I. VISION, MISSION AND GOALS

A. EXECUTIVE SUMMARY

Academic Affairs Vision

The University of South Carolina is recognized for academic excellence by all of its stakeholders.

Academic Affairs Mission

The Provost is charged with overall leadership of academic affairs of the University, including curriculum development and establishment of academic standards in the schools and colleges. The Provost fosters support for the three-fold mission of the University:

1. Providing students with the highest-quality education, including knowledge, skills and values necessary for success in a complex and changing world;

2. Aggressive pursuit of research and scholarship, including artistic creation, in order to secure the reputation of USC as a leading modern research university; and

3. Promoting productive engagement with our community, state, nation and the global community.

Strategic Goals

1. Systematically assess and improve academic program quality at all levels.

2. Expand the number of tenured, tenure-track and research faculty in strategically important areas and manage strategic replacement of exiting faculty to support the University's goals and missions.

3. Strengthen support of the arts and humanities to reflect the values of Carolina as a comprehensive university.
4. **Enhance the undergraduate experience to better prepare students to thrive in an increasingly competitive global environment.**

5. **Refine and improve academic budgeting processes with respect to financial and facilities resources.**

6. **Increase strategically the global presence of the University in terms of teaching and research.**

7. **Enhance faculty development to assure the future success of the University of South Carolina as an academic leader.**
B. GOALS, INITIATIVES AND ACTION PLANS

In view of the mission articulated above, our strategic goals for FY 2009 remain the same as last year’s.

**GOAL 1: Systematically Assess and Improve Academic Program Quality at all Levels.**

**Initiative 1(a)***

Improve academic program quality by assessing programs, courses and curricula, evaluating results of those assessments, and executing changes indicated by those findings.

**Action Plans**

Conduct a comprehensive study of doctoral programs using the standards of the National Research Council (NRC) as benchmarks. In 2006 the Yardley Group was engaged to conduct a study of 29 programs.

**Indicators:** The relative rankings of all USC doctoral programs reported in the upcoming NRC study will be used to benchmark program quality in respective areas.

**Results:** Yardley’s final report was submitted in fall 2006, and USC has complied with all data requests from the NRC staff. The NRC has experienced considerable technical difficulties in compiling and analyzing the data they have collected, and the rankings are now expected to be released in late September 2008. [For greater detail, please see the accompanying *Blueprint for Academic Excellence* submitted by the Dean of the Graduate School.]

Launch a comprehensive review and re-evaluation of the general education curriculum for undergraduates. This action plan is bifurcated into two separate but related initiatives:

1. The Dean of Undergraduate Studies and the Assistant Provost for Institutional Assessment & Compliance, in cooperation with the Dean of the College of Arts & Sciences, have completed a review of current general education requirements to determine whether that they are SACS-compliant. Moreover, assessment tools are being acquired to determine the extent to which learning outcomes for the general education body of coursework are being achieved.

   **Indicator:** The inventory of courses required by each program matches or exceeds the courses specified by SACS as the minimum general education requirement.

   **Results:** It was determined that a required course in social sciences was not included in the USC inventory. This has been remedied.
Indicator: Learning outcomes specified by SACS are assessed in courses in the general education curriculum.
Results: A study team consisting of the Dean of Arts & Sciences, Dean of Undergraduate Studies, Vice Provost for Academic Affairs and Assistant Provost for Assessment & Compliance has undertaken a comprehensive review of learning outcomes and is presently determining the extent to which off-the-shelf exams (MAPP, CAAP, CLA) assess these outcomes. Results are due by fall 2008.

(2) In another initiative, a steering committee was formed in 2006 under the direction of the Dean of Undergraduate Studies to re-evaluate general education requirements on a University-wide basis.
Indicator: Desired learning outcomes of the general education curriculum are identified.
Results: A senior faculty member was employed as a coordinator of faculty clusters charged with reviewing the curriculum. The group identified six families of learning outcomes: communication, mathematical reasoning, science & technology, societies & cultures, values & ethics, and creativity & the arts. The Dean of Undergraduate Studies is now preparing the next phase which will include identification of current courses that accomplish the various learning outcomes, and where needed, designing new courses. [For additional detail on the general education initiative, please refer to the accompanying Blueprint for Academic Excellence submitted by the Associate Provost/Dean of Undergraduate Studies.]

Undertake comprehensive planning to advance the standing of professional schools in order to support the President's long-term goals. This includes ranking of the Law School as 70th in the nation, and improvements in rankings of the Moore School of Business to 32nd for undergraduate study and 66th for graduate study.
Indicators: Nationally recognized rankings of all professional programs.
Results: Law School: The dean of the Law School has undertaken a broad review of the School's rankings. The entering class last year was kept to a size that is below capacity in an effort to improve the LSAT distribution, a key element of the rankings. Moreover, significant steps to secure more scholarship funding have been taken in order to increase admissions of underrepresented groups. Given financial constraints that became evident in the fall 2007 budget review, however, the Dean has been advised to restore the entering class size to its earlier level.

Moore School of Business: Comprehensive efforts to improve rankings of the Moore School are underway. The Moore School's graduate program in International Business was ranked number one in March 2007 among public institutions and number two overall by U.S. News & World Report, continuing an 18-year run in which the program has been ranked number one or two in the nation. Moreover, the Moore School's undergraduate International Business program was ranked number one in the nation by U.S. News & World Report as of March 2007, the tenth consecutive year.
South Carolina College of Pharmacy. In January 2008 the South Carolina College of Pharmacy (in collaboration with the Medical University of South Carolina) was ranked in the top 20 pharmacy programs nationwide in funding awarded by the National Institutes of Health.

Assessment of all degree programs offered by USC Columbia and the two-year campuses to determine compliance with requirements of the Southern Association of Colleges and Schools (SACS) and the SC Commission on Higher Education (CHE).

Indicators: (1) Proportion of academic units submitting annual program assessments.
(2) Quality of annual program assessments.

Results: The Office of Assessment & Compliance now requires annual assessment plans from all academic deans. Progress is mixed to date. We have full compliance, but quality of assessment plans is not uniformly high. [For further details please refer to the attached Assessment Plan prepared by the Office of Institutional Assessment & Compliance.]

Institute a program of periodic external reviews of all degree programs. This includes establishment of a timetable for external reviews of all programs, and dissemination of written guidance for deans of academic units.

Indicators: (1) Proportion of programs externally reviewed annually in accordance with the established timetable. (2) Proportion of externally reviewed programs that are given satisfactory ratings by review teams.

Results: A University-wide policy covering external reviews of all programs is in development and is due by end of fall semester 2008.

Conduct and examination as to whether USC Sumter should be transformed into a four-year campus, and advise the President accordingly. In concert with the Vice Provost for System Affairs, examine and estimate demand for four-year degrees by students in the USC Sumter region.

Indicators: Estimated demand for four-year degrees at USC Sumter.

Results: The Yarmley Group was contracted in 2006 to undertake an in-depth study, and the study was completed in spring 2007. The authors of the study determined that insufficient demand exists for four-year degrees, and there is insufficient interest among regional employers of graduates of USC Sumter to merit four-year status of the campus. Based on the results of that study, the President reaffirmed his decision not to support four-year status of USC Sumter at this time.

Initiative (1b)

Revise the mission, role and organization of the Graduate School and Office of Undergraduate Studies in order to improve effectiveness in delivering high-quality education.
Action Plans

Execute a review of the mission, organization and function of the Graduate School in order to determine how it may best serve the University mission.

Indicator: Improved operations of the Graduate School judged by experiences of deans, other academic administrators including graduate directors, and students. Results: A special study commission was formed in November 2007 consisting of seven distinguished faculty members and chaired by Dr. Chaden Djalali, chair of the Physics Department. The charge of the commission is:

(1) Examine the operational mission of the Graduate School to determine the appropriate role of the organization in supporting graduate research and education. Consider explicitly the relationships of the Graduate School with the Provost, the Vice President for Research & Health Sciences, and deans of all academic units. It will be useful to include in your analysis an assessment of the operational roles of graduate schools at peer institutions.

(2) Determine the appropriate strategic direction of the Graduate School needed to establish itself as a respected leader of graduate education and research at the University of South Carolina.

(3) Identify those graduate degree programs that should be formally under control of the Graduate School. The principal programs of professional schools such as Law and Medicine have their own accrediting bodies, and the JD and MD degrees are not presently supervised by the Graduate School. Should this practice be extended to all professional degree programs?

(4) Review the role, mission and composition of the Graduate Council to determine if it is well suited to support graduate education and research. Develop recommendations for the mission and composition of that group.

(5) Review and assess the role of the Graduate School in recruiting and retaining graduate students.

(6) Provide guidance for the Dean of the Graduate School in preparing graduate programs and courses for re-accreditation by the Southern Association of Colleges and Schools in 2011-12.

A full report of the commission to the Provost is expected by the end of the spring semester 2008. Further results, including changes made in response to the commission’s findings, will be reported in the next annual Blueprint.
Review and revise the position of Associate Provost/Dean of Undergraduate Studies to allow more focus on undergraduate affairs, thus improving the undergraduate experience at the University of South Carolina.

Indicators: (1) Improved curriculum that is SACS-compliant and clearly articulated via the Undergraduate Bulletin. (2) Establishment of beyond-the-classroom experiences such as Service Learning. (3) Expansion of international experiences, including study abroad and international exchange programs. (4) Academic enrichment and expansion of residential learning experiences. Results: The position has been modified significantly by two key personnel actions: (1) a new Vice Provost for Faculty Development has been appointed and has relieved the Dean of Undergraduate Studies of significant responsibilities not related to undergraduate programs, and (2) the Vice President for Student Affairs has assumed the additional responsibility of Vice Provost for Academic Support. Thus the Dean of Undergraduate Studies is no longer directly responsible for day-to-day operations and administration of academic support activities such as University 101, Scholarships & Fellowships, the TRIO program, and Pre-Professional Advising. The position is now designed to allow the Dean to focus on undergraduate programs and curricula. A fuller set of results will be reported in the next annual Blueprint. [For more detail, please see the accompanying Blueprint for Academic Excellence submitted by the Dean of Undergraduate Studies.]

**GOAL 2: Expand the Number of Tenured, Tenure-Track and Research Faculty in Strategically Important Areas and Manage Strategic Replacement of Exiting Faculty to Support the University’s Goals and Missions.**

Initiative 2(a)
Improve the operating efficiency of the Faculty Excellence Initiative (FEI) so that talented new faculty are recruited in strategically important disciplines.

**Action Plans**

Create a new position in Academic Affairs, the Vice Provost for Faculty Development, to oversee the Faculty Excellence Initiative. Review the timetable for completion of the FEI in view of market and physical capacity constraints. Review and refine the evaluative structure now in place to support identification of competitive FEI proposals.

Indicators: A more streamlined and efficient process for submission, evaluation and approval of FEI positions. Numbers of proposals submitted and approved. Number of faculty successfully recruited under the FEI program.

Results: The new position, Vice Provost for Faculty Development, was filled effective February 2007. The timetable has been reviewed, and the evaluation process and committee structure have been re-examined in order to find ways to make the process more efficient. As of the end of FY 2008 USC has hired 57 faculty members under the
FEI program (59 appointed, 2 departed). A total of 65 FEI searches are authorized, bringing the total number authorized and/pr filled to 122.

FEI funding is also used to support Center of Economic Excellence (CoEE) chair recruitments. Presently each CoEE chair holder hired is supported from FEI funds in the recurring amount of $100,000. In view of budget limitations, the blanket $100,000 FEI commitment for CoEE chairs has been suspended such that future commitments will be judged as they arise and will be evaluated in light of funds immediately available. [See Initiative 2(b) below.]

An initiative request for $750,000 in recurring funds to support FEI was approved for FY 2009. This marks a cutback in the funding level for this program in view of fiscal challenges at the state level. With this minimal level of support, as well as challenges presented by facilities and space limitations, accomplishment of Initiative 2(a) will be delayed, but will continue to move forward.

An initiative request for funds was submitted and approved to support start-up costs associated with faculty hiring, particularly in the sciences.

**Initiative 2(b)**
Collaborate with the Office of Research & Health Sciences to help improve the success of the Centers of Economic Excellence (CoEE) endowed chairs program.

**Action Plans**

(Continuous) Collaborate with the Office of Research & Health Sciences to coordinate start-up and recurring funding for Center of Economic Excellence chairs.

**Indicator:** Successful recruitment of CoEE chair holders.

**Results:** It is now standard practice, following an initiative set forth in July 2006 by the VPRHS and the Provost, to convene a review committee (Cost and Resource Planning Group) for each CoEE chair search. The group includes representation by the Offices of Research & Health Sciences, Academic Affairs, Business & Finance, University Advancement, University Foundations, and the dean(s) of hiring units. Each group follows the timeline for review and implementation of newly proposed CoEE chair positions established in the 2006 policy. Active recruitment is underway for a CoEE chair in Drug Development (Frankel). A search continues for a CoEE chair in Translational Cancer Therapeutics (Singh is no longer an active candidate), and the CoEE in Tourism Technology is under evaluation (Liebowitz has recently withdrawn from candidacy). Successful recruitments have taken place for Polymer Nanocomposites (Benicewicz) who will join USC in fall 2008, and Future Fuels (Reifsnider) who joined us in fall 2007. A CoEE recruitment in Brain Imaging was
unsuccessful in 2007, and a new search effort is underway under cooperative direction of the Deans of Arts & Sciences and Medicine.

Success of the CoEE chair program is challenged by funding limitations, some of which have been addressed by changes in CHE match requirements. Another key challenge is the absence of modern laboratory and office space for new CoEE chair recruits.

Initiative 2(c)
Maintain the teaching work force by strategic replacement of faculty who will depart from USC during the next several years.

Action Plans

Identify anticipated departures of tenured and tenure-track faculty in all academic units, and monitor plans to evaluate needs and replace as necessary.
Indicator: An accurate profile of anticipated departures of teaching faculty by academic unit.
Results: Such a profile is prepared on an annual basis by all deans as part of the Blueprint for Academic Excellence (strategic planning). For the period 2008 – 2012 planned retirements of faculty under the TERI program for the USC system are as follows.

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<th>2011</th>
<th>2012</th>
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GRAND TOTAL 162

Support deans in their efforts to maintain the faculty teaching force by providing funding support for retention and replacement.
Indicators: Size of the faculty work force. Distribution of the work force across academic disciplines.
Results: In FY 2006 a fund of $1.454 million was designated to support strategic faculty hiring. The fund now stands at $237,000 recurring. Replacement and retention efforts at USC Columbia appear to be succeeding in that the full-time faculty work force reflects no deterioration. For the period 2003 – 2007, the total number of full-time Columbia faculty has increased by 355, or about 30%. Tenured/tenure track faculty have increased by 53, or about 5%. Total non-Columbia faculty have declined by 115, whereas tenured/tenure track faculty have increased by 14 during this period. [Please refer to the tables below for details. Total columns include tenured/tenure track faculty and full-time instructors and lecturers.]

### USC Columbia Faculty

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<td>1168</td>
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### USC System Faculty

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<td>2007</td>
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GOAL 3: Strengthen Support of the Arts and Humanities to Reflect the Values of Carolina as a Comprehensive University

**Initiative 3(a)**
Position the USC Arts Institute to succeed in its mission as a central catalyst for supporting University-wide arts and humanities initiatives.

**Action Plans**

The Arts Institute was established formally as a University institute in 2006. A strategic plan and budget were developed by the Director of the Institute and approved by the Provost. An executive oversight committee has been formed consisting of the Dean of the School of Music, Dean of Arts & Sciences, and Vice Provost for Academic Affairs. A review of the program will be completed before the end of FY 2008 to determine whether its funding should continue, and if so, what level of funding is appropriate and feasible. Presently the Provost provides $225,000 annually in A-funds and FY 2009 is the final year of a four-year commitment.

**Indicators:** The Director of the Arts Institute is now monitoring participation and attendance for all performances and exhibits supported by the Institute so that the level of interest may be determined.

**Results:** This Action Plan will be complete by end of FY 2008 and results will be reported in the next annual Blueprint.

Initiative 3(a) is threatened by anticipated funding constraints. Efforts have been directed toward substituting Provost support with philanthropic support, and these efforts are ongoing. A new funding model is under evaluation by the Executive Oversight Committee and Provost and a request will be submitted for FY 2010 for recurring support at a reduced level.

An Initiative Request was approved for $110,000 in recurring funds to support scholarships and stipends in the School of Music.

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**Initiative 3(b)**
Improve support for the USC Dance program.

**Action Plans**

Construct a new facility for the USC Dance Program.

**Results:** This project is being accomplished with financial support from the Offices of Business & Finance and Academic Affairs, and will allow for a dual facility at Wheat and
Whaley Streets housing the USC Marching Band in addition to the Dance program. The effort was slowed because soil samples from the proposed site indicated contamination, thus construction costs were about $2.3 million more than budgeted. After extensive review, the VP & Chief Financial Officer recommended that the construction effort remain on course at the proposed site, and the President successfully sought additional spending authority from the Board of Trustees to do so. Groundbreaking is now anticipated for May 2008.

**Initiative 3(c):**
Improve infrastructure for USC Strings.

**Action Plans**

Develop space to house the USC Strings Project, founded in 1974. This project was allocated space on the first floor of the retail area in the Discovery block parking deck in Innovista (College and Park Streets).

**Result:** The facility opened in April 2008.

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**GOAL 4: Enhance the Undergraduate Experience to Better Prepare Students to Thrive in an Increasingly Competitive Global Environment.**

**Initiative 4(a):**
Introduce undergraduate students to the challenges and values of research and scholarship.

**Action Plans**

Expand the availability of research-based learning whereby undergraduate students are invited to participate in scholarship and research under supervision of faculty.

**Indicators:**
1. Magellan Scholarship proposals submitted and evaluated, and number of awards made.
2. Other financial support awarded.

**Results:** The Office of Undergraduate Research announced its first cohort of Magellan Scholars in March 2006. Activity since then is described below. Funding constraints have prevented expansion of the program.

<table>
<thead>
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<th>Fall 2007</th>
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<td>Awards</td>
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</table>
Establish dedicated office space for Undergraduate Research to provide a presence on the main campus.

Results: With financial support from the Provost and the Office of Research & Health Sciences, the Office of Undergraduate Research was moved from Byrnes International to 2nd floor Legare on the Horseshoe. It is now housed in proximity to the Fellowships & Scholarships Program and the Study Abroad Program in an ensemble called Legare Partners.

Develop students' research skills to better prepare them for research-based learning.

Indicator: Level of participation by undergraduate students in the University's Discover Program.

Results: The Office of Undergraduate Research will also offer a second session of the Discover Program, first offered last fall and developed in partnership with University Housing. Discover is a non-credit 10-week seminar open to freshmen and sophomores that meets one hour per week. The program is designed to provide students with a strong foundation in basic research skills that will allow them to transition into a research project of choice.

One-time funding was approved for Student Participation in Academic Research (SPAR), to support the Office of Undergraduate Research as well as Graduate Research initiatives.

Initiative 4(b)
Improve exposure of students to community service activities.

Action Plans

Establish and fund a Task Force to investigate a Service-Learning initiative.

Results: Two co-chairs were identified and funding of the Task Force's mission was arranged. The Task Force completed a survey of faculty and staff which helped to identify service learning activities that are already in place. The survey results indicate there is considerable interest. In January 2007 a kick off event was held featuring a formal presentation by a national expert hosted by the Center for Teaching Excellence. The Task Force completed its report to the Provost in spring semester 2007. It includes an inventory of present service-learning activities as well as a proposal for a center to coordinate campus efforts. [Please refer to the Blueprint submitted by the Dean of Undergraduate Studies for further details and the present status of Service Learning.]
Initiative 4(c)
Enrich the student experience in Residential Learning Centers.

Action Plans

Enhance the Capstone Scholars program to better accommodate the special academic and extracurricular needs of high-achievement students. Results: The Capstone budget has been calibrated to current needs and necessary physical infrastructure improvements have been completed. Operational responsibility for the Capstone Scholars program has been assumed by the Vice Provost for Academic Support.

In conjunction with establishment of the Office of Sustainability, and reorganization of the School of the Environment, the role and mission of the West Quad will be reviewed. Results: A University Office of Sustainability is under consideration but has not yet been created. The School of the Environment has been transformed from a stand-alone school to one housed in the College of Arts & Sciences. Moreover, the School's budget was expanded this fiscal year with the aid of increased state appropriations.

GOAL 5: Refine and Improve Academic Budgeting Processes with Respect to Financial and Facilities Resources

Initiative 5(a)
Improve financial management practices in academic units.

Action Plans

Support the USC Budget Office in an effort to introduce five-year budget forecasting in order to better manage revenues, expenses and carryforward amounts. Indicators: Forecast accuracy in projected revenues, costs and carryforward. Results: A spreadsheet template was developed and distributed by the Budget Office to academic unit business managers and deans in January 2008. The template includes five years of historical data summarized by accounting object code, and includes A-funds and E-funds. Academic units completed the spreadsheets by projecting revenues and expenses for FY 2009 – 2013. Projections were submitted in March/April budget meetings. In future years we will know whether accuracy of five-year projections is improving and those results will be reported beginning in the next annual Blueprint.

Support the USC Budget Office in its ongoing efforts to train business managers in the academic units in order to (1) improve forecasting skills, (2) improve quality of financial reporting, and (3) sharpen their abilities to control expenses.
Indicators: Reduced error rates in projecting tuition revenue. Reduced error rates in forecasting end-of-year carryforward balances. Improved control over operating expenses.
Results: The Budget Office continues to develop and offer monthly meetings with all business managers from all University responsibility areas including the academic units. During FY 2008 the monthly meetings provided in-depth discussion of topics including strategic planning, SACS reaccreditation, and budget modeling. Forecasting of tuition revenues has evidently improved as measured by variance of budget to actual collections.

Initiative 5(b)
Support efforts by the VP & CFO to improve the University budgeting and planning process.

Action Plans

Cooperate with the VP & CFO to simplify the tax model used to determine assessments from academic units.
Results: The tax model introduced with the inception of “value-center management” included seven factors. Based on experience with academic units, including deans and business managers, it was determined that (1) the model had too many factors, (2) factors were somewhat duplicative (e.g., Graduate Credit Hours and Total Credit Hours were both in the model), and (3) calculation of some of the factors was problematic (e.g., the Budget factor was not based on actual values). The University Budget Office developed a simplified tax model that features three factors rather than seven, and the model has been introduced.

Support efforts by the VP & CFO to undertake a comprehensive review of the University budget model. Cumulative experience with the decentralized budget model has served to identify a number of undesirable incentive effects, and some deans continue to complain that accurate forecasting is difficult using this model.
Results: The Provost and academic deans have helped identify difficulties with the model, and other issues have been brought forward by the Faculty Budget Committee. The Provost has supported the President’s drive to install a comprehensive University-wide strategic planning procedure and has worked with the VP & CFO to coordinate the planning and budgeting processes.

Initiative 5(c)
Improve University oversight and control of academic space allocation to support the strategic mission.
Action Plans

Establish an oversight structure to plan and manage academic space needs.
Results: In spring 2006 an ad hoc Academic Space Allocation Committee was established to plan and allocate academic space. The Committee had representation by deans, the Registrar, Facilities Management, the University Architect, Student Housing, and Parking Management, and was co-chaired by the Provost and the Vice President/Chief Financial Officer. The Committee developed and analyzed data to support a space assessment project conducted by Sasaki Associates that will ultimately result in a Facilities Master Plan. During FY 2008 the Provost and VPRHS surveyed all academic units to determine the status of ongoing renovations, current space needs, and plans for future space and facilities requests. This information has been shared with the Director of Facilities. A wholesale renovation and building program has been presented to the Buildings & Grounds Committee of the USC Board of Trustees by the Vice President & CFO, and the Provost is coordinating efforts by academic constituents, including deans and the Registrar, to assist the VP & CFO in programming renovations to best support the University mission.

GOAL 6: Increase Strategically the Global Presence of the University in Terms of Teaching and Research

Initiative 6(a)
Reorganize the Office of Academic Affairs to better serve global strategy.

Action Plans

Develop a new position, Associate Provost for International Affairs, to coordinate international programs for students including exchange programs, and international experiences for faculty including Fulbright and similar scholarships. Results: Plans have been in place since 2005 for establishing a Vice or Associate Provost position in international issues, however funding has not been available.

An Initiative Request for $200,000 in recurring funds was approved, pared down from $500,000 in light of budgetary pressure. Moreover, approximately $67,000 of this amount will be applied to add staff in the Office of International Faculty and Staff, leaving approximately $133,000 in recurring funds to support international affairs as the University seeks to reinforce and expand its global initiatives in teaching and research.

Initiative 6(b)
Re-design the portfolio of course offerings to better suit the present and future global landscape.
Action Plans

Inventory all global programs to assess the extent of global involvement of the University.

Results: A preliminary report was prepared in 2006 by Dr. Gordon Smith, Director of the Walker Institute, and was distributed to all deans. The findings have been discussed and reviewed by the Council of Academic Deans.

Initiative 6(c)
Engage academic deans and faculty in exploring and acting upon collaborative opportunities in East Asia and other areas of rising or established academic prominence.

Action Plans

Provide guidance to academic leaders to explore and develop academic and research collaborations with strong partners, with a particular focus in the immediate term on significant institutions in China and throughout East Asia. Send select deans to China and elsewhere in East Asia to explore collaboration opportunities.

Results: The Provost has undertaken four trips to East Asia since arriving at USC, and each time he has been accompanied by deans and staff members. The most recent trip was completed in March 2008 and was instrumental in securing a positive decision for sponsorship of a Confucius Institute at USC.

GOAL 7. Enhance Faculty Development to Assure the Future Success of the University of South Carolina as an Academic Leader

Initiative 7(a)
Bolster resources dedicated to faculty development.

Action Plans

Establish a new position, Vice Provost for Faculty Development, to oversee all aspects of faculty development including the hiring, advancement and retention of faculty at all levels, and the development of targeted faculty career management and professional development programs.

Indicator: Increased knowledge of chairs, directors and deans regarding university policies and priorities as well as ongoing development of leadership skills.

Results: Dr. Christine Curtis was appointed Vice Provost for Faculty Development as of February 2007. Provost’s Meetings at the beginning of each fall and spring semester have been instituted to improve communication and offer opportunities for discussion of
current university policies and priorities as well as topics of particular interest to deans, associate/assistant deans, chairs, directors, and other administrators from Columbia and the regional campuses. The fall 2008 Provost's Meeting will highlight a workshop on communication skills and dealing with difficult people, led by C.K. Gunsalus. A Leadership Task Force was convened during fall 2007 to develop a plan for chair and senior faculty leadership development, including a new Department Chair Handbook.

**Conduct review of policies and procedures relating to searches for and appointment of faculty (tenured, tenure-track and non tenure-track) and academic administrators.**

*Indicators:* Updated policies clarifying required policies and procedures for faculty and academic administrator searches at all levels. Improved compliance with the university principles of equal opportunity and fair and open searches.

*Results:* A comprehensive faculty search policy has been developed for the USC system that will replace four existing policies. The draft policy will be sent out to the USC system for comment and review at the end of spring 2008 semester. A similar policy governing searches for academic administrators is currently being drafted and should be ready for review by fall 2008. These revised policies are the first steps in the strategy to increase the number of minority and underrepresented faculty and administrators at USC. Retention efforts will begin shortly after receipt of the results from the COACHE survey discussed below.

**Improve mentoring activities. Initiate a task force that will survey current practices of faculty mentoring that are ongoing at USC and will also survey best practices at aspirant institutions.**

*Indicators:* Increased mentoring of junior faculty.

*Results:* A Mentoring Task Force was convened during fall 2007 to review current practices and develop a Mentoring Handbook for Chairs that includes successful mentoring models and implementation suggestions. The draft Mentoring Handbook is now being reviewed by the deans and will be included in the Department Chair's Handbook this summer. In the next phase, the Provost's Office will provide mentoring training to deans, associate deans, chairs/directors and faculty and will help facilitate mentoring programs within the colleges/schools.

**Develop competitive mentoring grant program to assist USC early career faculty in achieving tenure and promotion and to assist associate professors in advancing to professor.**

*Indicators:* Increased number of publications and proposals submitted by the assistant and associate professors and an increased success rate for tenure and promotion.

*Results:* A competitive mentoring grant program will be developed to encourage the mentoring of assistant or associate professors by senior faculty with the expected outcome of either a joint proposal or publications. The plan is to seek proposals from assistant professors and associate professors who will collaborate with professors or senior scholars who are either at USC, another university, or institute or in industry. The successful mentor-mentee teams will each receive $2,500 for the assistant or associate professors and $1,000 for the mentor.
Conduct a review of the Columbia Campus Faculty Manual.

Indicators: Revised Faculty Manual that addresses the current needs of the faculty and university.

Results: At the recommendation of and in conjunction with the Faculty Advisory Committee, a review of the Columbia Campus Faculty Manual is underway to update University Tenure and Promotion criteria so that they are in line with major research universities, and to edit and refine the Faculty Manual so the language is clear and unambiguous, and reflective of current policy and procedures. During the fall 2007 and spring 2008 semesters, the Provost's Office and the Faculty Advisory Committee developed a list of areas to be reviewed in the Faculty Manual. The Faculty Advisory committee has taken to the Faculty Senate the first set of suggested changes that are required due to changes in state law and university policy. Under the auspices of the Faculty Senate Steering Committee, three subcommittees were convened in March 2008 to review Faculty Manual sections relating to research policy, tenure and promotion policy, and special issues. Faculty input is being sought in all areas. Additionally, the Interdisciplinary Task Force will provide input regarding interdisciplinary scholarship in all areas of the Faculty Manual. The goal is to present the updated Faculty Manual to the Faculty Senate Steering Committee and Faculty Senate in spring or fall semester 2009, and obtain approval by the University Faculty and Board of Trustees by the end of AY 2010. Upon completion of the review and approval of changes by the Faculty Senate and Board of Trustees, the Provost's Office and the University Committee on Tenure and Promotion will lead the effort to update all unit tenure and promotion criteria, beginning in fall 2010 or spring 2011.

Update and develop “family-friendly” policies for faculty.

Indicators: Adoption and effective system-wide implementation of the “family-friendly” policies. Increased job satisfaction among the faculty.

Results: Four new and revised policies were developed and vetted throughout the system during spring and summer 2007. The policies went into effect as of August 16, 2007. The four policies address dual career accommodations, modified duties for faculty, and extensions of the faculty tenure-track probationary period and third-year reviews. The use and effectiveness of the policies will be assessed system-wide during the summer of 2008. ACAF 1.60, the faculty modified duties policy, is currently undergoing minor revisions to clarify language and ensure that the policy is effective for the faculty while also providing appropriate safeguards for the institution.

Establish a Center for Teaching Excellence to provide direct support to faculty and doctoral students.

Indicators: Faculty and graduate teaching assistants gain knowledge and skills that enhance their teaching as indicated by student and peer evaluations and improved success during annual, third year, tenure and promotion and post tenure reviews.

Results: The Center for Teaching Excellence was established in 2005-2006 with initial funding provided by the Vice President for Information Technology. A faculty director, Dr. Jed Lyons, Professor of Mechanical of Engineering, was appointed in 2006, essential staff have been hired and associate faculty directors appointed in spring 2008.
The Center will serve as an information repository for all modern developments in pedagogy and design of courses and curricula. Continuing funding for salaries and one-time monies for operations were granted in FY2008. An Early Career Faculty Forum was instituted during spring semester 2008 which will include programs on topics such as grading, student feedback, motivating students, research supervision of graduate students, and course preparation. Communities of Practice have also been created to discuss teaching large classes and effective pedagogy using instructional technology. Faculty has had the opportunity to participate in several effective and innovative teaching grant opportunities. The Center's effectiveness will be reviewed in spring 2009.

**Review and update content and organization of annual New Faculty Orientation.**  
**Indicators:** Rapid assimilation into the USC faculty and culture and increased job satisfaction as measured by the COACHE survey.  
**Results:** As of fall 2008, the Provost's Office will sponsor new faculty orientation in an updated format that extends over the new faculty member's first semester at USC. The orientation program will continue to disseminate key information about University culture and highlight available resources with the goal of increasing awareness without substantially adding to required activities. The program will begin with two half-day sessions in August where the teaching, research, and tenure and promotion will be discussed. Addition sessions later in the semester will be offered by the Library and the Center for Teaching Excellence. In October, the Provost will host dinners for new faculty and, in November, the Vice Provost for Faculty Development will host a power lunch that will discuss balancing teaching and research in the tenure and promotion process. A second, smaller orientation program was offered during spring 2008 for faculty members that were hired or joined USC during the fall semester. Lastly, a website focused on providing information and resources for new USC faculty is in development.

**Conduct COACHE (Collaborative on Academic Careers in Higher Education) Survey and Address Issues.** Use survey results to assess current programming and target future efforts.  
**Indicator:** The number of early career faculty participating in the survey and the ability of the university to address the concerns expressed in survey responses.  
**Results:** The first cohort of early career (untenured, tenure-track) faculty participated in the COACHE survey conducted by Harvard during AY2008 and completed at the end of January 2008. Five peer institutions were selected: University of Arizona, University of Iowa, University of Kansas, Indiana University, and Clemson University. The survey results, available during the summer of 2008, will be analyzed to determine the steps that USC could take to improve the working conditions and academic climate and to increase job satisfaction among its early career faculty. On the basis of the survey results, the Vice Provost for Faculty Development will decide whether to participate again in FY 2009 or to wait until FY 2010.
Provide additional networking opportunities for faculty.

**Indicators:** Increased interaction among faculty and increased sense of community as measured by COACHE for the early career faculty and by other survey means for women.

**Results:** During fall 2007, the Vice Provost for Faculty Development sponsored three Listening Lunches for science, engineering and social science women faculty members to provide a means to network and an opportunity to voice their concerns. Additional networking opportunities for early career faculty and women faculty are being planned for spring 2008. In each case, the faculty involved will also be given the opportunity to develop a real or virtual networking organization. A New Faculty Directory was developed for AY2008 to assist with networking, and a website focused on providing information and resources for new faculty is in development. On the basis of the receptivity of the faculty for the listening lunches, additional listening lunches will be held in AY 2009 for women and early career faculty as well as additional groups such as minority faculty, groups from specific colleges and schools, etc.

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**Initiative 7(b)**  
**Evaluate and improve interdisciplinary collaboration.**

**Action Plans**

**Establish an Interdisciplinary Task Force to review the roles of centers and institutes in faculty career management.**

**Indicator:** Increase in interdisciplinary teaching and research.

**Results:** The Interdisciplinary Task Force was convened during fall 2007 to review the interdisciplinary work ongoing at USC. The task force has identified the current tenure and promotion process and, in particular, the criteria used for assessing faculty productivity and success as being somewhat unfriendly to interdisciplinary work. The Interdisciplinary Task Force will also review the *Faculty Manual* as it applies to interdisciplinary work and give guidance to the subcommittee reviewing the tenure and promotion sections of the *Faculty Manual*. The work of the Task Force is expected to be complete by end of spring semester 2009.

**Review the role of strategic hiring in promoting greater interdisciplinary collaboration.**

**Indicators:** Increased interactions among faculty in different disciplines, resulting in courses with interdisciplinary topics and interdisciplinary research.

**Results:** Evaluate the success of the Faculty Excellence Initiative and, in cooperation with the VPRHS, the Centenary Plan, in assembling a faculty work force that exploits interdisciplinary research, scholarship and teaching opportunities to the extent necessary to establish and maintain the University of South Carolina as an academic leader. During AY 2009, deans will be asked to assess the effectiveness of the FEI hires to date.
Initiative 7(c) Take a leadership role in the Southeastern Conference in preparing faculty to assume administrative positions.

Action Plan

In cooperation with the SEC Academic Council (SECAC), develop formal professional development colloquia focused on preparing faculty to hold positions as department chairs, deans and other key administrators. Indicators: Successful implementation of the Academic Leadership Development Program (ALDP) of SECAC during 2008-2009 and subsequent years. Results: Each SECAC university has named an ALDP liaison. The liaisons met in October 2007 at USC to develop and organize the first ALDP program. A Liaison’s Handbook has been written and the SECAC universities are selecting their ALDP fellows for AY 2009. The ALDP liaisons will meet in May 2008 to finalize plans for the two workshops in AY 2009 and to ensure that all organizational and programming matters are completed. The first ALDP workshop will be held in October 2008 at USC and the second in February 2009 at the University of Arkansas.
II. RESOURCES

Attached is a spreadsheet that contains projections for five years beyond the current FY for the accounts managed by the Provost to support the academic mission of the University. In addition to these “Maneuver Accounts” the Provost maintains the Provost’s Office Account, the Classroom Enhancement Program, Freshman Programs, the Arts Institute, the African American Professors Program, and other special purpose accounts.

FY 2007-08 (as of March 20, 2008)

The FEI account (10000A200) is projected to end FY 2008 with $4,474,542 in recurring funds available. If the $1,000,000 initiative request is satisfied for FY 2009, recurring funds available for FY 2009 will be $5,474,542. Sixty-five firm commitments for FEI hires are outstanding at $70,000 each (total $4,550,000), and commitments are in place for $100,000 each for CoEE chairs. These include Polymer Nanocomposites (Benciewicz) and Regenerative Medicine (Morad), and others that are in various stages of development and recruitment; e.g., Brain Imaging, Tourism Technology, Translational Cancer Therapeutics, Hydrogen Fuel Cell Economy, etc. The Provost plans to allocate approximately ten new FEI commitments at $70,000 each in FY 2009.

Faculty Recruitment and Retention (10000A201) began FY 2008 with $534,000 recurring, and $297,000 was transferred to the Center for Teaching Excellence for operations in support of faculty development and retention. This leaves $237,000 in recurring funds available.

The General Instruction Account (10000A000) began with $472,456 and $200,000 recurring was transferred in from the College of HRSM. This was in turn allocated to the Provost Office Account (61000A000) to support staffing, thus the recurring balance is projected to remain at $472,456. One-time transfers from this account (total $7,260,481 realized and committed) include $1.1 million to Advancement, $1.4 million to Moore School to support start-up and dean recruitment, and $1.5 million to Medicine for start-up associated with dean recruitment.

Deans Recruitment (10000A008) began FY 2008 with $600,000 recurring. Of this, $300,000 was transferred one-time to General Instruction (10000A000) for general academic support, and $180,000 is earmarked for other one-time purposes, thus the account will end the FY with $600,000 recurring.

Academic Program Enhancement (10000A040) began the FY with $850,000 recurring, of which $700,000 recurring was transferred to the Moore School for as part of recruitment effort. Thus this account will end the FY with $150,000 recurring balance.
Faculty Retention (10000A202) began with $750,000 recurring. Of this, $300,000 was transferred to Engineering, $300,000 to Law, and $100,000 to Mass Communications & Information Studies in satisfaction of dean recruitment efforts.

Gender Equity (10000A203) began the FY with $350,000 allocated for faculty salaries. The full amount was allocated.

**FY 2008-09**

New recurring funding of $1,000,000 for the FEI account (10000A200) is anticipated, and we project $2,000,000 in recurring transfers in support of FEI hiring.

For Faculty Recruitment we anticipate $500,000 recurring transfers to Engineering and Law, and will transfer $263,000 recurring from General Instruction to avoid a negative recurring balance in the Faculty Recruitment account.

For General Instruction, $500,000 recurring is requested for international programs, and carryforward (estimated $2,293,233) for the "Maneuver Accounts" from FY 2008 will be moved to this account. In addition to $263,000 recurring to avoid a deficit in Faculty Recruitment, we have plans for a $200,000 recurring commitment of international programs. One-time commitments totaling $4,191,815 include transfers to the Moore School ($700,000), Medicine ($500,000), Arts Institute ($225,000) and Engineering ($300,000). The one-time deficit reflected in this account will be covered by one-time carryforward from the FEI account.

Deans Recruitment (10000A008) has a commitment of $700,000 recurring to the Moore School, and in order to maintain a non-negative balance, $100,000 recurring will be moved from Academic Enhancement (10000A040) leaving $50,000 recurring in that account.

Faculty Retention (10000A202) has no remaining commitments at this time, and Gender Equity (10000A203) will be inactive. The remaining balance for these accounts is estimated at about $2.185 million.

**FY 2009-10**

We anticipate that FEI funding will be continued at $2,000,000, and that approximately that amount will be transferred to satisfy FEI hiring commitments as well as CoEE hires.

A funding request for $750,000 recurring will be submitted, largely to satisfy the remaining $700,000 recurring commitment to the Moore School (from Deans Recruitment 10000A008).
One-time general commitments are estimated at $2.4 million. Carryforward from the "Maneuver Accounts" will be placed initially in General Instruction.

Estimated fund balance for these accounts is projected to be approximately $3.7 million at end of FY.

**FY 2010-11**

Tentative plans call for a final installment of $1,000,000 recurring for the FEI account to make up for reduced funding in FY 2009. Approximately $2,000,000 in FEI and CoEE commitments are anticipated.

One-time general commitments are estimated to be $2.4 million. A crude estimate of fund balance at end of the FY is $4.2 million.

**FY 2011-12**

No new funds are anticipated. Approximately $2,000,000 in FEI and CoEE commitments are foreseen for the FEI account (10000A200), and $2.4 million is estimated for one-time general commitments.

These assumptions imply a fund balance of approximately $2.687 million at year-end.

**FY 2012-13**

We assume the remainder of the FEI account will be transferred for FEI and CoEE hires and other faculty recruitment purposes, leaving zero balance.

Assuming one-time general commitments of $2.4 million, the ending balance for these accounts may be approximately $700,000.