

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

**February 2011**

## **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. Since 2009, 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.

Last year, each academic department in the College developed a list of institutions considered to have the top ten departments in the discipline. Our departments 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 identified forty-four (44) public and eight (8) private institutions whose relevant departments can be considered peer or close peer aspirants.

The National Research Council (NRC) rankings of doctoral programs (released in September 2010) have provided external validation of we have asserted for a number of years, i.e., that College of Arts and Sciences faculty are national players in terms of the quality and quantity of their research. In particular, our programs in Biological Sciences, Comparative Literature, English, Geography, and History are highly ranked among both public and private universities. Likewise, the most recent National Science Foundation data on

expenditures in environmental research places the University of South Carolina as 19th nationally, with our School of the Earth, Ocean and Environment as the focal point of efforts. It is clear that the reputations of many of our departments and programs are growing rapidly.

The College will continue to use national data to measure our progress in the national arena.

## **Strengths of the College of Arts and Sciences** **2005-2010**

### **Faculty Hiring**

Since 2005, the College has hired nearly 200 new faculty. This group comprises just over a 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. Each year, our departments and programs engage in the preparation of three-year strategic hiring plans that guide hiring across the College and allow us to move quickly and flexibly when new opportunities present themselves, e.g., the Faculty Replenishment Hiring Initiative. Excellence in faculty hiring is the single most important means to ensure the future of the College and the University.

### **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 2010, new faculty in the College have received \$17.5 M in start-up, funded by the College, the Office of the Provost, and individual departments. Even in the difficult budgetary climate of the past three years, all of the College's commitments for start-ups have been honored.

From January 2005 to AY 2008-2009, the College made 75 retention offers and retained 76% of the faculty with those offers. In AY 2009-2010, 14 faculty received outside offers, and the College was able to retain 92% of this group with competitive counteroffers.

### **Faculty Productivity**

The College has devoted considerable resources to support innovative research, both in our core disciplines and interdisciplinary fields. We have established five new research centers and institutes (the Institute for African American Research, the Hazards and Vulnerability Research Institute, the Confucius Institute, the Parenting and Family Research Center, and the Center for Digital Humanities); 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. In addition, Jewish Studies has received program status. These initiatives 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 2010, College faculty have authored 119 scholarly books, 86 edited volumes, and 28 creative works. In the same period, natural sciences faculty have produced 2,718 articles for scientific journals, including 24 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 \$270 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. When earmarks are not considered, the total for FY 2010 is the largest ever for peer-reviewed competitive funding, up 7% from FY 2008, the next highest year in terms of peer-reviewed funding. Our strategy to focus on peer-reviewed competitive funding has been successful.

The College's support of research productivity has been successful in four CoEE hires: the CoEE Chair in Nanoelectronics in the Department of Physics and Astronomy, the CoEE Chair in Polymer Nanocomposites in the Department of Chemistry and Biochemistry, the CoEE Chair in Marine Genomics in the Department of Biological Sciences, and most recently, a successful hire for the CoEE Chair in Brain Imaging, who will join the faculty of the Department of Psychology in Fall 2011. Preparations are underway to fill the CoEE Chairs in Neurotherapeutics and Data Analysis, Simulation, and Visualization. We are well on our way toward our ambitious goal of six CoEE Chairs for the College.

### **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 three years, this system has allowed us to maintain our firm commitment to providing undergraduates with the courses they need. We are particularly proud that, despite substantial cuts in FY 2011, we were able to deliver general education courses for the Fall 2010 freshman class, the largest ever at 4500.

To respond to student demand and trends in the disciplines, the College has developed several new undergraduate programs: BS in Biochemistry and Molecular Biology, BS in Environmental Sciences, BA in Dance, minors in Chinese Studies and Islamic World Studies, and a teacher certification track in our undergraduate foreign language majors, with plans for a BA in Environmental Studies in preparation. 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 development of new, more sensitive placement testing for foreign languages. Also, we have encouraged the development of service learning courses and modified summer school operations. We have made some progress with supporting new efforts to deliver existing courses through distance; the histology course on the web

has been immensely popular with students from a number of institutions who are preparing for medical school and careers in the life sciences.

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 7900 Arts and Sciences majors as well as students across the University interested in our courses and programs. Despite the tight fiscal climate, the College has preserved resources and positions dedicated to undergraduate advising.

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. College faculty have been instrumental in development and approval of Carolina Core learning outcomes and distribution requirements in 2009 and 2010. College leadership continues as specific courses are considered for inclusion in 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, and in 2010-2011, the College renewed attention to our PhD programs. The recent NRC rankings have spotlighted several of our doctoral programs (Biological Sciences, Comparative Literature, English, Geography, and History) as national leaders in their disciplines. The NRC rankings have provided external validation that College faculty are not only regional, but national players in terms of the quality and quantity of their research. Successful faculty and a strong scholarly reputation attract top-tier doctoral students, and for the foreseeable future, the College will capitalize on these strengths to enhance doctoral education. The January 14, 2011 Retreat on Doctoral Education has been the beginning of an extended conversation in the College about best practices in doctoral education. Action plans emerging from preliminary recommendations at the retreat are under development.

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 725 in FY

2010, totaling \$13.3 M annually. In the same period, graduate stipends provided by grant funds increased from support of 140 graduate students to support of 201. Despite severe budget cuts in FY 2010, we maintained the FY 2009 level of support for our graduate students, and in FY 2011, we have fully funded tuition for graduate students awarded full-time, College-supported assistantships.

Second, we continue to support graduate student travel in cooperation with the Graduation School. For AY 2008-2009 and 2009-2010, 165 travel awards totaling more than \$73,000 were given to support 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 launched two new graduate degree programs, the PhD in Anthropology and the PhD in Criminology and Criminal Justice, with a third program, the PhD in Spanish, currently recruiting its first cohort for Fall 2011. The doctoral program in Anthropology graduated its first PhD in May 2010, and the first graduates from the doctoral program in Criminology and Criminal Justice are expected in 2012. We have also developed a new applied and computational mathematics concentration in the PhD in Mathematics.

### **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 over \$10 M since 2005, we have been able to leverage over twice that amount 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.

In 2010-2011, the College has sought, in formal ways, to recognize and support the essential role of staff in fulfilling the College's mission. Among other actions, the College has established a Classified Staff Advisory Committee to advise the Dean on staff issues and to involve staff more explicitly in College decision-making processes; the staff co-chair of the

Classified Staff Advisory Committee now sits *ex officio* on the Academic Planning Council.

The College has launched an ambitious series of efforts to publicize our accomplishments and aspirations. These include the College's *In Focus* newsletter 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 \$40 M in private support for our programs, faculty, and student scholarships.

## **Challenges**

The College faces a number of challenges in the next five years and beyond. 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. Our response to the continuing fiscal crisis 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 three 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 six 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.

### **Faculty Hiring**

The College has demonstrated that we can hire new faculty from the best graduate institutions in the nation and abroad. The nearly 200 new faculty who have been recruited and hired since 2005 have enhanced our teaching and research missions, and are well on their way to becoming leaders in their disciplines. They have enabled us to meet the welcome challenge of providing course work for an increasing number of students.

The fiscal crisis that began in 2008 and will continue for at least the immediate future has slowed our ability to hire new faculty at a rate that will ensure the well-being of the College and the University for the next generation. As resources continue to erode, the College will be far less able to sustain and nurture the core of excellence that that we have built over the past six years. Some departments and programs will be reshaped or reduced when faculty in certain areas or subdisciplines retire or leave. We face the very real possibility that our forward momentum toward becoming a national presence will be slowed or reversed, and we may thus return to our past status as a good regional institution.

The need to continue to hire new faculty is pressing. Despite our vigorous hiring from 2005 to 2008, the number of tenure-track faculty in the College has declined by 3% since 2005. In the next five years, we expect even further declines in faculty size. At present, 23% of our tenure-track faculty are age 60 or older. Of the 213 positions requested by our departments and programs last spring, 85 are replacements for faculty who have retired or who will soon do so.

We continue to prioritize faculty hiring through our annual strategic hiring plan process, and to seek aggressively the support of new faculty positions through grant funds, where possible. We also continue to seek new positions through University hiring programs such the Faculty Replenishment Hiring Initiative. The College's 27 proposals for senior hires and 22 cluster proposals, totaling 93 positions, indicate the need for a continuing hiring campaign. These 93 positions are but a fraction of the number of new faculty we need to maintain and advance the teaching, research, and engagement missions of the College.

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 7900 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 six goals clearly align with and support the specific goals of *Advance Carolina*.

### **GOAL 1: 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.

### **GOAL 2: To develop the next generation of intellectual leadership through excellent doctoral programs and graduate programs at the master's and certificate levels.**

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*.

**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.**

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 third goal mirrors *Advance Carolina's* emphasis on fostering faculty accomplishments in *Research, Scholarship and Creative Achievement*.

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

Staff play an essential role in the College's educational, research, and engagement missions. They are responsible for a wide array of activities in the College, and they contribute a broad range of professional, administrative, and specialized skills to their individual units and to the College. The College is committed to promoting a culture that respects and values the contributions and perspectives of staff. Given the range of staff activities, this College goal supports all of *Advance Carolina's* goals, but may have special affinity with *Quality of Life in the University Community*.

**GOAL 5: 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*.

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

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*.

## **Provost's Goals**

The College's six goals also reflect the Provost's goals in their emphasis on the excellence of undergraduate and graduate education and faculty scholarship, research, and creative achievements; the enhancement of facilities for learning, research, and administration; the accessibility of undergraduate education; and the improvement of life in South Carolina through engagement with the broader community. Our leadership in these areas advances not only the College, but the University and the state of South Carolina.

<b>College of Arts and Sciences Goal</b>	<b><i>Advance Carolina</i> Goal</b>	<b>Provost's Goals</b>
<b>To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.</b>	<b><i>Teaching and Learning</i></b>	<i>Enhance the Quality of Undergraduate, Graduate, and Professional Education</i>  <i>Provide Adequate Facilities</i>  <i>Meet South Carolina's goal of increasing the number of citizens who hold high-quality baccalaureate degrees</i>
<b>To develop the next generation</b>	<b><i>Teaching and</i></b>	<i>Enhance the Quality of</i>

<p>of intellectual leadership through its excellent graduate programs.</p>	<p><b>Learning</b></p> <p><b>Research, Scholarship and Creative Achievement</b></p>	<p><i>Undergraduate, Graduate, and Professional Education</i></p> <p><i>Enhance Faculty Scholarship, Research, and Creative Achievements</i></p> <p><i>Provide Adequate Facilities</i></p>
<p>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.</p>	<p><b>Research, Scholarship and Creative Achievement</b></p>	<p><i>Enhance Faculty Scholarship, Research, and Creative Achievements</i></p> <p><i>Provide Adequate Facilities</i></p>
<p>To recognize and support the essential role of staff in fulfilling the College's mission</p>	<p><b>Quality of Life in the University Community</b></p>	<p><i>All</i></p>
<p>To encourage positive change through engagement with the broader society.</p>	<p><b>Service Excellence</b></p> <p><b>Recognition and Visibility</b></p>	<p><i>Engage the Community and Improve the Quality of Life for South Carolinians</i></p>
<p>To ensure the reputation, unity, and stability of the College.</p>	<p><b>Recognition and Visibility</b></p> <p><b>Quality of Life in the University Community</b></p>	<p><i>All</i></p>

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EXECUTIVE SUMMARY**

*February 2011*

**Vision, Mission, Goals, Achievements, 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.

**ACHIEVEMENTS (2009-2010)**

Since 2005, the College has pursued strategic objectives and priorities to realize this goal. Our programs serve the nearly 7,900 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 agreed that undergraduate advising resources were another key priority.

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 have affected the undergraduate experience in noticeable ways. In 2009-2010 and 2010-2011, students have had fewer electives and less variety in class choices, larger classes, and less convenience in class scheduling.

The sacrifices made by College faculty to ensure the essential quality of our undergraduate programs have been heroic. They have responded to the difficult fiscal situation by streamlining major curricula and teaching larger class sections. Additionally, they have carefully monitored student learning in their major programs through the assessment process. The College and its departments and programs have continued to plan for the future in prudent and responsible ways, and our plans for 2010-2011 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 were 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 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 the Fall 2010 freshman class, the largest ever at 4500, was successful.

### ***New Degree Programs***

- A new degree program, the Bachelor of Science in Environmental Sciences, was fully approved and established in Fall 2009.

### ***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.

### ***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. A single undergraduate director oversees curriculum and advising for these four majors.

### ***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 2009 and 2010 courses.
- College faculty continue to develop and offer new courses that incorporate service learning. During 2009-2010, College faculty offered 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, and community practica in Psychology, Art Education, and Women's and Gender Studies.

### ***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.

## **FUTURE PLANS (2010-2011)**

### ***General Education***

- 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 revision process moves 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.
- The College Curriculum Committee has begun the process of identifying model Arts and Sciences syllabi for prospective Carolina Core courses. Additionally, the Committee has begun an extended multi-year conversation about College general education requirements in light of the Carolina Core.

- The Academic Planning Council remains actively involved in all aspects of undergraduate education.
- Increased attention will continue to be applied to placement and learning methods in key first-year courses to maximize student success. The College will continue to monitor student success in first-year mathematics courses correlated with scores on the new mathematics placement test. The new foreign language placement tests will be shared with the regional campuses in 2010-2011 to ensure a smooth transition for students entering the Columbia campus from the regional campuses.

### ***New Degree Programs***

- The Bachelor of Science in Biochemistry and Molecular Biology has been fully approved and will begin admitting students in Spring 2011.
- 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.

### ***Curriculum Management***

- In difficult budgetary circumstances, 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, the College will plan general education courses for an increased number of new freshmen.

### ***Advising***

- College staff are preparing for the transition to a new student information system by training College advisors on the use of DARS student records.

### ***Computing and Information Technology***

- A newly configured College Computing and Information Committee is studying computing needs in the College for both research and instruction and will recommend to the Dean the most efficient use of computing resources.

### ***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 2011.

### **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 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 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 (2009-2010)**

For the past six years, 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.

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 of the past three years as well as those we will incur in 2011-2012. Throughout this difficult time, we have approached the cuts not by simply conducting a budget-cutting exercise, but by engaging in serious academic planning for the short and long-range future of the College and the University. Graduate education continues to emerge as one of the chief priorities and deep commitments of the College.

### ***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.

### ***Graduate Student Support***

- During the 2008-2010 budget cuts, the College preserved graduate student funding at existing levels, and in Fall 2010, committed to full funding of tuition abatements for full-time, College-supported graduate assistantships.
- 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 25%.

### ***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 will admit 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.

### ***Graduate Program Quality Assurance***

- The Academic Planning Council completed external academic program reviews of three units with graduate programs (History, Marine Science, and Sociology) and initiated four external reviews: Anthropology (completed Fall 2010), Biological Sciences, English, and Women's and Gender Studies.

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

- The new 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.)

### ***Graduate Program Management***

- Graduate course enrollment minima guidelines, established as an emergency measure in 2009 in response to fiscal exigencies, have been relaxed in specific areas for 2010-2011 planning.

## **FUTURE PLANS (2010-2011)**

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

- The College invited a consultant team from the Council of Graduate Schools to help frame questions for a multi-year, College-wide conversation on doctoral education. The site visit took place in November 2010, and the report was received in December 2010. The consultants' report has served as the springboard for the College's examination of best practices and future planning for doctoral education.
- The College of Arts and Sciences Retreat on Doctoral Education took place on January 14, 2011. 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. Preliminary recommendations that emerged at the retreat have been shared with the Interim Dean of the Graduate School, College department chairs and program directors, and the Academic Planning Council. Further recommendations are in progress.

### ***Graduate Student Support***

- The College will fully fund tuition abatements for full-time, College-supported graduate assistantships, effective Fall 2010.
- College departments and programs will seek Presidential Doctoral Fellowships for incoming doctoral students with an aggressive nomination campaign.

- As the College prepares for the fourth year of fiscal austerity in FY 2012, graduate student support, especially in doctoral programs, will remain a key priority.

### ***Graduate Program Quality Assurance***

- The College will continue the cycle of thorough external reviews of graduate programs.
- Plans are in development to include key NRC measures in the annual program assessment process.

### ***Graduate Program Management***

- Effective Fall 2010, the College will relax emergency course minima guidelines for graduate courses in selected areas.
- Plans are underway to convene the College's Directors of Graduate Studies across disciplines to share best practices and develop plans for advancing graduate education in the College.

### ***Data Collection***

- The College continues to refine its practices for collecting, aggregating, and reviewing data on PhD job placement.
- As the new student information system is put in place, the College will explore new ways to collect useful data, e.g., graduate student retention data.

## **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.

**ACHIEVEMENTS (2009-2010)**

For the past six years, 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 \$270 M in sponsored funding, produced 2,718 scientific articles and published 119 scholarly books, 86 edited volumes, and 28 creative works. In addition, the recent 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.

The severe budget cuts sustained by the College in 2008, 2009, and 2010 have slowed our progress toward some aspects of this goal. In response to budget cuts in 2008, 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 careful planning resulted in 22 significant hires during 2009-2010 as well as 13 searches for 2010-2011. Though

the number of hires and searches in 2009-2010 and 2010-2011 falls short of what we need to advance our teaching and research missions, it represents significant progress toward this goal. Building a strong faculty remains a priority, for it is the single most important means of ensuring the future of the College and the University.

### ***Faculty Recruitment***

- Hired 22 new faculty.
- 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.
- A total of 16 Arts and Sciences faculty have been named as American Association for the Advancement of Sciences Fellows (4 in 2008, 6 in 2009, and 6 in 2010.)
- 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. The new school highlights the growing prominence of environmental research at the University. For FY 2008, the University placed 19th nationally in the NSF compilation of expenditures in this area.
- Continued implementation of College plan for space utilization and facilities improvement.
- Jewish Studies received program status and the Center for Digital Humanities was formally recognized as a center.
- Garnered \$46.5 M in research funding from all sources in FY 2010.
- Aggressively sought federal stimulus funding from sources such as NSF and NIH.
- Established an enhanced sabbatical program for 2010-2011 offering faculty the option of a semester with full pay or a year with 65% pay.

## **FUTURE PLANS (2010-2011)**

### ***Faculty Recruitment***

- The College has authorized 13 faculty searches in key areas for 2010-2011.
- The College has determined an ambitious plan to become the home of 6 CoEE chairs. Three CoEE chairs have already been hired: Polymer Nanocomposites in the Department of Chemistry and Biochemistry, Nanoelectronics in the Department of Physics and Astronomy, and Marine Genomics in the Department of Biological Sciences. An offer to a candidate for the CoEE chair in Brain Imaging (Department of Psychology)

has been accepted, and plans are underway to fill the two remaining CoEE chairs in Neurotherapeutics and Data Analysis, Simulation, and Visualization. The College is advancing rapidly toward realization of this objective.

- The College has aggressively sought positions through the Faculty Replenishment Hiring Initiative, submitting 27 proposals for senior hires and 22 cluster hire proposals, for a total of 93 positions.

### ***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 is refocusing our efforts to mentoring and supporting 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 is being continued for the 2011-2012 sabbatical cycle.
- Develop and implement formal guidelines for the appointment, review, and promotion of research faculty, clinical faculty, and instructors.
- Reinvigorate the Associate Professor Development Award; 13 associate professors received this award in 2009-2010 and 3 in 2010-2011.

### ***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. The College has already concluded a successful search in biomathematics during 2009-2010, and two searches are in progress 2010-2011.
- The College has begun to develop business plans for centers and institutes to ensure long-range fiscal stability in these units.

### **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.

### **ACHIEVEMENTS (2009-2010)**

This goal is a new one for 2009-2010 and will remain a goal for subsequent years. In the early years of the College's history, we have 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 the past three 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 in this difficult time has been both extraordinary and commendable.

### **FUTURE PLANS (2009-2010)**

- Create a Classified Staff Advisory Committee to give the College staff the opportunity for regular consultation with the Dean and to advise the Dean on all matters concerning the staff.
- Examine staff workloads and improve efficiency through staff networking and cross-training.
- Preserve existing staff positions.
- Explore ways, both financial and non-financial to reward staff for exemplary work.
- Continue annual Classified Staff Awards.
- Enhance staff development.
- Include staff representation on the Academic Planning Council.

### **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, and improving civic life. The College's reach extends beyond the borders of South Carolina to encompass a national and international focus.

## **ACHIEVEMENTS (2009-2010)**

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, 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.
- With the completion of a constellation of hires in School Psychology in 2008-2009, the College made a significant senior hire in 2009-2010 who focuses on child mental health in schools. This hire will complement and enrich existing faculty strength in School Psychology as well Clinical Community Psychology.
- 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.

### ***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 has consolidated resources for key research, academic, engagement, and service programs focusing on the environment. Several SEOE faculty have been appointed to federal and NGO panels to address the 2010 Louisiana oil spill, an event with environmental and economic implications for South Carolina.

- The Institute for African American Research hosted a major conference in March 2010 that explored issues in education, public health, and immigration, all key issues for South Carolina.

### ***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. A major Rule of Law conference was held May 10-14, 2010 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.

### **FUTURE PLANS (2010-2011)**

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 continues its efforts to support research that serves the African American population. A research fellows program and African American South Carolinians and the entire state.
- 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.
- The School of the Environment will be 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 College has launched a search for an executive director of McKissick Museum.

### **Civic Life**

- The Walker Institute of International and Area Studies continues its leadership in the Rule of Law Collaborative. In February 2011, the institute conducted a workshop for interagency training for rule of law deployments. In March 2011, it will partner with the University of South Carolina School of Law to host a conference on issue related to rebuilding Sierra Leone.
- Two Department of Geography faculty have been named to the Intergovernmental Panel on Climate Change that will assess major scientific and technical issues confronting governments and other agencies concerned with climate change.
- In Fall 2011, College faculty in Political Science and Jewish Studies will host a conference to explore methods of analyzing Middle East conflicts.

### **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 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 help bridge “town-gown” distinctions and link the College to 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.

**ACHIEVEMENTS (2009-2010)**

***Private Philanthropy***

- Despite the difficult economy nationwide, annual private giving to the College totaled \$5.2 M in 2009-2010. Since 2005, the College has raised \$40 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.

***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.

***Community-Building***

- The College has weathered the severe budget cuts sustained throughout 2008, 2009, and 2010; 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.
- 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.
- 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
- ❖ Monthly “Dialogue with the Dean” faculty meetings
- ❖ Weekly Senior Staff meetings
- ❖ Biannual breakfast meetings of female full professors
- ❖ Regular meetings of Undergraduate Directors
- ❖ Regular meetings of Directors of Graduate Studies (in progress)

### **FUTURE PLANS (2010-2011)**

- The College will redouble efforts to attract private philanthropy and exercise careful stewardship of gifts. The College has hired a second development director who joined 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.
- Following the Dean’s small group meetings with faculty in 2009-2010, the College has begun the “Dialogue with the Dean” series of monthly, open meetings of College faculty with the Dean.
- The College’s constituent units will be encouraged to set goals and objectives using national data.
- The College will highlight the importance of the roles that staff play in the mission of the College and afford staff formal participation in College planning processes.

### **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.