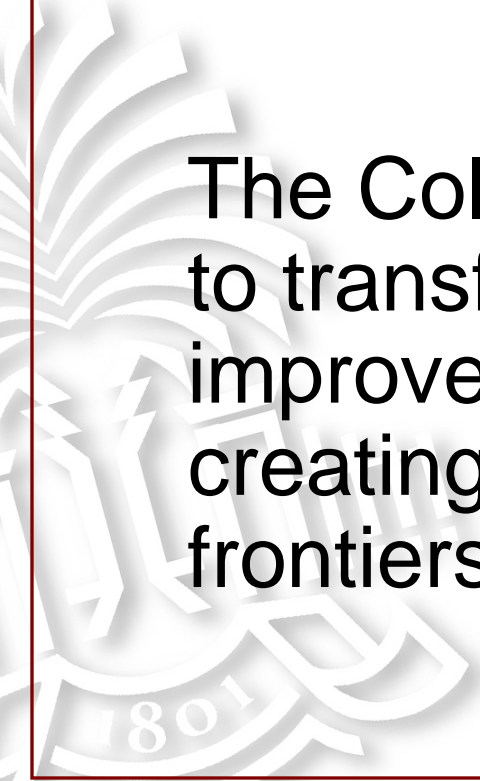


Blueprint for Academic Excellence February 2011

Blueprint for Academic Excellence

College of Arts and Sciences Vision Statement

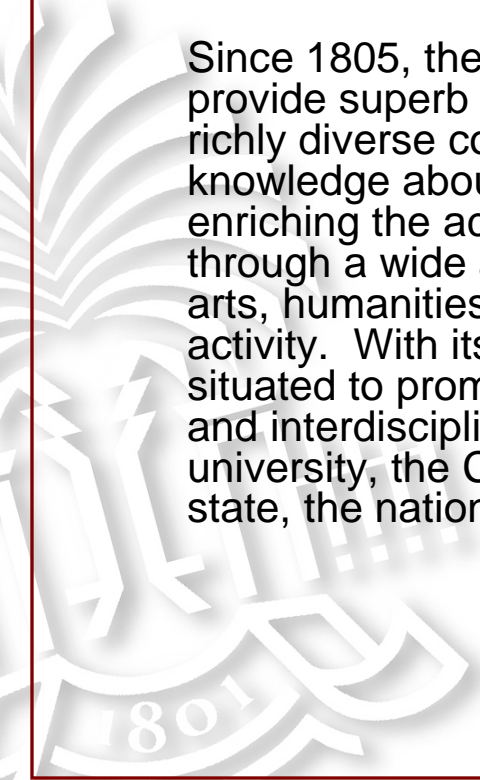
The College of Arts and Sciences aspires to transform the lives of our students and improve the world they will inhabit by creating and sharing knowledge at the frontiers of inquiry.



Blueprint for Academic Excellence

College of Arts and Sciences Mission Statement

Since 1805, the College has been the intellectual core of the University, entrusted to provide superb teaching in the arts and sciences to all students. The College is a richly diverse community dedicated to the discovery, dissemination, and application of knowledge about the natural and human world. The College is committed to enriching the academic experience of every 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.



Blueprint for Academic Excellence

College of Arts and Sciences Long-Term Goals

- **Long-Term Goal 1:** To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.
- **Long-Term Goal 2:** To develop the next generation of intellectual leadership through excellent doctoral programs and graduate programs at the master's and certificate levels.
- **Long-Term 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.
- **Long-Term Goal 4:** To recognize and support the essential role of staff in fulfilling the College's mission.
- **Long-Term Goal 5:** To encourage positive change through engagement with the broader society.
- **Long Term Goal 6:** To ensure the reputation, unity, and stability of the College.

**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.

College of Arts and Sciences Goal	<i>Advance Carolina</i> Goal	Provost's Goals
To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.	<i>Teaching and Learning</i>	<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>
To develop the next generation	<i>Teaching and</i>	<i>Enhance the Quality of</i>

<p>of intellectual leadership through its excellent graduate programs.</p>	<p>Learning</p> <p>Research, Scholarship and Creative Achievement</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>Research, Scholarship and Creative Achievement</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>Quality of Life in the University Community</p>	<p><i>All</i></p>
<p>To encourage positive change through engagement with the broader society.</p>	<p>Service Excellence</p> <p>Recognition and Visibility</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>Recognition and Visibility</p> <p>Quality of Life in the University Community</p>	<p><i>All</i></p>

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

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

DESCRIPTION:

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

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

ACHIEVEMENTS (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.

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

ACHIEVEMENTS (2009-2010)---continued:

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.

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

ACHIEVEMENTS (2009-2010)---continued:

General Education

- College faculty were and continue to be active and significant contributors to the proposed Carolina Core.
- Increased attention was applied to placement and learning methods in key first-year courses to maximize student success. Of particular note 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.

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

ACHIEVEMENTS (2009-2010)---continued:

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.

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

ACHIEVEMENTS (2009-2010)---continued:

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.

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

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.

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

FUTURE PLANS (2010-2011)---continued:

General Education---continued

- 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.

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

FUTURE PLANS (2010-2011)---continued:

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.

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

FUTURE PLANS (2010-2011)---continued:

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.

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

INDICATORS:

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

Blueprint for Academic Excellence

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

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

DESCRIPTION:

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

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

1.1.1 A. 2009-2010 Initiatives to improve student learning in general education

- Redesign and implementation of the mathematics placement test to ensure accurate placement and to maximize student learning in the first-year mathematics sequence. The mathematics placement test is available online at <https://assess.math.sc.edu/>
- Development of Math 116 “Brief Precalculus” was first offered in the second eight weeks of Fall 2009. Students in MATH 141 who find that they are not successful in calculus may take MATH 116 to maximize performance in calculus in the following spring semester.
- Pilot of new placement tests in foreign languages to ensure accurate placement and to maximize student learning in first and second-year language sequences. New placement tests were first implemented during Summer Orientation 2010. During 2010-2011, these placement tests will be shared with the regional campuses to ensure smooth movement of students from the regional campuses to the Columbia campus in foreign language sequences.
- Together with the redesign of the first-year English sequence in 2007-2008, the three initiatives above are substantial commitments to key intellectual skill areas for freshman students.

1.1.1 A. 2009-2010 Initiatives to improve student learning in general education ---continued

- First-year Chemistry courses employ an online, immediate assessment of student learning so that faculty can repeat or revise instruction for difficult concepts.
- Planned courses (ENGL 101 and UNIV 101) for linked sequences aimed at Capstone Scholars, Fall 2010.
- Learning expectations for all courses are now articulated through the inclusion of learning outcomes on all syllabi.
- College faculty have been and continue to be active participants in the Carolina Core (general education) and USConnect (QEP) initiatives. Of the ten specialty teams who will review course syllabi for inclusion in the Carolina Core, nine are led by College faculty. The College staff will play an important role in designing plans to assess the Carolina Core at the University level.

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

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

Source: Arts and Sciences Academic Planning
2/15/2011

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

1.1.2 A. Amount spent by College on new lab infrastructure

Amount spent on:	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Teaching lab improvements	\$1,556,221	\$1,686,936	\$1,543,165	\$1,535,878	\$592,231
Technology upgrades	\$745,002	\$688,068	\$907,871	\$688,429	\$285,220
Total	\$2,301,223	\$2,375,004	\$2,451,036	\$2,224,307	\$877,451

Source: Arts and Sciences Academic and Fiscal Planning

Date Updated: 2/13/2011

1.1.2 B. New lab infrastructure highlights

- Completed asbestos abatement of two floors in Jones Physical Sciences Center.
- Completed project to improve ventilation and chemical disposal in instructional labs in McMaster.
- Initiated project to create new undergraduate biology lab.

Source: Arts and Sciences Academic and Fiscal Planning
Updated: 2/13/2011

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

1.1.3 A. Enrollments in first year courses

Each year, the College of Arts and Sciences collects, aggregates, and analyzes data on course availability in key general education courses and specialized courses taken by students in professional school majors. The College uses these data in the annual academic planning process to make necessary adjustments in course offerings for the upcoming year. By using these data, the College was able to plan for the Fall 2010 freshman class, the largest ever at 4500.

Source: Arts and Sciences Academic and Fiscal Planning
2/13/2011

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

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

Source: Arts and Sciences Undergraduate Academic Affairs and Advising
Arts and Sciences Academic and Fiscal Planning
Updated 2/10/2011

*Blueprint for
Academic Excellence*

Action Plan 1.1.4: Lead general education reform across the University

1.1.4 A. General education reform initiatives

2005-2006:

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

2006-2007:

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

2007-2008:

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

2008-2009:

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

Source: Arts and Sciences Academic Planning Council
Arts and Sciences Assistant Dean for Administration
Date Updated: 2/10/2011

1.1.4 A. General education reform initiatives---continued

2009-2010:

- College faculty participated actively in the December 2009 and March 2010 General Education Fora, and their comments helped shape the contextual statement and distribution requirements for the new Carolina Core. College faculty have continued their commitment to the general education reform effort, serving as Content Consultants to the General Education Committee.

2010-2011

- Throughout the process of defining distribution requirements for the Carolina Core, College faculty have been instrumental, especially in the approval of distribution requirements by the Faculty Senate in December 2010. Specialty teams led by College faculty have begun work on the process that will review specific courses for inclusion in the Carolina Core. Nine of the ten specialty teams are led by College faculty.
- The College of Arts and Sciences Curriculum Committee is engaged in the process of identifying model syllabi for presentation to the Carolina Core Committee, and the chair of the College Curriculum Committee now sits *ex officio* on the Carolina Core Committee.

Source: Arts and Sciences Academic Planning Council
Arts and Sciences Assistant Dean for Administration
Date Updated: 2/10/2011

Blueprint for Academic Excellence

Short-Term Initiative 1.2:

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

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

DESCRIPTION:

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

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

1.2.1 A. New undergraduate programs in the College

- **BS in Biochemistry & Molecular Biology** (final approval granted by CHE and SACS; degree program implemented Spring 2011)
- **BS in Environmental Sciences** (final approval granted by CHE and SACS; degree program implemented Fall 2009)
- **Minor in Geophysics** (approved by Faculty Senate Fall 2009)
- **BA in Environmental Studies** (in planning stage)

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 2/10/2011

1.2.1 B. Curricular revitalization of existing undergraduate programs

- 38 new courses approved
- 55 course changes approved
- 19 curriculum changes approved
- 185 special topics approved
- 16 course deletions approved
- 13 existing courses approved for distance delivery
- 12 existing courses approved for off-campus delivery

Source: 2009-2010 Arts and Sciences Curriculum Committee Annual Report
Date Updated: 2/10/2011

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

- **Reviews Completed 2005-2006 through 2007-2008**
 - Department of Art (BA, BFA) {review by NASAD}
 - Department of Languages, Literatures, and Cultures (BA)
 - Department of Physics and Astronomy (BS)
 - Department of Political Science (BA)
 - Department of Theatre and Dance (BA) {review by NAST}

- **Reviews Completed 2008-2009**
 - Department of Chemistry and Biochemistry (BS, BS Chem)
 - Department of Earth and Ocean Sciences (BS)
 - Department of Religious Studies (BA)
 - Department of Statistics (BS)
 - Latin American Studies (BA)

- **Reviews Completed in 2009-2010**
 - Marine Science Program (BS)
 - Department of History (BA)
 - Department of Sociology (BA, BS)

Source: 2009-2010 Arts and Sciences APC Annual Report
Date Updated: 2/8/2011

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

- **Reviews Initiated in 2010-2011**
 - Department of Anthropology (BA) {completed Fall 2010}
 - Film and Media Studies Program (BA) {completed Spring 2011}
 - Department of Biological Sciences (BS)
 - Department of English (BA)
 - Women's and Gender Studies Program (BA)

Source: 2009-2010 Arts and Sciences APC Annual Report
Date Updated: 2/8/2011

1.2.1 D. Annual assessment of College degree programs

- College Curriculum Committee completed fourth year-long online assessment evaluation cycle of all degree programs in the College.
- All 107 assessment plans for both undergraduate and graduate degree programs were evaluated by Committee members with special attention to assessment results and use of results in decision-making.
- Improved plan quality and compliance were noted across the College.
- Online course-based assessment tool was utilized for data collection in the Departments of Anthropology, Criminology and Criminal Justice, English, Political Science, and Religious Studies, as well as the Film and Media Studies Program and the Media Arts program in the Department of Art.
- Evaluation of assessment plans by SACS consultant (Summer 2009) provided external validation of strengths and weaknesses; evaluation of individual assessment plans were shared with departments and programs in Fall 2010 for continuing improvement.
- The new Bachelor of Science degree program in Biochemistry and Molecular Biology developed a well-conceived assessment plan as part of the launch of the new degree in Spring 2011.

Source: 2009-2010 Arts and Sciences Curriculum Committee Annual Report

Date Updated: 2/8/2011

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

1.2.2 A. Enhance advising activities

- The College consolidated all College-level advising and student services in a single building, Flinn Hall, in Summer 2009. Integrating both advising offices had been planned since the founding of the College in 2005. The opening of the College of Arts and Sciences Undergraduate Student Services Office in Flinn Hall signifies the College's commitment to our nearly 7900 undergraduate majors and all the undergraduates across the University who take our courses and participate in our programs. For University undergraduates, Flinn Hall is now the face of the College. Consolidation of all College-level advisors under one roof has improved student services, especially management of New Student Orientation.
- *An Advisor Manual* and *Undergraduate Director Manual*, developed as a result of findings of the 2007-2008 College of Arts and Sciences Academic Advising Task Force continue to be used for the training of faculty in these roles.
- Undergraduate advising for majors in geology, geophysics, marine science, and environment has been consolidated under the new School of the Earth, Ocean and Environment.
- College staff are preparing for the transition to a new student information system by training College advisors on the use of DARS student records.

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

**1.2.3 A. Undergraduate teaching awards won by Arts & Sciences faculty,
AY 1997-1998 through AY 2009-2010**

Award	Total Number of University Awards since 1997	Total Number of Awards Won by A & S Faculty	Percentage of Awards Won by A&S Faculty
Michael J. Mungo Undergraduate Teaching Award	56	36	64%
Amoco Teaching Award/ Michael J. Mungo Distinguished Professor of the Year Award	14	9	64%

Source: USC Provost's Webpage

Date Updated: 2/13/2011

1.2.3 B. New College Teaching Award

In 2009-2010, the College established a teaching award to recognize excellence in undergraduate instruction in the College of Arts and Sciences by instructional faculty (non-tenure track) members. Two awards were made in Spring 2010, and two are expected for Spring 2011.

Source: Arts and Sciences Assistant Dean for
Administration
Updated: 2/13/2011

1.2.3.C. Prestigious fellowships won by College undergraduates (internationally oriented fellowships in boldface)

Awards to Arts and Sciences Undergraduate Students	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
DAAD Rise Research Award	2	0	0	0	1
Fulbright Grant	2	4	3	4	3
Gates Cambridge Scholarship	0	0	0	0	0
George J. Mitchell Scholarship	0	0	0	0	0
Marshall Scholarship	0	0	0	0	0
National Security Education Program	2	2	2	3	2
Pasteur Foundation Paul W. Zuccaire	1	0	0	0	0
Rhodes Scholarship	0	0	0	0	0
Rotary International Scholarship	4	5	1	3	1
Barry M. Goldwater Scholarship	1	3	3	1	1
NASA Undergraduate Research Fellowship	0	0	0	1	0
Harry S. Truman Scholarship	1	1	0	0	0
James Madison Fellowship	1	0	1	1	0
Fund for Theological Education Undergraduate Fellowship	0	0	0	3	0

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

Awards to Arts and Sciences Undergraduate Students (continued)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Knowles Science Teaching Fellowship	1	1	2	1	1
Morris K. Udall Scholarship	1	0	0	0	0
National Science Foundation (NSF)	1	2	3	0	8
NOAA/Hollings Scholarship	1	2	1	0	3
US DOD National Defense Science and Engr Graduate Fllshp	1	0	1	0	0
US Dept Homeland Security Fllshp	1	1	0	0	0
US Dept of State Critical Lang	0	0	2	3	3
Freeman-Asia	0	0	2	0	0
Benjamin A. Gilman International	0	0	3	3	9
Japan Exchange and Teaching	0	0	1	1	0
SC Space Grant Consortium	0	0	0	0	1
Total Awards	20	21	25	24	33

Source: Office of Fellowships and Scholar Programs

Date Updated: 2/13/2011

1.2.3 D. Career and mentoring programs

- Through the University Career Center, the College supports career counseling and programs for Arts and Sciences majors; the College provides supplementary funding for Arts and Sciences programming .
- SC STEPS to STEM works to attract and retain undergraduates majoring in STEM fields.

Source: Arts and Sciences Undergraduate Academic Affairs and Advising
Office
Updated 2/13/2011

Action Plan 1.2.4: Enhance educational opportunities beyond formal coursework

1.2.4 A. Selected Undergraduate Research and Internship Courses

Course	Students enrolled 2005-2006	Students enrolled 2006- 2007	Students enrolled 2007- 2008	Students enrolled 2008- 2009	Students enrolled 2009- 2010
BIOL 399 Independent Study	42	40	43	34	54
CHEM 496, 497, 498, 499 Undergraduate Research	26	38	51	24	24
PHYS 499 Undergraduate Research	5	3	7	7	7
PSYC 498, 598, 599 Advanced Independent Study and Individual Research	93	74	72	63	59
MART 499 Internship in Media Arts	60	46	62	57	61

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

Course	Students enrolled 2005-2006	Students enrolled 2006- 2007	Students enrolled 2007- 2008	Students enrolled 2008- 2009	Students enrolled 2009- 2010
ARTS 545 Internship in Graphic Design	13	7	9	4	15
CRJU 494 Internship in Criminal Justice	19	4	12	4	24
HIST 480 Internship in Public History	15	9	11	15	n/a
POLI 379 Public Affairs Internship	44	21	24	30	16
WGST 499 Community Service Internship	14	7	5	n/a	6

Source: 5-year Course Enrollment Report
Date: 2/13/2011

1.2.4 B. Educational opportunities beyond formal course work

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

Source: Arts and Sciences Assistant Dean for Administration
Updated: 2/18/2011

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

Year	A & S Faculty	A & S Faculty (Percent of total faculty participation)	Other Faculty	Other Faculty (Percent of total faculty participation)
2007	75	60%	51	40%
2008	94	57%	70	43%
2009	81	50%	81	50%
2010	106	54%	89	46%

1.2.4 D. Discovery Day: Student Participation by College major

Year	A & S Students	A & S Students (Percent of total student participation)	Other Students	Other Students (Percent of total student participation)
2007	98	77%	29	23%
2008	110	70%	48	30%
2009	102	61%	64	39%
2010	131	62%	81	38%

Action Plan 1.2.5: Enhance interdisciplinary learning

1.2.5 A. Interdisciplinary undergraduate programs housed in the College

African-American Studies

Biochemistry and Molecular Biology

(approved for Spring 2011)

Classics

Comparative Literature

Environmental Sciences

European Studies

Film and Media Studies

Latin American Studies

Marine Science

Women's and Gender Studies

Source: 2010-2011 Undergraduate Bulletin and CHE Inventory

Date Updated: 2/8/2011

1.2.5. B. Undergraduate programs

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Total A&S Majors	7,281	7,256	7,186	7,413	7,566	7,848
Second Majors	241	249	261	296	362	394
Minors	1,685	1,798	1,979	2,255	2,836	3,094

Source: Arts and Sciences Assistant Dean for
Administration

Date Updated: 2/8/2011

Action Plan 1.2.6: Enhance international learning

1.2.6 A. College initiated efforts to expand international learning

2005-2006

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

2006-2007

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

2007-2008

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

2008-2009

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

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 2/10/2011

1.2.6 A. College initiated efforts to expand international learning---continued

2009-2010

- College faculty led study abroad programs in Costa Rica, Czech Republic, Ecuador, England, France, Germany, Hungary, Italy, Poland, and Spain.
- Plans were developed to initiate courses in Jewish Studies under the JSTU designator and to enhance the Islamic World Studies minor (completed Fall 2010.)
- For 2010-2011, College faculty-led programs include study in Costa Rica, Ecuador, France, Germany, Italy, Jordan, Peru, Spain, and the U.S. Virgin Islands.

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 2/10/2011

1.2.6 B. Study Abroad Participation

Year	Arts and Sciences Number	Arts and Sciences % of Total	Other Colleges Number	Other Colleges % of Total	Total Number
2005-2006	241	35%	436	65%	584
2006-2007	356	40%	542	60%	734
2007-2008	349	38%	590	62%	788
2008-2009	285	33%	591	67%	755
2009-2010	305	31%	674	69%	979
Arts and Sciences student participation in study abroad increased 27% since 2005-2006.					

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

Total number of majors (686 in 2005-2006; 898 in 2006-2007; 939 in 2007-2008, 876 in 2008-2009, 979 in 2009-2010) equals more than the 584 (2005-2006), 734 (2006-2007), 788 (2007-2008), 755 (2008-2009) and 814 (2009-2010) students who studied abroad.

Source: 2009-2010 Study Abroad Annual Report

Date Updated: 2/10/2011

Blueprint for Academic Excellence

Short-Term Initiative 1.3:

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

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

DESCRIPTION:

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

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

1.3.1 A. Undergraduate Recruitment Activities

- College staff recruit new freshmen through Admissions Open House, Scholars Day, and Bridge Program events.
- College faculty participate in Inside Carolina, a recruitment program aimed at National Merit Semifinalists, National Achievement Semifinalists, and National Hispanic Scholars.
- College Alumni Council members write personal letters to accepted applicants.
- Dean sends personal letters to Carolina Scholars, McNair Scholars, and finalists.
- Departments send personal letters to accepted applicants, and meet with them in coordination with the University Visitor Center.
- The SC STEPS to STEM program draws students from the University's regional campuses and South Carolina Technical College system to majors in the STEM disciplines. The College's STEM 101, HIST 108, and research opportunities are key elements of this program.
- Outreach programs such as the Math Contest, French Day, Split P poetry workshops, the South Carolina Region II Science and Engineering Fair, Young Artists Workshop, Drama Conservatory, Physics Day at the Fair, and ScienceLab engage prospective students with specific aspects of the College.

Source: Arts and Sciences Undergraduate Academic Affairs and Advising Office
Date Updated: 2/10/2011

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

Ethnicity	Fall 2005 N= 7281	Fall 2006 N = 7256	Fall 2007 N= 7182	Fall 2008 N= 7404	Fall 2009 N = 7574	Fall 2010 N = 7843
African American	14.7%	14.6%	13.7%	13%	12.6%	12.3%
Native American	.3%	.3%	.4%	.5%	.4%	.2%
Asian	2.8%	2.9%	3%	3%	2.6%	2.5%
Hispanic	1.8%	1.9%	2.3%	2.4%	3.6%	3.7%
White	69.6%	68.6%	69.7%	70.9%	75%	76%
Non-Resident Alien	.7%	.7%	.6%	.6%	.6%	.6%
Unknown	9.8%	10.6%	9.8%	8.9%	.9%	.4%
Two or more Races					3.6%	3.3%

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

College	SAT Verbal					SAT Math					Average Total SAT				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Arts & Sciences	584	585	585	586	581	583	587	589	587	586	1168	1172	1174	1173	1167
Moore School of Business	569	573	578	582	579	604	605	608	608	609	1173	1178	1186	1190	1188
Engineering & Computing	573	565	572	580	572	632	624	626	633	627	1205	1189	1198	1213	1199
Mass Comm	577	592	589	590	592	561	572	571	571	579	1138	1164	1160	1161	1170

Source: IAC
Date Updated: 2/8/2011

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

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

- College-level advising services were consolidated under one roof in Flinn Hall during Summer 2009. The new space allows greater interaction among staff in providing student advising and academic counseling services.
- During 2009-2010, the College advising staff assisted students and faculty and staff advisors to understand the new University academic progress standards.
- In partnership with the Student Success Center, the following Arts and Sciences courses offered supplemental instruction (SI) to improve student learning: BIOL 101, 102, CHEM 111, 112, MATH 122, 141, 142, PHIL 110, PSYC 101.

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

		2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
<i>Starting in:</i>	<i>Ending in:</i>	Returned 03	Returned 04	Returned 05	Returned 06	Returned 07	Returned 08	Returned 09	Returned 10
Science and Math	Same School	62	70	63	66	68	70		
	Other School	21	17	16	21	19	18		
	TOTAL	83	87	79	87	86	88		
Liberal Arts	Same School	70	71	70	74	75	73		
	Other School	13	12	12	10	10	12		
	TOTAL	83	83	81	84	85	85		
Arts & Sciences Combined*	Same School							76	74
	Other School							10	12
* New school code	TOTAL							86	86

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

University-wide freshman retention: Year 1 to Year 2	2005 Cohort Returning Fall 2006 N= 3677	2006 Cohort Returning Fall 2007 N= 3646	2007 Cohort Returning Fall 2008 N= 3690	2008 Cohort Returning Fall 2009 N= 3826	2009 Cohort Returning Fall 2010 N= 3881
Males	86%	86%	86%	86%	85%
Females	86%	88%	88%	88%	87%
African American	89%	90%	88%	93%	91%
Asian	90%	93%	91%	85%	91%
Hispanic	84%	84%	87%	85%	91%
White	86%	87%	87%	87%	86%
All first-time, full-time students	86%	87%	87%	87%	86%

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

1.3.3 A. Snapshot of undergraduate degree recipients
(August 2009, December 2009, May 2010)

	Arts & Sciences		non-Arts & Sciences		All USC-Columbia	
	Number	% of Total	Number	% of Total	Number	% of Total
Male	764	18%	1081	26%	1845	44%
Female	896	22%	1413	34%	2309	56%
White	1166	28%	2037	49%	3203	77%
Non-White	494	12%	457	11%	951	23%
Graduated w/ Honors	552	38%	895	62%	1447	100%
Totals	1660	40%	2494	60%	4154	100%

*percent of total honor graduates, not all graduates

Source: IAC
Date Updated: 2/8/2011

1.3.3 B. 4-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		4-Year	4-Year	4-Year	4-Year	4-Year	4-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	23	23	25	25	34	
	Other School	19	17	20	16	19	
	TOTAL	43	40	44	41	52	
Liberal Arts	Same School	37	37	36	39	36	
	Other School	8	7	10	11	11	
	TOTAL	45	44	46	50	47	
Arts & Sciences	Same School						38
	Other School						9
	TOTAL						47

Source: IAC
Date Updated: 2/8/2011

1.3.3 B. 5-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		5-Year	5-Year	5-Year	5-Year	5-Year	5-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	30	28	31	33	41	
	Other School	33	28	29	29	29	
	TOTAL	63	55	60	62	70	
Liberal Arts	Same School	47	49	46	47	47	
	Other School	14	13	17	18	18	
	TOTAL	61	62	63	65	65	
Arts & Sciences	Same School						47
	Other School						16
	TOTAL						63

Source: IAC
Date Updated: 2/8/2011

1.3.3 B. 6-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		6-Year	6-Year	6-Year	6-Year	6-Year	6-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	32	29	33	34	43	
	Other School	37	31	32	33	31	
	TOTAL	69	60	65	67	74	
Liberal Arts	Same School	50	50	47	48	49	
	Other School	16	15	17	19	19	
	TOTAL	66	65	65	67	68	
Arts & Sciences	Same School						50
	Other School						17
	TOTAL						67

Source: IAC
Date Updated: 2/8/2011

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.

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

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.

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

ACHIEVEMENTS (2009-2010)---continued:

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%.

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

ACHIEVEMENTS (2009-2010)---continued:

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.

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

ACHIEVEMENTS (2009-2010)---continued:

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.

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

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.**

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

FUTURE PLANS (2010-2011)---continued:

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.

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

FUTURE PLANS (2010-2011)---continued:

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.

GOAL 2: To develop the next generation of intellectual leadership through its excellent graduate programs.

INDICATORS:

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

Blueprint for Academic Excellence

Short-Term Initiative 2.1:

Improve the national standing of College of Arts and Sciences doctoral programs

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

DESCRIPTION:

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.

Action Plan 2.1.1: Use recent National Research Council rankings and other data to identify characteristics of high performing programs and implement best practices in doctoral programs across the College

2.1.1 A. Use of National Research Council Rankings

- NRC Rankings data were discussed among College chairs and directors and the Academic Planning Council during Fall 2010.
- The Academic Planning Council offered guidance to two new doctoral programs, Anthropology and Spanish, regarding doctoral student recruitment, retention, support and mentoring, and placement.
- Plans are underway to key some aspects of the annual assessment cycle for doctoral programs to NRC measures.
- College Directors of Graduate Studies will meet regularly in 2011-2012 and in subsequent years to track progress against NRC measures.

Source: Assistant Dean for Administration
Date Updated: 2/5/2011

2.1.1 B. Initiatives to Identify and Implement Best Practices in Doctoral Education

- In 2009-2010, the Dean charged a committee of faculty to plan and implement a College-wide meeting to discuss doctoral education.
- Consultants from the Council of Graduate Schools visited campus in Fall 2010 to assist the faculty planners; while on campus the consultants met stakeholders in doctoral education: College department chairs and program directors, graduate directors, doctoral students, the Provost, the Interim Dean of the Graduate School and Graduate School staff, the Dean and associate and assistant deans of the College of Arts and Sciences.
- 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.

Source: Assistant Dean for Administration

Date Updated: 2/6/2011

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

DESCRIPTION:

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.

Action Plan 2.2.1: Continuously assess and improve the curricular and program offerings to enhance the educational experience for graduate students in the College

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

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

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

- **Reviews Completed 2008-2009**

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

Source: 2009-2010 APC Annual Report & College Files
Date Updated: 2/5/2011

2.2.1 A. Academic Planning Council external reviews of units with graduate programs---continued

- **Reviews Completed in 2009-2010**
 - Marine Science Program (MS, PhD)
 - Department of History (MA, PhD)
 - Department of Sociology (MA, PhD)
- **Reviews Initiated in 2009-2010**
 - Department of Anthropology (MA, PhD) {completed Fall 2010}
 - Department of Biological Sciences (MS, PhD) {in progress}
 - Department of English (MA, MFA, PhD) {in progress}
 - Women's and Gender Studies (Certificate) {in progres}

2.2.1 B. Annual assessment of college degree programs

- College Curriculum Committee completed fourth year-long online assessment evaluation cycle of all degree programs in the College.
- All graduate assessment plans were evaluated by at least two Committee members.
- Improved plan quality and compliance were noted across the College.
- Evaluation of assessment plans by SACS consultant (Summer 2009) provided external validation of strengths and weaknesses; evaluation of individual assessment plans were shared with departments and programs in Fall 2010 for continuing improvement.

Source: 2009-2010 Arts and Sciences Curriculum Committee Annual Report
Date Updated: 2/5/2011

Action Plan 2.2.2: Develop dynamic new graduate programs that will raise the profile of the College and of departments in their disciplines

2.2.2 A. New graduate programs

PhD in Anthropology

- Implemented for AY 2005-2006
- First degree awarded in May 2010

PhD in Criminology and Criminal Justice

- Implemented for AY 2008-2009
- First degrees to be awarded in 2012

PhD in Spanish

- Received full approval in August 2010
- Will admit first cohort for Fall 2011

Applied and Computational Mathematics concentration for PhD in Mathematics

- New area of emphasis implemented Spring 2010

Source: Arts and Sciences Assistant Dean for
Administration
Date Updated: 2/5/2011

Action Plan 2.2.3: Broaden opportunities for graduate student success

2.2.3 A. Plans for new opportunities for graduate student success

- Regular meetings of College Directors of Graduate Studies
- Increased personal contact in recruiting process
- Improved monitoring of retention data
- Annual evaluations of doctoral students
- Improved departmental web sites
- Increased monitoring of doctoral time to degree and job placement
- Aggressive nominations for Presidential Doctoral Fellowships
- Increased opportunities for research and interdisciplinary study

Source: Arts and Sciences Assistant Dean for
Administration
Date Updated: 2/5/2011

Blueprint for Academic Excellence

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

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

DESCRIPTION:

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

Action Plan 2.3.1: Attract a diverse and high quality population of graduate students in the College of Arts and Sciences

2.3.1 A. Ethnicity of Arts & Sciences graduate students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American	6%	5%	5%	4%	5%	6%
Native American	0%	1%	.3%	.5%	.2%	.1%
Asian	3%	2%	3%	3%	2%	1%
Hispanic	2%	2%	2%	2%	4%	3%
White	63%	62%	61%	58%	62%	64%
Unknown	8%	9%	9%	10%	1%	1%
NR/Alien	18%	19%	19%	22%	23%	20%
Two or More Races					3%	3%

Source: IAC
Date Updated 2/6/2011

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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Engineering and Computing	57	54	48	53	57	59
Moore School of Business	24	23	25	26	26	26
Social Work	8	8	4	3	6	5
Arnold School of Public Health	13	15	14	12	11	12
Arts and Sciences	18	19	19	22	23	20

Source: IAC
Date Updated 2/6/2011

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

Average GRE scores

	GRE Verbal	GRE Quantitative
Fall 2007	537	634
Fall 2008	527	632
Fall 2009	540	613
Fall 2010	532	628

Source: IAC
Date: 2/6/2011

2.3.1 D. Support for Arts & Sciences graduate students

	Funds					Headcount				
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Total A-funds for graduate students incl. tuition abatemt	\$10,865,362	\$11,710,980	\$12,384,741	\$13,267,789	\$13,376,455	499	656	638	677	725
Total non-A-funds for graduate students	\$5,472,114	\$5,691,526	\$5,937,943	\$6,522,898	\$6,976,662	140	233	241	268	201
Total students						639	889	879	945	926

Note: FY 2006 data captured January 2007; FY 2007 data captured October 2007; FY 2008 data captured December 2008; FY 2009 data captured December 2009; FY 2010 data captured February 2011.

Source: Arts and Sciences Academic and Fiscal Planning Date Updated: 2/11/2011

Action Plan 2.3.2: Graduate a highly qualified population of graduate students

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

Program Type	Time to Degree	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*	Total
Natural Sci	<=4 years	26%	20%	23%	22%	24%	27%	24%
	4<>9 years	67%	73%	74%	74%	73%	69%	72%
	>=9 years	7%	6%	3%	4%	3%	4%	5%
Social Sci	<=4 years	25%	17%	14%	31%	18%	0	20%
	4<>9 years	75%	83%	86%	54%	64%	80%	70%
	>=9 years	0	0	0	15%	18%	20%	10%
Humanities	<=4 years	46%	33%	20%	0%	18%	15%	25%
	4<>9 years	46%	58%	75%	94%	73%	85%	69%
	>=9 years	8%	8%	5%	6%	9%	0	7%
TOTAL	<=4 years	32%	23%	22%	20%	22%	22%	23%
	4<>9 years	62%	70%	75%	75%	73%	73%	71%
	>=9 years	7%	6%	3%	6%	6%	4%	5%

* Note: 2010-2011 reflects only Fall 2010 degrees.

Source: IAC

Date Updated: 2/11/2011

2.3.2 B. Graduate Degrees Awarded by College of Arts and Sciences

	2005	2006	2007	2008	2009	2010* Includes only May and Aug degrees; Dec data not yet available
PhD	83	99	88	104	93	72
MFA	17	15	20	7	28	7
Master's Degrees	207	184	159	195	184	144
Graduate Certificates	24	17	19	17	17	15
TOTAL	331	315	286	323	322	238

Source: IAC
Date Updated 2/6/2011

Action Plan 2.3.3: Enhance professional development opportunities for graduate students

2.3.3 A. Graduate Student Travel award

Continued Graduate Student Travel Award
for paper presentations at national and international professional conferences (now organized and dispersed through the Graduate School.)

For 2008-2009 and 2009-2010 academic years, more than 165 awards totaling more than \$73,000 have been made, supporting graduate student travel to four continents and throughout the United States.

Source: Arts & Science Research
Date: 2/6/2011

Action Plan 2.3.4: Monitor placement of PhD graduates

2.3.4 A. Placement Data on PhD Graduates

Data reflect unit-reported information on May 2010 and August 2010 PhD graduates

	Carnegie RU/VH	Carnegie RU/H	Carnegie DRU	Carnegie Master's all categories	Carnegie Baccal. all categories	Carnegie Associate all categories	Carnegie SPEC	Foreign Inst	Post doc	Non-Academic	Unknown
Number of doctoral graduates	4	1	1	6	2	4	0	0	23	16	16
%	5%	1%	1%	8%	3%	5%	0	0	31%	22%	22%

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.

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.

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.

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.

ACHIEVEMENTS (2009-2010)---continued:

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.

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.

ACHIEVEMENTS (2009-2010)---continued:

Research Achievement and Support

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

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.

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.

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.

FUTURE PLANS (2010-2011):

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.

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.

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

New Initiatives

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

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.

INDICATORS:

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

Blueprint for Academic Excellence

Short-Term Initiative 3.1:

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

Short-Term Initiative 3.1: Identify, attract, and recruit a diverse, highly qualified faculty in specific areas of high need and potential for growth.

DESCRIPTION:

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

Action Plan 3.1.1: Use ongoing College-wide strategic planning process to define areas of critical need and high potential for recruiting faculty

3.1.1 A. Faculty hiring plans

- Annual Strategic Faculty Hiring Plan system has continued to identify areas of critical need and high potential for growth.
- May 2007 hiring plans resulted in 49 hires during 2007-2008.
- May 2008 hiring plans generated 55 searches for 2008-2009, but emergency fiscal measures necessitated cancellation of all but 6 searches. The 6 searches that went forward included those promised to senior hires in previous years and a critical position to maintain accreditation in School Psychology.
- May 2009 hiring plans resulted in 22 hires during 2009-2010. These new faculty recruitment of new faculty in materials chemistry, biophysical chemistry, biogeochemistry, ancient history, Portuguese, Early Christianity, African American literature, comparative literature, geography, statistics, theatre performance, comparative politics, international relations, public administration, economic sociology and social stratification, corrections and juvenile justice, composition and rhetoric, psycholinguistics, cognitive neuroscience, and school psychology.

Source: Arts and Sciences HR
Date Updated: 2/14/2011

3.1.1 A. Faculty hiring plans---continued

- May 2010 hiring plans generated 13 searches for 2010-2011. These searches are intended to complete or make significant progress toward positions required by grant awards such as COBRE (cancer biology), EPSCoR/NSF (biomathematics), and African American Health Disparities; to begin or complete CoEE groups (Brain Imaging and Polymer Nanocomposites); or to strengthen critical areas in the College such as biological anthropology and American Art history (to support programs in art history, public history, and museum management.) Other searches include a chair for the Department of Criminology and Criminal Justice and an executive director for McKissick Museum.
- Departments and programs in the College have responded enthusiastically to the Provost's Faculty Replenishment Initiative. In December 2010, they submitted 27 proposals for senior hires and 22 cluster hire proposals. Announcement of positions awarded are expected in March 2011.

Source: Arts and Sciences HR
Date Updated: 2/14/2011

Action Plan 3.1.2: Attract and recruit a diverse, highly qualified faculty

3.1.2 A. Faculty recruited

	White 2005- 2006 Through 2008- 2009	White 2009- 2010	African Amer 2005- Through 2008- 2009 2006	African Amer 2009- 2010	Asian 2005- 2006 Through 2008- 2009	Asian 2009- 2010	Two or More Races 2005- 2006 Through 2008- 2009	Two or More Races 2009- 2010
Asst Prof	86	1	7	0	11	4	0	1
Assoc Prof	10	0	1	0	0	0	0	0
Full Prof	10	0	0	0	1	0	0	0
Total	106	1	8	0	12	4	0	1

Source: Arts and Sciences HR

Date Updated: 2/13/2011

3.1.2 B. Startup funds committed for new hires/retentions in 2009-2010

Startup Funds committed by College for new hires and retentions

Year	New Hires	Retentions	Year Total
2005-2006	\$4,671,705	\$823,000	\$5,494,705
2006-2007	\$2,400,407	\$577,300	\$2,977,707
2007-2008	\$5,208,645	\$511,415	\$5,720,060
2008-2009	\$956,000	\$759,241	\$1,715,241
2009-2010	\$4,312,350	\$649,100	\$4,961,450

Source: Arts and Sciences Academic and Fiscal Planning
Updated: 2/13/2011

3.1.2 C. Philanthropic support for research professorships in the College

College-Sponsored Research Professorships	Number of Arts and Sciences Faculty	Total Funding
2005-2006	23	\$6,548,250
2006-2007	26	\$6,641,908
2007-2008	27	\$6,647,705
2008-2009	27	\$6,720,071
2009-2010	32	\$7,864,491
Provost-Sponsored Research Professorships	Number of Arts and Sciences Faculty	Total Funding
2005-2006	16	\$240,000
2006-2007	18	\$270,000
2007-2008	16	\$240,000
2008-2009	18	\$270,000
2009-2010	22	\$345,000

Source: Arts and Sciences Finance

Date Updated: 2/13/2011

Blueprint for Academic Excellence

Short-Term Initiative 3.2:
Support and mentor faculty throughout
their careers in the College

Short-Term Initiative 3.2: Support and mentor faculty throughout their careers in the College

DESCRIPTION:

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

Action Plan 3.2.1: Increase success of counteroffers by strong response to outside offers from top universities and research centers

3.2.1 A. Success in retention efforts

The College successfully retained 80% of faculty who received outside offers in 2005-2006, 71% of those in 2006-2007, 72% of those in 2007-2008, 78% in 2008-2009, and 92% in 2009-2010.

Source: Arts and Sciences HR

Data Updated: 2/13/2011

Action Plan 3.2.2: Foster faculty research and scholarship

3.2.2 A. College initiatives in support of faculty research 2009-2010

- Faculty field trips to granting agencies
- Workshops for assistant professors on grant-writing (including NSF, DOE, and NEH)
- Associate Professor Development Award
- Continued support for newly established Institute for African American Research
- Continued support for newly established Jewish Studies Program
- Digital Humanities Initiative received full center status
- Reinvigorated Interdisciplinary Mathematics Institute with appointment of new director
- Received full approval for PhD degree in Spanish
- Solidified the School of the Earth, Ocean and Environment to leverage interdisciplinary strengths in environmental research
- Negotiated gift of Chinese films and videos for Moving Image Research Collection

Source: Arts and Sciences Assistant Dean for Administration
Arts and Sciences Research

Date Updated: 2/13/2011

3.2.2 B. Sabbaticals Awarded in College of Arts & Sciences

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Fall	15	13	13	0	9
Spring	13	13	8	0	12
Full Year	6	9	6	0	24
Total	34	35	27	0	45

Source: Arts and Sciences HR
Date Updated: 2/13/2011

3.2.2 B. Sabbaticals in College of Arts & Sciences---continued

Emergency fiscal measures necessitated deferring sabbatical requests in 2008-2009.

In Fall 2009, the College created an enhanced sabbatical program for offering the option of a semester with full pay or a year with 65% pay. The College has continued offering these sabbatical options in 2010-2011.

Source: Arts and Sciences HR
Date Updated: 2/13/2011

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
National Endowment for the Humanities	3	0	1	1	2
National Endowment for the Arts	1	0	0	0	0
ACLS	0	1	0	0	1
Guggenheim	0	0	0	0	1
Woodrow Wilson	0	0	1	0	1

Source: Arts and Sciences Research and web sites
 Date Updated: 2/13/2011

3.2.2 D. National career/merit awards

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
National Institutes of Health	0	1	0	0	0	0
National Science Foundation	4	0	2	2	0	2

Source: Arts and Sciences Research

Date Updated: 2/14/2011

Blueprint for Academic Excellence

Short-Term Initiative 3.3:

Protect and enhance the research/
creative activity infrastructure

Short-Term Initiative 3.3: Protect and enhance the research/creative activity infrastructure.

DESCRIPTION:

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

Action Plan 3.3.1: Initiate needed improvements to technical and physical infrastructure

3.3.1 A: Status of building upgrade projects 2009-2010

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

3.3.1 A: Status of building upgrade projects 2009-2010---continued

PROJECT	STATUS
Upfit offices in Jones Physical Sciences Center and Earth and Water Science to relocate faculty and staff in new School of the Earth, Ocean and Environment	Completed
Jones Physical Sciences Upfit (South)	Completed
Trace Metals Laboratory	Completed
Barnwell window replacement	Completed
Upgrade exhaust system for instructional laboratories in Department of Art	Completed
Repair ceramic kiln for Department of Art (flue)	Completed
Refit 6 th floor Welsh Humanities for Confucius Institute, Linguistics, and Dept. of Languages, Literatures, & Cultures	Completed
Upgrade Drayton Hall heating system	Completed
Refit Jones PSC 717 for faculty research	Completed

3.3.1 A: Status of building upgrade projects 2009-2010---continued

PROJECT	STATUS
Upgrade department offices in LeConte	Completed
Upgrade lighting system in instructional laboratories in Department of Art	Ongoing
Jones Physical Sciences Abatement (North)	Ongoing
Upgrade storage facilities for SCIAA	Ongoing
Booker T. Washington auditorium renovation	Ongoing
Refit staff offices in Gambrell	Ongoing
Upgrade lighting in Longstreet Theatre	Ongoing
Convert PSC 320 to Biology instructional laboratory	Ongoing
Roof repairs at Baruch Marine Field Laboratory	Ongoing

Source: Arts and Sciences Academic and Fiscal Planning
 Project Status as of 2/5/2011
 Date Updated: 2/13/2011

3.3.1 B: Computing and Information Technology 2009-2010

The College Computing and Information Technology Committee represents faculty from across the College and recommends technological upgrades for teaching and research.

Source: Arts and Sciences files
Date Updated: 2/18/2011

Blueprint for Academic Excellence

Short-Term Initiative 3.4: Promote the Research Mission of the College

Short-Term Initiative 3.4: Promote the Research Mission of the College

DESCRIPTION:

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.

*Blueprint for
Academic Excellence*

Action Plan 3.4.1: Document faculty scholarly research and creative activity

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

	2006	2007	2008	2009	2010
Scholarly Books	17	25	20	33	24
Creative Works	9	7	7	2	3
Edited Volumes	13	10	27	17	19

Source: Arts and Sciences Senior Associate
Deans and Department Chairs
Date Updated: 2/15/2011

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

	2007	2008	2009	2010	15-year period 1995-2010
Nature	1	0	0	1	18
Science	4	4	0	3	35
Proceedings of the National Academy of Sciences	1	7	1	2	28

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

Date Updated: 1/17/2011

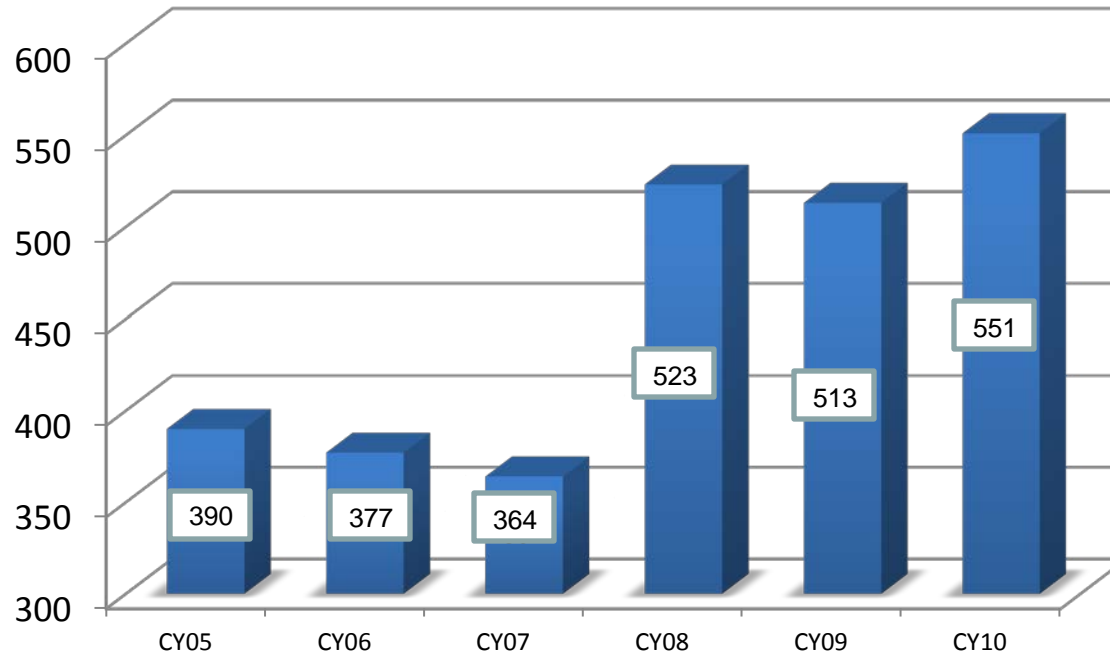
3.4.1 C. Scientific journal publications of natural sciences faculty

	CY05	CY06	CY 07	CY08	CY09	CY10
Total	390	377	364	523	513	551

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

Source: Arts and Sciences Research
Updated 1/24/2011

3.4.1 D. Scientific publications for natural sciences departments CY2005 through CY2010



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

Source: Arts and Sciences Research
Updated: 1/17/2011

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

FY2005	\$46,535,362
FY2006	\$47,902,535
FY2007	\$42,907,595
FY2008	\$44,845,761
FY 2009	\$41,302,354
FY 2010	\$46,522,536

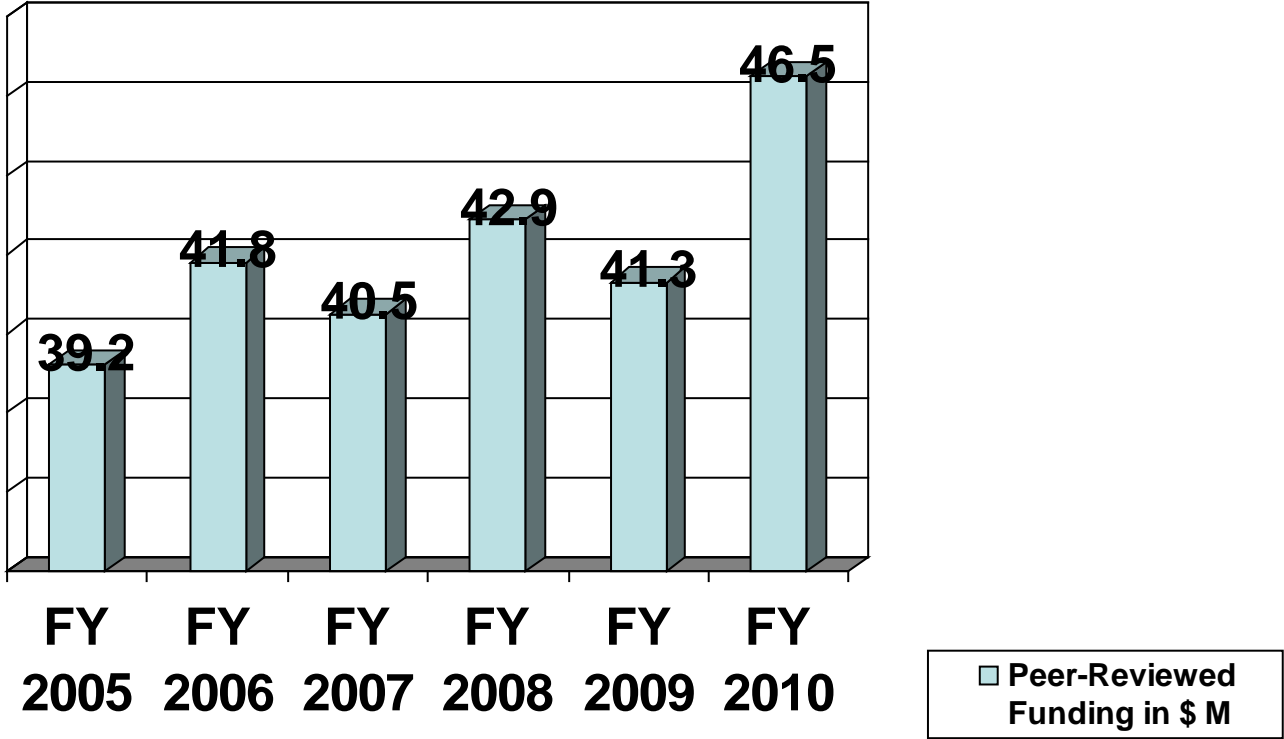
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

3.4.1 E (i). Total new awards won by A&S faculty

Year	Total Funding	Total Earmarks	Total Peer-Reviewed Funding
FY2005	\$46,535,362	\$7,365,335	\$39,170,027
FY2006	\$47,902,535	\$6,038,332	\$41,864,203
FY2007	\$42,907,595	\$2,413,506	\$40,494,089
FY2008	\$44,845,761	\$1,885,709	\$42,960,052
FY 2009	\$41,302,354	0	\$41,302,354
FY 2010	\$46,522,536	\$500,000	\$46,022,536

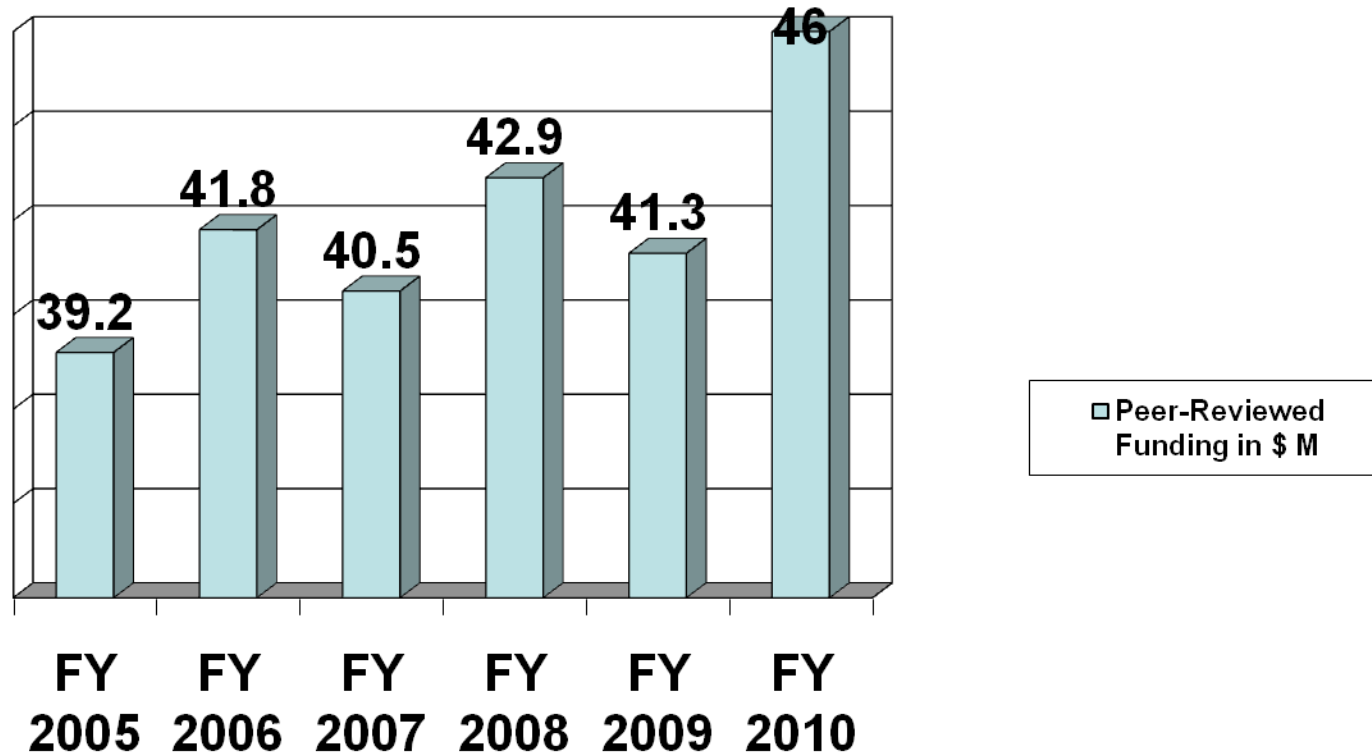
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

3.4.1 E.(ii). Total new awards won by A&S faculty: Peer-reviewed research only



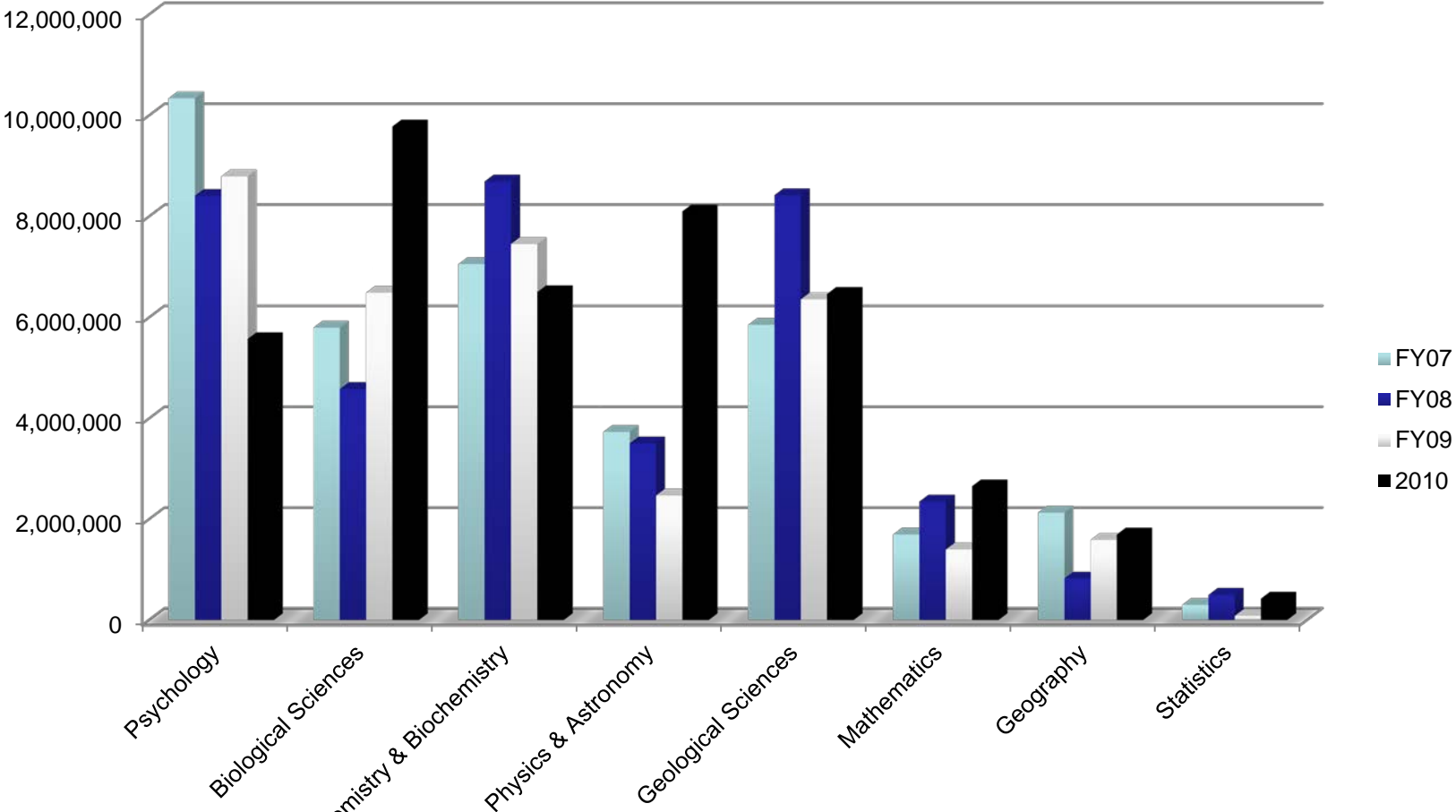
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

3.4.1 E.(iii). Total new awards won by Arts and Sciences faculty FY 2005 through FY 2010 (Without Earmarks)



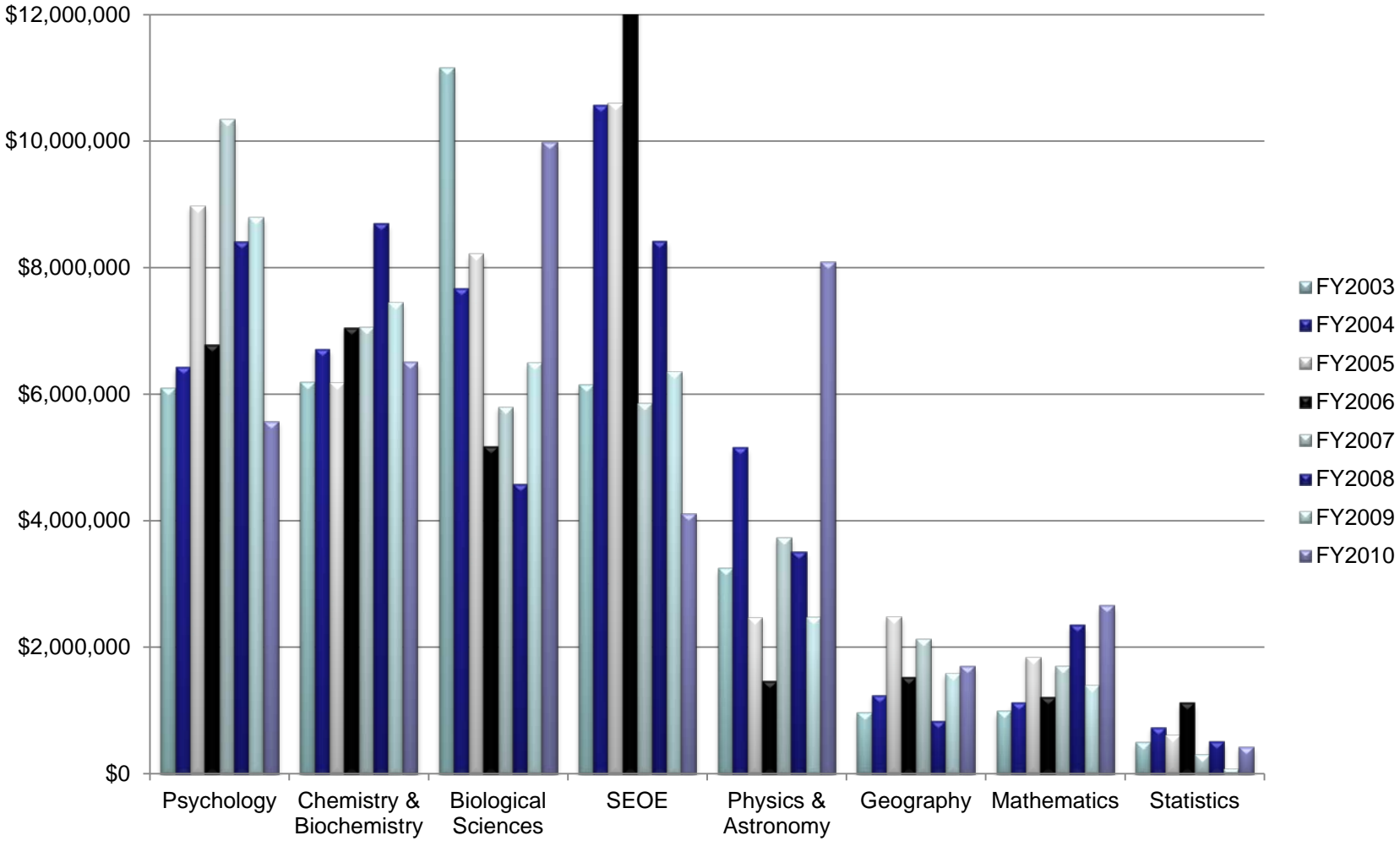
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

3.4.1 F. New awards in social sciences and humanities FY07 – FY10



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

3.4.1 G. New awards in the natural sciences FY07 to FY10



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

3.4.1 H. Arts & Sciences awards by source FY06 – FY10

	FY06	FY07	FY08	FY09	FY10
COMMERCIAL	\$ 968,698	\$ 1,046,163	\$ 605,368	\$ 1,133,027	\$ 798,377
FEDERAL	\$ 43,411,539	\$ 33,921,661	\$ 34,731,848	\$ 31,666,776	\$ 37,875,979
LOCAL	\$ 182,920	\$ 291,641	\$ 97,010	\$ 134,201	\$ 288,680
OTHER	\$ 838,876	\$ 1,104,500	\$ 1,215,234	\$ 1,382,227	\$ 609,192
PHILANTHROPY	\$ 2,729,133	\$ 991,001	\$ 1,909,777	\$ 1,170,583	\$ 2,654,111
STATE	\$ 1,008,298	\$ 5,282,016	\$ 6,277,377	\$ 6,383,245	\$ 4,295,611
Total	\$ 49,139,464	\$ 42,636,982	\$ 44,836,614	\$ 41,302,354	\$ 46,522,536

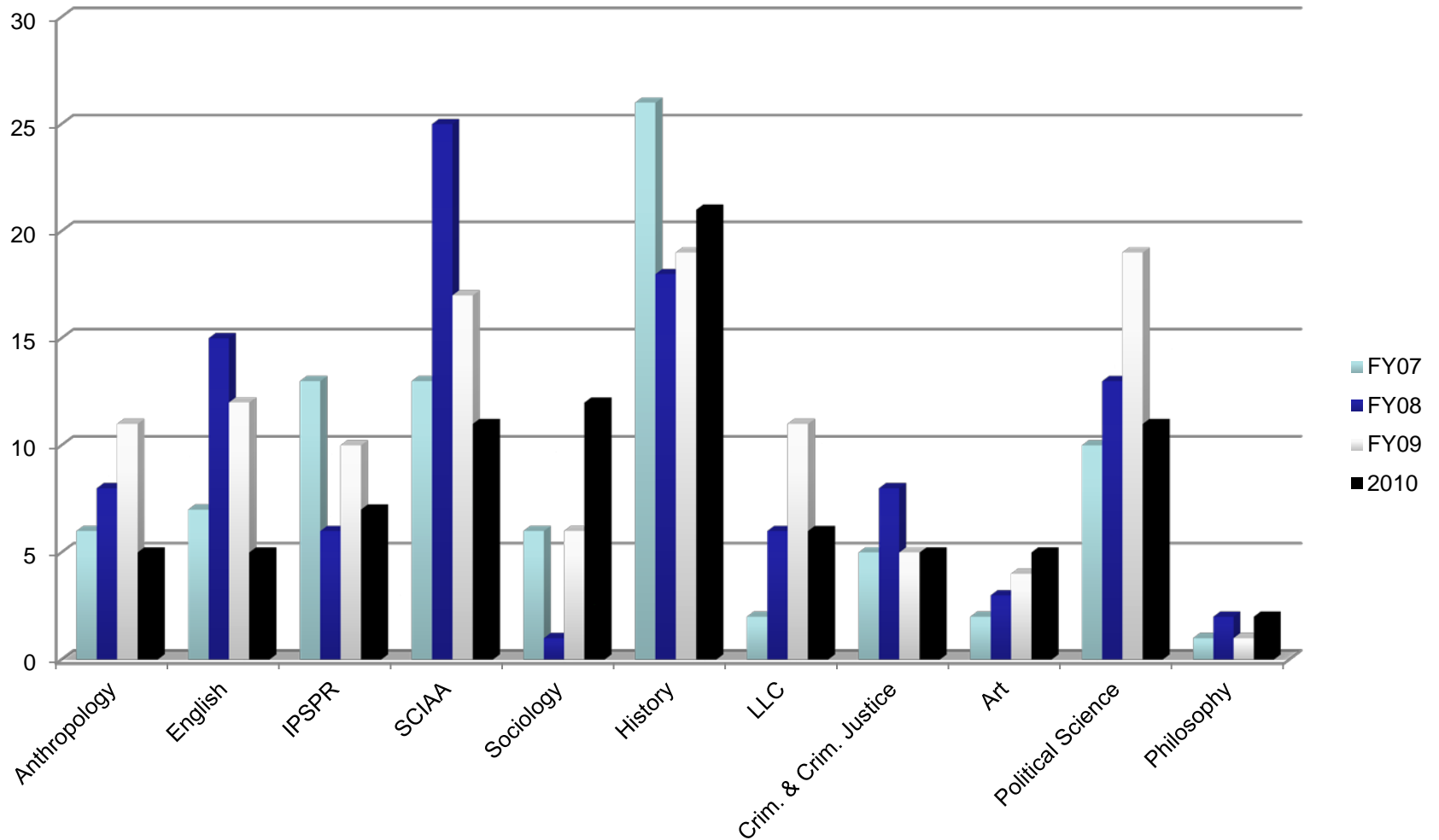
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

3.4.1 I. Major Federal grant funding by source FY06 – FY10

	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>
National Institutes of Health	\$12,781,420	\$11,535,818	\$9,396,964	\$8,327,226	\$9,280,150
Department of Commerce	\$10,817,991	\$ 2,318,932	\$3,737,757	\$2,539,977	\$3,067,601
National Science Foundation	\$ 7,804,994	\$ 7,924,599	\$11,515,925	\$10,809,125	\$14,882,836
Department of Defense	\$ 2,339,669	\$ 4,136,732	\$4,898,405	\$3,398,259	\$2,297,668
Dept. Health and Human Services	\$ 2,202,443	\$ 2,408,975	\$1,215,783	\$1,056,783	\$1,096,982
Department of Energy	\$ 2,131,482	\$ 1,891,906	\$1,837,231	\$2,335,410	\$4,547,011

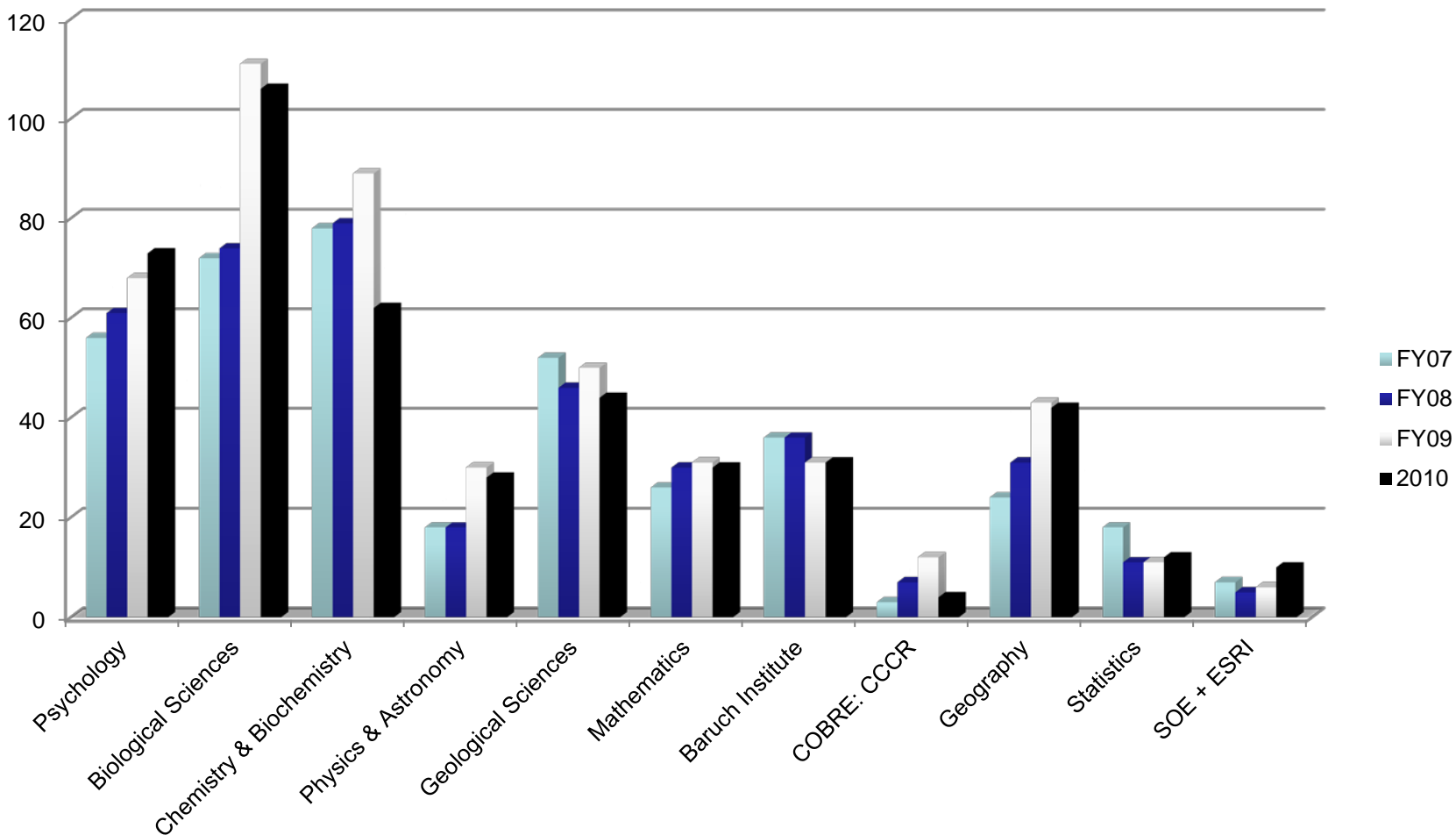
Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

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



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

3.4.1 K. Numbers of external grant proposals submitted by natural sciences departments FY07-FY10



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

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.

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

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.

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

Future Plans (2010-2011):

- 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.

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

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.

Blueprint for Academic Excellence

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

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

DESCRIPTION:

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.

4.1.1 A. Classified Staff Excellence Award

Year	Awards
2006-2007	3
2007-2008	3
2008-2009	1
2009-2010	4
Total	11

4.1.1 B. Classified Staff Advisory Committee

The purpose of this committee is to give the College staff the opportunity for regular consultation with the Dean and to advise the Dean on all matters concerning the staff. Committee membership has been structured to be representative of the diverse roles that classified staff fulfill in the College's mission. Members are asked to function as College citizens, taking a broad view of classified staff matters across the wide range of units in the College.

4.1.1 B. Classified Staff Advisory Committee---continued

- The Classified Staff Advisory Committee has met twice in Fall 2010 with additional meetings planned for Spring 2011.
- Current committee projects include a staff workload inventory that will be used for analyzing and streamlining administrative processes.

4.1.1 C. Staff Development

A member of the College's Academic and Fiscal Planning Office has been assigned to projects in staff development.

4.1.1 D. Staff Representation

A member of the Classified Staff Advisory Committee will serve ex officio on the Academic Planning Council, effective Spring 2011.

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.

Goal 5: To encourage positive change through engagement with the broader society.

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.

Goal 5: To encourage positive change through engagement with the broader society.

Achievements (2009-2010)---continued:

K-12 Education

- The College has maintained our commitment to academic programs that prepare K-12 educators and specialists and to programs serving K-12 students and teachers.
- 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.

Goal 5: To encourage positive change through engagement with the broader society.

Achievements (2009-2010)---continued:

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.

Goal 5: To encourage positive change through engagement with the broader society.

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.

Goal 5: To encourage positive change through engagement with the broader society.

Future Plans (2010-2011)---continued:

Research that Serves the State---continued

- 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.

Goal 5: To encourage positive change through engagement with the broader society.

Indicators

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

Blueprint for Academic Excellence

Short Term Initiative 5.1:

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

Short Term Initiative 5.1: Promote initiatives that engage the College's expertise with the community.

DESCRIPTION:

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

Action Plan 5.1.1: Foster programs that partner College faculty, staff, and students with the community for mutual benefit.

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

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

(continued)

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

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

(continued)

8/7/2015

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

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

(continued)

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

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

Blueprint for Academic Excellence

Short-Term Initiative 5.2:

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

Short-Term Initiative 5.2: Promote and actively engage in initiatives that foster improvements in K-12 education.

DESCRIPTION:

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

Action Plan 5.2.1: Provide programs specifically designed for K-12 teachers and students

5.2.1 A. K-12 teacher certification programs

Language teaching certification available through Bachelor of Arts degrees:

French
German
Latin
Spanish

BFA in Art Education

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

Master of Arts in Teaching:

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

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

Interdisciplinary Master of Arts:

- Art Education

Graduate certificate programs

- Teaching English to Speakers of Other Languages (TESOL)

Reconfiguration of Options for Certified Science Teachers

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

Sources: 2009-2010 Undergraduate and Graduate Bulletins
Arts and Sciences Assistant Dean for Administration
Date Updated: 2/16/2011

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

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

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

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

Source: Arts and Sciences Websites
Date Updated: 2/16/2011

5.2.1 C. Specific initiatives to improve K-12 Education

- Completed constellation of hires in 2008-2009 to reinvigorate PhD program in School Psychology; the program was reaccredited for a full seven-year cycle in 2009. An additional hire who focuses on child mental health joined the faculty in Fall 2010.
- Over the past five years, completed hires in second language acquisition/pedagogy for K-12 foreign language certification program in the Department of Languages, Literatures, and Cultures; the teacher certification programs in French, German, and Spanish are now deemed “nationally recognized” by ACTFL.
- Continued preparations for Dance program (including dance education K-12 certification option) to seek NASD accreditation.
- In collaboration with College of Education, prepared all K-12 educator programs in the College for assessment and reporting needed for NCATE review in Fall 2010. The University’s educator programs were fully reaccredited by NCATE in October 2010.

Source: Arts and Sciences Dean’s Office
2/16/2011

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

FUNDING AGENCY	FY2006	FY2007	FY2008	FY2009	FY2010
US Department of Health & Human Services	\$248,862	\$248,862	\$248,862	\$200,334	\$99,348
SC Department of Education		\$120,000	\$30,000	\$44,966	\$1,958,078
SC Commission for Higher Education/ School Districts	\$278,753		\$33,000		\$307,785
National Science Foundation	\$996,720	\$81,140	\$597,809	\$368,069	\$135,255
TOTAL	\$1,524,335	\$450,002	\$909,671	\$613,369	\$2,500,466

Source: Arts and Sciences Research

Date Updated: 2/16/2011

Blueprint for Academic Excellence

Short-Term Initiative 5.3:

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

Short-Term Initiative 5.3: Actively participate in efforts to cultivate economic development for the State of South Carolina.

DESCRIPTION:

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

Action Plan 5.3.1: Promote research in service to citizens of the state

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

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

Source: Arts and Sciences Research
Date Updated: 2/16/2011

5.3.1 B. Specific initiatives to foster economic development

- After a successful search for a senior hire/CoEE Chair in polymer nanocomposites (Department of Chemistry and Biochemistry) in 2007-2008, the College completed a junior hire to support this work in 2008-2009. This team's work is crucial to the state's plastics industry.
- The Industrial Mathematics Institute was renamed the Interdisciplinary Mathematics Institute to signify the institute's enhanced role in interdisciplinary research with applications for academic, governmental, and industrial sectors.
- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF). The College's newly approved area of emphasis in Applied and Computational Mathematics in the doctoral mathematics program is an integral part of this initiative.
- The College has determined an ambitious plan to become the home of 6 CoEE chairs. With two CoEE chairs already hired (*CoEE Nanoelectronics Chair* in Department of Physics and Astronomy and *CoEE Polymer Nanocomposites Chair* in Department of Chemistry and Biochemistry) one offer accepted for Fall 2010 (for *CoEE Brain Imaging Chair*), and one search in preparation (for *CoEE Childhood Neurotherapeutics*), the College is advancing toward realization of this objective. Future plans include CoEE chairs in sustainability science and applied mathematics.
- Selected research facilities are available to industry on a fee for service basis. Examples: X-ray Diffraction, Nuclear Magnetic Resonance, and Mass Spectrometry in Department of Chemistry and Biochemistry; Stat Lab in Department of Statistics

Source: Arts and Sciences Dean's
Office

Date Updated: 2/16/2011

5.3.1 C. State funding of faculty research

YEAR	NUMBER OF GRANTS	TOTAL AMOUNT OF GRANTS
2005-2006	46	\$1,896,191
2006-2007	60	\$5,282,016
2007-2008	86	\$7,795,800
2008-2009	86	\$3,104,580
2009-2010	57	\$4,295,611

Source: Arts and Sciences Research

Date Updated: 2/16/2011

8/7/2015

Blueprint for Academic Excellence

Short-Term Initiative 5.4:

Facilitate improvements in state and local government infrastructure

Short-Term Initiative 5.4: Facilitate improvements in state and local government infrastructure.

DESCRIPTION:

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

Action Plan 5.4.1: Work collaboratively with local leaders to identify critical needs

5.4.1 A. Leadership training in College graduate programs

Degree	Number awarded August 2001-August 2010
Master of in Public Administration (MPA)	198
Master of Arts in Public History	79
Master of Earth and Environmental Resources Management (MEER-M)	126
Museum Management	56
Master of Industrial Statistics	36
Professional Science Masters	56

Source: IMS, Arts and Sciences
Assistant Dean for Administration

Date Updated: 2/17/2011

5.4.1 B. Consultation with government agencies

- The Hazards and Vulnerability Research Institute improves the quality of local, state, federal, and international response to disasters through basic research on hazards and vulnerability and outreach focused on emergency preparedness, planning, response, and recovery.
- The STAT Lab in the Department of Statistics consults with a number of government agencies to design and conduct projects for data collection and analysis.
- SCIAA provides expertise to local, state, and federal agencies in cultural and archaeological resource management.
- The South Carolina Law Enforcement Census is conducted by the Department of Criminology and Criminal Justice as a tool for law enforcement and policy-makers at the local, state, and federal levels.
- The Institute for Public Service and Policy Research serves state and local government through survey research, providing data on how South Carolinians view public policy issues and the background characteristics that are related to differences in opinions and behavior; training, technical assistance and policy research to governments; and the South Carolina Indicators Project, a database of valid, reliable and comparable statistical indicators of how South Carolina is performing in five key policy areas: education, the economy, public safety, public health and social welfare, and transportation and infrastructure.

GOAL 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.

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

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.

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

ACHIEVEMENTS (2009-2010)---continued:

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)

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

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.

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

INDICATORS

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

Blueprint for Academic Excellence

Short-Term Initiative 6.1:

Raise the visibility and recognition of the
College and its constituent units

Short-Term Initiative 6.1: Raise the visibility and recognition of the College and its constituent units

DESCRIPTION:

Building an identity for the College among our members, supporters, constituents, and the public promotes the reputation of both the College and the University. The College continually strives to recognize and publicize the achievements of our faculty, staff, and students.

*Blueprint for
Academic Excellence*

Action Plan 6.1.1: Employ national measures to highlight and promote Arts and Sciences programs

6.1.1 A. National Research Council Rankings

Within South Carolina, the College and its programs have long enjoyed a strong reputation for academic excellence and community engagement. The recently released NRC rankings, however, have highlighted our strengths on a national level. We have and will continue to use our showing in the NRC rankings to raise our profile among the public of South Carolina, prospective students, potential donors, alumni, and the scholarly community within and outside South Carolina. The recent centerpiece article in the *Carolinian* has drawn positive attention to the College among alumni and supporters.

Source: Assistant Dean for Administration
Date Updated: 2/21/2011

Blueprint for Academic Excellence

Short-Term Initiative 6.2:

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

Short-Term Initiative 6.2: Strengthen the bonds between the College community, constituents, and supporters.

DESCRIPTION:

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

Action Plan 6.2.1: Expand the College's links to the community

6.2.1 A. College Boards

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

Source: Arts and Sciences External
Relations

Date Updated: 2/17/2011

6.2.1 B. Major public lectures and performances

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

Action Plan 6.2.2: Promote the College and its programs to stakeholders and the public

6.2.2 A. Communications

- Semi-annual publication “In-Focus” highlighting College faculty, students, programs, and alumni
- Case statement “The Case for the College” for use in external promotion and fundraising
- College web site regularly updated to include achievements of College faculty, staff, and students and announcements for upcoming events
- Student of the Month feature celebrating accomplishments of undergraduates in the College.

6.2.2 B. Stewardship initiatives

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

Source: Arts and Sciences External Relations
Date Updated: 2/17/2011

6.2.2 C. Regional and national promotional events

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

Source: Arts and Sciences External
Relations
Date Updated: 2/17/2011

Action Plan 6.2.3: Maximize efforts of the College external relations staff

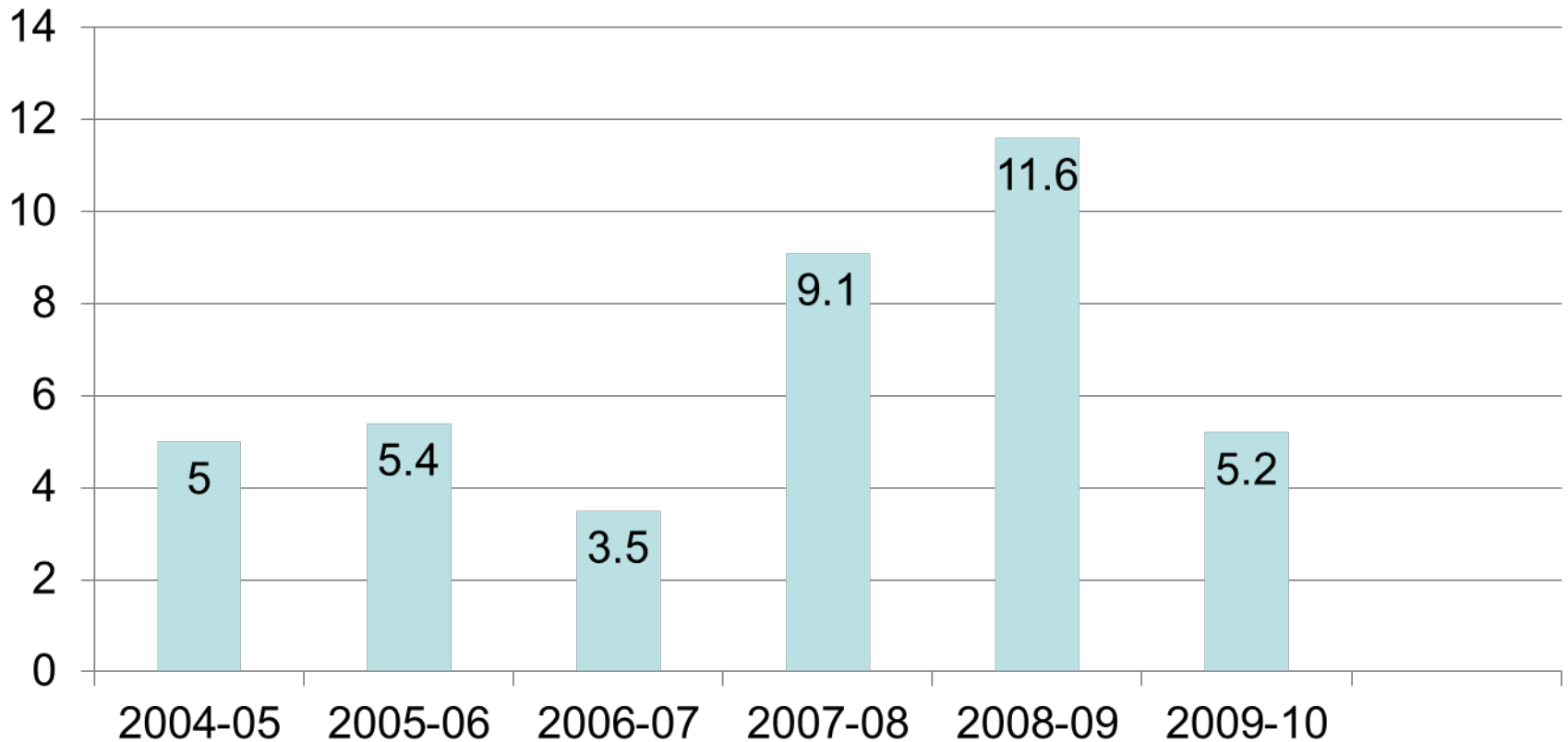
6.2.3 A. Maximize efforts of the College external relations staff

- The Development Director has expanded networking efforts, and a second Development Director has been added to the staff.
- Assistant Director of Stewardship & Special Events fosters alumni/student relationships and coordinates tracking of College scholarship accounts.
- Director of External Relations has expanded networking efforts with alumni, and with corporations.
- Director and External Relations and Development Directors track gifts and pledges to ensure that donors are recognized and thanked.

Source: Arts and Sciences External Relations
Date Updated: 2/17/2011

6.2.3 B. Results of efforts of the College development staff: levels of private giving over six years

Private Giving in Millions



Blueprint for Quality Enhancement

Short-Term Initiative 6.3:

Strengthen the sense of common purpose among members of the College

Short-Term Initiative 6.3: Strengthen the sense of common purpose among members of the College.

DESCRIPTION:

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

Action Plan 6.3.1: Enhance organizational structures that define, maintain, and strengthen the identity of the College

6.3.1 A. College organizational structures

- Elected faculty Academic Planning Council
- College Curriculum Committee
- College Chairs and Directors
- Senior Staff of the Dean's office
- College Undergraduate Directors and Directors of Graduate Studies
- Classified Staff Advisory Committee
- College Fiscal and Academic Planning Office
- College Human Relations Office
- College Development Office and External Relations Office
- College Space and Facilities Planning
- College Information Technology Committee

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 2/5/2011

Action Plan 6.3.2: Maintain regular faculty and administrator gatherings to encourage a sense of community

6.3.2 A. College faculty and administrator gatherings

- Annual Chairs and Directors Retreat
- Annual Budget and Human Resources Administrators retreat
- New Chairs Orientation
- Workshops for new faculty
- 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)

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 2/17/2011

6.3.2 B. College community-building practices

- Academic Planning Council discussions on the future direction of the College and its programs: strategic plans, new program proposals, new initiatives and policies, communication strategies.
- Strategic planning feedback solicited from chairs and directors.
- Strategic planning feedback solicited from College faculty.
- Strategic planning feedback solicited from Classified Staff Advisory Committee
- All funds budgeting is now organized to support strategic goals of College.
- College Curriculum Committee coordinates response to curriculum proposals and assessment efforts, and College Information Technology Committee coordinates computing resources.

Source: Arts and Sciences Assistant Dean for Administration

Date Updated: 2/5/2011

6.3.2 C. College strategic planning processes

The strategic planning processes developed over the past six years have enabled the College to manage well despite severe budget cuts. Both permanent and emergency actions taken by the College in 2008-2009 and 2009-2010 resulted from thorough and frank discussions with the College's department chairs and program directors, the elected Academic Planning Council, the Classified Staff Advisory Committee, and senior staff about the College's primary values, goals, and objectives. Strategic planning continues to be critical as we set the College's agenda for the future. In 2010-2011, the College is engaging in several key strategic planning exercises:

- Monthly Chairs and Directors meetings
- Weekly Academic Planning Council meetings
- Quarterly Classified Staff Advisory Committee meetings
- Retreat on Doctoral Education on January 14, 2011 involving chairs and directors and directors of graduate studies
- Annual development of three-year strategic hiring plans by departments and programs
- Weekly meetings of senior staff and biannual senior staff retreats

Source: Arts and Sciences Assistant Dean for Administration
Date Updated: 2/5/2011

Action Plan 6.3.3: Organize events and awards to recognize faculty and staff achievement

6.3.3 A. College community-building events

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

Source: Arts and Sciences assistant Dean for Administration, HR, and Alumni and External Relations

Date Updated: 2/5/2011

Blueprint for Academic Excellence

International and Interdisciplinary Dimensions

International & Interdisciplinary Dimensions

A. DESCRIPTION – INTERNATIONAL DIMENSIONS

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

International & Interdisciplinary Dimensions

B. DESCRIPTION – INTERDISCIPLINARY DIMENSIONS

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

International and Interdisciplinary Dimensions

C. ACHIEVEMENTS: INTERNATIONAL DIMENSIONS (2009-2010)

Study Abroad

- Arts and Sciences students won numerous awards in support of study abroad: 3 Fulbright, 1 Rotary, 2 NSEP, 1 US Dept. of State Critical Languages, 9 Benjamin A. Gilman, 1 DAAD Rise Research Internship.
- The College regularly offers the Capstone Study Abroad experience, with a service learning course in Ecuador in 2010, and 2011 courses planned for Ecuador and Jordan.

Research, Lectures, and Conferences

- Through the efforts of the Confucius Institute, Cooper Library, and the College, an historic gift of films was secured from the People's Republic of China. A major conference in Fall 2010 brought noted national and international scholars and filmmakers to campus to discuss the collection.
- Major public lectures and conferences sponsored by the College brought internationally renowned writers, scholars, and leaders in international affairs to campus.
- The Walker Institute sponsored a major conference on the Rule of Law in May 2010.

New Programs

- Doctoral Program in Spanish was fully approved in August 2010 and will admit first cohort in Fall 2011.

International and Interdisciplinary Dimensions

D. ACHIEVEMENTS: INTERDISCIPLINARY DIMENSIONS (2009-2010)

New Research Programs, Institutes, and Initiatives

- The Institute for African American Research has sponsored conferences and continues to secure external grants and research opportunities.
- The Digital Humanities Initiative has received formal recognition as a center and continues to secure external funding from NEH for interdisciplinary projects in the humanities and arts.
- The School of the Environment has been renamed the Environment and Sustainability Program to highlight its leadership in interdisciplinary sustainability research and projects.
- The School of the Earth, Ocean and Environment completed its first year as an interdisciplinary structure for consolidating, supporting, and promoting the high quality of environmental research throughout the College and the University. The latest NSF research expenditures report indicates that the University ranks 19th nationally in environmental research, up from 21st in 2007.

International and Interdisciplinary Dimensions

D. ACHIEVEMENTS: INTERDISCIPLINARY DIMENSIONS (2009-2010)--- continued

New Degree Programs

- The interdisciplinary BS in Environmental Sciences began admitting students in Fall 2009, and has grown to 70 majors in Fall 2010.
- The BS in Biochemistry and Molecular Biology has been fully approved and will begin admitting students in Spring 2011.

New Opportunities for Students

- SC STEPS to STEM program continues to train and mentor transfer students across science and technology disciplines.
- Jewish Studies has received program status, and new courses in this area have been approved.
- The Department of Political Science has partnered with the Moore School of Business in delivering the Master of International Business program (MIB), ensuring that students in the program have an advanced understanding of the interaction between business, government, and society.

International and Interdisciplinary Dimensions

E. FUTURE PLANS: INTERNATIONAL DIMENSIONS (2010-2011)

Research, Lectures, and Conferences

- 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 issues 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.

International and Interdisciplinary Dimensions

E. FUTURE PLANS: INTERNATIONAL DIMENSIONS (2010-2011)--- continued

New Degree Program

- The faculty of the Department of Languages, Literatures, and Cultures are actively recruiting for the first cohort of doctoral students in Spanish to be admitted Fall 2011.

Opportunities for Engagement

- The Confucius Institute continues to expand opportunities for students and the public to learn the Chinese language and to experience Chinese culture.

International and Interdisciplinary Dimensions

F. FUTURE PLANS: INTERDISCIPLINARY DIMENSIONS (2010-2011)

Curriculum

- The College will support new interdisciplinary courses for the University's soon-to-be developed General Education curriculum.

New Degree Program

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

Research

- The College is a major participant in a statewide alliance through EPSCoR for a biofabrication initiative. The project is funded through a \$20 M award from the National Science Foundation (NSF.) The College has completed one grant-funded hire in biomathematics, and two additional searches are underway 2010-2011.
- The School of the Earth, Ocean and Environment continues its efforts to focus, coordinate, and promote the broad array of environmental research conducted in the College and the University
- College faculty are active participants in the new sustainability research focus.
- The Classics in Contemporary Perspectives initiative draws together faculty from a variety of disciplines to focus research and teaching on the classical world.

International and Interdisciplinary Dimensions

G. INDICATORS: International and Interdisciplinary Dimensions

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

***Blueprint for Academic
Excellence
February 2011
Statistical Profile***



INSTRUCTIONAL STATISTICS

Table 1: Number of Applications

Applications	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergrad	6081	6809	7166	8008	8579	9071
Masters	768	814	861	958	809	916
Certificate	29	16	27	23	26	32
First Prof	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral	778	855	972	1049	1102	1100
Total	7656	8494	9026	10,038	10,516	11,119

Source: IAC
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 2. A.: Number of Freshmen and Average SAT

Admissions	Headcount	Average SAT Verbal	Average SAT Math	Average SAT Total
Fall 2008	1254	585	589	1174
Fall 2009	1226	586	587	1173
Fall 2010	1443	581	586	1167

Source: IAC and IMS
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 2.B.: Number of Freshmen and Average ACT

Admissions	Headcount	Average ACT
Fall 2008	1254	27
Fall 2009	1226	26
Fall 2010	1443	27

Source: IAC and IMS
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 3: Number of Admissions

Admissions	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergrad	4201	4368	4288	4773	5492	6340
Masters	330	301	323	324	285	354
Certificate	21	15	22	13	21	29
First Prof	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral	254	255	280	288	336	371
Total	4806	4939	4913	5398	6134	7094

Source: IAC
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 4: Freshman Retention Rates

		2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
<i>Starting in:</i>	<i>Ending in:</i>	Returned 05	Returned 06	Returned 07	Returned 08	Returned 09	Returned 10
Science and Math	Same School	63	66	68	70		
	Other School	16	21	19	18		
	TOTAL	79	87	86	88		
Liberal Arts	Same School	70	74	75	73		
	Other School	12	10	10	12		
	TOTAL	81	84	85	85		
Arts & Sciences: Combined	Same School					76	74
	Other School					10	12
	TOTAL					86	86

INSTRUCTIONAL STATISTICS

Table 5.A.: Number of Majors (Headcount)

Student Headcount	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergrad	7281	7256	7175	7404	7568	7841
Masters	490	495	482	481	456	443
Certificate	10	10	22	18	21	23
First Prof	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral	693	689	699	703	747	758
Total	8474	8450	8378	8606	8792	9065

Source: IAC
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 5.B.: Number of Majors (FTE)

FTE Students	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Undergrad	10,694	10,878	10,962	11,536	11,849	12,347
Masters	414	410	385	401	390	399
First Prof	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral	564	551	529	550	566	576
Total	11,672	11,839	11,876	12,487	12,805	13,322

Source: IAC
Date Updated:
2/10/2011

INSTRUCTIONAL STATISTICS

Table 6: Number of Entering Graduate Students and Average GRE

Admissions	Headcount	Average GRE Verbal	Average GRE Quantitative
Fall 2008	150	553	630
Fall 2009	283	537	622
Fall 2010	323	540	623

Source: IAC
Date Updated: 2/10/2011

INSTRUCTIONAL STATISTICS

Table 7: Number of Graduates

Degrees Awarded	Fall 2005, Spring 2006, Summer 2006	Fall 2006, Spring 2007, Summer 2007	Fall 2007, Spring 2008, Summer 2008	Fall 2008, Spring 2009, Summer 2009	Fall 2009, Spring 2010, Summer 2010
Undergrad	1635	1620	1570	1621	1656
Masters	197	198	183	211	209
Certificate	18	22	17	14	20
First Prof	n/a	n/a	n/a	n/a	n/a
Doctoral	96	94	92	95	105
Total	1946	1934	1862	1941	1990

INSTRUCTIONAL STATISTICS

Table 8.A.: Number of Graduates 4-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		4-Year	4-Year	4-Year	4-Year	4-Year	4-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	23	23	25	25	34	
	Other School	19	17	20	16	19	
	TOTAL	43	40	44	41	52	
Liberal Arts	Same School	37	37	36	39	36	
	Other School	8	7	10	11	11	
	TOTAL	45	44	46	50	47	
Arts & Sci	Same School						38
	Other School						9
	TOTAL						47

Source: IAC
Date Updated:
2/11/2011

INSTRUCTIONAL STATISTICS

Table 8.B.: Number of Graduates 5-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		4-Year	4-Year	4-Year	4-Year	4-Year	4-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	30	28	31	33	41	
	Other School	33	28	29	29	29	
	TOTAL	63	55	60	62	70	
Liberal Arts	Same School	47	49	46	47	47	
	Other School	14	13	17	18	18	
	TOTAL	61	62	63	65	65	
Arts & Sci	Same School						47
	Other School						16
	TOTAL						63

Source: IAC
Date Updated:
2/11/2011

INSTRUCTIONAL STATISTICS

Table 8.C.: Number of Graduates 6-Year Graduation rates (percent)

		1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
		4-Year	4-Year	4-Year	4-Year	4-Year	4-Year
<i>Starting in:</i>	<i>Ending in:</i>						
Sci & Math	Same School	32	29	33	34	43	
	Other School	37	31	32	33	31	
	TOTAL	69	60	65	67	74	
Liberal Arts	Same School	50	50	47	48	49	
	Other School	16	15	17	19	19	
	TOTAL	66	65	65	67	68	
Arts & Sci	Same School						50
	Other School						17
	TOTAL						67

Source: IAC
Date Updated:
2/11/2011

INSTRUCTIONAL STATISTICS

Table 9: Total Credit Hours

Student Credit Hours	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010
Undergraduate	173,034	167,017	17,275	177,730	167,593	18,388
Masters	4817	4398	1114	4678	4264	955
Professional	n/a	n/a	n/a	n/a	n/a	n/a
Doctoral	4950	4672	536	5093	4748	609
Total	182,801	176,087	18,925	187,501	176,605	19,952
Grand Total	377,813			384,058		

INSTRUCTIONAL STATISTICS

Table 10: Credit Hours by Instructor Category

Category	Fall 2008 Credit Hours	Spring 2009 Credit Hours	Sum 2009 Credit Hours	Total Credit Hours 2008-2009	Fall 2009 Credit Hours	Spring 2010 Credit Hours	Sum 2010 Credit Hours	Total Credit Hours 2009-2010
Tenured, Tenure-Track	71,427	78,548	6720	156,695	91,789	81,937	8232	181,958
Instructors	28,184	27,068	3395	58,647	23,440	24,185	3001	50,626
Non-TT	8,136	7,241	445	16,002	6927	6159	887	13,973
Grad Tch Assistants	22,055	22,327	4947	49,329	24,106	23,709	4336	52,151
TFAC	30,991	24,422	1288	56,701	18,775	20,523	1583	40,881
Grand Total	160,973	159,606	16,795	337,374	165,037	156,513	18,039	339,447

Credit hour totals by instructor category are not available centrally and must be hand calculated using a variety of databases. We acknowledge that there are some discrepancies between this set of data and that in Table 7.

Source: Arts & Sciences
Academic and Fiscal Planning
Date Updated: 2/11/2011

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
ANTH Fall 2008	2	4	8												6	20
ANTH Fall 2009	2	5	6													13
ANTH Fall 2010	3	6	9													12
ART Fall 2008	4	6	13									1	2			26
ART Fall 2009	4	7	11									1	3		12	38
ART Fall 2010	4	10	8									1	3		11	37

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
BIOL Fall 2008	16	12	11		1	2	2						2	2	7	55
BIOL Fall 2009	17	11	9		1	2	3						2	2	4	50
BIOL Fall 2010	21	9	9		1	1	2						1	2	8	54
CHEM Fall 208	15	7	7		1	2	2					2	2		16	54
CHEM Fall 2009	15	8	7	1	1		2					2	2		1	39
CHEM Fall 2010	15	6	8	1	1		1					2	2		4	40

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
CRJU Fall 2008	2	2	7										2		6	19
CRJU Fall 2009	1	3	6										2		1	13
CRJU Fall 2010	1	4	6										2		2	15
ENGL Fall 2008	18	24	19		1								9			71
ENGL Fall 2009	18	26	14		1								5		32	96
ENGL Fall 2010	17	28	15				1						7		31	99

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
GEOG Fall 2008	6	4	6		3								1		2	22
GEOG Fall 2009	7	5	4		3								1		2	22
GEOG Fall 2010	7	4	6		3										2	22
EOS Fall 2008	9	4	5	1			2								14	35
EOS Fall 2009	7	7	4	1												19
EOS Fall 2010	8	7	4	1												20

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
HIST Fall 2008	9	11	12			1							1		9	43
HIST Fall 2009	9	15	7			1							1		7	40
HIST Fall 2010	10	14	6			1							1		9	41
LLC Fall 2008	6	21	12									14	21		1	75
LLC Fall 2009	7	22	9									15	16		5	74
LLC Fall 2010	9	20	9									14	14		11	77

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
MATH Fall 2008	17	7	8					1	6		1	1	2		6	49
MATH Fall 2009	16	9	7						2		1	1	2		7	45
MATH Fall 2010	16	11	5						1	1		2	2		8	46
PHIL Fall 2008	7	2	6										4		2	21
PHIL Fall 2009	6	4	4	1									2		3	20
PHIL Fall 2010	6	5	3	1									2		3	20

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
PHYS Fall 2008	13	6	5										2		3	29
PHYS Fall 2009	14	4	6										1		2	27
PHYS Fall 2010	15	3	6										1		3	28
POLI Fall 2008	10	4	10						1						2	27
POLI Fall 2009	7	7	8												4	26
POLI Fall 2010	8	7	9												5	29

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
PSYC Fall 2008	13	8	11				2				1		4		15	54
PSYC Fall 2009	13	10	9			1	2				1		4		9	49
PSYC Fall 2010	16	11	9			1	1				1		5		5	49
RELG Fall 2008	2	1	2												3	8
RELG Fall 2009	1	1	2												2	6
RELG Fall 2010	2	0	3												1	6

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
SOCY Fall 2008	7	3	2												1	13
SOCY Fall 2009	5	3	2												1	11
SOCY Fall 2010	7	2	2												2	13
STAT Fall 2008	3	3	3						1			1	3			14
STAT Fall 2009	3	3	4						1			1	3		1	15
STAT Fall 2010	3	4	6									1	2		1	17

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
THEA Fall 2008	7	4	4						1			1	8			25
THEA Fall 2009	7	4	4						1			2	8		3	29
THEA Fall 2010	7	5	4									2	8		5	31
AFAM Fall 2008	1															1
AFAM Fall 2009	1														2	3
AFAM Fall 2010	1	1													1	3

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Assc	Res Assc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Assc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
BARUCH Fall 2008						1										1
BARUCH Fall 2009				1	1		4									6
BARUCH Fall 2010				1	1	1	2									5
CSE Fall 2008	1															1
CSE Fall 2009	1															1
CSE Fall 2010	1															1

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
ESRI Fall 2008																
ESRI Fall 2009																
ESRI Fall 2010				1		2										3
IPSPR Fall 2008	1				11	1									1	14
IPSPR Fall 2009	1	1			2											4
IPSPR Fall 2010	2				2										1	5

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
McK M Fall 2008																
McK M Fall 2009																
McK M Fall 2010														1		1
SCIAA Fall 2008	1					3										4
SCIAA Fall 2009	1					3										4
SCIAA Fall 2010	1					3										4

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
SOE Fall 2008																
SOE Fall 2009																
SOE Fall 2010	1			1			1								1	4
SOST 2008														1		1
SOST Fall 2009																0
SOST Fall 2010														1		1

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
Walker Fall 2008																
Walker Fall 2009																
Walker Fall 2010	1															1
WGST Fall 2008	1															1
WGST Fall 2009	1														5	6
WGST Fall 2010	1													1		1

INSTRUCTIONAL STATISTICS

Table 11: Number of Faculty

Number of Faculty by Department/Unit and Rank

	Prof	Ascc Prof	Asst Prof	Res Prof	Res Ascc	Res Ascc Prof	Res Asst Prof	Visit Prof	Visit Asst Prof	Clin Ascc Prof	Clini Asst Prof	Sr Instr	Instr	Lec	Adj TFAC	Total
TOTAL Fall 2008	171	133	151	1	18	9	8	1	9	0	2	20	63	3	91	683
TOTAL Fall 2009	164	155	123	4	9	7	10	0	4	0	2	22	51	2	103	656
TOTAL Fall 2010	183	157	121	6	8	9	8	0	1	1	1	22	50	4	114	685

INSTRUCTIONAL STATISTICS

Table 12: Total Continuing Education Units

- [none]

RESEARCH & CREATIVE ACCOMPLISHMENTS

Table 13.A.: Faculty authored books published with prestigious academic press houses

	2006	2007	2008	2009	2010
Scholarly Books	17	25	20	33	24
Creative Works	9	7	7	2	3
Edited Volumes	13	10	27	17	19

Source: Arts and Sciences Senior Associate
Deans and Department Chairs
Date Updated: 2/18/2011

RESEARCH & CREATIVE ACCOMPLISHMENTS

Table 13.B.: Faculty publications in three prestigious journals

Faculty publications in three of the most prestigious journals

	15-Yr period 1999-2010	2007	2008	2009	2010
<i>Nature</i>	18	1	0	0	1
<i>Science</i>	35	4	4	0	3
Proceedings National Academy of Sciences	28	1	7	1	2

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

Date Updated: 2/18/2011

RESEARCH & CREATIVE ACCOMPLISHMENTS

Table 13.C.: Scientific journal publications of natural sciences faculty

	CY05	CY06	CY 07	CY08	CY09	CY10
Total	390	377	364	523	513	551

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

Source: Arts and Sciences Research
Date Updated 2/18/2011

RESEARCH & CREATIVE ACCOMPLISHMENTS

Table 14.A.: Arts & Sciences awards by source awards by source FY06 –
FY10

	FY06	FY07	FY08	FY09	FY10
COMMERCIAL	\$ 968,698	\$ 1,046,163	\$ 605,368	\$ 1,133,027	\$ 798,377
FEDERAL	\$ 43,411,539	\$ 33,921,661	\$ 34,731,848	\$ 31,666,776	\$ 37,875,979
LOCAL	\$ 182,920	\$ 291,641	\$ 97,010	\$ 134,201	\$ 288,680
OTHER	\$ 838,876	\$ 1,104,500	\$ 1,215,234	\$ 1,382,227	\$ 609,192
PHILANTHROPY	\$ 2,729,133	\$ 991,001	\$ 1,909,777	\$ 1,170,583	\$ 2,654,111
STATE	\$ 1,008,298	\$ 5,282,016	\$ 6,277,377	\$ 6,383,245	\$ 4,295,611
Total	\$ 49,139,464	\$ 42,636,982	\$ 44,836,614	\$ 41,302,354	\$ 46,522,536

Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

RESEARCH & CREATIVE ACCOMPLISHMENTS

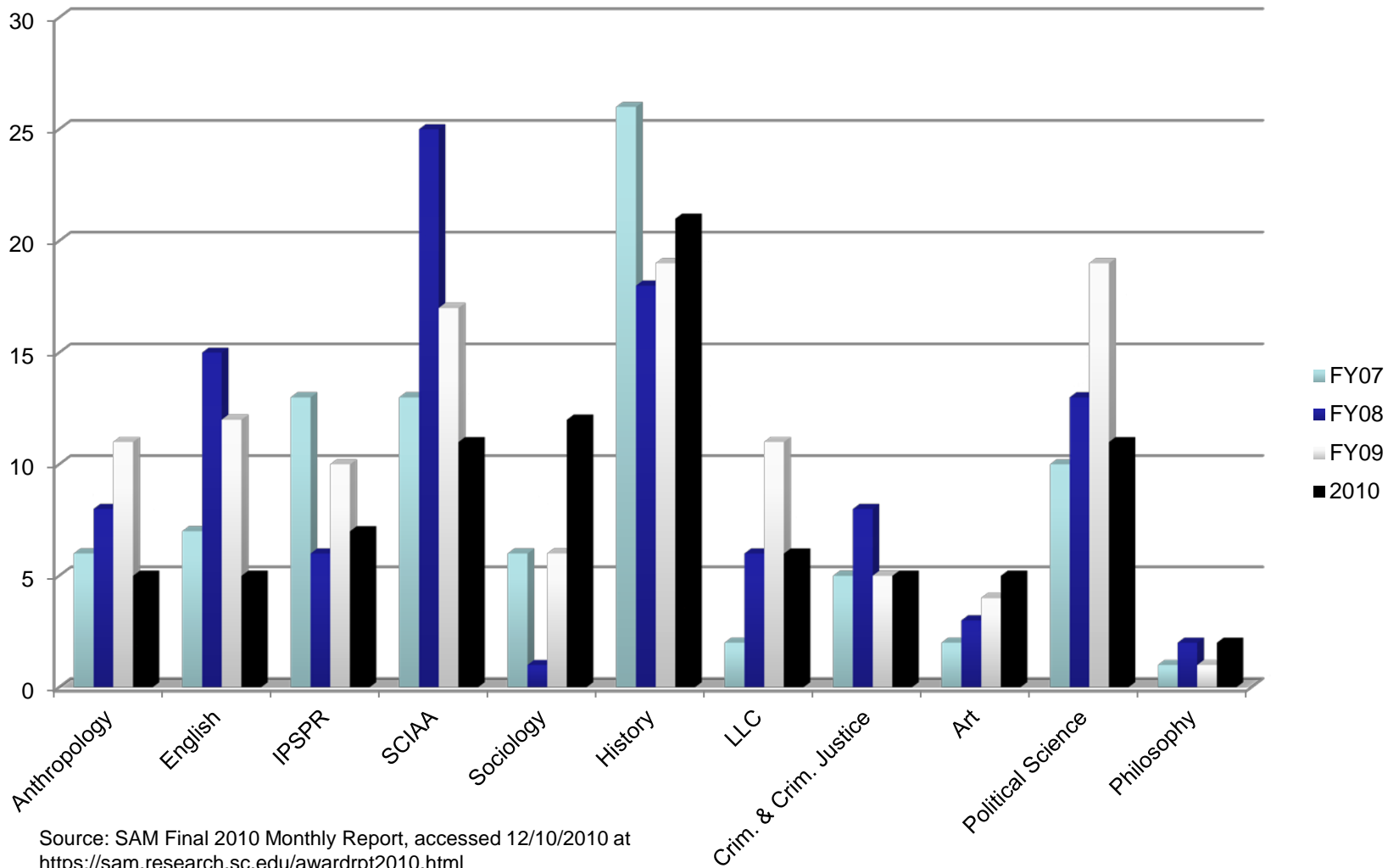
Table 14.B.: Major Federal grant funding by source FY06-FY10

	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>
National Institutes of Health	\$12,781,420	\$11,535,818	\$9,396,964	\$8,327,226	\$9,280,150
Department of Commerce	\$10,817,991	\$ 2,318,932	\$3,737,757	\$2,539,977	\$3,067,601
National Science Foundation	\$ 7,804,994	\$ 7,924,599	\$11,515,925	\$10,809,125	\$14,882,836
Department of Defense	\$ 2,339,669	\$ 4,136,732	\$4,898,405	\$3,398,259	\$2,297,668
Dept. Health and Human Services	\$ 2,202,443	\$ 2,408,975	\$1,215,783	\$1,056,783	\$1,096,982
Department of Energy	\$ 2,131,482	\$ 1,891,906	\$1,837,231	\$2,335,410	\$4,547,011

Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

RESEARCH & CREATIVE ACCOMPLISHMENTS

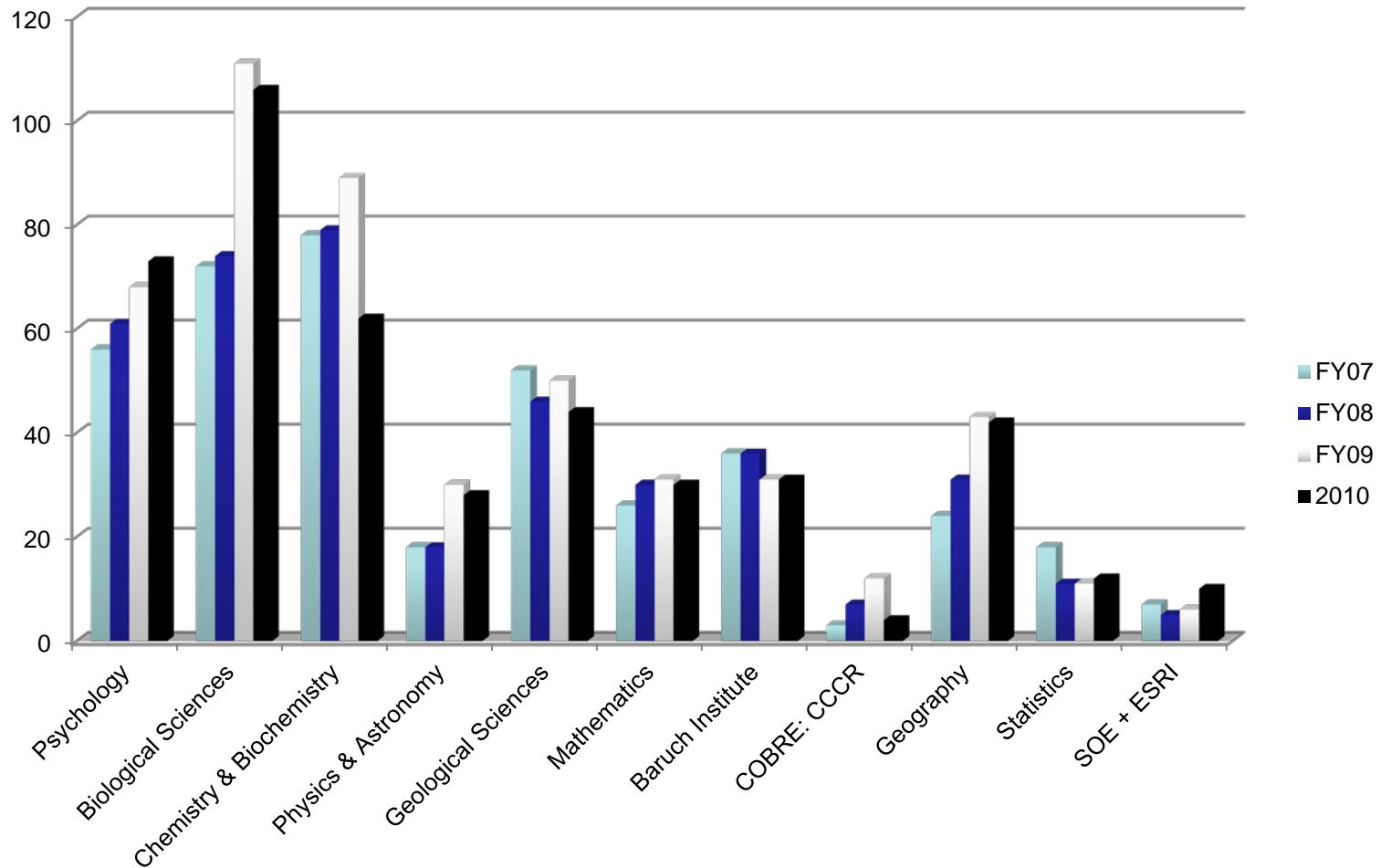
Table 14.C.: Numbers of external grant proposals submitted by social sciences and humanities departments FY07-10



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

RESEARCH & CREATIVE ACCOMPLISHMENTS

Table 14.D.: Numbers of external grant proposals submitted by natural sciences departments FY07-FY10



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

FACULTY HIRING

Table 15: Number of Full-Time Faculty Hired

Hiring for AY 2010-2011 by department and rank

	Prof	Assoc Prof	Asst Prof
Anthropology			
Art			
Biological Sciences			
Criminology and Criminal Justice		1	
Chemistry and Biochemistry			2
English		1	1
Geography			1
Earth and Ocean Sciences			1
History			1
Languages, Literatures, and Cultures		1	1
Mathematics			

FACULTY HIRING

Table 15: Number of Full-Time Faculty Hired---continued

Hiring for AY 2010-2011 by department and rank

	Prof	Assoc Prof	Asst Prof
Philosophy			
Physics and Astronomy			
Political Science			3
Psychology	3		
Religious Studies			1
Sociology			1
Statistics		1	2
Theatre and Dance		1	
Total	3	5	14
Grand Total	22		

Source: Arts & Sciences HR
Date Updated: 2/10/2011

POST-DOCTORAL SCHOLARS HIRING

Table 16: Number of Post-Doctoral Scholars Hired

2008-2009	2009-2010	2010-2011
16	44	31
TOTAL for 3-year period: 91		

FACULTY HIRING

Table 17: Anticipated Losses of Faculty

Anticipated Losses of Faculty by Department **R=Resign RT =Retire/TERI**

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	R	RT	R	RT	R	RT	R	RT	R	RT
ANTH	0	0	0	0	0	0	0	0	0	0
ART	0	1	0	0	0	0	0	1	0	1
BIOL	0	0	0	1	0	1	0	0	0	1
CHEM	0	0	0	1	0	0	0	1	0	1
CRJU	0	0	0	0	0	0	0	0	0	0
ENGL	0	0	0	0	0	0	0	0	0	1
GEOG	0	0	0	1	0	0	0	0	0	1
EOS	0	0	0	0	0	0	0	0	0	0

FACULTY HIRING

Table 17: Anticipated Losses of Faculty---continued

Anticipated Losses of Faculty by Department **R=Resign RT =Retire/TERI**

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	R	RT	R	RT	R	RT	R	RT	R	RT
HIST	0	0	0	1	0	0	0	0	0	0
LLC	0	1	0	1	0	1	0	1	0	1
MATH	0	1	0	1	0	0	0	0	0	0
PHIL	0	0	0	0	0	0	0	1	0	1
PHYS	0	1	0	0	0	0	0	1	0	1
POLI	0	1	0	3	0	1	0	1	0	2
PSYC	0	0	0	0	0	0	0	0	0	0
RELG	0	0	0	0	0	0	0	0	0	1

FACULTY HIRING

Table 17: Anticipated Losses of Faculty---continued

Anticipated Losses of Faculty by Department **R=Resign RT =Retire/TERI**

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	R	RT	R	RT	R	RT	R	RT	R	RT
SOCY	0	0	0	0	0	0	0	0	0	0
STAT	0	0	0	0	0	1	0	1	0	0
THEA	0	0	0	1	0	0	0	0	0	0
TOTAL	0	5	0	10	0	4	0	7	0	0

Source: Arts & Sciences HR
Date Updated: 2/10/2011

FUNDING SOURCES

Table 18.A.: Total new awards won by Arts and Sciences faculty

FY2005	\$46,535,362
FY2006	\$47,902,535
FY2007	\$42,907,595
FY2008	\$44,845,761
FY 2009	\$41,302,354
FY 2010	\$46,522,536

Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

FUNDING SOURCES

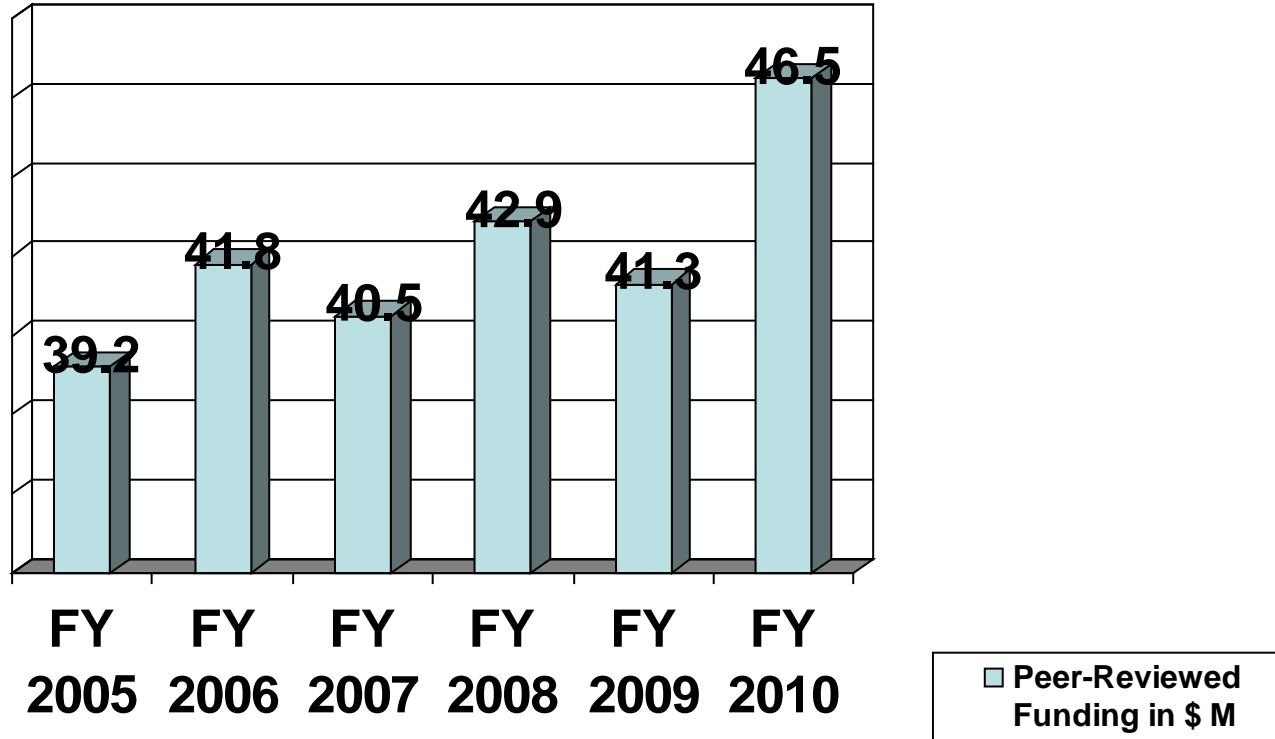
Table 18.B.: Total new awards won by Arts and Sciences faculty, FY05 through FY10

Year	Total Funding	Total Earmarks	Total Peer-Reviewed Funding
FY2005	\$46,535,362	\$7,365,335	\$39,170,027
FY2006	\$47,902,535	\$6,038,332	\$41,864,203
FY2007	\$42,907,595	\$2,413,506	\$40,494,089
FY2008	\$44,845,761	\$1,885,709	\$42,960,052
FY 2009	\$41,302,354	0	\$41,302,354
FY 2010	\$46,522,536	\$500,000	\$46,022,536

Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
 Updated: 12/10/2010

FUNDING SOURCES

Table 18.C.: Total new awards won by Arts and Sciences faculty, FY05 through FY10 Peer-reviewed research only



Source: SAM Final 2010 Monthly Report, accessed 12/10/2010 at <https://sam.research.sc.edu/awardrpt2010.html>
Updated: 12/10/2010

FUNDING SOURCES

Table 19: All Funds Budget

All Funds

Fund	2008-2009	2009-2010	2010-2011
A	\$92,442,573	\$94,175,143	\$88,906,976
K	\$10,610,190	\$10,506,166	\$9,674,094
E150: College	\$1,419,643	\$1,343,913	\$1,375,121
E150: Departments	\$1,807,640	\$1,526,527	\$1,571,744
Grants Awarded	\$44,845,761	\$41,302,354	\$46,522,536
Total	\$151,125,807	\$148,854,103	\$148,050,471

FUNDING SOURCES

Table 20: Gifts and Pledges Received in FY 2010

- [see attached table]



Development Summary by Super Division

Arts and Sciences - 0100

July - December 31, 2010

Cash Gifts from Prior Activity		FY 11
a. Pledge Payments Received		\$166,315.73
b. Estate Gifts Received		\$369,298.26
Subtotal (a + b)		\$535,613.99

New Cash/Commitments		FY 11
c. New Cash/Property/In-Kind Grants		\$3,764,809.19
d. New Pledges for Future Cash		\$37,404.10
e. New Documented Planned Gifts (Irrevocable) Cat. B		\$961,003.00
f. New Documented Planned Gifts (Revocable) Cat. C		\$505,000.00
Subtotal (c + d + e + f)		\$5,268,216.29

Number of Donors in New Cash/Commitments		FY 11
Number of Donors YTD		1,354

Proposals		FY 11
Proposals Received from All DoD's for this Division		7
Value of Proposals		\$622,500.00
Average Proposal		\$88,928.57

			FY 11
Proposal Outcomes	\$	#	"Batting Average"
Funded	\$546,000.00	4	57.14%
Still Pending	\$50,000.00	2	28.57%
Rejected	\$10,000.00	1	14.29%

University of South Carolina
Super Division Summary By Featured Objective
Campaign 7/1/2007 Through 12/31/2010

Superdivision: Arts and Sciences - 0100	FYD Gifts / Commitments										Campaign Totals				
	Current FYD Gifts	Current FYD In Kind Gifts	Current FYD Philanthropy via SAM	Current FYD Planned Gifts Category B	Current FYD Planned Gifts Category C	Current FYD Outstanding Pledges	Current FYD Total	Campaign to Date FYD Gifts	Campaign to Date In Kind Gifts	Campaign to Date Philanthropy via SAM	Campaign to Date Planned Gifts Category B	Campaign to Date Planned Gifts Category C	Campaign to Date Outstanding Pledges	Campaign to Date Total	
50.14% of FY Elapsed	\$20,641.54	\$5.00	\$0.00	\$501,075.00	\$550,000.00	\$6,107.64	\$1,257,825.18	\$1,462,278.32	\$0.00	\$10,000.00	\$2,112,219.92	\$13,526,344.33	\$111,777.15	\$2,224,037.90	
64.32% of Campaign Elapsed	252,378.50	\$5.00	\$0.00	\$0.00	\$0.00	\$1,020.78	\$237,044.24	\$770,500.17	\$5.00	\$0.00	\$0.00	\$500,000.00	\$30,179.78	\$1,286,233.95	
53.47% of Campaign Goal Achieved	\$24,503.60	\$1,807,321.20	\$1,003,343.00	\$7.00	\$0.00	\$15,504.17	\$5,231,608.47	\$2,518,505.46	\$8,020,277.17	\$11,414,260.00	\$1,086,337.60	\$32,020,000.00	\$165,607.45	\$34,604,043.13	
TOTAL STUDENT SUPPORT	\$78,372.49	\$0.00	\$0.00	\$7.00	\$0.00	\$10,760.81	\$49,138.28	\$413,084.32	\$0.00	\$0.00	\$30,474.24	\$25,000.00	\$65,922.84	\$531,561.14	
TOTAL FACULTY SUPPORT	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$1,721,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,721,500.00	
TOTAL PROGRAM ENHANCEMENTS	\$75,143.19	\$1,907,321.00	\$1,003,343.00	\$981,000.00	\$665,000.00	\$17,464.10	\$5,240,316.29	\$6,776,334.47	\$9,042,277.17	\$11,414,260.00	\$3,142,664.91	\$4,972,344.33	\$19,575,91.82	\$18,400,697.18	