External Environment – over the past two years

- South Carolina Flooding
- 8/2015
- 10/2017
External Environment – over the past two years

- 8/2015: South Carolina Flooding
- University/Student Protests
- 10/2017
External Environment – over the past two years

- 8/2015: South Carolina Flooding
- University/Student Protests
- Presidential Election
- 10/2017
External Environment – over the past two years

- 8/2015: South Carolina Flooding
- University/Student Protests
- Presidential Election
- Women’s March
- 10/2017
External Environment – over the past two years
External Environment – over the past two years

- 8/2015: South Carolina Flooding
- University/Student Protests
- Presidential Election
- Women’s March
- Charlottesville
- Hurricanes Harvey and Irma
- 10/2017
External Environment – over the past two years

- Ongoing state funding concerns
- Questioning the higher education value proposition

- 8/2015: South Carolina Flooding, University/Student Protests
- Presidential Election
- Women’s March
- Charlottesville
- Hurricanes Harvey and Irma
- 10/2017
External Environment – over the past two years

- South Carolina Flooding
- University/Student Protests
- Presidential Election
- Women's March
- Charlottesville
- Hurricanes Harvey and Irma
How have we responded?

- People
- Initiatives/Programs
- Process
How have we responded?

People
Initiatives/Programs
Process
How have we responded?

- 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?

- Academic Blueprints
- Dashboard
- Budget Model
- Strategic Plan
Report to the Ad Hoc Committee on Strategic Planning
Focus Carolina 2023
Strategic Implementation Chronology

President’s Executive Committee “Carolina 2025”
Transition from Focus Carolina begins
Executive evaluation of Focus Carolina strategic plan goals and objectives
Spring Provost Retreat(1): Review of strategic goals, faculty hiring, and dashboard development
Strategic Planning Committee: “Resetting the University Dashboard”
Provost Forum(2): Strategic planning discussion
Provost Retreat(1): New blueprint reporting process as part of strategic plan assessment
Faculty Senate: Strategic plan discussion and feedback
Provost Town Hall(2): “University as a 21st Century University: Strategic Plan 2017-2021”

2015
Ad-hoc Committee on Strategic Planning meets
Arrival of Provost Joan T.A. Gabel
Faculty Senate: Strategic plan analysis and transition to refresh Focus Carolina to Focus Carolina 2023
Council of Academic Deans retreat, including strategic plan analysis
Faculty Senate: Discussed strategic plan

council of Academic Deans meeting: Academic blueprinting and strategic plan discussion

2016
Provisional Provost Commitment begins
Arrival of Provost Joan T.A. Gabel
Provost Forum(2): Strategic planning discussion
Provost Retreat(1): New blueprint reporting process as part of strategic plan assessment
Faculty Senate: Strategic plan discussion and feedback
Faculty Senate: Strategic plan discussion

2017
Board of Trustees Retreat: Academic blueprints and strategic planning
Faculty Senate: Strategic plan discussion
Council of Academic Deans meeting: Academic blueprinting and strategic plan discussion
New academic blueprints implemented

(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 Distribution by Pathway

- Professional and Civic Engagement: 407, 60%
- Research: 68, 10%
- Global Learning: 89, 13%
- Community Service: 117, 17%
- Diversity and Social Advocacy: 3, 0%

GLD Registrants

<table>
<thead>
<tr>
<th>Active GLD Registrants</th>
<th>GLD Completers</th>
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<tr>
<td><strong>Objective 1D: Expand high impact experiential learning within- and beyond-the-classroom</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Columbia</th>
<th>Palmetto College</th>
<th>Total</th>
<th>Columbia</th>
<th>Palmetto College</th>
<th>Total</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>229</td>
<td>0</td>
<td>229</td>
<td>90</td>
<td>0</td>
<td>90</td>
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<tr>
<td>2014-2015</td>
<td>680</td>
<td>18</td>
<td>698</td>
<td>215</td>
<td>10</td>
<td>225</td>
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<tr>
<td>2015-2016</td>
<td>1095</td>
<td>24</td>
<td>1119</td>
<td>312</td>
<td>16</td>
<td>328</td>
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<td>58</td>
<td>1759</td>
<td>51</td>
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<td>51</td>
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</table>
Objective 1E: Improve student career readiness and placement
Objective 1E: Improve student career readiness and placement (continued)

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

<table>
<thead>
<tr>
<th>Top 10 Employers – May 2016</th>
<th>Number of Grads Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmetto Health</td>
<td>20</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>19</td>
</tr>
<tr>
<td>United States Army</td>
<td>18</td>
</tr>
<tr>
<td>United States Navy</td>
<td>15</td>
</tr>
<tr>
<td>Textron</td>
<td>11</td>
</tr>
<tr>
<td>Techtronic Industries</td>
<td>11</td>
</tr>
<tr>
<td>Manhattan Associates</td>
<td>11</td>
</tr>
<tr>
<td>PwC</td>
<td>11</td>
</tr>
<tr>
<td>Bank of America</td>
<td>9</td>
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<tr>
<td>Deloitte</td>
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<tr>
<td>Vanguard</td>
<td>8</td>
</tr>
<tr>
<td>Amazon</td>
<td>8</td>
</tr>
<tr>
<td>Red Ventures</td>
<td>8</td>
</tr>
<tr>
<td>United States Air Force</td>
<td>8</td>
</tr>
</tbody>
</table>

Average Full-Time Salary by College/School

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 Scholarly Productivity and Research Expenditures

Faculty Scholarly Productivity
Z Scores (with research funding removed from the calculation)

Research Expenditures

USC Columbia
Peers
Peer Aspirants
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
How welcoming would you characterize the climate at the University of South Carolina for a student like you?

The University demonstrates a strong commitment to diversity.
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

U.S. News & World Report Ranking (Public Only)

U.S. News & World Report Ranking (Overall)
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
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.
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

Achievement

Composition

Inclusion

Engagement
University Composition

Undergraduate Enrollment

Undergrad Enrollment (USC Columbia)

Faculty Composition

Full-Time Faculty (USC Columbia)

Staff Composition

Total Staff (USC Columbia)

Undergrad Enrollment (USC System)

Full-Time Faculty (USC System)

Total Staff (USC System)
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

The chart shows the responses of faculty and staff in different demographic groups to the question of whether they feel a sense of belonging at the University of South Carolina. The responses are categorized into three groups: Disagree, Neutral, and Agree.

The chart includes the following demographics:
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Hispanic or Latino
- Two or More Races
- No Response
- Grand Total

The chart indicates that while faculty and staff strongly embrace the values of the Carolina Creed, there is a slight shift in agreement with the feeling of belonging and their opinion of USC's commitment to institutional diversity.
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

- Program and capacity development
- Train students and faculty participants
- Pilot the program
- Make program modifications and build capacity for expansion
- Train participants and host Think Carolina at other USC campuses

- 9/2017
- 12/2017
- 2/2018
- 5/2018
- 8/2018

1 Pilot Sites – Columbia, Lancaster, Salkehatchie, Sumter, Union
# Council of Academic Diversity Officers

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition and Fees</td>
<td>770,478,438</td>
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<tr>
<td>State Appropriations</td>
<td>164,442,235</td>
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<tr>
<td>Grants and Contracts</td>
<td>332,218,022</td>
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<tr>
<td>Gifts</td>
<td>38,101,645</td>
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<tr>
<td>Sales and Services and Other Sources</td>
<td>46,678,209</td>
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<tr>
<td>Auxiliary Enterprises</td>
<td>222,334,107</td>
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<tr>
<td>Use of Fund Balance</td>
<td>5,438,605</td>
</tr>
<tr>
<td><strong>Total Sources</strong></td>
<td><strong>1,579,691,261</strong></td>
</tr>
</tbody>
</table>
USC System Total Current Funds

### USC System Budget
FY2017-2018 Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Instruction</td>
<td>456,875,909</td>
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<td>Research</td>
<td>152,246,641</td>
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<td>Public Service</td>
<td>68,710,926</td>
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<td>Academic Support</td>
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<td>Student Services</td>
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<td>Institutional Support</td>
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<td>Operation and Maintenance of Plant</td>
<td>92,320,375</td>
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<tr>
<td>Scholarships &amp; Fellowships</td>
<td>289,542,193</td>
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<tr>
<td>Auxiliary Enterprises</td>
<td>168,416,021</td>
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<tr>
<td>Transfers</td>
<td>62,944,568</td>
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<td><strong>Total Uses</strong></td>
<td><strong>1,579,691,261</strong></td>
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## FY2018 State Budget

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2009</td>
<td>8,838</td>
<td>5.90%</td>
</tr>
<tr>
<td>FY2010</td>
<td>9,156</td>
<td>3.60%</td>
</tr>
<tr>
<td>FY2011</td>
<td>9,786</td>
<td>6.90%</td>
</tr>
<tr>
<td>FY2012</td>
<td>10,168</td>
<td>3.90%</td>
</tr>
<tr>
<td>FY2013</td>
<td>10,488</td>
<td>3.15%</td>
</tr>
<tr>
<td>FY2014</td>
<td>10,816</td>
<td>3.16%</td>
</tr>
<tr>
<td>FY2015</td>
<td>11,158</td>
<td>3.20%</td>
</tr>
<tr>
<td>FY2016</td>
<td>11,482</td>
<td>2.90%</td>
</tr>
<tr>
<td>FY2017</td>
<td>11,854</td>
<td>3.25%</td>
</tr>
<tr>
<td>FY2018</td>
<td>12,262</td>
<td>3.46%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Required Cost Increases</td>
<td>$3,995,601</td>
</tr>
<tr>
<td>Academic Instruction, Research and Academic Support</td>
<td>$21,279,535</td>
</tr>
<tr>
<td>Student Affairs - Programs and Services</td>
<td>$1,482,800</td>
</tr>
<tr>
<td>Service &amp; Administrative Programs</td>
<td>$8,512,750</td>
</tr>
<tr>
<td><strong>Total Strategic Priorities</strong></td>
<td><strong>$31,275,085</strong></td>
</tr>
<tr>
<td>Total Board Mandated Fees</td>
<td><strong>$2,230,852</strong></td>
</tr>
<tr>
<td><strong>Total Required Cost Increases, Strategic Priorities and BMF</strong></td>
<td><strong>$37,501,538</strong></td>
</tr>
</tbody>
</table>
## USC Columbia Operating Budget Change

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

Student Consulting Projects - Run By Centers

2016-2017
2015-2016
2014-2015
2013-2014
2012-2013

GSCOM  MTKG  ACCT  CABA  RISK MGMT
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

- **0.7x**
  - Average SC Tech Wage Compared to National Tech Wage Average

- **4.6%**
  - Tech Economic Impact on SC Economy

- **3.2%**
  - Tech Employment as Part of Overall Workforce

- **62,360**
  - Tech Employment

- **27th**
  - Tech Employment Rank in US

- **38th**
  - Innovation Rank

- **50th**
  - Education

Tech Economic Impact on SC Economy

Tech Employment as Part of Overall Workforce

Average SC Tech Wage Compared to National Tech Wage Average

Tech Employment Rank in US

Innovation Rank

Education
Undergraduate ‘Involvement’

<table>
<thead>
<tr>
<th>Proposed Approach</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustained engagement applying learning in a real world context</td>
<td>Academic Work Floor</td>
</tr>
<tr>
<td>Intentional and purposeful</td>
<td>Needs and seeds based research challenged by multiple stakeholders</td>
</tr>
<tr>
<td>Supervised</td>
<td>Have co-op in-house</td>
</tr>
<tr>
<td>Requiring reflection and feedback</td>
<td>Project based learning from Freshmen start to To Senior Capstone Finish</td>
</tr>
</tbody>
</table>
Experiential Learning:
Service Learning, Global Engagement, Undergraduate Research

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