



## Spring 2012 Provost's Retreat

Friday, January 6, 2012

Columbia Metropolitan Convention Center

- 8:00-8:30 a.m. Registration and Continental Breakfast - Lobby
- 8:30 a.m. **Introduction – Richland Room**  
Christine W. Curtis, Senior Vice Provost and Director of Strategic Planning
- 8:35-9:20 a.m. **Message from the Provost – Richland Room**  
Michael D. Amiridis, Executive Vice President for Academic Affairs and Provost
- 9:20-9:30 a.m. **Discussion of Dashboard, and Charge – Richland Room**  
Michael D. Amiridis, Executive Vice President for Academic Affairs and Provost
- 9:30-9:40 a.m. **Break**
- 9:40-10:30 a.m. **Break Out Groups – Lexington A and B, and Congaree A and B  
Strategies to Achieve Targets**
- **SAT Scores and Faculty Awards:** Anthony Ambler
  - **Undergraduate Enrollment and Ph.D. Production:** Anna Scheyett
  - **Six-year Graduation Rate and Student to Faculty Ratio:** Steven Lynn
  - **Freshman to Sophomore Retention Rates and Research Expenditures:** Lemuel Watson
- 10:30-10:40 a.m. **Break**
- 10:40 a.m.-12:15 p.m. **Break Out Groups – Lexington A and B, and Congaree A and B**
- **Community Engagement and Services:** Les Sternberg
  - **International Programs and Goals:** Tim Doupnik
  - **Student's View of Undergraduate Education:** Helen Doerpinghaus and Dennis Pruitt
  - **Report and Discussion on Huron System Study:** Chris Plyler and Christine Curtis
- 12:15– 1:30 p.m. **Lunch and Wrap Up session – Richland Room**  
Michael D. Amiridis, Executive Vice President for Academic Affairs and Provost
- Break Out Group Summaries and Path Forward
  - Discussion

Online evaluation available at <http://www.sc.edu/provost/acadadmin/provostmeetings/>

*The Spring Provost's Meetings are for Vice Presidents, Deans, Chairs, Associate Deans, Assistant Deans, Carolina Distinguished Professors, Center of Economic Excellence Chairs, all endowed chairs, Directors, and Graduate Directors, at USC main campus and all regional campuses*

**Community Engagement and Service: *Dr. Les Sternberg, Director of the Office of Community Engagement and Service***

The Community Engagement and Service Breakout Session will focus on the development of strategies to enhance the overall involvement of faculty, staff, and students in community engagement and service initiatives. Director Les Sternberg will lead a discussion of the rationale for why enhancement is necessary, a delineation of the various types of community engagement and service that university faculty, staff, and students are currently involved in, the steps that have been taken thus far to provide a foundation for enhancements, and possible next steps. It is expected that participants in the session will provide recommendations for future action.

Outline of Session

1. The impetus for enhancement.
  - a. Focus and Advance Carolina
  - b. SACS
  - c. Carnegie Foundation for the Advancement of Teaching
2. A delineation of different types of engagement (Handout #1).
  - a. Community engagement
  - b. Community engaged scholarship
  - c. Outreach
  - d. Service
3. Establishing a Coordinating Office for Community Engagement and Service (COCES).
  - a. Vision and mission of the COCES (Handout #2)
4. Current strategies for development.
  - a. COCES Leadership Council
    - i. Working Group 1 Agenda
    - ii. Working Group 2 Agenda
5. Recent developments/initiatives.
  - a. COCES Website
  - b. COCES Survey on Community Engagement and Service
  - c. Carolina Nexus (Handout #3)
6. Participant interactions
  - a. What's missing in terms of the current plan of action?
  - b. What types of community engagement initiatives should receive top priority in terms of immediate enhancement?
  - c. Are there barriers evident that should be dealt with in order to improve the potential for enhancements?

**International Programs and Goals: *Dr. Tim Doupnik, Vice Provost***

An important internationalization goal is to provide students with the knowledge and cultural awareness to be responsible and successful citizens in today's globally integrated and interdependent world. This goal is achieved, in part, by providing students opportunities to develop their international capability, such as through an education abroad program, and by recruiting an internationally diverse student body. Provost Amiridis has set ambitious goals for increasing the level of study abroad participation as well as the percentage of students who come from other countries. In this session, Vice Provost Tim Doupnik will facilitate a discussion related to these and other international issues:

- **Study Abroad**  
Is it important for students to have an overseas educational experience? If so, how can we motivate students to study abroad and make it easier for them to do so?
- **International Students**  
Do international students make a positive contribution to university life? If so, how can academic units and faculty assist in recruiting and retaining international students?
- **International Component of USC Connect**  
Would it be appropriate to specially recognize students who engage in significant international activities through something like a "Global Scholar" designation? If so, how would a student earn this distinction?
- **Fulbright Faculty Scholar Program**  
What are the obstacles for faculty to participate in the Fulbright Scholar program and how can they be overcome?

**Student's View of Undergraduate Education: *Dr. Helen Doerpinghaus, Vice Provost and Dean of Undergraduate Studies and Dennis Pruitt, Vice President for Student Affairs and Vice Provost***

Increasingly stakeholders for higher education (students, parents, federal and state legislators, employers, and graduate school directors, among others) are indicating a lack of confidence in the outcomes of a higher education and inadequate value for the cost of a degree. Nationally, serious discussions are taking place about graduation rates, length of time to degree, college cost, college debt, employability, and gainful employment, as well as the quality of instruction, in and beyond the classroom. Such discontent has permeated legislative sessions, think tanks, research studies, and now, in higher education publications, as well as the popular press. Such feelings require higher education enterprises to review and renew their approaches to undergraduate education.

A panel of students, along with Dr. Dennis Pruitt and Dr. Helen Doerpinghaus, will facilitate a discussion, of the topics listed below, relating to the undergraduate academic experience:

- **Course Content and Pedagogy -**  
Course quality, faculty interaction, curriculum coherence, pedagogical methods.
- **Advisement -**  
Advisor access, accuracy of information, guidance changing majors, beyond-the-classroom assistance.

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- Academic Support - Areas of academic support services, effectiveness, additional needs.
- Integrated Learning - Opportunities for beyond-the-classroom programs and integrating learning across an array of college experiences.

**Report and Discussion on Huron System Study: *Dr. Chris Plyler, Vice Provost and Dean of Extended University and Dr. Christine Curtis, Senior Vice Provost and Director of Strategic Planning***

Last spring, the University of South Carolina called on the Huron Consulting Group to study the potential for a new configuration for its eight System Campuses. The goal of the project was to increase the overall number of baccalaureate degrees offered through the System, which would improve USC's ability to receive future accountability-based funding from the State of South Carolina. To do so, USC charged Huron with creating a new model for governance structure, programming, curriculum, and policies that define USC's current operations.

Huron proposes:

- a structure to transition the current Palmetto Programs; creating Palmetto College, an upper-division college, through which degree programs from the senior campuses and USC Columbia will be made available exclusively to regional campus, transfer, and Back to Carolina students. Palmetto College will serve place-bound and economically-bound students. Bachelor degree expansion through the regional campuses would continue to be enhanced through interactive video, web-based and live instruction, by approved faculties across the regional campuses as well as the senior campuses and Columbia.
- create high-level models of how system reconfiguration would change retention rates, graduation rates, net tuition revenues, enrollment of underrepresented minorities, FTE undergraduate enrollments at each of USC's institutions, and changes to the administrative costs incurred by the System as a result of any changes.
- create a revised review of direct and indirect costs charged to the System institutions that better approximate actual usage and costs incurred by each System campus for the central services they consume (e.g., human resources, IT, etc.).

During this session, Dr. Plyler and Dr. Curtis will lead a discussion on the following questions:

- How does the transition from Palmetto Programs to Palmetto College impact the mission and accreditation of the regional campuses?
- What does more central support mean for regional campus operations?
- Should the new organization be designated as a college?
- What are the next steps?