

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

*March 2012*

**Vision, Mission, Goals, Progress to Date, Current and Future Plans, Short-Term Initiatives**

**VISION:** 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.

**MISSION:** 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 graduate and undergraduate 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 graduate and undergraduate 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.

**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.

**PROGRESS TO DATE**

Since 2005, the College has pursued strategic objectives and priorities to realize this goal. Our programs serve the nearly 8300 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 throughout 2008, 2009, and 2010 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 affirmed undergraduate advising as another key priority for the College.

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

The sacrifices made by College faculty in 2008, 2009, and 2010 to ensure the essential quality of our undergraduate programs were heroic. Their efforts in streamlining major curricula, teaching larger class sections, and monitoring student learning in their major programs enabled the College to deliver on its promise to provide high-quality undergraduate education not only for Arts and Science majors, but for all undergraduates at the University.

As the fiscal climate has begun to improve in 2011 and 2012, the College's prudent and responsible planning has enabled us to grow, leveraging both our own and University resources to hire new faculty and implement new initiatives. In addition to faculty hiring in core disciplines and emerging areas, the College has continued to demonstrate leadership and primary responsibility for general education through the Carolina Core.

We are keenly aware that the University's aim to increase the freshman to sophomore retention rate over the next five years lies largely with the general education courses offered by the College of Arts and Sciences. As the College with the largest undergraduate population and the largest number of baccalaureate degree programs, we are also aware that we will play a key part in improving the University's graduation rate.

As we move forward, the College will devote considerable attention and resources to the Carolina Core for all University undergraduates, as well as the general education and major requirements for own degree programs.

### **General Education**

- Increased attention has been applied to placement and learning methods in key first-year courses to maximize student success. Of particular note are the development of a new course MATH 116 "Brief Precalculus" and the full implementation of a new online mathematics placement test; implementation of new placement tests in French, German, Latin, and

Spanish; and use of an online, immediate student assessment system in first-year Chemistry courses.

- The Academic Planning Council has remained actively involved in the discussion of general education reform and the enrichment of undergraduate education through new programs and initiatives.
- Planning for general education courses to serve increased freshman enrollment for the Fall 2010 and 2011 classes has been successful.
- College faculty are active and significant contributors to the development of the Carolina Core general education curriculum. With the approval of learning outcomes and distribution requirements in 2009 and 2010, the process has moved forward into approving courses for inclusion in the Carolina Core. Of the ten specialty teams who will review course syllabi and justifications, nine are led by College faculty.

### **New Programs**

- The Bachelor of Science in Environmental Sciences was fully approved and established in Fall 2009.
- The Bachelor of Science in Biochemistry and Molecular Biology was fully approved and established in Spring 2011.
- Jewish Studies has been recognized as a program and has begun to develop and cross-list courses with other units.

### **Advising**

- In Summer 2009, the College combined the two College offices that serve our undergraduate majors into a single Office of Undergraduate Student Services housed in Flinn Hall. This consolidation has improved student services, including management of New Student Orientation.
- College advisors have forged new links with Clemson and Midlands Technical College, sharing information about transfer issues, undeclared students, probationary students, and students in academic difficulty.
- College staff have prepared for the transition to a new student information system by training College advisors on the use of DARS student records.

### **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 Geological Sciences, BS in Geophysics, BS in Marine Science, and BS in Environmental Sciences. A central dedicated space for undergraduate advising and a single undergraduate director has improved advising and curriculum for these degree programs.

### **Recognition of Teaching**

- The College established a new award to recognize excellence in teaching by non-tenure track instructional faculty. Two awards were made in Spring 2010, and three in Spring 2011.

### **Undergraduate Program Enhancements**

- The 2009 College Task Force on Summer School studied enrollment issues and made recommendations concerning student needs that have improved enrollment in summer courses.
- College faculty continue to develop and offer new courses that incorporate service learning. College faculty have developed a variety of service learning courses across disciplines, e.g., African American Documentary History, Green Explorations and Green Engagements, Ethics of Food, Service Learning in Ecuador, Spanish for Healthcare Professionals, Working with Hispanic Clients, Service Learning in the French-speaking World (Senegal) and community practica in Psychology, Art Education, and Women's and Gender Studies.

## **CURRENT AND FUTURE PLANS**

### **General Education**

- The Academic Planning Council remains actively involved in all aspects of undergraduate education.
- Additional graduate teaching assistantships have been allocated for 2012-2013 to improve student learning in first-year chemistry, political science, and psychology courses.
- Additional instructor positions have been allocated to the Department of Biological Sciences to support instruction in first-year biology courses.
- In partnership with the Office of the Provost, the College has invested significant funds to offer a course in Social Advocacy and Ethical Life. Currently in development, the course will be taught by a specially trained group of graduate students. It is expected that the course will satisfy two learning outcomes in the Carolina Core: Effective, Engaged, and Persuasive Communication/Speech and Values, Ethics, and Social Responsibility.
- The College has invested over \$100,000 in course development projects for Carolina Core overlay-eligible courses in a range of disciplines. Of particular note is the proposal to retool ENGL 102 to satisfy both Effective, Engaged, and Persuasive Communication/Writing and Information Literacy.
- Submission of course proposals for Carolina Core Designation is ongoing. Proposals are reviewed by the College Office and the College Curriculum Committee. Proposals are shared with regional campus faculty through the Extended University Office before being forwarded to Carolina Core specialty teams and University Curricula and Courses Committee.
- The College Curriculum Committee is revising the College's general education requirements for our majors to ensure alignment with the

Carolina Core, to make requirements for the Bachelor of Arts and the Bachelor of Science more consistent, and to facilitate student movement through the curriculum.

### **Reinvigoration of Undergraduate Majors**

- The College is planning a day-long retreat for Fall 2012 for all undergraduate degree-granting units to rethink undergraduate majors in light of national norms.
- The College Curriculum Committee has begun planning to define the Carolina Core Integrative Course requirement for our undergraduate majors.

### **New Programs**

- Plans are continuing to develop a Bachelor of Arts in Environmental Studies as a companion program for the recently implemented Bachelor of Science in Environmental Sciences, maximizing the resources and expertise of the new School of the Earth, Ocean and Environment.
- The Minor in Leadership Studies is awaiting final approval. The interdisciplinary minor, the key curricular element in the president's leadership initiative, will be housed in the Department of Political Science. The department is piloting the core minor course "Introduction to Leadership Studies" in Spring 2012.

### **Curriculum Management**

- The College will maintain our commitment to delivering the highest quality undergraduate education by maximizing existing faculty resources.
- As is the case for Fall 2010 and Fall 2011, the College continues to plan general education course work for an increased number of new freshmen.

### **Advising**

- College staff continue to prepare for the transition to a new student information system; currently, they are focusing on preparation of data for the degree audit program.
- With the initial implementation of the Carolina Core in Fall 2012, College staff are preparing to advise for new general education requirements.
- To accommodate additional advising demands, the College is authorizing a new staff advisor position in the College Office for Fall 2012.
- In response to the external review of the Department of Biological Sciences in Fall 2011, the College is authorizing an additional advisor position for that department. Biological Sciences is the largest undergraduate major program in the University and serves not only its own majors, but students in Biomedical Engineering, Nursing, and Pre-pharmacy. As of Fall 2011, all Pre-pharmacy students are admitted as second degree candidates for the Bachelor of Science with a major in Biological Sciences. The additional advisor will address advising needs for the large and varied student population in first-year biology and will

bring faculty advising loads for upperclassmen to a more manageable level.

### **Computing and Information Technology**

- The College's Computing and Information Committee studies computing needs in the College for both research and instruction and recommends improvements to the Dean.

### **Recognition of Teaching**

- The College will continue to recognize the contributions of instructors, senior instructors, lecturers, clinical instructors, and clinical professors with the College Teaching Award for Non-Tenure Track Faculty in Spring 2012.
- The College has established an Instructor Professional Development Award, and expects to make multiple awards in Spring 2012.
- The College continues to explore ways to recognize the enormous contributions made by instructors to our teaching mission. Specifically, the College is planning a raise pool for instructors for 2012-2013.

### **Undergraduate Program Enhancements**

- In response to the survey results, an Internship Director has been added to the College staff, effective Spring 2012. The Internship Director will expand internship opportunities for Arts and Sciences undergraduates by working with employers and alumni, and will increase student participation in internships in coordination with major program faculty, advisors, and direct student interaction.
- The College will add an Internship Coordinator to the Department of Political Science who will develop and coordinate internships for the department's undergraduate majors in Political Science and International Studies as well as the Master of Arts in International Studies.
- Since 2005, the College has awarded Rising Senior scholarships to outstanding undergraduate students selected by the major programs, and plans to continue this important form of recognition and support .

## **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 University of South Carolina 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 develop the next generation of intellectual leadership through excellent doctoral programs and graduate programs at the master's and certificate levels.**

**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, especially those in doctoral programs, 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. Students in graduate programs also enhance the educational experience of our undergraduates; as teaching and instructional assistants in our classrooms, laboratories, and studios, graduate students further our goal of providing excellent instruction for all undergraduates at the University.

**PROGRESS TO DATE**

Since 2005, the College has pursued strategic objectives to realize this goal. We have been largely successful at building strong graduate programs,

especially at the doctoral level, and the NRC rankings released in September 2010 are external validation of this achievement.

As we move forward, the College is aware that the quality and productivity of our doctoral programs is a key indicator of success not only for the College, but for the University as a whole. Graduate education, especially doctoral education, continues to emerge as one of the chief priorities and deep commitments of the College.

Funding for graduate students lies at the center of successful graduate programs. Since 2005, the College has established stable, systematic, and sustainable plans for graduate student support. These plans enabled us to maintain and even enhance our commitment to graduate education in the face of the severe budget cuts in 2008, 2009, and 2010. As the fiscal climate has improved, we have committed our own resources and leveraged resources from the Office of the Provost to increase graduate student stipends and provide significant fellowship support for outstanding students.

### **Graduate Student Support**

- In November 2011, the College, in partnership with the Office of the Provost, announced an increase to graduate student stipends, effective Spring 2012. All full-time, A-funded graduate assistantships have been increased by \$1,000 annually.
- In November 2011, the College, in partnership with the Office of the Provost, announced the creation of the Presidential Teaching Fellowships in Social Advocacy and Ethical Life. These prestigious fellowships will support doctoral students in the humanities as they teach a specific undergraduate course in the Carolina Core.
- During the 2008-2010 budget cuts, the College preserved graduate student funding at existing levels, and, effective Fall 2010, committed to full funding of tuition abatements for full-time, College-supported graduate assistantships.
- In Spring 2011, the College established the College of Arts and Sciences Dean's Doctoral Dissertation Fellowship and Dean's MFA Fellowship program. Eleven (11) doctoral dissertation and two (2) MFA fellowships were awarded for 2011-2012. The College is continuing the fellowship program in 2012-2013.
- In cooperation with the Graduate School, the College continues to support graduate student travel for presenting work at national and international professional conferences, symposia, and performances.
- Since FY 2006, College support for graduate students has grown by 28%.

### **National Recognition**

- The 2006 NRC rankings (released in September 2010) afforded national recognition to a number of College doctoral programs. Of particular note are the doctoral programs in Biological Sciences, Comparative Literature, English, Geography, and History.

- The doctoral programs in School Psychology and Clinical Community Psychology have earned reaccreditation by the American Psychological Association.
- The MFA in Creative Writing is recognized as among the top 50 creative writing programs in the nation.

### **New Doctoral Programs**

- The doctoral program in Criminology and Criminal Justice admitted its first class in Fall 2008 and is expected to produce its first PhDs in 2012.
- The doctoral program in Anthropology, established in Fall 2005, produced its first PhD in May 2010.
- The PhD in Spanish was awarded full approval in Summer 2010, and admitted its first class for Fall 2011.
- The Applied and Computational area of emphasis for the doctoral program in Mathematics was fully approved and implemented Spring 2010.

### **Best Practices in Doctoral Education**

- The College of Arts and Sciences Retreat on Doctoral Education, which was held January 14, 2011, launched a continuing, College-wide conversation on doctoral education. The College department chairs and program directors, graduate directors, the Interim Dean of the Graduate School, and the Dean and associate and assistant deans of the College of Arts and Sciences met in a day-long session to share ideas on best practices. Guided by a committee of senior faculty, preparation for the retreat was extensive, and included a 2010 site visit and external report by consultants from the Council of Graduate Schools.
- The College has implemented a number of the recommendations that emerged from the retreat including increased stipend and fellowship support and the formation of the Directors of Graduate Studies group within the College. Under the leadership of the College's Senior Associate Dean for Graduation Education, this group meets twice a semester to discuss best practices and specific issues related to graduate education.
- The stable funding model has given graduate programs an effective recruiting tool; the ability to offer guaranteed four-year funding to selected doctoral students has enabled programs to attract students of the highest caliber.
- The College supports graduate student recruiting at the state, national, and international levels. Recent efforts have focused on recruiting at Historically Black Colleges and Universities.

### **Graduate Program Quality Assurance**

Since 2005, the College has requested and implemented external academic program reviews. These reviews consist of a unit self-study, a site visit and report by an external review panel, and finally, a set of recommendations from the College's Academic Planning Council. Normally, all programs within a unit are reviewed together. Units that have undergone the external academic

program review process with implications for their graduate programs include the following:

- Department of Anthropology
- Department of Art (NASAD accreditation)
- Department of Biological Sciences (concluded in Spring 2012)
- Department of Chemistry and Biochemistry
- Department of English Language and Literature (concluded in Spring 2012)
- Department of Earth and Ocean Sciences
- Department of History
- Department of Languages, Literatures, and Cultures
- Department of Physics and Astronomy
- Department of Political Science
- Master of Public Administration (NASPAA accreditation)
- Doctoral programs in Clinical-Community Psychology and School Psychology (APA accreditation)
- Department of Religious Studies
- Department of Sociology
- Department of Statistics
- Department of Theatre and Dance (NAST accreditation)
- Linguistics Program
- Marine Science Program

### **New Structures for New Opportunities**

- The School of the Earth, Ocean and Environment (SEOE) has consolidated resources for key research, academic, engagement, and service programs related to the environment. Within the SEOE, graduate program management has been consolidated for greater interaction and interdisciplinary opportunities for students in the MS and PhD programs in Geological Sciences and Marine Science as well as the Master of Earth and Environmental Resources Management (MEERM.)

## **CURRENT AND FUTURE PLANS**

### **Graduate Student Support**

- The College will continue to fully fund tuition abatements for full-time, College-supported graduate assistantships.
- The College will continue to award the College of Arts and Sciences Dean's Doctoral Dissertation and MFA Fellowships for 2012-2013.
- The College will begin implementation of the Presidential Teaching Fellowships in Social Advocacy and Ethical Life for 2012-2013.
- College departments and programs will continue to seek Presidential Doctoral Fellowships for incoming doctoral students with an aggressive nomination campaign.

- The College will increase the number of graduate assistantships in selected units offering high demand undergraduate courses (i.e., Chemistry and Biochemistry, Political Science, Psychology.)

### **Graduate Program Management**

- The College's Directors of Graduate Studies will continue to meet as an organized group to share best practices and to develop plans for advancing graduate education in the College.

### **Graduate Program Quality Assurance**

- The College will continue the cycle of external academic program reviews of graduate programs. The graduate certificate in Women's and Gender Studies is next for review.
- All doctoral programs in the College have been informed that data on doctoral student placement and time to degree should be included in the annual program assessment process.

## **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 graduate program review, graduate recruitment, time to degree, and College support for graduate students.

### **Short-Term Initiative 2.1: Improve the national standing of College of Arts and Sciences doctoral programs**

In the past decade, the College has graduated over 1,000 doctoral students who have taken positions of leadership in institutions of higher learning as well as in national laboratories, government, schools, foundations, and corporations in this country and abroad. The quality of the doctoral programs in the College is integral to the national and international standing of the University.

### **Short-Term Initiative 2.2: Enhance the educational experience for graduate students in the College**

Building excellent graduate programs is a key priority of the College. Program quality and a supportive environment for graduate students contribute not only to their success, but to the College's research and teaching missions.

### **Short-Term Initiative 2.3: Recruit, retain, and graduate a diverse and high quality population of graduate students in the College of Arts and Sciences**

By implementing best practices in graduate education, the College recruits, retains, and graduates students at the master's, certificate, and doctoral level.

**GOAL 3: 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 discover, create, apply, 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. The College's efforts in supporting, retaining, and recruiting the best scholars from around the globe ensure a vibrant intellectual community now and in the years to come.

**PROGRESS TO DATE**

Since 2005, the College has pursued strategic objectives and priorities to realize this goal. We have been largely successful at supporting, retaining, and recruiting a strong faculty. Since 2005, the College has hired nearly 200 new faculty from elite graduate schools in this country and abroad. Our faculty have garnered \$316 M in sponsored funding, produced 3,278 scientific articles and published 135 scholarly books, 92 edited volumes, and 31 creative works. The 2010 NRC rankings have publicly validated what we have known internally for some time---our faculty are national players in the quality and quantity of their research and consequently our reputation within the scholarly community is growing.

After several robust hiring cycles in 2005, 2006, and 2007, the College, of necessity, slowed our progress toward this goal in 2008, 2009, and 2010. In response to substantial and successive budget cuts in 2008, 2009, and 2010, the College took emergency measures and severely restricted faculty hiring during those years. 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. This planning process was guided by several core principles, one of which was the preservation of our tenured and tenure-track faculty lines and the support necessary for faculty productivity. We believed then, as we believe now, that a strong faculty is the cornerstone on which all of our other successes are built.

Even as we faced difficult budgetary circumstances in 2008, 2009, and 2010, we were able to authorize and conclude 42 searches in critical areas during those years. Moreover, our careful academic planning and fiscal prudence has provided the basis for growth as the budgetary picture has begun to improve. The College has aggressively seized on opportunities to build the faculty. In January 2011, the College submitted 27 proposals for senior hires and 22 cluster hire proposals totaling 93 positions through the Provost's Faculty Replenishment Hiring Initiative (FRHI); in March 2011, we were awarded 27 positions in the

2010-2011 FRHI cycle. We have leveraged other resources, including grant, SmartState Chair, and College funds, to authorize 59 searches for the 2011-2012 hiring cycle. We are anticipating another strong hiring cycle for 2012-2013. The College has forwarded 16 cluster and 34 single hire proposals for a total of 86 positions through the 2011-2012 FRHI.

The significant hiring that we are currently doing in 2011-2012 and that which we expect to do in 2012-2013 represents significant progress toward this goal. We must, however, continue to hire annually, not simply to replace retiring faculty in core areas, but to build in new and emerging areas. This is essential to serve the growing number of our undergraduates, to advance our graduate programs, and to ensure the vitality of our research agenda.

### **Faculty Recruitment**

- Successfully concluded 42 searches in the previous three-year period with 8 hired in 2010-2011.
- Fully funded all startup commitments for faculty hired in the 2007-2008, 2008-2009, and 2009-2010 cycles.

### **Faculty Promotion, Support, and Recognition**

- Tenured and promoted 21 faculty at the rank of Associate Professor and promoted 15 faculty to Full Professor in 2010-2011; tenured and promoted 15 faculty at the rank of Associate Professor and promoted 14 faculty to Full Professor in 2011-2012.
- A total of 20 Arts and Sciences faculty have been named as American Association for the Advancement of Science Fellows (4 in 2008, 6 in 2009, 6 in 2010, and 4 in 2011.)
- Full salary support for faculty recipients of prestigious fellowships.
- Revised tenure and promotion criteria and guidelines for the Department of Earth and Ocean Sciences, the Department of Physics and Astronomy, and the Department of Psychology in 2010-2011.
- Developed and implemented formal guidelines for the appointment, review, and promotion of research faculty, clinical faculty, and instructors.

### **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. The new school highlights the growing prominence of environmental research at the University.
- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative, 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 has aggressively sought a proportion of these positions in applied and computational mathematics. The College has already concluded two successful searches in biomathematics, and one is in progress 2011-2012.

- Continued implementation of College plan for space utilization and facilities improvement.
- Jewish Studies has received program status and the Center for Digital Humanities has been formally recognized as a center.
- Garnered \$50.5 M in research funding from all sources in FY 2011.
- Established an enhanced sabbatical program for 2010-2011 offering faculty the option of a semester with full pay or a year with 65% pay; continued enhanced sabbatical option for 2011-2012.
- Continued staff support dedicated to developing grant proposals.
- Developed College of Arts and Sciences Conflict of Interest policy.
- The College has begun to develop business plans for centers and institutes to ensure long-range fiscal stability in these units.

## **CURRENT AND FUTURE PLANS**

### **Faculty Recruitment**

- The College has authorized 59 faculty searches in key areas for 2011-2012.
- The College has determined an ambitious plan to become the home of 6 SmartState chairs. Four SmartState chairs have already been hired: Polymer Nanocomposites in the Department of Chemistry and Biochemistry, Nanoelectronics in the Department of Physics and Astronomy, Marine Genomics in the Department of Biological Sciences, and Brain Imaging in the Department of Psychology. Searches are currently underway to fill the two remaining SmartState chairs in Neurotherapeutics and Data Analysis, Simulation, and Visualization. The College is advancing rapidly toward realization of this objective.
- The College has forwarded 16 cluster and 34 single hire proposals for a total of 86 positions through the 2011-2012 FRHI.
- In August 2011, the College developed and disseminated a training module for chairs, directors, and search committees to ensure that recruiting and hiring practices comply with University policies. Effective recruiting has been discussed at the annual chairs and directors retreat in August 2011, new chairs and directors orientation in August 2011, and subsequent chairs and directors meetings in Fall 2011 and Spring 2012.

### **Faculty Promotion, Support, and Recognition**

- At the same time as we are undertaking extensive recruiting and hiring in 2011-2012, the College continues to mentor and support faculty throughout their careers.
- The enhanced sabbatical program offering faculty the option of a semester with full pay or a year with 65% pay has been successful, and we intend to continue offering this enhancement.
- Continue the Associate Professor Development Award; 13 associate professors received this award in 2009-2010, 3 in 2010-2011, and 4 in 2011-2012.

- Revise tenure and promotion guidelines for the Department of Art; Department of Biological Sciences; Department of Chemistry and Biochemistry; Department of Languages, Literatures, and Cultures; Department of Philosophy; Department of Political Science; Department of Sociology, Department of Statistics; and Department of Theatre and Dance.
- The Associate Dean for Research facilitates research and funding opportunities for faculty. Staff support for grant proposal writing and submission are available through this office.

### **Non-Tenure Track Faculty**

- Continue to recognize teaching excellence with Non-Tenure Track Undergraduate Teaching Award.
- Implement Instructor Professional Development Award program for Spring 2012.
- The College's full-time instructors are integral to our teaching mission, especially in first-year general education courses. With the implementation of the Carolina Core in Fall 2012, an increasing number of undergraduates, and a renewed emphasis on student success and retention, instructors are more critical than ever before. Plans are underway to augment instructor salaries.

### **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 3.1: 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 3.2: 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 3.3: 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.

**Short-Term Initiative 3.4: Promote the research mission of the College**

Faculty research, scholarship, and creative activity are central to the College's vision of creating and sharing knowledge at the frontiers of inquiry. The College supports, encourages, documents, and promotes the success of faculty in the discovery, interpretation, and dissemination of new knowledge.

**GOAL 4: To recognize and support the essential role of staff in fulfilling the College's mission**

**DESCRIPTION**

The staff play an essential role in the College's educational, research, and engagement mission. They are responsible for a wide array of activities that advance the College: student advising, management of student programs, unit administration, management of budget and human resources, research and grant support, public information and programming, information technology management, among others. They contribute a broad range of professional, administrative, and specialized skills to their individual units and to the College.

**PROGRESS TO DATE**

This goal was introduced in 2011 and will continue to be a goal for the College in subsequent years. In the early years of the College's history, we focused on faculty support, retention, and hiring; building strong undergraduate and graduate programs; raising the national profile of the College's research and academic programs; and building an identity for the College. All of these efforts depend on the skills and dedication of staff working in a broad range of roles across the College. The tight fiscal situation of recent years has resulted in greater workloads for staff since many staff members who left or retired have not been replaced. The commitment of staff to their units and to the College has been both extraordinary and commendable. A separate goal emphasizing the importance of staff articulates the College's commitment to recognize and support staff.

- The Classified Staff Advisory Committee was established in Fall 2010 to give College staff the opportunity for regular consultation with the Dean and to advise the Dean on staff matters.
- The staff co-chair of the Classified Staff Advisory Committee serves *ex officio* on the College's Academic Planning Council.
- All classified staff were invited to a series of March 2011 meetings with discussion of the College's mission, vision, and goals.
- The Classified Staff Advisory Committee has completed a peer to peer network so that staff can consult with each other on specific areas of expertise.
- Five Classified Staff Awards were awarded in March 2011.
- The College ensured that one-time bonuses in Fall 2011 were distributed equitably.
- The current level of staffing has been preserved.

### **CURRENT AND FUTURE PLANS**

- Continue Classified Staff Advisory Committee meetings.
- Continue annual Classified Staff Awards.
- Preserve existing staff positions and expand staffing in key areas such as undergraduate advising and internship development.
- Enhance staff development.

### **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 staff recognition and support.

#### **Short-Term Initiative 4.1: Promote a culture that respects and values the contributions and perspectives of staff**

Great institutions actively seek the inclusion of different groups, perspectives, and voices. A diverse, highly qualified staff engaged in the core mission of the College strengthens our capacity to deliver excellent educational, research, and outreach programs.

### **GOAL 5: 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, improving civic life, and fostering the health and well-being of its citizens. The College's reach

extends beyond the borders of South Carolina to encompass a national and international focus.

## **PROGRESS TO DATE**

Since 2005, 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, and 2010, 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, state and local government, as well as the health and well-being of South Carolina's citizens. 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.
- With the completion of a constellation of hires in School Psychology in 2008, 2009, and 2010, the College has enriched and expanded faculty strength in child mental health for both the School Psychology and Clinical Community Psychology programs.
- The School Psychology doctoral program was successfully reviewed and reaccredited in 2008.
- College faculty and administrators contributed significantly to the successful effort for NCATE reaccreditation (Fall 2010) for all basic and advanced educator preparation programs.
- A joint Department of Art and College of Education project at A.C. Moore Elementary School won the 2010 SC Literacy Champions Award.
- The Department of Languages, Literatures, and Cultures has been recognized by NCATE for its assessment system for training K-12 teachers in foreign languages; the assessment system is recommended as a national model by NCATE.
- Through the Center for Science Education, the College has partnered with the College of Education in offering science and mathematics education course work to support the MEd in Teaching for teachers in the Beaufort County school district.
- The College completed a critical hire in contemporary dance to support the Bachelor of Arts in Dance, K-12 Education track.
- The Confucius Institute has secured funding for Chinese language instruction in selected South Carolina public schools.

### **Research that Serves the State**

- The recently established Parenting and Family Research Center has begun to attract grant funds and publish research on child and family well-being, with an emphasis on prevention strategies.
- The creation of the School of the Earth, Ocean and Environment (SEOE) has consolidated resources for key research, academic, engagement, and service programs focusing on the environment.
- The School of the Environment has been renamed the Environment and Sustainability Program to highlight its role within the SEOE as a unit with a broad range of interdisciplinary initiatives, research, and degree programs that advance understanding for a sustainable world.
- The Institute for African American Research sponsors conferences, workshops, and lectures that explore issues in education, public health, immigration, and family life, all key issues for South Carolina.
- Faculty in the Departments of Geography and Biological Sciences have joined with researchers at other Southeastern universities to form the Carolinas Integrated Sciences and Assessments (CISA) group to study drought monitoring and assessment, climate and watershed modeling, coastal climate issues, health, and adaptation. The group has been recently awarded a \$3.7 M grant from NOAA to complete research on climate needs and networks in the Carolinas for the Congressionally-mandated National Climate Assessment due out in 2013.
- The Earth Sciences and Resources Institute (ESRI-SC) and the Department of Earth and Ocean Sciences (EOS) have received a \$9.9 M grant from the Department of Energy's National Energy Technology Laboratory to study geologic characterization of the South Georgia Rift basin (SGR) for source proximal CO<sub>2</sub> storage. The results of this research will be accessible to the public and industry looking to understand future opportunities for building commercial sequestration projects.
- The search for an executive director for McKissick Museum has been successfully concluded.

### **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. Rule of Law conferences have been held in May 2010 and 2011, as well as a series of training workshops in Washington, DC, with speakers and participants from the US Senate, Department of State, Department of Defense, the US military, and legal and international relations experts from the US and abroad.
- Two Department of Geography faculty have been named to the Intergovernmental Panel on Climate Change that assesses major

scientific and technical issues confronting governments and other agencies concerned with climate change.

- The Institute for Public Service and Policy Research has surveyed cities and counties in South Carolina to determine how they have been affected by the recession. The research serves managers and policy-makers at all levels in South Carolina government.
- In Fall 2011, College faculty in Political Science and Jewish Studies hosted a conference to explore methods of analyzing Middle East conflicts.

### **Health and Well-Being**

- The Center for Colon Cancer Research (CCCR), funded through an NIH Center for Biomedical Research Excellence (COBRE) grant, provides new investigators with the guidance, financial support and front-line research technologies they need to make the break-through discoveries that will lead to improved methods for prevention, diagnosis, and treatment of colorectal cancer. Through state-of-the-art technology, senior faculty mentors, and an infrastructure that offers multiple opportunities for academic and professional growth, the CCCR fosters the progression of young scientists into independent investigators supported by peer-reviewed grants. In addition, the CCCR supports a number of outreach activities that foster public awareness and screening for colorectal cancer, a leading cause of cancer death in the US and in South Carolina.
- Faculty in the Department of Psychology focus on a number of topics essential to improving health and well-being: child and adolescent mental health, obesity, and cognitive and behavioral neuroscience. In 2011, the College successfully concluded a search for the SmartState Chair in Brain Imaging.
- The McCausland Center provides College of Arts and Sciences and University researchers, as well as the local medical community, with high resolution brain imaging studies.
- The Clinical Community Psychology doctoral program was successfully reviewed and reaccredited in 2011.

### **CURRENT AND FUTURE PLANS**

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.

- An AP Latin Institute to serve South Carolina secondary school teachers is planned for Summer 2012.

### **Research that Serves the State**

- The Institute for African American Research continues its efforts to support research that serves the African American population.
- The School of the Earth, Ocean and Environment (SEOE) aggressively seeks grant funding to support interdisciplinary research on a variety of environmental topics and issues.
- A search for a new director of the SEOE is underway.
- The College is seeking to fill the SmartState Chair in Data Analysis, Simulation, Imaging, and Visualization.

### **Civic Life**

- The College is currently searching for a new director of the Walker Institute of International and Area Studies. The Walker Institute houses the Rule of Law initiative and supports global understanding through public lectures, workshops, and conferences.
- A search for a political scientist specializing in rule of law is also underway.
- Searches are in progress for two scholars to serve the Master of Public Administration program.

### **Health and Well-Being**

- The College is seeking to fill the SmartState Chair in Neurotherapeutics.
- To support the SmartState Chair in Brain Imaging, the College is currently conducting searches for two junior lines in brain imaging.
- To support the SmartState Chair in pharmacy, the College is searching for a junior cancer therapeutics scientist for the Department of Chemistry and Biochemistry.
- A joint hire in memory and aging is being pursued by the Department of Psychology and the Arnold School of Public Health.

## **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 and health and well-being.

### **Short-Term Initiative 5.1: 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 5.2: 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 5.3: 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 5.4: 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 capitalize on the specific expertise of Arts and Sciences faculty to serve the needs of South Carolina.

**Short-Term Initiative 5.5: Facilitate research that improves the health and well-being of South Carolina's citizens**

Supported by external funding, College faculty across a range of units conduct basic and applied research aimed at improving health and well-being. Doctoral programs such as Clinical-Community Psychology and School Psychology prepare health care professionals for hospitals, clinics, schools, and private practice. Through targeted outreach programs, the College's expertise in health and well-being is shared directly with the broader community.

**GOAL 6: To ensure the reputation, unity, and stability of the College.**

**DESCRIPTION**

The College looks both inwardly and outwardly to define itself as a community where achievement is recognized, its members are valued, and its vision is shared. Through increased visibility, alumni and faculty networking, external funding and endowment, and fiscal, facilities, and curriculum management, the College ensures that it will fulfill its mission not only in the present, but in the years to come.

## **PROGRESS TO DATE**

### **Private Philanthropy**

- Annual private giving to the College has rebounded as the economy has improved with a total of \$12.2 M raised in 2010-2011. Since 2005, the College has raised \$52 M in private philanthropy.
- The College has developed a comprehensive case statement with component pieces describing individual departments and programs for use in promotional and fundraising activities.
- A Dean's Circle of donors at the \$25,000 and above level has been established.
- The College hired a new Senior Director of Development in Fall 2011.

### **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.
- Annual events include meetings of the Board of Visitors and the Alumni Council, a Recognition of Excellence ceremony to celebrate the achievements of College alumni and other individuals who have made outstanding contributions to their professions, communities, and the University, and a Homecoming Barbeque to honor retired faculty.
- The College has initiated a communication strategy using social media. A Social Media Coordinator joined the staff in Fall 2011.

### **Community-Building**

- The College takes a strong and flexible approach to strategic planning that involves the College leadership and governance. Regular meetings of the College's department chairs and program directors, elected Academic Planning Council, and the Senior Staff ensure that strategic planning is a continuous and ongoing process.
- Through organizational structures and special events, the College continues to create collegiality among our members. Annual celebration events include the Classified Staff Excellence Award ceremony and a dinner to honor newly tenured and promoted faculty. Regular meetings include:
  - ❖ Annual Chairs and Directors Retreat
  - ❖ Annual Budget and Human Resources Administrators retreat
  - ❖ New Chairs Orientation
  - ❖ Monthly meetings of Chairs; Directors join them every other month
  - ❖ Weekly meetings of elected faculty Academic Planning Council
  - ❖ Quarterly meetings of Classified Staff Advisory Committee
  - ❖ Weekly Senior Staff meetings
  - ❖ Biannual breakfast meetings of female full professors

- ❖ Regular meetings of Undergraduate Directors
- ❖ Regular meetings of Directors of Graduate Studies
- ❖ During 2009-2010, the Dean held a series of small group meetings with over 230 faculty of all ranks and across all disciplines to discuss their concerns, ideas, and aspirations. This practice was followed in 2010-2011 with informal monthly “Dialogue with the Dean” faculty meetings.
- The College has highlighted the importance of the roles that staff play in the mission of the College with the formation of the Classified Staff Advisory Committee. The staff co-chair of this committee is an *ex officio* member of the College’s Academic Planning Council.
- The Classified Staff Advisory Committee has completed a peer-to-peer network so that staff can consult with each other on specific areas of expertise.

**Recognition and Advancement**

- The College’s constituent units have been encouraged to set goals and objectives using national data. The Academic Dashboard has been discussed among the College leadership at Senior Staff meetings, Chairs and Directors meetings, and Academic Planning Council meetings.

**CURRENT AND FUTURE PLANS**

- The College will intensify efforts to attract private philanthropy and exercise careful stewardship of gifts. As the largest College in the University, we are well-positioned to attract substantial gifts from alumni and friends in support of the Carolina’s Promise capital campaign.
- A major event is planned for March 30, 2012 for members of all College external boards. The event will celebrate the College’s achievements and continuing interests in aerospace sciences, the arts, community health, energy and the environment, global engagement, leadership, and the rule of law.
- The College will continue to build positive relationships with supporters and alumni. Future plans include at least one international event for supporters and alumni per year.
- The College is developing an integrated communications plan according to new University standards. Revisions to the College web site and promotional materials are planned.
- The College will continue to develop communication practices using social media.

**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 6.1: Raise the visibility and recognition of the College and its constituent units**

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 recognize and publicize the achievements of our faculty, staff, and students.

**Short-Term Initiative 6.2: 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 6.3: 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.