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Section I - Executive Summary

1.1. Organization's stated purpose, mission, vision, and values

Mission

The university is in the process of seeking approval for a revised mission statement. The mission below is submitted to the South Carolina Commission on Higher Education for approval (August 2013).

The Medical University of South Carolina (MUSC) is South Carolina's only comprehensive academic health science center. Our purpose is to preserve and optimize human life in South Carolina and beyond. MUSC provides an interprofessional environment for learning, discovery, and healing through (1) education of health care professionals and biomedical scientists, (2) research in the health sciences, and (3) provision of comprehensive health care.

As a public institution of higher learning, MUSC provides a full range of educational programs in the biomedical sciences and actively engages in community service and outreach. The campus is located on more than 50 acres in the city of Charleston. A diverse student population of more than 2,750 students in six colleges (Dental Medicine, Graduate Studies, Health Professions, Medicine, Nursing, and Pharmacy) study for degrees at the baccalaureate, masters, doctoral, and other professional levels. MUSC has academic programs that employ traditional and distance education methods. The University also provides residency training for over 750 graduate health professionals and is comprised of approximately 1,425 full-time and 300 part-time faculty.

Vision

To be a leading and transformative academic health center

Values

Integrity, trust, respect, social responsibility, fiscal responsibility, cultural competence, adaptability, sustainability

1.2. Major achievements from past year

During the 2012-13 year, MUSC had several notable achievements, including the following highlights:

- Full implementation and adoption of Responsibility Centered Management fiscal planning
- The Fifth Year Interim Report to the Southern Association of Colleges and Schools (SACS), the university's regional accrediting body, was reviewed with no deficiencies or citations received
- The outcome report on the university's Quality Enhancement Plan (QEP), which is Interprofessional Education/Creating Collaborative Care, was submitted to SACS and received no recommendations for improvement
- Hollings Cancer Center, with South Carolina State University, received an NIH grant to establish the South Carolina Cancer Disparities Research Center

- MUSC received a Rising Star Award from the University Health System Consortium, reflecting that it rose 20 or more spots in ranking in a single year
- MUSC was ranked 15th out of 116 academic medical centers
- Epic, an advanced user-friendly electronic health information system, was adopted and went live campus wide
- MUSC Children's Hospital was again ranked in the top 20 hospitals for children's heart programs in U.S. News Media Group's 2012-2013 edition of America's Best Children's Hospitals
- MUSC's College of Nursing was awarded a \$250,000 grant to support enrollment of an estimated 70 doctorate-prepared nurse practitioners to increase primary care nurse practitioners in rural South Carolina
- MUSC and the Ralph H. Johnson VAMC's Human Research Protection Program received full accreditation from the Association for the Accreditation of Human Research Protection Programs, Inc. This accreditation is considered the gold standard model for approving organizations that conduct clinical trials and human research
- MUSC's Wellness Center received a national award in 2012 for Best Behavior Modification Program for MUSC's Healthy Charleston Challenge, a program designed to help participants develop healthy habits and lifestyle changes to decrease their risk for developing chronic disease

I.3. Key strategic goals for the present and future years (this supports the organization's budget request)

The four key strategic initiatives of the university (2010-2015) are described below:

I. INTERPROFESSIONAL/INTERDISCIPLINARY

Goal: MUSC will be a leader in interprofessional/interdisciplinary (IP/ID) practices by building on existing activities and fostering an environment that rewards innovative and integrated education, research, and patient care.

II. TECHNOLOGY/INNOVATION

Goal: Provide an environment that promotes the application, development, and transfer of technology, fosters and rewards innovation, cultivates human capital, and responds to emerging priorities to advance health care, education, and research.

III. ENTREPRENEURIALISM

Goal: Create and sustain a culture, with both pathways and infrastructure that will support University-wide entrepreneurialism. Cultivate opportunities to explore new portals and partnerships, public and private, while promoting an ethical framework for pursuits.

IV. GLOBALIZATION

Goal: To improve the health of people in South Carolina and globally through the development of collaborative global partnerships in education, clinical care and research.

I.4. Your key strategic challenges (i.e., educational, operational, human resource, financial, and community-related strategic challenges)

- Reductions in Medicaid reimbursement.
- Loss of nearly half of state appropriations over the past three years.
- Endowment pay-outs still reduced by investment losses in economic downturn.
- Reduced NIH budget, which is the leading source of research funding to MUSC.
- Constrained private sector funding for research because of financial pressures.
- An increasingly fierce competitive market for talent, leading to challenges in retaining key leaders (clinical, research, administrative).
- Heavy debt service related to new construction.
- Large amount of deferred maintenance.
- Need for replacement of aging academic facilities in the Colleges of Pharmacy and Nursing.
- New accreditation/regulatory standards requiring program changes and improved evaluation systems.

I.5. How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process).

The accountability report reflects a summary of continuous quality improvement processes achieved through the work of the Office of Institutional Effectiveness (ensures ongoing assessment of activities in all areas of the academic enterprise and communication of results to afford data-driven decision making), Strategic Planning (ensures all university constituents are contributing to achieving a common set of initiatives), and MUSC Excellence (the university's accountability management plan).

Section II – Organizational Profile

II.1. The Medical University of South Carolina's main educational programs, offerings, and services and the primary methods by which these are delivered.

The Medical University is a fully accredited academic health sciences center composed of colleges of dental medicine, graduate studies, health professions, medicine, nursing, and the South Carolina College of Pharmacy. Post-doctoral residency programs are offered in dental medicine, medicine, and pharmacy. Postgraduate continuing education programs are also provided for those disciplines requiring annual practitioner-educational updates for licensure. The University's medical center (Medical University Hospital Authority) provides inpatient and outpatient healthcare services and serves as an experiential training site for students and residents.

Programs leading to undergraduate degrees (BS), master's degrees (MS), and doctoral degrees (MD, DMD, PharmD, DHA, DPT, DNP, and PhD) are provided primarily through the traditional lecture format, enhanced with small-group instruction, and supplemented with on-line resources, clinical, and laboratory experiences. The delivery of courses/degrees through distance technology is significantly increasing in the colleges of pharmacy, nursing, and health professions.

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

Graduates from MUSC become healthcare providers, healthcare management professionals, or biomedical scientists. Stakeholder groups include students, alumni, and the patients of South Carolina and across the country who benefit directly from the health care services provided by our graduates or, indirectly, from the research and teaching carried out by scientists and academicians completing our graduate-degree programs.

II.3. Operating locations.

The University campus is located in Charleston, SC. The institution maintains a presence on the campus of the University Center in Greenville but does not offer any onsite degree programs at this time. The South Carolina College of Pharmacy has campus locations in both Charleston and Columbia. The Medical University Hospital Authority operates a number of ambulatory care clinics throughout the state of South Carolina.

II.4. Number of employees segmented by faculty and staff or other appropriate categories.

Table 2.4-1. Full-time and Part-time MUSC Employees

Employees/Year*	2010	2011	2012	2013
Full-time				
Classified	1493	1493	1533	1530
Faculty	1096	1175	1228	1223
Post-Docs	143	143	159	133
Research grants	452	468	453	418
Residents	633	641	702	720
Students	199	180	121	113
Temporary	N/A	N/A	93	71
Unclassified non-faculty	31	33	36	36
Total Full-time	4047	4133	4325	4245
Part-time				
Classified	46	51	41	37
Faculty	233	253	259	278
Post-Docs	2	3	5	6
Research grants	53	58	54	61
Residents	4	1	0	2
Temps & students	462	591	609	405
Unclassified non-faculty	0	0	0	0
Total Part-time	800	957	968	789
GRAND TOTAL	4847	5090	5293	5034

**2010 data as of 7/9/2010; 2011 data as of 8/1/2011; 2012 data as of 7/20/2012; 2013 data as of 8/13/2013*

II.5. The regulatory environment under which the University operates.

The Medical University of South Carolina operates under the authority of the SC Commission on Higher Education, and the governing body of the institution is a Board of Trustees. All professional degree programs with national professional organizations have earned accreditation. Regional accreditation for the University is granted through the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

II.6. The University's governance system (the reporting relationships between the governance board/policy making body and the senior leaders, as appropriate).

The Board of Trustees is the governing body of the institution, with the President reporting directly to the Chairman of the Board of Trustees. Six Vice-Presidents report to the President. The Deans of the various academic colleges report to the Vice-President for Academic Affairs and Provost.

II.7. MUSC's key suppliers and partners.

Bank of America	MUSC Foundation
Ameresco Inc.	MUSC Foundation for Research Development
Dell Marketing LP	NBM Construction Company Inc.
M B Kahn Construction Company Inc.	South Carolina Electric and Gas Company
Manhattan Construction Company	SCANA Communications Inc.
Medical University Hospital Authority	University Medical Associates
Stevens & Wilkinson	US Bank

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

The University is one of three research universities in South Carolina. The University of South Carolina in Columbia and Clemson University engage in research endeavors similar to those at the University. These two institutions would therefore be considered key competitors for research funding. With respect to medical education training, the University of South Carolina School of Medicine and the newly established University of South Carolina School of Medicine-Greenville would serve as key competitors for students desiring to pursue their MD degrees.

II.9. Principal factors that determine the University's competitive success and the key changes taking place that significantly impact this competitive situation.

The University is unique among institutions of higher education in South Carolina in that it is devoted exclusively to health sciences education and research. In addition, it is the only university in the state to maintain a tertiary care hospital and ambulatory care facilities on its campus. It is this atmosphere of inter-professional education and training, along with convenient access to patient care that provides this institution with a competitive edge in recruiting students and faculty.

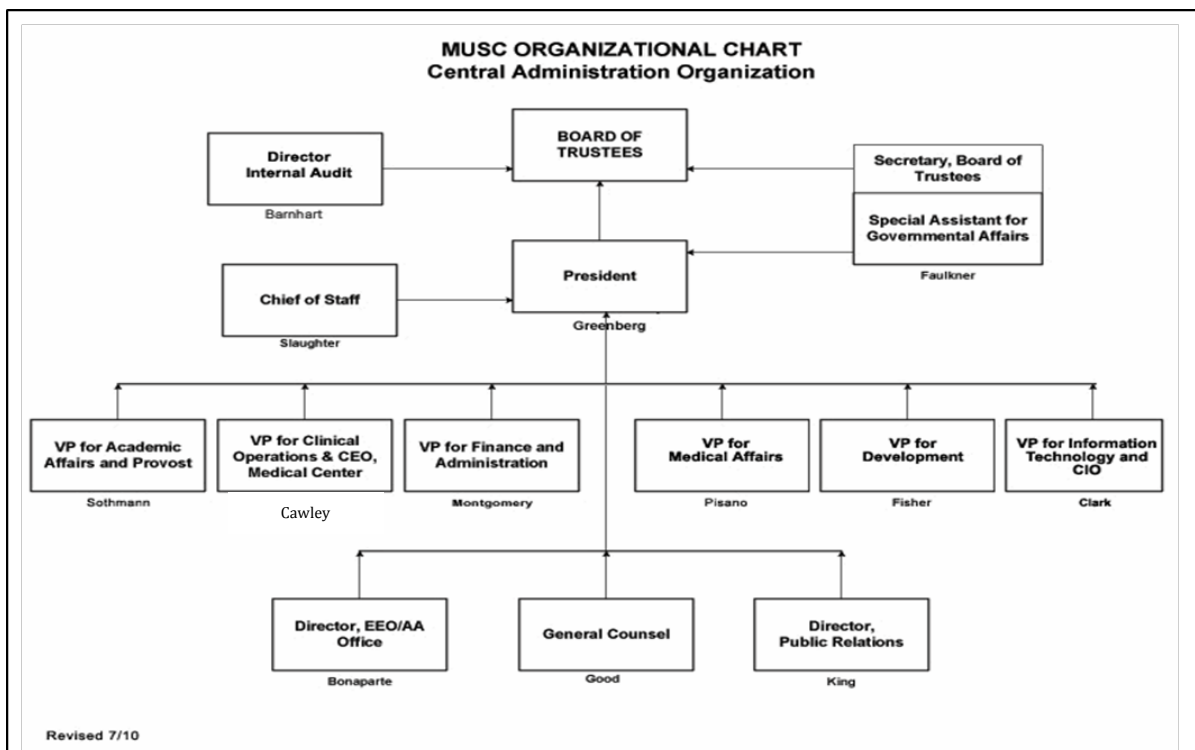
In addition to teaching and patient care, the University has committed significant resources to the development of state-of-the-art research facilities on its campus. The creation of new research facilities and the renovation of existing ones have been instrumental in the University's success in recruiting world-class research scientists, which has allowed the institution to surpass other state research institutions in funding from the National Institutes of Health. Furthermore, the NCI-designation of the Hollings Cancer Center, the only cancer center in the state to receive this distinction, has further enhanced cancer-based research and increased the acquisition of extramural funding. In 2011 MUSC completed the James E. Clyburn Research Center, which is a laboratory complex for biomedical research comprised of two new buildings, one designated for research in bioengineering, the other for drug discovery. The complex houses scientists from different departments, centers, and colleges across the MUSC campus, supporting interdisciplinary collaborations and innovation. These investigators work alongside representatives from private industry and the state's three research universities: the

Medical University of South Carolina, Clemson and the University of South Carolina. It is a collaborative research environment unlike any other in the state or nation, and reflects a new approach to biomedical investigation.

II.10. MUSC's performance improvement systems.

MUSC uses an integrated planning model to initiate and respond to evaluation processes. The University's Strategic Plan guides goals and initiatives. A centralized university office, the Office of Institutional Effectiveness serves as both an expert assessment resource (thereby supporting continuous quality improvement in the university's academic and research enterprise) and a repository for longitudinal assessment results (thereby supporting data-driven decision making). That budget process relies on outcomes assessment and plans that are regularly adapted to achieve the University's Mission.

II.11. Organizational structure. {<http://www.musc.edu/president/organization.html>}



II.12. Expenditures/Appropriations Chart.

**Accountability Report Appropriations/Expenditures Chart Base Budget
Expenditures and Appropriations**

	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$235,682,083	\$31,786,930	\$207,457,261	\$36,424,397	\$262,715,279	\$40,997,472
Other Operating	\$309,848,585	\$15,003,057	\$323,670,986	\$6,342,836	\$338,939,135	N/A*
Special Items	\$3,250,133	\$540,004	\$1,896,228	\$540,004	\$15,250,133	\$4,540,004
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$89,647,305	\$9,226,287	\$83,174,167	\$10,968,673	\$46,424,120	\$12,706,675
Non-recurring						
Total	\$638,428,106	\$56,556,278	\$616,198,642	\$54,275,910	\$663,328,667	\$58,244,151

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds	\$4,877,511	N/A*
Bonds		

**No Capital Reserve funds allotted for expenditure in 2012-2013*

II.13. Major Program Areas Chart

Program	Major Program Area	FY 11-12			FY 12-13			Key Cross References for Financial Results*
Number	Purpose	Budget Expenditures			Budget Expenditures			
and Title	(Brief)							
Instruction Colleges (Activity no. 573-584)	Provide health and science education and training which prepares students to competently serve the state's health professions and sciences needs.	State:	17,362,158.00		State:	17,650,509.00		
		Federal:	42,589,815.00		Federal:	44,066,112.00		
		Other:	70,199,169.00		Other:	71,354,816.00		
		Total:	130,151,142.00		Total:	133,071,437.00		
		% of Total Budget:		20.72%	% of Total Budget:		20.48%	7.3
Research (Activity no. 586)	Advance the knowledge of health sciences for the citizens of South Carolina and the nation, in addition to keeping our instructional focus contemporary.	State:	3,337,953.00		State:	3,393,390.00		
		Federal:	133,251,560.00		Federal:	137,870,478.00	7.5.2	
		Other:	56,003,464.00		Other:	56,925,415.00		
		Total:	192,592,977.00		Total:	198,189,283.00		
		% of Total Budget:		30.66%	% of Total Budget:		30.51%	7.3
Administration (Activity no. 589)	Improve the value of the university by providing a productive and effective infrastructure overseeing general university functions.	State:	16,944,354.00		State:	17,225,766.00		
		Federal:	1,062,711.00		Federal:	1,099,548.00		
		Other:	140,483,524.00		Other:	150,476,901.00		
		Total:	158,490,589.00		Total:	168,802,215.00		
		% of Total Budget:		25.23%	% of Total Budget:		25.98%	

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Below: List any programs not included above and show the remainder of expenditures by source of funds. Public Service, Diabetes Center, Student Services, Operation & Maintenance of Plant, Scholarships & Fellowships, Auxiliary (Parking), Rural Dentist Incentive, Hollings Cancer Center, College of Dental Medicine Bldg., and Below-the-Line items.

Remainder of Expenditures:	State:	13,165,137.00		State:	13,374,816.00	
	Federal:	13,630,818.00		Federal:	14,103,305.00	
	Other:	120,149,241.00		Other:	122,127,185.00	
	Total:	146,945,196.00		Total:	149,605,306.00	
	% of Total Budget:		23.39%	% of Total Budget:		23%

Section III – Elements of Malcolm Baldrige Award

Category I – 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?

Under the authority of the Board of Trustees for the Medical University and the Hospital Authority, the President and his executive leaders set, deploy, and communicate short- and long-term goals and initiatives. The President relies on the President's Council, the Dean's Council, and the Faculty Senate to communicate initiatives and outcomes university wide. A clear governance structure is utilized both to establish new initiatives and to help implement them (e.g., new policies or initiatives are presented first to Deans Council, then to President's Council, then to BOT for approval; once approved, these are disseminated to stakeholders, including students, faculty and staff, and patients, via the individuals that comprise these leadership groups). In this way, the university achieves a culture of participation and transparency.

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

The senior leaders at the university that report directly to the President comprise the President's Council. These are the Vice Presidents of the following five areas: Finance & Operations, Academic Affairs, Development and Alumni Affairs, Information Technology, and Medical Affairs. These senior leaders are responsible for developing and utilizing valid accountability and improvement plans to ensure the organization's high performance in their respective areas.

The President conducts annual performance evaluations with President's Council members. This process includes written self-assessments of achievement of goals set the prior year, assessment strengths and weaknesses, and goal statements for the coming year. This process also includes a face-to-face meeting between the President and the Council member to discuss his or her degree of success in meeting expectations and action planning for addressing needs for improvement.

The evaluation process above is also utilized for individuals reporting to the Vice Presidents. Vice Presidents communicate goals and establish expectations for employees reporting to them through contractual language and position descriptions for which measurable ratings are applied on an annual basis. Individual and unit reviews and updates are accomplished through regularly scheduled and individually-requested meetings. Formal evaluations are conducted at the end of each year to review success and opportunities for improvement.

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 his leadership team establish and promote a strong focus on ethical action through ongoing emphasis on the institution's mission of preserving and optimizing human life in South Carolina and beyond, and by providing an environment for learning and discovery through education of health care professionals and biomedical scientists, by research in health sciences, and by provision of comprehensive health care. Essential to mission accomplishment are required standards of behavior for all MUSC employees. They include a commitment to providing excellence in patient care, teaching, and research in an environment that is respectful of others, adaptive to change, and accountable for outcomes. Each employee is expected to practice these standards of behavior for the benefit of colleagues, the betterment of MUSC, and the customers served by the institution. The mission statement and behavior standards are displayed throughout the institution on desktop computers screens, stationery, and in training environments.

All MUSC senior leaders, including the Board of Trustees, are public officials and subject to extensive provisions of the State of South Carolina Ethics, Government, Accountability, and Campaign Reform Act as administered by the South Carolina State Ethics Committee and its published Rules of Conduct. This law subjects public officials to prosecution by the Ethics Committee and SC Attorney General for unethical activity or undue external influence. Each public official is required annually to submit a full disclosure of economic interests which is a public document. In addition, a University Compliance Office was established to guide and oversee institutional integrity and requires that a University Code of Conduct be signed by all faculty and staff as well as every member of the Board. This code of conduct is a required part of new employee induction.

Ongoing vigilance by responsible University officials is strengthened through audits and special investigations when circumstances necessitate, with follow-up as appropriate with several hearings and/or appeals mechanisms that have evolved to ensure full compliance with State and Federal ethics laws and regulations.

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

MUSC offers continuing education opportunities, professional leadership training courses, sabbaticals, and research opportunities. The University also promotes the use of mentoring programs by senior faculty to help junior faculty in their career development. All colleges specify requirements for promotion and tenure in their college's faculty handbook, which help guide faculty regarding what types of achievements are most desirable for promotion. For staff, learning opportunities exist in skill enhancement courses, credit courses, and orientation sessions. MUSC also has a Center for Academic Excellence which staff, students, and faculty can utilize to improve their communication skills, and the Office of Instructional Technology and Faculty Resources offers monthly seminars to improve teaching skills and effective utilization of new technologies.

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

Succession planning is emphasized at all levels and units within the organization. Leaders in each unit typically have associate leaders (i.e., Deans have Associate Deans, and Associate Deans have several Directors, etc.) who learn from example and on-the-job training. In addition, formalized training of skills important for organizational leaders are provided by both the Leadership Development Institutes (part of the MUSC Excellence system) and by noon-time seminars offered by the Appletree Society, Women Scholars Initiative, the Interprofessional Development Institute, and other groups across campus on topics relevant to leadership, including conflict resolution, negotiation, effective communication, and leading by example. The training opportunities are free and announced university wide through the MUSC website and broadcast email messages.

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?

The MUSC Excellence program (the university's accountability management system) includes an explicit protocol for annual evaluations and, when fiscally feasible, pay-for-performance salary increases. This protocol, called SuccessFactors, is instituted by HR for all employees at the university to ensure there is a codified process for reinforcing high performance.

Non-monetary motivations are achieved through frequent updates from leadership to their constituents, both in the form of Town Hall meetings and digital newsletters. For example, Department chairs are encouraged to provide "Department updates" on a regular basis via email communications, to tout the successes in their unit and to inform employees about potential challenges or changes. Similarly, College Deans provide updates to faculty and staff college-wide. The President also has regular communications with the whole of the university to celebrate successes and to keep the workforce informed of any challenges or changes that will affect them. These communications help employees understand their role in ensuring the effectiveness of the organization.

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?

Empirical data are collected annually that address leaders' efficacy through several sources, including one or more of the following: (1) employee satisfaction survey, (2) student satisfaction survey, (3) leadership evaluation survey (a survey delivered to faculty to request their anonymous evaluation of their Department chair, Dean, Provost and/or other Vice President, and the President), (4) students' evaluations of faculty's effectiveness (Deans are expected to demonstrate their effectiveness by ensuring that a target percentage of their faculty be rated by students as highly effective teachers), and (5) student achievement metrics (e.g., first time pass rates on licensing exams). These

sources of data provide quantitative data that are summarized and used in leaders' annual evaluations.

For the evaluation of the President, the South Carolina Budget and Control Board has established, through the Office of Human Resources, an Agency Head Performance Evaluation process. This process delegates overall responsibility for the President's performance evaluation to MUSC's Board of Trustees. The Board of Trustees works with the President in establishing the planning document upon which the President's performance will be evaluated, and the Trustees complete the evaluation annually. Both the planning document and the final results are submitted to Budget and Control Board's Agency Head Salary Commission for oversight purposes.

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

Relevant performance measures differ depending on the unit. Using College Deans as an example, there are six key performance indicators (aka institutional metrics) that reflect their performance in three general areas: (1) employee satisfaction, (2) student satisfaction, and (3) quality education. These results are compiled annually by the Office of Institutional Effectiveness and reported to Deans, Vice Presidents, and the President. Each dean is able to see how his/her performance compares to that the other deans, as well as whether it meets a target value (determined annually by the Provost), thereby promoting transparency and peer-to-peer learning opportunities.

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? (Actual results should be reported in Category 7).

The University's Strategic Plan provides for an avenue to assess "environmental" changes that could have an adverse impact on its overall mission and daily operations. This annual and rolling five-year plan permits a review of likely changes and affords the flexibility of necessary resource reallocation in a timely manner. An academic health science center is particularly vulnerable to reduction in federal funding and from continued reduction in state funding. As a result, our institution has a variety of mechanisms to deal with adverse situations that may affect our operations, including hiring freezes and furloughs as implemented in the recent years. Unfortunately, many of these measures may involve a reduction in force in the future due to our limited operating margins.

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.

MUSC's mission includes public service and outreach, and there are both unit-specific and institution-wide initiatives that address community service. Examples of unit-specific activities (three among hundreds) include the College of Graduate Studies' GROWS program (Graduate Students Reaching Out With Science), which encourages

middle school students' academic success and interest in science; Junior Doctors of Health is a program designed to address childhood obesity and healthy lifestyle habits; the CARES clinic is a free medical clinic in which MUSC students serve the underserved while gaining experience as a future healthcare provider.

Institution-wide, MUSC partners with the local chapter of the United Way (Trident United Way) to support needs in the community. MUSC hosts an annual fund drive each fall to support Trident United Way's mission to make a measurable difference in the community in the areas of education, income, and health. In addition, MUSC Gives Back is the university's student community volunteer program and serves as both a clearinghouse for volunteer opportunities and an assessment office for determining degree of volunteerism by the student body. This program facilitates community service as well as cross-college collaboration and interprofessional education. All six colleges participate in the MUSC Gives Back program.

The University and Hospital Authority provide outreach services through traveling clinics and mobile health vans, fostering collaborative research with other universities and hospitals across the state.

Section III - Category 2 - Strategic Planning

2.1. What is your Strategic Planning process, including key participants, and how does it address: (a) your organization's 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) workforce capabilities and needs; (e) long-term organizational sustainability and organizational continuity in emergencies; (f) your ability to execute the strategic plan.

MUSC has an integrated, university-wide set of four Strategic Initiatives, currently in its third year of implementation (2010-2015). These initiatives are in areas in which the university seeks to develop and strengthen so that it can leverage its strengths, mitigate its weaknesses, capitalize on opportunities, and neutralize threats, all while embracing the new era that has begun in both education and healthcare.

The changes in both realms are remarkable, even in the past two years. In the educational realm, more rigorous standards for both regional and professional accreditation have been implemented. Additionally, disruptive technologies are at play (primarily in the mainstream adoption of online educational courses and the greater interest students have in learning through online courses). In clinical care, national healthcare reform now requires greater efficiencies, interprofessional teamwork at a level not previously required, and creative collaborative relationships. The Strategic Initiatives were developed with participation and input of university constituents in anticipation of these changes. The university's ability to execute these Strategic Initiatives is supported by the fact that each of MUSC's six colleges has also aligned its strategic plan with these initiatives. In short, these initiatives include a plan to advance interprofessionalism, promote more innovation, become more entrepreneurial, and take advantage of the global economy.

1. Interprofessionalism/Interdisciplinary (IP/ID)

MUSC will be a leader in interprofessional/interdisciplinary (IP/ID) practices by building on existing activities and fostering an environment that rewards innovative and integrated education, research, and patient care.

2. Technology/Innovation

Provide an environment that promotes the application, development, and transfer of technology, fosters and rewards innovation, cultivates human capital, and responds to emerging priorities to advance health care, education, and research.

3. Entrepreneurialism

Create and sustain a culture, with both pathways and infrastructure that will support University-wide entrepreneurialism. Cultivate opportunities to explore new portals and partnerships, public and private, while promoting an ethical framework for pursuits.

4. Globalization

To improve the health of people in South Carolina and globally through the development of collaborative global partnerships in education, clinical care and research.

2.2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).

The table below shows how each Strategic Initiative addresses some of the key challenges identified in the Executive Summary

	IP/ID	Tech/Innov	Entrepren	Globalization
Reductions in Medicaid reimbursement	x			
Loss of nearly half of state appropriations over the past three years	x	x	x	x
Endowment pay-outs still reduced by investment losses in economic downturn.				
Reduced NIH budget, which is the leading source of research funding to MUSC.		x	x	x
Heavy debt service related to new construction		x	x	
Constrained private sector funding for research because of financial pressures		x	x	x

To address the remaining challenges, most of which are operational, fiscal, or human resource-related, the university has adopted a responsibility-centered financial management system (which differs from the legacy system previously employed by the university). This model is incentive based, focuses on aligning revenues and costs, fosters transparency and integrity, and assigns responsibility commensurate with authority. It includes responsibility centers (RCs) and administrative and support units (A&S, includes non-revenue generating units), which are supported by allocations from the RCs. The new model allocates all revenues to RCs which include the six colleges. The colleges receive all their revenue (thus incentivizing revenue generation), and they also pay all their own direct and indirect costs (thus encouraging sound stewardship and data-driven expenditures). Colleges have a portion of their revenue allocated to a Strategic Initiatives Fund so the University can move in key directions according to its strategic plan, and also to the A&S units to support overall administration and support services at the university.

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

In addition to the governance structure of the university, which includes the Deans' Council, Vice President's Council, and the Board of Trustees (all of which have an active role in reviewing the progress on the strategic initiatives and addressing barriers to progress), the university also invested in an additional element of its infrastructure by creating the Office of Institutional Effectiveness (OIE) in 2012; a more complete description of the OIE is provided in response to 2.6 below.

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 current MUSC Strategic plan extends from 2010 through 2015. This plan emphasizes areas necessary for continued growth while remaining consistent with the university's mission to educate students and to preserve and optimize human life in South Carolina and beyond.

In 2012 the university implemented a standardized approach to help improve its ability to evaluate and improve its strategic planning process. Specifically, it adopted a plan to better synthesize its strategic initiatives (globalization, entrepreneurialism, innovation, and interprofessionalism), its mission, and its accountability management platform (MUSC Excellence) so that each college and central administrative unit can characterize its goals in relation to these initiatives. Each central administrative unit (including the Provost's office and Deans' Offices for each college) now maps its goals in the integration grid shown below. The unit characterizes its goals in terms of how each goal relates to MUSC Excellence Pillars (reflected by columns) and how each goal relates either to the mission or to one of the four strategic initiatives (reflected by rows). The unit must determine for itself how it plans to optimally contribute to advancing the university's mission and/or strategic initiatives. Through use of the grid, each unit can better reflect on how its goals relate to the overall strategic plan for the university. In the example below (for the SC College of Pharmacy at MUSC), there are six goals listed. Three goals contribute to advancing the university's mission (goals 1, 2, and 5) and three goals contribute to advancing the university's strategic initiatives (goals 3, 4 and 6). By examining these grids from all units in total, the Office of the President can conduct a gap analysis to determine which strategic initiatives are receiving focused attention by constituent units.

Administrative Unit:		Excellence Pillars				
		People	Service	Quality	Growth	Finance
College of Pharmacy Dean's Office		Create an environment that is conducive to high morale and productivity—reinforcing that MUSC is the right place to be	Provide high quality services to students, alumni, patients, families, each other and our community with compassion, respect, dignity and pride	Achieve the highest standards of excellence in education, research, and clinical and community service	Create new and expanding opportunities, emphasizing collaborative partnerships internally and externally, that benefit our research, educational, and clinical enterprises	Maintain fiscally sound practices that will sustain our ability to operate and grow in all areas of our strategic mission
MUSC Mission		1: Attract and retain high quality employees	2: Provide students a high quality education			5: Implement first year of the new budget model
Strategic Initiatives	Globalization				4: Expand the college's reach in the global education arena	
	Entrepreneurialism				6: Foster entrepreneurialism in faculty and students	
	Innovation					
	Interprofessionalism			3: Students are prepared to practice in an interprofessional environment		

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

The most updated strategic plans and performance measures are included on the University Strategic Plan webpage, the President's Webpage (under reports to Board of Trustees), and the University Strategic Planning Website. In addition, they are sent out as part of the annual Budget planning package in February of each year and elements are included in appropriate annual University reports such as the Financial Report and reported on in various University publications such as the weekly campus newspaper The Catalyst.

2.6. How do you measure progress on your action plans?

The Office of Institutional Effectiveness was instituted in 2012 with the role of supporting MUSC's culture of excellence and accountability by ensuring continuous quality improvement processes in academic, student support, research, administrative, and community service/outreach programs. The Office is directed by a long-standing MUSC faculty member with experience in rigorous assessment of outcomes and analysis of results. The goals of OIE are (1) to standardize a continuous quality improvement process; (2) to maintain the university in excellent standing with its accrediting organizations; (3) to provide information valuable for institutional and programmatic planning and improvement. The OIE supplies information about strategic initiatives progress to the appropriate decision-making bodies, thereby strengthening their ability to make data-informed decisions for improving outcomes and resource allocation.

The OIE strengthens and advances the work of MUSC Excellence, which has served since 2008 as the school's quality assurance platform. It helps ensure operational accountability by providing a structure for units to collect and evaluate performance data using a balanced scorecard approach in the areas of People, Service, Quality, Growth, and Finance. MUSC Excellence has resulted in a common language of assessment across the university and has produced a culture of outcomes-based accountability, evinced by: (1) unit mission statements that are explicitly aligned with the university's mission; (2) unit goals clearly related to the unit's mission; (3) measurable outcomes that reflect progress of goals; (4) targets identified for each outcome; and (5) documented annual unit reports for the appropriate administrative office. Data are collected throughout the year by both the unit and by the institution to examine whether targets were met. Units also have guidance through MUSC Excellence in collecting their own outcomes; results are available from institution-wide surveys in the spring and summer each year. These data are used to determine new goals and/or new targets and also for employee evaluations (via Success Factors).

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.

MUSC's Strategic Initiatives are described here:

<http://etl2.library.musc.edu/strategicplan/>

Section III - 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?

The primary mission of the academic component of the University is to prepare students for careers in health or biomedical research; our primary customers are students seeking careers in these professions. The Deans and staff of the six colleges monitor changing needs in the health care and/or research environments in making decisions on future educational programs, such as increasing enrollment in medicine and nursing to meet shortages, and offering programs in executive and online formats for working health professionals to receive advanced degrees. The University accepts students who have completed pre-requisite requirements at other institutions of higher education, thus maintaining close relationships with feeder schools and their health professions advisors to provide current information on programs to prospective students. The University is responsible for developing curricula and educational experiences that meet the accreditation requirements for their various disciplines as established by external professional accrediting 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?

The University enhances traditional course delivery methods with state-of-the art learning technologies, including an electronic learning management system, distance education technologies, an online system for capturing lecture content, audience response systems, and online administration of exams. The MOX system allows students to access course materials on their mobile devices.

The University requires course and faculty evaluations using an online format, therein providing rapid and specific information on teaching effectiveness. Online surveys supplemented by focus group meetings at the university-wide level provide broad-based input on the effectiveness of student-support services, including satisfaction with learning technologies and resources.

Applications for admission have steadily increased over the past several years, an indication of our success and the continued interest of prospective students in our educational programs.

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?

Each college employs its own strategies for collecting feedback from students, prospective students, and alumni. Most colleges use exit interviews to obtain feedback from graduating students. Some colleges employ alumni surveys, though typically this is done by a specific academic program. In addition, the College of Pharmacy and the

College of Medicine use national surveys to collect data from graduating students so that they may compare results to past years' data as well as to national benchmarks. The university, through the Office of Institutional Effectiveness, also administers an annual MUSC-wide student satisfaction survey wherein current students provide feedback on their utilization of and satisfaction with student support services, as well as their satisfaction with their overall MUSC experience. These macro-level indicators have been adopted by each college's dean as "institutional metrics," meaning that all colleges seek to reach an agreed-upon target (e.g., at least 90% of graduating students in each college will agree or strongly agree that they received a high quality education at MUSC).

Each college has a continuous quality improvement plan filed with the Office of Institutional Effectiveness, reporting annual results and how they have used those results to make modifications to improve outcomes. This information is documented centrally, providing evidence for continuous quality improvement processes, and is available to the BOT, regional, and professional accrediting agencies as needed.

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

As reviewed above, satisfaction from students is measured through numerous surveys and as-needed focus groups. Students, through the SGA, are also actively involved in decision-making processes. In addition, consultant reports and external accreditation reports include feedback from students as well as opinions of experts, and the results are widely disseminated for discussion and planning. Regarding student satisfaction with specific courses and faculty, data collected through E*Value are reported each semester and annually in the aggregate to improve teaching and courses, and to determine faculty that may need additional workshops on effective teaching. The assessment plans submitted to the university's OIE explain how data are used to make modifications to improve outcomes.

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.

Creating positive relationships with students begins in the pre-enrollment period, builds during university orientation, and continues throughout students' academic career. Following graduation, the University's Office of Alumni Affairs and the alumni offices of each college help maintain these relationships.

The University provides excellent information and services to prospective students through its recruitment programs, admissions offices (one per college), and websites. New student orientation ensures students know how to access available student support services. By regularly asking current students for feedback through surveys and open forums, and providing evidence of the influence of their opinions, MUSC is able to ensure that students know their voices are heard.

The division of Education and Student Life (ESL) provides essential support services to students to promote their academic success. Included is the Center for Academic Excellence that provides group tutors, individual sessions on test taking and study skills, and board review programs for multiple disciplines. The health and wellness units focus on wellness, prevention, and treatment through its Student Health Services, Counseling and Psychological Services, and Wellness Center. Online tools have been developed give students access to information on financial aid, wellness, counseling needs, and calendars of events using interactive technologies. Each of the six colleges has student services and academic support staff as well to assist students in achieving success.

MUSC realizes that the ongoing success of the University is largely dependent on the success of its alumni; the Office of Alumni Affairs fosters life-long relationships between the University and its graduates, and serves as a resource dedicated to providing administrative and leadership support to the alumni. Just as student services provide support for current students, the Office of Alumni Affairs offers benefits to alumni that meet their needs, including reduced registration costs for continuing education offerings by the university, use of MUSC's library, and reduced rate tickets for alumni networking events.

The university has a very low attrition rate (typically, less than 10% annually). The Associate Provost for Education and Student Life chairs several committees to ensure an effective interface exists among the colleges and between the university and Student Life.

3.6 How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

The university has published policies and procedures for ensuring fair and timely response to complaints by students, employees (faculty, staff, and residents), and the public. Records of complaints and allegations of infractions are maintained in the office in which the complaint was filed. The reporting structure of each office ensures that complaints are reviewed as needed by central authority officers (with the identity of complainants or defendants protected as appropriate). Complaint records all capture the following elements:

- College or Service unit against which the complaint is filed
- Date complaint filed
- Complainant status when complaint initiated (student; employee-faculty; employee-staff; community member)
- Brief description of complaint
- Brief description of resolution and how it was achieved
- Date resolution communicated to complainant
- If decision is appealed, date, and process of appeal
- Final determination and action

Procedures for filing complaints are published in the student and employee handbooks. Finally, as an academic health science center with a clinical care enterprise, the Medical

University hospital maintains records of complaints against the hospital. The oversight for compliance regarding maintaining complaint records against the hospital lies with the Joint Commission (formerly the Joint Commission on Accreditation of Healthcare Organizations); MUSC hospital is in compliance with this standard according to the Joint Commission, as reflected by its continuous accreditation since 1957.

Section III - Category 4 - Measurement, Analysis, and Knowledge Management

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

The Office of Institutional Effectiveness (OIE) is responsible for tracking and reporting relevant data to ensure MUSC stays compliant with the demands of its accreditors, and that it continues to meet the high standards of excellence it sets for itself. While each operational unit has the autonomy to measure its own performance and progress how it deems best, with the guidance of the leadership of that unit, there are certain areas of the university in which standardized assessment practices are required. These practices reflect best practices in continuous quality improvement methods, which are described below. These areas are those in which the university's regional accrediting body, SACCS (Southern Association of Colleges and Schools), requests documented evidence for "institutional effectiveness." Specifically, the following units engage in and document (using a standardized approach) continuous quality improvement: (1) all academic/degree granting programs (assessing program outcomes and student learning outcomes); (2) all academic and student support services; (3) all central administrative offices; (4) central research authorities; (5) community service and outreach initiatives.

4.2 How does MUSC select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout the organization?

The assessment process above includes a continual process of self-review, beginning with (a) determining goals relevant to the unit's mission and the university's strategic initiatives, (b) establishing assessment approaches using reliable and valid measures, (c) collecting and analyzing results, (d) communicating and interpreting results with stakeholders, (e) determining what modifications might be made to improve outcomes, and (f) making those modifications and repeating the cycle of assessment to determine whether improvements are realized.

While each unit is autonomous to keep track of this information unilaterally, the university's Office of Institutional Effectiveness also provides a central repository for these data and provides the expertise and reporting capabilities to help leaders of each unit utilize and interpret the data to guide parts (e) and (f) above. The OIE provides reports that reveal longitudinal trends and compare the data to national benchmarks as well as standards of excellence MUSC sets for itself. In this way MUSC decision makers are able to take a data-driven approach to change, using objective indicators to ensure students and employees continue to have high satisfaction with academics and programs.

The central administrative units (e.g., deans offices, Education and Student Life, University Research) all embrace the mission and the strategic initiatives of the university. The colleges determine specific goals relative to those priorities, and report annually to the President and Provost on the achievement of college-level and University goals. In addition, the academic enterprise has adopted, across each college, a set of

“institutional metrics” and targets reflecting outcomes on employee satisfaction, student satisfaction, and quality education. These data are shared among Deans and with the President and Provost, to allow for full transparency about how each college is performing on these outcomes relative to their performance the prior year, relative to their performance to other colleges, and relative to the target set by the university.

Regarding the timeline of events, the performance and accomplishments of each college relative to each Dean’s stated goals for his/her college are reviewed as part of the next year’s budget cycle. The University leadership has the ability to then re-align the Strategic Plan’s goals based on college initiatives. To assist the President in managing the priorities and goals, guidance is available from monthly meetings of the President’s Council, as well as the board of Trustees, who meet six times a year.

4.3 How does MUSC keep its measures current with education service needs and directions?

Two university-wide electronic surveys administered annually assess satisfaction and request feedback from two primary stakeholder groups: MUSC employees and MUSC students. These results are analyzed and provided to relevant units as part of the data analysis element described above in the CQI cycle. OIE also keeps these results centrally so that it can easily accommodate requests for outcomes over time. These surveys afford stakeholders the opportunity to provide suggestions for improvement (via open ended questions), which are highly valued as helping units interpret how its services can be optimized to stay current and relevant.

In addition, many academic programs conduct annual exit surveys with each senior class to provide the university with timely information regarding each graduate’s experience, perception of the quality of the program, and suggestions for improvement. Alumni surveys are sent out periodically, seeking feedback regarding the adequacy of the graduates’ education in preparing them for practice. Employers of MUSC’s graduates are also surveyed periodically, seeking their opinions regarding the adequacy of the education preparation of practitioners they employ. All results are reported to the Associate Dean of the appropriate college who, in turn, provides the data and information to the college’s curriculum committee, or student services groups as needed.

MUSC is also kept abreast of any changes in standards of its accreditors. This includes SACS, the Commission on Higher Education (CHE), and all professional accrediting bodies for specific colleges and disciplines. In addition, MUSC takes steps to stay in-tune with the changing culture of education. Recently MUSC has greatly increased its efforts in offering more distance education technology, due to the demand voiced by students.

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

MUSC has established a peer institutional group consisting of the following institutions:

- Georgia Regents University
- Louisiana State University Health Science Center – New Orleans
- University of Mississippi Medical Center
- University of Nebraska Medical Center
- University of Oklahoma Health Science Center
- Oregon Health and Science University
- University of Texas Health Science Center – San Antonio
- University of California – San Francisco

Through IPEDS reporting and other networking opportunities (e.g., MUSC is a member of the Independent Academic Health Science Centers networking group, which offers informal opportunities to compare data), these institutions provide data and information such as student body size, number of full- and part-time faculty, total employees, and total annual operating budget. MUSC also consults scholarly literature for “best practices” as well as national benchmarks set by accreditors to compare with the results of student and employee satisfaction surveys, academic scores, and demographic information.

4.5 How does MUSC make needed data and information available? How does MUSC make them accessible to its workforce, students, and stakeholders?

For the assessment results the university collects and tracks, the process of which is described above, results are shared with the leadership team for each unit, which then disseminates results to constituents as they determine is most effective and productive for achieving quality improvement. MUSC encourages transparency among its units, and leaders appreciate that problems identified through assessment are often best addressed with solutions proposed by frontline workforce. The Office of Institutional Effectiveness assists any requesting unit by creating a dissemination presentation/report that fosters communication and problem solving.

In addition, the university’s Office of Institutional Resources and Research maintains university data repositories specifically related to faculty and staff support and development. These include the faculty contracts database and the faculty curriculum vitae database. OIRR also coordinates annual reporting of CHE and IPEDS data, among others, to state and federal agencies and ensures the integrity of those data.

More generally, information is made available through the University’s website, the weekly campus newspaper, broadcast email, and on-campus posters. Letters from the University president discussing topics of current interest to the workforce and students are posted online and sent by mass email.

The University has a campus-wide alert system to be used in the event of dangerous situations. To provide the MUSC Community with relevant, timely information

regarding campus-related emergencies, MUSC University Risk Management and the MUSC Marketing Departments offer students, faculty, and staff the opportunity to receive text message alerts on their mobile devices. Desktop alerts to MUSC networked computers only and email alerts would also be disseminated.

4.6 How does MUSC ensure data integrity, timeliness, accuracy, security, and availability for decision making?

The OIE and OIRR are primarily responsible for the overall integrity of institutional data used for both internal and external reporting. Of particular importance has been establishing consistency in information reported as well as establishing and observing unified reporting periods. The directors of a number of administrative units are responsible for providing timely and accurate data to the OIE for annual reporting to state and federal agencies. Similarly, each academic program, through academic program directors, is responsible for reporting a variety of measures on students' performance for both internal and external reporting. OIE relays these findings to departments and stakeholders in order to provide them with the necessary information to make data-driven decisions.

4.7 How does MUSC translate organization performance review findings into priorities for continuous improvement?

As mentioned earlier, the University's Strategic Plan is continually shaped and improved through communication and information-sharing among the President, Vice Presidents, Provost, Associate Provosts, and Deans. The University determines underlying goals and standards for the colleges, and each college then develops specific goals branching from those enveloping priorities. The progress of meeting these goals is analyzed as part of the next year's budget cycle. The President is evaluated each year by the Board of Trustees and by the South Carolina Budget and Control Board on achievement and progress made relative to the institution's Strategic Plan.

The continuous quality improvement process described above and supported by the infrastructure of the Office of Institutional Effectiveness fosters, at an operational level, continuous quality improvement in all aspects of the university's academic mission (education, student support, research, administrative oversight, and community service), thus allowing data-driven decisions of where resources are best allocated to improve outcomes.

4.8 How does MUSC collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How does MUSC identify and share best practices?

Each organizational unit has policies, procedures, and manuals as needed, to ensure that there is continuity in performance even with the departure of constituent members. Employees and students are encouraged to critically review procedures and accepted knowledge and practices to optimize continued improvement and enhanced efficiencies.

All organizational units have periodic meetings to share and discuss their activities in relation to their contribution to the University mission.

Diversity in thinking is also fostered by the university's commitment to encouraging employees, faculty and students to learn from those outside of MUSC. Participation in national professional organizations, conferences, and attending the annual meetings of regional and professional accrediting organizations help inject new ideas and new insights into standard practices. Finally, scholarly publication (both producing and consuming) is a key element of the university's culture and expectations, which also help reveal best practices.

Section III - Category 5 - Workforce Focus

5.1. How do you organize and manage work to motivate and 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?

The University categorizes its employees into five divisions: faculty, unclassified administrative, classified, research grant, and temporary. Employees in each of these categories fill a unique purpose in accomplishing the mission of the University. Faculty provide teaching, research and/or clinical services to the University, and many serve in key administrative roles. Unclassified administrators provide higher-level administrative and professional services. Classified positions fulfill an array of functions such as housekeeping, maintenance, administrative duties, and technical support of scientific research and clinical operations. Research grant positions are paid from federal and private grants and contracts, and these positions are specifically designed to assist researchers in research activities. Temporary positions fulfill short- or longer-term needs as required.

While each of these positions requires the employee to operate under the University's mission-oriented rules and regulations, the primary objective of all positions is to create a culture of collaboration throughout the workforce as the University strives to meet the demands of a diverse and complex community.

Where appropriate, career ladders and mentored relationships have been established to assist employees in developing the abilities necessary for advancement. For non-faculty positions, and in those areas without career ladders, supervisors meet routinely with employees and are encouraged to identify specific training needs and develop plans to enhance their skills and assist them in career advancement.

State classification and compensation policies govern many positions at the University; however, the University exercises all available flexibility within these rules to provide pay-for-performance increases and bonuses for excellent performance. Performance evaluations have clear links to MUSC's quality assurance platform, MUSC Excellence. Organizational priorities and objectives are reflected in individual departmental goals. Many employees also have specific action plans related to these goals.

Non-monetary reward and recognition programs are also used, and these foster an environment where excellence is recognized and valued. Many of these programs are peer-reviewed, giving employees more ownership in the process of recognizing excellence and work above and beyond the expected norms.

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

There are both mandatory and optional training opportunities on campus. Regarding mandatory training, both in-person trainings and online trainings (through MUSC's Computerized Annual Training and Tracking System, CATTS), with subsequent

knowledge tests, are provided. Some of the topics covered in these trainings include valuing diversity, management/leadership skills, new employee orientation, code of conduct, HIPAA compliance, and safety training. The Department of Human Resources periodically conducts a training-needs assessment of the campus community and uses the information to develop additional training agendas for the coming year.

Optional training opportunities are ongoing on campus and range from noontime presentations/workshops, many provided through MUSC's Apple Tree Society, on information technology and software use, to public speaking and teaching skills, to research training. Within each college and departments within colleges, Grand Round lectures are common, wherein faculty, staff, and students are invited to attend to learn from an expert in the subject matter.

Through the annual training needs assessment, required core training and ongoing Human Resources training, knowledge and skills are enhanced across campus. Through the MUSC Excellence initiative, communication boards and websites highlight and recognize best practices across campus. Reward and recognition programs, excellent customer satisfaction scores, and many other benchmark goals are routinely communicated and shared.

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?

All non-temporary employees participate in a cyclical, formal performance-evaluation process, which encourages two-way communication between the employee and supervisor. Temporary employees participate in an informal review process.

The annual review process begins with the establishment of a planning document that outlines the goals and objectives for the year. The employee has input in creating the goals and objectives to ensure that he or she not only has opportunity for feedback but also is involved in setting and shaping the standards against which the evaluation will occur. When the planning document is established, supervisors are encouraged to review position descriptions with employees to ensure they accurately reflect assigned responsibilities and can be used to set success criteria for the coming year.

Supervisors are encouraged to provide routine and timely feedback to employees throughout the year so that information in the final evaluation is not a surprise. While ensuring high performers know their work is appreciated, the continuing dialogue is especially important to those employees who may not be meeting the expected standards. When it is determined that an employee is falling below expected performance levels, the supervisor engages in specific processes to provide the employee with additional supervisory support and resources to enhance his or her opportunities for reaching acceptable performance levels.

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

It is the responsibility of leaders across the university to ensure the development of the work teams s/he leads and to ensure that there is a process for developing future leaders. Two examples of university-wide succession planning are the Leadership Development Institute (a part of the MUSC Excellence initiative) and the college's mentoring plans. The Leadership Development Institute Team holds quarterly Leadership Development training sessions, most notably for employees in central administration. These sessions inform participants of best practices in management and leadership. For faculty development, each college has its own mentoring plan, wherein senior faculty provide guidance to junior faculty, including guidance in promotions and tenure but also, where appropriate, in serving as leaders in central administration. Finally, faculty and non-faculty interested in developing leadership skills are encouraged to pursue external training opportunities, including ELAM, Harvard Leadership workshops, AAMC workshops, etc. There are calls for applicants for these opportunities annually.

5.5. How does your development and learning system for leaders address the following:

Development of personal leadership attributes. The training needs assessment conducted annually assists in determining courses that are needed or requested to enhance the development of skills and personal attributes. Additionally, the university responds to faculty requests to provide seminars relevant to leadership development, most notably through the Appletree Society.

Development of organizational knowledge. Key areas of the organization offer training courses to customers across campus in order to develop and enhance the knowledge of various services such as human resources, finance and grants accounting. Faculty are encouraged through promotion guidelines to serve on university committees to strengthen their institutional perspective.

Ethical practices. Ethical practices are addressed through mandatory training which includes topics such as the Code of Conduct, which establishes guidelines for professional conduct for those acting on behalf of MUSC. Participants include executive officers, faculty, staff, other individuals employed by MUSC, and volunteers using MUSC resources or facilities. This Code of Conduct outlines MUSC's expectations of proper conduct and what professional conduct MUSC values. The mandatory training also provides resources to report violations of the code of conduct. Compliance and Conflict of Interest issues are also addressed in MUSC training.

Core competencies, strategic challenges, and accomplishment of action plans. Core competencies are expressed in many areas in the performance appraisal behavioral standards section and may include key expectations such as a commitment to customer service expectations, outstanding attitude, accountability for actions, pride in appearance, information sharing, and collaboration and teamwork. Each employee is required to confirm during the application process that he or she acknowledges organizational core competencies and will conform to the behavioral standards of the institution.

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

Each department assesses its staffing needs and staffing levels annually through the budget review process. Many areas evaluate provision of services to determine gaps in workforce skills and capabilities. Feedback from customer satisfaction surveys, employee satisfaction surveys, and student satisfaction surveys highlight key staffing and training needs. All sources of information are taken into consideration as leaders develop annual budgets.

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

MUSC uses a variety of recruitment tools to attract new employees including: online posting of job opportunities, placement of advertisements in newspapers, journals and higher education websites, targeting minority focused sites and journals for underrepresented positions, and visiting college campuses. Departments provide input to Human Resources recruiters on specialized advertisements and websites as needed for positions that are difficult to fill.

The hiring process is outlined in the Human Resources policy manual. It includes specific information on the selection process, the screening of applicants, and outlines the pre-employment requirements such as background checks, pre-employment physical, drug screening, and compliance related checks. Hiring salaries are based on market data and internal comparisons. The interview process includes many MUSC Excellence strategies such as behavioral-based interview questions and peer interviewing.

Retention is an ongoing process that starts when an employee is hired and continues through techniques such as 30- and 90-day feedback sessions with new employees, performance appraisal feedback and employee satisfaction feedback. Market studies are also conducted routinely to ensure that MUSC is compensating employees at appropriate salary levels.

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?

Continual professional development of the faculty is key to the successful delivery of educational programs, the discovery of new knowledge, and the provision of optimal patient care at MUSC. The University has developed policies and programs to support and ensure the professional growth and success of its faculty. In addition, the University recognizes the achievements of its faculty through awards, promotion in rank, and other mechanisms.

In recognition of faculty accomplishments, the individual colleges, as well as the university, present annual awards in teaching, research, and service. These awards are very competitive, underscoring the excellence of the faculty with respect to their achievements. University annual awards include Developing Scholar Awards (aligned with the research mission), Outstanding Clinician Awards (aligned with the clinical service mission), and Teaching Excellence Awards (aligned with the education mission).

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

The performance management system and other feedback mechanisms assist the organization in evaluating the effectiveness of training programs. Each year a training-needs assessment is conducted to provide information for the development of training programs. Programs are offered through the Department of Human Resources Management, either by in-house trainers or trainers selected for their expertise in a particular topic. Employees complete an evaluation form at the completion of each training session. These evaluation forms are used to make the training more useful and effective.

Within each department, managers are required to complete a performance evaluation on each employee annually. This evaluation tool is designed to provide a mechanism for managers to identify the on-going development needs of their staff.

5.10. What formal and/or informal assessment methods and measures does MUSC use to obtain information on workforce well-being, satisfaction, and motivation?

Annually, employee satisfaction surveys are conducted to determine employees' overall satisfaction, satisfaction with supervisor effectiveness, and satisfaction with resources and the work environment. The information gained in these surveys is shared with managers and supervisors. As appropriate, performance standards directed at raising the level of employee satisfaction are included in manager and supervisor performance criteria. Additionally, turnover rates and grievances are monitored as direct measures of employee satisfaction.

Informally, most divisions conduct Town Hall meetings to encourage communication and the exchange of current information regarding the state of the University. These meetings also provide valuable feedback on employee well-being; feedback from these Town Hall meetings is shared with managers and supervisors and, where appropriate, specific assignments made to address concerns raised by employees. The President and his executive staff also conduct periodic Town Hall meetings for the same purpose.

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

The major central administrative units (six colleges and central administrative units) have adopted a set of "institutional metrics" wherein all units agree to be accountable to a target level of success. Two of the six metrics relate to employee satisfaction. Specifically, rates of agreement to "I am pleased to be working at MUSC" and "Overall, I am satisfied with my job" are examined for each unit. When a unit falls below the target value, the unit director and his or her peer leaders are aware of this outcome. The employee satisfaction survey includes open-ended questions for suggestions for improvement, so low rates of satisfaction are often accompanied by suggestions on reasons for dissatisfaction. The leader uses this information to make improvements.

5.12. How does MUSC maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

The Department of Risk Management is assigned to and engaged in occupational safety, radiation safety, and insurance and risk assessment programs. This department is responsible for professional liability concerns as well. The staff assigned to occupational and radiation safety programs routinely audits campus activities to ensure compliance with state and federal regulations for keeping University employees in a safe, secure, and healthy work environment. This staff identifies potential hazards and makes recommendations to eliminate them. This department also coordinates routine safety training and tracks the re-training needs of faculty and staff working in or around hazards materials.

The University also operates compliance committees to ensure all affected areas remain in compliance with federal and state regulations. These committees provide the necessary oversight and work with constituent groups to ensure the campus is a safe environment in which to work and learn.

A dedicated police department, the Department of Public Safety, operates 24/7 to ensure faculty, staff, patients, and visitors are safe to move around and work on this urban campus. This department coordinates efforts with Risk Management staff during inclement weather and other potentially catastrophic events.

The Department of Risk Management coordinates the severe weather plans for the campus and works with department representatives annually to update plans. Emergency information is available at

<http://academicdepartments.musc.edu/musc/quicklinks/emergency.htm>

Risk Management also coordinates business continuity planning to ensure the campus is capable of working when an event that may disrupt normal business activities occurs.

Section III – Category 6: Process Management

6.1. How does MUSC determine, and what are the organization's core competencies, and how do they relate to MUSC's mission, competitive environment, and action plans?

MUSC's core competencies are related to its designation as a free-standing academic health center, and are reflected in its mission and strategic plan. Progress on meeting its goals as an institution of clinical practice and research is monitored by the Office of Institutional Effectiveness as part of the MUSC Excellence program and the annual budget review for administrative and student support units. Individual departments and programs identify goals and are accountable for their performance as part of their annual review and contract renewal process. These competencies and related goals are developed by the senior leadership in concert with the various leaders at all levels of the University, and help to guide external collaborations.

6.2. What are MUSC's key work processes?

The key work processes that produce student and stakeholder value are:

- Teaching and creating a positive learning environment.
- Curriculum and program design that leads to certification/licensure and meets accreditation requirements.
- Scholarly productivity and creating an environment that promotes scholarship.
- Administrative systems that are efficient and effective.
- Fiscal accountability and allocation of resources to meet strategic goals.
- Adherence to agency and government requirements/regulations.
- Creation of new knowledge through scholarship and research.

6.3. How does MUSC incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining key work process requirements?

The University engages in continuous evaluation of processes to improve service and their delivery. The University Faculty Senate serves as a liaison between the faculty and the administration to address policies and issues related to the key work processes and creating a positive work environment. The President and Provost participate in Town Hall meetings throughout the year to stay abreast of faculty issues. The Student Government Association plays the same role for students at the university level. College-level faculty and student governance models exist as well, focused on issues related to their college or departments. The Associate Provost for Education and Student Life meets regularly with the Student Government Association officers and represents their views at higher-level administrative meetings. The Associate Provost for Research oversees the research support infrastructure and incorporates the needs of researchers into the goals and activities of those units. The Deans meet monthly to foster communication across colleges, and use town meetings and communication blogs to gather input. Annual student, employee, and faculty surveys are administered to ascertain satisfaction with college units and foster change where needed to ensure University goals are met.

Changes occur when these improvement processes identify a problem or when there is a change in federal or state requirements, internal directives, and/or program requirements. Once a demand, requirement, or weakness is identified, a collaborative approach is used to ensure the issue is addressed using the latest technology and incorporating suggestions from all affected constituents in the design of a new process. If the project is large enough in scope or encompasses many areas, a business plan may be created to develop the project fully. For example, a process is in place whereby information technology proposals are reviewed to ensure compatibility with existing systems and purchase of the most effective system to meet University needs. Additionally, the University Information Management Council is currently being restructured to provide broad-based oversight to enterprise-wide decisions related to the use of new technologies to meet requirements for customers according to the mission of the University.

Educational programs are the domain of the colleges, and the University maintains oversight through a variety of learning-centered processes. The Associate Provost for Education and Student Life meets monthly with two standing groups: the University Education Infrastructure Committee and the Education Advisory Committee. The focus of their discussions is curricular change, student support services, interprofessional student learning needs, educational technology, and educational policies and procedures.

The University provides administrative and support services through three organizational divisions: Office of Academic Affairs, Office of Finance and Administration, and Office of Information Services. Each of these support programs establishes goals and outcomes, and uses one or more assessment tools appropriate to its diverse service and service objectives. These include both quantitative and qualitative measures, and the results are used to guide changes designed to improve outcomes. The results of the changes are assessed in the subsequent years in a process of “closing the loop” and ensuring continuous quality improvement.

Three professional colleges have educational programs with unique accreditation standards (Dental Medicine, Medicine, and Pharmacy). Two colleges (Health Professions and Nursing) have multiple programs, each with its own specialty accreditation. The only college lacking a specialty accreditation is the College of Graduate Studies. Although decentralization of many operational issues, including the comprehensive assessment of educational outcomes, is typical of academic health centers, in March 2012 each academic program submitted student learning outcomes to the OIE along with the results of assessments designed to measure the outcomes. Academic programs also provided evidence of changes made to improve its educational outcomes, demonstrating “closing the loop” in a process of continuous quality improvement.

All of the Colleges have Curriculum Committees that consist of faculty and students. Every Curriculum Committee meets at least monthly. These committees have the responsibility of assessing the effectiveness of their programs and in coordination with their Deans can alter the curriculum when improvements are agreed upon. It is the Curriculum Committees that are cognizant of changes that affect the educational element of their specialties and incorporate changes, as appropriate. In addition, they review

national standardized licensing and test results as well as internal examination results to assess the effectiveness of their educational programs.

Every college also reviews course grade distributions, graduation rates, specialty Board results (particularly those exams which are required for graduation or licensure), clinical competency assessments, and alumni surveys. Trends over time help shape the curriculum or the focus of student services.

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

MUSC measures Total Cost of Ownership as part of a required business plan for all proposed financial and administrative systems. The business plan normally requires five (5) years of investment and operational projections. Information Technology governance for financial and administrative systems is vested in the Financial and Administrative Information Committee (FAIC). This committee has membership from Finance, Operations and IT. The committee evaluates technology proposals based upon the proposed business plans, which include a Return on Investment calculation.

6.5. How does MUSC systematically evaluate and improve work processes?

Teaching effectiveness is evaluated by student and peer evaluations, and annual review by Department Chairs. The learning environment is evaluated periodically by faculty and annually by student surveys, as well as through reviews required by the multiple professional and institutional accreditation agencies as described below.

For undergraduate, Master's, and first professional degree programs the responsibility for managing the curriculum is vested in the programs' Curriculum/Program Committees in the individual colleges. The charge to these committees is to design the curriculum and specify course content for their respective academic programs. The curricula and courses comply with standards of accreditation for each accrediting body. These curriculum committees consist of faculty and students. In the Colleges of Nursing and Pharmacy the faculty have the right to vote on curriculum changes. The College of Health Professions requires approval from both the program curriculum committee and college curriculum committee. The Colleges of Dental Medicine and Medicine require approval only by the Curriculum Committees.

For Doctor of Philosophy programs, curriculum responsibility resides in the College of Graduate Studies with the exception of the PhD in Nursing. The First-Year Curriculum Steering Committee of the College of Graduate Studies determines the curriculum design and course content for the integrated first year biomedical sciences curriculum. After the first year, graduate students select a mentor in a specific department/program and take courses offered by those departments and programs that are approved by each program director/Department Chair and the Advanced Curriculum Committee of the college. The members of these committees are faculty members representing each of the departments/graduate programs in the college. The curriculum for the PhD in Nursing

falls under the Curriculum Committee in the College of Nursing. Each curriculum committee determines the curriculum design, course content, and sequence of courses.

All new programs must be approved by senior academic administrators prior to being submitted to the MUSC Board of Trustees and the SC Commission on Higher Education. Generally, there is no review of changes to courses or the various curricula by central administration. However, substantive changes to programs and/or courses are reported to the other Deans, other senior administrators, and the Provost through the Deans Council monthly meetings. Each College or program within the college where applicable has a committee that assesses its respective programs and learning outcomes at least annually. The MUSC Excellence Initiative identifies key goals related to service, people, quality, finances and growth. Measurable outcomes are identified and data are collected to assess how well each unit and the academic division as a whole are meeting its goals. The MUSC Excellence goals include measures of the learning environment and educational outcomes. The MUSC Excellence Program also includes leader and staff training on key aspects of service and quality, and evaluations of leaders are tied to accomplishment of these broad goals as well as their individual goals. A Steering Committee and multiple task groups oversee the project.

To supplement processes imbedded in each college and the university-wide MUSC Excellence Program, OIE assists academic programs, student support units, and administrative units in their continuous quality improvement (CQI) efforts. MUSC appreciates and embraces the value of adopting standardized procedures across the university. OIE has developed standardized templates to be used by the academic programs, student support units, and administrative units to record outcomes, assessment tools, results of assessments, and changes made based upon results. Each academic program, student support service unit, and administrative unit submits evidence of the assessment process for the 2012-2013 academic year to document a full assessment cycle demonstrating how programs and units used assessment data to make improvements in their outcomes for 2013-2014. In addition, the university has invested in a commercial assessment program (TaskStream AMS) to assist with CQI efforts and documentation.

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

MUSC is dedicated to providing outstanding academic support services for all students. Examples of these services include:

- Academic Support Services: Center for Academic Excellence and Writing Center
- Student Programs: Student Activities, Housing, Office of Student Diversity, MUSC Gives Back, and International Programs
- Student Health and Wellness: Counseling and Psychological Services (CAPS), Student Health, Wellness Center
- Student Disability Services
- Library and Learning Resource Center
- Enrollment Management
- Computer Services and Educational Technology Services

Students have a high rate of satisfaction with various student and academic support services as reported in Section III, Category 7. Multiple methods are used to assess the value these services provide, including point of service surveys and annual online surveys. In 2012 the division of Education and Student Life developed a strategic plan to help ensure that appropriate support services are provided to students. In keeping with the mission of OIE, the Education and Student Life administrative unit and each student support unit under its purview assessed established outcomes, analyzed the data, and identified changes to be made to ensure continuous quality improvement (CQI). These documents are submitted to the Office of Institutional Effectiveness for review, and this process is repeated on an annual basis.

6.7. How does MUSC's organization ensure that adequate budgetary and financial resources are available to support its operations? How does MUSC determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Each fiscal year, the Medical University of South Carolina is required to submit an operating and capital budget to the Board of Trustees for approval. Budget highlights are normally submitted to the Board of Trustees prior to the start of the fiscal year, unless otherwise authorized. The budget is approved in aggregate for all expenses up to the approved amount. MUSC is required to maintain documentation of the budget process in sufficient detail to allow the tracking of expenses at the unit level.

MUSC's budgeting system changed (effective July 2012) to a Responsibility Center Management (RCM) System. RCM Budgeting provides enhanced transparency in the budgeting process while striving to maintain simplicity. Organizational units under RCM are either (1) Academic Responsibility Centers (ARCs), which is comprised of the six colleges and an Auxiliary unit made up of the Wellness Center, Bookstore and Vending, or (2) Administrative & Support (A&S) units, which is currently comprised of forty-five (45) facility, financial or administrative units. In the early part of each fiscal year, MUSC A&S budgets are developed and communicated to the campus. A&S budgeted expenditures are allocated to the ARCs based upon one of eight allocation methodologies. An advisory committee (Recharge Committee) has been created to evaluate and make recommendations regarding funding and operations of A&S units.

During the second quarter of the fiscal year, the MUSC Budget Officer prepares budget packages with a three-year history for each ARC. These budget packages are distributed to the ARCs in early January. Each ARC prepares a budget package and submits their operating budgets, capital requests, and proposed changes to tuition and fees. The Budget Office analyzes the budget packages and makes recommendations to Senior Administration. Each college and major departmental unit presents its budget proposal to the appropriate Vice President in March and April. In May, the compiled budgets are presented to the Vice Presidents and the President. The completed budget is presented at the August Board of Trustees meeting for final approval. A budget to actual review is performed on a monthly basis and all significant variances are investigated and presented to the Vice Presidents for review.

Section III—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?

Each academic program at the university engages in systematic and standardized assessment of the effectiveness of its academic program, including both programmatic outcomes and student learning outcomes, as stated by university policy

<http://academicdepartments.musc.edu/provost/policies.htm>

Specifically, each academic program identifies expected learning outcomes, uses valid, relevant metrics to assess learning outcomes, identifies criterion/target values for each metric, assesses the extent to which the program achieves the outcomes, and provides evidence for how the results were used to make modifications in the program to potentially improve outcomes. These annual assessments are submitted to the University's Office of Institutional Effectiveness (OIE). The OIE provides academic programs a longitudinal graph of results, further supporting insights and trend analysis, which assists academic programs in interpreting outcomes over time to afford data-driven decisions for how to potentially improve quality.

For those programs that have licensing exams, first time pass rates on these exams are reviewed annually and compared both to national first time pass rates (benchmarking) and to prior year's rates within the program (trend analysis).

Benchmarking. In 2012, 7 of 10 academic programs with licensing exams had first time pass rates that met or exceeded national first time pass rates. This outcome, which is an Institutional Metric (i.e., adopted across all six colleges), failed to meet the target value of 8 of 10 exams meet or exceed national first time pass rates.

Trend Analysis. Table 7.1. shows results for the past four years on first time pass rates on all licensing exams. These results show that, in general, levels of performance are stable or improving, reflecting that academic programs are engaged in continuous quality improvement.

Table 7.1 (Source of data: Office of Institutional Effectiveness IE Report to CHE)

Program	Exam	First time pass rate (%)			
		2009	2010	2011	2012
Cardiovascular Perfusion	American Board of Cardiovascular Perfusion Exam - Part I (PBSE)	95%	100%	100%	100%
Nurse Anesthesia	Council on Certification of Nurse Anesthetists Exam	100%	96%	100%	92%
Pharmacy	MPJE	99%	97%	98%	98%
	NAPLEX	98%	92%	95%	96%
Dental Medicine	National Board Part I	99%	100%	100%	96%
	National Board Part II	93%	98%	100%	100%
Registered Nurse (BSN)	National Council Licensure Exam-Registered Nurse	89%	94%	99%	96%
Physical Therapy	National PT Licensing exam	94%	100%	98%	94%
Occupational Therapy	National OT Licensing exam	100%	100%	100%	93%
Physician Assistant	PANCE	100%	94%	93%	97%
Medicine	USMLE Step I	92%	86%	91%	93%
	USMLE Step II-CK	96%	98%	97%	99%

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?

Student satisfaction measures across institutions are often institution-specific, and those results are not shared publically. However, two nationally-administered surveys from specific training programs, the Graduation Questionnaire for medical students (administered by the AAMC) and the Graduation Questionnaire for pharmacy students, typically show that MUSC students report rates of satisfaction that are comparable to, and typically higher than, the national rate for student mental health services, student health services, financial aid services, and library services. This trend has remained stable for the past 5 years.

MUSC also administers its own student satisfaction survey annually. Questions on the survey allow the university to assess students' satisfaction with each of the academic and student support services provided by Education and Student Life (a university wide division, serving all colleges). Students provide feedback about their satisfaction with the Center for Academic Excellence, the Writing Center, Student Health Services, Student Programs, the Wellness Center, Counseling and Psychological Services, University Admissions Office, Student Financial Aid, the Registrar's Office, Instructional Resources & Library, and Physical Facilities and Maintenance. Results specific to each of these units and services are used for performance measures within that unit.

Results from those questions reveal that student satisfaction with each of these services consistently meets or exceeds 90%. The director of Education and Student Life (Associate Provost of Educational Affairs and Student Life) reviews these results with each division director and uses them in annual performance assessments of these employees.

The survey also asks students global satisfaction questions, including the following:

1. I would recommend MUSC to a prospective student
2. I believe I have received a high quality education at MUSC
3. I believe I made the right choice in selecting MUSC for my training
4. I am satisfied with the services I receive from MUSC's Division of Education and Student Life

These questions serve as omnibus measures of student satisfaction, and trends are tracked and discussed with college deans, central administration leaders in the academic enterprise, and shared with the Board of Trustees. Table 7.2 shows this result for the past four years. The trends on questions 1, 2, 3 have declined in recent years, likely due to tuition increases (suggested by comments to open-ended questions at the end of the survey), but showed stable performance from last year to the present. The results on question 4 (regarding student support services) have remained stable and high over time. Even with the declines in student satisfaction observed, the rates of satisfaction have remained above the threshold target value (90%).

Table 7.2

Source of data: Office of Institutional Effectiveness	Percent of students that agree or strongly agree			
	2010	2011	2012	2013
I would recommend MUSC to a prospective student	96%	94%	93%	92%
I believe I received a high quality education at MUSC	96%	94%	95%	94%
I believe I made the right choice in selecting MUSC for my training	96%	94%	93%	93%
I am satisfied with the services I receive from MUSC's Division of Education and Student Life	97%	95%	96%	96%

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

Table 7.3 shows key financial indicators reported annually by the university to the Integrated Post-secondary Education Data System (IPEDS) and its regional accrediting organization, the Southern Association of Colleges and Schools (SACS). These indicators focus specifically on the academic enterprise of the institution, including research. These data complement the information provided in Section II of this report.

Table 7.3

Source of data: IPEDS	Results by FY		
	2012	2013	2014
Revenue			
Tuition & Fees (net)	\$76.8M		
Total Revenue	\$616.6M		
Expenditures			
Instruction	\$228.8M		
Academic Support	\$44.0M		
Student Services	\$9.8M		
Research	\$202.6M		
Debt			
Current debt (due within one year)	\$41.6M		
Long term debt (beyond one year)	\$146.9M		

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?

Workforce engagement. MUSC examines questions included on its annual employee satisfaction survey to determine workforce engagement. Notably, trend analyses are available only since 2012, as the scale of measurement on the survey changed in 2012.

The items that serve as key measures for workforce engagement are based on recommendations from Quantum Workplace, a leader in assessment of employee engagement. Table 7.4.1 shows university wide rates of agree/strongly agree to each of these indicators over time. Results show that for the current year, rates were comparable to or higher than prior year rates. Results suggest that 70-80% of MUSC's workforce would be classified as "engaged;" this rate is much higher than a Gallup poll suggests is typical, which is 30-40%.

Table 7.4.1

Source of data: Office of Institutional Effectiveness	Percent of employees that agree or strongly agree
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	2012	2013
My immediate supervisor communicates our unit's goals effectively	74%	81%
My immediate supervisor treats me with respect	85%	88%
Good performance is recognized in my area	73%	72%
I feel performance evaluations are fair	75%	76%
I have the resources I need to do my job	79%	81%

Workforce satisfaction. MUSC uses data from the employee satisfaction survey to measure workforce satisfaction and these data are used as an indirect measure of employee retention. These rates are reflected in Table 7.4.2. Results show that on two of the three key indicators, rates are higher in the current year than last year.

Table 7.4.2

Source of data: Office of Institutional Effectiveness	Percent of employees who agree or strongly agree	
	2012	2013
I am pleased to be working at MUSC	87%	90%
The people I work with cooperate and work as a team	83%	81%
Overall, I am satisfied with my job	82%	85%

Workforce development. Workforce development in an institution with substantial diversity in its mission (education, research, clinical care) is typically most effectively conducted in a decentralized manner. Specific units engage in different activities for enhancing the relevant skills of employees in each area, including supporting as needed attendance at conferences and workshops, cross-training between employees within and across divisions, and mentoring. Where appropriate, employees may have skills development listed as an element of their annual performance goals, such that the employee and his/her supervisor determine the best approach for achieving developmental milestones.

At the institutional level, Grand Rounds presentations are a common source of faculty development and these lectures are advertised through MUSC's website. Attendance at Grand Rounds lectures is tracked and maintained within each department that hosts them.

For workforce development related to MUSC's education mission, the Apple Tree Society is the primary institutional resource. The Apple Tree Society "fosters dialogue and activity related to the scholarship of health professions teaching through campus and national partnerships." Information about the Apple Tree Society is available at this url:

<http://academicdepartments.musc.edu/appletree/index.htm>

Events are publicized on MUSC's website and through broadcast messages. Each offering is evaluated by attendees and these evaluations are reviewed by the Executive Committee to ensure that the trainings offered are relevant and valuable to MUSC's workforce.

These workforce development efforts are measured, as explained above, as process measures. The primary index of workforce development outcomes is the percentage of MUSC employees who agree or strongly agree to the question relevant to development on the annual employee satisfaction survey. Table 7.4.3 shows this result over time. Results show that there was a substantial increase from 2012 to 2013 in the percentage of employees who agree to this statement.

Table 7.4.3

Source of data: Office of Institutional Effectiveness	Percent of employees who agree or strongly agree	
	2012	2013
My Dept/College provides adequate ongoing training I need to perform my job	66%	75%

Workplace safety. The institution's processes and offices related to workplace safety are described in Section III, Category 5 of this report. In addition to the process data those units collect to reflect workplace safety (e.g., crime statistics on campus are tracked and reported by the Department of Public Safety), the annual employee satisfaction survey includes a question about workplace safety. As shown in Table 7.4.4, MUSC shows stable and high levels of agreement on this item. Even so, workplace safety is a priority at MUSC, and there are continual efforts to reach a target of 100% agreement to this statement.

Table 7.4.4

Source of data: Office of Institutional Effectiveness	Percent of employees who agree or strongly agree	
	2012	2013
I have a safe workplace	93%	92%

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)?

MUSC's tripartite mission is to (1) educate health care professionals and biomedical scientists, (2) conduct research in the health sciences, and (3) provide excellent clinical care. For each of these efforts, there are key performance indicators that reflect general effectiveness, as reviewed below. Financial indicators are provided in Section II of this report.

Education. The key performance indicators regarding the university's effectiveness in its educational mission are (1) student enrollment in each college, (2) percent of graduating students in each college that agree they received a high quality education, and (3) first time pass rates on licensing exams (which are shown in Table 7.1, so they are not

repeated here). Table 7.5.1 shows results from the first two indicators over time. Results show stable or increasing student enrollment in all colleges (with the exception of the College of Graduate Studies, which slightly decreased its enrollment in 2013 from 2012 partly in response to the shrinking NIH budget), and stable or improved rates of graduating students' endorsement of the high quality of the education they received.

Table 7.5.1

Source of data: Office of Institutional Effectiveness	Enrollment (headcount from OEM FactCard)		% graduating students that agree they received a high quality education	
	2011	2012	2012	2013
College of Dental Medicine	279	292	92%	96%
College of Health Professions	723	750	95%	96%
College of Graduate Studies	240	220	92%	97%
College of Nursing	410	439	94%	92%
College of Pharmacy	316	318	97%	96%
College of Medicine	695	706	87%	92%

Research. The institution's mission includes research in the health sciences. The institution gauges its effectiveness in this area by two key indicators—(1) the institution's negotiated federal facilities and administration (F&A) rate and (2) extramural funding.

An institution's negotiated F&A rate is the reimbursement rate at which federal granting agencies award research dollars so that the institution can recover the full costs of sponsored research, including the actual operating costs incurred for facilities. Because the institution must justify its requested F&A rate (and make a compelling case for any requested increases in the rate), increases over time reflect that the Department of Health and Human Services has confidence that the institution demonstrates effective utilization and stewardship of its physical facilities. MUSC's F&A rate has increased steadily over the last decade. In 2003, it was 46%; in 2013, it is 49%.

A direct indicator of success in its research mission is the amount of extramural grant funding the institution receives. Despite a shrinking NIH budget, MUSC has realized stability in research funding over the past four years, as shown in Table 7.5.2.

Table 7.5.2

Source of data: Office of Associate Provost for Research	Fiscal Year			
	2009	2010	2011	2012
Extramural Research Funding (\$M)	217	234	243	232

Clinical Care. The clinical enterprise of the university maintains, as expected, a substantial number of metrics of quality, safety, efficiency, stewardship, and patient satisfaction. These indices are tracked and reviewed on an ongoing basis both for continuous quality improvement and continued accreditation by the Joint Commission. From the Joint Commission's website:

The Joint Commission seeks to continuously improve health care for the public, in collaboration with other stakeholders, by evaluating health care organizations and inspiring them to excel in providing safe and effective care of the highest quality and value. The Joint Commission evaluates and accredits more than 20,000 health care organizations and programs in the United States. An independent, not-for-profit organization, The Joint Commission is the nation's oldest and largest standards-setting and accrediting body in health care. To earn and maintain The Joint Commission's Gold Seal of Approval™, an organization must undergo an on-site survey by a Joint Commission survey team at least every three years. (Laboratories must be surveyed every two years.)

MUSC has maintained continuous accreditation by the Joint Commission since 1957. Maintained accreditation from the Joint Commission is the key performance indicator of effectiveness of the clinical enterprise.

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

The university's mission and its strategic initiatives are described here:

<http://academicdepartments.musc.edu/strategicplan/index2.html>

The university's four strategic initiatives are Interprofessional/Interdisciplinary teamwork, Technology/Innovation, Entrepreneurialism, and Globalization. There are four key committees devoted to promoting activity, as well as tracking and reporting progress in these areas. The university's mission and strategic plan guide all aspects of the university's activities.

University central administration fosters and supports the institution's progress on strategic initiatives in several ways, including intramural funding for initiatives and research related to one or more of the strategic initiatives. The faculty promotion guidelines in each college were amended to explicitly encourage faculty to contribute to efforts in one or more of the four strategic initiatives. Goals from each of the College Deans are submitted annually to the Vice President for Academic Affairs for review and discussion. These goals are formatted such that the VPAA can easily see which of the College's goals relate to each strategic initiative.

b. Stakeholder trust in your senior leaders and the governance of your organization

The university president provides academic and administrative leadership to the university. The president plans, develops, and establishes policies and objectives consistent with the mission of the university. There is explicit policy in the Bylaws of the Board of Trustees for the university on how the President is elected and his/her renewed contract. The BOT elects the President, and s/he serves at the will of the Board at a rate of remuneration specified by the BOT. The President is elected by a majority vote of the Trustees, taken by secret ballot, and Trustees must be present to vote. Other senior leaders of the university are also elected by the BOT, with the advice of the President.

These include the Vice President for Academic Affairs and Provost (VPAA), Executive Vice President for Finance and Operations, Vice President for Medical Affairs, Vice President for Clinical Operations and Executive Director of the Medical Center, Vice President for Information Technology and Chief Information Officer, and Vice President for Development. The BOT reviews the goals and accomplishments of these senior leaders for their annual evaluation.

The Deans of each college are similarly evaluated annually by the VPAA, wherein goals and accomplishments are evaluated and this process specifically involves discussion for how each college is fostering the university's strategic initiatives.

Regarding stakeholder trust (ie, the trust of the faculty) in senior leaders, each year, through the collaboration of the VPAA and the Faculty Senate, faculty at MUSC receive electronic survey requests through E*Value to evaluate their leaders, specifically their Division Chief (where appropriate), Department Chair, College Dean, and Provost. Faculty rate these leaders on a five point scale for each leadership characteristic (from 1=Unacceptable to 5=Excellent). The results from each assessment are reviewed by the leader to whom each leader reports (ie, evaluation of Department Chair is reviewed by the College Dean; evaluations of the College Deans are reviewed by the Provost and President, etc). While these results are not distributed for review by faculty, results are used as part of the annual review for each university leader. Example questions for each leader type above are provided below:

Division Chief and Department Chairs evaluation items

- Acts promptly and decisively
- Is accessible
- Communicates clearly
- Is open and explains actions regarding budgetary matters
- Shows sound judgment in making decisions

College Deans and Provost evaluations items

- Utilizes available data in sound decision-making
- Has good rapport with his/her faculty
- Encourages the expression of ideas, opinions, and viewpoints
- Is willing to take an unpopular stand on issues
- Acknowledges the critical issues in the College/University

c. Fiscal accountability; and regulatory, safety, accreditation, and legal compliance

Fiscal accountability of the university is ensured by the Audit Committee (a standing committee in the Board of Trustees). The Audit committee assists the BOT in discharging its fiduciary and stewardship obligations regarding the reliability and integrity of (1) systems of internal control, (2) accounting practices, (3) annual reporting,

(4) internal and external audit processes, (5) management of business exposures, and (6) compliance with legal, regulatory, and ethical requirements.

For the sixth item, compliance with these requirements is ensured by Legal Counsel at the university and (1) the Office of Risk Management and (2) the Office of Research Integrity, both of which are described below.

The University's Office of Risk Management exists to prevent harm, and to protect the assets and the financial resources of MUSC by affirming and assuring compliance with applicable statutory and regulatory codes. Departments include Employee Health Services, Insurance Programs, Occupational Safety and Health Programs, Professional Liability, Radiation Safety, and Workers' Compensation. All required accreditations and standards for workplace safety are current.

The Office of Research Integrity is the administrative unit that ensures that all necessary accreditations are maintained and current for the university's research enterprise, including accreditation for research on animals and humans.

d. Organizational citizenship in support of your key communities

MUSC is an active participant in, and contributor to, the community. Employees and students, both individually and in work units, devote their time and resources to supporting the community.

As a university, the institution invests heavily in public service projects, as indexed by dollar amount and by percent of total core expenses, indicators shown in Table 7.6.1 and tracked in the IPEDS database.

Table 7.6.1

Source of data: IPEDS	Fiscal Year			
	2009	2010	2011	2012
Amount of money spent on public service	\$46.9M	\$50.2M	\$53.0M	\$53.8M
Percent of total core expenses spent on public service	8.7%	9.1%	9.1%	9%

In addition to financial contributions, and in addition to individual and small group initiatives, there are several institution-wide campaigns or activities for community service that involve data collection so that we can set goals of productivity for each subsequent year and use data to make modifications to potentially improve outcomes. Two such campaigns/initiatives are described below.

Trident United Way Fall Campaign. Each year MUSC employees are asked to participate in a fundraising Campaign for the Trident United Way. The Trident United Way Campaign is run as a joint effort through Charleston's local United Way chapter and the University's Development Office. The Trident United Way uses funds that are raised through MUSC's employee campaign and other local campaigns to directly support programs that make a measurable difference within communities in the Lowcountry.

Table 7.6.2 shows results on two key performance indicators for this campaign—total amount of donations and percent of MUSC employees that donated. Likely as a result of several factors, including but not limited to restricted increases in compensation, increase in insurance costs, increase in parking costs, and reduction in pay for some employees (plus, outside the university, relatively high rates of unemployment statewide and nationally), giving and percent of employees giving shows a downward trend over the past four years. In response to this trend, the Office of Development will in Fall of 2013 place greater focus on participation rates and on the fact that there is no minimum amount to give. The Office of Development does expect, however, that it will be unlikely that giving and percent participation will quickly return to former levels.

Table 7.6.2

Source of data: Office of Development	Campaign Year			
	2009	2010	2011	2012
Amount of money raised by MUSC for Trident United Way	\$208K	\$187K	\$197K	\$153K
Percent of MUSC employees who donated to the Trident United Way Campaign	4.9%	3.2%	3.0%	2.6%

MUSC Gives Back. MUSC Gives Back is a Student Community Volunteer Program, which in addition to supporting the community also provides students the opportunity to understand some of the social and health problems in the communities they will ultimately serve. MUSC Gives Back office provides assistance to students in selecting, organizing, and tracking student community volunteer activities. The Office recruits volunteers and promotes community events and projects through monthly newsletters, webpage updates, and broadcast messages on student message boards. The Office also conducts individual interviews and provides placement services to match students with their particular volunteer interests. Table 7.6.3 shows indicators that are tracked by MUSC Gives Back to assess student involvement in volunteer activities each year.

Table 7.6.3

Source of data: Student Satisfaction Survey	Year			
	2010	2011	2012	2013
Percent of students who self-report using MUSC Gives Back	49%	51%	58%	54%
Percent of student users of MUSC Gives Back who were satisfied with their experience with MUSC Gives Back	99%	99%	98%	97%