

Accountability Report Transmittal Form

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2007-2008

# State Accountability Report



UNIVERSITY OF  
**SOUTH CAROLINA**  
UPSTATE

## Section I: Executive Summary

### **Vision, Mission and Values**

*Approved by the S.C. Commission on Higher Education, May 30, 2006*

*Approved by USC Board of Trustees, June 29, 2006*

**Vision:** The *University of South Carolina Upstate*, having distinguished itself as “the metropolitan university of South Carolina,” anticipates earning recognition as one of the leading metropolitan universities of the nation.

**Mission :** The *University of South Carolina Upstate* aims to become one of the Southeast’s leading “metropolitan” universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University’s primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master’s degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.

Curricula and services are designed for the University’s students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University’s metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate’s economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

**Core Values:** The University’s core values not only serve as the philosophical underpinnings of the institution’s mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Upstate affirms that...

**People** come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University’s most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be

responsive, flexible, accessible and friendly in our service. We strive to be good will ambassadors for the University, and to advance its reputation and its metropolitan mission.

**Stewardship** of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

**Integrity** as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

### Major Achievements from Past Year (2007-08)

- Established public/private partnership to create the George Dean Johnson Jr., College of Business and Economics, which includes over \$14 million in private support for a new College of Business in downtown Spartanburg, plus the City's donation of the land and construction of an adjacent \$12 million parking garage.
- Signed a Collaboration Agreement with Zheyang Forestry University in China for an exchange of students (3 US students in 2007/08)
- Continued collaboration with Ternopil State Medical University in Ukraine. Recognized the importance of the partnership by awarding the chancellor of that university with an honorary doctorate.
- Selected and implemented a new student email system; new features include: 10GB mailbox - up from 50MB; 5GB Skydrive Online Storage – up from our 250MB network storage; Shareable online files; OfficeLive – online collaboration of Office documents; Messenger; Mobile Access for smartphones; Live Spaces – personal web space; Live blog Writer.
- Number of incoming first-time freshmen rose to 832 with an average SAT of 1003. In addition, USC Upstate is admitting nearly as many transfer students as new freshmen, testifying to exceptional partnerships with technical and community colleges.
- Over the past ten years, USC Upstate has achieved a 45.8% increase in the number of undergraduate students from South Carolina, the highest percent increase among the ten teaching sector institutions.
- The number of degrees awarded by USC Upstate has increased by 65% from 1996-97 to 2006-07. USC Upstate awarded a total of 922 degrees in 2006-07.
- Conducted a successful search for an Assistant Vice Chancellor for Student Success. This new position was recommended out of a task force review of first year initiatives.
- Successfully completed the first year of the Scholars Academy. 25 students representing 5 school districts were admitted for the first year; Applications for the incoming class after the first year of operation increased 95%; Academy achieved all 18 relevant performance measures established for Year 1 by Federal Govt.; Over 13,500 hits to Academy website in first few months of operation.

- Closed the inequity gap between USC Upstate faculty salaries and the average of the teaching sector by 49.7%. Will seek to close remaining gap in the next two years. 121 faculty received salary increases to address inequities by discipline and rank.
- Consolidated the processes/activities supporting student employment on campus into one office within human resources – myspartanjob.com is working with employers and students to increase student employment on campus and to improve/streamline all of the processes supporting student employment.
- Implemented a universal review date for the EPMS process for classified employees.
- The Dean of the Library coordinated the effort to bring the “The Wall That Heals” to campus for part of the celebration of USC Upstate's 40th year anniversary. "The Wall" is an outreach program of the Vietnam Veterans Memorial Fund, and since its dedication in 1996, has traveled to 250 cities and towns across the country bringing the Memorial's healing legacy to millions.
- University 101 students built a Habitat House as their service-learning project. More than 650 students worked on building a Habitat for Humanity home. They completed the main interior and exterior structure and roofing for the single-story, 1,200-square-foot home on the USC Upstate campus before it was moved to its permanent site.
- USC Upstate had four faculty Fulbright winners in each of four consecutive years
- Approvals were obtained for the construction of Palmetto House Phase II, accommodating an additional 350 students- which will give us a total of 1050 students living on campus. Phase II is scheduled to open fall 2009.
- Athletics: Completed first year in NCAA Division I and the Atlantic Sun Conference. Women's Tennis and Softball won the A-Sun regular season championships. We had 13 A-Sun All-Conference, eight All-Freshman selections, 129 A-Sun All-Academic team selections, three First Team Academic All-District selections, a women's tennis player, who graduated with a perfect 4.0 GPA, was named a First Team Academic All-American by *ESPN the Magazine/CoSIDA*.

### **Key Strategic Goals for Present and Future Years**

The institution has six goals that we are focusing on:

- Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career/professional objectives
- Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.
- Support implementation of outstanding academic programs. Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.
- Create enrollment capacity to meet the needs of the growing Upstate population.
- Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.

**Key Strategic Challenges**

<b>Key Strategic Challenges</b>	
<b>Educational</b>	<ul style="list-style-type: none"> <li>- For residents over the age of 25, Spartanburg has a very low percentage of college graduates -19% baccalaureate degrees compared to 23% statewide and 27% nationwide</li> <li>- High utilization of academic space- makes course scheduling and sequencing difficult.</li> <li>- Develop plan for funding faculty research/scholarship activity while maintaining desired student credit hours</li> <li>- Implement the plan to relocate the Johnson College of Business to a new facility in downtown Spartanburg.</li> </ul>
<b>Operational</b>	<ul style="list-style-type: none"> <li>- Lack of user-friendly, integrated data systems</li> <li>- Fully implement the consolidated one-stop-shop enrollment management program in the HEC</li> <li>- Implement the Wellness program to achieve campus goals for the program</li> <li>- Increase student retention with the consolidation of all Student Success functions in the Library Building and with major changes in organizational structure.</li> <li>- Integrate the strategic plan for USC Upstate with the overall USC plan.</li> <li>- Continue to expand housing facilities with the development of the Magnolia House opening next fall</li> </ul>
<b>Human Resource</b>	<ul style="list-style-type: none"> <li>- Lack of funding from the state results in less competitive salaries</li> <li>- Maintain staffing levels in various departments commensurate with the growth of campus programs</li> <li>- Current reliance on adjunct faculty due to a lack of slots needs to be addressed</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>- Funding for master plan development including the Library Building and the renovation of several major buildings</li> <li>- Funding for scholarships to address accessibility problems related to cost of attendance.</li> <li>- Increase state and other financial support to achieve a better distribution of funding among the primary sources and reduce the pressure for increasing tuition and fees.</li> <li>- Align private giving with institutional needs and achieve funding benchmarks.</li> </ul>
<b>Community Related</b>	<ul style="list-style-type: none"> <li>- Increase community collaborations and partnerships with service learning, research support, and contract work</li> <li>- Increase community awareness (in both Spartanburg and Greenville) through activities, conferences, and initiatives that build partnerships and reach out to the community</li> <li>- Work with the Spartanburg Chamber of Commerce, County Foundation, and others to impress upon residents the necessity of education beyond high school</li> </ul>

**How the Accountability Report is used to Improve Organizational Performance.**

The accountability report is used as a resource to aid in effectively managing the University. It allows senior management to step back from their individual disciplines and responsibilities and view the institution as a whole. It also provides a framework for the analysis of our current goals, objectives, and tactics that we have prioritized for the upcoming year and to make modifications as needed.

**Section II: Organizational Profile**

In 1967, the university was founded in response to efforts undertaken by G.B. Hodge, M.D., together with fellow members of the Spartanburg County Commission on Higher Education, and a remarkably strong founding faculty, primarily to avert a serious health care labor shortage crisis when Spartanburg General Hospital announced plans to eliminate its diploma program for registered nurses. A citizen's committee investigated the situation and ultimately requested that Spartanburg be included in the University of South Carolina system. The Spartanburg Regional Campus, as it was first known, opened its doors in the fall of 1967 to 177 students on the first floor of the Spartanburg General Hospital nursing residence.

Enrollment continued to increase, which resulted in the school becoming a four-year university in 1975 and being renamed the University of South Carolina Spartanburg (USCS). During the next 20 years, the campus began to take physical shape with the construction of additional academic buildings, enrollment continued to grow and degree offerings were expanded.

In 1994, Dr. John C. Stockwell was named Chancellor of the University. He adopted a metropolitan mission for the institution and implemented a 10-year strategic master plan for the campus. The



University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change. On June 30, 2004, with USC Board of Trustees approval, USCS changed its name to the University of South Carolina Upstate. Today the University boasts a highly diverse student enrollment of more than 4,800.

**Main Educational Programs and Services and the Primary Method of Delivery**

USC Upstate has a wide variety of educational programs, primarily undergraduate. All undergraduate educational programs have classroom instruction as the primary method of delivery; however, several programs offer distance education via the internet and two-way interactive video conferencing.

**Academic Programs**

**Undergraduate Majors :** Biology, Business Administration, Chemistry, Communication, Computer Information Systems, Computer Science, Criminal Justice, Early Childhood Education, Elementary Education, Special Education/Learning Disabilities, Physical Education, Secondary Education, English, Art Studio, History, Interdisciplinary Studies, Mathematics, Middle Grades Education, Non-Profit Administration, Nursing, Political Science, Experimental Psychology, Sociology, Spanish, Information Management and Systems, Engineering Technology Management, Art Education

**Graduate:** Early Childhood Education, Elementary Education, Special Education: Visual Impairment

**Expectations and Key Requirements**

Requirements & Expectations					
Students	FTF	TS	NTS	DES	GS
Competitive Affordable Tuition	X	X	X	X	X
High Quality Faculty	X	X	X	X	X
Quality Academic Programs	X	X	X	X	X
Comprehensive Academic Support Services	X	X			
Course Availability (scheduling)	X	X	X	X	X
Financial Aid/Scholarship Assistance	X	X	X	X	
Updated Facilities and Technology	X	X	X		
Co-curricular Activities and Involvement	X	X			
Placements for Graduates	X	X	X	X	
<b>Alumni</b>	<ul style="list-style-type: none"> <li>Enhanced institutional stature to add value to their degree</li> <li>Networking opportunities</li> </ul>				
<b>Employers</b>	<ul style="list-style-type: none"> <li>Access to well-prepared employees</li> </ul>				
<b>Faculty/Staff</b>	<ul style="list-style-type: none"> <li>Competitive compensation</li> <li>Opportunities for professional growth and development</li> </ul>				
<b>Parents</b>	<ul style="list-style-type: none"> <li>Safe environment</li> <li>Quality academic programs</li> <li>Comprehensive Academic Support Services</li> <li>Affordable quality education</li> </ul>				
<b>State</b>	<ul style="list-style-type: none"> <li>Quality education for S.C. Students</li> <li>Compliance with standards</li> </ul>				
<b>Accrediting Agencies</b>	<ul style="list-style-type: none"> <li>Compliance with standards</li> </ul>				
FTF- First Time Freshmen, TS – Transfer Students, NTS- Non-Traditional Students, DES – Distance Ed. Students, GS- Graduate Students					

**Operating Locations**

USC Upstate’s main campus and administrative operations are in Spartanburg. Upper division courses in a variety of majors are offered in Greenville through the University Center; upper division education courses are offered in Sumter via two-way conferencing; and upper division nursing courses (RN-BSN) are offered in a variety of locations via ETV and on-line offerings.

**Number of Employees by Category**

<b>Employees by Assigned Position - IPEDS 2007</b>		
<b>Primary Function</b>	<b>Full Time Employees</b>	<b>Part Time Employees</b>
Primarily instruction	206	157
Instruction/research/public service	0	0
Primarily research	0	0
Primarily public service	0	0
Executive/administrative/ managerial	43	11
Other professionals (support/service)	111	60
Technical and paraprofessionals	61	28
Clerical and secretarial	22	22
Skilled crafts	13	3
Service maintenance	41	16
Total	497	297

Dining services is outsourced and has been on contract for several years. Landscape services were partially outsourced for several years but were brought back in-house in 2007-08.

**Regulatory Environment**

The administrative policies and procedures of USC Upstate are governed by the administrative policies and procedures of the University of South Carolina. The academic policies and procedures within the USC Upstate Faculty Manual have been developed and approved by the faculty of USC Upstate and also approved by the USC Board of Trustees. USC Upstate is also governed by the South Carolina Commission on Higher Education whose purpose is to serve as the state’s coordinating board for public higher education by acting as an advocate for higher education and as an oversight entity for the State. SACS, Southern Association of Colleges and Schools, is the regional accrediting body for USC Upstate. Additionally, several academic programs have earned program accreditations, including the National Council for the Accreditation of Teacher Education (NCATE), The Association to Advance Collegiate Schools of Business (AACSB), Computer Science is accredited by the Accreditation Board for Engineering and Technology (ABET) and Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

USC Upstate is committed to complying with all state and federal regulations to include, but not limited to: FERPA, FMLA, OSHA, DHEC, EPA, Clary Act, ADA, Civil Rights Acts, and other employment acts.

**Governance System**

USC Upstate is led by Chancellor John C. Stockwell. Chancellor Stockwell is charged by the USC Board of Trustees with achieving the mission and vision approved by the Board. The Chancellor is also charged with running the day-to-day operations of the University in compliance with all state, federal, and accrediting agency guidelines. The Chancellor’s Cabinet consists of nine of the Chancellor’s direct reports who are responsible and directly accountable for various administrative and academic enterprises on campus. The Executive Vice Chancellor for Academic Affairs has appointed a dean to lead the college, each professional school and the library.

USC Upstate is also advised by the Spartanburg County Commission for Higher Education. The Commission holds in trust the land on which the University sits on behalf of Spartanburg County. The Commission has legal responsibility for use of the property, land acquisition and condemnation. The Commission is also responsible for recommending the choice of the Chancellor. The Commission is composed of fifteen members appointed by the Governor on the recommendation of the resident members of the Spartanburg County Legislative Delegation for terms of four years each.

**Key Suppliers and Partners**

USC Upstate has a broad list of key suppliers and partners. Many of them play significant roles in assisting USC Upstate in the achievement of the mission, vision, values, and strategic plan.

Key Suppliers/Partners	Role
High Schools	Supplies quality students as entering freshmen
Two-Year Institutions	Supplies USC Upstate with qualified transfer students
USC Columbia	Provides central coordination of many administrative functions and serves as a source of strategic support
Alumni	Source of student referrals. Financial and institutional support and advice.
Employers	Source of jobs for graduates and assist in identifying changing needs in community
Community Partners	Source of advisory, financial and institutional support.

**Key Competitors**

Since approximately 94% of USC Upstate students are from within South Carolina; our competitors are primarily other S.C. institutions. USC Columbia, Clemson, Winthrop, The College of Charleston, Spartanburg Community College and Greenville Technical College are the top competitors for incoming freshmen. Articulation agreements are in place for the two year institutions to make it easier for students to transfer to USC Upstate even if they begin their undergraduate education at another institution. Wofford and Converse Colleges are the primary competitors for local private funding and all other public agencies within the state are competitors for state funding.

**Principal Factors in Determining Competitive Success (KEY CHANGES TAKING PLACE THAT SIGNIFICANTLY IMPACT COMPETITIVE SITUATION)**

There are three primary areas for consideration in determining USC Upstate’s principal factors for competitive success; they include competition for faculty, students and funding.

Funding: Competition for state funding, both capital and operating funds, comes from all state agencies, including the other S.C. higher education institutions. Currently there is no defined level of support from the state for higher education nor is there a defined methodology for determining how monies allocated to higher education will be allocated between institutions for capital projects or operating allocations. As a result, funding requests are developed annually and each institution spends time networking with the legislature to lobby for their respective interest. Figure 7.3.2 demonstrates that USC Upstate students are funded at a significantly lower rate than South Carolina students at the other teaching institutions and as enrollment continues to grow; since funding is static it will be more adversely impacted. Lower levels of funding also affect our ability to attract and retain faculty.

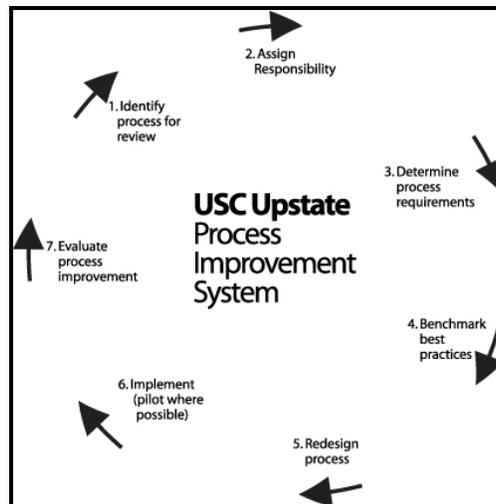
**Faculty:** Competition for faculty is a key consideration in the continued growth and evolution of USC Upstate. To continue making progress in recruiting quality faculty, it is imperative for USC Upstate to remain competitive in the areas that faculty rank high as determinants in position considerations: competitive salaries, quality and quantity of space/facilities and lab space allocations for particular disciplines, technology infrastructure, participation in decision-making, campus culture and image, and opportunities for research and professional growth.

**Students:** Competition for students comes from other universities, public and private, and two-year institutions within South Carolina. Business and industry also compete for students as many students graduating from high school choose to work rather than continue their education. Approximately 94% of USC Upstate students are residents of South Carolina.

**Performance Improvement Systems**

The diagram below demonstrates the continuous improvement process used across the institution to evaluate, redesign and implement process improvements. During the redesign process, all stakeholders are consulted to determine process requirements. Also, key process measures are decided upon to allow for process evaluation upon implementation. Each year, several processes are designated for review during the annual planning cycle.

It should also be noted that many of the administrative processes that are critical to the overall operation of the University are only partially executed by USC Upstate employees. In situations where process workflow is divided between the campuses, process redesign is more cumbersome and requires involvement of multiple stakeholders (all USC campuses) to define process requirements. Additionally, archaic student information, finance and human resource systems that are housed centrally at USC limit the types and amounts of system enhancements that can be made to streamline administrative processes.





## Expenditures Chart

## Upstate Accountability Report Appropriations/Expenditures Chart

## Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 28,070,521	\$9,710,155	\$ 30,757,504	\$11,306,227	\$33,350,888	\$11,306,227
Other Operating	\$29,463,455	\$1,000,000	\$ 34,839,926	\$1,000,000	\$35,635,062	\$ 460,391
Special Items	\$0	\$0	\$0	\$0	\$0	\$0
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$ 6,971,190	\$ 1,986,104	\$8,053,681	\$2,351,938	\$8,196,004	\$2,351,938
Non-recurring	\$ 1,877,675	\$ 1,877,675	\$ 101,374	\$ 101,374	\$0	\$0
<b>Total</b>	\$ 66,382,841	\$ 14,573,934	\$73,752,485	\$ 14,759,539	\$77,181,954	\$14,118,556

## Other Expenditures

Sources of Funds	FY 06-07 Actual	FY 07-08 Actual
Supplemental Bills	\$ 1,877,675	\$ 101,374
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

**Major Program Areas Chart**

H34-Upstate Major Program Areas								
Program Number	Major Program Area and Purpose	FY 06-07 Budget Expenditures			FY 07-08 Budget Expenditures			Key Cross References for Financial Results*
502	<b>Instruction</b>	<b>State:</b>	14,573,934		<b>State:</b>	14,759,539		7.1.1
503		<b>Federal:</b>	122,318		<b>Federal:</b>	0		7.1.2
504		<b>Other:</b>	7,039,358		<b>Other:</b>	9,065,224		7.1.3
505		<b>Total:</b>	21,735,610		<b>Total:</b>	23,824,763		7.1.4
		<b>% of Total Budget:</b>		32.74%			32.30%	
	<b>Auxiliary</b>	<b>State:</b>	0		<b>State:</b>	0		7.1.6
507		<b>Federal:</b>	0		<b>Federal:</b>	0		7.3.2
508		<b>Other:</b>	3,152,083		<b>Other:</b>	3,599,374		7.3.3
509		<b>Total:</b>	3,152,083		<b>Total:</b>	3,599,374		7.3.4
		<b>% of Total Budget:</b>		4.75%			4.88%	
496	<b>Research-</b> Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	<b>State:</b>	0		<b>State:</b>	0		7.3.3 7.3.5
		<b>Federal:</b>	86,450		<b>Federal:</b>	5,418		
		<b>Other:</b>	97,498		<b>Other:</b>	122,077		
		<b>Total:</b>	183,948		<b>Total:</b>	127,495		
		<b>% of Total Budget:</b>		0.28%			0.17%	
497	<b>Public Service-</b> Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	<b>State:</b>	0		<b>State:</b>	0		7.3.3 7.3.5
		<b>Federal:</b>	914,911		<b>Federal:</b>	1,002,399		
		<b>Other:</b>	895,306		<b>Other:</b>	853,919		
		<b>Total:</b>	1,810,217		<b>Total:</b>	1,856,318		
		<b>% of Total Budget:</b>		2.73%			2.52%	
498	<b>Academic Support-</b> Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	<b>State:</b>	0		<b>State:</b>	0		7.3.1 7.3.2 7.3.3 7.3.4 7.3.6
		<b>Federal:</b>	0		<b>Federal:</b>	0		
		<b>Other:</b>	5,107,937		<b>Other:</b>	5,549,621		
		<b>Total:</b>	5,107,937		<b>Total:</b>	5,549,621		
		<b>% of Total Budget:</b>		7.69%			7.52%	



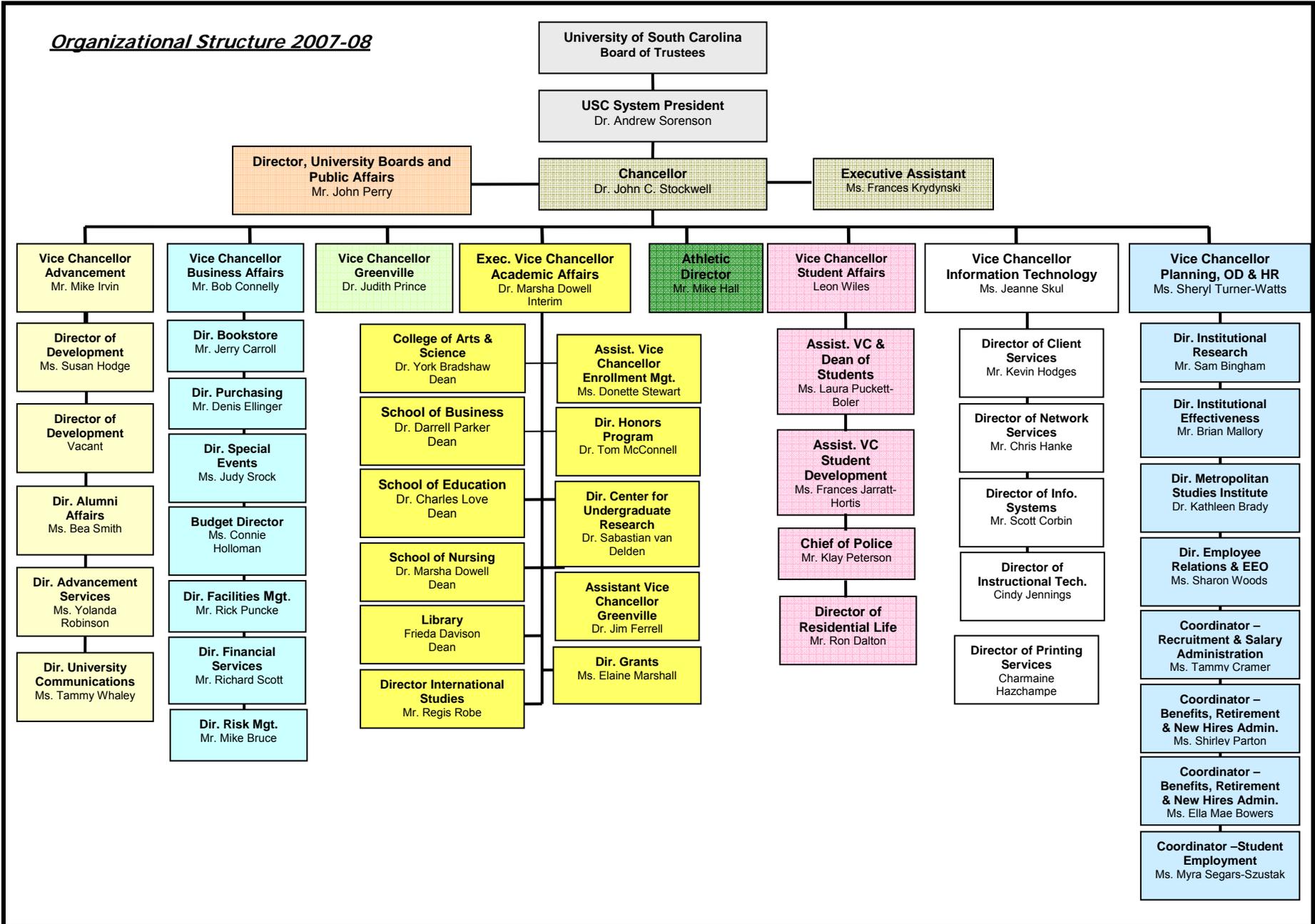
499	<b>Student Services-</b> Student focused activities to include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	<b>State:</b>	0		<b>State:</b>	0	7.3.3
		<b>Federal:</b>	533,395		<b>Federal:</b>	557,123	
		<b>Other:</b>	6,289,951		<b>Other:</b>	7,470,135	
		<b>Total:</b>	6,823,346		<b>Total:</b>	8,027,258	
		<b>% of Total Budget:</b>		10.28%			
500	<b>Operations &amp; Maintenance-</b> Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	<b>State:</b>	0		<b>State:</b>	0	7.3.3 7.3.4 7.3.6
		<b>Federal:</b>	0		<b>Federal:</b>	0	
		<b>Other:</b>	7,285,822		<b>Other:</b>	7,819,301	
		<b>Total:</b>	7,285,822		<b>Total:</b>	7,819,301	
		<b>% of Total Budget:</b>		10.98%			
501	<b>Scholarships-</b> Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	<b>State:</b>	0		<b>State:</b>	0	7.3.3
		<b>Federal:</b>	5,287,582		<b>Federal:</b>	5,887,064	
		<b>Other:</b>	9,806,345		<b>Other:</b>	11,260,008	
		<b>Total:</b>	15,093,927		<b>Total:</b>	17,147,072	
		<b>% of Total Budget:</b>		22.74%			
506	<b>Institutional Support-</b> Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	<b>State:</b>	0		<b>State:</b>	0	7.3.1 7.3.2 7.3.3
		<b>Federal:</b>	0		<b>Federal:</b>	0	
		<b>Other:</b>	5,189,950		<b>Other:</b>	5,801,283	
		<b>Total:</b>	5,189,950		<b>Total:</b>	5,801,283	
		<b>% of Total Budget:</b>		7.82%			
<b>Grand Total</b>		<b>State:</b>	<b>State:</b>	<b>14,573,934</b>		<b>14,759,539</b>	
<b>Grand Total</b>		<b>Federal:</b>	<b>Federal:</b>	<b>6,944,656</b>		<b>7,452,004</b>	
<b>Grand Total</b>		<b>Other:</b>	<b>Other:</b>	<b>44,864,250</b>		<b>51,540,942</b>	
<b>Grand Total</b>		<b>Total:</b>	<b>Total:</b>	<b>66,382,840</b>		<b>73,752,485</b>	
<b>Below: List any programs not included above and show the remainder of expenditures by source of funds.</b>							

Remainder of Expenditures:	<b>State:</b>		<b>State:</b>	
	<b>Federal:</b>		<b>Federal:</b>	
	<b>Other:</b>		<b>Other:</b>	
	<b>Total:</b>		<b>Total:</b>	
	<b>% of Total Budget:</b>			<b>% of Total Budget:</b>

\* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These references provide a chart number that is included in the section 7 of this document.



**Organizational Structure 2007-08**



**Category 1: Senior Leadership, Governance, and Social Responsibility**

1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

USC Upstate’s mission, vision, values and strategic goals create a strong foundation for establishing an environment of continuous improvement. The leadership system and organization, including the Chancellor’s Cabinet, the Executive Vice-Chancellor’s Deans’ Council, and expanded Academic Affairs Council, were designed to support cross-functional participation, communication, decision-making, and accountability in support of the achievement of the mission and goals.

Senior leaders participate in an annual retreat to review and discuss organizational performance. This discussion and analysis revolves around a data review of key performance indicators (KPIs) with the data represented by category in an environmental scan report created by the Strategic Issues Advisory Committee. This report is based on a data review, documentation of the leading issues on campus, analysis of KPI’s, roundtable discussions with a variety of constituents; additionally, the committee offers recommendations consideration and prioritization of tactics, in broad terms, for the upcoming year. Following the retreat, senior leaders work with the faculty and staff, within their respective areas to create operational tactics and plans that are later reviewed to ensure the compatibility of priorities with resource allocations – financial and human. Finally, the annual plans are summarized and shared through a variety of means with faculty, staff and external stakeholders.

Senior leaders work to support the core values by keeping the focus on students, working diligently to provide a good workplace for all employees and continually operate within budget. Figure 1.1.1 demonstrates the variety of means used to convey a variety of messages to stakeholders.

Communication	Audience	Purpose
USC Upstate web site	All Stakeholders	Update current and prospective students, community partners and alumni. A means for faculty and staff to access information.
Register	Faculty/Staff	A weekly communiqué to the campus community. Provides opportunities to educate, inform, and to share news.
E-Blast	Students	A weekly e-mail update to all students includes events, campus news, accomplishments, and opportunities for involvement.
Parent Newsletter	Parents	Created to provide information about programs and services for students.
University Review	Faculty, Staff, Alumni, Partners, Donors	A magazine published three times per year. Serves as a means to promote the university, highlight donors, motivate alumni to stay involved, features outreach and partnerships, etc.
Chancellor’s University Day Speech	Faculty/Staff	A “State of the University” address highlighting past semester/year’s accomplishments and outlining objectives for the upcoming year/semester.
Meetings with Student Government Assoc.	Students	Provides a forum between the student government association and administration to address issues and to share information.
General Faculty Meetings	Faculty	Meeting open to all faculty twice per semester. Senior leaders update on a variety of issues affecting the University.
Legislative Briefings	Legislators	An annual meeting presenting University accomplishments and legislative challenges, in hopes of garnering support and thanking legislators for support.
Faculty Senate Meetings	Faculty	Monthly meetings with faculty representatives in which senior leaders share information about the direction of the institution.

**Figure 1.1.1**

2. How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's strategic objectives, improve performance, and attain your vision?

USC Upstate leadership employs a strategy of adaptive alignment to ensure the mission, vision and strategic plans remain current and compelling. Reviewing organizational performance on the KPI's on a regular basis, and planning tactics on an annual basis allows for modifications to programs and initiatives to ensure effectiveness and best use of resources. The leadership team regularly reviews funding streams and creates various options to allow organizational progress even in economic downturns. Regular review of division/department capabilities creates a more agile organization that can easily be aligned to support continuous improvement.

3. How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

Senior leaders promote an environment that fosters and requires legal and ethical behavior through ensuring awareness of and compliance with university policies, e.g. BTRU 1.2 "Dishonest Acts and Fraud" and BTRU 1.18, "Conflict of Interest" and HR 1.02 USC Ethics Policy. A review of several compliance policies is done with the Chancellor's cabinet each year. Additionally, many departments are governed by their own code of ethics and ensure compliance within the function for those expectations. Several USC offices work to monitor a variety of compliance issues across all campuses including: internal audits, procurement reviews, procurement card expenditure audits, EEO complaint processing, etc.

4. How do senior leaders create an environment for organizational and workforce learning?

Continuous learning for faculty and staff are supported in numerous ways on campus. Free tuition for one course per semester is offered to each full time employee after six months of employment and there are training initiatives focused on institutional policies and procedures for new employees to aid in their quick assimilation to the campus. Computer training is also offered as are other digital technology use workshops. OSHA training is provided annually for employees working in departments where safety training is required including: blood borne pathogens, electrical safety, ladder safety, etc. Additional professional development is supported through workshop and seminar offerings on campus that are open to all employees and cover a variety of topics that are appropriate for supporting the priorities established on campus. Because of the degree of specificity required for most faculty and senior leadership development activities, faculty and senior administrative leaders have development funds available through department budgets and institutionally funded grants for development specific to their discipline or area of interest. These funds allow department managers, senior leaders and faculty to attend conferences where information is gathered through conference seminars, benchmarking, and networking.

5. How do the senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Each year senior leaders openly discuss and review the personnel in each division giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline is put into place to ensure cohesion of responsibilities and minimal loss of organizational memory as retirements or other changes occur within the organization. Senior leaders also work with employees during the EPMS (annual review) process to assign

objectives for the next year and identify the skills necessary to achieve those objectives. Employees are encouraged to attend workshops on campus, take classes on campus that are paid for after six months of employment, participate in campus committees and cross-train on various task to increase knowledge and experience. As employees increase their knowledge, skills and academic credentials, they are eligible to apply for other positions on campus after one year of employment in their most current position.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

USC Upstate senior leaders have created an environment that enhances empowerment, innovation, and motivation through the shared accountability and responsibility for organizational improvements. Communication with employees is handled both formally and informally to include Fall and Spring University Days in which the Chancellor speaks directly to faculty and staff about the accomplishments from the past semester/year and sets the tone and direction for much of what will be focused on in the next semester/year. Senior leaders also meet weekly and participate in a shared agenda that encourages information sharing and cross-functional discussions on a variety of topics as needed. Senior leaders are also asked to share this information with their direct reports during division and department meetings. The *Register*, created and distributed weekly by University Communications, is a consistent means of communication with all faculty and staff and is venue for supervisors to offer positive reinforcement by sharing various department/faculty/staff accomplishments with the campus.

Senior leaders are involved in faculty and staff rewards and recognition. A primary way high performance is recognized is through merit increases for employees when there are funds available. All employees are invited to participate in the nominations and selection of the Classified Employee of the Year. Each nominee, the individual that nominated them and the employee's supervisor are invited to a luncheon to be recognized for their contributions; the luncheon is hosted by the Chancellor and other senior leaders. The employee selected as the Classified Employee of the Year is recognized at the annual May Day Employee Picnic along with recognition of all employees receiving Years of Service Awards. Outstanding faculty are recognized during the graduation ceremony each May by awarding 1) the Bank of America Excellence in Teaching and Advising Awards – one faculty from Arts and Sciences and one faculty from the professional schools are selected by a representative student committee - and 2) the USC Upstate Annual Award for Scholarly and/or Creative Pursuits is given to a faculty member selected by the Teaching Excellence Committee based on review of submissions of research and/or creative endeavors.

7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

Senior leaders receive annual feedback from faculty and staff on the services, programs, etc. within their area of responsibility. This feedback includes satisfaction with performance of duties/responsibilities of each department and the service orientation of each department. Senior leaders within the academic division, including the Chancellor, Executive Vice Chancellor and the Deans, are also reviewed by the faculty within their department(s) on their leadership and supervisory responsibilities. All vice chancellors, deans and department heads receive an annual review from their

direct supervisor at the conclusion of academic year. The chancellor receives regular feedback from the President of the USC System and annually formally reviews progress of the institution.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

Performance Measures			
Students	Faculty/Staff	Financial	Stakeholders
<ul style="list-style-type: none"> <li>- Enrollment</li> <li>- Retention</li> <li>- Graduation rates</li> <li>- Scholarships</li> <li>- Diversity</li> <li>- Student/faculty ratios</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty/student ratios</li> <li>- Benchmarking administrative offices</li> <li>- Employee surveys</li> <li>- Organizational assessments</li> <li>- Pay Equity Analysis</li> <li>- Credential reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Tuition</li> <li>- State funding</li> <li>- Capital funding</li> <li>- Budgets</li> <li>- Scholarships</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction surveys</li> <li>- # of high level projects partnered with the university</li> <li>- Donor gifts</li> </ul>

Figure 1.8.1

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

In accordance with the nature of metropolitan universities, USC Upstate is highly attuned to societal responsibilities and impacts on the communities within which it operates. Senior leaders and responsible departmental leaders collaborate directly with community agencies, organizations and leaders to better gauge the impact of the various programs and services of USC Upstate. The Chancellor has recently appointed a task force to review environmental sustainability issues for campus and charged them with making recommendations for action. The newest building on campus that is opening this fall will be LEAD certified. The matrix below identifies several of the process and indicators used to track compliance.

Process	Practices	Performance Indicators
Legal & Safety	<ul style="list-style-type: none"> <li>- Workers Comp</li> <li>- Fire Audits</li> <li>- Crime</li> <li>- Hazardous Waste</li> </ul>	<ul style="list-style-type: none"> <li>- Accident rates</li> <li>- Follow ups and compliance issues</li> <li>- # of incidents on campus</li> <li>- # of incidents on campus</li> </ul>
Ethics and Equity	<ul style="list-style-type: none"> <li>- EEO</li> <li>- Diversity</li> <li>- ADA</li> </ul>	<ul style="list-style-type: none"> <li>- # of complaints</li> <li>- Percent of minorities and female employees</li> <li>- Dollars spent upgrading campus and # of complaints</li> </ul>
Accreditation	<ul style="list-style-type: none"> <li>- SACS</li> <li>- Program specific accreditation</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining certification</li> <li>- Maintaining certification</li> </ul>

Figure 1.9.1

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization’s students contribute to improving these communities.

As a member of *The Coalition of Urban and Metropolitan Universities* which has a purpose of bringing together universities that share the mission of striving for national excellence while contributing to the economic development, social health, and cultural vitality of the urban or metropolitan centers served, it is a cultural expectation that all divisions/departments on campus will strive to build partnerships within the local community based upon their function, discipline or

professional expertise. Many of the projects implemented are jointly sponsored, planned and implemented with other community and partnering organizations; examples include 1) the Dean of the Library coordinating the large effort to bring the “The Wall That Heals” to campus for part of the celebration of USC Upstate's 40th year anniversary, 2) the Scholars Academy is a joint project that was facilitated by the School of Education and the school districts in the county. The Scholars Academy allows 25 academically advanced ninth graders to take courses on the USC Upstate campus during their high school years and 3) a new project in which USC Upstate is partnering with the city of Spartanburg in the relocation of the School of Business Administration and Economics to a newly constructed facility located downtown Spartanburg. The Metropolitan Studies Institute (MSI) has been created to focus on external program assessment, e.g. grant funded projects within the community and management of a community indicators project for tracking progress on a variety of community based performance indicators. Additionally, the University opened a small downtown location this year, the Community Education and Outreach Center, which houses many outreach initiatives from the University, e.g. Community Outreach Partnership Center (COPC), ACHIEVE, (Academic Challenges Helping Individuals Expand Values and Education) , the Center for Non-Profit Administration, Women’s Center, etc.

Senior leaders work with advisory groups and community partners to establish priorities for involvement. In the upcoming academic year, we are adding a position to coordinate all activities between the university and the community to allow for better prioritization and assessment of activities.

**Category 2: Strategic Planning**

1. What is your Strategic Planning process, including key participants, and how does it address: A. Your organizations’ strengths, weaknesses, opportunities and threats B. Financial, regulatory, and other potential risks C. Shifts in technology, student and community demographics, markets, student and stakeholder preferences and competition, D. human resources capabilities and needs, E. Long-term organizational sustainability and organizational continuity in emergencies F. Your ability to execute the strategic plan?

The development of the strategic plan is a collaborative effort across the institution and involves the Chancellor, the Chancellor’s Cabinet (senior leaders), Academic Deans, Faculty Advisory Committee, Department Chairs and Directors. The institutional mission and vision were revised and approved in 2006. The goals of the institution were revised this year and will remain fairly constant for the next several years with gradual evolutions and updates based on the current institutional opportunities and challenges.

A) This past year a new task force was assigned the responsibility for collecting data and other qualitative information to be used as a situational analysis. This task force was appointed by the Executive Vice Chancellor for Academic Affairs and is made up largely of academic representatives. The task force is charged with gathering data, facilitating round table discussions, reviewing best practices and making recommendations. The task force is not a decision making group but rather delivers an annual report to be used by others as a situational analysis when decisions are being made and priorities are being established.

B) Each tactic proposed for the upcoming year undergoes a cost/benefit analysis prior to budget prioritization and the allocation of new/additional funds. Senior leaders report throughout the year on financial and regulatory information that is within their purview to ensure that all senior leaders are

aware of any issues/concerns. Additionally, any regulatory requirements that aren't included in departmental administrative plans are added to the tactics as appropriate.

C) Senior leaders are kept aware of the latest shifts in technology through the Department of Information Technology Services including, but not limited to, technology in the following areas: data warehousing, personal computing, data security and teaching in the classroom. Changes in student and community demographics are collected from numerous sources, e.g. State Department of Education, IPEDS, local Chamber of Commerce and various offices on campus. This information is analyzed at both the institution and department level and factored into long and short term action plans as appropriate.

D) Human resources capabilities and needs are discussed during an organizational review at the cabinet retreat each year. Each cabinet member reviews their current staffing levels, capacity, needs, etc. in an overall staffing discussion. It is also during these discussions that organizational realignments are contemplated based on the best supporting structure to achieve our goals.

E) One of the primary means of assuring organizational sustainability is through constant strengthening of the organizational structure. The organization is reviewed annually to ensure strategic alignment of personnel in support of the institution's mission and goals. As turnover occurs, position responsibilities are reviewed and position descriptions are updated to ensure the position is not only relevant but is structured to add the most value to the organization. The budget process is another key to long term sustainability; the budget process was created to allow for timely decisions and actions based on funding availability. Funding of projects and new initiatives is often handled in stages to allow senior leaders a better grasp of institutional finances prior to committing funds. Additionally, a campus incident mgt plan was created and implemented this past year targeting increased awareness and knowledge among faculty and staff that can help reduce risk and liability.

F) The ability of the organization to execute the strategic plan is assured through many of the same means that assure organizational sustainability. The primary variables effecting the achievement of the strategic plan are ensuring the appropriate resources are available – personnel with the appropriate skills, capital funding, and operational funding.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (section 1, question 4)

In the strategic planning cycle, environmental scans are reviewed and strategic challenges are identified. Each of these strategic challenges has been addressed through the development of strategic goals and supporting strategic objectives. The strategic objectives are developed with a focus on ensuring a consistent approach in action plans and strategies to address both long-term and short-term challenges and opportunities. Additionally, each year, senior leaders review updated SWOT's, budget constraints, and performance on key indicators prior to developing and prioritizing tactics for the upcoming year.

3. How do you evaluate and improve your strategic planning process?

USC Upstate's strategic planning process is cyclical and was established to allow for process review and critique, targeting continuous improvement of the process. Prior to beginning the annual planning cycle, feedback on the process is gathered from a broad audience to allow for immediate improvements as the cycle begins. Throughout implementation and deployment, progress is regularly reviewed within the divisions/departments to ensure progress is being made as anticipated. Any lags

or fluctuations in progress due to unanticipated events or influences or unforeseen opportunities are reported to senior leaders and plans are refined accordingly.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

During the annual planning retreat a great deal of discussion is targeted on the priorities for the upcoming year and each senior leader in the Chancellor's Cabinet is allowed to give input into the priorities of all divisions. Once priorities are agreed upon, each senior leader works within their divisions/departments to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff towards the achievement of tactics prioritized for the upcoming year.

Tracking of completion and progress on annual tactics is managed in a decentralized manner through senior leaders working with their departments to capture and report progress on annual tactics. Throughout the year, as senior leaders meet with their divisions, operational plans are reviewed and progress is reported. At the end of the academic year, the Office of Planning and Organizational Development facilitates a "wrap up" of the annual plans with the senior leaders into a consistent institutional format.

A major component of the retreat discussion is focused on resource allocation. Through priority discussions a determination is made on whether or not an agreed upon initiative requires additional resources within the division. All initiatives requiring additional resources are then prioritized and after the budgets are approved by the state, leaders are notified as to which initiatives were funded and which remain unfunded. Unfunded initiatives can remain on the tactics tracking list with a note that it was unfunded for the year but it allows for these tactics to be carried forward into the next year.

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Each senior leader works within their divisions/department(s) to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff towards the achievement of tactics prioritized for the upcoming year. A summer mini-retreat is also held for senior leaders to review all tactics from each department across campus to ensure there is alignment of resources- both human and financial. The strategic objectives and annual tactics for each department are also posted on the University website.

6. How do you measure progress on your action plans?

Tracking of completion and progress on annual tactics is managed in a decentralized manner through senior leaders working with their departments to capture and report progress on annual tactics. Written documentation of progress is captured throughout the year in a consistent tracking format used by all divisions and departments. Progress on highly prioritized institutional projects is reported on throughout the year to the Chancellor and other senior leaders, e.g. the Chancellor's Cabinet and the Dean's Council. During these mid-year updates, senior leaders learn of progress that has been made towards completion of the project and potential roadblocks or concerns. This briefing of senior leaders allows for a quick response from the cross-function teams to assist in alleviating any

roadblocks or concerns rather than waiting until the end of the year to report that a project has stalled. At the end of the academic year, the Office of Planning and Organizational Development facilitates a “wrap up” of the annual plans into a consistent institutional format that is published on University’s website.

- |  |
|--|
| 7. If the organization’s strategic plan is available to the public through the organization’s internet homepage, please provide an address for that plan on the website. |
|--|

[http://www.uscupstate.edu/about\\_upstate/planning/strategic/](http://www.uscupstate.edu/about_upstate/planning/strategic/)

<b>Strategic Planning</b>					
<b>Program Number and Title</b>	<b>Supported Organization Strategic Planning Goal/Objective</b>	<b>Related FY 06-07 Key Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>		
1	Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career/professional objectives.	<ul style="list-style-type: none"> <li>- Re-organize the student success functions, hire an assistant vice chancellor to head and coordinate the initiatives, increase support for student success.</li> <li>- Renovate second floor of library to support student success functions</li> <li>- Partner with schools to create an "early college" initiative targeting at risk students.</li> <li>- Increase operational funding for academic affairs and the library; increase staffing in the library.</li> </ul>	<ul style="list-style-type: none"> <li>7.1.1</li> <li>7.1.2</li> <li>7.1.4</li> <li>7.1.5</li> <li>7.1.6</li> <li>7.1.7</li> <li>7.2.1</li> <li>7.2.4</li> <li>7.2.5</li> <li>7.5.3</li> </ul>		
2	Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.	<ul style="list-style-type: none"> <li>- Increase number of students working on campus</li> <li>- Open the health/fitness center. Hire a director and other personnel to operate the center. Develop programming focused on students and faculty/staff.</li> <li>- Lease additional space at UCG to create/operate a USC Upstate bookstore.</li> <li>- Increase coverage/services offered in Health Services</li> </ul>	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>7.1.4</li> <li>7.1.5</li> <li>7.2.1</li> <li>7.2.2</li> <li>7.2.3</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>7.2.4</li> <li>7.4.1</li> <li>7.4.2</li> <li>7.4.7</li> <li>7.5.3</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>7.1.4</li> <li>7.1.5</li> <li>7.2.1</li> <li>7.2.2</li> <li>7.2.3</li> </ul>	<ul style="list-style-type: none"> <li>7.2.4</li> <li>7.4.1</li> <li>7.4.2</li> <li>7.4.7</li> <li>7.5.3</li> </ul>
<ul style="list-style-type: none"> <li>7.1.4</li> <li>7.1.5</li> <li>7.2.1</li> <li>7.2.2</li> <li>7.2.3</li> </ul>	<ul style="list-style-type: none"> <li>7.2.4</li> <li>7.4.1</li> <li>7.4.2</li> <li>7.4.7</li> <li>7.5.3</li> </ul>				
3	Support implementation of outstanding academic programs.	<ul style="list-style-type: none"> <li>- Hire full-time faculty based on program growth and to convert some part-time positions to full-time.</li> <li>- Plan and implement new academic programs: Master's in Healthcare Information, BS in Health Sciences, BA in Theatre Arts, and BA in Liberal Studies.</li> <li>- Implement program assessment reporting cycle; reports due Oct 1.</li> <li>- Appoint SACS leadership team and begin creating documentation for re-accreditation process.</li> <li>- Transition CURS to SARS and implement the faculty release time and student assistantship grants to support student/faculty research.</li> <li>- Expand Masters in Visual Impairment program</li> <li>- Search and hire an Executive VC for Academic Affairs.</li> </ul>	3.1.1		
4	Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.	<ul style="list-style-type: none"> <li>- Provide additional space at UCG for faculty offices.</li> <li>- Coordinate the data management portion of the Spartanburg Community Indictors project.</li> <li>- Hire part-time professional photographer</li> <li>- MSI: Update and publish the study on the economic impact of the institution on Spartanburg County.</li> <li>- Complete the development of the lower quad and Rotary Peace Park projects as called for in the Campus Master Plan.</li> <li>- Re-organization of the Advancement Office to include University Communications targeting greater coordination of marketing, public relations advancement efforts, and campus activities.</li> </ul>	<ul style="list-style-type: none"> <li>7.1.3</li> <li>7.1.4</li> <li>7.2.2</li> <li>7.3.3</li> <li>7.3.5</li> </ul>		

## Strategic Planning Continued

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*	
5	Create enrollment capacity to meet the needs of the growing Upstate population.	<ul style="list-style-type: none"> <li>- Break ground on Palmetto House II (350 additional beds and renovate the Palmetto Villas). Re-structure debt from Palmetto House I &amp; Palmetto Villas</li> <li>- Open the Health Education Complex academic wing by fall; equip and open cafe' and one-stop-shop student enrollment services area.</li> <li>- Organize and train staff to implement the new one-stop-shop concept for enrollment management in the Health Education Complex.</li> <li>- Equip and open new bookstore in the Health Education Complex. Move old equipment to Greenville to open a USC Upstate bookstore at UCG.</li> <li>- Create additional parking lots to accommodate students attending classes in the Health Education Complex.</li> <li>- Implement the development of the George Dean Johnson, Jr. College of Business and Economics in downtown Spartanburg</li> <li>- Continue implementation of the Scholars Academy – 2<sup>nd</sup> year cohort selected and enrolled.</li> </ul>	7.2.2 7.2.3 7.3.2 7.3.4 7.3.6 7.5.3	
6	Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.	<ul style="list-style-type: none"> <li>- Implement 1% pay increase if approved by state (no additional funds for faculty equity issues this fiscal year)</li> <li>- Coordinate all department moves across campus based on department space re-organization plans due to opening the Health Education Complex.</li> <li>- Continue implementation of the campus incident management plan.</li> <li>- Continued support of athletics for transition to Division I</li> <li>- Implement laptop initiative for education students at UCG.</li> <li>- Roll out Microsoft Office 2007 to campus.</li> <li>- Implement electronic Incident Notification System.</li> <li>- Additional smart classrooms, laptops for education students in Greenville, increase server capacity</li> <li>- Hire an additional development director</li> <li>- Continue development of the campus master plan.</li> </ul>	7.2.1 7.2.4 7.2.5 7.3.2 7.3.3 7.3.4 7.3.6	7.4.1 7.4.2 7.4.3 7.4.4 7.4.5 7.5.3 7.5.4
* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document				

### Category 3: Student, Stakeholder and Market Focus

1 How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

The USC Upstate mission statement defines the “citizens of the Upstate of South Carolina” as the focus of the programs and services delivered by the institution. And that it is the intention of the University to offer a broad range of major curricula in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. The academic deans and academic administrators work with Enrollment Services and the many two year schools and high schools in the Upstate area to gain a better understanding of student’s educational interest. The deans and other academic administrators also network with local businesses and professional organizations, e.g. the Chamber of Commerce, and survey businesses and alumni in the Upstate to gain a better understanding of the employment needs/demands and the need for continuing education, i.e. professional certifications or graduate degrees. As needs are identified and ideas for new programs are being reviewed, the department proposing a new program is charged with reviewing the current offerings from other institutions in the Upstate to avoid program duplication, projecting student

enrollment based on similar programs around the state, projecting faculty needs, cost and other program expenditures. All program proposals must also be approved by USC, S.C. Commission on Higher Education and SACS when appropriate.

Recent Program Changes	Basis for Decision
Closing of ADN (2 year nursing program)	Mission, resources. These programs are being handled by the two-year institutions.
Addition of Bachelor's in Art Education	To fill a critical need for the state. Many art educators will retire over the next 5 years and there are not a sufficient number of art education programs to fill the void.
Closing of French Major	Low enrollments and graduates
Addition of Bachelor's of Science in Engineering Technology Management	Upstate businesses strongly encouraged USC Upstate to initiate this program. No four-year colleges or universities in the state currently offer an ETM program. Thus, in collaboration with five technical colleges, USC Upstate started this program so businesses would have college-educated supervisors in the field of engineering technology management.
<b>Figure 3.1.1</b>	

2 How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

A variety of listening and learning strategies have been adopted by the senior leadership team and individual divisions/departments to maintain a consistent awareness of the needs and expectations.

Stakeholders – Methods for Listening and Learning	
Prospective Students & Parents	Fabulous Fridays (parents and prospective students visit campus)
New Students & Parents	New student orientation, Transfer student orientation, Advising Center/Faculty Advisors, EBI Student Satisfaction Survey, Placement Test, Parent Newsletter, Parent website
Current Students	Student Government Association meeting with Senior Leaders, Advising Center/Faculty Advisors, Center for Student Success, Classroom Presentations – Student Surveys (Pre- & Post), Exit Surveys, General Education Assessments, Residential Housing Surveys
Employees	Annual employee surveys of all administrative areas, Annual faculty feedback for academic leaders, Conversations with the Executive Vice Chancellor
Alumni & Donors	Alumni Surveys, University Review Magazine, Web page, Alumni Board, E-mail correspondence, Events, Telephone calls, Letters, Stewardship events
Employers	Career Center Advisory Team (internal & external employers), Recruitment Events- Employer Surveys, Employer Job Postings – Follow-up Survey, Career Center Webpage (Employers & Students)
Community Partners	University Review Magazine, One-on-one meetings with senior leaders, Chancellor's community organization speaking engagements, participation in on-campus advisory boards.
USC System & Board of Trustees	USC System Meetings, USC Board of Trustees Meetings
<b>Figure 3.2.1</b>	

3. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Much of the data and information collected and analyzed is collected in a decentralized manner through the various departments on campus or facilitated through the Office of Planning and Organization Development in support of department initiatives. Senior leaders work with their division/departments to ensure the assessment methods used to gather feedback on particular services

and programs are valid and reliable and are continually updated. All assessment data are analyzed to ensure programs and services are meeting the expectations of the stakeholders and complying with established standards. The continuous improvement cycle is followed to ensure that improvements and enhancements are made based on the feedback received.

USC Upstate also participates in a number of national studies that provide a mechanism for comparative program analysis and trend analysis. The EBI graduate exit surveys for nursing, business and education are examples of an assessment surveys administered to all students nearing graduation. The results will be compiled and reported from EBI in an electronic format with comparable data for other participating institutions.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

USC Upstate uses a variety of methods to gather information on student and stakeholder satisfaction and dissatisfaction. Depending upon the type of data gathered, information is disaggregated or segmented, as appropriate, to determine variances by particular variables, e.g. student gender or faculty rank. Data is also used to inform decision-making as action plans are developed to address any issues.

Instrument	Stakeholders	Frequency
Educational Benchmark Exit Survey	Seniors - Business, Nursing, Education	Annually. Will begin every three years after 3 <sup>rd</sup> year.
ACUHO-I/EBI Resident Study	Housing	Annually. Will begin every three years after 2008.
First Year Student Experience Survey	All first year students	Annually
Student Opinion Polls	Current Students	End of every course
First Year Initiative Survey	Students in Univ. 101	Annually
Graduate Surveys	Graduates from the last academic year	Annually
Alumni Surveys	Graduates	Every other spring, 2 – 4 years after graduation.
Departmental Surveys – Student Life, Disability Services, Admissions, etc.	Current Students	Ongoing
Departmental Surveys – Counseling Services, Disability Services, etc.	All Faculty and Staff	Annually
Major Surveys – Engineering Technology Management, English, Nonprofit, etc...	Current Students taking courses in each area	Annually
NSSE – National Survey of Student Engagement	Current Freshmen and Seniors	Every three years
FSSE – Faculty Survey of Student Engagement	All faculty	Every three years
Senior Surveys	School of Education Seniors	End of fall and spring semesters
Faculty Survey of Administrators	All Faculty	Annually
Employee Satisfaction Survey	All Faculty and Staff	Annually
Employer Surveys (Education)	Employers of School of Education Graduates	Every other year
Administrative Area Surveys	All Faculty and Staff	Annually

**Figure 3.4.1**

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Building positive relationships with students and stakeholders begins at the pre-enrollment stage. Enrollment Services markets the University and its programs and services while trying to engage potential students, parents, and guidance counselors with our campus community. Through recruitment efforts such as Fab Fridays, Juniors Scholars, Summer Scholars, Open Houses, guidance counselor luncheons, etc., Enrollment Services is able to communicate effectively and connect with interested parties. Once a student has decided to attend USC Upstate, the student and parents receive further information with regard to joining the campus community (i.e. orientation registration, housing application, meal plan information, financial aid award letter, student employment opportunities, special mailings about campus programs and initiatives, etc.). At summer orientations, students and parents alike are introduced to the campus culture, policies and procedures, faculty members, important campus resources, etc. Students are immersed in student culture through the peer educators that serve as orientation leaders, as well as, being introduced to the academic culture via faculty welcomes, course advisement and registration, and a series of breakout sessions connecting students to various important campus resources and personnel. Parents are also deemed important and participate in their own orientation sessions where they hear from academic deans and important campus resource personnel, and are able to access different offices/services on campus in one location via the Information Fair. These early connections built with students and parents establishes an important precedent for ensuring continued communication that contributes to student retention, student learning, and satisfaction with the University in general.

Once the student enrolls and arrives on campus, various other programs, initiatives, and services assist in helping students form intentional connections with other students, faculty, and staff. Student Affairs and Athletics provide programs, student activities, and support systems to help students connect to each other and to provide means of social integration into the campus culture. In academics, first year students are exposed to several different options that provide intentional integration (i.e. University 101, learning communities, comfort communities, "Preface" common reading and writing experience for freshmen, residential life academic programming, etc. Enhanced student performance is generally a by-product of these special programs and initiatives, as measured by increased student success in the classroom as well as with increased retention figures. There are additional academic support initiatives that also focus on improving classroom student performance (i.e. supplemental instruction, tutorial services, Early Intervention Program, increased smart/enhanced classrooms to improve classroom learning through technology, disability services, opportunity network (federally funded TRIO Student Support Services program), etc.

Many of these campus initiatives attempt to reach distinct student groups, but certainly they are not mutually exclusive. Much emphasis is placed on freshmen because their first year successes contribute significantly to their retention and graduation rates. Within the freshman cohort exists other individual groups such as on-campus students, university 101 students, students in learning communities, opportunity network students, supplemental instruction participants, etc. These groups are intertwined to provide a broad based approach to reaching students in multiple venues and developmental stages. Transfer students are another group of stakeholders that need specific attention and the university is beginning to explore ways to reach these students to ensure their success (i.e. University Center of Greenville, 2+2 agreements with technical schools, interdisciplinary studies program, etc.) Parents also play a key role in their student's success and Enrollment Services and other key offices such as the

Center for Student Success and Student Affairs contribute to building those positive relationships – before students arrive on campus until they graduate and beyond. Other key stakeholders may refer to alumni, community members involved in university programs, initiatives, and advisory boards, community youth and senior citizens that may benefit from service learning initiatives and other programs that support our metropolitan mission.

**Category 4: Measurement, Analysis, and Review of Organizational Performance**

1 How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

USC Upstate’s mission, values, and strategic plans serve as the platform for the development of institutional key performance indicators (KPIs) to track daily operations and organizational performance. In selecting KPIs, particular attention is paid to the alignment and integration of data into a performance management system that aids leaders and stakeholders in monitoring institutional progress. Consideration is also given to the availability of comparable data from other institutions to allow for benchmarking and the ability to collect and analyze longitudinal data to determine cause and affect relationships.

Indicators of student learning are determined primarily by the faculty of the institution as required by our regional accrediting agency, SACS. Faculty committees determine the stated student learning outcome objectives, means of assessment and criterion for successful achievement. The data collected on the student learning outcomes is used to make changes in pedagogy, curriculum, and academic support services.

2 How do you select, collect, align, and integrate data/information analysis to provide effective support for decision making and innovation throughout your organization?

Performance data are regularly used in decision making throughout the institution, including, but not limited to, admission, enrollment, student achievement, student satisfaction, and retention and graduation data, budget projections, space projections, budget analysis, personnel data, health, risk and OSHA data, etc. Many of these data sets are compiled either on a consistent cycle and reported broadly across the institution or compiled by the Strategic Issues Advisory Committee and used as the basis of their annual recommendations for strategic planning.

Selection, collection, alignment of data at the institutional level is facilitated through the chancellor’s cabinet and the Strategic Issues Advisory Committee. Both groups collect and analyze a variety of data for use in decision making and planning. The data collected and the subsequent actions based on analysis are shared across the institution through division/department meetings.

3 How do you keep your measures current with educational service needs and directions?

USC Upstate’s key measures are broad in scope and are designed to give an overview of progress and achievement in several areas of institutional performance to various stakeholders. The key measures are intended to create a balanced focus on students, faculty/staff and other stakeholders and also to inform responsible individuals and departments of relevant issues and performance discrepancies. The key measures are kept current through the selection of comparative data based on the most appropriate data available.

Key Measures	Data/Indicators Reviewed
Student Quality	Incoming freshmen GPA and SAT, Transfer student GPA, Enrollment, Scholarship Funding
Student Success	Freshmen to sophomore retention, six-year graduation rates, professional exam pass rates, major field test scores, tutorial services participants, academic performance data, FYI Survey (First Year Initiative )for University 101 students, first year student surveys, use of Early Intervention Program and success of students contacted, success of students participating in University 101, learning communities and supplemental Instruction, professional exam pass rates
Student Satisfaction	Residential Life Survey, NSSE and EBI surveys on a rotating basis, FYI Survey targeting experiences of UNV 101 students, Alumni Surveys, First Year Surveys (freshmen and transfers)
Finance	Tuition, State Appropriations, Enrollment, Greenville Credit Hour Production Scholarship Funding, Grants, CIB Funding
Faculty/Staff	Terminal Degrees, Competitive Salary, Satisfaction, Student/Faculty Ratio, Full-Time vs. Part-Time Faculty Ratio
Operational Efficiency/ Effectiveness	Student/Faculty Ratio, Degrees Awarded, State Appropriations/Student FTE Space Utilization, Master Plan Development, Student Credit Hours per Faculty
Educational Compliance	Accreditations
<b>Figure 4.3.1</b>	

**4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?**

USC Upstate has established a group of peer institutions for data comparisons on key measurements, in addition to regular comparisons to all South Carolina teaching institutions. The comparative data gathered and used from these selected institutions will be both quantitative and qualitative to allow benchmarking of best practices when performance variances are noted in addition to tracking of progress on key indicators.

National and regional data are used in comparisons as available. A few examples include: CUPA HR (College and Universities Professional Association for Human Resources) salary data is used for comparing faculty salaries by discipline and rank; NACAS (National Association of College Auxiliary Services) data is used for comparisons of institutional auxiliary services and support services, i.e. what is the average square footage maintained by a full time custodial employee; participation in the Delaware Study permits access to teaching cost and productivity comparative data for each discipline designated for review.

Comparative data from a number of national studies is also used for academic and administrative assessments, e.g. ACUHO- Resident Assessment, the Collegiate Assessment of Academic Proficiency (CAAP), EBI Undergraduate Nursing, Education and Business Exit Assessments, EBI First Year Initiative (University 101) Survey.

Institutional trend data are also analyzed consistently to support decision making in a variety of areas – enrollment projections, tuition and budget decisions, personnel decisions and operations management.

5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Senior leaders recognize the importance of having relevant, reliable and accurate data available in a timely manner. Institutional data is updated regularly to reflect the most current data available for trend analysis and is made available through the web and regular reporting for faculty and staff to access as needed. Data not housed on the web nor contained in a report can be obtained by submitting a data request to the Office of Planning and Organizational Development or the Finance/Budget Office. Data accuracy is often validated through triangulation with USC Columbia's Office of Institutional Assessment and Compliance and the South Carolina Commission on Higher Education.

Data security is a priority for senior leaders who have established an expectation for the campus to comply with industry standards. As the awareness of potential issues arise, plans are created and action taken to ensure the implementation of the appropriate policies and procedures.

6 How do you translate organizational performance review findings into priorities for continuous improvement?

Review of KPIs is one primary method of determining priorities for continuous improvement. As data is collected and reviewed, results are disseminated and analyzed for needed changes or enhancement to operations. If performance data is not trending towards the targeted outcome or data trends change dramatically, senior leaders and responsible department leaders' work together to analyze the data and develop mid-cycle changes or adaptations. The Office of Planning and Organizational Development is also used to provide support and assistance in benchmarking best practices, examine cause and effect situations, and facilitating process redesign or enhancements to lead to improvements. If performance data shows trends are moving in the targeted direction, senior leaders encourage continuation of initiatives and other enhancements to further enhance the results.

7 How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

Policies, procedures and best practices are often documented to aid in transferring and maintaining organizational and employee knowledge. For the policies and procedures that are not currently documented, an annual tactic was adopted for the upcoming year charging various departments with documenting many of the foundational processes and procedures used on campus.

The identification of best practices is handled differently depending on the focus. Departments benchmarking best practices within their functional areas generally network with other institutions or our identified peer institutions to learn and share ideas about best practices. At an institutional level, senior leaders appoint cross functional teams to identify best practices on a variety of issues both internally and externally and the teams are charged with communicating their various findings to the campus community. In instances where improvements are needed and internal expertise is insufficient, consultants with an expertise in the area are brought in to work directly with the departments to identify areas of opportunity and aid in developing improvement plans based upon current best practices.

### Category 5 – Faculty and Staff Focus

- 1 How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization’s objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Senior leaders openly discuss targeted improvements in the alignment of personnel and work processes. Discussions and decisions focus on ensuring that processes are seamless and that value is added during each step. Departments also align the administrative outcomes for their office and assess them annually in a report to the Chancellor’s Cabinet. A small committee has been established to provide feedback to each office using a standardized rubric; a section of the rubric is dedicated to providing feedback on the alignment of the departmental actions and achievements with the overall institutional goals. USC Upstate has initiated a universal review date this year for the employee performance management system. The timing of the cycle for reviews intentionally lines up with the institutional and departmental planning cycle for the year to aid in facilitating a more formal feedback and planning loop.

- 2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

Faculty, staff and students achieve effective communication through various means see Table 1.1.1. Email is used as the daily standard communication method by faculty, staff and students. The Register is a weekly newsletter for faculty and staff that is created through submissions to university communications from all departments across campus. The university website is another means of supporting consistent, effective communication with faculty, staff, students and other stakeholders by providing access to a wealth of information including, but not limited to, faculty/staff on-line directory, policies, course syllabi database, master calendar of all events on campus, strategic plan, campus department overviews, applications, admissions and financial aid information for students, etc. Division, department, and committee meetings are also used to share information.

Knowledge, skills and best practices are shared across campus in both formal settings and informal settings including committee meetings, colloquiums, research symposium, departmental meetings, Chancellor’s Cabinet, Academic Affairs Council, Staff Council, etc. Round table discussions are also held frequently, targeting a variety of topics in an open dialogue. Ideas and best practices are shared during training sessions on campus. In some instances, the trainer may have suggestions and participants are allowed to share their own experiences and procedures for handling particular issues.

- 3 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Clear expectations are paramount for employees to perform at the highest level and for the institution to achieve its mission and meet its strategic goals. In the recruitment process, supervisors review and update job duties and ensure that requisite knowledge, skills and abilities are clearly stated within the position description prior to beginning the recruiting process.

**Staff:** Annually, through the Employee Performance Management System, supervisors provide feedback on the employee’s job performance and achievements during the past year. The supervisor and employee also review the employee’s position description and reaffirm job expectations. The supervisor and the employee collaborate on specific objectives for the employee to accomplish

during the upcoming year. The objectives assigned are directly linked to the department tactics and the institutions tactics for the upcoming year to allow all employees to see the “larger picture” and how the achievement of their objectives impacts the overall progress of the institution.

**Faculty:** Faculty are provided annual reviews from their supervisors and receive summarized feedback from the students in their courses through an end of course evaluation process. Tenure-track faculty are reviewed by a committee of their peers and colleagues as they work through the promotion and tenure process.

4 How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Each year senior leaders openly discuss and review the personnel in each division giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline is put into place to ensure cohesion of responsibilities and minimal loss of organizational memory as retirements or other changes occur within the organization. Senior leaders also review the organizational structure and department responsibilities to ensure the organizational alignment is appropriate for supporting the goals of the institution.

The institution does not currently have a formal process for supporting career progression. Each individual supervisor works with the employees within their department through the annual EPMS process to make assignments of objectives that could be developmental in purpose or plan for training or mentoring in the upcoming year.

5 How does your development and learning system for leaders address the following: a) development of personal leadership attributes; b) development of organizational knowledge; c) ethical practices; d) your core competencies, strategic challenges, and accomplishment of action plans?

Leadership workshops are offered each semester and are open to current supervisors and others that may want to attend for development to prepare for more responsibility; examples of workshops that are offered on a rotating basis are: situational leadership, DISC profile, effective communication, etc. Leaders can also use dollars in their budgets to attend external workshops. Organizational knowledge is acquired primarily through training provided to all new supervisors within their first thirty days with the university, in addition to on-the-job training and mentoring. Ethical practices are addressed in a variety of ways, 1) responsibility forms are issued and signed before employees are given access to a variety of information and 2) ethics policies are covered with leaders annually. Institutional core competencies, strategic challenges and tactics/action plans are covered with new leaders as a part of their institutional orientation. Since every department participates in the creation of the annual tactics plans in support of the larger strategic plan, as well as the budgeting process, it is imperative for all leaders to understand the process and their role in the process.

6 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Staffing levels are reviewed by benchmarking other institutions and reviewing minimum requirements of departments and work distribution. To supplement full-time staffing levels, many offices use part-time employees and students workers. The EPMS process is used to gauge skills and competencies of the workforce and to create development plans for preparation for future responsibilities. Staffing capacity needs are evaluated by identifying job duties and evaluating for skills required for a hiring situation or skills needed for development purposes.

**7 How do you recruit, hire and retain new employees?**

Our recruitment process is an open process. At a minimum, all positions are posted on the Human Resources webpage and additional advertising is done at the direction of the hiring manager. All applications are reviewed by Human Resources for minimum qualifications and then passed along to the hiring manager/search committee for review. All hires are based on review of credentials/qualifications and best fit for the position and the organization. The biggest issue in retaining employees is maintaining competitive salaries both with faculty and staff. Efforts initiated to retain employees include actively engaging employees in the administration/operation of the university, maintaining competitive pay and benefits, tuition reimbursement, and the option to apply for other positions after one year in the most current position.

**8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?**

Education, training and development opportunities are identified at several levels throughout the organization: 1) campus-wide needs, 2) division/department needs, 3) individual needs, and 4) compliance needs. Campus-wide needs are identified through the strategic planning cycle and are intended to address developmental issues from the macro level, e.g. the development and implementation of a new faculty and staff orientation or software training for all employees to prepare for the introduction of new or upgraded software on campus. The development of a summer institute for faculty development of on-line courses was a campus-wide initiative that was identified through the strategic planning process targeting an increase in on-line offerings to add flexibility for students.

Division/department needs are identified either through departmental discussions of topics that could benefit the department or through performance issues, such as, on-going issues with specific processes that may need to be reinforced through training. These training needs are addressed primarily through the division/department leader working with subject matter experts (SME's) on the USC Upstate campus, the USC campus, or contracting with an authority in the area.

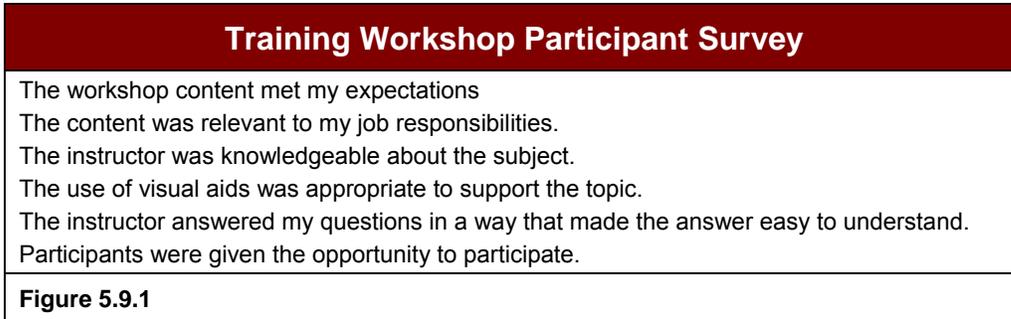
Individual training needs are identified primarily through the supervisor and the employee and are based on specific skills the employee needs to be successful in their job. Individual training needs are handled in various ways depending upon the need. Employees can sign up to attend technology training sessions offered on campus and on-line technology training is also available. CD's on a variety of topics are available for loan to employees throughout the year and a variety of personal and professional workshops are offered on campus throughout the year. One-on-one training is also provided on specific university policies and procedures.

Compliance training needs are identified across campus primarily by offices or departments responsible for ensuring compliance, e.g. OSHA training is implemented annually and is coordinated by the office of risk management.

Transfer of skills into the workplace is encouraged/reinforced by the supervisors in the departments. Most of the skill refinement comes through repetitive use of the new skill over a period of time and if needed, the employee can attend another training session or follow up with the trainer for further support.

**9 How do you evaluate the effectiveness of your workforce and leader training and development systems?**

All participants in training workshops/seminars on campus receive a follow-up survey about the workshop. The feedback from the workshop is sent to the instructor/department that sponsored the training to aid in continuous improvement of workshops. Also, each participant is solicited for feedback on any additional training and development that should be provided on campus. Our training evaluations are generally level 1 & 2 evaluations; we will continue working to move our training evaluations to the next level to ensure transfer of the skills to the work place.



**10 How do you motivate your workforce to develop and utilize their full potential?**

USC Upstate uses a variety of incentives to encourage and motivate employees to develop and utilize their full potential.

- Employees are eligible for tuition reimbursement for one class per semester after six months of employment.
- Faculty can apply for institutionally funded grants through the Teaching Excellence Committee (TEC); over \$78,000 in grants are being awarded annually.
- Faculty are also granted sabbaticals, as appropriate, to allow time to focus on their scholarly endeavors.
- Staff and professional employees are encouraged to continue development in their trade or professions and are often rewarded through merit pay increases or bonuses for their accomplishments.
- Administrative employees are encouraged to participation in professional organizations, attend conferences, etc.
- Employees are eligible to apply for positions on campus after one year in their current position.

**11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?**

The institution monitors faculty and staff well being, satisfaction and motivation through a variety of measures. Surveys are implemented each year to gauge satisfaction with many of the services, programs and processes on campus and a satisfaction survey covering broad-based topics is implemented every other year. Faculty and staff have representative committees (faculty welfare committee and staff council) in which issues can be channeled to senior management in a systematic manner. Leaders participate in many open forums on campus that allow for frequent dialogue on issues as they arise, e.g. faculty senate meetings. This year we've added exit surveys for employees

leaving the university to help gather additional information about areas of satisfaction and dissatisfaction.

Participation in the HERI faculty survey provides administrators with faculty data segmented by academic area and rank, to include specific comparable information from academic administrators. Utilization of this feedback tool in 2006 allowed senior leaders to develop a baseline of faculty satisfaction on a variety of indicators.

12 How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Data from the programs, services and processes satisfaction surveys are shared directly with the departments that are responsible for implementation/improvements. The data is also shared with the supervisors and senior leaders responsible so the information can be used when developing specific departmental tactics for the next year. Issues that are identified and are considered institutional as opposed to departmental, e.g. issues that arise from the broad-based survey, are discussed with the senior leaders as opportunities for improvement and plans are created targeting improvements/resolutions.

13 How do you maintain a safe, secure, and healthy work environment? (include your workplace preparedness for emergencies and disasters.)

USC Upstate maintains workplace health, safety, and security through a variety of University programs and processes. The office of risk management coordinates annual workplace safety programs for employees and conducts periodic facilities inspections for compliance with health and safety (OSHA) policies. The USC Upstate police department takes measures to ensure safety and security for faculty, staff, and students. Police conduct regular facilities inspections, patrol campus grounds, and monitor the campus emergency telephone system and campus security cameras. The police also monitor the fire and severe weather alarm systems. Police work with faculty, staff and students to conduct training sessions on crime prevention and the appropriate ways to handle crisis situations on campus. Police conduct various safety programs, such as escort programs. A campus incident plan has been developed and is currently being implemented via training of building/floor coordinators and employees. Emergency phones are located outside all buildings on campus. Health Services, primarily a student service operated on campus and staffed with a nurse practitioner and a nursing staff, acts as both first responders on campus and the first line of treatment for work-related, non-life threatening injuries.

**Category 6: Process Management**

1 How do you determine, and what are your organizations core competencies, and how do they relate to your mission, competitive environment, and action plans?

Institutional Core Competencies	
<ul style="list-style-type: none"> <li>- Discipline/Technical Competency</li> <li>- Student Focused</li> <li>- Diversity/Multiculturalism</li> <li>- Strategic Leadership</li> <li>- Tactical Management</li> </ul>	<ul style="list-style-type: none"> <li>- Community Engagement</li> <li>- Flexibility /Adaptability</li> <li>- Data Driven</li> <li>- Action Oriented</li> </ul>

**2 What are your organization’s key work processes?**

**See 6.3.1**

**3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work processes?**

As new processes are designed and current processes are re-engineered, the stakeholders involved in or affected by the process are consulted. The discussions are intended to define the expected outcomes – cycle time, cost, and deliverables – identify constraints and issues, map each step of the process and identify improvements and efficiencies that may be gained through the use of technology.

Key Work Processes	Stakeholder Input
Education	Assessment, student opinion polls, alumni and first year surveys
Academic Support	Assessment, alumni and first year surveys, faculty feedback
Recruitment	First year student surveys, parent surveys, faculty feedback
Human Resources	Employee surveys, supervisor feedback, employee exit surveys
Finance/Accounting	Auditors, students/parents, accrediting agency
Fund Raising	Advisory board, alumni board, faculty/staff and student government association
Public Relations	Department input, student government association, employee surveys
Safety and Security	Student government association, employees surveys, accrediting agency
<b>Figure 6.3.1</b>	

**4 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?**

New process design or process review is handled by cross-functional teams, including students, faculty, staff, administrators, and/or external stakeholders as appropriate. This team considers the operational issues, technology issues, and expected outcomes relative to their charge, investigates various approaches to achieving the desired goals, determines which approach would be most effective and efficient within these constraints, and creates an implementation plan for the process. An example of one such process redesign is the student opinion poll (SOP) process. Because every student in every course each semester is given the opportunity to provide anonymous feedback to the faculty, the process and technology that were being used were deemed inefficient. To redesign the process, a task force was created to look at the entire process step by step as defined below in Figure 6.4.1

Process Steps	Stakeholder(s)	Issues	Outcome
Create SOP questions	Faculty Committee, faculty senate	<ul style="list-style-type: none"> <li>– Are questions relevant to all areas?</li> <li>– Is the number of questions appropriate?</li> <li>– Do questions provide useful information for faculty?</li> </ul>	A standardized set of questions was developed for all courses
Define the administrative steps in the process	Faculty, administrative assistants, assessment representative, and IT	<ul style="list-style-type: none"> <li>– What makes current process cumbersome?</li> <li>– What administrative steps are <u>necessary</u> to protect the validity of the process?</li> </ul>	<p>The current process was deemed unwieldy.</p> <p>In order to protect the integrity of SOPs, neither faculty nor students could handle SOPs more than necessary.</p>
Determine best technology to support	Representative group – faculty, assessment, administration, IT, and finance	<ul style="list-style-type: none"> <li>– What systems are available that meet the needs and are cost-effective</li> </ul>	Class Climate was determined to be the strongest option.
Implementation	Faculty, assessment, IT, finance, administrative assistants	<ul style="list-style-type: none"> <li>– How can the new process be implemented seamlessly?</li> </ul>	Upstate began using its Class Climate SOPs during Maymester 2008.

Figure 6.4.1

**5 How do you systematically evaluate and improve your work processes?**

Currently outcome based evaluations are conducted on processes to provide the necessary data for making adjustments to improve outcomes and satisfaction. As we work to improve our process evaluation efforts, in-process evaluations will be added to aid in quicker identification of areas where processes are not meeting the established standards/metrics. As assessment data are collected, the departments responsible for the processes work to revise strategies and action plans to continually improve results. Many of the results are disseminated across various departments and committees to allow for broad based participation and planning for enacting new initiatives aimed at improving results.

**6 What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?**

Key Support Processes, Evaluation Methods, Processes for Improving		
Key Support Processes	Evaluation Methods	Process for Improving/Updating
<b>Academic Support</b>	# of users, course grades of students using services vs. grades of non-users, satisfaction surveys,	Submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures

<b>Key Support Processes, Evaluation Methods, Processes for Improving Cont.</b>		
<b>Recruitment</b>	# of student participants, contacts, and presentations; satisfaction surveys; collaboration between areas to ensure maximum utility institutional awards; enrollment targets; efficient processing analyses; internal and external audits.	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
<b>Human Resources</b>	Workforce surveys, # employees meets by default EPMS, surveys on satisfaction with learning opportunities, % new hire employee paperwork completed on-time and accurately, # EEO complaints	All data are reviewed by the human resources staff with a focus on improving outcomes. Improvement interventions include process redesign with stakeholder involvement, improved communications, program evolution, etc.
<b>Finance/Accounting</b>	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
<b>Fund Raising</b>	Evaluation results will be based on dollars raised and contacts made in comparison to previous years. Additional criteria include number of new prospects identified and progress being made as they are moved toward a gift.	Better use of donor database to identify and track prospects. Additional training through professional seminars and associations.
<b>Public Relations</b>	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
<b>Computing</b>	Evaluation of logs from SPAM Filter, Logs from Labs, reports from TrackIT help desk software and satisfaction surveys.	Information is gathered, evaluated and reviewed by IT staff with a focus on improving customer service, technology efficiencies and user support.
<b>Facilities Maintenance</b>	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
<b>Campus Safety/Security</b>	Evaluation of crime/safety and security statistics data, number of incidents on fire inspections and client satisfaction surveys.	Continue to work with Building Coordinators to raise awareness and improve fire inspections. Improve campus infrastructure and networks to improve campus climate.
<b>Figure 6.6.1</b>		

USC Upstate key support processes are designed to enhance and/or facilitate student learning, student success, and student satisfaction. New key support processes or the need for change in key support processes are identified in two ways: 1) identification of a need through the planning process and 2) identification of a need through surveys and needs assessments. In both scenarios, after the need is identified, the responsible individuals/ departments are asked to collaborate appropriately to design and implement an effective solution. As processes are designed or re-engineered, process assessments are built in through the Plan, Do, Check, Improve (PDCI) cycle to ensure continuous improvement.

In 2006, 351 first year students participated in the student version of the Foundations of Excellence survey. The data from this survey indicated the following about student satisfaction with services/support compared with data from other institutions that participated:

<b>My institution provided the right amount of attention and support:</b>				
<b>Key Text</b>	<b>USC Upstate</b>	<b>Select 6 Peers</b>	<b>Carnegie Class</b>	<b>All Institutions</b>
(4) High	39 %	37 %	40 %	37 %
(5) Very high	23 %	16 %	21 %	14 %

**Figure 6.6.2**

**Peer Groups for FoE Results - Selected Six**, is made up institutions selected because of their similarities to USC Upstate. The **Carnegie Peers** are participating institutions who have the same 2005 basic Carnegie Classification of 22 (Baccalaureate Colleges—Diverse Fields). **All Institutions** is aggregate data from all institutions that participated in FoE this year.

7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?

To ensure adequate budgetary and financial resources are available and determine needs for current and new education initiatives there are three budget and financial management activities that are performed.

1. A budget development process that is directly linked to the University’s strategic plan in which all operating units are involved in identifying and coordinating the financial operations and priorities. During this process, priorities are analyzed to determine specific strategies and resources available for implementation. Some allocations are contingent upon the final funding available and are phased in or delayed to insure adequate revenue is available.
2. An institutional planning process to establish long-term strategic goals and annual tactics that are to be accomplished within the available resources. During this process recurring needs and new initiatives are assessed to determine prioritizes. Budget development and management responsibilities are clearly defined for all operations to fully assess resource needs and properly align those needs with unit performance.
3. A revenue determination and tracking system to provide generated revenue projections for all sources, driven primarily by enrollment is also flexible in accommodating changes in state resources. The annual budget plan is subject to several revisions during the budget development process. Also, the Budget Office provides tracking reports for both revenue and expenditures throughout the year in addition to current, on-line budget information available to all operating units.

**Category 7 – Organizational Performance Results**

1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

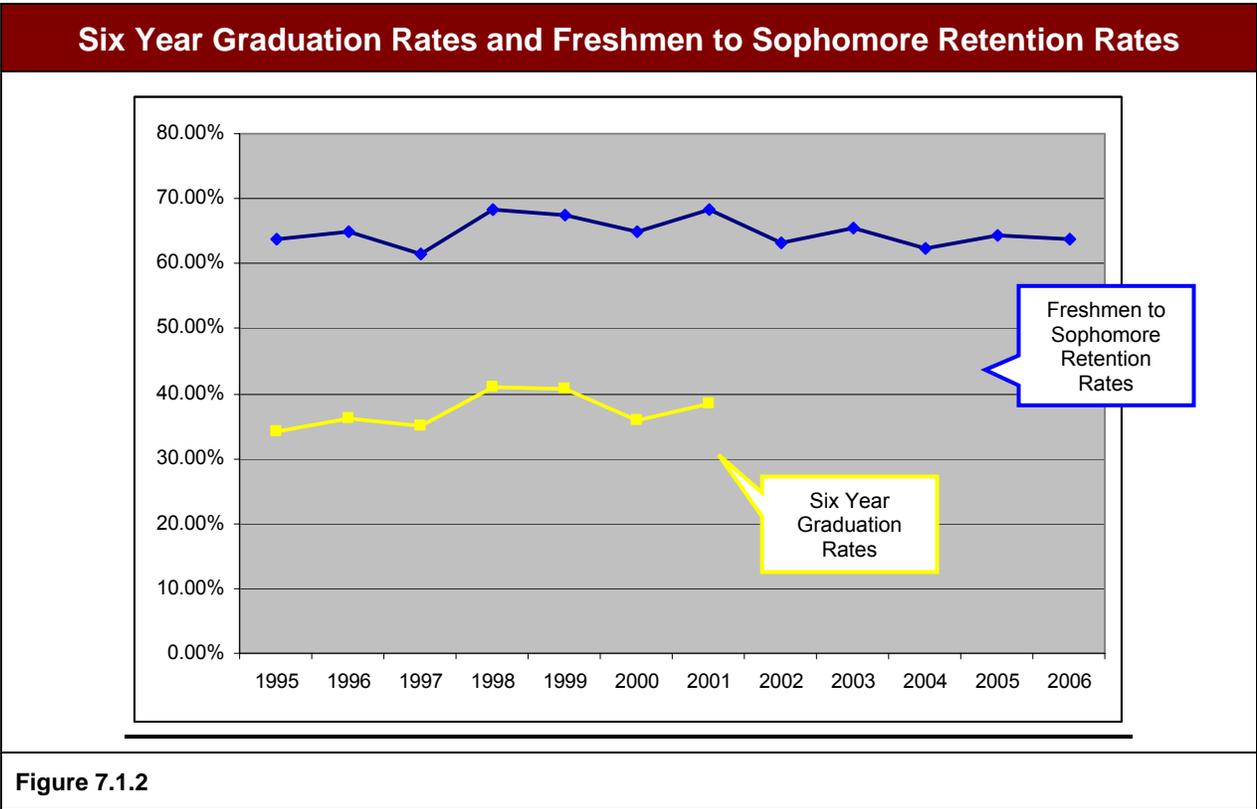
USC Upstate uses many indicators to evaluate student performance including trend data to aid in assessing the continuous improvement efforts, and comparable data to aid in benchmarking.

**Graduation Rates and Freshmen to Sophomore Retention Rates:** Six year graduation rates is an indicator that USC Upstate has been focused on for several years. For comparison purposes, graduation rates are reported as a six year graduation rate and only track students that started at USC Upstate as first time freshmen. The six year graduation rate for first time freshmen entering USC Upstate has been inconsistent for many years. As demonstrated in Figure 7.1.2, the six year graduation rate is impacted most directly by retention of the incoming freshmen into their sophomore year. USC Upstate consistently graduates approximately 70% of freshmen that return their sophomore year, which demonstrates the importance of freshmen persistence.

Recognizing the variability in the first-time freshmen retention rate and the understanding of the direct cause-effect relationship between retaining freshmen into their second year and overall graduation rates, decisions have been made to create and implement a variety of student support services, programs and strategies targeting freshmen success. The initiatives that have been implemented long enough to capture data are: university 101, supplemental instruction, early intervention program, and learning communities. The data collected on each of these programs are viewed as “lead” indicators for improving student success and the retention of first-time freshmen. The data on these programs is shared with faculty and staff that assist students in making a decision to use these services. This year an Assistant Vice Chancellor for Student Success was hired in an effort to coordinate all student success initiatives under one leader.

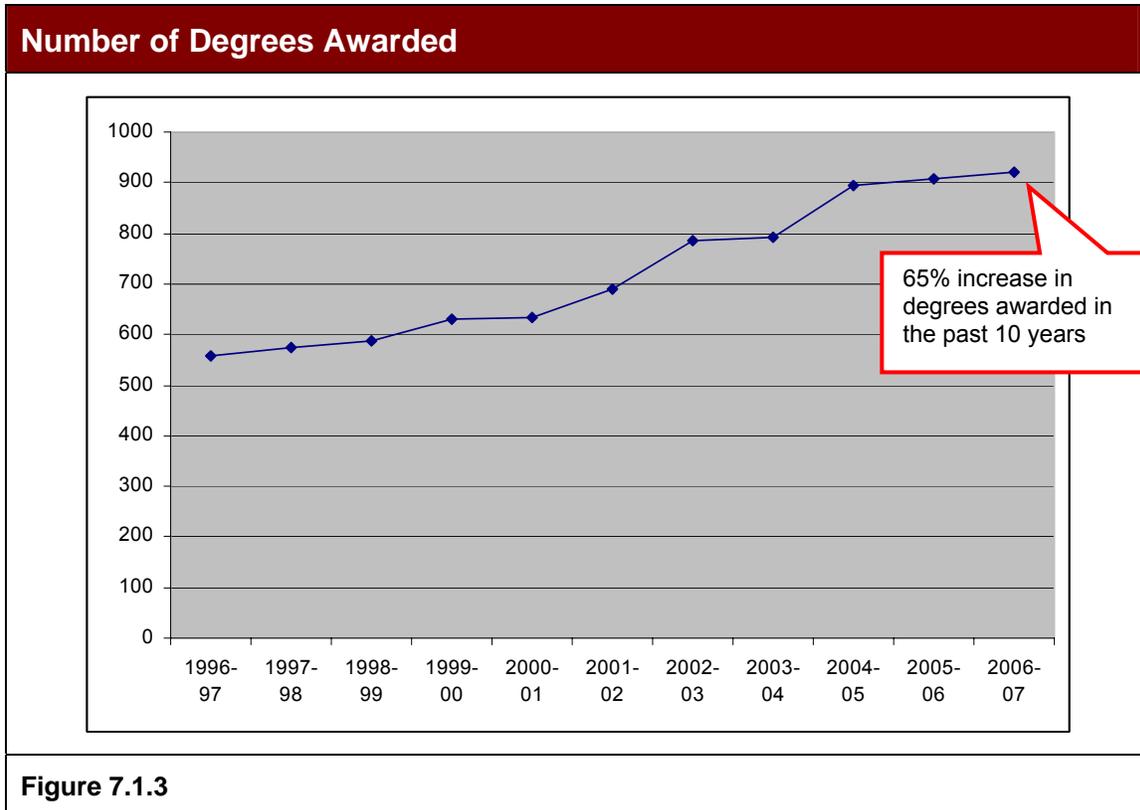
Freshmen to Sophomore Retention							
	2000	2001	2002	2003	2004	2005	2006
First Year Retention	65.0%	68.4%	63.3%	65.7%	62.4%	65.5%	63.8%

**Figure 7.1.1**



**Degrees Awarded**

The number of degrees awarded by USC Upstate has increased by 65% from 1996-97 to 2006-07, see Figure 7.1.3. USC Upstate awarded a total of 909 degrees in 2005-06. This increase is the second highest among the ten teaching sector institutions.



**Figure 7.1.3**

**Recent Graduate Survey:** USC Upstate surveys all graduates from the previous academic year within nine to twelve months after graduation. Figure 7.5.4 notes the percentage of the respondents that indicated they were satisfied or very satisfied with the various components of their academic experience.

Graduate Satisfaction Survey		
	2006-07	2007-08
How satisfied you are with the following aspects of your undergraduate experience at USC Upstate?	Satisfied and Very Satisfied	Satisfied and Very Satisfied
Your major program of study	87%	91%
Instruction in your major	81%	85%
Your overall academic experience	75%	85%

**Figure 7.1.4**

**General Education Competency Assessments:**

**CAAP Writing Essay Test:** Means for both composite and essay 1 scores decreased consistently over the three administrations. The mean essay 2 score decreased between Spring 2006 and Spring 2007, but remained the same from Spring 2007 to Fall 2007.

Analysis of the composite scores for the three administrations revealed that, although the differences in means were slight, they were all statistically significant ( $p < .01$ ). Benchmarks will be decided upon by the General Education Committee, and relevant assessment data will continue to be compiled and analyzed.

### CAAP Writing Performance

	N	Fall 2007		Spring 2007		Spring 2006	
		Upstate	Nat'l	Upstate	Nat'l	Upstate	Nat'l
Composite	Mean	3.0	3.1	3.2	3.1	3.4	3.2
	Std. Dev	0.6	0.6	0.5	0.6	0.6	0.6
Essay 1	Mean	2.9	3.2	3.3	3.1	3.5	3.2
	Std. Dev	0.6	0.7	0.6	0.7	0.7	0.7
Essay 2	Mean	3.1	3.1	3.1	3.1	3.4	3.3
	Std. Dev	0.7	0.7	0.9	0.7	0.7	0.7

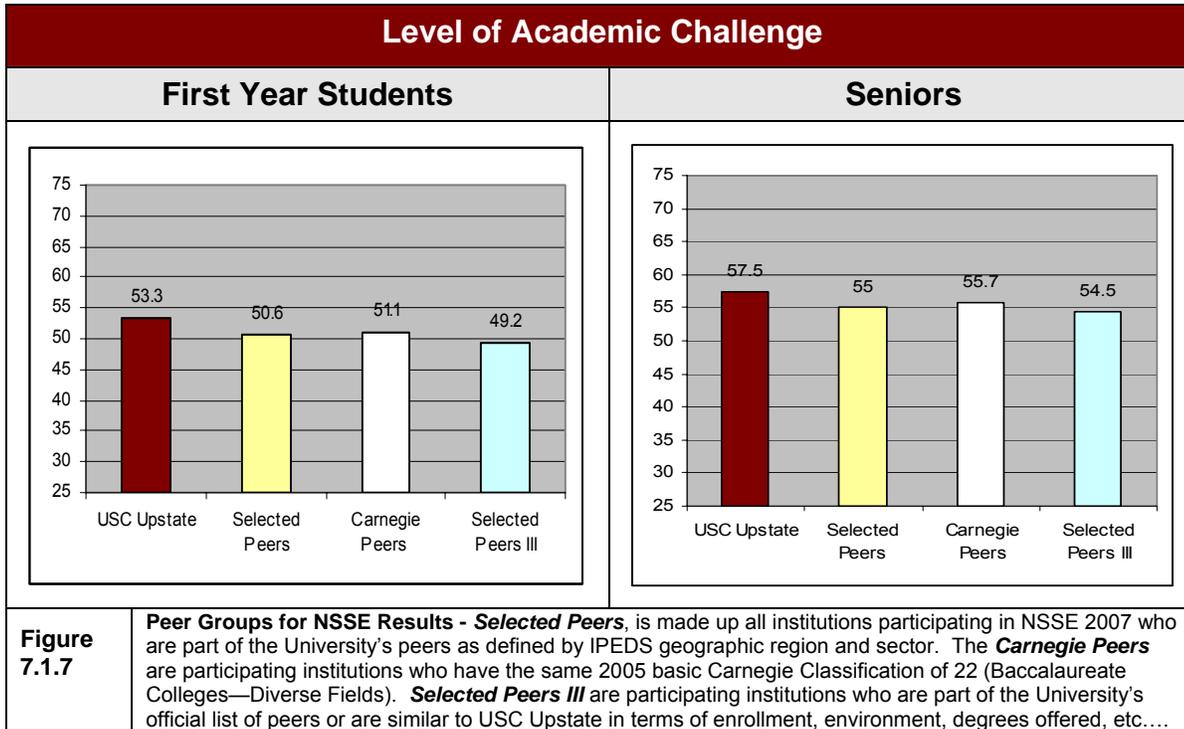
Figure 7.1.5

### MAPP Assessment Scores

Score	Our Mean	Standard Deviation	National Mean (Among Master's (Comprehensive) Colleges and Universities I & II)
Total Score	447.37	7.25	447.94
<b>Skills Subscores</b>			
Critical Thinking	112.83	2.00	112.27
Reading	119.43	2.14	119.54
Writing	114.77	1.40	115.12
Mathematics	113.72	2.18	114.30
<b>Context-based Subscores</b>			
Humanities	116.11	1.83	115.78
Social Sciences	114.75	1.84	114.53
Natural Sciences	116.05	1.71	115.93

Figure 7.1.6

**2007 NSSE Results:** In the 2006/2007 academic year, the University of South Carolina Upstate participated in electronic implementation of the National Survey of Student Engagement (NSSE) through Indiana University Bloomington. 249 first year students and 181 seniors participated in the survey. The students who participated ranked USC Upstate higher than the peer groups on level of academic challenge.



**Average SAT Scores:** The average SAT score for the incoming freshmen class is a key quality indicator for USC Upstate. This key indicator illustrates an increased interest of quality students in attending USC Upstate and is a strong indicator of growth of the institution's academic reputation. Since 2001, applications for admissions have grown from 1,519 to 2,433 and the average SAT of the incoming freshmen class has increased significantly. During this same period, the incoming freshmen cohort has grown from 616 students with 33% minority representation to 781 students with 33.46% minority representation.

USC Upstate Average SAT of First - Time Freshmen						
2001	2002	2003	2004	2005	2006	2007
954	976	999	1012	1015	1007	1003

**Figure 7.1.8**

SAT/ACT Scores of First-Time Entering Freshmen, FALL 2007		
Comprehensive Teaching Colleges & Universities	SAT & ACT Combined Mean	SAT (Only) Combined Mean
The Citadel	1078	1091
Coastal Carolina	1028	1040
College of Charleston	1159	1182
Francis Marion University	961	968
Lander University	989	994
S.C. State University	814	823
USC-Aiken	995	1005
USC-Beaufort	940	945
USC-Upstate	1003	1003
Winthrop	1019	1033
Average Comprehensive Teaching Institutions	1033	1019

**Figure 7.1.9**

2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

USC Upstate uses a variety of methods to collect information from students and stakeholders on their satisfaction and dissatisfaction.

**First Year Students Evaluation:** In 2006, 351 first year students participated in the student version of the Foundations of Excellence survey. The data from this survey indicated the following about student satisfaction:

Connected You with faculty members outside of class:				
Key Text	USC Upstate	Select 6 Peers	Carnegie Class	All Institutions
(1) Not at all	7 %	15 %	6 %	14 %
(2) Slight	22 %	27 %	23 %	29 %
(3) Moderate	29 %	30 %	35 %	32 %
(4) High	27 %	18 %	22 %	17 %
(5) Very high	14 %	10 %	13 %	8 %
Connected You with academic support outside of class:				
Key Text	USC Upstate	Select 6 Peers	Carnegie Class	All Institutions
(1) Not at all	1 %	6 %	3 %	5 %
(2) Slight	10 %	14 %	11 %	14 %
(3) Moderate	21 %	26 %	26 %	29 %
(4) High	34 %	32 %	35 %	32 %
(5) Very high	34 %	23 %	26 %	20 %
Faculty make him/herself available outside of class:				
Key Text	USC Upstate	Select 6 Peers	Carnegie Class	All Institutions
(1) Not at all	1 %	2 %	1 %	2 %
(2) Slight	3 %	6 %	4 %	7 %
(3) Moderate	16 %	18 %	17 %	21 %
(4) High	35 %	34 %	35 %	34 %
(5) Very high	46 %	40 %	42 %	36 %

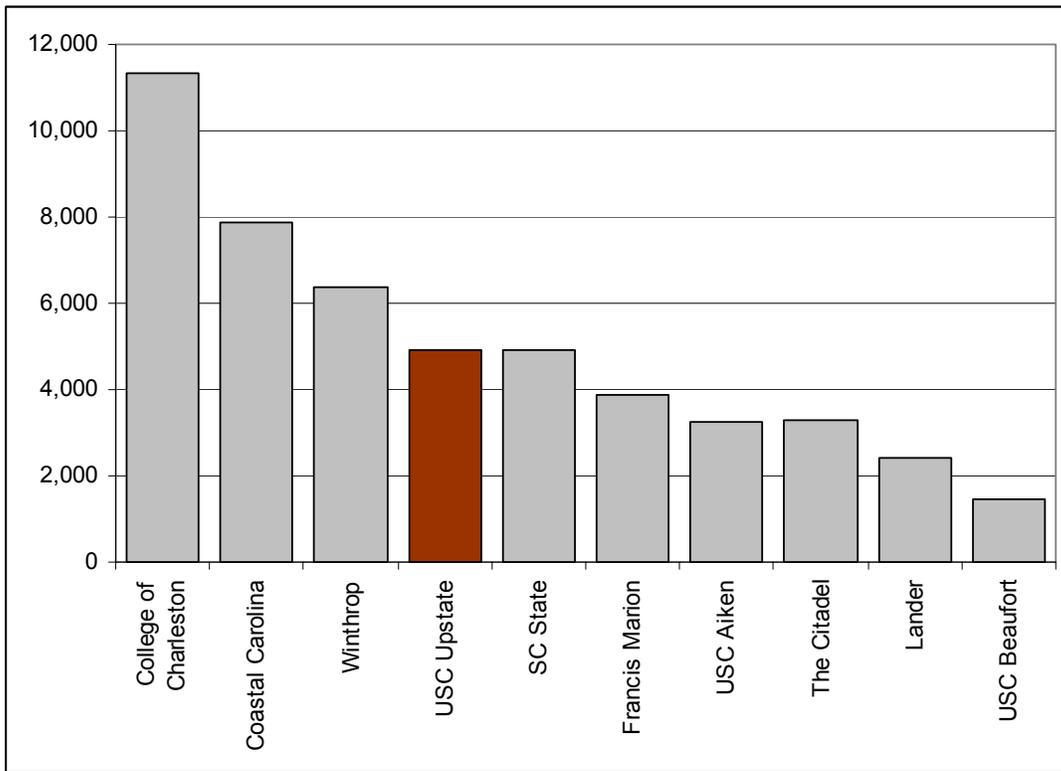
**Figure 7.2.1**

**Headcount Enrollment Growth:** USC Upstate has increased enrollment at a rapid rate for the past ten years, only second to Coastal Carolina. This rapid growth in enrollment is one strong indicator that students, prospective students and other stakeholders are recognizing the quality reputation of USC Upstate as an in-state choice.

Institution	1997	2007	Δ	Pct. Δ 1997-2007
College of Charleston	10854	11,316	462	4.3%
Coastal Carolina	4408	7,872	3464	78.6%
Winthrop	5574	6,382	808	14.5%
<b>USC Upstate</b>	<b>3729</b>	<b>4,916</b>	<b>1187</b>	<b>31.8%</b>
SC State	4657	4,933	276	5.9%
Francis Marion	3554	3,864	310	8.7%
USC Aiken	3004	3,267	263	8.8%
The Citadel	3766	3,300	-466	-12.4%
Lander	2731	2,408	-323	-11.8%
USC Beaufort	1040	1,461	421	40.5%
<b>Total</b>	<b>43,317</b>	<b>49,719</b>	<b>6402</b>	<b>14.8%</b>

**Figure 7.2.2**

**Total Headcount Enrollment Fall 2007**



**Figure 7.2.3**

Additionally, in 2007 USC Upstate participated in the National Survey of Student Engagement (NSSE). 249 first year students and 181 seniors participated in the survey. Figure 7.2.4 demonstrates that USC Upstate students have a high degree of satisfaction with support on campus.

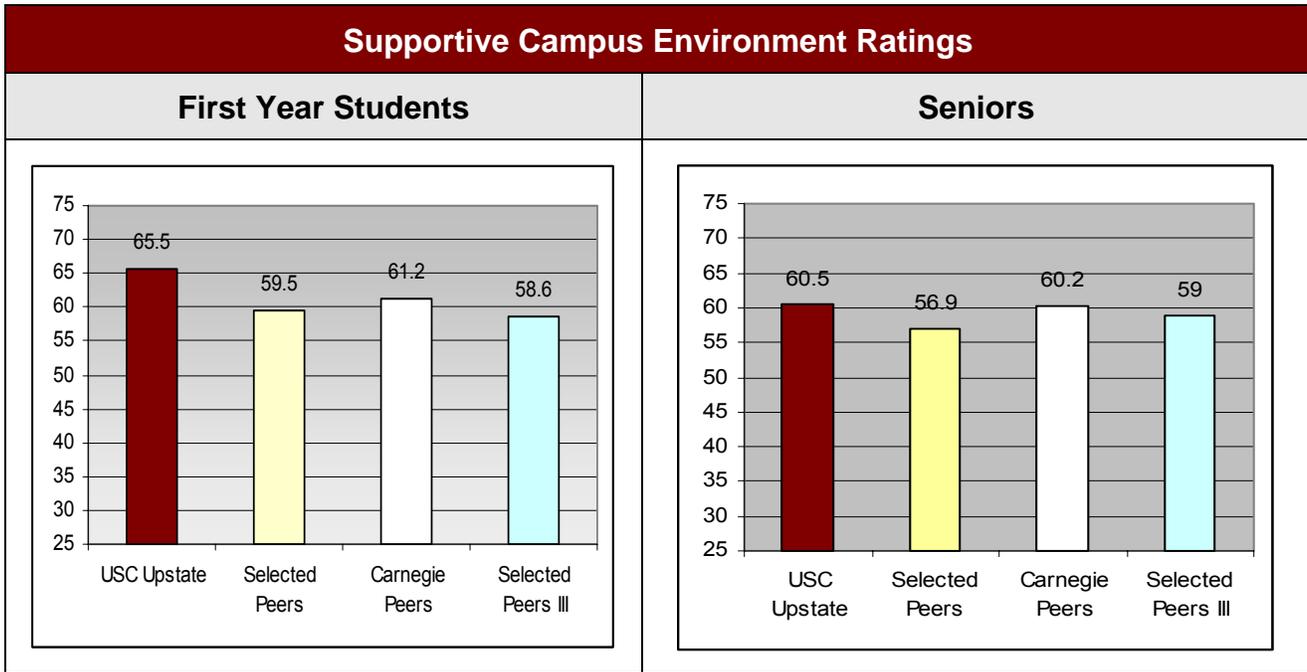
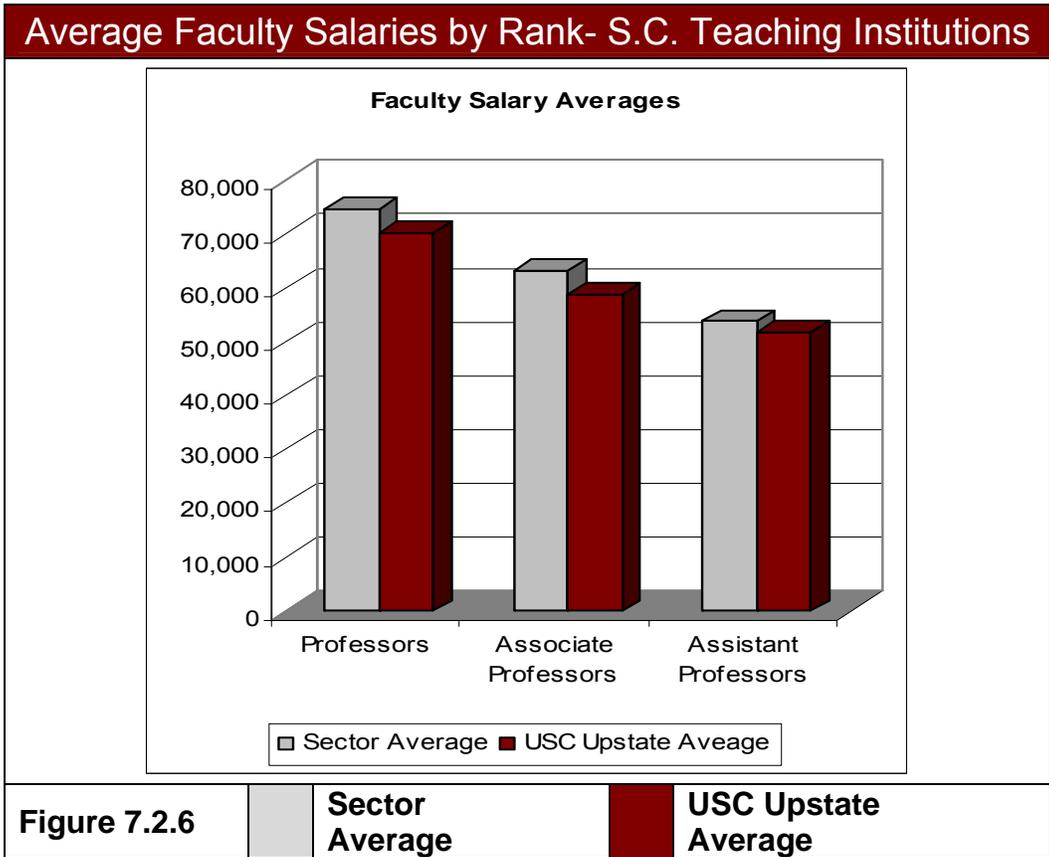


Figure 7.2.4

**Faculty Survey:** In spring of 2005, USC Upstate full-time faculty were asked to participate in a survey conducted by the Higher Education Research Institute. Of the 130 full-time faculty who participated, 71.9% rated their overall job satisfaction as very satisfactory or satisfactory compared to 75.4% at other four-year public institutions. While faculty rated their satisfaction with many aspects of their jobs very high, satisfaction with salaries ranked very poorly. According to 2005-06 CHE data on full-time professor salaries, USC Upstate ranked seventh out of ten teaching sector institutions in total compensation. The inability to pay competitive wages stems in part from the decrease in state funding during a time of institutional growth. Ratings on other indicators of interest are listed below:

Aspects of job noted as very satisfactory or satisfactory:	USC Upstate	4 Year Public Institutions
Salary/ fringe benefits	24.4	42.8
Visibility for jobs at other institutions	54.1	43.3
Availability of child care	64.3	36.8
Clerical/administrative support	67.2	52.5

Table 7.2.5



3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

USC Upstate uses several key measures on budgetary and financial performance including trend data to aid in assessing the continuous improvement efforts and comparable data to aid in benchmarking.

**Tuition:** In 1996-1997, USC Upstate tuition was 10.1% below the teaching sector average and the undergraduate population was growing. To enable the University to grow the campus to accommodate the needs of students, the decision was made to begin increasing tuition in small increments each year with the target of moving USC Upstate tuition to the teaching sector average. At the same time the institution was increasing tuition incrementally to reach sector average, the state began cutting allocations to higher education institutions. These budget decreases caused all public institutions within the state to further increase tuition to cover the budget deficits.

Tuition & Fees							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sector Average	3,819	4,468	5,340	5,994	6,584	7,195	7,642
Winthrop University	4,668	5,600	6,652	7,816	8,756	9,500	10,210
Coastal Carolina	3,770	4,350	5,190	6,100	6,860	7,500	7,600
SC State	4,096	4,556	5,570	6,170	6,480	7,278	7,318
College of Charleston	3,780	4,858	5,770	6,202	6,668	7,234	7,778
<b>USC Upstate</b>	<b>4,058</b>	<b>4,748</b>	<b>5,460</b>	<b>6,060</b>	<b>6,636</b>	<b>7,218</b>	<b>7,760</b>
The Citadel	3,727	4,067	4,999	5,900	6,522	7,168	7,735
Lander University	4,152	4,704	5,400	5,856	6,588	7,148	7,728
USC Aiken	3,738	4,374	5,064	5,622	6,128	6,670	7,006
Francis Marion	3,790	4,340	5,082	5,540	5,984	6,512	7,038
USC Beaufort	2,410	3,080	4,208	4,670	5,214	5,724	6,250
\$ Below/Above Avg.	239	280	121	66	52	23	118
% Below/Above Avg.	6.3%	6.3%	2.3%	1.1%	0.8%	0.3%	1.5%

**Figure 7.3.1**

**State Appropriations and S.C. Undergraduate Enrollment:** USC Upstate has experienced a large decrease in state appropriations in the last several years; per student dollars have decreased significantly. As demonstrated in the chart below, South Carolina students attending USC Upstate are funded significantly lower than South Carolina students attending other S.C. Teaching Institutions. The states decision to fund USC Upstate at a lower level adversely impacts the cost of tuition.

**Appropriations per SC Resident FTE for Graduate and Undergraduate Programs Teaching University Sector (Using Fall 2007 Enrollment and 2007-08 Appropriations)**

Institution	2007-2008 Appropriation	Total HC	SC Resident HC	SC Resident %	Full-time Students	Part-time Students	SC Resident Full-time Students	SC Resident Part-time Students	SC Resident FTE	SC Resident Appropriation Per FTE	Funding Difference from Average
The Citadel	16,287,740	3,300	1,958	59.3%	2,299	1,001	1,364	594	1,562	10,427	7,927,074
S. C. State	24,386,739	4,933	4,089	82.9%	4,298	635	3,563	526	3,738	6,524	4,379,061
Francis Marion	19,397,460	3,864	3,662	94.8%	3,126	738	2,963	699	3,196	6,070	2,292,777
College of Charleston	34,594,904	11,316	7,177	63.4%	9,333	1,983	5,919	1,258	6,339	5,458	668,674
Lander	10,937,937	2,408	2,267	94.1%	2,103	305	1,980	287	2,076	5,270	-171,300
Winthrop	23,480,584	6,382	5,396	84.6%	4,868	1,514	4,116	1,280	4,543	5,169	-833,129
USC Aiken	11,196,080	3,267	2,905	88.9%	2,351	916	2,090	815	2,362	4,740	-1,446,212
Coastal Carolina	16,808,315	7,872	4,409	56.0%	6,522	1,350	3,653	756	3,905	4,304	-4,092,279
<b>USC Upstate</b>	<b>14,558,165</b>	<b>4,916</b>	<b>4,606</b>	<b>93.7%</b>	<b>4,015</b>	<b>901</b>	<b>3,762</b>	<b>844</b>	<b>4,043</b>	<b>3,601</b>	<b>-7,082,602</b>
USC Beaufort	2,875,328	1,461	1,133	77.5%	902	559	699	434	844	3,407	-1,642,065
<b>Total</b>		49,719	37,602	75.6%	39,817	9,902	30,109	7,493	32,607	5,352	0

**Figure 7.3.2**

**Summary of General Operating Expenditures by Program:** USC Upstate continues to invest the majority of expenditures into instruction and academic support in an effort to enrich the quality of the academic experience for all students. The additional dollars expended, from \$16,520,008 - 2001 to \$23,730,839 - 2006, have gone primarily to the hiring of new faculty and the addition of academic support initiatives targeting improvements in student success.

<b>Summary of General Operating Fund Expenditures By Program</b>						
<b>Program</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2006-07</b>
Instruction/Academic Support	61.7%	60.8%	60.2%	59.5%	58.8%	\$23,730,839
Research/Public Service	0.3%	0.3%	0.3%	0.5%	.9%	\$354,731
Student Services	9.3%	9.3%	8.9%	9.6%	6.6%	\$2,649,994
Institutional Support	11.8%	12.1%	12.8%	13.1%	15.1%	\$6,077,468
Facilities Management	13.3%	13.8%	14.3%	13.9%	15.3%	\$6,188,615
Scholarships	3.6%	3.7%	3.5%	3.5%	3.4%	\$1,356,901
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100%	\$40,358,549

**Figure 7.3.3**

**Space Utilization and CIB Funding:** Educational space and the utilization of this space are important facilities measures that have direct impact on the University's ability to provide academic programs. Due to high enrollment and the low levels of space available, USC Upstate operates with the lowest level of educational and general space per FTE student among the S.C. Teaching Universities. This problem has become increasingly difficult to manage as enrollment has continued to grow. Scheduling adjustments, use of off-campus delivery sites, bringing in temporary classroom buildings and other strategies are being used to accommodate for the enrollment demand and the limited space.

USC Upstate's space issues are directly related to the State Capital Improvement Bond, CIB funding. As noted in the chart below, USC Upstate is very efficient and effective in the utilization of space.

<b>Comparison of Classroom Utilization, E &amp; G Space and CIB Funding SC Teaching Universities (2007-08)</b>					
<b>Institution</b>	<b>CIB Funding</b>	<b>CIB Funding per FTE</b>	<b>E &amp; G Sq. Ft.</b>	<b>E &amp; G Space per FTE</b>	<b>Classroom Utilization (Avg. Weekly Hrs)</b>
College of Charleston	85,672,000	8,651	1,352,907	137	27.34
Citadel	55,445,525	18,102	770,560	252	15.75
Winthrop	52,562,250	9,806	1,478,429	276	18.19
South Carolina State	51,142,500	11,013	924,194	199	21.41
Lander	50,904,579	23,383	604,121	278	20.22
Coastal Carolina	42,309,500	5,895	898,074	125	29.07
USC Aiken	38,567,000	14,226	607,622	224	36.46
Francis Marion	37,308,950	11,241	695,646	210	14.19
<b>USC Upstate</b>	<b>29,671,500</b>	<b>6,666</b>	<b>511,242</b>	<b>115</b>	<b>32.78</b>
USC Beaufort	9,077,600	8,245	196,123	178	26.59
Total	452,661,404	10,529	7,981,141	186	23.5

**Table 7.3.4**

**Grants History:** USC Upstate is working with faculty to grow grant application submissions; however, we are limited in some respects because we must request approval though USC to approach national foundations. USC will not allow more than one proposal at a time from the USC system.

USC Upstate Grants History						
Year	DOLLARS			NUMBERS		Indirect Generated
	Awards	Expenditures	Submissions	Awards	Submissions	
2003	\$ 3,253,985	\$ 2,496,072	\$ 6,525,044	59	35	\$ 37,557
2004	\$ 3,271,835	\$ 2,725,216	\$ 6,579,667	55	45	\$ 28,571
2005	\$ 1,468,095	\$ 2,948,205	\$ 3,425,862	34	25	\$ 19,579
2006	\$ 3,097,597	\$ 4,291,879	\$ 1,429,781	40	24	\$ 30,938
2007*	\$ 1,039,052	\$ 2,997,171	\$ 2,964,418	31	28	\$ 53,861
* 2007 figures are still tentative and will not be finalized until fall						
Indirect funds have decreased because of change in USC policy.						
<b>Figure 7.3.5</b>						

**Academic and Support Facilities:** USC Upstate operates with a very low level of educational and general space (E & G). The average sq. ft. available among the ten sector institutions is about 800,000 sq. ft. USC Upstate has only 483,000. When computed based on the relative size of each institution, E&G space per FTE, USC Upstate ranks 38% or 300,000 sq. ft. below the average. Even with the additional 140,000 sq. ft. provided in the Health and Education Center, the University will continue to be far short in operating space. As a result of the reduced level of operating space and effective course scheduling, Upstate has a 31% higher than average classroom utilization.

Academic and Support Facilities Per FTE						
Institution	Sq. Ft	FTE	Sq Ft. Per FTE	Sq ft. at Avg.	Sq. ft. from Avg	% from Avg.
Lander	328,756	2,177	151.0	222,034	106,722	48.07%
Winthrop	734,521	5,360	137.0	546,684	187,837	34.36%
SC State	626,082	4,644	134.8	473,617	152,465	32.19%
USC Aiken	361,703	2,711	133.4	276,507	85,196	30.81%
The Citadel	380,691	3,063	124.3	312,396	68,295	21.86%
USC Beaufort	119,636	1,101	108.6	112,320	7,316	6.51%
Francis Marion	344,425	3,319	103.8	338,460	5,965	1.76%
College of Charleston	796,916	9,903	80.5	1,010,012	-213,096	-21.10%
USC Upstate	330,064	4,451	74.2	453,954	-123,890	-27.29%
Coastal Carolina	455,167	7,177	63.4	731,977	-276,810	-37.82%
Total/Average	4,477,961	43,908	102.0	4,477,961	0	0.00%
<b>Figure 7.3.6</b>						

4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

USC Upstate faculty and staff results are displayed below in a variety of charts and graphs representing key performance indicators for work system performance, faculty/staff learning and development, well-being, satisfaction and dissatisfaction.

**Faculty/Staff Satisfaction:** The faculty, staff and administrator survey was initiated in 2004 to establish a baseline for satisfaction on a variety of issues. The survey was initiated again this year with some modifications to questions to help better focus initiatives in areas that need improvements. Note that one of the greatest areas of opportunity is to get employees involved in discussions about departmental performance and plans. We anticipate that with the annual reviews being moved to a universal date that corresponds with the strategic planning cycle that more employees will be involved in discussions pertaining to their departments.

2008 Faculty, Staff, Administrator Survey		Pct. Agree or Strongly Agree
<b>Overall Satisfaction</b>		
I am proud to work for USC Upstate		89.4
I enjoy working at USC Upstate		85.1
We work well together in my department		83.0
I know what is expected of me in my work		91.9
<b>Engagement</b>		
In the last year, I have had opportunities at work to learn and grow.		82.3
I have been involved in discussions about our departments performance and plans		69.3
My supervisor/dean or chair listens to my suggestions		80.2
<b>Table 7.4.1</b>		

**Training and Development:** Administrative training and professional development is handled both by USC Upstate and USC Columbia since many of the administrative functions and new systems are developed collaboratively. Additional training of faculty is completed on the use of technology in the classroom and teaching on-line. 83.2% of employees that participated in the Faculty, Staff and Administrator Survey indicated that they had opportunities at work to learn and grow in the past year. In a 2008 survey, 89.8% of employees that responded indicated that their supervisors support them attending seminars, workshops and training that are offered on campus. 82% indicate that in the last year, they have had opportunities at work to learn and grow.

Training & Professional Development Seminars				
	2003-2004	2004-2005	2005-2006	2006-07
Administrative	174	267	149	274
Computer	26	8	31	37
OSHA	82	111	62	192
Personal Development	83	35	73	67
Professional Training	130	302	78	130

Information Technology Services Training				
Computer	322	150	150	150
Smart Classroom Technology	60	50	100	100
On-line Course Development	15	24	12	12

**Table 7.4.2**

**Faculty Survey:** In Spring 2005, USC Upstate full-time faculty were asked to participate in a faculty survey conducted by the Higher Education Research Institute. Of the 130 full-time faculty who participated, 71.9% of USC Upstate faculty rated their overall job satisfaction as very satisfactory or satisfactory compared to 75.4% at other four-year public institutions. Ratings on other indicators of interest are listed in Figure 7.4.3.

Aspects of job noted as very satisfactory or satisfactory:	USC Upstate	4 Year Public Institutions
Salary/ fringe benefits	24.4	42.8
Visibility for jobs at other institutions	54.1	43.3
Availability of child care	64.3	36.8
Clerical/administrative support	67.2	52.5

**Table 7.4.3**

**Minority Faculty:** USC Upstate strives to cultivate a faculty that is balanced in both ethnicity and gender. Figure 7.4.4 demonstrates an on-going commitment to diversity among faculty. USC Upstate also has greater than fifty percent of full-time faculty who are female.

Percentage of Teaching Faculty who are Minority										
Year	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2002	7.9%	4.8%	7.4%	6.4%	10.5%	76.3%	10.9%	6.4%	12.8%	9.9%
2003	8.2%	6.4%	8.3%	5.9%	9.9%	72.0%	11.3%	7.9%	10.2%	9.9%
2004	6.4%	6.6%	9.1%	5.5%	8.4%	69.0%	11.2%	11.3%	12.2%	10.1%
2005	8.3%	7.4%	9.0%	7.7%	9.7%	77.3%	12.8%	10.2%	12.3%	10.3%
2006	9.20%	7.10%	9.10%	6.90%	8.00%	78.80%	11.60%	10.10%	11.70%	11.00%
2007	8.40%	7.80%	9.80%	5.60%	9.00%	79.80%	10.60%	9.70%	12.10%	11.20%

**Table 7.4.4**

**Faculty Credentials:** USC Upstate ranks third in comparison to other South Carolina four-year institutions in faculty teaching with terminal degrees in their field. While faculty credentials have been a strength, it is becoming increasingly difficult to replace retiring faculty with faculty that have appropriate credentials. This concern is exacerbated by the tight budget constraints and the planned retirement of faculty in disciplines with national shortages of qualified faculty, e.g. nursing, accounting, math, and spanish.

Percentage of Full Time Faculty with Terminal Degrees										
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2002	96.6%	92.1%	92.0%	88.4%	88.7%	86.8%	90.4%	84.2%	93.8%	88.9%
2003	95.1%	90.6%	90.0%	87.7%	86.3%	86.3%	93.9%	85.7%	97.5%	89.4%
2004	90.7%	88.1%	88.6%	88.6%	86.7%	93.4%	94.3%	89.3%	93.2%	89.6%
2005	94.1%	89.9%	88.7%	87.7%	85.4%	95.7%	93.5%	87.5%	96.6%	92.4%
2006	94.20%	86.10%	86.20%	85.70%	95.50%	84.00%	82.80%	79.20%	88.90%	**

**Table 7.4.5**  
\*\* no data available

**Work Related Injuries and Illnesses:** USC Upstate has experienced an increase in the number of reported work related injury cases from 2003 through 2006. Additionally there has been an increase in total days away from work resulting from a work related injury. OSHA training for employees is being completed annually with emphasis being placed on safety procedures for areas where employees have been injured in the past. The Office of Risk Management is working with all supervisors to reduce the exposure rate for injuries and to complete a campus risk assessment that will allow more proactive management of risks.

Work Related Injuries and Illnesses				
	2003	2004	2005	2006
Total number of cases with days away from work	2	5	5	1
Total number of cases with job transfer or restriction	0	0	1	5
Total Number of other recordable cases	5	3	0	4
Total number of days away from work	183	254	15	0
Total number of days of job transfer or restriction	0	0	41	185

**Table 7.4.6**

**EEO Incidents and Complaints:** The EEO Office at USC Upstate is very proactive in educating faculty and staff on the federal and state laws surrounding EEO issues in addition to the USC Upstate policies.

EEO Complaints						
	2005-06		2006-07		2007-08	
	Formal	Informal	Formal	Informal	Formal	Informal
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Figure 7.4.7**

5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

**Freshmen to Sophomore Retention Rates:** Freshmen to sophomore retention rates have been inconsistent since 2000. A student success team was established in 2004 to study this issue and to implement plans and initiatives specifically targeting improvement of freshmen to sophomore

success. In fall 2006, USC Upstate participated in the Foundations of Excellence program, a comprehensive, guided self-study and improvement process that enhance an institution’s ability to realize its goals for student learning, success, and persistence. An outcome of participating in the FoE program was a recommendation to hire an Assistant VC for Student Success to help bring all initiatives under one umbrella with the ultimate result being improved initiatives, better coordination of initiatives, and centralized monitoring of progress.

Freshmen to Sophomore Retention							
	2000	2001	2002	2003	2004	2005	2006
First Year Retention	65.0%	68.4%	63.3%	65.7%	62.4%	65.5%	63.8%

**Figure 7.5.1**

**Six Year Graduation Rates:** The six-year graduation rate at USC Upstate is very inconsistent. In review of the data, it is easy to note the trend of improving graduation rates when freshmen retention goes up and decreasing graduation rates when freshmen retention dips. Data analysis shows that 70% of the students that return for the sophomore year graduate from USC Upstate; based on this data, a great deal of effort and resources are being focused on the freshmen year.

Graduation Rate, 150% of Program Time										
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Upstate	Winthrop	
2002	65.5%	35.2%	53.9%	39.8%	47.6%	50.9%	36.2%	36.1%	55.0%	
2003	71.4%	36.6%	55.2%	38.1%	45.7%	48.6%	44.6%	34.9%	54.8%	
2004	65.7%	39.8%	57.3%	42.0%	42.9%	52.8%	40.0%	41.3%	56.1%	
2005	64.9%	43.1%	57.5%	37.4%	48.4%	46.8%	44.0%	40.0%	59.8%	
2006	71.3%	42.3%	60.7%	38.0%	40.5%	53.8%	40.0%	35.5%	58.0%	

**Figure 7.5.2**      \*\* USC Beaufort is not included

**Ratio FTE Student/Full Time Faculty Headcount:** Full-time faculty staffing at USC Upstate has been impacted tremendously by both funding and allocation of slots from the state. Note in the chart below that USC Upstate ranks 9<sup>th</sup> out of 10 in the number of student FTE’s per full-time faculty. This lack of full-time faculty impacts class size, number of adjuncts teaching courses, advising loads, time faculty have per student outside the classroom, etc.

Student FTE: Full Time Faculty Headcount						
	2001	2002	2003	2004	2005	2006
USC Upstate	21.28	20.8	21.52	20.62	20.90	20.79
College of Charleston	20.59	20.09	19.88	18.59	18.48	17.97
Coastal Carolina	23.74	24.38	26.71	26.93	27.06	27.12
Francis Marion	21.44	21.48	20.25	19.92	19.19	18.78
Lander	17.94	18.75	18.56	18.39	18.87	17.59
SC State	19.88	21.25	19.8	21.04	19.73	17.52
The Citadel	17.48	17.92	20.05	18.84	20.41	18.66
USC Aiken	19.32	19.11	18.62	18.66	18.01	17.85
USC Beaufort	N/A	20	18.08	19.8	18.69	19.95
Winthrop	18.78	19.22	19.41	20.84	19.35	18.87
<b>Teaching Sector Average</b>	<b>20.18</b>	<b>20.47</b>	<b>20.57</b>	<b>20.52</b>	<b>20.26</b>	<b>19.66</b>

**Table 7.5.3**

**Smart Classrooms:** Information Technology Services is working with Academic Affairs to create a plan for improving teaching technology in the classrooms targeting instruction. Currently, around

80% of classrooms primarily used for instruction have been enhanced with technology aimed at improving the teaching/learning environment. The chart below demonstrates the commitment to continued improvements of technology in the classroom.

<b>Classrooms Upgraded to Smart Classrooms</b>					
<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
7	8	27	4	11	27
<b>Table 7.5.4</b>					

6 What are your performance levels for your key measures related to leadership and social responsibility: a.) accomplishment of your organizational strategy and action plans b.) stakeholder trust in your senior leaders and the governance of your organization c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance d) organizational citizenship in support of your key communities?

a) The realization and near completion of the USC Upstate ten year master plan and tremendous enrollment growth over the past ten years demonstrates the accomplishments of the organizational strategy and action plans. USC Upstate will be applying for the Community Engagement Classification with Carnegie to demonstrate the accomplishment of mission as a Metropolitan University.

b) Stakeholder trust in senior leaders is demonstrated regularly in a variety of ways: accreditation of the institution by SACS, (Southern Association of Colleges and Schools) which is the regional accrediting body for USC Upstate; USC Upstate has had no sanctions from the accrediting agency. Several academic programs have earned program accreditations, including the National Council for the Accreditation of Teacher Education (NCATE), The Association to Advance Collegiate Schools of Business (AACSB), Computer Science is accredited by the Accreditation Board for Engineering and Technology (ABET) and the School of Nursing is in the final stages of the accrediting process with Commission on Collegiate Nursing Education (CCNE).

Also, USC Upstate Chancellor John Stockwell has also been recognized for his individual and organizational contributions over the past several years and many USC Upstate leaders are being invited to participate on major advisory boards and projects in the community. The private/public partnership with the city on the George Dean Johnson College of Business and Economics also demonstrates the trust and support of the community leaders.

c) As a state agency, the USC System is audited annually and the University has had no major findings. A measure of responsible leadership and accounting management is the lack of audit findings in that report. In addition, internal audits are done for USC Upstate within the USC System audits and specifically for Upstate campus operations.

Accounting and business practices are handled according to state and University policies, procedures and regulations. The campus leadership is responsible, in coordination with specific processing service areas, to insure compliance.

Insuring campus safety is a major tactic in the University’s strategic plan. All units, especially high risk areas, receive safety training annually. The Office of Risk Management, along with the USC

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Office of Health and Safety, and USC Upstate Police coordinate all safety and security measures with unit managers.

The Office of Legal Affairs in Columbia is responsible for legal issues and reviews all contracts for the University. USC Upstate coordinates this work with that office on a regular or as needed basis. Campus training has been conducted by Legal Affairs to assist units in proper procedures and actions.

In all areas, there is an organizational structure of units with responsible leadership to insure financial, regulatory, safety and legal items any and issues are managed by addressing situations addressed appropriately.

d) Demonstrations of our organizational citizenship include:

- the newest and largest building on campus will be LEED certified
- introduction of a tobacco free environment on this fall (offering smoking cessation classes to students, faculty and staff free of charge)
- Joining the American College & University's Presidents Climate Commitment and appointing a task force on campus sustainability to encourage improvements in recycling efforts, conservation of energy, etc.
- the opening of the campus wellness center and associated programming targeting improvements in the health and welfare of our faculty, staff and students.
- students raising money and contributing their time and efforts to build a habitat home for a local family