



MEMORANDUM

DATE: March 10, 2010

TO: Michael D. Amiridis
Vice President for Academic Affairs and Provost

FROM: Mary Anne Fitzpatrick *MAF*

RE: Blueprint for Academic Excellence

MARY ANNE FITZPATRICK, DEAN
COLLEGE OF ARTS AND SCIENCES
EDUCATIONAL FOUNDATION DISTINGUISHED PROFESSOR

Enclosed are eleven copies of the strategic plan for the College of Arts and Sciences, the ***Blueprint for Academic Excellence***. The fully linked web version will be available April 30, 2010.

The vision of the College is a compelling one:

The College of Arts and Sciences aspires to transform the lives of our students and improve the world they will inhabit by creating and sharing knowledge at the frontiers of inquiry.

To accomplish this ambitious vision, we have developed a series of major goals, short term initiatives to achieve these goals, and specific action plans for implementing the initiatives.

In an organization as complex as the College of Arts and Sciences, strategic planning must be grounded in a firm empirical basis. We have continued to make strides in systematizing the collection of our data, building a foundation for data collection over time, and use of data in decision-making for our departments and programs. In this regard, I wish to single out for particular praise the helpful staff in the office of Philip S. Moore at Institutional Assessment and Compliance and those in the office of Barbara Blaney, University Registrar.

As we neared the end of the planning process represented by the ***Blueprint for Academic Excellence***, we received word from the office of President Harris Pastides and from your office that we must prepare for an additional round of cuts for FY 2011. There is also a high probability that cuts of a similar magnitude will be necessary for FY 2012. During the week of March 1, 2010, I met with the

leadership of the College---department chairs, program and center/institute directors, and the elected Academic Planning Council---to develop a process by which to address the cuts. Faculty involvement and input will be crucial to this process. On March 17, 2010, I will meet again with department chairs and directors to outline specific implementation procedures that must be taken into account as we address the cuts. On March 19, 2010, I will hold an open faculty meeting to discuss the budget process. While the budget process will be difficult, it is clear that all faculty in the College must have a stake in the outcome.

As a College, we are approaching the necessity of additional budget cuts not simply as a budget-cutting exercise, but as a planning process by which we will determine the shape of the College for years to come. As sobering as this process is, especially on the heels of the cuts we took in FY 2009, we are confident that we can make hard choices and plan together as a College. We will preserve our strengths, serve our students, and fulfill the responsibilities represented by our vision and mission.

The information requested in your December 2009 guidance memorandum is included in the notebook provided. The international dimensions of the College are woven throughout the Blueprint. As requested again this year, we have added a separate summary section with the title "International and Interdisciplinary Dimensions" at the end of Goal Five.

I look forward to working with you to advance the College of Arts and Sciences.

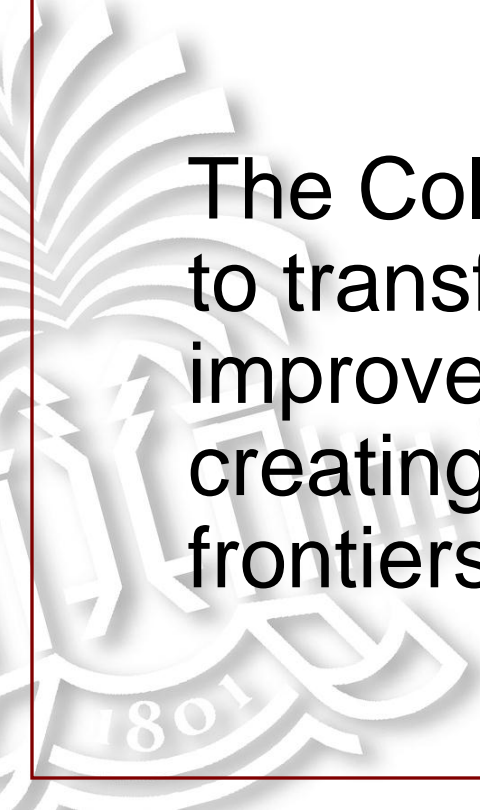
Attachment: College of Arts and Sciences ***Blueprint for Academic Excellence***
(11 copies)

c: Philip S. Moore, Director of Institutional Assessment and Compliance
Barbara Blaney, University Registrar

Blueprint for Academic Excellence

College of Arts and Sciences Vision Statement

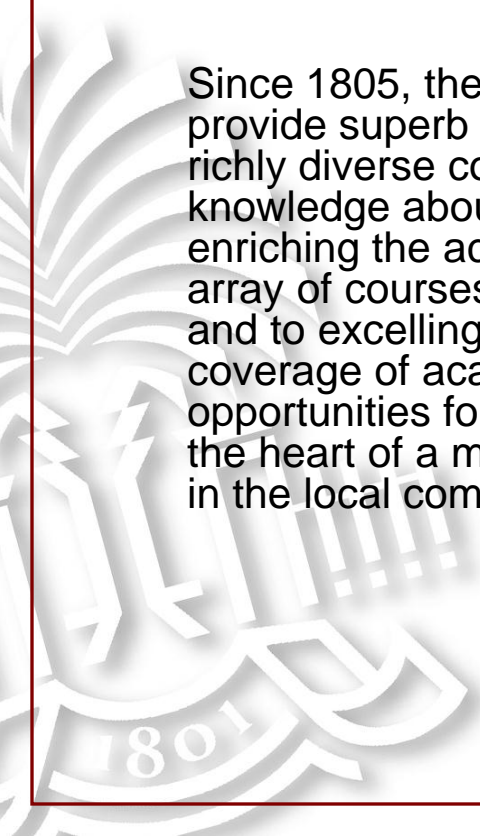
The College of Arts and Sciences aspires to transform the lives of our students and improve the world they will inhabit by creating and sharing knowledge at the frontiers of inquiry.



Blueprint for Academic Excellence

College of Arts and Sciences Mission Statement

Since 1805, the College has been the intellectual core of the University, entrusted to provide superb teaching in the arts and sciences to all students. The College is a richly diverse community dedicated to the discovery, dissemination, and application of knowledge about the natural and human world. The College is committed to enriching the academic experience of every student through a wide and innovative array of courses, programs, and opportunities in the arts, humanities, and sciences, and to excelling in research, scholarship, and creative activity. With its broad coverage of academic disciplines, the College is uniquely situated to promote opportunities for student research and interdisciplinary and international learning. As the heart of a major research university, the College is a catalyst for positive change in the local community, the state, the nation, and the world.



Blueprint for Academic Excellence

College of Arts and Sciences Long-Term Goals

- **Long-Term Goal 1:** To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.
- **Long-Term Goal 2:** To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.
- **Long-Term Goal 3:** To develop the next generation of intellectual leadership through its excellent graduate programs.
- **Long-Term Goal 4:** To encourage positive change through engagement with the broader society.
- **Long Term Goal 5:** To raise the visibility and recognition of the College and its constituent units.

**COLLEGE OF ARTS & SCIENCES
BLUEPRINT FOR ACADEMIC EXCELLENCE
EXECUTIVE SUMMARY**

March 2010

Top Ten and Peer Institutions

The College of Arts and Sciences is unique in that it houses a broad range of disciplines: natural sciences, mathematics, statistics, humanities, social sciences, and the arts, as well as a number of interdisciplinary programs and specialized centers and institutes. Over the past year and a half, the elected Academic Planning Council of the College of Arts and Sciences has considered the question of how to determine the top ten and peer institutions for a College of our size and complexity. The Academic Planning Council has examined programmatic, enrollment, and research funding data from the following sources:

- *The Top American Research Universities, 2008 Annual Report*, The Center for Measuring University Performance;
- Carnegie classifications;
- Association of American Universities (AAU) membership criteria;
- *U.S. News and World Report* list of Top Public Schools: National Universities.

As the Academic Planning Council has grappled with this question, it has observed that it is not a national norm for arts and sciences colleges to identify top ten and peer institutions for colleges as a whole. The Academic Planning Council has concluded that there is not a consistent and coherent set of institutions that can be identified as the top ten and peers for the College of Arts and Sciences. Rather, it is more effective and ultimately more useful to identify top ten and peer institutions in specific disciplines.

Recently, each academic department in the College has developed a list of institutions considered to have the top ten departments in the discipline. Our departments have identified forty-five (45) public and thirty (30) private institutions whose relevant departments can be considered top ten in the discipline, or in some cases, subdiscipline. Similarly, our departments have identified forty-four (44) public and eight (8) private institutions whose relevant departments can be considered peer or close peer aspirants.

Where possible, the College will begin to use comparative data related to peer institutions in decision-making processes, e.g., self-studies for external reviews.

Strengths of the College of Arts and Sciences

2005-2009

Faculty Hiring

Over the past five years, the College has hired 160 new faculty. This group comprises one third of the College's total faculty. Although we have made some significant senior hires, most of the hires are junior-level hires from the best graduate programs in the nation and the world. Our new faculty hires bring to the College and to the University the most advanced and current theoretical perspectives, methodologies, and techniques to enrich our curriculum and research agenda.

Faculty Support and Retention

Once recruited and hired, faculty must be given the support and opportunities they need to distinguish themselves as leaders in their fields and to produce the level of research, scholarship, and creative activity expected for a major research institution. The College has initiated programs and policies designed to support faculty at various stages of their careers: competitive salaries and start-up packages for new hires; full-year salary support for faculty at all ranks who receive prestigious external fellowships; enhanced option for full-year sabbatical with 65% salary, an increase from 50% of salary; bridge funding for research active faculty; Associate Professor Development Award.

In the period from 2005 to 2009, the College has committed \$5.3 M to faculty start-ups, and leveraged an additional \$9.4 M from the Office of the Provost, the Office of Research, and individual departments.

The College has made 75 retention offers since January 2005 and retained 76% of the faculty with those offers.

Faculty Productivity

The College has devoted considerable resources to support innovative research, both in our core disciplines and interdisciplinary fields. We have established four new research centers and institutes (the Institute for African American Research, the Hazards and Vulnerability Research Institute, the Confucius Institute, and the Parenting and Family Research Center); reconceptualized a broader role for the Interdisciplinary Mathematics Institute; strengthened the Electron Microscopy Center; and established the Isotope Geochemistry Laboratory in Earth and Ocean Sciences. Two new initiatives in Jewish Studies and Digital Humanities have begun to garner grant support, attract new faculty, and provide a strong platform for interdisciplinary research.

Faculty productivity across the wide range of disciplines in the College---the arts, humanities, social sciences, and mathematical and natural

sciences---cannot be measured by a single set of standards. Rather, a series of measures must be employed to gauge our progress toward national and international recognition for faculty achievements as varied as books, edited volumes, articles, papers, exhibitions, performances, and sponsored research.

In the period from 2006 through 2009, College faculty have authored 95 scholarly books, 67 edited volumes, and 25 creative works. In the same period, natural sciences faculty have produced 1,777 articles for scientific journals, including 18 papers published in *Nature*, *Science*, and the *Proceedings of the National Academy of Sciences*.

Another measure of productivity is, of course, research funding. Since FY 2005, College faculty have been awarded a total of \$223 M in sponsored research funding, including awards from the National Institutes of Health, US Department of Commerce, National Science Foundation, US Department of Defense, US Department of Health and Human Services, and US Department of Energy. The total for FY 2006 is our all-time high, but this total includes congressional earmarks. The College's plan is to focus on peer-reviewed competitive funding, and our progress toward replacing earmark funding with competitive awards is strong. For the first quarter of FY 2010, our total is \$19.8 M, up \$5 M from the \$14.4 M we had logged at this same point last year. This represents a 37.5% increase from last year's first quarter earnings.

The College's support of research productivity has been successful in two CoEE hires: the CoEE Chair in Nanoelectronics in the Department of Physics and Astronomy and the CoEE Chair in Polymer Nanocomposites in the Department of Chemistry and Biochemistry. We are actively recruiting for two additional CoEE chairs in Brain Imaging in the Department of Psychology and in Childhood Neurotherapeutics in the Department of Biological Sciences. Additionally, we are preparing proposals for a CoEE Chair in Data Analysis, Simulation, Imaging and Visualization and one in Ecological Forecasting.

Undergraduate Education

The College's degree programs serve our own undergraduate majors, but we are also entrusted with the primary responsibility for general education for all undergraduates at the University, as well as specialized course work required for a number of professional school majors.

Since 2005, one of our chief priorities has been to manage the curriculum carefully so that students throughout the University have access to the courses they need to complete general education requirements and to enter and progress through their majors. We have also been cognizant of the unique role we play in offering basic and specialized courses for undergraduates in majors such as engineering, business, education,

nursing, pharmacy, and journalism, among others. Through careful monitoring of admissions and enrollment patterns, we have developed a successful approach for managing curricular offerings and instructional staffing needs. Indeed, as we have faced unprecedented budget cuts over the past year, this system has allowed us to maintain our firm commitment to providing undergraduates with the courses they need.

To respond to student demand and trends in the disciplines, the College has developed a number of new undergraduate programs: BS in Biochemistry and Molecular Biology (approval granted by CHE, pending final approval by SACS, BS in Environmental Sciences, BA in Dance, a minor in Chinese Studies, and a teacher certification track in our undergraduate foreign language majors, with plans for a BA in Environmental Studies underway. We have funded projects designed to improve mathematics education including a new placement test and a new precalculus course. We have supported the revision of first-year writing courses to improve student learning in this critical skill. We have supported the adoption of new, more sensitive placement testing for foreign languages. Also, we have encouraged experimentation with service learning, and modified summer school operations.

The College has also devoted considerable efforts to undergraduate advising. A task force on advising completed its work in 2008, and its recommendations have formed part of our continuing efforts to improve advising. The integration of the College's two offices for undergraduate advising in Summer 2009 with the opening of the College's Undergraduate Student Services Office in Flinn Hall is a significant accomplishment; the office serves the nearly 7500 Arts and Sciences majors as well as students across the University interested in our courses and programs.

The College has been and continues to be actively involved in the development of a new general education curriculum for the University, known as the Carolina Core.

Graduate Education

The College's graduate programs are critical to the College's vision of creating and sharing knowledge at the frontiers of inquiry, and contribute directly to the College's agenda in research, scholarship, and creative activity. Doctoral education in particular is a key focus for graduate education in the College.

Since 2005, the College has strengthened graduate education on several fronts. First, we have established a stable, sustainable system for graduate student support, both GTA and GIA, throughout all of our departments and programs. We have set graduate stipend levels at the midpoint in the range of comparable institutions, and increased the number of College-supported stipends from 499 in FY 2006 to 677 in FY

2009, totaling \$13.2 M annually. In the same period, graduate stipends provided by grant funds increased from support of 140 graduate students to support of 268. For FY 2010, despite severe budget cuts, we have maintained the FY 2009 level of support for our graduate students, and committed to fully funding tuition for graduate students awarded full-time, College-supported assistantships in FY 2011.

Second, to support graduate student research and creative activity, we have implemented the Graduate Student Travel Award for presentations and performances at national and international conferences/venues. Since January of 2007, the College has awarded 225 travel awards and more than \$114,000 to graduate students from across the College, enabling first or solo-authored presentations and performances at major national and international meetings, conferences, symposia, and theatre and artistic productions.

Third, after careful planning, we have launched two new graduate degree programs: the PhD in Anthropology and the PhD in Criminology and Criminal Justice. A proposal for a PhD program in Spanish has been developed and submitted for approval with an anticipated program start date of Fall 2010. We have developed new concentrations in existing degree programs to capitalize on faculty expertise, e.g., the public law concentration in the PhD in Political Science and a concentration in applied and computational mathematics for the PhD in Mathematics degree program.

Space and Facilities

We have partnered with our colleagues in University Space and Facilities to improve our space in support of our educational and research mission. By investing \$9.9 M over five years (\$7 M for research space), we have been able to leverage about \$24.5 M from the central administration to remodel our space and upgrade our facilities.

Community-Building, Planning, and Recognition

The College must not only fulfill our educational and research missions effectively, but we must communicate our ideals and activities within the College and University and among our supporters and the public.

Since 2005, the College has established procedures for shared decision-making with the elected Academic Planning Council and with the chairs and directors of our academic programs. The annual strategic hiring plan process has helped to define programmatic aspirations and priorities and identified strategic plans for achieving them.

The College has launched an ambitious series of efforts to publicize our accomplishments and aspirations. These include the College's *In Focus*

newsletter, a comprehensive *Annual Report*, and *The Case for the College of Arts and Sciences*, a development publication with companion pieces for our departments and programs. We have founded the Board of Visitors; together with our ten partnership boards, this body provides valuable advice to the College and serves as a major fund-raising arm for the College. The College has established an active alumni program: we host an annual College Alumni Award Ceremony and involve our Alumni Council in recruiting and mentoring our undergraduates. The Dean travels widely within the state and beyond, hosting receptions and meeting prospective students and their families as well prospective friends and donors.

These efforts have borne fruit. Since 2005, the College has garnered \$34.8 M in private support for our programs, faculty, and student scholarships.

Challenges

The College faces a number of challenges in the next five years. With respect to some of these challenges, we are confident in our ability to meet them. We have demonstrated that we are capable of recruiting faculty and students of the highest caliber, supporting an ambitious research agenda, delivering academic programs of the highest quality, and building a base of alumni, friends, and supporters who share our vision of the role that higher education can play in our state, nation, and global community. The fiscal crisis of this past year has confirmed that we can not only manage our limited resources well, but deploy them strategically to preserve and enhance our core mission in the long term. Nevertheless, the College faces two overarching challenges that are a source of deep concern and that will require the sustained attention of the College and the University as a whole.

Compensation

The first challenge is maintaining appropriate faculty, graduate student, and staff compensation. Over the past five years, the College has made systematic efforts in regard to increasing compensation. But in an era of shrinking budgets, the College does not have the continuing funds needed to keep our large and productive faculty, staff, and graduate students paid at competitive levels.

Space and Facilities

The second challenge is our aging space and facilities. Working in substandard and inadequate space constrains the potential of our faculty, staff, and students. The College needs both more research space and improvements in existing space to support the ambitious research agenda of our faculty. We need more and higher quality teaching and office space

to support the academic mission of the College. Significant financial resources are required to expand, update, remodel, and improve infrastructure in the College's teaching and research facilities.

We are aware that these challenges cannot be overcome quickly or easily. We know that we must apply ourselves as a College, in partnership with central administration and the University as a whole, to raising funds from a variety of sources to address these needs. First, the College must raise additional revenue from tuition by working with the University to set, achieve, and manage ambitious, yet realistic enrollment goals for both undergraduate and graduate programs. Second, the College must continue our successful efforts at raising private philanthropic dollars to fund professorships, fellowships, scholarships, and program enhancements. Finally, the College must direct increased attention to generating more grant funding, increasing our aggressive efforts with both public and private foundations.

Advance Carolina

As home to nearly 500 tenured and tenure-track faculty, 120 instructors and research faculty, more than 1200 graduate students, and nearly 7500 undergraduate students, the College of Arts and Sciences is both an outstanding research and graduate institution and a major undergraduate college. We are justifiably proud of our broad range of doctoral, master's, graduate certificate, and undergraduate degree programs, and our enduring commitment to the principles and values of liberal education, serving all undergraduates at the University of South Carolina through our general education curriculum.

The College of Arts and Sciences is proud of the leadership role that we play in the life of the University. Indeed, we are keenly aware that we are vital to the present interests and future aspirations of the larger University. Thus, *Advance Carolina* is a call to action that we have helped shape and readily accept. The College of Arts and Sciences' goals, as articulated in this ***Blueprint for Academic Excellence***, are evidence of our dedication to the principles and values that underlie *Advance Carolina*.

Our five goals clearly align with and support the specific goals of *Advance Carolina*.

To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

The College's first goal reflects *Advance Carolina's* emphasis on *Teaching and Learning*. Excellence in teaching and learning in our academic programs is a core principle that guides all of our decision-making. Our first responsibility is to ensure that our students receive the highest quality educational experience. At

the undergraduate level, this responsibility is not only to students who choose to major in one of our disciplines, but to all undergraduates at the University through our general education curriculum.

To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

It is only through a strong faculty that the College can provide superb teaching in the arts and sciences; discover, disseminate, and apply knowledge about the natural and human world; and effect positive change in the broader society. Thus, we are committed to recruiting faculty of the highest caliber and supporting and retaining them throughout their careers. The College's second goal mirrors *Advance Carolina's* emphasis on fostering faculty accomplishments in *Research, Scholarship and Creative Achievement*.

To develop the next generation of intellectual leadership through its excellent graduate programs.

Graduate students contribute directly to the discovery, critical examination, integration, preservation, and communication of knowledge, wisdom, and values. Independently and in collaboration with faculty, graduate students learn to frame questions in order to extend human knowledge, build new understandings of nature, develop new ideas, and create new images. The College's emphasis on building and enhancing excellent graduate programs and supporting graduate students reflects the importance of *Teaching and Learning and Research, Scholarship and Creative Achievement* in the goals of *Advance Carolina*.

To encourage positive change through engagement with the broader society.

With our broad array of disciplinary and interdisciplinary programs and specialized centers and institutes, the College is uniquely positioned to engage the broader society. Our engagement focuses on three main areas where our expertise is crucial for the state of South Carolina: improving K-12 education, fostering economic development, and improving civic life. Increasingly, our expertise is engaged to address issues of national and international importance. This College goal fully supports the emphases on *Service Excellence and Recognition and Visibility* in *Advance Carolina*.

To raise the visibility and recognition of the College and its constituent units.

The College continually strives to build recognition of the achievements of our faculty, staff, and students among our members, supporters, and the public. We do so to build the reputation not only of the College, but of the larger University and the state of South Carolina. Our efforts in publicizing, promoting, and celebrating the achievements of our members and the quality of our programs serves *Advance Carolina's* aim for *Recognition and Visibility* for the entire University of South Carolina. Within the College, we continually strive to enhance collegiality among our members. Communicating, strategic planning, and shared decision-making contribute greatly to the sense of community so important to the quality of professional life. Our commitment to these principles supports *Advance Carolina's* emphasis on the *Quality of Life in the University Community*.

College of Arts and Sciences Goal	<i>Advance Carolina</i> Goal
To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.	<i>Teaching and Learning</i>
To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.	<i>Research, Scholarship and Creative Achievement</i>
To develop the next generation of intellectual leadership through its excellent graduate programs.	<i>Teaching and Learning</i> <i>Research, Scholarship and Creative Achievement</i>
To encourage positive change through engagement with the broader society.	<i>Service Excellence</i> <i>Recognition and Visibility</i>
To raise the visibility and recognition of	<i>Recognition and Visibility</i>

the College and its constituent units.	<i>Quality of Life in the University Community</i>
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**COLLEGE OF ARTS & SCIENCES
BLUEPRINT FOR ACADEMIC EXCELLENCE
EXECUTIVE SUMMARY
Goals, Achievements, Future Plans, Short-Term Initiatives**

GOAL 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

DESCRIPTION

The College of Arts and Sciences is the intellectual core of the University, uniquely situated to transform the lives not just of its own students, but of all students at the University. This goal mirrors the University's mission to provide all students with the highest-quality education; that is the knowledge, skills, and values necessary for success in life and responsible citizenship.

ACHIEVEMENTS (2008-2009)

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. Our programs serve the nearly 7,500 undergraduate majors in Arts and Sciences, and we are entrusted with the primary responsibility for general education for all undergraduates at the University, as well as specialized course work required for a number of professional school majors. Our commitment to undergraduate education is the first guiding principle for all of our decisions and actions.

The severe budget cuts sustained by the College in 2008-2009 could have easily tested our resolve and compromised our commitment to undergraduate education. Instead, we responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. One of our key priorities, indeed our first priority was the preservation of resources needed for core elements of the curriculum: courses taken most often by first-year students, courses needed by graduating seniors, and courses needed to enter or advance within a major. Additionally, we agreed that undergraduate advising resources were another key priority.

Most of the emergency measures the College took in 2008-2009 affected faculty and staff hiring, faculty development, unit organizational structures, and administrative expenses. But some emergency measures affected the undergraduate experience in noticeable but non-essential ways. In 2009-2010, students had fewer electives and less variety in class choices, larger classes, and less convenience in class scheduling.

The sacrifices made by our faculty to ensure the essential quality of our undergraduate programs have been heroic. We have continued to plan for the

future in prudent and responsible ways, and our plans for 2009-2010 and beyond reflect our commitment to undergraduate education.

General Education

- College faculty were and continue to be active and significant contributors to the proposed Carolina Core.
- Increased attention was applied to placement and learning methods in key first-year courses to maximize student success. Of particular note was the development of a new course MATH 116 “Brief Precalculus.”
- The backlog of upperclassmen in introductory courses is an ongoing concern to which we have dedicated substantial funding and planning. In 2008-2009, we authorized the hire of three additional instructors in Spanish to reduce the backlog in first-year Spanish.
- The Academic Planning Council remained actively involved in the discussion of general education reform and the enrichment of undergraduate education through new programs and initiatives.

New Degree Programs

- Plans were completed and approvals were obtained to open a new degree program, the Bachelor of Science in Environmental Sciences.

Advising

- The College combined the two College offices that serve our undergraduate majors into a single Office of Undergraduate Student Services housed in Flinn Hall.

New Structures for New Opportunities

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment. The new school houses four undergraduate degree programs: BS in Geology, BS in Geophysics, BS in Marine Science, and BS in Environmental Sciences.

Undergraduate Program Enhancements

- A College Task Force on Summer School studied enrollment issues and made recommendations resulting in Summer 2009 course offerings that were more responsive to student needs.
- The College supported an exploratory course for engaged learning in philosophy “Helping the Disadvantaged.”
- Despite difficult fiscal circumstances, the College maintained our traditionally strong relationship with units such as the SC Honors College and Capstone Scholars Program. College faculty continue to teach honors courses with departmental incentives for participation. We have sponsored the Capstone Study Abroad experience, and our First-Year English program has partnered with Capstone to offer special themed sections of ENGL 101 and 102 for students in that program.

Facilities

- Dedicated a new facility for the Dance program.

Emergency Measures

- Established emergency course minima guidelines for sustaining undergraduate courses in a tight fiscal climate.

FUTURE PLANS (2009-2010)

General Education

- College faculty are active and significant contributors to the general education revision process; we are reviewing existing courses and discussing new ones for the proposed Carolina Core.
- The Academic Planning Council remains actively involved in all aspects of undergraduate education.
- Increased attention will be applied to placement and learning methods in key first-year courses to maximize student success. Foreign language placement tests are being revised and re-normed for implementation in Summer 2010. MATH 116 “Brief Precalculus” was first offered in the second eight weeks of Fall 2009; we will look carefully at performance data in MATH 141 Spring 2010 to gauge MATH 116’s effect.

New Degree Programs

- Plans are underway to develop a Bachelor of Arts in Environmental Studies as a companion program for the newly implemented Bachelor of Science in Environmental Sciences, maximizing the resources and expertise of the new School of the Earth, Ocean and Environment.
- The Bachelor of Science in Biochemistry and Molecular Biology is expected to receive final approval for implementation in Fall 2010.

Curriculum Management

- In difficult budgetary circumstances, the College will maintain our commitment to delivering the highest quality undergraduate education by maximizing existing faculty resources.

INDICATORS

- The College annually compiles data from major University databases and Arts and Sciences sources, to measure progress over time against the benchmarks established in prior years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of student access to and performance in courses and programs; student independent and international learning and research; and student recruitment, retention, and graduation.

Short-Term Initiative 1.1: Improve the quality of general education delivered to all SC undergraduates

Whether USC students decide to take a major in one of the arts and science disciplines or to pursue professional studies in business, engineering, education or other fields, College faculty and staff provide all students core educational and research programs that are foundational to their future success. Our increasingly competitive world requires that we constantly review and enhance our curriculum, so that all USC students

emerge with the knowledge and skills they will need to be effective citizens and leaders in their communities and the global society.

Short-Term Initiative 1.2: Enhance the undergraduate educational experience for all majors in the College of Arts and Sciences

In addition to fostering intellectual breadth through general education courses, the College enriches the academic experience of its majors by affording them a wide and diverse array of in-depth courses in all disciplines. Increasingly, such enrichment takes place both within and outside the classroom.

Short-Term Initiative 1.3: Attract, retain, and graduate a diverse and high quality population of undergraduates in the College of Arts and Sciences

Improving general education for all undergraduates, and enhancing the undergraduate experience for all our majors, enables us to attract a diverse and academically talented group of students to the University and the College.

GOAL 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

DESCRIPTION

The transformation of the lives of our students begins with those who create and share knowledge at the frontiers of their disciplines, the faculty of the College. The excellence, breadth, and diversity of our faculty are vital to the University as a whole.

ACHIEVEMENTS (2008-2009)

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at recruiting, retaining, and supporting a strong faculty. Since 2005, the College has hired over 160 new faculty. Our faculty have garnered \$223 M in sponsored funding, produced 1,777 scientific articles and published 95 scholarly books, 67 edited volumes, and 25 creative works.

The severe budget cuts sustained by the College in 2008-2009 have slowed our progress toward some aspects of this goal. In response to budget cuts, the College took emergency measures and canceled nearly all of the 55 searches authorized for 2008-2009 and deferred sabbaticals until 2010-2011.

We responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. One of our key priorities was the preservation of our tenured and tenure-track faculty lines and the support

necessary for faculty productivity. Our plans for the future and actions taken in 2009-2010 reflect our commitment to this priority.

Faculty Recruitment

- Hired 5 new faculty.
- Fully funded all startup commitments for faculty hired in the 2007-2008 cycle.

Faculty Promotion, Support, and Recognition

- Promoted 38 faculty.
- A total of 10 Arts and Sciences faculty have been named as American Association for the Advancement of Sciences Fellows (4 in 2008 and 6 in 2009.)
- Full salary support for faculty recipients of prestigious fellowships.

Research Achievement and Support

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment.
- Continued implementation of College plan for space utilization and facilities improvement.
- Formally established the Institute for African American Research, the Jewish Studies Program, and the Parenting and Family Research Center.
- Garnered \$41.3 M in research funding from all sources in FY 2009.
- Aggressively sought federal stimulus funding from sources such as NSF and NIH.

FUTURE PLANS (2009-2010)

Faculty Recruitment

- Authorize 30 faculty searches in key areas for 2009-2010.
- The College has determined an ambitious plan to become the home of 6 CoEE chairs. With two CoEE chairs already hired, one offer in progress, and one search in progress, the College is advancing toward realization of this objective.

Faculty Promotion, Support, and Recognition

- Since 2005, the College has focused its resources and energies toward recruiting and hiring over 160 new faculty. With this accomplished, the College will refocus our efforts to mentoring and supporting faculty throughout their careers. Specific plans include an enhanced sabbatical program for 2010-2011 offering faculty the option of a semester with full pay or a year with 65% pay.
- Reinvalidate the Associate Professor Development Award; 13 associate professors have received this award in 2009-2010.

New Initiatives

- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF). The initiative provides for the recruitment of 22 new faculty with expertise not currently available in

South Carolina, and the College will aggressively seek a proportion of these positions, likely in applied and computational mathematics.

INDICATORS

- The College annually compiles data from major University databases, and Arts & Sciences sources, to measure progress over time against the benchmarks established in prior years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of faculty recruitment, retention and awards, and College efforts in support of faculty research, scholarship and creative activity.

Short-Term Initiative 2.1: Identify, attract, and recruit a diverse, highly qualified faculty in specific areas of high need and potential for growth

Carolina students deserve to have as role models faculty who are accomplished in their fields as teachers and scholars. The faculty of the College are the heart and soul of the enterprise. Recruited nationally and internationally, faculty bring unique expertise and multicultural experience to the state and to the students. College faculty are active participants in University hiring initiatives.

Short-Term Initiative 2.2: Support and mentor faculty throughout their careers in the College

While attracting, recruiting, and hiring the highest quality faculty are high priorities for the College, supporting and mentoring those faculty to success throughout their careers are equally important. It is only through our faculty and their dedication to teaching, research, scholarship, and creative activity that we serve our students and engage the broader community.

Short-Term Initiative 2.3: Protect and enhance the research/ creative activity infrastructure

Scholarly discovery and dissemination of knowledge about the natural and human world requires up-to-date laboratories, space, equipment, and technology. Dynamism in research informs excellence in both teaching and engagement with the broader community.

GOAL 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

DESCRIPTION

Integral to the College's vision of creating and sharing knowledge at the frontiers of inquiry, graduate students are active participants in the University's pursuit of a vibrant research and scholarship program. These students directly contribute to the discovery, critical examination, integration, preservation and communication

of knowledge, wisdom and values. During their graduate careers, students learn to frame questions in order to extend human knowledge, build new understandings of nature, develop new ideas, and create new images, as well as shape methods and procedures that further these efforts.

ACHIEVEMENTS (2008-2009)

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at building strong graduate programs and supporting graduate students, especially those at the doctoral level. Since 2005, the College has established stable, systematic, and sustainable plans for graduate student support.

The severe budget cuts sustained by the College in 2008-2009 have slowed our progress toward some aspects of this goal. We responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. In addressing the cuts, one of our key priorities was the preservation of our existing level of graduate student support. Our plans for the future and actions taken in 2009-2010 reflect our commitment to both preserving and enhancing graduate student support.

Graduate Student Support

- Established and maintained stable, systematic, and sustainable plans for graduate student support.
- Preserved all graduate student funding and tuition abatements at existing levels.
- Since January 2007, the College has made 225 awards, totaling more than \$114,000 in travel support to graduate students presenting work at national and international professional conferences, symposia, and performances.

New Graduate Programs

- A proposal for a PhD in Spanish has been developed and submitted to CHE.
- An Applied and Computational Mathematics area of emphasis has been developed and approved for the PhD in Mathematics.
- PhD in Criminology and Criminal Justice admitted first class in Fall 2008.

Graduate Program Quality Assurance

- Academic Planning Council completed academic program reviews of six units with graduate programs, and initiated three additional reviews of departments with graduate programs (these were concluded Fall 2009.)
- The School Psychology graduate program was reaccredited by APA for a full seven-year cycle in 2009.

New Structures for New Opportunities

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment. The new school houses

five graduate degree programs: PhD and MS in Geological Sciences, PhD and MS in Marine Science, and the Master of Earth and Environmental Resources Management (MEERM.)

Emergency Measures

- Established emergency course minima guidelines for sustaining graduate courses in tight fiscal climate.

FUTURE PLANS (2009-2010)

Graduate Student Support

- For FY 2011, the College has developed a plan for fully funding tuition abatements for full-time, College-supported graduate assistantships.
- Concern for issue of compensation and benefits for graduate students is ongoing.

New Graduate Programs

- The College has encouraged proposals for new initiatives in graduate education.

Graduate Program Quality Assurance

- The College will continue the cycle of thorough external reviews of graduate programs.

Data Collection

- A system for collecting and aggregating data on PhD placement is in development.
- The College continues to monitor recruitment of underrepresented groups enrolled in our graduate programs.

Graduate Program Management

- Effective Fall 2010, the College will relax emergency course minima guidelines for graduate courses in selected areas.

INDICATORS

- The College annually compiles data from major University databases, and Arts & Sciences sources, to measure progress over time against the benchmarks established in prior years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of faculty productivity and grantsmanship, graduate program review, graduate recruitment, time to degree, and College support for graduate students.

Short-Term Initiative 3.1: Improve the national standing of College graduate programs through increased faculty productivity

In the past decade, the College has graduated almost 4,000 master's and doctoral students who have taken positions of leadership in institutions of higher learning as well as in government, schools, foundations and corporations in this country and abroad. The quality of the graduate programs in the College is integral to the national and international standing of the University.

GOAL 4: To encourage positive change through engagement with the broader society.

DESCRIPTION

As the largest unit at the heart of South Carolina's flagship institution, the College has a special obligation to the broader community. The College is uniquely positioned to engage the community and to advance the state's agenda in improving K-12 education, fostering economic development, and improving civic life. The College's reach extends beyond the borders of South Carolina to encompass a national and international focus.

ACHIEVEMENTS (2008-2009)

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at building strong links with the community through our academic programs, research, and targeted programs of service and outreach. As we considered how we would address the severe budget cuts sustained in 2008-2009, we determined that among other priorities, we must maintain our commitment to the broader society in ways in which our expertise is essential. As the College of Arts and Sciences in the state's major research institution, we have the unique opportunity and responsibility to effect positive change in K-12 education, economic development, and state and local government. Increasingly, our expertise is engaged to address issues on an international level.

K-12 Education

- The College has maintained our commitment to academic programs that prepare K-12 educators and specialists and to programs serving K-12 students and teachers.
- A constellation of hires in School Psychology was completed to support a key program serving K-12 education.

Research that Serves the State

- The College supported a successful proposal to establish the Parenting and Family Research Center that conducts research on child and family well-being, with an emphasis on prevention strategies.
- A junior hire in nanoscience polymer research has been concluded successfully to support the senior CoEE hire made in 2007-2008.
- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment.

Civic Life

- The University's Rule of Law initiative is led by the Walker Institute for International and Area Studies. Focusing on rule of law issues in transitional and post-conflict societies, this initiative brings the expertise of the College to bear on critical international problems in conflict prevention and resolution, post-conflict reconciliation strategies, law reform and legal

institution-building, and the diffusion of internationally recognized norms of human rights and rule of law.

FUTURE PLANS (2009-2010)

In difficult budgetary circumstances, the College will continue to organize engagement and service programs effectively and efficiently and to seek external funding for projects where appropriate.

K-12 Education

- The College will continue to engage young people's interests through events such as the Science Fair, Physics Day at the Fair, High School Mathematics Contest, Young Artists Workshop, and Split P poetry workshops.
- The College will continue its commitment to providing high quality programs for the preparation of K-12 teachers.

Research that Serves the State

- The Institute for African American Research plans to host a major conference in March 2010; the conference will explore issues in education, public health, and immigration---key issues for the state of South Carolina.
- The School of the Earth, Ocean and Environment is aggressively seeking grant funding to support interdisciplinary research on a variety of environmental topics and issues.

Civic Life

- A major Rule of Law conference is planned for May 2010.

INDICATORS

- The College annually compiles data from major University databases and Arts and Sciences sources to measure progress over time against benchmarks established in previous years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of support for community engagement, K-12 education, economic development, and the improvement of civic life.

Short-Term Initiative 4.1: Promote initiatives that engage the College's expertise with the community

With a broad range of expertise among its faculty, staff, and students, the College is a rich source for partnerships with and service to the community, improving quality of life for all South Carolinians. Such engagement benefits both the College and the community.

Short-Term Initiative 4.2: Promote and actively engage in initiatives that foster improvements in K-12 education

Connecting with K-12 teachers and students offers the College significant opportunities to effect ongoing positive change in South Carolina. The

College's expertise in subject matter as well as human development and behavior position it to make significant contributions to K-12 education.

Short-Term Initiative 4.3: Actively participate in efforts to cultivate economic development for the State of South Carolina

As the heart of a state institution of higher education, the College is proud that its faculty and staff expertise are applied in service to the state and its economy.

Short-Term Initiative 4.4: Facilitate improvements in state and local government infrastructure

Academic programs such as the Masters in Public Administration are natural laboratories in which future leaders in state and local governments learn problem-solving skills. These programs help bridge "town-gown" distinctions and link the College to the broader community.

GOAL 5: To raise the visibility and recognition of the College and its constituent units.

DESCRIPTION

Building an identity for the College among our members, supporters, constituents, and the public promotes the reputation of both the College and the University. The College continually strives to build recognition of the achievements of our faculty, staff, and students, and to enhance collegiality within our own community.

ACHIEVEMENTS (2008-2009)

Private Philanthropy

- Despite the difficult economy nationwide, annual private giving to the College grew in 2008-2009 to \$11.6 M.
- The College has developed a comprehensive case statement with component pieces describing individual departments and programs for use in promotional and fundraising activities. Plans are ongoing to establish a Dean's Circle of donors at the \$25,000 and above level.

External Relations

- The College Board of Visitors continues to foster strong community support for the College.
- The College Alumni Council continues to promote the achievements of our alumni, and works to strengthen the linkages among past, present, and future students.

Community-Building

- The College has weathered the severe budget cuts sustained in 2008-2009; this achievement is a testament to the strong and flexible approach the College has taken and continues to take with strategic planning that involves the College leadership and governance.

- Through organizational structures and special events, the College continues to create collegiality among our members.

FUTURE PLANS (2009-2010)

- The College will redouble efforts to attract private philanthropy and exercise careful stewardship of gifts. To do so, the College has hired a second development director who will join the staff in July 2010.
- In difficult budgetary circumstances, the College will continue to build positive relationships with supporters and alumni, and within our own community.
- The College's constituent units will be encouraged to set goals and objectives using comparative data from peer/peer aspirant institutions in self-studies for external reviews.

INDICATORS

- The College has compiled data from major University databases and Arts and Sciences sources to establish benchmarks against which to measure progress over time.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of community-building and promotional activity.

Short-Term Initiative 5.1: Strengthen the bonds between the College community, constituents, and supporters

As the largest college in the University, Arts and Sciences serves a broad array of constituents. In addition to our students whose lives we seek to enrich and inform, we maintain important connections with our alumni, supporters, and the public through our public programming, recognition of alumni, and careful stewardship of gifts.

Short-Term Initiative 5.2: Strengthen the sense of common purpose among members of the College

The size, diversity, and complexity of the College and its many units require a comprehensive, well-structured, and ongoing effort at community-building.

Blueprint for Academic Excellence

March 2010



Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

DESCRIPTION:

The College of Arts and Sciences is the intellectual core of the University, uniquely situated to transform the lives not just of its own students, but of all students at the University. This goal mirrors the University's mission to provide all students with the highest-quality education, that is, the knowledge, skills, and values necessary for success in life and responsible citizenship, and reflects the University's goal to enhance teaching and learning at all levels.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

ACHIEVEMENTS (2008-2009):

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. Our programs serve the nearly 7,500 undergraduate majors in Arts and Sciences, and we are entrusted with the primary responsibility for general education for all undergraduates at the University, as well as specialized course work required for a number of professional school majors. Our commitment to undergraduate education is the first guiding principle for all of our decisions and actions.

The severe budget cuts sustained by the College in 2008-2009 could have easily tested our resolve and compromised our commitment to undergraduate education. Instead, we responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. One of our key priorities, indeed our first priority was the preservation of resources needed for core elements of the curriculum: courses taken most often by first-year students, courses needed by graduating seniors, and courses needed to enter or advance within a major. Additionally, we agreed that undergraduate advising resources were another key priority.

Most of the emergency measures the College took in 2008-2009 affected faculty and staff hiring, faculty development, unit organizational structures, and administrative expenses. But some emergency measures affected the undergraduate experience in noticeable but non-essential ways. In 2009-2010, students had fewer electives and less variety in class choices, larger classes, and less convenience in class scheduling.

The sacrifices made by our faculty to ensure the essential quality of our undergraduate programs have been heroic. We have continued to plan for the future in prudent and responsible ways, and our plans for 2009-2010 and beyond reflect our commitment to undergraduate education.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

ACHIEVEMENTS (2008-2009)---continued:

General Education

- College faculty were and continue to be active and significant contributors to the proposed Carolina Core.
- Increased attention was applied to placement and learning methods in key first-year courses to maximize student success. Of particular note was the development of a new course MATH 116 "Brief Precalculus."
- The backlog of upperclassmen in introductory courses is an ongoing concern to which we have dedicated substantial funding and planning. In 2008-2009, we authorized the hire of three additional instructors in Spanish to reduce the backlog in first-year Spanish.
- The Academic Planning Council remained actively involved in the discussion of general education reform and the enrichment of undergraduate education through new programs and initiatives.

New Degree Programs

- Plans were completed and approvals were obtained to open a new degree program, the Bachelor of Science in Environmental Sciences.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

ACHIEVEMENTS (2008-2009)---continued:

Advising

- The College combined the two College offices that serve our undergraduate majors into a single Office of Undergraduate Student Services housed in Flinn Hall.

New Structures for New Opportunities

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment. The new school houses four undergraduate degree programs: BS in Geology, BS in Geophysics, BS in Marine Science, and BS in Environmental Sciences.

Undergraduate Program Enhancements

- A College Task Force on Summer School studied enrollment issues and made recommendations resulting in Summer 2009 course offerings that were more responsive to student needs.
- The College supported an exploratory course for engaged learning in philosophy “Helping the Disadvantaged.”

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

ACHIEVEMENTS (2008-2009)---continued:

Undergraduate Program Enhancements---continued

- Despite difficult fiscal circumstances, the College maintained our traditionally strong relationship with units such as the SC Honors College and Capstone Scholars Program. College faculty continue to teach honors courses with departmental incentives for participation. We have sponsored the Capstone Study Abroad experience, and our First-Year English program has partnered with Capstone to offer special themed sections of ENGL 101 and 102 for students in that program.

Facilities

- Dedicated a new facility for the Dance program.

Emergency Measures

- Established emergency course minima guidelines for sustaining undergraduate courses in a tight fiscal climate.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

FUTURE PLANS (2009-2010):

General Education

- College faculty are active and significant contributors to the general education revision process; we are reviewing existing courses and discussing new ones for the proposed Carolina Core.
- The Academic Planning Council remains actively involved in all aspects of undergraduate education.
- Increased attention will be applied to placement and learning methods in key first-year courses to maximize student success. Foreign language placement tests are being revised and re-normed for implementation in Summer 2010. MATH 116 “Brief Precalculus” was first offered in the second eight weeks of Fall 2009; we will look carefully at performance data in MATH 141 Spring 2010 to gauge MATH 116’s effect.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

FUTURE PLANS (2009-2010):

New Degree Programs

- Plans are underway to develop a Bachelor of Arts in Environmental Studies as a companion program for the newly implemented Bachelor of Science in Environmental Sciences, maximizing the resources and expertise of the new School of the Earth, Ocean and Environment.
- The Bachelor of Science in Biochemistry and Molecular Biology is expected to receive final approval for implementation in Fall 2010.

Curriculum Management

- In difficult budgetary circumstances, the College will maintain our commitment to delivering the highest quality undergraduate education by maximizing existing faculty resources.

Goal 1: To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.

INDICATORS:

- **The College annually compiles data from major University databases and Arts & Sciences sources, to measure progress over time against the benchmarks established in prior years.**
- **Not all facets of a large and complex College can be measured.**
- **Included in this section are College-level measures of student access to and performance in courses and programs; student independent and international learning and research; and student recruitment, retention, and graduation.**

Blueprint for Academic Excellence

Goal 1

Short-Term Initiative 1.1: Improve the quality of general education delivered to all University of South Carolina undergraduates

Short-Term Initiative 1.1: Improve the quality of general education delivered to all University of South Carolina undergraduates

DESCRIPTION:

Whether USC students decide to take a major in one of the arts and sciences disciplines or to pursue professional studies in business, engineering, education, or other fields, College faculty and staff provide all students core educational and research programs that are foundational to their future success. Our increasingly competitive world requires that we constantly review and enhance our curriculum, so that all USC students emerge with the knowledge and skills they will need to be effective citizens and leaders in their communities and the global society.

Action Plan 1.1.1: Improve student learning in general education courses taken by all undergraduates in the University



1.1.1 A. 2008-2009 Initiatives to improve student learning in general education

- Redesign and implementation of the mathematics placement test to ensure accurate placement and to maximize student learning in the first-year mathematics sequence. The mathematics placement test is available online at <https://assess.math.sc.edu/>
- Development of Math 116 “Brief Precalculus” to be offered in the second eight weeks of fall semesters. Students in MATH 141 who find that they are not successful in calculus may take MATH 116 to maximize performance in calculus in the following spring semester. Math 116 was first offered Fall 2009.
- Pilot of new placement tests in foreign languages to ensure accurate placement and to maximize student learning in first and second-year language sequences. New placement tests are expected to be implemented during Summer Orientation 2010.
- Together with the redesign of the first-year English sequence in 2007-2008, the three initiatives above are substantial commitments to key intellectual skill areas for freshman students.

1.1.1 A. 2008-2009 Initiatives to improve student learning in general education ---continued

- Completed College general education curriculum change to include ANTH 161 “Introduction to Biological Anthropology” (new course) and ENVR 101 “Introduction to the Environment” as options for the lab science requirement. This action is the latest in a planned series of curriculum changes since 2006: regularization of Bachelor of Science quantitative requirements across all degree programs in the College; regularization of fine arts requirements across Bachelor of Arts and Bachelor of Science degree programs in the College; and inclusion of GEOG 201 “Landform Geography” and GEOG 202 “Weather and Climate” as options for the lab science requirement.
- Planned courses (SPCH 230, MATH 141) for linked sequences aimed at Business and Mechanical Engineering majors, Fall 2009.
- Hiring of three additional instructors in Spanish has increased the percentage of freshman/sophomore enrollment in first and second-year Spanish courses from 57% in Fall 2007 to 65% in Fall 2009.
- Learning expectations for all courses are now articulated through the inclusion of learning outcomes on all syllabi.

1.1.1 B. Student performance in key University general education courses: Pass and D/F/W Rates

Each year, the College of Arts and Sciences collects, aggregates, and analyzes data on pass rates and D/F/W rates in key general education courses and specialized courses taken by students in professional school majors. The College uses these data to initiate improvements that strengthen student learning in these courses. For example, we have strengthened instructional resources for ASTR 111.

Source: Arts and Sciences Academic Planning
2/19/2010

Action Plan 1.1.2: Improve technology/ laboratory infrastructure in general education courses taken by all undergraduates in the University

1.1.2 B. New lab infrastructure highlights

- Completed asbestos abatement of instructional labs in South Tower of Jones Physical Sciences Center.
- Initiated project to improve ventilation and chemical disposal in instructional labs in McMaster.
- Continued construction of Trace Metals lab in Sumwalt.

Source: Arts and Sciences Assistant Dean for Academic Planning
Updated: 2/9/2010

Action Plan 1.1.3: Improve access to general education courses for all undergraduates



1.1.3 A. Backlogged enrollments in first year courses (percent of total enrollment who are juniors/seniors)

Each year, the College of Arts and Sciences collects, aggregates, and analyzes data on course availability in key general education courses and specialized courses taken by students in professional school majors. The College uses these data in the annual academic planning process to make necessary adjustments in course offerings for the upcoming year. For example, in 2008-2009, we authorized the hire of three additional instructors in Spanish to reduce the backlog in first-year Spanish.

Source: Arts and Sciences Academic Planning
2/19/2010

1.1.3 B. Administrative structures in place to facilitate College responsiveness during Freshman Orientation

- Assistant Dean for Academic Planning monitors course section demand and allocations for new sections
- Assistant Dean for Undergraduate Academic Affairs and Advising monitors admissions data throughout the academic year and registration data throughout New Student Orientation.

Source: Arts and Sciences Undergraduate Academic Affairs and Advising

Arts and Sciences Assistant Dean for Academic Planning

Updated 2/10/2010

Action Plan 1.1.4: Lead general education reform across the University



1.1.4 A. General education reform initiatives

2005-2006:

- Focus groups of faculty and staff identified broad general education goals.

2006-2007:

- College faculty participated on six General Education Task Force teams.
- Two of the six teams were led by College faculty.

2007-2008:

- The Academic Planning Council developed a set of core principles for general education: “Learning for the Twenty-First Century: The Role of General Education in the Research University.” This document has been the primary source for the General Education Committee’s reconsideration of general education at the University level.
- Three College faculty and administrators serve on the General Education Committee; one of the committee’s two co-chairs is a faculty member in the College.

2008-2009:

- College faculty participated actively in the January 2009 General Education Forum, and their comments helped shape the learning outcomes for the new Carolina Core. College faculty have continued their commitment to the general education reform effort, serving as Content Consultants to the General Education Committee.

Source: Arts and Sciences Academic Planning Council
Arts and Sciences Assistant Dean for Administration
Date Updated: 1/17/2010

Blueprint for Academic Excellence

Short-Term Initiative 1.2:

Enhance the undergraduate educational experience for all majors in the College of Arts and Sciences

Short-Term Initiative 1.2: Enhance the undergraduate educational experience for all majors in the College of Arts and Sciences

DESCRIPTION:

In addition to fostering intellectual breadth through general education courses, the College enriches the academic experience of its majors by affording them a wide and diverse array of in-depth courses in all disciplines. Increasingly, such enrichment takes place both within and outside the classroom.

Action Plan 1.2.1: Continuously assess and improve the curricular and program offerings across the College



1.2.1 A. New undergraduate programs in the College

- **BS in Biochemistry & Molecular Biology** (approved by CHE, awaiting final approval by SACS)
- **BS in Environmental Sciences** (final approval granted by CHE and SACS; degree program implemented Fall 2009)
- **Minor in Geophysics** (approved by Faculty Senate Fall 2009)
- **BA in Environmental Studies** (in planning stage)

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 1/21/2010

1.2.1 B. Curricular revitalization of existing undergraduate programs

- 70 new courses approved
- 159 course changes approved
- 24 curriculum changes approved
- 186 special topics approved
- 31 course deletions approved

Source: 2008-2009 Arts and Sciences Curriculum Committee Annual Report
Date Updated: 1/21/2010

1.2.1 C. Academic Planning Council external reviews of units with undergraduate programs

- **Reviews Completed 2005-2006 through 2007-2008**

- Department of Art (BA, BFA) {review by NASAD}
- Department of Languages, Literatures, and Cultures (BA)
- Department of Physics and Astronomy (BS)
- Department of Political Science (BA)
- Department of Theatre and Dance (BA) {review by NAST}

- **Reviews Completed 2008-2009**

- Department of Chemistry and Biochemistry (BS, BS Chem)
- Department of Earth and Ocean Sciences (BS)
- Department of Religious Studies (BA)
- Department of Statistics (BS)
- Latin American Studies (BA)

- **Reviews Initiated in 2008-2009**

- Marine Science Program (BS) {completed Fall 2009}
- Department of History (BA) {completed Fall 2009}
- Department of Sociology (BA, BS) {completed Fall 2009}
- Department of Anthropology (BA) {in progress}
- Film and Media Studies Program (BA) {in progress}

Source: 2008-2009 Arts and Sciences APC Annual Report
Date Updated: 2/14/2010

1.2.1 D. Annual assessment of College degree programs

- **College Curriculum Committee completed third year of evaluation of online assessment plans.**
- **All 100+ assessment plans were evaluated by Committee members with special attention to assessment results and use of results in decision-making.**
- **Improved plan quality and compliance were noted across the College.**
- **For the second year, online course-based assessment tool was utilized for data collection in the Departments of Anthropology, Criminology and Criminal Justice, English, Political Science, and Religious Studies. The Film and Media Studies program and Media Arts program began use of the tool in 2008-2009.**

Source: 2008-2009 Arts and Sciences Curriculum Committee Annual Report
Date Updated: 1/21/2010

Action Plan 1.2.2: Continue to provide effective advising for all majors in the College

1.2.2 A. Enhance advising activities

- **The College consolidated all College-level advising and student services in a single building, Flinn Hall, in Summer 2009. Integrating both advising offices had been planned since the founding of the College in 2005. The opening of the College of Arts and Sciences Undergraduate Student Services Office in Flinn Hall signifies the College's commitment to our nearly 7500 undergraduate majors and all the undergraduates across the University who take our courses and participate in our programs. For University undergraduates, Flinn Hall is now the face of the College.**
- ***An Advisor Manual and Undergraduate Director Manual* were developed and implemented Fall 2008. These manuals resulted from the findings of the College of Arts and Sciences Academic Advising Task Force in 2007-2008.**
- **Undergraduate advising for majors in geology, geophysics, marine science, and environment has been consolidated under the new School of the Earth, Ocean and Environment.**

Action Plan 1.2.3: Maintain commitment to provide excellent instruction and mentoring

1.2.3 A. Undergraduate teaching awards won by Arts & Sciences faculty, AY 1997-1998 through AY 2008-2009

Award	Total Number of University Awards since 1997	Total Number of Awards Won by A & S Faculty	Percentage of Awards Won by A&S Faculty
Michael J. Mungo Undergraduate Teaching Award	52	32	62%
Amoco Teaching Award/ Michael J. Mungo Distinguished Professor of the Year Award	13	9	69%

Note: Susan Anderson, a faculty member in the College of Arts and Sciences, was named the winner of both the 2009 Michael J. Mungo Distinguished Professor of the Year Award and the 2009 Governor's Professor of the Year.

Source: USC Provost's Webpage

Date Updated: 1/18/2010

1.2.3 B. New College Teaching Award

In 2008-2009, the College developed plans for a teaching award to recognize excellence in undergraduate instruction in the College of Arts and Sciences by instructional faculty (non-tenure track) members. Two awards will be made in Spring 2010.

Source: Arts and Sciences Assistant Dean for
Administration
Updated: 2/3/2010

1.2.3.C. Prestigious fellowships won by College undergraduates

(internationally oriented fellowships in boldface)

Awards to Arts and Sciences Undergraduate Students	2005-2006	2006-2007	2007-2008	2008-2009
DAAD Rice Research Award	2	0	0	0
Fulbright Grant	2	4	3	4
Gates Cambridge Scholarship	0	0	0	0
George J. Mitchell Scholarship	0	0	0	0
Marshall Scholarship	0	0	0	0
National Security Education Program	2	2	2	3
Pasteur Foundation Paul W. Zuccaire Award	1	0	0	0
Rhodes Scholarship	0	0	0	0
Rotary International Scholarship	4	5	1	3
Barry M. Goldwater Scholarship	1	3	3	1
NASA Undergraduate Research Fellowship	0	0	0	1
Harry S. Truman Scholarship	1	1	0	0
James Madison Fellowship	1	0	1	1
Fund for Theological Education Undergraduate Fellowship	0	0	0	3

1.2.3.C. Prestigious fellowships won by College undergraduates---continued

Awards to Arts and Sciences Undergraduate Students (continued)	2005-2006	2006-2007	2007-2008	2008-2009
Knowles Science Teaching Fellowship	1	1	2	1
Morris K. Udall Scholarship	1	0	0	0
National Science Foundation (NSF)	1	2	3	0
NOAA/Hollings Undergraduate Scholarship	1	2	1	0
US Department of Defense National Defense Science and Engineering Graduate Fellowship	1	0	1	0
US Department of Homeland Security Fellowship	1	1	0	0
US Department of State Critical Languages Scholarship	0	0	2	3
Freeman-Asia	0	0	2	0
Benjamin A. Gilman International Scholarship	0	0	3	3
Japan Exchange and Teaching Program (JET)	0	0	1	1
Total Awards	20	21	25	24

Source: Office of Fellowships and Scholar Programs

Date Updated: 1/17/2010

1.2.3 D. Career and mentoring programs

- Through the University Career Center, the College supports career counseling and programs for Arts and Sciences majors; the College provides supplementary funding for Arts and Sciences programming .
- The College of Arts and Sciences Alumni Council hosts a Career Night program each fall, providing students opportunities for networking with alumni.
- SC STEPS to STEM works to attract and retain undergraduates majoring in STEM fields.

Source: Arts and Sciences Undergraduate Academic Affairs and Advising Office

Arts and Sciences Office of External Relations
updated 2/11/2010

Action Plan 1.2.4: Enhance educational opportunities beyond formal coursework

1.2.4 A. Selected Undergraduate Research and Internship Courses

Course	Students enrolled 2005-2006	Students enrolled 2006- 2007	Students enrolled 2007- 2008	Students enrolled 2008- 2009
BIOL 399 Independent Study	42	40	43	34
CHEM 496, 497, 498, 499 Undergraduate Research	26	38	51	24
PHYS 499 Undergraduate Research	5	3	7	7
PSYC 498, 598, 599 Advanced Independent Study and Individual Research	93	74	72	63
MART 499 Internship in Media Arts	60	46	62	57

1.2.4 A. Selected Undergraduate Research and Internship Courses---continued

Course	Students enrolled 2005-2006	Students enrolled 2006- 2007	Students enrolled 2007- 2008	Students enrolled 2008- 2009
ARTS 545 Internship in Graphic Design	13	7	9	4
CRJU 494 Internship in Criminal Justice	19	4	12	4
HIST 480 Internship in Public History	15	9	11	15
POLI 379 Public Affairs Internship	44	21	24	30
WGST 499 Community Service Internship	14	7	5	n/a

Source: 5-year Course Enrollment Report
Date: 2/3/2010

1.2.4 B Educational opportunities beyond formal course work

- Ten undergraduate major programs in the College offer students the opportunity to conduct and present original research through the graduation “with distinction in the major” option: Anthropology, English (*approved 2008-2009*), History (*approved 2008-2009*), Geology (*approved 2008-2009*), Geophysics (*approved 2008-2009*), Mathematics (*approved 2008-2009*), International Studies, Philosophy, Political Science, and Religious Studies
- College faculty supervise two-thirds of all South Carolina Honors College undergraduate theses.

Source: Arts and Sciences Assistant Dean for Administration
Updated: 2/3/2010

1.2.4 C. Discovery Day: Faculty Participation by Faculty College of Origin

Year	A & S Faculty	A &S Faculty (Percent of total faculty participation)	Other Faculty	Other Faculty (Percent of total faculty participation)
2007	75	60%	51	40%
2008	94	57%	70	43%
2009	81	50%	81	50%

1.2.4 D. Discovery Day: Student Participation by College major

Year	A & S Students	A &S Students (Percent of total student participation)	Other Students	Other Students (Percent of total student participation)
2007	98	77%	29	23%
2008	110	70%	48	30%
2009	102	61%	64	39%

Action Plan 1.2.5: Enhance interdisciplinary learning

1.2.5 A. Interdisciplinary undergraduate programs housed in the College

African-American Studies

Classics

Comparative Literature

Environmental Sciences (new for Fall 2009)

European Studies

Film and Media Studies

Latin American Studies

Marine Science

Women's and Gender Studies

Source: 2008-2009 Undergraduate Bulletin

Date Updated: 1/18/2010

1.2.5. B. Undergraduate programs

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total A&S Majors	7,281	7,256	7,186	7,413
Double Majors	241	249	261	296
Minors	1,685	1,798	1,979	2,255

Source: Arts and Sciences Assistant Dean
for Administration

Date Updated: 1/21/2010

Action Plan 1.2.6: Enhance international learning

1.2.6 A. College initiated efforts to expand international learning

2005-2006

- Requested a cross-College report by Professor Gordon B. Smith on international scholarship and exchange activities at USC

2006-2007

- “Improving First-Year Experience” course on International and Intercultural Study
- Initiative to establish a Confucius Institute at the University
- Trips to China and Singapore by College administrators to forge exchange program and research collaboration linkages

2007-2008

- Plans for Confucius Institute finalized with opening in November 2008
- Development of Chinese Studies minor
- August 2007 New Student Welcome Program focus on international experiences especially international dimensions in science and study abroad
- Gift secured to establish a study abroad scholarship

2008-2009

- The Confucius Institute has enabled the expansion of courses on Chinese language and culture.
- General education revision at the University level has focused attention on identifying, developing, and enhancing courses that encourage global citizenship and multicultural understanding.

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 2/11/2010

1.2.6 B. Study Abroad Participation

Year	Arts and Sciences Number	Arts and Sciences % of Total	Other Colleges Number	Other Colleges % of Total	Total Number
2005-2006	241	35%	436	65%	584
2006-2007	356	40%	542	60%	734
2007-2008	349	38%	590	62%	788
2008-2009	285	33%	591	67%	755

Note - If a student was completing a double major, each major was included in the totals.

Total number of majors (686 in 2005-00606; 898 in 2006-2007; 939 in 2007-2008, 876 in 2008-2009) equals more than the 584 (2005-2006), 734 (2006-2007), 788 (2007-2008), and 755 (2008-2009) students who studied abroad.

Source: 2008-2009 Study Abroad Annual Report
Date Updated: 1/17/2010

Blueprint for Academic Excellence

Short-Term Initiative 1.3:

Attract, retain, and graduate a diverse and high quality population of undergraduates in the College of Arts and Sciences

Short-Term Initiative 1.3: Attract, retain, and graduate a diverse and high quality population of undergraduates in the College of Arts and Sciences

DESCRIPTION:

Improving general education for all undergraduates, and enhancing the undergraduate experience for all our majors, enables us to attract a diverse and academically talented group of students to the University and the College.

Action Plan 1.3.1: Attract a diverse and academically talented population of undergraduates in the College of Arts and Sciences

1.3.1 A. Undergraduate Recruitment Activities

- College staff recruit new freshmen through Admissions Open House, Scholars Day, and Bridge Program events.
- College faculty participate in Inside Carolina, a recruitment program aimed at National Merit Semifinalists, National Achievement Semifinalists, and National Hispanic Scholars.
- College Alumni Council members write personal letters to accepted applicants.
- Dean sends personal letters to Carolina Scholars, McNair Scholars, and finalists.
- The SC STEPS to STEM program draws students from the University's regional campuses and South Carolina Technical College system to majors in the STEM disciplines. The College's STEM 101, HIST 108, and research opportunities are key elements of this program.

Source: Arts and Sciences Undergraduate Academic Affairs and Advising Office
Date Updated: 2/11/2010

1.3.1 B. Ethnicity of Arts and Sciences Majors---percent of total undergraduate headcount in College

Ethnicity	Fall 2005 N= 7281	Fall 2006 N = 7256	Fall 2007 N= 7182	Fall 2008 N= 7404
African American	14.7%	14.6%	13.7%	13%
Native American	.3%	.3%	.4%	.5%
Asian	2.8%	2.9%	3%	3%
Hispanic	1.8%	1.9%	2.3%	2.4%
White	69.6%	68.6%	69.7%	70.9%
Non-Resident Alien	.7%	.7%	.6%	.6%
Unknown	9.8%	10.6%	9.8%	8.9%

1.3.1 C. Comparison of average freshman SAT scores in several major Colleges

College	SAT Verbal					SAT Math					Average Total SAT				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Arts & Sciences	581	584	585	585	586	577	583	587	589	587	1159	1168	1172	1174	1173
Moore School of Business	569	569	573	578	582	595	604	605	608	608	1164	1173	1178	1186	1190
Engineering & Computing	570	573	565	572	580	621	632	624	626	633	1191	1205	1189	1198	1213
Mass Comm	580	577	592	589	590	572	561	572	571	571	1152	1138	1164	1160	1161

Source: IAC
Date Updated: 2/10/2010

Action Plan 1.3.2: Retain a diverse and high quality population of freshmen from Year 1 to Year 2

1.3.2 A. Initiative to retain freshmen from Year 1 to Year 2

- A new staff member was hired in the College Undergraduate Student Office to provide more intensive academic counseling for freshmen who perform below satisfactory levels in fall semesters.
- In partnership with the Student Success Center, the following Arts and Sciences courses offered supplemental instruction (SI) to improve student learning: BIOL 101, 102, CHEM 111, 112, HIST 112, MATH 122, 141, 142, PHIL 110, PSYC 101, 227.

1.3.2 B. College of Arts & Sciences freshman retention (percent)

		2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
<i>Starting in:</i>	<i>Ending in:</i>	Returned 03	Returned 04	Returned 05	Returned 06	Returned 07	Returned 08	Returned 09
Science and Math	Same School	62	70	63	66	68	70	
	Other School	21	17	16	21	19	18	
	TOTAL	83	87	79	87	86	88	
Liberal Arts	Same School	70	71	70	74	75	73	
	Other School	13	12	12	10	10	12	
	TOTAL	83	83	81	84	85	85	
Arts and Sciences Combined*	Same School							76
	Other School							10
* New school code	TOTAL							86

1.3.2.C. Retention rates: Freshman Year 1 to Year 2

University-wide freshman retention: Year 1 to Year 2	2005 Cohort Returning Fall 2006 N= 3677	2006 Cohort Returning Fall 2007 N= 3646	2007 Cohort Returning Fall 2008 N= 3690	2008 Cohort Returning Fall 2009 N= 3826
Males	86%	86%	86%	86%
Females	86%	88%	88%	88%
African American	89%	90%	88%	93%
Asian	90%	93%	91%	85%
Hispanic	84%	84%	87%	85%
White	86%	87%	87%	87%
All first-time, full- time students	86%	87%	87%	87%

1.3.2.D. Retention rates: Freshman Year 1 to Year 2

Arts and Sciences Freshman Retention: Year 1 to Year 2	2005 Cohort Returning Fall 2006	2006 Cohort Returning Fall 2007	2007 Cohort Returning Fall 2008	2008 Cohort Returning Fall 2009
Science & Mathematics Same School	66%	68%	70%	
Science & Mathematics Other School	21%	19%	18%	
Total for Science & Mathematics	87%	86%	88%	
Liberal Arts Same School	74%	75%	73%	
Liberal Arts Other School	11%	10%	12%	
Total for Liberal Arts	84%	85%	85%	
Arts and Sciences Same School				76%
Arts and Sciences Other School				10%
Total for Arts and Sciences				86%

Action Plan 1.3.3: Graduate a highly qualified population of undergraduate majors



1.3.3 A. Snapshot of undergraduate degree recipients (August 2008, December 2008, May 2009)

	Arts & Sciences		non-Arts & Sciences		All USC-Columbia	
	Number	% of Total	Number	% of Total	Number	% of Total
Male	709	17%	1060	26%	1769	43%
Female	935	23%	1406	34%	2341	57%
White	1005	24%	1634	40%	2639	64%
Non-White	639	16%	832	20%	1471	36%
Graduated w/ Honors	497	36%*	865	64%*	1362	100%
Totals	1644	40%	2466	60%	4110	100%

*percent of total honor graduates, not all graduates

Source: IAC
Date Updated: 1/18/2010

1.3.3 B. 4-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort
		4-Year	4-Year	4-Year	4-Year	4-Year
<i>Starting in:</i>	<i>Ending in:</i>					
Sci & Math	Same School	23	23	25	25	34
	Other School	19	17	20	16	19
	TOTAL	43	40	44	41	52
Liberal Arts	Same School	37	37	36	39	36
	Other School	8	7	10	11	11
	TOTAL	45	44	46	50	47

Source: IAC
Date Updated: 1/18/2010

1.3.3 C. 5-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort
		5-Year	5-Year	5-Year	5-Year	5-Year
<i>Starting in:</i>	<i>Ending in:</i>					
Sci & Math	Same School	30	28	31	33	41
	Other School	33	28	29	29	29
	TOTAL	63	55	60	62	70
Liberal Arts	Same School	47	49	46	47	47
	Other School	14	13	17	18	18
	TOTAL	61	62	63	65	65

Source: IAC
Date Updated: 1/18/2010

1.3.3 D. 6-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort
		6-Year	6-Year	6-Year	6-Year	6-Year
<i>Starting in:</i>	<i>Ending in:</i>					
Sci & Math	Same School	32	29	33	34	43
	Other School	37	31	32	33	31
	TOTAL	69	60	65	67	74
Liberal Arts	Same School	50	50	47	48	49
	Other School	16	15	17	19	19
	TOTAL	66	65	65	67	68

Source: IAC
Date Updated: 1/18/2010

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

DESCRIPTION:

The transformation of the lives of our students begins with those who create and share knowledge at the frontiers of their disciplines, the faculty of the College. The excellence, breadth, and diversity of our faculty are vital to the University as a whole.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

ACHIEVEMENTS (2008-2009):

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at recruiting, retaining, and supporting a strong faculty. Since 2005, the College has hired over 160 new faculty. Our faculty have garnered \$223 M in sponsored funding, produced 1,777 scientific articles and published 95 scholarly books, 67 edited volumes, and 25 creative works.

The severe budget cuts sustained by the College in 2008-2009 have slowed our progress toward some aspects of this goal. In response to budget cuts, the College took emergency measures and canceled nearly all of the 55 searches authorized for 2008-2009 and deferred sabbaticals until 2010-2011.

We responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. One of our key priorities was the preservation of our tenured and tenure-track faculty lines and the support necessary for faculty productivity. Our plans for the future and actions taken in 2009-2010 reflect our commitment to this priority.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

ACHIEVEMENTS (2008-2009)---continued:

Faculty Recruitment

- Hired 5 new faculty.
- Fully funded all startup commitments for faculty hired in the 2007-2008 cycle.

Faculty Promotion, Support, and Recognition

- Promoted 38 faculty.
- A total of 10 Arts and Sciences faculty have been named as American Association for the Advancement of Sciences Fellows (4 in 2008 and 6 in 2009.)
- Full salary support for faculty recipients of prestigious fellowships.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

ACHIEVEMENTS (2008-2009)---continued:

Research Achievement and Support

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment.
- Continued implementation of College plan for space utilization and facilities improvement.
- Formally established the Institute for African American Research, the Jewish Studies Program, and the Parenting and Family Research Center.
- Garnered \$41.3 M in research funding from all sources in FY 2009.
- Aggressively sought federal stimulus funding from sources such as NSF and NIH.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

FUTURE PLANS (2009-2010):

Faculty Recruitment

- Authorize 30 faculty searches in key areas for 2009-2010.
- The College has determined an ambitious plan to become the home of 6 CoEE chairs. With two CoEE chairs already hired, one offer in progress, and one search in progress, the College is advancing toward realization of this objective.

Faculty Promotion, Support, and Recognition

- Since 2005, the College has focused its resources and energies toward recruiting and hiring over 160 new faculty. With this accomplished, the College will refocus our efforts to mentoring and supporting faculty throughout their careers. Specific plans include an enhanced sabbatical program for 2010-2011 offering faculty the option of a semester with full pay or a year with 65% pay.
- Reinvigorate the Associate Professor Development Award; 13 associate professors have received this award in 2009-2010.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

FUTURE PLANS (2009-2010)---continued:

New Initiatives

- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF.) The initiative provides for the recruitment of 22 new faculty with expertise not currently available in South Carolina, and the College will aggressively seek a proportion of these positions, likely in applied and computational mathematics.

Goal 2: To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.

INDICATORS:

- The College annually compiles data from major University databases, and Arts & Sciences sources, to measure progress over time against the benchmarks established in prior years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of faculty recruitment, retention and awards, and College efforts in support of faculty research, scholarship and creative activity.

Blueprint for Academic Excellence

Goal 2

Short-Term Initiative 2.1:

Identify, attract, and recruit a diverse, highly qualified faculty in specific areas of high need and potential for growth

Short-Term Initiative 2.1: Identify, attract, and recruit a diverse, highly qualified faculty in specific areas of high need and potential for growth.

DESCRIPTION:

Carolina students deserve to have as role models faculty who are accomplished in their fields as teachers and scholars. The faculty of the College are the heart and soul of the enterprise. Recruited nationally and internationally, faculty bring unique expertise and multicultural experience to the state and to the students. College faculty are active participants in University hiring initiatives.

Action Plan 2.1.1: Use ongoing College-wide strategic planning process to define areas of critical need and high potential for recruiting faculty

2.1.1 A. Faculty hiring plans

- Annual Strategic Faculty Hiring Plan system has continued to identify areas of critical need and high potential for growth.
- May 2007 hiring plans resulted in 49 hires during 2007-2008.
- May 2008 hiring plans generated 55 searches for 2008-2009, but emergency fiscal measures necessitated cancellation of all but 4 searches. The 4 searches that went forward were three promised to senior hires in previous years and a critical position to maintain accreditation in School Psychology.
- May 2009 hiring plans generated 30 searches for 2009-2010. These searches are in progress, and preliminary information indicates that exceptionally strong candidates are in the application pool. Searches underway include recruitment of new faculty in material chemistry, nanotechnology and future fuels, computational mathematics, statistics, biogeography, marine chemistry, microclimatology, juvenile delinquency, comparative politics, international relations, public administration, family research, social stratification, Latino health disparities, composition and rhetoric, speech communication, African American literature, ancient history, Portuguese, Early Christianity, theatre performance, and a chair for the Department of Psychology.

Source: Arts and Sciences HR
Date Updated: 2/11/2010

2.1.1 B. 2008-2009 Faculty Recruitment

Five tenure/tenure-track hires were made in 2008-2009:

- One Assistant Professor in polymer chemistry
- Two Assistant Professors in computational mathematics
- One Assistant Professor in school psychology
- A senior hire in genetics/crop physiology resulted from an administrative appointment at the University level.

Source: Arts and Sciences HR
Date Updated: 2/3/2010

Action Plan 2.1.2: Attract and recruit a diverse, highly qualified faculty



2.1.2 A. Faculty recruited

	White 05-06	White 06-07	White 07-08	White 08-09	Afr Amer 05-06	Afr Amer 06-07	Afr Amer 07-08	Afr Amer 08-09	Asian 05-06	Asian 06-07	Asian 07-08	Asian 08-09
Asst Prof	23	30	32	1	5	1	1	0	1	3	4	3
Assoc Prof	1	4	5	0	1	0	0	0	0	0	0	0
Full Prof	1	4	4	1	0	0	0	0	0	0	0	0
Total	25	38	41	2	6	1	2	0	1	3	6	3

Source: Arts and Sciences HR

Date Updated: 2/3/2010

2.1.2 C. Faculty Excellence Initiative (FEI) proposals

	2005-06	2006-07	2007-08	2008-2009
SUBMITTED PROPOSALS				Following the cancellation of searches in 2008-2009, the College is working to fill remaining FEI positions in 2009-2010.
Submitted FEI proposals w/ A&S PI's	26	23	12	
Submitted FEI proposals w/ A&S Co-PI's	9	5	2	
Total	35	28	14	
FUNDED PROPOSALS				
Funded FEI proposals w/ A&S PI's	4	3	2	
Funded FEI proposals w/ A&S Co-PI's	5	3	1	
Total	9	6	3	

Blueprint for Academic Excellence

Short-Term Initiative 2.2:

Support and mentor faculty throughout their careers in the College



Short-Term Initiative 2.2: Support and mentor faculty throughout their careers in the College

DESCRIPTION:

While attracting, recruiting, and hiring the highest quality faculty are high priorities for the College, supporting and mentoring those faculty to success throughout their careers are equally important. It is only through our faculty and their dedication to teaching, research, scholarship, and creative activity that we serve our students and engage the broader community.

Action Plan 2.2.1: Increase success of counteroffers by strong response to outside offers from top universities and research centers

2.2.1 A. Success in retention efforts

The College successfully retained 80% of faculty who received outside offers in 2005-2006, 71% of those in 2006-2007, 72% of those in 2007-2008, and 78% in 2008-2009.

Source: Arts and Sciences HR

Data Updated: 2/3/2010

Action Plan 2.2.2: Foster faculty research and scholarship

2.2.2 A. College initiatives in support of faculty research 2008-2009

- Faculty field trips to granting agencies
- Workshops for assistant professors on grant-writing (including NSF, DOE, and NEH)
- Associate Professor Development Award
- Launched the Institute for African American Research
- Established Jewish Studies Program
- Continued support for Digital Humanities Initiative
- Renamed and reinvigorated Interdisciplinary Mathematics Institute
- Completed proposal for PhD degree in Spanish (awaiting final approval from CHE)
- Established the School of the Earth, Ocean and Environment to leverage interdisciplinary strengths in environmental research

Source: Arts and Sciences
Assistant Dean for
Administration
Arts and Sciences Research
Date Updated: 2/11/2010

2.2.2 B. Sabbaticals in College of Arts & Sciences

	2005-2006	2006-2007	2007-2008	2008-2009
Fall	15	13	13	0
Spring	13	13	8	0
Full year	6	9	6	0
Total	34	35	27	0

Note: Emergency fiscal measures necessitated deferring sabbatical requests in 2008-2009. During Fall 2009, faculty have been invited to apply for an enhanced sabbatical program for 2010-2011 offering the option of a semester with full pay or a year with 65% pay.

Source: Arts and Sciences HR
Date Updated: 2/3/2010

2.2.2 C. Winners of prestigious fellowships who receive full salary support from the College

	2005-2006	2006-2007	2007-2008	2008-2009
National Endowment for the Humanities	3	0	1	1
National Endowment for the Arts	1	0	0	0

Source: Arts and Sciences Research
Date Updated: 3/2/2010

2.2.2 D. National career/merit awards

	2005-2006	2006-2007	2007-2008	2008-2009
National Institutes of Health	0	1	0	0
National Science Foundation	4	0	2	2

Source: Arts and Sciences Research

Date Updated: 3/2/2010

Blueprint for Academic Excellence

Short-Term Initiative 2.3:

Protect and enhance the research/
creative activity infrastructure



Short-Term Initiative 2.3: Protect and enhance the research/creative activity infrastructure.

DESCRIPTION:

Scholarly discovery and dissemination of knowledge about the natural and human world requires up-to-date laboratories, space, equipment, and technology. Dynamism in research informs excellence in both teaching and engagement with the broader community.

Action Plan 2.3.1: Initiate needed improvements to technical and physical infrastructure

2.3.1 A: Status of building upgrade projects 2008-2009

PROJECT	STATUS
Jones Physical Sciences Abatement (South)	Completed
Dance facility	Completed
Art Studio facilities for MFA program	Completed
Gambrell Hall Mechanical Upgrade	Completed
Research Greenhouses	Completed
Upgrade Electron Microscopy Center (EMC)	Completed
Longstreet Costume Annex	Completed
Refit of lab space in EWS, Sumwalt, and Jones Physical Sciences Building to accommodate new hires	Completed
Remodel Jones Physical Sciences Center Suite 109 for Women's and Gender Studies	Completed
Remodel Gambrell Hall Suite 258 for African American Studies	Completed
Relocate Student Advising Services to Flinn Hall	Completed
Update of HVAC system in Hamilton for Department of Anthropology	Completed

2.3.1 A: Status of building upgrade projects 2008-2009---continued

PROJECT	STATUS
Upfit offices in Jones Physical Sciences Center and Earth and Water Science to relocate faculty and staff in new School of the Earth, Ocean and Environment	Completed
Jones Physical Sciences Upfit (South)	Ongoing
Jones Physical Sciences Abatement (North)	Ongoing
Trace Metals Laboratory	Ongoing
Upgrade storage facilities for SCIAA	Ongoing
Booker T. Washington Auditorium Renovation	Ongoing
Upgrade exhaust system for instructional laboratories in Department of Art	Ongoing
Repair ceramic kiln for Department of Art (flue)	Ongoing

Source: Arts and Sciences Assistant Dean for
Academic Planning
Project Status as of 8/15/2009
Date Updated: 2/9/2010

GOAL 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

DESCRIPTION

Integral to the College's vision of creating and sharing knowledge at the frontiers of inquiry, graduate students are active participants in the University's pursuit of a vibrant research and scholarship program. These students directly contribute to the discovery, critical examination, integration, preservation and communication of knowledge, wisdom and values. During their graduate careers, students learn to frame questions in order to extend human knowledge, build new understandings of nature, develop new ideas, and create new images, as well as shape methods and procedures that further these efforts.

Goal 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

ACHIEVEMENTS (2008-2009):

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at building strong graduate programs and supporting graduate students, especially those at the doctoral level. Since 2005, the College has established stable, systematic, and sustainable plans for graduate student support.

The severe budget cuts sustained by the College in 2008-2009 have slowed our progress toward some aspects of this goal. We responded to the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for both the short and long-range future of the College and the University as a whole. In addressing the cuts, one of our key priorities was the preservation of our existing level of graduate student support. Our plans for the future and actions taken in 2009-2010 reflect our commitment to both preserving and enhancing graduate student support .

Goal 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

ACHIEVEMENTS (2008-2009)---continued:

Graduate Student Support

- Established and maintained stable, systematic, and sustainable plans for graduate student support.
- Preserved all graduate student funding and tuition abatements at existing levels.
- Since January 2007, the College has made 225 awards, totaling more than \$114,000 in travel support to graduate students presenting work at national and international professional conferences, symposia, and performances.

New Graduate Programs

- A proposal for a PhD in Spanish has been developed and submitted to CHE.
- An Applied and Computational Mathematics area of emphasis has been developed and approved for the PhD in Mathematics.
- PhD in Criminology and Criminal Justice admitted first class in Fall 2008.

Goal 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

ACHIEVEMENTS (2008-2009)---continued:

Graduate Program Quality Assurance

- Academic Planning Council completed academic program reviews of six units with graduate programs, and initiated three additional reviews of departments with graduate programs (these were concluded Fall 2009.)
- The School Psychology graduate program was reaccredited by APA for a full seven-year cycle in 2009.

New Structures for New Opportunities

- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment. The new school houses five graduate degree programs: PhD and MS in Geological Sciences, PhD and MS in Marine Science, and the Master of Earth and Environmental Resources Management (MEERM.)

Emergency Measures

- Established emergency course minima guidelines for sustaining graduate courses in tight fiscal climate.

Goal 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

FUTURE PLANS (2009-2010):

Graduate Student Support

- For FY 2011, the College has developed a plan for fully funding tuition abatements for full-time, College-supported graduate assistantships.
- Concern for issue of compensation and benefits for graduate students is ongoing.

New Graduate Programs

- The College has encouraged proposals for new initiatives in graduate education.

Graduate Program Quality Assurance

- The College will continue the cycle of thorough external reviews of graduate programs.

Goal 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

FUTURE PLANS (2009-2010)---continued:

Data Collection

- A system for collecting and aggregating data on PhD placement is in development.
- The College continues to monitor recruitment of underrepresented groups enrolled in our graduate programs.

Graduate Program Management

- Effective Fall 2010, the College will relax emergency course minima guidelines for graduate courses in selected areas.

GOAL 3: To develop the next generation of intellectual leadership through its excellent graduate programs.

INDICATORS:

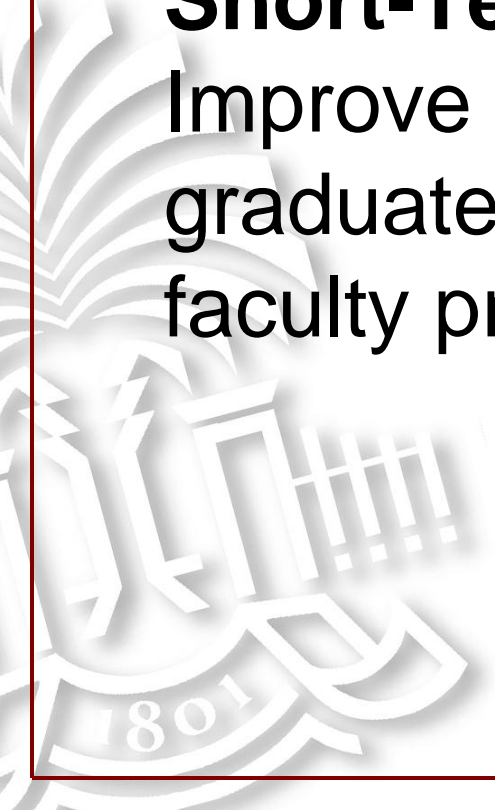
- The College annually compiles data from major University databases, and Arts & Sciences sources, to measure progress over time against the benchmarks established in prior years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of faculty productivity and grantsmanship, graduate program review, graduate recruitment, time to degree, and College support for graduate students.

Blueprint for Academic Excellence

Goal 3

Short-Term Initiative 3.1:

Improve the national standing of College graduate programs through increased faculty productivity



Short-Term Initiative 3.1: Improve the national standing of College graduate programs through increased faculty productivity

DESCRIPTION:

In the past decade, the College has graduated almost 4,000 master's and doctoral students who have taken positions of leadership in institutions of higher learning as well as in government, schools, foundations and corporations in this country and abroad. The quality of the graduate programs in the College is integral to the national and international standing of the University.

*Blueprint for
Academic Excellence*

Action Plan 3.1.1: Document faculty scholarly research and creative activity

3.1.1 A. Faculty authored books published with prestigious academic press houses

	2006	2007	2008	2009
Scholarly Books	17	25	20	33
Creative Works	9	7	7	2
Edited Volumes	13	10	27	17

Source: Arts and Sciences Senior Associate
Deans and Department Chairs
Date Updated: 2/25/2010

3.1.1 B. Faculty publications in three of the most prestigious journals

Faculty publications in three of the most prestigious journals

	2007	2008	2009	15-year period 1995-2009
Nature	1	0	0	17
Science	4	4	0	32
Proceedings of the National Academy of Sciences	1	7	1	26

Source = ISI Web of Science. A global search was conducted using the three journal names (plus the two additional Proceedings journals prior to their merger) and the USC zip code. The list was sorted by visual inspection to include College of Arts and Sciences faculty.

Date Updated: 3/3/2010

3.1.1 C. Scientific journal publications of natural sciences faculty

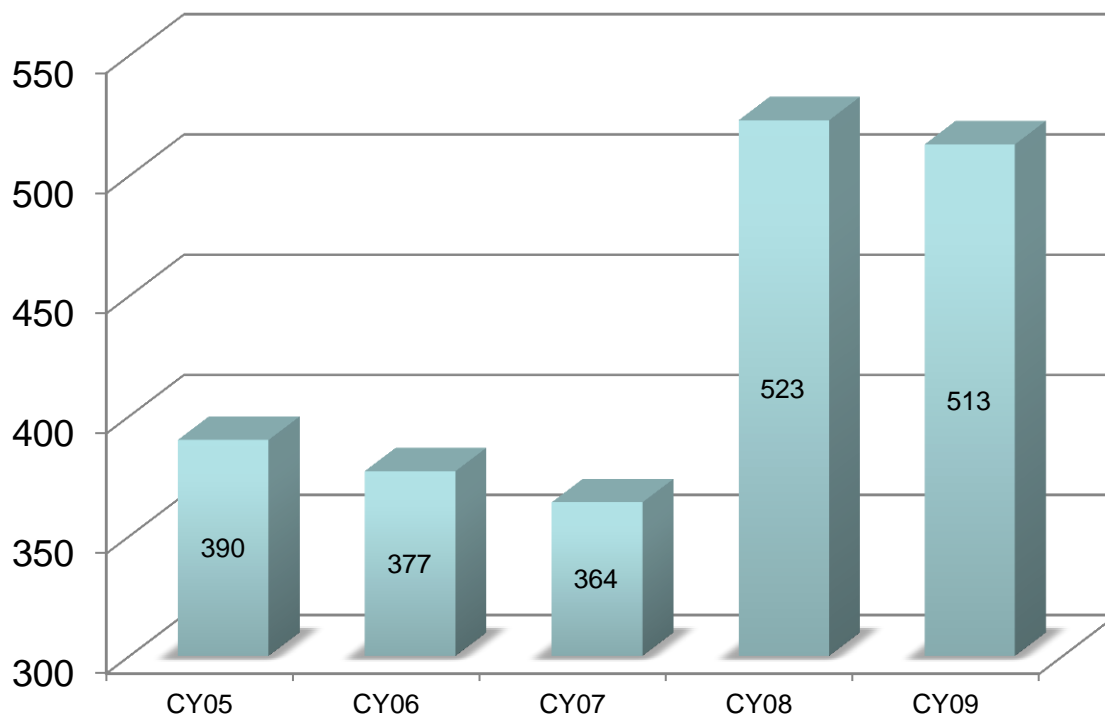
	CY05	CY06	CY 07	CY08	CY09
Total	390	377	364	523	513

Source: ISI Web of Science. Tenure and tenure-track faculty name lists were based on a combination of payroll and webpage listings. In addition, department chairs were sent these lists and asked to correct any discrepancies. Lists of names from each department were entered in the database search engine along with publication year and zip code. Counts may be underestimates if the author used more than one variant of their name (esp. initials). However, papers that included co-authors from the same department or other A&S departments were counted more than once. The complete list of names and publications are available for inspection on the A&S website. All publication types except meeting abstracts and corrections were included in this enumeration.

Source: Arts and Sciences Research

Date Updated 3/3/2010

3.1.1 D. Scientific publications for natural sciences departments CY2005 through CY2009



Source: ISI Web of Science. Tenure and tenure-track faculty name lists were based on a combination of payroll and webpage listings. In addition, department chairs were sent these lists and asked to correct any discrepancies. Number of faculty per department is given in the previous table. Lists of names from each department were entered in the database search engine along with publication year and zip code. Counts may be underestimates if the author used more than one variant of their name (esp. initials). However, papers that included co-authors from the same department or other A&S departments may have been counted more than once. All publication types except meeting abstracts and corrections were included in this enumeration.

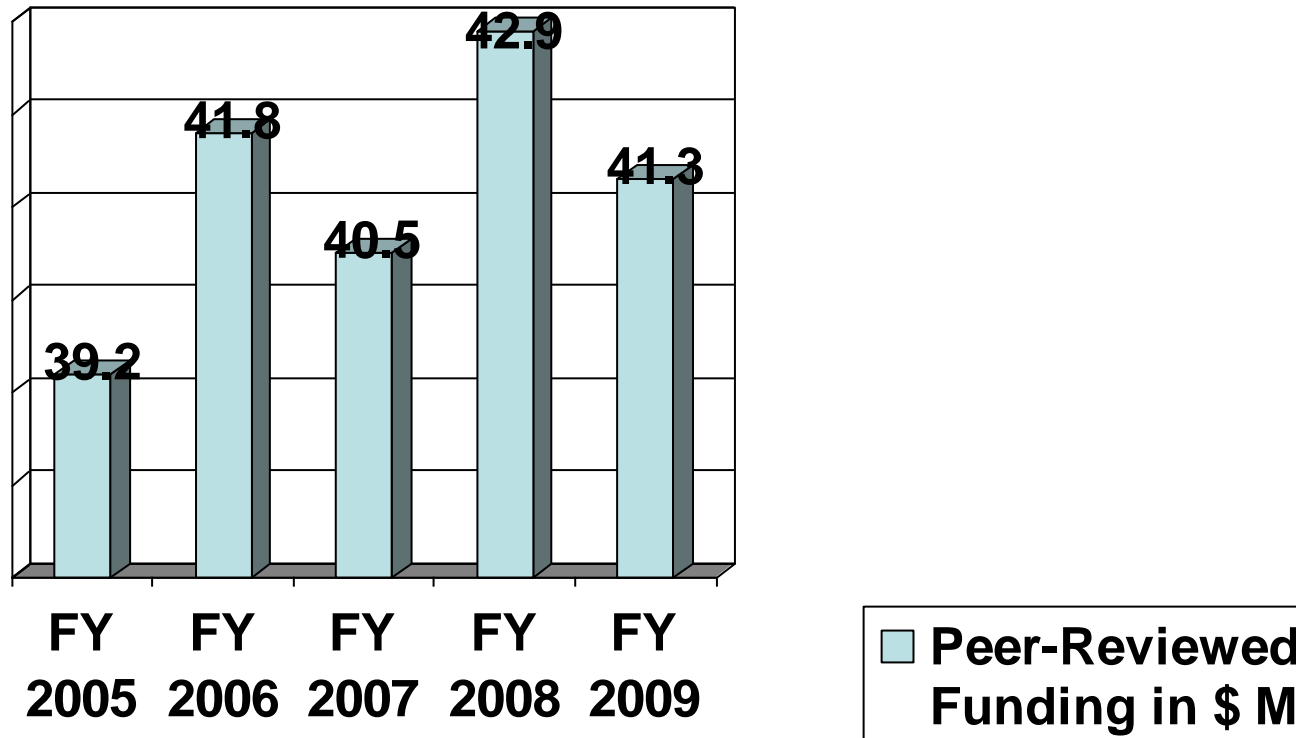
Source: Arts and Sciences Research
Date Updated: 3/3/2010

3.1.1 E. Total new awards won by A&S faculty

FY2005	\$46,535,362
FY2006	\$47,902,535
FY2007	\$42,907,595
FY2008	\$44,845,761
FY 2009	\$41,302,354

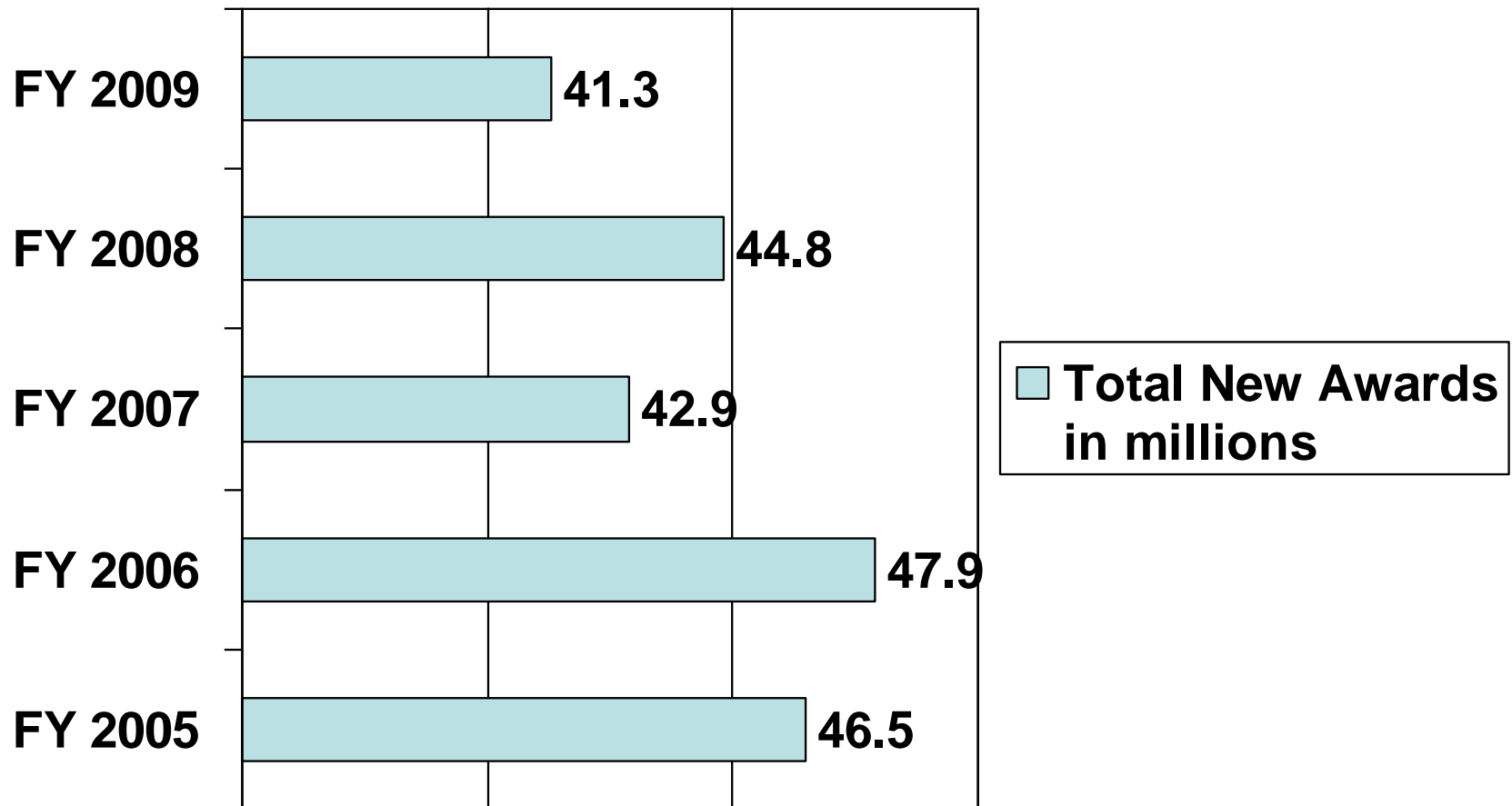
Source: Arts and Sciences Research
Date Updated: 2/23/2010

3.1.1 E.i. Total new awards won by A&S faculty: Peer-reviewed research only

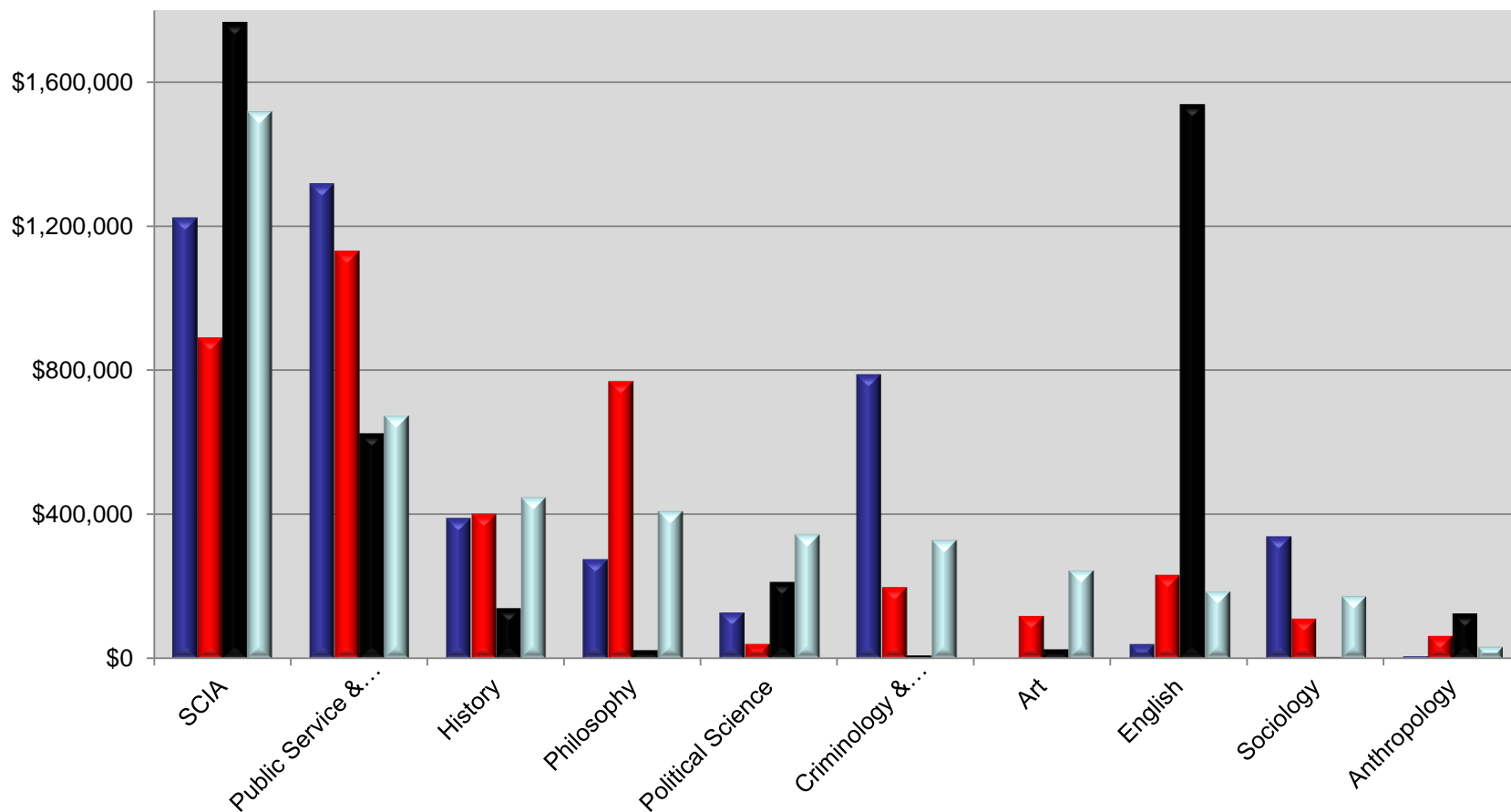


Source: Arts and Sciences Research
Date Updated: 2/23/2010

3.1.1 E.ii. Total new awards won by Arts and Sciences faculty FY 2005 through FY 2009

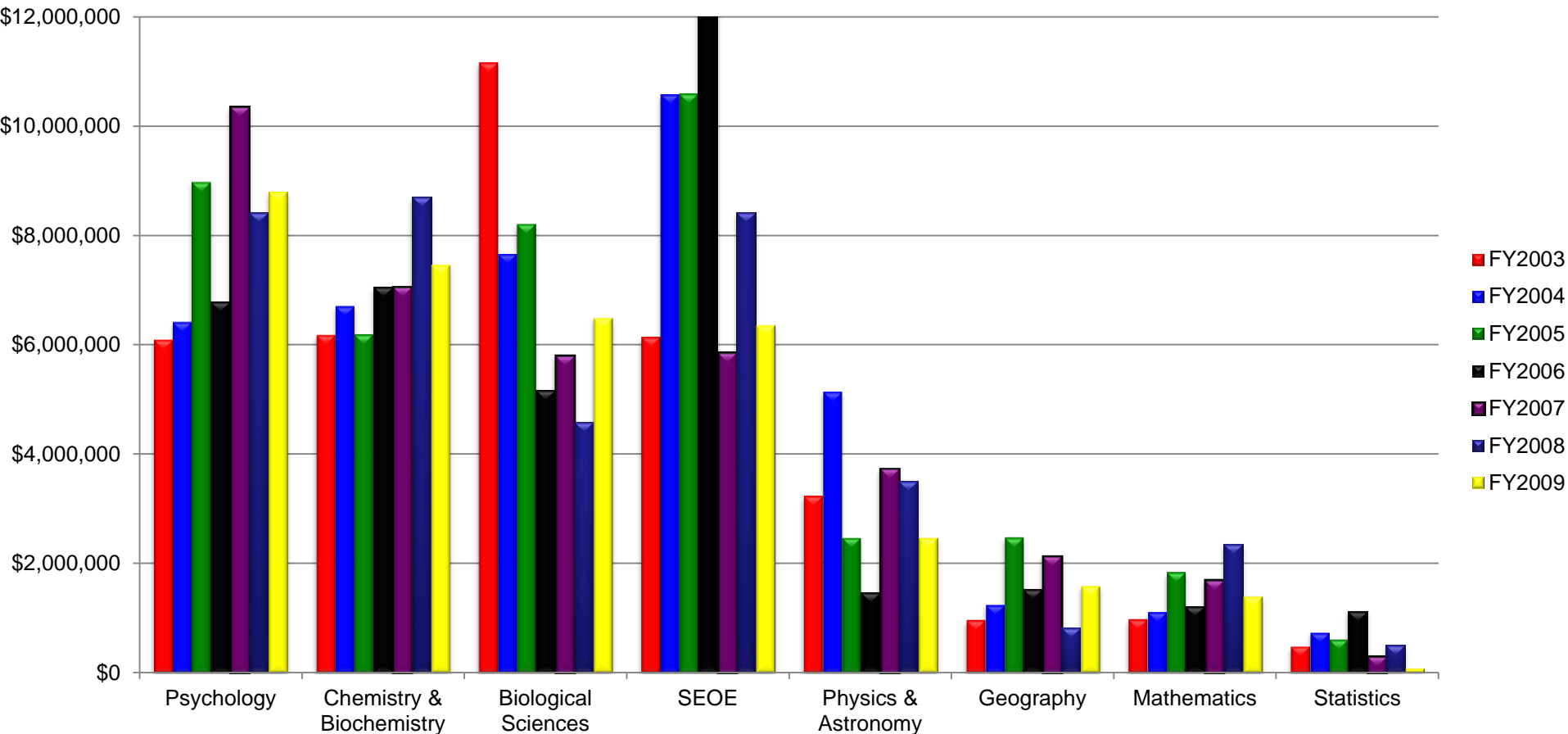


3.1.1 F. New awards in social sciences and humanities FY06 – FY09



Source: Sponsored Awards Management, Feb 2010.

3.1.1 G. New awards in the natural sciences FY03 to FY09



Source: Sponsored Awards Management
Date Updated: 2/7/2010

3.1.1 H. Arts & Sciences awards by source FY06 – FY09

	FY06	FY07	FY08	FY09
COMMERCIAL	\$ 968,698	\$ 1,046,163	\$ 605,368	\$ 1,133,027
FEDERAL	\$ 43,411,539	\$ 33,921,661	\$ 34,731,848	\$ 31,666,776
LOCAL	\$ 182,920	\$ 291,641	\$ 97,010	\$ 134,201
OTHER	\$ 838,876	\$ 1,104,500	\$ 1,215,234	\$ 1,382,227
PHILANTHROPY	\$ 2,729,133	\$ 991,001	\$ 1,909,777	\$ 1,170,583
STATE	\$ 1,008,298	\$ 5,282,016	\$ 6,277,377	\$ 6,383,245
Total	\$ 49,139,464	\$ 42,636,982	\$ 44,836,614	\$ 41,302,354

Source: Sponsored Awards Management, Feb 2010
Date Updated: 2/7/2010

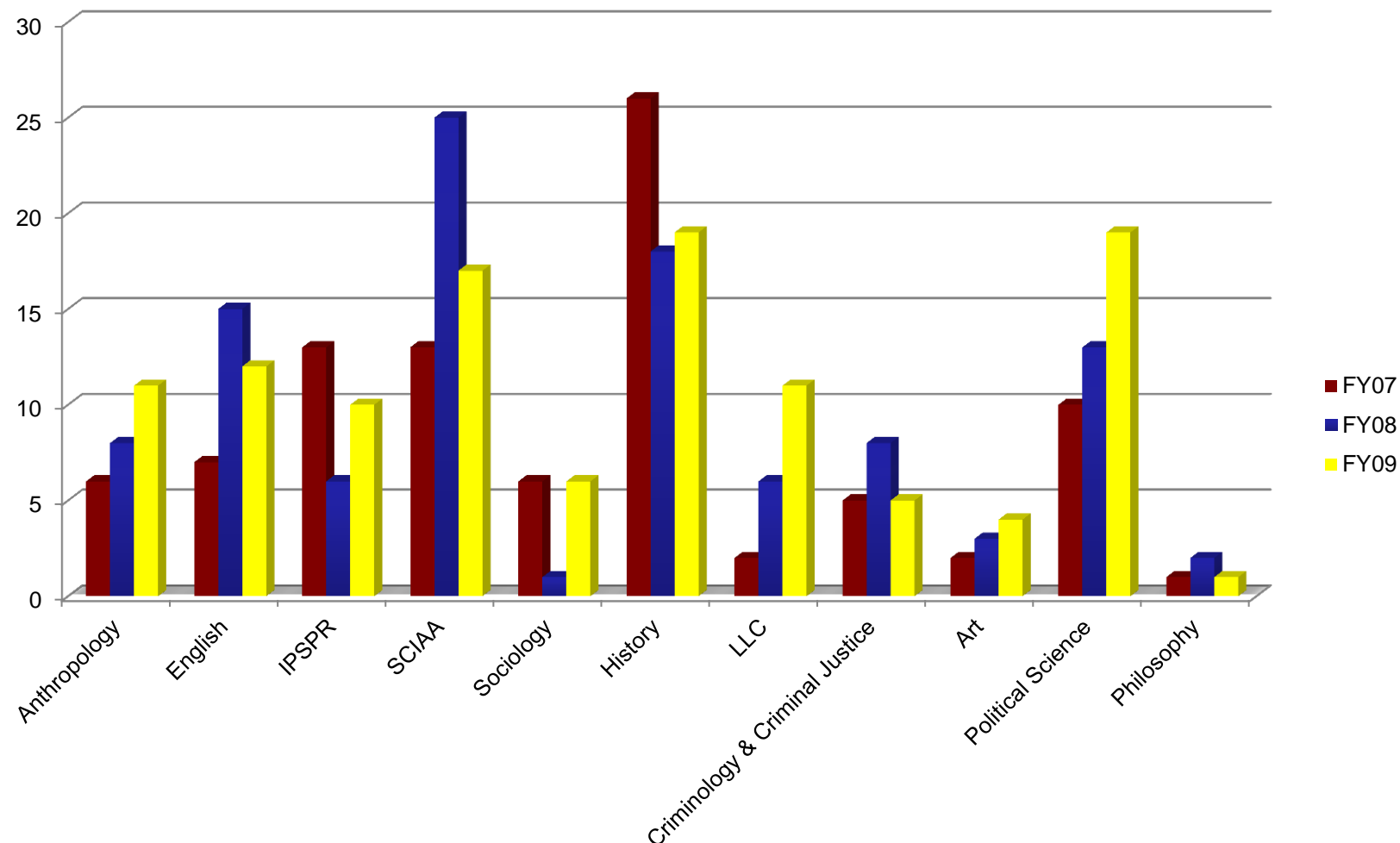
3.1.1 I. Major Federal grant funding by source FY06 – FY09

	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>
National Institutes of Health	\$12,781,420	\$11,535,818	\$9,396,964	\$8,327,226
Department of Commerce	\$10,817,991	\$ 2,318,932	\$3,737,757	\$2,539,977
National Science Foundation	\$ 7,804,994	\$ 7,924,599	\$11,515,925	\$10,809,125
Department of Defense	\$ 2,339,669	\$ 4,136,732	\$4,898,405	\$3,398,259
Dept. Health and Human Services	\$ 2,202,443	\$ 2,408,975	\$1,215,783	\$1,056,783
Department of Energy	\$ 2,131,482	\$ 1,891,906	\$1,837,231	\$2,335,410

Source: Sponsored Awards Management

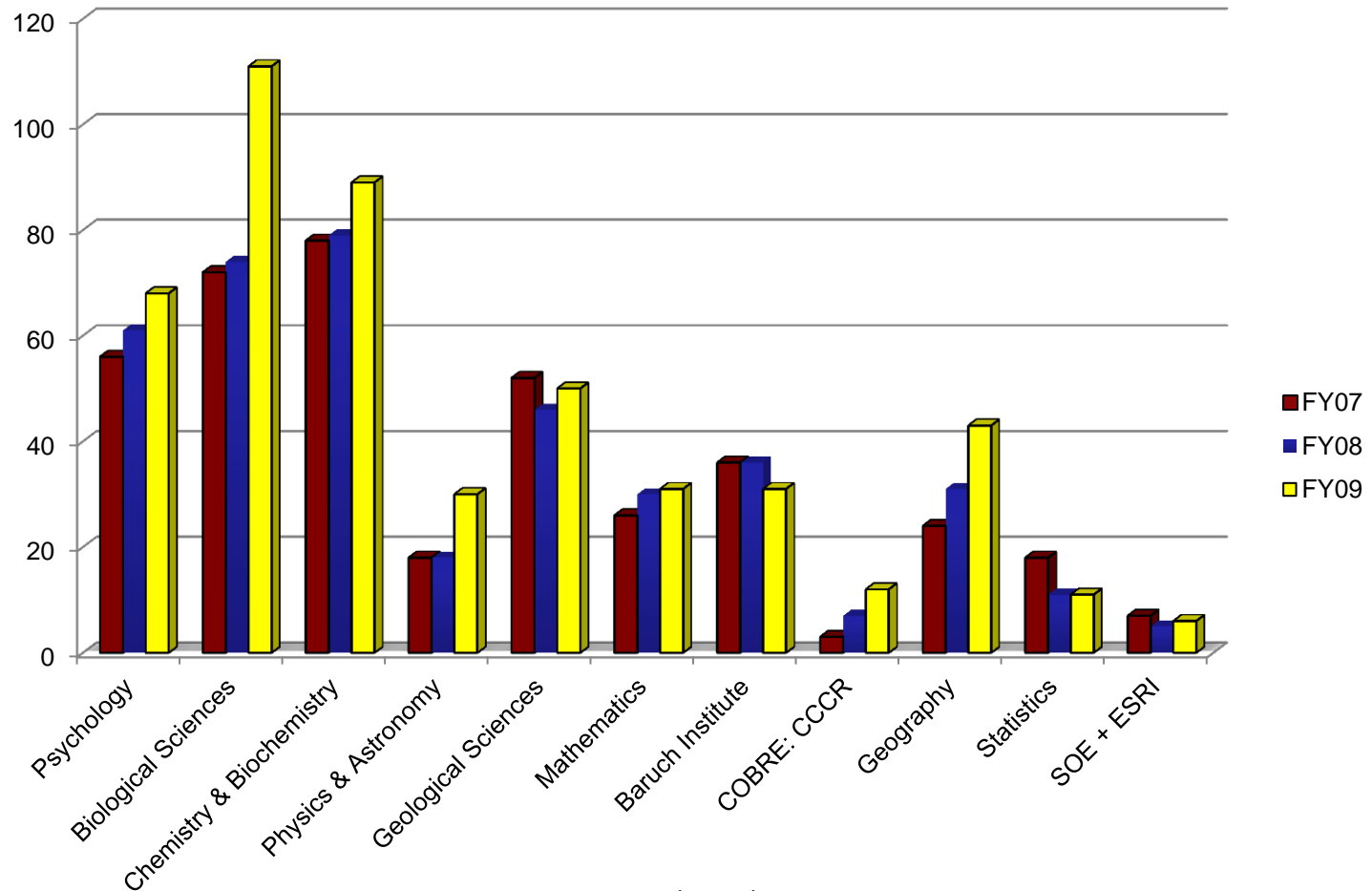
Date Updated: 2/7/2010

3.1.1 L. Numbers of external grant proposals submitted by social sciences and humanities departments FY07-10



Source: Sponsored Awards Management
Date Updated: 2/7/2010

3.1.1 M. Numbers of external grant proposals submitted by natural sciences departments FY07-FY09



Source: Sponsored Awards Management 2010

Action Plan 3.1.2: Continuously assess and improve the curricular and program offerings to enhance the reputation of existing graduate programs

3.1.2 A. Academic Planning Council external reviews of units with graduate programs

- **Reviews Completed 2005-2006 through 2007-2008**

- Department of Art (MA, MFA, IMA, MMA) {review by NASAD}
- Department of Languages, Literatures, and Cultures (MA, PhD)
- Department of Physics and Astronomy (MS, PhD)
- Department of Political Science (MA, PhD, MPA)
- Center for Science Education (MAT, IMA)
- Department of Theatre and Dance (MA, MFA) {review by NAST}
- Linguistics Program (MA, PhD)

- **Reviews Completed 2008-2009**

- Department of Chemistry and Biochemistry (MS, PhD)
- Department of Earth and Ocean Sciences (MS, PhD)
- School Psychology Program in Department of Psychology (MA, PhD) {review by APA }
- Clinical Community Psychology Program in Department of Psychology (MA, PhD) {review by APA }
- Department of Religious Studies (MA)
- Department of Statistics (MS, MIS, PhD, certificate in Applied Statistics)

- **Reviews Initiated in 2008-2009**

- Marine Science Program (MS, PhD) {completed Fall 2009}
- Department of History (MA, PhD) {completed Fall 2009}
- Department of Sociology (MA, PhD) {completed Fall 2009}
- Department of Anthropology (MA, PhD) {in progress}

Source: 2008-2009 APC Annual Report & College Files

Date Updated: 2/11/2010

3.1.2 B. Annual assessment of college degree programs

- College Curriculum Committee completed third year-long online assessment evaluation cycle
- All graduate assessment plans evaluated by at least two Committee members
- Improved plan quality and compliance were noted across the College
- Effective Fall 2008, all graduate certificates included in annual assessment cycle

Source: 2008-2009 Arts and Sciences Curriculum Committee Annual Report
Date Updated: 1/18/2010

Action Plan 3.1.3: Develop dynamic new graduate programs that will raise the profile of the College and of departments in their disciplines

3.1.3 A. New graduate programs

PhD in Criminology and Criminal Justice

- Implemented for AY 2008-2009

PhD in Spanish

- Initial proposal developed in 2007-2008, approval by Board of Trustees Fall 2009, preliminary approval by CHE Fall 2009, awaiting final CHE approval

Applied and Computational Mathematics concentration for PhD in Mathematics

- New area of emphasis proposed Spring 2009, approved by Graduate Council and CHE Fall 2009, implemented Spring 2010

Source: Arts and Sciences Assistant Dean for
Administration
Date Updated: 1/18/2010

Action Plan 3.1.4: Attract a diverse and high quality population of graduate students in the College of Arts and Sciences

3.1.4 A. Ethnicity of Arts & Sciences graduate students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
African American	6%	5%	5%	4%
Native American	0%	1%	.3%	.5%
Asian	3%	2%	3%	3%
Hispanic	2%	2%	2%	2%
White	63%	62%	61%	58%
Unknown	8%	9%	9%	10%
NR/Alien	18%	19%	19%	22%

Source: IAC
Date Updated 1/18/2010

3.1.4 B. International graduate students by College (% of College total)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Engineering and Computing	57	54	48	53	57
Moore School of Business	24	23	25	26	26
Social Work	8	8	4	3	6
Arnold School of Public Health	13	15	14	12	11
Arts and Sciences	18	19	19	22	23

Source: IAC
Date Updated 1/18/2010

3.1.4 C. Average GRE score of new Arts and Sciences graduate students

Average GRE scores

	GRE Verbal	GRE Quantitative
Fall 2007	537	634
Fall 2008	527	632
Fall 2009	540	613

Source: IAC
Date: 1/15/2010

3.1.4 D. Support for Arts & Sciences graduate students

	Funds				Headcount			
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2006	FY 2007	FY 2008	FY 2009
Total A-funds spent on graduate student support (incl. tuition abatements)	\$10,865,362	\$11,710,980	\$12,384,741	\$13,267,789	499	656	638	677
Total non-A-funds spent on graduate student support	\$5,472,114	\$5,691,526	\$5,937,943	\$6,522,898	140	233	241	268
Total students supported on all funds					639	889	879	945

Note: FY 2006 data captured January 2007; FY 2007 data captured October 2007; FY 2008 data captured December 2008; FY 2009 data captured December 2009.

Sources: Arts and Sciences Academic Planning; Arts and Sciences Finance Date Updated: 2/9/2010

Action Plan 3.1.5: Graduate a highly qualified population of graduate students



3.1.5 A. Time to degree of Ph.D. graduates by major subject category

Program Type	Time to Degree	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*	Total
Natural Sci	<=4 years	18%	21%	28%	26%	20%	23%	22%	29%	24%
	4<>9 years	72%	65%	69%	67%	73%	74%	74%	67%	71%
	>=9 years	10%	13%	3%	7%	6%	3%	4%	4%	5%
Social Sci	<=4 years	11%	10%	14%	25%	17%	14%	31%	33%	23%
	4<>9 years	78%	90%	71%	75%	83%	86%	54%	50%	68%
	>=9 years	11%	0	14%	0	0	0	15%	17%	9%
Humanities	<=4 years	35%	18%	37%	46%	33%	20%	0%	8%	27%
	4<>9 years	61%	71%	53%	46%	58%	75%	94%	83%	65%
	>=9 years	4%	11%	11%	8%	8%	5%	6%	8%	8%
TOTAL	<=4 years	22%	19%	29%	32%	23%	22%	20%	25%	25%
	4<>9 years	70%	70%	65%	62%	70%	75%	75%	68%	69%
	>=9 years	9%	11%	6%	7%	6%	3%	6%	6%	6%

* Note: 2009-2010 reflects only Fall 2009 degrees.

Source: IAC

Date Updated: 2/5/2010

Action Plan 3.1.6: Enhance professional development opportunities for graduate students

3.1.6 A. Graduate Student Travel Award

Implemented Graduate Student Travel Award
for paper presentations at national and
international professional conferences

Since January 2007, more than 225 awards
totaling more than \$114,000 have been made.

Source: Arts and Sciences Research
Date Updated: 2/11/2010

Action Plan 3.1.7: Monitor placement of PhD graduates



3.1.7 A. Placement Data on PhD Graduates: Humanities and Social Sciences Fields

Data reflect self-reported, limited information from:

Department of English (2002-2009)

Department of History (2004-2008)

Department of Philosophy (2007-2009)

Department of Political Science (2007-2009)

Data not available for:

Department of Anthropology (PhD established Fall 2005; no graduates to date)

Department of Criminology and Criminal Justice (PhD established Fall 2008; no graduates to date)

Department of Languages, Literatures, and Cultures/Comparative Literature PhD

Department of Sociology

Linguistics Program

	Carnegie RU/VH	Carnegie RU/H	Carnegie DRU	Carnegie Master's all categories	Carnegie Baccal. all categories	Carnegie Associate all categories	Carnegie SPEC	Foreign Institution	Postdoc	Non- Academic
Number of doctoral graduates	6	6	5	21	15	9	1	2	2	16
%	6%	6%	6%	25%	18%	11%	1%	4%	2%	19%

3.1.7 B. Placement Data on PhD Graduates: Natural Sciences Fields

Data reflect self-reported, limited information from:

Department of Chemistry and Biochemistry (2007-2009)

Department of Geography (2005-2009)

Department of Psychology (2006-2009)

Department of Statistics (1998-2008)

Data not available from:

Department of Biological Sciences

Department of Earth and Ocean Sciences

Department of Mathematics

Department of Physics and Astronomy

Marine Science Program

	Carnegie RU/VH	Carnegie RU/H	Carnegie DRU	Carnegie Master's all categories	Carnegie Baccal. all categories	Carnegie Associate all categories	Carnegie SPEC	Foreign Institution	Postdoc	Non- Academic
Number of doctoral graduates	6	15	3	14	5		1	2	27	56
%	5%	12%	2%	11%	4%		.7%	1.5%	21%	43%

Source: Departmental Summaries

Goal 4: To encourage positive change through engagement with the broader society.

Description

As the largest unit at the heart of South Carolina's flagship institution, the College has a special obligation to the broader community. The College is uniquely positioned to engage the community and to advance the state's agenda in improving K-12 education, fostering economic development, and improving civic life. The College's reach extends beyond the borders of South Carolina to encompass a national and international focus.

Goal 4: To encourage positive change through engagement with the broader society.

Achievements (2008-2009):

For the past five years, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at building strong links with the community through our academic programs, research, and targeted programs of service and outreach. As we considered how we would address the severe budget cuts sustained in 2008-2009, we determined that among other priorities, we must maintain our commitment to the broader society in ways in which our expertise is essential. As the College of Arts and Sciences in the state's major research institution, we have the unique opportunity and responsibility to effect positive change in K-12 education, economic development, and state and local government. Increasingly, our expertise is engaged to address issues on an international level.

Goal 4: To encourage positive change through engagement with the broader society.

Achievements (2008-2009)---continued:

K-12 Education

- The College has maintained our commitment to academic programs that prepare K-12 educators and specialists and to programs serving K-12 students and teachers.
- A constellation of hires in School Psychology was completed to support a key program serving K-12 education.

Research that Serves the State

- The College supported a successful proposal to establish the Parenting and Family Research Center that conducts research on child and family well-being, with an emphasis on prevention strategies.
- A junior hire in nanoscience polymer research has been concluded successfully to support the senior CoEE hire made in 2007-2008.
- The creation of the School of the Earth, Ocean and Environment has consolidated resources for key research, academic, engagement, and service programs focusing on the environment.

Civic Life

- The University's Rule of Law initiative is led by the Walker Institute for International and Area Studies. Focusing on rule of law issues in transitional and post-conflict societies, this initiative brings the expertise of the College to bear on critical international problems in conflict prevention and resolution, post-conflict reconciliation strategies, law reform and legal institution-building, and the diffusion of internationally recognized norms of human rights and rule of law.

Goal 4: To encourage positive change through engagement with the broader society.

Future Plans (2009-2010):

- In difficult budgetary circumstances, the College will continue to organize engagement and service programs effectively and efficiently and to seek external funding for projects where appropriate.

K-12 Education

- The College will continue to engage young people's interests through events such as the Science Fair, Physics Day at the Fair, High School Mathematics Contest, Young Artists Workshop, and Split P poetry workshops.
- The College will continue its commitment to providing high quality programs for the preparation of K-12 teachers.

Research that Serves the State

- The Institute for African American Research plans to host a major conference in March 2010; the conference will explore issues in education, public health, and immigration---key issues for the state of South Carolina.
- The School of the Earth, Ocean and Environment is aggressively seeking grant funding to support interdisciplinary research on a variety of environmental topics and issues.

Civic Life

- A major Rule of Law conference is planned for May 2010.

Goal 4: To encourage positive change through engagement with the broader society.

Indicators

- The College annually compiles data from major University databases and Arts and Sciences sources to measure progress over time against benchmarks established in previous years.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of support for community engagement, K-12 education, economic development, and the improvement of civic life.

Blueprint for Academic Excellence

Goal 4

Short Term Initiative 4.1:

Promote initiatives that engage the College's expertise with the community



Short Term Initiative 4.1: Promote initiatives that engage the College's expertise with the community.

DESCRIPTION:

With a broad range of expertise among its faculty, staff, and students, the College is a rich source for partnerships with and service to the community, improving quality of life for all South Carolinians. Such engagement benefits both the College and the community.

Action Plan 4.1.1: Foster programs that partner College faculty, staff, and students with the community for mutual benefit.



4.1.1 A. Programs that partner College faculty, staff, and students with the community

- Split P: the Poetry for the Community initiative partners with local schools and community groups to bring passion and appreciation for poetry to the community
- Caught in the Creative Act: brings noted contemporary writers for lectures and interaction with University students and the public
- SCIAA: public programming on South Carolina's archaeological heritage
- McKissick Museum: exhibitions, collections, publications, and public programming on South Carolina's history and culture
- Writing Center: offers assistance in effective writing to the public through individual appointments, workshops, web site, and writer's hotline
- A.C. Moore Herbarium and Belser Arboretum: collections, plant identification services and public programming on South Carolina's botanical life
- Center for Colon Cancer Research: education and health screening programs

(continued)

4.1.1 A. Programs that partner College faculty, staff, and students with the community---continued

- Department of Psychology Housing and Adaptive Functioning Research Lab, Parenting Intervention program, Self-Determination for Increasing Physical Activity program for children and adolescents: programs that employ faculty expertise to assist the mentally ill, support parents and families, and combat childhood obesity
- Psychological Services Center: individual, family, and group therapy for clients in the University community and the Columbia area. Services include psychotherapy, psychological evaluations, and behavioral interventions for children, adolescents, and adults. Staffed by doctoral candidates in clinical-community psychology under supervision of PhD-trained psychology faculty
- Institute for African American Research: research and public programming related to the African American experience in the state, region, nation, and the world

(continued)

12/12/2011

4.1.1 A. Programs that partner College faculty, staff, and students with the community---continued

- The Parenting and Family Research Center: studies of child and family well-being, with an emphasis on family-based interventions and community-based prevention strategies
- Internships: students bring their expertise to local businesses, organizations, agencies, and governments
- Student Teaching: students completing K-12 teacher training work in Midlands-area art, English, foreign language, mathematics, science, social studies, and theatre and dance classrooms
- Service Learning: through a variety of courses, students learn and work in after-school programs, explore social problems, document neighborhood histories, provide support for Spanish speakers in local schools, and conduct environmental projects

(continued)

4.1.1 A. Programs that partner College faculty, staff, and students with the community---continued

- The Department of Political Science Constitution Day event: An event open to the public, features a guest speaker and focuses attention on the United States Constitution and governmental system
- College faculty regularly serve as experts and commentators for state, national, and international media on questions and issues related to environmental change, policy, and sustainability; policing; elections; Latino and African American populations; terrorism and counter-terrorism; hazards and vulnerability; and public policy, among others

Blueprint for Academic Excellence

Short-Term Initiative 4.2:

Promote and actively engage in initiatives that foster improvements in K-12 education



Short-Term Initiative 4.2: Promote and actively engage in initiatives that foster improvements in K-12 education.

DESCRIPTION:

Connecting with K-12 teachers and students offers the College significant opportunities to effect ongoing positive change in South Carolina. The College's expertise in subject matter as well as human development and behavior position it to make significant contributions to K-12 education.

Action Plan 4.2.1: Provide programs specifically designed for K-12 teachers and students

4.2.1 A. K-12 teacher certification programs

Language teaching certification available through Bachelor of Arts degrees:

French
German
Latin
Spanish

BFA in Art Education

Dance Education K-12 certification option in Dance Bachelor of Arts

Master of Arts in Teaching:

- Art Education
- English
- Foreign Languages
- Mathematics
- Science (options in Biology, Chemistry/Biochemistry, Earth Science, Physics)
- Social Studies
- Theatre

4.2.1 A. K-12 teacher certification programs---continued

Interdisciplinary Master of Arts:

- Art Education

Graduate certificate programs

- Teaching English to Speakers of Other Languages (TESOL)

Reconfiguration of Options for Certified Science Teachers

- The IMA in Science was terminated after discussion with the Center for Science Education and the College of Education; certified science teachers may now pursue the M.Ed. in the College of Education. Under an agreement between the College of Arts and Sciences and the College of Education, science faculty and education faculty collaborate in advising and supervision of certified science teachers as they pursue advanced studies.

Sources: 2008-2009 Undergraduate and Graduate Bulletins
Arts and Sciences Assistant Dean for Administration
Date Updated: 1/31/2010

4.2.1 B. Major programs for K-12 students and teachers

- Center for Science Education
- South Carolina Region II Science and Engineering Fair
- South Carolina Institute of Archaeology and Anthropology
- South Carolina Geographic Alliance
- Summer Institute on South Carolina Government and Politics for K-12 social studies teachers
- Summer History Institute for K-12 social studies teachers
- French Day
- Split P poetry workshops for K-12 students and teachers
- Department of Art Young Artists Workshop

4.2.1 B. Major programs for K-12 students and teachers---continued

- USC Inquiry Summer Institutes for middle and high school science and mathematics teachers
- ScienceLab Program hosting middle and high school science students and teachers in University research labs
- Adventure Summer Camp for Bionanotechnology
- USC High School Mathematics Contest
- Physics Day at the State Fair
- Melton Memorial Observatory viewing sessions
- Longleaf Environmental Center nature enrichment programs for early childhood educators

Source: Arts and Sciences Websites
Date Updated: 2/7/2010

4.2.1 C. Specific initiatives to improve K-12 Education

- Completed constellation of hires in 2008-2009 to reinvigorate PhD program in School Psychology; the program was reaccredited for a full seven-year cycle in 2009.
- Over the past five years, completed hires in second language acquisition/pedagogy for K-12 foreign language certification program in the Department of Languages, Literatures, and Cultures; the teacher certification programs in French, German, and Spanish are now deemed “nationally recognized” by ACTFL.
- Made initial preparations for Dance program (including dance education K-12 certification option) to seek NASD accreditation.
- In collaboration with College of Education, prepared all teacher education programs in the College for assessment and reporting needed for NCATE review in Fall 2010.

Source: Arts and Sciences Dean's Office
2/7/2010

4.2.1.D. Major grant funding in support of K-12 outreach

FUNDING AGENCY	FY2006	FY2007	FY2008	FY 2009
US Department of Health & Human Services	\$248,862	\$248,862	\$248,862	\$200,334
SC Department of Education		\$120,000	\$30,000	\$44,966
SC Commission for Higher Education / School Districts	\$278,753		\$33,000	
National Science Foundation	\$996,720	\$81,140	\$597,809	\$368,069
TOTAL	\$1,524,335	\$450,002	\$909,671	\$613,369

Source: Arts and Sciences Research

Date Updated: 3/2/2010

Blueprint for Academic Excellence

Short-Term Initiative 4.3:

Actively participate in efforts to cultivate economic development for the State of South Carolina



Short-Term Initiative 4.3: Actively participate in efforts to cultivate economic development for the State of South Carolina.

DESCRIPTION:

As the heart of a state institution of higher education, the College is proud that its faculty and staff expertise are applied in service to the state and its economy.

Action Plan 4.3.1: Promote research in service to citizens of the state



4.3.1 A. Centers, institutes, and schools supporting research serving South Carolina

- Belle W. Baruch Institute
- McCausland Center for Brain Imaging
- Institute for Southern Studies
- South Carolina Institute of Archaeology & Anthropology (SCIAA)
- Earth Sciences and Resources Institute (ESRI)
- Center for Geographic Information Systems (GIS) and Remote Sensing
- Hazards and Vulnerability Research Institute
- Parenting and Family Research Center
- Institute for African American Research
- School of the Environment
- School of the Earth, Ocean and Environment

Source: Arts and Sciences Research
Date Updated: 2/11/2010

4.3.1 B. Patents and licenses issued to College faculty

Year	Patents	Licenses	Total
2004	3	3	6
2005	4	10	14
2006	8	3	11
2007	2	4	6
2008	1	4	5

4.3.1 C. Specific initiatives to foster economic development

- After a successful search for a senior hire/CoEE Chair in polymer nanocomposites (Department of Chemistry and Biochemistry) in 2007-2008, the College completed a junior hire to support this work in 2008-2009. This team's work is crucial to the state's plastics industry.
- The Industrial Mathematics Institute was renamed the Interdisciplinary Mathematics Institute to signify the institute's enhanced role in interdisciplinary research with applications for academic, governmental, and industrial sectors.
- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF). The College's newly approved area of emphasis in Applied and Computational Mathematics in the doctoral mathematics program is an integral part of this initiative.
- The College has determined an ambitious plan to become the home of 6 CoEE chairs. With two CoEE chairs already hired (*CoEE Nanoelectronics Chair* in Department of Physics and Astronomy and *CoEE Polymer Nanocomposites Chair* in Department of Chemistry and Biochemistry) one offer in progress (for *CoEE Brain Imaging Chair*), and one search in progress (for *CoEE Childhood Neurotherapeutics*), the College is advancing toward realization of this objective. Future plans include CoEE chairs in sustainability science and applied mathematics.
- Selected research facilities are available to industry on a fee for service basis. Examples: X-ray Diffraction, Nuclear Magnetic Resonance, and Mass Spectrometry in Department of Chemistry and Biochemistry; Stat Lab in Department of Statistics

Source: Arts and Sciences Dean's
Office

Date Updated: 2/10/2010

4.3.1.D. State funding of faculty research

YEAR	NUMBER OF GRANTS	TOTAL AMOUNT OF GRANTS
2005-2006	46	\$1,896,191
2006-2007	60	\$5,282,016
2007-2008	86	\$7,795,800
2008-2009	86	\$3,104,580

Source: Arts and Sciences Research

Date Updated: 3/2/2010

Blueprint for Academic Excellence

Short-Term Initiative 4.4:

Facilitate improvements in state and local government infrastructure



Short-Term Initiative 4.4: Facilitate improvements in state and local government infrastructure.

DESCRIPTION:

Academic programs such as the Masters in Public Administration are natural laboratories in which future leaders in state and local governments learn problem-solving skills. These programs help bridge “town-gown” distinctions and link the College to the broader community.

Action Plan 4.4.1: Work collaboratively with local leaders to identify critical needs



4.4.1 A. Leadership training in College graduate programs

Degree	Number awarded August 2001-August 2008
Masters in Public Administration (MPA)	158
Masters in Public History	66
Master of Earth and Environmental Resources Management (MEER-M)	109
Museum Management	46
Master of Industrial Statistics	31
Professional Science Masters	35

Source: IMS, Arts and Sciences
Assistant Dean for Administration

Date Updated: 1/26/2010

4.4.1 B. Consultation with government agencies

- The REASoN Project in the Department of Geography improves the quality of local, state, and federal response to disasters by designing decision support systems.
- The STAT Lab in the Department of Statistics consults with a number of government agencies to design and conduct projects for data collection and analysis.
- SCIAA provides expertise to local, state, and federal agencies in cultural and archaeological resource management.
- The South Carolina Law Enforcement Census is conducted by the Department of Criminology and Criminal Justice as a tool for law enforcement and policy-makers at the local, state, and federal levels. In 2009, the department completed a study of less lethal technology and use of force policy.
- The Institute for Public Service and Policy Research serves state and local government through survey research, providing data on how South Carolinians view public policy issues and the background characteristics that are related to differences in opinions and behavior; training, technical assistance and policy research to governments; and the South Carolina Indicators Project, a database of valid, reliable and comparable statistical indicators of how South Carolina is performing in five key policy areas: education, the economy, public safety, public health and social welfare, and transportation and infrastructure.

GOAL 5: To raise the visibility and recognition of the College and its constituent units.

DESCRIPTION

Building an identity for the College among our members, supporters, constituents, and the public promotes the reputation of both the College and the University. The College continually strives to build recognition of the achievements of our faculty, staff, and students, and to enhance collegiality within our own community.

GOAL 5: To raise the visibility and recognition of the College and its constituent units.

ACHIEVEMENTS (2008-2009):

Private Philanthropy

- Despite the difficult economy nationwide, annual private giving to the College grew in 2008-2009 to \$11.6 M.
- The College has developed a comprehensive case statement with component pieces describing individual departments and programs for use in promotional and fundraising activities.
- Plans are ongoing to establish a Dean's Circle of donors at the \$25,000 and above level.

External Relations

- The College Board of Visitors continues to foster strong community support for the College.
- The College Alumni Council continues to promote the achievements of our alumni, and works to strengthen the linkages among past, present, and future students.

Community-Building

- The College has weathered the severe budget cuts sustained in 2008-2009; this achievement is a testament to the strong and flexible approach the College has taken and continues to take with strategic planning that involves the College leadership and governance.
- Through organizational structures and special events, the College continues to create collegiality among our members.

GOAL 5: To raise the visibility and recognition of the College and its constituent units.

FUTURE PLANS (2009-2010):

- The College will redouble efforts to attract private philanthropy and exercise careful stewardship of gifts. To do so, the College has hired a second development director who will join the staff in July 2010.
- In difficult budgetary circumstances, the College will continue to build positive relationships with supporters and alumni, and within our own community.
- The College's constituent units will be encouraged to set goals and objectives using comparative data from peer/peer aspirant institutions in self-studies for external reviews.

GOAL 5: To raise the visibility and recognition of the College and its constituent units.

INDICATORS

- The College has compiled data from major University databases and Arts and Sciences sources to establish benchmarks against which to measure progress over time.
- Not all facets of a large and complex College can be measured.
- Included in this section are College-level measures of community-building and promotional activity.

Blueprint for Academic Excellence

Goal 5

Short-Term Initiative 5.1:

Strengthen the bonds between the College community, constituents, and supporters



Short-Term Initiative 5.1: Strengthen the bonds between the College community, constituents, and supporters.

DESCRIPTION:

As the largest college in the University, Arts and Sciences serves a broad array of constituents. In addition to our students whose lives we seek to enrich and inform, we maintain important connections with our alumni, supporters, and the public through our public programming, recognition of alumni, and careful stewardship of gifts.

Action Plan 5.1.1: Expand the College's links to the community

5.1.1 A. College Boards

- Well-established Board of Visitors represents community and financial support for the College.
- A&S Alumni Council holds regular events that foster alumni connections to the College and students, such as Career Night.
- Rotation and recruitment of Board of Visitor and Alumni Council members.
- Ten Partnership Boards advocate for programs across the College.
- Annual Recognition of Excellence ceremony to celebrate alumni and other individuals who have made outstanding contributions to their professions, communities, and the University.

Source: Arts and Sciences Development
Date Updated: 2/14/2010

5.1.1 B. Major public lectures and performances

- **“Caught in the Creative Act” lecture series**
- **The South Carolina Citizens School (SCCNS) on Nanotechnology**
- **Institute for Southern Studies public programming**
- **Nadine Beacham and Charlton F. Hall Sr. Lecture Series in New Testament Studies and Early Christianity**
- **Caskey Lecture Series**
- **Department of History Spring Lecture Series at SC Department of Archives and History**
- **Solomon-Tenenbaum Lecture**
- **Adrenée Glover Freeman Lecture**
- **Cardinal Bernadin Lecture**
- **Robert Smalls Lecture**
- **Townsend Lectures**
- **McKissick Museum public programming**
- **Department of Theatre and Dance performance series**
- **McMaster Art Gallery exhibitions**
- **Walker Institute of International and Area Studies lecture series**

Action Plan 5.1.2: Promote the College and its programs to stakeholders and the public



5.1.2 A. Communications

- Annual Report 2008-2009
<http://www.cas.sc.edu/dean/annualreport09.pdf>
- Semi-annual publication “In-Focus” highlighting College faculty, students, programs, and alumni
- Case statement “The Case for the College” for use in external promotion and fundraising

Source: Arts and Sciences Development
Date Updated: 1/30/2010

5.1.2 B. Electronic promotional initiatives

- College web site continually updated with achievements of faculty and students as well as events.
- Student of the Month feature celebrating accomplishments of undergraduates in the College.

Source: Arts and Sciences Development
Date Updated: 2/7/2010

5.1.2 C. Stewardship initiatives

- Developed a case statement for the College with component pieces from every department, program and institute in the College.
- Plans for a Dean's Circle to include donors of \$25,000 or more are underway.
- In conjunction with Assistant Director of Stewardship and Special Events, the College Scholarship Committee awards undergraduate scholarships by a competitive review process.

Source: Arts and Sciences Development
Date Updated: 2/14/2010

5.1.2 D. Regional and national promotional events

- Organized annual College alumni events in Washington, DC.
- Staged annual alumni weekend at the Belle W. Baruch Institute for Marine and Coastal Sciences.
- Arranged College promotional events in various cities and states.

Source: Arts and Sciences Development
Date Updated: 2/18/2010

Action Plan 5.1.3: Maximize efforts of the College external relations staff



5.1.3 A. Maximize efforts of the College external relations staff

- The Development Director has expanded networking efforts.
- Assistant Director of Stewardship & Special Events fosters alumni/student relationships and coordinates tracking of College scholarship accounts.
- Director of Alumni & Corporate Relations has expanded networking efforts with alumni, and with corporations to develop internship and employment opportunities for students.
- Information Resource Consultant has developed new College publications and compiled case statements from Arts & Sciences units.

Source: Arts and Sciences Development
Date Updated: 2/14/2010

Blueprint for Quality Enhancement

Goal 5

Short-Term Initiative 5.2:

Strengthen the sense of common purpose
among members of the College



Short-Term Initiative 5.2: Strengthen the sense of common purpose among members of the College.

DESCRIPTION:

The size, diversity, and complexity of the College and its many units require a comprehensive, well-structured, and ongoing effort at community-building.

Action Plan 5.2.1: Enhance organizational structures that define, maintain, and strengthen the identity of the College

5.2.1 A. College organizational structures

- Elected faculty Academic Planning Council
- College Curriculum Committee
- College Chairs and Directors
- Senior Staff of the Dean's office
- College Budgeting Office
- College Human Relations Office
- College Development Office
- College Space and Facilities Planning

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 2/7/2010

Action Plan 5.2.2: Maintain regular faculty and administrator gatherings to encourage a sense of community

5.2.2 A. College faculty and administrator gatherings

- Annual Chairs and Directors retreat
- Annual administrators retreat
- New Chairs orientation
- Regular workshops for new faculty
- Monthly meetings of Chairs; Directors join them every other month
- Weekly meetings of elected faculty Academic Planning Council
- Annual open faculty meetings
- Weekly Senior Staff meetings
- Biannual breakfast meetings of female full professors

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 1/31/2010

5.2.2 B. College community-building practices

- Academic Planning Council discussions on the future direction of the College and its programs: strategic plans, new program proposals, general education initiatives.
- Strategic planning feedback solicited from chairs and directors.
- Strategic planning feedback solicited from College faculty.
- All funds budgeting is now organized to support strategic goals of College.
- College Curriculum Committee coordinates response to curriculum proposals and assessment efforts.

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 2/14/2010

5.2.2 C. College strategic planning processes

The strategic planning processes developed over the past five years have enabled the College to manage well despite severe budget cuts. Both permanent and emergency actions taken by the College in 2008-2009 resulted from thorough and frank discussions with the College's department chairs and program directors, the elected Academic Planning Council, and senior staff about the College's primary values, goals, and objectives. Strategic planning continues to be critical as we set the College's agenda for the future. In 2009-2010, the College is engaging in several key strategic planning exercises:

- Monthly Chairs and Directors meetings
- Weekly Academic Planning Council meetings
- Annual development of three-year strategic hiring plans by departments and programs
- Weekly meetings of senior staff and biannual senior staff retreats

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 1/31/2010

Action Plan 5.2.3: Organize events and awards to recognize faculty and staff achievement



5.2.3 A. College community-building events

- Classified Staff Excellence Award and recognition ceremony
- Annual welcome event for Chairs and Directors
- Recognition ceremony each fall to honor faculty who were promoted and tenured
- Annual recognition of retired faculty at College Homecoming Barbecue

Source: Arts and Sciences HR and External Relations
Date Updated: 2/7/2010

Blueprint for Academic Excellence

International and Interdisciplinary Dimensions



International & Interdisciplinary Dimensions

A. DESCRIPTION – INTERNATIONAL DIMENSIONS

- The College promotes student engagement with international issues through study, internship, and research abroad opportunities.
- The College provides financial support for graduate student travel to international conferences.
- The College offers a number of internationally-oriented degree programs.
- The Walker Institute of International and Area Studies, housed in the College, supports faculty and student research and travel abroad.
- The community benefits from the wide array of lectures and performances bringing international speakers and performers to local venues.

International & Interdisciplinary Dimensions

B. DESCRIPTION – INTERDISCIPLINARY DIMENSIONS

- Interdisciplinary degree programs offer undergraduate and graduate curricula that span the social and natural sciences, the arts and humanities.
- The College provides financial support for graduate student travel to interdisciplinary national conferences.
- Through cross-university centers of research, Arts & Sciences participates actively in collaboration across colleges.
- College faculty frequently collaborate across departmental and program boundaries in grant applications.

International and Interdisciplinary Dimensions

C. ACHIEVEMENTS: INTERNATIONAL DIMENSIONS (2008-2009)

Study Abroad

- Arts and Sciences undergraduates won numerous awards in support of study abroad: 4 Fulbright, 3 Rotary, 3 NSEP, 3 US Dept. of State Critical Languages, 3 Benjamin A. Gilman, 1 Japan Exchange and Teaching.
- The College regularly offers the Capstone Study Abroad experience, with courses in Italy and Peru in 2009 and one in Ecuador planned for 2010.

Research, Lectures, and Conferences

- Through the efforts of the Confucius Institute, Cooper Library, and the College, an historic gift of films was secured from the People's Republic of China.
- Major public lectures and conferences sponsored by the College brought internationally renowned writers, scholars, and leaders in international affairs to campus.

Program Reviews and Curriculum

- External review of Latin American Studies Program has yielded useful information for program direction.

International and Interdisciplinary Dimensions

D. ACHIEVEMENTS: INTERDISCIPLINARY DIMENSIONS (2008-2009)

New Degree Programs

- The interdisciplinary BS in Environmental Sciences began admitting students in Fall 2009.

New Undergraduate Opportunities

- SC STEPS to STEM program has been established to train and mentor transfer students across science and technology disciplines.

New Research Programs, Institutes, and Initiatives

- Jewish Studies has received program status.
- The Institute for African American Research has been established and has had early success in securing external grants and research opportunities.
- The Digital Humanities Initiative has begun to secure external funding from NEH for a number of interdisciplinary projects in the humanities and arts.
- An interdisciplinary focus has been developed for the newly renamed Interdisciplinary Mathematics Institute; a 2009 research seminar “Imaging in Electron Microscopy” supported research across natural science and mathematical disciplines.
- The School of the Earth, Ocean and Environment was established to provide a structure for consolidating, supporting, and promoting the high quality of environmental research being conducted throughout the College and the University.

International and Interdisciplinary Dimensions

E. FUTURE PLANS: INTERNATIONAL DIMENSIONS (2009-2010)

Research, Lectures, and Conferences

- Under the leadership of the Walker Institute of International and Area Studies, the Rule of Law initiative is preparing for a major conference in May 2010.

Faculty Hiring

- Two hires in international relations and comparative politics have been authorized.

New Degree Program

- To support the proposed PhD in Spanish (awaiting final approval from CHE), the College has authorized a search for a scholar in Portuguese.

International and Interdisciplinary Dimensions

F. FUTURE PLANS: INTERDISCIPLINARY DIMENSIONS (2009-2010)

Curriculum

- Plans are underway to develop an introductory undergraduate course in Jewish Studies.
- The College will support new interdisciplinary courses for the University's soon-to-be developed General Education curriculum.
- The Department of Political Science will partner with the Moore School of Business in delivering the Master of International Business program (MIB), ensuring that students in the program have an advanced understanding of the interaction between business, government, and society.

New Degree Program

- Plans for a Bachelor of Arts in Environmental Studies are underway.

Research

- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF.)
- The School of the Earth, Ocean and Environment has been established to focus, coordinate, and promote the broad array of environmental research conducted in the College.

International and Interdisciplinary Dimensions

G. INDICATORS: International and Interdisciplinary Dimensions

- The College has compiled data from major University databases and College sources to establish benchmarks against which to measure progress over time
- Not all facets of a large and complex College can be measured
- Indicators reflecting the international and interdisciplinary dimensions of the College are found throughout the Blueprint document