

6.5

Faculty Development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Development opportunities for faculty teaching at all campuses (Columbia and the regional Palmetto College campuses) and via all modes of delivery support this mission. The Vice Provost and Dean of the Graduate School provides leadership in matters of faculty recruitment and retention, professional development and academic leadership development. The university continually creates and promotes programs to develop and retain a strong faculty, both on the Columbia and regional Palmetto College campuses.

As described below, evidence of success includes policies and procedures for faculty professional development and activities for ongoing professional development of faculty as teachers, scholars, and practitioners.

Faculty Evaluation Procedures

Faculty evaluation, which supports the professional development of faculty, is described in detail in [6.3 Faculty Appointment and Evaluation](#).

All [unit criteria for tenure and for faculty promotion](#) provide clear standards for the assessment of past achievements. Criteria for all tenure and promotion decisions require a record of accomplishment indicative of continuing development of the faculty member in research, teaching, and service. Annually, each faculty member, including tenured faculty and those in departmental administrative positions, receives a written review that provides specific evaluative information and an administrative assessment of the faculty member's performance in the categories of teaching, research/creative activities, and service. The review should be sufficiently detailed to aid the faculty member in professional growth and development and may include recommendation for specific professional development activities.

Academic units appointing faculty as instructional, clinical, and research faculty must also have standard procedures and criteria for annual review and promotion (see [ACAF 1.16 Non-Tenure Track Faculty](#)). As with tenured and tenure-track faculty, every professional-track faculty receives a written review that provides specific evaluative information and an administrative assessment of the faculty member's performance in the areas of assigned responsibility.

Sabbatical leave processes are also defined in the *Faculty Manual (Columbia | Palmetto Colleges)*. Sabbatical leave allows full-time faculty members relief from normal duties in order to pursue significant projects designed to improve them as teachers and researchers and increase their contributions to the university. It permits faculty members to achieve educational goals that could be reached only over an extended period of time when pursued under the demands of regular university duties. A faculty member requesting such leave shall demonstrate, by means of a written proposal, how planned activities will serve the purposes for which the leave is intended. A sabbatical leave provides half pay for a full academic year or full pay for half an academic year. Within three months of completing sabbatical leave, a faculty member shall submit to the chair or, if none, the dean, a written report describing the faculty member's accomplishments during the leave. Evidence of the success of the sabbatical leave program can be found in these reports.

Faculty members may request an extended professional leave with pay, with partial pay or without pay depending on the unique circumstances, to pursue particular projects to further their personal professional development. These are approved on an individual basis based on justification, available funding, and impact on the academic unit.

In addition to the manuals and websites listed throughout this narrative, faculty can also refer to the Office of the Provost (including the Center for Teaching Excellence), the Office of Research, and the Division of Human Resources to learn about upcoming professional development opportunities.

Institutional Support of Faculty as Teachers

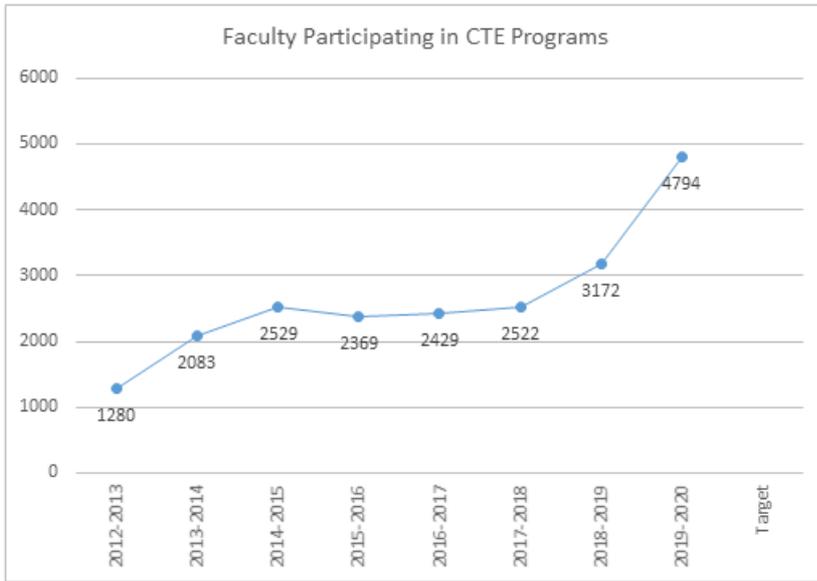
Center for Teaching Excellence

The [Center for Teaching Excellence \(CTE\)](#) was established to support a university culture that values and rewards excellent undergraduate and graduate teaching. The CTE creates and provides programming, resources, and opportunities that foster innovative and effective pedagogical practices among all who teach at the University of South Carolina. The goals of the CTE include:

- Enhance the pedagogical knowledge and effectiveness of all who teach at the University of South Carolina in the classroom, online, and beyond.

- Support the design and development of high quality distributed learning courses and fosters best practices in online teaching.
- Increase faculty knowledge, skills and dispositions related to developing and assessing students' integrative learning abilities.
- Plan and implement professional development programs for graduate teaching assistants.
- Foster partnerships and leverages support for programs that enhance conditions for teaching and learning at the university.
- Engage in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE programs and services.
- Provide grant funding to incentivize faculty to adapt innovative techniques to improve the quality of teaching.

The CTE offers a variety of engaging programs and convenient resources for novices and veterans to be a helpful part of the teaching life of the University of South Carolina. The CTE informs faculty of its services through its website, a listserv, through social media, through the announcements section of the University of South Carolina homepage, through the daily University of South Carolina Today newsletter, and through visits to faculty meetings. Since 2012, the CTE has hosted nearly 1,500 workshops with a cumulative attendance of over 19,000 faculty.



During the same period, CTE provided nearly 2,000 one-on-one consultations with faculty and assisted with the design of over 2,000 courses. Ninety-five faculty have received grants through the CTE since 2013. In addition to supporting faculty, the CTE also supports graduate student training and orientation. Until the COVID-19 crisis, the majority of attendance was in-person, with webinars offered for a subset of training sessions. Since the COVID-19 crisis began, all training has been conducted online.

The Center for Teaching Excellence collaborates with the Office of Distributed Learning and the Division of Information Technology to provide comprehensive training in distributed education techniques. Session topics include pedagogy, assessment, academic integrity, technology use, and accessibility. In addition to individual sessions, four short courses are offered (ranging from four to eight weeks): Getting Started Teaching Online, Teaching Online for Graduate Students, Carolina Online Teaching and Learning, and Technology for Online Teaching and Learning.

CTE staff includes nine full-time, permanent staff, two part-time administrators, and a variety of student assistants and temporary employees as needed. The Center for Teaching Excellence is a unit of the Office of the Provost, and the Director of CTE reports to the Vice Provost and Dean of Undergraduate Studies.

Certificates of Completion

The majority of CTE sessions are stand-alone, but CTE also packages multiple sessions into "Certificate of Completion" programs in diversity and inclusion, academic integrity, online teaching, and mentoring. Individual sessions are 50-75 minutes long. The CTE has instituted five [Certificate of Completion](#) programs that require participants to attend five to eight sessions, earning a Certificate of Completion. Topics include:

- Fostering Proactive Learning Environments
- Teaching Toward Inclusive Excellence
- Carolina Online Teaching and Learning
- Entering Mentoring
- Integrative and Experiential Learning

CTE Initiatives

With the support of the Office of the Provost, each year the Center for Teaching Excellence identifies key initiatives that draw on the most recent research in higher education learning and teaching and then develops programming based on these initiatives that will provide faculty with opportunities to enhance and innovate their courses. Recent initiatives include:

Instructional Design

Digital technologies have made it possible to expand the boundaries of the classroom to include fully online courses, blended and flipped courses and more. Whether they are just thinking of teaching online or whether they've taught online for many years and want to push their courses to the next level, the [Distributed Learning initiative](#) supports the University of South Carolina's commitment to providing quality distributed learning courses by offering a range of opportunities and services for faculty.

Flipped Classroom Development

Experts know from the research that students in all fields learn best when they can combine learning high-level content with opportunities for hands on learning. The Flipped Learning model has gotten a lot of attention and the University of South Carolina [Flipped Learning initiative](#) seeks to support faculty who want to develop high quality flipped courses by offering workshops, expert faculty who are experienced in this mode and grants that provide faculty with the resources necessary to develop flipped courses. The Associate Faculty Director is available for consultations to help faculty pull together the resources and partners they need to develop this type of classroom innovation.

Integrative Learning

The University of South Carolina is a leader nationwide in helping students think about how their learning extends beyond the classroom. The CTE's Integrative Learning initiative, in conjunction with the Center for Integrative and Experiential Learning, focuses especially on introducing faculty to opportunities to help students make thoughtful connections between the courses they teach and outside the classroom experiences such as service learning, internships, field work and student involvement. We give faculty opportunities to learn about and interact with some of the offices and programs on campus that provide high quality co-curricular programming for students. The CTE supports them in developing teaching strategies, courses and curriculum by offering teaching innovation grant programs, a variety of workshops and also a cohort program for instructors who are working with students to graduate with leadership distinction. In Fall 2020, CTE will inaugurate a Certificate of Completion in Integrative and Experiential Learning in cooperation with the Center for Integrative and Experiential Learning.

Pedagogy

In recent years there has been a robust movement in the development of research and literature that looks at what is successful in teaching in higher education. Through its Pedagogy initiative, the CTE distills the best of that research and of best teaching practices that have been identified and then develop programs, events and workshops that give faculty the building blocks they need in order to engage their students and design good courses that foster student learning in the best possible way. This initiative seeks to raise the bar in higher education pedagogy through engagement with the discourse nationwide on what is best teaching practice. It is the CTE's effort to help keep faculty at the forefront of the ever evolving understanding of how students learn and what types of best practices good teachers should engage in.

Courses and Communities of Practice

The CTE's Short Courses and Communities of Practice provide opportunities for sustained and deeper engagement with teaching related interests and topics in a collegial setting. Its Short Courses are opportunities to learn about a particular area of teaching with the guidance of an expert colleague in that area. The CTE's Communities of Practice allow for informal conversation and idea sharing among colleagues involved in a particular area of teaching.

Coordinators and Instructors of Large Undergraduate Courses Community of Practice

In this informal, cross-disciplinary discussion group, participants discuss and share best practices and resources for 1) effective coordination of large undergraduate courses, including logistics, class management, GTA and adjunct supervision, and other issues unique to large course management, and 2) teaching and administration of large introductory courses. The group meets two to three times a semester, discussing concerns, ideas, and other issues, regularly inviting campus offices to contribute to the discussion.

Virtual Environments Community of Practice

The Virtual Environments Interest Group is planning ways to bring 360° video, virtual reality, augmented reality and mixed reality into teaching and learning environments at the University of South Carolina. Meetings are open to faculty, staff and students.

New Faculty Orientation

At the beginning of each fall semester, the university conducts a [New Faculty Orientation](#). Prior to the event, each academic dean provides information about new hires to the Office of the Provost, which extends an invitation to new

faculty to participate in the orientation. The orientation introduces new faculty to the resources available at the university to support their success and growth as faculty members. Topics typically include campus logistics, university support offices and services to support faculty research and teaching activities, an introduction to campus instructional technology, emergency preparedness and safety, information about our undergraduate and graduate students, and a workshop on teaching effectiveness.

New Faculty Academy

New Faculty Academy (NFA) is an initiative of the Office of the Provost designed to launch the careers of new faculty on a positive and productive trajectory by providing a series of professional development, networking and mentoring activities during their first year at the University of South Carolina. All first-year full-time faculty members on the University of South Carolina Columbia campus are eligible to participate. NFA is a cohort-based program that begins with workshops held in conjunction with New Faculty Orientation, followed by a series of monthly workshops and gatherings.

Faculty members who participate in six or more (of approximately ten) NFA sessions scheduled during the year will receive a certificate of completion, a letter of commendation from the Office of the Provost, and recognition on the Center for Teaching Excellence website throughout the academic year.

Division of Information Technology

The Division of Information Technology is committed to assisting instructors improve their delivery of instruction and research. As a result, several faculty development efforts are offered. Blackboard is the learning management system of the university. It allows instructors to post course materials, promote class collaboration through discussion boards, display course calendars and more. The Division of Information Technology holds regular training courses throughout the year that allow instructors to learn best practices regarding the use of Blackboard in course delivery. Instructors can also receive help using Blackboard 24 hours a day/7 days a week by calling the IT Service Desk. In 2020, the university introduced Blackboard Collaborate Ultra Base Navigation, providing a fresh user experience and adaptive displays that optimize content for display on a variety of devices (laptop, tablet, phone). Blackboard Collaborate also ensures accessibility for all instructors and learners.

In response to the COVID-19 epidemic, the Division of Information Technology provided 90 training sessions over a six-week period for instructors on ways to utilize Blackboard Collaborate to successfully deliver courses remotely. All courses across the university system were successfully transitioned to remote teaching environments in less than two weeks. The Division of Information Technology also provided assistance to more than 350 people on the use of Microsoft Teams in response to COVID-19. In collaboration with the Office of the Provost, a Keep Teaching website was developed that provided faculty with security training for the delivery of remote instruction, instructions on preparing voice-over presentations, suggestions on ways to successfully communicate with students and more.

Together with the Center for Teaching Excellence, the Division of Information Technology provides ongoing seminars, workshops and professional development opportunities to faculty across the university system to provide programming and opportunities that foster innovative and effective pedagogical practices for all faculty members. Courses are offered on a wide array of subjects, including best practices for online instruction and learning, effective use of virtual reality in instruction, adapting instructional delivery for large courses, utilizing iClicker technology in classrooms, transcription, utilizing Microsoft Office 365 tools, best privacy and security practices for course delivery and more.

An Educational Technology Showcase is held annually for instructors across the system. In 2020, more than 100 faculty, instructors, and staff attended the all-day symposium that provided information on using educational technologies in classrooms. In addition, OktoberBest is held annually that allows instructors to share best practices in teaching and learning.

For faculty who prefer individualized assistance, the eLearning Services group of the Division of Information Technology offers one-on-one consultations and training sessions. There are also several online video tutorials regarding the use of Blackboard and other services available on the Division of Information Technology website. The online Knowledge Base, <https://sc.edu/ithelp>, provides detailed instructions and tips for using Class Climate, Blackboard, accessibility, Outlook, OneDrive, OneNote, and hundreds of other topics.

The Division of Information Technology also supports scholarly and research missions of faculty. Each year, approximately eight workshops are held regarding high-performance computing and research computing. Faculty researchers are able to learn about sophisticated research computing topics such as utilization of Python, Linux and code management and version control using Github. Other research computing workshops include instruction on the effective use of Parallel Programming using MPI and Open MP, Big Data and Artificial Intelligence. In addition, open office hours are held each Thursday to allow faculty researchers to "drop-in" to receive consultation on the use of high-performance computing resources. The Division of Information Technology provides more than 120 individual consultations with researchers annually.

The Division of Information Technology also assists with the support and implementation of Distance Education classes offered by the university. Division of Information Technology staff assist faculty with innovative and evolving instructional technology uses for their traditional courses as well as hybrid or distance education courses. This assistance includes determining an appropriate mix of technologies for course delivery to facilitate learning, consulting with faculty on developing high-quality courses based on best practices, incorporating assessment practices, and incorporating appropriate pedagogical advice on teaching methods.

University 101 Faculty Workshops and Training

University 101 Programs supports the ongoing professional development of faculty and staff by providing workshops, trainings, and resources aimed at improving the quality of instruction in courses taught at the University of South Carolina. Specifically, University 101 offers a three day Teaching Experience Workshop that prepares faculty to effectively teach a first-year seminar. Many of the theories and practices addressed can be applied to any course the faculty member may teach. In addition, all University 101 instructors are required to attend a one-day conference that provides sessions on evidence-based best practices in teaching and learning. Instructors are given the opportunity for additional support through summer workshops, fall faculty meetings, small group mentoring teams, and one-on-one sessions with University 101 staff members.

In addition, instructors receive a Faculty Resource Manual with best practices, assignments, lesson plans, and activities for achieving each course outcome, as well as chapters on understanding first-year students, teaching and learning theory and practice, grading and assignments, utilizing a peer/graduate leader, building community, instructor resources, syllabus preparation, and evaluations and feedback. Instructors report that they learn new skills by teaching University 101 and through our professional development offerings that they apply to their discipline-based courses and/or to their other professional responsibilities.

National Resource Center for The First-Year Experience and Students in Transition

Professional development of faculty and staff is a critical component of the National Resource Center (NRC) for The First-Year Experience and Students in Transition's pursuit of its mission to support and advance efforts to improve student learning and transitions into and through higher education.

The NRC achieves this mission by providing opportunities for the exchange of practical and scholarly information, as well as the discussion of trends and issues in our field via the following:

- Convening of conferences and other professional development events such as institutes, workshops, and online learning opportunities;
- Publication of scholarly practice books, research reports, a peer-reviewed journal, electronic newsletters, and guides;
- Generating, supporting, and disseminating research and scholarship;
- Hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

Given its location and close partnership with the University of South Carolina, the NRC supports the professional development of faculty and staff at its host university in a number of ways. First, any faculty or staff member at the University is offered a significantly-reduced rate to attend any of the NRC-sponsored conferences, institutes, and events, which provide new ideas and information on pedagogy, research, policy, and best practices related to the learning and success of students in transition. Second, the Center publishes a range of scholarly and practitioner-focused editorial content (e.g., monographs, a peer-reviewed journal, an electronic newsletter, guides, and books), which are made widely available to our University of South Carolina colleagues. A copy of each new NRC publication is given to the Thomas Cooper Library, and one complimentary copy of each publication is available to each campus department upon request. Current and archived issues of Center periodicals are available from any University of South Carolina-networked computer. Third, the University of South Carolina faculty are often invited to both lend and further develop their expertise by serving as reviewers for the recognition programs that are sponsored by the National Resource Center, including our Outstanding First-Year Student Advocate campaign (co-sponsored by Cengage Learning) and the Excellence in Teaching First-Year Students award (co-sponsored by McGraw Hill). Finally, the staff of the National Resource Center regularly provides professional development presentations for colleagues in the university community on topics related to student characteristics, transitions, and success.

Year	2016	2017	2018	2019	2020
Number of Faculty/Staff in Attendance	25	44	28	43	33

Keep Teaching: Academic Continuity Planning

The Office of the Provost supports faculty with a variety of options to continue coursework if meeting with students face-to-face is not possible. As extreme weather, natural disasters, or other unexpected events disrupt scheduled courses, the tools and strategies provided help minimize the effects of those unexpected situations and allow students to continue learning remotely. Faculty are provided information including but not limited to: preparing for class cancellations, communicating with students, adjusting/adapting course content to new formats, teaching remotely, academic integrity, and the use of Blackboard (LMS).

Institutional Support of Faculty as Scholars

Provost's Internal Grants

The Office of the Provost administers several competitive internal grant programs to support full-time faculty development through Scholarship Grants to support scholarly endeavors, research and creative activities; and Visiting Scholar Grants to invite distinguished scholars for the dual purpose of enriching and advancing the scholarly and creative endeavors of faculty and students. In addition, the SEC Visiting Faculty Travel Grants to encourage collaboration with colleagues at other SEC institutions by funding travel to these campuses.

Grant programs enhance the competitiveness of faculty applications for external funding, support professional development and/or support progress toward tenure and promotion. The grants program supports faculty development through scholarship and creative achievement in broad areas: Creative and Performing Arts, Humanities, Pedagogy, and Social Sciences. Eligible applicants include all full-time faculty of all tracks and rank on the Columbia and regional Palmetto College campuses. The internal grant program is currently suspended and a timeline for restoration is pending as a result the COVID-19 impact.

Office of the Vice President for Research

The Office of the Vice President for Research supports the entire spectrum of research and scholarly activities at the University of South Carolina, assisting faculty and student researchers with every step in the research process. Sponsored research awards have totaled more than \$200 million each of the last eight years. The mission of the Office of the Vice President for Research is to enable pursuit of research innovation and excellence by creating an environment that supports the scholarly and creative activities of all faculty and students, and providing the infrastructure necessary for a leading research university of the 21st century.

The Office of Research strives to enable the pursuit of research, innovation and excellence by creating an environment that supports the scholarly and creative activities of all faculty and students by:

- Providing the infrastructure necessary for a leading research university of the 21st century.
- Supporting faculty in securing funding for their research, creative and scholarly activities, and offering several competitive internal funding programs to support faculty and student research and scholarly projects.
- Enhancing the teaching and learning environment at the university by integrating research into the educational experiences of undergraduate and graduate students.
- Ensuring the integrity of research and providing assurance to governmental and private funding agencies, and to the public, that research is conducted in accordance with the law and the highest ethical standards.
- Promoting interdisciplinary research as an important component of economic development in the Midlands region and across the state of South Carolina.

The Office of the Vice President for Research is made up of several units, each serving a different set of specific research-related functions for the entire university. Each unit works to support the university's faculty, postdoctoral scholars and student researchers in specific ways.

Through an ongoing collaboration with Experiment.com, a crowdfunding site for university research, the University of South Carolina Office of Research bolsters the chances for researchers to meet their funding goals by offering University of South Carolina researchers a dollar-for-dollar match, up to 50 percent of the total goal amount, on all projects accepted by Experiment.com.

Rapid response funding initiatives also support timely faculty research and scholarship on crises like the 1,000-year flood that affected the Midlands of South Carolina in 2015 and most recently the COVID-19 pandemic.

ASPIRE: Advanced Support for Innovative Research Excellence

The Office of the Vice President for Research invests in the University of South Carolina's present and future research excellence through the [Advanced Support for Innovative Research Excellence, or ASPIRE program](#). Through the ASPIRE program, faculty have the opportunity to compete for funding to begin a promising new research endeavor for later external funding, build up a collaborative, interdisciplinary research project and/or invest in the university's research infrastructure. The goal of these investments is to enhance the University of South Carolina's research capabilities.

There are three primary tracks:

- ASPIRE-I: Innovation funding is designed to support faculty seeking to develop a relatively new line of research exploration for which they ultimately plan to seek new scholarly pursuits, including external funding. ASPIRE-I: Innovation is unique among the three primary ASPIRE funding tracks, in that it includes four sub-tracks, each designed to support junior or senior faculty members with their unique funding needs for research projects that are early in the development process, or that have been previously funded by grants that were not renewed. The four sub-tracks are:
 - Track I funds will be for Junior Faculty (tenure-track assistant professors only) and will be awarded to encourage the development of research projects for further extramural funding or other scholarly pursuits.
 - Track II funds will be awarded to research faculty to encourage the development of research projects for further extramural funding (track II-A for non-tenure track faculty, assistant professor level and above; track II-B for postdoctoral scholars).
 - Track III funds will be awarded as bridge funds to faculty (tenure-track, tenured or research faculty) who have not been able to renew their recent grants.
 - Track IV funds will be awarded as innovative and exploratory grants for senior faculty (tenure-track or

tenured associate and full professors) to expand or re-focus their research.

- ASPIRE-II: Integration encourages interdisciplinary, collaborative research by funding meritorious projects undertaken by groups of at least three faculty representing a minimum of two University of South Carolina colleges or schools.
- ASPIRE-III: Infrastructure helps faculty researchers invest in multi-user research equipment and/or facilities that will enhance the University of South Carolina's research infrastructure.

Since it began in 2012, ASPIRE has made investments of about \$18.2 million that have resulted in an excellent return of about \$189.6 million, as reported by the faculty recipients. This impressive figure is evidence of the program's effectiveness, and of the positive impact it makes on the University of South Carolina research community.

Over the three most recent cycles (2018, 2019, 2020), hundreds of faculty members and 34 postdoctoral scholars have received ASPIRE funding for their meritorious research projects. These projects, which might not have gotten off the ground without ASPIRE investments from the Office of Research, are valuable in their own right, and represent growth opportunities for the University of South Carolina's research enterprise.

ASPIRE Recipients and Investments 2018-2020

ASPIRE track and sub-track	2018		2019		2020	
	Number of awards	Dollars invested	Number of awards	Dollars invested	Number of awards	Dollars invested
ASPIRE I, Track 1	24	\$348,124	28	\$405,976	28	\$416,697
ASPIRE I, Track 2A	6	\$79,523	6	\$59,896	5	\$49,897
ASPIRE I, Track 2B*	8	\$39,400	15	\$74,926	11	\$54,894
ASPIRE I, Track 3	2	\$29,997	2	\$30,000	2	\$29,967
ASPIRE I, Track 4	24	\$353,986	19	\$281,438	19	\$283,480
ASPIRE II	6	\$495,419	6	\$535,095	7	\$682,831
ASPIRE III	7	\$441,115	6	\$439,068	8	\$577,286
Total for all tracks and sub-tracks	77	\$1,787,564	82	\$1,826,399	80	\$2,095,052

*ASPIRE I, Track 2B is the special funding track for postdoctoral scholars. All other tracks fund faculty research.

COVID-19 Research Funding Initiative

In spring 2020, as the novel coronavirus COVID-19 began affecting virtually every facet of life across the world, the Office of the Vice President for Research launched a special initiative to offer University of South Carolina researchers funding to examine a variety of issues that surround the pandemic, from diagnostics and drug discovery to epidemiology, and its impact on the economy and tourism. The special funding, called the COVID-19 Research Initiative, provided grants of \$5,000 to \$25,000, to help faculty members initiate impactful new research projects and generate preliminary results that could be developed on a larger scale to secure extramural funding to pursue more comprehensive studies. The initiative awarded \$877,732 in total funding to support 42 projects involving 82 faculty members from five campuses, eight colleges/schools and 29 different departments across the University of South Carolina.

Breakthrough Faculty Awards

The Office of the Vice President for Research's [Breakthrough faculty awards](#) honor outstanding faculty researchers at different stages of their careers. Each of these awards is bestowed by a committee of senior faculty and administrators who consider all qualified nominations and make the final selection based on the award criteria. Below are details about each award's criteria and nomination guidelines. The Breakthrough Stars Award recognizes relatively early-career assistant and associate professors who demonstrate considerable contributions to their field in terms of research and scholarly activity while at the University of South Carolina. This recognition can contribute to recipients' career

advancement and retention, and helps the university attract the best and brightest young faculty to join the University of South Carolina.

The Breakthrough Leadership in Research Award celebrates senior faculty who take a multifaceted approach to inspiring excellence in research through mentoring under-represented minorities, collaborating with colleagues across disciplines, reaching out to the community and engaging in other unique activities. The overall objective of this award is to promote leadership qualities in support of research by not only recognizing the awardee, but also by developing a culture of future leaders in research who value and engage in a wide range of activities to benefit the University and the community.

RISE: Research Initiative for Summer Engagement

The [Research Initiative for Summer Engagement, or RISE](#), program was initiated in 2012 to support summer research for faculty members at the University of South Carolina's system campuses. This program employs a competitive application process to provide money for summer salary, research supplies, travel related to research and undergraduate student support to bolster scholarship throughout the University of South Carolina system. Along with helping faculty develop research programs, RISE also aims to equip the regional Palmetto Colleges and comprehensive universities to better serve their local communities as well as to support the larger university mission.

RISE Funding 2018-2020

Funding Year	Number of Awards	Amount Awarded
2018	24	\$149,697
2019	33	\$139,565
2020	32	\$211,270
Three-Year Total	89	\$500,532

Support for Minority Advancement in Research Training (SMART)

[Support for Minority Advancement in Research Training, or the SMART Program](#), was established by the Office of the Vice President for Research to enhance the training of under-represented minority undergraduate students and their recruitment into graduate programs at the University of South Carolina. Through this program, University of South Carolina faculty (all campuses, all disciplines) who mentor under-represented minority undergraduate students from historically black colleges and universities, University of South Carolina or other institutions during the summer receive a supplement of \$1,000 per student, for up to two students. This support can be used toward summer salary for the mentor (the graduate student, postdoc or faculty member working directly with the student), research costs and/or for the under-represented minority undergraduate students.

Since 2018, the Office of Research has provided \$1,000 in support to 82 faculty members who mentor underrepresented minority students conducting research projects over the summer (38 faculty in 2018, 33 faculty in 2019 and 11 faculty in 2020).

Research and Grant Development

The Office of Research and Grant Development (ORD) supports faculty researchers by working closely with its peer offices in the Office of Research and the university research community. ORD identifies extramural funding opportunities and assists faculty members in preparing competitive proposals, with an emphasis on strategic research areas prioritized by the colleges and university administration as well as institutional research resources and infrastructure. Specific programs and activities include:

- Informing investigators about potential funding opportunities and connecting them with resources
- Coordinating the Limited Submission process
- Assisting in the development of large trans-university or multi-institutional collaborative proposals
- Promoting outreach activities such as workshops and trainings
- Managing and overseeing internal grant programs for faculty supported by the Office of Research, including ASPIRE (which is for faculty of all ranks across the entire University of South Carolina system, as well as postdocs) and RISE (which is summer funding for faculty at our comprehensive and regional Palmetto College

campuses)

[Gamecock Research Administrators Network Training \(GRANT\)](#) is a comprehensive training program developed to meet the research administration needs of University of South Carolina faculty and staff. The GRANT Certificate Program prepares research administrators to work with faculty in their departments to manage the administrative functions related to grants and sponsored awards. This certificate program complements the national standards established by the National Council of University Research Administrators (NCURA).

To earn a GRANT certificate, participants must complete a series of classes, electives and pass a comprehensive final exam. GRANT program is offered every fall semester. Each course includes a lecture, practical activities and participant-driven discussions. A graduation ceremony is held to recognize participants and the Vice President for Research presents the certificates.

Sponsored Awards Management

The primary mission of the Office of Sponsored Awards Management (SAM) is to provide support to the university community in the acquisition and administration of externally funded projects for research, teaching and service. SAM reviews, negotiates, accepts, and initiates awards on behalf of the University of South Carolina.

SAM strives to provide outstanding customer service in the pursuit and administration of externally funded projects by:

- Assisting and advising faculty on proposal and budget preparation.
- Reviewing and approving proposals to assure that they comply with both sponsor and university guidelines; ensuring that budgets are accurate and consistent, with clear and concise justifications; and that both direct and indirect costs are appropriately recovered.
- Negotiating and accepting grants and contracts on behalf of the university.
- Preparing and issuing subcontracts.
- Serving as the principal liaison between the university and its sponsors.
- Approving programmatic and budgetary changes to sponsored projects (including the establishment of new fund codes).
- Facilitating closeout documentation.
- Compiling and reporting research information monthly and annually by source, purpose, unit and principal investigator.
- Processing proposals and awards via USCeRA (maintained by the Information Technology and Data Management Team), a web-based electronic research administration software system which automatically routes all proposals through the appropriate administrative approval chain. USCeRA also serves as the central database for all proposal and award information.
- Coordinating among researchers, departments and the University of South Carolina Office of Grants and Funds Management as appropriate to assist with the development of sponsored project budgets that must include cost share. The Office of the Vice President for Research has provided \$1,635,045 to support faculty with their cost share obligations on sponsored research awards from fiscal year 2014 through fiscal year 2020.

Office of Research Compliance

ORC strives to ensure that the University of South Carolina faculty, students and staff conduct research activities in a manner consistent with established ethical principles, regulatory requirements and organizational policy. To this end, ORC assists investigators, departmental chairs, deans and upper administration to implement policies and adhere to regulatory requirements in the following areas:

- human subject protection
- laboratory animal welfare
- disclosure and management of financial conflicts of interest
- scientific misconduct
- export controls

Information Technology and Data Management

The Office of IT and Data Management (ITDM) is responsible for reporting extramural proposal submissions and award funding for the University of South Carolina. In addition, it develops and supports the Office of Research technologies, including University of South Carolina's electronic research administration system (USCeRA), which includes electronic proposal routing/approval, sponsored awards (received and submitted), faculty expertise database (FacED), faculty awards and grant committee review modules. USCeRA also features a committee review module for non-grant items (Breakthrough). The Office of IT and Data Management along with the Office of the Provost and Audit and Advisory Services developed two additional modules for annual reporting of faculty financial disclosures (AIR) and staff conflict of interest and outside employment.

Institutional Support of Faculty as Leaders

SEC Academic Leadership Development Program Fellows

The [SEC Academic Leadership Development Program \(ALDP\)](#) was established in 2008 and its mission is to identify, prepare and advance future leaders. Each year, [four faculty members from the University of South Carolina](#) are nominated to participate in the ALDP. The SEC Academic Leadership Development Program seeks to identify, prepare and advance academic leaders for roles within SEC institutions and beyond. It has three components: a university-level development program designed by each institution for its own participants (i.e., fellows); two SEC-wide three-day workshops held on

specified campuses for all program participants; and a competitive fellowship designed to provide administrative growth opportunities for former fellows.

The SEC ALDP is one of several SEC activities that focuses on programs and activities designed to highlight the teaching, research and service accomplishments of SEC students, faculty and staff, including related successes within the Conference's intercollegiate athletics programs.

Pipeline for Academy Leaders

The Office of the Provost and the Division of Human Resources collaborate to offer a year-long leadership development program for faculty who are either relatively new to a leadership role or seen as having potential for such a role and to experienced professional staff. [The Pipeline for Academy Leaders \(PAL\)](#) is a yearlong invitation-only fellowship program for academic leaders and administrative executives who are currently serving in, or who have the potential to, hold a high-level position at the University of South Carolina in the near future. Over the course of a year, PAL Fellows participate in about 50 hours of professional development activities focused on five leadership competencies: leading change, leading people, managing for results, institutional knowledge and understanding, and building relationships. Within those broad categories, PAL Fellows will gain experience in hard skills like the University of South Carolina budget and Human Resource processes, managing difficult people and conflict, building a network outside one's academic discipline, moving from self-interest to the bigger picture, and exploring the University of South Carolina's values and strategic direction. Cohort groups learn about the university's academic and administrative culture and work processes through interaction with the institution's leadership. Fellows will also participate in an important process of self-discovery through instruments like 360-degree feedback, collaborative leadership, and change style indicators.

Academic Administrators Academy

The Office of the Provost offers a series of workshops for department chairs, associate deans and other faculty administrators who are in the first two to three years of their administrative appointment. Designed to complement the PAL program, these workshops focus on practical issues such as managing personnel, faculty appointment and evaluation procedures from the administrative perspective, understanding the university budgeting system, and legal considerations.

Women Faculty Support Organizations

The Office of the Provost advocates for supporting the advancement of women at the University of South Carolina. A diverse group of women faculty, staff and students serve on Office of the Provost committees and organizations, such as the [Provost's Advisory Committee on Women's Issues \(PACWI\)](#), regarding women's issues on campus.

PACWI serves as an advocate for women faculty, staff and students at the University of South Carolina Columbia and regional campuses by assessing current policies, recommending new policies and procedures, focusing on areas in need of improvement and providing opportunities to enhance the quality of the University of South Carolina community. Membership is offered to faculty, staff and graduate students.

In additional regular workshops and brown-bag lunches, PACWI [Women's Leadership Institute \(WLI\)](#) subcommittee hosts an annual spring conference focused on issues related to women in higher education. WLI is designed for faculty, staff and graduate students from South Carolina institutions of higher education who are interested in the advancement and success of women in leadership roles. Presentations, panel discussions and a networking luncheon promote greater awareness of the challenges and opportunities women face in their careers.

Black Faculty Caucus

The [Black Faculty Caucus](#) supports the development of Black faculty members through mentoring, cooperative research and other programs that are focused on improving the rate of faculty who obtain tenure, are promoted and are otherwise retained as faculty members at the University of South Carolina.

Latino and Hispanic Faculty Caucus

The [Latino and Hispanic Faculty Caucus \(LHFC\)](#) is an advocacy and leadership organization. It was established April 2016 to address critical issues in higher education that focus on the recruitment, retention, promotion, and advancement of Latino/ & Hispanic faculty at the University of South Carolina.

Professional and Personal Development

The Office of Human Resources offers a variety of opportunities for professional, personal and leadership development to faculty and staff. The University's [professional development programs](#) are designed to support faculty and staff as they grow their knowledge, skills, and abilities through a coordinated course of study. Faculty and staff can create a customized plan or earn a certificate in a critical area. Because the University understands the connection between personal wellness and professional success, faculty and staff can also take advantage of a variety of [resources focused on health and wellness](#). These courses are designed to help individuals improve their well-being and maintain a healthy lifestyle.

National Center for Faculty Development and Diversity (NCFDD)

NCFDD is a nationally recognized organization that provides online career development and mentoring resources for faculty. They deliver a variety of web-based services including webinars, workshops, and discussion forums that cover topics such as

grant writing, time management, and conflict resolution. Additionally, the organization provides faculty, post docs and graduate students with opportunities to broaden their external mentoring and professional networks. Via University of South Carolina's institutional membership, all faculty, graduate students, and post-docs at the university have access to the following member resources at no additional cost:

Weekly Monday Motivator

Monthly Core Curriculum Webinars

Monthly Guest Expert Webinars

Access to Multi-Week Courses

Video recordings of all webinars so that members can learn at their convenience

Private Discussion Forum for peer-mentoring and problem-solving

Monthly accountability buddy matches

Moderated monthly writing challenges

Access to the Career Center where members can post and search job listings

Access to the Member Library that includes past webinar materials, referrals, and readings

Regional Palmetto College Campuses

The primary mission of the regional campuses is to provide higher education and intellectual leadership to their service areas. In addition to the opportunities listed above, faculty teaching on the regional Palmetto College campuses attend an annual "Workshop on Tenure and Promotion," hosted by the regional Palmetto College campuses Faculty Senate Faculty Welfare Committee, with support from Palmetto College administration and staff. The workshop is attended by administrators from the Chancellor's office and the Office of the Provost, as well as tenured faculty members and administrators from their respective campuses.

Non-university related professional development is valued as a priority on the regional Palmetto College campuses. The "Terms of Employment" set forth in the [Palmetto College Faculty Manual](#) states: "A member of the faculty may be permitted to do professional work outside the University and to receive pay when the work in question contributes to the professional development of the individual." [And elsewhere](#): "Faculty members may conduct remunerated, professional work of an expert nature outside the university when the work contributes to their professional development and when it does not interfere with their research, teaching, and university service obligations."

Sources

-  [ACAF 1.16 Non-Tenure Track Faculty](#)
-  [ASPIRE](#)
-  [Academic Continuity Planning](#)
-  [Black Faculty Caucus](#)
-  [Board of Trustees Bylaws](#)
-  [Breakthrough Faculty Awards](#)
-  [Center for Teaching Excellence](#)
-  [Certificate of Completion](#)
-  [Distributed Learning](#)
-  [Faculty_Manual_Columbia](#)
-  [Faculty_Manual_Columbia \(Page 18\)](#)
-  [Faculty_Manual_Columbia \(Page 58\)](#)
-  [Faculty_Manual_Palmetto_College](#)
-  [Faculty_Manual_Palmetto_College \(Page 53\)](#)
-  [Faculty_Manual_Palmetto_College \(Page 60\)](#)
-  [Faculty_Manual_Palmetto_College \(Page 71\)](#)
-  [Flipped Learning](#)
-  [GRANT Certificate Program](#)
-  [Health & Wellness PD](#)
-  [Latino and Hispanic Faculty Caucus](#)

-  National Center for Faculty Development and Diversity
-  National Resource Center
-  New Faculty Academy
-  New Faculty Orientation
-  PACWI
-  Pipeline for Academy Leaders (PAL) Program
-  Professional Development
-  Provost Grants
-  RISE Grants
-  SEC ALDP Fellows
-  SEC Academic Leadership Development Program
-  SMART Program
-  Teaching and Technology Services
-  Unit Criteria
-  University 101 Programs
-  Vice President for Research
-  Women's Leadership Institute (WLI)