

# Blueprint for Academic Excellence March 2012



## College of Arts and Sciences

***Together***

***We are building the future of Carolina.***

***Think of the possibilities.***

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

**March 2, 2012**

**Part A. Top Ten and Peer Institutions**

The College of Arts and Sciences is unique among the University's colleges 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. For the past several years, 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, Annual Report*, The Center for Measuring University Performance; Carnegie classifications; Association of American Universities (AAU) membership criteria; and *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.

In 2009-2010, 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 what 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.

**Part B. Strengths of the College of Arts and Sciences---2006-2011:**

- i. Faculty Hiring
- ii. Faculty Support and Retention
- iii. Faculty Productivity
- iv. Undergraduate Education
- v. Graduate Education
- vi. Space and Facilities Improvement
- vii. Community-Building, Planning, and Recognition

*Please see descriptions of strengths in Part D.*

**Part C. Challenges for the College of Arts and Sciences---Ongoing**

- i. Compensation
- ii. Space and Facilities Improvement
- iii. Faculty Hiring

*Please see descriptions of challenges in Part D.*

## **Part D. Descriptions of Strengths and Challenges**

### **Strength i. Faculty Hiring**

Since 2005, the College has hired nearly 200 new 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.

In January 2011, the College submitted 27 proposals for senior hires and 22 cluster hire proposals totaling 93 positions through the Provost's Faculty Replenishment Hiring Initiative (FRHI); in March 2011, we were awarded 27 positions in the 2010-2011 FRHI cycle. In addition, we have leveraged other resources, including grant, SmartState Chair, and College funds, to authorize 59 searches for the 2011-2012 hiring cycle. We are anticipating another strong hiring cycle for 2012-2013. The College has forwarded 16 cluster and 34 single hire proposals for a total of 86 positions through the 2011-2012 FRHI. Excellence in faculty hiring is the single most important means to ensure the future of the College and the University.

### **Strength ii: 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 2011, new faculty in the College have received \$21 M in start-up, funded by the College, the Office of the Provost, and individual departments. Even in the difficult budgetary climate of 2008, 2009, and 2010, all of the College's commitments for start-ups have been honored.

From AY 2004-2005 to AY 2010-2011, the College made 105 retention offers and retained 77% of the faculty with those offers. Our faculty are highly prized by other institutions, and we aggressively seek to retain them.

### **Strength iii. 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 2011, College faculty have authored 135 scholarly books, 92 edited volumes, and 31 creative works. In the same period, natural sciences faculty have produced 3,278 articles for scientific journals, including 29 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 \$320 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 2011 is our all-time high at \$50.5 M, a 9% increase from the previous fiscal year.

The College's support of research productivity has been successful in four SmartState Chair hires: Nanoelectronics in the Department of Physics and Astronomy, Polymer Nanocomposites in the Department of Chemistry and Biochemistry, Marine Genomics in the Department of Biological Sciences, and Brain Imaging in the Department of Psychology. Searches are underway to fill the SmartState Chairs in Neurotherapeutics and Data Analysis, Simulation, and Visualization. We are well on our way toward our ambitious goal of six SmartState Chairs for the College.

### **Strength iv. 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 faced unprecedented budget cuts in 2008, 2009, and 2010, this system has allowed us to maintain our firm commitment to providing undergraduates with the courses they need. We are particularly proud that we have been able to deliver general education courses for the Fall 2010 and Fall 2011 freshman classes, the largest ever at 4500 and 4600, respectively.

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. For Fall 2012, we will launch the minor in Leadership Studies, the key curricular component of the presidential Leadership Initiative. 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. Additional graduate teaching assistantships have been allocated for 2012-2013 to improve student learning in first-year chemistry, political science, and psychology courses, and additional instructor positions have been allocated to the Department of Biological Sciences to support instruction in first-year biology courses.

To acknowledge the important role instructors play in our undergraduate teaching mission, we have established two new awards. The first, the Non-Tenure Track Undergraduate Instructional Faculty Teaching Award, recognizes outstanding teaching. The second is the Instructor Professional Development award that encourages and supports instructors as they stay current in their fields and pedagogical approaches.

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.

In addition, we have approved the offering of 57 of our advanced level undergraduate courses to support learning in Palmetto College.

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 8300 Arts and Sciences majors as well as students across the University interested in our courses and programs. Despite budget cuts in 2008, 2009, and 2010, the College has preserved resources and positions dedicated to undergraduate advising. As the fiscal climate has improved, we have added an advisor to the College staff, with plans for one more in Fall 2012. We have authorized an additional advisor position for the Department of Biological Sciences; at 1600 majors, Biological Sciences is the largest undergraduate major program in the University, and serves not only its own majors, but students in Biomedical Engineering, Nursing, and Pre-pharmacy. The additional advisor will address advising needs for the large and varied student population in first-year biology.

To support the aims of USC Connect in integrating learning within and beyond the classroom, the College has added an Internship Director to the College staff, effective Spring 2012. The Internship Director will expand internship opportunities for Arts and Sciences undergraduates by working with employers and alumni, and will increase student participation in internships in coordination with major program faculty, advisors, and direct student interaction. In addition, the College will add an Internship Coordinator to the Department of Political Science who will develop and coordinate internships for the department's undergraduate majors in Political Science and International Studies as well as the Master of Arts in International Studies.

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. In partnership with the Office of the Provost, the College has invested significant funds to offer a course in Social Advocacy and Ethical Life. Currently in development, the course will be taught by a specially trained group of graduate students. It is expected that the course will satisfy two learning outcomes in the Carolina Core: Effective, Engaged, and Persuasive Communication/Speech and Values, Ethics, and Social Responsibility. The College has invested over \$100,000 in course development projects for Carolina Core overlay-eligible courses in a range of disciplines. Of particular note is the proposal to retool ENGL 102 to satisfy both Effective, Engaged, and Persuasive Communication/Writing and Information Literacy.

Partly as a consequence of the Carolina Core, the College has begun the process of reconceptualizing the general education requirements for our own majors. The College Curriculum Committee is revising the College's general education requirements for our majors to ensure alignment with the Carolina Core, to unify requirements for the Bachelor of Arts and the Bachelor of Science, and to facilitate student movement through the curriculum.

With the 2011 Retreat on Doctoral Education as a model, the College is planning a Fall 2012 retreat for our chairs, program directors, undergraduate directors, and key advisors to begin the process of rethinking our undergraduate majors in light of national norms. The Carolina Core Integrative course requirement will be a subject of broad discussion at the retreat.

### **Strength v. 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 the College continues to 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. This conversation continues with regular meetings of the College's Directors of Graduate Studies to discuss best practices and strategies for graduate education.

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. This system has enabled the College to increase total graduate student support by 28% since FY 2006.

We have increased the number of College-supported graduate stipends from 499 in FY 2006 to 757 in FY 2011; in FY 2011, the College dedicated \$13.7 M to graduate stipends in this category. In the same period, graduate stipends provided by grant funds increased from support of 140 graduate students to support of 193; for FY 2011, a total of \$7.4 M was committed to support to graduate students in this category. Despite severe budget cuts in FY 2010, we sustained the FY 2009 level of support for our graduate students, and in FY 2011 and FY 2012, we have fully funded tuition for graduate students awarded full-time, College-supported assistantships. In November 2011, the College, in

partnership with the Office of the Provost, announced an increase to graduate student stipends, effective Spring 2012. All full-time, A-funded graduate assistantships have been increased by \$1,000 annually.

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 have launched three new graduate degree programs, the PhD in Anthropology, the PhD in Criminology and Criminal Justice, and the PhD in Spanish. 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. The first cohort in the doctoral program in Spanish was admitted for Fall 2011. We have also developed a new applied and computational mathematics concentration in the PhD in Mathematics. The new concentration in Quantitative Methods in Psychology for all three Psychology doctoral programs is nearing the end of the approval process, as are new concentrations for the PhD in History (History of Science, Technology, and Environment and Latin American History.)

Fourth, the College has invested significant funds to decrease average time to degree and increase the number of PhDs produced. In Spring 2011, the College established the College of Arts and Sciences Dean's Doctoral Dissertation Fellowship and Dean's MFA Fellowship program. Eleven doctoral dissertation and two MFA fellowships were awarded for 2011-2012. The College is continuing the fellowship program in 2012-2013. In November 2011, the College, in partnership with the Office of the Provost, announced the creation of the Presidential Teaching Fellowships in Social Advocacy and Ethical Life. These prestigious fellowships will support doctoral students in the humanities as they teach a specific undergraduate course in the Carolina Core. Through the Directors of Graduate Studies group, the College continues an aggressive campaign of nomination for Presidential Fellowships awarded through the Graduate School.

#### **Strength vi. 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.

#### **Strength vii. 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.

Last year, the College sought, in formal ways, to recognize and support the essential role of staff in fulfilling the College's mission. Among other actions, the College 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. In Fall 2011, a Social Media Coordinator was added to the College staff.

These efforts have borne fruit. Since 2005, the College has garnered \$52 M in private support for our programs, faculty, and student scholarships. As the largest College in the University, we are well-positioned to attract substantial gifts from alumni and friends in support of the Carolina's Promise capital campaign. A major event is planned for March 30, 2012 for members of all College external boards. The event will celebrate the College's achievements and continuing interests in aerospace sciences, the arts, community health, energy and the environment, global engagement, leadership, and the rule of law.

### **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 recent fiscal crisis confirmed that we are able not only to manage our limited resources well, but to 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.

### **Challenge i. Compensation**

The first challenge is maintaining appropriate faculty, graduate student, and staff compensation. Over the past seven years, the College has made systematic efforts in regard to increasing compensation. Continuing these efforts to keep our large and productive faculty, staff, and graduate students paid at competitive levels will demand increased attention at the College and University levels.

### **Challenge ii. 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.

The availability of research space directly affects faculty hiring, especially in the sciences. Demands for undergraduate laboratory space will soon outstrip our ability to offer sufficient course work for undergraduate students **across all colleges at the University.**

### **Challenge iii. 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 of 2008, 2009, and 2010 slowed our ability to hire new faculty at a rate that would ensure the well-being of the College and the University for the next generation. As the fiscal climate has begun to improve in 2011 and 2012, the College has leveraged the resources of the Provost's Faculty Replenishment Hiring Initiative, grant funds, and SmartState Chairs, as well as our own funds to return to a robust rate of hiring. The 59 searches currently in progress in 2011-2012 will make much needed progress toward the University's and our own goal of increasing the size of the faculty.

To sustain and nurture the core of excellence that that we have built over the past seven years, the College must continue to recruit and hire significant

numbers of faculty for the foreseeable future. We must serve increasing numbers of students at both the undergraduate and graduate levels. We must respond to new and emerging areas within our disciplines and foster interdisciplinary research and teaching. We must advance all of our doctoral programs, especially those that show the greatest promise. If we do not continue to hire, 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.

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 as the Faculty Replenishment Hiring Initiative; the 27 positions we were awarded in the 2010-2011 cycle will help significantly. But it should be noted that the 16 cluster and 34 single hire proposals, totaling 86 positions, submitted for the 2011-2012 FRHI cycle are evidence of the need for a continuing hiring campaign.

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 even more attention to generating more grant funding, increasing our aggressive efforts with both public and private foundations.

### **Part E. College of Arts and Sciences Goals**

With 460 tenured and tenure-track faculty, nearly 100 instructors and research faculty, more than 1200 graduate students, 8300 undergraduate majors, and the nearly 13,000 undergraduates across the University that we serve, 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. Our vision and mission statements express this commitment.

**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.

The College of Arts and Sciences has committed to six goals that support our vision and mission.

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

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

**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.

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

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

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

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.

### **Advance Carolina Goals**

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 four main areas where our expertise is crucial for the state of South Carolina: improving K-12 education, fostering economic development, improving civic life, and improving health and well-being. Increasingly, our expertise is engaged to address issues of national and international importance. This College goal fully supports the emphases on *Service Excellence* and *Recognition and Visibility* in *Advance Carolina*.

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

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

**Provost's Goals**

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

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

<b>College of Arts and Sciences Goal</b>	<b>Advance Carolina Goal</b>	<b>Provost's Goals</b>
<b>To recognize and support the essential role of staff in fulfilling the College's mission</b>	<b>Quality of Life in the University Community</b>	<i>All</i>
<b>To encourage positive change through engagement with the broader society.</b>	<b>Service Excellence</b> <b>Recognition and Visibility</b>	<i>Engage the Community and Improve the Quality of Life for South Carolinians</i>
<b>To ensure the reputation, unity, and stability of the College.</b>	<b>Recognition and Visibility</b> <b>Quality of Life in the University Community</b>	<i>All</i>

### **Academic Dashboard Goals**

The College's goals fully support the University's broad goal to "enhance quality of academic programs." Our first three goals directly address the parameters the University has chosen to measure progress.

- The College's first goal includes measures and initiatives in support of undergraduate education. Our emphasis on providing courses and excellent instruction for all undergraduates supports the University's aim to increase total undergraduate enrollment, the freshman-sophomore retention rate, and the 6-year graduation rate. Although the average SAT score is beyond our direct control, we are committed to supporting the University's efforts to recruit the most able students through the reputation of our programs and our outreach and engagement activities.
- The College's second goal includes measures and initiatives to enhance doctoral education, facilitate student movement through doctoral programs, and support students at various stages in the program.
- The College's third goal includes measures and initiatives to increase the size of the faculty, enhance the research agenda, and support faculty throughout their careers.
- As indicated in the Challenges section of this document and throughout the Blueprint for Academic Excellence, we must consider space needs, especially teaching and laboratory space, as we pursue these goals.

College of Arts and Sciences Goal	Academic Dashboard Parameter
<p><b>To develop an educated citizenry through excellent programs for all undergraduate students in the University of South Carolina.</b></p>	<p><u>Students</u>  Total Undergraduate Enrollment  Average SAT Score  Freshman-Sophomore Retention Rate  6-year Graduation Rate</p>
<p><b>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.</b></p>	<p><u>Faculty</u>  Student-to-Faculty Ratio  Research Expenditures  National Awards</p>
<p><b>To develop the next generation of intellectual leadership through its excellent graduate programs.</b></p>	<p><u>Faculty</u>  Doctoral Degrees</p>