

THE UNIVERSITY OF SOUTH CAROLINA

Strategic Planning Initiatives

Diversity Task Force

August 19, 2010

- Teaching and Learning
- Research, Scholarship, and Creative Achievement
- Service Excellence
- Quality of Life in the University Community
- Recognition and Visibility

Approved by President Harris Pastides

Date

Five Initiatives from the Diversity Task Force for Strategic Planning

Executive Summary

The University of South Carolina (USC) has a rich and impressive history as the one of oldest institutions in the state of South Carolina, committed to serving the citizens by providing an excellent higher education and improving the social environment for all our state's communities.

To build upon its strengths, and to build a stronger institution, the University of South Carolina embarked upon an extraordinary strategic planning process: *Focus Carolina*. *Focus Carolina* is a comprehensive, system-wide strategic planning initiative announced by President Harris Pastides on August 1, 2008. The resulting plan, *Advance Carolina*, will provide the strategic direction for the University in the years ahead. The effort involves the entire University community involving hundreds of faculty, students, staff, and alumni directly and indirectly.

In January 2009, President Pastides appointed a Diversity Task Force to develop the USC System *Strategic Plan for Diversity*. The Diversity Task Force used the five areas of *Focus Carolina* to develop the *Strategic Plan for Diversity*: (1) teaching and learning; (2) research, scholarship, and creative achievement; (3) service excellence; (4) quality of life in the university community; and (5) recognition and visibility. The Diversity Task Force affirmed the work of the *Focus Carolina* Goal Committees using their work as a basis to build upon it to develop the *Strategic Plan for Diversity*.

The *Strategic Plan for Diversity* will serve as a foundation for fostering a diverse and vibrant academic environment at the USC System campuses, where all are welcome and all can excel. In an increasingly global society where different ethnic, racial, cultural, and religious groups must live and work together, diversity of people, thought, and approach is essential to the strength and future of the USC System. The *Strategic Plan for Diversity* establishes an overarching strategy for increasing, celebrating, and incorporating diversity into the very fabric of our university. Key points in the *Strategic Plan for Diversity* are:

- Teaching and Learning
 - Develop a President's Leadership Academy for freshmen drawing from a diverse student body.
 - Provide accessibility and affordability for South Carolina residents and for international and transfer students.
 - Assist faculty in focusing on student-centered learning involving a diverse student population.
- Research, Scholarship and Creative Achievement
 - Establish a Presidential Advisory Council with USC's most qualified, active, and externally visible faculty who represent the diversity of the University.
 - Develop programs to recruit, retain, and fairly evaluate faculty and graduate students in emerging and interdisciplinary areas.
 - Improve the university's administrative, technological, and research infrastructure to support a diverse faculty and student body.

- Service Excellence
 - Establish a center to facilitate service learning and community service, enhance collaboration within the USC system, and promote diversity learning.
 - Identify and address local and state service needs defined by diverse community groups that will benefit from faculty expertise and student involvement.
 - Expand faculty and staff participation and create university-wide and system-wide days of service.
 - Continue and enhance programs and services for increasing the participation of minority and women-owned businesses in the USC System procurement.
- Quality of Life in the University Community

Develop a plan that increases diversity in all aspects of the University community in recruiting of faculty, staff, and students that will enhance the educational experience for undergraduate and graduate students.

 - Establish a standing Diversity Committee to review policies and practices, and monitor the progress of the recruitment and retention of minority faculty and students.
 - Advance the USC's commitment to a diverse faculty and student body through strategic planning and the appointment of a Chief Diversity Officer.
 - Increase efforts of the recruitment and retention of a diverse student body through programming, community building, and enhancing education in South Carolina middle and high schools.
 - Advance faculty diversity through intentional recruitment and retention by the faculty, chairs, deans, and provost.
 - Establish a culture of academic mentoring for faculty and students to provide all the opportunity to excel.
- Recognition and Visibility
 - Ensure a comprehensive approach by linking the University's diversity mission and goals to each academic and service unit.
 - Enhance the knowledge and skills of all faculty and staff through leadership training and professional development opportunities.
 - Collect and report humanistic, compelling, powerful success stories of our faculty, students, staff, and alumni, programs, access and success of faculty and students from underrepresented groups.
 - Promote tolerance and civility through communication and public relations with our university community, our constituencies, and our public.

The Diversity Task Force presents the University of South Carolina System *Strategic Plan for Diversity* given herein. The Diversity Task Force requests that the University considers the recommendations in the *Strategic Plan for Diversity* as a guide for our future. The Diversity Task Force believes that by implementing these recommendations as a university system we will benefit our state by educating and serving our citizens in an inclusive environment that will equip each of us with the knowledge and skills to advance the state's education and economy and our ability to work in a global setting demanded by our current world view. The ultimate outcomes of increased diversity and welcoming academic environment will be to improve

student access and success, to foster scholarly achievement in emerging, interdisciplinary, and established disciplines, and to become an even stronger and more vibrant university community.

The members of the Diversity Task Force are:

Elise Ahyi, Assistant Provost, Office of the Provost

Drucilla Barker, Professor and Director of Women's & Gender Studies, Women's & Gender Studies, Arts & Sciences

Mary Ellen Bellanca, Associate Professor of English, Division of Arts and Letters, USC Sumter

DeAndrea Gist Benjamin, Attorney at Law, Gist Law Firm

Andrew Billingsley, Distinguished Professor Emeritus (Co-Chair)

Jim Burns, Associate Dean, South Carolina Honors College

Warren Carson, Professor of English/Chief Diversity Office, Languages, Literatures, and Composition, USC Upstate

Christine Curtis, Senior Vice Provost, Office of the Provost (Co-Chair)

Helen Doerpinghaus, Vice Provost and Dean of Undergraduate Studies, Office of the Provost

Bobby Gist, Executive Assistant to the President for Equal Opportunity Programs, Equal Opportunity Programs

Derrick Huggins, Associate Vice President for Transportation, Vehicle Management and Parking Services

Jane Jameson, Vice President, Human Resources (*retired*)

Jamil Khan, Professor and Chair, Department of Mechanical Engineering, Engineering & Computing

Ella Marshall, Employment Manager, Human Resources

Shirley Mills, Director, Governmental and Community Relations and Legislative Liaison

Stephanie Mitchem, Professor of Religious Studies and Director of African American Studies, Arts & Sciences

Roderick Moore, Director, Multicultural Student Affairs

Eboni Nelson, Associate Professor, School of Law

Tommy Preston, Special Assistant to the President/Law Student, Office of the President

Dennis Pruitt, Vice President for Student Affairs, Vice Provost for Academic Support, and Dean of Students, Student Affairs and Academic Support

Ruth Riley, Director of Library Services, School of Medicine Library, School of Medicine

Les Sternberg, Dean and Professor, College of Education

Kela Thomas, Deputy Director of Administration, SC Department of Probation, Parole, and Pardon Services

Sade Tramble, Graduate Assistant, USC Career Center

Qian Wang, Associate Professor, Department of Chemistry and Biochemistry, Arts & Sciences

Scott Verzyl, Assistant Vice Provost for Enrollment Management and Director of Admissions, Undergraduate Admissions

Focus Carolina
Diversity Task Force Recommendations
Teaching and Learning Initiatives

President's Leadership Academy

Institute a President's Leadership Academy comprised of a select group of 25 new freshmen students demonstrating significant leadership through engagement or service at the high school or community level. Although academic skills are a component of admissions criteria, admission to the Academy is based primarily upon displayed leadership skills and potential. The Academy provides support and enrichment opportunities (similar to those offered Honors and Capstone Scholars) designed to enhance leadership skills.

Accessibility and Affordability

- Grant admission to all South Carolina residents who graduate in the top five percent of their high school class, regardless of SAT or ACT score. Submitting SAT/ACT scores would be optional for these students and only necessary for those interested in applying for scholarships.
- Continue to strengthen and grow need-based aid programs like the Gamecock Guarantee. <http://www.sc.edu/guarantee/> .
- Facilitate targeted recruitment of academically talented international and transfer students through use of scholarships.

Faculty Development

- Sponsor faculty workshops on student centered learning. Workshops should address best practices for teaching diverse student populations with special emphases on addressing the different learning styles and expectations of students from diverse backgrounds.
- Give a teaching award for faculty who practice student centered learning. All teaching award criteria must include a diversity component and all teaching award selection committees must include a diversity representative.

Focus Carolina
Diversity Task Force Recommendations
Research, Scholarship and Creative Achievement Initiatives

President Advisory Council

Develop and maintain a standing Presidential Advisory Council comprised of USC's most qualified, active and externally visible faculty from across the University. This committee will:

- Be diverse in terms of race, ethnicity, class, gender, religion and other relevant factors.
- Provide leadership from the top that values and promotes diversity in the broadest sense.

Develop programs to attract, develop, retain, and fairly evaluate faculty and graduate students by demonstrating that their scholarship and creative achievements in emerging and interdisciplinary fields including, but not limited to, gender equity, racial equity, social justice, and economic sustainability are valued. These include but are not limited to:

- A "Humanities Center" to foster cross-disciplinary research, scholarship, and collaboration on targeted issues of contemporary interest to scholars among the humanities, arts, social sciences, and sciences. The Center should foster cutting edge interdisciplinary research through collaborations among diverse faculty and fields.
- Conduct workshops on the evaluation of interdisciplinary scholarship, including attention to scholarship published in specialty journals.
- Establish formal and informal mentorships between faculty with interests in emerging and interdisciplinary fields
- Actively recruit diverse graduate students who have interests in emerging fields.

Improve the University's administrative, technological and physical research infrastructure system so that it is comparable with that at other comprehensive research universities. For example:

- Establish a virtual center where events such as conferences, speakers, and workshops that are concerned with diversity and social justice can be posted.

Focus Carolina
Diversity Task Force Recommendations
Recommendations on Service Excellence Initiatives

Center for Community Service Learning

Establish a center or institute to facilitate service learning and community service opportunities, enhance collaboration within the USC system, increase efficiency and effectiveness, and promote diversity learning.

- The Diversity Task Force fully endorses and supports the Focus Carolina proposal to establish a center or institute to facilitate service learning and community service opportunities, and enhance collaboration within the USC system to increase efficiency and effectiveness.
- The task force recommends that the center or institute also be used to promote diversity learning and recommends that the center or institute include in its vision, mission, programs, and evaluation the recognition that service-learning connections between campus and community are an important opportunity for diversity learning.
- Service learning objectives should include learning about other groups and cultures and developing cross-cultural communication skills.

Identify service needs in the local communities and state which will benefit from faculty expertise and student involvement and address needs defined by diverse community groups.

- An effective service learning program allows for those with needs to define those needs and embraces the value that voices of minorities are needed to make sound community decisions.
- The Diversity Task Force recommends that the steering committee or advisory group for the service learning center or institute include diverse representatives from the community.
- There must be service provided in the community that is both relevant and meaningful to all stakeholders.

Expand faculty and staff participation beyond the annual *Martin Luther King, Jr., Day of Service* and create university-wide and system-wide days of service.

- The Diversity Task Force recommends that faculty and staff participation be expanded to include university-wide and system-wide days of service which address needs defined by diverse community groups.
- Focus areas could be rotated each semester. Potential needs might be health disparities, Harvest Hope, and rural schools in the Corridor of Shame.
- The task force also recommends that the university work to increase participation system-wide by faculty and staff in the annual *Martin Luther King, Jr., Day of Service*.

Continue and enhance programs and services for increasing the participation of minority and women-owned businesses in USC System procurement.

- Implement the Plan for Increasing the Participation of Small and Minority/Women-Owned Businesses in USC Procurement (See Appendix A) developed in August 2009 by an informal working group of USC faculty and staff.
- Using the Plan for Increasing the Participation of Small and Minority/Women-Owned Businesses in USC Procurement as a basis, the Office of Business Affairs, implemented a plan to increase outreach to small and minority owned businesses during 2009-2010. (See Appendix B, Small and Minority Business Outreach).

Focus Carolina
Diversity Task Force Recommendations
Quality of Life in the University Community Initiatives

Develop a plan that increases diversity in all aspects of the University community in recruiting of faculty, staff, and students that will enhance the educational experience for undergraduate and graduate students.

Standing Diversity Committee

- Establish a standing Diversity Committee composed of faculty, administrators, staff and students to review, continually, the policies and practices for the recruitment and retention of African American faculty, staff and students and faculty, staff and students from other underrepresented groups.
- The Diversity Committee will receive reports and discuss openly the recruitment and retention data and will monitor the progress that is made in hiring, retaining, and advancing faculty and staff from underrepresented groups and in enrolling and retaining students from underrepresented groups.
- This committee will be charged with making an annual report to the President regarding the recruitment, retention, advancement, and quality of life for faculty, staff, and students who are from underrepresented groups.

Chief Diversity Officer

- Engage the President, Provost, administration, and faculty leaders in advancing the University of South Carolina's commitment to a diverse faculty and student body through strategic planning and the appointment of a Chief Diversity Officer.
- The Chief Diversity Officer will be charged with recruiting African American faculty, faculty from other underrepresented groups, women faculty in the STEM disciplines and in other areas where they are underrepresented; African American staff and staff from other underrepresented group; and students from underrepresented groups as well as first generational students.
- The Chief Diversity Officer will leverage existing institutional resources to enhance student learning, strengthen outreach with the community, collaborate with faculty leaders to diversify the curriculum, and expand partnerships with other institutions.

Student Recruitment and Retention

- **Summer Enrichment Program**

Establish a unique and challenging summer enrichment program designed to assist students accepted to the university who want an opportunity to acclimate to the university setting in making a smooth transition from high school to college. In Summer I, enroll the participants in one or two courses, which upon successful completion, will apply toward their baccalaureate degree.

Two strategies that will be employed to help them make the transition: 1) attempt to place a cohort of five to ten students in each course to build a collaborative spirit; 2) provide academic support and academic skills development through supplemental instruction.

In addition to academics, the program will sponsor socially and culturally enriching activities and will offer a balance of academic, student life, and student support services to provide a jumpstart to college life. The program will target students from schools with large first generation and underrepresented minority student populations, possibly the GEAR UP partner schools, as well as students whose education may not have adequately prepared them for the transition.

Other strategies will be to provide grants and support for those students to attend the program's summer enrichment program and utilize existing academic units such as African American Studies, Women and Gender Studies, and the Student Success Center to assist in leading the Summer Enrichment Program and other appropriate academic and student affairs units.

- **Build Community with Students, Parents, and Alumni from Underrepresented Groups**

In order to ensure these students reap the benefits of a quality education, it is necessary to build a sense of community among first generation students, African American students, and with students from other underrepresented groups by reaching out to them in effective ways such as by having a senior's week in the spring or summer before their freshman year, during orientation, in U101, in the residence halls, and at university/student sponsored events.

An effective outreach can be developed for parents of students from these groups during orientation, parents' weekend, University Fall Open House, and other university sponsored events. Involve alumni from underrepresented groups in developing meaningful engagement and activities for alumni.

- **Recruitment of First Generation Students, African American Students, and Students from Other Underrepresented Groups**

Intensify recruitment efforts for first generation students, African American students, and students from other underrepresented groups in the state of South Carolina.

Enhance the Admissions recruiting staff to have at least two recruiters whose primary job responsibility is to recruit African American students and students from other underrepresented groups. These recruiters should form strong relationships with the African American community in South Carolina and in surrounding states as well as to form linkages with the communities of other underrepresented groups. These recruiters should report the status of recruiting minority students at least once a semester to the Chief Diversity Officer, the Diversity Committee, and to the Community Advisory Committee.

Intensify efforts to recruit first generation students, African American students, and students from other underrepresented groups with the best academic records in the state of South Carolina by using the following methods: (adapted from the USC Columbia Student Affairs presentation to the Community Advisory Committee)

- Top Five Percent with Optional SAT Admissions Policy: Allow the top 5% of the South Carolina high school students to apply to USC Columbia without submitting SAT scores.
- Top Minority (Valedictorian) Scholarship: Provide a merit scholarship to the top minority high school graduate from each South Carolina high school. (Similar to

Valedictorian scholarship that currently goes to top overall graduate from each high school.)

- Statewide Student Assist Program: Hire an additional admissions staff person, or possibly several admissions interns, to provide financial aid workshops and staff support to assist students statewide to apply to college and for financial assistance.
- Guidance Counselor Outreach Programs: Invite counselors from high schools with students from underrepresented to campus for introduction and orientation to campus programs for minority students. Start with Richland One and Two as well as other local school districts. Showcase Gamecock Guarantee, Success Center programs, MAPP, holistic admissions, etc. (provide travel reimbursement for counselors to participate)
- Marketing Campaign: Showcase prominent alumni and current students of color in key media outlets (top scholars, student government leaders, athletes, etc.) Work with media to run human interest stories, particularly on successful African American males. Also, showcase successful programs, like Gamecock Guarantee and the Opportunity Scholars Program. Promote college programs that are popular with minority students. Implement and fund “Taking Carolina Home” program by providing travel assistance, monetary incentives, and staff support. As part of this program, current students will visit their home high school to share first-hand their Carolina experience, and will be accompanied by an admissions staff person.
- Gamecock Guarantee: Increase funding and scope of Gamecock Guarantee to fund more students as well as a greater percentage of the total cost of attendance. Need-based aid programs in general need to be increased. (Help make this case to state government officials.)
- Diversity Grants – Recruit faculty and staff to submit programmatic ideas to recruit and retain minority students. Incentivize the best ideas by awarding funding and support.
- Transfer and Veteran’s Programs: Expand Bridge Program recruiting and reach out to veterans returning to education at the conclusion of military service. Utilize the Extended University at Fort Jackson to assist in reaching the returning veterans.

Enhance current programs to provide a means for these students in their freshman year to develop a sense of community within the university, obtain supplemental instruction, attend classes as a cohort, and participate in educational activities that will increase their retention and graduation rate.

Utilize existing academic units such as African American Studies, Women and Gender Studies, and the Student Success Center as well as other academic and student affairs offices to assist in leading this program.

- **Project Enhance Education for Recruitment**

Develop a sustainable program with school districts to enhance the education of middle and high school students who are African American and from other underrepresented groups.

Provide strong educational programs to augment the curriculum offered in the schools and which will motivate the students to learn both inside and outside of classroom.

Faculty Recruitment and Retention

- **Advance Faculty Diversity** (adapted from the University Leadership Council, National Best Practice Report, “Breakthrough Advances in Faculty Diversity,” Educational Advisory Board, Washington, D.C.)

Faculty recruitment is a decentralized process on most campuses and is often not successful in creating a diverse environment for the student body. Faculty should be made aware of the level of diversity within their fields by setting affirmative action goals by division, college, and school rather than at the university level.

In order to achieve the goal of a diverse faculty, implement a competitive faculty recruitment program to find the best candidates to contribute to the diversity of the institution. This goal will require consistent, sustained effort by the faculty, deans and university administration, and must be supported by the institution.

For the initial stages of diversifying the faculty, identify and involve colleges who have shown an interest in recruiting and retaining underrepresented faculty and disciplines which have a diverse pool of Ph.D.’s. Later stages of the program will include all colleges/schools at the USC Columbia campus and all campuses of the USC System. The faculty should consider the opportunity for hiring Ph.D.’s from underrepresented groups who have graduated from their own programs.

Encourage faculty to take the lead in diversifying the faculty by developing strategies for cultivating faculty leadership and support for faculty diversity initiatives. The best practices in educating faculty to lead efforts in diversifying the faculty are:

- Respected faculty will lead the efforts and present the case for a diverse faculty to the faculty.
- Faculty will make the case for a diverse faculty by presenting peer-reviewed scholarship in academic seminar settings.
- Presenters will establish a safe environment where unconscious biases can be discussed and methods for mitigating their effects can be discussed and developed.
- Faculty participants will receive benchmarking data with peer aspirant institutions which are performing at high levels in cultivating and sustaining a diverse faculty.
- In order to draw from the largest pool of qualified faculty candidates, USC should permit academic units to eliminate any arbitrary limitations in its hiring policies or practices (such as the disinclination to hire its own graduates).

Provide resources for the outreach efforts to find, network with, and recruit diverse faculty candidates above and beyond the active search period. This activity will position the institution to assist search committees in identifying a pool of diverse candidates for available positions. Best practices include:

- Designate faculty members in departments who are responsible for identifying and networking with potential candidates from underrepresented groups, outside of typical recruitment cycles. This service obligation will be recognized by the college and department and support given to the individuals engaged in the effort.
- Provide administrative support to identify and network with faculty candidates from underrepresented groups.
- All advertisements for USC faculty positions must state that we prefer candidates who have experience with dealing with the needs and expectations of students from diverse backgrounds.
- Unit-level plans for recruiting and hiring should be set for achieving a more diverse faculty. Each unit head should be held accountable and recognized for implementing the plan.

Develop diversity plans to ensure accountability in the identification, recruiting and hiring of faculty from underrepresented groups. Best practices to create a more diverse faculty and a more welcoming environment include:

- It is important to develop local ownership of increasing diversity in the faculty. Each college/school, with input from its units and faculty, will develop a diversity plan that describes its plan for increasing diversity among its faculty. The college/school plan will provide guidance to its departments regarding search processes.
- Each college/school diversity plan must identify specific goals and actions to achieve diversity goals within the planning cycle and provides guidance regarding search processes to its departments.
- The provost will appoint a committee of faculty, staff, administrators, and students to review and assess each diversity plan and provide suggestions to increase their likelihood of achieving their goal of increasing faculty diversity in the search process. The provost will meet with each dean to review the assessment of and suggestions for the diversity plan.
- Implement a process to review all faculty searches as they are ongoing to evaluate how effective the process described in the diversity plan is in achieving the goals of faculty diversity for the given search. Corrections to the process will be made during the search as necessary to increase the probability of success in achieving diversity in the candidate pool, in the selection of the finalists, and in the final candidate.
- Colleges will hold themselves accountable for ensuring increasing faculty diversity as an integral part of the process of the faculty searches. Ineffective efforts will trigger appropriate responses from the college and dean.

Assessment, transparency, and accountability are essential elements in achieving the goal of recruiting, retaining, and advancing a diverse faculty. To achieve these three elements, the following will occur:

- The committee of faculty, staff, administrators, and students will meet each semester to review interim progress reports from all colleges on faculty searches being conducted and make recommendations for any changes to increase success of the search.

- Establish a public website with all materials posted and the success, or lack thereof, of the search process is public information.
- The provost will hold the deans accountable in their annual review process for developing and implementing effective plans for increasing faculty diversity.
- The campus climate should be regularly assessed for the continued improved well-being of all faculty, students, staff, and visitors. The assessment should include information obtained from faculty, staff, and students who exit the University.

Ensure a welcoming and inclusive academic environment for all faculty and students.

Support the new faculty by creating an inclusive learning and working environment that empowers underrepresented groups and recognizes their contributions by initiating and supporting programs of professional mentorship.

- **Establish a Culture of Academic Mentoring**

Enhance the quality of life at USC by establishing a culture of academic mentoring for faculty and students to provide all the opportunity to excel.

- Through the Center for Teaching Excellence, provide faculty with knowledge, teaching methods, and classroom skills that will encourage a sense of community for first generation students, African American students, and students from other underrepresented groups in the classroom, laboratory/studio/clinic and other educational experiences.
- Establish a mentoring culture where faculty members readily establish mentor/mentee relationships that promote the success, retention, and advancement of junior faculty. Equip faculty with mentoring skills so that they can be effective mentors to all of their students.
- Develop collaborative programs with HBCU's to mentor students to obtain graduate degrees and pursue faculty positions. Develop partnerships with faculty of HBCU's to strengthen educational opportunities for students and professional development for faculty.

Focus Carolina
Diversity Task Force Recommendations
Visibility and Recognition Initiatives

The following recommendations will provide opportunities for the University to demonstrate (and market) to our many constituents we are collectively, firmly, and comprehensively committed to ensuring we have an inclusive work force, student population, and a learning environment conducive to diversity education. The recommendations are

- Hire a Chief Diversity Officer as a member of the President’s Executive Council to facilitate efforts across the campus, system, and in the community to ensure an inclusive work and learning environment. Provide and demonstrate a comprehensive framework for excellence that incorporates diversity at its core (Milem, Chang, and Antonio, *Making Diversity Work on Campus: A Research-Based Perspective*, 2005)
- Link the Diversity mission and goals of the University to each academic and service unit to ensure a comprehensive approach to providing an inclusive work and learning environment. Each college and service unit must have a portion of their Blueprint dedicated to how that unit will work to provide a diversified, inclusive work force and learning environment.
- Introduce and market the benefit of introducing a required Diversity component to the General Education Core Requirements or to an initiative like “Diversity across the Curriculum.”
- Introduce a leadership training program for underrepresented populations in the work force, to orient and prepare future leaders from the current workforce. Where special developmental opportunities exist, illustrate and highlight them with public relations stories.
- Build faculty and staff competencies through professional development opportunities to facilitate growth in working with an increasingly compositionally diverse work force and student body.
- All advertisements for USC staff positions must state that we seek candidates who value and support student diversity.
- Collect and report humanistic, compelling, powerful success stories of our faculty, students, staff, and alumni, as an illustration of and an invitation to the inclusive diverse learning and work environment at Carolina (we have many: the number of minority Student Body Presidents, the successful faculty who have been awarded prestigious recognitions , such as an Emmy; stories of roommates who have different characteristics, but have become lifelong friends; stories about staff, for instance, who are painters during the day and tennis coaches during the evening; stories about a landscape employee who learned to read through one of our literacy programs, etc.
- Collect and report humanistic, compelling stories about the many programs, services, and activities the University hosts to provide an inclusive work and learning environment: civil rights tour; minority orientation; Minority Honor and achievement night; The Photo Voice series; the many celebratory weeks like International Student Week, or Disability

Day, or Black History Month, or Women's History month, among others. There is a long list of these services and programs, and seen through a human lens and a narrative story, these reports provide confirmation the University is committed to an inclusive work and learning environment.

- Provide humanistic stories that focus on the access and success of minority student populations. Include stories of students from underrepresented high schools and two-year institutions; focus on special financial aid incentive and support programs that assist lower socio-economic status students in obtaining a college education (Financial Aid FAFSA Forums, Financial Literacy Programs, GEAR UP Programs, etc).
- Report and market the contributions that faculty, staff, students, and alumni are making in the community through churches, public service, service learning, community service, fundraising, internships, emergency interventions, etc. Demonstrate how the Carolina Community uses its assets, specifically its human work- and volunteer force, to improve the quality of life for all our citizens. (We have many minority groups that are good candidates for this recognition.)
- Use critical incidents related to diversity to improve campus climate, to educate our publics, to foster learning, to develop and improve lines of communication, and to declare to constituents that incivility and intolerance are not accepted at the University of South Carolina.
- Publish widely, each spring and fall, information that would reflect the hiring and retention rates for faculty and staff; as well as the diversity of the student population, both undergraduate and graduate. These occasions should be used to either “brag” about success, or as a “call to action” where levels of diversity are not acceptable. This holds the entire community accountable.
- Create a powerful story, an ongoing, weekly story, about the institutional work to diversity and to provide opportunities for a diversified work force (including minority and female vendors) and an inclusive learning environment. Focus on this work each week, have it be a running theme in all marketing and public relations activities.
- Purchase advertisement and request “story” space in minority owned or published papers, newsletters, church bulletins, any publications that reaches a minority audience. Use these media to deliver the message about the University's inclusive work place and learning environment.
- Focus public relations efforts on the inclusive climate at USC, the success of our minority members, anything related to campus climate and intergroup relations, and anything that demonstrates our institutional viability and vitality related to providing an inclusive work force and an inclusive learning environment.
- Ensure that all public relations, marketing, and advertising speaks to both specific underrepresented populations as well as the comprehensive nature of the many diverse populations we seek to serve, employ, and educate.
- Focus on humanistic stories that powerfully illustrate and make a compelling case for the benefits of working, learning, and living in a diverse environment, on the campus, as well as in the community, in order to promote the importance of diversity education to us all.

Appendix A

Plan for Increasing the Participation of Small and Minority/Women-Owned Businesses in USC Procurement: including Contract, Subcontracts, Purchases for Services and Goods and Programming, Design and Construction/Renovation

Structure for Implementing Plan

- An informal working group of USC employees developed the initial draft of a pilot program to increase small and minority/women-owned participation in contracts and subcontracts involving construction, renovation, supplies, goods and services. This plan was in response to the concerns brought forward at the spring meeting of the Community Advisory Committee. The working group consisted of Jeff Davis, Bobby Gist, Venis Manigo, Shirley Mills, Tom Quasney, and Christine Curtis.
- Now that the Office of Finance and Planning is constituted under new leadership, the working group should be formalized into a Small and Minority/Women-Owned Business Participation Task Force under the leadership of Helen Zeigler, who has responsibility for fulfilling the university's goals for minority and women-owned participation and complying with university procurement policies. At a minimum, the Task Force should consist of Helen Zeigler, Jeff Davis, Bobby Gist, Venis Manigo, Shirley Mills, and Tom Quasney.
- Determine best practices for increasing small and minority/women-owned businesses
 - Benchmark with other public institutions of higher education in the Southeast that are successful in increasing small and minority/women-owned participation in procurement and determine the best practices used at public institutions.
 - Find other public institutions such as Atlanta Hartsfield Airport that have been successful in increasing small and minority/women-owned participation and determine their best practices.
 - Determine the types of services that can be obtained from established entities such as the Small Business Development Center, Minority Business Development Center and other federal and state agencies.
 - Seek the assistance of university entities that work in economic development in the Office of Vice President for Research business incubator and the Moore School of Business.
- Determine and evaluate current practices
 - In consultation with legal counsel, determine what changes can be made to current policies and procedures that will help provide the opportunity for access for small and minority/women-owned businesses in providing goods and services and in obtaining contracts and subcontracts from USC.
 - Seek information from small and minority/women-owned businesses concerning the challenges that they face in successfully bidding contracts and subcontracts from USC.
 - Seek information from USC business managers to determine what challenges they face in buying from small and minority/women-owned businesses.
 - Incorporate information learned into the plan for increasing small and minority/women-owned participation in USC procurement.

- Seek input from the leadership of the African American community, specifically Kela Thomas, Lonnie Randolph, and Vince Ford on the plan.
- Seek Community Advisory Committee input on proposed pilot program
- Finalize the plan and ensure that the plan is designed for system-wide implementation.
- Charge the Task Force with developing a means to provide the staff required to finalize and implement a program on a pilot basis for three years
- The Task Force will monitor the progress of the pilot program and the effectiveness of the staffing plan. The Task Force will report progress in terms of the number of contacts made and increases in the amount of business performed by small and minority/women-owned businesses for the university at Columbia and at the system campuses to the President, Executive Council, and the Community Advisory Committee.

Policy

UNIVERSITY OF SOUTH CAROLINA

MINORITY BUSINESS ENTERPRISE PLAN (Excerpts below; full plan is attached.)

1. INTRODUCTION

The South Carolina Consolidated Procurement Code contained in Sections 11-35-10 *et seq.* of the Code of Laws of South Carolina (1976), as amended, requires that all State agencies formulate a Minority Business Enterprise Utilization Plan ("MBE Plan"). The MBE plan is designed to ensure that minority businesses are offered the opportunity to participate fully in the overall procurement process of the University of South Carolina.

POLICY STATEMENT

At its duly authorized and scheduled meeting on December 11, 1981, the Board of Trustees of the University of South Carolina adopted the following policy statement in accordance with Section 11-35-10 *et seq.* of the Code of Laws of South Carolina (1976), as amended:

The University of South Carolina believes that it is in the State's best interest for minority businesses to fully participate in all phases of the procurement process. The University of South Carolina will utilize its best efforts towards assisting minority businesses with the State's policies and programs which are designed to promote balanced economic and community growth throughout the State.

The University of South Carolina wishes to ensure that those businesses owned and operated by minorities are offered the opportunity to fully participate in the overall procurement process of the State. Efforts will be directed towards establishing procedures designed to result in awarding contracts and subcontracts to minority businesses in order to enhance minority capital ownership, overall State economic development and reduce dependency on the part of minorities.

VII. (5) MBE Goals

In order to foster effective broad-based competition for public procurement within the free enterprise system, the University of South Carolina's goal is to ensure fair and equitable treatment of all persons who deal with the USC procurement system of this State. Certified minority businesses will be solicited for participation in the overall procurement process of the University. The University's goal is that ten percent (10%) of the total controllable budget

expended by the University for the procurement of supplies, services and construction may be directed towards minority vendors.

Small and Minority/Women-Owned Business Participation Pilot Program

- USC’s goal is to ensure fair and equitable treatment of all persons who deal with the procurement system. USC, as authorized in the Minority Enterprise Business Plan, will encourage minority and women-owned businesses to receive contracts and subcontracts such that: *“The University’s goal is that ten percent (10%) of the total controllable budget expended by the University for the procurement of supplies, services and construction may be directed towards minority vendors. Efforts will be directed toward establishing procedures designed to result in awarding contracts and subcontracts to minority businesses in order to enhance minority capital ownership, overall State economic development and reduce dependency on the part of minorities.”*
- Develop and use, under the direction of General Counsel, contracting language that strongly encourages small and minority/women-owned business participation.
- Include contracting language encouraging small and minority/women-owned business participation in bid requests and contract documents. Make prime contractors aware that USC encourages them to use minority/women-owned businesses and contractors and that firms with state contracts that subcontract with certified minority firms shall be eligible for an income tax credit equal to four percent (4%) of the payments to minority subcontractors for work pursuant to a state contract.
- Develop and implement a plan for staffing the small and minority/women-owned business participation pilot program.
- Develop milestones that describe what the expected outcomes are and when they are expected to occur.
- Develop the Small and Minority/Women-Owned Pilot Program:
 - Identify small and minority/women-owned businesses
 - In construction and/or renovation services.
 - In service industries that support the needs of the USC system institutions
 - In businesses that provides goods and materials to the university
 - Develop and maintain a directory of small and minority/women-owned businesses.
 - Incorporate best practices into the pilot program and utilize external assistance when appropriate
 - Develop relationships with small and minority/women-owned businesses and the majority and minority contractors in order to communicate USC’s goal to have at 10% of the controllable budget directed toward minority/women-owned vendors.
 - Develop educational workshops to teach the process of placing and securing a bid, obtaining bonds, and working with general contractors to ensure that minority and women-owned businesses are provided an equal opportunity to bid on goods, services, renovation, and construction.
 - Have a “Meet the USC Business Managers” session at USC Columbia. Designate places and times for small and minority/women-owned businesses to meet the people who conduct the initial price investigations.

Expand this opportunity to include additional sessions at our system campuses and involve all personnel who work in the requisitioning process.

- Conduct semi-annual informational sessions at USC Columbia for small and minority/women-owned businesses on how to engage in business with USC. Break out into sessions for goods and services procurements and for construction and renovation procurements. Provide informational sessions on a regional basis (Upstate, Aiken, Beaufort) in order to reach more vendors.
 - Have “Meet Facilities Planning and Construction” session. Encourage interaction among prime contractors and small and minority/women-owned subcontractors. It will be an informative session so that we can espouse our desire to utilize small and minority/women-owned subcontractors to both the prime and the subcontractors. Talk about project management versus procurement requirements.
 - Have “Meet Athletics” session to encourage Athletics staff and small and minority/women-owned businesses to meet and discuss opportunities and how to do business with Athletics.
 - Provide information to contractors and subcontractors in easily accessible locations and forms including web-based and print.
 - Monitor USC procurements:
 - Monitor contracts to ensure that small and minority/women-owned businesses are encouraged to participate in the bidding process as contractors and/or subcontractors.
 - Monitor the construction/renovation contracts to ensure that all issues faced by small and minority/women-owned businesses are handled.
 - Debrief with the contractors to seek feedback and learn issues and concerns.
 - Repeat the process until it becomes standard operating procedure.
 - Continuously engage in recruitment of small and minority/women-owned businesses for possible contracting opportunities.
 - Ensure communication between the Office of Procurement and the Facilities Planning and Construction and between the Office of Procurement and Athletics for accurate reporting of small and minority/women-owned businesses involved in contracts and subcontracts.
- Seek the assistance of the Community Advisory Committee to develop the small and minority/women-owned contacts and to help develop strategies to ensure the process is a success.
 - Assess the effectiveness of the pilot program. Determine the following:
 - number and types of businesses participating in educational workshops
 - number and types of businesses participating in bidding process
 - number of Invitations for Bid ("IFB") sent to small and minority/women-owned businesses
 - number of Request for Proposals ("RFP") sent to small and minority/women-owned businesses

- number of IFBs and RFPs answered and by what type of business
 - number and dollar amount of construction/renovation, goods and services contracts and subcontracts awarded to small and minority/women-owned businesses.
- Assess results on a quarterly and annual basis
 - Determine successes.
 - Determine barriers to success and develop strategies to overcome them.
 - Evaluate economic impact.
 - Develop plans to increase further the number of small and minority/women-owned businesses engaged in university contracts and work.
- Regularly report activities, successes and challenges to the President, Executive Council, and Community Advisory Committee.

Appendix B
Small and Minority Business Outreach

- I. GOAL: Increase the opportunities for small and minority businesses to contract with the University for goods, services and construction. To effectively do this, we need to do the following:
- (1) Educate those who are involved in University procurement efforts of the purpose and need for this initiative. Procurement decisions are made daily at the University by a broad group of people. These are:
 - a. The Business Managers for each Department for small procurements;
 - b. The Business office of the Athletics Department which contracts with funds that are exempt from the Procurement code;
 - c. The buyers in the Purchasing Department;
 - d. The Project Managers in the Facilities Department
 - (2) Build a current and effective list of small and minority vendors who we can include in outreach efforts to both educate about our processes and get from them the information necessary to provide a directory of businesses who those making purchasing decisions can solicit when we are contracting for goods, services and construction.
 - (3) Track successes that we have in contracting with small and minority businesses with those who are making the purchases.
- II. Plans to accomplish these steps:
- (1) To educate our University purchasing community about the importance of this initiative, we propose having a meeting at the Russell House Theater of all positions that are involved in making purchases for the University as listed above. We propose having you speak at this meeting to establish your support for the role we will be asking them to play in this outreach and inclusion effort. We will also discuss at that meeting the event that we want to host in November and for which their participation will be vital. We will also ask for their input on how to best use this event to get them the kind of information that will be useful for them in working on our goal.
 - (2) We propose hosting a Small and Minority Business Expo on November 5th to help us gain knowledge of and exposure to small and minority businesses who are interested in University contracting. Through the information that we gather at this event, we plan to compile a directory by purchasing subject of small and minority businesses who we can call on in making our contracting decisions. We will also provide seminars at this event explaining the Procurement Code

processes that we follow in making our purchases. It will be very important to have good attendance from all of those throughout the University community who are making purchasing decisions and in need of sources to solicit from the small and minority business sector.

- (3) We need to do marketing for the Small and Minority Business Expo so the vendors we are trying to reach through this effort are aware of what we are doing in this connection. We have been in touch with Margaret Lamb to help us with strategies for getting the word out to the community that we are hosting the Expo.