Blueprint for Academic Excellence

ACADEMIC AFFAIRS

2009

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.

8. Revised: Design and build a sustainable and effective organizational structure for health sciences based on findings to be provided by the Focus Carolina task force on health sciences. Replaces: Build a sustainable academic health center around the core of five USC health sciences colleges and hospital partners.

B. GOALS, INITIATIVES AND ACTION PLANS

In view of the mission articulated above, our strategic goals for FY 2010 remain the same as those for 2009.

We have incorporated the Goals, Initiatives, and Action Plans of the newly created Office of the Vice President for Planning and the Focus Carolina initiative into Section 5. This office will take on the responsibility for the University's Finance function in order to improve alignment between mission and planning, and resource allocation decisions. The new organization will move into its own realm with a separate set of vision, mission and goals in the next planning cycle (FY 2010).

The University, led by the Vice President for Planning (currently serving as Interim Provost) is undertaking the ambitious Focus Carolina Initiative for AY 2009-10 and we expect the results of that process will lead to changes in future goals, initiatives, and action plans of the Office of Academic Affairs and other academic units as well.

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

Revised: In collaboration with the Vice President for Research and Graduate Education, employ findings of the National Research Council (NRC) in its assessment of doctoral programs to establish plans and priorities for advancing doctoral education. Replaces: 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 spring 2009. [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 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 under current guidelines.

Results: The review and revisions were presented to and adopted by the faculty Senate in spring 2009. A university programs officer was appointed within the Office of the Provost. This position is solely responsible for ensuring systematic program compliance. [More details at the separate Undergraduate Studies Blueprint.]

Indicator: Learning outcomes specified by SACS are assessed in courses in the general education curriculum.

Results: The review team implemented an assessment plan for academic units and is in process of institutionalizing the process. An external reviewer has been hired to examine critically the methodology over the summer of 2009 and report in fall 2009. [More details at the separate Undergraduate Studies Blueprint.]

(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: This program continues under the guidance of the Vice Provost for Academic Affairs/Dean of Undergraduate Studies. The set of learning outcomes has been approved by the faculty Senate and the actual courses are under review for consistency with the university-wide requirements. Moreover, the decision was made in spring 2009 to develop articulation arrangements throughout the USC system such that general education credits are fully transferable from one system campus to another. All academic vice chancellors have agreed to support implementation no later than AY 2013, and the President will be asked to endorse this as a system-wide goal.

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 55th 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 and continues to work toward managing a class size that will allow for higher quality students as measured by LSAT scores. Significant reductions in State of SC Appropriations create great pressures to accommodate a larger class size. This strategy remains under review. The latest edition of graduate and professional school rankings published by *U.S. News & World Report* moves the USC Law School from 93rd to 87th.

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 2009 among public institutions and number two overall by *U.S. News & World Report*, continuing a 20-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 2009, the tenth consecutive year. In March 2009 the overall ranking of the Moore School was 53rd according to that magazine. More School Leadership is undertaking a comprehensive study of tuition and fee structure in order to enhance services for high quality graduate and undergraduate students.

South Carolina College of Pharmacy: In January 2009 the South Carolina College of Pharmacy (collaboration between USC and the Medical University of South Carolina) was ranked in the top 20 pharmacy programs nationwide in funding awarded by the National Institutes of Health.

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 was developed in fall 2008. The policy and practices is planned for external review in fall 2009. A Focus Carolina task force has been assembled and charged with the responsibility of developing a systematic algorithm for evaluating academic degree programs. The task force includes the Vice Provost for Academic Affairs, Assistant Provost for Assessment & Compliance, and the Dean of Arts & Sciences, and is expected to prepare findings for the Provost during summer 2009. [More information is in the separate Institutional Assessment and Compliance Blueprint for Academic Excellence.]

Initiative (1b)
Revised: Revise the mission and organization of the Graduate School which will report to the Vice President for Research & Graduate Education under revised organizational structure. Replaces: 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 this commission was:

(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.

Results: A full report of the commission to the Provost was completed in fall 2008. As a result of a key recommendation, the graduate division is being combined with the office of research. Interviews are underway for selection of a Vice President for Research and Graduate Studies. The task of implementing the remaining recommendations of the report will be reflected in action plans developed by the new vice president.

Revised: Develop comprehensive plans to improve the undergraduate experience throughout the USC system. Replaces: 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. New: (5) Improved articulation among all USC system campuses so that no general education credit hours are lost in transfer.

Results: The position has been promoted and is now incorporated into the position of vice provost for academic affairs and dean of undergraduate studies.   That position is now a full-time administrator position reporting directly to the Provost. [Significant progress has been made in achieving this revised Action Plan; see details at the separate Undergraduate Studies Blueprint.]

Initiative 2(a)
Revised: Develop a program to replace the Faculty Excellence Initiative so that recruitment, hiring, retention and development of world-class faculty continues to support the Vision, Mission, and Goals of the University. This follows a recommendation that has arisen in Focus Carolina. Replaces: Improve the operating efficiency of the Faculty Excellence Initiative (FEI) so that talented new faculty are recruited in strategically important disciplines.

Action Plans

Revised: Complete financial plans to bring the FEI program to a successful close. Develop detailed plans for a new initiative as described above. Replaces: 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: Revised: FEI commitments are reviewed and all that are considered pertinent to fulfilling the original intent are satisfied. A new plan that properly accounts for full costs of hiring including start-up and lab space is developed and approved by the President. Replaces: 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 Vice Provost for Faculty Development assumed responsibility for the FEI program beginning fall 2008.   There were $750,000 added to the FEI budget for FY2008-09 and that funding was shielded from budget cuts. Eighty three FEI positions have been filled-to-date.   Additional FEI funding of $1,250,000 will be requested via funding initiative

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Initiative 2(b)
Revised: In cooperation with the Vice President for Research & Graduate Education, develop and execute plans to improve financial and infrastructure support for recruiting, hiring and retaining Centers of Economic Excellence endowed chair faculty. Replaces: 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 & Graduate Education to coordinate start-up and recurring funding for Center of Economic Excellence chairs. Coordinate with the Vice President for Finance & Planning, working through the Capital Planning Committee, to plan appropriately for space needs for CoEE hires including ancillary hires.**

Indicator: Successful recruitment, hiring and retention of CoEE chair holders and their teams.

Results: The Vice Provost for Faculty Development is now primarily responsible for coordinating CoEE hiring plans. USC added Dr. Martin Morad as the CoEE Endowed Chair in Molecular Signaling, and Dr, Rita Snyder was added as the USC CoEE Endowed Chair in Clinical Effectiveness and Patient Safety. Active recruitment is underway in all CoEE endowed chairs. The chairs in Brain Imaging, Drug Discovery in Cancer, Cancer Therapeutics, Strategic Processes for Producing Electricity from Coal, and Travel and Tourism are interviewing final candidates.

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*

	2010	2011	2012	2013	2014	TOTAL
Columbia	28	5	19	12	2	66
Lancaster	0	0	1	0	0	1
Salkehatchie	1	0	0	1	0	2
Sumter	0	0	2	0	0	2
Union	0	0	0	0	0	0
Aiken	4	1	3	1	0	9
Upstate	1	2	4	2	1	10
Beaufort	0	0	0	0	1	1
					GRAND TOTAL	91

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: Replacement and retention efforts at USC Columbia appear to be succeeding in that the full-time faculty work force reflects no deterioration. Some growth is indicated. We will request an additional $1.6 million to balance out the current needs with current resources.

Following is a tabulation of full-time faculty headcount for Columbia and full system.

USC Columbia Faculty		
	Tenured /Tenure Track	Total
2004	1034	1298
2005	1085	1429
2006	1099	1472
2007	1068	1523
2008	1106	1515

USC System Faculty		
	Tenured /Tenure Track	Total
2004	1419	2095
2005	1476	2179
2006	1415	2165
2007	1442	2251
2008	1484	2087*

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 was completed in Summer 2008 to determine whether its funding should continue, and if so, what level of funding is appropriate and feasible. During the first three years of the Arts Institute,

the Provost has provided $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 monitors participation and attendance for all performances and exhibits supported by the Institute so that the level of interest may be determined.

Results: The action plan was completed, and the Director and Provost, along with Deans of Arts and Sciences and Music, have agreed to fund the Institute at $200,000 annually. Initiative 3(a) is threatened by anticipated funding constraints. Efforts have been directed toward substituting Provost support with philanthropic support, and while these efforts are ongoing, a new plan is needed.

Funding for additional music scholarships of $40,000 were secured from private funds of the institution.

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 allows 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 Vice President for Business & Finance 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 took place in May 2008.

The Director of the Dance Program was awarded the University's highest teaching award. The program continues to grow with students from all disciplines participating and more degree being offered.   The new building is completed and Grand Opening is set for summer 2009.

Initiative 3(c)
Improve physical 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 April 2008. This Initiative is now complete and will be retired in the next planning cycle.

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 limited expansion of the program. The Office of Research increased its program support to $500,000 annually beginning December, 2008. Discovery Day for undergraduate research was expanded to include opportunities in music and the arts.

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Applicants	58	72	43	52	73
Awards	36	50	22	37	56
Funding	$106,351	$146,048	$63,979	$96,000	$156,483

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 is now offering two sessions of the *Discover Program*, 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 via a for-credit class tied into the Magellan Explorers that will allow them to transition into a research project of choice.

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. The five-year model has been embraced by the university community. All Academic units complete the worksheets and present them at fall and spring budget reviews and incorporate the five-year models into their plans.

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 be replaced by VP for Finance & Planning) to improve the University budgeting and planning process.

Action Plans

Revised: Combine offices of Planning and Finance. Undertake full review of the University budget model. Replaces: 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: Offices of Planning and Finance will be combined effective July 1, 2009. The University Finance Committee has been appointed under Focus Carolina to conduct a

review of the budget model and report on the status of the model over summer/fall 2009.

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: University Capital Planning Committee has been formed and has developed a preliminary report on current needs and available financing. Report is under revision and will lead to a recommendation to the President and Trustees regarding all infrastructure and facilities planning and capital financing.

Initiative 5(d)   Initiate or refine organizational changes to align planning activities with budgeting activities across the institution.

Action Plans:

Develop a new position, Associate Provost for Academic Resources, to direct resource activities and budgeting models in line with activities of the Vice President for Planning and the CFO.

Results: The position was established and integrated into the academic budgeting cycles. With the retirement of the University CFO, expect further adjustments as Planning and Finance will be combined under the newly created Vice President for Planning and Finance. The reorganization is to be completed in 2009.

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: Funding was first appropriated for FY2008-09 and then cut as a result of State budget cuts to the University. The position is now on hold and under review, and the Initiative is impaired. The duties are assumed for the time-being by the Vice Provost for Academic Affairs.

Initiative 6(b)
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 previous Provost undertook four trips to East Asia, each time accompanied by deans and staff members. The most recent trip was completed in October 2008.   The results of these visits are under review by the Vice Provost for Academic Affairs.

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

Action Plans

Completed and to be removed in next planning cycle: 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 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 featured 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.

Results: A comprehensive faculty search policy was drafted for the USC system that would replace four existing policies. A similar policy governing searches for academic administrators was drafted.

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 retention and success in tenure and promotion actions 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.

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 retention and success in tenure and promotion actions of junior faculty.

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, other universities, or in industry.

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 has been sought in all areas. Additionally, the Interdisciplinary Task Force will provide input regarding interdisciplinary scholarship in all areas of the Faculty Manual. Significant portions of the revised Faculty Manual were approved by the Faculty Senate in spring 2009 for Board of Trustees approval by the end of AY 2009. 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 "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.

To be retired in next planning cycle: 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 have had the opportunity to participate in several effective and innovative teaching grant opportunities.

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: Beginning in fall 2008, the Provost's Office began sponsoring new faculty orientations in an updated format. 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 annual program begins with two half-day sessions in August where the teaching, research, and

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.

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, are being 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. A Focus Carolina Goal Team on campus quality of life is producing some related Initiatives.

To be reviewed in light of Initiatives produced by Focus Carolina Goal Teams: 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 from last cycle: 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.

Initiative 7(b)
Evaluate and improve interdisciplinary collaboration among faculty.

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 2008 to review the interdisciplinary work ongoing at USC. The task force 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 has reviewed the Faculty Manual as it applies to interdisciplinary work and given guidance to the subcommittee reviewing the tenure and promotion sections of the Faculty Manual.

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 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. Deans have been 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.

Initiative 8(a) Review plans for USC/Greenville Hospital (GHS) relationship.

Action Plan
Revised: Establish Focus Carolina study team on health sciences to evaluate research and education opportunities with GHS in collaboration with HSSC.

Indicators: Collaborate on CTSA and other large NIH proposals; Collaborate with HSSC partners; participate in HSSC Duke Endowment Grant.

Results: The CTSA was submitted and later resubmitted and awarded in Spring 2009 with MUSC as the lead and USC GHS as sub recipients. Additional proposals for HSSC supported CoEE in Cancer Health Disparities and in Medication Safety and Efficacy were awarded. A Blue Cross Blue Shield funded grant was awarded for $5,000,000 for Cardiac Molecular Signaling. The USC Research Foundation was reincorporated into the South Carolina Research Foundation and assumed responsibility for financial management of HSSC grants.

Initiative (8b) Improve administrative cohesiveness of five health-sciences colleges and schools (measured by acceptance of organizational structure and adherence to prescribed practices)

Indicators: Improved collaboration and coordination among health sciences units in research, teaching and service.

Results: The Health Sciences division was reorganized under the Office of Academic Affairs. The budget model is being reconsidered as part of the larger University review. The Arnold School of Public Health and the College of Social Work are admitting undergraduates into new degree programs. A critical review of the shortage of slots in Nursing programs system-wide is underway.