



UNIVERSITY OF
SOUTH CAROLINA

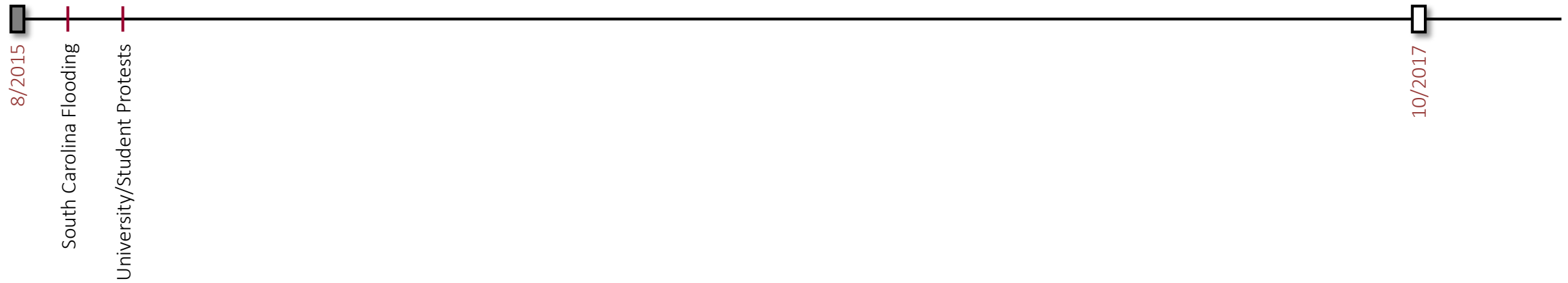
Fall Provost's Retreat

October 2017

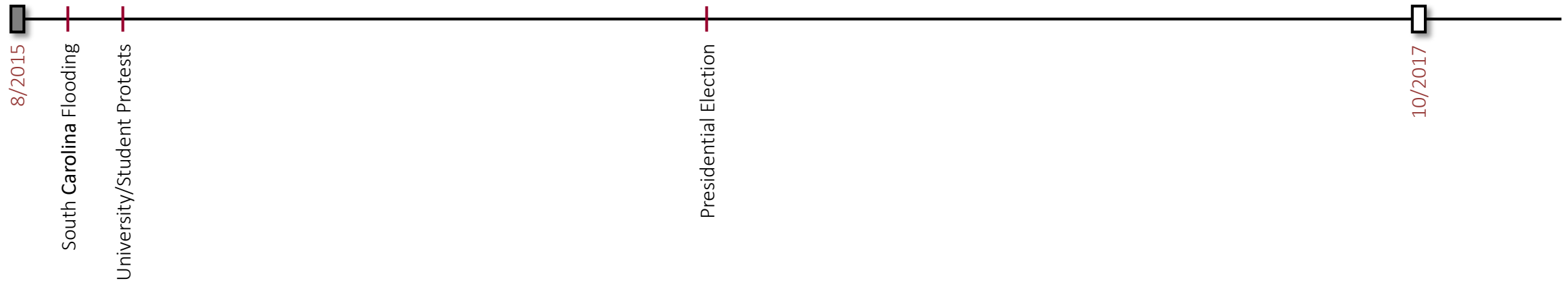
External Environment – over the past two years



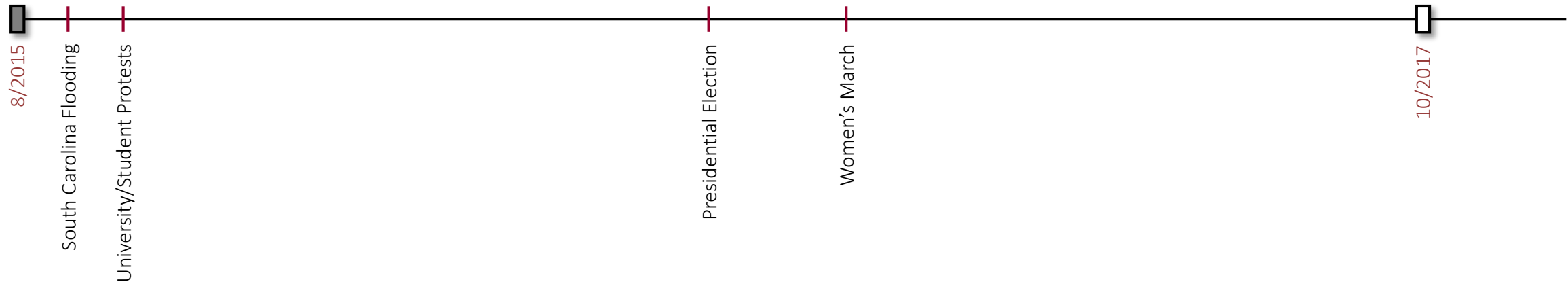
External Environment – over the past two years



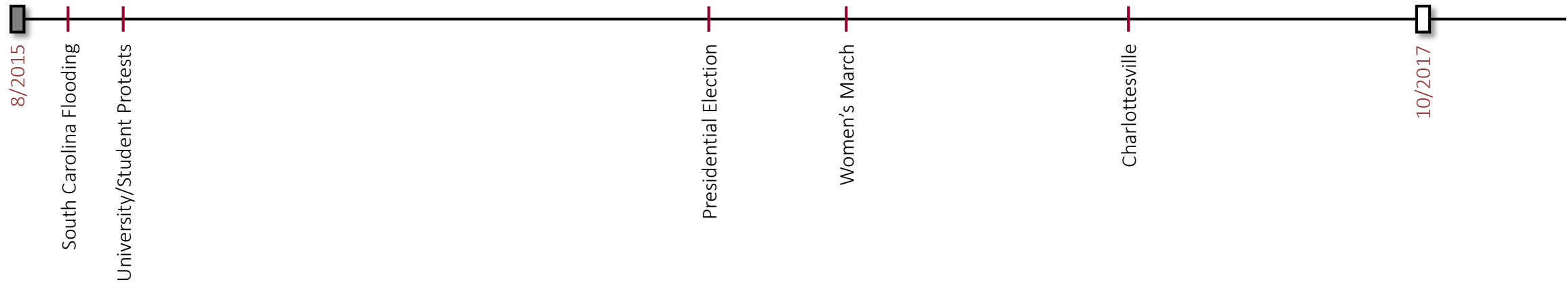
External Environment – over the past two years



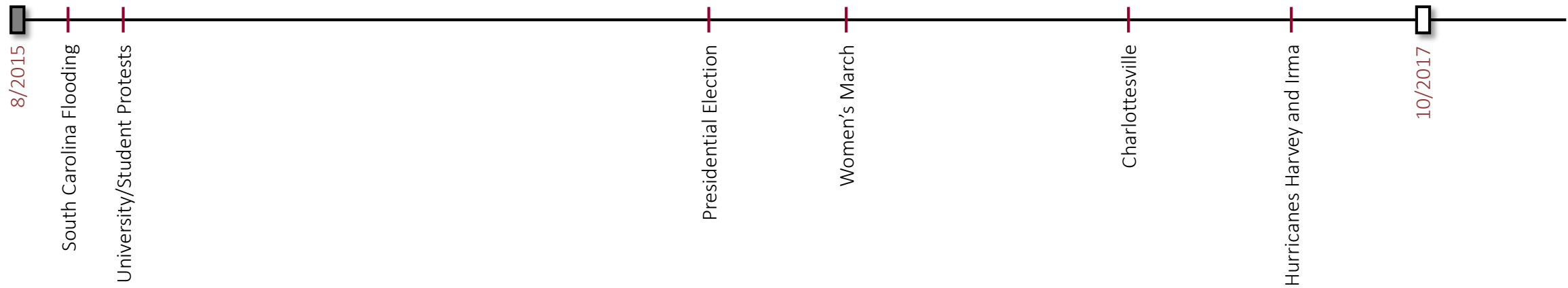
External Environment – over the past two years



External Environment – over the past two years



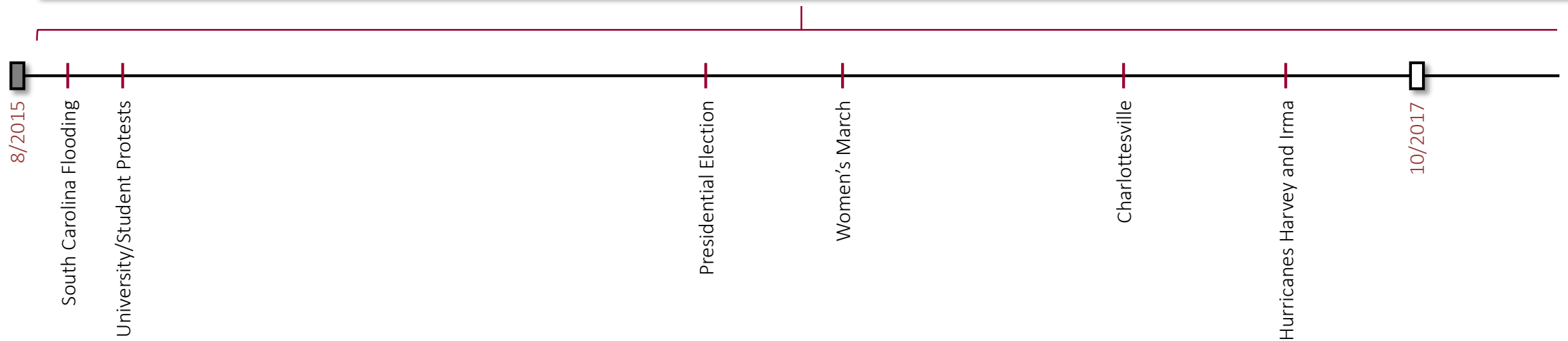
External Environment – over the past two years



External Environment – over the past two years

Ongoing state funding concerns

Questioning the higher education value proposition



External Environment – over the past two years



How have we responded?

People

Initiatives/
Programs

Process



How have we responded?

People

Initiatives/
Programs

Process



How have we responded?

People

Initiatives/
Programs

Process

- New Deans
- New CIO
- New Vice Provosts
- Council of Academic Diversity Officers
- Office of Institutional Research, Assessment and Analytics
- Faculty Hiring
- NTT Faculty



How have we responded?



- High Performance Computing
- Diversity and Inclusion
- Compression Raises
- International Programs
- Experiential Learning
- Service-Learning
- Expand Internal Grants
- Arenas



How have we responded?

People

Initiatives/
Programs

Process

- Academic Blueprints
- Dashboard
- Budget Model
- Strategic Plan





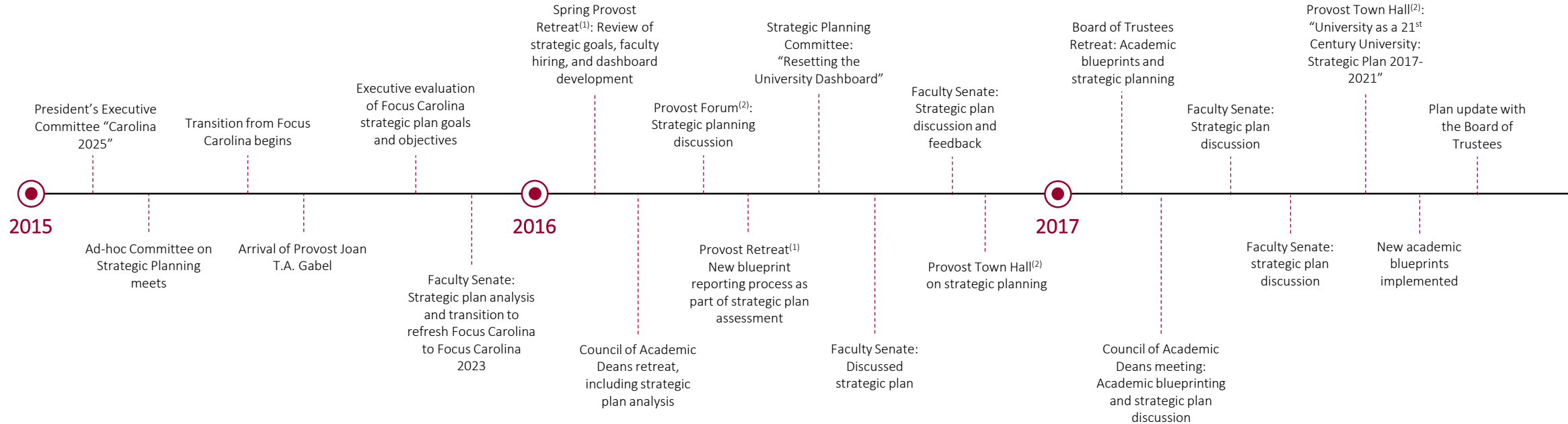
UNIVERSITY OF
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Report to the Ad Hoc Committee on Strategic Planning

Focus Carolina 2023

Strategic Implementation Chronology

DRAFT
8/4/2017



⁽¹⁾ Provost Retreat includes Deans, Department Heads, Endowed Chairs and others

⁽²⁾ Provost Forum/Town Hall includes Faculty, Students, Staff, and media



Strategic Priorities

The University of South Carolina will be a university of choice that leads the way for the state, nation and world in knowledge generation, innovative problem-solving, preparation of future leaders for the workforce, and cultivation of civility, inclusion, and citizenship.

1

Educate the Thinkers
and Leaders of
Tomorrow

2

Assemble and
Support a World
Class Faculty

3

Spur Innovation,
Creative Expression
and Community
Engagement

4

Build Inclusive and
Inspiring
Communities

5

Demand Institutional
Excellence

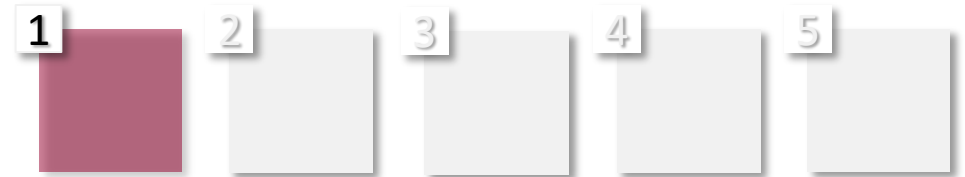


Strategic Priority (1): Educate the Thinkers and Leaders of Tomorrow

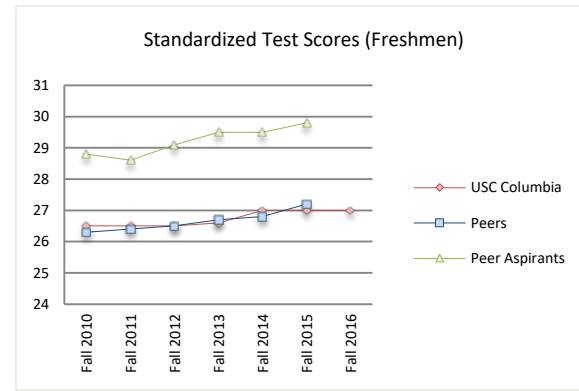
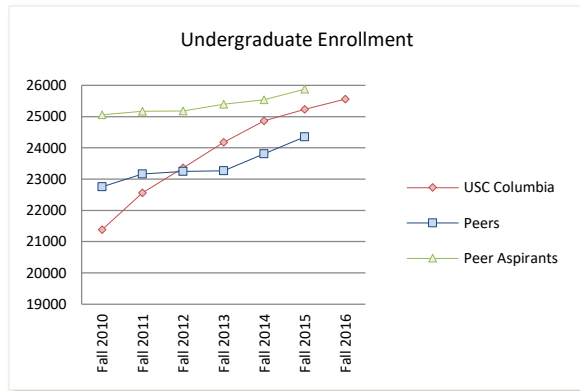
The University of South Carolina will provide a superior education for students through a foundation in the liberal arts along with innovative disciplinary study to equip workforce-ready, creative, and innovative leaders for the 21st Century.

Strategic Objectives:

- A. Measured enrollment growth of a highly competitive and diverse student population
- B. Improve student retention and progress toward on-time graduation
- C. Maintain academic programs that are robust, relevant, innovative, and collaborative
- D. Expand high impact experiential learning within- and beyond-the-classroom
- E. Improve student career readiness and placement
- F. Increase graduate enrollment and doctoral degrees conferred



Objective 1A: Measured enrollment growth of a highly competitive and diverse student population

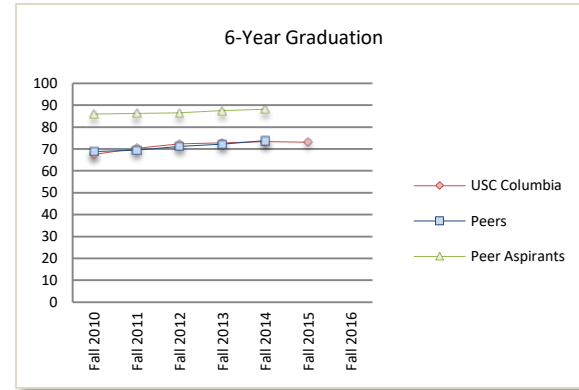
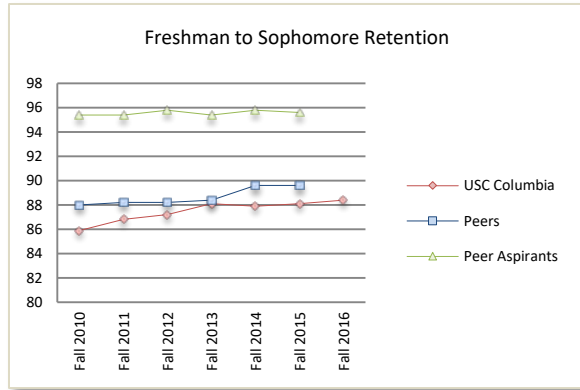


Goals:

- Freshman enrollment – **6,000 by 2024**
- Median freshman ACT/SAT scores – **Improve year over year**



Objective 1B: Improve student retention and progress toward on-time graduation

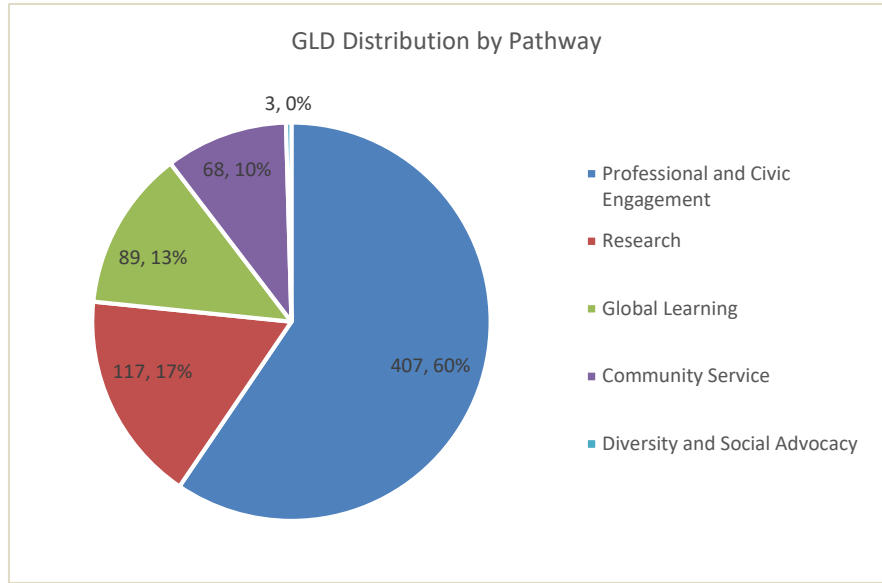


Goals:

- Freshman to sophomore retention – *90% by 2023*
- Six-year graduation rate – *80% by 2023*



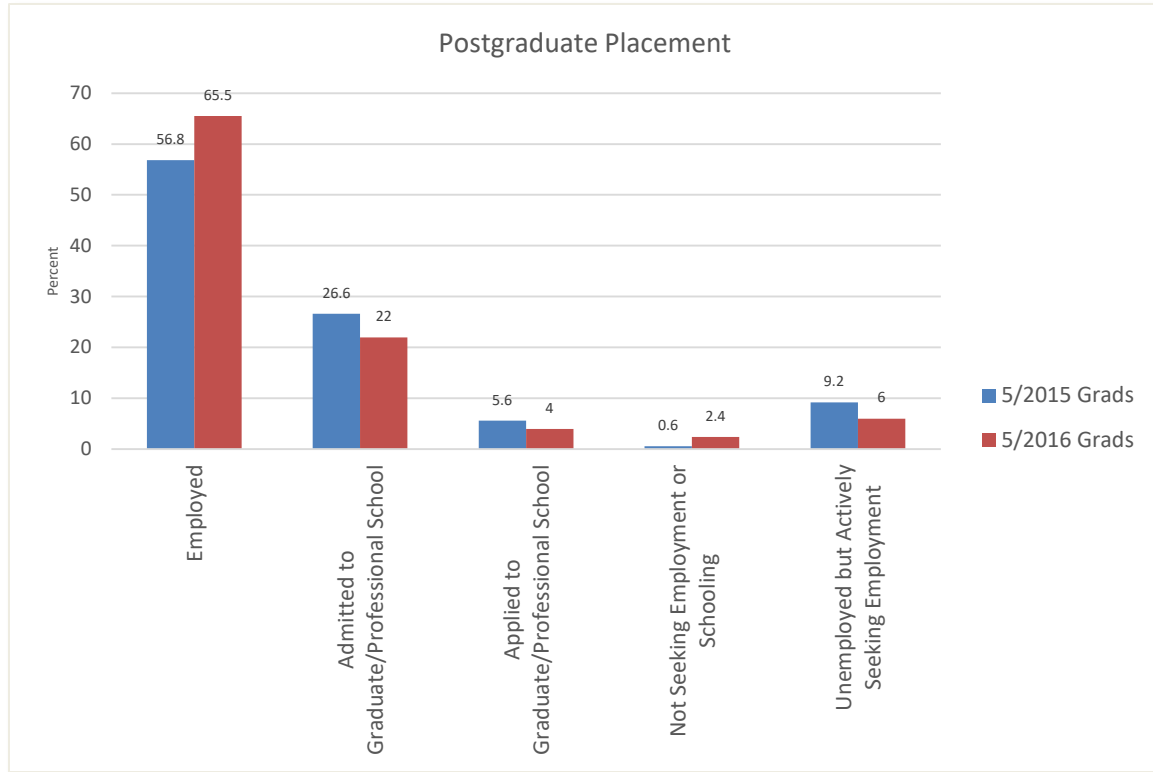
Objective 1D: Expand high impact experiential learning within- and beyond-the-classroom



GLD Registrants						
	Active GLD Registrants Students registering the intention to complete GLD – freshmen through seniors as of April each year.			GLD Completers December, May, and August total for each year		
	Columbia	Palmetto College	Total	Columbia	Palmetto College	Total
2013-2014	229	0	229	90	0	90
2014-2015	680	18	698	215	10	225
2015-2016	1095	24	1119	312	16	328
December, 2016 (Actual)	1701	58	1759	51	0	51



Objective 1E: Improve student career readiness and placement



Objective 1E: Improve student career readiness and placement *(continued)*

Average Full-Time Salary by College/School

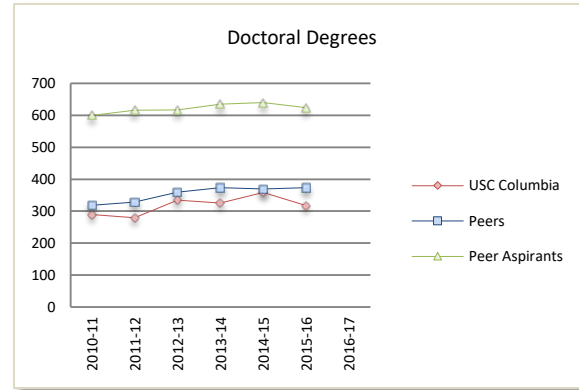
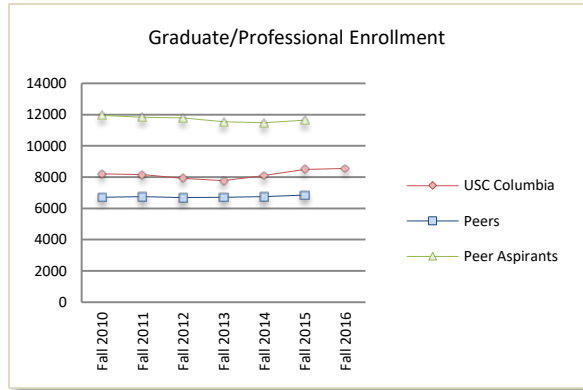
	NACE Fall 2016	May 2015 Grads	May 2016 Grads	Percent Change
Arts and Sciences	53,732	32,103	37,199	15.9%
Business	53,836	51,275	52,206	1.8%
Education	40,490	31,688	33,308	5.1%
Engineering and Computing	66,121	61,922	60,956	-1.6%
Hospitality, Retail and Sports Mgmt.	38,182	40,552	39,965	-1.4%
Information and Communications	38,561	36,184	34,534	-4.6%
Music	39,521	35,060	37,700	7.5%
Nursing	55,081	50,569	47,427	-6.2%
Public Health	47,399	31,432	31,923	1.6%
Social Work	30,199	24,667	36,000	45.9%

Top 10 Employers – May 2016

	Number of Grads Hired
Palmetto Health	20
University of South Carolina	19
United States Army	18
United States Navy	15
Textron	11
Techtronic Industries	11
Manhattan Associates	11
PwC	11
Bank of America	9
Deloitte	8
Vanguard	8
Amazon	8
Red Ventures	8
United States Air Force	8



Objective 1F: Increase graduate enrollment and doctoral degrees conferred

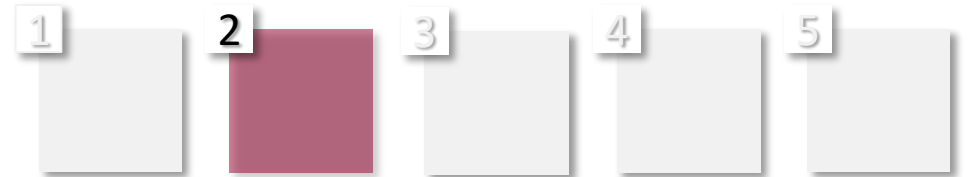


Strategic Priority (2): Assemble and Support a World Class Faculty

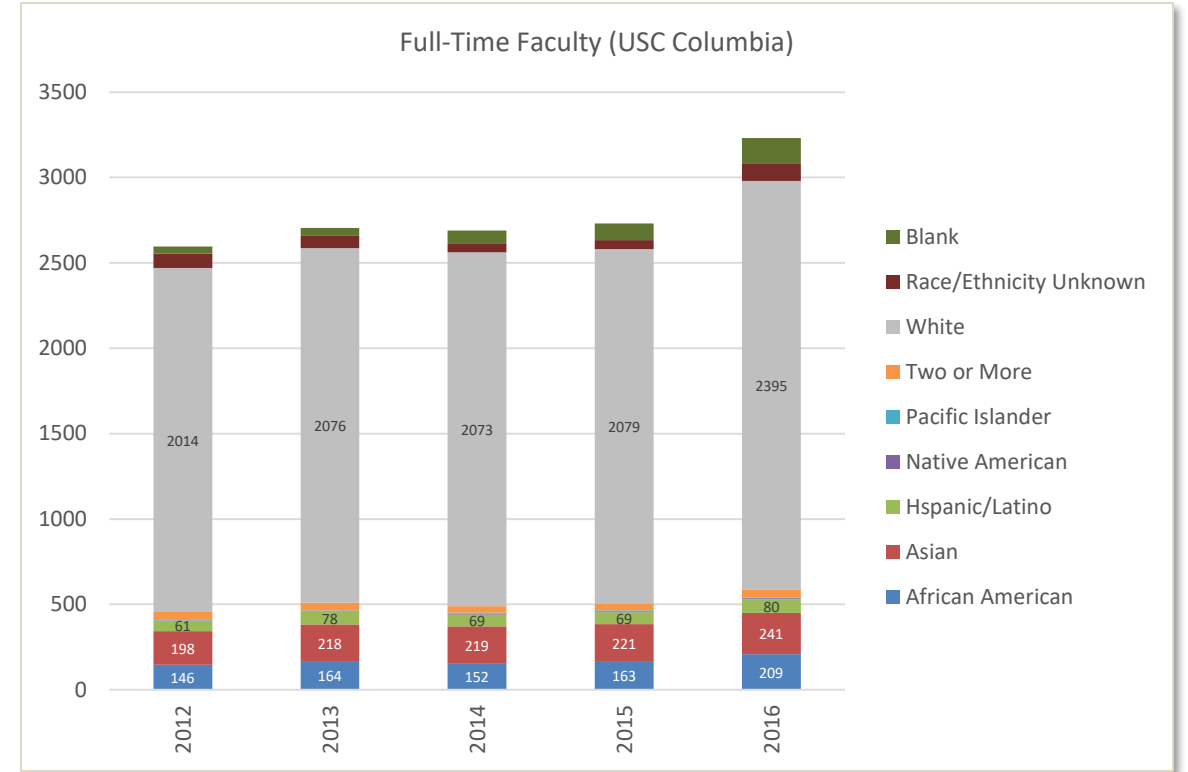
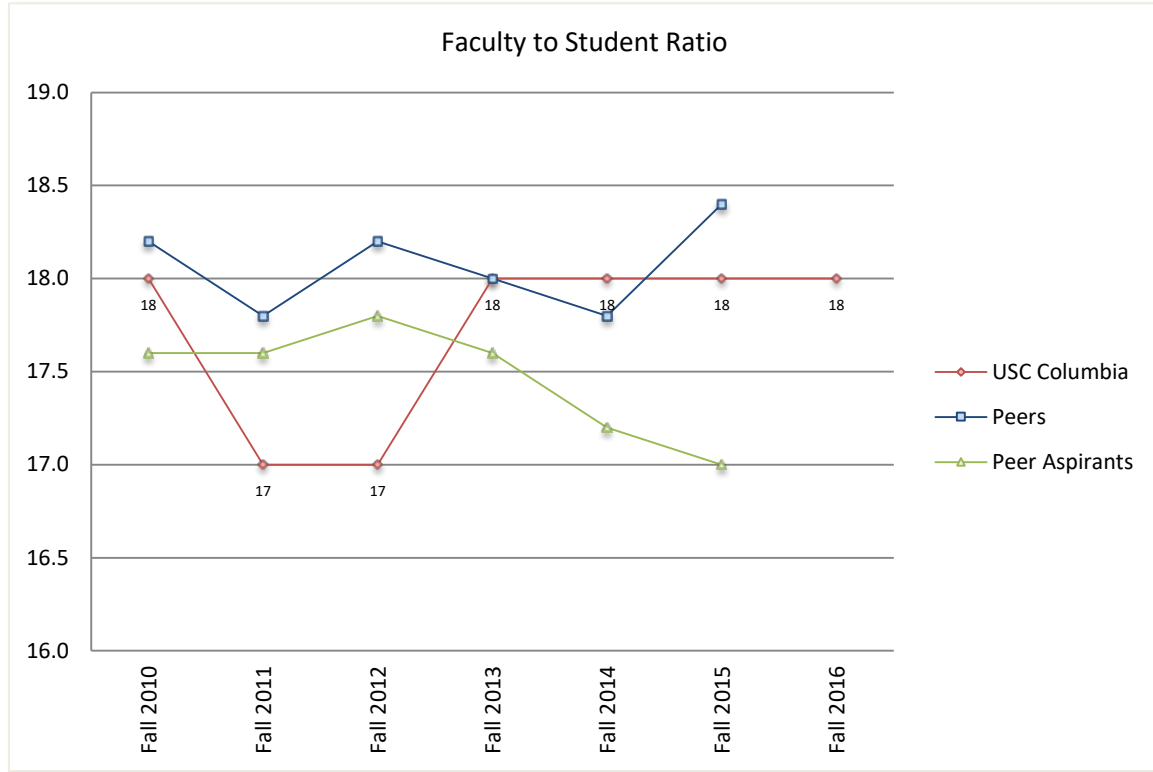
A 21st century university hosts an internationally recognized faculty whose impact is realized through ground-breaking research, creative performance and production, internationally-recognized scholarship and publication, innovative teaching, and leadership in professional and community service.

Strategic Objectives:

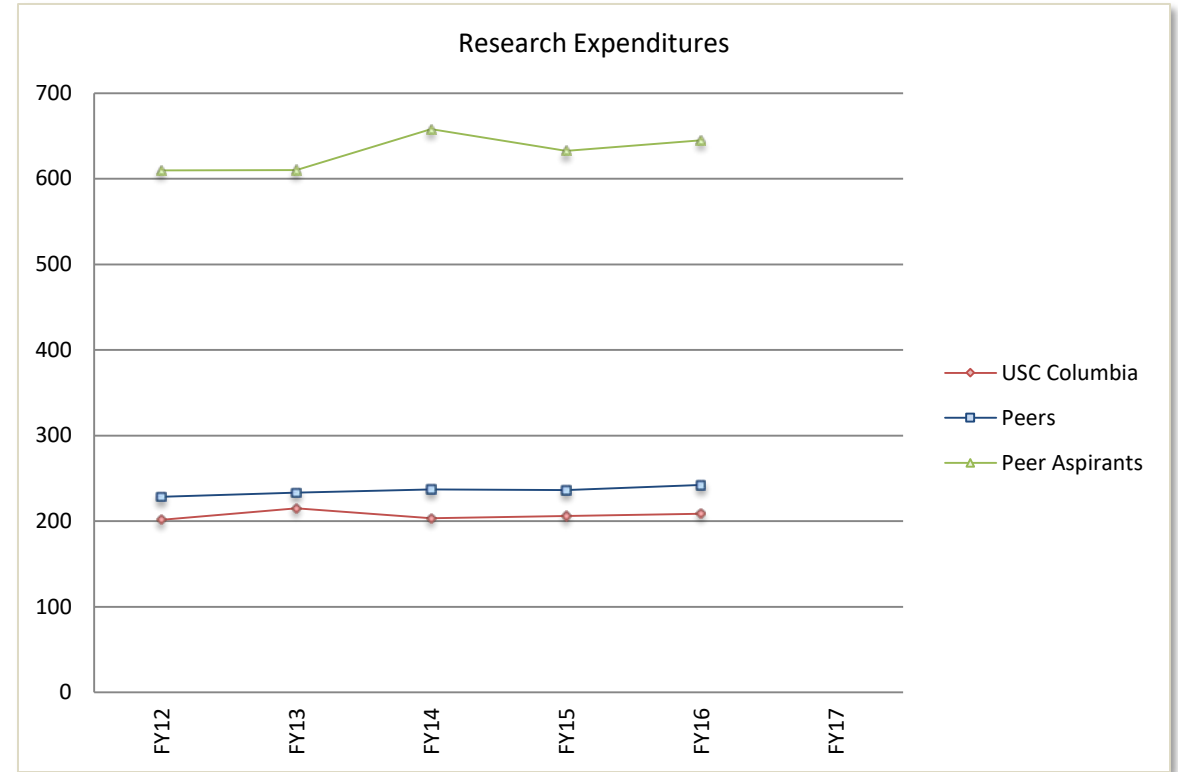
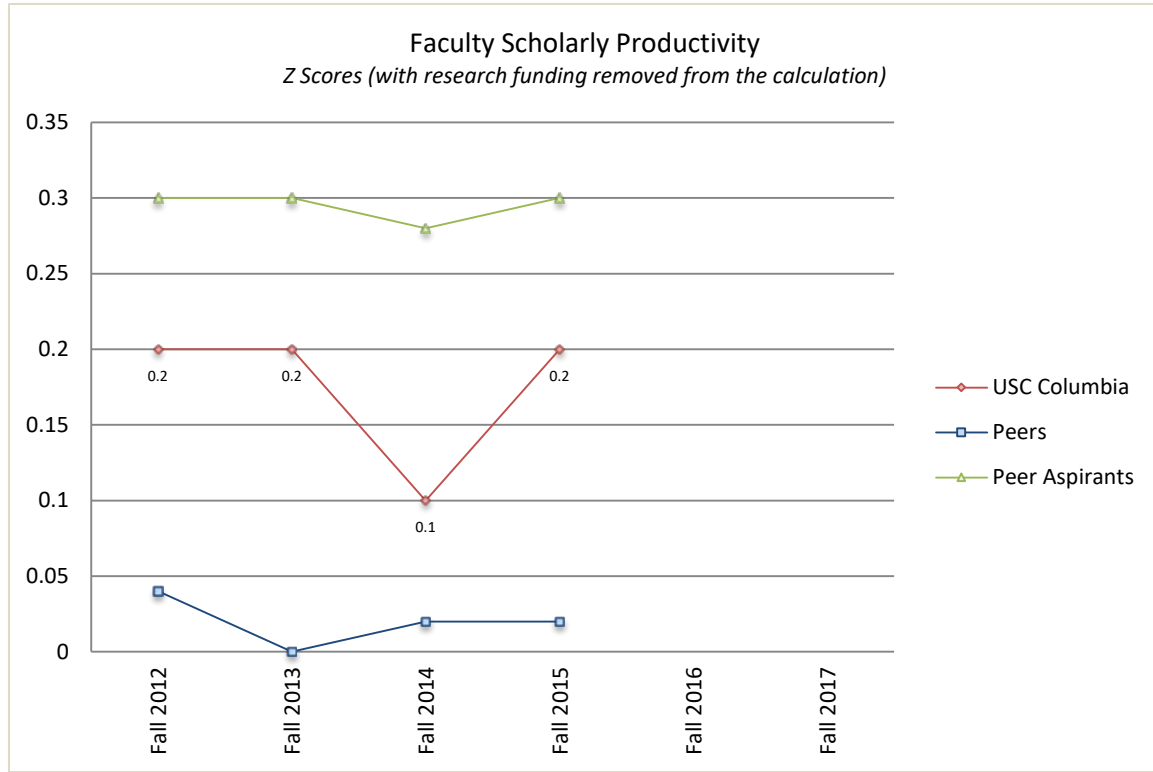
- A. Hire and retain highly productive and diverse faculty scholars and educators
- B. Incent and reward high quality teaching



Faculty



Faculty Scholarly Productivity and Research Expenditures

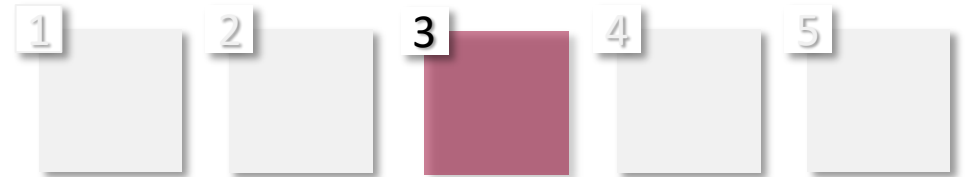


Strategic Priority (3): Spur Innovation, Creative Expression, and Community Engagement

A 21st century university expands knowledge through research, scholarship, community engagement and the development and dissemination of creative ideas.

Strategic Objectives:

- A. Increase entrepreneurship and innovation
- B. Encourage creativity and engagement with the arts
- C. Facilitate community partnerships

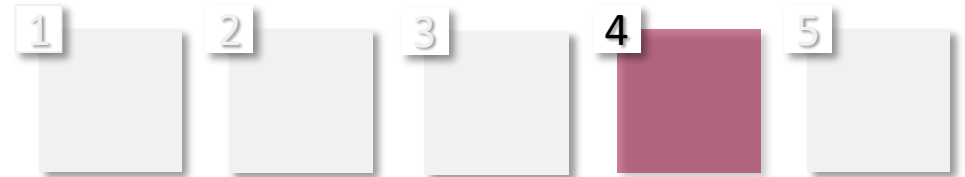


Strategic Priority (4): Build Inclusive and Inspiring Communities

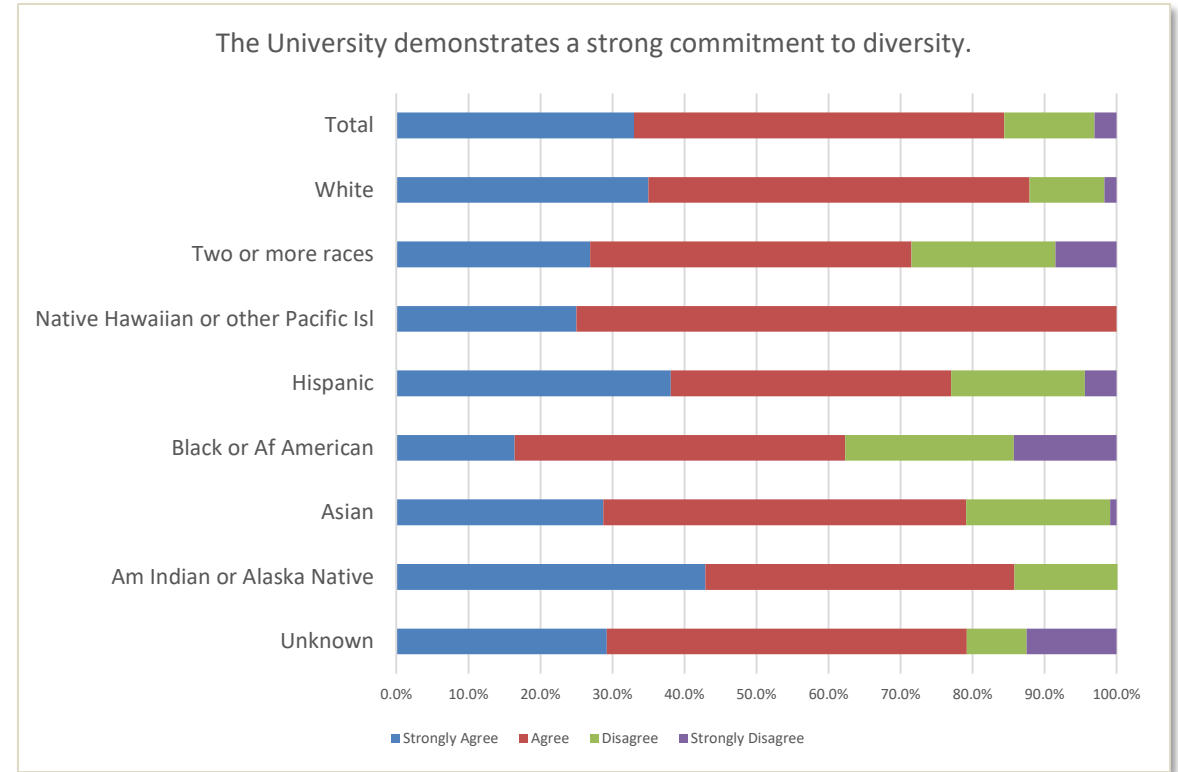
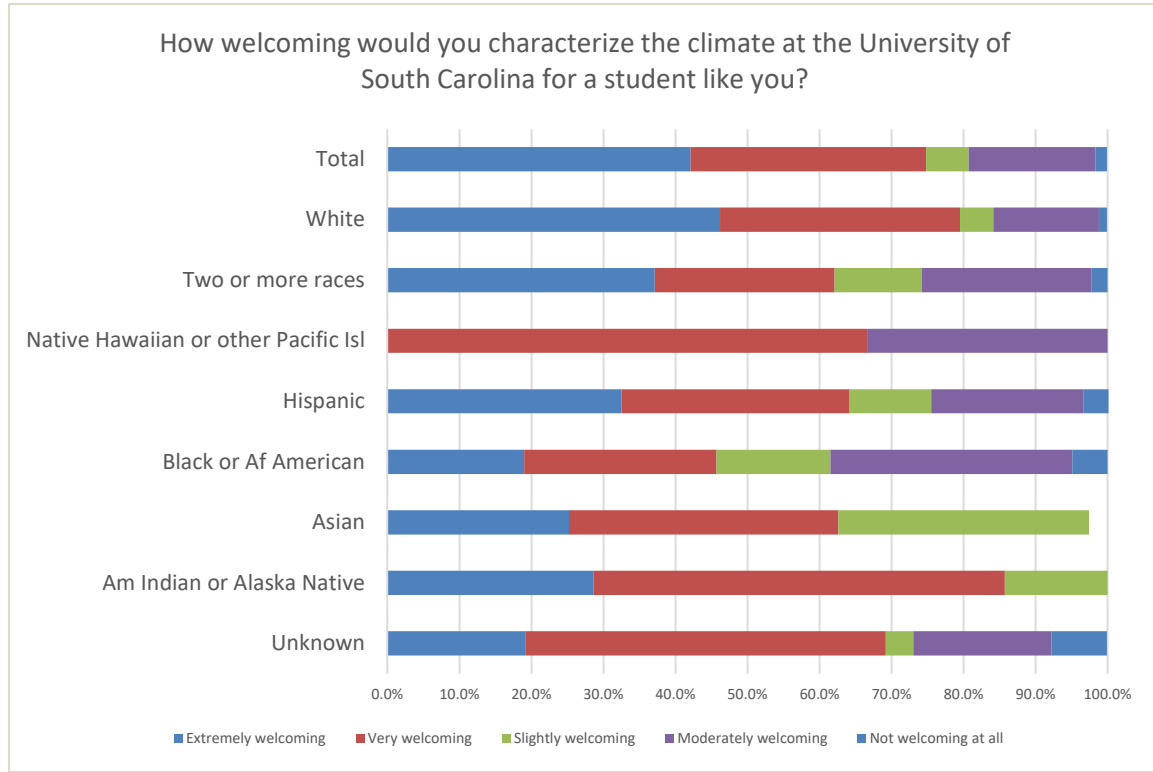
A 21st century university recognizes that there is strength in leveraging unique perspectives and global points of view while anchoring the institution in tradition and values.

Strategic Objectives:

- A. Develop a welcoming community and an inclusive university culture
- B. Increase the diversity of students, faculty and staff



Student Climate Study

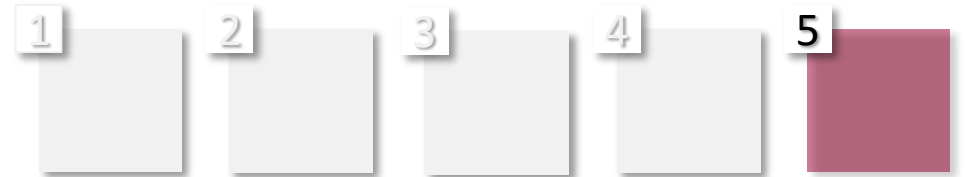


Strategic Priority (5): Demand Institutional Excellence

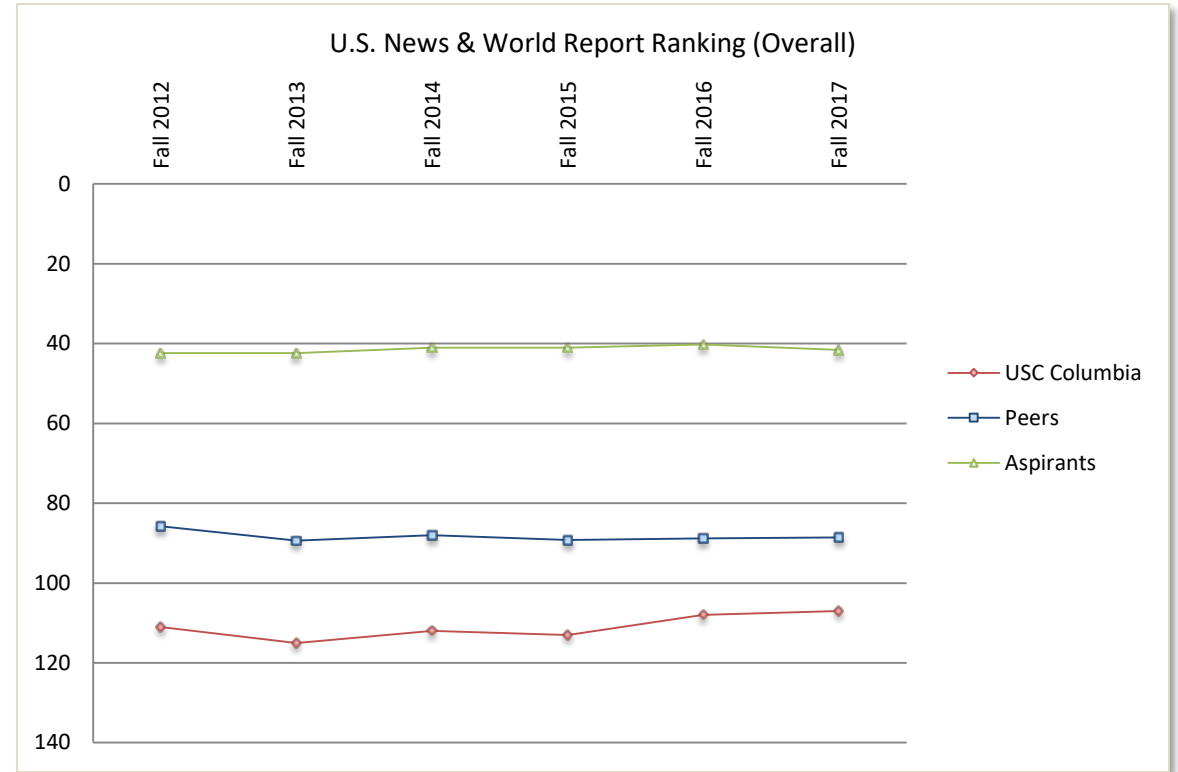
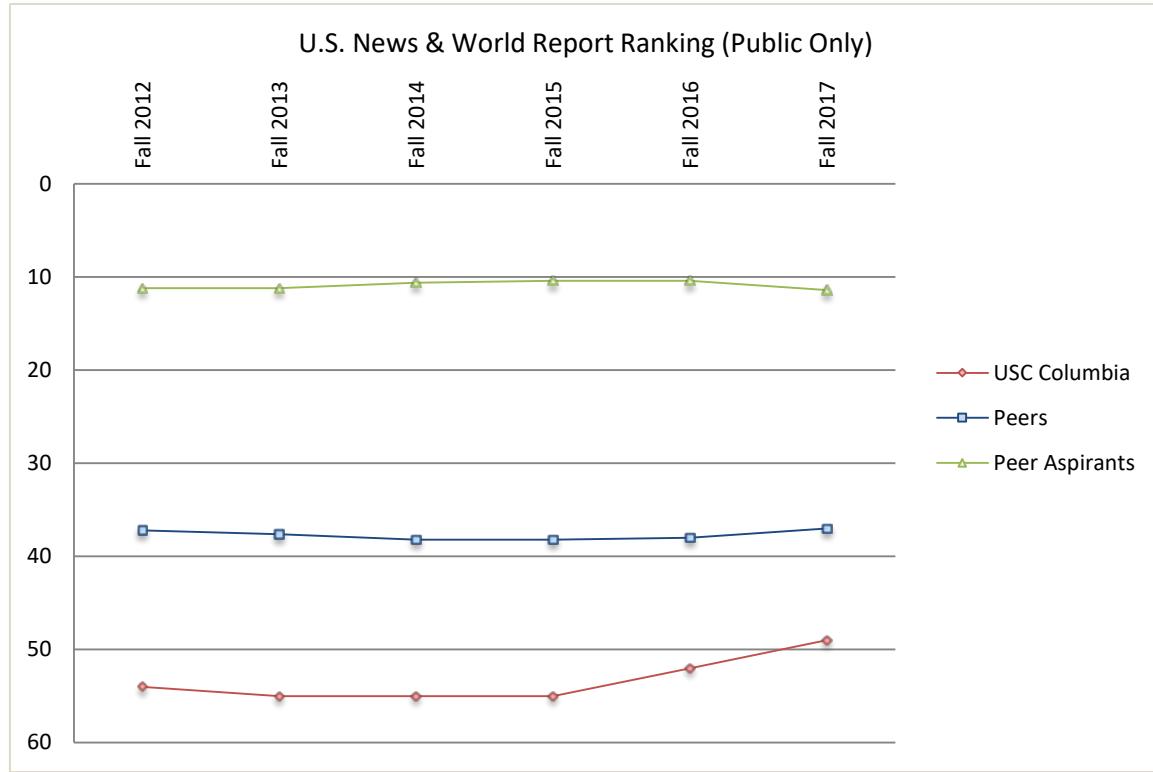
A 21st century university recognizes the need for financial strength in order to be a reliable partner for its stakeholders. The University also recognizes that a compelling vision and effective messaging are necessary to ensure that stakeholders fully appreciate the importance and value of the institution.

Strategic Objectives:

- A. Improve notable external measures/rankings
- B. Increase philanthropic support
- C. Implement an incentive-based, measured growth budget model to create sufficient revenue and align resources with incentives



U.S. News and World Report Rankings





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What does this mean?

People

Initiatives/
Programs

Process



What does this mean?

People

Initiatives/
Programs

Process



What's next...

- Department Chair Onboarding
- Improved Faculty Hiring Process
- 3rd Round of Compression Raises
- Next Arena
- Operationalize the Strategic Plan



What's next...

- Operationalize the Excellence Initiative
- Budget Model



Congratulations!



Dr. Helen Doerpinghaus, Deputy Provost

Helen has been on the University of South Carolina faculty since 1987 as a tenured professor in the Darla Moore School of Business Department of Finance. During her first 20 years at USC she enjoyed teaching and research in the fields of risk management, health insurance, and retirement planning.

Helen excelled in the classroom receiving the Michael J. Mungo Teaching Award, the Mortar Board Teaching Award and DMSB's Alfred G. Smith Teaching Award. She also found time to serve her profession nationally as President of the American Risk and Insurance Association and on the Editorial Board of the Journal of Risk and Insurance. She received the Kemper Award for Best Perspectives Article and co-authored a text which was translated into Mandarin. Helen also served as a member of the Board of Trustees for The Wharton School's S.S. Huebner Foundation and as a member of the Board of Trustees for Ohio State University's Griffith Foundation for Insurance Education.

For the past 10 years Helen has served in the Office of the Provost as Vice Provost and Dean of Undergraduate Studies, Interim Provost, and most recently as Deputy Provost. Though Helen worked in many capacities during her three decades at USC, she most enjoyed her work with undergraduate studies, leading development and launch of the Carolina Core, USC Connect, and the University Advising Center.





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Diversity and Inclusion Update

Recognition

- *Diverse Issues in Higher Education* reported that in 2016 USC-Columbia graduated more African American students than 97% of all colleges in the United States
- *Education Trust* reported the University of South Carolina – Columbia (in its 2015 report titled, “The Rising Tide”) as one of the leading universities in the country in reducing the graduation gap between White and underrepresented minority students.
- Recipient of *INSIGHT Into Diversity* Higher Education Excellence in Diversity Award for five consecutive years

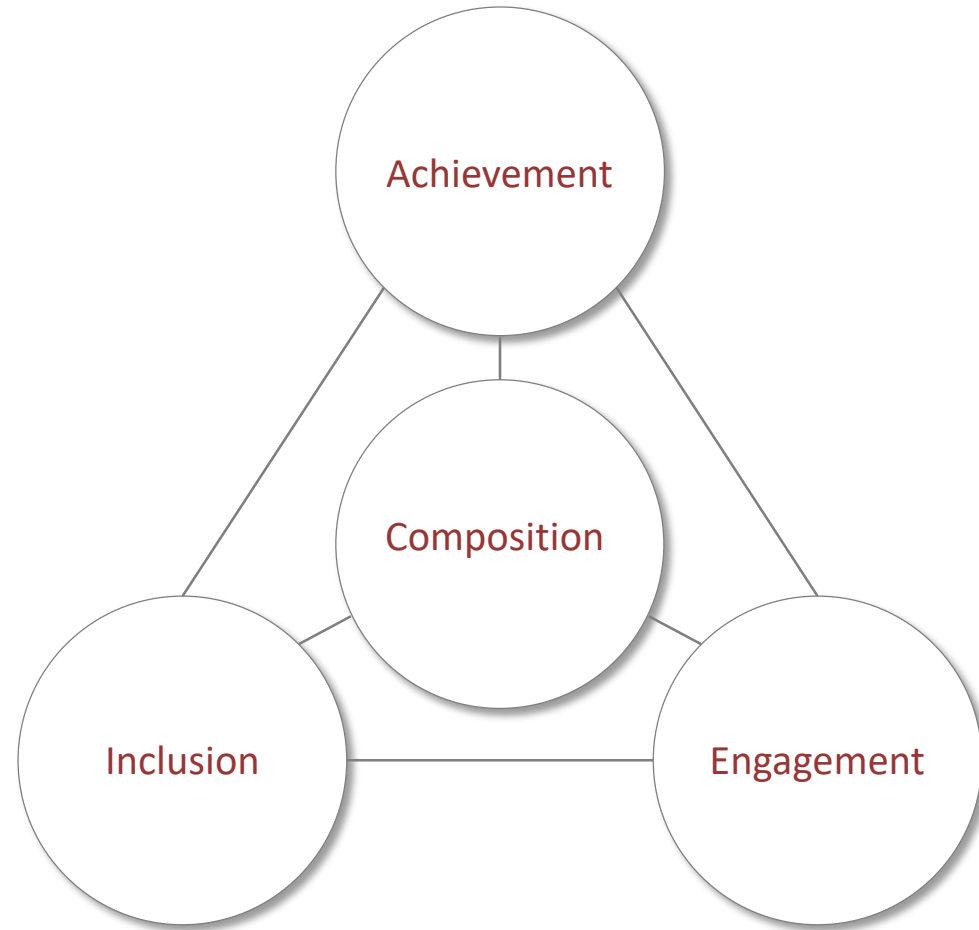


University Value of Diversity and Inclusion

At the University of South Carolina, we believe that diversity and inclusion is necessary to achieve academic and institutional excellence. Every student, faculty and staff member not only matters, but it is their unique perspective that is the core of our strength and our success. **Understanding that our university views the preparation of student leaders as a strategic differentiator and a demand of employers who hire our students, we view inclusive excellence and cultural competence as central to how we prepare students to lead in their communities and workplaces.**

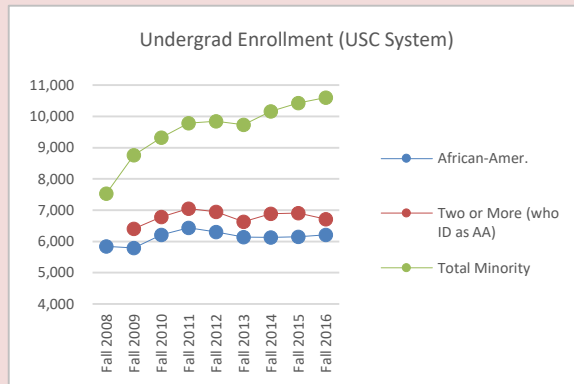
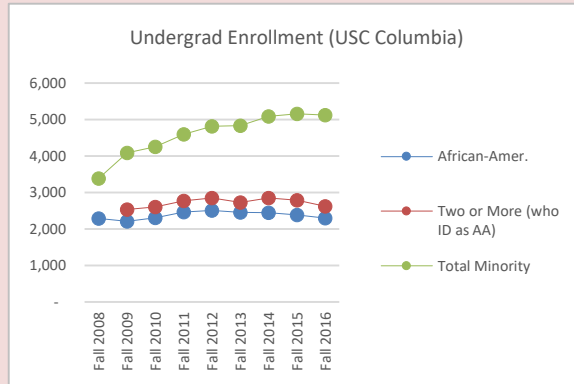


Strategic Plan for Diversity and Inclusion

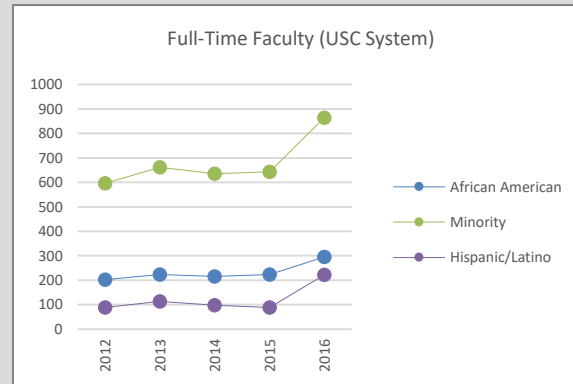
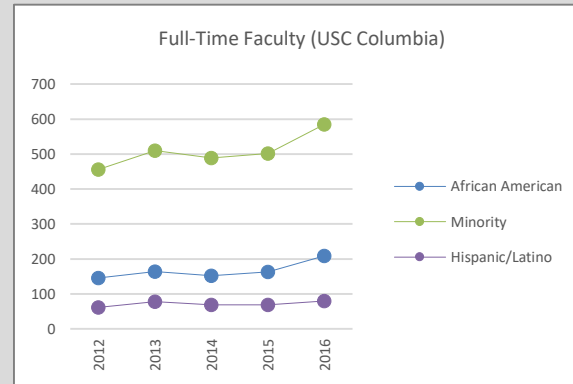


University Composition

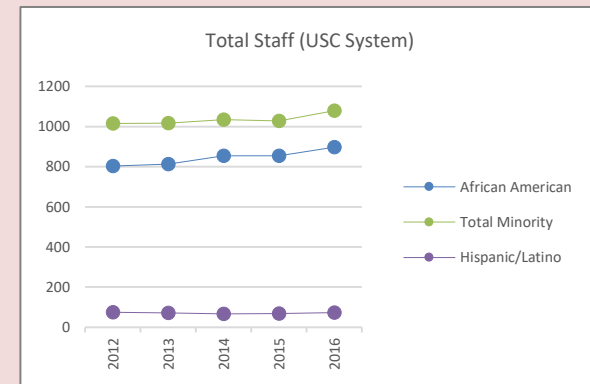
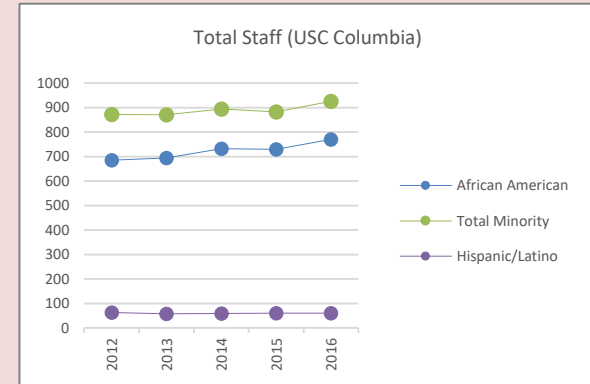
Undergraduate Enrollment



Faculty Composition



Staff Composition



Diversity and Inclusion @ UofSC

- Dive-In and Lunch Series
- Provost's Forums – “Finding Common Ground”
- New Faculty Tour of Columbia
- Faculty Mentoring – National Center for Faculty Development and Diversity
- Faculty Affinity Groups
- The Welcome Table SC
- [Climate Studies](#) (Faculty/Staff, Undergraduate Student & Graduate Student)
- Bias Complaint Process
- [Think College! Think Carolina!](#)
- [Council of Academic Diversity Officers](#)



Faculty/Staff Climate Study



Faculty/Staff Climate Study



Think College, Think Carolina!

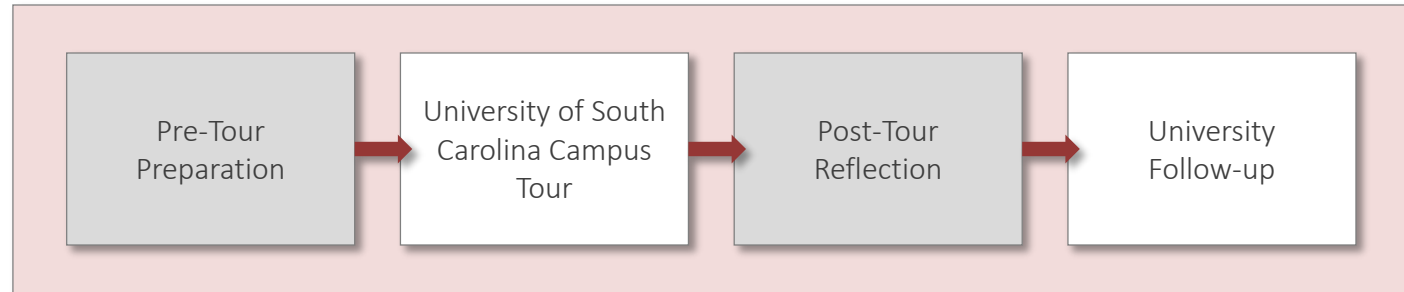
Think Carolina! is a program designed to raise the awareness of colleges universities as accessible places that help to connect students to their career aspirations and goals. By bringing middle-school students to our university campuses, we hope to inspire students and demystify misconceptions about our institutions.

Objectives:

- To foster an understanding of university campuses
- To promote awareness of:
 - College preparation,
 - College admissions standards,
 - Financial aid, and
 - College as a means for obtaining future career goals.
- To motivate students to pursue postsecondary education.



Think College, Think Carolina! – The Program

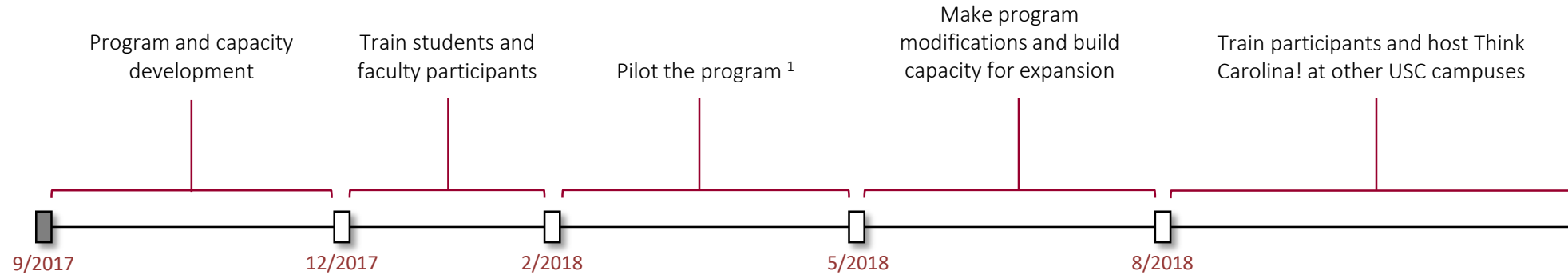


Program Features:

- Public 6th grade students within 30 miles of a USC campus will receive a campus tour
- Lesson plan to help students prepare for a campus visit
- Transportation provided
- Tours hosted by trained USC students
- Classroom experiences provided by college faculty and/or graduate students
- Lunch provided by USC
- Students receive a “gift” to remind them of their campus tour
- USC will request contact information from every student and send information about the university in a follow-up



Think College, Think Carolina! – Next Steps



¹ Pilot Sites – Columbia, Lancaster, Salkehatchie, Sumter, Union



Council of Academic Diversity Officers

Council Member	Title	Academic Unit
Tracey Weldon-Stewart	Associate Dean for Diversity and Inclusion	College of Arts and Sciences
Alice Leri	Associate Dean for Diversity and Inclusion	Darla Moore School of Business
Michelle Bryan	Associate Dean for Diversity, Equity and Inclusion	College of Education
Csilla Farkas	Associate Dean for Diversity, Engagement and Inclusion	College of Engineering and Computing
Sam Todd	Associate Dean for Faculty Affairs, Diversity and Operations	College of Hospitality Retail and Sport Management
Shirley Staples-Carter	Professor	College of Information and Communications
Susan Kuo	Associate Dean for Diversity and Inclusion	School of Law
Mary Horton	Assoc. Dean for Admin. Services, Diversity and Inclusion	University Libraries
Carol McMahan	Associate Dean for Diversity and Inclusion	School of Medicine - Columbia
Brenda Thames	Associate Dean for Institutional Culture and Inclusivity	School of Medicine - Greenville
Ronald Davis	Assistant Dean for Equity, Diversity and Inclusion	School of Music
Tisha Felder	Director of Equity, Diversity and Inclusion	College of Nursing
Amy Grant	Assistant Dean	South Carolina College of Pharmacy
Vacant	Associate Dean of Diversity Inclusion and Equity	Arnold School of Public Health
Ben Roth	COSW Diversity and Inclusion Committee Chair	College of Social Work
Ed Munn Sanchez	Associate Dean	South Carolina Honors College
Maria Hickman	Associate Athletics Director	Department of Athletics
Wright Culpepper	Director of recruitment and Diversity Officer	The Graduate School



Historic Markers for the Horseshoe

Slavery and the South Carolina College

The Horseshoe, the original campus of the University of South Carolina (established in 1801 as the South Carolina College), still appears much as it did in the mid-1800s. Its buildings and historic wall were substantially constructed by slave labor and built of slave-made brick. Enslaved workers were essential to the daily operations of the college, whether they were owned by the faculty or the college itself, or hired from private citizens. Enslaved people lived in outbuildings, one of which still stands behind what is now the President's House. The University of South Carolina recognizes the vital contributions made by enslaved people.

Example marker



Slave Quarters

This last remaining kitchen and slave quarters on campus stands as a tangible link to the enslaved people who lived and worked here. South Carolina College, forerunner to the modern university, owned a number of slaves and hired countless others between 1801 and 1865. Enslaved people made significant contributions to the construction and maintenance of college buildings and to daily life on campus. Despite limited references to individuals, enslaved workers who appear by name in archival records include Abraham, Amanda, Anna, Anthony, Charles, Henry, Jack, Jim, Joe, Lucy, Mal., Peter, Sancho and his wife, Simon, Toby, and Tom. Naming these individuals is an effort to remember all of those who made significant and substantial contributions to the University of South Carolina.





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President Harris Pastides





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Excellence Initiative

Stephen Cutler
Dean, College of Pharmacy



Excellence Initiative

- 3% Reallocation of academic/service units
- Designed to promote transformative research, scholarly, teaching, creative activities
- Spur discovery, innovation and deepen existing areas of excellence
- Strengthen and broaden the University's impact as a leader in higher education



Excellence Initiative Committee Membership

- Joan Gabel, Chair Provost
- Stephen Cutler, Co-chair Dean, College of Pharmacy
- Claudia Benitez-Nelson Distinguished Professor - Earth, Ocean & Environment, CAS
- Doug Foster VP Information Tech & Chief Information Officer
- Prakash Nagarkatti Vice President for Research
- Todd Shaw Associate Professor and Chair Dept Political Sciences
- Tracey Weldon-Stewart Associate Dean for Diversity & Inclusion, CAS
- John Weidner Professor Chemical Engineering, SE
- Sara Wilcox Professor & Director, Prevention Res Ctr, SPH
- Jennifer Mandelbaum Graduate Student, School of Public Health
- Leah Moody Board of Trustee



Excellence Initiative

Examples of how funds might be used:

- Start-up funds for new hires
- Incentivize and increase productivity of existing faculty members
- Support preeminent levels of productivity
- Support projects that spur innovation
- Enhance quality of classroom experiences
- Other cool stuff



Excellence Initiative

Committee is working on the following:

- Call for Proposal (Funding Opportunity Announcement)
- Evaluation Rubric
 - Criteria
 - Scoring System
 - Formative/Summative Metrics





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Office of the Provost



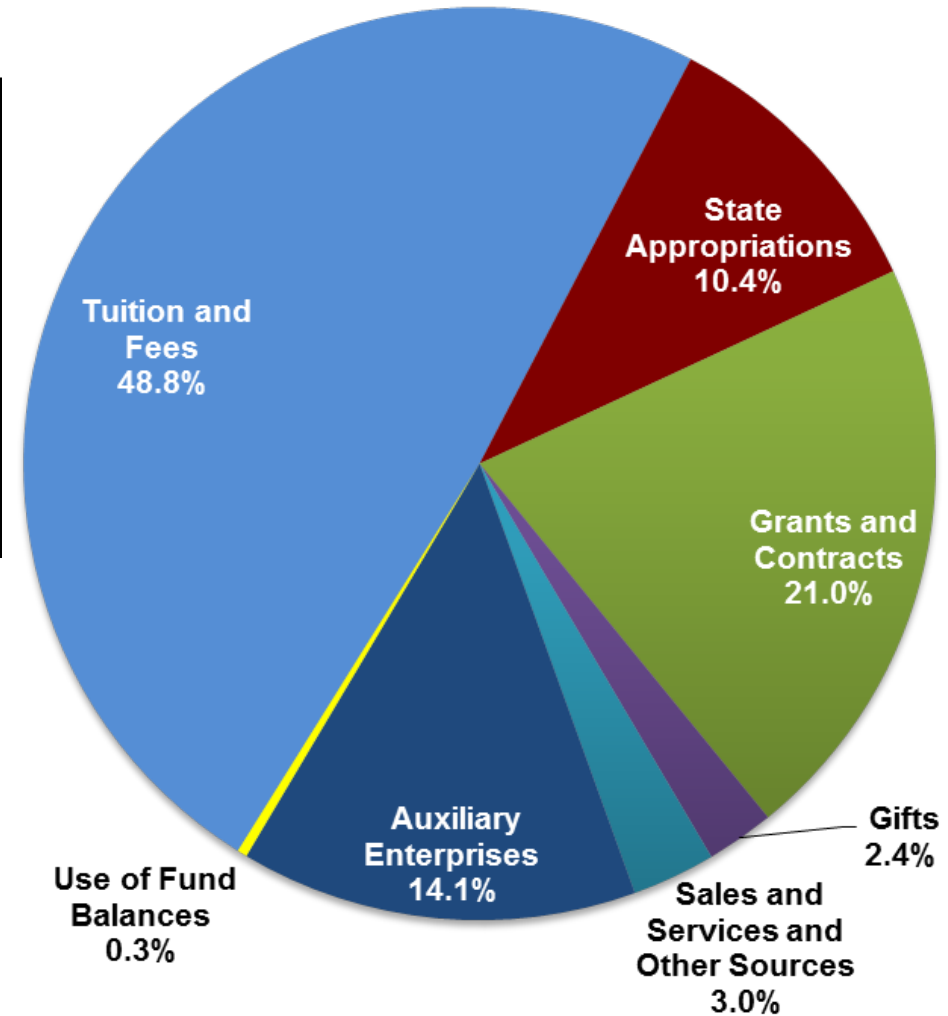
**University Finance
Fall 2017 Provost's Retreat
October 6, 2017**



**UNIVERSITY OF
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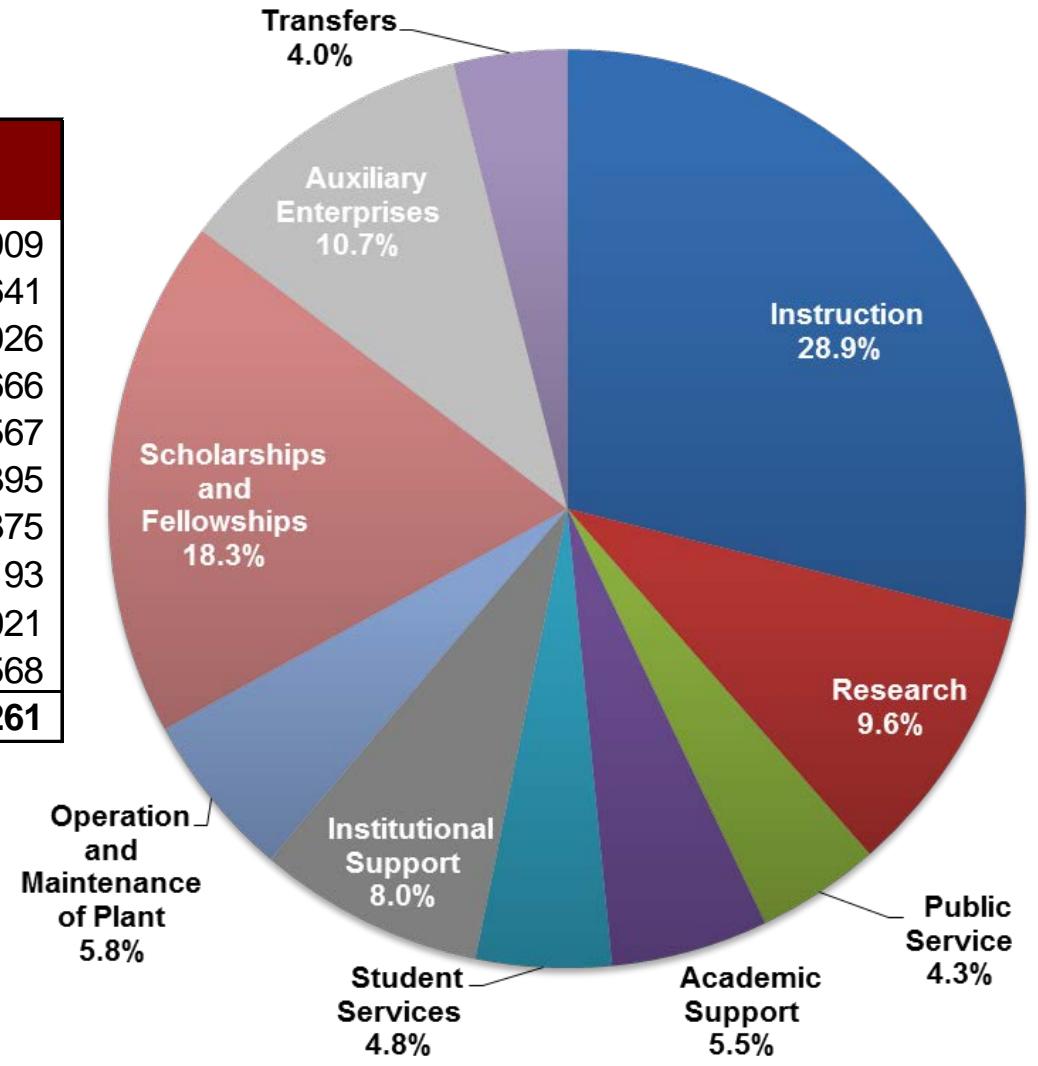
USC System Total Current Funds

USC System Budget FY2017-2018 Revenues	
Tuition and Fees	770,478,438
State Appropriations	164,442,235
Grants and Contracts	332,218,022
Gifts	38,101,645
Sales and Services and Other Sources	46,678,209
Auxiliary Enterprises	222,334,107
Use of Fund Balance	5,438,605
Total Sources	1,579,691,261



USC System Total Current Funds

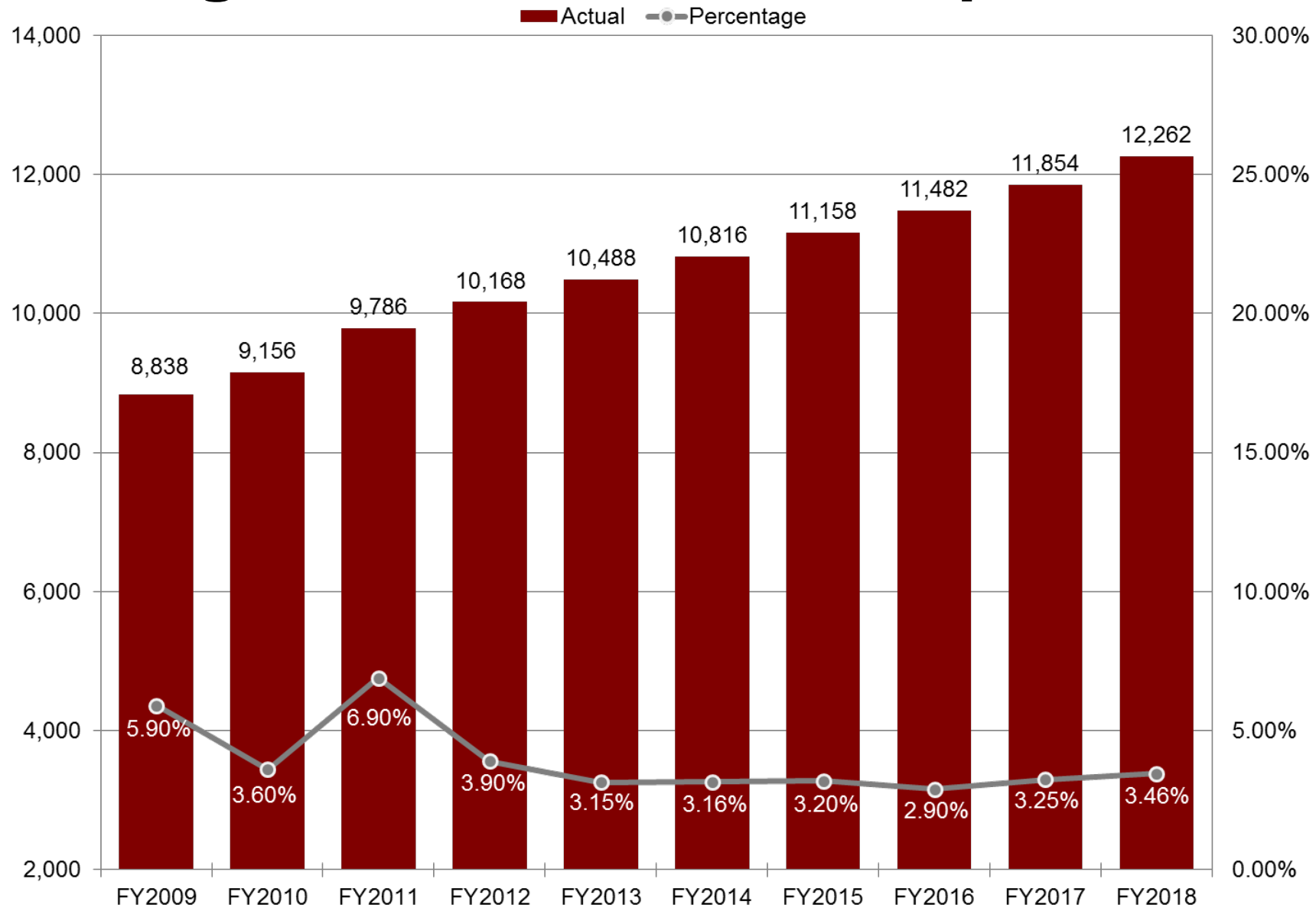
USC System Budget FY2017-2018 Expenditures	
Instruction	456,875,909
Research	152,246,641
Public Service	68,710,926
Academic Support	87,501,666
Student Services	75,291,567
Institutional Support	125,841,395
Operation and Maintenance of Plant	92,320,375
Scholarships & Fellowships	289,542,193
Auxiliary Enterprises	168,416,021
Transfers	62,944,568
Total Uses	1,579,691,261



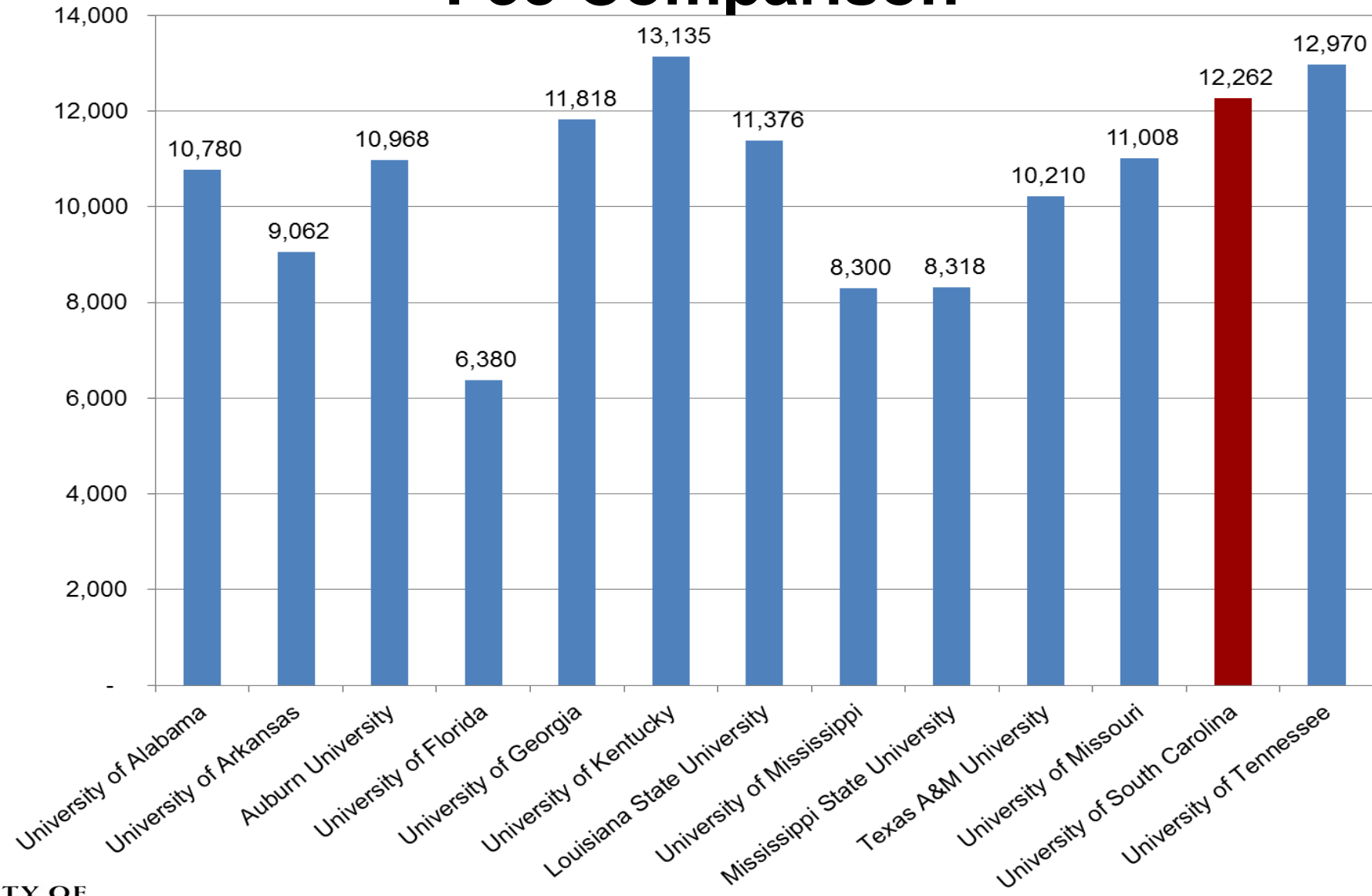
FY2018 State Budget

	RECURRING FY2017 BASE	FY2018 APPROPRIATIONS INCREASE	FY2018 BASE	FY2018 FRINGE ALLOCATION	ADJUSTED FY2018 BASE
USC Columbia	112,594,652	2,086,538	114,681,190	1,506,386	116,187,576
USC SOM - C	14,641,833	200,000	14,841,833	179,815	15,021,648
TOTAL	127,236,485	2,286,538	129,523,023	1,686,201	131,209,224
USC Aiken	8,036,905	133,830	8,170,735	106,684	8,277,419
USC Beaufort	3,562,147	71,934	3,634,081	47,978	3,682,059
USC Upstate	11,109,729	179,834	11,289,563	143,134	11,432,697
USC Lancaster	2,247,772	180,670	2,428,442	27,628	2,456,070
USC Salkehatchie	1,729,298	76,283	1,805,581	20,757	1,826,338
USC Sumter	3,066,468	37,472	3,103,940	35,633	3,139,573
USC Union	829,695	40,149	869,844	11,351	881,195
USC SYSTEM TOTAL	\$157,818,499	\$3,006,710	\$160,825,209	\$2,079,366	\$162,904,575

USC Columbia - Annual In-State Undergraduate Tuition & Required Fees



FY2018 Annual In-State Tuition and Required Fee Comparison



FY2018 Semester Tuition Comparison USC vs. Clemson



\$6,131

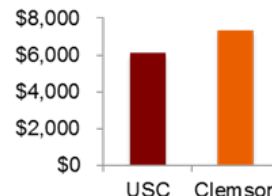
Resident Undergraduate Tuition



\$7,356

Resident Undergraduate Tuition

3.46%
Increase



2.75%
Increase

An additional **\$204** per semester

An additional **\$197** per semester

Clemson's resident undergraduate tuition is **\$1,225** more per semester **20%**

USC undergraduates from FY2017 paying that amount more in tuition is **\$59,776,325**

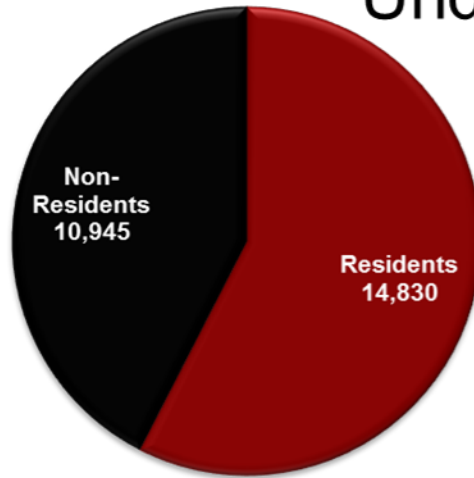
What is an Abatement?

- ❑ Abatements are tuition discounting allowed in the SC Code of Laws – Title 59, Chapter 112
- ❑ “Determination of Rates of Tuition and Fees”
- ❑ This section of the codes outlines residency, military and their dependents, employees and their dependents, reciprocity agreements, Academic Common Market, sister-state agreements, and recipients of scholarship aid.

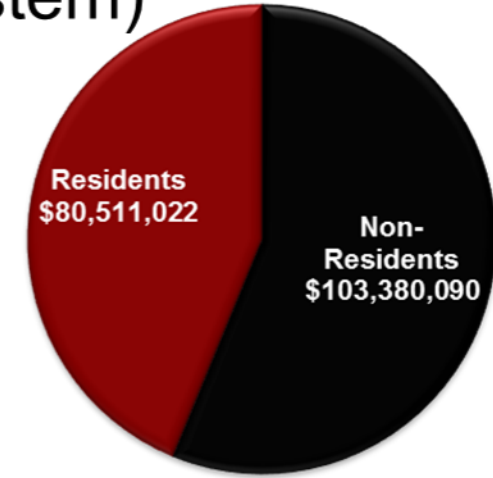
USC Columbia Fall 2016

25,775

Undergraduate Students (Fee System)



14,830 Residents
10,945 Non-Residents



\$103,380,090

Net tuition for the Non-Residents

\$80,511,022

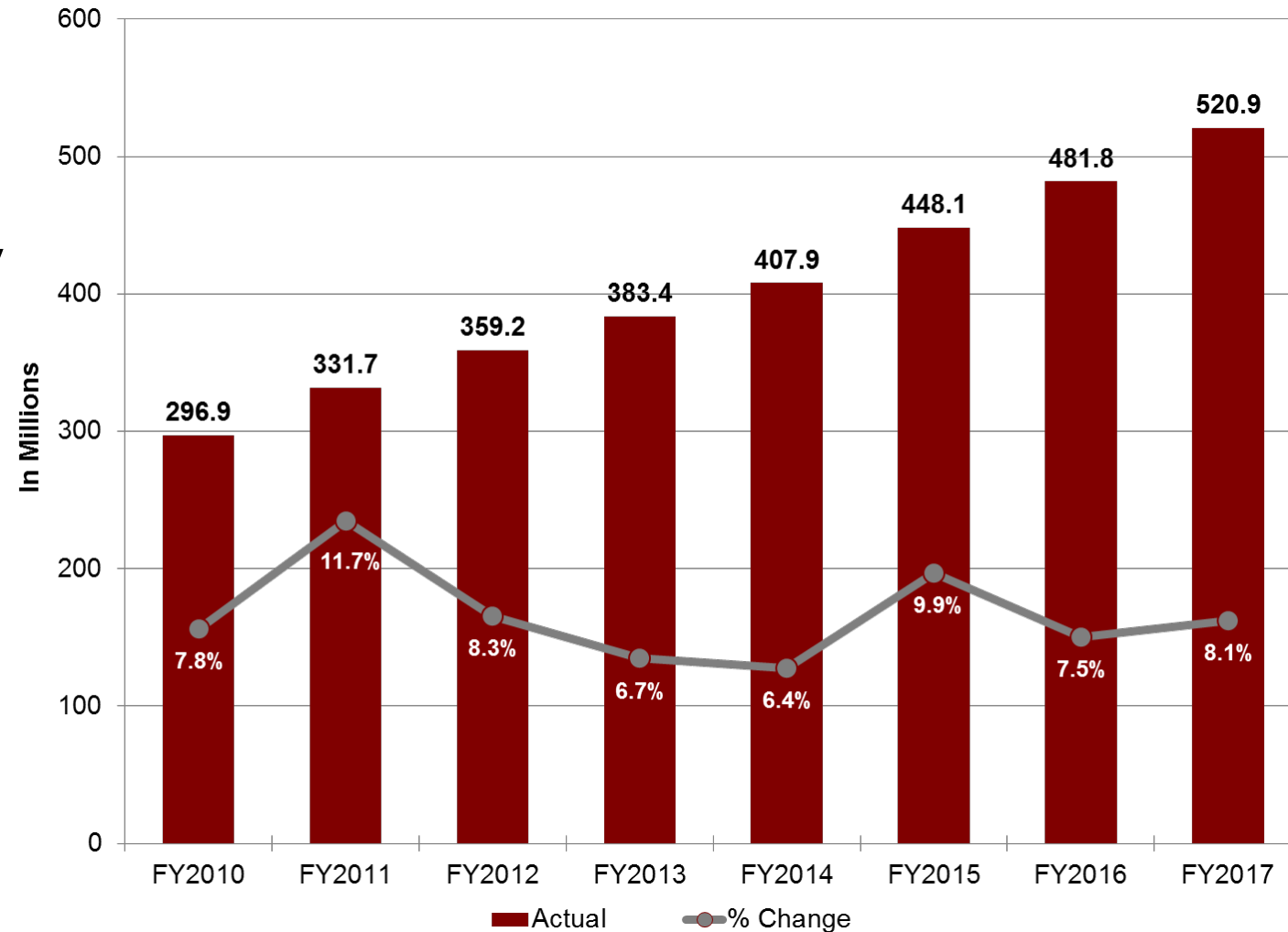
Net tuition for the Residents

USC Columbia Fall 2016

30.00%	Full Time Non-Resident Students – Full Pay	3,284
14.26%	Full Time Non-Resident Students – Resident Rate	1,560
	Academic Common Market	1,102
	Military and Dependents	254
	Full Time Employees/Dependents	131
	Reciprocity/Sister State Agreements	42
	Residency Exceptions	31
24.31%	Full Time Non-Resident Students – Resident Rate	2,661
	University Scholarships	2,467
	Exchange Students	194
31.43%	Full Time Non-Resident Students – Partial Rates	3,440
	Athletic Scholarships	219
	Woodrow and Departmental Scholarships	1,999
	Sims Scholarship	1,222

Financial Performance Highlights

Net tuition and fee revenues have increased by approximately 75% since 2010 due to enrollment growth, an increase in non-resident enrollments as well as annual tuition increases.



FY2019 Budget Development

- July 2017: USC Year End closeout process begins
- August: Preliminary University revenue & expenditure estimates for FY2017
- August: Certification of state non-recurring funds and lottery funding for FY2017
- August/Sept: Development of Legislative agenda
- September 12: President's State of the University
- September 15: Agency Accountability Report due to State
- September 15: FY2019 Governor's Budget request and state line-item budget due
- September: Distribution of University Carryforward, pay package/fringe and BOT initiatives
- October 1: University financial statement draft due to State Comptroller General
- October 12: Board of Trustees - receipt of FY2017 financial statements and presentation of year-end budget variance and financial performance
- November: Legislative pre-filing period begins

Financial Reporting Dates

- BOT Quarterly Reports – 7/1-9/30; 1/31-3/31
- Mid Year Review – All University Funds – 12/31/2017
- Year End Review – All University Funds - 6/30/2018
- Fall Review – Columbia “A” Funds – 10/1/2017
- Spring Review – Columbia “A” Funds – 2/28/2018

FY2019 Budget Development

- January 2018: Call for Academic Unit Blueprint development
- January 2: Preliminary revenue & expenditure estimates and full mid-year review
- January 9: General Assembly convenes**
- January: President presents budget request to House Ways & Means**
- February: House Ways & Means budget development**
- March: House budget final**
- March: President presents budget request to Senate Finance**
- March: Call for Service Unit Blueprint development
- April: Provost meets with all academic units
- April: President meets with all direct reports
- April: Senate Finance Budget development**
- May: USC internal budget development
- May: Senate budget final**
- Early May: Committee/Consensus Budget approved by the General Assembly**
- May/June: General Assembly addresses vetoes**
- May 10: Sine Die**
- Early June: BOT reviews budget proposal
- June 22: Executive Committee and Full Board considers recommended University budget
- July 1: FY2019 Budget becomes effective

USC Columbia

FY2018 New Requirements

- ❑ Fringe Benefit Changes – Retirement and Health Insurance
- ❑ Academic Excellence – Faculty Hiring Plans
- ❑ Faculty Compression
- ❑ New Dean Support and Program Enhancements
- ❑ Student Advising Center
- ❑ Law Enforcement and Safety
- ❑ Library Materials
- ❑ Undergraduate 4% Fee Waiver
- ❑ Student Affairs Initiatives including Disability Services
- ❑ OneCarolina
- ❑ University Communications Strategic Plan
- ❑ Student Health Center Operations
- ❑ Audit & Advisory Services – Audit Salaries

FY2018 Initiative Solicitation Exceeds - \$80M

USC Columbia

FY2018 Budget Initiatives

Total Required Cost Increases	\$ 3,995,601
Academic Instruction, Research and Academic Support	\$ 21,279,535
Student Affairs - Programs and Services	\$ 1,482,800
Service & Administrative Programs	\$ 8,512,750
Total Strategic Priorities	\$ 31,275,085
Total Board Mandated Fees	\$ 2,230,852
Total Required Cost Increases, Strategic Priorities and BMF	\$ 37,501,538

USC Columbia

Operating Budget Change

	Five Year Change 2014-2018	Ten Year Change 2009-2018
Academic Instruction	48,226,047 42.79%	70,706,047 37.94%
Academic Support & Student Affairs	15,109,489 13.41%	25,559,081 13.72%
Service and Administrative Programs	25,283,750 22.43%	39,046,070 20.95%
Pay Package, Health Insurance, Retirement - University Share	20,897,400 18.54%	34,167,893 18.33%
Budget Cut - State Appropriations Reduction	0 0.00%	9,052,954 4.86%
BMF Distributions	3,189,852 2.83%	7,821,820 4.20%
Total BOT Initiatives	112,706,538 100.00%	186,353,865 100.00%

Budget Model Redesign

Board of Trustees contracted with USC's external auditor – Elliott Davis Decosimo - to develop a review of financial statements at the academic unit level for fiscal years 2015 and 2016.

Budget Update Group met with higher education consultants in Fall 2016.

- Huron
- Accenture
- Attain
- EY/Parthenon
- Deloitte
- Grant Thornton
- Kennedy & Company
- Campus Strategies

Additional discussions with EAB.

Budget Model Redesign

- ❑ Board of Trustees revised agreement with Elliott Davis Decosimo to develop a budget in the financial statement format for fiscal years 2016 and 2017.
- ❑ University Budget Office prepared a new appendix in the 2018 budget document to describe the alignment of the financial statement with the annual budget.
- ❑ On September 21st, the University issued a Request for Proposal for change management of the budget model redesign.
- ❑ Selection of consultant is underway with an award expected by November 10th.

Budget Model Redesign

A committee will be appointed to work with the consultant throughout the project.

Committee charge is to engage stakeholders and provide time for evaluation, refinements and recommendations.

Expected steps will include

- Assessment of current budget
- Design and development of model
- Review and refinement of model
- Presentation of model to stakeholders
- Planning for implementation
- Planning for post-implementation

Budget Model Redesign - Caution

- Stakeholders must be engaged.
- New model does not create new revenue – may rearrange the deck chairs.
- Weigh complexity and precision with simplicity and transparency.
- Balance central control and accountability with unit autonomy.
- Cannot avoid making decisions.

USC Finance Information

Operating Budget Document & Capital Budget Document

http://finplan.admin.sc.edu/budget/budget_summaries.asp

Comprehensive Annual Financial Report

<http://web.admin.sc.edu/fr/reports.php>

South Carolina State Budget

<http://www.scstatehouse.gov/budget.php>

Transparency Initiative

<http://spend.admin.sc.edu/>



UNIVERSITY OF
SOUTH CAROLINA

Experiential Learning

Service Learning, Global Engagement, Undergraduate Research

Panelists:

Peter Brews, Dean, Darla Moore School of Business

Allen Miller, Vice Provost & Director of Global Carolina

Michel Van Tooren, Professor & Director Aerospace Studies

Facilitator:

Irma Van Scoy, Executive Director, USC Connect



Experiential Learning

Critical to high quality undergraduate education

- **Fulfilling the promise**
 - **To students**
 - **To employers/graduate schools**
 - **To the greater community**
- **Leading in higher education**



Experiential Learning

- ***Sustained engagement*** applying learning in a real world context
- ***Intentional*** and purposeful
- ***Supervised***
- Requiring ***reflection and feedback***

We do not learn from experience . . . we learn from reflecting on experience.

-John Dewey



Global Learning – Study Abroad

Allen Miller

- Education abroad that results in **progress toward an academic degree** at a student's home institution
- Synergistic learning – learning by doing
 - Appreciation of diversity
 - Understanding other cultures
 - Enriching educational opportunities



Global Learning – Study Abroad

Allen Miller

- The learning abroad experience is structured through **observation, reflection, and analysis**

“International Healthcare: Service Learning in Nicaragua” with Patrick Hickey

“Teaching English in Saxony-Anhalt” with Lara Ducate



Global Learning – Study Abroad

Allen Miller

Global USC in.....

Students explore the significance of study abroad experiences through ideas of multiculturalism, diversity, cultural awareness and globalization.

- Costa Rica: Global Health
nursing home; children's center
- Galapagos: Sustainability
community engagement/local university
- Italy: Languages, Arts, and Humanities
English teaching opportunities; community garden



Experiential Learning at Moore

Peter Brews

DMSB has several initiatives designed to encourage experiential learning, including:

- **Capstone projects (semester long and others)**
- **Internships**
- **Business and Community Leadership Fellows Program (BCLF)**

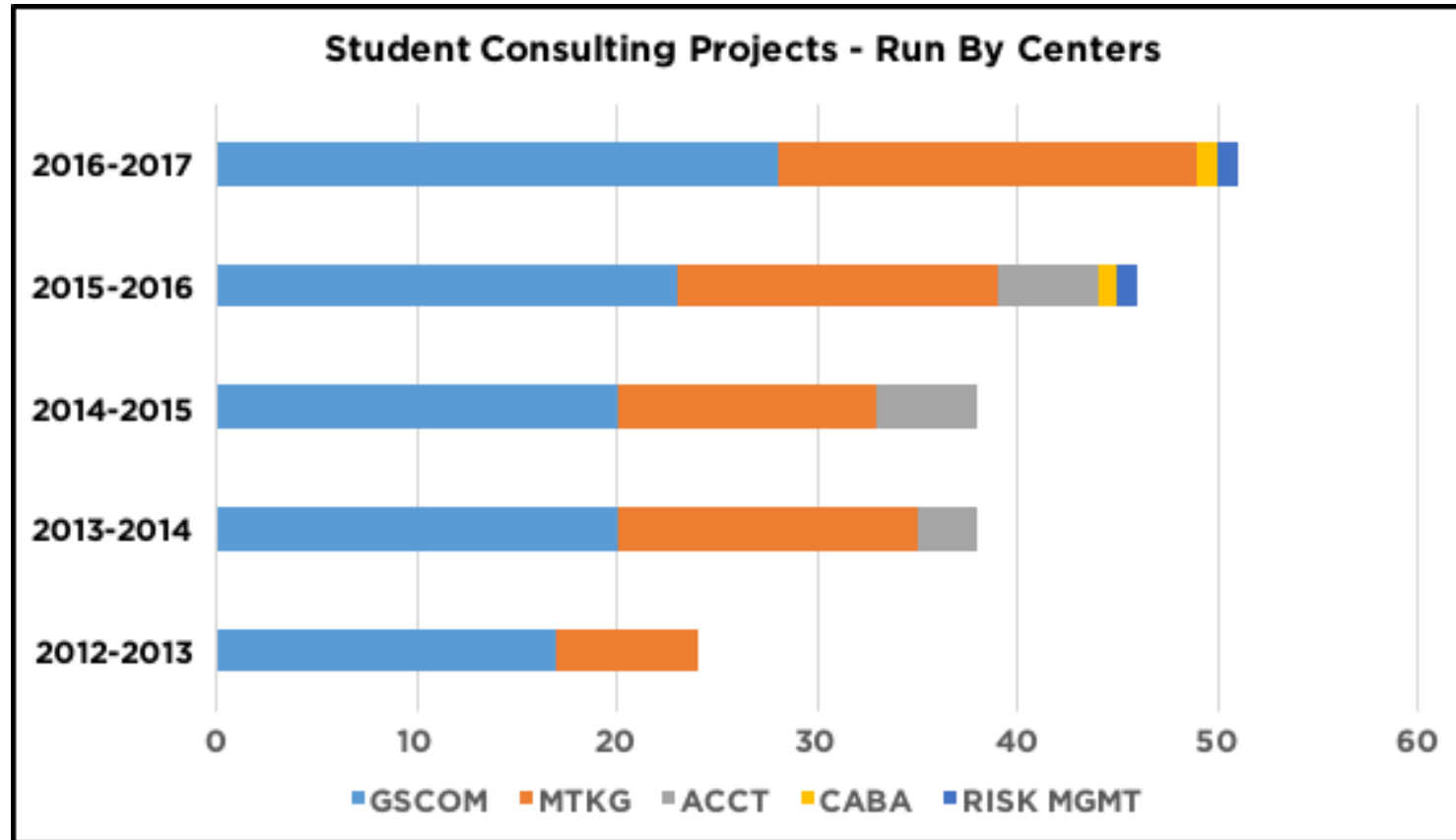


Capstone Projects

- **Semester long projects applying class learning to solve intractable business problems for business partners**
- **Center for Marketing Solutions, Center for Global Supply Chain, Risk and Uncertainty Center, Riegel & Emory HR Center, and others offer these**
- **Corporate funding resources faculty lead for each student team, and also covers travel expenses**



Student Consulting Projects



Business and Community Leadership Fellows Program (BCLF)

**4 yr. program preparing students for
meaningful, lifelong community service**



Program Details

Freshman: 60 hrs. community service, Spring Semester app.

Sophomore: Work in community agency, min.4 hrs/wk, selection best suited to student talents/interests, including *Health, Education, Housing & Homelessness, Hunger, Crisis Assistance*

Off-site lectures, tours of businesses engaged with Columbia community
Special Courses: Ethics and Corporate Social Responsibility (Special section of PHIL 324)
MGMT 250: Business Communication (*Business and Community Leadership* special topic section)



Juniors: Implement/lead specific project for selected agency
Complete *Emerging Community Leadership Development* course sponsored by BB&T
Eligible students can enroll in BADM 499 for internship/course credit

Seniors: Mentor subsequent BCLF students
Complete *Board Member Development* course sponsored by United Way
Presentation on program experience



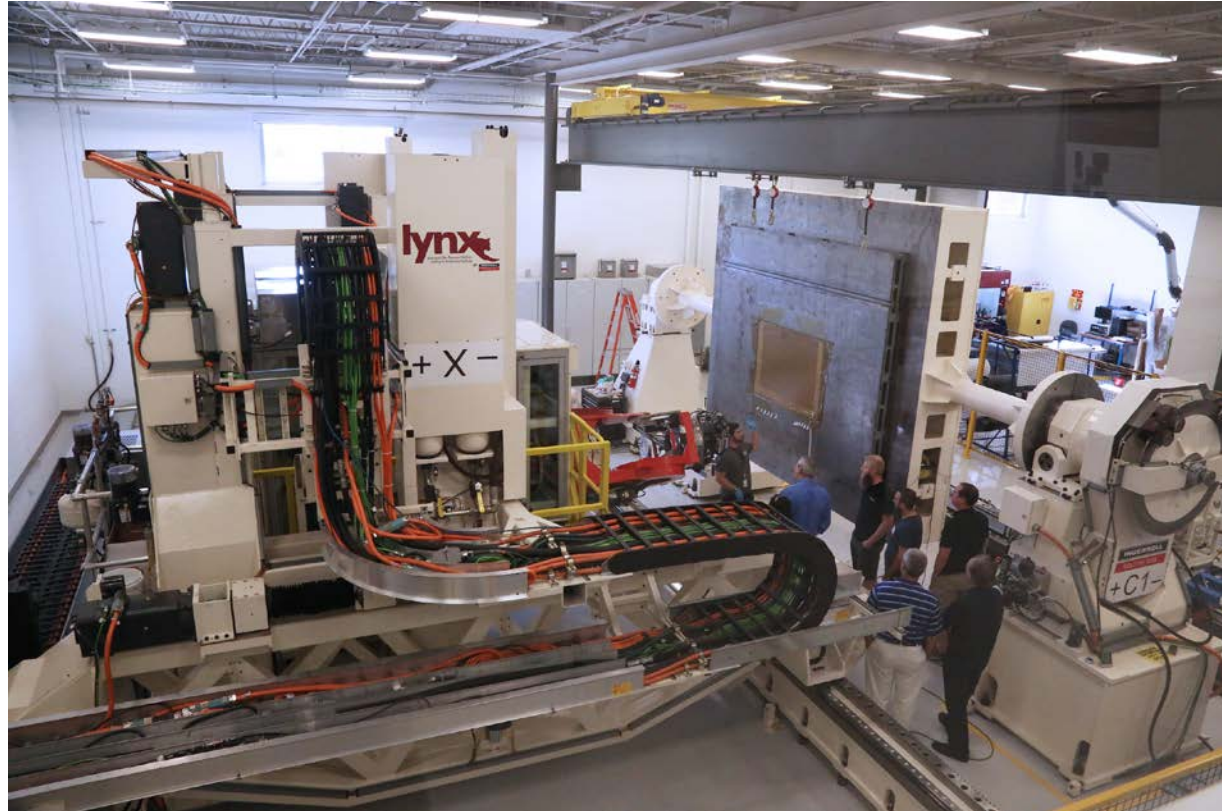
Undergraduate Research

Michel Van Tooren Aerospace Studies

Academic Work Floor concept with Industry Focus

1. Industry oriented projects
(80% needs, 20% seeds)
2. Industry Scale Machines
and Equipment
3. Faculty with Industrial
Aerospace Experience,
and Networks
4. Substantial Student
involvement

*e.g. McNAIR Junior
Fellowship for applied
learning*



Undergraduate Research

Positioning: **is / is-not**

Misconceptions about Undergrad Program Outcomes

- Undergrads should be delivered ready for next day industrial productivity
- Undergrads can do research and add to the body of knowledge
- Training practical skills should be larger part of the program

Part of Project Based Learning to Support Experiential Learning

- Projects linked to classes or sets/clusters of classes to speed up learning, practice team working, relate theory to practical problem solving
- **Projects related to research support to discover personal interests, train practical skills, awareness and to develop writing and presenting skills**
- Lab team exercises to plan and execute aspect verification
- Internships (/ co-ops) to have cultural / language experience, to stimulate independence
- Capstone Design to practice product development process



Undergraduate Research

Conditions / observations

Academic Undergrad Programs in Engineering Require

- Faculty Passionate About Engineering
- Sufficient and well equipped labs with enough annual funding to allow students to play and learn using real materials and real equipment
- Ambitious and demanding educational programs for students and faculty

Intramural vs extramural learning experiences

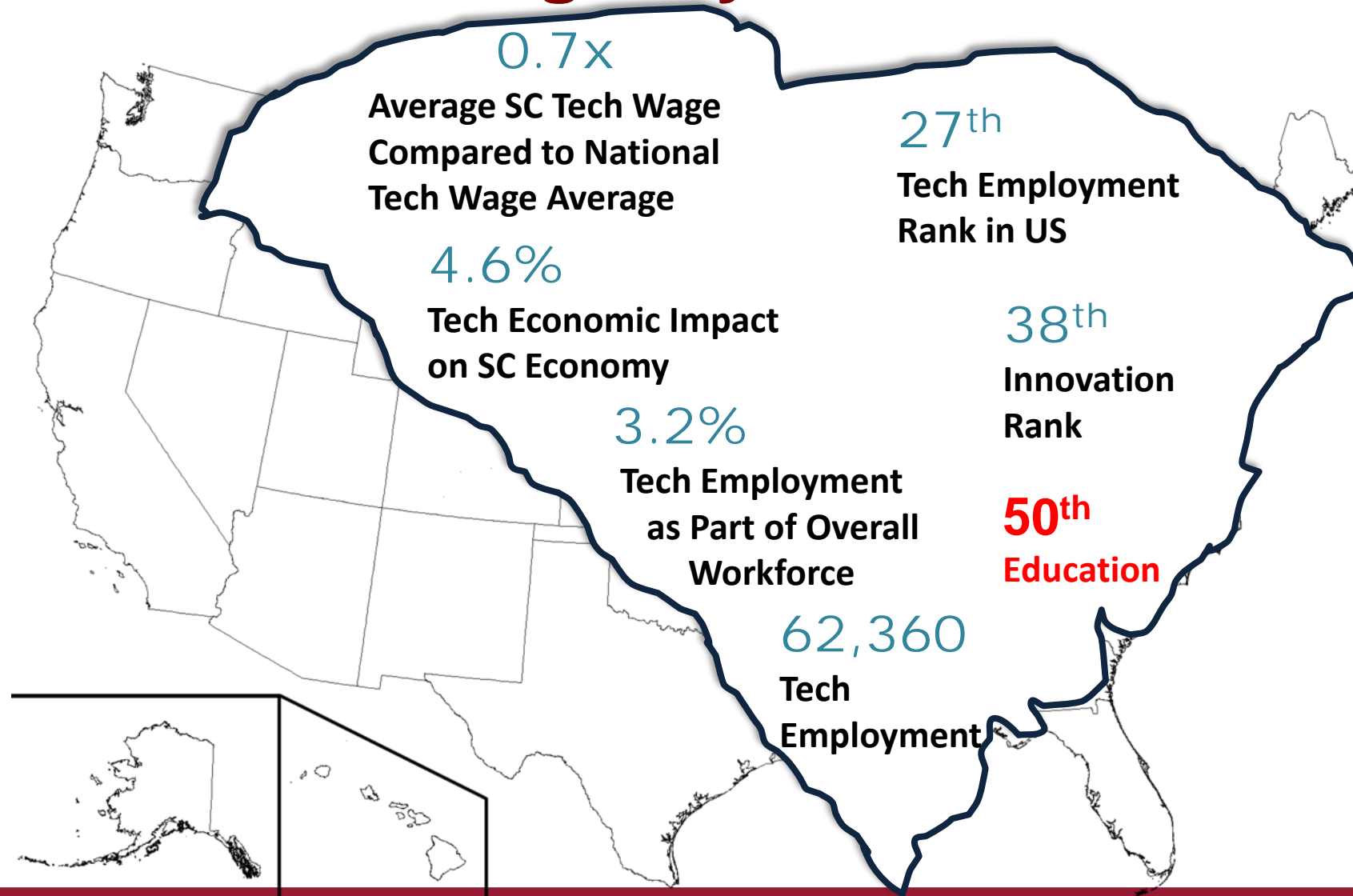
- Learning outcomes expressed in knowledge and skills best generated intramural
- Experiential elements related to culture can be met extramural especially industrial work floor experience, but can be met intramural as well

Research versus engineering

- Undergrads are not equipped to do research but can support research projects with basic (engineering) skills, the term undergrad research should therefore be used with care
- The majority of undergrads and grad students will go to industry and the core program should reflect that, e.g. writing a technical report is more important than a research paper



Motivation / urgency



Undergraduate ‘Involvement’

	<i>Proposed Approach</i>	<i>Challenges</i>
<i>Sustained engagement applying learning in a real world context</i>	<i>Academic Work Floor</i>	<i>Sustained Commitment: funding and faculty</i>
<i>Intentional and purposeful</i>	<i>Needs and seeds based research challenged by multiple stakeholders</i>	<i>Break through the barrier of supposed division between research universities and industry</i>
<i>Supervised</i>	<i>Have co-op in-house</i>	<i>Topical breadth in industrial engagement</i>
<i>Requiring reflection and feedback</i>	<i>Project based learning from Freshmen start to To Senior Capstone Finish</i>	<i>Cultural change in education program delivery</i>



Experiential Learning: **Service Learning, Global Engagement, Undergraduate Research**

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