

# Executive Summary

## Blueprint for Academic Excellence Darla Moore School of Business AY2021-2022

### Introduction

With UofSC's 2nd highest credit hrs. taught per faculty and 2nd highest faculty/student ratio (behind only HRSM), and with freshman/sophomore retention climbing to 78.5% in AY19-20 from 69.3% in AY17-18 coupled with UofSC's highest 6 yr. graduation rate (despite being among UofSC's most rigorous undergraduate (UG) programs), and with the UG Class of 2020 posting 81% placement and historic salaries and graduate student outcomes being strong despite challenging conditions, DMSB boasts among the hardest working and highest performing faculty, staff and students at UofSC. Moreover, COVID-19 has not slowed our momentum. Fall 20 enrollment exceeded Fall 19, and as at February 2021 UG applications were 30% > YoY. The pandemic's biggest effect was that in Fall 20 In-state students increased from 32% to 37% of our UG student body. Finally, and aimed at UofSC STEM UGs and buoyed by historic graduate applications, our new MS in Business Analytics launches Fall 21.

### Highlights

- In Spring 21, 727 registered for the UG Business Analytics Concentration (7 in Spring 17); >90% of FT MBAs complete our graduate analytics certificate too.
- In AY20-21 <10% of UG classes were asynchronous online and between 62-72% were livestreamed. Most graduate classes were too. Classes exceeded faculty/student expectations.
- In AY20-21 UGs received \$1.16M in DMSB scholarships, \$469K (40%) given to 226 URM students. In total \$2.5M was awarded to >800 students. Additional private funds were invested thus: \$170K (\$100K recurring) in Diversity & Inclusion; \$300K in COVID-19 hardship scholarships; and \$200K in freshmen URM scholarships (\$3.170M in total).
- With av. annual TT faculty investment >\$159K research remains strong: 5 of 7 depts. rank Top 25 for research productivity. With ~10% of all faculty, that DMSB hosts 20% of UofSC's 30 most cited scholars is notable. Our top two rank #2 and #3.

Peter J. Brews, Ph.D Dean  
Darla Moore School of Business



UNIVERSITY OF  
**SOUTH CAROLINA**  
Darla Moore School of Business

A handwritten signature in blue ink that reads "Peter Brews".



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# Foundation for Academic Excellence

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## Mission Statement

To foster an environment where scholars work at the efficient frontier of business knowledge to provide students with leading-edge skills informed by the global marketplace.

To enable expert research and clinical faculty, supported by student services staff, to provide a world-class education for all its students. To contribute to the welfare of its students, alumni, the University of South Carolina, the State of South Carolina, and business partners located around the world.

Updated: 01/18/2019

## Vision Statement

Changing lives through education.

Updated: 01/18/2019

## Values Statement

**Excellence** - All are expected to strive for the highest standards: faculty, staff, and students. No Moore School community member should accept poor performance, from either themselves or others.

**Integrity** - The Moore School is a culture where accountability, honesty, transparency, humility, and respect for others, regardless of gender, color, creed, or identity, as well as ethical behavior, are foundational. Personal and organizational integrity are central Moore School values.

**Teamwork** - In the complex work of the 21st Century, an ability to work in teams is essential. The Moore School values a culture of collaboration and mutual support where faculty, staff, and students work together to accomplish more than any on their own might achieve. True team performance requires accountability, honesty, transparency, humility, and respect for all; only with Integrity is true team-based Excellence possible.

**Resilience** - The Moore School demands a strong work ethic. Resilience is critical, providing the ability to bounce back from challenge and failure. High-value work in the jobs that are coming will flow from innovation, disruption, and creativity, which often requires learning from failure to see the way ahead.

Knowledge-informed effort from both individuals and teams, sustained by resilience and done with integrity, justifies the Moore School's four core values: Excellence, Integrity, Teamwork, and Resilience.

Updated: 01/18/2019

# Goals - Looking Back

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Goals for the previous Academic Year.

## **Goals - Looking Back**

**No goals have been entered for this section.**

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Enhancing the Moore School as a world-class research institution

<b>Goal Statement</b>	World-class research is central to a flagship research university, so enhancing scholarship is a key goal. The college seeks to not only increase our contributions to the business sciences, but also to increase the dissemination of our work to help improve the performance of our key stakeholders.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to key elements of mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Initiated a research review taskforce that recommended several steps for increasing research productivity. The steps included increasing the number of research-related professorships (which allows the DMSB to better motivate and retain our top research faculty), providing more discretion to the department chairs on the use of research expenditures and withholding a small portion of the school's research budget so that the senior associate dean can better respond to research funding requests that do not easily fit within existing funding opportunities.</p> <p>On the dissemination side, we partnered with South Carolina Public Radio to launch a weekly radio and video series where selected faculty provided advice to the business community about weathering the challenging business environment created by COVID-19.</p>
<b>Achievements</b>	<p>This year we conducted a PhD program review and made recommendations for increased funding. Increase BPF support for faculty research via expanded Fellows program.</p> <p>We are still in the planning stages of conducting grant workshops and a grant boot camp.</p>
<b>Resources Utilized</b>	We used our normal operating funds and new funding from the BPF.
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.

# Goals - Real Time

<b>Goal Upcoming Plans</b>	The increase in the number of Moore fellowships and Dean's fellowships will provide the college with additional incentives to reward top research performance. Such a performance management system is needed to keep our faculty sufficiently motivated, given the lack of traditional salary increase opportunities over the past few years.
<b>Resources Needed</b>	Existing faculty and possibly limited outside and existing Center resources will be applied to accomplish these action items.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 2 - Enhancing core programs at the Moore School

<b>Goal Statement</b>	The Moore School offers an Undergraduate Business Program with 9 majors, 8 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these programs is a vital ongoing goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Graduate: Grow all graduate programs to appropriate sizes given faculty, staff, and space limitations. Started a new Masters of Science in Business Analytics program, with the first class starting in Fall 2021. Introduced new graduate certificates to provide more specialization opportunities for our programs.</p> <p>UG: Develop online undergraduate courses to facilitate the growing demand for our business minor.</p>
<b>Achievements</b>	<p>We have made progress on each plan item.</p> <p>At the graduate level, all programs are showing an increase in applications compared to academic year 19/20. The MSBA program was approved and is accepting students for its initial class. Three new graduate certificates were approved in 20/21: Cybersecurity Management, Strategic Innovation, and Accounting and Audit Analytics</p> <p>The Online Task Force is meeting and agreeing on quality standards and a plan for expanding offerings both in the summer and more generally for the Business Minor.</p> <p>Minimum class size rules have made real progress in deploying faculty more efficiently, but skill mismatch still results in some small classes and overload teaching.</p>
<b>Resources Utilized</b>	Some new resources were required for the startup of our MSBA. These funds were provided by the BPF.
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	

# Goals - Real Time

Goal Notes	
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# Goals - Real Time

## Goal 3 - Enhancing international programs at the Moore School

<b>Goal Statement</b>	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Launch new SKKU FINTECH and DMSB Master in Business Analytics dual degree program</li> <li>• Increase the number of students entering Moore School international business graduate programs</li> <li>• Market accelerated graduate international program design to undergraduate international business major/other business majors</li> <li>• Develop new international business major transitional programs for MSI/CC partner institutions</li> <li>• Develop new virtual modalities for short term study abroad programs</li> <li>• Develop additional dual degree PhD partnerships</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>• Implemented new dual degree master of international business program</li> <li>• Implemented PhD dual degree programs, integrating international students into the Moore School doctoral program</li> <li>• Offered 3+2 and 4+1 international business major/Master of International Business program for UofSC business students</li> <li>• Designed new short term study abroad virtual program for Africa</li> <li>• Expanded scope and number of visiting international scholars</li> </ul>

# Goals - Real Time

	<p>Increased substantially scholarships funds for business student study abroad.</p> <p>Increased substantially scholarship funds for business student diversity, including international students.</p> <p>Increased substantially short term student abroad participation.</p> <p>Increased international business master degree student enrollments.</p> <p>Increased international business PhD dual degree student enrollments.</p>
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	<ul style="list-style-type: none"> <li>• Develop a Center for International Business Education and Research 2022-2026 proposal to submit to the Department of Education</li> <li>• Develop a digital curriculum/textbook for “introduction to international business” courses to be distributed globally</li> <li>• Develop dual degree international business major undergraduate programs with world class business partners</li> <li>• Develop redesigned international business major cohort partnerships/new partnership formats to mitigate travel and health risks</li> <li>• Design new dual degree program partnerships with Moore School master programs</li> <li>• Develop additional dual degree PhD partnerships</li> <li>• Expand short term study abroad programs and increase Moore School faculty participation</li> </ul>
<b>Resources Needed</b>	Resources should not be needed; we can use existing courses at the University.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 4 - Strengthening and enhancing Moore School corporate relationships

<b>Goal Statement</b>	The Moore School operates 11 Academic Centers and an Executive Development division, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	In the current AY 2021, we plan to cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, the Center for Applied Business Analytics and the Operations and Supply Chain Center.
<b>Achievements</b>	We have made progress in the goal, working with new leadership in various centers. It is a long-term goal that requires more strategic thinking.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	The centers are self supported through corporate membership fees.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 5 - Developing organizational resources and infrastructure critical to academic mission

<b>Goal Statement</b>	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>In AY 2021, we are organizing Advancement and Alumni efforts around events</p> <p>Our Office of Alumni Engagement (OAE) is building ever more Alumni Hubs in key cities/regions around the United States to connect the Moore School and its Office of Career Management (OCM) to employers in each location.</p> <p>Advancement and OAE are working together in AY 2021 to build an online capability to expand attendance at alumni and other events.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Existing Office of Alumni Relations and Office of Career Management resources, supported by Advancement resources, are sufficient to establish the Alumni Hubs.
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Enhancing the Moore School as a world-class research institution

<b>Goal Statement</b>	World-class research is central to a flagship research university, so enhancing scholarship is a key goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to key elements of mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	In the beginning of AY 2020, we initiated a research review taskforce that recommended several steps for increasing research productivity. The steps included increasing the number of research-related professorships (which allows the DMSB to better motivate and retain our top research faculty), providing more discretion to the department chairs on the use of research expenditures and withholding a small portion of the school's research budget so that the senior associate dean can better respond to research funding requests that do not easily fit within existing funding opportunities.
<b>Achievements</b>	The addition of 15 new research fellowships were added to our existing portfolio of 20 fellowships, allowing us to reward faculty for superior research performance.
<b>Resources Utilized</b>	The additional 15 research fellowships resulted in a total increase of \$145,000 (not including fringe) drawdown of our private funds.
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	The main resource requirement is continued financial support from our BPF board to fund our fellowships. Funding is dependent on the sustainable market returns of our endowment funds.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 2 - Enhancing core programs at the Moore School

<b>Goal Statement</b>	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these is accordingly a vital ongoing goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>UG: Continue to develop and increase the number of students in the Data Analytics concentration.</p> <p>Increase the use and performance of the Data Lab.</p> <p>Develop online undergraduate courses to facilitate progression from freshman to sophomore, to permit early graduation, and expand the business minor.</p> <p>Continue to implement minimum class size rules to reduce use of temporary faculty and overload teaching.</p> <p>PMBA: Put the PMBA Strategic Innovation and Computer Security Management Certificates in place. Increase recruiting.</p> <p>New MASTERS PROGRAM: Successfully launch our new MSBA program in Fall 2022.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	The greatest use of resources will be the investment in the new MSBA program. This will require dedicated sections and new faculty, but should turn a profit in 2023 (provided budget model is reasonable).

# Goals - Looking Ahead

## Goal 3 - Enhancing international programs at the Moore School

<b>Goal Statement</b>	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Continue the evolution of the Master of International Business, by developing concentrations and linking undergraduate majors in Business to the program.</p> <p>Develop new cohort programs and evaluate existing ones.</p> <p>Evaluate PhD dual degree programs and decide if the effort should continue or expand.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	We do not plan to expand resources to make these improvements. Most courses and partners are in place or can be with little expense.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 4 - Strengthening and enhancing Moore School corporate relationships

<b>Goal Statement</b>	<p>The Moore School operates 11 Academic Centers and an Executive Development division, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Directly linked to mission, vision, and values.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>In AY 2021, we plan to continue efforts to cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Operations and Supply Chain Center.</p> <p>We also plan to make every Center financially autonomous through membership and donor plans.</p> <p>We plan to encourage Centers to offer employment and internships.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	<p>This is a multi-year goal and is progressing as expected.</p>
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	<p>This should not use many resources and may result in a gain to the Moore School. Negotiations will be ongoing.</p>
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 5 - Developing organizational resources and infrastructure critical to academic mission (Copy)

<b>Goal Statement</b>	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Directly linked to mission, vision and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>We plan to continue to expand the Business Expo Fair to connect students with employers.</p> <p>The office of Alumni Engagement (OAE) will develop a wider online presence to communicate more efficiently with the alumni base.</p> <p>We plan to continue to connect the Office of Career Management (OCM) to employers in the locations served by the Alumni Hubs.</p> <p>We plan to continue our support of course coordination and the Student Success Center.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	This is a multi-year goal and is progressing as expected.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	We have the resources in the operating budget to maintain progress in the Alumni, Advancement, and Career Management areas.
<b>Goal Notes</b>	

# Academic Programs

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## Program Rankings

*Academic programs that were nationally ranked or received external recognition during the Academic Year.*

### Undergraduate Programs

#1 UG international business program in the US for 22 consecutive years (USN&WR, "America's Best Colleges," 2021).

#5 Undergraduate Supply Chain Program in North America (Gartner, 2020)

#20 Five-Year Return on Investment – ROI (Poets and Quants, 2021) #38 UG business program (USN&WR, "America's Best Colleges," 2021).

#57 UG business program (Poets & Quants, 2020).

4th largest Risk Management and Insurance program in the U.S. (Business Insurance, 2020).

Graduate Programs

### Graduate Programs

#1 in international business MBA specialty, in top 3 for 31 consecutive years (US News & World Report, "Best Graduate Schools," 2021).

#22 Graduate Supply Chain Program (Gartner, 2020)

#62 full-time MBA program (US News & World Report, "Best Graduate Schools," 2021).

#23 part-time MBA program (US News & World Report, "Best Graduate Schools," 2021).

#70 US Best B-Schools (IMBA program) (Bloomberg Businessweek, 2019)

### Faculty Research Productivity

#1 HR research productivity (Elsevier, 2014-2017)

#3 international business research productivity, 2013-2018 (Journal of International Business Studies)

#1 international business research productivity, 1990-2017 (Journal of International Business Studies)

#7 experimental accounting research productivity (Brigham Young University, 2012-2018)

#11 marketing research productivity (UT Dallas, 2014-2018)

#12 operations management research in three main operations management journals combined (MSOM, POM, JOM, 2016-2019)

## Instructional Modalities

*Innovations and changes to Instructional Modalities in unit's programmatic and course*

# Academic Programs

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*offerings that were implemented during the Academic Year.*

We now teach the programming software R to all students, and identify elective classes that use R to teach business analytics. Every MGSC 291 student will do a data project, helped by the new Data Lab. Internships in Management (MGMT 499) add to the internships in Economics and Business Administration already on the books. Students should have at least one internship over the course of their studies. Online education continues to expand. We offered IBUS 401 (International Finance) for the first time this summer. Other online courses include Accounting 324, Economics 222 and 224, Finance 333, Management 371, and Management Science 487. Both Management 719 and Management 722 use the flipped model, with lecture material made available asynchronously and class time used for interactive work. The Professional MBA (PMBA) program continues to provide instructional innovation grants to create new courses and improve delivery over the internet.

## Program Launches

*Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.*

The Moore School launched the new Business Analytics Concentration in Fall 2017, and it has become very popular. The concentration is now far more popular than any minor students complete outside the business school, and involves courses from all departments of the Moore School, though the Management Science Department provides the required course (MGSC 394). The Data Lab is opening in the Spring to assist in the students' data projects.

This year we launched new programs at all levels:

- New PhD Dual Degree programs
- New Masters in International Business cohort programs
- A new International MBA cohort program
- New undergraduate International Business Major cohort programs

Most departments created new courses within existing programs.

# Academic Initiatives

## Experiential Learning For Undergraduates

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.*

Over the last few years, DMSB has expanded its offerings designed to encourage experiential learning for undergraduate students. The most prominent example is the Operations and Supply Chain Center (formerly GSCOM), which provides students opportunities to work on real-world problems in major corporations. Similar courses are run by the Center for Marketing Solutions, and the Center for Sales Success. These projects are capstone experiences and demand that students apply concepts and techniques mastered in class to actual business problems. Corporate funding provides for the services of a faculty lead for each student team, and also for research and travel expenses. Students are often hired by center partners; the projects serve as viable alternatives for internships. It can be difficult to expand faculty-led consulting projects. There are faculty capacity limits, there are limits to the topics that are well-suited to such projects, and there are limits to the number of students well-positioned to participate in such projects.

The table below shows how faculty guided projects have grown over the past six years, and with over 200 offered in AY19-20 means that over 1,000 students participated in faculty guided projects working with business clients in the field. Offering students an opportunity to show that what they learn in class solves real business challenges, these projects at their best provide employers as good if not better insights into student capabilities than do internships. As with internships, following many projects students receive offers of employment from project sponsors impressed with their performance in the field.

### Faculty Guided Projects

	# of Projects	
	AY14-15	AY19-20
Center for Business Analytics	-	4
Center for Marketing Solutions	16	18
Center for Sales Success	-	7
Faber Entrepreneurship Center	1	1
Folks Center for International Business	8	37
Operations and Supply Chain Center	23	25
Riegel & Emory Human Resources Center/Mgmt. Dept.	90	112
SmartState Center for Innovation + Commercialization	-	1
Total	138	205

Other less intense courses exist to provide experiences outside the class room. In Advanced Issues in Entrepreneurship (MGMT 479), teams of students work closely with a small business or new venture to develop a business plan or to analyze opportunities and strategies for growth. In the undergraduate staffing course (MGMT 405), students study staffing needs and

# Academic Initiatives

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processes at a high-growth firm and offer a set of recommendations. The investments class (FINA 472) engages students in managing a portfolio of financial assets. These classes focus almost entirely on the experiential learning activity. Other classes make use of experiential learning as a class component. This includes classes where students work on smaller projects from private or public sector organizations. Experiential learning opportunities are also provided through simulations. Examples include the capstone strategy class (MGMT 478), and also course work within the school's new sales track. Case competition classes and in the Proving Ground competition (like Shark Tank on television) provide other educational experiences with real business components.

DMSB constantly reviews courses across the school's curriculum for experiential learning opportunity (ELO) designation. Four classes offered by the Management department have already been proposed for this designation: MGMT 473, 474, 479, and 499. The business capstone course MGMT 478 is being reviewed by staff at UofSC Connect to see if it may qualify for an ELO designation.

In AY19/20, we had over 1200 students participate in an internship. Our goal is to increase that substantially, either through enabling course credit for student internships or by developing ways to track students who complete non-credit summer-work experiences that meet criteria for experiential learning. The establishment of Alumni Hubs in key cities around the country, plus more focused work with Academic Centers, add to the steps taken to increase internships.

At DMSB select students serve as Student Ambassadors, peer leaders in UNIV 101, peer tutors or supplemental instructors through the Student Success Center, and as leaders in business fraternity chapters or clubs across campus. These non-credit experiential learning opportunities are invaluable to our students. Service learning also allows for valuable experiential learning opportunities, like the tax assistance services provided through Beta Alpha Psi. DMSB also co-runs the Business Community Leadership Fellows program in conjunction with partner agencies of the United Way. This program requires three years of unpaid service with various United Way agencies where leadership, teamwork, and commitment are emphasized. This program is part of USC's Graduation with Leadership Distinction program.

## Experiential Learning For Graduate Students

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.*

The International MBA (IMBA) and Master of Human Resources (MHR) programs require an internship and these are encouraged in other programs. The Office of Career Management (OCM), the Folks Center for International Business, and the Riegel and Emory Human Resources Center help provide internships, a few of which are international (although regulations abroad and the changing global business climate are making these harder and harder to obtain). IMBA students are strongly urged to take domestic internships that have a high probability of conversion into a full-time job upon graduation.

Like undergraduate students, MBA and other Masters students have the same kind of project-

# Academic Initiatives

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based learning experiences. Classes linked to the Center for Marketing Solutions, the Operations and Supply Chain Center, and the Riegel & Emory HR Center provide these. Less intensive versions of these experiences have also been included in a number of graduate courses. Several firms provided projects to student teams in courses such as MGMT 720.

The graduate Investments class asks students to engage in fund management activities by studying and recommending investment opportunities. Other courses use in-depth simulations, such as negotiation or mediation simulations.

PhD graduates usually pursue an academic career, so their teaching assignments are considered experiential learning. Funding is also available for PhD students to travel to present their research at conferences, and this support is providing very useful experiences for students as they prepare to start their scholarly careers.

## Affordability

*Assessment of affordability and efforts to address affordability.*

Affordability of our programs is very important to DMSB. To help keep our degrees affordable, we provide scholarships, restrain growth in fees; and help students obtain well-paying jobs post-graduation. Close to \$2.5M is offered by DMSB in scholarships/fellowships and graduate assistance.

In AY19/20 \$2.1M in scholarships was offered to 750 students, and in AY 20/21 this sum increased to \$2.5M granted to over 800 students, almost entirely from private funds donated through the BPF and the Educational Foundation. Donors are encouraged to give for such scholarships, and they are the central focus of the school's development efforts. Also, in FALL 20 a private fund was created as a COVID Relief Fund for DMSB students. In Spring 21 DMSB awarded 70 students (all that applied were awarded) a total of \$159,050, or an average of \$2272/each. Award amounts varied from \$500 to \$5000, with award amounts determined by essay submissions reviewed by a committee.

In AY19/20 DMSB reduced the tuition and fees associated its FT MBA program by 30%, leading in AY 20/21 to the largest incoming class over the last 5 years.

Affordability should also take into account the return on investment in education. By focusing on initiatives that will help students obtain high paying jobs (from improving data analytical skills to increasing attention to soft skills), the school is working to ensure that the costs borne by families are justified by employment outcomes. The 2020 Undergraduate Major Report provides placement/salary data for 2020 graduates per major, and indicates key employers and career pathways each major offers. Responses for the 2020 survey were gathered from 1,375 graduates with a response rate of 50.62% (696 respondents). As the report shows, salary and placement outcomes have improved considerably over the past six years and now rank at or close to those of Top 25 schools across our country. Moreover, salary data show that, as to be expected, more quantitatively demanding majors (e.g. Operations and Supply Chain, Finance, Economics) deliver higher salaries than less quantitatively demanding majors (e.g. Management, Marketing). The lowest double major combination is Management/Marketing (\$51,553) while the highest are Economics/International Business (\$77,000) and Finance/International Business (\$67,579). International Business majors are required to double major because their second major typically determines where employment

# Academic Initiatives

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is found, and even for these top majors the lowest average salary reported was Management/International Business at \$56,917.

It is important to address the student debt problem facing higher education. One reason for moving to a 4-year undergraduate program in AY16/17 was to engage freshmen early to ensure they understand the need to graduate in 4 years, if not sooner. The first cohort from the 4-year program graduated in May 20, and it is expected that 4, 5, and 6-year graduation rates should improve notably from now on.

## Reputation Enhancement

*Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.*

Fundamentally, DMSB's reputation depends on the excellent scholarship and teaching it provides. The school constantly conducts marketing operations of various kinds. Below are some achievements in the area of reputation enhancement:

The annual Economic Outlook Conference in December is attended by business and government leaders from across South Carolina. DMSB's Division of Research provides insights into the economic outlook and forecast for the region.

The Consortium for the Advancement of Research Methods and Analysis (CARMA) Conference has been held at DMSB in January 2019, January 2020, and January 2021 (offered remotely). This three-day workshop engages faculty and PhD students from all over the country to learn how to use the R programming language to analyze large data sets, and enhances the reputation DMSB is building in business analytics.

The annual South Carolina CEO Summit is held in October. CEO's of "high-impact enterprise" companies identify their needs and support company growth and retention within the state.

The annual Proving Ground business plan competition has become a popular and engaging way to publicize the entrepreneurial activities of our students (and those of other colleges). Corporate sponsors donate \$50K in prizes for the winning teams.

DMSB brings numerous C-Suite executives and global business leaders to Columbia as speakers, board members, career expo participants, and executive development and conference participants.

DMSB centers are instrumental in connecting our faculty and students with businesses around the world. These centers have more than 100 companies represented on their advisory boards, and several host annual conferences or meetings for business leaders. Centers include: Center for Advancement in Accounting, Center for Applied Business Analytics, Center for Executive Succession, Center for Operations and Supply Chain, Center for Marketing Solutions, Center for Sales Success, Faber Center for Entrepreneurship, Folks Center for International Business, Riegel & Emory Center for Human Resources, and the Risk and Uncertainty Management Center.

## Challenges

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not*

# Academic Initiatives

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*noted elsewhere in this report and/or those which merit additional attention.*

Challenges and opportunities face all institutions of higher learning and DMSB is no different. Among our challenges are the following:

The new budget model presents a challenge, since a picture of how it will work is not yet clear. Further, the model appears to be more variable than expected. DMSB has projected to have higher costs in AY 20/21 than ever before, so limited resources must be more efficiently applied. Between AY17/18 and AY18/19, we operated at a profit with a margin of about 6.5 - 8.5%, but this dropped to around 4.5% in AY 19/20. Faculty salaries continue to increase as we compete in a very competitive market for a small pool of qualified applicants, particularly in the more quantitative fields. Faculty retention is always a significant challenge, especially as the economy continues to do well. Internationally, faculty in Finance and Accounting are experiencing rapid salary growth, making it hard to retain our best faculty.

Attracting qualified MBA students is increasingly difficult. Top programs have thrived, while lesser-known programs have struggled to fill their classes. Competitors offer attractive scholarships and an array of services and experiences. Well-funded competitors in Asia and Europe continue to arise. This trend reflects a shift in interest toward specialized Masters programs -- and our MACC, MHR, and MIBS have not suffered as much as the more general MBA. However, Business School rankings continue to elevate the MBA over other programs, making re-targeting our resources at the Masters level challenging.

Our PhD program should be bigger for pedagogical and research reasons. However, historically the marginal cost of adding another student was high. The cost should fall if the new budget model sends a large portion of the tuition revenue back to school. We are studying how many more students we may be able to bring in as a result of these changes.

Rigor in our UG curriculum could be higher. Raising it remains an important goal. The objective is to increase both math proficiency and the ability to work with data, and the challenge is to increase course difficulty without losing students. We have addressed this challenge with a system of Course Coordinators, early warning signals, and use of the Student Success Center. The Data Lab opened in late AY19/20 and will help students internalize the programming skills learned in the classroom. Early signs are encouraging. Freshmen encounter greater rigor in the foundational accounting, economics, and statistics courses early in their careers.

It is well-known that data retrieval is a major problem at UofSC. In an age when the analysis of big data sets has been recognized for its value, DMSB is frequently unable to address key questions because it cannot access data in usable forms. The hope is that solutions like Helio or a similar product will soon be available.

DMSB has created three highly ranked undergraduate programs. The International Business major, the Finance Scholars program, and the Operations and Supply Chain capstone project program admit fewer students than the number of applicants. Graduates from these programs find high paying jobs. Our challenge is to expand these programs, which operate at low student/faculty ratios and are costly to offer.

# Faculty Population

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## Faculty Employment by Track and Title

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

**Table 1. Faculty Employment by Track and Title.**

	Fall 2020	Fall 2019	Fall 2018
<b>Tenure-track Faculty</b>	111	107	103
Professor, with tenure	37	32	31
Associate Professor, with tenure	29	31	27
Assistant Professor	45	44	45
Librarian, with tenure	0	0	0
<b>Research Faculty</b>	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
<b>Clinical/instructional Faculty</b>	66	68	65
Clinical Professor	2	2	2
Clinical Associate Professor	10	7	10
Clinical Assistant Professor	24	29	26
Instructor	4	3	4
Lecturer	26	27	22
Visiting	0	0	1
<b>Adjunct Faculty</b>	34	42	42

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See this link: [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

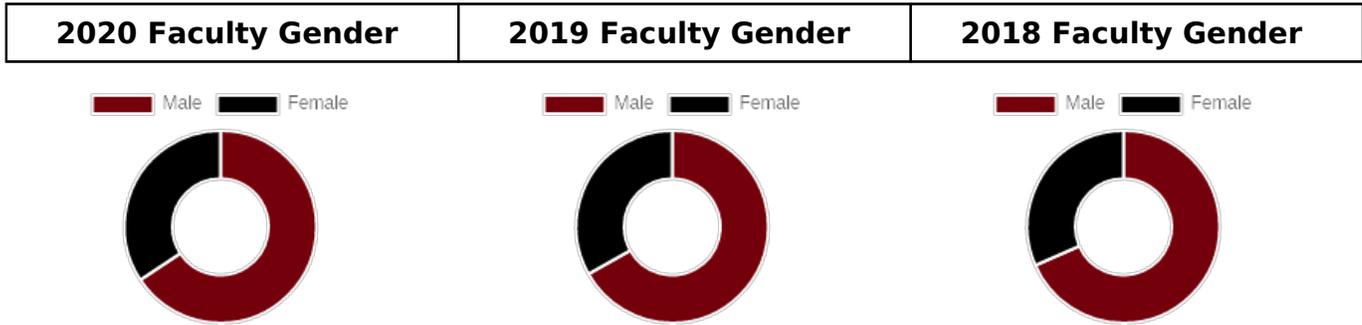
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2020	Fall 2019	Fall 2018
<b>Gender</b>	175	175	168
Male	115	117	115
Female	60	58	53
<b>Race/Ethnicity</b>	175	175	168
American Indian/Alaska Native	0	0	0
Asian	21	20	19
Black or African American	6	5	6
Hispanic or Latino	7	6	3
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	9	9	9
Two or More Races	1	1	2
Unknown Race/Ethnicity	1	1	0
White	130	133	129

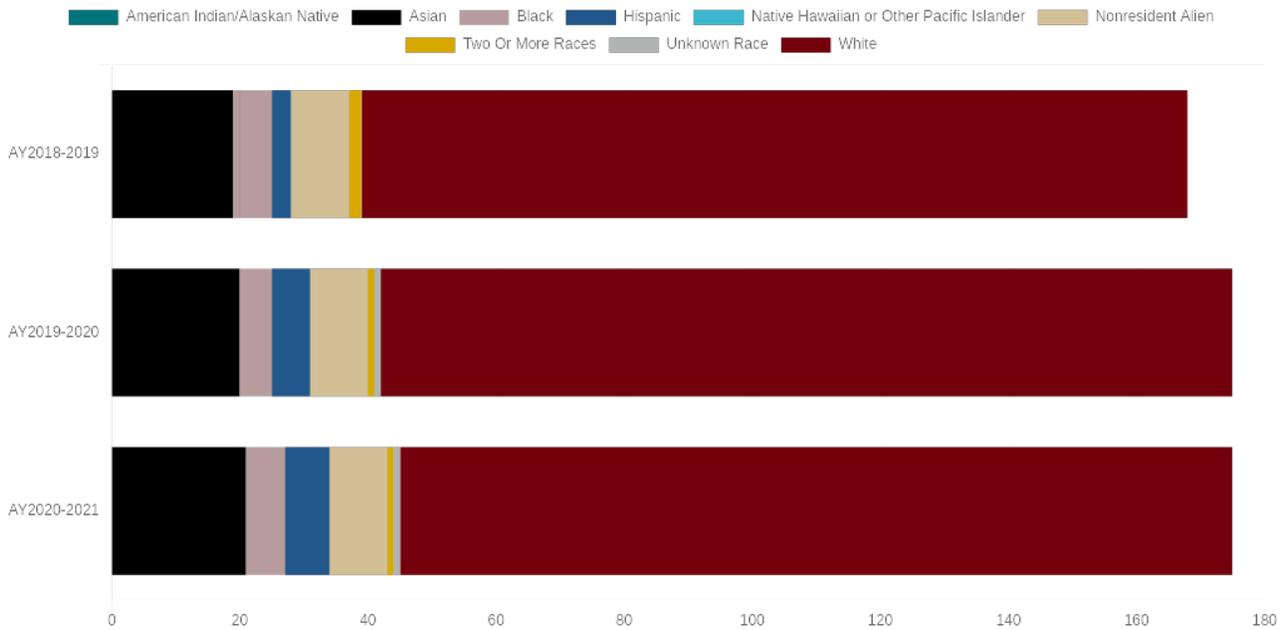
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



**Illustration 2. Faculty Diversity by Race & Ethnicity**



# Faculty Information

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## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

The Moore School, like most business schools, focuses its research on publications in high quality journals. Grants play a smaller part in the measurement of success and are of lesser importance in the tenure and promotion decision.

Journal quality is highly variable, and the quality of papers within any journal can differ. Success is measured in two main ways: total citations; and the number of publications in journals that appear on certain lists. One of the most prestigious lists is that compiled by the University of Texas at Dallas (the "UTD List"), but there are only 24 journals on the that list. In the period of physical years 2015 - 2019, faculty at the Moore School published a total of 88 articles in journals on the UTD List, resulting in a ranking of 44th among all business schools in North America (<https://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/northRankings#20152019>). In the period of calendar years 2017-20, the departmental rankings, based on total publications in these journals were as follows Accounting (84th), Finance (66th), Marketing (29th), Management and International Business (18th), and Management Science (8th). A broader list of journals is tracked by the Financial Times, which contains 45 journals. Using these lists, our Marketing, Management, Management Science, and International Business areas achieve the highest ranks for scholarly output.

Taking the broader look, we see that over the same period, the Moore School faculty published a total of 487 papers, of which 408 were unique. Of these, 234 appeared in journals in the Financial Times list and 146 were published in journals on the much shorter UT Dallas list. Also, 264 were rated by Cabell's as being in the top 20% of all journals. According to Google Scholar's citation count, in AY 2021 three of the top 10 faculty members at the University of South Carolina came from the Moore School (at #2, #3, and #14), and three others are in the top 26.

Academic Analytics also produces measures of business school research productivity. This index does not adjust for quality, however, so there is a bias toward high volume. Looking at four measures over the period of AY 2015 - AY 2019 (articles per faculty, percent of faculty with an article, citations per article, and citations per faculty), the school's percentiles were 81%, 86%, 62%, and 74%, respectively. All are considerably higher than in the previous survey, and place the Moore School in the company of institutions like Carnegie Mellon, University of Pittsburgh, the University of Wisconsin, and Stanford. The group was composed

# Faculty Information

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of 150 institutions that published in recognized journals.

## Faculty Development

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.*

In January 2019, 2020 and again (virtually) in January of 2021, the Moore School hosted CARMA -- Consortium for the Advancement of Research Methods and Analysis -- and provided scholarships for faculty to pay the registration fee. Over three days, CARMA provided workshops on the R programming language at all levels. This is very beneficial for faculty and PhD students.

The school's internal grant program for faculty research support is now above \$175,000 per year, with an emphasis on data acquisition. Private funds from two centers - the Riegel and Emory Center and CIBER - provide additional support for research across the school. In addition, departments are allocated nearly \$6,000 per research-active faculty and lesser amounts for faculty more focused on outreach and teaching. This is designed to encourage conference participation and professional development. Summer research support and course reductions for faculty who have a recent record of excellent research achievement are also provided.

In addition, in AY 2021 the school spent more than \$200,000 on data and software that can be used by all faculty. This includes the CRISP data, WRDS data, and Bloomberg subscriptions. The school is also considering buying Nielsen Analytics data.

Funds are provided for seminar series for each department, helping faculty develop important relationships and keep up with the latest research. Investment in the doctoral program is also an important part of faculty development, as opportunities to work with doctoral students contribute to research productivity. In AY 2019, there was a review of the PhD program. The objective of finding ways to increase the number of students and their opportunities to collaborate in research with the faculty.

Nearly \$100,000 per year for curriculum development grants for the Professional MBA (PMBA) program is also allocated every year. And every year the Center for Teaching Excellence provides several workshops on a variety of topics.

In the beginning of AY 2020, we initiated a research review taskforce that recommended several steps for increasing research productivity. The steps included increasing the number of research-related professorships (which allows the DMSB to better motivate and retain our top research faculty), providing more discretion to the department chairs on the use of research expenditures and withholding a small portion of the school's research budget so that the senior associate dean can better respond to research funding requests that do not easily fit within existing funding opportunities.

On the dissemination side, we partnered with South Carolina Public Radio to launch a weekly radio and video series where selected faculty provided advice to the business community about weathering the challenging business environment created by COVID-19.

# Faculty Information

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# Teaching

## Faculty to Student Ratio

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{\text{(Total Full-time Students + 1/3 Part-time Students)}}{\text{((Total Tenure-track Faculty + Total Research Faculty + Total Clinical/Instructional Faculty) + (1/3 Adjunct Faculty))}}$$

## Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

As noted in previous years, the Moore School generally uses the following formula when calculating student-to-faculty ratios:

Undergraduate Headcount + Graduate Headcount (PhD Candidates Excluded) / Count of Full-Time Faculty (Adjuncts and Part-Time Faculty Excluded)

This formula is used for internal analysis, and for peer/aspirant comparisons. Using this formula, we have calculated the Moore School's student-to-faculty ratio for Fall 2019 to be 34.2. Compared to our AACSB peers and aspirants, this ratio is lower than the Fall 2018 ratios of all but one of our peers, and squarely in the middle of our aspirants' ratios.

From a high of 42.21 in Fall 2015, the Moore School is now more favorably positioned compared to our peers and aspirants. However, the increasingly competitive nature of the job market, coupled with the need to balance other mission-critical priorities, will make the maintenance of our student-to-faculty ratio more difficult.

**Table 4. Faculty-to-Student Ratio.**

	Fall 2020	Fall 2019	Fall 2018
<b>Analysis of Ratio</b>	01:30.8	01:30.9	01:31.6

# Student Recruiting and Retention

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## Student Recruitment

*Efforts, including specific actions, to recruit students into College/School programs.*

DMSB is fortunate to enjoy strong demand for its undergraduate programs. This is especially true for International Business, but has become increasingly true for Finance, Management Science, and Accounting. As a result, we do not have to spend a lot on recruiting, though we do offer many scholarships to attract the best students. In AY19/20 \$2.5 million was granted in student scholarships to undergraduate and graduate students (\$1.3 million to undergraduates).

We participate in Scholars and Honors socials, provide content for promotional materials, conduct prospective student information sessions, give tours of the Moore School, put on receptions for DMSB students prior to university events, and use methods to contact targeted segments of the undergraduate applicant population. We also use our website to publicize our rankings and outcomes for different majors. We also put considerable effort into campus visits and Admitted Students Day events to highlight the opportunities available at DMSB.

DMSB has invested heavily in recruitment for its graduate programs. This investment falls into three different groups. We are most focused on our full-time MBA programs (International MBA and one-year MBA). Our efforts there include require national marketing campaigns and include search advertising on Google; display advertising on Google, the Poets and Quants website, and the TopMBA website; and print advertising in selected business, airline, Peace Corps, and military magazines. We also retarget on business and news sites for those visiting IMBA/MBA pages on the DMSB website. More directly, we make use of targeted email campaigns to GMAT and GRE test takers, CRM-managed email drip campaigns, LinkedIn advertising, promoted post campaigns, MBA fairs, and online information sessions and live webinars.

For the Professional MBA (PMBA) program, we use many of the same techniques. In addition, we employ outdoor advertising in Charleston and Charlotte; airport advertising in Greenville and Charlotte; bus advertising in Greenville and Charlotte; trolley and light rail advertising in Charlotte; Chamber of Commerce memberships in Charlotte, Greenville, Charleston, and Columbia; business conference sponsorships; and live and online information sessions.

Specialized Masters programs (MHR, MIB, MACC, MAEcon) are supported in the same ways as above, but at a smaller scale. We also recruit for those programs at graduate program fairs at regional colleges and universities, and by speaking to seniors at DMSB and other regional business schools. We also run live and online information sessions.

## Student Retention

*Efforts at retaining current students in College/School programs.*

We began to track early performance in 200-level (Principles) core classes in AY 2017 with the purpose of identifying students who are at risk of failure. These students are referred to the Student Success Center for guidance and help with the material, and with attendance issues. At that time, we also introduced Principles level course coordinators to help make the courses more consistent and rigorous across different sections. Our undergraduate advisement team

# Student Recruiting and Retention

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also tracks student progress and provides guidance on what students need to do in order to meet progression requirements in the Moore School and to graduate in a timely manner. We hope to increase retention by helping students see the steps that are necessary if they are to be successful.

In the past two years we have also encouraged faculty to offer more online courses in the summer. This helps with retention by providing a way for students to complete progression requirements and raise their GPA. Another part of early outreach is accomplished via DMSB U-101 sections, Business Major Forums, and enhanced communication in freshman orientation.

DMSB undergraduate freshman to sophomore progression over the past four years has been excellent. Despite our program becoming more demanding and rigorous, in AY16/17 69.3% of freshman were retained by DMSB and over the following three years this has increased each year since then to reach 78.5% in AY19/20, an almost 10% rise in retention. Over the same time overall UofSC retention remained almost constant by growing from 89.6% to 89.9%. This provides clear evidence of an engaged and high-performing undergraduate student body at DMSB.

# Student Enrollment & Outcomes

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

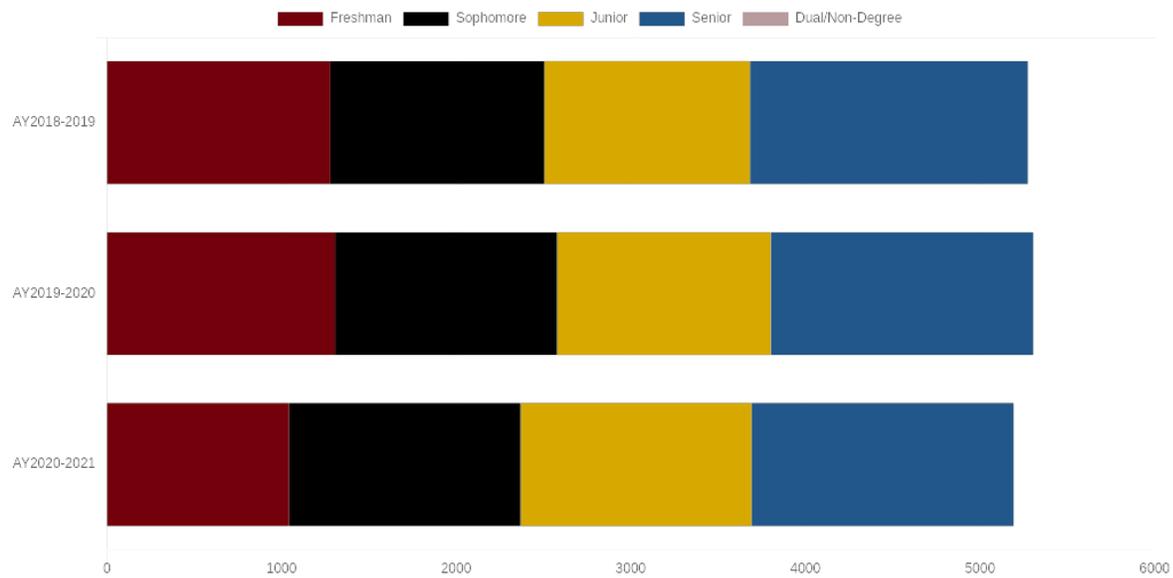
## Student Enrollment by Level & Classification

**Table 5. Student Enrollment by Level & Classification.**

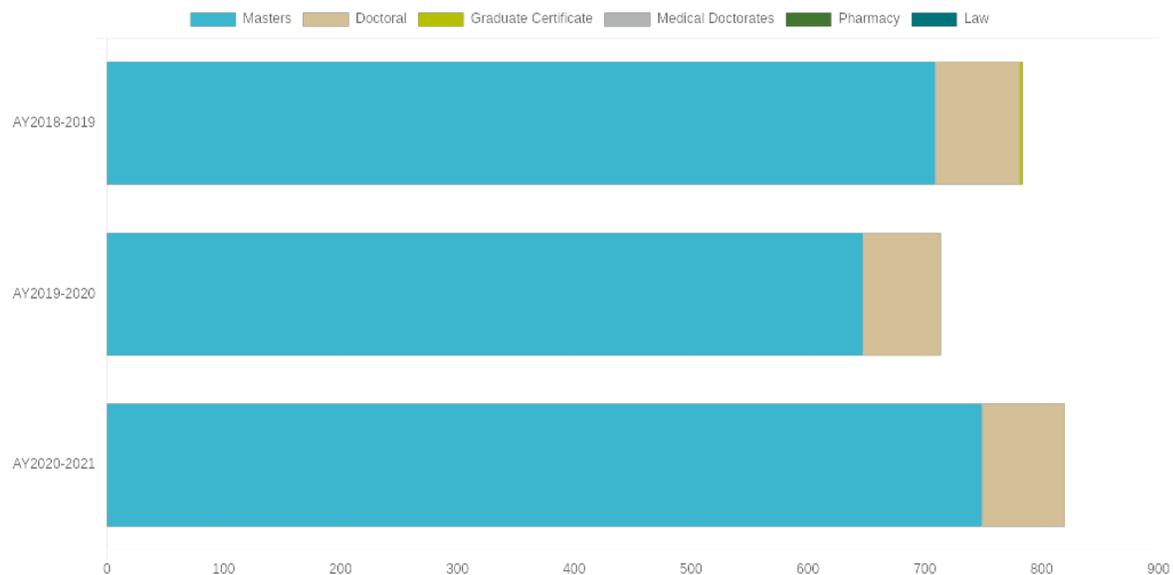
	Fall 2020	Fall 2019	Fall 2018
<b>Undergraduate Enrollment</b>			
Freshman	1044	1307	1280
Sophomore	1325	1271	1225
Junior	1323	1224	1177
Senior	1501	1504	1592
Dual/Non-Degree	0	0	2
<b>Sub Total</b>	5193	5306	5276
<b>Graduate Enrollment</b>			
Masters	749	647	709
Doctoral	71	67	72
Graduate Certificate	0	0	3
<b>Sub Total</b>	820	714	784
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	6013	6020	6060

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

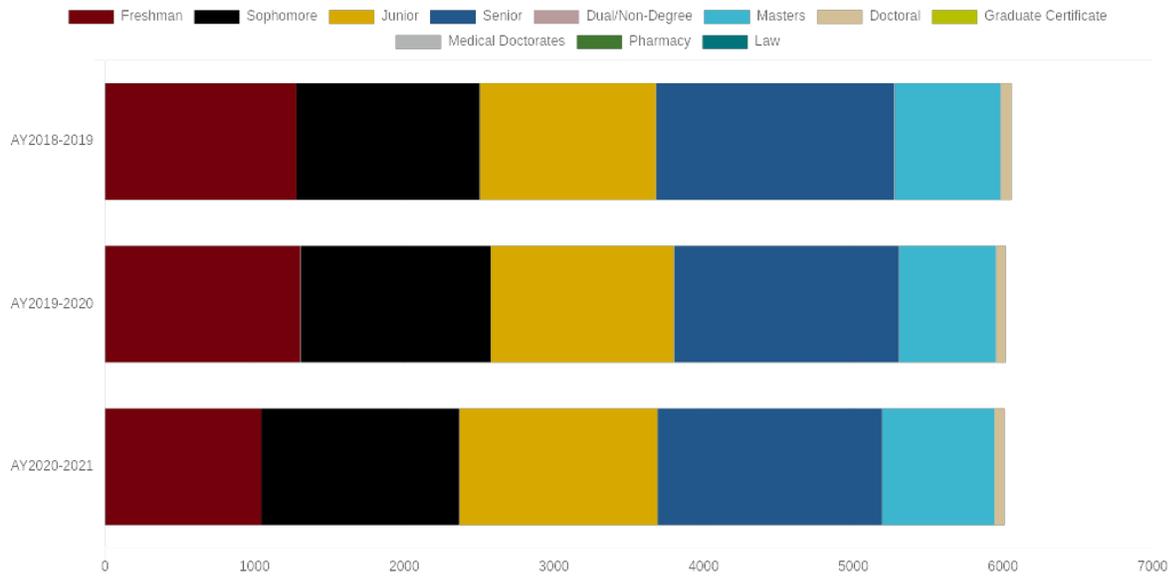


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# Student Enrollment & Outcomes

**Illustration 5. Total Student Enrollment by Classification (All Levels)**



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status**

	Fall 2020	Fall 2019	Fall 2018
<b>Undergraduate</b>	5193	5306	5275
Full-Time	5133	5261	5224
Part-Time	60	45	51
<b>Graduate/Professional</b>	820	714	785
Full-Time	552	495	544
Part-Time	268	219	241
<b>Total - All Levels</b>	6013	6020	6060
Full-Time	5685	5756	5768
Part-Time	328	264	292

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
<b>Undergraduate</b>	5193	5306	5275
Female	2031	2129	2117
Male	3162	3177	3158
<b>Graduate/Professional</b>	820	714	785
Female	328	278	284
Male	492	436	501

Illustration 6. Undergraduate Student Diversity by Gender

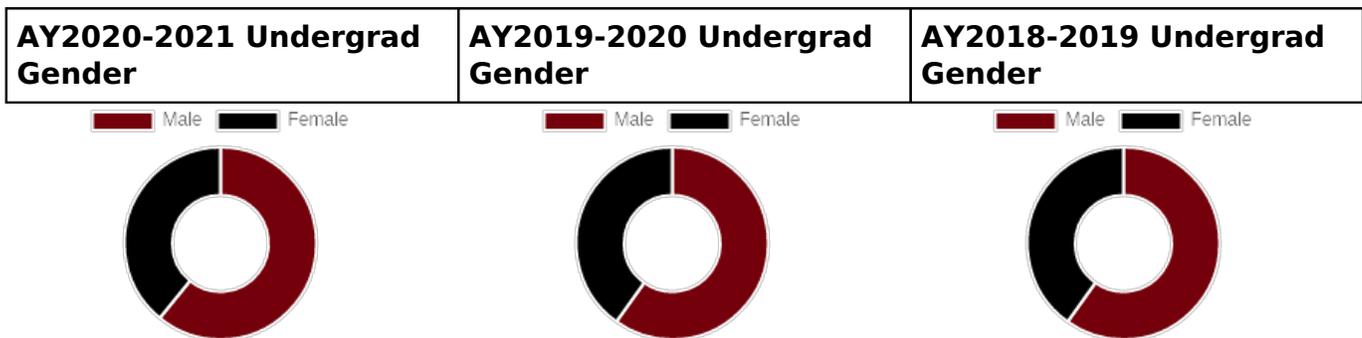
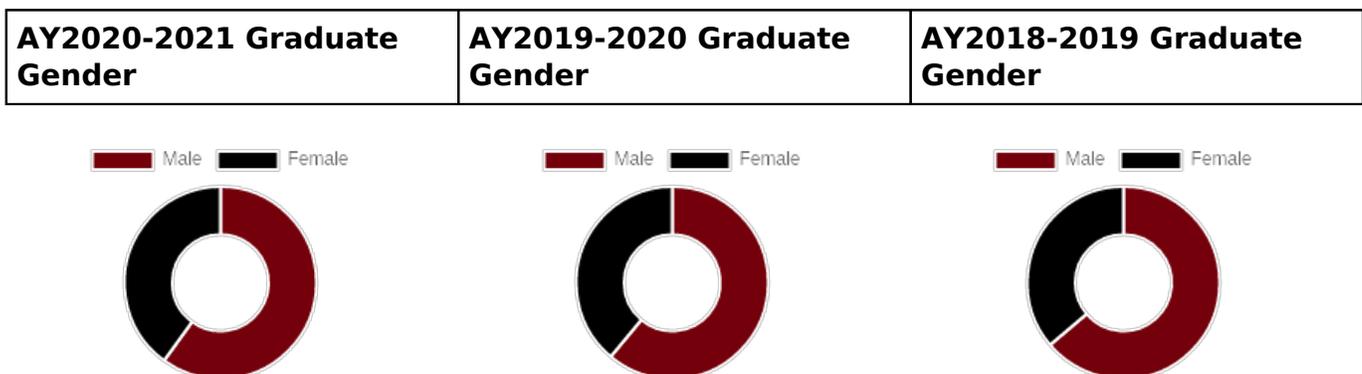


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

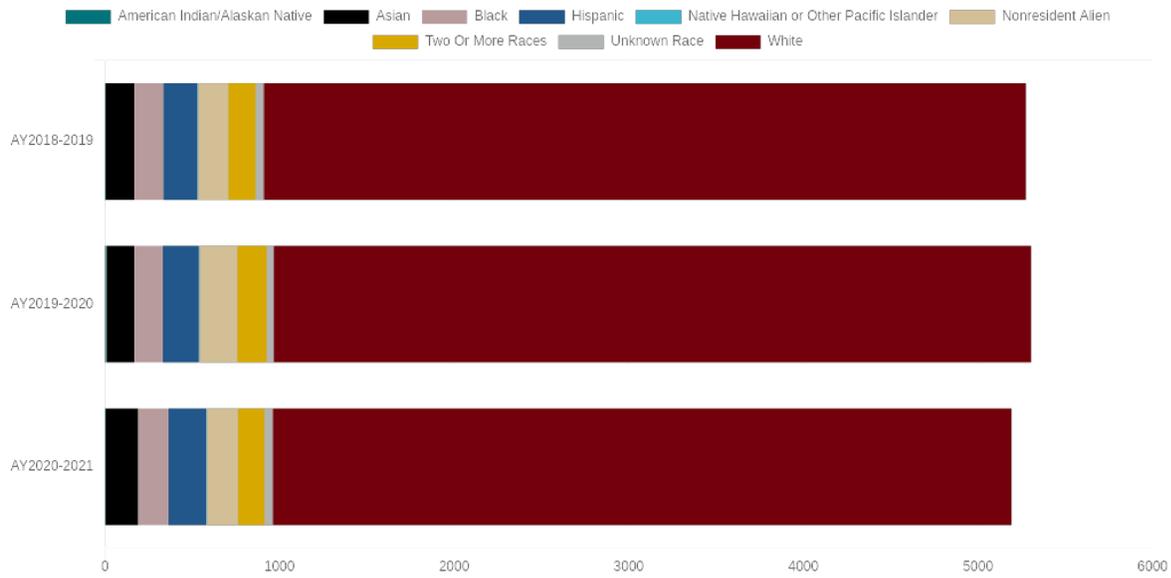
## Student Diversity by Race/Ethnicity

**Table 8. Student Enrollment by Race/Ethnicity**

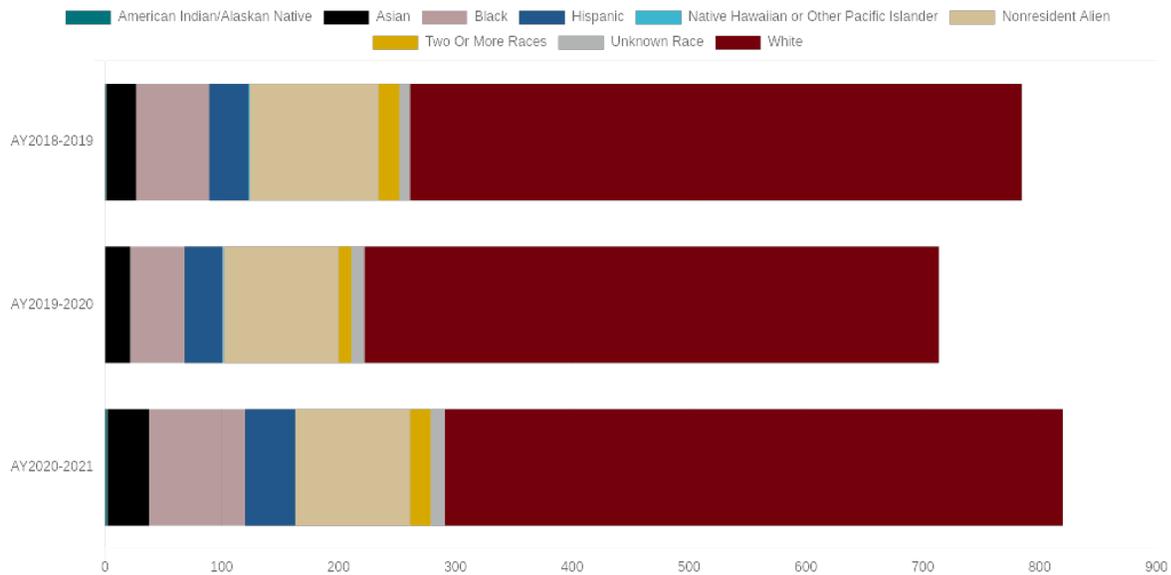
	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Fall 2018</b>
<b>Undergraduate</b>	5193	5306	5275
American Indian/Alaska Native	5	8	5
Asian	187	162	164
Black or African	172	161	165
Hispanic or Latino	217	209	197
Native Hawaiian or Other Pacific Islander	3	3	4
Nonresident Alien	176	215	171
Two or More Races	154	169	157
Unknown Race/Ethnicity	47	40	46
White	4232	4339	4366
<b>Graduate/Professional</b>	820	714	785
American Indian/Alaska Native	2	0	1
Asian	36	22	26
Black or African	82	46	62
Hispanic or Latino	43	33	34
Native Hawaiian or Other Pacific Islander	0	1	1
Nonresident Alien	98	98	110
Two or More Races	18	11	18
Unknown Race/Ethnicity	12	11	9
White	529	492	524

# Student Enrollment & Outcomes

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**



**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**



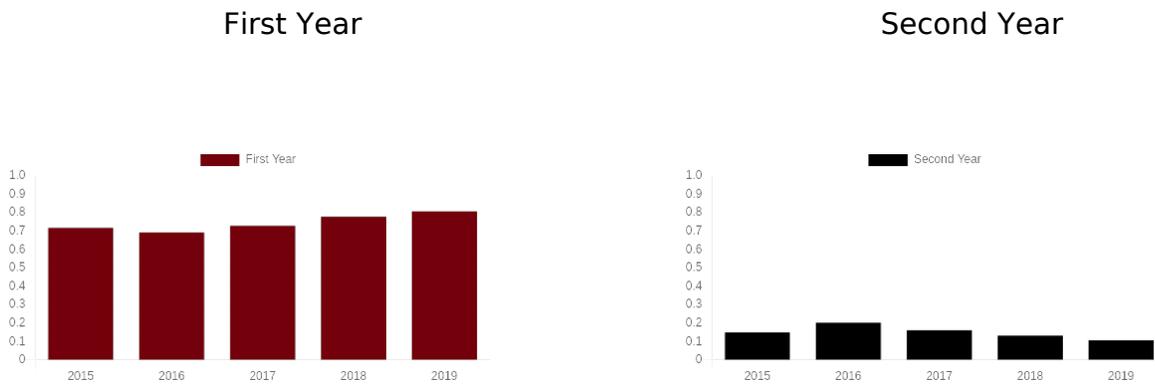
# Student Enrollment & Outcomes

## Undergraduate Retention

**Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts**

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2019 Cohort</b>	80.9%	10.8%
<b>Fall 2018 Cohort</b>	77.9%	13.3%
<b>Fall 2017 Cohort</b>	73%	16.3%

Illustration 10. Undergraduate Retention, First and Second Year



## Student Completions

### Graduation Rate - Undergraduate

**Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.**

	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Fall 2018</b>
<b>4-Year Same Cohort</b>	53.1%	59.3%	59.6%
<b>4-Year Diff Cohort</b>	10.4%	8.1%	9.8%
<b>4-Year Total Cohort</b>	63.5%	67.4%	69.4%
<b>5-Year Same Cohort</b>	61.9%	67%	65.1%
<b>5-Year Diff Cohort</b>	16.6%	12.1%	14%
<b>5-Year Total Cohort</b>	78.5%	79.1%	79.1%
<b>6-Year Same Cohort</b>	62.2%	67.3%	65.8%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	17.4%	13%	14.8%
<b>6-Year Total Cohort</b>	79.6%	80.3%	80.6%

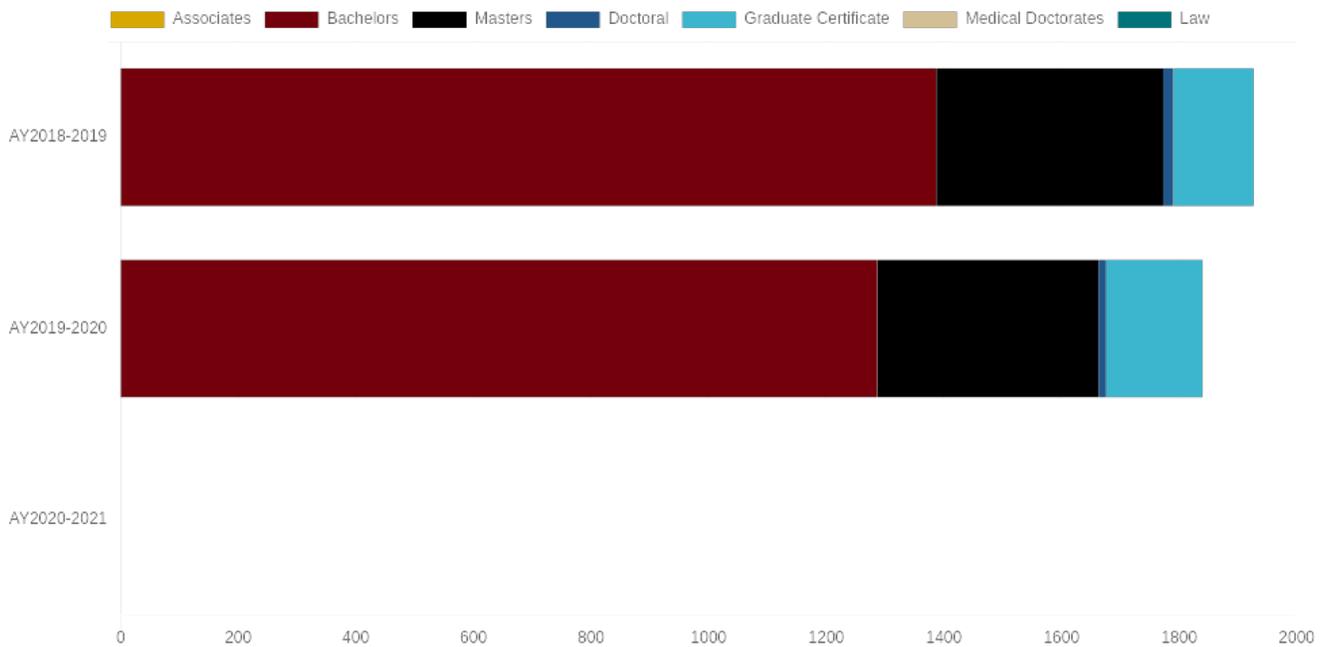
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		1287	1387
<b>Masters</b>		376	386
<b>Doctoral</b>		13	17
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		164	137
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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*Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.*

## **Faculty Research Awards Nominations**

**No Award Nominations have been entered for this section.**

## **Faculty Service Awards Nominations**

**No Award Nominations have been entered for this section.**

## **Faculty Teaching Awards Nominations**

**No Award Nominations have been entered for this section.**

## **Faculty Other Awards Nominations**

**No Award Nominations have been entered for this section.**

# Faculty Awards Received

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*Faculty were recognized for their professional accomplishments in the categories of Research, Service, Teaching, or Other.*

## **Faculty Research Awards Nominations**

**No Awards have been entered for this section.**

# Faculty Awards Received

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## **Faculty Service Awards Nominations**

**No Awards have been entered for this section.**

# Faculty Awards Received

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## **Faculty Teaching Awards Nominations**

**No Awards have been entered for this section.**

# Faculty Awards Received

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## **Faculty Other Awards Nominations**

**No Awards have been entered for this section.**

# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.*

Starting in 2015, DMSB's Office of Alumni Engagement (OAE) organized eight annual alumni events that involved the Dean engaging with alumni around the country. This included six regional alumni networking receptions (100- 300 attendees) and 2 signature alumni events (400-600 attendees). The Signature events include the Shuck and Shag (DMSB Homecoming) and the Leadership Dinner & Awards Ceremony. Total annual attendance at these events has grown since 2015. From 1400 attendees in FY2016, it rose to 1600 attendees in FY2017, 1812 in FY2018, 2296 in FY2019 and is expected to exceed 2400 in 2020.

The number of alumni engagement events increased in FY 2018, with the introduction of a new engagement program, the "Alumni Hub Network," designed to enlist leadership volunteers nationally, expand the greater Moore School alumni network, and engage with corporate partners. The number of regional events increased from six to twelve.

Moore Connect, the online network exclusively for Moore School alumni, was launched in September 2016, and by Spring of 2019 there were 3200+ members. This online platform is designed to connect alumni with one another, provide information about the school, and facilitate the school's Mentor Program, pairing students with alumni, and alumni with one another. In 2018, DMSB students were invited to join the platform to begin networking with alumni and seeking mentorship opportunities. Currently, the online network has +4200 alumni and students, and is expected to increase to 4500 by the end of 2020.

In AY19-20 15 cities were to be visited, 13 where students wanted to work and an alumni base existed. COVID-19 interfered with the last three of three of these visits, but regardless DMSB's 50,000 alumni are still being mobilized as never before to support the school. COVID-19 also stopped alumni events in AY20-21 and virtual events were held over the year to keep alumni engaged.

To cap and bookend our year-long centennial celebration our 2020 Leadership Awards dinner was to be held in Charlotte, NC in May 2020, historic in that it would have been the first time this event was held outside of Columbia, SC. However COVID-19 prevented this gala event at the Ritz-Carlton in Charlotte on April 23, 2020, and it will be held at the same venue on September 9, 2021. The move of our school's premier award event to other cities provides communities in the chosen region an opportunity to attend such an important event for our school, and it is likely that after Charlotte Greenville, SC, Charleston and possibly Atlanta and New York will host the event in rotation with Columbia.

## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

Fundraising cultivates stewardship with successful alumni, past donors, and community and corporate leaders with a stake in the success of DMSB and the State of South Carolina. Corporate partnerships have also been developed through collaboration with DMSB's

# Alumni Engagement & Fundraising

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program/industry-based boards and centers, and through enhanced communication with the Office of Career Management. Fundraising totals for FY 19/20 totaled approximately \$4.1M million, and those for FY 20/21 are expected to exceed \$5 million. To determine how well our Development Team serves the school, Gifts Raised (GRs) divided into the Development team's Salary & Fringe (DS&F) may be calculated. Our school's GR/DS&F ratio has averaged 6.47 times over the past 7 years, and were 5.58 and 12.67 in FYs 19/20 and 18/19 respectively.

The Development Team works closely with department chairs and program and center directors to engage friends of the Moore School in ways that result in philanthropic investment. In addition, Development works with the Marketing Office of the Moore School to make the School more visible in the local and national press.

With students facing increasing financial burden to fund their educations and with legislatures directing public funds to areas other than higher education, external financial support has never been more important to our school, and each year our Moore School Impact Report recognizes the amazing generosity of our donors over the previous FY. In our last report 2,256 donors were recognized for their support of our school in FY19, and these funds together with existing funds provided over \$2.1M in scholarships to 686 students and over \$500,000 in support of our faculty. For FY20 (which ends 30 June 2021) over \$2.4M has so far been allocated to 839 students, and these and other donor contributions will be recognized in our impact report published in May 21.

Diversity and inclusion has long been a priority at DMSB, and the school boasts 12 gifts with endowed funds of \$2.3M offering expendable allocated to underrepresented students, 9 with \$1.2M in investment created since 2015. Drawing on these gifts and from DMSB non-specific fund awards students from underrepresented populations (African American, American Indian, and Hispanic) and first-generation students received scholarships/fellowships as follows: In AY17-18 9 students received \$51,000 in awards; in AY18-19 182 students received \$438,173 in awards; and in AY20-21 226 students received \$469,192 in awards, with this sum comprising 40% of DMSB undergraduate scholarship awards to students in AY20-21. Further, upon discovering from UofSC Undergraduate Admissions in Feb. 21 that no central funds are available for scholarships/awards for URM DMSB freshmen for the next AY, the Dean allocated \$200,000 of his Discretionary Fund to award scholarships to accepted applicants. Notice of these scholarships was sent to 1,027 URM candidates accepted by UofSC Undergraduate Admissions for entrance to DMSB in Fall 21. These private discretionary funds typically fund travel and related expenses of DMSB faculty and staff, and with COVID-19 the vast majority of these funds have not been spent this AY.

Two fundraising priorities over the foreseeable future will be increasing scholarships to meet ever increasing student financial needs, and funds to provide underrepresented students especially the financial and other support they need to succeed. COVID-19 impacted underrepresented students and lower socio-economic groups most egregiously, making immediately spendable scholarships urgent. In Fall 2020 our UofSC Business Partnership Foundation board approved and additional \$300,000 for private fund scholarships to address COVID-19 financial hardships specifically. Further, the UofSC goal to increase underrepresented students studying at DMSB will benefit from additional funds raised privately in support of this endeavor.

# Community Engagement

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## Community Engagements and Community - Based Activities

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.*

DMSB engages with the business community in a variety of ways. Our Business and Community Leadership Fellows program identifies outstanding students to work with non-profit organizations in the local community. These students collaborate with executives from the United Way and BB&T to engage in community service. They also network with and are mentored by other business and community leaders, complete the BB&T Emerging Community Leadership Development course, take the United Way Board Member Development course, and earn credit towards USC's Graduation with Leadership Distinction. This is a four-year program with detailed required projects in the community each year, many of which are student originated and led.

Another example of engagement is the Moore School's support for the South Carolina Small Business Development Center. This national organization provides technical assistance for small start-ups in the community. The SCSBDC annually provides consulting services to around 5,000 entrepreneurs, underserved populations being a specific focus. Importantly, over the past seven years over 400 international business students have worked on class projects as consultants for SCSBDC clients, providing high value free services to small businesses across our state.

From mid-2014 DMSB's Daniel-Mickel Center for Executive Development has offered over 80 courses in five programs to almost 2,000 U.S. Army soldiers and civilians, most from Fort Jackson's U.S. Army Finance and Comptroller School in Columbia, SC. Soldiers stationed at Fort Gordon in Augusta, Georgia, also participate. A new five-year MoA was signed with Fort Jackson's U.S. Army Finance and Comptroller School in September 2020, cementing the partnership further. Army Special Forces and Army SIGNAL Command at Fort Gordon have also recently shown interest in having soldiers attend Moore School Executive Education professional development courses.

DMSB faculty are also often featured on local media when national issues have implications for local business. Moreover, two DMSB economists, Professors Doug Woodward and Joey Von Nessen, annually present the Economic Outlook Conference to business executives and others leaders of our state. Typically attended by hundreds of delegates, this event has been offered since 1981 and remains the premier source of information on our state's economy. Drs. Woodward and Von Nessen have also performed economic impact studies for many leading South Carolina-based organizations, as well as for UofSC itself.

DMSB centers also link student consulting teams directly with businesses to solve real-world business problems. The students engage in meaningful service, and the companies receive valuable consulting services. For non-profit firms, these consulting service projects are often done pro bono. Faculty guided projects have grown over the past six years, and with over 200 offered in AY19-20 means that over 1,000 students participated in faculty guided projects working with business clients in the field. Offering students an opportunity to show that what

# Community Engagement

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they learn in class solves real business challenges, these projects at their best provide employers as good if not better insights into student capabilities than do internships. As with internships, following many projects students receive offers of employment from project sponsors impressed with their performance in the field.

Our faculty also engage in a variety of volunteer activities, such as organizing a STEM summer camp for underrepresented populations; serving on the SC Agricultural Council; providing tax assistance to low income individuals; and working as an executive for the Midlands Local Food Collaborative.

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

The Business and Community Leadership Fellows (BCLF) program provides its own system for assessing the performance of the students engaged in community service. Client satisfaction surveys are used to assess student performance in the project classes, and students themselves use evaluation forms to rate the experience on their side.

The South Carolina Small Business Development Center uses its own system to assess how well its assistance is working to help an individual company grow or get started. In many cases, we receive informal positive feedback that leads us to believe community perceptions are very positive.

## Incentivizing Faculty Engagement

*Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.*

We recognize that community engagement and service is important for all educated citizens. It helps strengthen the fabric of society and promotes understanding and civility. We impress upon all business students that there is an ethical dimension to commercial activity and that success means more than just amassing wealth. Both students and faculty contribute time and energy to helping those both within DMSB and in the outside community. We have few formal incentives in place, however, beyond such moral encouragement.

# Collaborations

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## Internal Collaborations

*Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.*

Faculty in several Moore School departments collaborated with faculty in other colleges at USC. This included faculty from International Business, Management Science, Economics, and others. Faculty in the Economics Department routinely collaborate on research projects and grants from Public Health and Engineering. This collaboration has resulted in publications and grants that help the University and the Moore School.

The Professional MBA program (PMBA) continues to educate students from the Colleges of Engineering, Arts and Sciences and Pharmacy. We believe there is a strong demand for professionals with business administration skills combined with these specialty-related skills. The Full-Time MBA program has a joint degree with the Law School, which has been very popular. A major challenge in continuing these collaborations is the way the new budget model awards all tuition dollars to the college of record. Since the DMSB educates a much larger number of graduate students from the other colleges than the number of outside courses that our students take, this creates a significant budget imbalance, where the DMSB assumes all the cost of the instruction without receiving any revenue.

Faculty in the Management Department collaborate with the College of Engineering and Computing on several projects involving entrepreneurship and innovation. Much of this work is done through the Center for Innovation and Commercialization. The Faber Center has facilitated regular information sharing and coordination of effort among faculty across campus involved in entrepreneurship, including the McNair Center. The Proving Ground Competition led by DMSB faculty, notably in Management, is a multidisciplinary effort, involving students from across campus. Management faculty are also involved with the new MS in Technology Innovation and Entrepreneurial Engineering program, launched in AY 2019. We also co-direct the NSF Innovation Corp Site for Entrepreneurship. This is a 3-day accelerator program for USC faculty, researchers, alumni, and students working on STEM-related new ventures. Faculty from the Moore School have collaborated with the Kennedy Pharmacy Innovation Center and with faculty in the HRSM School on various projects. Programs in International Business partner with faculty in Arts & Sciences with regard to language instruction and issues relating to culture and political institutions.

## External Collaborations

*Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.*

Our faculty collaborate on research projects with faculty at universities around the world. There are too many such collaborations to list. Collaborations of this nature are essential for any university that is doing relevant research.

As for instruction, we have spent considerable resources over the years to cultivate teaching collaborations with several institutions around the world, at both the undergraduate and graduate levels. This has been the focus of the International Business Department in recent years, especially via the creation of new "cohort programs," in which students progress through a curriculum at USC and the partner school in a pre-determined manner. Currently, we have cohort programs with CUHK (Hong Kong), the University of Paris-Dauphine, the

# Collaborations

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University of Mannheim, ESSEC-Singapore, and FGV EBAPE. Nearly 150 students are participating in these programs, including both USC and partner institution students.

At the graduate level, we have dual degree programs for our Master of International Business (MIB) program. Students can choose dual degree options with the University of Mannheim, ESCP, ESSEC, KOC University, and Bocconi University. Moreover, we are in the process of launching other dual degree programs with Aalto University School of Business in Finland, the Higher School of Economics in Russia, and have Articulation Agreements with the Foreign Trade University (Hanoi, Vietnam), the University de Chile-FEN (Santiago, Chile), and Sungkyunkwan University Business School (Seoul, S. Korea). We have just begun PhD Dual Degree Programs with the following institutions: Universidad de Chile (FEN - Santiago, Chile), Tec de Monterrey EGADE Business School (Monterrey, Mexico), and Em Lyon Business School (Ecully Cedex, France). We have also signed a PhD Articulation Agreement with Pontificia Universidad Javeriana (Bogota, Columbia).

# Equity and Diversity Plan

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## Improve Under-Represented Minority (URM) Student Enrollment

While admissions and related activities are outside of the purview of DMSB, we are aware that proactive efforts to build relationships and engage with the community will be beneficial to our efforts to attract diverse groups of students to careers in business and the school. DMSB has been proactive in its efforts to collaborate with community stakeholders who advocate for and support URM students and will continue to do so. We fully understand, however, that making significant strides in this area will require a sustained and collaborative effort to build a viable pipeline of underrepresented students. The school is committed to building a pipeline of qualified and capable underrepresented students in an effort to increase its diversity.

In an effort to build a sustainable pipeline of underrepresented students, DMSB champions several initiatives. One premier initiative, our Rising Scholars program, continues to grow and exhibit successful outcomes. Launched in Fall 2018, the Rising Scholars program is aimed at closing the opportunity gap for underserved students. The program provides a robust menu of programs, mentor opportunities and academic support for cohort members as well as a highly engaged community of peers. The Fall 2019 cohort was the first to live in an on-campus living learning community.

The Rising Scholars program retained 11 of the 19 original students in the inaugural Fall 2018 cohort, and 17 of 19 students in the Fall 2019 cohort. Both cohorts are thriving academically, having met academic progression, and are also highly engaged in the campus community. A few of our former Rising Scholars have chosen to pursue careers outside of business, but most remain enrolled at UofSC. A recent survey of our Rising Scholars revealed that more than 33% are employed and over 50% are involved in at least 1 club on-campus. Sixteen students joined the Fall 20 Rising Scholars cohort, with three dropping out in the summer likely due to COVID-19.

For 11 years, the Darla Moore School of Business has offered the Business at Moore (BAM) program to encourage and assist underserved high school students considering a post-secondary education in business education. Students come to the Moore School for a week to learn foundational information about business and entrepreneurship. The week culminates with a team competition and prizes. In 2019 and 2020 DMSB's BAM program was to collaborate with the SC Chamber of Commerce to extend our reach and expand capacity to impact even more high school students around our state through the South Carolina Chamber's SC Business Week program. This program occurred in Summer 19, but COVID-19 prevented the offering of the program. SC Chamber's Business Week, a 32 year old program, aims to develop tomorrow's business leaders today, by educating students on entrepreneurship, leadership, and the American free enterprise system. The program is free to attend thanks to sponsors from the business community.

During the program, SC Business Week participants form mock companies lead by Company Advisors. These Advisors are volunteers who are actually leaders and managers from some of the State's most successful businesses. While at DMSB for Business Week, students attend workshops to learn all aspects of business and test their newly acquired knowledge. Business Week programs include sessions on personal and business finance, ethics, leadership, diversity in business and entrepreneurship with an emphasis on teamwork and leadership

# Equity and Diversity Plan

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skills. More than half of the students who participated in SC Business Week 2019 were considered underrepresented minorities, by race.

In addition, in February 2020 DMSB hosted its 2nd Annual African American Leadership Conference (AALC) with over 280 registered for the event, up from 130 registrants in 2019. The AALC was hosted by DMSB's Office of Diversity and Inclusion in collaboration with the Black Business Student Association (BBSA). The conference aims to empower aspiring African American young professionals and connect them with opportunities through interaction and engagement with business and community partners. The event provides key information and resources for these students to overcome the opportunity gap and build the foundation for successful and rewarding careers. COVID-19 prohibited our offering of the event in February 2021, and our 3rd AALC will likely take place in February 2022.

Throughout the AALC, students are given the opportunity to expand their network, develop new skills, enhance their confidence, strengthen their purpose and refine their career goals. Attendees represented UofSC and several local HBCU's. In addition, we were joined by students from high schools in Richland 1 and 2, Fairfield County, Charleston County and York County.

DMSB continues to explore opportunities to collaborate with scholars who participate in the Young Black Leadership Alliance (YBLA) in Charlotte to increase engagement with underrepresented populations in an effort to expand the pipeline of underrepresented students. Further, and at the recent request of prominent African American DMSB alumni, DMSB's Office of Alumni Engagement and Development Office are facilitating formation of a DMSB Black Alumni Association, and this group of prominent DMSB alumni, among other activities, are expected to assist in fund raising for URM student support, for URM student employment (internships and FT jobs), and to act as mentors to URM students studying at the school.

Finally, in March 21 DMSB submitted an application to UofSC for Strategic Initiative Funds to extend its Rising Scholars Program (request: \$200,000 recurring) and to fund the introduction of two new DMSB programs, a Business Success Program that attracts top URM SC-based high school students for a 2 week summer program followed by \$5,000 scholarships over 4 years to attend UofSC/DMSB (request: \$560,000 recurring); and a Launchpad Program, aimed to provide a 3 month summer boot camp to underprepared URM students followed by \$5,000 scholarships over 4 years should they pass the boot camp and attend UofSC/DMSB (request: \$670,000 recurring). DMSB estimates these programs may permit the school to increase its URM enrollment by 50-100 students annually.

## **Improve The Number Of Full-Time URM Faculty Across Academic Units**

Faculty hiring processes reflect efforts to increase diversity within our DMSB faculty. While market availability constraints impact the number of women and underrepresented minorities available, we are committed to increasing our faculty diversity nonetheless.

In an effort to increase diversity in our faculty, DMSB is engaging in a number of activities. Firstly, faculty search committee members and chairs were offered the opportunity to engage in search committee training. This training is instrumental in helping faculty understand the

# Equity and Diversity Plan

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impact of bias in decision making processes in hopes that they can be more aware of their own unconscious biases.

Secondly, we are undertaking innovative ways to increase the number of underrepresented minority faculty in the marketplace, and at DMSB. To that end, we have reallocated funding to support the creation of a fellowship for an incoming underrepresented student interested in either a Master's degree in Economics or Finance. A 2017 Survey of Earned Doctorates revealed that only 1.3% of the total PhD's awarded in 2017 were awarded to African-Americans. That is just 16 of the 1,184 total PhD's awarded. Only 2.3% were awarded to Hispanics. That said, innovative programs and initiatives are needed in order to address the dearth of underrepresented students pursuing and obtaining terminal degrees, as they are a key pipeline to faculty positions in higher education.

In addition, we previously met with UofSC's Chief Diversity Officer, Dr. John Dozier, to request funding support for this initiative from the university level. Ultimately, our goal is to provide support and resources to the candidate such that they are willing and able to ultimately earn a PhD degree. Statistics reveal very poor representation of African Americans, low socioeconomic status and blue-collar backgrounds in policy making. Hence, our goal is to increase the number of economists in the market in order to address a demonstrated deficit in this area, and in hopes that it will have a positive impact on policy decisions across a broad spectrum of identities, perspectives and concerns.

DMSB is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from underrepresented populations that enter PhD programs in Business. Again, the ultimate goal is to increase the representation of underrepresented minority faculty in institutions of higher education.

Finally, in March 21 DMSB submitted an application to UofSC for Strategic Initiative Funds to attract at steady state 10 additional URM PhDs to the school (2 per year for 5 yrs.), building up to a total annual cost of \$600,000 (10 X \$60,000 per yr. each).

## **Enhance Outcomes For URM Undergraduate and Graduate/Professional Students**

In keeping with our commitment to create a more inclusive community, and in response to requests from DMSB student associations, DMSB developed a D&I certification for business student organizations as part of our Inclusive Excellence initiative. In order to earn an Inclusive Excellence certificate, the student organization must complete courses in organizational assessment, implicit biases, inclusive recruiting, and inclusive organizations.

DMSB is also exploring ways to engage and collaborate with middle and high schools in our area. We have been in discussions with administrators at local school districts. For example, we invited high school students to our 2nd Annual African American Leadership Conference (AALC) and are pleased that we were able to engage with high school students from Richland One and Two, Fairfield, York and Charleston counties at the event.

Diversity and inclusion has long been a priority at DMSB, and the school boasts 12 gifts with endowed funds of \$2.3M offering expendable allocated to underrepresented students, 9 with \$1.2M in investment created since 2015. Drawing on these gifts and from DMSB non-specific

# Equity and Diversity Plan

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fund awards students from underrepresented populations (African American, American Indian, and Hispanic) and first-generation students received scholarships/fellowships as follows: In AY17-18 9 students received \$51,000 in awards; in AY18-19 182 students received \$438,173 in awards; and in AY20-21 226 students received \$469,192 in awards, with this sum comprising 40% of DMSB undergraduate scholarship awards to students in AY20-21. Further, upon discovering from UofSC Undergraduate Admissions in Feb. 21 that no central funds are available for scholarships/awards for URM DMSB freshmen for the next AY, the Dean allocated \$200,000 of his Discretionary Fund to award scholarships to accepted applicants. Notice of these scholarships was sent to the 1,027 URM candidates accepted by UofSC Undergraduate Admissions for entrance to DMSB in Fall 21. These private discretionary funds typically fund travel and related expenses of DMSB faculty and staff, and with COVID-19 the vast majority of these funds have not been spent this AY.

In addition, DMSB recently launched an Inclusive Leadership executive development certificate program for middle and upper level managers to provide participants with the knowledge needed to address current and future business challenges as they lead with inclusion in today's dynamic global business environment. The Inclusive Leadership certificate program is gaining traction, and we plan to offer it every Fall and Spring as an open program. In addition, we are exploring opportunities to deliver custom programs on-site at the location of our corporate partner(s) who are seeking to move the needle forward in their organization by training large numbers of their employees in one setting while minimizing travel expenses.

Moreover, our upper division undergraduate MGMT 408 - Diversity and Inclusion course continues to gain traction. This course has been offered since Spring 2019 and has been very well received by our undergraduate students. We have also made a commitment to provide a Diversity and Inclusion primer (and related activities) for our incoming Master of Human Resource (MHR) students during their new student orientation period.

## **Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students**

We continue to focus on improving post-graduate outcomes for underrepresented undergraduate and graduate/professional students. DMSB's Office of Career Management (OCM) is fully engaged in this effort. Looking at the last 3 years or data from our undergraduate and graduate placement surveys, we have identified the following trends. It is, however, important to keep in mind that all data is self-reported from surveys. We cannot control the number of people who complete the survey, and can only guess at whether these former students are in the upper or lower tails of the employment and income distributions. From year to year, there is often considerable variation in the results, which may well be due to changes in reporting and not underlying conditions.

Undergraduates:  
By Gender:

- The proportion of female graduates has steadily increased. From 2018 to 2019, the percentage of female graduates rose from 46% to 47%.
- Female employment at graduation is slightly higher than males. Self-reported female

# Equity and Diversity Plan

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employment rates at graduation for the last 3 years have been 38%, 53%, and 79%, respectively. These rates should be interpreted with caution since they are self-reported and the sample size varies from year to year. The comparable figures for males were 33%, 52%, and 74%.

- Female employment at 3 months is comparable to male employment at 3 months. For both groups in 2019 the rate was about 84%.
- Average starting salaries are generally comparable, with male graduates reporting higher salaries in 2017 and 2019, and females reporting higher salaries in 2018. Again, this data is self-reported and the sample sizes vary from year to year.

## By Race:

- While the self-reported percentages of undergrads reporting being employed at graduation has steadily increased for all groups, URM students still lag behind white students. In the Class of 2019, 66% of URM students reported being employed by graduation, compared to 78% for white students.
- While the gap at 3 months post-graduation narrows, there is still a gap between URM and white graduates. Over 85% of white students indicate employment by 3 months, compared to 78% for URM students.
- Average salaries have increased across the board for undergrads, rising from an average across groups of \$52,425.00 to \$56,128.00. However, average salaries for URM students continue to lag behind those reported by whites by about 6% each year for the last 3 years.

## Graduates:

### By Gender:

- Due to relatively small graduating class sizes, it is difficult to draw any conclusions from graduate program employment data. One or two students' outcomes can have a big impact on metrics.
- However, for most graduate programs, a higher percentage of female graduates have reported being employed by graduation than males for the last 3 years.
- Average starting salaries have fluctuated by gender across programs for the last 3 years, with males having higher average salaries in one year, and females the next. Overall, salaries by gender remain fairly close, with the possible exception of the IMBA program, where male graduates tend to earn more than females.
- There is a lot more variation across the program itself (e.g. MIB vs. IMBA) than across gender within the program.

### By Race:

- Employment at graduation rates for URM students for the last 3 years have been comparable to those of white students, with the exception of the MIB program, where URM students have consistently had higher employment rates than white students. However, this

# Equity and Diversity Plan

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data is highly variable year-to-year for all programs.

- This remains true at the 3 month mark, with the exception of the IMBA program, where URM students have lagged 10-15% behind white students for the last 3 years.
- Average starting salaries have, for the most part, been comparable between URM and white students, if one takes the average over the three-year period. For example, for the FT MBA programs, white students in the Class of 2019 had a noticeably higher average salary than URM students, but in 2017 the opposite was true. On the other hand, URM students in the MHR program have had a higher average starting salary than white students for the last 3 years.

## **Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion**

First and foremost, regular meetings between the Associate Dean of Diversity and Inclusion (D&I) and the Dean of DMSB occur in an effort to set the strategic direction for diversity, equity and inclusion priorities and also provide status updates and reviews. Doing so also allows for opportunities to assess our impact and outcomes, revisit prior focus areas and make course correction as necessary. In addition, these meetings allow for time to celebrate successes while charting a path to address any pain points that may have surfaced. It should be noted that given DMSB's firm commitment to creating and fostering an inclusive culture, we offer a wide range of D&I programming (including workshops and activities) for administrators, faculty, staff, students and prospective students across dimensions of difference. For example, we have hosted a FirstGen Experience panel consisting of faculty, staff and students who are first generation college students. In addition, we offer training for faculty mentors, a meet and greet for underrepresented students and their faculty mentors, networking sessions for underrepresented students and DMSB administrators. We continue to offer a robust menu of programs and initiatives in order to increase engagement amongst diverse members in the Moore School community.

Moreover, as further evidence of the Moore School's commitment to creating and fostering an inclusive culture, Dean Brews committed to providing greater support to the DMSB Office of Diversity and Inclusion through the addition of a full-time support staff member in January 2020. This staff member is able to focus on implementation of D&I efforts for students, faculty, staff and administrators. Most recently, the addition of this staff helped the DMSB Office of Diversity and Inclusion successfully plan and host the 2nd Annual African American Leadership Conference at a scale of twice the size of last year's inaugural event.

The Associate Dean of D&I at DMSB also remains actively involved at a University level in order to engage with administration, faculty, staff, students and others about topics that are relevant and topical with respect to equity and inclusion. Doing so enables her to remain abreast and aware of macro-level policies and concerns, as well as best practices in other Units. Additionally, the Associate Dean of D&I of DMSB has widely shared the University's Equity and Inclusion plan (as adopted by the BOT on March 15, 2019) in an effort to increase awareness of and gain support for equity and inclusion strategic priorities. Moreover, DMSB is closely aligning its strategic priorities in the D&I space with those outlined in the University's equity and inclusion plan.

As previously indicated, the Moore School established a Diversity and Inclusion Student Council in 2018. The D&I Council is a heterogeneous group of undergraduate and graduate

# Equity and Diversity Plan

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students committed to building a climate of inclusion and mutual support in our Moore School community. The Council's main goals are to represent student voices as they relate to diversity and inclusion at DMSB, engage our school in constructive discussions about D&I and create a support network for likeminded individuals. Furthermore, it offers an opportunity for students from different backgrounds to develop and exercise leadership skills.

Following an organization "refresh" and restructuring in 2020, the D&I Student Council has a robust membership of students from across the DMSB community, including representatives from: 1) each of the DMSB student organizations, 2) each of the graduate programs, 3) diverse undergraduate students, and 4) DMSB Young Alumni Board. The Council provides valuable insights and perspectives relative to how students experience our DMSB community across dimensions of difference. Council members also support the programming and efforts of the DMSB Office of Diversity and Inclusion and effectively serve as ambassadors for the work that we do to advance equity, diversity and inclusion. The Council has also been successful in soliciting feedback on the state of the Moore School with respect to inclusivity and diversity.

For 2020, the Office of Diversity and Inclusion plans to offer the Safe Zone and Green Zone Ally training programs, as well as Inclusive Excellence training, on site to maximize the number of DMSB faculty, staff and students that have access to this valuable content.

## Improve The Sense Of Inclusion Amongst All University Community Members

As previously indicated, DMSB established a Diversity and Inclusion Student Council in 2018. The D&I Council is a heterogeneous group of undergraduate and graduate students committed to building a climate of inclusion and mutual support in our Moore School community. The Council's main goals are to represent student voices as they relate to diversity and inclusion at DMSB, engage our school in constructive discussions about D&I and create a support network for likeminded individuals. Furthermore, it also offers an opportunity for students from different backgrounds to develop and exercise leadership skills.

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DMSB is also home to the Black Business Student Association (BBSA). BBSA brings together diverse DMSB and non-DMSB students to form a sense of community and engagement around business-related topics. Any UofSC student can join BBSA, regardless of their major, by writing a brief statement expressing an interest in business and the shared goals of the organization.

# Equity and Diversity Plan

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To further impact the University community, the 2nd Annual African American Leadership Conference was opened to both DMSB and non-DMSB students, as well as Claflin, SC State, Allen University and Benedict College in the greater Columbia area.

In an effort to increase engagement and a sense of belonging, from the Fall 2019 cohort of the Rising Scholars are part of a living learning community located in South Tower. South Tower is also home to living learning communities for Journalism and Mass Communications, and the Opportunity Scholars Program. According to the South Tower Residence Life Coordinator, the Rising Scholars are highly engaged in the living learning community, and many are pursuing Resident Mentor roles for AY 20/21.

In closing, the DMSB Associate Dean of D&I also remains actively involved at the University level in order to engage with administration, faculty, staff, students and others about topics that are relevant and topical with respect to diversity, equity and inclusion. Doing so enables her to remain abreast and aware of macro-level policies and concerns, as well as best practices in other units. Additionally, the Associate Dean of D&I of DMSB has widely shared the University's Equity and Inclusion plan (as adopted by the BOT on March 15, 2019) in an effort to increase awareness of and gain support for equity and inclusion strategic priorities. Moreover, DMSB is closely aligning its strategic priorities in the D&I space with those outlined in the University's equity and inclusion plan.

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

Undergraduate enrollment was capped at 1,500 in FY15 to maintain a 34 student/faculty ratio and ensure DMSB educational excellence. Consequently, since then DMSB UG student count has levelled and revenues have remained flat. In FY20 UG admissions remained close to FY19 though following COVID a swing from Out-of-state to In-state/transfer admissions moved the DMSB Out-of-state/In-state ratio from 67%/33% in Fall 19 to 62%/38% in Fall 20, producing a projected \$3.7M drop in non-resident revenues and materially harming DMSB margins. Typically, a 1.5% decrease in Out-of-state with a corresponding increase in In-state students reduces DMSB revenues by between \$600,000 - \$800,000.

December 20 UG applications show a significant YoY increase, and with Out-of-state applications up and In-state applications below Fall 20 levels the pandemic revenue loss may be reversed in Fall 21. However, as admissions are done centrally DMSB does not determine its UG student body makeup. Regardless, increasing DMSB's In-state population further or maintaining the ratio now in place will negatively impact DMSB/UofSC revenues and add pressure to DMSB operating margins before participation fee/subvention, being 8.12% in FY18, 8.04% in FY19, 4.86% in FY20, and projected at ~ 3.63% for FY21.

Graduate enrollments increased in Fall 20, given master's applications are typically counter-cyclical. Moreover, graduate applications as at December 20 are stronger than they were in December 19. DMSB also received approval for a PT livestreamed MIB program in Fall 20 and the launch classes for this program and for a Master's in Business Analytics (MSBA) are expected in Fall 2021. The MSBA is aimed at UofSC non-business STEM UGs wishing to enhance their employability through graduate business study. Graduate program applications should remain strong in Fall 21, though a struggle to place graduates (see Student Outcomes below) may place constraints on admissions, especially for the FT MBA and FT MIB programs.

To provide flexibility to pay stipends and other benefits that are competitive with the market, PhD enrollments are staggered. To add PhD revenues and enhance student count DMSB implemented a dual PhD program in Fall 19 with an international partner, attracting 8 full-paying students (with limited tuition assistance and no stipends/insurance), along with a second partner adding 2 full-paying students in FY21.

To enhance DMSB revenues a part time remote undergraduate program is under consideration based on the school's ability to livestream F2F lectures, a capability widely developed in response to COVID. This program would place little demand on DMSB physical infrastructure, which in some respects is at capacity. For example, teaching capacity would have to be expanded to maintain the 34 Student/Faculty ratio, and no offices are available to house any faculty hired. Moreover, with a projected annual enrollment of 125 building to 625 enrolled by year 5 to produce an estimated DMSB surplus of \$43k at yr. 5 (with no marketing costs accounted for), significant reductions in UofSC allocated indirect support unit costs and/or net participation fees would also be required.

# Dashboard Metrics and Narrative

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## Contribution (Per Student) Narrative

The decrease in CM per student from \$1,319 in FY 18 to a budgeted \$302 FY21 is driven mostly by a reduction in UG pool revenue due to pandemic uncertainty in the FY21 budget. However, projected FY21 based on fall actual UG pool revenues show a projected CM per student of \$603. This projected CM for FY21 of \$603 (and not \$302) compared to \$837 in FY 20 is driven by the following:

- the \$3.7M decrease in non-resident tuition due to a 6.55% decrease in the projected non-resident revenue pool and a .5% decrease in DMSB metrics;
- a \$600k decrease in short term study abroad fees (offset by \$329K decrease in STSA expense);
- a \$758k or 1.8% increase in total salaries and a \$668k or 5.3% increase in fringe benefits after considering the \$650k (1/2 year) furlough base/fringe impact in FY 21;
- a \$158k increase in non-personnel costs mostly due to planned COVID teaching/research expenses; and
- swings in support unit allocation cost increases from \$33M in FY 18 to \$38M in FY 20 and reduced back down to \$34.3M to offset the decrease in revenues in FY 21.

Actions to improve the DMSB CM per student include i) setting up a DMSB revenue enhancement task force to search for new revenues (report due 1/31/21); ii) development of new graduate revenue streams with the PT MIB live streamed and the MSBA program kicked off in Fall 2021, and iii) exploration of a part time livestreamed UG program (see above). Revenue/contribution enhancements are also expected if DMSB Fall 21 Out-of-state admissions are closer to Fall 19, and from increased Fall 21 graduate admissions. Additionally, operating costs, personnel and non-personnel cost are budgeted to stay flat in FY 21.

## Model Allocations (Per Student) Narrative

DMSB contributes funds annually as a “net producer” as noted in the negative (denotes net producer) model allocation per student metric. The decrease in net funds produced is due to a \$1.7M decrease in DMSB FY 21 budgeted participation fees stemming mostly from the \$40M reduction from FY20 of FY21 budgeted UG pool tuition. DMSB produces 20% of UofSC’s UG tuition. Decrease in the 16.8% participation fee of \$1.7M coupled with budgeted subvention increase of \$2.685M for FY 21 as compared to FY 20 has caused a net model allocation decrease.

Actions to improve this metric are discussed above. Other actions include the ongoing management of minimum class sizes to control contractual teaching capacity/extra overload compensation, keeping staff and faculty headcounts flat, and careful control of non-personnel costs.

## Faculty Information Narrative

Faculty (TT and NTT) have increased slightly since 2018 but remain in the 174 – 177 range, impacted by the timing of replacing faculty that separate in May annually, generally 3-5. The relative flat faculty numbers are in line with capped UG numbers and recently flat graduate enrollment, and is planned to remain in this range for the coming AY. However, Fallv21 DMSB UG applications as at February are 30%, and these along with stronger applications for existing graduate programs along with introduction of the MSBA may require faculty additions

# Dashboard Metrics and Narrative

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in some departments. To protect our 34 student/faculty ratio the introduction of a PT UG program with an increase of 625 students will require an additional 18 faculty over the 5 years it is introduced.

## Credit Hours Taught Narrative

While UG enrollments have remained flat over the past six years, credit hours (CHs) taught per faculty have risen significantly. The table below shows a 2.8% increase in UG students from FY14 – FY20 accompanied by a 25.9% increase in CHs taught per DMSB faculty. The metrics used to analyze CHs differ from those in the UofSC budget model, but the trend revealed is similar. Drawn from Banner for DMSB college of instruction courses and based on actual credit hours billed, these metrics are more meaningful in analyzing actual results.

The increase in faculty CHs comes from students taking minors/concentrations inside DMSB instead of across UofSC, caused mostly by introduction of the 4-course UG Business Analytics Concentration in 2017. This very popular concentration has grown from a launch class of 7 in Spring 2017 to 726 in Spring 2021. That credit hours taught have decreased slightly from a high in 2017 is due to the temporary bulge in teaching accompanying the shift from a two to a four-year program between 2017-19. Moreover, CHs taught by DMSB faculty in 2020 are far higher than they were in 2016, and DMSB's CHs taught per faculty remain UofSC's second highest, behind only HRSM. Also important to note is DMSB faculty teach a 1,500 strong business minor to UofSC students. DMSB's total student body is in fact over 7,300. The college also teaches over 1,000 additional students through our executive education offerings.

## College/School Financial Information Narrative

FY20 revenues held steady at \$103.1M vs. FY19 \$103.4M after moving \$695k in graduate Exec Ed for credit Army certificate revenue to the UofSC Business Partnership Foundation Executive Education unit under the recently signed component unit agreement. Otherwise revenues would have increased to \$103.8M in FY20. However, based on Fall 2020 actuals FY21 revenues are projected to be \$99.3M, a \$3.8M reduction from FY20 mostly due to the \$3.7M decrease in non-resident UG revenue. Direct costs per student increased from \$9,764 in FY19 to \$10,032 in FY20 mainly due to:

1. a \$650k (2% of faculty comp) increase in faculty base from adding 2 faculty along with market increases in faculty replaced, faculty retention costs, promotion raises, pro rata compression funding, and a mandated 2% state raise for faculty earning <\$100K;
2. a \$76k (1.19% of staff comp) increase in staff base mostly due to the 2% state raise/\$600 bonus, staff retention; and
3. a \$796k increase in fringe benefits, \$400k related to the 1% annual increase in employer retirement rate and loss of the PEBA fringe benefit credit in FY 20.

Direct costs per student are projected in FY21 to be \$10,260 due to an increase in 3 faculty (2 replacements, 1 funded by private resources) and an additional 1% increase in the state retirement employer rate.

Indirect costs per student increased from \$5,901 to \$6,366 due to a \$2.29M increase in support unit allocation costs with no material change in DMSB metric drivers. Indirect costs per student are projected to decrease from \$6,366 to \$5,729 in FY21 due to a projected decrease in support unit costs of \$3.8M.

# Dashboard Metrics and Narrative

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Direct costs as a % of revenue has increased to 61.84% in FY21, primarily due to the reduction in non-resident tuition producing a \$3.7M reduction in revenues while serving the same number of students.

DMSB Academic Centers provided \$2M during FY20 in private funds to support experimental learning, research assistance, student services, student awards and faculty support. COVID negatively impacted Center revenues in FY 20, and will continue to do so in FY21.

Financial concerns include i) scheduled increases in fringe benefits for state retirement through FY23; ii) retaining faculty under current contracts and an expected 5% increase in summer support back to pre-COVID levels; iii) a further drop in revenues from a decrease in non-resident UG students; and iv) the impact on DMSB margins should the UofSC indirect cost allocation rate return to the pre-COVID 38% level.

DMSB is fully aware of the need to grow UofSC revenues and has agreed to increase Fall 21 freshmen by 100. An increase of this nature puts DMSB close to full capacity, meaning that any further increase beyond this level will require more faculty and likely additional staff to ensure the school maintains its educational and student service excellence. Notably, the school has the second highest faculty/student ratios and credit hours taught per faculty at UofSC, beyond only HRSM. Further, the DMBS building has no offices for additional faculty.

The implementation of the RCM budget model has provided, for the first time, a full account of DMSB revenues and contribution after direct and indirect costs are allocated. The school strongly supports the model's introduction, and is thankful for the information and insights it provides.

However applying the model's current metrics leads to unintended consequences that may not be in DMSB/UofSC's best interests. Most important of these is how new programs and even additions to existing programs are treated. For example, if DMSB increased its traditional 4 yr. undergraduate business program by 100 per year for 4 years, with Indirect Costs at 34% of revenues and an additional subvention of 16.8% of revenues charged there is no way DMSB could add these 400 new students to UofSC Cola. without incurring substantial losses/negative cash flows. Based on DMSB's financial modeling done at current tuition levels/costs, DMSB would barely break even after hiring only non-TT faculty to teach the additional 400 students and if indirect costs are charged at 10% (not 34%) of revenues and the subvention is only 10% (not 16.8%) of revenues.

## Student Outcomes Narrative

In 2014 UG placement 90 days after graduation was 62% and the average salary of those reporting was \$47,920. By 2018 these were 67% and \$56,100, and in May 2019 reached 84% and \$57,837 respectively, the highest in DMSB history. The May 2019 UG graduating class was also the largest ever, a result of the substantial increase in UG numbers from 2011-15. Unfortunately, in May 2020 placement dropped to 81% due primarily to COVID. Over 90% was hoped for before the pandemic.

However, for the Class of 2020 the top 15% average salary was \$82,479, with this top 15% about the UNC Kenan Flagler UG cohort size, which in 2019 enjoyed an average salary of

# Dashboard Metrics and Narrative

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\$68,115. In addition, in 2020 6 of 9 majors delivered record average salaries, 3 above \$60,000. Moreover, top DMSB undergraduates routinely beat public/private Ivy graduates in competition for jobs.

The 2020 Undergraduate Major Report provides placement/salary data for 2020 graduates, while our Comparative Business Fields of Study College Scorecard Data provides data on how salary/debt levels of DMSB graduates compare with 13 business schools in a sample of universities including UNC Chapel Hill, Georgia, and Florida. This mid-2020 College Scorecard data showed DMSB's Supply Chain and Operations Major had the highest salary to debt ratio of all UofSC undergraduate fields of study at 2.74, while International Business was second at 2.672, tying with Chemical Engineering at 2.671.

As impressively, after the 2017 restructuring of the FT MBA program average placement rose from 71% in 2018 to 84% in 2019, and with 95% of FT MBAs completing Business Analytics Certificates salaries increased from \$82,692 in 2018 to \$95,398 in 2019. However, similar to undergraduate placement/salaries, FT MBA placement declined to 70% in 2020 due to COVID, though salaries remained strong at \$95,954. 2020 placement/salaries for specialized graduate programs include Masters in Human Resources (100%/\$84,819) and Masters in Accounting (98%/\$54,663). Both remain stellar and strong despite COVID. Regretfully, MIB placement is 42% (at the new 6 months standard), with salaries at \$64,064. 2019 6-month placement was 85% at salaries of \$59,277.

With among the most demanding undergraduate program on campus, DMSB's 6 yr. graduation leads UofSC at 81%, and freshman to sophomore progression has risen from 69% in AY2016 to 79% in AY2019, despite the increase in rigor that transpired over the period.

Most concerning about student outcomes are average UG debt levels, especially for out-of-state students. Data on average debt and salary levels for the Class of 2019 are provided below for In-state vs. Out-of-state graduates. How SATs impact average salaries and comparative Class of 2020 average debt, salary and Salary/Debt ratios are also reported.

Salary/Debt ratios should ideally remain above 1.5, and as is shown below In-state alumni who borrow are very well served financially by their degrees' earning power relative to the debt they graduate with. Out-of-state students are not nearly as well served. Though their salaries are higher than In-state alumni, the higher borrowing they rely on to finance their educations is not well amortized.

## HERD Research Expenditures Narrative

Sponsored Awards for DMSB, excluding the SBDC, consist of:

1. 3-5 ongoing Federal awards with a large majority coming from the federal CIBER grant, a 3 yr. award up for renewal in September 2021. The CIBER budget is \$302k per year. Other federal awards consisting of 2-3 grants provide another \$50k per year; and
2. an average of 10-12 economic impact studies conducted by our Division of Research for various local, state and private organizations, generally in the range of \$30k to \$80k each.

Additionally, DMSB funds a substantial amount of research from A and private funds as follows, resulting in internal research spend per TT faculty of \$159k, up from \$142k in FY 15:

# Dashboard Metrics and Narrative

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1. allocation of salaries between TT teaching and research duties approximating \$10.2M;
2. Summer research funding approximating \$4.5M in base and fringe;
3. providing \$1.6M annually for PhD student stipends, tuition assistance and health insurance for 70 students;
4. \$1.2M provided to faculty from internally funded research grants and academic department budgets for research grant assistance; and
5. \$155k from academic center research assistance.

Sponsored awards and internally funded research produce many top ranked research rankings, and with 5 of 7 DMSB departments ranked in the Top 25 nationally for research productivity, Google Scholar also indicates DMSB hosts UofSC's second and third most cited scholars, with four others in the top 30. Housing 20% of UofSC's top 30 scholars, DMSB comprises ~10% of UofSC FT faculty.

Our plan to meet the 5% increase in sponsored awards funding set by the UofSC Office of Research is to change our faculty annual evaluation form to explicitly include external peer-reviewed grants as a key metric to measure faculty research productivity. Since this form determines the allocation of merit raises, research summer support and tenure and promotion, adding sponsored awards as a key metric should increase applications for external funding opportunities.

## Other Information Narrative

# Concluding Remarks

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## Quantitative Outcomes

*Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.*

The data we receive from the provost, and that we collect from Data Warehouse reports never exactly match. This year, however, it was fairly close and did not cause concern.

## Cool Stuff

*Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.*

Data is deluging business operations/supply chains, and today's jobs demand an ability to analyze this information. Unlike other business schools, tDMSB has set out to ensure that every undergraduate student leaves with data proficiency, analytic capability, and a strong grounding in a functional area of business. We will continue to stress our focus on data in AY20/21. The Data Lab provides a crucial tool to prepare every student for the complex data-driven world of the future. We are confident that our graduates will be ready for the high value jobs that are coming.

Undergraduates complete 3 quantitative courses in the undergraduate business core: MGSC 290, MGSC 291, and STAT 206. As part of MGSC 291, and through the Data Lab, every undergraduate completes a capstone project involving real-world data applied to a complex business problem. These projects expose students to basic coding in R, and other common languages, which, when combined with the analytical tools provided in their course work, enable them to clean and analyze large data sets. Teams define the problem, analyze the data, and report findings to peers. The Data Lab is now staffed 5 days a week to assist on projects. The Lab has collaborative spaces where students meet data mentors who can handle 150 student projects per semester with 5 students per team. We plan to raise this number in AY20/21. In addition, self-learning modules are accessible through the Lab, so students may acquire skills on their own. Online self-study sites like Data Camp and Lynda offer technical assistance in all major programming languages.

DMSB's Center for Sales Success (CSS) was launched in March 2018 and has been extremely popular since. It offers educational, professional, and networking opportunities to students interested in sales careers. Around 50% of first jobs for undergraduates in business are sales jobs, so providing students a strong grounding in sales is extremely useful. The Center creates experiential learning opportunities for students and provides networking and engagement opportunities for partners wishing to hire Moore School undergraduates. The number of CSS Sponsors grew from 2 to 5, and over the coming year the CSS hopes to double this number to 10. Sponsors include regional and national partners, including a global information and research company. Students are currently able to complete 3 courses in Sales (Introduction to Personal Selling, Sales Strategy, and Sales Automation), and are also able to obtain the Certified Professional Sales Person (CPSP) designation offered by the NASP, the National Association of Sales Professionals. Enrollment in the sales courses has grown from 60 to 100, with an enrollment of 200 expected by 2020.

Every Fall and Spring DMSB runs its Business Expo Career Fairs where employers come to DMSB to recruit our students. These are nationally recognized employers from many industries, including finance, insurance, transportation, manufacturing, and consulting.

# Concluding Remarks

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Attendance has risen steadily in the last three years: in AY17/18 199 companies and 2,120 students attended the two events; in AY18/19 227 companies and 2509 students attended; in AY19/20 numbers rose to 229 companies and 2,558 students. COVID-19 forced both events in AY20/21 to be virtual, and though Fall 20 numbers exceeded those of Fall 19, Spring 21 numbers dropped significantly, with attendance for AY20/21 being 201 companies and 2,362 students. DMSB's Office of Career Management worries hiring has slowed as employers adopt a 'wait and see' attitude regarding the post-pandemic economic recovery. Placement this year will likely be more challenging as a result.

DMSB students continue to win top honors in case competitions across our country and internationally, and with our International Business undergraduate program and our International MBA securing the No. 1 ranking for the 22nd and 7th consecutive years respectively, and with Gartner ranking our Undergraduate and Graduate supply chain programs at No. 5 and No. 22 respectively, DMSB's standing nationally and internationally continues to advance.

Data and analytical proficiency are now table stakes for most high-value jobs in business and elsewhere, and DMSB appears to be the first U.S.-based business school requiring every undergraduate leave data proficient, analytically capable, functionally grounded and equipped with the soft and professional skills needed for high-value 21st-century work. Though acquiring data and analytical proficiency is a choice for graduate students (and one most make), for undergraduates it is required. At DMSB, students learn to disrupt through data!

And building on the school's intent to ensure each graduate leaves data proficient, analytically capable, and functionally based, the last development qualifying as 'cool stuff' this year is DMSB's launch of its Masters of Science in Business Analytics in Fall 21. Notably, the MSBA is not aimed at DMSB undergraduates but at UofSC STEM undergraduates proficient for example in math or stat, who with a DMSB graduate degree in business analytics will be far more employable and be able to start their professional careers at a higher level both responsibility and salary-wise.

## **Appendix A. Research & Scholarly Activity**

# Office of Research IT and Data Management Office

## Darla Moore School of Business Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change Avg. (16-19) & 2020
<b>Division Award Totals</b>	<b>3,117,409</b>	<b>2,123,030</b>	<b>3,870,554</b>	<b>3,782,957</b>	<b>6,079,936</b>	<b>88.6</b>
<b>Unit Totals</b>						
Moore Sch – Dean's Office	279,200	279,200	279,200	654,006	394,226	5.7
Moore Sch – Div. of Research	609,588	368,500	321,780	642,500	538,112	10.8
Small Business Dev. Ctr	2,228,621	1,475,330	3,269,572	2,486,451	5,147,598	117.7
<b>Source</b>						
Federal	2,647,821	1,754,530	3,483,624	2,783,007	4,918,246	84.4
Private	160,000	166,000	267,780	258,000	201,112	(5.6)
State/Local	309,588	202,500	119,140	741,950	960,578	179.8
<b>Proposals</b>						
Submissions	19	22	17	16	18	(2.7)
Dollars Requested	4,573,282	3,699,146	8,793,768	3,104,133	5,595,237	11.0

