

Office of the Provost Blueprint 2010-2011

Proposed USC Vision Statement

Dedicated to enhancement of the quality of life for all citizens, the University of South Carolina is a premier flagship university system, nationally and internationally recognized for excellence and leadership.

USC Mission Statement

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest university in the state, serving more than 44,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina is a public institution offering degree programs at the associates, bachelors, masters, and doctoral levels. Through the primary method of classroom and laboratory instruction and through a secondary method of distance education delivered by the internet, teleconference, streaming video and DVD, degree programs are offered in the areas of liberal arts and sciences, education, engineering and computing, hospitality retail and sports management, mass communications and information studies, music, public health, and professional programs such as law, medicine, nursing, pharmacy, and business.

Recognized by the Carnegie Foundation as a top research and service institution, nationally ranked in start-up businesses, and conferring nearly 40% of all bachelors and graduate degrees awarded at public institutions in South Carolina, the University of South Carolina has a profound relevance, reach, and impact on the people of its state. The University provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world, through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

Office of the Provost Blueprint 2010-2011

Vision Statement

The University of South Carolina at Columbia is a premier academic institution dedicated to academic excellence and academic integrity that upholds high quality student-centered teaching and learning, nationally and internationally recognized research, scholarship and artistic creation, and community-engaged service.

Mission Statement

The Office of the Provost is dedicated to the faculty and students of the University of South Carolina and to their academic success. The primary mission of the Office of the Provost is to provide leadership for academics at the University of South Carolina and to ensure academic excellence, integrity, and fairness in educating our students, in performing our research,

scholarship and creative works, in serving our university, community and professions, and in fostering an environment that embraces and promotes diversity of people and ideas.

Core Values

Striving for academic excellence and ensuring academic integrity are essential to building our institution's future.

Educating our students is our focus as a faculty and is encompassed in all of our research, teaching and service activities.

Encouraging and supporting our faculty to excel in teaching and mentoring students, in engaging in productive scholarship, and in serving are vital to maintaining and further enhancing our university as a strong and vibrant university.

Promoting excellence by celebrating diversity of people, ideas, modes of scholarship and disciplines enriches our scholarship and fosters excellence.

Building our university's reputation on academic excellence through the strength of our faculty's and students' scholarship and creative works is essential to our state's future.

Providing strong and active academic leadership through a clear vision, trusting relationships, and active service is the ongoing objective of the Provost and the Provost Office.

Goals

Accreditation

Goal 1. Receive Southern Association of Colleges and Schools (SACS) Reaccreditation

Academics: Teaching and Learning in Undergraduate and Graduate Education

Goal 2. Strengthen and Improve Undergraduate Education through Curriculum Innovation, Assessment, and Experiences Beyond-the-Classroom

Goal 3. Increase Access of South Carolinians to Higher Education through the Regional Campuses and Extended University

Goal 4. Improve and Support Doctoral Education

Goal 5. Enhance Distance Education through Academic Leadership, Increased Academic Support and Improved Technology

Goal 6. Promote International Programs for Students and Faculty

Faculty Support and Retention

Goal 7. Support and Retain Faculty

Goal 8. Promote Faculty Research, Scholarship and Creative Achievement

Goal 9. Increase Faculty through Senior Hiring Initiative and CoEE Program

Academic Environment, Space, and Facilities

Goal 10. Improve Academic Facilities

Accreditation

Goal 1. Receive Southern Association of Colleges and Schools (SACS) Reaccreditation

Initiative 1: Submit SACS Report: USC Columbia and Regional campuses' SACS report will be finalized during the summer of 2010 and submitted on September 1, 2010.

Action Plan: The timeline is

- September 2010: Submit Compliance Report to the Off-Site SACS Review Team.
- December 2010: Receive preliminary list of recommendations.
- December 2010: Submit QEP proposal to SACS.
- December 2010 to February 2011: Prepare Focus Report (response to recommendations)
- March 28 – April 1, 2011: Welcome SACS On-Site Review Team to campuses (Columbia, Lancaster, Union, Salkehatchie, Sumter)
- April 1, 2011: Receive preliminary SACS findings
- June 2011: Prepare final report responding to findings.
- December 2011: USC reaccreditation standing reported at national SACS meeting

Initiative 2: Develop and implement USC Columbia and Regional campuses' Quality Enhancement Plan (QEP), *USConnect: Student Empowerment through Integrative Learning*. The QEP focuses on helping students make more intentional choices and connections among existing within- and beyond-the-classroom opportunities.

Action Plan: During the fall of 2010 the QEP Committee, composed of faculty, staff, and students at USC Columbia and the Regional campuses, will develop a proposal for integrated learning at USC. The proposal will be submitted to SACS in December. More information is given in Appendix I: "University of South Carolina DRAFT QEP Proposal: *USConnect: Student Empowerment through Integrative Learning*."

Academics: Teaching and Learning in Undergraduate and Graduate Education

Goal 2. Strengthen and Improve Undergraduate Education through Curriculum Innovation, Assessment, and Experiences Beyond-the-Classroom.

Initiative 1: Systematically assess and improve the quality of the undergraduate academic program.

Action Plan: Continue the revision of the general education curriculum through development and implementation of the new Carolina Core. Appendix II presents *Carolina Core* Distribution Requirements Proposal, 11 August 2010 DRAFT (see <http://www.sc.edu/generaleducation//>)

Achievements to date include:

- In-depth discussions of student learning
- Faculty adoption of learning goals for students
- Preliminary recommendation of distribution requirements
- Development of policies and processes for approval of courses to meet new *Core* outcomes

What has not changed?

- Core can be as little as 31 hours

Core competencies:

- Written Communication
- Analytical Reasoning & Problem-Solving
- Scientific Literacy
- Social Science
- Historical Understanding
- Foreign language

Three additional core competencies are

- Spoken communication (S)
- Information literacy (IL)
- Values/ethics/social responsibility (VESR)

What has changed?

Truly common core, regardless of college or major

Introduction of “overlay course” option

Overlay courses meet one other core competency as well as S, IL, or VESR.

Introduction of an “Integrative Course” requirement in the major program area to reinforce selected *Carolina Core* competencies in an existing or new upper division course

Committee expects that many current general education courses will meet the new learning outcomes in these areas; all existing and new courses will go through a review process.

Initiative 2: Better prepare undergraduate students to thrive in a complex and changing world.

Action Plan: 1) Enhance diversity awareness and multicultural appreciation among undergraduate students.

2) Enhance opportunities for undergraduate students to engage in international travel and study abroad.

Initiative 3: Strengthen opportunities for undergraduate research and scholarship.

Action Plan: 1) Continue to expand programming for support of undergraduate research.

- 2) Continue to work with the Office of Undergraduate Research to enhance out-of-class research experiences for undergraduate students.

Initiative 4: Enhance opportunities for undergraduate students to engage productively with the community, state, nation, and world.

Action Plan: 1) Enhance opportunities for undergraduate students to engage in service learning.

- 2) Enhance opportunities for student leadership development within- and beyond-the-classroom

- 3) Enhance employment opportunities for undergraduates.

- 4) Create a new structure to facilitate these efforts.

Initiative 5: Enhance the global presence of the University with respect to undergraduate teaching, research, and service.

Action Plan: 1) Encourage participation and leadership by USC students, faculty, and professional staff in national and international conferences involving undergraduate studies.

- 2) Assist the Office of Fellowships and Scholars in promoting USC undergraduates for national scholarships and awards.

- 3) Assist in developing superior career pathways for USC graduates in the state, nation, and world.

- 4) Promote USC's undergraduate studies program through campus, state, regional national and international media outlets.

Initiative 6: Increase academic articulation and matriculation in the USC system.

Action Plan: Continue to engage the Regional Campuses in the development of the Core curriculum and in the discussions of the current general education curriculum.

Action Plan: Continue to work with the Senior campuses to develop uniformity in course offering numbering of courses in the general education curriculum and in increasing the ability to articulate courses from one institution to another and the ease of matriculation of students within the USC system.

Goal 3. Increase Access of South Carolinians to Higher Education through the Regional Campuses and Extended University.

Initiative 1: Strengthen the academic program relationships between USC Columbia and the Regional Campuses.

Action Plan: Develop the Regional Campuses as feeder institutions to USC Columbia by increasing the communication between USC Columbia and the Regional campuses and by assisting the Regional campuses in

developing and/or strengthening relationships with colleges, schools, and departments at USC Columbia.

Action Plan: Assist the Regional campuses in fulfilling their potential in terms of, academic programs, instructional and student support, faculty recruitment and development, and extracurricular and co-curricular activities, as well as facilities.

Initiative 2. Increase the USC Columbia degree offerings in the Palmetto Program and continue the Nursing bachelor's degrees at USC Salkehatchie and USC Lancaster.

Action Plan: Support the development of two additional bachelor's degrees in the Palmetto Program:

- Criminology and Criminal Justice
- Elementary Education

Action Plan: Continue to support the USC Columbia bachelor's in nursing degree programs at USC Lancaster and USC Salkehatchie.

Goal 4. Improve and Support Doctoral Education.

Initiative 1: Provide support for

- Awards of \$1,500 per student to a unit of the major professor upon graduation of a doctoral student
- School of Music stipends of \$80,000 of recurring funds for doctoral students
- Doctoral students academic placement awards of \$100,000

Action Plan: Continue to award \$1,500 per graduating doctoral student to the unit of the doctoral student after each graduation. The Provost Office has transferred the recurring funds for doctoral education to the School of Music.

Initiative 2: Hire a vice provost who has as one of his/her duties to coordinate with the Graduate School and the Vice President for Research and Graduate Education (RGE).

Action Plan: After a successful search, two vice provost were hired and one of the vice provosts will coordinate with RGE.

Initiative 3: Provide incentives for placing graduates of doctoral programs at top academic institutions.

Goal 5. Enhance Distance Education through Academic Leadership, Increased Academic Support, and Improved Technology.

Initiative 1: Create and fill the position of vice provost who will also perform the duties of director of distance education as soon as possible.

Action Plan: A successful search was performed for the Vice Provost. Dr. Lacy Ford will serve as the Vice Provost who will also serve as the Director of Distance Education, effective September 1, 2010. He shall perform the following duties:

- Develop a Blueprint and budget for Distance Education each year.
- Coordinate orientation sessions for distance education students.
- Coordinate and advertise professional assistance for distance education students.
- Coordinate faculty support in designing and teaching distance education courses.
- Monitor the level of success in providing academic support for distance education students to include access to advisement, tutorials, and mentoring.
- Monitor and assess library/learning resources for distance education.
- Monitor distance education student complaints.
- Monitor retention and graduation of distance education students reports created by Institutional Assessment & Compliance.
- Monitor emerging distance education technologies.

Initiative 2: The Vice Provost who also serves as the Director of Distance Education will review, implement, and assess the five year plan for distance education developed during the summer of 2010.

Action Plan: Review, assess, revise, and implement “Draft Five Year Distance Education Plan” given in Appendix III.

Initiative 3: The Vice Provost will lead the effort for developing distance education classrooms for multiple college use.

Goal 6. Promote International Programs for Students and Faculty.

Initiative 1: Create and fill the position of vice provost whose job responsibilities will be to coordinate and advance international teaching, research, and learning opportunities for faculty and students.

Action Plan: After a successful search, Dr. Tim Douplik was hired as vice provost with leading the international initiative as one of his primary duties. He will begin his duties on October 1, 2010. He shall perform the following duties:

- Develop a Blueprint and budget for International Office each year.
- Provide leadership for the International Office.
- Develop policies and institute best practices for furthering the international opportunities for faculty and staff.
- Determine the faculty’s and students’ interest in international opportunities for the different colleges/schools and regional campuses.

- Establish contacts within the University to assist in developing and maintaining strong academic international programs.
- Develop relationships with universities and international entities to develop programs for cultural and student exchange, study abroad, and faculty scholarship in international setting.
- Develop agreements with governments and other international entities to provide educational opportunities for undergraduate and graduate students and for postdoctoral fellows.

Initiative 2: Consolidate and coordinate the various offices and functions handling International Affairs for students and faculty.

Action Plan: Work with the Offices of Research, Student Affairs and with Human Resources to consolidate current activities and create a seamless and well-functioning International Office.

Initiative 3: Develop relationships with universities and their faculty and students throughout the world, bring international faculty and students to USC, and provide opportunities for students to study aboard and faculty to engage in their scholarly activities throughout the world.

Action Plan: Develop and implement a strategy for developing relationships, establishing cooperative agreements and for implementing programming internationally.

Faculty Support and Retention

Goal 7. Support and Retain Faculty.

Initiative 1: Retain Faculty through a Salary Improvement Plan.

Action Plan: 1) Develop a \$500,000 plan for faculty salary improvement in 2010-2011.

2) Encourage deans to be proactive in retaining their productive faculty by providing salary increases through recurring funds.

3) Assist deans in the retention of highly productive faculty by providing assistance through fixed term chairs, equipment requisition, and in meeting outside offers or preempting outside offers.

Initiative 2: Support faculty by developing a long-range plan for salary improvement.

Action Plan: 1) Perform initial analyses of faculty salaries and report findings to the Faculty Welfare Committee.

2) Develop a plan for a comprehensive market study of salaries to be implemented in FY 2012.

Initiative 3: Provide support for faculty through the Center for Teaching Excellence.

Action Plan: 1) The CTE will prepare faculty for their professorial role through New Faculty Orientation and other faculty development activities.

- 2) The CTE will support faculty, full-time and part-time, in their teaching roles, including both traditional and nontraditional roles.
- 3) Through its contact with faculty, the CTE will assess the needs of the faculty and provide guidance to the Provost Office as to what additional faculty support is needed.

Goal 8. Promote Faculty Research, Scholarship, and Creative Achievement.

Initiative 1: Promote research, scholarship, and creative achievement by creating an enriched scholarly environment that empowers faculty to excel in their scholarship.

Initiative 2: Develop and Implement Grants Programs for Faculty (Appendix IV. 2010-2011 Faculty Grants Programs).

Action Plan: Develop grant programs, coordinate with the Office of Research and Graduate Education and execute the programs during 2010-2011. The requests for proposals for the following grants programs are given in Appendix V.

- Creative and Performing Arts Grants Program \$150,000
- Humanities Grants Program \$200,000
- Social Science Grants Program \$200,000
- Clinical Incentive Pilot Grants Program \$150,000
- Institute for STEM Visiting Faculty Initiative \$125,000

Goal 9. Increase Faculty through Senior Hiring Initiative and CoEE Program.

Initiative 1: Continue hiring CoEE chairs for approved Centers of Economic Excellence.

Action Plan: Hire the CoEE Chairs in the following CoEE Centers during FY 11:

College/School	Center of Economic Excellence Chair
Arnold School of Public Health	Nanoenvironmental Research and Risk Assessment Technology for Enhancing a Healthful Lifestyle Rehabilitation and Reconstruction Science
College of Arts and Sciences	Brain Imaging Childhood Neurotherapeutics Data Analysis, Simulation, Imaging and Visualization
College of Engineering and Computing	Advanced Tissue Biofabrication Hydrogen Fuel Cell Economy Nuclear Science and Energy

College of Pharmacy	Renewable Fuels for Fuel Cell Economy
Moore School of Business	Translational Cancer Therapeutics
School of Medicine	Hydrogen Fuel Cell Economy
	Vision Science

Initiative 2: Develop a plan to complete the hiring of CoEE chairs in FY 2012.

College/School	Center of Economic Excellence Chair
Arnold School of Public Health	Cancer Disparities
College of Engineering and Computing	Nuclear Science Strategies
School of Medicine	SmartBRAIN

Initiative 3: Develop a three-year senior faculty hiring plan with \$2 million in recurring funds and \$5 million in one-time monies for start-up expenses.

Action Plan: The provost will ask the deans which disciplines in their colleges need to have senior leadership as well as perform an analysis to determine the density of senior faculty in the different departments, colleges and schools. Disciplines will be selected and searches authorized for recruiting either faculty at the rank of professor or in a few cases at the rank of associate professor.

Academic Environment, Space, and Facilities

Goal 10. Improve Academic Facilities.

Initiative 1: Complete the upfit of Horizon I.

Action Plan: The steps that will be taken are to

- Seek the necessary approvals through the University and the Budget and Control Board.
- Finalize the occupancy of the basement and fourth floors.
- Engage the architect to program and design the space.

Initiative 2: Complete the upfit of Discovery I.

Action Plan: The steps that will be taken are to

- Seek the necessary approvals through the University and the Budget and Control Board.
- Finalize the space usage and occupancy of Discovery I.
- Engage the architect to establish the space program.
- Prepare schematics.
- Design the space.

Initiative 3: Develop a plan for improving academic space.

Action Plan: Work with the Capital Planning Committee and provide assistance in determining space needs and assistance in dealing with academic space

issues. Working collectively, the Provost and Vice Provosts will engage the colleges to determine the most pressing space issues and then develop a plan for addressing the most critical needs.

Appendices

- Appendix I: University of South Carolina DRAFT QEP Proposal: *USConnect: Student Empowerment through Integrative Learning*.
- Appendix II: *Carolina Core* Distribution Requirements Proposal, 11 August 2010 DRAFT (see <http://www.sc.edu/generaleducation/>)
- Appendix III: Draft Five Year Distance Education Plan
- Appendix IV: 2010-2011 Faculty Grants Programs
- Appendix V: Requests for Proposals for Grants Programs
- Creative and Performing Arts Grants Program \$150,000
 - Humanities Grants Program \$200,000
 - Social Science Grants Program \$200,000
 - Clinical Incentive Pilot Grants Program \$150,000
 - Institute for STEM Visiting Faculty Initiative \$125,000

What is a Quality Enhancement Plan (QEP)?

A QEP is a required component of the accreditation process of the Southern Association of Colleges and Schools (SACS). It is a carefully designed, 5-year, course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. Key components of a QEP include well-defined student learning outcomes and assessments, broad participation of the university community, and the potential to be transformative.

Why should I care?

The QEP is an opportunity to enhance our overall quality and effectiveness by focusing on an issue we consider important to enhancing the learning experience of our students. USC will invest significant resources in the QEP which must be comprehensive and impact a significant portion of Carolina students (Columbia, Lancaster, Union, Salkahatchie, Sumter campuses). Our goal is for all students to be positively impacted by the QEP, so all programs will be involved.

Who is coming up with this plan?

Faculty, staff, and students are the drivers of the QEP. A general call to faculty in 2009-2010 provided the initial input and selection of potential QEP topics and proposals. The QEP proposal and its subcommittees include representation from across the Carolina community.

When will decisions be made?

The full, 100-page draft of the QEP Proposal will be submitted to the Provost's Office in December to go to SACS. During our SACS visit in late March, we will receive input on the proposal and continue to revise through Summer 2010.

Is the QEP one more thing to be "added on" which will drain resources from our core mission?

No! The QEP must grow from our mission and be integrated into existing structures. It will build on what we are already doing. The proposed QEP, USConnect: Empowering Students through Integrative Learning, focuses on helping students make more intentional choices and connections among existing opportunities, both academic and beyond the classroom.

Coming soon to a college/department/meeting near you!! Information and discussion about the QEP will be pervasive across our campuses in 2010-2011 and beyond. QEP representatives will join meetings to provide information and seek input. QEP information will be continually updated on the website: <http://www.sc.edu/provost/qep/> with an opportunity to submit electronic input. Look for announcements on upcoming discussion forums! We need to hear from YOU!

Contacts:

Dr. Irma Van Scoy, Chair of the QEP Proposal Committee ivanscoy@mailbox.sc.edu, 803-777-3075

Dr. Helen Doerpinghaus, Vice Provost and Dean of Undergraduate Studies doerp@sc.edu, 803-777-2808

University of South Carolina DRAFT QEP Proposal

USConnect: Student Empowerment through Integrative Learning*

The University of South Carolina's Quality Enhancement Plan (QEP), USConnect, focuses on empowering students through integrative learning in which they synthesize a strong general education background, preparation in their major area of study, and beyond-the-classroom experiences. At USC, integrative learning focuses on engaging students in a broad array of in- and beyond-the-classroom experiences and supporting students in making productive **connections** between theory and practice. Students' grounding in diverse learning experiences and real world contexts orients students to consider a variety of perspectives as they apply their learning and experiences to solve problems, make sound decisions, and create unique solutions. Faculty and professional staff support students in making these connections.

As defined by the American Association of Colleges and Universities (AACU), integrative and applied learning is an "understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus".

The first step in the process is to assist students in selecting experiences which will enrich their lives and academic work. While USC students are already engaged in a wide variety of beyond-the-classroom experiences, this means making learning opportunities, and the connections between them, transparent so that students select experiences *intentionally*. So, for example, it would be easy for a student interested in the Mediterranean to be aware of the Spanish Language House (a Living and Learning Community), faculty members who have connections to the region, relevant course work, upcoming events (e.g., seminar on Greek cooking, visiting scholar lecture), and opportunities for study abroad in the region. Support for identifying and tracking beyond-the-classroom experiences at USC is provided through an innovative technology platform that draws from databases of experiences, academic resources, user interests, and other information to provide access and make recommendations to users regarding opportunities that meet their needs and interests.

Beyond-the-classroom experiences at USC include a broad array of brief or one-time experiences such as attendance at a lecture by a world leader or participation in the Martin Luther King Service Day. Beyond-the-classroom options also include extended experiences that provide opportunities for more extensive, systematic reflection and assessment of student ability to make in-depth connections (e.g., internships, research projects, service learning semesters, leadership programs, study abroad). By engaging in diverse experiences in ways that support reflection, analysis, and synthesis, students deepen learning and are better equipped to assume leadership roles both during college and beyond their undergraduate experience.

* QEP working title August 2010

Appendix II. *Carolina Core* Distribution Requirements Proposal

***Carolina Core* Distribution Requirements Proposal 11 August 2010 DRAFT**

The new *Carolina Core* is a revised general education curriculum developed by USC faculty, staff, and students over the last four years. This has been in response to Provost Mark Becker's call for a revision (2005) in order to address the question, "What do our students need to know to thrive as well-educated citizens in the twenty-first century?" A task force of more than 100 faculty proposed new learning goals for a revised general education curriculum (2007) and President Andrew Sorensen then established a General Education Committee to continue work on the revision (2008). The Committee refined the learning outcomes and articulated a rationale, values, and guiding principles for the proposed *Carolina Core*; this was approved by Faculty Senate (2009). Currently the *Carolina Core* Committee is developing recommendations for distribution requirements (described below) as well as policies and procedures for *Carolina Core* course approvals.

The new *Carolina Core* has seven core components and nine learning outcomes. The current general education requirement mandates 31 hours plus foreign language and the proposed *Carolina Core* can be met in as little as 31 hours plus foreign language. The attached table shows the proposed distribution requirements and options for meeting these learning outcomes at the foundational level of achievement.

At the top of the chart the "Lower Division Core Courses" meet the first group of learning outcomes. This set of courses is similar to the existing general education requirement. Note however that the new Communication outcome includes a speech component not previously required of our students. This learning outcome is identified in the second grouping, "II. Lower Division Overlay-Eligible Courses," as are information literacy and a values requirement.

The overlay courses are a new feature of the curriculum. Three of the learning outcomes, Speech (S), Information Literacy (IL), and Values, Ethics, and Social Responsibility (VESR), can be met through individual courses (as can be the first 6 learning outcomes) or they may be met through overlay courses. An overlay course meets one other foundational learning outcome as well as S, IL, or VESR. An overlay course could combine two learning outcomes from S, IL, or VESR (e.g., S and VESR). The overlay course must meet the learning outcomes for both *Carolina Core* requirements (as described in the Appendix document). The overlay course would have a distinctive course number since all sections of a course must cover the same learning outcomes. By judicious selection of up to two appropriate overlay courses, the *Carolina Core* distribution requirements could be met with as few as 31 credit hours (not including the upper division integrative course in the major) plus foreign language. (Note that SACS requires at least 30 hours of general education coursework.) We anticipate that courses approved to meet two learning outcomes would be especially popular with students.

The third component of the *Carolina Core* is the integrative course which allows selected *Carolina Core* learning outcomes to be threaded into the major program area in an upper division course (of 3 or more hours). Although the integrative course is an addition in the new *Carolina Core* no additional hours are required because this requirement is met through an already required course in the major.¹ Most programs – even those currently without capstone courses – likely already offer a course or courses that thread *Carolina Core* learning outcomes through the curriculum. Students with more than one major would take an integrative course in each program major.

Note that all *Carolina Core* courses must be reviewed and approved by the *Carolina Core* Committee or a designated subcommittee prior to approval by the Faculty Senate Committee on Curricula and Courses. Like all academic programs, the *Carolina Core* program will be regularly assessed and necessary changes made as indicated by the assessment data in order to enhance student learning. Regular course review will be conducted on a 3 or 5 year cycle.

Notes

1. The Committee expects that the *Carolina Core* curriculum can be implemented for Fall 2012. With sufficient experience and assessment data, the distribution requirements, "overlay" courses, and other components of the *Carolina Core* can be revised over time as appropriate.
2. Overlay courses must be approved as a *Carolina Core* course at the foundational level, to assure that the *Core* remains truly common across all degree programs.

¹ Since the integrative course in the *Carolina Core* is "major-specific" and usually taken in the junior or senior year, the integrative course is appropriately not counted as part of the general education hours as defined in SACS Core Requirement 2.7.3.

Appendix II. *Carolina Core* Distribution Requirements Proposal

3. *Carolina Core* courses and the learning outcomes must be common for USC Columbia, Lancaster, Union, Salkahatchie, and Sumter; consequently, communication about course proposals must be clear and timely across campuses.

4. The integrative course must be taken within the USC system; transfer courses will not be accepted for this requirement in the major program area. Otherwise transfer students should not be adversely impacted by the change to the new curriculum.

5. The new curriculum should not adversely affect Advanced Placement (AP) or International Baccalaureate (IB) credit transfer.

6. By 2014 the *Carolina Core* Committee will consider increasing the number of possible overlay courses from 2 to 3, which would allow the credit hours for the Aesthetic and Interpretive Understanding (AIU) Core Component to increase from 3 to 6 with 3 hours specifically designated for the fine arts (without increasing the minimum core upward from 31 hours). At the present time (August 2010) there are no developed overlay courses; however, it is expected that by 2014 there will be sufficient overlay courses from which students may choose, making the three overlay rule possible. In the meantime, the Committee encourages colleges and schools to consider adding a fine arts requirement in their college core if they do not already have one because this will make the transition easier when the time comes.

Reference Documents:

Current General Education requirements:

[http://bulletin.sc.edu/content.php?catoid=7&navoid=1687#General Education Requirements](http://bulletin.sc.edu/content.php?catoid=7&navoid=1687#General_Education_Requirements)

Comparison of Current and Proposed General Education/*Carolina Core* Requirements:

<http://www.sc.edu/generaleducation/curriculumcomparison.shtml>

Appendix II. *Carolina Core* Distribution Requirements Proposal

***Carolina Core* Distribution Requirements**

August 11, 2010

<i>Carolina Core</i> Components	<i>Carolina Core</i> Learning Outcomes (approved by Faculty Senate April 1, 2009, and amended April 28, 2009)	Proposed Credit Hours in <i>Carolina Core</i>
I. Lower Division: Core Courses	Learning Outcomes to be met at foundational level of mastery	28-34 hours
Effective, Engaged, and Persuasive Communication: Writing	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	6 Written component
Analytical Reasoning and Problem-Solving	Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.	6
Scientific Literacy	Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.	7
Global Citizenship and Multicultural Understanding	Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	3
Global Citizenship and Multicultural Understanding	Use the principles of historical thinking to assess the relationships between modern societies and their historical roots.	3
Global Citizenship and Multicultural Understanding	Communicate effectively in more than one language.	0-6 (depending on placement test)
Aesthetic and Interpretive Understanding	Create or interpret literary, visual or performing arts	3
II. Lower Division: Overlay-Eligible Courses ■	Up to two of these three core requirements may be met in overlay courses.	3-9 hours (depending whether these 3 outcomes are met with stand-alone or up to two overlay courses)
Effective, Engaged, and Persuasive Communication: Speech (S)■	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking	0-3 [■] Spoken component
Information Literacy (IL)■	Collect, manage and evaluate information using technology, and communicate findings.	0-3 [■]
Values, Ethics, and Social Responsibility (VESR)■	Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives	0-3 [■]
III. Upper Division: Integrative Course in the Major	Required upper division course in the major program of study; includes learning outcomes from the <i>Carolina Core</i> chosen by the program area.	N/A
TOTAL Hours in <i>Carolina Core</i>		31 – 43 hours (depending on language placement tests and use of at most two overlay courses)

Five-Year Distance Education Action Plan

June 2010

The academic deans at the University of South Carolina requested a meeting with the Provost to discuss the state of distance education. Meetings on [February 3, 2010](#), and [February 17, 2010](#) included the academic deans, the Provost, and invited distance education support personnel. Possible strengths, weaknesses and opportunities were presented regarding distance education. The Provost charged [Dr. Paul Solomon](#) from the School of Library and Information Science with the task of writing a [white paper on distance learning](#).

Dr. Solomon examined the existing evidence of distance education effectiveness, which included results from meetings, surveys, and the following measures:

- [5-year projections of distance learning enrollments](#) for each college
- Distance learning resources and expenditures, by [college](#) and [campus](#), and
- Traditional delivery versus distance learning [course evaluations](#).

Based on the report by Dr Solomon, the Provost developed the following action plan for distance learning.

Vision

As the vision of the University of South Carolina as a whole is to be nationally and internationally recognized for its educational leadership, distance education is seen as a vehicle for keeping the University on the cusp of higher education innovation.

The role of the central administration in distance education is to ensure that:

1. the quality of distance learning is commensurate with that of traditional instruction,
2. growth in distance learning is in the best interest of students and the Institution, and,
3. the creativity of deans and faculty members is not unnecessarily constrained by the direction and guidance of distance learning provided at the institutional level.

1. Quality of Distance Learning

Course Evaluations

Institutional Assessment and Compliance will continue to monitor student satisfaction with distance delivery courses regarding:

- Availability of instructor

- Effectiveness of technology
- Interactions with students
- Interaction with professor
- Promptness of feedback
- Technology support

The results will be shared with the Vice Provost and Director of Distance Education each summer.

Academic Program Assessment

Every academic program must submit an annual assessment plan, including programs delivered either distance or at another location. If the distance program is also delivered traditionally, the program director may opt to annually submit one plan with the assessment results disaggregated to compare the quality of student work in the distance program to the quality of work in the traditional program. IAC will coordinate the assessment of all academic programs and will provide feedback on each assessment plan.

2. Growth of Distance Learning

The Provost approved the 5-year enrollment projections submitted by all academic deans in Spring 2010. To ensure reasonable adherence to the approved enrollments, the Director of Academic Programs will alert the Provost to increases in distance-delivered programs as part of the program approval process. In addition, during the budget hearings based on the Blueprints, the deans may propose a change to the enrollment projections. If approved by the Provost, the projected distance delivery enrollments will be updated to reflect the change.

3. Direction of Distance Learning

To ensure the quality and future direction of distance education at USC, the position of Vice Provost and Director of Distance Learning was created. Based on the finding presented in the report by Dr. Solomon and SACS best practices, the following duties have been assigned to the position:

- Develop a Blueprint for Distance Education each year, including the budget section
- Coordinate orientation sessions for distance education students.
- Coordinate and advertise professional assistance for distance education students.

- Coordinate the support of faculty in designing and teaching distance education courses.
- Monitor the level of success in providing academic support for distance education students to include access to advisement, tutorials, and mentoring.
- Monitor and assess library/learning resources for distance education.
- Monitor distance education student complaints.
- Monitor Retention and Graduation of Distance Education Students reports created by Institutional Assessment & Compliance.
- Monitor emerging distance education technologies.

Finally, to ensure adequate faculty input in the direction of distance learning, a Distance Education Steering Committee is being formed, that will include:

- Vice Provost and Director of Distance Education, Chair of the committee.
- UTS Director of Distance Education.
- Faculty Director, Center for Teaching Excellence.
- Dean of the Libraries.
- Representative from the Student Success Center.
- Director of Institutional Effectiveness.
- Faculty members representing all colleges and schools, including the regional campuses.

Appendix IV. Provost Grant Programs for 2010-2011

The **Creative and Performing Arts** grants program promotes and nurtures the creative and performing arts by faculty on the Columbia and Regional Campuses of the University of South Carolina. The purpose of this competitive grant program is to provide funding to assist faculty in the creative and performing arts in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship and/or creative work.

The **Humanities** grants program supports faculty development through scholarship and creative achievement in the humanities on the Columbia and Regional Campuses of the University of South Carolina. The purpose of this competitive grant program is to provide funding to assist Humanities faculty in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship.

The **Social Sciences** grants program supports faculty development through scholarship, research, and creative achievement in the social sciences on the Columbia and Regional Campuses of the University of South Carolina. The purpose of this competitive grant program is to provide funding to assist faculty in the social sciences in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship.

The **Clinical Incentive Pilot** grants program supports Columbia and Regional Campuses' clinical faculty in medicine, pharmacy, and nursing, and is designed to encourage clinical faculty involvement in research and scholarship. The type of research may include, but is not limited to, outcomes, applied, translational, and/or human populations. An expected outcome is that the clinician researcher will be able to obtain pilot data that will result in proposals for extramural research funding. The principal investigator must be a practicing clinician in the School of Medicine, College of Pharmacy, or College of Nursing. Co-principal investigators are not required to be clinical faculty and may be from any USC Columbia college, school or from the Regional campuses.

The **Institute for STEM Enrichment** is an initiative to support short visits from distinguished scholars engaged in scientific and engineering research. This initiative is dedicated to the furtherance of science and technology, which can impact faculty development by introducing leading research practices through workshops, seminars, and mentoring to increase the capacity of our faculty. Working with teams of faculty or individual researchers and graduate students, these scholars will assist in developing innovative research practices to enhance knowledge and collaboration in science, technology, engineering and mathematics.

Appendix V

Requests for Proposals
for the
Provost Grant Program
2010-2011

Supported by the
Office of the Provost
and the
Office of Research and Graduate Education

Creative and Performing Arts Grant Program

Program Guidelines

Announcement Release Date:	September 22, 2010
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Application Receipt Date:	November 22, 2010
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Award Announcement Date:	March 31, 2011
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Description

The **Creative and Performing Arts** grant program promotes and nurtures the creative and performing arts by faculty on the Columbia and Regional Campuses of the University of South Carolina. The purpose of this competitive grant program is to provide funding to assist faculty in the creative and performing arts in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship and/or creative work.

Eligibility

Eligible applicants include all full-time tenured or tenure-track faculty on the USC Columbia and USC Regional Campuses. Proposals may be submitted to more than one internal program; however, principal investigators are only eligible to be funded by one program. Prior Provost Grant Program award recipients are not eligible to submit a proposal until they have submitted the final report for their current award.

Funds Available and Project Timeframe

Projects are eligible for funding of up to \$20,000 per project period. An applicant may request a project period of up to twenty-four (24) months, beginning May 16, 2011 and ending May 15, 2013. The number of awards will be contingent on the number and quality of funding applications received and approved as well as the amount requested and allocated per application. The review committee reserves the right to alter the amount requested for funding.

Application Procedure

1. Title page
 - a. Title of proposal
 - b. Amount of money requested
 - c. List the name, title, department, college, and phone number of each investigator, beginning with the principal investigator
2. Develop a three-page proposal narrative that provides:
 - a. A brief discussion of the background of the proposed creative work or creative activity
 - b. A detailed narrative of the project that includes the
 1. Objectives
 2. Significance of the creative work or creative activity
 3. Timeline with expected accomplishments during the course of the grant

4. Specific outcomes of the project
3. Attach the following supporting documentation to the end of the proposal narrative (not included in the three pages):
 - a. References: works cited, bibliography, notes
 - b. Two-page biographical sketch of the principal investigator and also of the co-principal investigator(s), if any, that includes
 1. Education
 2. Professional experience
 3. Evidence of creative achievement: most significant creative writing, description of juried exhibits, performances, compositions, recordings, etc.
 4. Significant accomplishments and contributions
 5. Other information as appropriate
 - c. Current and pending support. Include current grant funding and pending grant funding using the form given on the Provost Grant Program web site.
 - d. A detailed budget for total project costs and a budget justification, which clearly justifies each cost, consistent with the list of allowable costs shown below. Please see the information regarding the budget justification provided on the Provost Grant Program web site.

Allowable Costs*

- Salary and fringe benefits of undergraduate students, graduate students, research assistants, and technicians
- Faculty salary support for summer compensation in compliance with university policy as governed by HR 1.81
- Buy-out of teaching classes for one semester (check with your department Human Resources' liaison to determine amount)
- Equipment
- Computers (Requests for computers must demonstrate that computers are essential to the project and not otherwise available to the project)
- Project costs and supplies (such as completing a book or article, developing or producing an exhibit, film, compact disc or dvd, pursuit of new work, etc)
- Contractual Services
- Travel essential to conduct the project
- Graduate student tuition supplements

**Note: All expenditures must be made in accordance with University policies.*

Unallowable Costs

- Costs in connection with faculty degree requirements
- Travel to professional meetings
- Undergraduate tuition and fees

4. Submit the completed proposal packet:
 - a. Through **USCeRA** (<https://sam.research.sc.edu/uscera/>) and APPROVED by your chair and dean **before 5:00 pm on deadline date.**
Application Receipt Date: November 22, 2010

- b. Select "**Internal Requests**" "**Provost**" and choose the category type (**Creative and Performing Arts**) from the USCeRA drop down menu to ensure proper proposal routing. Failure to check the box will result in your proposal NOT being reviewed.
- c. The Internal Commitment Form should be used to list the amount that you are requesting. Do not enter an amount in the Start-Up box. Enter the amount you are requesting for each year in the corresponding box. The total will calculate automatically for you. Do NOT use the Internal Commitment Form to enter cost share. For more detailed instructions, please go to http://rfp.research.sc.edu/doc/Internal_Commit_Instructions.pdf.
- d. Upload your proposal as ONE file using Adobe PDF or MSWord formats.
- e. Questions about submission?
Contact: Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

Review Process

Applications that are complete and responsive to this announcement will be evaluated for merit by a committee of faculty from the creative and performing arts, co-chaired by Senior Vice Provost Christine Curtis and Vice Provost Chris Plyler. Reviewers will not provide feedback on individual proposals. The committee will make recommendations for funding to the Provost based on the quality of the proposals in accordance with the following review criteria:

A. Scholarly and/or Creative Merit:

- Does the proposal provide a compelling argument for the creative work and/or creative activity?
- Does the proposed project represent a significant contribution to the field of study? If so, how?
- Is there a probability of a performance, exhibit, recording, juried showing, artwork, compositions, creative writing, publication, or other public dissemination?

B. Nature of Proposal:

- Does the proposal provide a clear statement of overall project objectives?
- Are the proposed methodologies appropriate and realistic?
- Does the proposal provide a sound justification with clear and specific budget information?
- What is the likelihood the goals will be accomplished?
- Is the project, timeline, and budget proposed feasible?

C. Leverage:

- Will the project lead to further creative work or creative activities?
- Does the project help build creative and/or scholarly networks and/or academic reputation for the individual and/or the university?
- Is it likely that the proposal will lead to extramural funding and/or external reputation?
- Will this project impact the community?

Reporting

A final report is required within two months of the grant completion date.

For more information, contact:

Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

The Creative and Performing Arts Grant Program
is sponsored by

the Office of the Vice President for Academic Affairs and Provost
and

the Office of the Vice President for Research and Graduate Education

Humanities Grant Program

Program Guidelines

Announcement Release Date:	September 22, 2010
Application Receipt Date:	November 22, 2010
Award Announcement Date:	March 31, 2011

Description

The **Humanities** grant program is a program to support faculty development through research and scholarship in the humanities. The purpose of this competitive grant program is to provide funding to assist faculty in the humanities in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship.

Eligibility

Eligible applicants include all full-time tenured or tenure-track faculty in the humanities on the USC Columbia and USC Regional Campuses. Proposals may be submitted to more than one internal program; however, principal investigators are only eligible to be funded by one program. Prior Provost Grant Program award recipients are not eligible to submit a proposal until they have submitted the final report for their current award.

Funds Available and Project Timeframe

Projects are eligible for funding of up to \$20,000 per project period. An applicant may request a project period of up to twenty-four (24) months, beginning May 16, 2011, and ending May 15, 2013. The number of awards will be contingent on the number and quality of funding applications received and approved as well as the amount requested and allocated per application. The review committee reserves the right to alter the amount requested for funding.

Application Procedure

5. Title page
 - a. Title of proposal
 - b. Amount of money requested
 - c. List the name, title, department, college, and phone number of each investigator, beginning with the principal investigator
6. Develop a three-page proposal narrative that provides:
 - a. A brief discussion of the background of the proposed scholarship activity
 - b. A detailed narrative of the project that includes the:
 1. Objectives
 2. Significance of the scholarship work
 3. Timeline with expected accomplishments during the course of the grant
 4. Specific outcomes of the project

7. Attach the following supporting documentation to the end of the proposal narrative (not included in the three pages):
 - a. References: works cited, bibliography, notes
 - b. Two-page biographical sketch of the principal investigator and also of the co-principal investigator(s), if any, that includes
 1. Education
 2. Professional experience
 3. Evidence of scholarship: most significant refereed journal articles, books, and book chapters, etc.
 4. Significant accomplishments and contributions
 5. Other information as appropriate
 - c. Current and pending support. Include current grant funding and pending grant funding using the form provided on the Provost Grant Program web site.
 - d. A detailed budget on the form provided on the Provost Grant Program web site and budget justification for total project costs consistent with the list of allowable costs shown below. Please see the information regarding the budget justification provided on the Provost Grant Program web site.

Allowable Costs*

- Salary and fringe benefits of undergraduate students, graduate students, research assistants, and technicians
- Faculty salary support for summer compensation in compliance with university policy as governed by HR 1.81
- Buy-out of teaching classes for one semester (check with your department Human Resources' liaison to determine amount)
- Equipment
- Computers (Requests for computers must demonstrate that computers are essential to the project and not otherwise available to the project)
- Project costs and supplies
- Contractual services
- Travel essential to conduct the project
- Graduate student tuition supplements

**Note: All expenditures must be made in accordance with University policies.*

Unallowable Costs

- Costs in connection with faculty degree requirements
- Travel to professional meetings
- Undergraduate tuition and fees

8. Submit the completed proposal packet:
 - a. Through **USCeRA** (<https://sam.research.sc.edu/uscera/>) and APPROVED by your chair and dean **before 5:00 pm on deadline date.**
Application Receipt Date: November 22, 2010
 - b. Select "**Internal Requests**" "**Provost**" and choose the category type (**Humanities Grant Program**) from the USCeRA drop down menu to ensure

proper proposal routing. Failure to check the box will result in your proposal NOT being reviewed.

- c. The Internal Commitment Form should be used to list the amount of funding that you are requesting. Do not enter an amount in the Start-Up box. Enter the amount you are requesting for each year in the corresponding box. The total will calculate automatically for you. Do NOT use the Internal Commitment Form to enter cost share. For more detailed instructions, please go to http://rfp.research.sc.edu/doc/Internal_Commit_Instructions.pdf.
- d. Upload your proposal as ONE file using Adobe PDF or MSWord formats.
- e. Questions about submission? Contact: Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

Review Process

Applications that are complete and responsive to this announcement will be evaluated for merit by a committee of faculty from the humanities, chaired by Vice Provost Lacy Ford. Reviewers will not provide feedback on individual proposals. The committee will make recommendations for funding to the Provost based on the quality of the proposals in accordance with the following review criteria:

A. Scholarly Merit:

- Does the proposal provide a compelling argument for the scholarship proposed?
- Does the proposed project represent a significant contribution to the field of study? If so, how?
- Is there a probability of publication or other public dissemination?

B. Nature of Proposal:

- Does the proposal provide a clear statement of overall project objectives?
- Are the proposed methodologies appropriate and realistic?
- Does the proposal provide a sound justification with clear and specific budget information?
- What is the likelihood the goals will be accomplished?
- Is the project, timeline, and budget proposed feasible?

C. Leverage:

- Will the project lead to further scholarly activities?
- Does the project help build scholarly networks and/or academic reputation for the individual and/or the university?
- Is it likely that the proposal will lead to extramural funding?

Reporting

A final report is required within two months of the grant completion date.

For more information, contact:

Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

The Humanities Grant Program
is sponsored by the
Office of the Vice President for Academic Affairs and Provost
and the
Office of the Vice President for Research and Graduate Education

Social Sciences Grant Program

Program Guidelines

Announcement Release Date:	September 22, 2010
Application Receipt Date:	November 22, 2010
Award Announcement Date:	March 31, 2011

Description

The **Social Sciences** grant program supports faculty development through research and scholarship achievement in the social sciences. The purpose of this competitive grant program is to provide funding to assist faculty in the social sciences in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship.

Eligibility

Eligible applicants include all full-time tenured or tenure-track faculty in the social sciences' disciplines on the USC Columbia and USC Regional Campuses. Proposals may be submitted to more than one internal program; however, principal investigators are only eligible to be funded by one program. Prior Provost Grant Program award recipients are not eligible to submit a proposal until they have submitted the final report for their current award.

Funds Available and Project Timeframe

Projects are eligible for funding of up to \$20,000 per project period. An applicant may request a project period of up to twenty-four (24) months, beginning May 16, 2011 and ending May 15, 2013. The number of awards will be contingent on the number and quality of funding applications received and approved as well as the amount requested and allocated per application. The review committee reserves the right to alter the amount requested for funding.

Application Procedure

9. Title page
 - a. Title of proposal
 - b. Amount of money requested
 - c. List the name, title, department, college, and phone number of each investigator, beginning with the principal investigator
10. Develop a three-page proposal narrative that provides:
 - a. A brief discussion of the background of the proposed scholarship activity
 - b. A detailed narrative of the project that includes the:
 1. Objectives
 2. Significance of the scholarship work
 3. Timeline with expected accomplishments during the course of the grant
 4. Specific outcomes of the project

11. Attach the following supporting documentation to the end of the proposal narrative (not included in the three pages):
- a. References: works cited, bibliography, notes
 - b. Two-page biographical sketch of the principal investigator and also of the co-principal investigator(s), if any, that includes
 1. Education
 2. Professional experience
 3. Evidence of scholarship: most significant refereed journal articles, books, and book chapters, description of juried exhibits and performances, etc.
 4. Significant accomplishments and contributions
 5. Other information as appropriate
 - c. Current and pending support. Include current grant funding and pending grant funding using the form provided on the Provost Grant Program web site.
 - d. A detailed budget on the form provided on the Provost Grant Program web site and budget justification for total project costs consistent with the list of allowable costs shown below. Please see the information regarding the budget justification provided on the Provost Grant Program web site.

Allowable Costs*

- Salary and fringe benefits of undergraduate students, graduate students, research assistants, and technicians
- Faculty salary support for summer compensation in compliance with university policy as governed by HR 1.81
- Buy-out of teaching classes for one semester (check with your department Human Resources' liaison to determine amount)
- Equipment
- Computers (Requests for computers must demonstrate that computers are essential to the project and not otherwise available to the project)
- Project costs and supplies (such as completing a book or article, developing or producing an exhibit, film, compact disc or dvd, pursuit of new work, etc)
- Contractual services
- Travel essential to conduct the project
- Graduate student tuition supplements

**Note: All expenditures must be made in accordance with University policies.*

Unallowable Costs

- Costs in connection with faculty degree requirements
- Travel to professional meetings
- Undergraduate tuition and fees

12. Submit the completed proposal packet:

- a. Through **USCeRA** (<https://sam.research.sc.edu/uscera/>) and APPROVED by your chair and dean **before 5:00 pm on deadline date.**
Application Receipt Date: November 22, 2010

- b. Select "**Internal Requests**" "**Provost**" and choose the category type (**Social Sciences Program**) from the USCeRA drop down menu to ensure proper proposal routing. Failure to check the box will result in your proposal NOT being reviewed.
- c. The Internal Commitment Form should be used to list the amount that you are requesting. Do not enter an amount in the Start-Up box. Enter the amount you are requesting for each year in the corresponding box. The total will calculate automatically for you. Do NOT use the Internal Commitment Form to enter cost share. For more detailed instructions, please go to http://rfp.research.sc.edu/doc/Internal_Commit_Instructions.pdf.
- d. Upload your proposal as ONE file using Adobe PDF or MSWord formats.
- e. Questions about submission? Contact: Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

Review Process

Applications that are complete and responsive to this announcement will be evaluated for merit by a committee of senior faculty from the social sciences, chaired by the Vice Provost Tim Douplik. Reviewers will not provide feedback on individual proposals. The committee will make recommendations for funding to the Provost based on the quality of the proposals in accordance with the following review criteria:

A. Scholarly and/or Creative Merit:

- Does the proposal provide a compelling argument for the scholarship proposed?
- Does the proposed project represent a significant contribution to the field of study? If so, how?
- Is there a probability of publication, an exhibit, or other public dissemination?

B. Nature of Proposal:

- Does the proposal provide a clear statement of overall project objectives?
- Are the proposed methodologies appropriate and realistic?
- Does the proposal provide a sound justification with clear and specific budget information?
- What is the likelihood the goals will be accomplished?
- Is the project, timeline, and budget proposed feasible?

C. Leverage:

- Will the project lead to further scholarly activities?
- Does the project help build scholarly networks and/or academic reputation for the individual and/or the university?
- Will the proposal likely lead to extramural funding?

Reporting

A final report is required within two months of the grant completion date.

For more information, contact:

Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

The Social Sciences Grant Program
is sponsored by the
Office of the Vice President for Academic Affairs and Provost
and the
Office of the Vice President for Research and Graduate Education

Clinical Incentive Pilot Grant Program

Program Guidelines

Announcement Release Date:	September 22, 2010
Application Receipt Date:	November 22, 2010
Award Announcement Date:	March 31, 2011

Description

The **Clinical Incentive Pilot** grant program is a broad-based initiative to support USC Columbia and Regional Campuses' clinical faculty in medicine, pharmacy, and nursing. The Clinical Incentive Pilot grant program is designed to encourage clinical faculty involvement in research by providing seed monies for a pilot project. The type of research may include, but is not limited to, outcomes, applied, translational, and/or human populations. An expected outcome is that the clinician researcher will use the results from the pilot grant as a basis for a proposal for external funding.

Eligibility

Eligible applicants include all full-time faculty in medicine, pharmacy, and nursing at USC Columbia and Regional Campuses with a clinical appointment, either tenured, tenure-track, or non-tenure-track. The principal investigator must be a practicing clinician of the School of Medicine, College of Pharmacy, or College of Nursing. Co-principal investigators are not required to be clinical faculty and may be from any USC Columbia college or school or from the Regional Campuses. Proposals may be submitted to more than one internal program; however, principal investigators are only eligible to be funded by one program. Prior Provost Grant Program award recipients are not eligible to submit a proposal until they have submitted the final report for their current award.

Funds Available and Project Timeframe

Projects are eligible for funding of up to \$15,000 per project period. An applicant may request a project period of up to twenty-four (24) months, beginning May 16, 2011, and ending May 15, 2013. The number of awards will be contingent on the number and quality of funding applications received and approved as well as the amount requested and allocated per application. The review committee reserves the right to alter the amount requested for funding.

Application Procedure

13. Title page
 - a. Title of proposal
 - b. Amount of money requested
 - c. List the name, title, department, college, and phone number of each investigator, beginning with the principal investigator (must be a clinical faculty member of the School of Medicine, College of Pharmacy, or College of Nursing)
14. Develop a three-page proposal narrative that provides:

- a. A brief discussion of the background of the proposed activity
 - b. A detailed narrative of the project that includes the:
 1. Objectives
 2. Significance of the work to be performed in the pilot project.
 3. Timeline with expected accomplishments during the course of the grant
 4. Specific outcomes of the pilot project
15. Attach the following supporting documentation to the end of the proposal narrative (not included in the three pages):
- a. References: works cited, bibliography, notes
 - b. Two-page biographical sketch of the principal investigator and also of the co-principal investigator(s), if any, that includes
 1. Education
 2. Professional experience and credentials
 3. Evidence of scholarship: most significant refereed journal articles, books, and book chapters, presentations, etc.
 4. Significant accomplishments and contributions
 5. Other information as appropriate
 - c. Current and pending support. Include current grant funding and pending grant funding using the form provided on the Provost Grant Program web site.
 - d. A detailed budget on the form provided on the Provost Grant Program web site and budget justification for total project costs consistent with the list of allowable costs shown below. Please see the information regarding the budget justification provided on the Provost Grant Program web site.

Allowable Costs*

- Salary and fringe benefits of undergraduate students, graduate students, research assistants, and technicians
- Buy-out of teaching classes for one semester and/or clinical time (check with your department Human Resources' liaison to determine amount)
- Equipment
- Computers (Requests for computers must demonstrate that computers are essential to the project and not otherwise available to the project)
- Project costs and supplies
- Contractual services
- Travel essential to conduct the project
- Graduate student tuition supplements

****Note: All expenditures must be made in accordance with University policies.***

Unallowable Costs

- Costs in connection with faculty degree requirements
- Travel to professional meetings
- Undergraduate tuition and fees

16. Submit the completed proposal packet:

- a. Through **USCeRA** (<https://sam.research.sc.edu/uscera/>) and APPROVED by your chair and dean **before 5:00 pm on deadline date.**
Application Receipt Date: November 22, 2010
- b. Select "**Internal Requests**" "**Provost**" and choose the category type (**Clinical Incentive Pilot Grant Program**) from the USCeRA drop down menu to ensure proper proposal routing. Failure to check the box will result in your proposal NOT being reviewed. The Internal Commitment Form should be used to list the amount that you are requesting. Do not enter an amount in the Start-Up box. Enter the amount you are requesting for each year in the corresponding box. The total will calculate automatically for you. Do NOT use the Internal Commitment Form to enter cost share. For more detailed instructions, please go to http://rfp.research.sc.edu/doc/Internal_Commit_Instructions.pdf.
- c. Upload your proposal as ONE file using Adobe PDF or MSWord formats.
- d. Questions about submission? Contact: Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

Review Process

Applications that are complete and responsive to this announcement will be evaluated for merit by a committee of faculty, chaired by Senior Vice Provost Christine Curtis. Reviewers will not provide feedback on individual proposals. The committee will make recommendations for funding to the Provost based on the quality of the proposals in accordance with the following review criteria:

A. Scholarly Merit:

- Does the proposal provide a compelling argument for clinical research?
- Does the proposed project represent a significant contribution to the field of study? If so, how?
- Is there a probability of publication, presentation, or other public dissemination?

B. Nature of Proposal:

- Does the proposal provide a clear statement of overall project objectives?
- Are the proposed methodologies appropriate and realistic?
- Does the proposal provide a sound justification with clear and specific budget information?
- What is the likelihood the goals will be accomplished?
- Is the project, timeline, and budget proposed feasible?

C. Leverage:

- Will the project lead to new collaborations between investigators from different disciplines, especially between basic and clinical investigators?
- Does the project help build scholarly networks and/or academic reputation for the individual and/or the university?
- What is the potential for extramural funding?

Reporting

A final report is required within two months of the grant completion date.

For more information, contact:

Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

The Clinical Incentive Pilot Grants Program
is sponsored by the
Office of the Vice President for Academic Affairs and Provost
and the
Office of the Vice President for Research and Graduate Education

Institute for STEM Enrichment

Program Guidelines

Announcement Release Date:	September 22, 2010
Application Receipt Date:	Rolling
Award Announcement Date:	Open (within 60 days after application)

Description

The **Institute for STEM Enrichment** is an initiative to support short visits from distinguished scholars engaged in scientific, engineering, and mathematics research. This initiative is dedicated to the furtherance of science, technology, engineering, and mathematics (STEM) which can impact faculty development by introducing leading research practices through workshops, seminars, and mentoring to increase the capacity of faculty. Working with teams of faculty or individual researchers and graduate students, these visiting scholars will assist in developing innovative research practices to enhance knowledge and collaboration in science, technology, engineering and mathematics.

Eligibility

Eligible applicants include all full-time tenured or tenure-track faculty in science, technology, engineering, and mathematics on the USC Columbia Campus. Prior award recipients from the Provost Grant Program are not eligible to submit a proposal until they have submitted the final report for their current award.

Funds Available and Project Timeframe

Projects are eligible for funding of up to \$25,000 per project period. An applicant may request a project period of a minimum of two weeks up to a maximum of six (6) months. Although the review committee intends to fund projects as closely as possible to the requested amount, it reserves the right to alter the amount depending on the number of proposals received.

Application Procedure

17. Title page
 - a. Title of proposal
 - b. Amount of money requested
 - c. List the name, title, department, college, and phone number of each investigator, beginning with the principal investigator
18. Develop a five-page proposal narrative that provides:
 - a. A brief discussion of the background of the proposed visit and the benefits that will be gained from interactions with the visiting scholar.
 - b. A two page biographical sketch of the visiting scholar that includes but is not necessarily limited to:

1. Education
 2. Professional experience
 3. Evidence of scholarship: most significant refereed journal articles, books, and book chapters, etc
 4. Significant accomplishments and contributions
 5. Other information as appropriate
- c. A detailed narrative of the project that includes the:
1. Objectives
 2. Significance of the interaction with visiting scholar
 3. Timeline with expected accomplishments during the course of the grant
 4. Specific outcomes of the project
19. Attach the following supporting documentation to the end of the proposal narrative (not included in the three pages):
- a. References: works cited, bibliography, notes
 - b. Two-page biographical sketch each of the principal investigator and of the co-principal investigator(s) that includes
 1. Education
 2. Professional experience
 3. Evidence of scholarship: most significant refereed journal articles, books, and book chapters, etc.
 4. Significant accomplishments and contributions
 5. Other information as appropriate
 - c. Current and pending support. Include current grant funding and pending grant funding using the form given on the Provost Grant Program web site.
 - d. A detailed budget on the form provided on the Provost Grant Program web site and budget justification for total project costs consistent with the list of allowable costs shown below. Please see the information regarding the budget justification provided on the Provost Grant Program web site.

Allowable Costs*

- Travel for visiting scholar
- Housing/lodging
- Subsistence for visiting scholar
- Seminar/workshop/reception costs
- Honorarium (if applicable)

****Note: All expenditures must be made in accordance with University policies.***

Unallowable Costs

- Costs in connection with faculty degree requirements
- Travel to professional meetings
- Undergraduate tuition and fees

20. Submit the completed proposal packet:

- a. Through USCeRA (<https://sam.research.sc.edu/uscera/>) and APPROVED by your chair and dean.

Application Receipt Date: Rolling (applications will be reviewed as received)

- b. Select "**Internal Requests**" "**Provost**" and choose the category type (**Institute for STEM Enrichment**) from the USCeRA drop down menu to ensure proper proposal routing. Failure to check the box will result in your proposal NOT being reviewed.
- c. The Internal Commitment Form should be used to list the amount that you are requesting from the Office of Academic Affairs and Provost. Do not enter an amount in the Start-Up box. Enter the amount you are requesting for the project in the corresponding box. The total will calculate automatically for you. Do NOT use the Internal Commitment Form to enter cost share. For more detailed instructions, please go to http://rfp.research.sc.edu/doc/Internal_Commit_Instructions.pdf.
- d. Upload your proposal as ONE file using Adobe PDF or MSWord formats.
- e. Questions about submission? Contact: Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

Review Process

Applications that are complete and responsive to this announcement will be evaluated for merit by a committee of senior faculty from the STEM disciplines, chaired by Senior Vice Provost Christine Curtis. The committee will make recommendations for funding to the Provost based on the quality of the proposals in accordance with the following review criteria:

A. Intellectual Merit:

- Does the proposal provide a compelling argument for advancing knowledge and understanding within its own field or across different fields?
- How well conceived and organized is the proposed activity?
- How well qualified is the invited scholar to conduct the project?
- Does the proposed project represent a significant contribution to the field of study or a significant advance of the expertise of USC faculty? If so, how?
- Is there a probability of continued collaboration, publication, or other public dissemination?

B. Nature of Proposal:

- Does the proposal provide a clear statement of overall project objectives?
- Are the proposed methodologies appropriate and realistic?
- Does the proposal provide a sound justification with clear and specific budget information?
- What is the likelihood the goals will be accomplished?
- Is the project, timeline, and budget proposed feasible?

C. Leverage:

- Will the project lead to further scholarly or research activities?
- Does the project help build scholarly networks and/or academic reputation for the individual and/or the university?

- How well does the activity advance discovery and understanding while promoting mentoring of junior faculty and graduate students?
- Will the project lead to an enhanced reputation of the corresponding USC program?

Notification:

Proposers will be notified within thirty (30) days after submission if their proposal has been declined or is under review for funding. Notification of funding will be made within sixty (60) days from original submission date.

Reporting

A final report is required within two months of the grant completion date.

For more information, contact:

Derlene Lowder, Office of the Provost, lowderd@mailbox.sc.edu, 777-5315

The Institute for STEM Enrichment Program
is sponsored by the
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