 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 & Graduate Education 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 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.

**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.**

Blueprints for Academic Excellence are available on the Provost’s website: <http://www.sc.edu/provost/divisionstrategic.shtml>, Blueprints for Service Excellence for Student Affairs and Academic Support are available through the following website: <http://www.sa.sc.edu/assessment/blueprints.htm>, and Blueprints for Service Excellence areas available through the following website: <http://busfinance.admin.sc.edu/strategic.shtml>.

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
1.1 Recruit and retain a high quality and diverse student body	1. Increase the quality of undergraduate students by increasing the number of students in the Honors College and Capstone Program and the number of McNair and Carolina Scholars through targeted recruiting and increased fiscal support. 2. Explore nonconventional metrics for assessing potential students, recognizing there is no single metric for quality, and support programs designed to recruit and retain underrepresented minority students 3. Facilitate targeted recruitment of academically talented international students	7.1-3 7.1-4 7.1-5 7.1-6 7.2-4 7.5-3 7.5-4 7.6-2
1.2 Enhance student academic and social support services beyond the classroom through centralized advising, small group mentoring, supplemental instruction programs and support of distance education	1. Implement and support quality centralized advising services to help students develop a comprehensive educational plan that combines curricular planning with beyond the classroom experiences, experiential learning, leadership and service. This initiative will facilitate informed decision making and timely degree completion. 2. Establish faculty to individual student or small group mentoring programs across the curricula to facilitate opportunities beyond the classroom for students to help them meaningfully apply knowledge, skills and aptitudes. Provide appropriate resources, incentives and rewards for faculty mentorship activities. 3. Expand academic support services, including supplemental instruction, tutoring, early intervention, the Writing Center and programs for special populations. 4. Enhance support for distributed learning.	7.1-10 7.1-11 7.4-1

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
1.3 Foster innovation and interdisciplinary collaboration in teaching (e.g. use of instructional technology, enhancement of learning beyond the classroom and co-taught and cross-listed courses) by providing necessary resources and support	<ol style="list-style-type: none"> <li>1. Increase access to information technology both in the classroom and out as guided by the Classroom Scheduling and Enhancement Committee and develop holistic methods of instruction to ensure effective teaching.</li> <li>2. Develop formal structures that encourage collaborative teaching between faculty at USC and other institutions. Create a course load structure to foster interdisciplinary and collaborative teaching that ensures such teaching is both valued and given full credit in tenure and promotion</li> <li>3. Develop an administrative framework that promotes and encourages curricular innovation and interdisciplinary teaching including cross-listing of courses.</li> </ol>	7.1-9
1.4 Create a culture of student-centered learning	<ol style="list-style-type: none"> <li>1. Promote student-centered learning by presenting workshops including new faculty orientation, giving teaching awards, and showcasing faculty who practice student-centered learning.</li> <li>2. Support all students in making the most of their education by integrating course work with firsthand learning experiences outside of the classroom.</li> <li>3. Revise the required Provost teacher evaluation questions to measure teaching behaviors that exemplify student-centered learning.</li> </ol>	7.1-12 7.1-13
1.5 Elevate the importance of quality teaching and mentoring within the University by improving classroom conditions, valuing teaching in hiring and compensation decisions, and providing faculty with support to improve their teaching skills or to develop new courses	<ol style="list-style-type: none"> <li>1. Lower faculty-to-student ratios through the Faculty Replenishment Initiative.</li> <li>2. Place more emphasis on teaching in hiring decisions and incentivize quality teaching as demonstrated in the USC Columbia Faculty Manual requirements for promotion to the rank of professor.</li> <li>3. Provide resources and financial support to faculty with a need or desire to improve their teaching skills and develop new courses or innovative teaching strategies.</li> </ol>	7.3-2 7.3-3 7.4-1
1.6 Create and implement assessment systems for all programs that inform program improvement	<ol style="list-style-type: none"> <li>1. Evaluate the assessment processes at the University.</li> <li>2. Create a faculty committee to work with the Office of Institutional Assessment and Compliance to establish and maintain a framework for a University-wide program assessment process.</li> <li>3. Increase support for the Office of Institutional Assessment and Compliance as needed to assist units in establishing discipline-appropriate assessment processes and enhance assessment expertise and support in administrative positions.</li> <li>4. Provide professional development for those in positions of leadership in relation to program assessment including deans, associate deans and department chairs.</li> <li>5. Integrate the use of assessment data to meet other university needs such as extramural research, other scholarship activities and faculty evaluations.</li> </ol>	Table 3-4 7.1-7 7.2-1 7.2-2
2.1 Develop and maintain a standing Presidential Advisory Council comprised of USC's most qualified, active and externally visible faculty from across the University.	<ol style="list-style-type: none"> <li>1. Recommend improvements in the quality of our educational and research programs to achieve greater recognition and standing amongst our peer and peer aspirant universities.</li> <li>2. Identify future areas of emphasis for long-term institutional support of sponsored research, scholarship and creative achievement.</li> </ol>	7.5-2

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
2.2 Develop programs to attract, develop and retain faculty.	<ol style="list-style-type: none"> <li>1. Creating a carefully regulated, proposal-driven hiring initiative, administered by the Provost's Office to develop and strengthen targeted areas of research excellence.</li> <li>2. Developing a program to identify our most highly regarded faculty and provide them with the additional resources needed to pursue innovative ideas.</li> <li>3. Establishing a "Humanities Center" to foster cross-disciplinary research, scholarship and collaboration on targeted issues of contemporary interest to scholars among the humanities, arts, social sciences and sciences.</li> <li>4. Establishing new University awards that are given annually for excellence in "creative achievement".</li> <li>5. Providing faculty with the administrative resources and seed money needed to organize small-to medium-size conferences at USC on an annual basis.</li> </ol>	7.4-1 7.5-2 7.5-6 7.6-6
2.3 Enhance the quality of graduate programs and the quality of life for graduate students engaged in research, scholarship and creative activities.	<ol style="list-style-type: none"> <li>1. Make graduate assistant stipends, tuition abatements and health insurance for all graduate assistants competitive with those at other comprehensive research universities to ensure our competitiveness and to advance our standing.</li> </ol>	7.3-2 7.3-4
2.5 Improve our administrative, technological and physical research infrastructure system to increase our competitiveness.	<ol style="list-style-type: none"> <li>1. Develop centrally managed multi-user facilities for equipment and facilities broadly used in research and educational programs.</li> <li>2. Support the development of an intellectual property structure to grow University-industry collaborative research activities.</li> </ol>	7.1-9
3.1 Establish a Center for Service Learning and Community Engagement to coordinate service learning and community.	<ol style="list-style-type: none"> <li>1. Serve as a "clearing house" to facilitate service learning and community service by connecting students, faculty and staff with outside people, institutions and agencies that provide service learning and community service opportunities.</li> <li>2. Enhance our interdisciplinary collaboration by bringing together academic and nonacademic units with overlapping or complementary interests in service activities.</li> <li>3. Provide guidance to inexperienced faculty and students who wish to implement service learning courses.</li> <li>4. Promote community service opportunities for "unaffiliated" students.</li> <li>5. Facilitate research associated with service learning and community service.</li> <li>6. Coordinate and expand existing university-wide service activities, such as the annual Martin Luther King day of service, and develop new projects of this type.</li> </ol>	7.1-11
3.2 University leadership will send a clear message to academic units that service excellence is valued in tenure and promotion.	<ol style="list-style-type: none"> <li>1. Create ways for faculty to integrate service activities with research, publication and other scholarly activity.</li> </ol>	7.3-2
3.3 High-level university representatives will expand outreach to representatives of local and state government and other community leaders to	<ol style="list-style-type: none"> <li>1. Commit to service excellence and identify regularly the community's highest-priority service needs.</li> <li>2. Supplement the "grass-roots" and "lower-level" contacts between the university and non-university communities.</li> </ol>	7.1-10 7.1-11

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
identify service needs where our expertise is valuable.		
3.4 The university will identify one or several thematic areas that could serve as targets for interdisciplinary service learning and community service.	1. Choose thematic areas such as at-risk youth, the elderly, the homeless, literacy and the environment/sustainability where we would match our university-wide expertise with community needs.	7.1-10 7.1-11 7.1-12
3.5 The university will establish a “lifelong learning institute” in Columbia.	1. Offer informal courses, lectures, field trips and other educational activities to the community, including older adults, at a nominal fee.	
3.6 The university will seek external funding to support service activities (including the proposed Center for Service Learning and Community Engagement).	1. Seek charitable donations for community-service-related projects through the Development Office 2. Seek other potential sources of funding such as the “Edward Kennedy Serve America Act.” School dropout crisis, health care and energy are specifically mentioned as target areas for which public service opportunities will be created with federal funding. Service learning is mentioned prominently in the legislation.	7.3-4
4.1 Compensation	1. Establish salary and compensation goals for faculty and staff that will ensure that USC is competitive relative to our peer and peer-aspirant institutions. 2. Develop effective strategies to meet our salary goals and address salary equity and compression that recognizes the productivity of longstanding faculty and staff. 3. Establish goals for graduate stipends that will ensure USC’s graduate stipends are competitive relative to the graduate programs of our peer and peer-aspirant institutions. 4. Monitor annually the progress we have made to meet our compensation goals.	7.4-6
4.2 Physical Environment/ Deferred Maintenance and Safety	1. Establish a plan, to begin in 2011, with a budget and a yearly timetable, to address both short-term and long-term deferred maintenance and safety issues in existing buildings, including classrooms, to be complete by the year 2030. 2. Establish a policy of addressing future maintenance of all new construction at the time the construction is approved. Monitor and assess annually whether we have met our goals.	7.3-5 7.3-6
4.3 Benefits	1. Provide graduate students with full health care benefits. 2. Develop an action plan to enhance the above listed categories of benefits for our faculty, staff and graduate students during the next five years.	

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
4.4 Fostering a Culture of Excellence.	<ol style="list-style-type: none"> <li>1. Establish a Staff Senate to allow staff to have a voice in university governance.</li> <li>2. Coordinate a unified system of student advisement and develop a Student Bill of Rights and Responsibilities to better communicate to students and the university community the processes by which complaints and grievances may be addressed.</li> <li>3. Establish an Office of Internal Communications to make internal communications more effective and streamlined.</li> <li>4. Give deans, department chairs, directors and governance bodies resources to recognize and show appreciation of faculty, staff and students efforts and accomplishments.</li> <li>5. Establish a system-wide, interactive web calendar and an updated, user-friendly, web-based directory of faculty, staff and students; and immediately.</li> <li>6. Address campus and system-wide deficiencies in technology and infrastructure that have a deleterious impact on efficiencies, costs and internal communication.</li> </ol>	7.1-9 7.3-2 7.3-3 7.4-1
4.5 Diversity	<ol style="list-style-type: none"> <li>1. Increase the level of faculty, staff and student diversity. [Diversity includes, but is not limited to, historically underrepresented groups — African Americans and women].</li> <li>2. Determine and implement best practices for recruitment and retention of faculty, staff and students at USC Columbia and the USC system.</li> <li>3. Set affirmative action goals by division, college and school rather than at the university level.</li> <li>4. Assess the success towards meeting these goals on a quarterly basis.</li> <li>5. Make every effort to hire, promote and retain diverse university officers at all levels of central administration and with a particular emphasis on the presidential cabinet.</li> <li>6. Create an inclusive learning and working environment that empowers underrepresented groups and recognizes their contributions by initiating and supporting programs of professional mentorship.</li> <li>7. Hold those in authority, including the university president, provost, vice provosts, vice presidents, deans, directors, chairs and search committees accountable for increasing diversity through recruitment and retention by assessing progress on a regular basis and modifying the plan if need be to increase its effectiveness.</li> </ol>	Table O-2 7.4-5
4.6 Continuing Quality of Life Assessment	<ol style="list-style-type: none"> <li>1. Establish an on-going task force to assess quality of life on all campuses of the University of South Carolina by developing a survey instrument to assess all aspects of quality of life at USC for faculty, staff, undergraduate and graduate students and alumni and determining how to strengthen positive aspects and improve areas in need of attention.</li> <li>2. Develop and implement an action plan to strengthen and improve quality of life on the basis of the recommendations of the Quality of Life Task Force.</li> <li>3. Reassess quality of life at USC every three to four years to determine the effects of the measures taken and additional measures that are needed.</li> </ol>	7.4-2 7.4-3 7.4-4

<b>Supported Agency Strategic Planning Goal/Objective</b>	<b><u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)</b>	<b>Key Cross References for Performance Measures*</b>
5.1 Promote excellence with the University	<ol style="list-style-type: none"> <li>1. Enhance efforts to improve the excellence of faculty to increase our competitiveness for national and international honors.</li> <li>2. Establish a Faculty Excellence and Recognition Task Force to: <ul style="list-style-type: none"> <li>• Identify our most talented and highly regarded faculty and provide resources to them to pursue scholarship and creative endeavors</li> <li>• Assist chairs and deans in nominations of faculty for prestigious and nationally recognized meritorious awards.</li> </ul> </li> <li>3. Establish a National Peer Recognition Task Force to lead the effort to increase our national ranking and external visibility by advising on infrastructure investments, organizational changes and areas for publicity to enhance external visibility and recognition of our academic programs and to disseminate best practices to all academic units for publicizing their accomplishments to external audiences.</li> <li>4. Create a Multidisciplinary Research and Scholarship Council to advise the Provost and Vice President for Research to support and sustain multi-disciplinary scholarship and creative activity by facilitating trans-discipline research and scholarship.</li> <li>5. Improve the visibility and recognition of students by creating a Student Excellence and Recognition Task Force to coordinate the efforts of existing student-oriented offices focused on raising the visibility and quality of our student body.</li> </ol>	5.10-1
5.2 Improve recognition of student achievements, scholarship, creative endeavors and teaching excellence to statewide, regional, national and international audiences.	<ol style="list-style-type: none"> <li>1. Establish and fund the Provost’s Annual Symposium Series to bring nationally and internationally recognized scholars and artists to campus for lectures, research symposia, master classes and performances.</li> <li>2. Develop and fund targeted advertising for faculty, undergraduate and graduate programs and student recruitment to top-level disciplinary and interdisciplinary publications.</li> <li>3. Reward faculty for exemplary service to scholarly societies’ governing bodies at the regional, national, and international level.</li> </ol>	7.5-7 7.5-8 7.5-9
5.3 Translate Achievement to external audiences	<ol style="list-style-type: none"> <li>1. Enhance publicity efforts, modernize our homepage and develop an interactive master calendar to communicate our academic and student achievements to local, regional and national audiences.</li> <li>2. Implement a Carolina Distinguished Lecture Series, “Carolina’s Best,” that would feature a public lecture and podcast.</li> <li>3. Establish a centralized “Lectures for the Public” list of speakers and topics</li> <li>4. Develop the “Imagine South Carolina without the University” campaign with state maps depicting the geographic dispersion of USC-educated alumni in vital occupations such as physicians, teachers, nurses and other professionals and then without those USC-educated professionals.</li> </ol>	

**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 its mission statement. The University also utilizes enrollment planning information to help ensure that the student population is aligned with our educational programs and services. USC has 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 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 stakeholder needs and expectations. The campus visit and tele-counseling programs, and other recruitment strategies are assessed. Student participation on advisory boards and in student government is encouraged as one way to ensure student voices are heard. We conduct a variety of assessments in all of our programs, including surveys, focus groups, and interviews, among others. 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.

Staff in the Division of Student Affairs regularly meet with students and also organize meetings each semester for students with the University president. President Pastides is especially interested in listening to and learning from students and stakeholders about their ideas for improving the Carolina experience. President Pastides has established an online suggestion box, [Carolina's Ideas \[http://www.sc.edu/speakup/\]](http://www.sc.edu/speakup/), to serve as a portal to the broader University of South Carolina community, including prospective, current and former students; active and retired faculty and staff; members of the various communities we serve; and friends of our University all around the world. The President encourages the University family to submit thoughts and suggestions for improving effectiveness and efficiency throughout our eight-campus system.

We also participate in a number of national surveys. 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. Reviewing CIRP data allows us to listen and learn from our first-time, full-time students entering USC Columbia each year. We also participate in the National Survey of Student Engagement (NSSE) (see Table 7.1-7) 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. Results from these surveys allow us to monitor trends among our students, and to compare ourselves to peer institutions nationally.

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.

Our approach to strategic planning (Focus Carolina) is based on listening to faculty, staff, students and alumni as they articulated initiatives they thought the University needed to improve and move forward. The five goal teams each had members from all stakeholder groups, and the teams operated in open forum throughout. Two "town hall" meetings provided an opportunity for all stakeholders from the whole campus to contribute. Our 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.

USC Columbia identifies the needs of business and industry partners through relationships with many involved in the South Carolina Center of Economic Excellence (COEE) and the Innovista Research District. Created in 2002, the COEE Program is investing in talent and infrastructure at South Carolina's three research universities (USC, MUSC, and Clemson) to drive economic development. The University of South Carolina has been approved for 14 Centers of Economic Excellence in which it will be the lead research institution and nine in which it will be the secondary institution, and has five endowed chairs. Each center has ongoing relationships with USC Columbia as senior faculty members and a research team of junior faculty, research faculty, and graduate students will support these endowed chairs. The COEE program has solidified relationships among the universities, hospitals, national laboratories, and industry, and has created a statewide network for innovation. With Innovista, the University of South Carolina has created a destination for innovation, creativity, entertainment, culture, and more. Innovista integrates public and private sector research in high-tech, high-density facilities. Ongoing relationships with these partners enable USC Columbia to be attentive and responsive to emerging needs and expectations.

**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 instruments, as shown in Table 3-4, 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.

Table 3-4.

<b>Instrument</b>	<b>Stakeholders</b>	<b>Frequency</b>
<b>Cooperative Institutional Research Program (CIRP)</b>	Freshmen	During orientation
<b>First-Year Call Center</b>	First-year students	Twice during first year
<b>First-Year Initiative Survey</b>	First-year students	Annually
<b>Housing Perception Study</b>	On-campus students	Annually
<b>Residential Learning Community Survey</b>	On-campus students	Annually
<b>National Collegiate Health Assessment data</b>	Current students	Every other year
<b>Course Evaluations</b>	Current students	End of every course
<b>Division-based surveys and focus groups</b>	Current students	Ongoing
<b>Profile of the American College Student (PACS)</b>	Current students	Annually
<b>National Collegiate Health Assessment data</b>	Current students	Annually
<b>National Survey of Student Engagement (NSSE)</b>	Freshmen and seniors	Every other spring
<b>Employer surveys</b>	Internship students	Completion of internship
<b>Alumni survey</b>	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 Green Learning Community, which integrates environmentally conscious technology, design, sustainability and learning opportunities into students' everyday lives.
- 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 \[http://www.sc.edu/academicsuccess/advise.html\]](http://www.sc.edu/academicsuccess/advise.html), 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.
- The University offers a number of academic support services on campus designed to retain students by helping them improve and succeed in all their academic efforts. The Student Success Center, now beginning its seventh 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, Tutoring, the Creating Academic Responsibility 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.

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. The University uses typical benchmark data for peer analysis. This includes average SAT scores of our entering students (Figures 7.5-3-4), graduation and retention rates (Figures 7.1-3-5), and faculty credentials (Table 7.5-2). These standard measures allow us to see how well the University is performing compared to select peer institutions. Individual programs and service units also select additional assessment measures and key performance indicators that are tailored to their specific goals and initiatives.

##### ***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. The University Staff is 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 Carolina Core (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. The University selects 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) (see Table 7.1-7), 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 ETS Proficiency Profile (see Figure 7.1-2) is administered annually to first-year and senior students to assess general education skills. Performance on the ETS Proficiency Profile (Figure 7.1-2) 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.” The Office of Institutional Assessment and Compliance’s website has been voted by SAIR (Southern Association of Institutional Research) as the best IR website for the past three years. 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.

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 Southern Association of Colleges and Schools (SACS) and the Commission of Higher Education (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, and 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. 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.

#### ***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 student learning 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 Office of Institutional Assessment and Compliance (IAC) developed the [Assessment Toolbox](http://kudzu.ipr.sc.edu/effectiveness/toolbox/) [http://kudzu.ipr.sc.edu/effectiveness/toolbox/] that equips faculty by making training and assessment tools easily accessible. 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](http://www.sc.edu/provost/committees.shtml) [http://www.sc.edu/provost/committees.shtml] 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?***

Seven 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.

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 Carolinian 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?***

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.

Table 5.10-1. Faculty Awards.

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 Operations Plan](http://www.sc.edu/carolinaalert/documents/USCEOPPlan2011.pdf) [http://www.sc.edu/carolinaalert/documents/USCEOPPlan2011.pdf] and [Emergency Notification Plan](http://www.sc.edu/carolinaalert/documents/USCENSPlan2011.pdf) [http://www.sc.edu/carolinaalert/documents/USCENSPlan2011.pdf] 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 University maintains over 20 different ways to communicate a message in an emergency, which together create the Carolina Alert Notification System. The Carolina Alert Website is the central hub for all emergency information for the University of South Carolina. The website details how the University is preparing for emergencies and informs students, faculty, and staff how they can be ready for a crisis on campus. During an emergency, the website may be updated with official University announcements, situation reports, or protective action recommendations.

The University of South Carolina's Emergency Management Program is a combined effort of numerous departments and administrators from all areas of campus. In the event of an emergency, the University maintains an Emergency Management Team (EMT) that is ready to respond to any incident that may face our campus community. This team is composed of 37 functional units to ensure that all aspects of the emergency response are working collectively to resolve the incident. This team meets every month to discuss emergency planning and undergoes training to enable them to better respond if an incident ever affected the Carolina community.

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 12<sup>th</sup> 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.

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 an initiative called Healthy Carolina. Designed to increase health awareness and provide resources to the campus community, this office launched the Tobacco Free USC program that supports the new tobacco policy on campus, Fitness Buddies which is an online networking tool created to help individuals reach established fitness goals through encouragement and companionship, among many other programs. Healthy Carolina also participates in the National College Health Assessment (Table 7.4-4) through the University of South Carolina's membership in the American College Health Association (ACHA). This survey assists health service providers, health educators, counselors, and administrators in collecting data about the health of their students.

**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 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.

The Provost has insisted that all programs that can be accredited by an agency must be accredited (see Table 7.5-6). Earning initial accreditation and being reaffirmed are intensive processes that examine virtually every facet of a program or college. Non-accredited programs are required to undergo scheduled external review.

### ***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?**

Information about student learning is collected using a variety of measures, including student performance on professional exams (Table 7.1-1), the ETS Proficiency Profile (Figure 7.1-2), retention and graduation rates (Figure 7.1-3-5), scholarship retention rates (Figure 7.1-6), and the National Survey of Student Engagement (Table 7.1-7). USC Columbia also provides an ever-enriching environment to foster student learning. To this end, information pertaining to academic support services (Figure 7.1-8), technological classroom enhancement (Figure 7.1-9), community service involvement (Table 7.1-10), service learning (Table 7.1-11), living and learning communities (Table 7.1-12), and study abroad experiences (Figure 7.1-13) is also collected and used to make decisions to improve student learning. Our performance results provide evidence that we are achieving excellence in our goal to ensure and improve the quality of academic programs and to enhance the richness of the student experience in and beyond the classroom.

**Table 7.1-1. Professional Exam Pass Rates.**

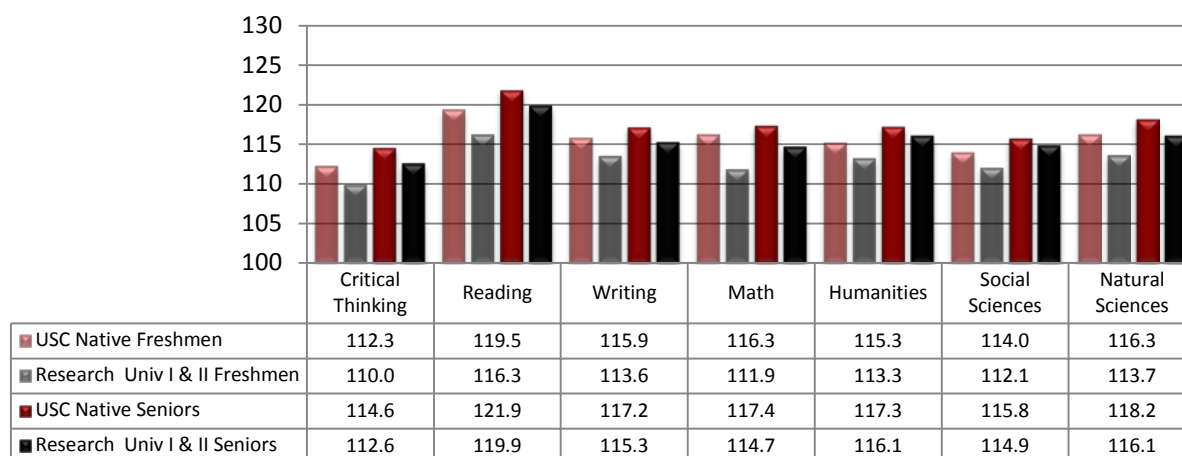
Student performance on professional exams provides a direct measure of how much students have learned. The University of South Carolina reports the following information annually in the Institutional Effectiveness report mandated by Act 629. Professional exam pass rates are available for all public schools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

Name of Exam	2010-11 Results			2011-12 Results		
	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
	MULTI-STATE PHARMACY JURISPRUDENCE EXAM (MPJE)	199	193	97%	143	142
NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE	205	181	88%	226	209	93%

NATIONAL PHYSICAL THERAPIST LICENSING EXAM. (PT)	17	17	100%	19	18	95%
NORTH AMERICAN PHARMACIST LICENSURE EXAM. (NAPLEX)	103	95	92%	162	154	95%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	351	328	93%	194	192	99%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	59	47	80%	44	32	73%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	145	136	94%	153	141	92%
PRAXIS SERIES II: SPECIALTY AREA TESTS	792	759	96%	545	530	97%
SOUTH CAROLINA BD. OF LAW EXAMINATION	173	149	86%	171	137	80%
US MEDICAL LICENSING EXAM. - STEP I	77	61	79%	86	77	90%
US MEDICAL LICENSING EXAM. - STEP II	80	79	99%	71	70	99%

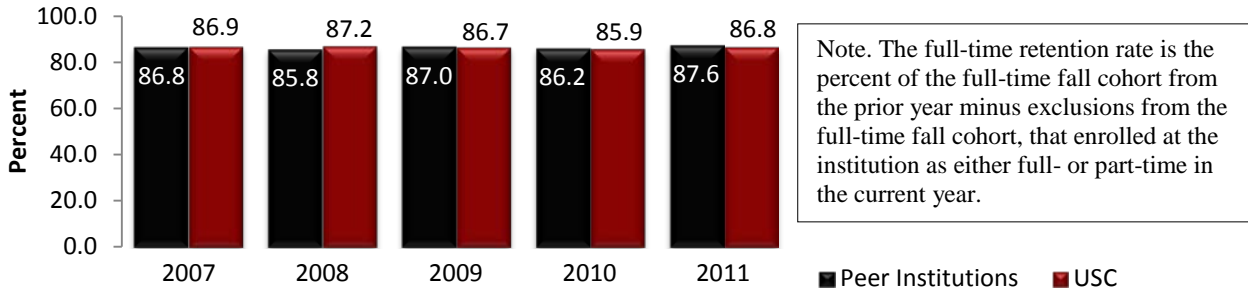
**Figure 7.1-2. Results from the ETS Proficiency Profile.**

The ETS Proficiency Profile is administered to our freshmen and senior students as one way to assess proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences. As Figure 7.1-2 shows, native USC Columbia freshmen and seniors outperform the average scores of Doctoral/Research Universities I and II freshmen and seniors on all accounts.



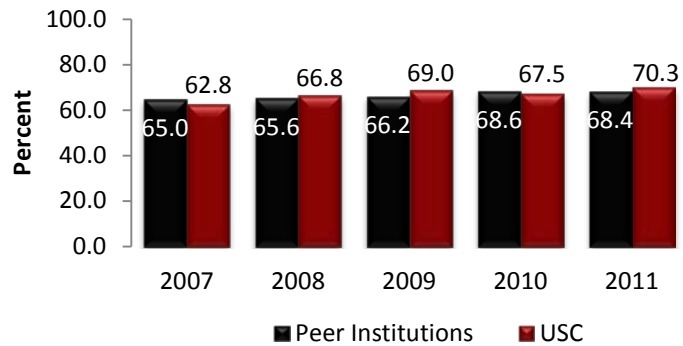
**Figure 7.1-3. Retention Rates for USC and Peer Institutions.**

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. In line with the University's goals and initiatives, Figure 7.1-3 illustrates that the retention of students at USC Columbia between the first and second years has been consistent over the past five years, and remains in line with the average retention rates of the University's Peer Institutions. For this report, the University has identified our peer institutions to be: University of Georgia, University of Tennessee, University of Kentucky, Rutgers, the State of University of New Jersey, and University of Connecticut.

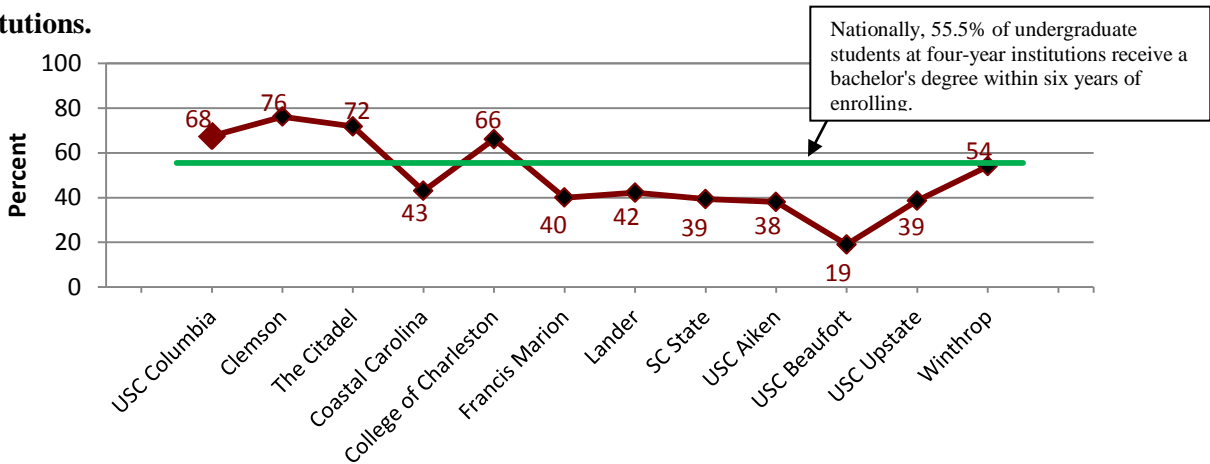


**Figure 7.1-4. Six-Year Graduation Rates for USC and Peer Institutions.**

Graduation rates are an indirect, but commonly used indicator of student learning. Figure 7.1-4 provides the graduation rates for USC and peer institutions, and Figure 7.1-5 provides graduation rates for public institutions within the state of South Carolina. The percentage of students who earn a degree within six years of starting at USC shows a 7.5% increase since 2007.



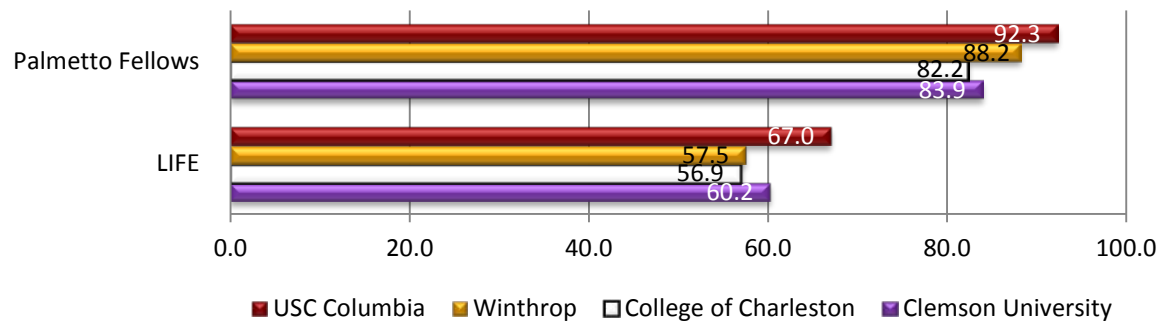
**Figure 7.1-5. Six-Year Graduation Rates for USC Columbia and South Carolina Public Institutions.**



Source: The National Center for Higher Education Management Systems Information Center Website. [Assessed July 23, 2012]

**Figure 7.1-6. Fall 2010 Palmetto Fellows Recipients Retaining Palmetto Fellows Scholarships in Fall 2011 and Fall 2010 LIFE Recipients Retaining LIFE Scholarships in Fall 2011.**

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.



**Table 7.1-7. NSSE 2011 Results by First-Year and Senior-Level Students.**

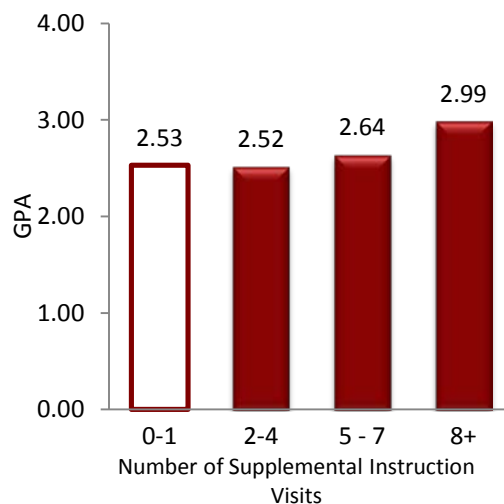
National Survey of Student Engagement (NSSE) created five benchmarks based on 42 key questions that help describe the academic environment on the University's campus. The Level of Academic Challenge (LAC) benchmark was created from questions concerning how much time students spend on homework each week, the types of thinking assignments require, how much reading and writing is required in courses, and the degree that studying and spending time on academic work is emphasized, among other items. Active and Collaborative Learning (ACL) refers to how often students discuss readings or ideas from coursework outside of class, the frequency of in-class and out-of-class projects, and community-based projects, etc. Student-Faculty Interaction (SFI) is based on the accessibility and supportiveness of faculty members, opportunities for students to work on research projects with faculty, and the timeliness of feedback on student work, among other items. Enriching Educational Experiences (EEE) describe the types of honors courses, learning communities, and other distinctive programs offered, how often students participate in community service, study abroad opportunities, and the like. Supportive Campus Environment (SCE) relates to students satisfaction with their overall experience, how much time they devote to co-curricular activities, and how well students get along with administrators and staff. Taken together, these NSSE benchmarks help USC Columbia assess the many important factors that promote successful student learning experiences.

	USC	Carnegie Class			NSSE 2012 Top 50%			NSSE 2012 Top 10%			
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	53.9	54.5		-.05	57.4	***	-.27	59.6	***	-.45
	ACL	42.2	41.8	*	.03	49.1	***	-.40	52.2	***	-.55
	SFI	34.4	33.3	**	.06	40.2	***	-.29	44.0	***	-.46
	EEE	30.9	29.8	**	.08	31.2	*	-.02	34.5		-.26
	SCE	63.3	61.3		.11	68.1	***	-.26	70.6	***	-.38
Senior	LAC	56.2	56.7		-.04	61.8	***	-.40	64.3	***	-.58
	ACL	49.2	49.0		.01	56.2	***	-.41	60.6	***	-.65
	SFI	44.1	41.4		.13	50.3	***	-.28	56.0	***	-.53
	EEE	43.9	42.9		.06	48.6	***	-.26	56.0	***	-.69
	SCE	59.6	57.9	***	.09	65.4	***	-.30	69.2	***	-.52

Note. Sig = significance, \* = p<.05, \*\* = p<.01, and \*\*\*= p<.001.

**Figure 7.1-8. Average Fall 2011 and Spring 2012 GPA by Frequency of Supplemental Instruction Visits.**

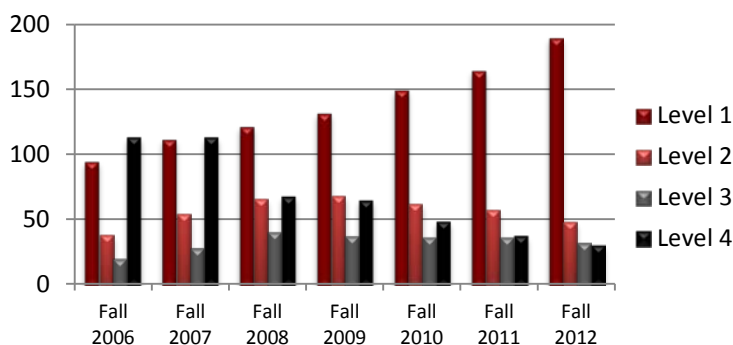
The Supplemental Instruction (SI) program is a learning enhancement program which consists of a series of weekly review sessions for students enrolled in historically difficult courses, e.g., Financial Accounting, Biological Principles, General Chemistry, Principles of Microeconomics, among many others. 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. As presented in Figure 7.1-8, the results indicate that students who participate in multiple SI sessions generally earn higher grades than those who participate in fewer sessions. Grade differences generally increase by number of SI visits. Moreover, the percentage of students who earned A, B, or C's is substantially higher for SI participants (74.2%) than non-SI participants (53.7%).



**Figure 7.1-9. Classroom Enhancement.**

The University wants to provide educational settings that will enhance and facilitate learning. USC Columbia 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.

As Figure 7.1-9 shows, the total number of fully-enhanced classrooms, 190 for Fall 2012, represents a 100% increase since Fall 2006.



**Level 1 (Fully-enhanced)** - projector, custom lectern, DVD, VCR, computer, laptop interface, document camera, sound reinforcement system, and a custom control system  
**Level 2 (Mid-enhanced)** - projector, DVD, VCR, laptop interface, sound system  
**Level 3 (Minimal-enhanced)** - projector, wall-mounted laptop interface  
**Level 4 (Basic)** - TV on cart with VCR/DVD combo

**Table 7.1-10. Community Service Involvement.**

Service contributions made by the USC community come in a wide variety of forms. Volunteers are involved in hands-on community service, philanthropic fundraising, community-based research, service-learning, and advocacy initiatives. During 2011-12, a reported 30,676 students, faculty and staff participated in volunteer service, donating 472,152 service hours to the community. These groups include student affairs departments, student organizations, academic departments, service-learning courses, and campus partners. The economic impact of this service to the community is estimated at \$7,984,090\*. The Carolina community made philanthropic donations to the community reported at \$1,303,322, for a total economic impact of \$9,094,196\*\*.

	2010-11		2011-12	
	Volunteers	Hours	Volunteers	Hours
<b>Community Service</b>	23,895	331,836	30,676	472,152

\* Estimate based on 2010 value of volunteer time in South Carolina at \$16.91 per hour as determined by the Independent Sector [http://www.independentsector.org/volunteer\\_time](http://www.independentsector.org/volunteer_time)

\*\* Report statistics based on voluntary submissions from USC partners as of June 15, 2012.

**Table 7.1-11. Service learning.**

Service learning is a form of active learning that connects meaningful community service with academic coursework and purposeful reflection. While the topics and projects employed in service-learning courses vary, Campus Compact (1999) provides a widely-accepted definition of this pedagogy: “Service learning is a teaching method which combines community service with academic instruction . . . Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.”

The following table illustrates the University’s involvement in service learning.

Service Learning Involvement 2011-2012
<ul style="list-style-type: none"><li>• 47 sections of 33 different courses</li><li>• 22 different academic programs representing 9 of the University’s 13 colleges and schools</li><li>• 1,858 students enrolled in service-learning classes</li></ul>

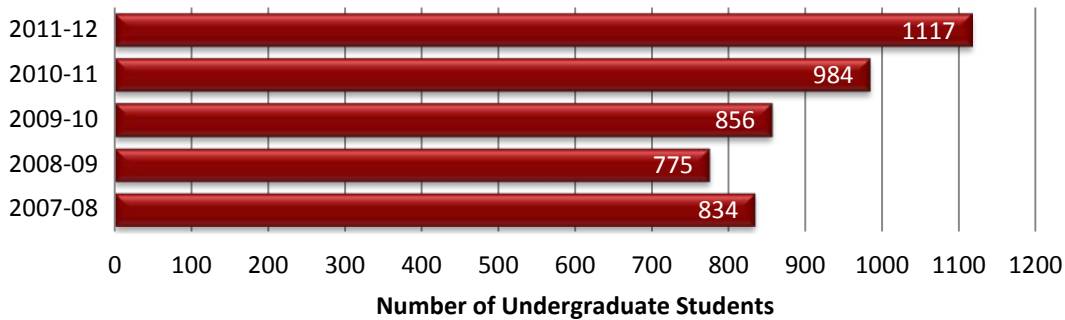
**Table 7.1-12. Living and Learning Communities.**

Recognized by U.S. News and World Report as an outstanding program, our learning communities continue to be an integral part of the university experience, providing students with the opportunity to live in an environment that promotes diversity, embraces excellence, encourages insightful faculty-student interaction and works to develop a strong sense of community. These academically themed communities also will emphasize active service-learning experiences, study-abroad opportunities and undergraduate research. The following table lists our living and learning communities. More information is available on the following website: <http://www.housing.sc.edu/alc.html>.

Living and Learning Communities	
<a href="#">Bridge Community</a>	<a href="#">International House at Maxcy College</a>
<a href="#">Business Community</a>	<a href="#">Journalism and Mass Communications Community</a>
<a href="#">Capstone Scholars</a>	<a href="#">Major and Career Exploration Community</a>
<a href="#">Carolina Women’s Community</a>	<a href="#">Music Community</a>
<a href="#">Engineering and Computing Community</a>	<a href="#">Pre-Law, Justice and Politics Community</a>
<a href="#">French House</a>	<a href="#">Pre Medical, Pre-Dental and Pre-Health Community</a>
<a href="#">Green Learning Community</a>	<a href="#">Preston Residential College</a>
<a href="#">Health Carolina Wellness Community</a>	<a href="#">Psychology and Service-Learning Community</a>
<a href="#">Honors Residence</a>	<a href="#">Spanish House</a>
	<a href="#">Sport and Entertainment Management Community</a>

**Figure 7.1-13. Undergraduate Education Abroad Enrollments.**

Opportunities to study abroad have increased for students, and students are taking advantage of these opportunities in larger numbers. As displayed in Figure 7.1-13, the number of undergraduate study abroad participants has increased significantly over the years.



**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 relies on results from countless authentic and national surveys, institutional data, and college rankings to gauge student and stakeholder satisfaction. Data are analyzed, shared with decision makers, and used to continually refine and improve our services.

Survey results from the National Survey of Student Engagement (NSSE) (Figures 7.2-1-2) and the Alumni Survey (Figure 7.2-3) demonstrate student and stakeholder satisfaction. 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 (Figure 7.2-4). Furthermore, U.S. News and World Report publishes rankings of college and university programs each year (Table 7.5-5). 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.

**Figures 7.2-1-2. Results from National Survey of Student Engagement 2011.**

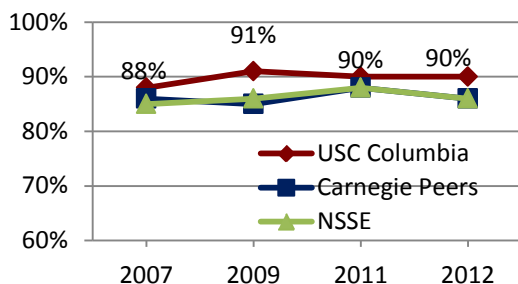


Figure 7.2-1. Percentage of students who evaluated their entire educational experiences as good or excellent.

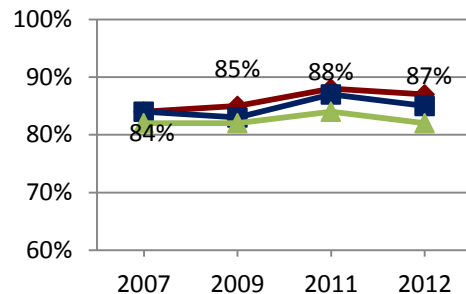
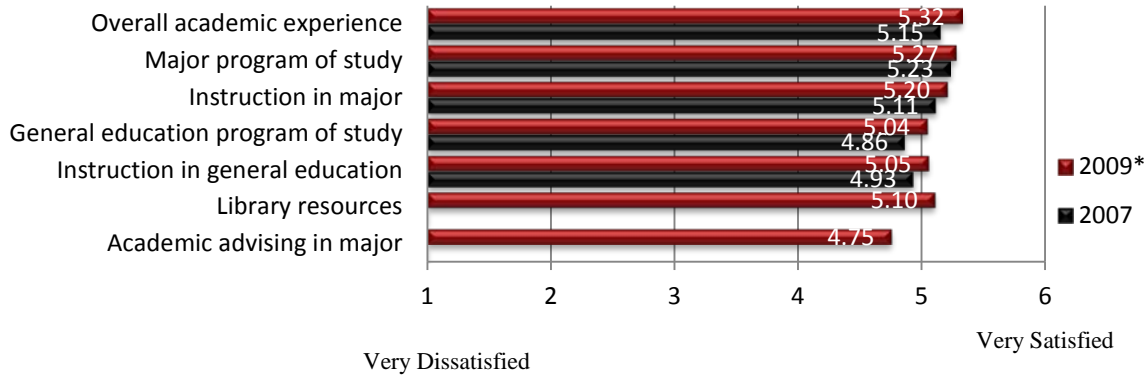


Figure 7.2-2. Percentage of students who indicated that they would go to the same institution they are currently attending if they could start over again.



**Figure 7.2-3. Alumni Satisfaction.**

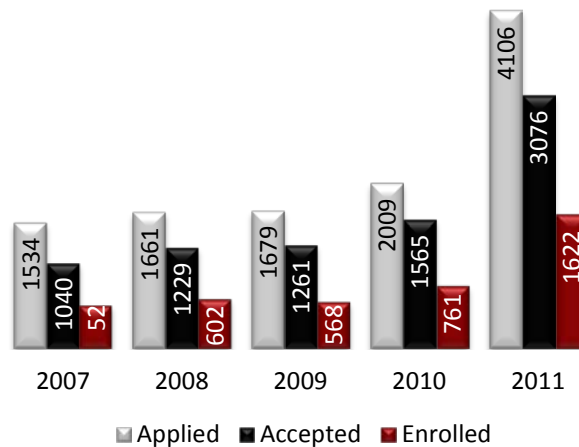
USC Columbia administers an alumni survey every two years to a 50% sample of USC alumni who were graduated two to three years before the survey is administered. Results from the most current alumni survey and for previous years are available on the [Assessment Warehouse](http://kudzu.ipr.sc.edu/dataware/aw/) website [<http://kudzu.ipr.sc.edu/dataware/aw/>], and indicate that alumni are satisfied with their USC experience.



\*An alumni survey was not administered in 2011, the next alumni survey will be administered in 2012; therefore 2009 is the most recent data available.

**Figure 7.2-4. Legacy Applicants.**

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 7.2-4, 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.



**Table 7.2-5.**

2011 US News and World Report Rankings	
●	International Business Program -- Undergraduate program ranked No. 1 for the 15th year in a row.
●	First-Year Experience and Learning Communities – Both listed and recognized as outstanding programs among the nation's best.
●	The Darla Moore School of Business -- No. 41 overall for business education, 26th among public institutions.

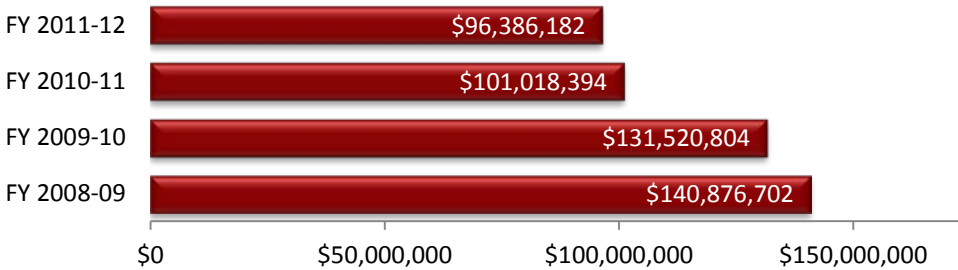
**7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?**

The funding environment presents persistent challenges to USC, but steps are being undertaken to deal effectively with those challenges. To fulfill its mission and goals, USC Columbia tracks State funding (Figure 7.3-1), sponsored research (Figure 7.3-2), research expenditures per faculty member (Table 7.3-3), and private donations (Figure 7.3-4). The full University of South Carolina [Budget Document](#) can be found on the following website:

[http://busfinance.admin.sc.edu/budget/doc\\_12/2012BOTDocument.pdf](http://busfinance.admin.sc.edu/budget/doc_12/2012BOTDocument.pdf)

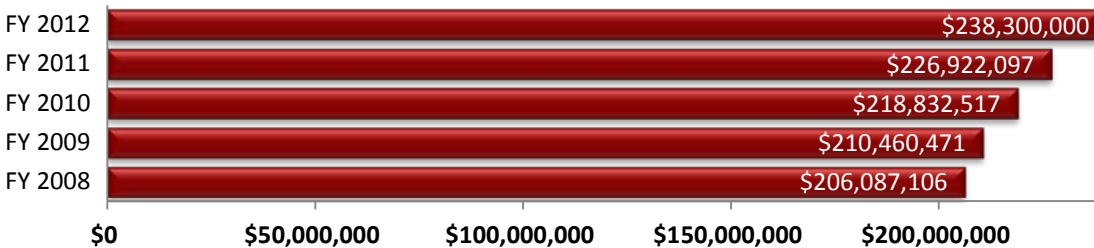
**Figure 7.3-1. State Funds (“A” Funds).**

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 three fiscal years.



**Figure 7.3-2. Dollars Awarded in Sponsored Research.**

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 has continued to achieve a record high in extramural funding to support its research, public service, and training projects since FY 2009. Figure 7.3-2 highlights the total funding for FY 2012, \$238.3 million, which represents 33.3% five-year increase.



**Table 7.3-3. Research Expenditures per Faculty Member.**

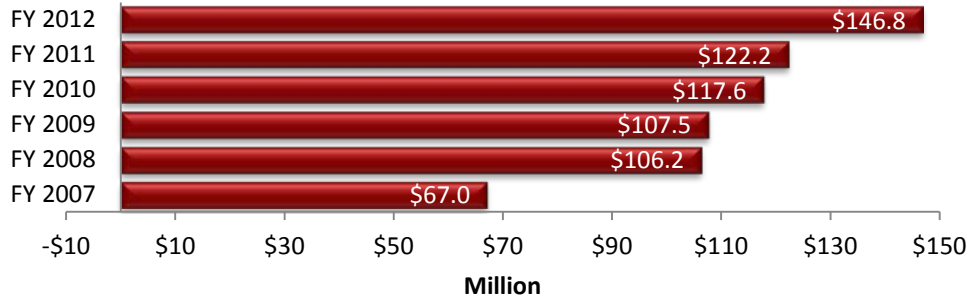
The research money faculty members bring to USC directly affects the reputation of the State as well as the University, increases revenues spent in South Carolina, and enhances the educational experience of our students. As can be discerned from Table 7.3-3, USC expends slightly less in research expenditures per faculty member than the research universities nationally who participated in the Delaware Study from which the data are drawn. Nonetheless, USC remains the only South Carolina institution designated as a Very High Research Activity institution by the Carnegie foundation, a designation given based on aggregate and per-capita research and development expenditures.

	2009	2010	2011*
Average of the Research I schools who participated	\$83,424	\$112,847	\$109,613
University of South Carolina	\$75,276	\$78,270	\$84,596
Percent of Participating Schools’ Average	90%	69%	77%

\*Most current data available.

**Figure 7.3-4. Private Donations.**

The University of South Carolina has launched efforts to increase philanthropy in order to expand the University’s private endowment. The University is the gracious recipient of a record \$146.8 million in private support in FY 2012, representing a 20% increase over last year.



**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.

This section highlights a few of the many measures used to assess workforce conditions, including data on professional development (Table 7.4-1), climate and sustainability efforts (Tables 7.4-2-3).

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

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.

Category	7/01/10 to 6/30/11		7/01/11 to 6/30/12	
	Workshops	Attended	Workshops	Attended
Regular Classes*	76	1058	82	1420
Conferences	1	88	1	91
EEO Programs	6	162	17	577
GRANT classes	23	419	25	425
Network Training Classes (Travel I)		19		35
EAP Workshops	4	97	1	8
HR Forum	21	369	3	119
Webinar**	5	158	4	152
<b>Total</b>	<b>136</b>	<b>2,370</b>	<b>133</b>	<b>2827</b>
Visitors		45		116
<b>USC + Visitor Total</b>		<b>2415</b>		<b>2943</b>

\*Regular classes include Administrative Services, Communication and Management, Professional and Personal Development classes.

\*\*Webinar also includes HR Forum webinars.

**Tables 7.4-2-3. Climate and Sustainability Efforts.**

The University of South Carolina earned a B on the 2011 annual College Sustainability Report Card, a rating that puts the University among the greenest universities in the Southeast, as shown in Table 7.4-2.

Moreover, the University improved scores in two of nine rankings from 2009 to 2010, as shown in Table 7.4-3. The rating of U.S. universities and colleges, issued annually by the Sustainable Endowments Institute, reflects successful climate and energy efforts, a firm institutional commitment to sustainability and greater student involvement.

Table 7.4-2. College Sustainability Report Card 2011.

Institution	Overall Grade
University of South Carolina	B
Clemson	B+
University of Florida	B+
University of Tennessee	B
University of Alabama	B+
University of Kentucky	C+
Auburn University	B-
University of Arkansas	C+
University of Mississippi	B-
Mississippi State University	B
University of Georgia	A-
Louisiana State University	C+

Table 7.4-3. USC Sustainability Report Card.

Indicators	2010	2011
Administration	A	A
Climate Change and Energy	A	A
Food and Recycling	B	B
Green Building	B	A
Student Involvement	A	A
Transportation	C	B
Endowment Transparency	A	B
Investment Priorities	B	C
<b>Overall Grade</b>	<b>B</b>	<b>B</b>

Table 7.4-4. National College Health Assessment, 2012.

The University of South Carolina participates in the National College Health Assessment II through the University's membership in the American College Health Association. This survey was developed to assist health service providers, health educators, counselors, and administrators in collecting data about the health of their students. The goal of this research project is to collect data about risk and protective behaviors, perceived norms, and incidence and prevalence of a variety of health problems/conditions which may affect academic performance and retention. Having these data help the University plan programs, prioritize campus needs, allocate resources, design strategies for intervention, identify protective and risk factors associated with academic performance, and measure progress on the National Health Objectives from Healthy Campus 2012. Table 7.4-4 provides data for some of these survey items.

2012 National College Health Assessment II*	
Survey Item	Percent
Self-described health as good, very good, or excellent	93.4
Vaccination against influenza in last 12 months	36.6
Use a designated driver: most of the time or always	82.4
Cigarette use: Any use within the last 30 days	13.8
Used at least 1 prescription drug that was not prescribed to them within the last 12 months	18.3
No primary source of health insurance	7.2
Never seriously considering suicide	85.2
Finances were traumatic or very difficult to handle during last 12 months	33.3

\*Disclaimer: The 2012 NCHA data for USC did not include any freshman responses due to a data sampling error. The results have been compared to NCHA 2011 national benchmarking data and there does not appear to be a statistically significant variance that would eliminate the use of this data.

Creating a workforce climate 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 support, alcohol and drug programs, counseling sessions, among numerous others.

**Table 7.4-5 Percentage of Minority Faculty/Staff Excluding Graduate Teaching Asst.**

One of the University’s established goals is to increase the level of faculty and staff diversity. Table 7.4-5 reveals annual percentages of minority faculty/staff from FY 2010 to FY 2012.

	FY 2010	FY 2011	FY 2012
<b>USC Columbia</b>	11.2%	12.8%	13.0%

**Table 7.4-6. Average Faculty Salaries by Rank**

The University is committed to establishing salary and compensation goals for faculty that will ensure that USC is competitive relative to our peer and peer-aspirant institutions. Table 7.4-6 shows that faculty salaries have increased slightly among all ranks over the past three years.

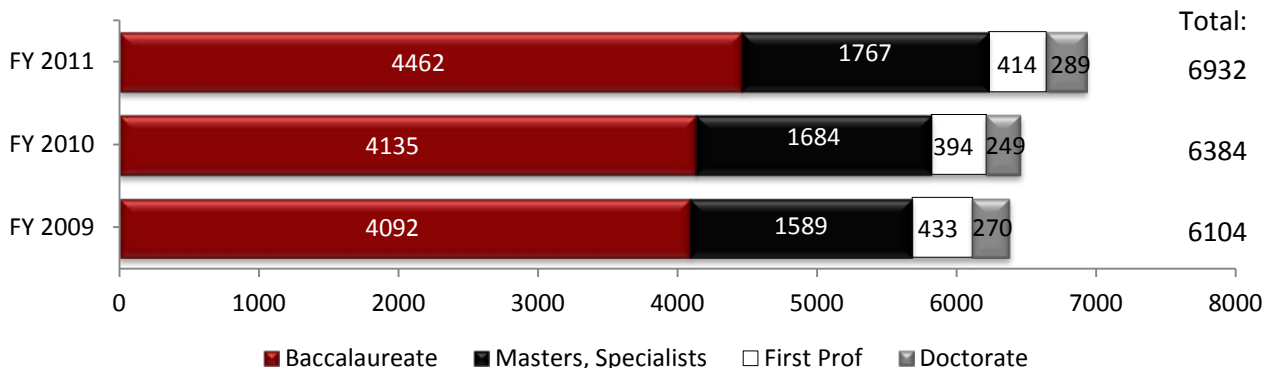
<b>USC Columbia</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>
<b>Professor</b>	\$116,462	\$114,851	\$120,772
<b>Assoc. Professor</b>	\$81,383	\$82,808	\$84,253
<b>Assist. Professor</b>	\$73,025	\$73,893	\$74,582

**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 the University works toward its strategic goals, including degrees awarded (Figure 7.5-1), percent of faculty with terminal degrees (Table 7.5-2), freshman class SAT (Figure 7.5-3; Figure 7.5-4), worker’s compensation (Figure 7.5-5), accredited programs (Table 7.5-6), and financial aid and scholarships (Table 7.5-7; Figure 7.5-8; Table 7.5-9).

**Figure 7.5-1. Degrees Awarded.**

USC Columbia awards degrees at the baccalaureate, masters, and doctoral level. As Figure 7.5-1 shows the number of degrees awarded has increased significantly over the last three years.



**Table 7.5-2. Percent of Faculty with Terminal Degrees.**

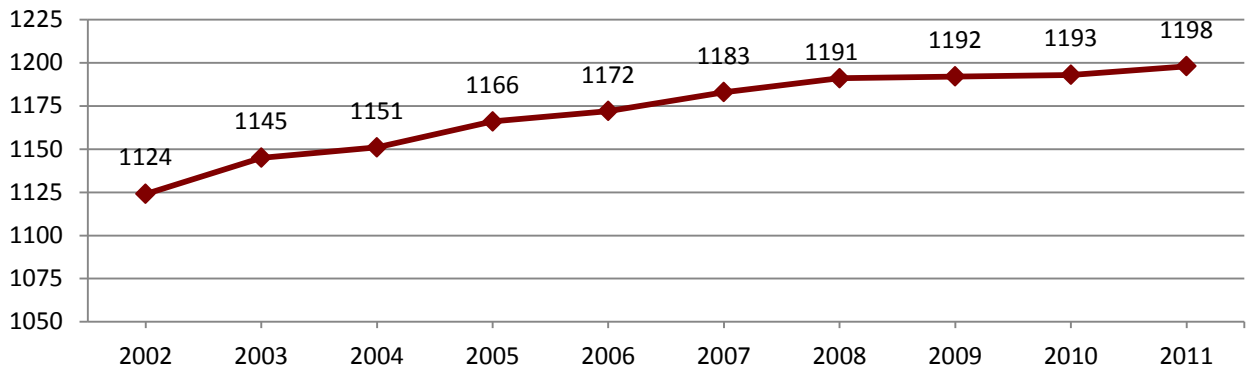
Public institutions in the State have, through the Performance Funding process mandated in 1996 by Act 359, reported annually on the credentials of their faculty. The measure is expected to serve as an indication of faculty members' ability to teach the curricula offered by the institution and influence the educational climate. Table 7.5-2 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 drop in 2009-10 and in 2010-11, reflects the difficulty the University has had replacing retiring faculty with qualified new members of our community.

	2007-08	2008-09	2009-10	2010-11	2011-12
USC Columbia	70.4%	83.9%	79.9%	69.9%	65.2%

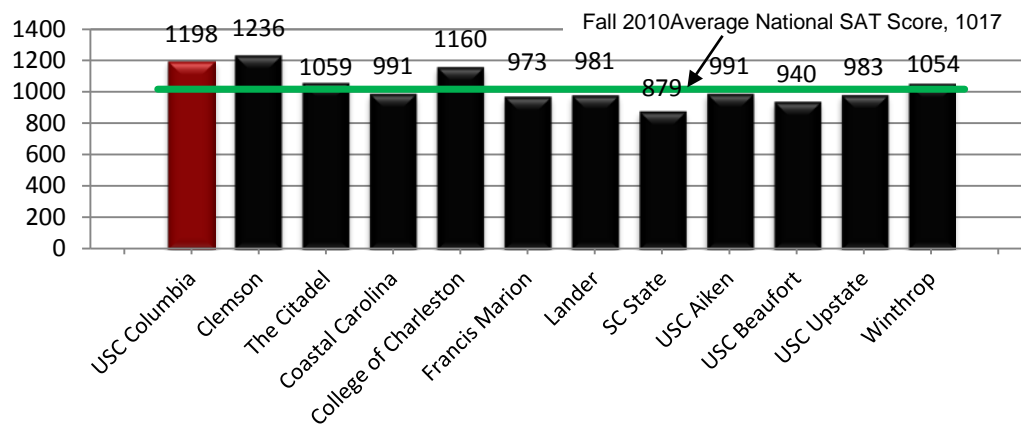
**Figure 7.5-3. Freshman Class SAT Average.**

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. USC Columbia measures achievement of this initiative by tracking SAT scores of incoming freshmen (Figure 7.5-3) and relying on comparative data (Figure 7.5-4). This upward trend of SAT scores, already making an impact in the classroom, will continue as we enroll even more highly qualified students.

**Figure 7.5-3. Freshman Class SAT Average.**



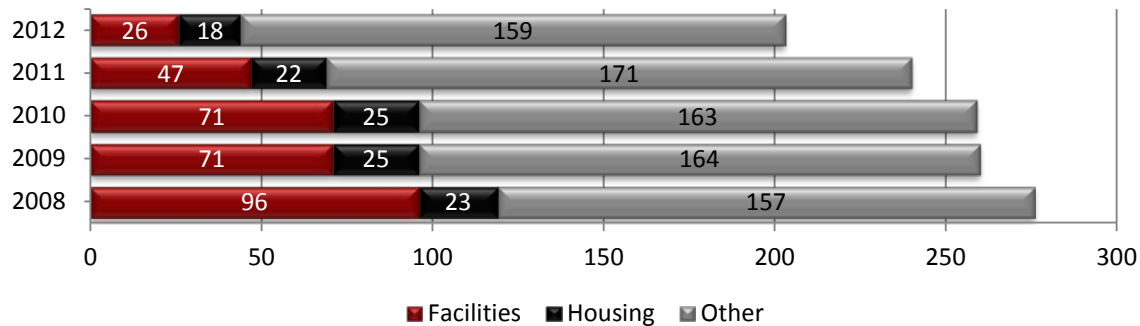
**Figure 7.5-4. Fall 2010 SAT Scores by SC Public Institution.**



Source. The College Board: SAT ® 2010 College Bound Seniors [Assessed by the South Carolina Commission on Higher Education for the South Carolina Higher Education Statistical Abstract – 33<sup>rd</sup> Edition.] Note. This is the most recent data provided by the Commission on Higher Education.

**Figure 7.5-5. Comparison of Worker’s Compensation Claims.**

Another measure of improvement in our work systems is the number of worker’s compensation claims. This 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. The number of claims in Housing and in Facilities decreased slightly in fiscal year 2011, accompanying an overall decrease in the total number of claims.



**Table 7.5-6. Accrediting Agencies.**

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. It is a University policy for all programs eligible for external accreditation to be fully accredited. Table 7.5-6 lists accredited programs. These are also reported each year in the Institutional Effectiveness report mandated by Act 629 and available through the University’s [Fact Book](http://www.ipr.sc.edu/factbook/2011/columbia/accred.htm) [http://www.ipr.sc.edu/factbook/2011/columbia/accred.htm].

ACCREDITING AGENCIES AND AREAS
<b>American Assembly of Collegiate Schools of Business - International Association for Management Education</b>
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting
<b>ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.</b>
Engineering (ENG)-Baccalaureate and master's level programs in engineering
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level
<b>ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS</b>
Journalism and Mass Communication
(JOUR) - Units within institutions offering professional undergraduate and graduate(master's) degree programs
<b>COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS</b>
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools
<b>AMERICAN BAR ASSOCIATION</b>
Law (LAW) - Professional schools
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>
Pharmacy (PHAR) - Professional degree programs
<b>ASSOCIATION OF AMERICAN MEDICAL COLLEGES</b>
Medicine (MED) - Programs leading to the M.D.M.D. degree
<b>AMERICAN LIBRARY ASSOCIATION</b>
Librarianship (LIB) - master's program leading to the first professional degree
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>
Clinical Psychology (CLPSY) - Doctoral programs
School Psychology (SCPSY)B - Doctoral programs

<b>COUNCIL on ACADEMIC ACCREDITATION of the AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>
Speech-Language Pathology (SP) - Graduate degree programs
<b>COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION</b>
Athletic Training (ATEP) – Undergraduate and Graduate Programs
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)</b>
Nursing - Baccalaureate-degree nursing education programs
Nursing - Graduate-degree nursing education programs
<b>COMPUTING ACCREDITATION BOARD, INC.</b>
Computer Science (COMP) - Baccalaureate programs in computer science
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>
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.
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>
Public Health (PH) - Graduate schools of public health
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>
Rehabilitation Counseling
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>
Social Work (SW) - Baccalaureate and master's degree programs
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>
Music (MUS) - Baccalaureate and graduate degree programs
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>
Masters of Public Administration (MPA)
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools

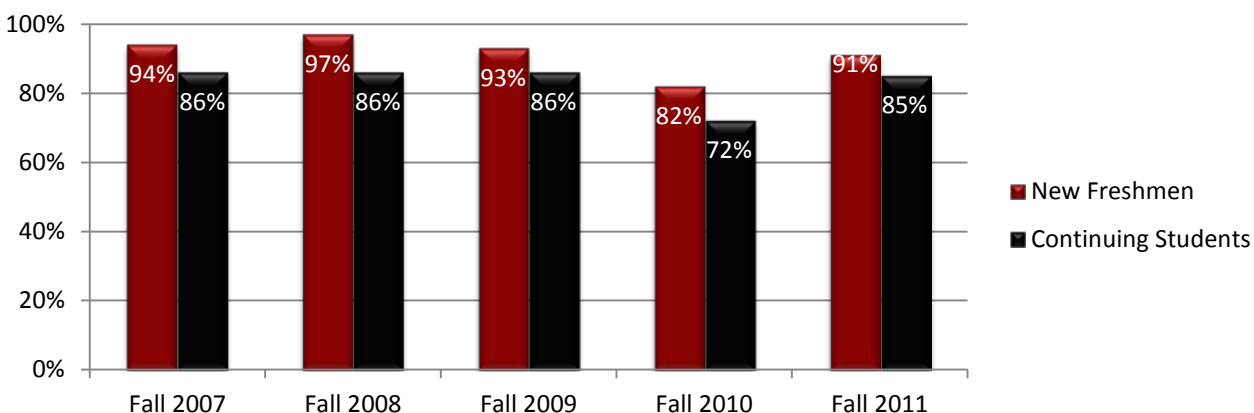
**Table 7.5-7. Number and Average Amount of State/Local and Institutional Grant Aid.**

The University and the State also support student performance by supplementing students' financial resources. Table 7.5-7 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 peer public institutions and states.

	AY 06-07		AY 07-08		AY 08-09		AY 09-10		AY 10-11	
	USC	Peers	USC	Peers	USC	Peers	USC	Peers	USC	Peers
<b>Number receiving state/local grant aid</b>	2,203	2,493	2,070	2,440	2,141	2,334	2,163	2,269	2,426	2,270
<b>Avg. amount of state/local grant aid</b>	\$5,256	\$4,120	\$5,341	\$4,140	\$5,184	\$4,375	\$5,171	\$4,882	\$5,142	\$4,994
<b>Number receiving institutional grant aid</b>	1,780	1,236	2,007	1,374	2,494	1,458	2,306	1,428	2,579	1,591
<b>Avg. amount of institutional grant aid</b>	\$3,225	\$4,883	\$3,545	\$5,088	\$4,460	\$5,360	\$3,930	\$5,569	\$3,999	\$5,601



**Figure 7.5-8. Students Receiving Financial Aid.**



**Table 7.5-9. Lottery Scholarships.**

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011*	
	No. of Awards	Amount	No. of Awards	Amount	No. of Awards	Amount	No. of Awards	Amount	No. of Awards	Amount
Palmetto Fellows	1,175	\$7,582,005	1,234	\$9,497,789	1,323	\$10,244,245	1,341	\$10,440,707	1,430	\$10,926,998
LIFE Need Based Grant	6,086	\$29,321,588	6,976	\$32,846,731	6,162	\$32,803,148	6,245	\$33,019,596	6,374	\$33,496,604
HOPE	2,241	\$3,018,382	2,185	\$2,805,299	1,999	\$2,723,904	2,255	\$2,803,685	1,997	\$2,638,642
HOPE	245	\$560,475	195	\$449,825	265	\$664,850	222	\$560,772	285	711,995
<b>Total</b>	<b>9,747</b>	<b>\$40,482,450</b>	<b>9,690</b>	<b>\$44,599,644</b>	<b>9,749</b>	<b>\$46,436,147</b>	<b>10,063</b>	<b>\$46,824,760</b>	<b>10,086</b>	<b>\$47,774,239</b>

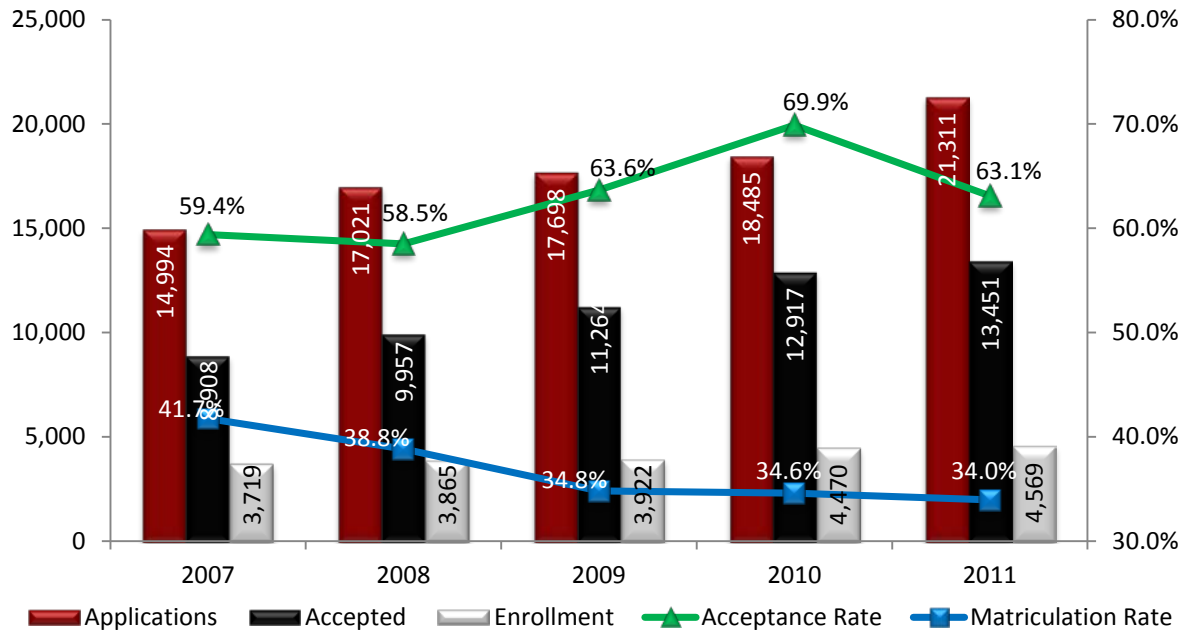
\*Most current data available from CHE website.

**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?**

Focus Carolina is the University of South Carolina’s strategic plan that provides a blueprint for key decision making in the next decade and beyond. Focus Carolina articulates the university's quest for educational quality, leadership, innovation, diversity, access, global competition and community engagement at all eight campuses of the university system.

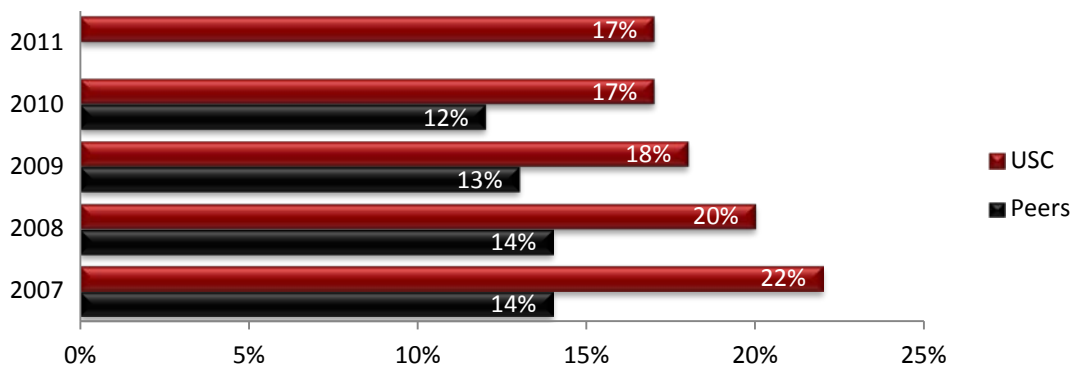
Evidence of stakeholder trust in the institution and its leaders is seen in a variety of ways. Freshman student admissions (Figure 7.6-2), the average alumni giving rate (Figure 7.6-3), and donations to the Family Fund (Figure 7.6-4) are a few of the many measures of stakeholder trust in senior leaders and the university. 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 \$122.2 million during the 2011 fiscal year. Private giving and the number of donors making gifts and pledges both increased in 2010-11. Along with the many safety measures taken (described in Section 5.10), USC Columbia tracks the number of criminal offenses on campus (Table 7.6-5) and uses this data to make changes to ensure our students, faculty, and staff work and live in a safe environment. USC Columbia also tracks public service expenditures per faculty member (Table 7.6-6) as a measure of how USC Columbia is responsible to the State and the community.

**Figures 7.6-2. Freshman Student Admissions.**



**Figure 7.6-3. Average Alumni Giving Rate.**

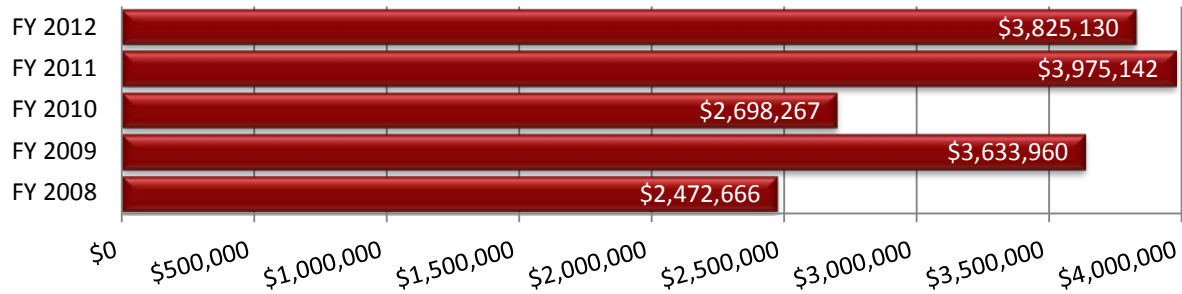
The percentage of alumni who donate to an institution is also an indication of stakeholder satisfaction and trust as well. As Figure 7.6-3 shows, the percent of USC alumni who donate has decreased slightly since 2007; however, USC alumni consistently give at a higher rate than the University’s peer institutions.



\*At the time of this publication the average alumni giving rate for the University’s peers was not available for 2011.

**Figure 7.6-4. Annual Donations to the Family Fund.**

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 exhibit their trust in the direction of USC Columbia, and have a direct impact on the University, our students and the state. These gifts, shown in Figure 7.6-4, strengthen the future by funding scholarships, making capital improvements possible, and supporting the three-fold mission of the University: teaching, research, and service.



**Table 7.6-5. Criminal Offenses – On Campus.**

The University of South Carolina also complies with regulations to share information about crime on campus. Table 7.6-5 provides some of the information available on the University Police department's website. Criminal offenses have decreased over the past two years, with the exception of burglaries. Although there has been some actual increase in the number of burglaries, much of this increase is due to the way crimes are classified by federal definition. Nevertheless, as indicated in section 5.13, the Division of Law Enforcement and Safety received funding to pay overtime to our officers so that officers can be on the street more and more visible. The Division is also seeking to increase the Campus Safety Officer program staffing, and hopeful that the outdoor video will be greater eyes in our community.

Criminal Offense	2007	2008	2009	2010	2011
Murder/Non-negligent manslaughter	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0
Sex Offenses – Forcible	7	3	2	1	2
Sex Offenses – Non-forcible (only incest & statutory)	0	0	0	0	0
Robbery	6	3	4	3	2
Aggravated assault	9	5	6	2	7
Burglary	47	91	99	68	87
Motor vehicle theft	12	7	17	15	26
Arson	0	0	0	0	0

Note. The sharp increase in burglaries reported is due to a change in the way certain offenses are classified. For example, some offenses previously classified as "theft from building" are now appropriately being classified as "burglary".

**Table 7.6-6. Public Service Expenditures per Faculty Member.**

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 7.6-6, in 2009 and 2010 USC expended more in public service per faculty member than the research universities nationally who participated in the Delaware Study from which the data are drawn.

	2009	2010	2011
<b>Average of the Research I schools who participated</b>	\$9,130	\$17,337	\$19,135
<b>University of South Carolina</b>	\$18,793	\$48,408	\$18,883
<b>Percent of Participating Schools' Average</b>	205%	279%	99%

The University of South Carolina and the city of Columbia work as a team to advance our economy and enrich our community. President Pastides regularly meets 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.

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.