



October 30, 2014

Dr. Jeffrey M. Priest
Executive Vice Chancellor for Academic Affairs
University of South Carolina - Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Priest:

Thank you for your letter and prospectus of March 24, 2014, notifying SACSCOC of your intention to implement a Master of Business Administration degree program, effective January 2015. The degree program was approved by the South Carolina Commission on Higher Education on February 6, 2014. The program will be offered in the face-to-face delivery format on the main campus during the evenings.

The new M.B.A. program will play a key role in advancing the first goal of a recently revised strategic plan, “University of South Carolina - Aiken (USCA)—Forward Together.” The new strategy envisions an emphasis on degree programs that serve the need of industries in the institution’s market region. While numerous online M.B.A. degree programs are available, the non-traditional M.B.A. described below makes it especially attractive to students in the market area for two reasons: 1) it is offered in the traditional delivery format in the evenings, and 2) it has a particular emphasis in the liberal arts/STEM curriculum.

In keeping with the University of South Carolina Aiken’s liberal arts mission, this master’s level, graduate business degree program will be specifically designed for individuals who have earned an undergraduate degree in the liberal arts or STEM (science, technology, engineering, or mathematics) disciplines. Students with an undergraduate degree in business will not be admitted into the program. The 36 credit hour degree program will include two options. One is for students with undergraduate degrees in the liberal arts; and the second is for STEM majors and will build on their relatively strong quantitative backgrounds. The STEM option will focus on business theories and practices that are more relevant for technical organizations, like supply chain or project management. All of the coursework will be designed for students without any previous formal business education. Initial projected enrollment is 20 during 2014-2015, and will grow to a total of 40 in 2018-2019.

The Faculty Roster Form submitted indicates that the faculty for the new program is well qualified to teach assigned courses. The roster consists of eleven full-time faculty members who will implement the program. All eleven faculty members have doctorates related to courses taught in business administration, finance, marketing, accounting, and management. The



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University will employ two additional, full-time tenure track faculty members in economics and management.

Library and learning resources are adequate for the new degree program. The Gregg-Graniteville Library contains over 222,439 volumes of books and print journals, 79,433 pieces of microfilm and microfiche, and over 4,167 volumes of media materials. Along with a significant number of discipline-specific print materials, database resources in business include Business Source Premier, Gale Business Insights, CCH Accounting Research Manager, Lexis-Nexis Academic University, and Academic Search Premier. The institution will upgrade the current EBSCO databases to Business Source Complete and Academic Source Complete in the first year of the program.

Student support services are also adequate for the program. Within the division of Academic Affairs, student support services and activities are provided by the Academic Success Center, Veteran and Military Success Center, Language Learning Center, Writing Room, International Programs, Career Services, Financial Aid, and the Registrar. Other services include the campus bookstore and dining, Children's Center, Convocation Center (athletic events), Etheredge Center (for fine and performing arts), and campus police.

Physical resources and financial support for the program are adequate. Facilities include the Robert E. Penland Administration and Classroom Building, Business and Education Building, Gregg-Graniteville Library, and the Student Activities Center. Along with adequate classroom and office space, more than 60 classrooms are equipped with computers and projection systems. The institution has also recently begun the installation of Sharp Interactive Touch Screen TVs in classrooms. A table of estimated expenditures and revenues indicate that the program should break even during the first three years of operation following which revenues will exceed expenditures.

Evaluation and assessment occur as a normal part of an established effectiveness process that identifies expected outcomes related to student learning, assesses the extent to which those outcomes are achieved through its educational programs, and effects curricular and programmatic improvements based upon the assessment results. For the new M.B.A. program, student learning outcomes will be assessed in a manner consistent with SACSCOC and AACSB accreditation standards by the School of Business Assessment Committee. Assessment methods will include both direct and indirect measures as well as surveys of graduating students, alumni, employers, and the ETS Major Field Test for the M.B.A.



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The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Master of Business Administration degree program. It was the decision of the Board to approve the program and include it in the scope of the current accreditation.

Enclosed is an invoice for \$300 to help defray the cost of reviewing the prospectus.

The Commission wishes you success in this endeavor.

Best regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/LCS:iyw

Enclosure

cc: Dr. Sandra J. Jordan, Chancellor
Dr. Lloyd A. Dawe, Director of Institutional Effectiveness
Dr. Crystal A. Baird



UNIVERSITY OF
SOUTH CAROLINA
AIKEN

Executive Vice Chancellor for Academic Affairs

March 24, 2014

Dr. Belle Wheelan, President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane,
Decatur, GA 30033

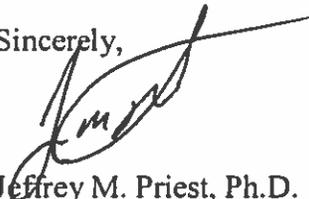
Dear Dr. Wheelan,

Enclosed is a flash drive containing a Substantive Change Prospectus for a Master of Business Administration at the University of South Carolina Aiken. The proposed program will be a 36-semester hour degree delivered as a traditional face-to-face program on the University of South Carolina Aiken campus. The proposed start date for the program is January 2015.

In addition to numerous undergraduate degree offerings including a Bachelor of Science in Business Administration, USC Aiken already offers SACS-COC approved Masters degrees in Educational Technology and Applied Clinical Psychology.

Please let me know if you have any questions or require further information.

Sincerely,



Jeffrey M. Priest, Ph.D.
Executive Vice Chancellor for Academic Affairs

xc Dr. Sandra Jordan, Chancellor
Dr. Lloyd Dawe, Director, Office of Institutional Effectiveness

The University of South Carolina Aiken Substantive Change Prospectus

New Academic Program – Master of Business Administration *Program is planned to initiate January 2015*

Contact: Dr. Jeff Priest
Executive Vice Chancellor for Academic Affairs
Phone: 803-641-3755
E-mail: JeffP@usca.edu

Authorized degrees and majors at the University:

Master of Education
Educational Technology

Master of Science
Applied Clinical Psychology

Bachelor of Arts
Biology
Communications
English
Fine Arts
History
Music Education
Political Science
Psychology
Sociology

Bachelor of Arts in Education
Early Childhood Education
Elementary Education
Middle Level Education
Secondary Education

Bachelor of Arts in Interdisciplinary Studies
Interdisciplinary Studies

Bachelor of Arts in Special Education
Special Education

Bachelor of Science
Biology
Chemistry
Exercise and Sports Science
Math and Computer Science
Industrial Mathematics
Psychology

Bachelor of Science in Business Administration
Business Administration

Bachelor of Science in Education

Secondary Education

Bachelor of Science in Interdisciplinary Studies
Interdisciplinary Studies

Bachelor of Science in Nursing
Nursing

Programs related to the new program:

none

Institutional Strengths in Support of the Proposed Program:

AACSB accredited program in the School of Business
Strong Liberal Arts institutional focus
Strong ties to the local business community including a downtown business incubator
Strong ties to the local Chamber of Commerce
Nationally recognized Veteran and Military Student Success Center
Small Business Development Center located on campus
Established experiential learning opportunities with local and global employers
Summer Study Abroad program in Europe
IÉSEG School of Management in Lille, France Student Exchange Program
MOU with the University of Central Lancashire in England

List of all approved off-campus sites:

The University of South Carolina Aiken is approved to offer its Bachelor of Arts in Education degree program on the University of South Carolina Salkehatchie campus and a Bachelor of Science in Business Administration on the University of South Carolina Sumter campus. Both the Sumter and Salkehatchie campuses are two-year regional branch campuses of the University of South Carolina Columbia.

University of South Carolina Salkehatchie
465 James Brandt Blvd
Allendale, SC 29810

University of South Carolina Sumter
200 Miller Rd
Sumter, SC 29150

1. ABSTRACT

The proposed change is to add a Master of Business Administration degree (CIP code of 52.0201) to institution's roster of program offerings. This master's level, graduate business degree will be specifically designed for individuals who have earned an undergraduate degree in the liberal arts or STEM (i.e., science, technology, engineering, mathematics) disciplines. Students with an undergraduate business degree will not be admitted into the program.

The projected date of implementation is January 2015. In the initial 2014-15 academic year, the expected enrollment in the program is 20 students with growth to a projected on-going enrollment of 40 students by 2018-19.

The program will occur on the University of South Carolina Aiken main campus using a traditional face-to-face instructional delivery during the evenings.

2. BACKGROUND INFORMATION

The institution wishes to add a Master of Business Administration degree to its roster of program offerings. In keeping with the University of South Carolina Aiken's liberal arts mission, this master's level, graduate business degree will be specifically designed for individuals who have earned an undergraduate degree in the liberal arts' or STEM (i.e., science, technology, engineering, mathematics) disciplines. Students with an undergraduate business degree will not be admitted into the program. There will be an option for students with undergraduate degrees from the STEM majors which will build on their relatively stronger quantitative backgrounds and that focuses on business theories and practices that are more relevant for technical organizations, such as supply chain management and project management. All of the coursework will be in business, and will be designed to be accessible to students without any previous formal business education.

The MBA program would play a key role in advancing the first goal of a recently revised strategic plan. Among other worthy goals, "USCA - Forward Together" (see Appendix A for a copy of the report) envisions a new emphasis on degree programs which serve the needs of industries in our market region. As a regional, comprehensive university, part of the mission (see Appendix B) of the University of South Carolina Aiken is "to provide quality undergraduate education as well as an array of graduate programs that meet the specific needs of citizens in its region."

The proposed program has been reviewed and approved by all of the internal and external oversight committees and boards. The University of South Carolina System, within which the University of South Carolina Aiken is a senior institution, has two oversight boards that must provide approval of academic programs: the USC Board of Trustees and the South Carolina Commission on Higher Education. Legal authority of the Board of Trustees of the University of South Carolina was established by virtue of Sections 59-117-10 et seq, Code of Laws of South Carolina (1976), as amended (Appendix C). As indicated in the USC Board of Trustees Bylaws (Appendix D), the USC System consists of a main campus in Columbia, three senior campuses (USC Aiken, USC Beaufort, and USC Upstate) and four regional campuses (USC Lancaster, USC Salkehatchie, USC Sumter and USC Union).

The South Carolina Code of Laws, Title 59, Chapter 103, Section 59-103-35 (Appendix E) stipulates that all South Carolina college and university programs require oversight approval from the South Carolina Commission on Higher Education.

Currently, the University of South Carolina Aiken offers graduate degree programs in Education and Psychology but there are no programs offered that are related to the proposed MBA program. The proposed program will reside within the School of Business Administration (SOBA) at the University of South Carolina Aiken. SOBA faculty will teach in both its undergraduate business program and the MBA program, and the SOBA Dean's Office will administer the program.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

In preparation for a recently revised strategic plan, a vision process was conducted in the Fall of 2012 that included both an internal and external scan. The environmental scan revealed that there is considerable interest in the region for programs which enhance leadership skills, and the MBA would certainly help in that respect. At the same time, the process revealed a great interest in STEM-related educational opportunities, and the STEM option within the MBA represents a portion of the university's response to this voiced need.

Traditional MBA programs are widely available across South Carolina, the United States and the world in face-to-face, online and hybrid delivery formats, and are typically designed to be completed in one to two years. A traditional MBA program targets both those students with undergraduate business degrees as well as those with non-business undergraduate degrees. However, before starting a traditional MBA program, non-business degree graduates are typically required to take "leveling" or "foundation" business courses to bring them up to the same knowledge level as their classmates who hold undergraduate business degrees. Foundational instruction is directly incorporated into the MBA program curriculum.

There are numerous traditional MBA programs offered by public, private and for-profit institutions in South Carolina and delivered in a variety of formats, including face-to-face, online and hybrid delivery. Within the State of South Carolina there are eight public institutions that offer a traditional MBA program: Clemson University, Coastal Carolina University, College of Charleston, Francis Marion University, South Carolina State University, The Citadel, University of South Carolina Columbia, and Winthrop University. There are also nine private and for-profit institutions, none of which are AACSB accredited, in South Carolina: Anderson University, Bob Jones University, Charleston Southern University, Claflin University, North Greenville University, South University, Southern Wesleyan University, Strayer University, and University of Phoenix. However, there are no non-traditional MBA programs currently offered in South Carolina which are specifically designed for non-business majors only and there is no face-to-face MBA program available in the Aiken area. The only MBA programs currently available in the Aiken area are traditional MBA programs which are delivered via distance education. These MBA programs are typically 100% online and are offered by institutions that are not accredited by AACSB, e.g., University of Phoenix, Strayer University, or Southern Wesleyan University. The only MBA program that is not 100% online and readily available in the Aiken area is the Professional MBA (PMBA) offered by University of South Carolina Columbia, an AACSB-accredited institution. The PMBA is delivered in Aiken using Cisco/Polycom telepresencing equipment for interactive video instruction in a viewing site on the University of South Carolina Aiken campus. This part-time, evening MBA program is a traditional program, admitting both business and non-business majors, and some Aiken residents choose this approach to earn an MBA. At current South Carolina resident tuition rates of \$643 per hour, the PMBA requires 48 semester hours for a total cost of \$30,864.

The proposed MBA would be the first MBA program of any kind to be offered in the Aiken area in a traditional face-to-face delivery format. In numerous conversations with prospective MBA students and their employers in the Aiken area, we have learned that there are many people who would prefer a traditional, face-to-face delivery option for earning an MBA. Classes would be taught in the evenings on a part-time basis, with a course rotation schedule that would allow

students to complete the program in two years by taking two courses per semester (fall, spring and summer). The proposed MBA degree would also be very affordable, requiring 36 hours at \$513 per hour (South Carolina resident graduate tuition plus required fees) for a total cost of only \$18,468.

Those Aiken area students who prefer to earn their MBA in a face-to-face format could also do so more economically by choosing the MBA program at the University of South Carolina Aiken, rather than by commuting to USC Columbia to earn an Accelerated MBA (AMBA). The AMBA is a full-time, daytime MBA offered on the Columbia campus on an accelerated basis over a 12-month period. Apart from the travel expenses of commuting, the tuition cost of the proposed USC Aiken MBA would again be much lower than that of the AMBA, which has a tuition cost of \$40,000. In short, the proposed USC Aiken MBA would be significantly more accessible to Aiken residents, both geographically and financially.

Apart from MBA programs, there are a number of Master of Engineering Management (MEM) programs in North America that seek to provide engineering professionals with some business knowledge. These MEM programs provide graduate level instruction in engineering and management, rather than just management, and are therefore only found at universities which also have graduate programs in engineering. The nearest face-to-face MEM programs are at Duke University in North Carolina, Mercer University in Georgia and The University of Florida. There are also several online MEM programs available, including those of Duke and UNC Charlotte, and USC Columbia has recently announced plans to offer an online MEM in partnership with Academic Partnerships. Because these MEM programs include significant coursework in engineering in their curricula, they are focused exclusively on engineering professionals to the exclusion of other non-business degree majors.

Lately there has been an increase in the number of non-traditional MBA programs designed specifically for students without an undergraduate business degree. For example, Georgia College and State University (GCSU) recently developed a 15-month, full-time Liberal Arts MBA program for non-business majors only. This nomenclature for their MBA program for non-business majors ("Liberal Arts MBA") has been approved by AACSB. However, GCSU has recently chosen to re-title their Liberal Arts MBA program as the "Full-Time MBA" to further distinguish it from the other MBA programs they offer. In addition, there are a number of accelerated, full-time 12-month MBA programs for non-business majors, such as the Albers Bridge MBA at Seattle University and the One Year MBA offered by the University of Central Florida. Alternatively, some universities have begun offering five-year dual degree programs for non-business majors which allow their students to complete a non-business undergraduate degree and an MBA at the same time. Seton Hall has such a program, designed for any non-business undergraduate major, while the University of Alabama now offers a concurrent STEM path to the MBA for its engineering undergraduates and Lamar University in Texas also has a five-year combined BS in engineering/MBA program. In each case these MBA programs offer exclusively business coursework in a curriculum designed to be directly accessible to non-business students. These types of innovative new programs demonstrate the increased demand for graduate education in business for non-business graduates.

The Graduate Management Admission Council (GMAC) collects data on the characteristics of GMAT test takers which also shed some light on the potential demand for a non-traditional MBA designed for non-business majors. During 2010-11, 54.1% of GMAT test takers in the United States held undergraduate business degrees. Of the remaining 45.9% without undergraduate business degrees, roughly half held STEM-related degrees. These statistics indicate the potential size of the market for USCA's MBA program and for the STEM option.

Recent discussions with local citizens, including non-business graduates of USCA, and local companies such as Savannah River Nuclear Solutions, Savannah River Remediation, URS, and Bridgestone have identified the need for a similar innovative MBA program in the greater Aiken area. Local businesses helped USCA to shape the content of the proposed MBA program, and have expressed considerable excitement about the creation of this degree.

Engineers, technology specialists, and scientific researchers could follow the STEM option within the MBA to obtain the business and leadership skills they will need to assume managerial positions in their organizations when existing managers retire. In addition, a recent study published by *US News and World Report* (<http://www.usnews.com/news/blogs/stem-education/2012/02/15/more-engineers-starting-businesses>) found that engineers were just as likely as MBA's to start a new small business. This suggests that a number of the local STEM professionals who complete the MBA may also use their new business skills to become entrepreneurs. It is widely known that two out of three new jobs created in this country come from small businesses, rather than large employers. Therefore, the ability for STEM professionals in the greater Aiken area to obtain an MBA could play an important role in the continued economic development of the region.

This MBA program would not only meet the needs of STEM professionals employed in the region, but would also meet the needs of many USCA non-business majors who want to obtain a graduate business degree without leaving the Aiken area. Many USCA liberal arts majors find employment in local businesses, and may wish to gain an understanding of business practices along with valuable skills in leadership, executive communications, human resources, and business ethics. In addition, there may be many non-business majors who live in the Aiken area and wish to become entrepreneurs and start their own small businesses, but would like to increase their chances for success by acquiring modern business skills. Again, having access to a part-time, evening MBA program designed for non-business majors could assist with economic development in the Aiken area. The Aiken office of the Small Business Development Center has provided a letter of support on this point (see Appendix F).

A recent market survey of the potential interest in an MBA for the regional target market of USCA was conducted by Carnegie Communications. The survey revealed that there was greater interest in a part-time, evening MBA designed for non-business majors than for any other proposed new USCA graduate degree program. Potential graduate students, defined as those holding bachelor's degrees or currently pursuing bachelor's degrees who expressed an interest in attending graduate school in the next three years, who were residing in Georgia, South Carolina or North Carolina were surveyed,. Most of the survey respondents had no prior affiliation with USCA as a current student or alumnus. Most worked full-time, and were willing to travel less than an hour from work or home to earn a graduate degree. Out of the total number of respondents who indicated an interest in a graduate degree, 100% expressed an interest in a master's degree, and 37.6% of those expressed an interest in the proposed for one with a liberal arts and sciences focus from USCA.

Based on indications of student interest from the market survey conducted by the Carnegie Group, enrollment in the MBA program is expected to come from students who are not already enrolled as graduate students elsewhere in the institution; i.e., all MBA students will be new graduate students for USCA. Therefore, there will be no impacts on other graduate degree programs at the institution. Enrollment projections from the Carnegie study are presented in Table A.

Table A - PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-15	20	6	20	6	20	6
2015-16	25	6	25	6	25	6
2016-17	30	6	30	6	30	6
2017-18	35	6	35	6	35	6
2018-19	40	6	40	6	40	6

These estimates took into consideration the total number of potential students in the target market for the program (the five-county region surrounding Aiken and the Savannah River Site). It is estimated that half of the students will take 6 hours per semester, one-quarter will take 9 hours, and the final quarter will take 3 hours. It is expected that about half of the MBA students will hold non-business undergraduate degrees from USCA, with the remainder coming from other undergraduate institutions, since USCA does not offer an undergraduate engineering degree and most of the local employees in STEM-related occupations come to the Aiken area from other parts of the country.

In addition, Carnegie Communications conducted an environmental scan and trend analysis which identified the future employment prospects for MBA’s nationally, as well as in South Carolina and the Richmond-Burke Workforce Investment Area (WIA) in neighboring Georgia, based on the most recent employment projections from the U.S. Bureau of Labor Statistics (BLS) (see Appendix G). This study identified 34 different occupational “crosswalks” which corresponded most closely to the MBA program and then focused on the number of projected job openings for those business management related occupations in the relevant area. Over the next 10 years, the number of annual job openings for the identified business management related occupations is projected to be 335,000 nationally, with 3,964 of those openings occurring in South Carolina and the Richmond-Burke WIA. Of the 15 different prospective new degree programs evaluated by Carnegie Communications for USCA, the demand for business managers was higher than that projected for any other sector, including health care. Furthermore, the BLS employment projections do not include the potential demand for MBA’s from new entrepreneurs who may decide to start their own small business in the area.

The proposed program has been reviewed and approved by all of the internal and external oversight committees and boards:

- USCA School of Business Administration Faculty: **approved January 22, 2013**
- USCA Chancellor’s Cabinet: **approved January 28, 2013**
- USCA Academic Council: **approved February 5, 2013**
- USCA University Planning Committee: **approved February 8, 2013**
- USCA Graduate Advisory Council: **approved February 13, 2013**
- USCA Faculty Assembly: **approved February 26, 2013**
- USCA Chancellor: **approved February 27, 2013**
- USC System Provost: **approved May 2, 2013**
- USC System President: **approved May 17, 2013**

USC System Academic Affairs and Faculty Liaison Committee: **approved June 17, 2013**

USC System Board of Trustees: **approved June 17, 2013**

South Carolina Commission on Higher Education (SC-CHE): **approved February 6, 2014**

Copy of minutes and letters showing consideration and approval by the Chancellor’s cabinet, Faculty Assembly, the USC System Board of Trustees and SC-CHE are provided in Appendix H.

4. DESCRIPTION OF THE CHANGE

The MBA program has a structured curriculum that will provide knowledge of the business discipline and training experiences through which student can engage in the professional practices of the discipline. The program objectives for the MBA program are expressed in terms of the knowledge and skills that graduates from the MBA program will attain:

1. An understanding of modern business theories and practices;
2. Enhanced written and oral business communication skills;
3. Critical and analytical skills helpful in solving business problems;
4. An appreciation of diversity in the workplace;
5. An understanding of the global aspect of the business environment;
6. An understanding of the principles of ethical leadership;
7. An understanding of the role of information technology in business.

Students who pursue the STEM option will attain the additional program outcome of:

8. Understanding other business theories and practices relevant to a technical organization.

The program’s curriculum will consist of 12 required business courses of 3 credit hours each for a total of 36 credit hours. The curriculum is:

Course	Title	MBA Liberal Arts Option I	MBA STEM Option II
ECON 601	Economics for Decision Making	3	3
ACCT 602	Financial Accounting	3	3
MKTG 603	Marketing Management	3	3
MGMT 604	Leadership and Team Development	3	3
BADM 605	Quantitative Tools for Business Analysis	3	0
BADM 615	Executive Communication, Negotiation and Conflict Management	3	3
FINA 616	Financial Analysis for Decision Making	3	3
MGMT 617	Supply Chain Management	0	3
MGMT 618	Human Resources Management	3	3
MGMT 620	Legal and Ethical Environment of Business	3	3
BADM 621	Globalization and Business	3	3
MGMT 629	Information Systems Strategy	3	0
BADM 649	Program and Project Management I	0	3
BADM 650	Program and Project Management II (capstone)	0	3
BADM 660	Business Planning and Strategy (capstone)	3	0
Total Credit Hours		36	36

All 15 courses are new. The course descriptions are:

ECON 601. Economics for Decision Making (3 credits). The application of microeconomic and macroeconomic concepts and marginal analysis to the process of optimal decision making. To help students better prepare for leadership positions in business, the course will cover relevant theoretical and applied economic concepts.

ACCT 602. Financial Accounting (3 credits). Survey course of relevant contemporary topics in financial accounting and reporting.

MKTG 603. Marketing Management (3 credits). An introduction to marketing in a customer-driven firm, focusing on essential marketing skills needed by successful managers in all business functions. The course also studies how firms must coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy. Prerequisite/co-requisite: ECON 601

MGMT 604. Leadership and Team Development (3 credits). A study of the principles relating to leadership and team development. This course can develop students' understanding of contemporary leadership theories and their application to effective management of employees in the organization.

BADM 605. Quantitative Tools for Business Analysis (3 credits). Introduction to quantitative tools commonly used for the analysis of business problems, including statistical analysis. *Not required for the STEM option.*

BADM 615. Executive Communication, Negotiation and Conflict Management (3 credits). A study of the role and techniques of effective communication in the organization, with an emphasis on the use of effective communication techniques for conflict resolution and successful negotiations.

FINA 616. Financial Analysis for Decision Making (3 credits). The analysis of the firm's operating, investing and financing activities and how changes in these activities affect firm value. Financial analysis techniques and applications, along with other relevant information, are used to make real economic based decisions. Case studies illustrate concepts. Prerequisites: ACCT 602, BADM 605

MGMT 617. Supply Chain Management (3 credits). *(in lieu of BADM 605 for STEM option)* Supply chain management activities including production planning, inventory management and logistics. Decision and analysis tools used for decisions in the areas of modeling, technology adoption, vertical integration, and production planning/materials control will be examined. *Only open to students following the STEM option.*

MGMT 618. Human Resources Management (3 credits). Focuses on the systematic and effective management of an organization's human resources – acquiring, maintaining and motivating its employees – in a manner that is consistent with its overall strategy and applicable employment laws.

MGMT 620. Legal and Ethical Environment of Business (3 credits). An analysis of legal and ethical issues as they relate to the business environment. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers students an understanding of how businesses can comply with the law and use an ethical culture as a

positive strategy for making successful business decisions.

BADM 621. Globalization and Business (3 credits). Survey of the economic, political, cultural, and legal environment in our global economy, emphasizing how successful companies operate in diverse foreign environments, engage in specialized transactions, and adapt market, financial, and managerial strategies for optimal global operations.

MGMT 629. Information Systems Strategy (3 credits). Examination of the critical role of information systems in contemporary business organizations; the use, development, and planning of information systems. *Not open to students following the STEM option.*

BADM 649. Program and Project Management I (3 credits). (*in lieu of MGMT 629 for STEM option*) Program management activities in the areas of strategy management, project management, process management, and risk management will be discussed. Project management competency models and value assessment methods used by project management office to create linkage between strategy and projects will be analyzed and conversed. *Only open to students following the STEM option.* Prerequisite: MGMT 617.

BADM 650. Program and Project Management II (3 credits). (*capstone in lieu of BADM 660 for STEM option*) Advanced study of program management activities in the areas of strategy management, project management, process management, and risk management. A continuation of the study begun in BUS 649. *Only open to students following the STEM option.* Prerequisite: BADM 649.

BADM 660. Business Planning and Strategy (3 credits). (*capstone*) The application of strategic management techniques in an interdisciplinary approach to simulated business problems. *Not open to students following the STEM option.* Pre-requisites: FINA 616, MKTG 603

The credit value of each course is determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) is expected per credit hour at the University of South Carolina Aiken. The semester hour credit for each course is included in each course description and will be published in the USC Aiken Undergraduate and Graduate Programs Bulletin. This policy, rooted in the Carnegie Unit, is standard within the USC system and is the norm at institutions on the semester system throughout the United States. Seminar courses, distance education courses, internet courses, internships, field classes, and other courses which do not share the traditional lecture/laboratory format require the same number of contact or instructional hours required for traditional lecture/laboratory classes.

The relationship between the program's student learning outcomes and the courses that make up the curriculum is shown in the MBA curriculum map. A schedule of the course offerings is shown in the table on the subsequent page. The schedule of courses will permit completion of the program within a two year period for either program track if a student takes the two class offerings each Fall, Spring, and Summer semester. With admission intakes occurring twice a year – at the beginning of the Spring and Fall semesters -- the scheduled class offerings for each semester will grow with each entering cohort until the 2016-17 academic year when the pattern of class offerings, consisting of 9 classes in the Fall, 10 in the Spring and 11 in the Summer, will be established and replicated each academic year thereafter.

USC Aiken Substantive Change Prospectus: MBA Program

MBA Curriculum Map															
Outcomes	COURSES														
	ECON 601	ACCT 602	MKTG 603	MGMT 604	BADM 605	BADM 615	FINA 616	MGMT 617	MGMT 618	MGMT 620	BADM 621	MGMT 629	BADM 649	BADM 650	BADM 660
Students will understand modern business theories and practices	I R	I R P	I R P	I R P	I R	I R	I R P	I R P	I R P	I R P	I R	I R P	P	M	M
Students will have enhanced written and oral business communication skills			I R	I R		I R P M		I R P					P	M	M
Students will attain critical and analytical skills helpful in solving business problems	I R P	I R P	I R P		I R P		I R P	I R P				I R P	P	M	M
Students will appreciate diversity in the workplace			I R	I R P		I R P		I R P	I R P	I R P			P	M	M
Students will understand the global aspect of the business environment	I R		I R	I R		I R		I R P		I R P	I R P M		P	M	M
Students will understand the principles of ethical leadership				I R P M		I R P		I R P	I R P M				P	M	M
Students will understand the role of information technology in business		I						I R P					P	M	M
Students will understand other business theories and practices relevant to a technical organization								I R P				I R P	P	M	M
Legend: Learning outcome is...I – Introduced, R – Reinforced, P – Practiced, M – Mastered															

USC Aiken Substantive Change Prospectus: MBA Program

	Entering Cohort #	Semester Course Offerings							
		Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Common Required Courses	1	ECON 601 ACCT 602	MGMT 604	MKTG 603 FINA 616	MGMT 618 BADM 621	MGMT 620	BADM 615		
	2			ECON 601 ACCT 602	MGMT 604	MKTG 603 FINA 616	MGMT 618 BADM 621	MGMT 620	BADM 615
	3				ECON 601 ACCT 602	MGMT 604	MKTG 603 FINA 616	MGMT 618 BADM 621	MGMT 620
	4						ECON 601 ACCT 602	MGMT 604	MKTG 603 FINA 616
	5							ECON 601 ACCT 602	MGMT 604
Option I Courses	1		BADM 605			MGMT 629	BADM 660		
	2				BADM 605			MGMT 629	BADM 660
	3					BADM 605			MGMT 629
	4						BADM 605		
	5								BADM 605
Option II Courses	1		MGMT 617			BADM 649	BADM 650		
	2				MGMT 617			BADM 649	BADM 650
	3					MGMT 617			BADM 649
	4						MGMT 617		
	5								MGMT 617
Total Course Offerings:		2	3	4	7	8	9	10	11

Admission to the program will occur twice a year for the Fall and Spring semesters. Admission criteria for the MBA will be:

- Successful completion of a four-year bachelor's degree in a non-business discipline.
- A minimum score of 450 on the GMAT. In addition, the student must satisfy one of the two following minimum admission index values:

Index 1: (Undergraduate GPA X 200) + GMAT score \geq 1000

or

Index 2: (Upper level GPA X 200) + GMAT score \geq 1050

where "upper level GPA" refers to the student's GPA earned on all upper level courses, i.e., all junior and senior level courses.

For students who wish to transfer into the program, up to six semester hours of credit with grades of B or better (or equivalent grades if a different system is used) from another AACSB-accredited institution may be transferred for use with the restriction that the credit must have been earned at an institution holding AACSB accreditation at the time the course work was completed. All transfer credit must be approved by the Dean of the School of Business Administration.

To ensure the quality of the program and services, administrative oversight will fall within the responsibilities of the Dean of the School of Business Administration. Dr. Clifton Jones joined USC Aiken as the Dean of the School of Business Administration in 2012. Previously, he had served as Chair of the Department of Economics & Finance in the Rusche College of Business at Stephen F. Austin State University in Nacogdoches, Texas. He has considerable administrative experience in the areas of curriculum and new program development, assessment, accreditation, and student recruitment. In 2006, Jones was recognized as the Outstanding Economics Professor by Phi Alpha Kappa at Stephen F. Austin State University; and in 1995, he received the Board of Regents Award for Teaching Excellence from Murray State University. He has published and presented his research - primarily in energy economics - in both national and international forums. Jones earned a B.A. in economics from the University of Texas and a Ph.D. in economics from Texas A&M University. He is a member of the International Association of Energy Economics and the Beta Gamma Sigma honor society (see Appendix I for Dr. Jones' *curriculum vitae*).

5. **FACULTY**

To provide the MBA program, USCA will need to add two full-time, tenure-track business faculty: one in economics and one in marketing (specializing in logistics and supply chain management). It will also be necessary to convert an existing full-time adjunct position in management to an instructor position in the first year of the program (2014-15). Both of the new graduate tenure-track business faculty must hold a doctorate in their field of study and be considered academically qualified by SACSCOC and AACSB standards, meaning they must be active scholars who regularly publish original research that has been reviewed by their peers. The new instructor in management must hold an MBA and be considered academically qualified by SACSCOC standards and professionally qualified by AACSB standards, meaning that they maintain their currency in their discipline through regular professional practice. A roster of faculty who will be teaching in the program is provided on pages 14-17. All graduate level courses indicated by (G) are to be taught in the proposed program. Upper (U) and lower (L) level undergraduate classes are for courses that have been taught for other programs currently offered in the 2013-14 academic year.

Faculty Roster Form

Qualifications of Full-Time and Part-Time

Institution: University of South Carolina Aiken
 College or School: School of Business Administration

To be hired		
Courses	Relevant Degrees	Degree Details/Other Qualifications
ECON 601: Economics for Decision Making (G) BADM 605: Quantitative Tools for Business Analysis (G)	<i>will require a Ph.D. in Economics</i>	<i>Looking for someone with research interests in applied economics, and/or statistical and quantitative analysis</i>
To be hired		
Courses	Relevant Degrees	Degree Details/Other Qualifications
BADM 649: Program and Project Management I (G) BADM 650: Program and Project Management II (G) MGMT 617: Supply Chain Management (G) MGMT 629: Information Systems Strategy (G)	<i>will require a Ph.D. in Management</i>	<i>Looking for someone with research interests in the areas of Information Technology and systems, operations and supply chain management, and/or project management</i>
HEIENS,III, RICHARD A (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
MKTG 603: Marketing Management (G) BADM 350: Principles of Marketing (U) MKTG 455: Consumer Behavior (U) MKTG 551: Retailing Management (U) MKTG 558: Marketing Management (U)	Ph.D., Marketing, Florida State University; B.S., Marketing, Florida State University	Research interests are in marketing strategies.

LEACH, ROBERT T (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
<p>FINA 616: Financial Analysis for Decision Making (G)</p> <p>ACCT 338: Financial Statement Analysis (U) BADM 363: Business Finance (U) ECON 221: Principles of Macroeconomics (L) FINA 338: Financial Statement Analysis (U) FINA 412: Intermediate Business Finance (U) FINA 469: Investment Analysis & Portfolio Management (U)</p>	<p>Ph.D., Business Administration (Finance concentration, Accounting minor), Kent State University; M.B.A., Business Administration, Drexel University; B.S., Business Administration (Accounting), Shippensburg State College</p>	<p>Dr. Leach's Ph.D. dissertation was in Finance and he also holds an M.B.A. There is a significant relationship between finance and economics. Dr. Leach has completed 21 semester hours of finance course work at the graduate level.</p> <p>Research interests are in corporate finance.</p>
LEWELLYN, PATSY G (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
<p>ACCT 602: Financial Accounting (G)</p> <p>ACCT 331: Financial Accounting I (U) ACCT 435: Auditing Theory (U) ACCT 439: Accounting Information Systems (U) BADM 225: Principles of Financial Accounting (L)</p>	<p>D.B.A., Accounting, Louisiana Tech University; M.B.A., Louisiana Tech University; B.A., Economics, Hendrix College</p>	<p>Research interests are in corporate governance, accounting control systems, and sustainability.</p>
MCGRATH, LEANNE C (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
<p>MGMT 604: Leadership and Team Development (G) BADM 615: Executive Communication, Negotiation and Conflict Management (G) BADM 649: Program and Project Management I (G) BADM 650: Program and Project Management II (G)</p> <p>BADM 371: Principles of Management & Leadership (U) BADM 399: Independent Study (U) MGMT 442: e-Business Management (U) MGMT 473: Management & Operations - Small Business (U)</p>	<p>Ph.D., Business Administration (Management), University of South Carolina; MBA, Business Administration, University of South Carolina; M.S., Pharmaceuticals, University of South Carolina; B.S., Pharmacy, University of South Carolina</p>	<p>Research interests are in social media and human resource management.</p>

MACK, KATHY (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
MGMT 604: Leadership and Team Development (G) BADM 615: Executive Communication, Negotiation and Conflict Management (G)	Ph.D. Business Administration (Organizational Behavior/Theory), Virginia Tech; M.B.A., (Marketing Concentration); UNC-Greensboro; B.A. Psychology, University of North Carolina - Chapel Hill	Dr. Mack completed 18 graduate semester hours in Marketing courses as part of her M.B.A. degree. Research interests are in leadership and organizational aesthetics.
NARAYANASWAMY, RAVI (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
BADM 649: Program and Project Management I (G) BADM 650: Program and Project Management II (G) MGMT 617: Supply Chain Management (G) MGMT 629: Information Systems Strategy (G) BADM 390: Management Information Systems (U) MGMT 475: Production and Operations Management (U)	Ph.D., Management, Clemson University; M.S., Information Systems, Kennesaw State University; M.B.A., Business Administration, Ohio University	Research interests are in Information technology and systems, operations and supply chain management, and project management.
NEWSOM, PAUL D (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
FINA 616: Financial Analysis for Decision Making (G) BADM 363: Business Finance (U) ECON 222: Principles of Microeconomics (L) FINA 463: Advanced Business Finance (U)	Ph.D., Finance, University of Arkansas; M.B.A., Finance, Butler University; B.S., Pharmacy, Butler University	Dr. Newsom has completed 18 graduate level semester hours in economics. Research interests are in Entrepreneurship and investments.
PORCA, SANELA (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
ECON 601: Economics for Decision Making (G) BADM 621: Globalization and Business (G) BADM 383: International Business (U) ECON 221: Principles of Macroeconomics (L) ECON 222: Principles of Microeconomics (L)	Ph.D., Business Administration (Major Economics, Minor International), University of Tennessee; M.A., Economics, Miami University; B.A., Economics and Political Science, Denison University	Research interests are in applied economics, quantitative analysis, and international business.

RITCHIE, CHARLES M (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
BADM 660: Business Planning and Strategy (G) MGMT 618: Human Resource Management (G) BADM 478: Strategic Management (U) MGMT 376: Organization Behavior (U) MGMT 378: Labor Relations (U)	Ph.D., Business Administration (Management, Organizational Behavior, HRM), University of South Carolina; M.B.A., Business Administration, Augusta State University; B.S., Business Administration, Clemson University	Research interests are in human resource management and strategic management.
RODRIGUEZ, LINDA CAROL (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
MGMT 620: Legal & Ethical Environment of Business (G) BADM 379: Social, Ethical & Legal Aspects of Business (U) MGMT 374: Human Resource Management (U) MGMT 411: International Management (U) MGMT 475: Production & Operations Management (U) MGMT 477: Organization Theory (U)	Ph.D., Management and International Business, University of Texas-Pan American; M.B.A., International Business, University of Texas at El Paso; B.B.A., Computer Information Systems, University of Texas at El Paso; B.B.A., Accounting, University of Texas at El Paso	Research interests are in corporate social responsibility, business ethics, and sustainability.
XIE, TIAN (F)		
Courses	Relevant Degrees	Degree Details/Other Qualifications
BADM 605: Quantitative Tools for Business Analysis (G) MKTG 603: Marketing Management (G) BADM 296: Statistics (L) MKTG 452: International Marketing (U) MKTG 457: Marketing Research (U) MKTG 459: Personal Selling & Sales Management (U) MKTG 454: Promotion Strategies & Advertising (U)	Ph.D., Marketing, Georgia State University; M.B.A., Finance, Georgia State University; B.S., Geochemistry, Peking University	Research interests in Marketing research, statistical and quantitative analysis

The School of Business Administration currently has 16 full time permanent faculty consisting of 12 tenured or tenure-track faculty who hold terminal degrees in their discipline and 4 instructors who have a minimum of a master's degree in their discipline. A full-time faculty member at USCA is on a nine-month contract and carries a teaching load of 12 undergraduate hours or 9 graduate hours per Fall and Spring semesters. In addition, 9 qualified adjuncts and faculty within the USC System who are located on the USC Sumter campus teach undergraduate courses for the School of Business Administration. Summer teaching assignments provide additional remuneration to faculty at a rate of 2.5% of the 9-month base salary per semester hour. The current full-time equivalent (FTE) of faculty in the School of Business Administration is 20.5. With the modification of an adjunct position and the addition of two tenure track positions, the FTE will grow to 23. This is sufficient to cover the additional teaching associated with the proposed MBA and to minimize an impact on the existing undergraduate program.

Currently, all School of Business Administration faculty are expected to remain current in their disciplines as active scholars, with greater research expectations for those who hold terminal degrees and tenured or tenure-track positions (see Appendix J for a copy of faculty *curriculum vitae*). These research expectations have been in line with AACSB and SACSCOC standards for an undergraduate only business program. Transition to a business program with both graduate and undergraduate degrees will necessitate higher research expectations and correspondingly higher levels of research and professional development support. In keeping with policy and practice at the University of South Carolina Aiken, the School of Business Administration faculty teaching graduate courses will receive one course release during each fall or spring semester in which they are teaching a graduate course. The two additional faculty positions and converted management instructor position will allow the School of Business Administration to cover the new graduate sections that must be offered each semester, as well as to cover the undergraduate sections affected by the release time requirement for graduate faculty.

All full-time School of Business Administration faculty are allotted a certain amount of faculty development funds from the school each year to support their research and travel to conferences; this amount is augmented each year for those who successfully publish one or more articles in peer-reviewed journals in the previous year. These internal school funds are supplemented by institutional funds for faculty travel expenses which are dispersed by the USCA Partnership Fund.

6. LIBRARY AND LEARNING RESOURCES

The Gregg-Graniteville Library occupies a two-story 40,000 square foot building situated on the main university quadrangle. The collection contains over 222,439 volumes of books and print journals, over 79,433 pieces of microfilm and microfiche, and over 4167 volumes of media materials. The USCA library has access to 186 databases, including those through DISCUS and PASCAL, with E-journals totaling 28,582. USCA students have access to approximately 60,672 E-books. The Gregg-Graniteville Library is an official depository for Federal and South Carolina documents, with holdings of 58,569 print and digital titles. The library is open 78 hours per week with variations during exam periods, inter-sessions, summer terms, and holidays.

Current print monograph holdings in Business, subdivided by subject include:

- Economic Theory - 911 volumes,

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- Economic History and Conditions - 1173 volumes,
- Industries, Land Use, Labor (including Management) - 2977 volumes,
- Transportation and Communications (including Telecommunications Industry) - 229 volumes,
- Commerce (including Markets and Accounting) - 1515 volumes,
- Finance (including Banking and Insurance) - 691 volumes, and
- Public Finance (including Taxation and Public Accounting) - 181 volumes.

Our current print collection is strongest in Economics, Management, Marketing and Commerce. The Finance area is most in need of strengthening. A qualitative examination of the titles in the USCA collection was conducted comparing the last four years (2008-2011) of *Choice Review's Outstanding Academic Titles* with our holdings. *Choice: Current Reviews for Academic Libraries* is published by the Association of College and Research Libraries and is the premier source for reviews and recommendations of academic books, electronic media, and Internet resources of interest to those in higher education. The comparison found that we own or have access to 23% of the outstanding titles recommend by *Choice* in the Business area. Our current collection is adequate to meet the needs of the faculty and students at USCA; however, additional resources should be acquired for an MBA program. To add these additional outstanding monographic titles would require approximately \$2,500 annually; an amount that could be handled within the current library budget.

Business-specific databases currently accessible by USCA School of Business students include: Business Source Premier (EBSCO), Gale Business Insights: Global, Thomasnet (Thomas Register Online), and CCH Accounting Research Manager. Other databases which include business-related materials are Lexis-Nexis Academic Universe and Academic Search Premier (EBSCO). Our electronic databases are currently adequate for our undergraduate Business students, and would be adequate for the proposed MBA if we upgrade our current EBSCO databases to include Business Source Complete (\$7,730) and Academic Source Complete (\$8,972) for a total of \$16,702 in Year 1. The total cost for both upgraded databases is expected to increase by 5% annually. Less crucial, but also recommended, should funds allow, would be a subscription to the Mergent database (\$4,500), which provides extensive information on public and private companies as well as in-depth industry information and more.

The U.S. Government Documents Depository maintains a number of business related electronic databases and print resources published by agencies such as Congress, the Securities and Exchange Commission (EDGAR), the U.S. Commerce Department, the Small Business Administration, the Congressional Budget Office, the General Accounting Office, the Office of the President and numerous other governmental agencies. Both a full-time Documents Librarian and support staff are available to aid in research.

The library currently subscribes directly to ten business related journals including the following essential titles: *The Economist*, *Review of Economics & Statistics*, *Harvard Business Review*, *Journal of Finance*, *Journal of Consumer Research*, *Journal of the Academy of Marketing Science*, *Management Accounting Quarterly*, *Strategic Finance*, *Journal of Financial Education*, and *The Wall Street Journal*. In addition to these titles,

USCA Business faculty and students have access to hundreds of other titles in all fields of Business through our full-text databases and consortia journal packages, including such titles as the *Journal of Financial Economics*, the *Journal of Marketing*, the *Strategic Management Journal*, the *Journal of Accountancy*, and *The New York Times*.

USCA maintains a formal agreement (see Appendix K) with all universities and colleges in South Carolina, the Partnership among South Carolina Academic Libraries (PASCAL <http://pascalsc.org/>), which supports both consortia purchasing of databases and statewide borrowing of materials. PASCAL Delivers provides for reciprocal library borrowing among private and public colleges/universities throughout the state. It is supported by a statewide courier service which makes book deliveries to campuses five days a week. USCA currently has access to the EBSCO databases Academic Search Premier and Business Source Premier through the S.C. State Library via DISCUS; however, our proposed upgrades to Academic Search Complete and Business Source Complete would be negotiated through PASCAL for special pricing. We currently receive a special consortia price for our subscription to Lexis Nexis via PASCAL.

Using ILLIAD, a web-based Interlibrary Loan system, librarians fill requests for articles or documents that are scanned and transmitted via Ariel software. USC Aiken belongs to the KUDZU Consortium of southeastern libraries, providing delivery of items not available within the state to faculty and students within a few days.

The library maintains an active program of research assistance and instruction. The library faculty support classroom instruction in the disciplines and offer both general and course-specific library instruction. Instruction sessions are tailored to the needs of the course and the specific requirements of individual faculty members with the stated purpose of enabling all members of the college community to achieve information literacy in preparation for lifelong learning in a changing and global society.

The Gregg-Graniteville Library receives faculty input through the Faculty Assembly's Library Committee. This committee includes representatives from each college and school with the Director of the Library serving as an ex officio member. The committee serves as an advisory body to the Director of the Library on such topics as budget and collections. The Library Committee members often serve as departmental liaisons to the Library concerning orders, allocations, and related matters. The School of Business faculty review library holdings and participate in the decision making process of adding or deleting business-related library holdings.

7. STUDENT SUPPORT SERVICES

The University of South Carolina Aiken provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society. The University encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of its students, including graduate students who will be admitted to the MBA program. Offices that provide student support programs, services and activities can be found in the divisions

of Academic Affairs, Business and Administration, Student Life and Services, and Information Technology. Some services and programs are specifically designed to assist undergraduates as they transition to college life, and thus are not included in the following overview.

Within the division of Academic Affairs, student support, services and activities are provided by the Academic Success Center, the Veteran and Military Student Success Center, the Language Learning Center, the Writing Room, International Programs, Career Services, Financial Aid, and the Registrar. The Academic Success Center encourages the academic success of students by assisting them in developing educational plans, connecting them to campus resources, and promoting engaged learning and personal responsibility. Among the services offered by the department are Academic Advisement, Early Warning, Tutoring, and Academic Consultations. The Veteran and Military Student Success Center hosts a professional staff that provides a conduit to benefits, opportunities, networking, and best practices for a successful military to community transition. The Language Learning Center supports the integration of technology into language instruction and linguistic acquisition. Through methods such as aural-oral programs, video, and internet access, the Language Learning Center provides students with opportunities to acquire, develop, and practice effective communicative skills and to gain insight into and appreciation of diverse cultures and peoples. The Writing Room provides an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Peer writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. International Programs Office provides services to international students and their families and promotes international awareness among USCA students, faculty, and the Aiken community. Study abroad and international exchanges programs are coordinated through the office. Career Services provides comprehensive career planning services including career planning, experiential learning, job searches, and skill set assessments. The Career Services Office provides individual and group career counseling on topics such as career planning and decision making, job targeting, and assists students with mock interviews, resumes and cover letter reviews. Career Services plans several career panels throughout the year. The Office of Financial Aid is responsible for administering federal, state, institutional, and private funding to assist students with the costs of their education. The Office of the Registrar is responsible for course registration, records retention and protection, monitoring of academic policies, publication of the USC Aiken Programs Bulletin, administrative oversight of transfer credit and degree certification.

Within the division of Business and Administration, student support, services and activities are provided by the Bookstore, campus dining, the Children's Center, the Convocation Center, the Etheredge Center, and University Police. The Bookstore is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center, (SAC) near the Food Court. Operated by the University, the primary goal of the bookstore is to provide educational materials to students at the lowest cost possible. Campus Dining provides high quality products and excellent service to USC Aiken students, faculty, staff and visitors. The university contracts with one of the country's premier food service operators to provide several dining options at the Scoreboard Cafeteria located in the Student Activities Center which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees, the Station in the Humanities and Social Sciences Building which features subs, salads, pastries, and gourmet coffee; and Starbucks. The Children's Center is located on the south side of the campus and offers care for children ages six weeks to five years for

faculty, staff, students and community members for a reasonable fee. The Center is licensed by the State of South Carolina and is nationally accredited. The Convocation Center is a state of the art facility with capacity for 3,500-to 4,100 patrons that is used for USC Aiken athletic events, USC Aiken and high school graduations, consumer /trade shows, community events such as fairs, concerts, and conventions, and corporate meetings and seminars. The Etherredge Center, USC Aiken's center for the fine and performing arts, provides a first-class facility and the support services of a professional staff to accommodate diverse cultural activities. The Center offers programming designed to educate students and encourage them to develop an appreciation for the visual and performing arts as well as to fulfill the cultural entertainment needs of the community. The building houses two theatres, an art gallery, and classrooms and offices for the academic department of Visual and Performing Arts. The USC Aiken Police Department protects life and property and enforces the law. In this effort, police officers work with the campus community in a cooperative community policing effort to prevent crime from occurring and to provide assistance to victims if a crime does occur. The Department also provides emergency medical first response for the campus community.

In the division of Student Life and Services, student support, services, and activities are provided by Athletics, the Wellness Center, the Counseling Center, the Health Center, Disabilities Services, Housing, Intramurals, Leadership Programs, and Student Government and Organizations. With the goals of both athletic and academic excellence, Athletics at USC Aiken has emerged as a well-rounded intercollegiate program. USC Aiken is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USC Aiken holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). USC Aiken has earned conference championships in twelve different sports. The "Pacers" currently compete on a conference, state, and national level in eleven different sports: volleyball, men's and women's soccer, women's cross-country, men's and women's basketball, softball, golf, baseball, and men's and women's tennis. The Wellness Center delivers educational and rehabilitative programs to promote a healthy lifestyle by providing the USC Aiken family and extended community access to safe, clean, well-equipped facilities and trained, caring staff. The Wellness Center has cardiovascular equipment, Nautilus weight equipment, dumbbells and a 1/16 mile walking track. There is a carpeted aerobics room with wall to wall mirrors, gymnasium, Jacuzzi, dry sauna, locker rooms, and an exercise physiology laboratory, as well as an instructional classroom. The facility is supervised by CPR trained staff. A 25-yard indoor/outdoor Natatorium facility is located in the Student Activities Center. The heated pool, designed for lap swimming, is 4 feet to 10 feet deep and has six lanes. The Counseling Center supports students in their individual development by maximizing their problem-solving and decision-making skills in order to facilitate constructive choices in accomplishing their academic and personal goals. In conjunction with this mission, the Counseling Center works with members of the University community to ensure a college environment that is as beneficial as possible to the overall wellbeing of students, thereby empowering them to meet their fullest potential. The Center offers a holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training. The Center has a staff consisting of a Licensed Independent Social Worker – Clinical Practitioner, an AOD (Alcohol and Other Drugs) Programmer who is a Licensed Practical Counselor, and a Licensed Professional Counselor and Master Addiction Counselor. The Student Health Center provides comprehensive primary healthcare services that support the overall health of the USC Aiken community. The medical staff at the Health Center includes a registered nurse and two nurse practitioners. The Office of Disabilities Services assists undergraduate and graduate students who have medical, psychiatric, or

learning disabilities by providing an integration of on-campus services. The goal is to make all USC Aiken programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual needs. These services are the result of a cooperative effort with the student's instructor and may include priority seating, a note taker, test proctoring, permission to tape record lectures, or alternative media. USC Aiken also has an Assistive Technology Center with equipment and software to improve access for eligible students. University Housing provides a variety of enrichment programs and activities to students residing in its three housing complexes. Pacer Crossings, a 300 bed residence hall that features a shared, four-bedroom suite with four baths, a living room area, free high-speed wireless internet access, phone service, micro fridge in each bedroom, and cable TV. Also within the residence hall is a laundry facility, 12 study rooms, 8 kitchens, a learning center, lounge space and game room. Pacer Crossings is staffed by a live-in Assistant Director and 12 Resident Assistants. Pacer Commons consists of 79 4-person apartments housing 316 residents. Each apartment has two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons has an outdoor recreational area with a volleyball court and a basketball court. Within the halls of Pacer Commons there are 6 lounges, 2 classrooms, a computer room, a game room, and a vending and laundry facility. Pacer Commons is staffed by a live-in Assistant Director and 11 Resident Assistants. Pacer Downs is an apartment complex housing 352 residents. Each apartment has two double bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. The recreation area adjacent to Pacer Downs has a pool with covered patio, volleyball court and basketball court. A Community Center by the pool includes a computer lab, kitchen, and lounge. Pacer Downs is staffed by a live-in Assistant Director and 12 Resident Assistants. The Intramurals Program at the University is founded on the philosophy that exercise and relaxation are vital to student development. The program is designed to offer a variety of challenging and enjoyable activities to every member of the student body. Activities include vigorous team sports such as football and basketball; competitive individual events such as table tennis, billiards, and one-on-one basketball; and non-competitive recreational activities. The University of South Carolina Aiken believes that through quality programs students can become effective leaders not only on campus but within the communities in which they live. Through Leadership Programs, training is provided for student leaders through an annual Student Leadership Retreat, workshops are conducted for student organization officers and advisors, and outstanding leaders are recognized at the student activities Leadership Award Banquet each April. The Student Activities Center is a focal point of campus life—providing comfortable lounge facilities, a cafeteria, and meeting and work areas for student organizations. There are more than 60 active student organizations on the campus offering opportunities for student involvement. Campus clubs and organizations include a variety of special interest groups, service groups, and social groups such as fraternities and sororities. Involvement in Student Government provides students the opportunity to participate in the decision-making process at USC Aiken. Campus-wide elections are held once during each academic year to fill SGA seats vacated on a rotating basis.

With the division of Information Technology, Computer Services assists faculty, staff and students in meeting their academic and administrative computing needs and coordinates telecommunications services. USC Aiken's primary student computing resources are located in the Business and Education Building where a lab with Windows and Macintosh computers and dedicated Macintosh and Windows classrooms are available. Staff and trained student assistants are available at the Help Desk to assist with computing needs throughout the year. Students have access to computer facilities in the Business and Education Building 24 hours-a-day, seven days-a-week using their USCA student ID card. Computer Services

manages several Windows servers, providing the campus community with electronic mail, network printing, file sharing, www services, and network applications. A wireless network is also available for student use within all academic buildings and University housing.

8. PHYSICAL RESOURCES

As shown on the campus map (see Appendix L), the University of South Carolina Aiken operates and maintains physical facilities on a 453 acre campus that appropriately serve the needs of the educational programs, support services, and other mission-related activities of the institution. The total gross building footage is 907,604 square feet. The principal buildings on campus that will support the proposed MBA program include:

ROBERT E. PENLAND ADMINISTRATION/CLASSROOM BUILDING. The Robert E. Penland Administration/classroom building, which constitutes 61,466 square feet, was the first structure to be erected at USCA and has an open-air courtyard and garden in its center. This building houses the Admissions Office; Business Services Office; Registrar's Office; Financial Aid Office; Computer Services; Career Services, the Academic Success Center; and Human Resources.

BUSINESS AND EDUCATION BUILDING. This building constitutes 91,199 square feet and houses the School of Business Administration and the School of Education, along with a Wellness Center, the O'Connell Center for Entrepreneurship and Technology, the Small Business Development Center, the Counseling Center, Disability Services, the Assistive Technology Center, the Computer Services Help Desk, and the Office of Conferences and Continuing Education.

GREGG-GRANITEVILLE LIBRARY. The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USCA's instructional program. The 43,634 square foot facility houses an extensive book, periodical, and microform collection. The USC Aiken Library also serves as an official depository for federal and state documents and the Department of Energy's public reading room collection. The Library is fully automated and provides access to information in a variety of formats using state-of-the-art equipment. Also located in the Library is the Veterans and Military Success Center.

STUDENT ACTIVITIES CENTER. Consisting of 51,759 square feet, the Student Activities Center provides students with a place to meet, relax with friends, and participate in activities and events. It is the focal point of activity for student services and organizations. Services and facilities available include a conference room, TV lounge area, Intramurals gym, Starbucks, the cafeteria, game-room, bookstore and natatorium. Many areas of the Student Activities Center are available for use by campus organizations, faculty and staff. Offices located in the Center to serve student needs are Student Life and Services, Vice Chancellor for Student Life and Services, Student Involvement, Intercultural Programs, Student Government, African American Student Alliance, and Pacer Union Board.

No known critical physical resource problems exist that directly prevent the University of South Carolina Aiken from meeting its objectives. Current space allocated to any institutional function is adequate for the effective operation of that function. The South Carolina Commission on Higher Education conducts regular audits of space allocation and use. South Carolina Commission on Higher Education CHEMIS Facilities Reports, detailed statistics are monitored including but not limited to assignable area by function, capacity/enrollment ratios, station utilization and space factor ratios for classrooms, and square footage of academic and support facilities per FTE students. These data allow the

university to determine its relative standing within the state of South Carolina with respect to key facilities-related indicators. They show that the facilities needs of the institution's educational programs, support services, and other mission-related activities are being appropriately served and that the current physical plant will provide adequate space for the MBA program. No modifications to existing facilities are anticipated at this time.

The University is committed to provide state-of-the-art instructional support technology. More than 60 classrooms on campus are equipped with computers and projection systems and the institution has recently started to install large Sharp Interactive Touch-Screen TV's in classrooms. In the Business and Education Building, where principal instruction for the MBA will occur, one classroom has the interactive TV system and 12 classroom with computers and LCD projection systems are available. No major equipment items will be needed for the MBA program beyond normal acquisitions of commonly used items for instruction and research.

9. FINANCIAL SUPPORT

The University of South Carolina Aiken's Office of Financial Aid is responsible for administering federal, state, institutional, and private funding to assist students with their educational costs. For 2012-2013, the Office of Financial Aid awarded over \$32 million in compliance with the Title IV Higher Education Act of 1998, its amendments and regulations. The majority of financial aid awards were federal Title IV funds.

There are no outstanding issues between the Department of Education and the University of South Carolina Aiken with regard to the administration of Title IV programs. The University submits a FISAP report to the Department of Education in a timely manner and has not been placed on a cost-reimbursement method of payment. The Institution has not been required to obtain a letter of credit in favor of the Department of Education. The Institution's current Program Participation Agreement is effective until 2016 (see Appendix M).

There are no significant unpaid dollar amounts due to the Department of Education and the University is not aware of any regulatory infractions which would jeopardize Title IV funding. The University of South Carolina Aiken's most recent 3-year default rate for the Federal Student Aid program is 5.5% for fiscal year 2010.

The University has carefully examined the finances necessary to support this program. The estimated costs and sources of financing are provided in the following table.

Estimated Costs and Source of Financing by Year						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Faculty Salaries	\$148,000	\$273,720	\$277,820	\$281,990	\$286,220	\$1,267,750
Library Resources	\$16,702	\$17,537	\$18,414	\$19,335	\$20,301	\$92,289
Other Costs	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500
TOTALS	\$172,202	\$298,757	\$303,734	\$308,825	\$314,021	\$1,397,539
Sources of Financing by Year						

USC Aiken Substantive Change Prospectus: MBA Program

Tuition Funding	\$172,800	\$222,480	\$274,985	\$330,441	\$388,976	\$1,389,682
Reallocation of Existing Funds		\$76,277	\$28,749			\$105,026
TOTALS	\$172,800	\$298,757	\$303,734	\$330,441	\$388,976	\$1,494,708
MARGIN	\$598	0	0	\$21,616	\$74,954	\$97,169

Faculty salaries are based on information presented in Section 5 above, and library resources come from Section 6. Other costs include marketing expenses, supplies, printing and software needs.

Estimated program costs will be financed by tuition funding and the temporary reallocation of existing funds for years 2 and 3. Tuition funding values are based upon projected enrollment figures as presented in Table A, Section 3. All of the projected enrollment in the MBA program is expected to come from students who are not already enrolled as graduate students elsewhere in the institution. It is assumed that all of the students will pay in-state tuition rates, since any students from neighboring counties across the state line in Georgia would be eligible to pay in-state tuition. The tuition funding includes an assumption of a 10% tuition premium for the MBA program which raises the E&G tuition cost per credit hour from \$427 to \$470, and assumes an annual growth rate of 3% from year 2 onward. The source of the reallocated funds will be institutional reserves. By year 4 of the program, annual tuition revenue will regularly exceed annual program expenses, providing a cumulative positive margin by year 5 that is more than sufficient to return the reallocated funds borrowed in years 2 and 3.

No special state appropriations have been or will be requested for the MBA program.

The School of Business Administration currently has a full-time administrator serving as the Dean of the School and 3 full-time staff which are adequate to support the additional program. There are no additional staff or administrator needs at this time. The institution has also allocated \$10,000 for initial program marketing efforts.

10. EVALUATION AND ASSESSMENT

The University of South Carolina Aiken has a well-established process that identifies expected outcomes related to student learning, assesses the extent to which those outcomes are achieved through its educational programs, and effects curricular and programmatic improvements based upon the assessment results.

As the means for analyzing, evaluating, and improving the curriculum and the learning process, academic assessment at USCA is an ongoing activity at multiple levels that focuses on the extent to which goals for learning outcomes are being met. Faculty in each program have the primary responsibility for determining appropriate educational outcomes which extend beyond student performance as registered by final course grades as well as the methods and instruments for evaluating the level at which the outcomes have been accomplished. Several programs have used the Major Field Tests (MFT) from Educational

Testing Service (ETS) as one way of evaluating the capabilities of students in their programs. Many academic units have assessment committees that carefully examine their programs' goals, objectives, and results at departmental meetings.

Each academic unit implements an ongoing assessment program that clearly articulates goals and objectives for student learning in the major, measures these outcomes on a regular basis at several points in the program and in multiple ways, analyzes the findings, and uses the results for curricular improvements and adjustments. Each academic unit submits full reports on its assessment activities to the Academic Assessment Committee for major assessment, the General Education Committee for the common core, and the Graduate Advisory Council for graduate programs. Each of these groups are standing committee of Faculty Assembly, and serve in an advisory capacity for assessment of academic programs at USCA. The Committees ensure that all assessment programs adhere to best practice and institutional policy. The use of such committees allow faculty to embrace their responsibility to monitor and provide peer-directed guidance on assessment activities across departments and schools. To facilitate a consistent review of programs across academic years, evaluative rubrics are used that not only standardizes the evaluative process but also serves as a means to facilitate discussions among Committee members and Department and School representatives. The rubrics allow faculty to know in advance what the Committee is looking for in a program review. Its use has facilitated the growth of an assessment-conscious culture on campus founded on best practices.

USC Aiken's planning and assessment process is broad-based, systematic, and appropriate to the institution. With input from all units, the process continues to evolve with the primary goal of providing excellent programs and services for students. All academic and administrative units participate in ongoing assessment activities and report how findings are used for improvements in annual program review reports. These reports are examined by the senior administrator responsible for each division and by Academic Council consisting of deans and department chairs. Changes based upon an examination of the collected data that require additional allocation of resources are carefully examined. An enterprise software system called TracDat provides the means through which administrators can collect data on similar requests to generate reports for consideration by various committees (e.g., the Campus Budget and Planning Committee or the Campus Technology Committee).

In addition to assessing student learning outcomes, department and schools annually track several other key indicators including the percentage of credit and contact hours that are taught by part-time faculty, teaching overloads, and average class size for lower, upper and graduate division classes across disciplines. Along with assessment data of student learning outcomes, these indicators are used by Academic Council in recommendations to allocate new full-time faculty slots.

For the new MBA program, student learning outcomes will be assessed in a manner that is consistent with SACSCOC and AACSB accreditation standards. The SOBA has in place a well-established assessment process for student learning outcomes of its undergraduate business program which has been evaluated and approved by both SACSCOC and AACSB. This process will be extended to include the MBA program. The student learning outcomes for the MBA will be assessed each semester (fall, spring, summer) by the SOBA Assessment Committee. Assessment methods will include both direct and indirect measures, such as in-class assessment instruments –e.g., course-embedded approaches, rubrics of communication and other social skills, and project assignments – as well as

surveys of graduating students, alumni and employers, and the ETS Major Field Test for the MBA.

Programmatic assessment will also use both direct measures – such as employment data for graduates of the program – and indirect measures, including feedback from MBA alumni and employers of MBA graduates, to determine how well the MBA program is meeting the needs of the local community and beyond. This process will be facilitated by the creation of the SOBA Graduate Advisory Council, composed of local economic development officials, key business leaders in local STEM-related industries, and alumni of the MBA program, including both entrepreneurs who started their own businesses and those who are employed in a larger organization.

Assessment results will be transmitted annually to the SOBA Curriculum Committee for discussion and review. Any curriculum changes or pedagogical adjustments that are found to be necessary as a result of the assessment findings will be proposed by the SOBA Curriculum Committee to the SOBA Faculty for approval. Future assessment data will then be reviewed to determine the effectiveness of any such changes in improving student learning or programmatic success.

11. APPENDICES

- Appendix A: USC Aiken - Forward Together Report
- Appendix B: USC Aiken's Mission Statement
- Appendix C: Legal authority of the USC Board of Trustees
- Appendix D: USC Board of Trustees Bylaws
- Appendix E: Legal authority of the South Carolina Commission on Higher Education
- Appendix F: Small Business Development Center's Letter of support
- Appendix G: Carnegie Communications Environmental Scan Report
- Appendix H: Approval Documents
- Appendix I: Administrator of the Program – *curriculum vitae*
- Appendix J: Faculty *curriculum vitae*
- Appendix K: USC Aiken's Consortia Agreement – PASCAL
- Appendix L: Campus Map
- Appendix M: Program Participation Agreement

Appendix A: USC Aiken - Forward Together Report



Visioning Project Final Report

November 2, 2012

*Prepared by
Faye Hargrove, PhD*





USCA FORWARD TOGETHER VISIONING PROJECT REPORT OF RESULTS

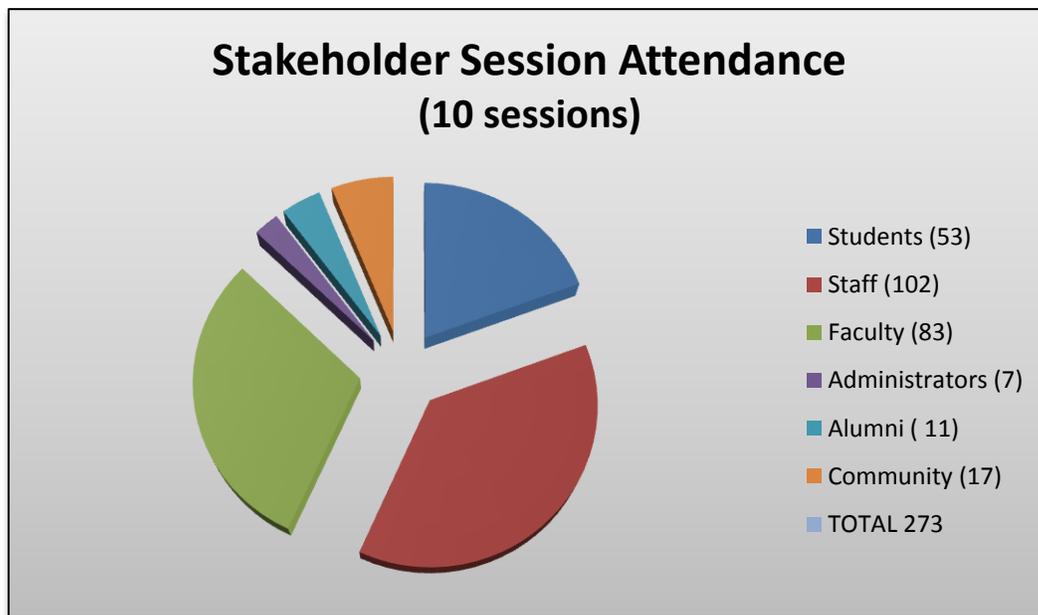
November 2, 2012

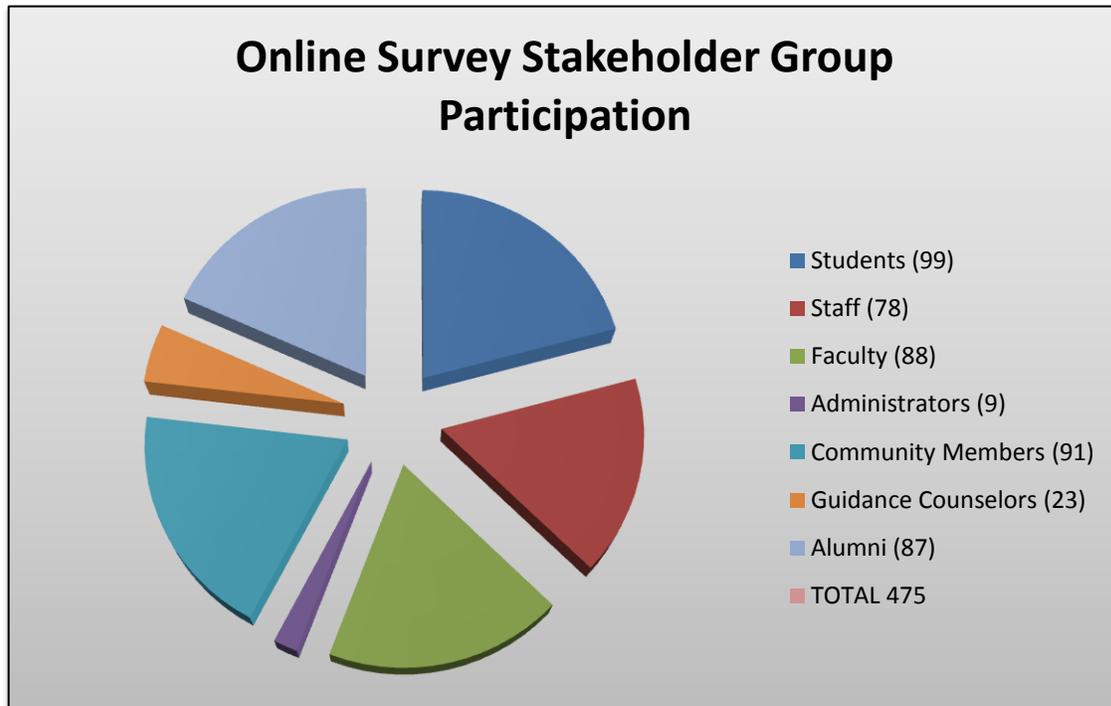
The Forward Together Vision Project was conducted in October 2012 as a way to generate input and feedback from USC Aiken stake holders on the strengths, weaknesses, opportunities and threats of the University and their ideas for the University’s “most desired future.” Ten stakeholder meetings were conducted over a period of approximately two weeks. In the sessions, a total of 273 administrators, alumni, community members, faculty, staff and students responded to a set of questions regarding the current and future status of the University.

These groups and area guidance counselors were also invited to take the on-line survey. A total of 475 persons participated in this process. Some individuals who attended a stakeholder session also took the online survey. Because the on-line surveys were taken anonymously, it is not possible to know to what extent the numbers are duplicated.

This report summarizes the input from each stake holder group in two ways. An overall summary is provided for the themes that emerged across all stake holder groups from both the stakeholder sessions and the on-line survey. Also, each survey item is summarized by stake holder group.

A total of 748 responses were collected from stake holders in the Forward Together Visioning Project. The distribution of attendance by group is indicated below:





THEMES

Although there were slight variations within each group, the following issues emerged across all groups as themes that will need to be addressed to move the University forward. The general themes represent both stakeholder sessions and the on-line survey for this process. The themes are presented in order of frequency of response.

General Themes

1. **There is much to be proud of:** Although many suggestions were made that were aimed at improving USCA, there emerged a common thread of pride and love for the institution. Responses to survey items were offered in a positive tone and with a spirit of genuine concern about the future of the campus. Comments made in the focus sessions were equally positive and hopeful. Many participants in the Visioning process expressed their gratitude for being included in the process and for the solicitation of their input.
2. **Grow the University:** This theme emerged as the number one priority for all stakeholder groups. Since all stake holder groups also held the belief that USCA’s small size and caring culture is one of its primary assets, there was consensus in the concern that the University’s growth should not change this culture. There is a united call for “planned growth. Based on survey responses from all groups, this planned growth should include recruiting students who can meet higher admissions standards and targeting aggressive recruitment efforts to an expanded geographical area.

3. **Increase program/degree offerings:** Similar to the “*Grow the University*” theme, all stakeholder groups emphasized the importance of increasing the number of undergraduate and graduate programs. Engineering was the most frequently requested degree in all stakeholder groups. The most frequently requested graduate programs were in business, education, nursing and science. Recommendations related to increasing program offerings also included adding evening courses, online course and offering programs that cater to non-traditional students.
4. **Increase faculty/staff salaries and incentives:** There was general consensus related to the need to address the relatively low salaries of the faculty and staff. Responses in this area were usually paired with concerns about the lack of career advancement opportunities for staff, heavy teaching loads for faculty and the need to offer competitive salaries to recruit qualified faculty.
5. **Market the University more widely:** There was a general concern that USCA is not sufficiently “branded.” Community members commented that many still view the University as a commuter campus. Other comments expressed concern that too little emphasis is placed on the national rankings and telling USCA’s story of offering a quality education in a small student-centered climate.
6. **Improve the current funding/budget situation:** There aren’t too many problems that having more money can’t remedy. The inadequate operating budget has resulted in too few scholarships for students, outdated facilities and technology, an inability to address faculty and staff compensation issues, etc. With the exception of raising tuition (there was strong sentiment from students in this area) suggestions were made to increase funding through increasing student enrollment, increased alumni giving, grants, entrepreneurial activity (e.g. utilizing the campus in the summer) and cost saving measures.
7. **Improve community relations/increase partnerships:** Many participants recommended that effort should be made to improve relationships in the community, particularly with local businesses and industry and the schools. Suggestions ranged from enhancing internship opportunities for students to increasing faculty and staff visibility as subject matter experts and consultants.
8. **Revamp the current administrative/governance structure:** Both faculty and staff expressed a great deal of frustration related to the current governance structure of the University. Frustrations included the amount of time required to make decisions and the perceived ineffectiveness of the current Faculty Assembly structure. Suggestions included revamping the “Monday Group” concept, adding Deans, moving to a Faculty Senate structure and moving decision making down to lower levels.

SPECIFIC THEMES

In addition to the common themes listed on the previous page, some issues were frequently cited within specific stakeholder groups. They are as follows:

Administrators

The University needs a strategic focus and identification of its niche

Alumni

There is a need for better communication and more frequent contact with alumni

There should be more family focused activities offered

Parking is a challenge

Increase multicultural activities and organizations

Community

Improved relations/connections/partnerships with the business community

Streamlined process for admission and transfer

Beautify the campus

Faculty

Faculty need research and grant writing support

Little attention is given to part-time faculty

General education requirements are too complicated

The process for making decisions takes too long

The faculty evaluation process needs revision

Issues related to poor performance among faculty go unaddressed

Guidance Counselors

Streamlined process for admitting first and transfer students

Lower tuition

Offer more scholarships and financial aid resources

Staff

There are currently few opportunities for career advancement

Staff morale is low because of the heavy workload and too few resources

Would like more opportunities to connect with other staff and faculty

Better food in the cafeteria

Foster a more inclusive environment

Students

Better food in the cafeteria

More parking spaces

Better communication/more information about events and requirements

More scholarships and financial aid resources

Issues related to poor performance among faculty go unaddressed

Training for faculty in cultural diversity and technology

More and better tutors, especially in math

RECOMMENDATIONS

This is an exciting time in the life of the USCA community. The Forward Together Visioning Project has provided an opportunity for all stakeholders to have a voice in deciding the future direction of the campus. The themes that emerged represent the opinions and the passion of each group. While there was much diversity in the responses, there was more agreement among the groups about the strengths of the University and about what areas could use improvement.

USCA's challenge at this point is to take the wealth of information that has been provided by its stakeholders and set strategic priorities for the future. It is recommended that the Chancellor and senior leadership team begin a goal setting process to create a strategic roadmap that identifies the plans and action items to be undertaken over the next 3-5 years. This goal-setting process should include an identification of the resources that will be necessary to achieve each step and a plan for acquiring those resources. Also, this goal setting process should be inclusive and again involve all stakeholders, to the extent possible.

SUMMARY OF RESPONSES BY ITEM FOR THE ON-LINE SURVEY

In most cases, responses for each item are listed by frequency of response, most to least. Some respondents belonged to more than one group (e.g. both staff and alumni). As a result, the responses from these persons were counted in more than one group. Because the on-line surveys were taken anonymously, it is not possible to know how many responses were duplicated.

Question 1: If you were talking to a good friend about sending their child to USCA, what would you say about the institution to convince them that our campus may be the perfect place for their child?

Administration

1. Small class size and small campus
2. Quality faculty and staff who care about the students
3. Supportive, family environment in which students receive personal attention
4. Quality programs/you get an excellent education
5. Continued national ranking/reputation for excellence
6. Liberal arts college
7. Competitive sports programs
8. Beautiful campus

Alumni

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Many co-curricular opportunities for students to get involved

5. Quality programs/you get an excellent education
6. Great facilities
7. Cost/ affordability
8. Continued national ranking/reputation for excellence
9. Quality sports programs
10. Diverse campus

Other Alumni Comments

- This is a great university that offers a life time experience for community involvement, education, achievement and will give your child the chance to learn about him/herself and life.

Community Members

1. Small class size and small campus
2. Quality faculty and staff who care about the students
3. Continued national ranking/reputation for excellence
4. Cost/ affordability
5. Supportive, family environment in which students receive personal attention
6. Quality programs/you get an excellent education
7. Great facilities
8. Good relationship with the community
9. Quality sports programs
10. Graduates get jobs/have successful careers

Faculty

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Great facilities
5. Many co-curricular opportunities for students to get involved
6. Continued national ranking/reputation for excellence
7. Quality programs/you get an excellent education
8. Cost/ affordability
9. Liberal arts focus
10. Diversity

Guidance Counselors

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Continued national ranking/reputation for excellence
5. Quality programs/you get an excellent education
6. Cost/ affordability
7. Many co-curricular opportunities for students to get involved

8. Great facilities
9. Proximity to home
10. Community orientation

Staff

1. Supportive, family environment in which students receive personal attention
2. Small class size and small campus
3. Quality faculty and staff who care about the students
4. Continued national ranking/reputation for excellence
5. Quality programs/you get an excellent education
6. Many co-curricular opportunities for students to get involved
7. The school is in a great community
8. The number of Magellan Scholars
9. Great facilities
10. Cost/ affordability

Students

1. Supportive, family environment in which students receive personal attention
2. Quality faculty and staff who care about the students
3. Small class size and small campus
4. Many co-curricular opportunities for students to get involved
5. Excellent resources and services (e.g. the library and tutoring)
6. Continued national ranking/reputation for excellence
7. Great facilities
8. Quality programs/you get an excellent education
9. Cost/ affordability
10. Proximity to home

Other student comments:

- USCA is the type of school that allows you to build as an individual and forces you to mature.
- By the end of your time at USCA, you will believe in yourself which will help you to be successful in the job force.
- This university will give you a friend in an everyday stranger.

<i>Question 2: What is it about this university that makes you most proud?</i>

Administrators

1. The sense of community
2. It's just a great place to come to everyday
3. As a mission, we serve a population that needs higher education
4. The commitment of the students and faculty members

5. Quality
6. Small class sizes
7. Cost is reasonable

Alumni

1. The university creates a welcoming atmosphere to all who visit or attend there
2. How much it has grown
3. Quality of the faculty and staff
4. It's reputation as a top performer in national rankings
5. The ties to the community
6. Everyone takes great pride in their school and work well together
7. Quality programs and excellent education
8. The school is affordable
9. Staff - Student relationship

Other Alumni Responses

- Wonderful extracurricular activities and organizations
- Having an identity and recognizable as not that satellite campus of Carolina.
- Competitive sports program
- The neat and clean grounds

Community Members

1. Reputation for academic excellence and its US News Ranking
2. The university's involvement and ties to the community
3. Athletics programs
4. They have instructors that care about the students.
5. The excellent faculty and staff
6. It's cheap
7. Very nice campus and facilities
8. The growth over the past 20 years

Faculty

1. The strong collegiality among faculty and staff. I feel like a valued member of a positive family culture
2. Its reputation. Highly ranked and well regarded. The accreditations
3. The quality of faculty and staff members and the work that they do
4. Undergraduate programs for the most part are good at preparing students
5. The considerable freedom given to faculty and students to explore intellectual/creative projects

6. A mission, that's an honorable one/We serve a population that needs higher education
7. The commitment of the staff and faculty to their students
8. Small class size and a classroom environment that fosters faculty relationships
9. Great undergraduate students and our outstanding graduates
10. Student research opportunities and the record of undergraduate research accomplishments

Other Faculty Responses

- student extra-curricular activity opportunities
- The diversity of the student body, and the graduation rate for minorities
- Connections with community support of the surrounding communities are outstanding.
- Campus atmosphere now that we have so many students on campus
- Beautifully kept campus
- Athletic teams among the best in the conference
- The Ruth Patrick Science Education Center

Staff

1. Recognition by US News/our reputation as a quality institution.
2. The true feeling of being cared for and how people get along well
3. Staff and faculty that respect and care about students
4. The fact that the university has strong ties to the community
5. Community pride! The fact that we strive for excellence as a university
6. Seeing students graduate/graduation rates
7. The diversity of the campus
8. Facilities like the Convocation Center and the , Ruth Patrick Science Education Center
9. The top-notch athletic programs
10. The quality education students receive
11. Small, well kept, safe campus
12. The quality and caliber of the dedicated faculty and staff
13. The high percentage of participation in the Family Fund speaks volumes

Students (Items are listed in order of frequency of response.)

1. The warm and caring environment. Students, and faculty are like a family
2. Smaller campus and small student to teacher ratio means you get individual attention
3. The ranking by the U.S. News
4. Cheap tuition
5. Academics standards and the quality of the education
6. The extra curricula activities and the great organizations
7. The relationship with the community
8. It's a USC campus and reads USC on the diploma

9. Quality faculty that actually want us to succeed

Other Student Responses

- The nursing program
- Superior athletics & the Pacer Times
- Various organizations that you can be a part of.
- The cultural diversity

Question 3: There is a long list of things that we do well at USCA. What two or three things do you believe the campus does best?

Administrators

1. Cares about students and their education
2. Students get a great education at USCA
3. Making life easy for employee
4. Individual attention to students
5. Faculty have a strong reputation for scholarship
6. We offer strong academic advising
7. Manages its limited financial resources
8. We encourage active learning
9. USCA has consistently had excellent leadership
10. Employees and students have the opportunity to stay up with current technology

Community Members

1. Reputation for academic excellence and its US News Ranking
2. Provide a safe environment for students
3. Athletics programs
4. Prepare students for the workforce
5. Smaller classes and individual attention provided to students
6. Maintain the beauty of the campus
7. Affordable price
8. The excellent faculty and staff
9. Quality education
10. Involves students in co and extra-curricular development opportunities

Guidance Counselors

1. Communication with area schools
2. Excellent student involvement

3. Excellent degree programs
4. Concurrent enrollment and academic advising
5. The friendly and efficient admissions staff
6. Personal attention to students
7. The Concurrent Enrollment Process with Marcia

Faculty

1. Small class sizes and very low student-faculty ratio result in close faculty/student interactions
2. Undergraduate research and experiential learning, outside of the classroom
3. Good job of reaching out to alumni
4. Reach out to community resources for larger community/Integration with the community/Community involvement
5. Genuine concern for the academic preparation of students. We put our students first
6. Collegial working environment /family environment
7. Faculty scholarship
8. Athletics, and extra-curricular opportunities
9. Support services for students
10. Marketing. USCA knows how to make itself look good in the news
11. Campus upkeep. Attractive and accessible campus
12. Embraces diversity

Other Faculty Responses

- Remarkable faculty and staff
- We offer strong academic advising
- Graduate individuals who are competent in their degree
- Excellent classroom teaching/High quality instruction teaching
- Manages its limited financial resources

Staff

1. We put our students first. Treats students as individuals. Make the students feel valued
2. Provide a safe learning environment with interpersonal relationships
3. Provides help and guidance for those that need it
4. The Admissions Office does a great job of getting the word out to prospective students
5. Maintain high standards for professors and students receive a quality education
6. Ranked high in academics and athletics
7. USCA does a good job of reaching out to alumni
8. Provide outside the classroom and community service opportunities for students
9. Terrific housing facilities
10. Keeping students active and involved on campus with great campus events and extra-curricular activities
11. Offices/departments work well together and make the most of resources

12. Diversity of student body
13. Accessibility of administration, deans and department heads

Students (Items are listed in order of frequency of response.)

1. Many opportunities to get students involved in a wide variety of activities, clubs and organizations
2. The campus atmosphere allows for close friendships and make everyone feel welcomed
3. Providing plenty of resources for help and support for students, including library, computer labs, tutoring, gym, etc.
4. The quality caring faculty and staff
5. Fun and safe activities and events
6. The campus stays clean and safe
7. Great teachers and great classroom teaching. Quality learning environment
8. Opportunity to get involved with the community
9. Friendly/helpful staff
10. The degree programs offered
11. The Pacer Spirit Program
12. Financial aid and scholarships
13. Provide, keep a clean campus

Other Student Responses

- Undergraduate research
- Help with your entry process, financial aid process and setting up your class process
- The athletic programs
- The lower cost of tuition
- Guiding incoming students and making a smooth transition, having readily available resources, and attempting to get everyone involved.
- The campus has many multicultural events and diversity so there's a knowledge of other cultures here
- The food is pretty good

Question 4: While we do many things well at USCA, in your opinion, what could we do better?

Administrators

1. Recruit more students
2. Improve salaries/incentives for faculty and staff
3. Offer more degree programs/majors
4. Find a niche/distinction
5. Market the University
6. Offer more scholarships
7. Offer promotion opportunities for staff
8. Return to our liberal core mission

9. Increase writing standards
10. Lower Costs
11. Streamline the transfer/transcript evaluation process
12. Improve advisement

Faculty (Items are listed in order of frequency of response.)

1. Recruit more students. Revise our recruitment strategies to be more innovative and recruit more broadly
2. Provide faculty support consistent with research expectations
3. Salaries need to be increased and an incentives/rewards program adopted
4. Too many "hoops" to jump through for our incoming freshmen and transfer students
5. Faculty governance/Streamlining the decision-making process
6. Improve facilities and create better offices and classroom spaces
7. Provide more support for non-traditional students with more options to fight their lifestyle, including online instruction and service for students who may have been out of the education system for a long time
8. Provide more attention to part-time faculty pay/relationships/resources/support.
9. Infrastructure for supporting faculty in obtaining and managing grants
10. Improve the student advisement process

More Faculty responses

- We do not live up to the liberal arts core of our mission/emphasize liberal arts more
- Provide a global education (recruit international students, send students abroad)
- Market our university
- There needs to be an internal pool of money to support student research at USCA
- Address performance issues for faculty and staff that are not doing their jobs

Guidance Counselors

1. Offer more college majors
2. Offer more scholarship opportunities
3. Decrease tuition
4. More events centered around majors to encourage new students
5. Offer more sports programs
6. Schedule dual credit courses later in the day
7. More involvement with the community
8. Bring in a full engineering program

Staff

1. Offer more degree programs. Provide more academic majors
2. Increase salaries for faculty and staff
3. Offer opportunities for promotion and advancement to staff and rewards/recognitions

4. Need more trained staff
5. Building Maintenance interior & exterior and our facilities could be a little more modern
6. Improve technology on campus for staff
7. Increase available parking
8. New equipment so staff is productive
9. Provide better food in Cafeteria and more items in the Pacer Market and expand the hours
10. More evening classes for students (especially non-traditional)

More Staff Responses

- For non-traditional and/or transfer students, the temptation to take late applications is often so great that we allow those students to by-pass important orientation information
- More opportunities for staff and faculty to interact and partner
- Better marketing of the University
- Be more inclusive. Not that we are intentionally not, but cliques can be identified on campus
- Improve computer routine maintenance
- We would do better at having partnerships with the industries around us
- Retain students

Students

1. Offer better food quality in the SAC
2. Adding another parking lot or expanding current parking lots
3. Financial Aid options are at a minimum
4. Improve the transfer students admission process
5. More evening classes
6. More available math tutors not just students
7. Offer more graduate programs
8. Better communication to students with information on events and policies (even tuition costs)
9. New chairs in the B&E class rooms. They're just horrible and all of them are broken
10. Offer ICE events online for commuting students/Take out the ICE credits/Offer more family-friendly ICE events
11. More clubs within each major
12. Tuition is really high/The cost could be lower
13. We could do teaching evaluations differently
14. A more rigorous hiring process for student tutors
15. Address issues of faculty who are unprofessional or rude to certain groups or people
16. Improve the advisement process
17. Promote and possibly recognize publically those who do exceptional academically
18. Cheaper books would be nice
19. The quad is beautiful, but there is very little seating. We need better outdoor study space
20. Update the dorms

Question # 5: In business terms a “niche” is the subset of customers on which a specific product is focusing. For example the television network ESPN’s niche is 24/7 delivery of all types of international and domestic sporting events. In considering our strengths and weaknesses, what do you think could be USCA’s niche?

Administrators

1. We should be a cheap alternative to private liberal arts colleges
2. Small classes, excellent education, caring faculty and staff
3. We do not have a niche. We try to do all things for everybody. We are vanilla.
4. Degree programs/classes that revolve around the golf industry and equine industry.
5. USCA needs to be STEM focused
6. Needs to be the "Leadership" university
7. Needs to have more sororities and affinity groups to enhance retention
8. Needs residential communities, not dorms.
9. Needs more online options
10. Needs more global focus and international enrollment
11. Undergraduate science is strength
12. We could focus on first generation college students with a family support office, special peer-instructed workshops, group attendance at ICE events, and special Introduction to College Life seminars

Alumni

1. Big university education in an affordable, small campus environment
2. A close-knit community that supports them with personal attention and care
3. Well rounded, low cost liberal arts college
4. USCA has a niche Diversity is never a bad thing.
5. Its strong degree programs
6. The non-traditional student can be USCA's niche
7. Educating students who can excel in a more intimate collegiate environment
8. Commuters and students who want to transfer to USC in Columbia. It should always be seen as a university for the people close to home
9. Given the proximity to many commercial manufacturers and SRS, USCA could find a niche in sciences (physics, chemistry, geology, biosciences, etc.)
10. The community
11. Providing necessary training for regional industry, SRS, Vogtle, Bridgestone Kimberly-Clark, etc.
12. A wide variety of student organizations and activities

Community Members

1. Pacer spirit. Small college atmosphere with focused individualized student attention. Best small campus alternative in the southeast, some students prefer a smaller setting
2. Stay local to get your degree
3. Students who want to excel at a small college in the fields of nursing, education or business
4. More focus on direct support of local industry/employers (nuclear operator program is an excellent example). It would be a natural progression to offer some type of engineering
5. Continued focus on the "nontraditional student" and offer engineering and business degrees to non-traditional students
6. Its strong degree programs; nursing, sociology, business, English, etc. USCA develops the "Whole" student
7. Education for teachers
8. Providing sound education for the all-important middle class which is often overlooked
9. Marketing their students to local industry
10. Affordable. Cost effective, high quality education in a small environment
11. Building on the USC Darla Moore School of business mode where they do consulting, market research, organizational development for companies
12. Equestrian environment/Open vet school with focus on horses through partnership with UGA, USC, and Clemson at USCA
13. Educating not only students, but the community...one day at a time
14. Location and ease of being a part of the USC network.
15. Student leadership skill development
16. Professors and staff go the extra mile for students
17. Cultural diversity/bring in domestic and foreign students
18. Higher graduation rate for local students
19. Internships with local employers
20. Music
21. Focus on local transfer students and enable them to complete a four-year degree

Faculty

1. We should emphasize undergraduate student research opportunities
2. We should play up our low student-faculty ratio/small classes and focus on the individual student
3. The top public *liberal arts* institution in SC
4. We are located in a beautiful, welcoming community with great weather
5. A private school liberal arts education at a public school price
6. The thriving equestrian community and a golf region
7. The solid relationship between the University and the Aiken community
8. Caring excellent faculty and staff

9. Focus the fact that we are a nationally accredited regional university
10. Our niche could be working with veterans and active military personnel to get their degrees

Staff

1. A "private school experience" at public school tuition
2. The Pacer spirit. Making everyone feel welcomed and students get individual attention
3. The campus. It is inviting and safe
4. The complete liberal arts college of South Carolina
5. We excel in the professional schools-- nursing, business, and education
6. Recruit horse lovers. Emphasize equine community. Offer equine studies.
7. Focus on the setting. Nice community, golf opportunities, rowing, the beach and the mountains...golf, Equine studies
8. Related engineering and STEM for P-12
9. Recruit local students and ones from up north committed to education
10. With SRS so close, our niche could be related to the sciences and engineering
11. Any student who wants a home-like atmosphere who might be intimidated by a larger campus
12. We should continue to advertise ourselves as the best all-around college experience in SC

Other Staff Responses

- Domestic and global recruitment of educationally qualified/elite students as well as faculty/staff
- Aiken is a fairly cultured and creative community. We should expand our artistic programs (like creative writing, visual, and performing arts) and be known as a cultural hub

Students

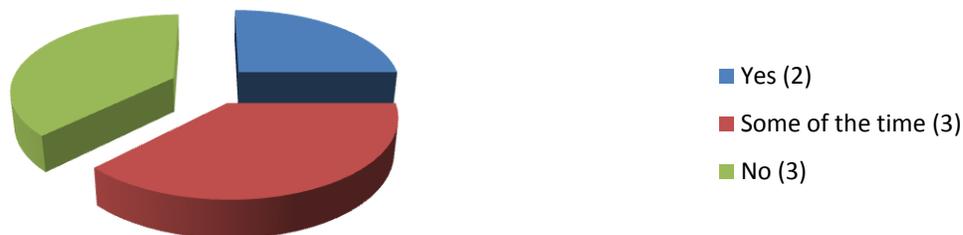
1. Our small class sizes where students come first
2. I believe it is pacer spirit. Promote the small local campus the one-on-one availability with your professors
3. Highly ranked academics and family atmosphere
4. Nurturing, home away from home an atmosphere for learning and helping students reach their career goals
5. For students who want quality education with a personal, individual approach to teaching
6. Cost effectiveness
7. A good mix of being at home and going away to college. USCA's niche is being a comfortable learning environment.

8. A wide variety of student organizations and activities
9. Providing quality education in a friendly environment
10. Undergraduate research
11. The sports programs
12. Students who want to experience college life without being overwhelmed
13. The traditional student who has a high GPA and is involved in a variety of organizations
14. USCA should be known for producing leaders who are confident in what they do
15. Academic excellence in your own backyard
16. Cultural diversity and international students
17. It is relatively inexpensive
18. The niche for USCA could be Educating our students 365 days a year

Question 6: Do you have the resources you need to do your best work? If no or some of the time, what other resources would improve your work environment?

Administrators

Do you have the resources you need to do your best work?



2 Responses of Yes

3 Responses of “Some of the time”

1. I need a cleaner chain of command. This campus is dangerously stove piped; the left hand knows nothing of the right.
2. Breaking away from Columbia and eliminating the redundancy between USCA and Columbia
3. I have just enough to maintain our facilities. Not enough money to maintain and improve.

3 Responses of “No”

1. Budgets are limited/ scholarship dollars are tough to come by and are needed to recruit.
2. Part time salaries make it difficult to recruit excellent faculty.
3. Competitive operating budgets/More scholarship support/Assistant coaches for soccer and volleyball/Covered press box at soccer field

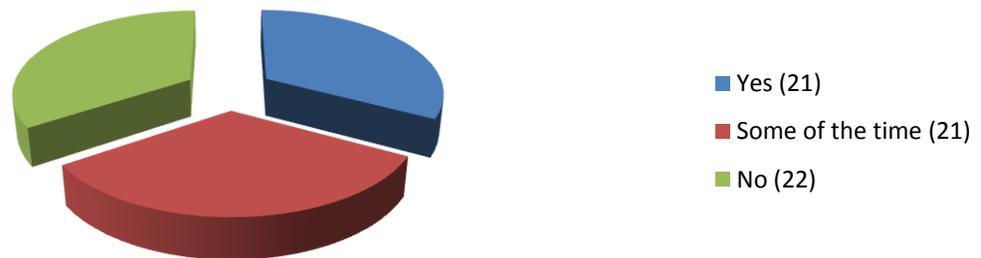
Alumni

(As alumni of USCA, what additional resources do you wish were available to you that may have enhanced your experience when you were a student?)

1. A robust career services program that even helps recent alums
2. A stronger preparation for the real world. Maybe a class offering for seniors to prepare resumes, interviewing skills, the low down on how to manage money, credit cards, mortgages, buying a car, or contributing to your IRA
3. More networking and internship opportunities
4. More masters level programs
5. More financial aid exit counseling
6. I would have loved to have stayed there and completed my graduate education
7. More efforts to reach out and engage the commuter student
8. One on one tutoring
9. more access to a variety of evening classes
10. Maymester
11. Travel abroad programs Engineering Curriculum
12. Cafeteria meal plans
13. Better computers
14. On campus housing would have been tremendous
15. I wish that I had had more hands-on experience in actual classrooms
16. The African-American Student Alliance was very instrumental in reaching out to students of color. They offered tutoring and counseling. It was a great outlet to talk to others.
17. Teachers and other alumni as mentor

Faculty

Do you have the resources you need to do your best work?



21 Responses of Yes

21 Responses of “Some of the time”

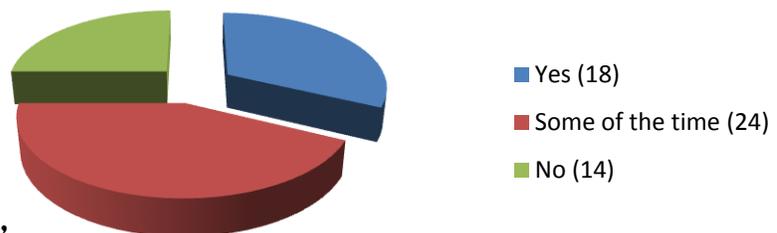
1. Lighter teaching load. It is really hard juggling a 4/4 teaching load
2. More money for newer laboratory equipment/ lab prep support/ student assistants
3. We need more full-time faculty and can easily justify it with the numbers
4. Salary increases, especially for younger faculty and adjuncts.
5. Funding for equipment and supplies and new technologies
6. Updated classroom computers
7. More funding for travel and research and being able to take students to conferences
8. A part time assistant to help students learn important programs such as Excel, Access and the Adobe Suite
9. Enough software for the entire class
10. -A separate email system between the professor and class members

22 Responses of “No”

1. Teaching loads need to be reduced
2. Bigger office space that allows for student conferencing space and more comfortable workspace more endowed chairs
3. Our library is not even half what it should be.
4. Updates equipment for teaching processes
5. Small grants for field trips with students / other course initiatives
6. Funds for research travel and purchasing books or hiring student work aids
7. Regular sabbaticals for everyone.
8. An increase in salary
9. Money for professional development
10. An on campus location to grade assignments and schedule office hours
11. Better sound equipment than is provided in the "normal" computer set up
12. Financial resources and physical space

Staff

Do you have the resources you need to do your best work?



18 Responses of Yes

24 Responses of “Some of the time”

1. More money for programs like leadership and community service
2. Funding to hire additional staff
3. Office space more conducive to serving the students and protecting their privacy
4. Access to better office equipment and updated software.

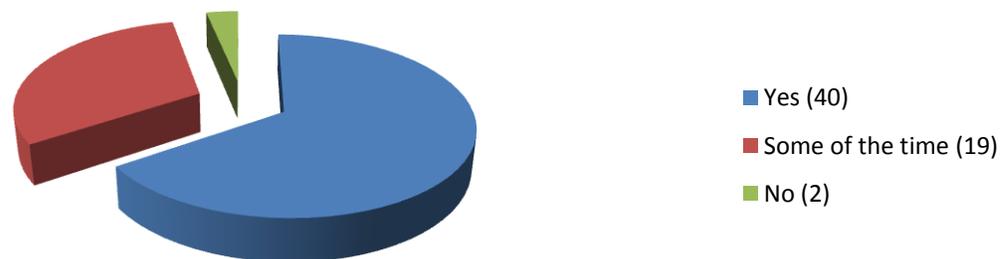
5. Classes on where you could become proficient in excel, etc....
6. More space for students to gather and meet
7. Updated electronic resources and technology-- from computers to walkie-talkies to security measures
8. More opportunities for professional development
9. There's no time for the team-building activities we desperately need
10. More emphasis on service for faculty to become more involved outside of the classroom

14 Responses of “No”

1. An opportunity for advancement
2. Better computing equipment in order to perform my job effectively
3. A budget to repair and replace equipment
4. Additional staff in order to reduce workload
5. Better salaries to keep good employees
6. Office space
7. lock-out time to perform our work without interruption
8. Funds for professional development
9. We need easier ways of doing things in terms of paperwork for travel, paying for things, technology, etc.
10. More opportunities for training

Students

Do you have the resources you need to maximize your educational opportunity at USCA?



40 Responses of Yes

19 Responses of “Some of the time”

1. More graduate programs and availability of classes
2. Being at USC Columbia
3. Classroom technology that fits the ever changing business world
4. Professors need a class on how to use technology

5. More scholarships
6. More computer labs to go into to do my homework, tests, and etc.
7. Additional up-to-date computers and printers
8. Classes on how to use the technology provided
9. Quicker response for tutoring
10. Make the cost of books cheaper
11. Make the library open 24 hours.
12. For professors to use all of their students different learning styles
13. Increased opportunities for Financial Aid
14. Increased funding for the Fine Arts programs
15. Computers break down often. Sometimes programs for the class won't work properly (like SPSS)
16. A better student study area in the science building
17. Live speakers on campus to see things for other viewpoints

2 Responses of "No"

1. I need my own computer and transportation
2. Having course work that is actually challenging. Having access to research equipment to not only conduct research, but also excel in the professional field at it

FOR COMMUNITY MEMBERS

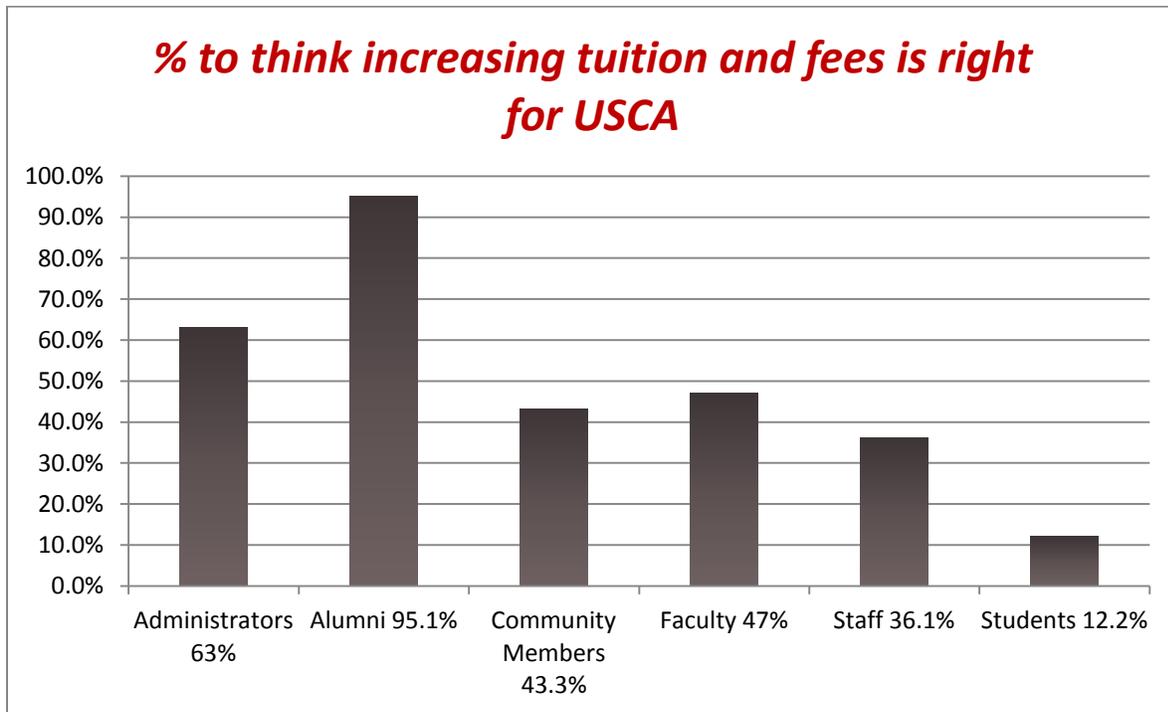
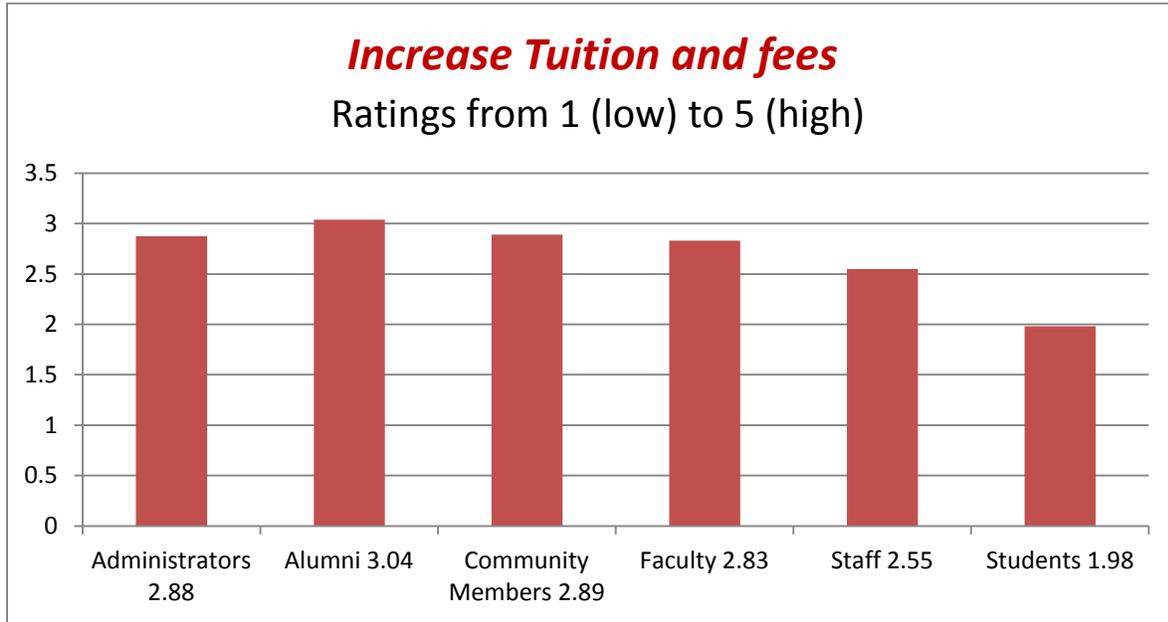
Question 6: As a community member, what two or three issues might USCA target to enhance our value as a resource that serves the needs of the community?

1. Encourage the students to volunteer and get involved in the community
2. Offer some professional training (e.g. An 8 hour excel or word class); assistance to small business start-ups continuing education for seniors and CPA Continuing Education credit courses for local accountants
3. Expand majors and offer user friendly graduate program (engineering - 4 year degree)
4. More "face time" with the high schools to make sure students there know what is available in Aiken
5. More involvement in the Arts
6. Look for the bridges between industries: tourism/history, agri-business, manufacturing, technology, healthcare. Build internships with each of these industries for your existing programs. Mature the relationships to align future course offerings with industry needs
7. Offer more after hours/nontraditional classes
8. The gym, lifelong learning, art--all of these are good but could be improved
9. Faculty (especially the Business School) need to be more involved with community services to better understand services and programs offered in a "real life setting". For instance, the sociology courses taught are great but often the student leaves the university and finds that the experiences in the work setting are not nearly as textbook

as those on the ground. Marketing programs are another example of this. Employers continually hear that "this is not what they taught us to expect". Continue to have professors and administrators be visible as members of community groups

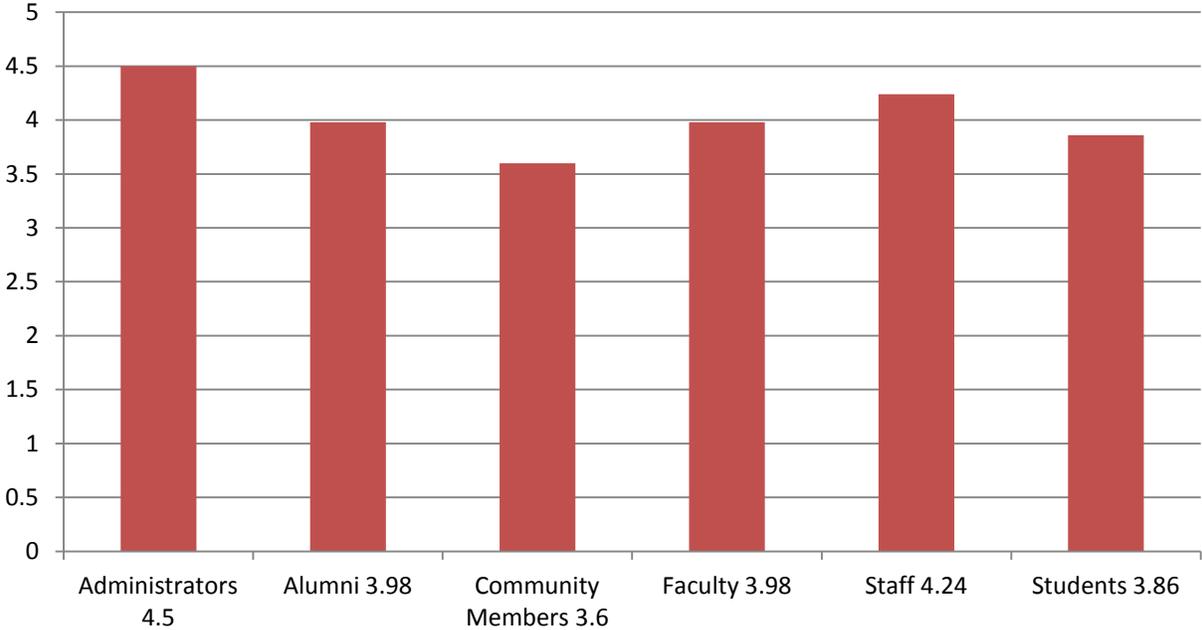
10. Offering classes for a reasonable price
11. Build a road to the D parking lot from the bypass
12. Increase math and technology awareness of the students..
13. Preparatory/remedial education for local students; PE Exam classes conducted locally;
14. Add programs that fit needs of the area, while keeping its focus on the liberal arts
15. Opening its Library to the community.
16. Reviving the Faculty Speakers Bureau.
17. Keep up the Science Center and activities - e.g. SEED, planetarium, special courses, etc.
18. Establish more of a presence for the Business School
19. The faculty, beyond the Chancellor, needs to be more visible and engaged with the local community.
20. Bring more concerts to the Convocation Center
21. Conduct job fairs for industry to match up students with opportunities, not just locally, but across our corporate organizations. Continue to push and support intern programs which are great for the students and industry

Question 7: Given the impact of a dramatic 70% decrease in state appropriations for higher education over the past two decades, the institution must take action to recover the budget through other means. Rate the following solutions to reflect the potential for success for each strategy to increase funding, and then, identify whether or not you feel the strategy is appropriate for USCA.

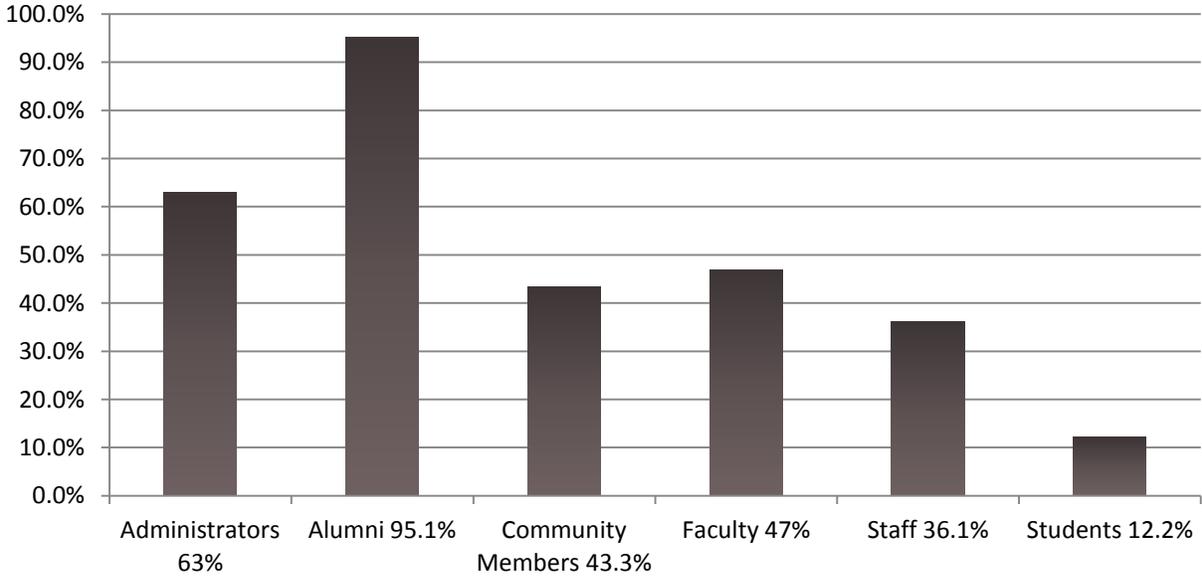


Increase size of undergraduate population

Rating from 1 (low) to 5 (high)

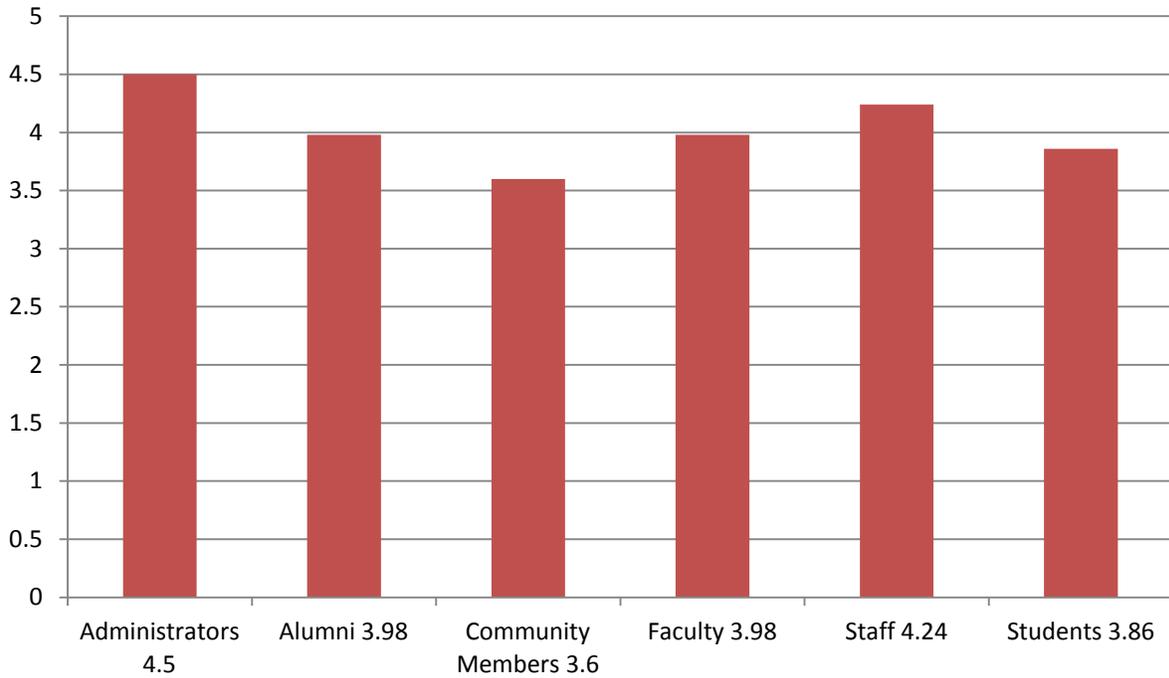


% to think increasing tuition and fees is right for USCA

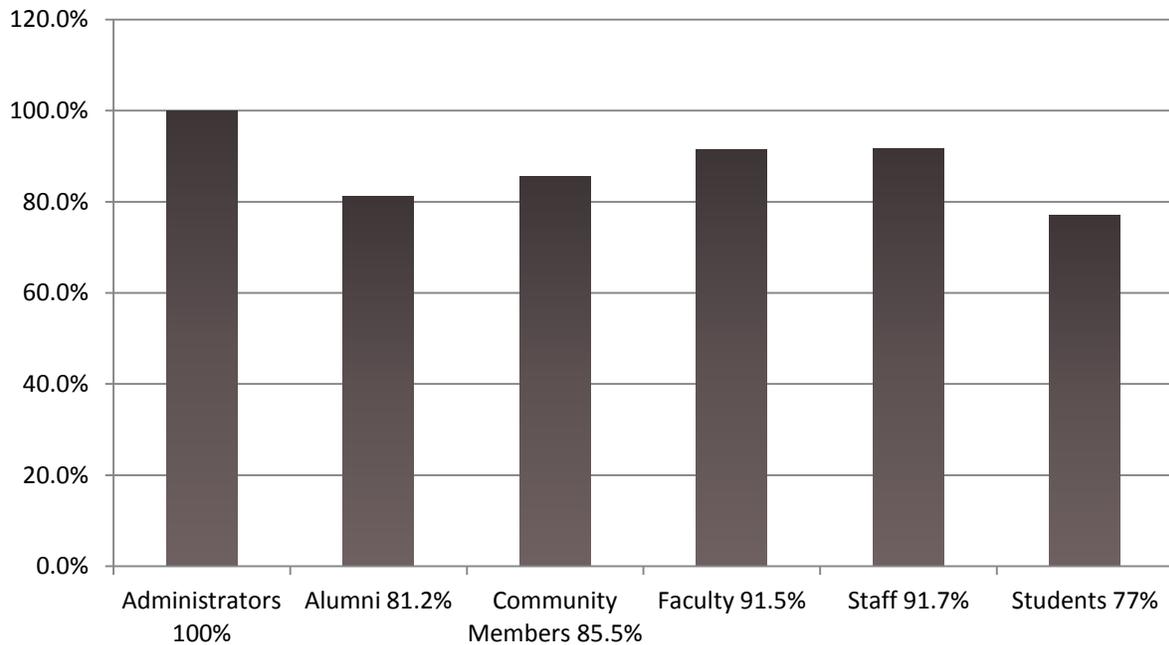


Increase size of undergraduate population

Rating from 1 (low) to 5 (high)

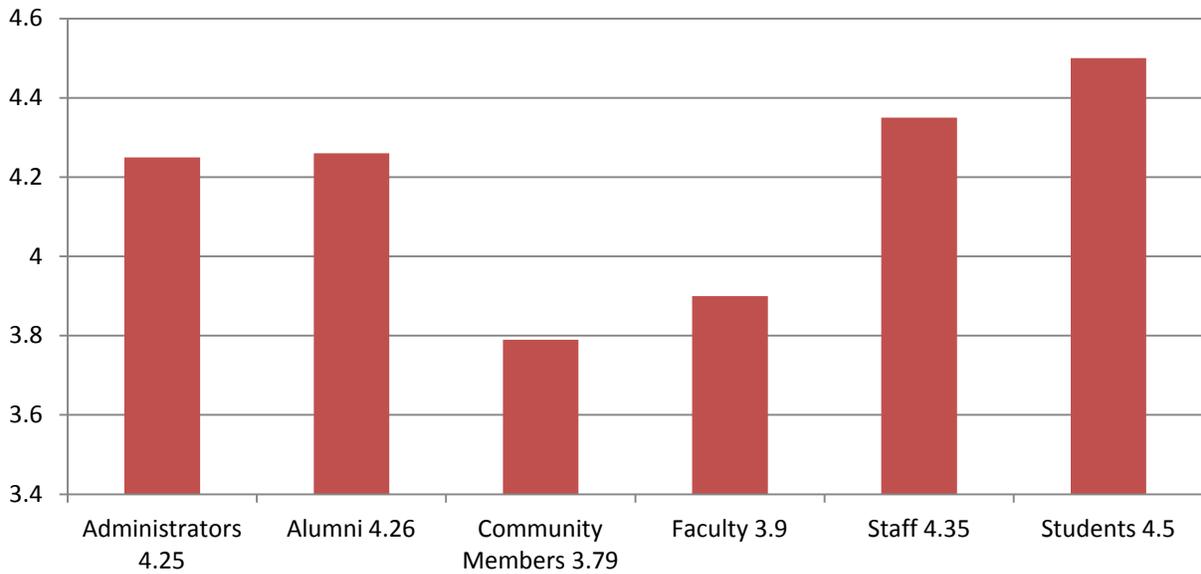


% to think increasing the size of the undergraduate population is right for USCA

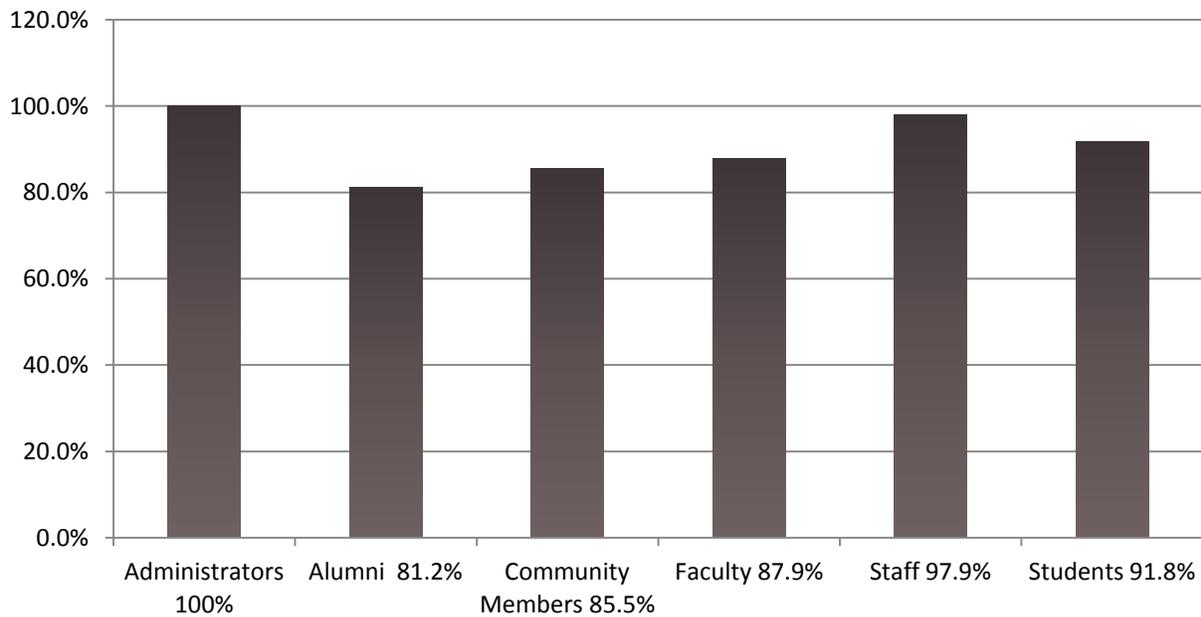


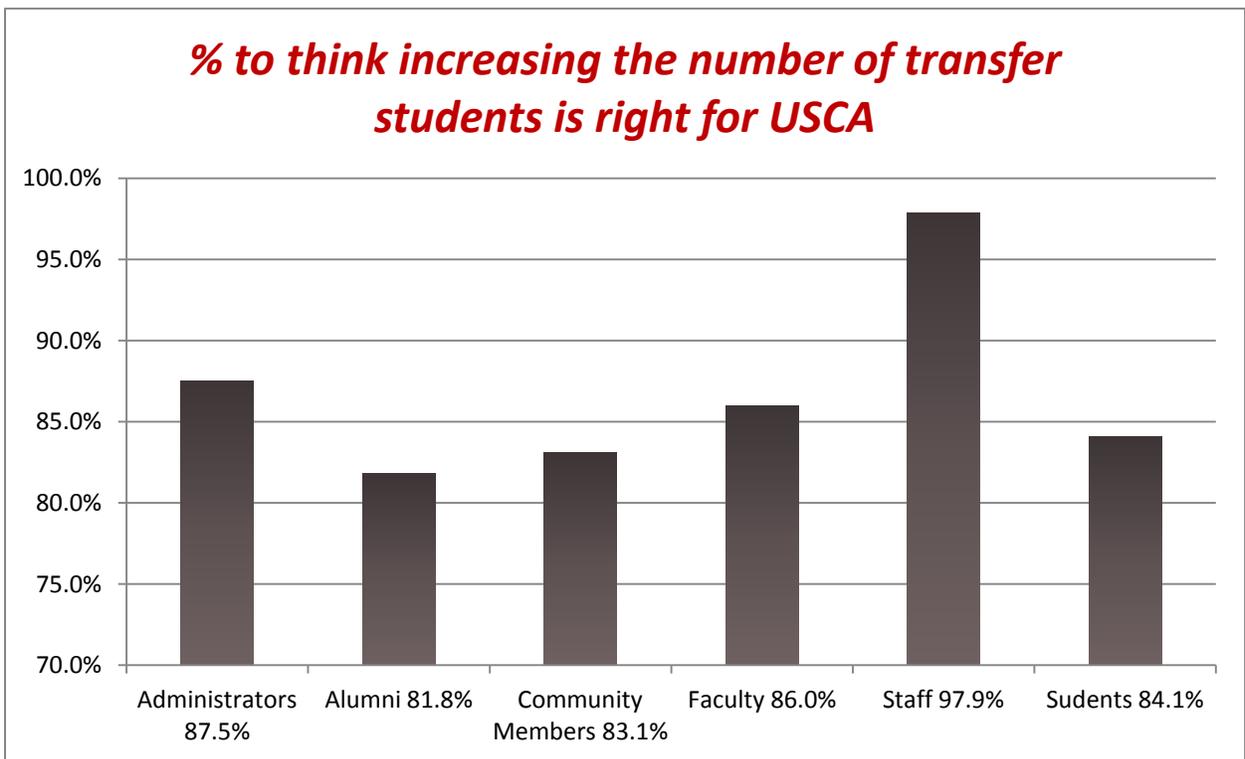
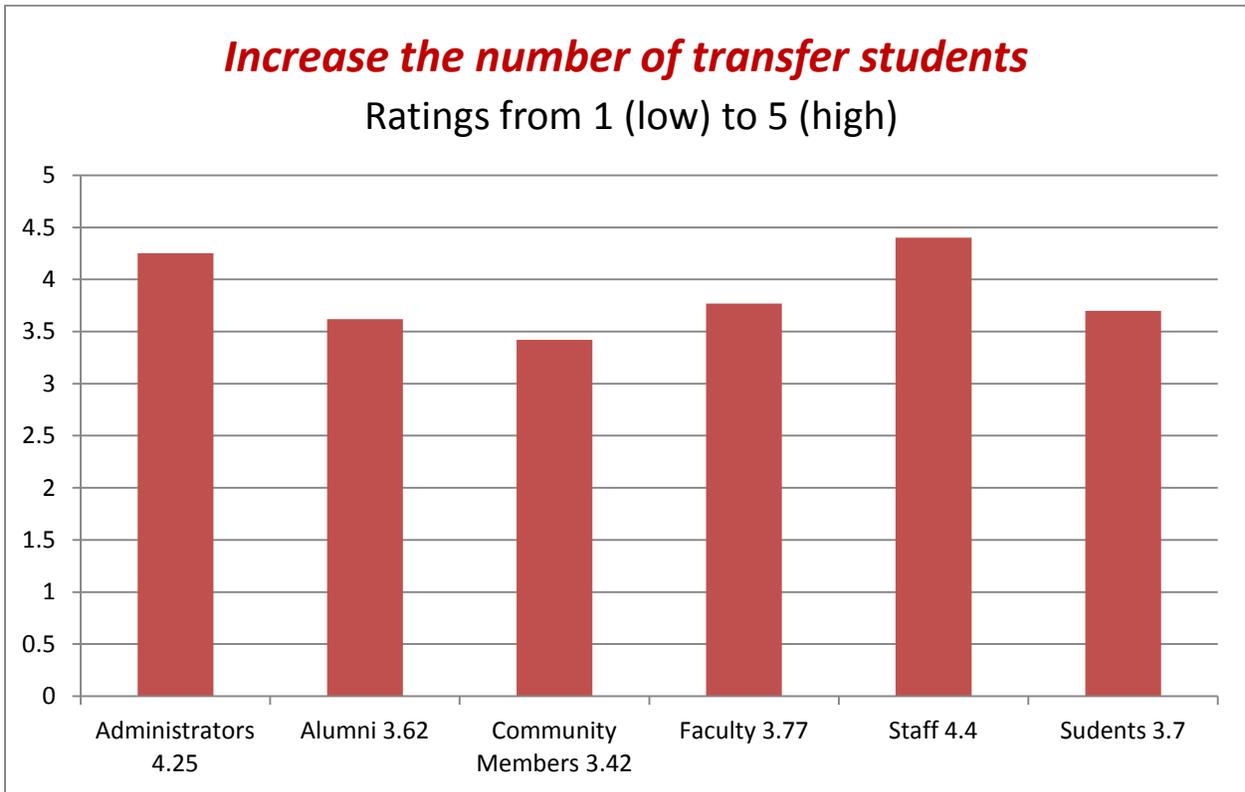
Increase the number of graduate programs and graduate students

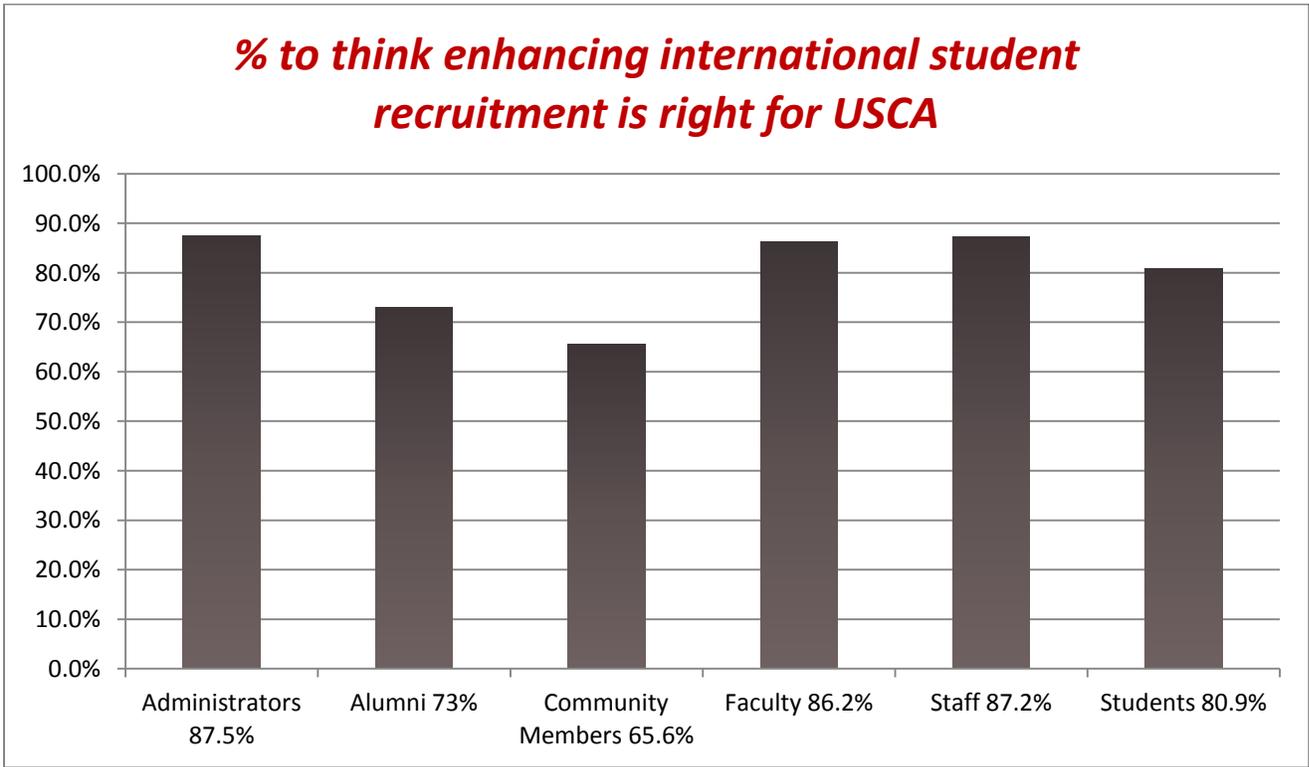
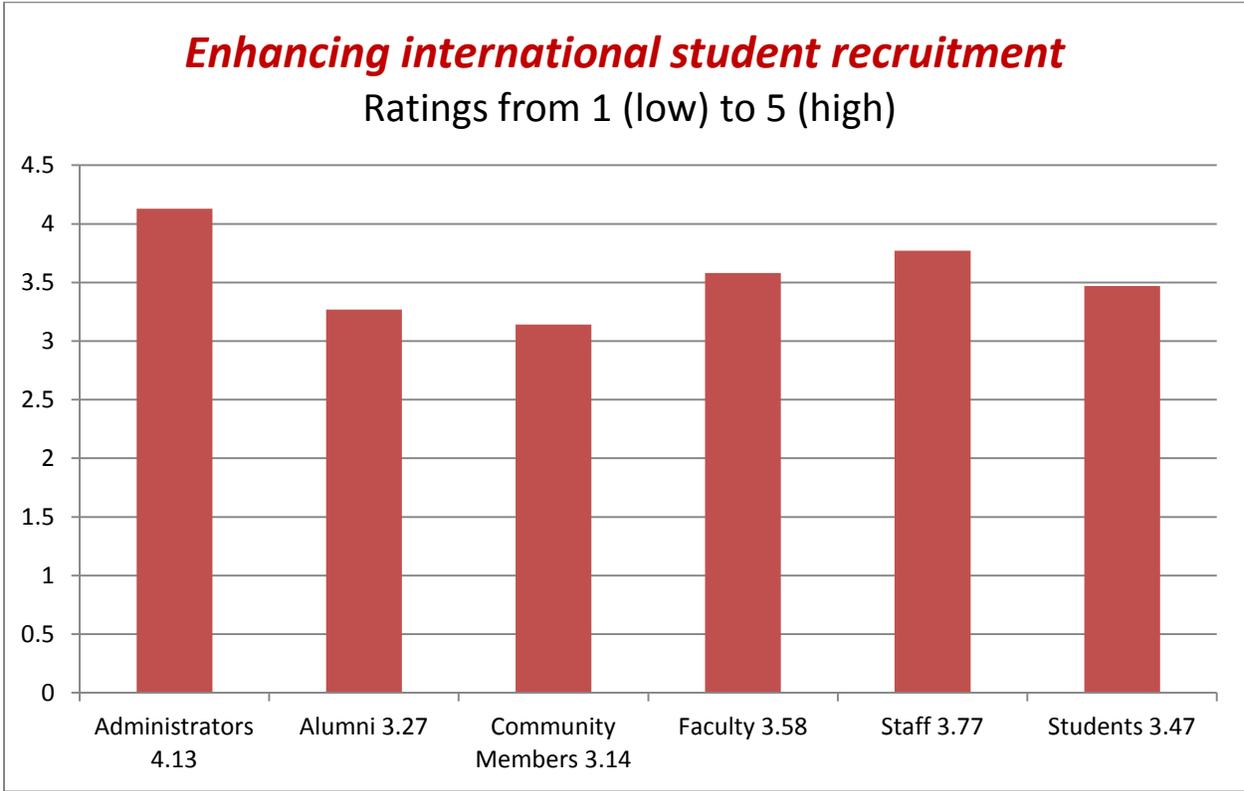
Ratings from 1 (low) to 5 (high)



% to think increasing the number of graduate programs and graduate students is right for USCA

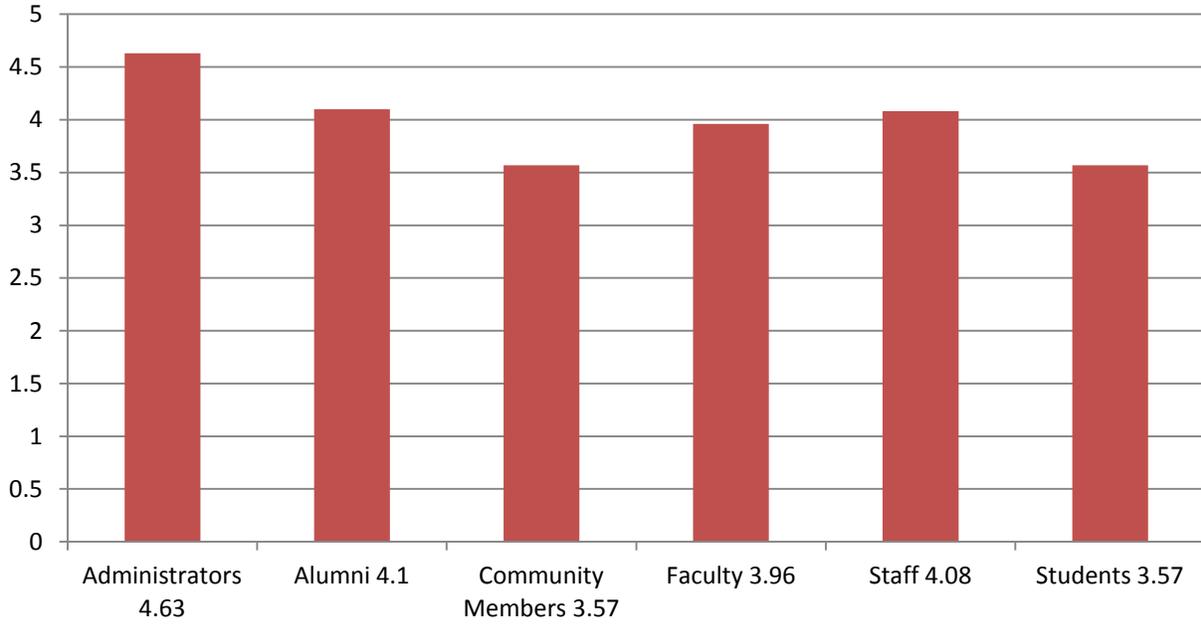




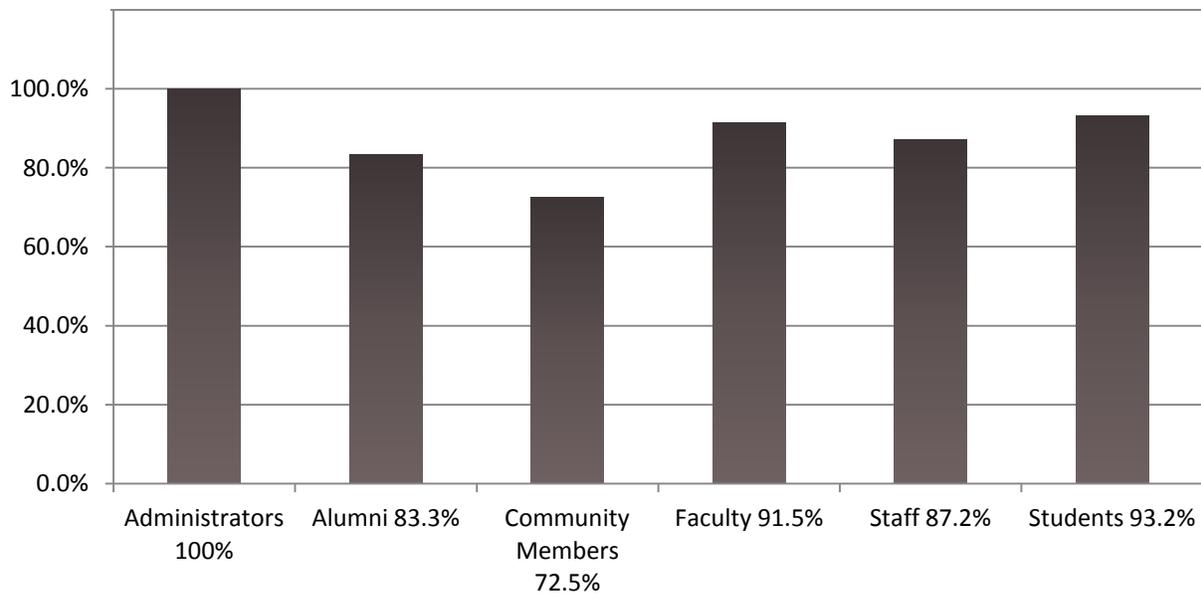


Enhancing out-of-state student recruitment

Ratings from 1 (low) to 5 (high)

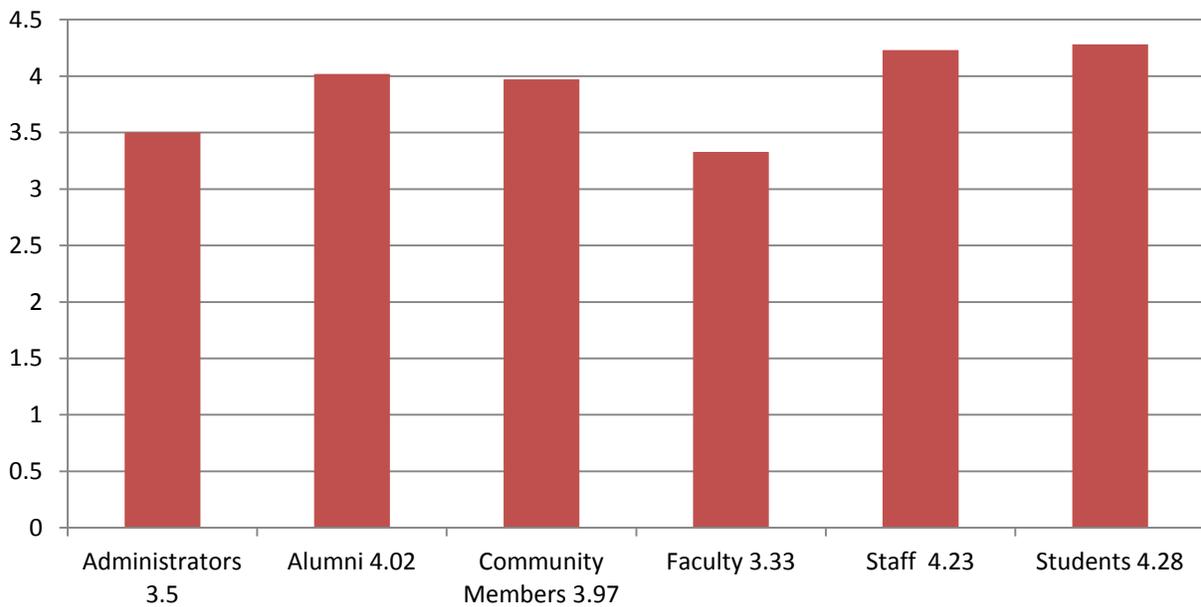


% to think enhancing out-of-state student recruitment is right for USCA

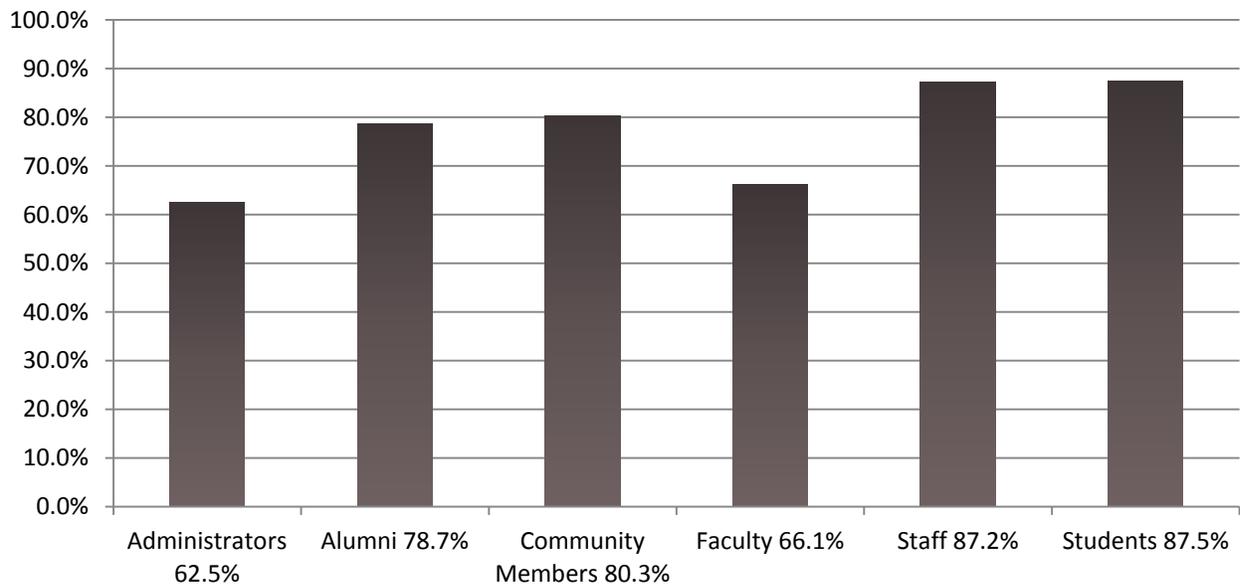


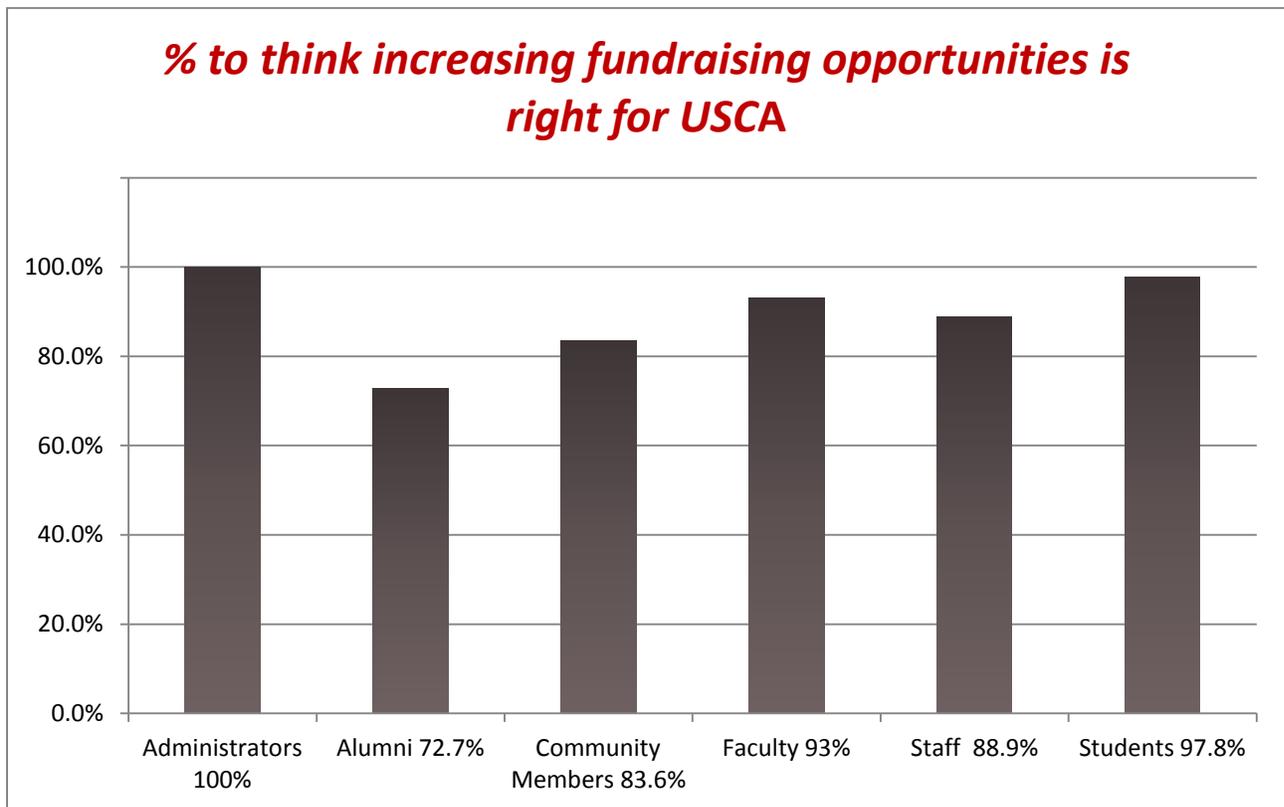
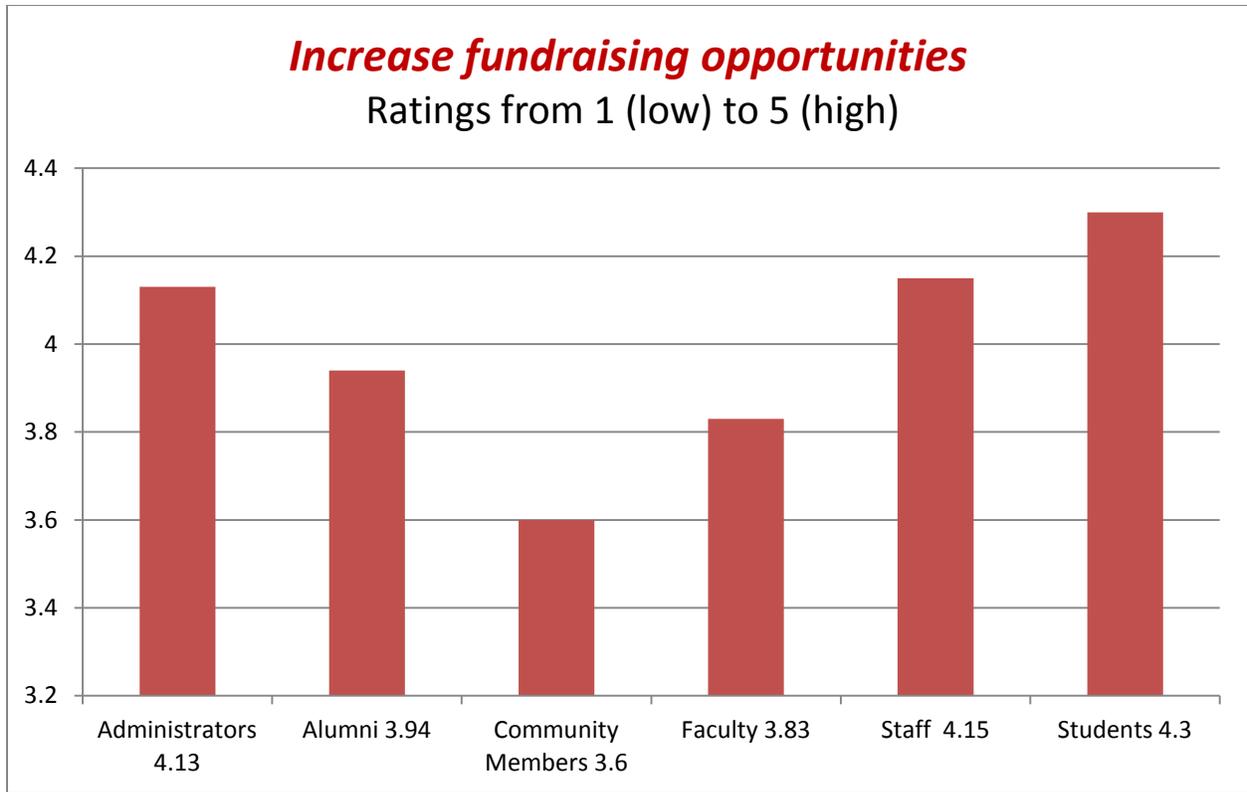
Expand online educational options

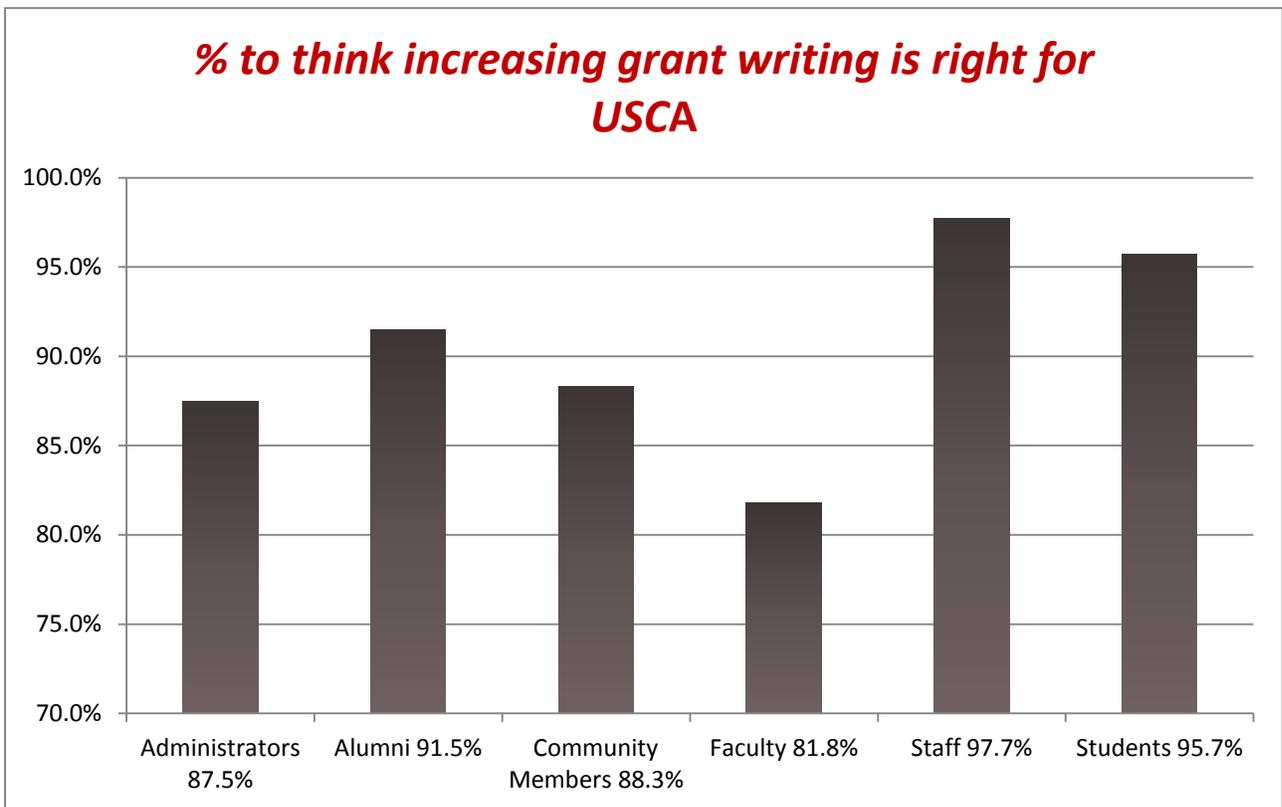
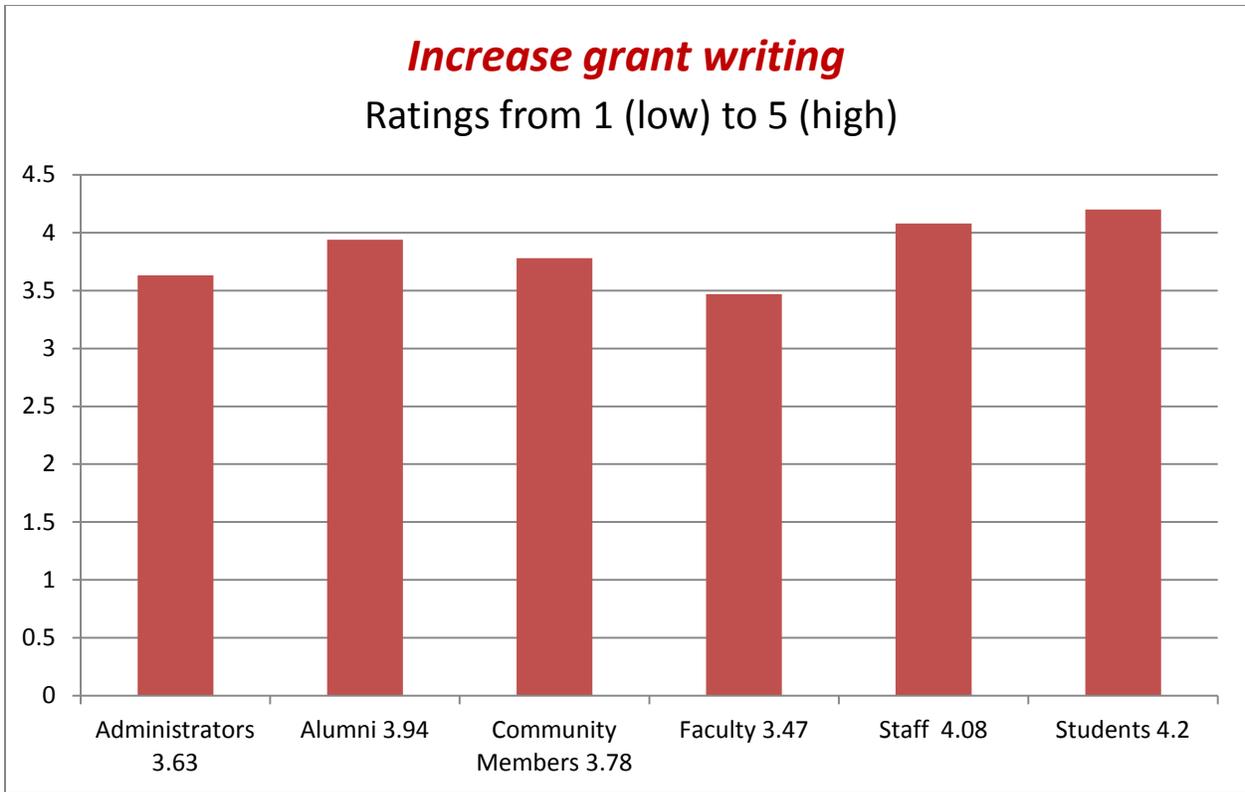
Ratings from 1 (low) to 5 (high)

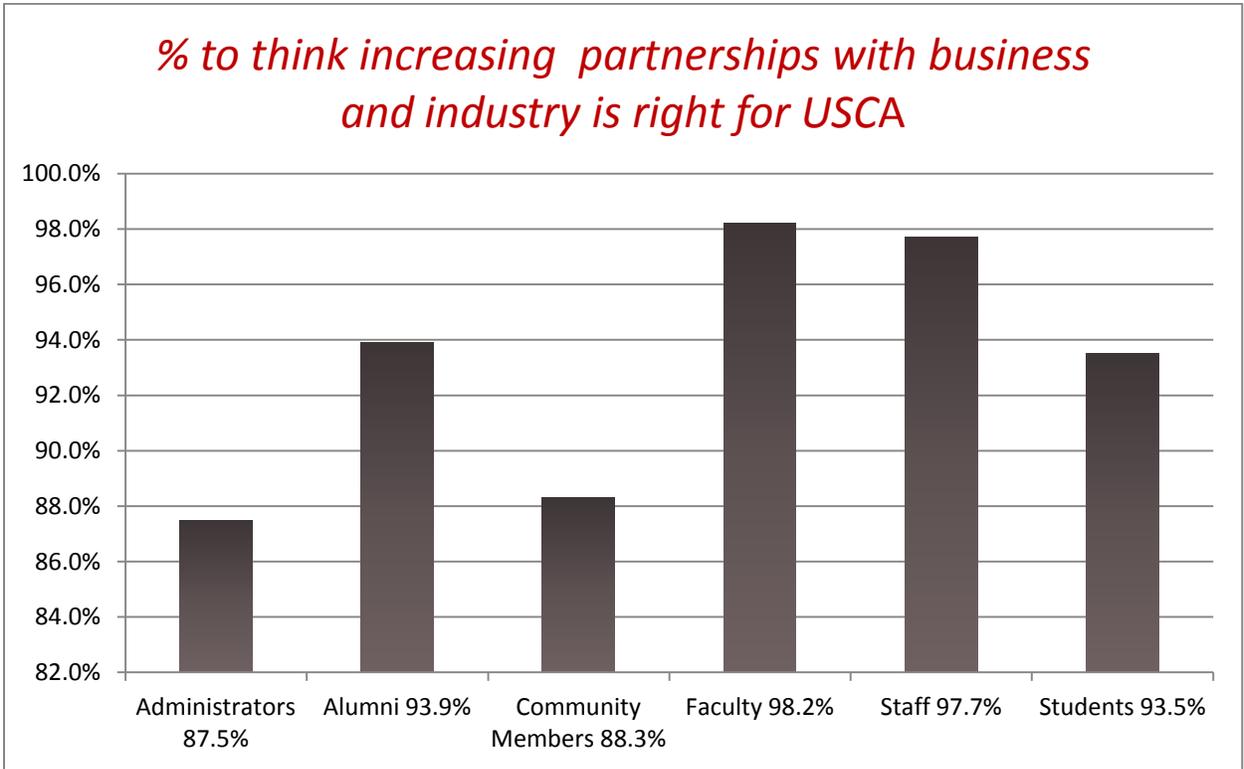
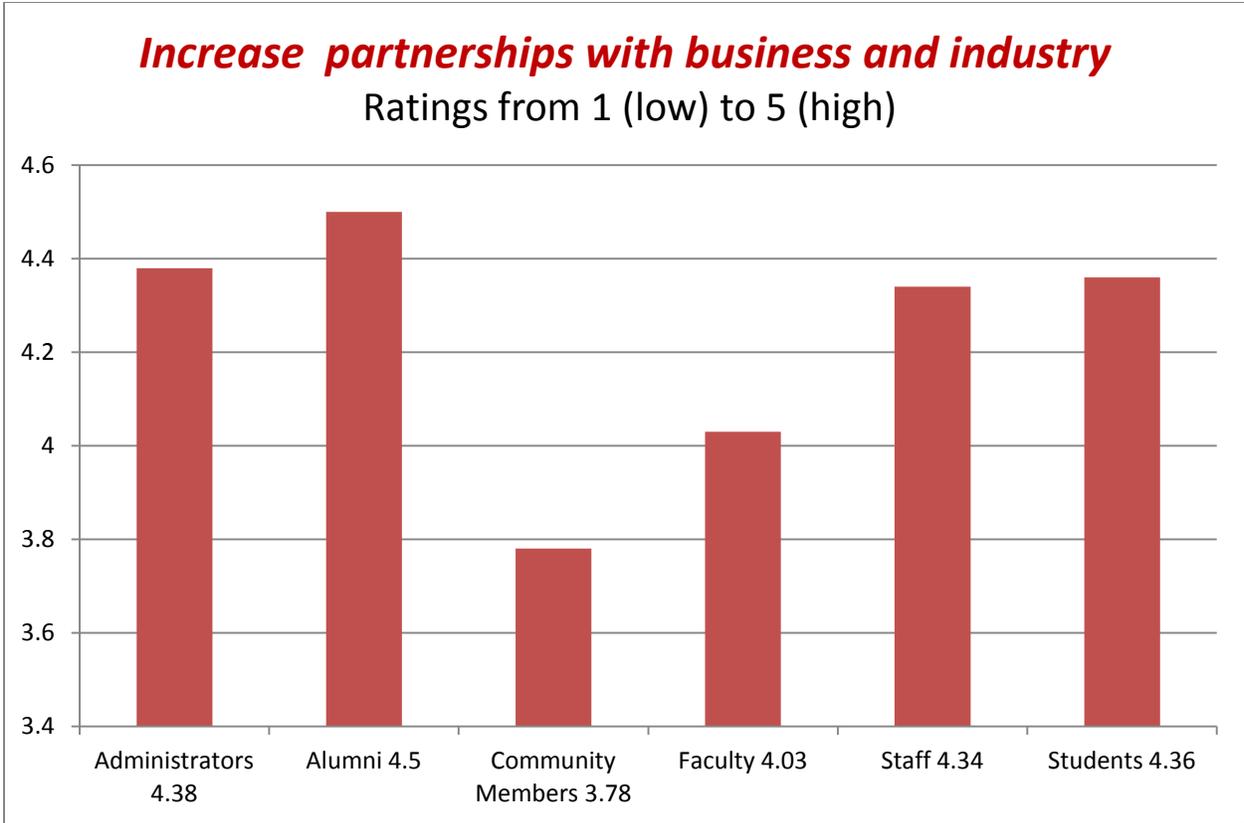


% to think expanding online educational options is right for USCA



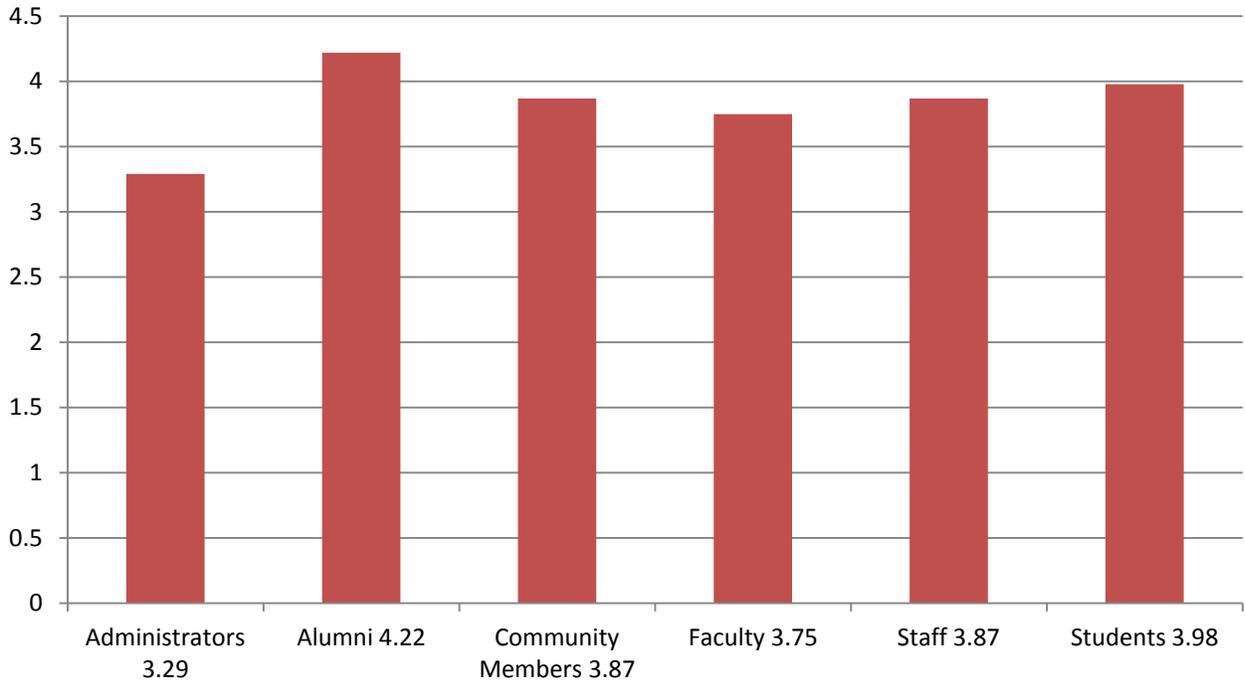




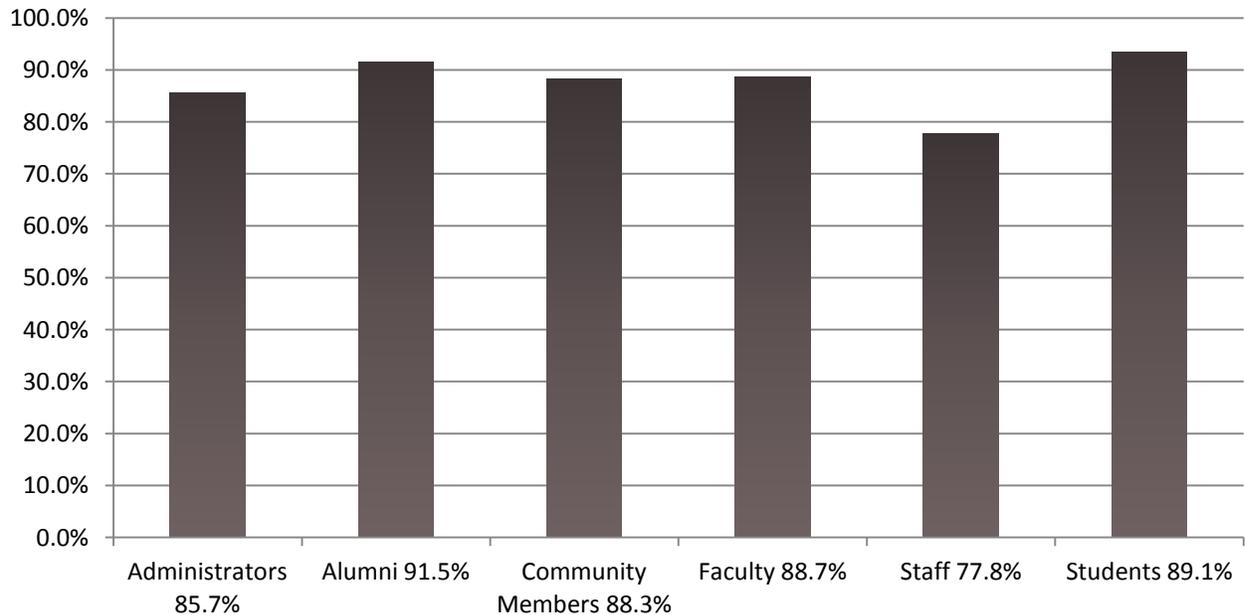


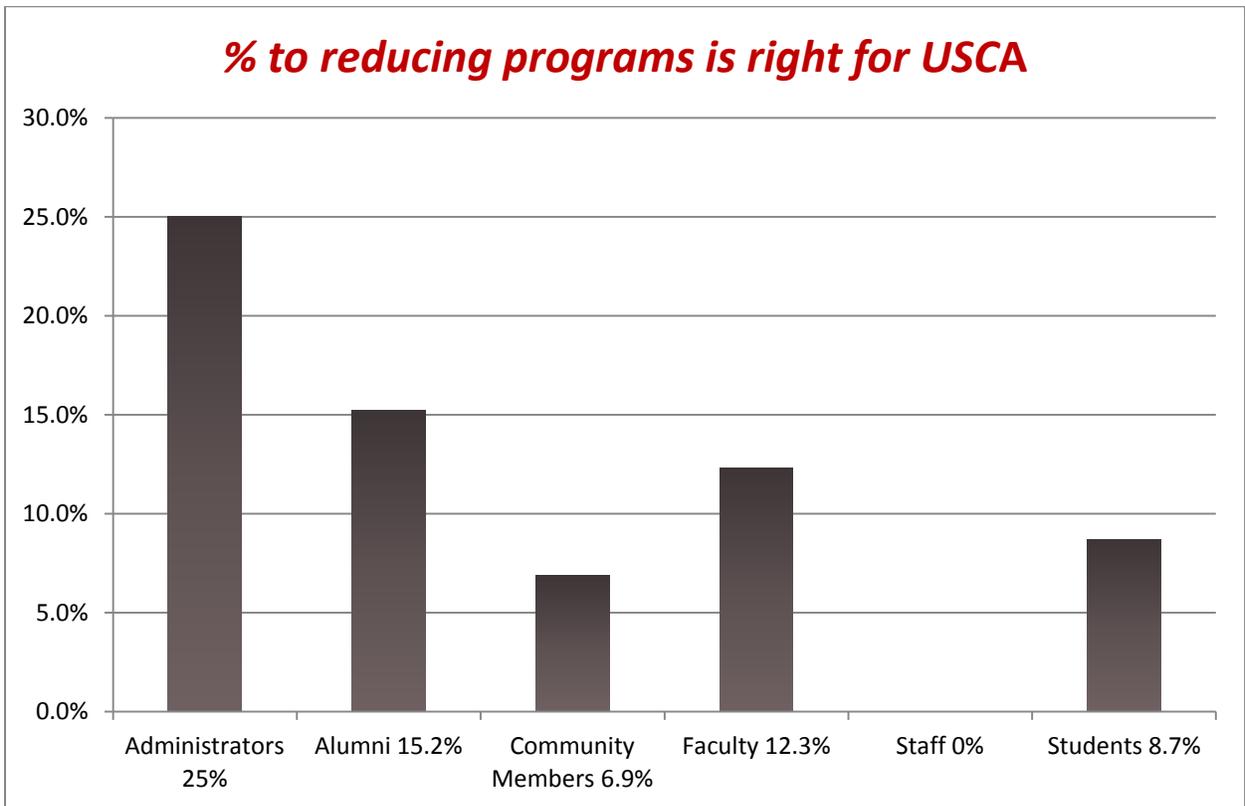
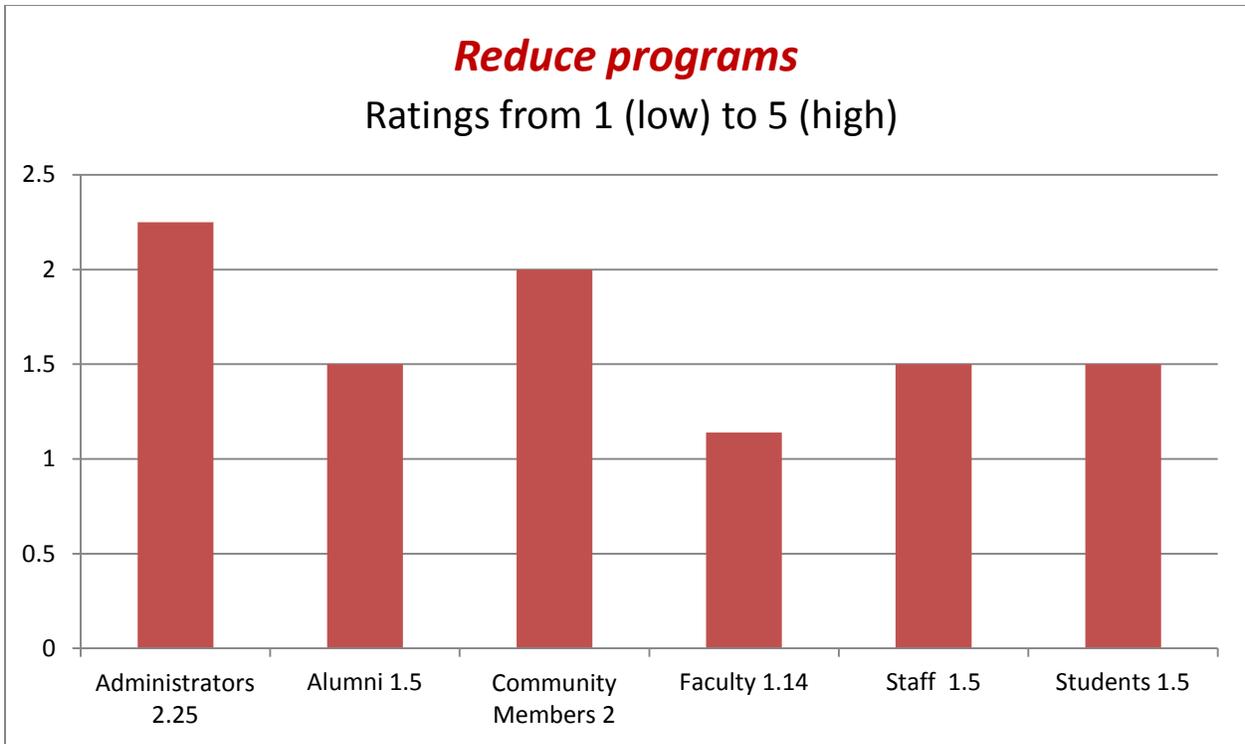
Expand adult learning opportunities

Ratings from 1 (low) to 5 (high)



% to think increasing expanding adult learning opportunities is right for USCA





Question 8: Do you have suggestions for other strategies? (*Summary of responses for all groups*)

1. We need more dedicated dollars for marketing of the university.
2. We need a 4 year Engineering program
3. Evaluate every program and perhaps eliminate some programming that is out of date
4. Create a mixed model for some majors, in which students could earn, for example, a degree in elementary education with 3 semesters on campus
5. Increased emphasis on recruiting military veterans
6. Solar and greening strategies that help incorporate all the land space for self-sustaining projects
7. Utilize the campus in the summer for outside groups- for example, residential sports camps, band camps, retreats, etc.
8. There needs to be some strategic planning in this area
9. Entrepreneurial developments, e.g., patents
10. Create centers of excellence in specific regionally undeserved fields of study
11. Follow up on students who apply for graduation, are disapproved, and then fall off the radar for unknown reasons. The school needs more options in clubs, organizations, courses, etc.
12. Lower entrance standards - 1 year probationary admittance
13. Ensure that engineering students can complete their degrees on this campus
14. masters degree program for the nursing school
15. Putting an emphasis on our athletics and making our facilities as nice as possible will attract high school athletes, transfers, and other students who are just wanting to attend a school that has a good sports team
16. Adding classes that prepare students for the tests that they will have to take. For example, adding MCAT, PCAT, GRE, and LSAT prep classes will allow students to feel more prepared for these tests and will increase the test scores from students across campus
17. Allow qualified high school seniors to attend freshman level courses.
18. Start a biochemistry major
19. Provide more opportunity for faculty and students in terms of research
20. Emailing alumni of scholarships in retiring professors' names is an effective strategy.
21. Create a board of visitors like Charleston Southern University
22. Provide more student jobs, real jobs, to reduce overhead paid to others

Question 9: What additional degree programs would you suggest to serve our region and local industry?

The list reflect the frequency with each major was cited from most to least number of times. Engineering was the most frequently cited recommendation for additional degree programs across all stakeholder groups. Some specific suggestions were nuclear, mechanical, civil, electrical and chemical engineering.

1. Engineering
2. Graduate degree in education including EdS program in guidance and administration
3. Graduate degree in business administration
4. Graduate degree in nursing
5. Graduate degree in engineering
6. Equine-related degree
7. Neuroscience
8. Graduate degree in biology
9. Spanish
10. Graduate degree in criminal justice
11. Graduate in information technology
12. Professional writing/communications

Question 10: What two or three issues must be addressed to move this university to higher levels of excellence?

Administrators

1. Money /Funding
2. Enrollment growth/Recruitment/Marketing the University
3. Salaries Faculty and Staff
4. Lower tuition
5. Improve facilities
6. Reorganize the administrative structure of the university to colleges and deans / We need to reorganize the admissions office
7. More staff
8. Broad-based teaching evaluation
9. Students need more help w/ reading and writing skills
10. More diverse student population.
11. Expanded programs and offerings
12. More strong undergraduate and region-based Masters programs

Alumni

1. Add graduate programs and more advanced degrees
2. Recruit students and expand enrollment
3. Growing curriculum to be relevant to meet needs of local region
4. Additional student housing
5. Budget/fund raising

6. What is our focus? - Defining who we want to be
7. We need to raise staff morale
8. Increased salaries Employee pay Increase in salaries Staff salaries
9. Getting more alums to give annually
10. Amount of space on campus/additional classroom space

Other Alumni responses

- Student retention
- More institutional scholarship money
- Parking issues for off-campus students
- Raise tuition
- Raise academic standards Make more stringent entrance requirements
- Maintain a professional dress code - appearance is important
- Old guard faculty must be ushered out
- Provide a 24 hour convenient store/restaurant that is not over-priced
- Another housing facility
- An even stronger community presence.

Community Members

1. Increasing university funding levels
2. Expand educational offerings to ensure the right undergraduate and graduate programs are in place
3. Brand/promote the University
4. Raise admission standards and increase the quality of incoming students
5. Modernize physical plant facilities. classrooms space and invest in more technology
6. The rise in tuition and prices of books/cost effectiveness
7. Expanding enrollment and add more international students
8. Explore on-line offerings
9. Student retention/increasing graduation rate
10. Faculty and staff retention
11. Recruiting professors with new ideas/ Faculty willingness to change
12. Get a football team on campus

Other Community Member Responses

- Staff compensation
- An ROTC program is needed
- Job employment after graduation

- Increase the math and technology awareness of the faculty and students
- More student and faculty involvement in the community
- More religious opportunities for students - e.g. on site organizations such as Wesley or more involvement with local churches

Faculty

1. Paying the staff and faculty salaries that are competitive
2. Growth in student population with Recruitment/Marketing strategies that attract better prepared incoming students
3. Increase support and address faculty load issues
4. Sustained resources for adequately funding programs and facilities
5. Administrative re-organization
6. Adding graduate programs and support of new programs
7. Recruitment and retention of faculty members
8. Marketing/branding the university/ market to a broader audience.
9. Determining what USCA is /Clarification of purpose
10. Student retention
11. Student financial aid/scholarships
12. Increase/ Protect USCA's autonomy in USC system Address future within the USC system

Other Faculty Responses

- We need to raise staff morale.
- Lack of internationalization
- Student achievement in writing and critical inquiry. Students need more help w/ reading and writing skills. Create real standards for what is taught in the Critical Inquiry courses
- Over-reliance on student evaluations as a mechanism of defining excellence in teaching
- More diverse student population
- More rigor in general education requirements
- Augmenting the liberal arts component

Staff

1. Increase enrollment/ recruit more students while maintaining or increasing high entrance standards and small class size
2. Increasing University funds
3. Employee pa/salaries
4. Expand the curriculum/Add more degrees and graduate programs

5. more staff/work load issues
6. We need to raise staff morale
7. Space facility overcrowding space on campus need more space on
8. More scholarships offered.
9. Better leadership. Giving more autonomy to lower levels of leadership
10. Student retention

Additional Staff Responses

- Collaboration between departments -especially in the extracurricular activity area
- Faculty and staff retention to retain quality people
- Improve technology on campus
- The role USC Columbia plays in controlling USCA
- It is very difficult for staff members to move up the USCA "ladder"
- More beauty on campus grounds

Students (Items are listed in order of frequency of response.)

1. Keeping the cost of tuition and books low and affordable to the students.
2. More undergraduate and graduate programs of study
3. Recruit more students and increase enrollment
4. Maintaining a close knit atmosphere on campus and strong School spirit.
5. Marketing USCA
6. Funding our school
7. More stringent entrance requirements and higher criteria for acceptance.
8. Address parking issues
9. Internship opportunities
10. New building(s), large state-of-the-art fitness center
11. Improve the diversity of the student population. –Multiculturalism

Other Student Responses

- Taking student evaluations seriously
- Online classes -Class scheduling throughout the entire day into the evening to make the campus more appealing to non-traditional students
- better cafe food
- Retention rates and student completion rates

Question 11: Describe the university you want to see USCA develop into over the next five to ten years.

Administrators

1. We need to grow in size (suggestions ranged from 4000-10,000 students)
2. A university that is on a par with the best of the best a jewel of SC higher education produces graduates who can or should go on to post-graduate work.
3. We should aim to become an affordable alternative to private liberal arts colleges.
4. Graduate programs
5. Become the University of Aiken. Free from Columbia and establish our own identity.
6. Busier during the evenings and on the weekends; open 7 days a week
7. More international students, large honors college, STEM focused.

Alumni

1. A university with a larger student body but a continued focus on the student and the small student/faculty ratio
2. Expanded to offer engineering, masters and doctoral level programs
3. To grow without increasing tuition school
4. Recognized as the leading regional university with continued national prominence in rankings
5. Increased concentration on non-traditional students with expanded online experience for adult learners, expanded night school / teleschool options
6. Find other funding sources to fund program increases and salary increases and added space. salaries increase
7. Increase entry level requirements
8. More partnership with the community/local schools
9. Continued athletic competitiveness in PBAC pulling in top notch athletic recruits. More sports like women's golf, football, competitive cheerleading and track and field
10. Continue to focus on teaching and learning, with expanded opportunities for undergraduate research projects

More Alumni Responses

- It would be nice to incorporate a program for the students to volunteer to give to the Aiken Community - reading programs in schools, Chamber and Rotary projects, hospitals etc.
- A diverse representation of minorities on the faculty and staff that looks like the stratification of the region and with more international students

- Set an example with environmental technology by going solar with its energy demands
- Alumni who give back and who want to support the University
- Known for innovation and leadership

Community Members

1. A thriving school of choice. Recognized as the leading regional university. Continued national prominence in rankings
2. Manage growth without changing the culture
3. More emphasis on engineering and sciences
4. A university that is more community oriented with more community partnerships
5. Increased concentration on nontraditional and non- mainstream students
6. Education at reasonable affordable cost to the student. Tuition raises must be avoided
7. Expanded curriculum to focus on science and engineering and more graduate programs (Masters and Ph.D.)
8. A university that provides low-cost access to quality higher education programs
9. I would like to see USCA become more diverse which includes a more diverse faculty and staff with study abroad, more international student
10. Continued athletic competitiveness in PBAC

Faculty

1. The university grows without losing its intimacy
2. Establish a number of new programs across the curriculum, particularly in the STEM areas
3. A destination school. The preeminent public liberal arts institution in SC. A university that is on a par with the best of the best with continued national prominence in rankings
4. A vibrant and diverse population of students, faculty and staff
5. More educational technology
6. Online learning programs
7. A more global university with more international students
8. A strong reputation as a teaching institution one with faculty who are evaluated first on teaching A place where faculty are able to concentrate on students and teaching, Excellence in teaching and learning at all levels
9. Gradually raise our admission standards
10. Maintaining our small student: teacher ratio
11. Expanded opportunities for students to engage in undergraduate research projects both at undergraduate and graduate level
12. A more financially self-sufficient university

Other Faculty Responses

- At least one new state of the art academic building, and new other facilities
- more investment in liberal arts, faculty development
- better pay
- A University that has a close relationship with businesses in the community
- Continued athletic competitiveness in PBAC
- A university that is a great place to work

Staff

1. Larger student body (*suggestions ranged from 4,000-10,000*) but remain a close-knit family
2. We should be a "destination" campus, a premier institution. An Ivy League of the South, one of the best in the US.
3. Strong graduate programs
4. Engineering Degrees so that our students will have opportunities to work at SRNS, Bridgestone etc. graduate level education more majors offered
5. Strong support for nontraditional students and students who commute
6. More educational technology/A university with cutting-edge technology
7. A university that is a great place to work
8. Multiple ways to secure degrees (virtual, on site), Accelerated and decelerated degree programs that match the pace of the students and more online learning programs
9. Greater faculty diversity and have a bigger international student program or population
10. One that has kept high standards for incoming students/ serving students who have the potential to be successful from South Carolina
11. Salary and budget improvement
12. One that is known for the success rate of students graduating

Other Staff Responses

- I would like to see more sports like women's golf, football, competitive cheerleading and track and field
- State of the art recreation facility
- The retention of students is critical
- More professors
- Improved quality of food
- USCA should become a State-level leading resource for expert consultations among the faculty and staff and as an economic researcher on behalf of the county
- Expanded opportunities for undergraduate research projects.
- There needs to be more professional opportunities for advancement offered to staff.
- Foster new partnerships with local businesses/industries.
- Others to recognize USCA as being "the" institution in SC that graduates creative problem solvers and industry leaders

Students

1. Continue growing
2. A university with more majors offered, more graduate and undergraduate students
3. Increase entry level requirements
4. Remain a close-knit family
5. Improved quality of food
6. Graduation rate increase
7. Have more student involved events where you don't necessarily have to be a part of an organization
8. An international university
9. A university that is talked about among all high school students as one of the top choices
10. USCA is to be the number one small university in the United States
11. Keep tuition affordable and prices at a minimum

Other Student Responses

- Create an engineering department
- Offer more to nontraditional students
- It would be great to see another dorm and activity center down by the dorms.
- Happy teachers, functioning computers with software that will work, cleaner campus
- Build the business program

Question 12: From your perspective, are there policies, procedures or aspects of USCA's organizational structure that create challenges in the areas of efficiency and effectiveness?

Administrators

1. We need a provost. Most of Monday Group's work should be done by a provost who is committed to the academic mission of the place.
2. We need academic deans (HSS, Sciences, Professional Schools). Both of those things would give some rationality to our structure.
3. We need to renew our faculty governance from the bottom up, create a faculty senate that can deliberate intelligently about important decisions.
4. Everything should not have to have consensus from all campus administrators before moving forward; the Chancellor should be able to make decisions without getting consensus from the Monday Group.
5. It's sometimes hard to get information from various university offices, largely because we are so small and often only one or two people have the necessary information.
6. Program review process is broken, does not work. Process to get new faculty, staff and equipment etc is difficult at best.

7. I think that public safety should be moved out from under Dr. Deb.
8. I think we should be more student friendly and welcoming to our students. I think we need to provide more student services and programming.
9. Monday Group may be too large for efficiency and it gives the appearance of inequity among all of the work divisions on campus which I don't think is the correct perception.

Faculty

1. Faculty Assembly structure is inefficient. We need to look to a Faculty Senate.
2. The Monday Group structure is outdated and needs to be replaced
3. We have grown to a point at which we need academic deans there have to be ways for staff members to advance in their jobs (not just faculty)
4. We need a provost. Most of Monday Group's work should be done by a provost who is committed to the academic mission of the place
5. Student evaluations of teachers are not validated
6. The faculty is largely over-burdened with responsibilities not related to teaching and research

Other Faculty Responses

- Better communication within the pool of full time faculty and the adjunct faculty.
- It's sometimes hard to get information from various university offices
- Purchasing supplies/equipment difficult which compromises research success
- If an instructor (adjunct) provides a greater money return (in relationship to compensation) then funds should be made available to keep enrollment at a higher level.
- I think that USCA has to seriously consider the implications of not providing ANY paid maternity (or paternity) leave for faculty. This does not align with the policy for faculty who are on federal grants, and as a faculty member of childbearing age, this is the one thing that would cause me to think about leaving USCA.
- I spend far too much of my time either fighting technology or switching from program to program to extract the information that I need.
- The increasing demand for research decreases my effectiveness in the classroom
- More clarity and transparency would be helpful
- We don't seem to be doing a good job of grooming people to take over as unit heads, and where are the women and minority unit heads
- Too many layers of bureaucracy, too many forms and too much paperwork.
- Program review process is broken, does not work. Process to get new faculty, staff and equipment etc is difficult at best
- Don't build any more buildings, but instead focus on novel ways of instruction
- The connection to Columbia and some of the administrative policies may serve a campus of 30,000 students but don't necessarily work on a campus of 3000

Staff

1. Management and decision making at USCA seems to be top heavy. Sometimes the decision making process has to involve too many people there are too many channels to go through to get anything done in a timely manner
2. Too much bureaucracy, lack of creative/innovative thinking, reluctance to take risks
3. there have to be ways for staff members to advance in their jobs
4. Purchasing is a challenge, it's hard to get equipment needed without jumping thru hoops
Our university purchasing cards are useless and the whole offer that we can get a diners club card in our name that we're responsible for paying is ridiculous
5. More paperwork than I've ever seen before, the inconsistency of paperwork, having to re-learn processes when they change up every year or so
6. The transfer credit process is terrible. Our admissions standards are difficult to understand, and may not be the best to serve the population we serve
7. The amount of control USC Columbia has over decisions we make on campus
8. Limited amount of academic scholarships to recruit new students, and these are offered late in the recruiting process
9. We should be paperless and have a comprehensive safety and sustainability program involving all on campus
10. Policies aren't explained well and employees often assumed that they can't voice a concern without going up the "chain of command"

Other Staff Responses

- There are some structures in place that makes it seem as though you are being directly supervised by multiple people and there is either miscommunication or no communication among anyone
- We go too much by the "book" when it comes to USC Columbia policies. We are different in many ways and should have more flexibility to change
- I think that a lack of communication hinders efficiency. There are some instances in which some offices/people are performing identical or similar tasks and are missing opportunities to streamline their work
- Reorganize offices so that all transcript questions can be answered in one place
- Too many events are on the same day. Possibly enforcing another period to turn in facility requests
- Should be nonsmoking campus
- An office for each student organization would be nice
- ICE Events are a waste of time

Students

1. Staff members need ways to advance in their jobs
2. There needs to be cross training across administrative areas so there is great understanding of how policies and procedures effect each area differently.
3. Sending everything to Cola! PR's, expenses, transcripts...
4. People don't know the right people to ask to get answers to questions or solutions to problems.
5. Yes, there are information securities policies that are open to interpretation that have no procedures therefore leaving the policies open to unnecessary debate.
6. Work flow and data flow are not documented so there is unnecessary duplication of work.
7. There's too much "that's not my job" and not enough "let me help you find the right person"

Question 13: Please feel free to share any other opinions or views that you think we need to consider. (Responses in this section are generally unedited, however similar responses may have been combined)

Administrators

1. I love working for this university. I would love to see us realize our fullest potential.
2. The salaries and number of employees do not increase to help the work load issues. We give our all because we are dedicated to this campus but we are tired and at a breaking point.
3. I think we need to offer new programs that are both strong and interesting. This will help attract more students and retain those we have.
4. Stronger students will make the teaching/research endeavor more rewarding, pull weaker students forward and increase retention.

Alumni

1. I am proud to be an Alum!
2. I feel that USCA is jumping by leaps and bounds every year, great job
3. Salaries need to be more in line with other universities within the USC SysBetter get rid of that liberal slant and propaganda
4. Staff morale is becoming an issue. Staff members need ways to get ahead.
5. The low tuition is a huge incentive to parents!
6. More advertisement may help
7. Get football
8. As an integral part of the university, the Ruth Patrick Science Education Center provides

- service to the campus and community, has the potential to attract new undergraduates, and offers opportunities for pre-service teachers to observe exemplary teaching
9. Establish a P.R. Club - Ambassadors to represent the excellent youth at the University and their participation in the Aiken Community.
 10. Reward loyalty and aggressively recruit minorities to work on campus
 11. A vibrant university should be a hub of ideas, a blend of cultures and open doors to young people that they might never have known to exist.

Community Members

(Item #12 for this group)

1. I did not mention that we have had accounting student intern with our office and that is a very positive program. It gives the students valuable experience and it gives us a chance to give back and gain some extra help.
2. Overall rating is good. Steer students into paths that will help them in the workplace.
3. Be careful not to let "political correctness" and liberal media agenda take over common sense. Provide an environment where the conservative view and the Christian view have a welcome place and are not ridiculed.
4. Great school with lots of upside and no downside from my view.
5. I look forward to the future and what I can do for the university and also what the university can do for me!
6. I had to transfer from USC Columbia because I couldn't afford it. Cut the Pacer stuff and start rooting for THE GAMECOCKS.
7. The Business School must be more proactive in tapping the experience of local business leaders.
8. USCA is an incredible institution with much to be proud of.
9. Thanks for the opportunity to share my views. I hope USCA will use share this vision and the product will be challenging not only to the institution, but also the leaders and residents within our community.
10. USCA is an outstanding University. I believe that continued growth in all areas, including adding more students, can only bring you more success.
11. This Vision process is a great first step. Stick to it.
12. Thank you for allowing me to offer my input.
13. Bottom line: I would certainly love to see my child attend USC-Aiken and move onto to graduate school somewhere else, or vice versa.
14. We have the right leadership to take to the next level.
15. More advertisement may help. I feel that USCA is jumping by leaps and bounds every year, great job. I am proud to be Alum!
16. I love this school because I had trials and had faculty and staff that never gave up on me. I still drop in when I return to South Carolina to say hello to Marshall Davis and several

others that really care about students and their academic development. Reward loyalty and aggressively recruit minorities to work on campus.

17. State funding should be raised but can't occur w/o legislators who care about education; I believe USCA does wonders w/ what resources it has.

Guidance Counselors

(Item #7 for this group)

1. Increase marketing, and create a network of alumni that can help with recruitment
2. Keep up the great work!
3. It would be interesting to know your job placement rate for graduates. I do not recall ever seeing that. Presenting those statistics would be useful.
4. I'm already impressed with what you do.....keep the school small in order to continue the tradition of quality education with small classes and caring professors.
5. Great job with what you all do!
6. I have enjoyed watching USCA grow and believe that the current focus and vision of the University serves our community and region well.
7. I feel USC-A is doing a great job. I support and promote USC-A as much as possible.
8. You all do a great job!!!
9. You do an excellent job. I am proud you are in Aiken.
10. All of my experiences with USCA have been positive.

Faculty

1. Faculty salaries and work load are issues that must be addressed if we want to move forward.
2. Staff need ways to get ahead.
3. I hope you strongly consider the ramifications of greatly increasing enrollment, especially if this involves greatly increasing course sizes. Large courses completely change how we can teach, the types of assignments and exams we can give and our ability to give our students the attention they deserve.
4. If online courses become standard, faculty that have to develop and teach these courses need some sort of a course release to do so.
5. I was talking to a cop on the USC campus about all the insane drinking and behavioral problems in the dorms there. USCA does not have these problems - not even close. One of the reasons proposed why is because our students do not feel as anonymous as the USC students. Our students feel more accountable for their actions because the staff and faculty know who they are, we know their names, and we have them in our classes. This is because we are a small university. Keep this in mind.
6. I would just add that I think that people are participating in the visioning process out of a

sense of hope that maybe this time will be different (those here for some time have been through several of these, to little avail). I think that morale could take a real turn if nothing comes of it.

7. This is a great learning environment but we as a University must look for ways of staying ahead of the curve when it comes to education in areas of technology
8. I am taking a "wait & see" approach to change with Dr. Jordan. Ask me in a year!
9. Please increase the pay for adjunct instructors commensurate with enrollment.
10. We need to be careful to remember that we are BETTER at MANY of the things we do.
11. We need to grow, now, or we're in trouble.
12. I have taught here at USCA for over 20 years, and I have always considered it to be an honor and a privilege to hold a position here. To be able to teach at an institution that so values teaching makes coming to school every day a joy!
13. I am proud of USCA.
14. Need a lot more money for student scholarships. And have the bookstore sell books at cost so students don't have to share books or order from Chubb or Amazon.
15. I love working for this university. I would love to see us realize our fullest potential. This university has spent a great deal of time talking about how they care about students, faculty and staff and yet the salaries and number of employees does not increase to help the work load issues. We are tired and at a breaking point. We give our all because we are dedicated to this campus.
16. I am really excited about our future! We have the best group of faculty I have ever had the privilege of working with, so there is truly nothing we cannot accomplish.
17. Higher education will look very different in 5-10 years - just look at K-12 and the explosion of the "virtual classroom" as well as the success of for-profit HE institutions. Recruit Hispanic populations actively - the new majority.
18. USCA does everything it can to recognize all of its constituent groups except one. USCA never recognizes long service to its more senior employees.
19. The planning system seems to be really whacked, with requests having to be placed 12 months or more before the need can be discussed, reviewed, fulfilled or denied. Then there is usually a delay of months before the actual deployment of the person, place or thing. In the life of computers, this is absurd.
20. We have the brain power, the strengths, the energy, and the compassion to make this an extraordinary university. All we need is leadership at all levels.

Staff

1. SALARIES need to be HIGHER!!! Our salaries need to be more in line with other universities within the USC System. Close the large salary gap between administrative staff and directors and upper level management. Improve salaries for those employees who now make less than 35K.

2. Staff need ways to get ahead.
3. I do feel USCA has such a potential to grow and prosper over the coming years.
4. I do feel we need to spark more energy and excitement on campus to make our students feel proud to be at USCA which will then keep them here longer.
5. Retention and graduation rates should be a huge emphasis and I think we have the capability to improve both of those areas.
6. Parking decks where lots C and D are would be fabulous.
7. Have you considered changing the name of the "Monday Group" to something else?
8. I think it is important to let the people you hire to do their job without micromanaging them!
9. Stories of teachers not caring, or getting ripped off isn't going to help students come to this school.
10. As an integral part of the university, the Ruth Patrick Science Education Center provides service to the campus and community, has the potential to attract new undergraduates, and offers opportunities for pre-service teachers to observe exemplary teaching.
11. I love being an alumnus of and working at USC Aiken and will always be a Pacer.
12. Tough job getting anything done that Columbia thinks will compete with them.
13. Improve technology on campus for staff so that we can do our jobs more efficiently and effectively.
14. I really hope that there is a CHANGE because there are ALOT of WONDERFUL individuals here and we are employed here but unfortunately we lost because people due to salary and not being able to advance. I feel that if you value and invest in your employees that they will stay and will look forward to continue providing the best services to the potential students, current students, and the community!
15. Although change is sometimes scary for some, it is needed.
16. Every employee needs specific goals to participate in growth of this university.
17. We are all adults working at this great institution. No one has the right to bully a coworker.
18. As I have said in this survey, I have been here for 32 years and I HATE the thought of having to retire. I want to see this university grow and improve every day. This place should be the center piece of the community, a place that everyone on campus and in the community are proud of and proud to be associated with and I believe the energy from a larger student body could be contagious.
19. I think staff morale is becoming an issue. There is a lot of staff on campus who feel undervalued and underappreciated. They feel like faculty take advantage of them or think them inferior because they don't have a PhD. Faculty get their pay increases automatically in addition to state salary increases while staff work harder with less and get nothing. For lower salary ranges, a 3% increase does nothing when there are also increases in retirement and health premiums.
20. The best possible model for any community is when education, business and government come together to take advantage of opportunities or to solve problems. Many more of these

partnerships need to occur. Those relationships need to be more formalized. Incentives can be provided to faculty/staff to participate in these partnerships.

Students

(#12 on their survey)

1. More towards disabled, elderly and handicapped people to make the University suited for them. I had to transfer from USC Columbia because I couldn't afford it.
2. Cut the Pacer stuff and start rooting for THE GAMECOCKS.
3. Graduate Programs
4. I would greatly appreciate some consideration from the maintenance staff and lawn management with driving their vehicles in the quad where people WALK.
5. for military men and women who have traveled the world and fought for our country, the ICE credits should be optional.
6. Have dancing classes.
7. I think that the writing portfolio is a waste of time, money, and resources.
8. Please do the right thing by science and don't fall into servitude of local corporations
9. Most of the student life tends to focus on Greek life. Giving more focus and a more equal spreading of funds to other organizations would more this university into a better direction.
10. Better Parking.
11. The orientation for incoming transfer/non-traditional students should provide guidance toward the uses of available resources such as writing labs, tutoring, black board, etc.
12. Free student transportation around town on public transportation.

ADDITIONAL QUESTIONS FOR GUIDANCE COUNSELORS

Question 5: As a local guidance counselor, what two or three things might USCA do to help you and students at your school?

1. There is a need for financial aid information for parents and students. SC Student Loan use to provide great state scholarship brochures that are no longer available due to budget cuts. Many parents like publications with general qualifications for Life, Palmetto Fellows, etc.
2. Dual enrollment, more opportunities for high school students to come on campus to see what college life is like, maybe a "Pre College" experience where students come for a summer program and gain University credit.
3. Dual enrollment
4. Continue to do what they are already doing---- -continue to hold our senior college nights - continue to come and meet with our students throughout the year -continue the efficiency and excellent communication regarding the dual enrollment program.
5. Be more visible on campus. Send flyers to counselors that can be distributed to all CP 11th graders.

6. Be more visible in the school and area.
7. Help with programs in the evening and lunchroom visits.
8. You already do what I need.
9. continue the financial aid nights continue the freshman Fridays
10. I believe that USCA is doing all the "right" things for us - excellent communication, availability of admissions officer (Ally) for enrollment and college nights, and concurrent enrollment opportunities.
11. I believe USCA provides sufficient support to local guidance counselors. The staff at USCA is very friendly and willing to communicate with myself and my students.
12. On-campus financial aid workshops General college information workshops
13. Doing everything they can right now. Excellent job!
14. USCA is very responsive to local counselors and provides opportunities for them to know their campus and their focus. My only recommendation is for admissions folks to spend a little more time on the high school campus.
15. 1. Set up a date and come out to the high school to talk to seniors who are interested in going to USC-A. It used to be done but staff changed and it stopped. 2. Continue sending out staff to generate interest in Concurrent Classes at USC-A. This has helped a tremendous amount. 3. Advertise more the Fridays for future students to come to.
16. See the answer to question #3.
17. Donate tickets to ballgames that we could use as rewards. Promote the feeling that USCA is where they want to be.
18. More help to parents with the financial aid application
19. New Major Offerings
20. Start working with juniors, perhaps setting up information centers during lunch breaks.
21. Continue to visit the school to relay the importance of education.
22. Provide written information and personal service. Be available to high school students and parents to answer question (especially for those who are the first in the family to attend college).
23. Allow high school students to visit your campus to learn more about the college experience as well as what USCA has to offer.

<p>Question 6: What additional degree programs would you suggest to serve our region and local industry?</p>

1. A full 4 year engineering program
2. Masters in Nursing, Nuclear Energy, Engineering, Equine studies
3. Graduate/Masters Level programs in Business, Education, Leadership, Administration held on campus Graduate programs in education (EdS and PhD programs in Guidance and Administration)
4. Medical programs for professional degrees
5. Pharmacy, Engineering, Quality Control, Construction Management, Pre-Vet Program that is not marine science, but prepares students large and small animal vet programs.
6. Design, Interior/Fashion

7. More space in the nursing program and increase size of nursing program
8. Golf course management or related areas.
9. Offer other Allied Health programs. Radiology and imaging.
10. Piedmont Tech has a great program at the Saluda Campus in Forestry/Agriculture/Natural Resources. However, there is not a local 4 year in state school that offers these majors for this area.
11. STEM

This report was prepared by Dr. Faye Hargrove with data provided Dr Lloyd Dawes, USCA Director of Institutional Research.

Appendix B: USC Aiken's Mission Statement

USC Aiken's Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities, and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The University offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.



Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The University values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

USCA endeavors to apply knowledge, skills, and wisdom in ways that promote the common good. Accordingly, the University seeks to build strong community ties. The institution enriches the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

Approved by Faculty Assembly, February 25, 2005

Approved by the USC Board of Trustees, June 23, 2005

Appendix C: Legal authority of the USC Board of Trustees

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Title 59 - Education

CHAPTER 117.

UNIVERSITY OF SOUTH CAROLINA

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-117-10. Composition of board of trustees of the University of South Carolina.

The board of trustees of the University of South Carolina shall be composed of the Governor of the State (or his designee), the State Superintendent of Education, and the President of the Greater University of South Carolina Alumni Association, which three shall be members ex officio of the board; and seventeen other members including one member from each of the sixteen judicial circuits to be elected by the general vote of the

General Assembly as hereinafter provided, and one at-large member appointed by the Governor. The Governor shall make the appointment based on merit regardless of race, color, creed, or gender and shall strive to assure that the membership of the board is representative of all citizens of the State of South Carolina.

SECTION 59-117-20. Terms of elected members of board.

The regular term of office of each trustee elected by the General Assembly is four years; however, the trustee shall continue to function as a trustee after his term has expired until his successor is elected and qualifies. Trustees from the first, third, fifth, seventh, ninth, eleventh, twelfth, and thirteenth judicial circuits whose terms expire March 31, 1982, must next be elected for terms commencing on April 1, 1982, and those terms expire on June 30, 1986. Trustees from the second, fourth, sixth, eighth, tenth, fourteenth, fifteenth, and sixteenth judicial circuits elected for terms to commence April 1, 1984, shall have their terms extended to June 30, 1988, and must next be elected for terms commencing on July 1, 1988. Thereafter, the General Assembly shall hold elections every two years for the purpose of selecting successors of those trustees whose terms are then expiring. The term of office of an elective trustee commences on the first day of July of the year in which the trustee under this plan is scheduled to be elected and the term continues until the thirtieth day of June of the year in which the term is scheduled to expire. After its 1984 session, the General Assembly shall elect successors to those elective trustees whose terms are expiring not earlier than the first day of April of the year the term expires. In electing members of the board, the General Assembly shall elect members based on merit regardless of race, color, creed, or gender and shall strive to assure that the membership of the board is representative of all citizens of the State of South Carolina.

The term of office of the at-large trustee appointed by the Governor is effective upon certification to the Secretary of State and is four years. If the Governor, chooses to designate a member to serve in his stead as permitted by Section 59-117-10, the appointment is effective upon certification to the Secretary of State and shall continue, at the pleasure of the Governor making the appointment, so long as he continues to hold the specified office.

The term of the President of the Greater University of South Carolina Alumni Association is for the active term of office as president.

SECTION 59-117-30. Vacancies; compensation.

In case a vacancy should occur in the board among the members elected by the General Assembly, the Governor may fill it by appointment until the next session of the General Assembly. Any vacancy occurring in the office of the member appointed by the Governor shall be filled for the remainder of the unexpired term by appointment in the same manner of original appointment. Each member of the board shall draw such per diem and expenses as from time to time may be allowed boards, commissions, and committees.

Elections to fill vacancies which are caused by the death, resignation, or removal of an elective trustee may be held earlier than the first day of April of the year in which the unexpired term terminates, but the term of the person elected to fill the vacancy expires on the last day of June of the year in which the term of the former member would have expired.

SECTION 59-117-40. Board constituted body corporate and politic; powers.

The board of trustees of the University of South Carolina is and is hereby constituted a body corporate and politic, in deed and in law under the name of the University of South Carolina. Such corporation has the following powers:

- (1) To have perpetual succession;
- (2) To sue and be sued by the corporate name;

- (3) To have a common seal and to alter it at pleasure;
- (4) To make contracts and to have, to hold, to purchase and to lease real estate and personal property for corporate purposes; and to sell and dispose of personal property and any buildings that are deemed by it as surplus property or not further needed and any buildings that it may need to do away with for the purpose of making room for other construction. All such powers shall be exercised in a manner consistent with the provisions of Chapter 35 of Title 11 of the 1976 Code.
- (5) To appoint a chairman of the board of trustees and to appoint a University president, treasurer and secretary, and in the appointment of these latter three to prescribe their duties and their terms of office and to fix their compensation;
- (6) To appoint or otherwise provide for the appointment of subordinate and assistant officers and agents, faculty members, instructors and other employees prescribing the terms of their employments, their duties, and fixing their compensations;
- (7) To make bylaws and all rules and regulations deemed expedient for the management of its affairs and its own operations not inconsistent with the Constitution and laws of this State or of the United States;
- (8) To condemn land for corporate purposes as provided in Section 59-117-70;
- (9) To fix tuition fees and other charges for students attending the University, but these shall not be inconsistent with statutes where the legislature undertakes to fix such fees and charges;
- (10) To confer degrees upon students and such other persons as in the opinion of the board of trustees may be qualified to receive them;
- (11) To accept, receive and hold all moneys or other properties, real and personal, that may be given, conveyed, bequeathed or devised to the University and to use them for the benefit of the University but in those cases where such money or property is received charged with any trust then in every case such money or property shall be held and used strictly in accordance with the terms of such trust; provided, however, where the terms of any such trust would require something to be done other than merely to administer the trust no obligation in receiving the trust over and above merely its administration shall be binding upon the University or the State except such as are accepted by the General Assembly;
- (12) To assign any member of the faculty to additional duties in any other University department than that in which the faculty member may at the time be working and without additional salary;
- (13) In all investigations touching the affairs of the University the board of trustees is invested with full powers to compel by subpoena, rule and attachment witnesses to appear and testify and papers to be produced and read before such board;
- (14) To adopt such measures and make such regulations as may in the discretion of the board of trustees be necessary for the proper operation of the University;
- (15) To appoint for the University a board of visitors of such number as the board of trustees may deem expedient, and to regulate the terms during which the members of such board shall serve, and to prescribe the functions of such board of visitors;
- (16) To remove any officer, faculty member, agent or employee for incompetence, neglect of duty, violation of University regulations, or conduct unbecoming a person occupying such a position;
- (17) To appoint an executive committee not exceeding six members of the board who have all the powers of the board during the interim between meetings of the board but not the power to do anything which is inconsistent with the policy or action taken by the

board. The executive committee at each meeting of the board shall report fully all action taken by it during the interim; and

(18) To appoint committees of the board of trustees or officers or members of the faculty of the University, with such power and authority and for such purposes in connection with the operation of the University as the board of trustees may deem wise.

SECTION 59-117-50. Meetings of board; quorum.

The board of trustees shall meet not less frequently than quarterly, the time and place of each such regular meeting to be fixed by the chairman of the board or otherwise as the board of trustees shall provide. If the Governor chooses to serve as an ex officio member of the board, he shall preside at all regular and special meetings of the board of trustees in which he is in attendance. At those meetings at which the Governor is not in attendance the chairman of the board of trustees shall preside and in his absence such member shall preside as the board may select. The Governor of the State (if serving as an ex officio member of the board), the chairman of the board of trustees, and the president of the University shall each have the power to call a special meeting of the board of trustees and fix the time and place thereof. Any five members of the board shall likewise have this power. A majority of the members of the board of trustees shall constitute a quorum for the transaction of all business of the board but not less than a majority vote of the whole board shall be required for the election or removal of a president. It shall be the duty of the president and other officers as well as members of the faculty to attend meetings of the board of trustees when requested to so.

Notice of the time and place of all meetings, both regular and special meetings, of the board of trustees of the University of South Carolina shall be mailed by the secretary or his assistant to each trustee not less than five days before each meeting thereof.

SECTION 59-117-60. Property and rights vested in University.

All property, real and personal, and rights of every description which have heretofore been vested in the South Carolina College and the University of South Carolina and the trustees of the University of South Carolina are vested in the "University of South Carolina."

SECTION 59-117-65. University of South Carolina Board of Trustees; authority to enter into ground lease agreements.

The Board of Trustees of the University of South Carolina with the approval of the Budget and Control Board may enter into lease agreements with a private entity whereby the private entity will provide all services necessary for the creation and operation of student housing facilities at the University of South Carolina-Spartanburg including, but not limited to, ground leasing, financing, designing, construction, managing, operating, maintaining, and related services. Upon expiration of the agreement term, the private entity shall surrender to the University of South Carolina-Spartanburg, such premises with the existing buildings, other structures and improvements constructed and located thereon and therein, in the same condition as when the construction of the buildings, other structures, and improvements were completed, only natural and normal wear and tear excepted. The Budget and Control Board first must approve all agreement terms and conditions including the consideration involved, and the full faith and credit of the State toward the lease obligations must not be pledged, and any statement to the contrary is deemed null and void as a matter of public policy. The private entity may be a nonprofit organization. The Budget and Control Board approval required shall be in lieu of or a substitute for any other approval required by any other provision of law or regulation in connection with the undertaking of the private entity and the University of South Carolina-Spartanburg; however, the private entity and the University of South Carolina-Spartanburg shall adhere to fire, life, and safety codes as required by the Office of State Engineer.

Neither this section, nor the approval required by this section, exempts any transaction or entity from complying with Chapter 35 of Title 11.

SECTION 59-117-70. Right of condemnation by board.

The trustees of the University of South Carolina may, in their discretion, make use of the provisions of the Eminent Domain Procedure Act (Chapter 2 of Title 28) to acquire land for which funds are provided by the General Assembly.

SECTION 59-117-80. Board authorized to lease or sell real property donated during fund campaign.

After obtaining the approval of the State Budget and Control Board, the board of trustees of the University of South Carolina is authorized to lease or to sell and convey from time to time any real property which may have been or may hereafter be donated to the University in the course of its current greater university fund campaign, or any similar campaign which may be conducted at any future time, for such consideration and upon such terms and at such times and in such manner as shall be set forth in the resolution of approval of the State Budget and Control Board. The proceeds of any such lease or sale shall be applied to the original purpose of the donation of the property leased or sold.

SECTION 59-117-85. Faculty participation in school's practice plan; handling of generated funds.

Employees of agencies and institutions affiliated with the University of South Carolina School of Medicine who hold faculty appointments in the school may participate in the school's practice plan. Funds generated by such participants shall be handled in accordance with university policies governing practice plan funds.

SECTION 59-117-90. Closing of streets bordered by University property.

The University of South Carolina is authorized to close any public road or street which is bordered on two sides by property now owned by the University or hereafter acquired by it. Provided, that no road or street shall be closed which is situated within the corporate limits of the city of Columbia without concurrence of the governing body of the city. Provided, further, that no section of the state highway system shall be closed without concurrence of the Department of Transportation.

SECTION 59-117-100. President shall not be atheist or infidel.

The board of trustees shall take care that the president of the University shall not be an atheist or infidel.

SECTION 59-117-110. Prior authorization for campus closing.

No campus of the University of South Carolina shall be closed without prior authorization of the General Assembly by act or joint resolution.

ARTICLE 3.

AUXILIARY FACILITIES REVENUE BONDS

SECTION 59-117-210. Purpose; authorization.

(A) The General Assembly finds that it is desirable to provide continuing and general statutory authority for the University of South Carolina to incur debt for, among other things, the purposes of providing funds to acquire, construct, renovate, and equip certain revenue-producing auxiliary facilities, which debt is secured by a pledge of the revenues derived from the operation of some or all of the facilities. The University of South Carolina has demonstrated need for additional funds to provide for acquisition, construction, renovation, and equipping of these facilities. These facilities are needed to replace or renovate aging facilities and to provide additional facilities all to the end that the educational environment at the University of South Carolina will be enhanced for the benefit of present and potential students at the University of South Carolina.

(B) Consideration has been given to this need and to the methods of funding it. It has been determined to be in the best interests of the people of this State to authorize the University to acquire, construct, renovate, and equip additional facilities and to incur indebtedness for these purposes which is payable from the revenues derived from the operation of these facilities to the extent and under the conditions provided for in this article.

SECTION 59-117-220. Definitions.

As used in this article:

- (1) "Bond" or "bonds" means any note, bond, installment contract, or other evidence of indebtedness issued pursuant to this article.
- (2) "University" means the University of South Carolina.
- (3) "Facilities" means any or all of the following facilities operated to provide for the students, faculty, or staff at the University: dining or food service facilities; laundry facilities; canteen facilities; vending machines; convenience stores; any other facilities for the sale of sundry items; health services; book stores; parking lots and vehicle registration; and all furniture, furnishings and equipment in them, which are now owned by the University, or which may be acquired by the University for any of these purposes.
- (4) "Revenues" of any facilities means the entire receipts of the University from the operation of the facilities. 'Net revenues' means these receipts reduced by the necessary expenses for operation and maintenance of the facilities.
- (5) "Board" means the State Budget and Control Board.
- (6) "Trustees" means the Board of Trustees of the University or any successor body.

SECTION 59-117-230. Trustees authorization; acquisition of facilities; bond refunds.

The trustees are authorized to acquire additional facilities and to improve and renovate existing facilities to the extent they determine to be necessary, and the proceeds of bonds authorized by this article are made available for that purpose. The trustees also are authorized to refund bonds that may from time to time be outstanding pursuant to this article by exchange or otherwise.

SECTION 59-117-240. Issuance of bonds; limit.

Upon receiving the approval of the board and upon review by the Joint Bond Review Committee, the trustees may from time to time borrow such sums as may be necessary to accomplish the purpose of this article and to evidence these borrowings by bonds issued pursuant to this article in such aggregate principal amount as they determine, except that other provisions of this article to the contrary notwithstanding, there may not be outstanding at any time bonds issued pursuant to this article in excess of twenty-five million dollars.

SECTION 59-117-250. Funding of bonds; security, generally.

Bonds issued pursuant to this article must be payable from the revenues or the net revenues derived by the University from these facilities as designated by the trustees with respect to the bonds. The trustees may abandon the use of any portion of the facilities or sell or dispose of any portion of the facilities upon receipt of a written recommendation by the chief financial officer of the University to the effect that the action will not adversely affect the ability of the University to discharge its obligations to the holders of bonds issued pursuant to this article and upon the further conditions as prescribed in the resolution of the trustees providing for the issuance of bonds. The bonds issued pursuant to this article may be further secured by the additional pledges of other revenues or fees of the University as it may be authorized to grant pursuant to

other laws of this State.

SECTION 59-117-260. Bonds not guaranteed by State; trustees not personally liable.

The faith and credit of the State may not be pledged for the payment of the principal and interest of the bonds, and there must be on the face of each bond a statement plainly worded to that effect. Neither the trustees nor any other person signing the bonds is personally liable for them.

SECTION 59-117-270. Bond specifications; issuing resolutions.

In order to avail themselves of the authorizations set forth in this article, the trustees shall adopt resolutions providing for the issuance of bonds of the University, within the limitations mentioned in this article which must prescribe the tenor, terms, and conditions of the bonds. The bonds must be issued as serial or term bonds, maturing in equal or unequal amounts, at such times and on such occasions as the trustees determine. The last maturing bonds of any issue must be expressed to mature not later than fifty years from their date, and the first maturing bonds of any issue, issued pursuant to this article, falls due within five years from their date. They must bear such rates of interest, payable on such occasion, as the trustees prescribe, and the bonds must be in such denominations, payable in such medium of payment, and at such place as such resolutions prescribe. All bonds may be issued with a provision permitting their redemption on any interest payment date before their respective maturities. Bonds made subject to redemption before their stated maturities may contain a provision requiring the payment of a premium for the privilege of exercising the right of redemption, in such amount or amounts as the trustees prescribe in the resolutions authorizing their issuance. All bonds that are subject to redemption must contain a statement to that effect on the face of each bond. The resolutions authorizing their issuance must contain provisions specifying the manner of call and the notice of call that must be given.

SECTION 59-117-280. Tax exempt status.

The bonds authorized by this article and all interest to become due on them have the tax exempt status prescribed by Section 12-1-60.

SECTION 59-117-290. Who may invest in bonds.

It is lawful for all executors, administrators, guardians, and fiduciaries, all sinking fund commissions, the board, as trustee of the South Carolina Retirement System, and all other governmental entities within this State to invest any monies in their hands in the bonds.

SECTION 59-117-300. Execution of bonds and coupons; registration as to principal and interest.

The bonds and coupons, if any, attached to the bonds, are executed manually or by facsimile in the name of the University in the manner and by persons as the trustees from time to time determine, and the seal of the University must be affixed to or impressed or reproduced on each bond. Any coupons attached to the bonds must be authenticated by the facsimile signature of one or more of the persons signing the bonds. The bonds, in the discretion of the trustees, may be registerable as to principal and interest on books kept for them by or on behalf of the University, including by a corporate registrar. The delivery of the executed bonds is valid notwithstanding changes in officers or in the seal occurring after the execution. Notwithstanding the foregoing, the bonds, in the discretion of the trustees, may be issued as fully registered noncertificated book-entry securities.

SECTION 59-117-310. Sale; advertisement; discounts.

The bonds must be disposed of in such manner as the trustees determine, except that no sale, privately negotiated without public advertisement, may be made unless the approval of the board is obtained. If the trustees elect to sell the bonds at public sale, at

least one advertisement of them must appear in some newspaper of general circulation in this State not less than seven days before the date fixed for the opening of bids. The bonds may be sold at such discount or for such premium as may be determined by the trustees or their designee as being in the best interest of the University.

SECTION 59-117-320. Trustees' powers for purposes of securing principal and interest of bonds.

To the end that the payment of the principal and interest of the bonds authorized by this article is secured adequately, the trustees of the University may:

(1) issue bonds in such amount within the limitations provided for in this article, as the trustees consider necessary. It is lawful for the trustees to use a portion of the principal proceeds derived from any sale of bonds, except bonds issued to effect refunding of outstanding bonds, to meet the payment of interest on the bonds for a period equal to the period of construction of the facilities to be financed with the proceeds of such bonds, plus a period not exceeding six months. It is recognized by the General Assembly that until the facilities to be constructed with the proceeds of the loan are completed an undue burden may be imposed upon the existing revenues at that time;

(2) pledge the revenues or the net revenues of the facilities as designated by the trustees in connection with the issuance of the bonds, whether then or after that time to be existing and to pledge any otherwise available gifts, grants, or donations to the University for the payment of the principal of and interest on the bonds as they respectively mature. However, any surplus of the revenues or net revenues available after the payment of costs of operation and maintenance of the facilities and of debt service on the bonds, and the establishment of any debt service reserve obligation under the proceedings providing for the issuance of the bonds, is placed in a contingency and improvement fund for the facilities in order to restore depreciated or obsolete items of the facilities, to make improvements to the facilities, to defray the cost of unforeseen contingencies with regard to the facilities, to prevent defaults under such bonds, or to redeem any of the bonds;

(3) further secure the bonds with a pledge of any additional revenues or fees of the University as may be authorized under other laws of this State;

(4) covenant that no facilities owned by the University may be used free of charge, or to specify and limit the facilities which may be used free of charge;

(5) covenant to establish and maintain a system of rules as will insure the continuous use and occupancy of the facilities, whose revenues are pledged to secure any bonds;

(6) covenant that an adequate schedule of charges be established and maintained for the facilities designated by the trustees, whose revenues or net revenues are pledged to secure the bonds, to the extent necessary to produce sufficient revenues to:

(a) pay the cost of operating and maintaining the facilities, whose revenues or net revenues are pledged for the payment of the bonds, including the cost of fire, extended coverage and use, and occupancy insurance;

(b) pay the principal and interest of the bonds as they respectively become due;

(c) create and at all times maintain an adequate debt service reserve fund to meet the payment of the principal and interest; and

(d) create and at all times maintain an adequate reserve for contingencies and for major repairs and replacement.

(7) covenant against the mortgaging or disposing of the facilities designated by the trustees, whose revenues or net revenues are pledged for the payment of the bonds, and against permitting or suffering any lien to be created on them, equal or superior to the lien created for the benefit of such bonds. The trustees are empowered to

discontinue the use of or demolish obsolete facilities and to reserve the right, under the terms they prescribe, to issue additional bonds on a parity with the bonds authorized by this article, if at some later date they obtain legislative authorization for the issuance of additional bonds;

(8) covenant as to the use of the proceeds derived from the sale of any bonds issued pursuant to this article;

(9) provide for the terms, form, registration, exchange, execution and authentication of bonds, and for the replacement of lost, destroyed, or mutilated bonds;

(10) make covenants with respect to the use of the facilities, to be constructed with the proceeds of the bonds authorized by this article, and of the other facilities, whose revenues must be pledged for the payment of the bonds;

(11) covenant that all revenues or net revenues of the particular facilities pledged for the payment of the bonds must be segregated into special funds and that the funds must be used solely for the purposes for which they are intended and for no other purpose;

(12) covenant for the mandatory redemption of bonds on the terms and conditions as the resolutions authorizing the bonds prescribe;

(13) provide for early defeasance of bonds through the establishment of special escrow accounts maintained by a corporate trustee, which may be the State Treasurer, of cash or United States government obligations, or obligations of agencies of them, which escrows may be funded with proceeds of bonds issued under the provisions of this article or revenues or other funds available to the University;

(14) prescribe the procedure, if any, by which the terms of the contract with the bondholders may be amended, the number of bonds whose holders must consent to it, and the manner in which consent is given;

(15) covenant as to the maintenance of the facilities, whose revenues must be pledged for the payment of the bonds, the insurance to be carried on them, and the use and disposition of proceeds from any insurance policy;

(16) prescribe the events of default and the terms and conditions upon which all or any bonds become or may be declared due before maturity and the terms and conditions upon which the declaration and its consequences may be waived;

(17) impose a statutory lien upon the facilities designated by the trustees, the revenues or net revenues of which must be pledged to secure the bonds. The lien must extend to the facilities, to their appurtenances and extension, to their additions, improvements and enlargements to the extent specified in the resolutions and must inure to the benefit of the holders of the bonds secured by the lien. The facilities remain subject to the statutory lien until the payment in full of the principal and interest of the bonds. A holder of a bond, or any of the coupons representing interest on them, either at law or in equity, by suit, action, mandamus, or other proceedings, may protect and enforce the statutory lien, and by suit, action, mandamus, or other proceedings may enforce and compel performance of all duties of the trustees, including the fixing of sufficient rates, the proper segregation of the revenues, and the proper application of them. However, the statutory lien may not be construed to give the bond or coupon holder authority to compel the sale of any of the facilities or any part of them;

(18) covenant that if there is a default in the payment of the principal of or interest upon any of the bonds, a court having jurisdiction in any proper action may appoint a receiver to administer and operate the facilities designated by the trustees, whose revenues or net revenues are pledged for the payment of the bonds, with power to fix rates and charges for the facilities, sufficient to provide for the payment of the expense of operating and maintaining the facilities, and to apply the income and revenues of the facilities to the payment of the bonds, and the interest on them;

(19) establish on or before the delivery of any bonds issued pursuant to this article a

debt service reserve fund and to cause it to be deposited with a corporate trustee, who may be the State Treasurer, and to that end, the trustees are empowered to utilize any monies available for that purpose, including revenues previously accumulated from the facilities before the issuance of bonds. In the discretion of the trustees, in lieu of cash, the debt service reserve fund may be funded with a surety bond, insurance policy, letter of credit, line of credit, or similar guarantee. At the discretion of the trustees, the University may purchase an insurance policy insuring payment of both principal and interest on any issuance of bonds under the provisions of this article;

(20) appoint a corporate trustee, who may be the State Treasurer, or paying agent to whom must be paid all or any portion of the revenues or net revenues pledged to the payment of the bonds or derived from the operation of the facilities, and to prescribe the manner in which these revenues or net revenues must be utilized and disposed of. The corporate trustee shall serve in a fiduciary capacity as trustee for the bondholders under the resolutions of the trustees authorizing the issuance of bonds.

SECTION 59-117-330. No time limit for issuing bonds.

No time limit is set for the issuance of bonds pursuant to this article.

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Appendix D: USC Board of Trustees Bylaws

UNIVERSITY OF SOUTH CAROLINA



BYLAWS BOARD OF TRUSTEES

I hereby certify that this edition of the Bylaws of the Board of Trustees of the University of South Carolina reflects the Bylaws as approved and adopted by the Board on April 17, 2013.

Amy E. Stone

Secretary, Board of Trustees

University of South Carolina

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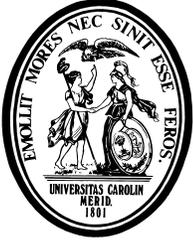
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PREAMBLE

The Board of Trustees of the University of South Carolina was created on December 19, 1801, and constituted a body corporate and politic by virtue of Sections 59-117-10 *et seq.*, Code of Laws of South Carolina (1976), as amended. The Board is charged with the operation and management of the University of South Carolina. In order to more effectively discharge its responsibilities and duties in connection therewith, in order to provide for a definitive, orderly form of governance, and in order to secure and continue a responsive, progressive, and superior institution of higher education, the Board of Trustees hereby does promulgate and adopt these Bylaws.

ARTICLE I

THE UNIVERSITY OF SOUTH CAROLINA



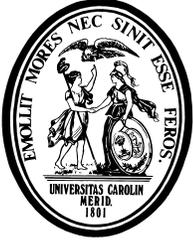
SECTION 1. NAME OF BOARD. The name of the Board is fixed by statute of the State of South Carolina as the Board of Trustees (“Board”) of the University of South Carolina.

SECTION 2. NAME OF UNIVERSITY. The name of the University under the control of the Board as fixed by statute is the University of South Carolina.

SECTION 3. BODY CORPORATE AND POLITIC. The Board of the University of South Carolina was created and constituted a body corporate and politic, in deed and in law under the name of the University of South Carolina by statute of the State of South Carolina.

SECTION 4. THE UNIVERSITY SYSTEM. The University System is composed of the following component campus units:

- A. University of South Carolina Aiken.
- B. University of South Carolina Beaufort.
- C. University of South Carolina Columbia.
- D. University of South Carolina Lancaster.
- E. University of South Carolina Salkehatchie.
- F. University of South Carolina Sumter.
- G. University of South Carolina Union.
- H. University of South Carolina Upstate.



ARTICLE II

THE BOARD OF TRUSTEES

SECTION 1. COMPOSITION. Pursuant to Section 59-117-10, Code of Laws of South Carolina (1976), as amended, the Board of the University of South Carolina shall be composed of the Governor of this State (or the Governor's designee), the State Superintendent of Education, and the President of the University of South Carolina Alumni Association, which three members shall be ex officio members of the Board, and seventeen other members, including one from each of the sixteen judicial circuits, elected by the general vote of the General Assembly as hereinafter provided, and one at-large member appointed by the Governor. The Governor shall make the appointment based on merit regardless of race, color, creed or gender and shall strive to assure that the membership of the Board is representative of all citizens of the State of South Carolina.

SECTION 2. TERMS. Pursuant to Section 59-117-20, Code of Laws of South Carolina (1976), as amended, the regular term of office for each member elected by the General Assembly, shall be four years with the terms commencing on July 1 of the year of election and expiring on June 30 four years thereafter; provided, however, that such member shall continue to serve after his term expires until his successor shall have been elected and qualified. The terms are staggered by Judicial Circuits as prescribed by the Legislature. Currently, members from the 1st, 3rd, 5th, 7th, 9th, 11th, 12th and 13th Judicial Circuits are elected at one time and members from the 2nd, 4th, 6th, 8th, 10th, 14th, 15th and 16th Judicial Circuits are elected two years thereafter. The General Assembly holds regular elections every two years for the purpose of selecting successors of those members whose terms are then expiring which elections shall not be earlier than the first day of April of the year the term expires.

The term of the office of the at-large members appointed by the Governor is effective upon certification to the Secretary of State and is four years. If the Governor chooses to designate a member to serve in the Governor's stead as permitted by Section 1 hereinabove, the appointment is effective upon certification to the Secretary of State and shall continue at the pleasure of the Governor. The term of the President of the University of South Carolina Alumni Association is for the active term of office as President.

SECTION 3. VACANCIES. If a vacancy occurs among the sixteen members elected by the General Assembly when the General Assembly is not in session, the Governor may fill such vacancy by appointment until the next session of the General Assembly.

SECTION 4. COMPENSATION. Each member of the Board shall draw such per diem and expenses as from time to time may be allowed other boards, commissions and committees of the State or its agencies.

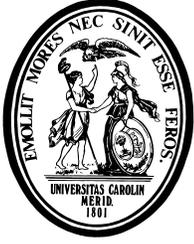
ARTICLE III

INDIVIDUAL TRUSTEE RESPONSIBILITIES



Each member of the Board of Trustees shall:

- A. Honor his/her fiduciary responsibility to the University System and the Board as a whole;
- B. Recognize that the Board, as the governing authority of the University System, is responsible for defining the mission, role and scope of the University System, for establishing the general policies by which the University System shall operate, and for delegating the day-to-day management function of the University System to the President;
- C. Recognize that the legal authority of the Board to govern and direct the University System rests with the collective Board and not individual Board members;
- D. Notify the Chairman of the Board and the President immediately of credible information that could bring discredit upon the University or damage the University's reputation; and
- E. Avoid conflicts of interest and self-dealing with the University; and refrain from engaging in personal agendas that conflict with actions of the Board or the advancement of the institution as a whole.



ARTICLE IV

RESPONSIBILITIES OF THE BOARD

SECTION 1. DUTIES OF THE BOARD. The Board shall define the mission, role and scope of the University System and each of its major component institutions, shall establish the general policies of the University System, shall lay out the University System's broad program of educational activity, shall approve the budget for the next fiscal year, and shall provide ultimate accountability to the public and the General Assembly.

Within these fundamental responsibilities, the Board will perform, where appropriate, many essential functions, including but not limited to the following:

A. Elect a President of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;

B. Elect a Secretary of the University and of the Board to serve at the will of the Board or for such term and compensation as the Board may prescribe;

C. Elect a Treasurer of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;

D. Establish policies and goals of the University and direct the President to implement and achieve those policies and goals;

E. Review and approve academic plans, including new programs and new units, and major modifications or deletions in existing programs and units;

F. Approve, upon recommendation of faculties and the President, the earned degrees awarded;

G. Designate academic chairs and professorships, award honorary degrees and name buildings or major portions thereof, other structures, outdoor spaces, streets and geographic areas;

H. Levy fees and charges and examine from time to time admissions policies as established by the faculties and the administration;

I. Review and approve requests for appropriations;

J. Review and approve annual budgets and budget changes;

K. Approve all gifts where restrictions are indicated, designate the use of unrestricted gifts, and approve and designate the use of testamentary gifts;

L. Approve all loans, borrowing, and issuance of bonds;

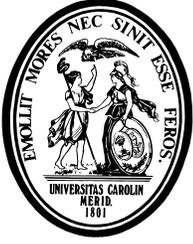
M. Approve appointments and salaries of principal officials which shall be defined as those persons elected by the Board as provided in Paragraphs A, B, and C above, as well as University officers having the rank of Vice President or Chancellor or equivalent rank;



- N. Approve compensation policy for faculty and staff;
- O. Approve all long-range development plans for the University including major capital projects;
- P. Approve or delegate authority for approval of all major contractual relationships and other major legal obligations executed in the name of the University;
- Q. Approve all sales or purchases of real property, and ensure that all properties of the University are preserved and maintained;
- R. Establish investment policies and procedures which will provide for the prudent investment and preservation of funds entrusted to the University;
- S. Establish auditing policies and standards and appoint independent auditors; and
- T. Establish and maintain within the administrative procedures of the University the policy and practice that the administrators of the University covered under Paragraphs A, B, and C herein above shall serve in such capacities at the will and pleasure of the Board; that the administrators of the University having the rank of Vice President, Chancellor, University Campus Dean, Academic Dean, Director or the equivalent thereof and any other person reporting directly to the President shall serve in such capacities at the will and pleasure of the President. It is understood that the employment of such administrators shall be on customary terms of University employment and there shall be no separate employment agreements; provided, however, it is further understood that no Athletics Department administrators will be given employment agreements in excess of one year without prior approval of a majority (eleven) vote of the entire Board of Trustees.

SECTION 2. PRESIDENTIAL CANDIDATE SEARCH COMMITTEE. When there is a vacancy or notification of a forthcoming vacancy in the office of the President, the Board will create a Presidential Candidate Search Committee the composition of which will be as follows:

- A. five members of the University of South Carolina Board of Trustees from among those elected by the General Assembly to be recommended by the Executive Committee to the full Board (one of whom shall be designated as Chair of the Committee);
- B. three members of the faculty of the University including the incumbent Chair of the USC Columbia Faculty Senate who shall serve until the conclusion of the presidential search process, a representative of the faculty elected by the USC Columbia Faculty Senate, and a representative of the faculties of USC Aiken, USC Upstate, and the USC University Campuses to be selected mutually by the faculty senates thereof;
- C. the incumbent President of the USC Columbia Student Government Association who shall continue to serve on the Committee until the conclusion of the presidential search process;
- D. the incumbent President of the USC Alumni Association who shall continue to serve on the Committee until the conclusion of the presidential search process;
- E. a representative of the University's support foundations who shall be an elected member of the board of either the USC Educational Foundation, the USC Development Foundation,



the USC Business Partnership Foundation, or the South Carolina Research Institute to be mutually selected by the foundation boards;

F. the Secretary of the Board of Trustees will serve as Secretary of the Committee and the Vice President for Human Resources and the General Counsel of the University will make themselves available to advise and further the work of the Committee.

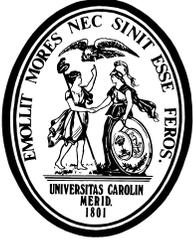
A charge to the Presidential Candidate Search Committee will be delivered by the Chairman of the Board, such charge requiring the Committee to present to the Board the names of four fully acceptable candidates for the presidency, and should at any time an acting or interim president be required to fulfill the responsibilities of the presidency, the process described above shall not apply but such appointment shall be made by the Board on recommendation of the Executive Committee of the Board.

ARTICLE V

POWERS OF THE BOARD

The powers of the Board are prescribed by the provisions of Sections 59-117-40, *et seq.*, Code of Laws of South Carolina (1976), as amended.





ARTICLE VI

OFFICERS OF THE BOARD

SECTION 1. EX OFFICIO CHAIRMAN. The Ex Officio Chairman of the Board shall be the Governor of South Carolina who, when present, shall preside at all meetings of the Board.

SECTION 2. PERMANENT CHAIRMAN. A permanent Chairman of the Board may be elected by written ballot from among those members of the Board elected by the General Assembly. A majority vote of the entire Board (eleven or more votes required for election) is necessary for election. Such election shall take place at the August meeting of the Board in each even year and the term of office shall commence immediately upon election and shall extend for a period of two years or until his successor shall be elected. The permanent Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of permanent Chairman, the Vice Chairman shall complete the term of the vacating Chairman.

The permanent Chairman of the Board, in the absence of the Ex Officio Chairman, shall preside at all meetings of the Board and shall be the spokesman for the Board. He shall serve as Chairman and a member of the Executive Committee of the Board. He shall serve as an ex officio member of all standing, special or ad hoc committees of the Board with full right to participate in Board or committee discussion and with the full right to vote. He shall perform such other duties as may, from time to time, be prescribed by the Board and by these Bylaws.

SECTION 3. VICE CHAIRMAN. The Board shall, subsequent to the election of permanent Chairman and in the same manner as the permanent Chairman was elected, elect a Vice Chairman who shall preside at meetings of the Board in the absence of the Ex Officio Chairman and the permanent Chairman of the Board. He shall also serve as a member of the Executive Committee of the Board and in the absence of the permanent Chairman he shall preside at the meetings of the Executive Committee. In the absence of, or on the delegation of, the permanent Chairman, the Vice Chairman shall serve in place and stead of the permanent Chairman as an ex officio member of any standing, special or ad hoc committee of the Board with full right to participate in Board or committee discussion and with the full right to vote. The Vice Chairman shall be eligible to succeed himself for not more than one additional, consecutive full term. In the event a vacancy occurs in the office of Vice Chairman, the Board shall elect a Vice Chairman to complete the term of the vacating Vice Chairman in the same manner prescribed above (eleven or more votes required for election) at the next regular meeting of the Board following the creation of the vacancy. The Vice Chairman shall succeed the Chairman in the event of vacancy.

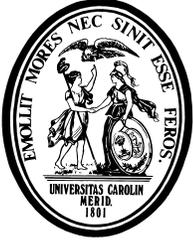
SECTION 4. CHAIRMAN EMERITUS. In the event a retiring permanent Chairman continues to serve as an elected member of the Board subsequent to the expiration of his term as permanent Chairman, he shall be designated as Chairman Emeritus and shall be an ex officio member of the Executive Committee of the Board during his service as Chairman Emeritus, with the full right to participate in committee discussions and with the full right to vote. The term of Chairman Emeritus shall extend for the duration of that member's elected service on the Board or until a succeeding retiring permanent Chairman becomes eligible to assume the designation of Chairman Emeritus by

the termination of his service as permanent Chairman and his continuing to serve as an elected member of the Board, whichever occurs first. At no time shall there be more than one member of the Board entitled to the designation of Chairman Emeritus and the last person to have served as Chairman who is still a member of the Board shall be designated Chairman Emeritus.

SECTION 5. TEMPORARY CHAIRMAN. In the event the Ex Officio Chairman, the permanent Chairman, and the Vice Chairman are absent, the Board shall elect, by a majority of those present and voting, a temporary Chairman.

SECTION 6. SECRETARY OF THE UNIVERSITY AND THE BOARD OF TRUSTEES. A Secretary of the University and of the Board of Trustees shall be elected by the Board to serve at the will of the Board. The Secretary need not be a member of the Board. He shall also serve as Secretary of all committees of the Board and the Board of Visitors. The Board may also elect assistant secretaries with such powers as may be delegated by the Secretary. The Secretary shall perform those duties prescribed in Article XI of these Bylaws.





ARTICLE VII

COMMITTEES

SECTION 1. STANDING COMMITTEES.

A. To facilitate consideration of the business and management of the Board and of the University, standing committees are established as hereinafter set forth. Any matters appropriate for consideration by a standing committee first shall be referred thereto, except by a two-thirds vote of the Board present at a meeting of the Board but in no event by an affirmative vote of less than a majority (eleven) of the members of the entire Board; provided, however, that any matter referred to and considered by a standing committee, but upon which the committee makes no recommendation or report to the Board, may be brought before the Board for consideration at the request of any member of the Board. Except as otherwise provided in these Bylaws, matters determined by the permanent Chairman of the Board, the President of the University, and the Secretary to be appropriate for consideration by more than one standing committee shall be referred only to the standing committee of primary jurisdiction. Members of any other standing committee before which it would be appropriate to consider such matters shall be invited to attend the meeting of the standing committee of primary jurisdiction at which such matters are to be considered.

Unless otherwise specifically delegated and except as otherwise provided herein, authority to act on all matters is reserved to the Board, and the duty of each standing committee shall be only to consider and to make recommendations to the Board upon matters referred to it.

The several standing committees are charged specifically with the immediate care and supervision of the subject matter respectively indicated by and properly relating to their titles.

B. The following shall be the standing committees of the Board:

1. The Academic Affairs and Faculty Liaison Committee
2. The Audit and Compliance Committee
3. The Buildings and Grounds Committee
4. The Executive Committee
5. The Health Affairs Committee
6. The Intercollegiate Athletics Committee
7. The Student-Trustee Liaison Committee

C. Members of the Executive Committee, other than the permanent Chairman, Vice Chairman, and Chairman Emeritus, who are members thereof by virtue of their office, shall be elected at the August meeting in each even year, with the three persons receiving the highest number of votes and a majority vote of the members present and voting being essential to election. This election may be held by written ballot. In the event a vacancy occurs on the Executive Committee,

other than in the ex officio capacity of Chairman Emeritus, that vacancy shall be filled by the same method prescribed above at the next regular meeting of the Board following the creation of the vacancy provided all Board members entitled to vote thereon receive at least fifteen days prior notice of such vacancy and the scheduled election.

D. The Executive Committee shall appoint members to the various other standing committees following the August meeting of the Board in every even year. In the event a vacancy occurs on a standing committee, that vacancy shall be filled by appointment by the Executive Committee at the next regular meeting of the Executive Committee following the creation of the vacancy.

E. No member of the Board may serve simultaneously on the Executive Committee of the Board and as Chairman of another standing committee of the Board.

F. No member of the Board may serve on more than three standing committees of the Board.

SECTION 2. SPECIAL OR AD HOC COMMITTEES. Special or ad hoc committees shall be appointed by the permanent Chairman of the Board upon authority of the Board with such powers and duties and period of service as the Board may determine, provided that no special or ad hoc committee shall be created to act upon any matter appropriate to be acted upon by a standing committee.





ARTICLE VIII

RESPONSIBILITIES OF STANDING COMMITTEES

SECTION 1. ACADEMIC AFFAIRS AND FACULTY LIAISON COMMITTEE. The Academic Affairs and Faculty Liaison Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of Committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be kept informed of all academic programs; of the conditions affecting recruitment and retention of faculty members; of the adequacy of instructional facilities; of the proposal of new degrees, major programs or institutes; of the proposal to eliminate existing degrees, major programs and institutes; and of such other matters relating to the educational policies and programs as may be brought before it or referred to it by the Board. It shall consider the development of new programs, degrees, institutes and research for submission to the State Commission on Higher Education. It shall consider and make recommendations to the Board with respect to the naming of any academic centers, institutes, or other such programs. It shall report on all such matters to the Board from time to time with such recommendations as it may consider relevant to the achievement of the University's goal of academic excellence.

The Committee shall consider recommendations for tenure and promotion; honorary faculty titles; extensions of service; and appointments with tenure.

The Committee shall meet from time to time with the Faculty-Board of Trustees Liaison Committee of the Faculty Senate on matters of concern to the faculty and of concern to the Board, and shall keep the Board informed of all such matters.

The Committee shall review from time to time all recommendations forwarded by the President in accordance with the Policy on Honorary Degree Recipients and shall recommend there from to the Board appropriate recipients of such degrees. Approval by a three-fourths vote of the members present at the Board meeting next following the meeting at which the recommendation is made shall be required to approve the granting of such honorary degrees.

The Committee shall likewise serve as the final forum of appeal in faculty matters pertaining to revocation of tenure and dismissal of tenured faculty members.



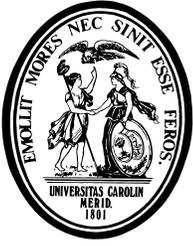
SECTION 2. AUDIT AND COMPLIANCE COMMITTEE. The Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall review and monitor the finance and fiscal policies and procedures of the University, its departments, and related entities; receive and evaluate reports and recommendations of internal and external auditors; advise the Executive Committee and the Board of the financial status of the University, its departments, and related entities; perform such studies of financial matters as the Executive Committee or the Board may request; and recommend fiscal policies to the Executive Committee and Board that will better serve the needs of the University of South Carolina and the public.

SECTION 3. BUILDINGS AND GROUNDS COMMITTEE. The Buildings and Grounds Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of Committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the consideration of all Board matters relating to the buildings and the grounds of the University System; the design and location of new buildings and maintenance, improvement or remodeling of older buildings; the landscaping of the grounds; and all other matters having to do with the physical care and preservation of the University's physical plant, furniture, and equipment. It shall report to the Board with its recommendations thereon and also on all contracts relating to new construction, to improvement and repairs to existing buildings, and to improvements and maintenance of the grounds of the University.

The Buildings and Grounds Committee shall review in advance all recommendations relating to the naming of buildings and other facilities and outdoor areas under the management control of the University or operated by the University or any single purpose support organization created to support the activities of the University and shall make recommendations to the Board regarding same. In this regard, it shall be the general policy of the Board, and, therefore, of this



Committee, that no building, part of a building, outdoor space, or facility shall be designated by the name of any particular person or entity except:

A. in cases where a gift, either *inter vivos* or testamentary, has been accepted by the Board for (1) the construction or naming of a building, part of a building, or other facility, or (2) the creation or naming of an outdoor space, or other facility, and the terms of the gift require or request that a particular name be used; or

B. in cases where it is desired to honor a past President of the University, a past Chancellor of a component four-year institution within the University System, or a past Campus Dean of a component two-year institution within the University System, for conspicuous services to the University; or

C. in cases where it is desired to acknowledge conspicuous services of an individual (other than a past President, past Chancellor or past Campus Dean) employed by the University for not less than fifteen years whose exceptional leadership and unique successes on behalf of the University in his or her field of endeavor have been recognized nationally and have enhanced significantly the reputation and good-will of the University in the local community, the state, and the nation; provided, however, any motion for such special individual designation of a building, part of a building, outdoor space or facility (1) shall not be considered while the individual remains employed in the position for which he or she is to be recognized, and (2) shall require approval by a two-thirds vote of the members present at the Board meeting at which the recommendation is made; or

D. in cases where it is desired to acknowledge conspicuous services of an individual (other than a past President, past Chancellor or past Campus Dean) to the University; provided, however, any motion for such special individual designation of a building, part of a building, outdoor space or facility (1) shall not be considered until one year after the death of the individual involved, and (2) shall require approval by a three-fourths vote of the members present at the Board meeting at which the recommendation is made.

Buildings and other naming opportunities shall only bear the name of individuals or entities that exemplify attributes of integrity, character and leadership consistent with the highest values of the University. In the event the Buildings and Grounds Committee determines that those attributes have been violated, it shall recommend to the Board that the individual's or entity's name be removed.

SECTION 4. EXECUTIVE COMMITTEE. The Executive Committee shall consist of the permanent Chairman of the Board, the Vice Chairman of the Board, the Chairman Emeritus of the Board, and not more than three other members of the Board elected by the General Assembly who shall be elected as hereinabove provided.

The Executive Committee, during the interim between meetings of the Board, shall have all the powers of the Board not inconsistent with the established policies of the Board or with any action theretofore taken by the Board; provided, however, that the Executive Committee shall not preempt the role of a standing committee as stated in Section 1 of Article VII except in those emergency circumstances which do not permit the handling of a matter in the normally prescribed manner. The Executive Committee shall function as a continuous planning and financial committee of the Board, exercising general supervision of the finances of the University; shall review in advance the proposed

budget for the succeeding year; and shall review in advance the proposed application for appropriations for the succeeding fiscal year in the light of overall University plans. It shall make reports to the Board at each meeting on all such matters occurring since the previous meeting.

The Executive Committee shall provide for an appropriate fidelity surety bond or bonds covering all officers, agents, and employees of the University who at any time shall hold any property or funds of the University and for appropriate officers and directors' insurance to insure the officers and members of the Board against liability arising by virtue of the acts of such officers or Board members in their official capacity with the University.

SECTION 5. HEALTH AFFAIRS COMMITTEE. The Health Affairs Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the consideration, formulation, review and approval of all matters affecting the activities or policies of the School of Medicine, the South Carolina College of Pharmacy, the College of Nursing, and the School of Public Health, and shall be kept informed of all matters affecting these activities or policies in order that it may make recommendations and reports to the Board.

All matters relating to the various schools and colleges heretofore mentioned but also pertaining to financial affairs, academic affairs, student affairs, or facilities affairs of these schools and colleges shall continue to be the primary responsibility of, respectively, the Executive Committee, the Academic Affairs and Faculty Liaison Committee, the Student-Trustee Liaison Committee, or the Buildings and Grounds Committee of the Board with the Health Affairs Committee having concurrent but subordinate jurisdiction.

Major aspects of the considerations of the Health Affairs Committee shall be the coordination of the efforts of the heretofore listed schools and colleges and the presentation of the results of their mutual efforts to the University community and the public at large.

SECTION 6. INTERCOLLEGIATE ATHLETICS COMMITTEE. The Intercollegiate Athletics Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining





members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the formulation, review, and approval of all policies affecting the intercollegiate activities of the University and shall be kept informed of all matters affecting these policies in order that it may make recommendations and reports to the Board.

SECTION 7. STUDENT-TRUSTEE LIAISON COMMITTEE. The Student-Trustee Liaison Committee shall consist of not less than four members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall meet from time to time with the student government presidents of each System campus.

ARTICLE IX

MEETINGS OF THE BOARD AND COMMITTEES



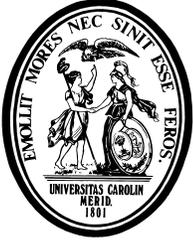
SECTION 1. REGULAR MEETINGS OF THE BOARD. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, the Board shall hold regular meetings not less frequently than quarterly in each calendar year. Such meetings shall be held at such time and place as the Board may direct.

SECTION 2. NOTICE OF REGULAR MEETINGS. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, notice of the time and place of all regular meetings of the Board shall be distributed to each member by the Secretary not less than five working days before each meeting. Public notice of such meetings shall also be given by the Secretary at the beginning of each calendar year in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

SECTION 3. SPECIAL MEETINGS OF THE BOARD. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, the Ex Officio Chairman of the Board, the permanent Chairman, the President, or any five Board members may call special meetings of the Board and fix the time and place thereof. Public notice of such meetings shall be given by the Secretary not less than twenty-four hours before the meeting in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

SECTION 4. AGENDA. At least five working days prior to each regular meeting of the Board, the Secretary shall mail to each member thereof an agenda setting forth all substantive matters upon which action is to be requested at the meeting. No action shall be taken on any substantive matter which is not on the agenda of the Board except with the consent of two-thirds of the members present, but in no event by an affirmative vote of less than a majority (eleven) of the members of the Board; provided, however, that action may be taken on matters considered by committees after the mailing of said agenda.

SECTION 5. PUBLIC MEETINGS; EXECUTIVE SESSIONS. All meetings of the Board and its Committees shall be public unless the matter being discussed falls within the provisions of Section 30-4-70, Code of Laws of South Carolina (1976), as amended, in which event the Board or committee, as applicable, may enter executive session for the purpose of considering such matter. The Board, upon the vote of a majority of those present, may call for consideration of such matters in executive session. However, if it is determined either by the Chairman or by a majority of the Board or committee during the course of such considerations in executive session that the matter is not properly the subject of an exception to the South Carolina Freedom of Information Act, the Board shall discontinue consideration of that matter and move on to other matters, if any, appropriate for consideration in executive session. Thereafter, the presiding officer of the Board or committee shall terminate the executive session and reconvene the public session for consideration of such matters requiring action. Only voting members of the Board or committee shall remain for executive sessions unless the Board or committee deems otherwise and specifically requests such other person or persons to be in attendance.



SECTION 6. RELEASE OF EXECUTIVE SESSION INFORMATION. All matters discussed in executive sessions are confidential and shall be released to the public only as the Board shall direct, or in the event an executive session of a standing committee is involved, only as that standing committee shall direct, except that:

A. Executive session items which require release from confidentiality in order that the ordinary business of the University might be conducted may be so released as directed by either the permanent Chairman of the Board, the President or the Secretary of the Board.

B. The Secretary of the Board, in consultation with the permanent Chairman of the Board, is authorized to release for scholarly purposes executive session minutes of Board meetings, when the substance of such minutes would not now be considered in executive session or when the minutes pertain to meetings held more than twenty-five years ago.

SECTION 7. ATTENDANCE AT MEETINGS OF THE BOARD BY THE PRESIDENT OF THE STUDENT BODY AND THE FACULTY REPRESENTATIVE. The President of the Student Government Association of the University of South Carolina Columbia and the Chair of the University Faculty Senate shall be invited to sit personally in all meetings of the full Board with full right to participate in the Board's discussions but without the right to vote on any matter.

SECTION 8. MEETINGS OF COMMITTEES. Meetings of committees shall be called by the Secretary at the direction of the permanent Chairman of the Board, the Chairman of the particular committee concerned, the President of the University, or any two members of the committee of which a meeting is to be called. Notice of the time and place of a meeting of a committee shall be distributed to all members of the Board at least five working days before the time appointed for the meeting. Public notice of such meetings shall be given by the Secretary not less than twenty-four hours before the meeting in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

ARTICLE X

BOARD AND COMMITTEE PROCEDURES



SECTION 1. ORDER OF BUSINESS OF THE BOARD. The order of business at each regular meeting of the Board shall be as follows:

- A. Call to order;
- B. Reading of notice and statement of service thereof;
- C. Roll call;
- D. Approval of minutes of the last meeting or previous meetings;
- E. Reports of standing committees;
- F. Reports of special committees;
- G. Report of the President, and of other officers, when required;
- H. Other Matters;
- I. Adjournment.

At special meetings the order of business shall be as follows:

- A. Call to order;
- B. Reading of notice and statement of service thereof;
- C. Roll call;
- D. The special business for which the meeting was called;
- E. Adjournment.

The regular order of business may be suspended at any meeting by a vote of a majority of the Board members present.

SECTION 2. QUORUM OF THE BOARD. Eleven members of the Board shall constitute a quorum for the transaction of business.

SECTION 3. QUORUM OF COMMITTEES. Three Board members of any committee shall constitute a quorum for the transaction of business.

SECTION 4. PRESIDING AT COMMITTEE MEETINGS. In the absence of the Chairman of a committee the member of the committee who has greatest seniority on the committee shall preside and otherwise perform the duties of Chairman.



SECTION 5. RULES OF PROCEDURE. The rules contained in the most recent edition of Robert's Rules of Order Newly Revised shall govern the proceedings at and the conduct of the meetings of the Board and its committees in all cases to which they are applicable and which are not covered in or by the Bylaws.

SECTION 6. PROCEDURES FOR REPORTS. Reports shall be submitted to the Board or its standing committees in accordance with a schedule of reports adopted by the Board. Requests for other reports to be prepared for submission to the Board or its committees shall be voted by the Board or the appropriate committee.

SECTION 7. COMMUNICATIONS. The Secretary of the Board shall serve as the official medium of communication within the University System between the Board, and the University faculty, administrative officers, individual members of the staff, student organizations and students. The sole exception to this rule of procedure shall be communications made directly to the Board or its members by the President.

SECTION 8. APPEARANCE BEFORE AND DOCUMENTS PRESENTED TO THE BOARD. All individuals who wish to appear before and be heard by the Board and its committees must apply for permission to do so at least ten working days prior to any such meeting. The office of the Secretary of the Board shall be responsible for the transmittal of all documents for the Board or its committees. Such information must be made available to the office of the Secretary at least ten working days in advance of the projected hearing date so that the Secretary may disseminate such information not less than five working days prior to such meeting.

SECTION 9. MINUTES OF BOARD AND COMMITTEE PROCEEDINGS.

A. Minutes of the proceedings of the Board shall be kept by the Secretary, and as soon as practical after a meeting, a copy of said minutes shall be distributed to each member of the Board.

B. Minutes of the proceedings of each committee shall be kept by the Secretary, and as soon as practical after a meeting, a copy of said minutes shall be distributed to each member of the Board.

C. The minutes of executive sessions of the Board and its committees shall be recorded and maintained in accordance with the South Carolina Freedom of Information Act.

SECTION 10. PROXIES PROHIBITED. The use of proxies for purposes of determining a quorum, for voting or for any other purposes shall not be permitted.

SECTION 11. VOTING. Except as otherwise specifically provided herein, all matters coming before the Board or a committee thereof for determination shall be determined by a majority vote of the members present. Upon request of any Board or committee member, a vote by the Board or committee, as applicable, shall be by a call of the roll and results of such roll call vote shall be recorded in the minutes of the Board or committee.

SECTION 12. ACTION BY CONFERENCE CALL OR OTHER MEANS. Unless otherwise prohibited by the enabling legislation or the Bylaws, any or all Board members may participate in a meeting of the Board or any committee by means of conference call or other means of

communication by which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at such meeting.

SECTION 13. RECONSIDERATION, REPEAL, OR RESCISSION. Any member who voted on the prevailing side may move for the reconsideration of an action taken by the Board. Such motion must be made and voted upon at the same meeting at which said action is taken.

No motion for repeal or rescission of any action taken by the Board shall be voted upon unless notice of intention to make such motion shall have been given at the previous meeting or distributed to each member of the Board at least five working days prior to the meeting at which such motion is to be voted upon.





ARTICLE XI

DUTIES OF THE SECRETARY

The Board shall elect a Secretary of the University and of the Board of Trustees as provided in Articles IV and VI of the Bylaws who, as the Board's elected representative, shall be one of the principal officers of the University System and who shall be charged with the responsibility of performing the many duties assigned to the Secretary by these Bylaws or by the Board, including but not limited to the following:

- A. Attend all meetings of the Board and of its committees and keep or cause to be kept a full and accurate record of proceedings of the Board and its committees;
- B. Promptly furnish a copy of the minutes of every Board and committee meeting to all members of the Board and to the President;
- C. Give due notification to the University administration and to State and civic bodies of the pertinent decisions and actions of the Board;
- D. Prepare and send out notices of all meetings of the Board and its committees, together with an agenda and other pertinent material relating thereto, in the manner and time provided in these Bylaws;
- E. Be responsible for the effective staffing and management of office premises to serve the working needs of the Board and ensure that the University provides sufficient and suitable space for the Secretary and the Secretary's staff and for the holding of all Board and committee meetings;
- F. Select and administer the staff of the Board Office and provide such staff assistance to the members of the Board and to the committees of the Board as may be requested or required from time to time in furtherance of their duties; appoint assistant secretaries, as necessary, to accomplish the responsibilities set forth in these Bylaws;
- G. Be responsible for the welfare, travel and compensation of the Board in accordance with applicable State statutes;
- H. Be responsible for and provide for the preservation of the records of the Board and all documentary files thereof;
- I. Be responsible for the text of all official plaques and notices erected on University premises by order of the Board;
- J. Be responsible for preparation of recommendations and citations for all honorary degrees granted in the name of the University;
- K. Ensure that the Board is informed of all other honors and distinctions given in the University's name;

L. Be responsible for keeping members of the Board and such persons as the Board may direct supplied with copies of any changes or amendments to these Bylaws or the policies of the University as adopted or amended by the Board from time to time and any interpretive rulings previously made regarding matters being or to be considered;

M. Provide liaison between the Board and its members as well as provide an additional communication link between the Board and the President and be responsible for communications between the Board and others as set forth in Section 7 of Article X of these Bylaws;

N. Be custodian of the official seal of the University;

O. Certify as to the authority of all administrative or executive officers of the University when necessary;

P. Assist the Board, in liaison with the President, in activities involving local higher education commissions associated with the two-year and four-year campuses;

Q. Generally act as the coordinator of the Board and its members for all official functions and activities of the Board or with which the Board is involved; and

R. Perform such other duties and functions as may be prescribed by the Board.





ARTICLE XII

THE UNIVERSITY SYSTEM AND ITS GOVERNANCE

SECTION 1. ORGANIZATION. The University of South Carolina System, at times also referred to as the “University System,” consists of the component campus units described in Section 4 of Article I of these Bylaws. It shall be charged with the responsibility of providing to the State of South Carolina readily accessible comprehensive undergraduate, graduate and professional programs and other instruction, research, continuing education and service programs, all of the highest quality, through the operation of major components or campuses with varying missions and at various locations throughout the State. Each four-year campus with the exception of the Columbia campus shall be administered by a Chancellor who shall report directly to the President. The position of the President of the University System shall also encompass the office and duties of Chancellor of the Columbia campus. Each University Campus, other than Columbia and four-year campuses, shall be administered by a Campus Dean who shall report to the Chancellor of Palmetto College who in turn reports to the President.

SECTION 2. AUTHORITY AND DUTIES OF THE PRESIDENT. The President of the University shall be the chief executive officer of the University System and shall exercise such executive powers as are necessary for its appropriate governance under the authority of the Board. He shall be the primary spokesman for the University to the alumni of the institution, the news media, the educational world, and the general public. He shall administer University policies as promulgated by the Board, speak for the University as its chief executive officer, and coordinate all activities of each campus of the institution directly or through his designated representatives. The President shall report directly to the Board the current affairs of all components of the University System and shall discuss with the Board basic issues, new or alternative directions, and recommendations on new policies. He shall direct, coordinate and implement the planning, development, and appraisal of all activities of the University System and shall be directly responsible to the Board for its operation.

With the general authority granted by the Board, the President shall perform the duties and responsibilities associated with his office, including but not limited to the following:

A. Implement Board policies, continuously review the administration and effect of these policies and recommend to the Board, for consideration, modifications of policies and new policies in all aspects and at all levels of the University System;

B. Maintain open communications with the Board; notify the Board immediately of credible information that could bring discredit upon the University or damage the University’s reputation;

C. Assume primary responsibility for relationships with the Governor’s office, the Legislature, the Commission on Higher Education, federal agencies and other agencies, groups and institutions;

D. Recommend to the Board the mission, role and scope of the University System and of its respective campuses, and undertake comprehensive and long-range planning;



E. Direct and approve the preparation of a coordinated request for both operating and capital appropriations, and direct the presentation of and justification for the request;

F. Review and recommend to the Board the budgets of all components of the University System;

G. Coordinate all functions of the University to assure an integrated institution of related and cooperating campuses, with coordinated educational programs, so that quality and comprehensiveness are emphasized, cooperation is ensured, and unnecessary duplication is avoided;

H. Establish fiscal, budgetary, audit, and business procedures for the efficient and effective management of the University;

I. Subject to the approval of the Board and within the budget limitations of the University, make such appointments to and grant such promotions in faculty or administrative staff of the University as may be appropriate, and terminate any appointments or employment, both in faculty or administrative staff, in keeping with the general and tenure (so far as applicable) policies as may be established by the Board, and duly report any action taken hereunder at the next succeeding regular or special meeting of the Board;

J. Serve as ex officio member of all the standing committees of the Board, with full right to participate in the committee's discussions but without a right to vote on any matter;

K. Attend all meetings of the Board and of the Executive Committee, as far as his duties may permit;

L. Review and recommend action on all legal commitments and all other matters within the province of the Board, including contractual arrangements in accordance with policies and procedures of the Board;

M. Recommend policies and procedures which will accomplish the Board's investment responsibilities and objectives and supervise the implementation of the policies and procedures approved by the Board;

N. Sign certificates, contracts and instruments authorized or issued by authority of the Board or any properly authorized committee thereof and all diplomas. Use of automated signature technology shall comply herewith; and

O. Perform such other duties as may be duly assigned to him by the Board or may be appropriate to his general duties and responsibilities.

SECTION 3. AUTHORITY AND DUTIES OF THE CHANCELLORS OF THE FOUR-YEAR INSTITUTIONS. There shall be a Chancellor of each component four-year institution within the University System, and the President shall serve as and perform the duties of Chancellor for the Columbia campus. These Chancellors shall be the chief administrative officers of their respective campuses and shall have full authority to administer campus affairs and to formulate and issue regulations and orders not inconsistent with the Bylaws, rules, policies and procedures of the Board and the President. They shall be responsible for the participation of their campuses in the overall planning, resource allocation and program evaluation of the University System. These Chancellors shall report directly to the President who in turn shall report to the Board. Within the general



authority granted by the Board and the President, the Chancellors shall perform duties and responsibilities including but not limited to the following:

A. As the administrative head of a campus, bear responsibility to the Board through the President for the effective execution of all laws relating to the University of South Carolina System; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University System and for the governance of all of its campuses; and all policies, rules, regulations, directives and memoranda issued by the President. Each Chancellor's discretionary powers shall be broad enough to enable him to meet his extensive responsibility to the University and to the applicable local higher education commission. Each Chancellor shall be the official medium of communication between the President and all personnel of his campus.

B. Bear primary responsibility for all of the factors that contribute to the quality of academic (teaching, research, and public service) and support programs of the campus. Such factors include the general supervision of all campus faculties, the allocation and utilization of available resources within the campus, and any and all matters related to the welfare of the campus.

C. Bear responsibility for the general supervision of all relationships between students and the various levels of campus administration. Such supervision includes but is not limited to admissions, registration and records, academic progress and advising, counseling, housing, scholarships and financial aids, student activities and services, placement, foreign students, and the evaluation and certification of academic credit from other institutions.

D. Bear responsibility for the financial management of the campus and its component parts in conformity with University management policies and practices. This function shall include but is not limited to the preparation of budgets, maintenance of financial records and accounts for activities of the campus, the receipt and expenditure of all campus funds, and preparation of required financial reports.

E. Bear responsibility for personnel administration including employment and termination, wage determination and condition of employment within prescribed policies for all employees except those positions requiring action by the President or the Board, and in those cases he shall make recommendations to the President.

F. Bear responsibility for operation and maintenance of the physical plant, purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal property under the jurisdiction of the campus.

G. Bear responsibility for fund raising, intercollegiate athletics, auxiliary enterprises, and alumni activities.

H. Bear responsibility for cooperating closely with the local higher education commission on all matters pertaining to the applicable campus and strive, where possible within established University System policy, to make the campus responsive to local preferences and priorities.

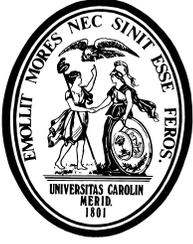
I. Whenever practicable, attend all meetings of the Board and keep the chairman of the local higher education commission apprised of the schedule of such meetings and of the Board's standing invitation for a representative of the local commission to attend such meetings.

SECTION 4. AUTHORITY AND DUTIES OF UNIVERSITY CAMPUS DEANS. The Campus Deans of the component two-year institutions within the University System shall generally have the same authority and duties as enumerated in Section 3 of Article XII herein for the Chancellors of the component four-year institutions within the University System except that they will report to the Chancellor of Palmetto College instead of directly to the President.

SECTION 5. AREA OR COUNTY HIGHER EDUCATION COMMISSIONS. The Chancellors of the component four-year institutions within the University System, the Chancellor of Palmetto College, the Campus Deans of the component two-year institutions within the University System, as well as the President and the Secretary shall work in close liaison with the various area and county higher education commissions which shall act in an advisory capacity on matters pertaining to the various campuses within the University System. Those commissions and their respective campuses are as follows:

- A. Aiken County Commission For Higher Education -
University of South Carolina Aiken.
- B. Beaufort County Higher Education Commission -
University of South Carolina Beaufort.
- C. Lancaster County Commission On Higher Education -
University of South Carolina Lancaster.
- D. Western Carolina Higher Education Commission -
University of South Carolina Salkehatchie.
- E. Sumter County Commission For Higher Education -
University of South Carolina Sumter.
- F. Union-Laurens Commission For Higher Education -
University of South Carolina Union.
- G. Spartanburg County Commission For Higher Education -
University of South Carolina Upstate.





ARTICLE XIII

DUTIES OF THE TREASURER OF THE UNIVERSITY

The Board shall elect a Treasurer of the University System as provided in Article IV of these Bylaws. The Treasurer of the University shall serve as the official liaison between the Board and the financial functions of the University.

The Treasurer shall:

- A. in consultation with the Vice President and Chief Financial Officer, direct the preparation and analysis of financial statements and status reports of university funds for the presentation to the Board and the President;
- B. direct the preparation of special reports and financial analyses as requested by the Board or the President;
- C. review the status and use of all funds of the University on a periodic basis to determine that the financial position of the University is properly reflected;
- D. exercise signatory authority for all checks issued by the University of South Carolina;
- E. appoint assistant treasurers as necessary to accomplish the responsibilities set forth in these Bylaws and be responsible for the effective staffing and management of the Treasurer's Office and for providing staff assistance to the Board and President as needed; and
- F. perform such other duties and functions as may be required by the Board.

ARTICLE XIV

TRUSTEES EMERITI

Members who have been elected or appointed to terms of office totaling twelve or more years on the Board shall be eligible to be named a Trustee Emeritus or Trustee Emerita. Persons so named and who choose to serve as Trustees Emeriti shall receive notice and agenda of all Board meetings and such perquisites of office as shall be determined by the Board from time to time.





ARTICLE XV

THE BOARD OF VISITORS

SECTION 1. COMPOSITION OF THE BOARD OF VISITORS. The Board of Visitors of the University of South Carolina shall consist of thirty-one members elected by the Board of Trustees from the following categories: one member from each of the sixteen judicial circuits nominated by the member of the Board of Trustees representing that judicial circuit; two in-state at-large members and two out-of-state at-large members nominated by members of the Board of Trustees; one member nominated by the Gubernatorial Designee to the Board of Trustees; one member nominated by the Gubernatorial Appointee to the Board of Trustees; one faculty representative nominated by the Columbia Faculty Senate; and eight representatives nominated by the President. The Secretary of the Board of Trustees, the Vice President for University Development and Alumni Relations, the immediate past Chair of the Board of Visitors, and the spouse of the President shall serve as ex officio members.

The Board of Visitors shall be reconstituted and all members shall be elected anew by the Board of Trustees for terms beginning September 1, 2013; provided, however, current members who are ineligible for re-election under existing bylaws may not be elected to the Board of Visitors until after a break in service of not less than three years.

SECTION 2. TERM OF MEMBERSHIP. The term of office for elected members of the Board of Visitors shall be as follows:

A. The following members shall be elected by the Board of Trustees to serve an initial term of three years: members representing the 1st, 4th, 7th, 10th, 13th and 16th Judicial Circuits; one in-state at-large member; one out-of-state at-large member; one member nominated by the Gubernatorial Designee to the Board of Trustees; and three members nominated by the President.

B. The following members shall be elected by the Board of Trustees to serve an initial term of two years: members representing the 2nd, 5th, 8th, 11th and 14th Judicial Circuits; one in-state at-large member; one out-of-state at-large member; one member nominated by the Gubernatorial Appointee to the Board of Trustees; and three members nominated by the President.

C. The following members shall be elected by the Board of Trustees to serve an initial term of one year: members representing the 3rd, 6th, 9th, 12th and 15th Judicial Circuits; one faculty representative nominated by the Columbia Faculty Senate; and two members nominated by the President.

Thereafter, the regular term of office of each member elected by the Board of Trustees shall be three years. Elected members shall be eligible to serve not more than two consecutive terms (e.g., an initial term as specified above and one three-year term) but may not thereafter be elected to the Board of Visitors until after a break in service of not less than three years. In the event a vacancy occurs on the Board of Visitors prior to the expiration of a member's term, a successor nominated in accordance with Section 1 hereinabove shall be elected by the Board of Trustees to fulfill the unexpired portion of the term and shall be eligible to serve two additional, consecutive three-year terms.



The Chair of the Board of Visitors shall be elevated from the office of Vice Chair/Chair-Elect and elected by the members of the Board of Visitors for a one-year term. He shall be eligible to succeed himself for one additional one-year term. In the event a vacancy occurs in the office of the Chair, the Vice Chair/Chair-Elect shall complete the term of the vacating Chair and shall be eligible to serve two additional, consecutive one-year terms as Chair.

The Vice Chair/Chair-Elect of the Board of Visitors shall be elected by the members of the Board of Visitors for a one-year term. He shall be eligible to succeed himself for one additional one-year term. In the event a vacancy occurs in the office of the Vice Chair/Chair-Elect, the Board of Visitors shall elect a Vice Chair/Chair-Elect to complete the term of the vacating Vice Chair/Chair-Elect. The individual so elected shall be eligible to serve two additional, consecutive one-year terms as Vice Chair/Chair-Elect.

The Secretary of the University Board of Trustees shall serve as the Secretary of the Board of Visitors.

SECTION 3. FUNCTIONS OF THE BOARD OF VISITORS. The Board of Visitors shall assist the Board of Trustees and the President in the overall advancement of the University of South Carolina Columbia, and where appropriate, the University of South Carolina System. The Board of Visitors, with thorough information and staff support, will seek to enhance the image of the University and the statewide system, encourage alumni participation, invite public and private support, and facilitate internal and external communication. The standing committees of the Board of Visitors shall be as follows:

- A. Executive Committee
- B. Student Recruitment and Scholarly Award Committee
- C. University Relations and Communications Committee
- D. Advocacy Committee

SECTION 4. BOARD OF VISITORS BYLAWS. The Board of Visitors is authorized to create and adopt bylaws for its operations; provided, however, such bylaws shall be subject to the prior approval of the Board of Trustees.



ARTICLE XVI

CONFLICTS OF INTEREST POLICY

SECTION 1. PURPOSE. The purpose of this conflicts of interest policy is to protect the interest of the University when contemplating entering a transaction or arrangement that might benefit the private interest of a trustee. The policy is intended to supplement but not replace state laws governing conflicts of interests applicable to public officials.

SECTION 2. DEFINITIONS.

A. Interested Person. Any trustee who has a direct or indirect Financial Interest, as defined herein below, is an Interested Person.

B. Financial Interest. A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

1. an ownership or investment in any entity with which the University has a transaction or arrangement;
2. a compensation arrangement with the University or with any entity or individual with which the University has a transaction or arrangement; or
3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the University is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. Pursuant to Section 3 herein below, a person who has a Financial Interest may have a conflict of interest only if the Board, upon a finding and recommendation of the Executive Committee, determines that a conflict of interest exists.

C. Compensation. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

SECTION 3. PROCEDURES.

A. Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and all material facts to the Executive Committee.

B. Determining Whether a Conflict of Interest Exists.

1. The Executive Committee shall gather all relevant information regarding the transaction or arrangement from the University. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the committee meeting while the committee discusses if a conflict of interest exists. If the committee believes a conflict of interest exists, the committee shall forward its findings to the Board for final determination.

2. If the Interested Person disagrees with the finding of the committee, the Interested Person may make a presentation to the Board but shall leave the Board meeting while the Board discusses if a conflict of interest exists.

C. Procedure for Addressing the Conflict of Interest. An Interested Person found to have a conflict of interest shall abstain from any discussion with any Board member, formal or informal, and any vote regarding the transaction or arrangement that results in the conflict of interest.

SECTION 4. ANNUAL STATEMENTS. Each trustee shall annually sign a statement which affirms that such person:

- A. has received a copy of the Conflicts of Interest Policy;
- B. has read and understands the policy; and
- C. has agreed to comply with the policy.





ARTICLE XVII

INDEMNIFICATION

The University shall furnish its current and former members and officers with legal defense in connection with any threatened or pending action, suit or proceeding, whether civil, criminal, administrative or investigative, to which they are made parties by reason of being or having been a representative of the University, provided the President or Secretary is promptly notified of the need for such defense. Furthermore, the University shall indemnify to the extent permitted by South Carolina law any members or officers for judgments, damages, settlements and costs reasonably incurred in such proceedings so long as such matters are not as a result of gross negligence or willful misconduct. In addition to the indemnification herein provided, the University shall secure and maintain in full force and effect a policy of Directors and Officers Liability Insurance covering all members of the Board with limits as established by the Board.

ARTICLE XVIII

MISCELLANEOUS



SECTION 1. UNIVERSITY SEAL. The official University seal shall be used in connection with the transaction of business of the Board of the University of South Carolina and of the University. The seal may be affixed by the Secretary on any document signed on behalf of the University or the Board. Permission may be granted by the Board, the Secretary of the Board or the President for the use of the seal in the decoration of University buildings or in other special circumstances. The seal shall be of the following form and design:

SECTION 2. NONDISCRIMINATION. The Board shall not accept any invitation to attend functions (social or otherwise) which are to be held at a club or organization which does not admit as members persons of all races, religions, colors, sexes or national origins. All such invitations so received shall be referred to the Executive Committee and the Executive Committee shall have the duty of determining and reporting to the Board whether or not the function is to be held at a club or organization which does not admit as members persons of all races, religions, colors, sexes or national origins.

SECTION 3. GENDER; NUMBER. The use of the masculine gender in these Bylaws includes the feminine gender, and when the context requires, the use of the singular includes the plural.

SECTION 4. SEVERABILITY. Should any article, section, subsection, sentence, clause, phrase or term of these Bylaws be declared to be void, invalid, illegal, or unenforceable, for any reason, by the adjudication of any court or other tribunal having jurisdiction over the proper parties and the subject matter affected by these Bylaws, such judgment shall in no wise affect the other provisions hereof which shall be severable and which shall remain in full force and effect.



ARTICLE XIX

AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board by the affirmative vote of not less than two-thirds (fourteen or more votes) of the members of the Board, provided that notice of any proposed amendment including a draft thereof shall have been given at the regular meeting of the Board next preceding the meeting at which such amendment is voted upon and the proposal for amendment first shall have been referred to an appropriate committee of the Board in accordance with Article VII of these Bylaws.

Adopted by the Board of Trustees
at its meeting on June 24, 1992.

Amended by the Board of Trustees
at its meeting on February 19, 1993.

Amended by the Board of Trustees
at its meeting on October 19, 1995.

Amended by the Board of Trustees
at its meeting on August 10, 2001.

Amended by the Board of Trustees
at its meeting on April 20, 2007.

Amended by the Board of Trustees
at its meeting on February 4, 2011.

Amended by the Board of Trustees
at its meeting on December 13, 2011.

Amended by the Board of Trustees
at its meeting on April 17, 2013.

Appendix E: Legal authority of the South Carolina Commission on Higher Education

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Title 59 - Education

CHAPTER 103.

STATE COMMISSION ON HIGHER EDUCATION

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-103-5. Definitions.

For purposes of this chapter (1) "public higher education" shall mean state-supported education in the post-secondary field, including comprehensive and technical education; (2) "public institution of higher learning" shall mean any state-supported-post-secondary educational institution and shall include technical and comprehensive educational institutions.

SECTION 59-103-10. State Commission on Higher Education created; membership.

There is created the State Commission on Higher Education. The commission shall consist of fourteen members appointed by the Governor. The membership must consist of one at-large member to serve as chairman, one representative from each of the six congressional districts, three members appointed from the State at-large, three representatives of the public colleges and universities, and one representative of the independent colleges and universities of South Carolina.

The membership of the Commission on Higher Education must be as follows:

(1) Nine members, six to represent each of the congressional districts of this State appointed by the Governor upon the recommendation of a majority of the senators and a majority of the members of the House of Representatives comprising the legislative delegation from the district and three members appointed from the State at-large upon the advice and consent of the Senate. Each representative of a congressional district must be a resident of the congressional district he represents. In order to qualify for appointment, the representatives from the congressional districts and those appointed at large must have experience in at least one of the following areas: business, the education of future leaders and teachers, management, or policy. A member representing the congressional districts or appointed at large must not have been, during the succeeding five years, a member of a governing body of a public institution of higher learning in this State and must not be employed or have immediate family members employed by any of the public colleges and universities of this State. These members must be appointed for terms of four years and shall not serve on the commission for more than two consecutive terms. However, the initial term of office for a member appointed from an even-numbered congressional district shall be two years.

If the boundaries of the congressional districts are changed, members serving on the commission shall continue to serve until the expiration of their current terms, but successors to members whose terms expire must be appointed from the newly defined congressional districts. If a congressional district is added, the commission must be enlarged to include a representative from that district.

(2) Three members to serve ex officio to represent the public colleges and universities appointed by the Governor with the advice and consent of the Senate. It shall not be a conflict of interest for any voting ex officio member to vote on matters pertaining to their individual college or university. One member must be serving on the board of trustees of one of the public senior research institutions, one member must be serving on the board of trustees of one of the four-year public institutions of higher learning, and one member must be a member of one of the local area technical education commissions or the State Board for Technical and Comprehensive Education to represent the State Board for Technical and Comprehensive Education. These members must be appointed to serve terms of two years with terms to rotate among the institutions.

(3) One ex officio member to represent the independent colleges and universities by the Governor upon the advice and consent of the Senate. The individual appointed must be serving as a member of the Advisory Council of Private College Presidents. This member must be appointed for a term of two years and shall serve as a nonvoting member.

(4) One at-large member to serve as chairman appointed by the Governor with the advice and consent of the Senate. This member must be appointed for a term of four years and may be reappointed for one additional term; however, he may serve only one term as chairman.

The Governor, by his appointments, shall assure that various economic interests and minority groups, especially women and blacks, are fairly represented on the commission and shall attempt to assure that the graduates of no one public or private college or technical college are dominant on the commission. Vacancies must be filled in the manner of the original appointment for the unexpired portion of the term. All members of the commission shall serve until their successors are appointed and qualify.

SECTION 59-103-15. Higher education mission and goals.

(A)(1) The General Assembly has determined that the mission for higher education in South Carolina is to be a global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research, and life-long learning opportunities which are focused on economic development and benefit the State of South Carolina.

(2) The goals to be achieved through this mission are:

(a) high academic quality;

(b) affordable and accessible education;

(c) instructional excellence;

(d) coordination and cooperation with public education;

(e) cooperation among the General Assembly, Commission on Higher Education, Council of Presidents of State Institutions, institutions of higher learning, and the business community;

(f) economic growth;

(g) clearly defined missions.

(B) The General Assembly has determined that the primary mission or focus for each type of institution of higher learning or other post-secondary school in this State is as follows:

(1) Research institutions

(a) college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;

(b) research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;

(c) public service to the State and the local community;

(2) Four-year colleges and universities

(a) college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;

(b) limited and specialized research;

(c) public service to the State and the local community;

(3) Two-year institutions - branches of the University of South Carolina

(a) college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;

(b) public service to the State and the local community;

(4) State technical and comprehensive education system

(a) all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and

associate degree programs which enable students to gain access to other post-secondary education;

(b) up-to-date and appropriate occupational and technical training for adults;

(c) special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;

(d) public service to the State and the local community;

(e) continue to remain technical, vocational, or occupational colleges with a mission as stated in item (4) and primarily focused on technical education and the economic development of the State.

SECTION 59-103-20. Studies of institutions of higher learning.

The commission shall meet regularly and shall have the authority and responsibility for a coordinated, efficient, and responsive higher education system in this State consistent with the missions of each type of institution as stipulated in Section 59-103-15. In meeting this responsibility and in performing its duties and functions, the commission shall coordinate and collaborate at a minimum with the Council of Presidents of State Institutions, the council of board chairs of the various public institutions of higher learning, and the business community. The commission also is charged with examining the state's institutions of higher learning relative to both short and long-range programs and missions which include:

(a) the role of state-supported higher education in serving the needs of the State and the roles and participation of the individual institutions in the statewide program;

(b) enrollment trends, student costs, business management practices, accounting methods, operating results and needs, and capital fund requirements;

(c) the administrative setup and curriculum offerings of the several institutions and of the various departments, schools, institutes, and services within each institution and the respective relationships to the services and offerings of other institutions;

(d) areas of state-level coordination and cooperation with the objective of reducing duplication, increasing effectiveness, and achieving economies and eliminating sources of friction and misunderstanding;

(e) efforts to promote a clearer understanding and greater unity and good will among all institutions of higher learning, both public and private, in the interest of serving the educational needs of the people of South Carolina on a statewide level.

SECTION 59-103-25. Publication of legislation; standing committees.

The commission shall compile and publish legislation applicable to it so that the relationships among the commission, the governing bodies of public institutions of higher education, the General Assembly and the executive branches of government may be more clearly established and understood.

The commission shall create from among its membership such standing committees as it may deem necessary. The creation of the committees and their duties shall be prescribed by a two-thirds vote of the membership of the commission. Special committees may be created and their duties prescribed by a majority vote of the membership of the commission.

SECTION 59-103-30. Critical success factors and performance indicators.

(A) The General Assembly has determined that the critical success factors, in priority

order, for academic quality in the several institutions of higher learning in this State are as follows:

- (1) Mission Focus;
- (2) Quality of Faculty;
- (3) Classroom Quality;
- (4) Institutional Cooperation and Collaboration;
- (5) Administrative Efficiency;
- (6) Entrance Requirements;
- (7) Graduates' Achievements;
- (8) User-friendliness of the Institution;
- (9) Research Funding.

(B) The General Assembly has determined that whether or not an institution embodies these critical success factors can be measured by the following performance indicators as reflected under the critical success factors below:

(1) Mission Focus

- (a) expenditure of funds to achieve institutional mission;
- (b) curricula offered to achieve mission;
- (c) approval of a mission statement;
- (d) adoption of a strategic plan to support the mission statement;
- (e) attainment of goals of the strategic plan.

(2) Quality of Faculty

- (a) academic and other credentials of professors and instructors;
- (b) performance review system for faculty to include student and peer evaluations;
- (c) post-tenure review for tenured faculty;
- (d) compensation of faculty;
- (e) availability of faculty to students outside the classroom;
- (f) community and public service activities of faculty for which no extra compensation is paid.

(3) Instructional Quality

- (a) class sizes and student/teacher ratios;
- (b) number of credit hours taught by faculty;

(c) ratio of full-time faculty as compared to other full-time employees;

(d) accreditation of degree-granting programs;

(e) institutional emphasis on quality teacher education and reform.

(4) Institutional Cooperation and Collaboration

(a) sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community;

(b) cooperation and collaboration with private industry.

(5) Administrative Efficiency

(a) percentage of administrative costs as compared to academic costs;

(b) use of best management practices;

(c) elimination of unjustified duplication of and waste in administrative and academic programs;

(d) amount of general overhead costs.

(6) Entrance Requirements

(a) SAT and ACT scores of student body;

(b) high school class standing, grade point averages, and activities of student body;

(c) post-secondary nonacademic achievements of student body;

(d) priority on enrolling in-state residents.

(7) Graduates' Achievements

(a) graduation rate;

(b) employment rate for graduates;

(c) employer feedback on graduates who were employed or not employed;

(d) scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests;

(e) number of graduates who continued their education;

(f) credit hours earned of graduates.

(8) User-Friendliness of Institution

(a) transferability of credits to and from the institution;

(b) continuing education programs for graduates and others;

(c) accessibility to the institution of all citizens of the State.

(9) Research Funding

(a) financial support for reform in teacher education;

(b) amount of public and private sector grants.

(C) The commission, when using the critical success factors for the purpose of funding recommendations for institutions of higher learning, is required to use objective, measurable criteria.

(D) Critical success factors developed and used for the purpose of funding recommendations shall be those which are directly related to the missions of the particular type of institution as outlined in Section 59-103-15(B) and not those factors which are not relevant to the success factors of the particular type of institution.

SECTION 59-103-35. Submission of budget; new and existing programs.

All public institutions of higher learning shall submit annual budget requests to the commission in the manner set forth in this section. The State Board for Technical and Comprehensive Education shall submit an annual budget request to the commission representing the total requests of all area-wide technical and comprehensive educational institutions. The budget submitted by each institution and the State Board for Technical and Comprehensive Education must include all state funds, federal grants, tuition, and fees other than funds derived wholly from athletic or other student contests, from the activities of student organizations, from approved private practice plans, and from the operation of canteens and bookstores which may be retained by the institutions and be used as determined by the respective governing boards, subject to annual audit by the State. Fees established by the respective governing boards for programs, activities, and projects not covered by appropriations or other revenues may be retained and used by each institution as previously determined by the respective governing boards, subject to annual audit by the State. The budget request for the public higher education system shall be submitted by the commission to the Governor and appropriate standing committees of the General Assembly in conjunction with the preparation of the annual general appropriations act for the applicable year.

Supplemental appropriations requests from any public institution of higher education must be submitted first to the commission. If the commission does not concur in the requests, the affected institution may request a hearing on the requests before the appropriate committee of the General Assembly. The commission may appear at the hearing and present its own recommendations and findings to the same committee. The provisions of this paragraph do not apply to any capital improvement projects funded in whole or in part prior to July 30, 1996.

No new program may be undertaken by any public institution of higher education without the approval of the commission. The provisions of this chapter apply to all college parallel, transferable, and associate degree programs of technical and comprehensive education institutions. All other programs and offerings of technical and comprehensive education institutions are excluded from this chapter.

SECTION 59-103-36. Military students included in count of full-time students.

Military students in the senior colleges and universities of this State shall be included in the count of full-time equivalent students for the purpose of determining the appropriation of each institution. The Commission on Higher Education and the Budget and Control Board may make whatever audit adjustments are necessary to carry out this intent.

SECTION 59-103-40. Council of presidents of State institutions of higher learning.

The Commission shall establish a council of presidents consisting of the presidents of the State institutions of higher learning. The council of presidents shall appoint a chairman and such other officers and committees as it may see fit. It shall meet at least four times a year, of which two meetings will be held jointly with the Commission. The council of presidents shall establish committees consisting of qualified personnel representing the

various State-supported institutions of higher learning, either upon request of the Commission or upon its own initiative, to investigate, study and report to the Commission on such subjects as:

- (a) Academic planning
- (b) Business and financial coordination
- (c) Library utilization and coordination.

SECTION 59-103-45. Additional duties and functions of commission regarding public institutions of higher learning.

In addition to the powers, duties, and functions of the Commission on Higher Education as provided by law, the commission, notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education:

- (1) establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools;
- (2) coordinate with the State Board of Education in the approval of secondary education courses for the purpose of determining minimum college entrance requirements, and define minimum academic expectations for prospective post-secondary students, communicate these expectations to the State Board of Education, and work with the state board to ensure these expectations are met;
- (3) review minimum undergraduate admissions standards for in-state and out-of-state students;
- (4)(a) develop standards for determining how well an institution has met or achieved the performance indicators for quality academic success as enumerated in Section 59-103-30, and develop mechanisms for measuring the standards of achievement of particular institutions. These standards and measurement mechanisms shall be developed in consultation and cooperation with, at a minimum but not limited to, the Council of Presidents of State Institutions, the chairmen of the governing boards of the various institutions and the business community;
- (b) base the higher education funding formula in part on the achievement of the standards set for these performance indicators including base-line funding for institutions meeting the standards of achievement, incentive funding for institutions exceeding the standards of achievement, and reductions in funding for institutions which do not meet the standards of achievement, provided that each institution under the formula until July 1, 1999, must receive at least its fiscal year 1996-1997 formula amount;
- (c) promulgate regulations to implement the provisions of subitems (a) and (b) above and submit such regulations to the General Assembly for its review pursuant to the Administrative Procedures Act not later than the beginning of the 1997 Session of the General Assembly.
- (d) develop a higher education funding formula based entirely on an institution's achievement of the standards set for these performance indicators, this formula to be used beginning July 1, 1999. This new funding formula also must be contained in regulations promulgated by the commission and submitted to the General Assembly for its review in accordance with the Administrative Procedures Act;
- (5) reduce, expand, or consolidate any institution of higher learning including those which do not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30, and beginning July 1, 1999, close any institution which does not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30. The process to be followed for the closure, reduction, expansion, or

consolidation of an institution under this item (5) shall be as promulgated in regulations of the commission which shall be submitted to and approved by the General Assembly;

(6) review and approve each institutional mission statement to ensure it is within the overall mission of that particular type of institution as stipulated by Section 59-103-15 and is within the overall mission of the State;

(7) ensure access and equity opportunities at each institution of higher learning for all citizens of this State regardless of race, gender, color, creed, or national origin within the parameters provided by law.

SECTION 59-103-50. Advisory Council of Private College Presidents.

There shall be established, under the auspices of the commission, an Advisory Council of Private College Presidents to counsel with and advise the commission with regard to matters concerning nonpublic colleges and their role in overall programs of higher education in the State. The council shall consist of eight members selected by the South Carolina College Council. Terms of members shall be for two years. A chairman shall be elected by the members. The council shall meet upon the call of the chairman and shall meet at least once annually with the commission. The members of the council serving on this section's effective date may continue to serve until the expiration of their terms.

SECTION 59-103-55. Representation of four-year colleges on commission councils, advisory groups, committees and task forces.

Each four-year campus of each state-supported public institution of higher learning, as defined in Section 59-103-5, shall have equal representation on all formal and informal councils, advisory groups, committees, and task forces of the commission. Independent four-year colleges shall have representation on all formal and informal committees and commissions dealing with higher education statewide issues.

SECTION 59-103-60. Recommendations to Governor's Office and General Assembly.

The commission shall make such recommendations to the Governor's Office and the General Assembly as to policies, programs, curricula, facilities, administration, and financing of all state-supported institutions of higher learning as may be considered desirable. The House Ways and Means Committee, the Senate Finance Committee, and the State Budget and Control Board may refer to the commission for investigation, study, and report any requests of institutions of higher learning for new or additional appropriations for operating and for other purposes and for the establishment of new or expanded programs.

SECTION 59-103-65. Close of institution; reallocation of funds.

If an institution beginning July 1, 1999, is closed by the commission, the institution shall be treated as a terminated agency under Section 1-20-30 and as such terminated in the manner provided therein. However, any remaining funds shall not revert to the general fund as provided in Section 1-20-30 but instead shall be reallocated to higher education funding through use of the higher education funding formula in the manner the commission shall provide.

SECTION 59-103-70. Reports.

The Commission shall make reports to the Governor and the General Assembly at least annually on the status and progress of higher education in the State, with such recommendations as may be appropriate.

SECTION 59-103-80. Expenses; compensation of Commission members.

Funds for the necessary technical, administrative and clerical assistance and other expenses of the Commission, including stationery, shall be carried in the annual appropriation act for the State. The members of the Commission shall be allowed such

per diem and mileage as authorized by law for members of boards, commissions and committees. The sum appropriated for the use of the Commission shall be expended upon warrants signed by the chairman.

SECTION 59-103-90. Professional staff.

An executive director must be appointed by the commission to manage and carry out the duties of the commission as prescribed by law and assigned by the commission. The executive director is not subject to the State Employee Grievance Procedure Act of 1982 and may be dismissed without cause.

A professional staff complement shall be established by the executive director who shall ensure that there are persons on the staff who have the professional competence and experience to carry out the duties assigned and to ensure that there are persons on the staff who are familiar with the problems and capabilities of all of the principal types of state-supported institutions in the State. Provision shall be made for persons of high competence and strong professional experience in the areas of academic affairs, public service and extension programs, business and financial affairs, institutional studies and long-range planning, student affairs, research and development, legal affairs, health affairs, institutional development, and for state and federal programs administered by the commission. The hiring of additional staff members to any position for which funds were not specifically appropriated by the General Assembly shall require prior approval by the General Assembly.

SECTION 59-103-100. Federal and private research grants not to be limited.

The provisions of this chapter shall not be construed to limit federal and private grants which are made for research and are not connected with teaching programs.

SECTION 59-103-110. Approval for new construction; exemptions.

No public institution of higher learning shall be authorized to construct or purchase any new permanent facility at any location other than on a currently approved campus or on property immediately contiguous thereto unless such new location or purchase of improved or unimproved real property has been approved by the commission.

SECTION 59-103-120. Accreditation and chartering of chiropractic colleges.

One hundred and eighty days from the effective date of this act, the State Commission on Higher Education shall publish a list of the accrediting agency or agencies, which may include itself, approved by it for accreditation of chiropractic colleges or schools doing business in this State. Any chiropractic college or school doing business in this State shall, upon publication of said list of such accrediting agency or agencies, forthwith apply for such accreditation or candidate status and furnish the State Commission on Higher Education documented evidence of such application.

Failure to obtain such accreditation or candidate status within nineteen months after publication of the list of approved agencies shall result in the Commission on Higher Education revoking the status of such college or school as a recognized college or school of chiropractic.

Provided, further, any college of chiropractic applying for a South Carolina charter must furnish the Commission on Higher Education with sufficient evidence that such school will qualify for required accreditation. Upon certification by the Commission on Higher Education to the Secretary of State, the Secretary of State may issue a charter; provided, further, however, that any college now chartered must attain required licensure before one hundred eighty days after the effective date of this act or have its charter revoked upon a finding by the Attorney General that such licensure has not been attained by such date. In addition to other existing criteria, licensure of all chiropractic colleges shall be renewable annually contingent upon supplying semiannual reports as to the progress of accreditation to the Commission on Higher Education and the Commission shall make a determination if such progress is satisfactory.

SECTION 59-103-130. Colleges and universities to emphasize teaching as career opportunity.

The Commission on Higher Education shall adopt guidelines whereby the publicly supported colleges and universities of this State shall emphasize teaching as a career opportunity and provide students interested in a teaching career with opportunities to tutor other students.

SECTION 59-103-140. Contracts with colleges and universities for provision of teacher training programs.

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

SECTION 59-103-150. Early retirement plans for faculty of public institutions of higher learning.

(A) As long as there is no impact on state appropriations and subject to approval by the governing body of the public institution of higher education, the institution may implement an early retirement plan for its faculty to accomplish the following objectives:

- (1) reallocate institutional resources;
- (2) provide an equitable method to increase the flexibility of the institution to effect cost-saving measures;
- (3) foster intellectual renewal;
- (4) provide increased opportunities for promotion of a younger faculty;
- (5) improve the opportunity to recruit qualified women and minorities.

(B) An early retirement plan may include provisions for institutions to pay:

- (1) actuarial costs required by Sections 9-1-1850 and 9-11-60;
- (2) health, dental, and life insurance costs;
- (3) incentive payments;
- (4) the costs of single premium annuity plans to provide supplemental benefits.

SECTION 59-103-160. English Fluency in Higher Learning Act.

(A) This section may be cited as the English Fluency in Higher Learning Act.

(B) The following words and phrases when used in this section have the meanings given to them unless the context clearly indicates otherwise:

"Instructional faculty" means every member of a public institution of higher learning whose first language is not English, other than visiting faculty but including graduate teaching assistants, who teaches one or more undergraduate credit courses at a campus

of that institution within this State except:

- (1) courses that are designed to be taught predominately in a foreign language;
- (2) student participatory and activity courses such as clinics, studios, and seminars;
- (3) special arrangement courses such as individualized instruction and independent study courses; and
- (4) continuing education courses.

(C) Each public institution of higher learning shall establish policies to:

- (1) ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language. Student and faculty input is required in establishing these policies.
- (2) provide students with a grievance procedure regarding an instructor who is not able to write or speak the English language.

(D)(1) Each institution of higher learning must submit its policy or amendments to the Commission on Higher Education within six months from the effective date of this section. Any amendments to the policy must be promptly forwarded to the commission. The commission shall notify the chairmen of the Senate and House Education Committees of those institutions not submitting plans and any amendment to the commission.

(2) Each institution of higher learning must report annually to the Commission on Higher Education and the chairmen of the Senate and House of Representatives Education Committees grievances filed by students under the requirement of subsection (C)(2) and the disposition of those grievances.

SECTION 59-103-162. South Carolina Manufacturing Extension Partnership; review of activities and board membership; budget recommendations.

The South Carolina Commission on Higher Education shall review annually the activities of the South Carolina Manufacturing Extension Partnership, make a budget recommendation to the General Assembly, and coordinate the allocation of funds among each participating institution. The funds appropriated to the University of South Carolina--Columbia for the South Carolina Manufacturing Extension Partnership may not be used for any other purpose. The Commission shall review the membership of the South Carolina Manufacturing Extension Partnership board to insure appropriate representation of each participating institution.

ARTICLE 2.

POST-SECONDARY EDUCATION OPTION INFORMATION

SECTION 59-103-165. Information packages for eighth-grade students regarding higher education; pilot programs.

The Commission on Higher Education is directed to work with the state's public institutions of higher education, and private institutions of higher education which wish to participate, to develop information packages for eighth grade students and their parents on the options of post-secondary education available in South Carolina, the courses required to attend colleges and universities, and the financial requirements and assistance available for students pursuing additional education after high school.

During 1991-92, the commission shall develop the information packages, and to the extent that funds are appropriated by the General Assembly, pilot-test the program in a number of school districts. The commission shall report to the Senate Education

Committee and the Education and Public Works Committee of the House on the pilot-testing.

SECTION 59-103-170. Small group and one-on-one counseling sessions; Education Options Week.

After pilot-testing, the Commission on Higher Education shall work with this state's public institutions of higher education and private higher education institutions wishing to participate, to provide annually for the state's eighth grade students and their parents or guardians small group and one-on-one counseling on required high school courses and post-secondary options, financial requirements, and assistance available for a post-secondary education. These sessions must be held at each of the state's public schools which house an eighth grade class. The counseling may be provided during a week declared to be "Education Options Week" or at another time convenient to the school and the cooperating institution of higher education.

The annual sessions will be phased-in over two years and by school year 1993-94 will be in the individual schools in accordance with Sections 59-103-165 through 59-103-190.

SECTION 59-103-180. Participation of State Board of Education, State Department of Education, and public schools and districts.

The State Board of Education, the State Department of Education, and the state's public school districts and schools shall cooperate with the Commission on Higher Education and the institutions of higher education in providing the counseling and shall assist in any manner considered appropriate by them. The schools shall make special efforts to ensure that as many students and parents or guardians as possible are made aware of the opportunity, are urged to attend the sessions, and receive the information.

SECTION 59-103-190. Business and industry requested to participate.

The businesses and industries of this State are requested to provide the opportunity to their employees with children in the eighth grade to attend the counseling sessions and to cooperate with institutions of higher education in presenting at the worksite small group and one-on-one counseling on required high school courses, post-secondary options, financial requirements, and assistance for post-secondary education.

SECTION 59-103-195. Regulation of culinary arts instruction requiring student under 21 to taste alcoholic beverage.

The State Commission on Higher Education shall have review authority in order to determine the legitimacy and appropriateness of the tasting requirements pursuant to Sections 63-19-2440 and 63-19-2450. The commission shall also establish reasonable rules and restrictions through regulation, as appropriate, with regard to any proposed course of instruction in the culinary arts which any private or public institution desires to offer to students under twenty-one years of age in which the tasting of beer, ale, porter, wine, or other similar malt or fermented beverage or alcoholic liquor is required. Unless approved by the commission, no such course and no student under twenty-one years of age enrolled in such course shall qualify for the exceptions provided under Sections 63-19-2440, 63-19-2450, 61-6-4070, or 61-4-90. A course of instruction on bartending or any similar curriculum does not qualify for exception or approval by the commission under this section.

SECTION 59-103-200. Repealed by 2008 Act No. 242, Section 2, eff May 27, 2008.

Appendix F: Small Business Development Center's Letter of support

November 29, 2012

Clifton T. Jones, Ph.D.
Dean and Professor of Economics
Timmerman Chair in Enterprise Development
School of Business Administration
University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

Dr. Jones:

We are pleased to learn of your plans to offer a new Liberal Arts MBA Program designed for non-business majors in the Aiken area. We believe that it would be a welcome and important addition to the curriculum of USCA, and especially 'good news' to our new and existing entrepreneurs who possess undergraduate non-business degrees, but now find themselves in the 'Business' world and wish to enhance their business education and skills. Our understanding of the proposed structure of the LMBA Program is that it would be well-suited to many of our clientele.

In addition to our many new and existing small business clients we also meet a number of individuals who have not officially taken the plunge and started a small business. These "pre-entrepreneurs" may already have a college education in something other than business but have not been able to find suitable employment and therefore may be considering starting their own business. However, they lack the confidence and business know-how that an MBA might provide them. In other cases they may have lost their position with an organization and are seeking to acquire stronger business skills prior to or concurrent with starting their own business. In addition, there are many nonprofit managers/executive directors in the Aiken area who lack formal business training which is so critical to successfully running a nonprofit organization.

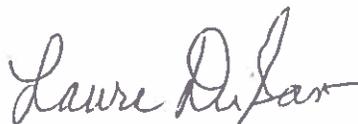
We applaud you in this initiative, and stand ready to assist you in marketing your Program upon its approval.

Thank you for this opportunity to be of value to you and to the USCA School of Business Administration.

Cordially,



Bob Clark
Business Consultant



Laura DiSano
Business Consultant



Marilyn Miller
Administrative Assistant



Appendix G: Carnegie Communications Environmental Scan Reports



Environmental Scan and Trend Analysis

University of South Carolina Aiken

October 18, 2012

Carnegie Communications

2 LAN Drive, Suite 120

Westford, MA 01886

978.692.2313 main 978.692.7518 fax

www.carnegiecomm.com

Overview

Georgetown University, in July 2012, published a report, *A Decade Behind: Breaking out of the Low-Skill Trap in the Southern Economy*, in which it states, “educational attainment is improving in the South, but many parts of the region are caught in a vicious economic cycle that ensures they will lag behind the nation in creating high-paying jobs and producing workers who can fill them.” The South, as defined by the U. S. Census, consists of sixteen states plus Washington, DC.

The report estimates, using different forecasting methodology than the Bureau of Labor Statistics (BLS), that by 2020, 65% of all jobs will require some form of postsecondary education and training. Fourteen southern states, including South Carolina, will fall below that level. Today 54% of all jobs in the south require postsecondary education and training, compared to 59% nationally. By 2020, the percent of jobs requiring postsecondary education and training in South Carolina will have increased to 56% - well below the percentage that the nation as a whole reached in 2010.

56% OF JOBS IN SOUTH CAROLINA WILL REQUIRE POSTSECONDARY EDUCATION AND TRAINING IN 2020 (DOWN SLIGHTLY FROM 57% IN 2010)

Table 11: Snapshot of Education Demand for Total Jobs in South Carolina (2010 And 2020)

	2010	2020	% in 2020
High school or less	847,600	1,024,100	44%
Some college	432,600	510,900	22%
Associate's	185,400	218,900	9%
Bachelor's	340,100	401,600	17%
Graduate	156,900	162,100	7%
Total	1,962,600	2,317,600	100%

Source: *A Decade Behind: Breaking out of the Low-Skill Trap in the Southern Economy*, July 2012

While “brain-drain” can result if education is emphasized without a coordinated effort to attract high-paying and high-skills jobs, University South Carolina Aiken is embarking on a path to increase the education level of the workforce and stem the flight of educated adults by surveying the addition of programs within the context of future local employment need. The report suggests that South Carolina jobs in healthcare are expected to grow by 22%, while STEM (Science, Technology, Engineering and Mathematics) positions will grow by 18% by 2020, compared to 33% and 23% respectively for all southern states.

This projection analysis for University South Carolina Aiken is designed to aid the University in its decision as to which prospective new programs to add to the current degree offerings through an evaluation of which occupations have the most potential for future job openings, both from organic growth and replacement. The geographic area for the analysis consists of South Carolina State and the Georgia Workforce Investment Area (WIA) of Richmond-Burke (Richmond and Burke Counties).

For each program under consideration a summary of South Carolina State and Richmond-Burke WIA data for the total number of occupations reviewed is presented. Rather than list each occupation within this report, a total is shown for the sake both of brevity and clarity. Appendix A contains the detailed data by occupation, projected annual growth and replacement numbers, as well as the most typical source of education, and, at the national employment level, percentages of workers with a Bachelor's, Master's or Doctoral/Professional Degree by occupation. Detailing the educational attainment of the current employment base demonstrates the percent to whom the prospective programs could be targeted, in addition to outlining future worker potential.

Many occupations' current and projected employment numbers are shown as "**". This asterisk denotes a figure that may compromise company confidentiality as to the number of workers employed by specific occupation and the associated wage and is therefore not released. To provide a fuller picture the national projection is included from which trends can be assessed if specific South Carolina and Georgia WIA data is not shown or is incomplete.

In 2010 the Bureau of Labor Statistics (BLS) completed a revision of the 2000 Standard Occupation Classification (SOC) system. The revisions increase clarity, correct errors, and account for changes in technology and in the nature or organization of work and expanded the 821 detailed occupations to 840. While these changes reflect some of the occupation information anticipated by University South Carolina Aiken, projection data is, unfortunately, not yet available due to the projection methodology; for example detail for occupations such as Nurse Practitioner is still contained within the occupation code for Registered Nurses.

National employment projections are developed every other year with the most recent available the 2010-2020 cycle. The South Carolina projections mirror the national time frame. Georgia WIA projection years are 2008-2018; it is not unusual to have a two year lag. For the purposes of this analysis the difference in projection years is not considered distinctive.

For the 2010-2020 time period, employment in the United States is projected by the Bureau of Labor Statistics to grow overall by 14.3%. This equates to over 20 million new jobs over 10 years. Replacement jobs, defined as the number of projected openings resulting from workers retiring from or permanently leaving an occupation, add to the number of total openings and are estimated to be an additional 34 million. As a result both new jobs and replacements need to be taken into account when considering an occupation's hiring potential. South Carolina projects a 14% growth rate as well, adding over 270,000 jobs during the 10 years and replacing approximately 470,000. The ratio of new to total openings is roughly the same, 37% of U.S., 38% of South Carolina openings will be newly created positions. Richmond-Burke WIA is estimating a much lower 3.5% ten-year growth rate, adding a total of 33,000 jobs, 23% (7,700) new.

It is important to note that the State of Georgia does not develop projection data at the county level, but at a Workforce Investment Area (WIA) level. Bill Webb, Labor Market Specialist of the Georgia Department of Labor, was particularly helpful as he explained that projections are not developed at the county level as the small numbers associated with some occupations would render the calculations outside tolerated statistical error variance, but instead are prepared at the WIA level for greater stability.

A Workforce Investment Area is defined as - A labor market area that is usually a group of contiguous counties, where employment, training, and educational services are provided; established through the Workforce Investment Act to provide services for dislocated workers and other eligible individuals. The State of Georgia is divided into twenty local Workforce Investment Areas.

The geographical range for the Richmond-Burke WIA is unavoidably larger than requested as each county's employment numbers are presented as a total of contiguous counties so as not to reveal a specific occupation's employment number or wage that could be attributed to a particular company to protect confidentiality. This is important, especially in smaller counties that may contain only one company in a particular industry, which could easily become identifiable and broadcast their employment and wage information.

Due to these constraints the WIA may overstate employment for those occupations which have employment data. Likewise, employment may be understated as the WIA may not have released employment numbers for all occupations due to confidentiality issues as noted above.

A crosswalk between the Bureau of Labor Statistics Occupational Employment Statistics Classification system and Classification of Instructional Program (CIP) codes by broad field of study was used to identify the occupations used in this examination. There is no one particular pathway to an occupation as many programs lead to the same occupations. Additionally people advance through seniority and on the job training as well as education, certainly with the exception of the more highly skilled and technical occupations.

Future Employment Projection Assessment by Program

Graduate Degrees

MAT – Science and Mathematics

This degree prepares teachers in specific subject matter which does not align directly with the SOC as occupations are classified based on work performed and, in some cases, on the skills, education, and/or training needed to perform the work at a competent level, grouping “like” duties into the same code. Projection data is for two occupations, Middle School and Secondary School Teachers, which incorporates all subjects from Physical Education to Social Studies, etc. As a whole these positions are expected to add new positions more slowly than all jobs, but there will be a strong need for replacements as current teachers retire or move into different careers. Seventy percent of South Carolina’s openings will be replacements.

A Bachelor’s degree is the entry level although distribution between Bachelors’ and Masters’ degrees is equal at approximately 46%.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,679.3	1,859.5	180.2	18.0	42.5	60.5
South Carolina	21,734	24,237	2,503	250	547	797
GA R-B WIA	*	*				

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)

The largest in scope of the assessed programs, this review included 34 occupations focusing on business, financial and scientific/technical occupations. This broad cross-section of the labor force is estimated to yield 3,800 annual openings at the state level. Approximately 20% of the current national labor force has a Master’s or higher degree; 58% hold a Bachelor’s or higher.

In South Carolina, Accountants and Auditors followed by Management Analysts will add the most new jobs. While General and Operations Managers will offer many new positions they also have the highest number of replacement jobs and total openings. By percentage Personal Financial Advisors, Social and Community Service Managers and Management Analysts are the three fastest growing.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	9,973.6	11,270.5	1,296.9	129.7	205.3	335.0
South Carolina	112,073	127,199	15,126	1,514	2,290	3,804
GA R-B WIA	7,790	7,920	130	30	130	160

MEd – Teacher Education

Six occupations are included in this analysis, representing Education Administration, Secondary School Teachers and Instructional Coordinators with 45% holding a Master's degree. Overall growth will be slower than average, but significant openings will come from replacements – over 70%. This is skewed by the large contribution Secondary School Teachers makes to this program grouping as they are 62% of the employment total. Removing them increases the new jobs growth rate from 11% to 17% in South Carolina, and, while replacement jobs will still outnumber new positions, the rate falls to 62%, equal to the replacement rate for all occupations.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,655.7	1,826.1	170.4	17.0	45.1	62.1
South Carolina	21,994	24,464	2,470	246	598	844
GA R-B WIA	100	110	10	0	0	0

MS – Biology

This collection of occupations can be examined as two sub-sets, science related and computer/math related. While the majority of Classification of Instructional Program (CIP) codes center on science and, therefore, science occupations, there is a place for a few computer related professions derived from four CIP codes: 26.1101 Biometry/Biometrics, 26.1102 Biostatistics, 26.1104 Computational Biology and 26.1199 Biomathematics, Bioinformatics, and Computational Biology, Other. Occupations would include Biometrician or Programming Methodology Researcher as two examples.

As University South Carolina Aiken's focus will more likely be on science related occupations computer comments will be brief. Examined using national numbers due to South Carolina aggregating data under a minor group in the taxonomy (15-1000 Computer Specialists), growth is projected to be 21% adding 22,000 new jobs and replacing 17,500 annually; an area in which new jobs outstrip replacements.

In South Carolina, looking solely at science related positions and excluding both computer and educational jobs, the growth rate is projected to be a strong 18%. Annually 49 new and replacement positions will be hired. The fastest growth rates will come from Medical Scientists, Except Epidemiologists at 47% and Biochemists & Biophysicists at 33%. Almost 30% of those employed in these occupations hold a Master's degree with a further 21% of Biochemists and 64% of Medical Scientists have a Doctorate.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,050.7	1,272.3	221.7	22.2	17.5	39.7
South Carolina	29,380	35,562	6,182	619	577	1,196
GA R-B WIA	510	570	60	0	0	0

MS – Clinical Exercise Science

One of the few occupation groupings that have more new job openings than replacements, this education program points to nine occupation codes. Therapists, All Other (29-1129) includes data for the new 2010 SOC Exercise Physiologists (29-1128), referenced earlier regarding the projection methodology. Some of the pathways through this degree would lead to positions as varied as Clinical Pharmacologist, Geriatric Physical Therapist or Histopathologist.

Two occupations, Rehabilitation Counselors and Physical Therapists, represent the vast majority of South Carolina employment in this group, 83%. Physical Therapists are estimated to grow by 36% with the large majority (76%) of all of openings coming from new positions, adding over 1,100 new jobs over ten years. Rehabilitation Counselors will grow more slowly and have more replacements than new positions, 68% vs. 32%, bucking the national trend.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	635.9	807.9	172.0	17.1	10.2	27.3
South Carolina	6,899	8,411	1,512	151	117	268
GA R-B WIA	400	490	90	0	0	0

MSN – Nurse Educator

Three occupations were reviewed for this program, Medical and Health Services Managers; Nursing Instructors and Teachers, Postsecondary; and Registered Nurses. As noted earlier the projections were unable to produce data using the updated 2010 SOC so information is for Registered Nurses only with no sub-delineation; therefore, establishing the number of Registered Nurses working as Nurse Anesthetists, Nurse Midwives or Nurse Practitioners cannot be calculated. For all RNs growth is projected at 26% and 24% for the State and WIA, respectively. Replacements are approximately 40% of total openings. Overall only 10% of RN's have Master's degrees and 3.3% have Doctoral degrees.

Detail for Nursing Instructors and Teachers, Postsecondary is not available at either the national or WIA level as all Postsecondary Teachers are projected as one minor group (25-1000 Postsecondary Teachers) in the taxonomy. For South Carolina this

occupation is projected to grow by 17%, slightly faster than the 14% projected for all South Carolina occupations and replacements will provide almost half of all openings.

This field, as with all healthcare, is projected to be one of the fastest growing overall and will continue to increase in importance as the population ages.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	3,040.4	3,820.3	779.9	78.0	57.0	135.0
South Carolina	48,155	60,310	12,155	1,216	901	2,117
GA R-B WIA	5,004	6,170	1,166	100	80	180

MSN – Nursing Administration/Leadership

This program points to only one Standard Occupation Classification (SOC) title, Medical and Health Services Managers, but various job titles would include:

Clinic Director	Medical and Health Information Manager
Clinical Services Director	Medical Director
Emergency Medical Service Coordinator	Medical Records Administrator
Health Care Manager	Mental Health Program Manager
Health Services Administrator	Nursing Home Manager
Health Services Director	Nursing Service Director
Healthcare Administrator	Occupational Therapy Director
Healthcare Manager	Public Health Administrator
Hospice Director	Respiratory Therapy Director
Hospice Plan Administrator	Speech and Hearing Therapy Director
Hospital Administrator	Wellness Director
Hospital Director	Wellness Manager

Growing more quickly than total occupations in all three geographic areas, this occupation is replacing job holders as quickly as it is growing, even more so in Richmond-Burke, GA, where 61% of the openings are replacements. The entry level education threshold is a Bachelor's degree, but 23% hold Master's.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	303.0	371.0	68.0	6.8	7.4	14.2
South Carolina	5,004	6,170	1,166	117	122	239
GA R-B WIA	820	950	130	10	20	30

Undergraduate Degrees

BA – Criminal Justice

While all associated CIP codes indicate the occupations considered standard, such as Police and Detectives, there are many different angles from which to approach this program. Interested in building the curriculum to incorporate technology? Then consider 43.0116 Cyber/Computer Forensics and Counterterrorism for which Information Security Analysts is an employment match. Or a financial aspect? 43.0117 Financial Forensics and Fraud Investigation includes Accountants and Financial Examiners. There are others including Homeland Security and Crisis Management. Overall, however, criminal justice positions show slower growth than projected overall at 10.6% for South Carolina.

Using national statistics which have complete data for all of the associated job titles, the fastest growing professions are those that show a Bachelor's degree as the entry level education. The traditional criminal justice jobs such as Police require a high school diploma. That is not to say Bachelor degrees are unknown; 41% of Detectives and Criminal Investigators have Bachelor's as do 29% of First-Line Supervisors of Police and Detectives.

Consider, however, the projected rates of these job titles:

Accountants and Auditors	15.7%
Child, Family, and School Social Workers	19.7%
Emergency Management Directors	13.2%
Financial Examiners	27.0%
Forensic Science Technicians	18.5%
Information Security Analysts	21.7%

All, except Emergency Management Directors, are projected to grow faster than South Carolina in total. Financial Examiners and Information Security Analysts are also expected to add more new jobs than replace positions.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	4,814.0	5,352.5	538.5	53.9	111.9	165.8
South Carolina	54,262	60,002	5,740	573	1,315	1,888
GA R-B WIA	2,400	2,560	160	20	50	70

BA – Mechanical Engineering

Growing approximately as quickly as all occupations, four of these five positions list a Bachelor's as the typical education needed for entry. While only 14% of Mechanical Engineering Technicians have a Bachelor's degree and an Associates' degree is the most common education level, the code was retained in the analysis to illustrate growth in comparison to engineer professions, estimated to be approximately half that of Mechanical Engineers (7% vs. 15%) in South Carolina.

Looking nationally Cost Estimators will grow the fastest at 36%, add the most new jobs at 68,000 over ten years and replace 36,000 for a total hiring of 100,000.

Mechanical Engineers will match this total, but the majority of openings will come from replacements, 80,000, with only 20,000 new jobs added.

Richmond-Burke WIA will lose jobs in these occupations, and there is no indication of replacements.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	731.3	841.2	109.9	11.0	17.6	28.6
South Carolina	8,168	9,312	1,144	114	219	333
GA R-B WIA	220	200	-20	0	0	0

BA – Nuclear Engineering

Of the five occupations pertaining to this program, South Carolina does not release data on two, Physicists or Nuclear Technicians. The remaining three present a range of growth equal to all occupations (Architectural and Engineering Managers) to very slow growth of 3% (Nuclear Engineers). South Carolina will be adding more new jobs, 36% of all openings, as compared to the U.S., for which new jobs will only be 25%.

Richmond-Burke WIA details only three of the five job titles and projections show an expected loss of jobs and no replacements.

The main education level is a Bachelor's with Physicists typically needing a Doctorate. Nuclear Technicians' entry level is an Associate's degree, but 24% in this position have a Bachelor's.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	270.6	295.1	24.5	2.5	7.7	10.1
South Carolina	3,351	3,767	416	42	75	117
GA R-B WIA	130	110	-20	0	0	0

BA – Spanish

As it is impossible to limit this analysis to Spanish or even language instruction within the two educational codes (Middle and Secondary School Teachers) examination will be on Interpreters and Translators, but even this code encompasses professions such as Court or American Sign Language Interpreter as well Diplomatic or Language Interpreter. Most importantly this area is projected to grow 36% in South Carolina (42% nationally) and contribute 240 jobs over ten years, 140 new.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,737.7	1,942.6	204.9	20.5	44.0	64.5
South Carolina	22,110	24,749	2,639	264	557	821
GA R-B WIA	*	*				

BA – Studio Art/Graphic-Visual Design

Of the three analysis geographies, only Richmond-Burke is expected to meet the overall U.S. growth rate, driven mainly by the occupation Producers and Directors, projected to grow 21%. Given the large number of Secondary School Teachers (Art Teachers are within this SOC), the growth rate for South Carolina and the nation is skewing down; removing the data gives a clearer trend picture of “true” art related professions. Estimated growth rates now become 12.5% (SC) and 10.5% (U.S.), still below the overall expected rates. In South Carolina a few of the stronger growth positions include Interior Designers at 18.7%, Art Directors at 14.9% and Graphic Designers at 13.5%. Thirty-four percent of openings will be new positions.

Of the 18 occupations, six indicate a high school diploma as the education entry level; however, of those positions 38% hold a Bachelor’s degree.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	2,040.4	2,217.1	242.1	17.7	53.7	71.4
South Carolina	20,955	22,917	1,962	197	550	747
GA R-B WIA	480	550	70	10	10	20

BS – Business Administration – Equestrian Management

This analysis was exceedingly difficult as no occupation codes are specific to the equine industry. SOC code detail in Appendix A will deliver information on animal related occupation codes, none of which require more than a high school diploma as the education entry level.

The National Employment Matrix (Appendix B), however, provides information on occupational employment distribution by industry which can identify employment prospects for that particular industry. And as prospects for the same occupation vary by industry, comparisons may be made to highlight differences. While growth projections are available, replacement needs by industry are not. Again detail does not exist for equine specifics, but reviewing employment distribution and projection for Animal Production does provide some insight.

A decline of 0.4% for the industry is projected, a loss of 1,700 from a total employment base of 449,000. Eighty percent of the employment in this industry is

concentrated in two occupation codes: Miscellaneous Agricultural Workers, 50.4%, and Farmers, Ranchers, and Other Agricultural Managers, 29.6%.

To best meet the occupations most aligned with a BS, Business Administration degree, review is limited to occupations within the two SOC major categories of Management Occupations and Business and Financial Operations Occupations. These twelve SOC codes comprise 31% of industry employment. Not one profession within this industry is projected to increase, declining by 600 jobs over the ten years.

Viewed within the context of all industries, this subset is expected to increase 8% nationally, add 65,000 new jobs and replace over 126,000 for total openings in excess of 190,000. In South Carolina ten SOC codes have associated data; missing are Farmers, Ranchers, and Other Agricultural Managers and Buyers and Purchasing Agents, Farm Products. New jobs will be approximately 670, and replacements 1,250 over ten years with a projected growth rate of 8.3%.

National Employment Matrix, Animal Production Industry Projections:

Occupation Title	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
Total, All Occupations	448.9	447.2	-1.7	-0.4%	100.0%
Business/Financial Subset	140.7	140.1	-0.6	-0.4%	31.3%
Chief Executives	2.5	2.2	-0.3	-12.0%	0.5%
General and Operations Managers	0.4	0.4	0.0	0.0%	0.1%
Marketing Managers	0.5	0.5	0.0	0.0%	0.1%
Sales Managers	0.9	0.9	0.0	0.0%	0.2%
Financial Managers	0.4	0.3	-0.1	-25.0%	0.1%
Transportation, Storage, and Distribution Managers	1.1	1.1	0.0	0.0%	0.2%
Farmers, Ranchers, and Other Agricultural Managers	132.8	132.5	-0.3	-0.2%	29.6%
Construction Managers	0.1	0.1	0.0	0.0%	0.0%
Buyers and Purchasing Agents, Farm Products	0.3	0.3	0.0	0.0%	0.1%
Management Analysts	0.3	0.3	0.0	0.0%	0.1%
Accountants and Auditors	0.5	0.5	0.0	0.0%	0.1%
Credit Analysts	0.9	1.0	0.1	11.1%	0.2%

BS – Business Administration – Health Care Management

The SOC system places occupations into one of 23 major groups. Of the three fastest growing groups, two are healthcare related: Healthcare Practitioners and Technical Occupations and Healthcare Support Occupations at 26% and 35% respective projected national growth rates. In addition the Healthcare Practitioners and Technical Occupations category is expected to add the second highest number of new jobs, in excess of two million over ten years.

Three occupations were examined for this program; in total they are projected to grow 16% in South Carolina and the U.S. and 5% in Richmond-Burke WIA. One occupation, Medical and Health Services Managers, is a standout with 23% growth projected in South Carolina, 22% in the U.S. and 16% in Richmond-Burke WIA. The state will add more new jobs than replacements in contrast to the U.S. As a grouping, replacements will still outnumber new openings.

Two positions list a High school diploma as entry level criteria, but Bachelor's degrees are held by approximately 25%.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,981.7	2,290.0	308.3	30.8	51.8	82.6
South Carolina	29,942	34,830	4,888	489	782	1,271
GA R-B WIA	2,470	2,600	130	10	60	70

BS – Environmental and Sustainability Studies

Of the six occupations reviewed, the data presents almost polar opposites: two should grow at a much faster rate than overall South Carolina jobs while the other four will lag. Medical Scientists, Except Epidemiologists and Environmental Scientists and Specialists, Including Health are projected to grow at 47% and 24% respectively. No growth is expected from Biological Scientists, All Other, but in total these jobs should expand by 720 jobs over ten years, almost 300 new.

Education requirements are high with two of the professions needing a Doctorate.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	309.4	370.3	60.9	6.1	7.5	13.6
South Carolina	1,733	2,026	293	29	43	72
GA R-B WIA	260	300	40	0	0	0

Appendix A

UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
 FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bachelor's degree	Master's degree	Doctoral or professional degree
United States (in thousands)		143,068.2	163,537.1	20,468.9	14.0%	2,046.9	3,431.8	5,478.7				
South												
Carolina Total, All Occupations		1,956,014	2,227,380	271,366	14.0%	28,581	46,778	75,359		20.8	8.4	3.9
Workforce Investment Area		113,870	117,340	3,470	3.1%	770	2,540	3,310				
GRADUATE DEGREES												
MAT – Science and Mathematics												
United States (in thousands)		1,679.3	1,859.5	180.2	10.7%	18.0	42.5	60.5				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	641.7	750.0	108.3	16.9%	10.8	14.1	24.9	Bachelor's	46.9	44.9	3.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
South Carolina		21,734	24,237	2,503	11.5%	250	547	797				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	8,756	10,294	1,538	17.6%	154	192	346				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
Richmond-Burke, GA WIA												
25-2022	Middle School Teachers, Except Special and Career/Technical Education	*	*									
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)												
United States (in thousands)		9,973.6	11,270.5	1,296.9	13.0%	129.7	205.3	335.0				
11-1011	Chief Executives	369.9	385.3	15.4	4.2%	1.5	9.6	11.1	Bachelor's	38.7	18.8	6.2
11-1021	General and Operations Managers	1,767.1	1,848.6	81.5	4.6%	8.2	32.9	41.1	Associate's	33.9	12.3	2.5
11-2011	Advertising and Promotions Managers	38.7	43.8	5.1	13.2%	0.5	1.1	1.6	Bachelor's	60.1	10.6	1.0
11-2021	Marketing Managers	178.2	202.4	24.2	13.6%	2.4	5.2	7.6	Bachelor's	48.0	16.7	1.4
11-2022	Sales Managers	342.1	382.3	40.2	11.8%	4.0	10.0	14.0	Bachelor's	48.0	16.7	1.4
11-2031	Public Relations Managers	61.9	72.1	10.2	16.5%	1.0	1.8	2.8	Bachelor's	49.2	21.2	2.4
11-3011	Administrative Services Managers	254.3	291.2	36.9	14.5%	3.7	6.3	10.0	High school diploma	27.7	9.1	1.4
11-3021	Computer and Information Systems Managers	307.9	363.7	55.8	18.1%	5.6	4.7	10.3	Bachelor's	46.1	21.9	2.1
11-3031	Financial Managers	527.1	573.4	46.3	8.8%	4.6	9.7	14.3	Bachelor's	40.2	17.2	2.2
11-3051	Industrial Production Managers	150.3	164.0	13.7	9.1%	1.4	3.5	4.9	Bachelor's	30.7	10.5	1.1
11-3061	Purchasing Managers	68.0	72.9	4.9	7.2%	0.5	2.1	2.6	Bachelor's	38.2	15.7	2.2
11-3071	Transportation, Storage, and Distribution Managers	98.6	108.5	9.9	10.0%	1.0	2.4	3.4	High school diploma	20.1	5.0	0.5
11-9021	Construction Managers	523.1	609.6	86.5	16.5%	8.7	3.4	12.1	Associate's	23.7	4.7	0.9
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
11-9141	Property, Real Estate, Community Association Managers	303.9	322.2	18.3	6.0%	1.8	6.4	8.2	High school diploma	28.0	7.8	2.3
11-9151	Social and Community Service Managers	134.1	169.9	35.8	26.7%	3.6	2.9	6.5	Bachelor's	37.2	26.1	4.7
11-9199	Managers, All Other	828.1	893.5	65.4	7.9%	6.5	18.4	24.9	High school diploma	34.4	16.2	3.5
13-1051	Cost Estimators	185.4	252.9	67.5	36.4%	6.8	3.6	10.4	Bachelor's	27.1	3.4	0.3
13-1081	Logisticians	108.9	136.7	27.8	25.5%	2.8	2.1	4.9	Bachelor's	32.8	9.9	0.7
13-1111	Management Analysts	718.8	876.0	157.2	21.9%	15.7	11.7	27.4	Bachelor's	41.1	28.9	7.1
13-2011	Accountants and Auditors	1,216.9	1,407.6	190.7	15.7%	19.1	26.1	45.2	Bachelor's	56.3	17.4	2.4
13-2031	Budget Analysts	62.1	68.5	6.4	10.3%	0.6	1.3	1.9	Bachelor's	43.3	23.0	1.5
13-2041	Credit Analysts	63.3	75.9	12.6	19.9%	1.3	1.3	2.6	Bachelor's	43.7	13.6	0.9
13-2051	Financial Analysts	236.0	290.2	54.2	23.0%	5.4	5.0	10.4	Bachelor's	46.9	31.5	5.9
13-2052	Personal Financial Advisors	206.8	273.2	66.4	32.1%	6.6	2.4	9.0	Bachelor's	51.7	21.5	5.2
13-2053	Insurance Underwriters	101.8	107.7	5.9	5.8%	0.6	3.3	3.9	Bachelor's	42.5	6.0	1.4
13-2061	Financial Examiners	29.3	37.2	7.9	27.0%	0.8	0.6	1.4	Bachelor's	58.5	18.9	1.7
13-2071	Loan Counselors	33.1	39.8	6.7	20.2%	0.7	0.9	1.6	Bachelor's	39.8	7.8	0.9
13-2072	Loan Officers	289.4	330.4	41.0	14.2%	4.1	7.4	11.5	High school diploma	39.8	7.8	0.9

UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
 FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bachelor's degree	Master's degree	Doctoral or professional degree
13-2081	Tax Examiners, Collectors, and Revenue Agents	74.5	80.0	5.5	7.4%	0.6	1.8	2.4	Bachelor's	36.0	8.2	1.1
13-2099	Financial Specialists, All Other	164.9	174.9	10.0	6.1%	1.0	3.5	4.5	Bachelor's	35.6	14.4	3.0
25-1011	Business Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
South Carolina		112,073	127,199	15,126	13.5%	1,514	2,290	3,804				
11-1011	Chief Executives	6,266	6,640	374	6.0%	37	163	200				
11-1021	General and Operations Managers	22,462	23,991	1,529	6.8%	153	418	571				
11-2011	Advertising and Promotions Managers	667	774	107	16.0%	11	19	30				
11-2021	Marketing Managers	1,672	1,942	270	16.1%	27	49	76				
11-2022	Sales Managers	4,290	4,798	508	11.8%	51	125	176				
11-2031	Public Relations Managers	1,085	1,298	213	19.6%	21	31	52				
11-3011	Administrative Services Managers	3,489	4,048	559	16.0%	56	86	142				
11-3021	Computer and Information Systems Managers	2,471	2,976	505	20.4%	50	38	88				
11-3031	Financial Managers	4,899	5,307	408	8.3%	41	90	131				
11-3051	Industrial Production Managers	2,855	3,250	395	13.8%	40	67	107				
11-3061	Purchasing Managers	824	895	71	8.6%	7	25	32				
11-3071	Transportation, Storage, and Distribution Managers	1,234	1,370	136	11.0%	14	30	44				
11-9021	Construction Managers	8,056	8,988	932	11.6%	93	52	145				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
11-9141	Property, Real Estate, Community Association Managers	2,994	3,211	217	7.2%	22	63	85				
11-9151	Social and Community Service Managers	1,571	1,978	407	25.9%	41	34	75				
11-9199	Managers, All Other	5,980	6,826	846	14.1%	85	133	218				
13-1051	Cost Estimators	*	*									
13-1081	Logisticians	*	*									
13-1111	Management Analysts	7,224	8,926	1,702	23.6%	170	118	288				
13-2011	Accountants and Auditors	14,535	16,894	2,359	16.2%	236	312	548				
13-2031	Budget Analysts	479	507	28	5.8%	3	10	13				
13-2041	Credit Analysts	826	977	151	18.3%	15	18	33				
13-2051	Financial Analysts	917	1,126	209	22.8%	21	19	40				
13-2052	Personal Financial Advisors	1,641	2,254	613	37.4%	61	19	80				
13-2053	Insurance Underwriters	636	682	46	7.2%	5	21	26				
13-2061	Financial Examiners	123	146	23	18.7%	2	3	5				
13-2071	Loan Counselors	460	560	100	21.7%	10	12	22				
13-2072	Loan Officers	3,981	4,524	543	13.6%	54	102	156				
13-2081	Tax Examiners, Collectors, and Revenue Agents	448	459	11	2.5%	1	10	11				
13-2099	Financial Specialists, All Other	777	800	23	3.0%	2	16	18				
25-1011	Business Teachers, Postsecondary	1,452	1,731	279	19.2%	28	23	51				
Richmond-Burke, GA WIA		7,790	7,920	130	1.7%	30	130	160				
11-1011	Chief Executives	340	320	-20	-5.9%	0	10	10				
11-1021	General and Operations Managers	1,780	1,630	-150	-8.4%	0	40	40				
11-2011	Advertising and Promotions Managers	30	30	0	0.0%	0	0	0				
11-2021	Marketing Managers	80	90	10	12.5%	0	0	0				
11-2022	Sales Managers	310	300	-10	-3.2%	0	10	10				
11-2031	Public Relations Managers	40	50	10	25.0%	0	0	0				
11-3011	Administrative Services Managers	280	300	20	7.1%	0	10	10				
11-3021	Computer and Information Systems Managers	170	180	10	5.9%	0	0	0				
11-3031	Financial Managers	320	320	0	0.0%	0	0	0				
11-3051	Industrial Production Managers	60	60	0	0.0%	0	0	0				
11-3061	Purchasing Managers	30	30	0	0.0%	0	0	0				
11-3071	Transportation, Storage, and Distribution Managers	90	90	0	0.0%	0	0	0				
11-9021	Construction Managers	220	200	-20	-9.1%	0	0	0				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				

**UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM**

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bachelor's degree	Master's degree	Doctoral or professional degree
11-9141	Property, Real Estate, Community Association Managers	110	110	0	0.0%	0	0	0				
11-9151	Social and Community Service Managers	130	160	30	23.1%	0	0	0				
11-9199	Managers, All Other	470	470	0	0.0%	0	10	10				
13-1051	Cost Estimators	90	80	-10	-11.1%	0	0	0				
13-1081	Logisticians	180	200	20	11.1%	0	0	0				
13-1111	Management Analysts	600	690	90	15.0%	9	10	19				
13-2011	Accountants and Auditors	850	930	80	9.4%	8	20	28				
13-2031	Budget Analysts	70	70	0	0.0%	0	0	0				
13-2041	Credit Analysts	70	60	-10	-14.3%	0	0	0				
13-2051	Financial Analysts	30	20	-10	-33.3%	0	0	0				
13-2052	Personal Financial Advisors	120	130	10	8.3%	0	0	0				
13-2053	Insurance Underwriters	90	100	10	11.1%	0	0	0				
13-2061	Financial Examiners	40	40	0	0.0%	0	0	0				
13-2071	Loan Counselors	*	*									
13-2072	Loan Officers	10	10	0	0.0%	0	0	0				
13-2081	Tax Examiners, Collectors, and Revenue Agents	140	120	-20	-14.3%	0	0	0				
13-2099	Financial Specialists, All Other	100	80	-20	-20.0%	0	0	0				
25-1011	Business Teachers, Postsecondary	*	*									
MEd – Teacher Education												
United States (in thousands)		1,655.7	1,826.1	170.4	10.3%	17.0	45.1	62.1				
11-9031	Education Administrators, Preschool and Childcare Center/Program	63.6	79.5	15.9	25.0%	1.6	1.8	3.4	Bachelor's	22.3	45.2	13.0
11-9032	Education Administrators, Elementary and Secondary School	236.1	259.3	23.2	9.8%	2.3	6.7	9.0	Master's	22.3	45.2	13.0
11-9033	Education Administrators, Postsecondary	146.2	174.0	27.8	19.0%	2.8	4.1	6.9	Master's	22.3	45.2	13.0
11-9039	Education Administrators, All Other	32.5	36.9	4.4	13.5%	0.4	1.0	1.4	Bachelor's	22.3	45.2	13.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
25-9031	Instructional Coordinators	139.7	166.9	27.2	19.5%	2.7	3.1	5.8	Master's	26.6	44.9	8.9
South Carolina		21,994	24,464	2,470	11.2%	246	598	844				
11-9031	Education Administrators, Preschool and Childcare Center/Program	781	975	194	24.8%	19	22	41				
11-9032	Education Administrators, Elementary and Secondary School	3,216	3,540	324	10.1%	32	91	123				
11-9033	Education Administrators, Postsecondary	1,725	2,063	338	19.6%	34	49	83				
11-9039	Education Administrators, All Other	1,324	1,562	238	18.0%	24	37	61				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
25-9031	Instructional Coordinators	1,970	2,381	411	20.9%	41	44	85				
Richmond-Burke, GA WIA		100	110	10	10.0%	0	0	0				
11-9031	Education Administrators, Preschool and Childcare Center/Program	60	70	10	16.7%	0	0	0				
11-9032	Education Administrators, Elementary and Secondary School	*	*									
11-9033	Education Administrators, Postsecondary	*	*									
11-9039	Education Administrators, All Other	40	40	0	0.0%	0	0	0				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
25-9031	Instructional Coordinators	*	*									
MS - Biology												
United States (in thousands)		1,050.7	1,272.3	221.7	21.1%	22.2	17.5	39.7				
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
15-1111	Computer and Information Research Scientists	28.2	33.5	5.3	18.8%	0.5	0.6	1.1	Doctoral or professional	44.5	18.5	2.4
15-1132	Software Developers, Applications	520.8	664.5	143.8	27.6%	14.4	5.4	19.8	Bachelor's	49.9	28.8	3.8
15-1199	Computer Occupations, All Other	209.7	222.0	12.3	5.9%	1.2	4.0	5.2	Bachelor's	44.5	18.5	2.4
15-2041	Statisticians	25.1	28.6	3.5	13.9%	0.4	1.6	1.9	Master's	29.1	39.6	22.3

UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
 FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bachelor's degree	Master's degree	Doctoral or professional degree
19-1021	Biochemists & Biophysicists	25.1	32.9	7.8	31.1%	0.8	0.5	1.3	Doctoral or professional	44.4	28.8	21.2
19-1022	Microbiologists	20.3	22.9	2.6	12.8%	0.3	0.4	0.7	Bachelor's	44.4	28.8	21.2
19-1023	Zoologists & Wildlife Biologists	19.8	21.3	1.5	7.6%	0.2	0.5	0.6	Bachelor's	44.4	28.8	21.2
19-1029	Biological Scientists, All Other	35.8	38.0	2.2	6.1%	0.2	0.8	1.0	Doctoral or professional	44.4	28.8	21.2
19-1041	Epidemiologists	5.0	6.1	1.1	22.0%	0.1	0.1	0.2	Master's	5.8	28.9	64.0
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-1099	Life Scientists, All Other	11.6	12.9	1.3	11.2%	0.1	0.1	0.2	Bachelor's	5.8	28.9	64.0
25-1042	Biological Science Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
25-1071	Health Specialties Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
South Carolina		29,380	35,562	6,182	21.0%	619	577	1,196				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
15-1000	Computer Specialists	27,491	33,346	5,855	21.3%	586	523	1,109				
15-2041	Statisticians	265	306	41	15.5%	4	16	20				
19-1021	Biochemists & Biophysicists	91	121	30	33.0%	3	2	5				
19-1022	Microbiologists	115	126	11	9.6%	1	3	4				
19-1023	Zoologists & Wildlife Biologists	265	318	53	20.0%	5	6	11				
19-1029	Biological Scientists, All Other	207	207	0	0.0%	0	5	5				
19-1041	Epidemiologists	36	45	9	25.0%	1	0	1				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-1099	Life Scientists, All Other	*	*									
25-1042	Biological Science Teachers, Postsecondary	544	635	91	16.7%	9	9	18				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
Richmond-Burke, GA WIA		510	570	60	11.8%	0	0	0				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
15-1011	Computer and Information Scientists, Research	40	40	0	0.0%	0	0	0				
15-1031	Computer Software Engineers, Applications	90	120	30	33.3%	0	0	0				
15-1099	Computer Specialists, All Other	170	160	-10	-5.9%	0	0	0				
15-2041	Statisticians	*	*									
19-1021	Biochemists & Biophysicists	*	*									
19-1022	Microbiologists	*	*									
19-1023	Zoologists & Wildlife Biologists	10	10	0	0.0%	0	0	0				
19-1029	Biological Scientists, All Other	*	*									
19-1041	Epidemiologists	*	*									
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-1099	Life Scientists, All Other	*	*									
25-1042	Biological Science Teachers, Postsecondary	*	*									
25-1071	Health Specialties Teachers, Postsecondary	*	*									
MS – Clinical Exercise Science												
United States (in thousands)		635.9	807.9	172.0	27.0%	17.1	10.2	27.3				
17-2199	Engineers, All Other	156.5	166.8	10.3	6.6%	1.0	3.5	4.5	Bachelor's	48.8	25.5	6.3
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-1099	Life Scientists, All Other	11.6	12.9	1.3	11.2%	0.1	0.1	0.2	Bachelor's	5.8	28.9	64.0
21-1015	Rehabilitation Counselors	129.8	166.4	36.6	28.2%	3.7	2.7	6.4	Master's	25.2	45.9	4.6
25-1071	Health Specialties Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
29-1123	Physical Therapists	198.6	276.0	77.4	39.0%	7.7	2.4	10.1	Doctoral or professional	41.5	33.6	14.8
29-1128	Exercise Physiologists									NA		

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29-1129	Therapists, All Other	33.1	42.3	9.2	27.8%	0.9	0.7	1.6	Master's	23.7	52.2	6.7
29-2091	Orthotists and Prosthetists	6.3	7.0	0.7	11.1%	0.0	0.2	0.2	Master's	18.4	4.9	5.3
South Carolina		6,899	8,411	1,512	21.9%	151	117	268				
17-2199	Engineers, All Other	841	913	72	8.6%	7	18	25				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-1099	Life Scientists, All Other	*	*									
21-1015	Rehabilitation Counselors	2,809	3,091	282	10.0%	28	60	88				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
29-1123	Physical Therapists	2,897	3,947	1,050	36.2%	105	34	139				
29-1128	Exercise Physiologists	*	*									
29-1129	Therapists, All Other	*	*									
29-2091	Orthotists and Prosthetists	190	222	32	16.8%	3	4	7				
Richmond-Burke, GA WIA		400	490	90	22.5%	0	0	0				
17-2199	Engineers, All Other	60	60	0	0.0%	0	0	0				
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-1099	Life Scientists, All Other	*	*									
21-1015	Rehabilitation Counselors	30	30	0	0.0%	0	0	0				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
29-1123	Physical Therapists	150	190	40	26.7%	0	0	0				
29-1128	Exercise Physiologists	*	*									
29-1129	Therapists, All Other	*	*									
29-2091	Orthotists and Prosthetists	0	0	0		0	0	0				
MSN - Nurse Educator												
United States (in thousands)		3,040.4	3,820.3	779.9	25.7%	78.0	57.0	135.0				
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
25-1072	Nursing Instructors and Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
29-1141	Registered Nurses	2,737.4	3,449.3	711.9	26.0%	71.2	49.6	120.8	Associate's	42.5	10.1	3.3
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
South Carolina		48,155	60,310	12,155	25.2%	1,216	901	2,117				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
25-1072	Nursing Instructors and Teachers, Postsecondary	825	963	138	16.7%	14	13	27				
29-1141	Registered Nurses	42,326	53,177	10,851	25.6%	1,085	766	1,851				
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
Richmond-Burke, GA WIA		4,520	5,550	1,030	22.8%	103	80	183				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				
25-1072	Nursing Instructors and Teachers, Postsecondary	*	*									
29-1141	Registered Nurses	3,700	4,600	900	24.3%	90	60	150				
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
MSN - Nursing Administration/Leadership												
United States (in thousands)												
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
South Carolina												
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
Richmond-Burke, GA WIA												
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				

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UNDERGRADUATE DEGREES												
BA – Criminal Justice												
United States (in thousands)		4,814.0	5,352.5	538.5	11.2%	53.9	111.9	165.8				
11-9161	Emergency Management Directors	12.1	13.7	1.6	13.2%	0.2	0.2	0.4	Bachelor's	33.2	12.7	2.5
11-9199	Managers, All Other	828.1	893.5	65.4	7.9%	6.5	18.5	25.0	High school diploma	34.4	16.2	3.5
13-2011	Accountants and Auditors	1,216.9	1,407.6	190.7	15.7%	19.1	26.1	45.2	Bachelor's	56.3	17.4	2.4
13-2061	Financial Examiners	29.3	37.2	7.9	27.0%	0.8	0.6	1.4	Bachelor's	58.5	18.9	1.7
15-1122	Information Security Analysts	302.3	367.9	65.6	21.7%	6.6	4.4	11.0	Bachelor's	43.2	12.1	1.4
15-1199	Computer Occupations, All Other	209.7	222.0	12.3	5.9%	1.2	4.0	5.2	Bachelor's	44.5	18.5	2.4
19-4092	Forensic Science Technicians	13.0	15.4	2.4	18.5%	0.2	0.6	0.8	Bachelor's	29.3	10.0	4.3
21-1021	Child, Family, and School Social Workers	295.7	353.9	58.2	19.7%	5.8	7.0	12.8	Bachelor's	42.2	32.6	1.7
33-1011	First-Line Supervisors of Correctional Officers	41.5	43.8	2.3	5.5%	0.2	1.5	1.7	High school diploma	19.5	5.3	0.7
33-1012	First-Line Supervisors of Police and Detectives	106.1	108.3	2.2	2.1%	0.2	3.7	3.9	High school diploma	28.8	9.0	1.1
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	60.1	65.0	4.9	8.2%	0.5	2.8	3.3	Postsecondary non-degree award	18.6	3.0	0.4
33-1099	First-Line Supervisors of Protective Service Workers, All Other	58.9	64.7	5.8	9.8%	0.6	2.0	2.6	High school diploma	21.9	7.3	1.5
33-2011	Firefighters	310.4	336.9	26.6	8.5%	2.7	8.5	11.2	Postsecondary non-degree award	16.2	1.5	0.5
33-2021	Fire Inspectors and Investigators	13.6	14.8	1.2	8.8%	0.1	0.4	0.5	High school diploma	20.1	3.9	0.4
33-2022	Forest Fire Inspectors and Prevention Specialists	1.6	1.7	0.1	6.2%	0.0	0.0	0.0	High school diploma	20.1	3.9	0.4
33-3011	Bailiffs	17.8	19.2	1.4	7.9%	0.1	0.4	0.5	High school diploma	10.7	1.2	0.2
33-3012	Correctional Officers and Jailers	475.3	499.8	24.5	5.2%	2.5	8.4	10.8	High school diploma	10.7	1.2	0.2
33-3021	Detectives and Criminal Investigators	119.4	122.9	3.5	2.9%	0.4	2.7	3.0	High school diploma	40.9	9.9	1.8
33-3051	Police and Sheriff's Patrol Officers	663.9	718.5	54.6	8.2%	5.5	19.4	24.9	High school diploma	27.4	4.2	0.6
33-3052	Transit and Railroad Police	3.6	3.8	0.2	5.6%	0.0	0.1	0.1	High school diploma	25.3	3.9	0.1
33-9021	Private Detectives and Investigators	34.7	41.9	7.1	20.7%	0.7	0.8	1.5	High school diploma	37.1	10.1	2.6
South Carolina		54,262	60,002	5,740	10.6%	573	1,315	1,888				
11-9161	Emergency Management Directors	*	*									
11-9199	Managers, All Other	5,980	6,826	846	14.1%	85	133	218				
13-2011	Accountants and Auditors	14,535	16,894	2,359	16.2%	236	312	548				
13-2061	Financial Examiners	123	146	23	18.7%	2	3	5				
15-1122	Information Security Analysts	*	*									
15-1199	Computer Occupations, All Other	*	*									
19-4092	Forensic Science Technicians	136	146	10	7.4%	1	6	7				
21-1021	Child, Family, and School Social Workers	5,736	6,401	665	11.6%	66	136	202				
25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	122	141	19	15.6%	2	2	4				
33-1011	First-Line Supervisors of Correctional Officers	381	401	20	5.2%	2	13	15				
33-1012	First-Line Supervisors of Police and Detectives	1,351	1,454	103	7.6%	10	46	56				
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	942	1,021	79	8.4%	8	44	52				
33-1099	First-Line Supervisors of Protective Service Workers, All Other	733	813	80	10.9%	8	25	33				
33-2011	Firefighters	4,841	5,225	384	7.9%	38	134	172				
33-2021	Fire Inspectors and Investigators	338	371	33	9.8%	3	9	12				

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33-2022	Forest Fire Inspectors and Prevention Specialists	*	*									
33-3011	Bailiffs	359	388	29	8.1%	3	6	9				
33-3012	Correctional Officers and Jailers	8,072	8,428	356	4.4%	36	142	178				
33-3021	Detectives and Criminal Investigators	1,029	1,072	43	4.2%	4	23	27				
33-3051	Police and Sheriff's Patrol Officers	9,584	10,275	691	7.2%	69	281	350				
33-3052	Transit and Railroad Police	*	*									
33-9021	Private Detectives and Investigators	*	*									
Richmond-Burke, GA WIA		2,400	2,560	160	6.7%	20	50	70				
11-9161	Emergency Management Directors	*	*									
11-9199	Managers, All Other	470	470	0	0.0%	0	10	10				
13-2011	Accountants and Auditors	850	930	80	9.4%	10	20	30				
13-2061	Financial Examiners	*	*									
15-1122	Information Security Analysts	*	*									
15-1199	Computer Occupations, All Other	*	*									
19-4092	Forensic Science Technicians	*	*									
21-1021	Child, Family, and School Social Workers	200	220	20	10.0%	0	0	0				
33-1011	First-Line Supervisors of Correctional Officers	60	60	0	0.0%	0	0	0				
33-1012	First-Line Supervisors of Police and Detectives	80	80	0	0.0%	0	0	0				
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	*	*									
33-1099	First-Line Supervisors of Protective Service Workers, All Other	40	40	0	0.0%	0	0	0				
33-2011	Firefighters	*	*									
33-2021	Fire Inspectors and Investigators	*	*									
33-2022	Forest Fire Inspectors and Prevention Specialists	*	*									
33-3011	Bailiffs	*	*									
33-3012	Correctional Officers and Jailers	680	740	60	8.8%	10	20	30				
33-3021	Detectives and Criminal Investigators	*	*									
33-3051	Police and Sheriff's Patrol Officers	*	*									
33-3052	Transit and Railroad Police	*	*									
33-9021	Private Detectives and Investigators	20	20	0	0.0%	0	0	0				
BA – Mechanical Engineering												
United States (in thousands)		731.3	841.2	109.9	15.0%	11.0	17.6	28.6				
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
13-1051	Cost Estimators	185.4	252.9	67.5	36.4%	6.8	3.6	10.4	Bachelor's	27.1	3.4	0.3
17-2011	Aerospace Engineers	81.0	85.0	4.0	4.9%	0.4	1.8	2.2	Bachelor's	49.4	28.4	5.5
17-2141	Mechanical Engineers	243.2	264.6	21.4	8.8%	2.1	7.9	10.0	Bachelor's	51.5	19.4	2.7
17-3027	Mechanical Engineering Technicians	44.9	46.7	1.8	4.0%	0.2	0.8	1.0	Associate's	14.4	2.3	0.5
South Carolina		8,168	9,312	1,144	14.0%	114	219	333				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
13-1051	Cost Estimators	*	*									
17-2011	Aerospace Engineers	*	*									
17-2141	Mechanical Engineers	4,738	5,443	705	14.9%	70	152	222				
17-3027	Mechanical Engineering Technicians	879	938	59	6.7%	6	17	23				
Richmond-Burke, GA WIA		220	200	-20	-9.1%	0	0	0				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
13-1051	Cost Estimators	90	80	-10	-11.1%	0	0	0				
17-2011	Aerospace Engineers	*	*									
17-2141	Mechanical Engineers	50	50	0	0.0%	0	0	0				
17-3027	Mechanical Engineering Technicians	*	*									
BA – Nuclear Engineering												
United States (in thousands)		270.6	295.1	24.5	9.1%	2.5	7.7	10.1				
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
17-2161	Nuclear Engineers	19.1	21.1	2.0	10.5%	0.2	0.4	0.6	Bachelor's	51.6	26.2	9.5
19-2012	Physicists	18.3	20.9	2.6	14.2%	0.3	0.5	0.8	Doctoral or professional	18.3	23.8	52.1

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19-4051	Nuclear Technicians	7.1	8.0	0.9	12.7%	0.1	0.2	0.3	Associate's	24.0	3.3	2.7
South Carolina		3,351	3,767	416	12.4%	42	75	117				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
17-2161	Nuclear Engineers	596	616	20	3.4%	2	13	15				
19-2012	Physicists	*	*									
19-4051	Nuclear Technicians	*	*									
Richmond-Burke, GA WIA		130	110	-20	-15.4%	0	0	0				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
17-2161	Nuclear Engineers	*	*									
19-2012	Physicists	10	10	0	0.0%	0	0	0				
19-4051	Nuclear Technicians	0	0	0		0	0	0				
BA – Spanish												
United States (in thousands)		1,737.7	1,942.6	204.9	11.8%	20.5	44.0	64.5				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	641.7	750.0	108.3	16.9%	10.8	14.1	24.9	Bachelor's	46.9	44.9	3.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
27-3091	Interpreters and Translators	58.4	83.1	24.7	42.3%	2.5	1.5	4.0	Bachelor's	30.1	13.5	4.5
South Carolina		22,110	24,749	2,639	11.9%	264	557	821				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	8,756	10,294	1,538	17.6%	154	192	346				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
27-3091	Interpreters and Translators	376	512	136	36.2%	14	10	24				
Richmond-Burke, GA WIA		*	*									
25-2022	Middle School Teachers, Except Special and Career/Technical Education	*	*									
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
27-3091	Interpreters and Translators	*	*									
BA – Studio Art/Graphic-Visual Design												
United States (in thousands)		2,040.4	2,217.1	242.1	8.7%	17.7	53.7	71.4				
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	24.1	27.5	3.4	14.1%	0.3	0.5	0.8	Bachelor's	41.2	10.5	4.2
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
27-1011	Art Directors	73.9	80.6	6.7	9.1%	0.7	1.7	2.4	Bachelor's	42.4	12.5	1.6
27-1012	Craft Artists	11.8	12.7	0.9	7.6%	0.1	0.3	0.4	High school diploma	42.4	12.5	1.6
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	25.7	27.7	2.0	7.8%	0.2	0.6	0.8	High school diploma	42.4	12.5	1.6
27-1014	Multimedia Artists and Animators	66.5	72.0	5.5	8.3%	0.6	1.6	2.1	Bachelor's	42.4	12.5	1.6
27-1019	Artists and Related Workers, All Other	19.3	19.5	0.2	1.0%	0.0	0.5	0.5	High school diploma	42.4	12.5	1.6
27-1021	Commercial and Industrial Designers	40.8	45.1	4.3	10.5%	0.4	1.3	1.7	Bachelor's	43.1	7.0	1.1
27-1022	Fashion Designers	21.5	21.5	0.0	0.0%	0.0	0.7	0.7	High school diploma	43.1	7.0	1.1
27-1024	Graphic Designers	279.2	316.5	37.3	13.4%	3.7	8.7	12.4	Bachelor's	43.1	7.0	1.1
27-1025	Interior Designers	56.5	67.4	10.9	19.3%	1.1	1.7	2.8	Bachelor's	43.1	7.0	1.1
27-1027	Set and Exhibit Designers	11.7	12.8	1.1	9.4%	0.1	0.4	0.5	Bachelor's	43.1	7.0	1.1
27-1029	Designers, All Other	12.2	13.8	1.6	13.1%	0.2	0.3	0.5	Bachelor's	43.1	7.0	1.1
27-2012	Producers and Directors	122.5	136.0	13.5	11.0%	1.4	3.7	5.0	Bachelor's	56.4	12.9	2.5
27-4021	Photographers	139.5	156.9	17.4	12.5%	1.7	1.4	3.1	High school diploma	39.8	6.4	0.8
27-4031	Camera Operators, Television, Video, and Motion Picture	26.8	27.3	0.5	1.9%	0.1	0.5	0.5	Bachelor's	49.5	6.1	0.7
27-4032	Film and Video Editors	31.6	33.2	1.6	5.1%	0.2	0.5	0.7	Bachelor's	49.5	6.1	0.7
51-9071	Jewelers and Precious Stone and Metal Workers	39.2	37.1	-2.1	-5.4%	-0.2	1.1	0.9	High school diploma	15.1	2.6	1.0

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39-2011	Animal Trainers	*	*									
39-2021	Nonfarm Animal Caretaker	*	*									
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	998	893	-105	-10.5%	0	29	29				
45-2021	Animal Breeders	*	*									
Richmond-Burke, GA WIA		130	120	-10	-7.7%	0	0	0				
11-9013	Farmers, Ranchers, and Other Agricultural Managers	*	*									
39-2011	Animal Trainers	*	*									
39-2011	Animal Trainers	130	120	-10	-7.7%	0	0	0				
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	*	*									
45-2021	Animal Breeders	*	*									
BS – Business Administration – Health Care Management												
United States (in thousands)		1,981.7	2,290.0	308.3	15.6%	30.8	51.8	82.6				
11-3011	Administrative Services Managers	254.3	291.2	36.9	14.5%	3.7	6.3	10.0	High school diploma	27.7	9.1	1.4
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,424.4	1,627.8	203.4	14.3%	20.3	38.1	58.4	High school diploma	22.8	5.4	1.0
South Carolina		29,942	34,830	4,888	16.3%	489	782	1,271				
11-3011	Administrative Services Managers	3,489	4,048	559	16.0%	56	86	142				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
43-1011	First-Line Supervisors of Office and Administrative Support Workers	21,449	24,612	3,163	14.7%	316	574	890				
Richmond-Burke, GA WIA		2,470	2,600	130	5.3%	10	60	70				
11-3011	Administrative Services Managers	280	300	20	7.1%	0	10	10				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	10	20	30				
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,370	1,350	-20	-1.5%	0	30	30				
BS – Environmental and Sustainability Studies												
United States (in thousands)		309.4	370.3	60.9	19.7%	6.1	7.5	13.6				
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
19-1029	Biological Scientists, All Other	35.8	38.0	2.2	6.1%	0.2	0.8	1.0	Doctoral or professional	44.4	28.8	21.2
19-1031	Conservation Scientists	23.4	24.6	1.2	5.1%	0.1	0.3	0.4	Bachelor's	63.5	17.5	3.9
19-1032	Foresters	11.5	12.0	0.5	4.3%	0.1	0.2	0.2	Bachelor's	63.5	17.5	3.9
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-2041	Environmental Scientists and Specialists, Including Health	89.4	106.1	16.7	18.7%	1.7	2.6	4.3	Bachelor's	48.1	35.6	10.0
South Carolina		1,733	2,026	293	16.9%	29	43	72				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
19-1029	Biological Scientists, All Other	207	207	0	0.0%	0	5	5				
19-1031	Conservation Scientists	222	247	25	11.3%	2	3	5				
19-1032	Foresters	333	365	32	9.6%	3	4	7				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-2041	Environmental Scientists and Specialists, Including Health	605	749	144	23.8%	14	18	32				
Richmond-Burke, GA WIA		260	300	40	15.4%	0	0	0				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
19-1029	Biological Scientists, All Other	*	*									
19-1031	Conservation Scientists	*	*									
19-1032	Foresters	*	*									
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-2041	Environmental Scientists and Specialists, Including Health	60	60	0	0.0%	0	0	0				

Source: Bureau of Labor Statistics, South Carolina State, Georgia State

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Appendix B

NATIONAL EMPLOYMENT MATRIX
ANIMAL PRODUCTION INDUSTRY EMPLOYMENT PROJECTIONS 2010-2020
(numbers in thousands)

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
00-0000	Total, All Occupations	448.9	447.2	-1.7	-0.4%	100.0%
	Business/Financial Subset	140.7	140.1	-0.6	-0.4%	31.3%
11-1011	Chief Executives	2.5	2.2	-0.3	-12.0%	0.5%
11-1021	General and Operations Managers	0.4	0.4	0.0	0.0%	0.1%
11-2021	Marketing Managers	0.5	0.5	0.0	0.0%	0.1%
11-2022	Sales Managers	0.9	0.9	0.0	0.0%	0.2%
11-3031	Financial Managers	0.4	0.3	-0.1	-25.0%	0.1%
11-3071	Transportation, Storage, and Distribution Managers	1.1	1.1	0.0	0.0%	0.2%
11-9013	Farmers, Ranchers, and Other Agricultural Managers	132.8	132.5	-0.3	-0.2%	29.6%
11-9021	Construction Managers	0.1	0.1	0.0	0.0%	0.0%
13-1021	Buyers and Purchasing Agents, Farm Products	0.3	0.3	0.0	0.0%	0.1%
13-1111	Management Analysts	0.3	0.3	0.0	0.0%	0.1%
13-2011	Accountants and Auditors	0.5	0.5	0.0	0.0%	0.1%
13-2041	Credit Analysts	0.9	1.0	0.1	11.1%	0.2%
19-1011	Animal Scientists	0.1	0.1	0.0	0.0%	0.0%
19-1012	Food Scientists and Technologists	0.6	0.6	0.0	0.0%	0.1%
19-1013	Soil and Plant Scientists	0.7	0.7	0.0	0.0%	0.2%
19-4011	Agricultural and Food Science Technicians	0.6	0.6	0.0	0.0%	0.1%
23-1011	Lawyers	0.2	0.2	0.0	0.0%	0.0%
25-3021	Self-Enrichment Education Teachers	0.1	0.1	0.0	0.0%	0.0%
25-3999	Teachers and Instructors, All Other	0.3	0.3	0.0	0.0%	0.1%
25-4011	Archivists	0.2	0.2	0.0	0.0%	0.0%
25-4012	Curators	0.4	0.4	0.0	0.0%	0.1%
25-4013	Museum Technicians and Conservators	0.4	0.4	0.0	0.0%	0.1%
27-1023	Floral Designers	0.1	0.1	0.0	0.0%	0.0%
27-1024	Graphic Designers	0.3	0.3	0.0	0.0%	0.1%
27-1025	Interior Designers	0.1	0.1	0.0	0.0%	0.0%
27-1026	Merchandise Displayers and Window Trimmers	0.1	0.1	0.0	0.0%	0.0%
29-1131	Veterinarians	1.1	1.1	0.0	0.0%	0.2%
29-2799	Health Technologists and Technicians, All Other	0.3	0.3	0.0	0.0%	0.1%
31-1011	Home Health Aides	0.1	0.1	0.0	0.0%	0.0%
31-1012	Nursing Aides, Orderlies, and Attendants	0.2	0.2	0.0	0.0%	0.0%
31-9093	Medical Equipment Preparers	0.1	0.1	0.0	0.0%	0.0%
31-9094	Medical Transcriptionists	0.7	0.7	0.0	0.0%	0.2%
31-9095	Pharmacy Aides	0.1	0.1	0.0	0.0%	0.0%
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	0.1	0.1	0.0	0.0%	0.0%
31-9799	Healthcare Support Workers, All Other	0.2	0.2	0.0	0.0%	0.0%
33-9032	Security Guards	1.2	1.2	0.0	0.0%	0.3%
35-2011	Cooks, Fast Food	0.2	0.2	0.0	0.0%	0.0%
35-2012	Cooks, Institution and Cafeteria	0.2	0.2	0.0	0.0%	0.0%
35-2014	Cooks, Restaurant	0.4	0.4	0.0	0.0%	0.1%
35-2015	Cooks, Short Order	0.1	0.1	0.0	0.0%	0.0%
35-3031	Waiters and Waitresses	0.9	0.9	0.0	0.0%	0.2%
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	0.1	0.1	0.0	0.0%	0.0%
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	1.2	1.2	0.0	0.0%	0.3%
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	0.7	0.7	0.0	0.0%	0.2%
37-2012	Maids and Housekeeping Cleaners	0.1	0.1	0.0	0.0%	0.0%
37-3011	Landscaping and Groundskeeping Workers	3.3	3.3	0.0	0.0%	0.7%
37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	0.1	0.1	0.0	0.0%	0.0%
37-3013	Tree Trimmers and Pruners	0.1	0.1	0.0	0.0%	0.0%
37-3019	Grounds Maintenance Workers, All Other	0.1	0.1	0.0	0.0%	0.0%
39-2011	Animal Trainers	6.8	6.8	0.0	0.0%	1.5%
39-2021	Nonfarm Animal Caretakers	2.5	2.5	0.0	0.0%	0.6%
39-7011	Tour Guides and Escorts	0.3	0.3	0.0	0.0%	0.1%
39-9021	Personal Care Aides	0.1	0.1	0.0	0.0%	0.0%

NATIONAL EMPLOYMENT MATRIX
ANIMAL PRODUCTION INDUSTRY EMPLOYMENT PROJECTIONS 2010-2020
(numbers in thousands)

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
41-2011	Cashiers	1.0	1.0	0.0	0.0%	0.2%
41-9799	Sales and Related Workers, All Other	0.6	0.6	0.0	0.0%	0.1%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	0.6	0.6	0.0	0.0%	0.1%
43-3031	Bookkeeping, Accounting, and Auditing Clerks	8.9	8.9	0.0	0.0%	2.0%
43-4071	File Clerks	0.2	0.2	0.0	0.0%	0.0%
43-4171	Receptionists and Information Clerks	1.0	1.0	0.0	0.0%	0.2%
43-6011	Executive Secretaries and Executive Administrative Assistants	1.8	1.8	0.0	0.0%	0.4%
43-6012	Legal Secretaries	0.4	0.3	-0.1	-25.0%	0.1%
43-6013	Medical Secretaries	0.8	0.8	0.0	0.0%	0.2%
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2.9	2.6	-0.3	-10.3%	0.6%
43-9021	Data Entry Keyers	0.8	0.6	-0.2	-25.0%	0.1%
43-9061	Office Clerks, General	0.6	0.6	0.0	0.0%	0.1%
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	7.0	7.0	0.0	0.0%	1.6%
45-2011	Agricultural Inspectors	0.1	0.1	0.0	0.0%	0.0%
45-2021	Animal Breeders	1.5	1.5	0.0	0.0%	0.3%
45-2041	Graders and Sorters, Agricultural Products	1.0	1.0	0.0	0.0%	0.2%
45-2090	Miscellaneous Agricultural Workers	226.1	225.4	-0.7	-0.3%	50.4%
45-3011	Fishers and Related Fishing Workers	0.1	0.1	0.0	0.0%	0.0%
47-2111	Electricians	0.8	0.8	0.0	0.0%	0.2%
47-2152	Plumbers, Pipefitters, and Steamfitters	0.3	0.3	0.0	0.0%	0.1%
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	1.8	1.7	-0.1	-5.6%	0.4%
49-3023	Automotive Service Technicians and Mechanics	0.3	0.3	0.0	0.0%	0.1%
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	0.5	0.5	0.0	0.0%	0.1%
49-3041	Farm Equipment Mechanics and Service Technicians	0.5	0.5	0.0	0.0%	0.1%
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1.9	2.0	0.1	5.3%	0.4%
49-3043	Rail Car Repairers	0.3	0.3	0.0	0.0%	0.1%
49-9041	Industrial Machinery Mechanics	0.4	0.5	0.1	25.0%	0.1%
49-9071	Maintenance and Repair Workers, General	2.2	2.2	0.0	0.0%	0.5%
51-3021	Butchers and Meat Cutters	0.3	0.3	0.0	0.0%	0.1%
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	0.4	0.4	0.0	0.0%	0.1%
51-3023	Slaughterers and Meat Packers	0.2	0.2	0.0	0.0%	0.0%
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	0.2	0.2	0.0	0.0%	0.0%
51-9022	Grinding and Polishing Workers, Hand	0.1	0.1	0.0	0.0%	0.0%
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	0.6	0.6	0.0	0.0%	0.1%
51-9399	Production Workers, All Other	3.1	3.1	0.0	0.0%	0.7%
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	0.2	0.2	0.0	0.0%	0.0%
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	0.2	0.2	0.0	0.0%	0.0%
53-3031	Driver/Sales Workers	1.2	1.2	0.0	0.0%	0.3%
53-3032	Heavy and Tractor-Trailer Truck Drivers	4.6	4.6	0.0	0.0%	1.0%
53-3033	Light Truck or Delivery Services Drivers	2.5	2.5	0.0	0.0%	0.6%
53-7061	Cleaners of Vehicles and Equipment	0.3	0.3	0.0	0.0%	0.1%
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2.8	2.8	0.0	0.0%	0.6%
53-7064	Packers and Packagers, Hand	1.2	1.2	0.0	0.0%	0.3%

Source: Bureau of Labor Statistics

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Appendix C

Graduate Degrees

MAT – Science and Mathematics

CIP Code	CIP Program Title	OCC Code	Occupation Title
13.1311	Mathematics Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1316	Science Teacher Education/General Science Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1322	Biology Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1323	Chemistry Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1337	Earth Science Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1338	Environmental Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)

CIP Code	CIP Program Title	OCC Code	Occupation Title
52.0101	Business Administration and Management, General	11-1011	Chief Executives
		11-1021	General and Operations Managers
		11-2011	Advertising and Promotions Managers
		11-2021	Marketing Managers
		11-2022	Sales Managers
		11-2031	Public Relations Managers
		11-3011	Administrative Services Managers
		11-3021	Computer and Information Systems Managers
		11-3031	Financial Managers
		11-3051	Industrial Production Managers
		11-3061	Purchasing Managers
		11-3071	Transportation, Storage, and Distribution Managers
		11-9021	Construction Managers
		11-9041	Architectural and Engineering Managers
		11-9111	Medical and Health Services Managers
		11-9121	Natural Sciences Managers
11-9141	Property, Real Estate, Community Association Mar		
11-9151	Social and Community Service Managers		
11-9199	Managers, All Other		

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics) (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title		
52.0101 (continued)	Business Administration and Management, General	13-1051	Cost Estimators		
		13-1111	Management Analysts		
		13-2011	Accountants and Auditors		
		13-2031	Budget Analysts		
		13-2041	Credit Analysts		
		13-2051	Financial Analysts		
		13-2052	Personal Financial Advisors		
		13-2053	Insurance Underwriters		
		13-2061	Financial Examiners		
		13-2071	Loan Counselors		
		13-2072	Loan Officers		
		13-2081	Tax Examiners, Collectors, and Revenue Agents		
		13-2099	Financial Specialists, All Other		
		11-1021	General and Operations Managers		
		11-2022	Sales Managers		
		11-3011	Administrative Services Managers		
		11-3051	Industrial Production Managers		
		11-3071	Transportation, Storage, and Distribution Managers		
		11-9021	Construction Managers		
		11-9151	Social and Community Service Managers		
		11-9199	Managers, All Other		
		52.0201	Business Administration and Management, General	13-1051	Cost Estimators
				13-1111	Management Analysts
25-1011	Business Teachers, Postsecondary				
11-1011	Chief Executives				
11-1021	General and Operations Managers				
11-2011	Advertising and Promotions Managers				
11-2021	Marketing Managers				
11-2022	Sales Managers				
11-2031	Public Relations Managers				
11-3011	Administrative Services Managers				
11-3021	Computer and Information Systems Managers				
11-3031	Financial Managers				
11-3051	Industrial Production Managers				
11-3061	Purchasing Managers				
11-3071	Transportation, Storage, and Distribution Managers				
11-9021	Construction Managers				
11-9041	Architectural and Engineering Managers				
11-9111	Medical and Health Services Managers				
11-9121	Natural Sciences Managers				
11-9141	Property, Real Estate, and Community Association Managers				
11-9151	Social and Community Service Managers				
11-9199	Managers, All Other				
13-1051	Cost Estimators				
13-1111	Management Analysts				
13-2011	Accountants and Auditors				
13-2031	Budget Analysts				
13-2041	Credit Analysts				

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics) (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title		
52.0201 (continued)	Business Administration and Management, General	13-2051	Financial Analysts		
		13-2052	Personal Financial Advisors		
		13-2053	Insurance Underwriters		
		13-2061	Financial Examiners		
		13-2071	Loan Counselors		
		13-2072	Loan Officers		
		13-2081	Tax Examiners, Collectors, and Revenue Agents		
		13-2099	Financial Specialists, All Other		
		52.0703	Small Business Administration/Management	11-9199	Managers, All Other

MEd – Teacher Education

CIP Code	CIP Program Title	OCC Code	Occupation Title		
13.0401	Educational Leadership and Administration, General	11-9031	Education Administrators, Preschool and Childcare Center/Program		
		11-9032	Education Administrators, Elementary and Secondary School		
		11-9033	Education Administrators, Postsecondary		
		11-9039	Education Administrators, All Other		
		13.0402	Administration of Special Education	11-9039	Education Administrators, All Other
				11-9039	Education Administrators, All Other
		13.0403	Adult and Continuing Education Administration	11-9039	Education Administrators, All Other
				11-9031	Education Administrators, Preschool and Childcare Center/Program
		13.0404	Educational, Instructional, and Curriculum Supervision	11-9032	Education Administrators, Elementary and Secondary School
				11-9033	Education Administrators, Postsecondary
11-9039	Education Administrators, All Other				
13.0406	Higher Education/Higher Education Administration			11-9033	Education Administrators, Postsecondary
				11-9039	Education Administrators, All Other
13.0407	Community College Education	11-9033	Education Administrators, Postsecondary		
13.0408	Elementary and Middle School Administration/Principalship	11-9032	Education Administrators, Elementary and Secondary School		
		11-9032	Education Administrators, Elementary and Secondary School		
13.0409	Secondary School Administration/Principalship	11-9032	Education Administrators, Elementary and Secondary School		
13.0410	Urban Education and Leadership	11-9039	Education Administrators, All Other		
13.0411	Superintendency and Educational System Administration	11-9031	Education Administrators, Preschool and Childcare Center/Program		
		11-9032	Education Administrators, Elementary and Secondary School		
13.0499	Educational Administration and Supervision, Other	11-9039	Education Administrators, All Other		
		11-9039	Education Administrators, All Other		

MS – Biological and Biomedical Science**CIP CIP Program Title****Code**

26.0101 Biology/Biological Sciences, General

OCC Occupation Title**Code**

11-9121 Natural Sciences Managers
 19-1029 Biological Scientists, All Other
 19-1099 All Other Life Scientists
 25-1042 Biological Science Teachers, Postsecondary
 19-1042 Medical Scientists, Except Epidemiologists

MS – Clinical Exercise Science**CIP CIP Program Title****Code**

26.0908 Exercise Physiology

31.0505 Kinesiology and Exercise Science

51.2311 Kinesiotherapy/Kinesiotherapist

51.2312 Assistive/Augmentative Technology and Rehabilitation
Engineering

51.2314 Rehabilitation Science

OCC Occupation Title**Code**

19-1042 Medical Scientists, Except Epidemiologists
 29-1128 Exercise Physiologists
 29-1128 Exercise Physiologists
 29-1123 Physical Therapists
 29-1128 Exercise Physiologists
 17-2199 Engineers, All Other

 21-1015 Rehabilitation Counselors
 29-2091 Orthotists and Prosthetists
 51-9082 Medical Appliance Technicians
 19-1099 Life Scientists, All Other
 21-1015 Rehabilitation Counselors
 25-1071 Health Specialties Teachers, Postsecondary
 29-1129 Therapists, All Other

MSN – Nurse Educator**CIP CIP Program Title****Code**

51.3801 Registered Nursing/Registered Nurse

51.3802 Nursing Administration

51.3803 Adult Health Nurse/Nursing

51.3804 Nurse Anesthetist

51.3805 Family Practice Nurse/Nursing

51.3806 Maternal/Child Health and Neonatal Nurse/Nursing

51.3807 Nurse Midwife/Nursing Midwifery

OCC Occupation Title**Code**

25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1141 Registered Nurses
 11-9111 Medical and Health Services Managers
 29-1141 Registered Nurses
 25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1141 Registered Nurses
 29-1171 Nurse Practitioners
 25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1151 Nurse Anesthetists
 25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1141 Registered Nurses
 29-1171 Nurse Practitioners
 25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1141 Registered Nurses
 29-1171 Nurse Practitioners
 25-1072 Nursing Instructors and Teachers, Postsecondary
 29-1161 Nurse Midwives

MSN – Nurse Educator (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.3808	Nursing Science	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3809	Pediatric Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3810	Psychiatric/Mental Health Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3811	Public Health/Community Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3812	Perioperative/Operating Room and Surgical Nurse/Nurs	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3813	Clinical Nurse Specialist	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3814	Critical Care Nursing	29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3815	Occupational and Environmental Health Nursing	29-1141	Registered Nurses
51.3816	Emergency Room/Trauma Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3817	Nursing Education	25-1072	Nursing Instructors and Teachers, Postsecondary
51.3818	Nursing Practice	11-9111	Medical and Health Services Managers
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3819	Palliative Care Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3820	Clinical Nurse Leader	29-1141	Registered Nurses
51.3821	Geriatric Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3822	Women's Health Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners

MSN – Nursing Administration/Leadership

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.3802	Nursing Administration	11-9111	Medical and Health Services Managers
51.3818	Nursing Practice	11-9111	Medical and Health Services Managers

*Note: There are other CIP Codes that pertain to Hospital, Health, Medical Records, etc., Administration, but not specifically to Nursing.

Undergraduate Degrees

BA – Criminal Justice

CIP Code	CIP Program Title	OCC Code	Occupation Title
43.0103	Criminal Justice/Law Enforcement Administration	11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0104	Criminal Justice/Safety Studies	33-1011	First-Line Supervisors of Correctional Officers
		33-1012	First-Line Supervisors of Police and Detectives
43.0106	Forensic Science and Technology	19-4092	Forensic Science Technicians
43.0107	Criminal Justice/Police Science	33-3011	Bailiffs
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0109	Security and Loss Prevention Services	33-3052	Transit and Railroad Police
43.0110	Juvenile Corrections	21-1021	Child, Family, and School Social Workers
		33-3012	Correctional Officers and Jailers
43.0111	Criminalistics and Criminal Science	33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
43.0112	Securities Services Administration/Management	33-1099	First-Line Supervisors of Protective Service Workers, All Other
43.0113	Corrections Administration	33-1011	First-Line Supervisors of Correctional Officers
43.0114	Law Enforcement Investigation and Interviewing	33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
43.0115	Law Enforcement Record-Keeping and Evidence Management	11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0116	Cyber/Computer Forensics and Counterterrorism	15-1122	Information Security Analysts
		15-1199	Computer Occupations, All Other
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0117	Financial Forensics and Fraud Investigation	13-2011	Accountants and Auditors
		13-2061	Financial Examiners
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0118	Law Enforcement Intelligence Analysis	33-3021	Detectives and Criminal Investigators
43.0119	Critical Incident Response/Special Police Operations	11-9161	Emergency Management Directors
		33-1012	First-Line Supervisors of Police and Detectives
		33-3051	Police and Sheriff's Patrol Officers
43.0120	Protective Services Operations	11-9161	Emergency Management Directors
		33-1012	First-Line Supervisors of Police and Detectives
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0121	Suspension and Debarment Investigation	13-2061	Financial Examiners
		33-3021	Detectives and Criminal Investigators
43.0122	Maritime Law Enforcement	33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators

BA – Criminal Justice (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
43.0123	Cultural/Archaeological Resources Protection	33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0199	Corrections and Criminal Justice, Other	33-3012	Correctional Officers and Jailers
43.0201	Fire Prevention and Safety Technology/Technician	33-2011	Firefighters
		33-2021	Fire Inspectors and Investigators
43.0202	Fire Services Administration	11-9199	Managers, All Other
		33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers
43.0203	Fire Science/Fire-fighting	33-2011	Firefighters
		33-2021	Fire Inspectors and Investigators
		33-2022	Forest Fire Inspectors and Prevention Specialists
43.0205	Fire/Arson Investigation and Prevention	33-2021	Fire Inspectors and Investigators
43.0206	Wildland/Forest Firefighting and Investigation	33-2011	Firefighters
		33-2022	Forest Fire Inspectors and Prevention Specialists
43.0299	Fire Protection, Other	33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers
		33-2011	Firefighters
43.0301	Homeland Security	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0302	Crisis/Emergency/Disaster Management	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0303	Critical Infrastructure Protection	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0304	Terrorism and Counterterrorism Operations	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
		55-1017	Special Forces Officers
		55-3018	Special Forces
43.0399	Homeland Security, Other	33-1099	First-Line Supervisors of Protective Service Workers, All Other

BA – Mechanical Engineering

CIP Code	CIP Program Title	OCC Code	Occupation Title
14.1901	Mechanical Engineering	11-9041	Architectural and Engineering Managers
		13-1051	Cost Estimators
		17-2011	Aerospace Engineers
		17-2141	Mechanical Engineers
15.0805	Mechanical Engineering/Mechanical Technology/Technician	17-3027	Mechanical Engineering Technicians
15.0899	Mechanical Engineering Related Technologies/Technicians, Other	17-3027	Mechanical Engineering Technicians

BA – Nuclear Engineering**CIP CIP Program Title**
Code

14.2301 Nuclear Engineering

15.1401 Nuclear Engineering Technology/Technician

40.0806 Nuclear Physics

41.0205 Nuclear/Nuclear Power Technology/Technician

OCC Occupation Title
Code

11-9041 Architectural and Engineering Managers

17-2161 Nuclear Engineers

19-4051 Nuclear Technicians

11-9121 Natural Sciences Managers

19-2012 Physicists

19-4051 Nuclear Technicians

51-8011 Nuclear Power Reactor Operators

BA – Spanish**CIP CIP Program Title**
Code

13.1330 Spanish Language Teacher Education

16.0905 Spanish Language and Literature

OCC Occupation Title
Code

25-2022 Middle School Teachers, Except Special and Career/Technical Education

25-2031 Secondary School Teachers, Except Special and Career/Technical Education

25-2031 Secondary School Teachers, Except Special and Career/Technical Education

27-3091 Interpreters and Translators

BA – Studio Art/Graphic-Visual Design**CIP CIP Program Title**
Code

50.0101 Visual and Performing Arts, General

50.0102 Digital Arts

50.0201 Crafts/Craft Design, Folk Art and Artisanry

50.0401 Design and Visual Communications, General

50.0402 Commercial and Advertising Art

50.0404 Industrial and Product Design

OCC Occupation Title
Code

27-1012 Craft Artists

27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1019 Artists and Related Workers, All Other

27-4021 Photographers

27-1011 Art Directors

27-1014 Multimedia Artists and Animators

27-1019 Artists and Related Workers, All Other

27-1024 Graphic Designers

27-4021 Photographers

27-1012 Craft Artists

27-1019 Artists and Related Workers, All Other

27-1021 Commercial and Industrial Designers

27-1024 Graphic Designers

27-1027 Set and Exhibit Designers

27-1029 Designers, All Other

27-1019 Artists and Related Workers, All Other

27-1021 Commercial and Industrial Designers

27-1024 Graphic Designers

27-1021 Commercial and Industrial Designers

27-1024 Graphic Designers

27-1029 Designers, All Other

BA – Studio Art/Graphic-Visual Design (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
50.0406	Commercial Photography	27-4021	Photographers
50.0407	Fashion/Apparel Design	27-1022	Fashion Designers
50.0408	Interior Design	27-1025	Interior Designers
50.0409	Graphic Design	27-1011	Art Directors
		27-1014	Multimedia Artists and Animators
		27-1019	Artists and Related Workers, All Other
		27-1024	Graphic Designers
50.0410	Illustration	27-1019	Artists and Related Workers, All Other
		27-1027	Set and Exhibit Designers
		27-1029	Designers, All Other
50.0411	Game and Interactive Media Design	27-1014	Multimedia Artists and Animators
50.0502	Technical Theatre/Theatre Design and Technology	27-1027	Set and Exhibit Designers
50.0510	Costume Design	27-1022	Fashion Designers
50.0601	Film/Cinema/Video Studies	27-2012	Producers and Directors
50.0602	Cinematography and Film/Video Production	27-2012	Producers and Directors
		27-4031	Camera Operators, Television, Video, and Motion Picture
		27-4032	Film and Video Editors
50.0605	Photography	27-4021	Photographers
50.0607	Documentary Production	27-2012	Producers and Directors
		27-4031	Camera Operators, Television, Video, and Motion Picture
		27-4032	Film and Video Editors
50.0701	Art/Art Studies, General	25-2031	Secondary School Teachers, Except Special and Career/Technical Education
		27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-4021	Photographers
50.0702	Fine/Studio Arts, General	27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1019	Artists and Related Workers, All Other
50.0705	Drawing	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0706	Intermedia/Multimedia	27-1011	Art Directors
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0708	Painting	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0709	Sculpture	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
50.0710	Printmaking	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators

BA – Studio Art/Graphic-Visual Design (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
50.0711	Ceramic Arts and Ceramics	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
50.0712	Fiber, Textile and Weaving Arts	27-1012	Craft Artists
50.0713	Metal and Jewelry Arts	27-1012	Craft Artists
		51-9071	Jewelers and Precious Stone and Metal Workers
50.0799	Fine Arts and Art Studies, Other	27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1019	Artists and Related Workers, All Other
50.1002	Fine and Studio Arts Management	11-9199	Managers, All Other
		13-1011	Agents and Business Managers of Artists, Performers, and Athletes
50.1004	Theatre/Theatre Arts Management	11-9199	Managers, All Other
		27-2012	Producers and Directors
50.1099	Arts, Entertainment, and Media Management, Other	11-9199	Managers, All Other
		13-1011	Agents and Business Managers of Artists, Performers, and Athletes

BS – Business Administration – Equestrian Management

CIP Code	CIP Program Title	OCC Code	Occupation Title
1.0104	Farm/Farm and Ranch Management	11-9013	Farmers, Ranchers, and Other Agricultural Managers
1.0307	Horse Husbandry/Equine Science and Management	11-9013	Farmers, Ranchers, and Other Agricultural Managers
		45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers
		45-2021	Animal Breeders
1.0507	Equestrian/Equine Studies	39-2011	Animal Trainers

BS – Business Administration – Health Care Management

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.0701	Health/Health Care Administration/Management	11-9111	Medical and Health Services Managers
51.0702	Hospital and Health Care Facilities Administration/Management	11-9111	Medical and Health Services Managers
51.0704	Health Unit Manager/Ward Supervisor	11-9111	Medical and Health Services Managers
51.0705	Medical Office Management/Administration	43-1011	First-Line Supervisors of Office and Administrative Support Workers
51.0706	Health Information/Medical Records Administration/Administrator	11-9111	Medical and Health Services Managers
51.0711	Medical/Health Management and Clinical Assistant/Specialist	11-3011	Administrative Services Managers
51.0718	Long Term Care Administration/Management	11-9111	Medical and Health Services Managers

BS – Environmental and Sustainability Studies

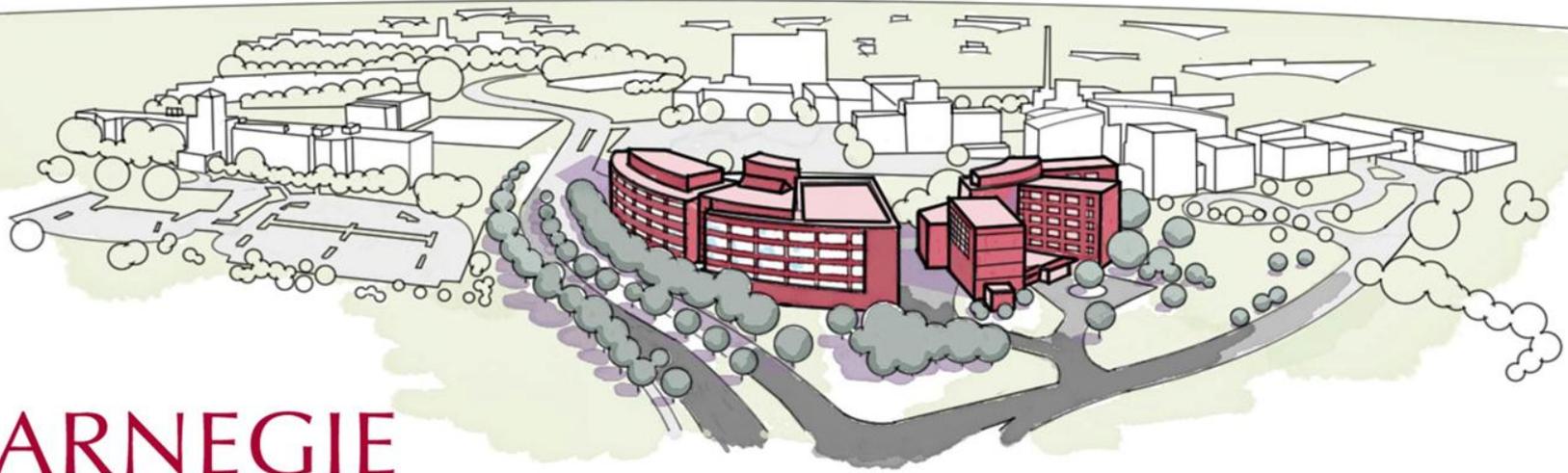
CIP Code	CIP Program Title	OCC Code	Occupation Title
3.0103	Environmental Studies	19-2041	Environmental Scientists and Specialists, Including Health
3.0104	Environmental Science	19-2041	Environmental Scientists and Specialists, Including Health
3.0201	Natural Resources Management and Policy	19-1031	Conservation Scientists
3.0205	Water, Wetlands, and Marine Resources Management	19-1032	Foresters
		19-1031	Conservation Scientists
26.1006	Environmental Toxicology	19-1042	Medical Scientists, Except Epidemiologists
26.1305	Environmental Biology	19-1029	Biological Scientists, All Other
26.0209	Radiation Biology/Radiobiology	19-1029	Biological Scientists, All Other
		11-9121	Natural Sciences Managers

Source: National Center for Education Statistics Institute of Education Sciences

USC Aiken Market Research Project

Research Findings and Marketing Recommendations

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The Agenda

Undergraduate

- Methodology and Response Rates
- Survey Sample Characteristics
- Program Interest
- Interest in USC Aiken's Offerings
- USC Aiken Undergraduate Program Messaging
- Ideal Characteristics of an Undergraduate Program vs. USC Aiken Undergraduate Programs
- Competitive Assessment
- Communication Preferences
- Summary and Recommendations

Graduate

- Methodology and Response Rates
- Survey Sample Characteristics
- Program Interest
- Interest in USC Aiken's Offerings
- USC Aiken Graduate Program Messaging
- Ideal Characteristics of a Graduate Program vs. USC Aiken Graduate Programs
- Competitive Assessment
- Communication Preferences
- Summary and Recommendations



Undergraduate Programs

SURVEY RESEARCH



Methodology and Response Rates

Methodology

- Two target groups
 - Non-Affiliated with USC Aiken
 - Affiliated with USC Aiken (provided by USC Aiken)
- Target qualifications
 - Residence in either South Carolina, North Carolina or Georgia
 - Have graduated high school but not yet begun school or will graduate high school in the next three years and indicated interest in pursuing a bachelor's degree in the next three years
 - Interest in at least one of the potential programs
- Online survey with incentive
 - Entered into a raffle for one of three Amazon gift certificates

Response Rates



- USC Aiken Non-Affiliated group:
 - Sent to 264,401 people:
 - : 3,750 responded to the survey (**1.4%**)
 - : 395 respondents qualified for and completed the survey (**0.1%** of total sent to, 10.5% of those responding)
- USC Aiken Affiliated group (prospective students):
 - Sent to 4,840 people:
 - : 41 responded to the survey (**0.8%**)
 - : 11 respondents qualified for and completed the survey (**0.2%** of total sent to, 26.8% of those responding)



Survey Sample Characteristics

State Distribution

State	
Georgia	21.9%
North Carolina	43.6%
South Carolina	34.5%

Q: In which state is your primary residence?

Age & Expected Year of High School Graduation

Age	
Under 15	0.2%
15-19	64.9%
20-24	34.0%
25+	0.7%

Expected year of high school graduation	
2012	25.4%
2013	21.4%
2014	15.5%
2015	7.4%
I have already finished high school but have not yet begun college	30.3%

Q: In which year were you born?

Q: What is your expected year of high school graduation?

First Person in Immediate Family to Attend College



First Person in Immediate Family to Attend College	
Yes	30.3%
No	69.7%

Q: To the best of your knowledge, are you the first person in your immediate family to attend college?

Gender, Racial & Ethnic Distribution

Gender	
Male	30.0%
Female	66.7%
Prefer Not to Answer	3.2%

RACE	
White	63.3%
Black or African American	20.4%
Asian	7.1%
American Indian or Alaska Native	3.9%
Native Hawaiian or Other Pacific Islander	0.5%
Other	3.7%
Prefer Not to Answer	7.9%
ETHNICITY	
Yes, Hispanic or Latino	11.3%
No, Not Hispanic or Latino	83.7%
Prefer Not to Answer	4.9%

Other responses included: mixed, and African

Q: What is your gender?

Q: Please select the racial category or categories with which you most closely identify. Check as many as apply.

Q: Are you Hispanic or Latino?

GPA and Type of High School

GPA	
0-1.99	0.7%
2.0-2.49	4.2%
2.5-3.49	26.4%
3.5-4.0	55.2%
Don't know/prefer not to answer	8.4%
Not applicable	5.2%
Type of High School	
Alternative high school	2.0%
College preparatory high school	6.2%
Home schooled	2.5%
Private high school, not religiously affiliated	3.7%
Private high school, religiously affiliated	6.2%
Public high school	78.6%
Vocational high school	1.0%

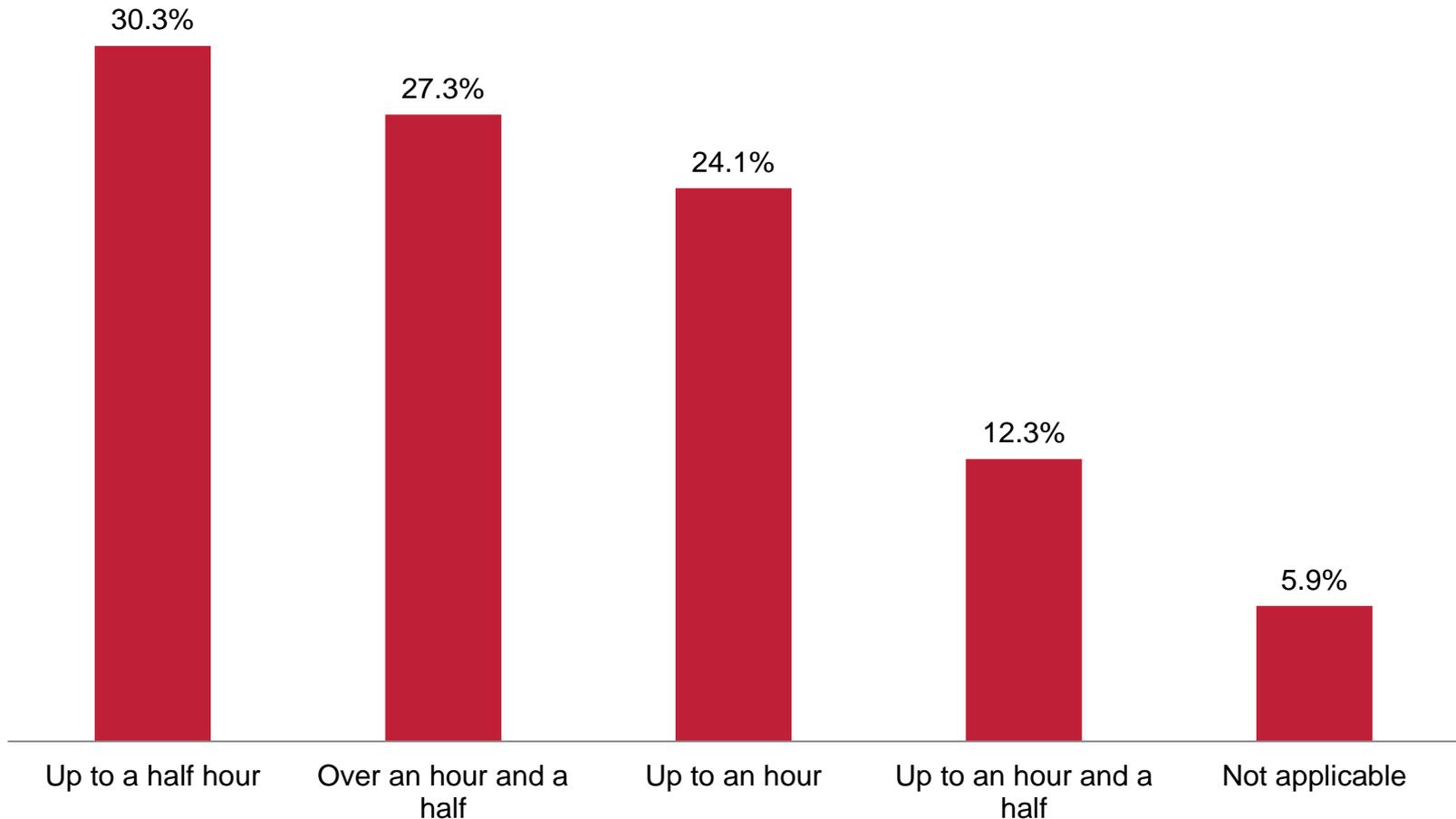
Q: What is your current GPA?

Q: What kind of high school did you attend? If you attended more than one high school, please answer for the last high school that you attended.

Time Willing to Travel from Home for an Undergraduate Program



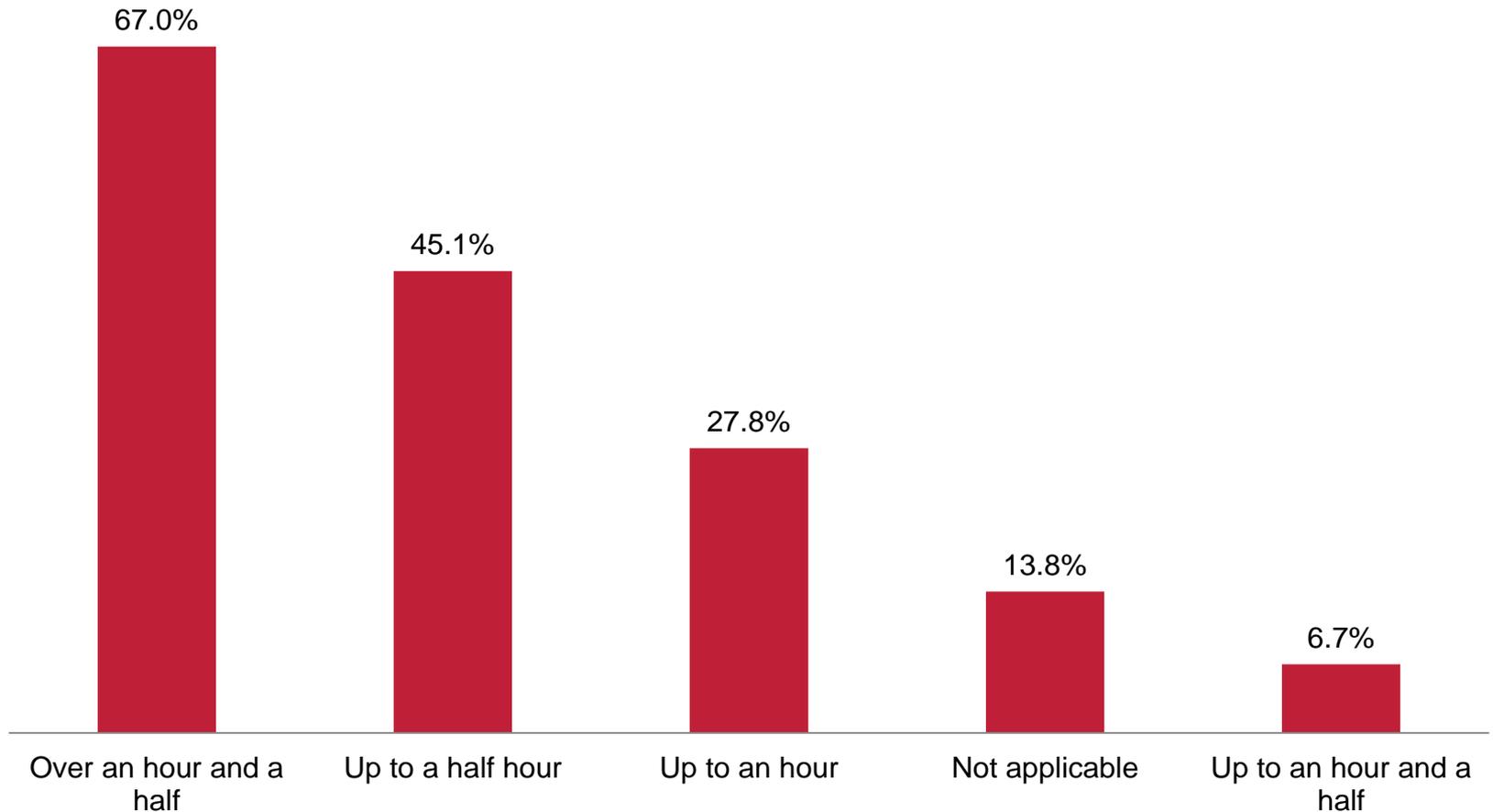
Respondents are willing to travel for an undergraduate program



Time Willing to Travel from Work for an Undergraduate Program



Respondents are willing to travel for an undergraduate program





Program Interest

Undergraduate Programs Tested

- The following 8 potential programs were tested in the quantitative phase:
 - BS in Environmental Science and Sustainability
 - BA in Criminal Justice
 - BS in Business Administration - Equestrian Management
 - BS in Business Administration - Health Care Management
 - BS in Mechanical Engineering
 - BS in Nuclear Engineering
 - BA in Spanish
 - BA - Studio Art/Graphic - Visual Design

Programs Interested in Pursuing

Program	Total Interested in Program (N=406)	% Interested in Program
BS in Environmental Science and Sustainability	95	23.4%
BA in Criminal Justice	117	28.8%
BS in Business Administration - Equestrian Management	43	10.6%
BS in Business Administration - Health Care Management	104	25.6%
BS in Mechanical Engineering	74	18.2%
BS in Nuclear Engineering	34	8.4%
BA in Spanish	59	14.5%
BA - Studio Art/Graphic - Visual Design	106	26.1%

Interest in BS in Environmental Science and Sustainability

Interest in Program

23.4%
(N=95)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	86.3%
Online (self-study)	26.3%
Online (instructor-led)	31.6%
Hybrid	47.4%
Part-time	51.6%
Full-time	86.3%
Accelerated	49.5%
Weeknight	52.6%
Weekday	86.3%
Weekend day	31.6%
Weekend night	21.1%

Preferred delivery of program:

BS in Environmental Science and Sustainability

- **Format:** In-person (86.3%)
- **Schedule:** Full-time (86.3%)
- **Time:** Weekday (86.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA in Criminal Justice

Interest in Program

28.8%
(N=117)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	87.2%
Online (self-study)	32.5%
Online (instructor-led)	35.1%
Hybrid	50.0%
Part-time	41.0%
Full-time	77.8%
Accelerated	40.2%
Weeknight	36.8%
Weekday	85.5%
Weekend day	29.9%
Weekend night	19.7%

Preferred delivery of program:

BA in Criminal Justice

- **Format:** In-person (87.2%)
- **Schedule:** Full-time (77.8%)
- **Time:** Weekday (85.5%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Business Administration - Equestrian Management

Interest in Program

10.6%
(N=43)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	76.7%
Online (self-study)	37.2%
Online (instructor-led)	34.9%
Hybrid	48.8%
Part-time	46.5%
Full-time	72.1%
Accelerated	32.6%
Weeknight	44.2%
Weekday	79.1%
Weekend day	34.9%
Weekend night	25.6%

Preferred delivery of program:

BS in Business Administration - Equestrian Management

- **Format:** In-person (76.7%)
- **Schedule:** Full-time (72.1%)
- **Time:** Weekday (79.1%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Business Administration – Health Care Management

Interest in Program

25.6%
(N=104)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	87.5%
Online (self-study)	30.8%
Online (instructor-led)	38.5%
Hybrid	47.1%
Part-time	42.3%
Full-time	70.2%
Accelerated	49.0%
Weeknight	42.3%
Weekday	79.8%
Weekend day	32.7%
Weekend night	21.2%

Preferred delivery of program:

BS in Business Administration – Health Care Management

- **Format:** In-person (87.5%)
- **Schedule:** Full-time (70.2%)
- **Time:** Weekday(79.8%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Mechanical Engineering

Interest in Program

18.2%
(N=74)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	86.5%
Online (self-study)	29.7%
Online (instructor-led)	41.9%
Hybrid	59.5%
Part-time	45.9%
Full-time	78.4%
Accelerated	45.9%
Weeknight	41.9%
Weekday	85.1%
Weekend day	36.5%
Weekend night	21.6%

Preferred delivery of program:

BS in Mechanical Engineering

- **Format:** In-person (86.5%)
- **Schedule:** Full-time (78.4%)
- **Time:** Weekday (85.1%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Nuclear Engineering

Interest in Program

8.4%
(N=34)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	79.4%
Online (self-study)	29.4%
Online (instructor-led)	38.2%
Hybrid	52.9%
Part-time	44.1%
Full-time	85.3%
Accelerated	44.1%
Weeknight	44.1%
Weekday	79.4%
Weekend day	32.4%
Weekend night	23.5%

Preferred delivery of program:

BS in Nuclear Engineering

- **Format:** In-person (79.4%)
- **Schedule:** Full-time (85.3%)
- **Time:** Weekday (79.4%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA in Spanish

Interest in Program

14.5%
(N=59)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	89.8%
Online (self-study)	23.7%
Online (instructor-led)	27.1%
Hybrid	49.2%
Part-time	44.1%
Full-time	76.3%
Accelerated	45.8%
Weeknight	37.3%
Weekday	81.3%
Weekend day	28.8%
Weekend night	15.3%

Preferred delivery of program:

BA in Spanish

- **Format:** In-person (89.8%)
- **Schedule:** Full-time (76.3%)
- **Time:** Weekday (81.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA - Studio Art/Graphic - Visual Design

Interest in Program

26.1%
(N=106)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	80.2%
Online (self-study)	37.7%
Online (instructor-led)	40.6%
Hybrid	55.7%
Part-time	52.8%
Full-time	78.3%
Accelerated	47.2%
Weeknight	57.5%
Weekday	79.2%
Weekend day	40.6%
Weekend night	30.2%

Preferred delivery of program:

BA - Studio Art/Graphic - Visual Design

- **Format:** In-person (80.2%)
- **Schedule:** Full-time (78.3%)
- **Time:** Weekday (79.2%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.



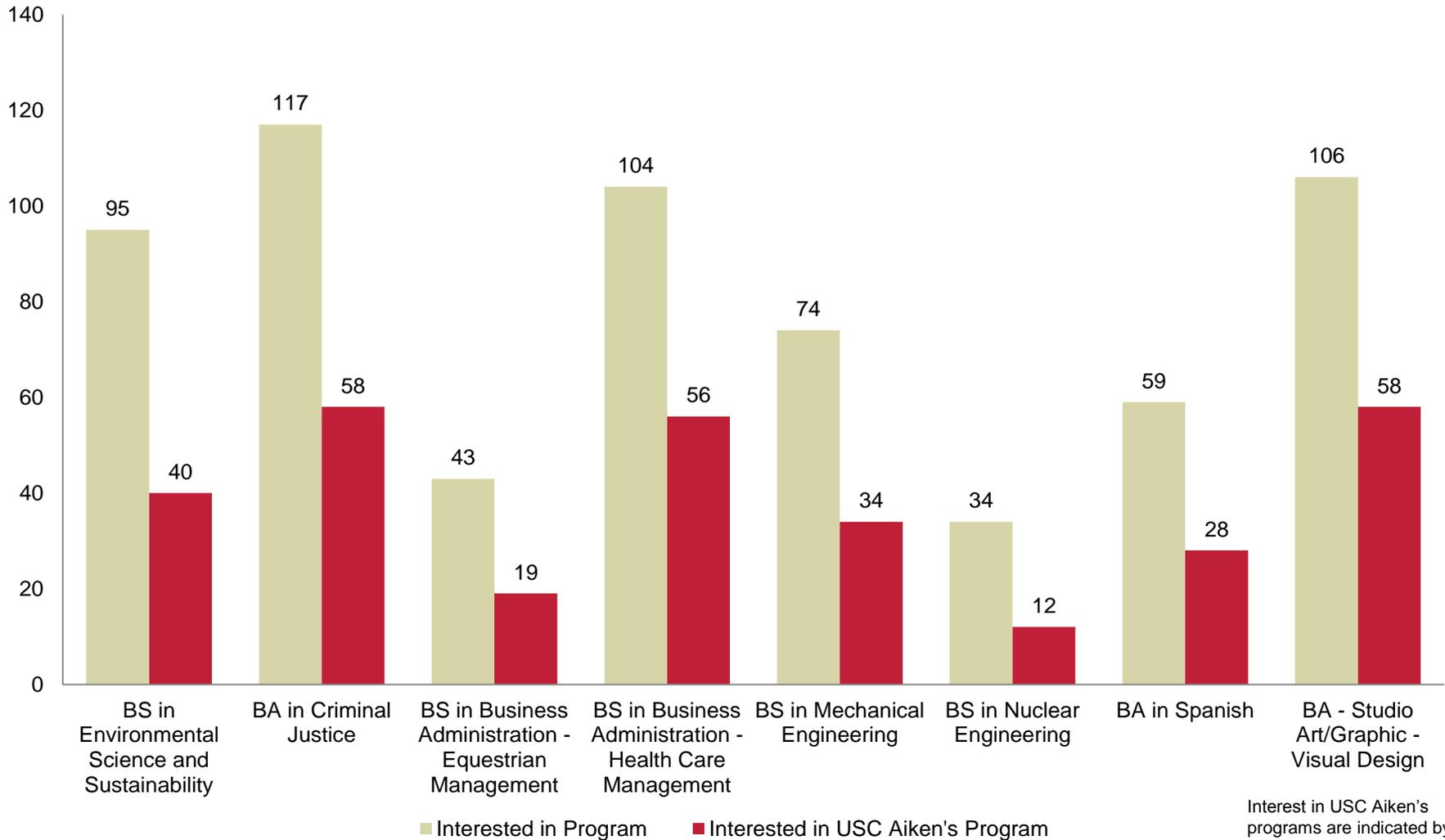
Interest in USC Aiken's Offerings

Interest in USC Aiken's Programs

- Once the respondents are made aware that USC Aiken will be offering the programs, interest in the programs drops to varying degrees.

Program	% Drop
BS in Environmental Science and Sustainability	58% ↓
BA in Criminal Justice	50% ↓
BS in Business Administration - Equestrian Management	56% ↓
BS in Business Administration - Health Care Management	46% ↓
BS in Mechanical Engineering	54% ↓
BS in Nuclear Engineering	65% ↓
BA in Spanish	53% ↓
BA - Studio Art/Graphic - Visual Design	45% ↓

Interest in Programs vs. Interest in USC Aiken's Programs



Interest in USC Aiken's programs are indicated by ratings of 4 and 5.

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.

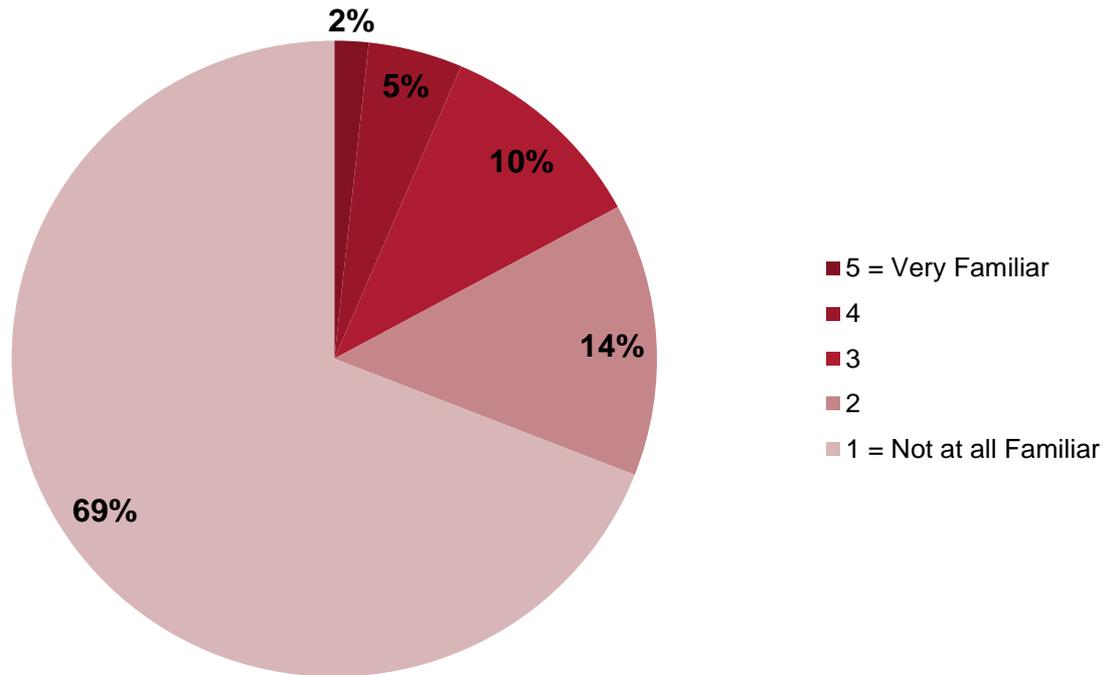
Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.



USC Aiken Undergraduate Program Messaging

Familiarity with USC Aiken's Undergraduate Programs

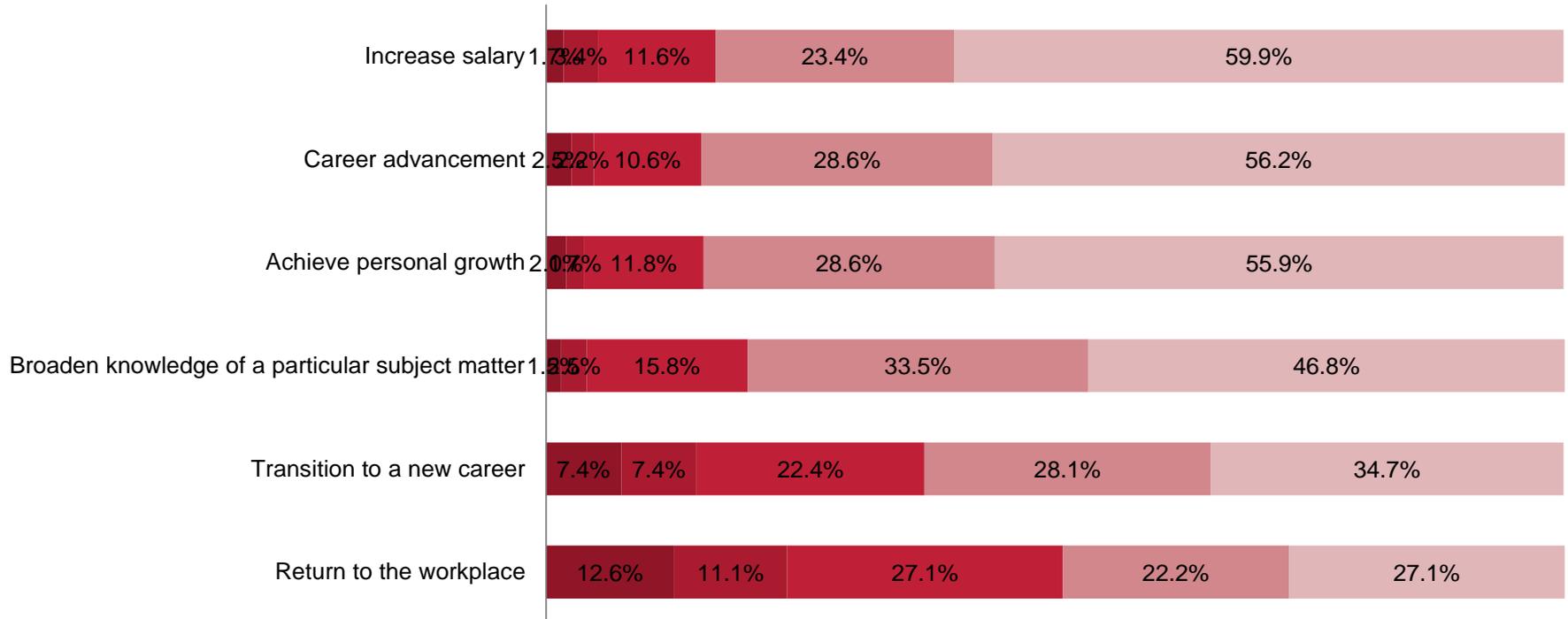
- Overall, most respondents were not familiar with USC Aiken's undergraduate programs



Reasons to Pursue an Undergraduate Degree

Top reasons included (based on 4 and 5 ratings): career advancement, achieve personal growth, and increase salary

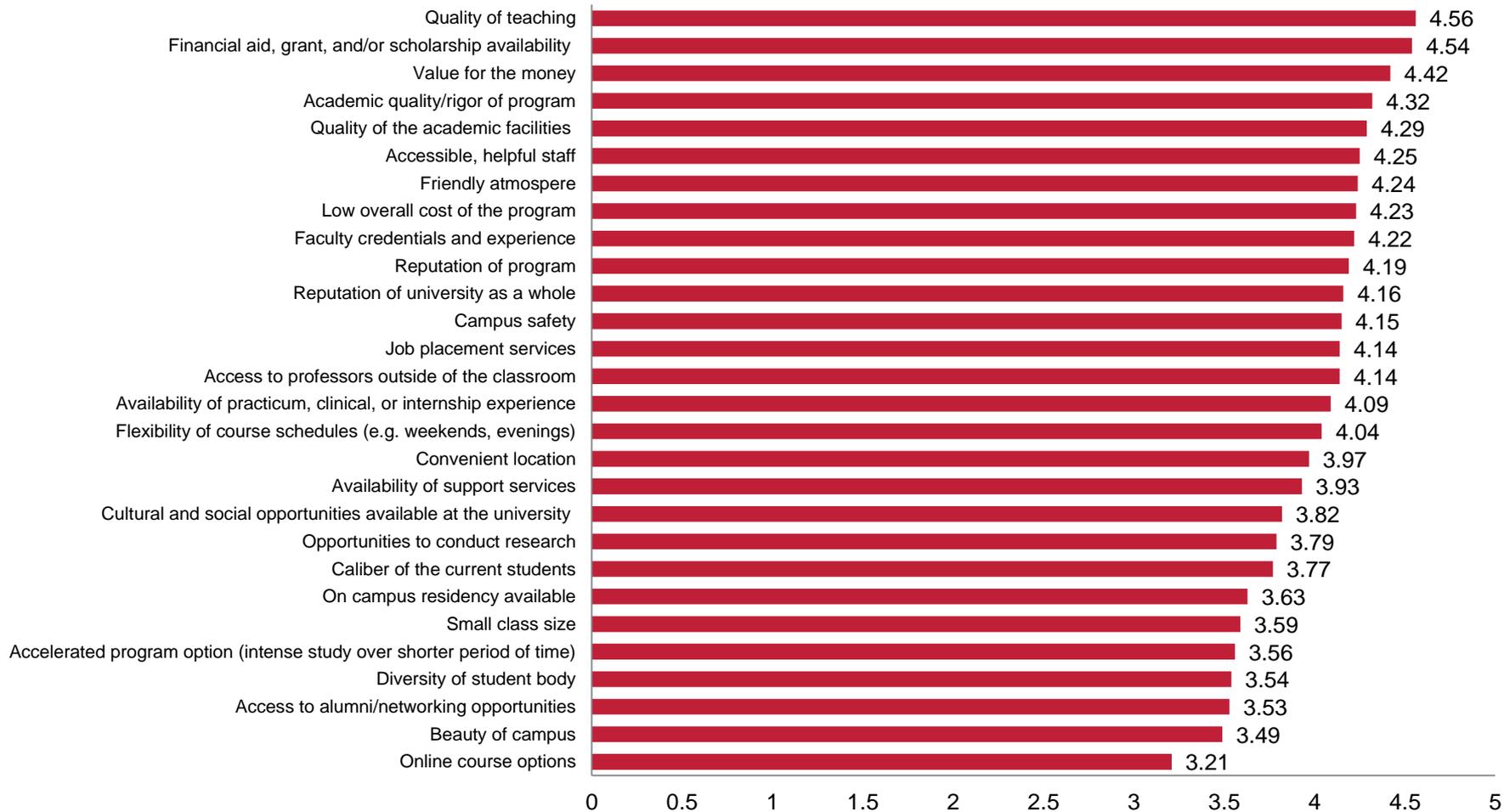
■ 1=would not influence my decision at all ■ 2 ■ 3 ■ 4 ■ 5=would strongly influence my decision



Q: Please rate the degree to which the following factors would influence your decision to pursue an undergraduate program. Use a scale from 1 to 5, where 1 = would not influence my decision at all and 5 = would strongly influence my decision.

Important Factors in Choosing an Undergraduate Program

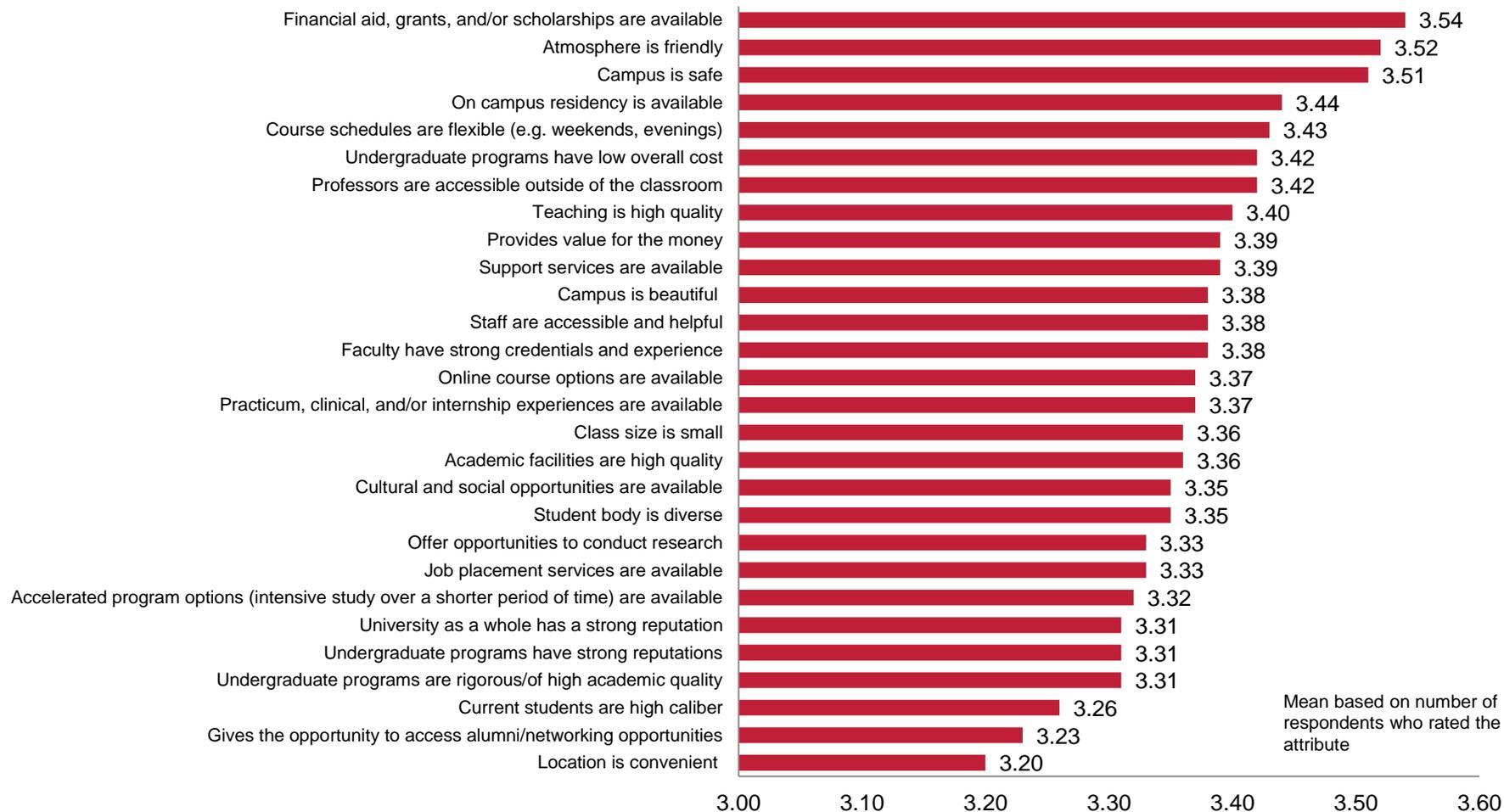
Top factors included: quality of teaching, financial aid, grant and/scholarship availability, and value for the money



Q: Please rate how important the following factors are to you with regard to choosing where to attend an undergraduate program. Use a scale from 1 to 5, where 1 = not important at all and 5 = very important.

Factors that describe USC Aiken's Undergraduate Programs

Top factors included: financial aid, grant and/scholarship are available, atmosphere is friendly, and campus is safe



Q: Please rate how well each of the following statements describe USC Aiken's undergraduate programs. Use a scale from 1 to 5, where 1 = strongly disagree that this describes USC Aiken's undergraduate programs and 5 = strongly agree that this statement describes USC Aiken's undergraduate programs.



***Ideal Characteristics of
an Undergraduate Program vs.
USC Aiken Undergraduate
Programs***

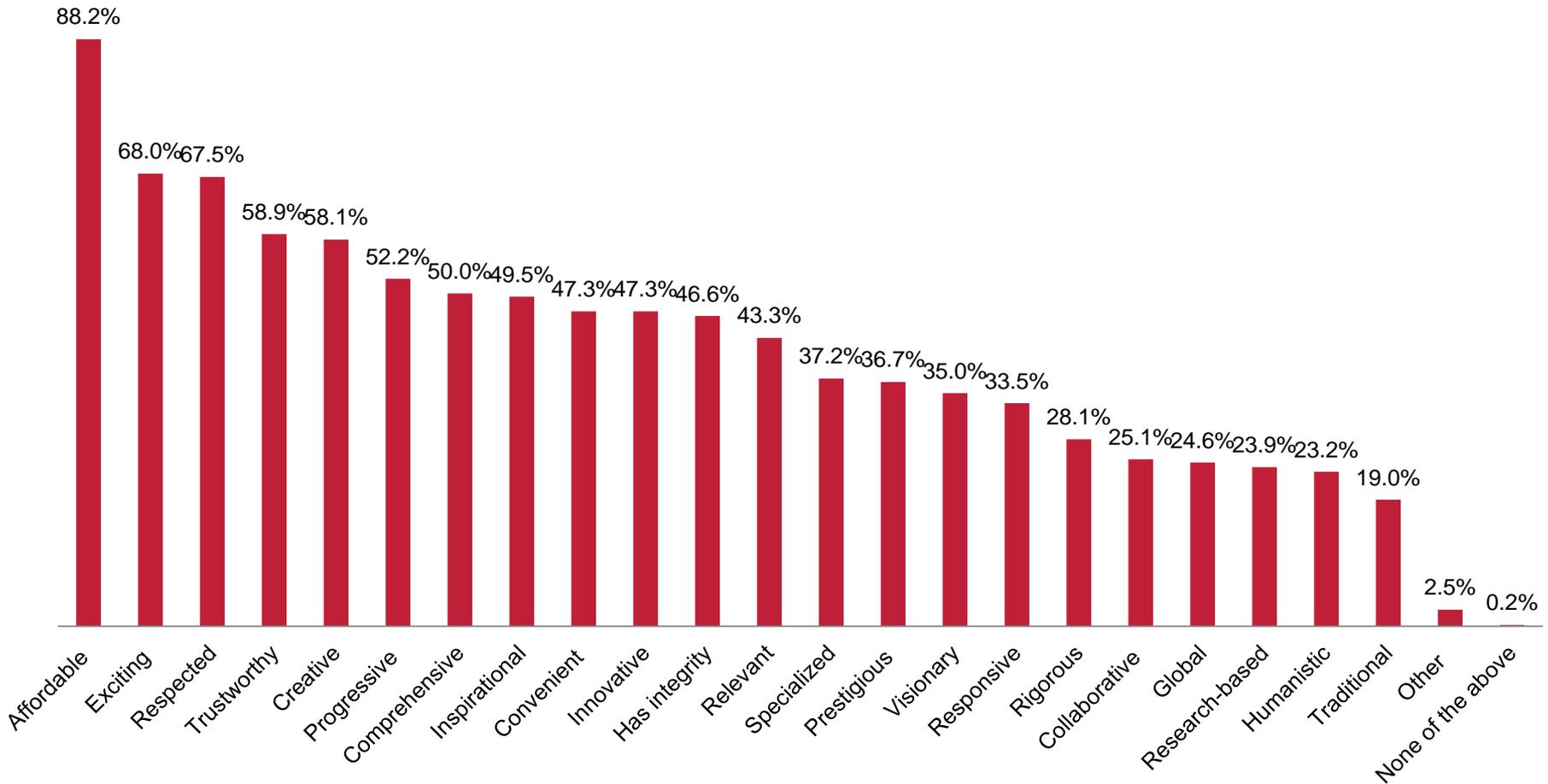
List of Perceptions for the Ideal Undergraduate Program

- Respondents were asked which of the following words they would use to describe their ideal undergraduate program, as well as USC Aiken's undergraduate programs:
 - Accomplished*
 - Affordable
 - Bold*
 - Collaborative
 - Comprehensive
 - Consistent*
 - Convenient
 - Creative
 - Dependable*
 - Exciting
 - Global
 - Has integrity
 - Humanistic
 - Innovative
 - Inspirational
 - Open-minded*
 - Passionate*
 - Prestigious
 - Progressive
 - Relevant
 - Research-based
 - Responsive
 - Respected
 - Rigorous
 - Specialized
 - Traditional
 - Trustworthy
 - Visionary
 - Other
 - None of the Above

Perceptions of the Ideal Undergraduate Program



The ideal undergraduate program is: affordable, exciting and respected

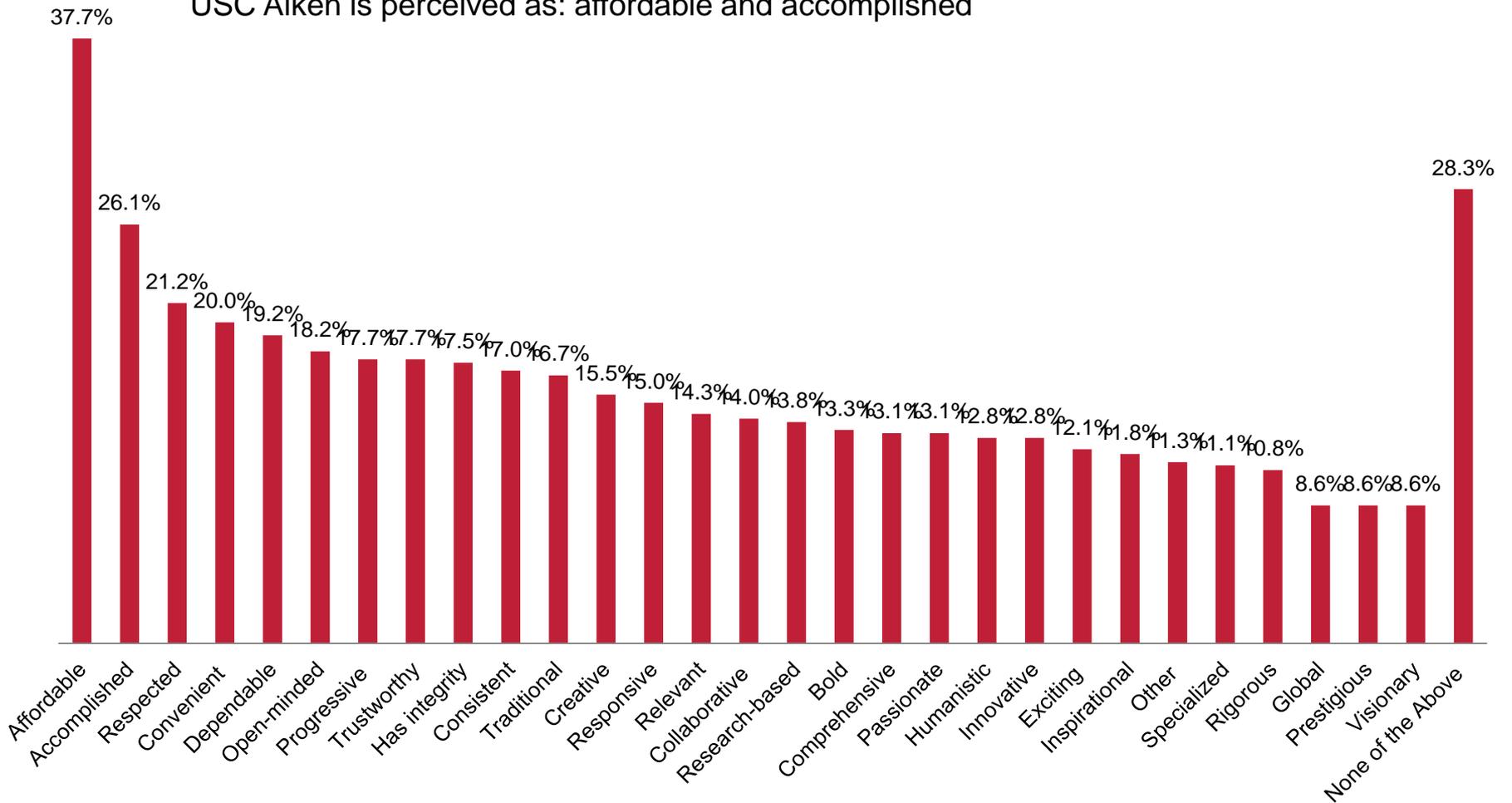


Other responses included: online and practical

Perceptions of the USC Aiken's Undergraduate Program



USC Aiken is perceived as: affordable and accomplished

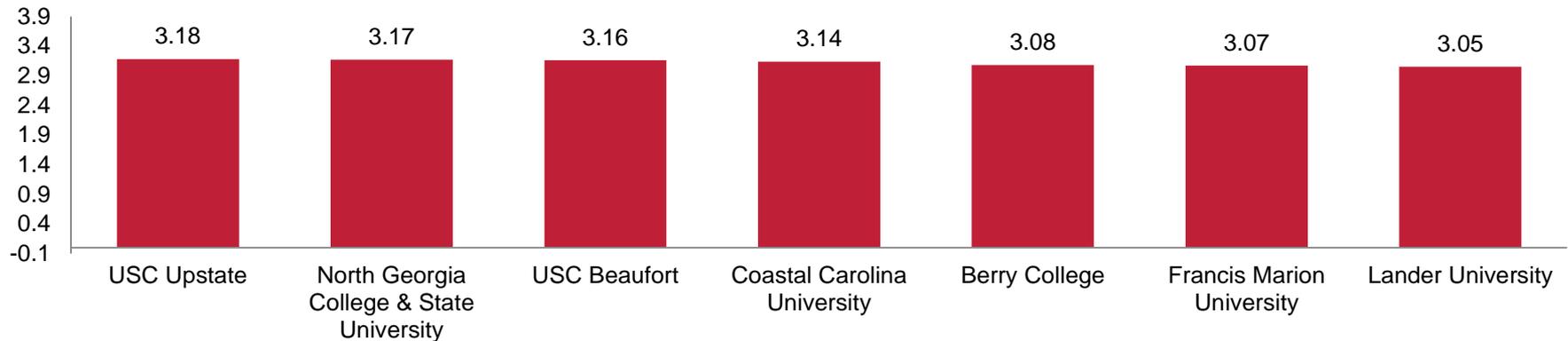
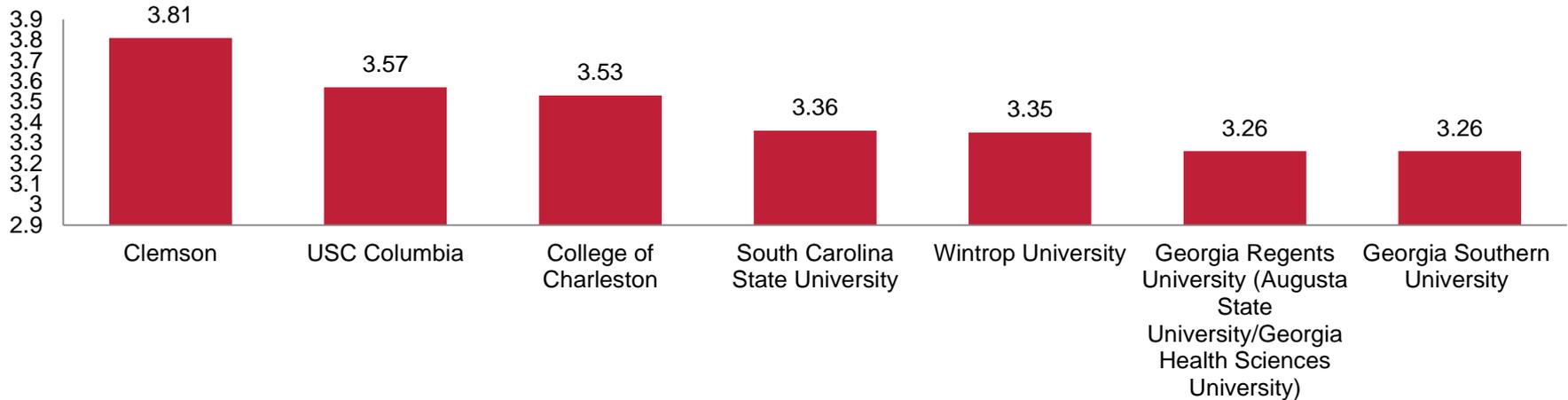


Other responses included: do not know enough about USC Aiken



Competitive Assessment

Quality of Undergraduate Education Programs



Other responses included: Charleston Southern University, and Furman University

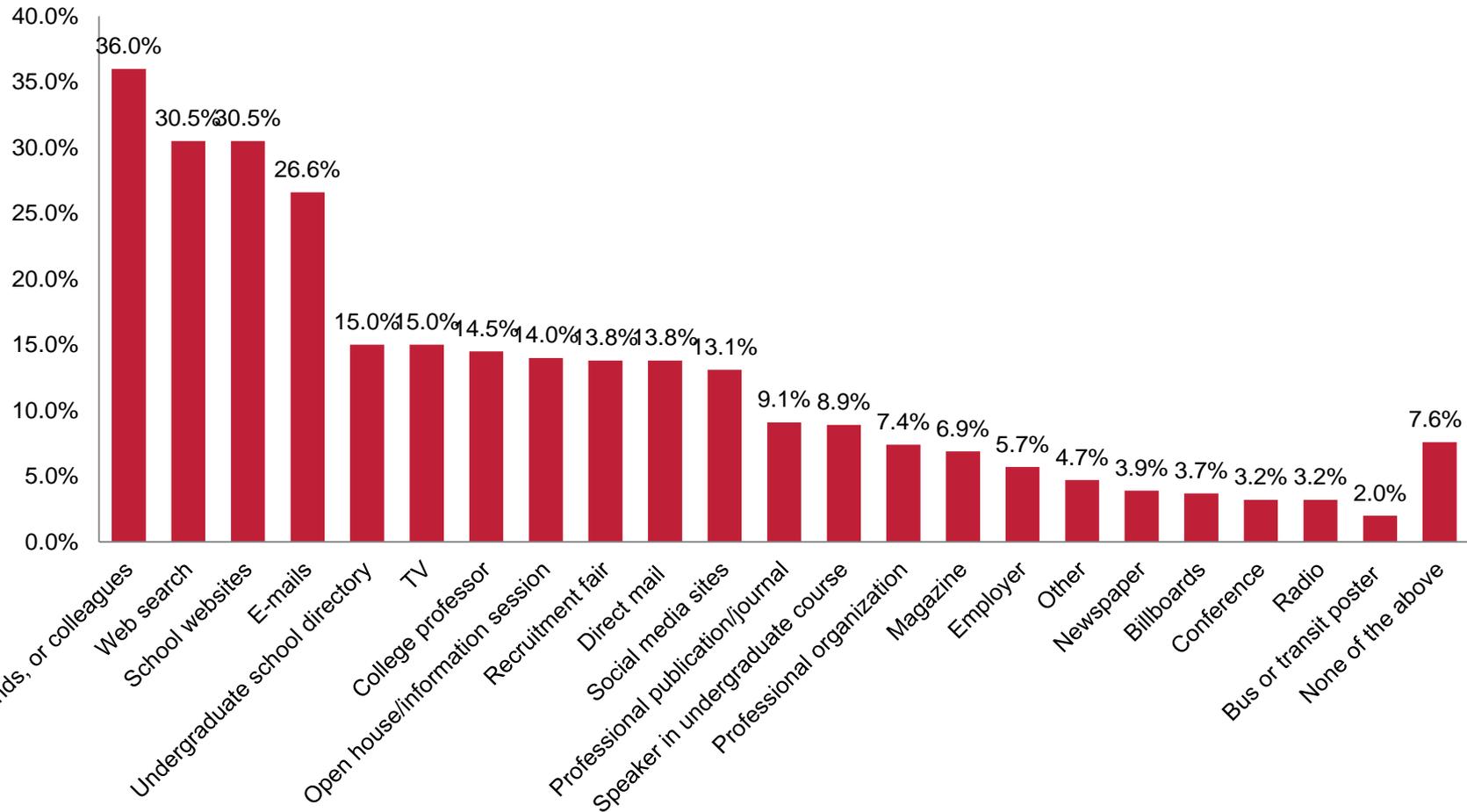
Q: Please rate the quality of the undergraduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality
Q: Are there any other institutions in the South Carolina region that you feel offer a high quality undergraduate education?



Communication Preferences

Learning about Undergraduate Programs

Top sources included: friends, family or colleagues, web search, school websites and e-mails

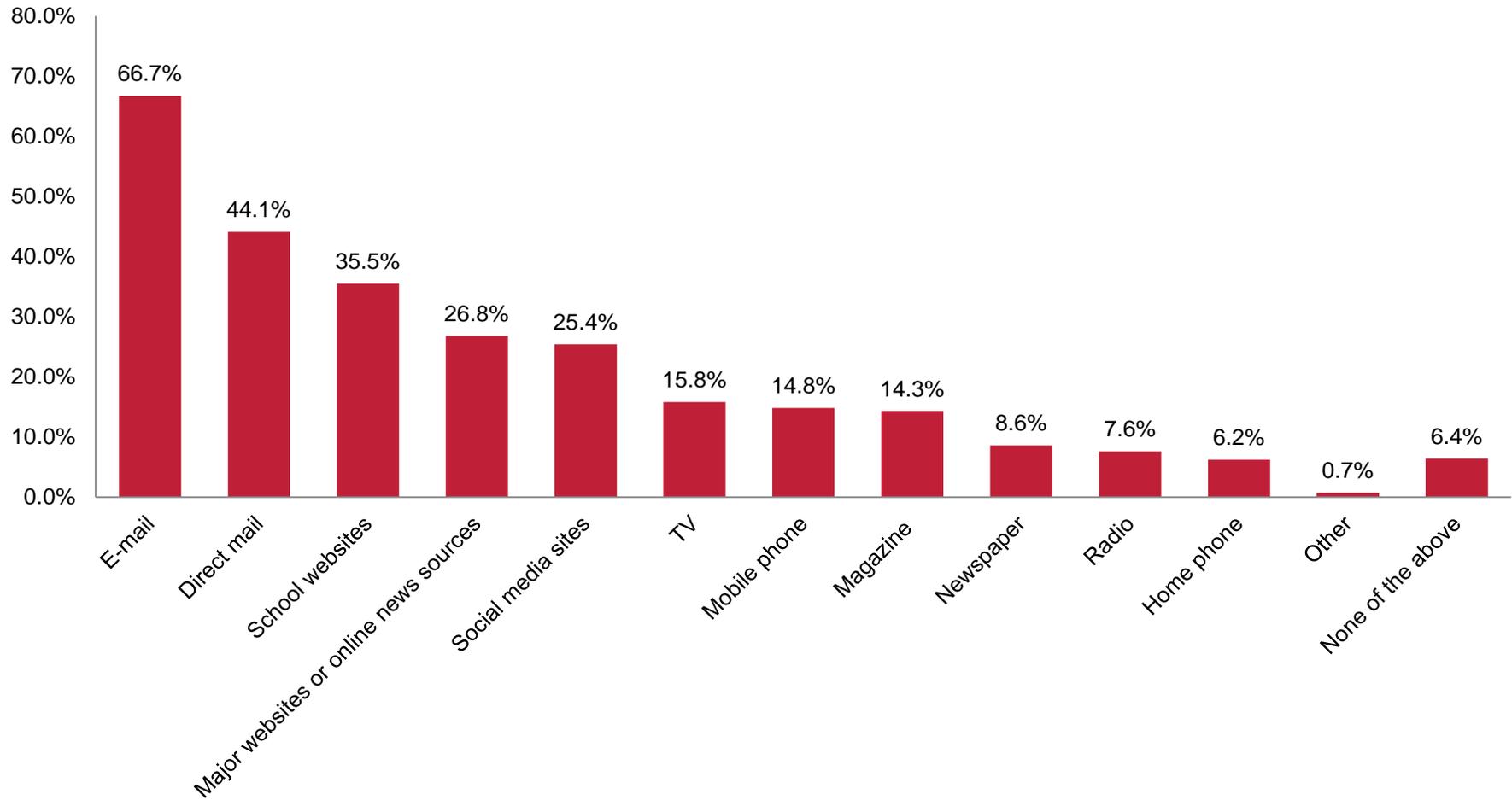


Other responses included: guidance/school counselor, and school

Q: How did you first learn about the undergraduate programs that you were interested in? Select all that apply.

Communication Preferences for Undergraduate Programs

Top sources included: e-mail, direct mail and school websites



Other responses included: school, and visiting high school



Summary and Recommendations

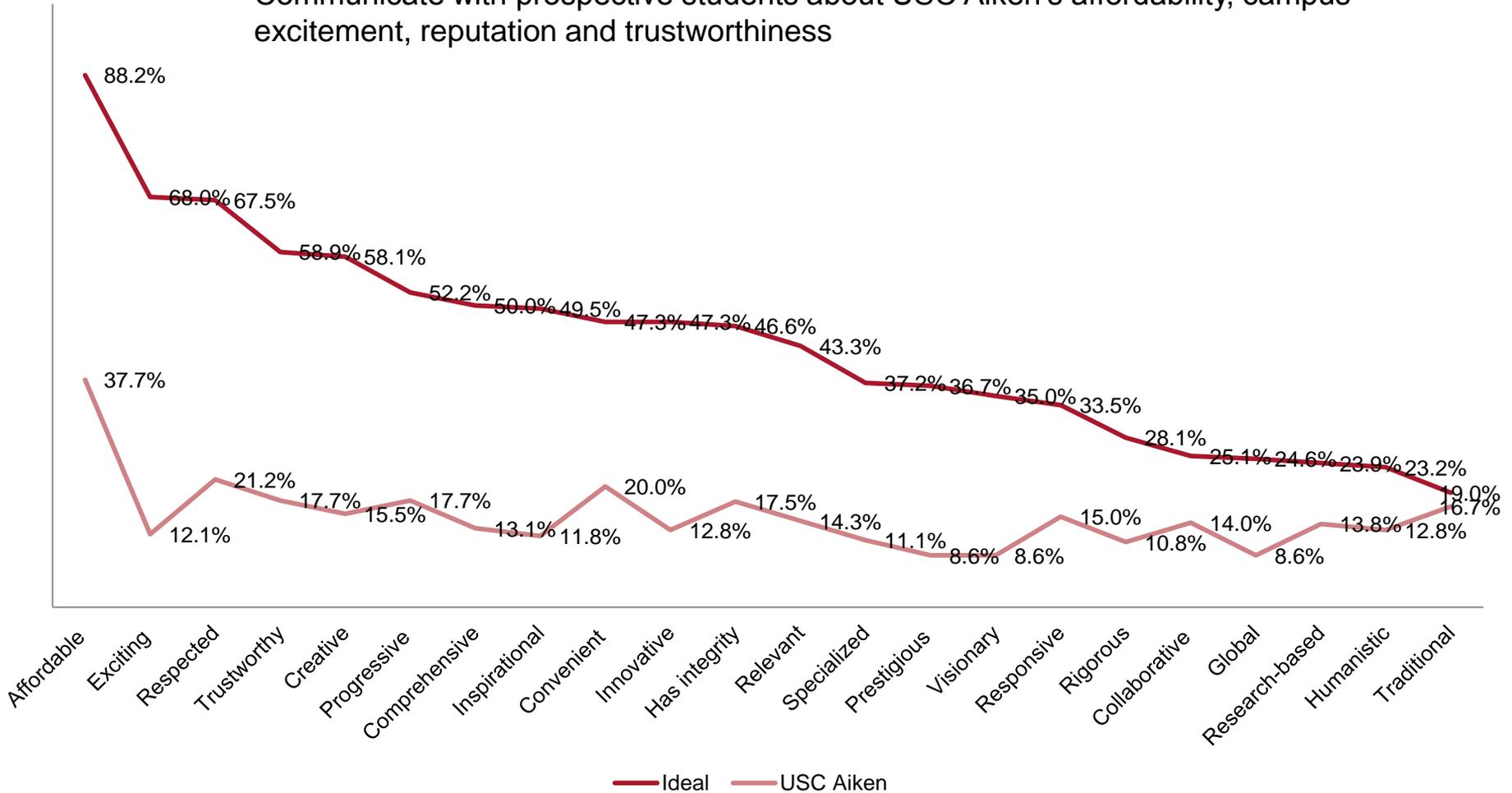
Top Programs and Learning Format

	Program Interest Blind	Program Interest USC Aiken (rating of 4 or 5)	% Drop
BA in Criminal Justice	117	58	50%
BA - Studio Art/Graphic - Visual Design	106	58	45%
BS in Business Administration - Health Care Management	104	56	46%
BS in Environmental Science and Sustainability	95	40	58%
BS in Mechanical Engineering	74	34	54%

- Preferred Format:
 - In-Person
- Preferred Schedule:
 - Full-time
- Preferred Time:
 - Weekday

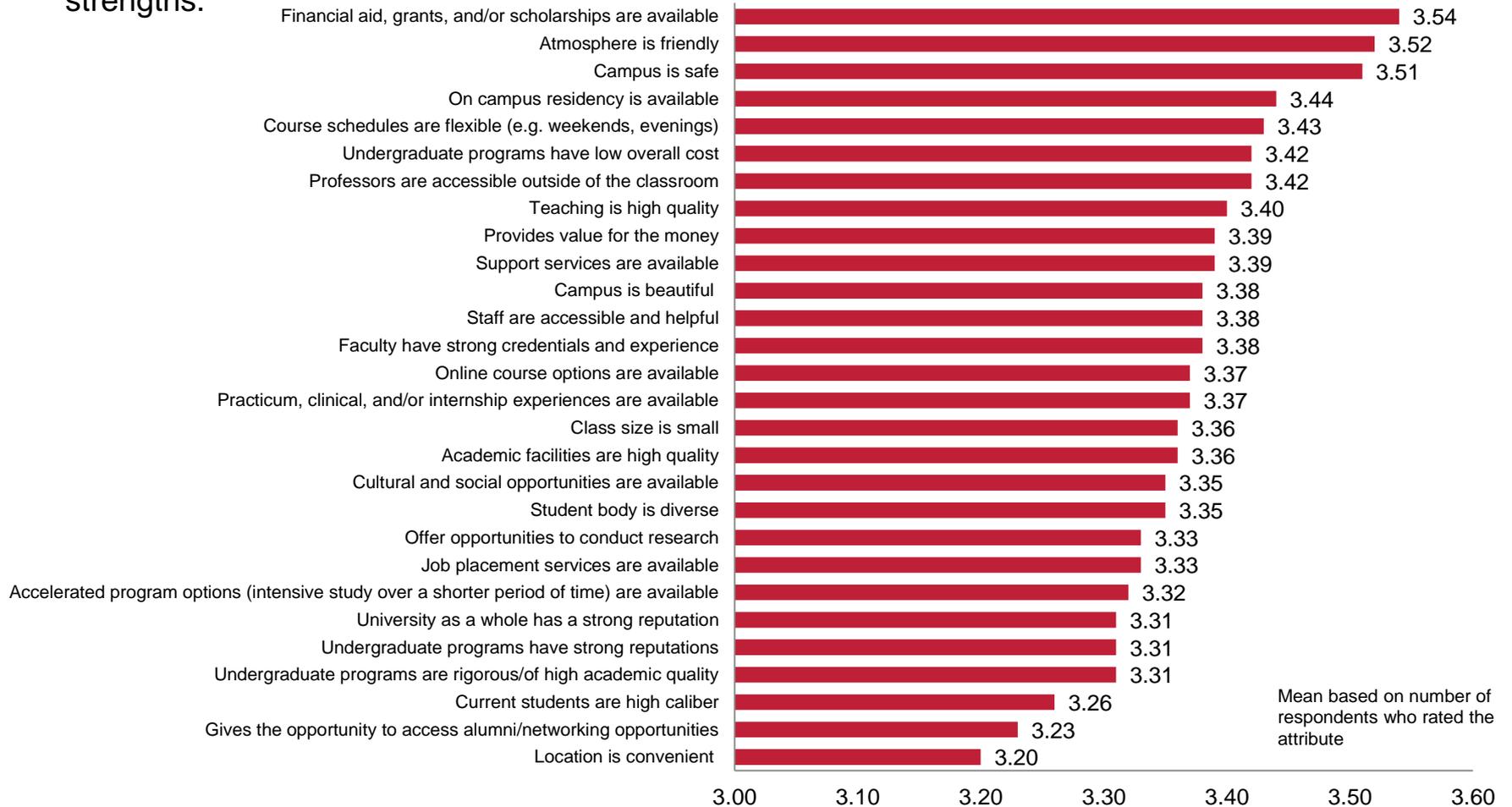
Close the Gap

Communicate with prospective students about USC Aiken's affordability, campus excitement, reputation and trustworthiness



Build off what USC Aiken is known as

Foundation in the following: financial aid, grant and/scholarship are available, atmosphere is friendly, and campus is safe. Leverage and communicate these strengths as well as academic strengths.



Keep in Mind...

- Reasons for pursuing an undergraduate degree include:
 - career advancement, achieve personal growth, and increase salary
- The top ways they learn about undergraduate programs they are interested in are by:
 - friends, family or colleagues, web search, school websites and e-mails
- Communication preferences include:
 - e-mail, direct mail and school websites



Graduate Programs

SURVEY RESEARCH



Methodology and Response Rates

Methodology

- Two target groups
 - Non-Affiliated with USC Aiken
 - Affiliated with USC Aiken (provided and distributed by USC Aiken)
- Target qualifications
 - Residence in either South Carolina, North Carolina or Georgia
 - Have a bachelor's degree or currently pursuing a bachelor's degree and indicated interest in graduate school in the next three years
 - Interest in at least one of the potential programs
- Online survey with incentive
 - USC Aiken undergraduates bookstore gift certificate
 - Entered into a raffle for one of three Amazon gift certificates

Response Rates



- USC Aiken Non-Affiliated group:
 - Sent to 145,374 people:
 - : 3440 responded to the survey (**2.4%**)
 - : 277 respondents qualified for and completed the survey (**0.2%** of total sent to, 8.1% of those responding)
- USC Aiken Affiliated group (current undergrads and alumni):
 - Sent to 6690 people:
 - : 542 responded to the survey (**8.1%**)
 - : 29 respondents qualified for and completed the survey (**0.4%** of total sent to, 5.4% of those responding)



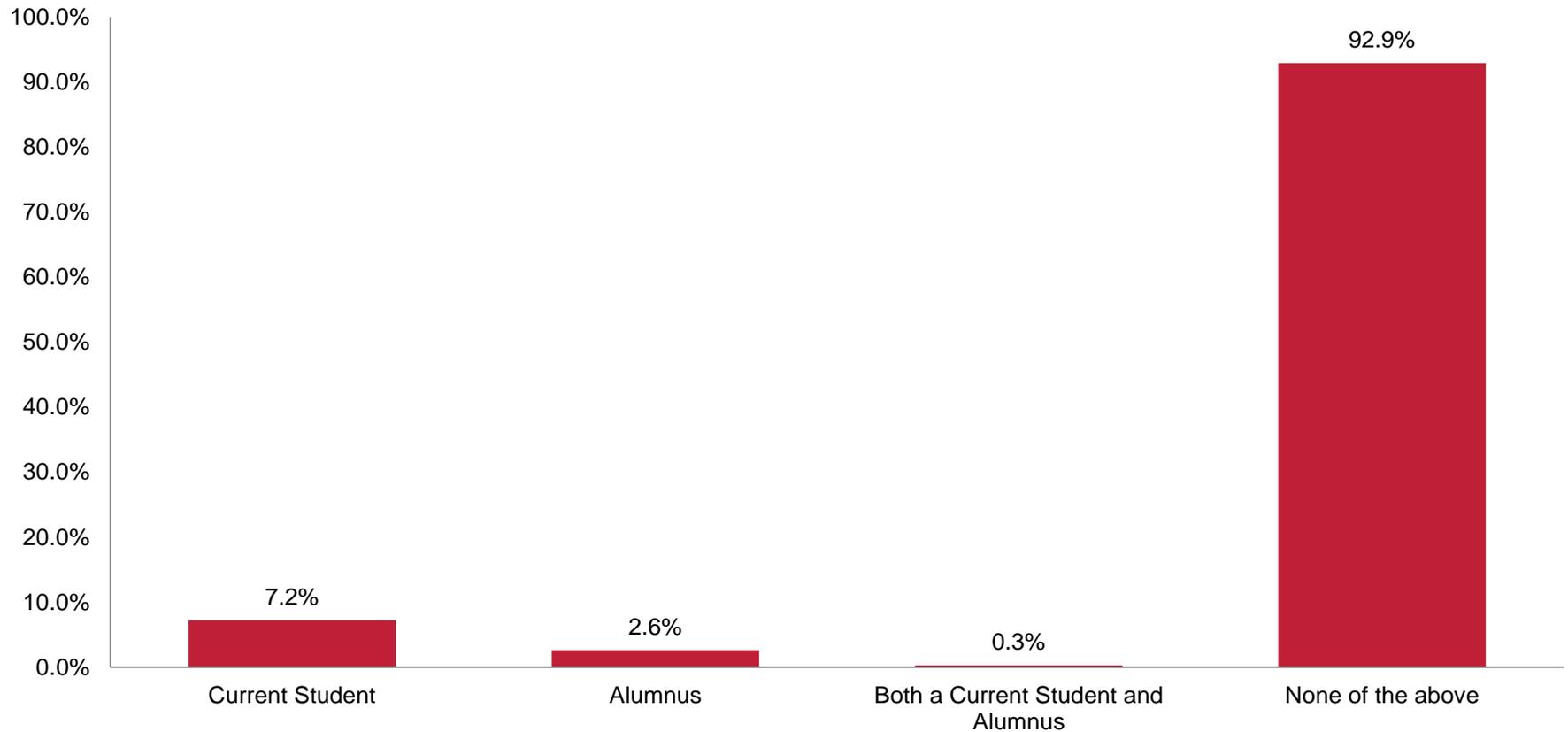
Survey Sample Characteristics

State Distribution

State	
Georgia	27.1%
North Carolina	29.1%
South Carolina	43.8%

Q: In which state is your primary residence?

Affiliation with USC Aiken



Age & Marital Status

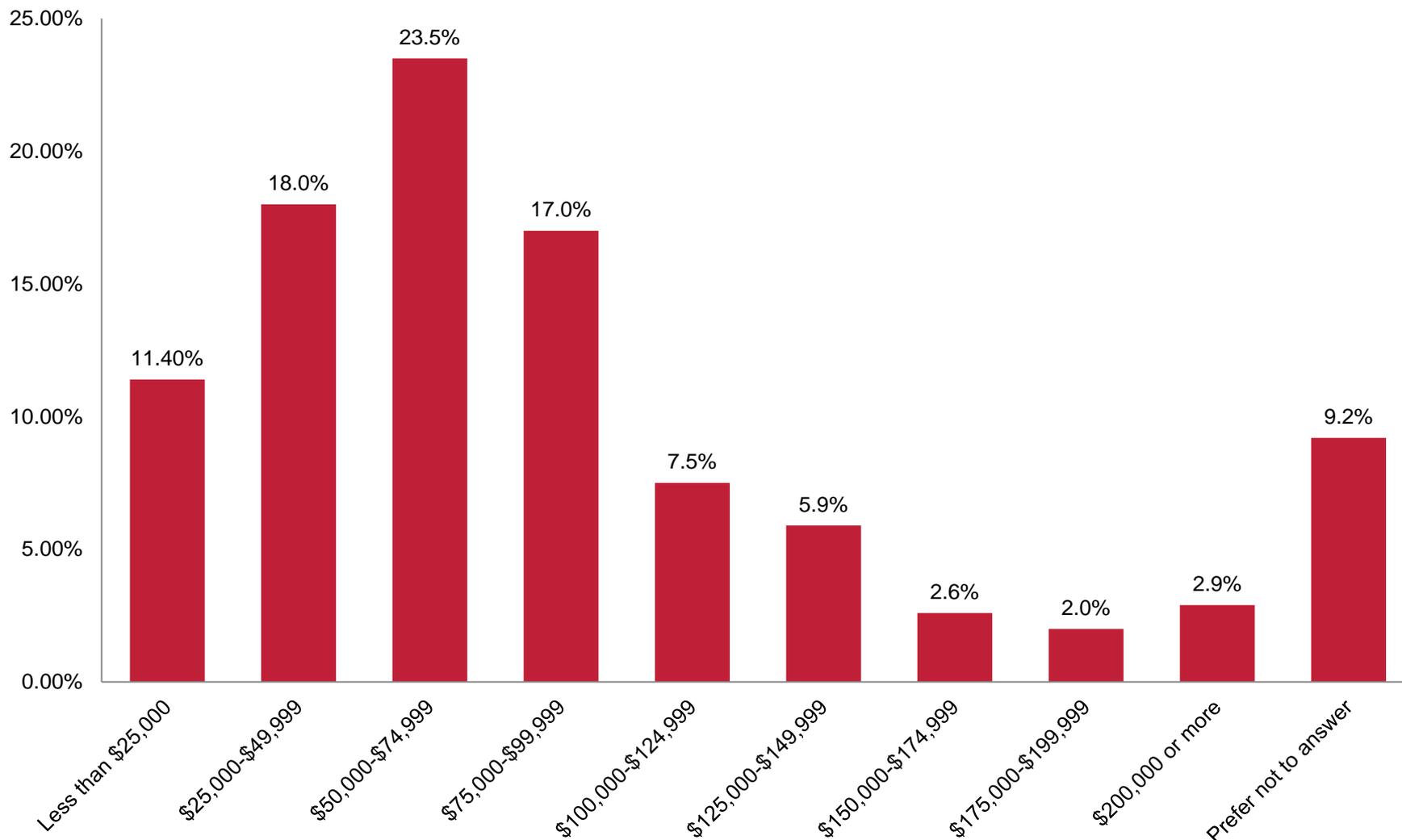
Age	
Under 20	1.0%
20-29	26.7%
30-39	24.5%
40-49	17.3%
50-59	17.0 %
60+	13.7%
Marital Status	
Single, never married	32.7%
Married	52.6%
Separated	1.6%
Divorced	8.8%
Widowed	2.6%
Other	1.6%

Employment Status

Employment Status	
Work Full-Time	57.8%
Work Part-Time	16.3%
Employed, but on leave	1.0%
Temporarily Unemployed	3.3%
Unemployed	6.2%
Retired	8.2%
Other	7.2%

Other responses included: student, homemaker, and self employed

Annual Household Income Distribution



Level of Education

Level of Education	
Associate's degree	20.9%
Bachelor's degree	64.1%
Master's degree	11.1%
Doctorate degree	1.3%
Professional degree (e.g., J.D., M.D.)	2.6%

Gender, Racial & Ethnic Distribution

Gender	
Male	24.8%
Female	73.5%
Prefer Not to Answer	1.6%

RACE	
White	77.5%
Black or African American	12.7%
Asian	3.3%
American Indian or Alaska Native	0.7%
Native Hawaiian or Other Pacific Islander	0.3%
Other	2.6%
Prefer Not to Answer	3.9%
ETHNICITY	
Yes, Hispanic or Latino	3.6%
No, Not Hispanic or Latino	95.4%
Prefer Not to Answer	1.0%

Other responses included: mixed, and African

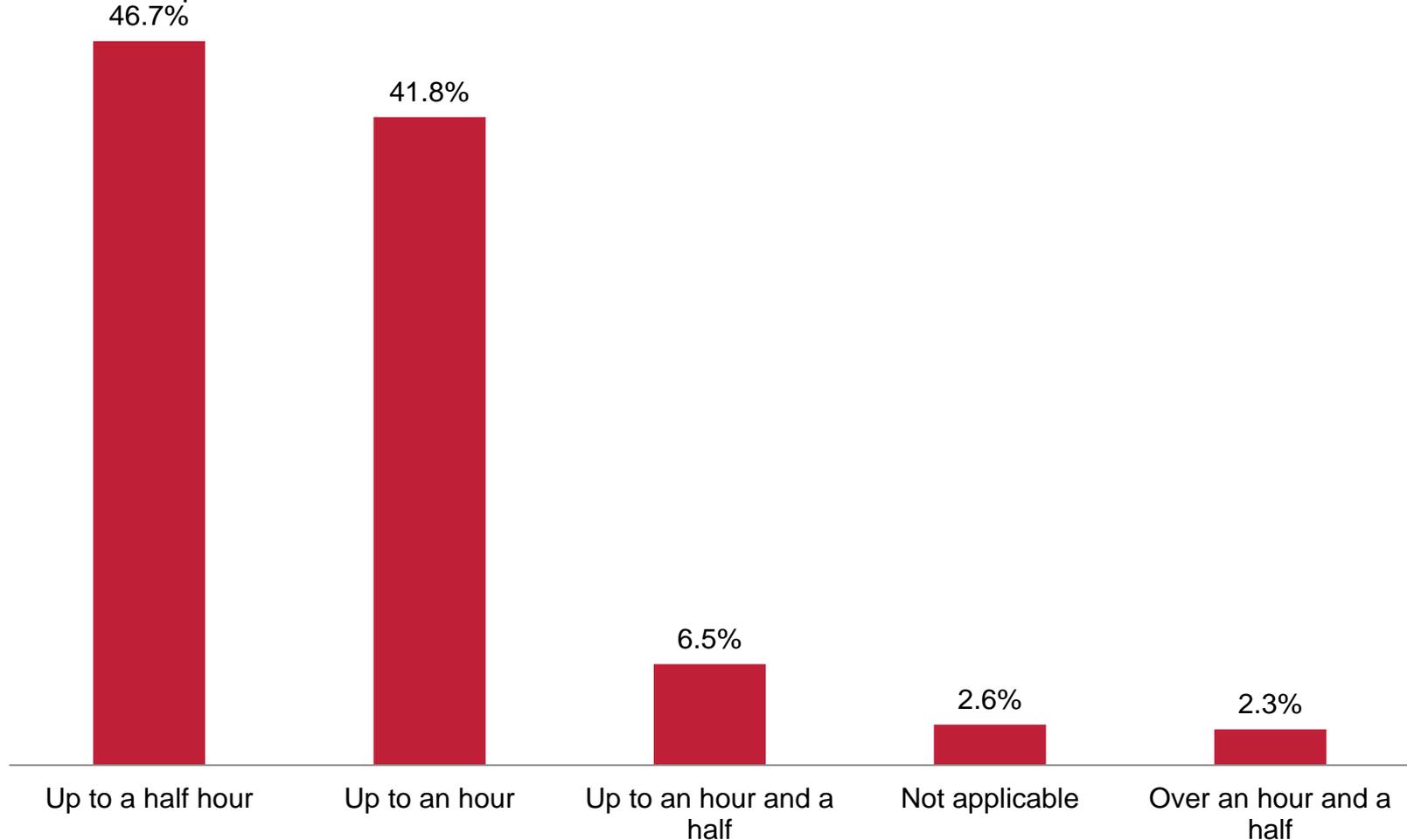
Q: What is your gender?

Q: Please select the racial category or categories with which you most closely identify. Check as many as apply.

Q: Are you Hispanic or Latino?

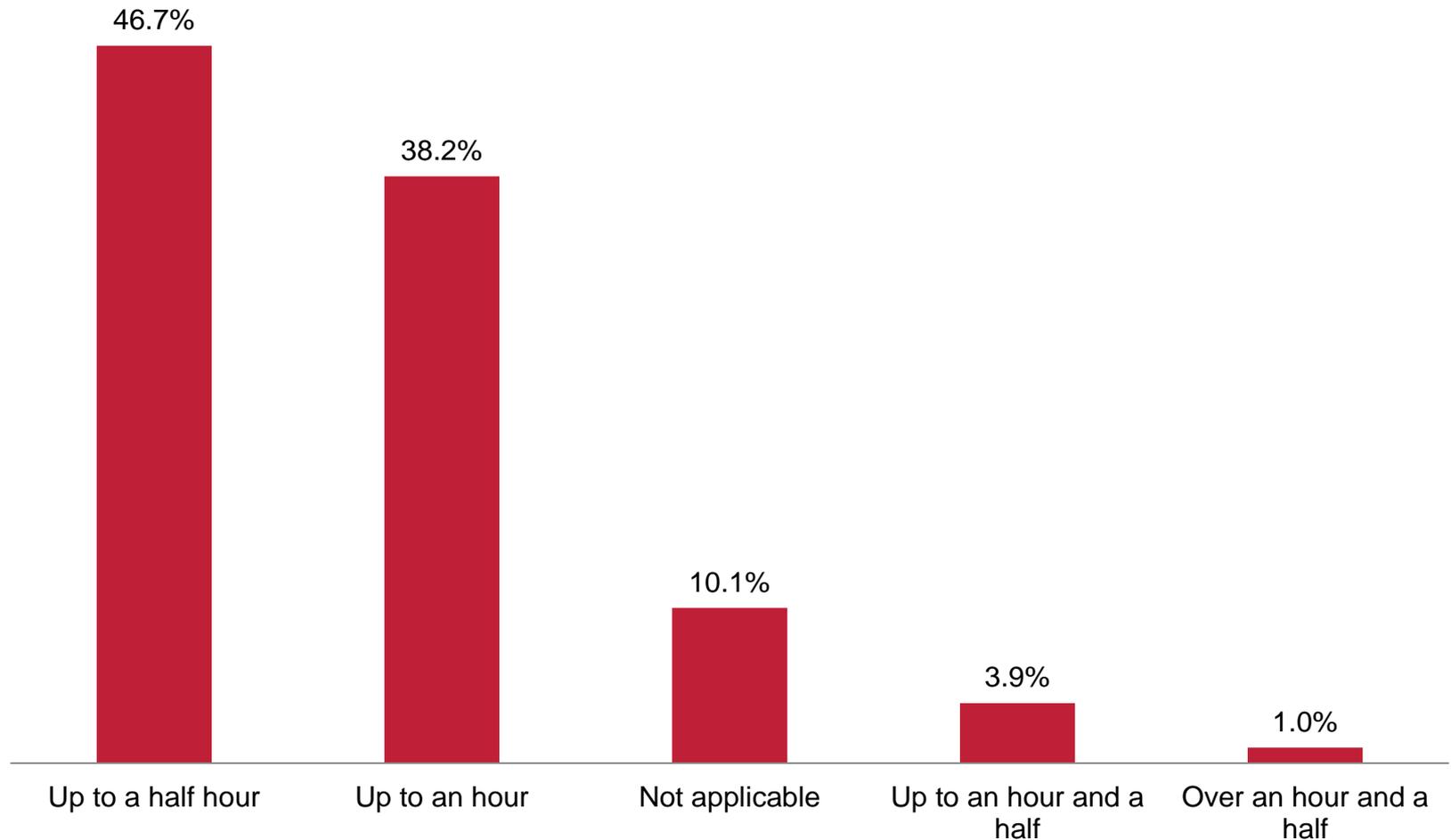
Time Willing to Travel from Home for Graduate Program

- Almost half of respondents are willing to travel up to a half hour, with almost as many willing to travel up to an hour



Time Willing to Travel from Work for Graduate Program

- Almost half of respondents are willing to travel up to a half hour, with almost as many willing to travel up to an hour



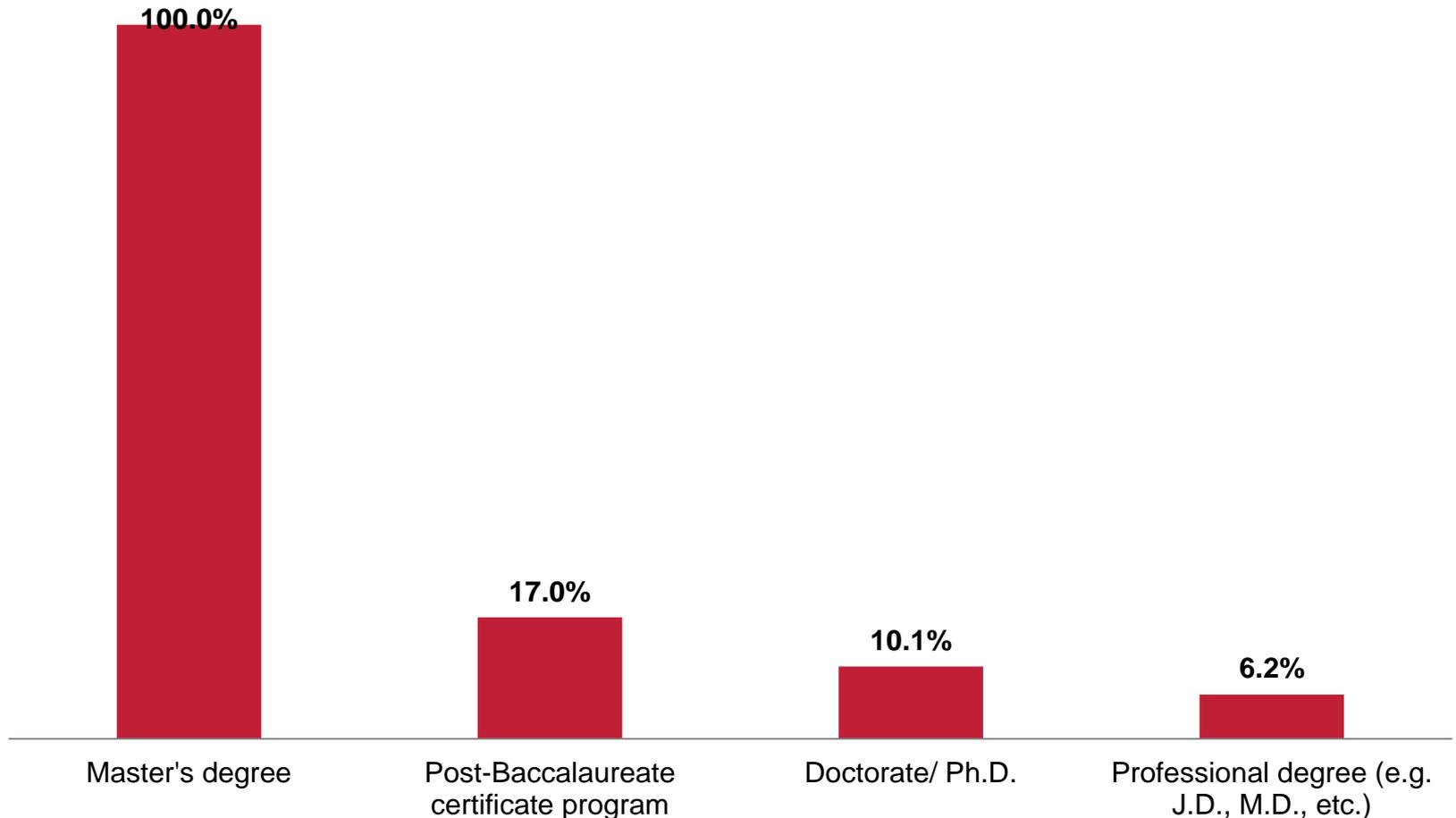


Program Interest

Degrees Interested in Pursuing



- All respondents expressed interest in pursuing a master's degree in the next three years.



Graduate Programs Tested

- The following 7 potential programs were tested in the quantitative phase:
 - MAT Math and Science
 - M.Ed. In Teaching
 - MS in Clinical Exercise Science
 - MBA – Liberal Arts and STEM
 - MS in Nursing Education
 - MS in Nursing Executive Leadership/Administration
 - MS in Biology

Programs Interested in Pursuing

Program	Total Interested in Program (N=306)	% Interested in Program
MAT Math and Science	50	16.3%
M.Ed. In Teaching	104	34.0%
MS in Clinical Exercise Science	31	10.1%
MBA – Liberal Arts and STEM	115	37.6%
MS in Nursing Education	49	16.0%
MS in Nursing Executive Leadership/Administration	46	15.0%
MS in Biology	31	10.1%

Interest in MAT Math and Science

Interest in Program

16.3%
(N=50)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	64.0%
Online (self-study)	64.0%
Online (instructor-led)	74.0%
Hybrid	72.0%
Part-time	78.0%
Full-time	48.0%
Accelerated	74.0%
Weeknight	72.0%
Weekday	58.0%
Weekend day	52.0%
Weekend night	44.0%

Preferred delivery of program:

MAT Math and Science

- **Format:** Online - instructor-led (74.0%) or hybrid (72.0%)
- **Schedule:** Part-time (78.0%) or Accelerated (74.0%)
- **Time:** Weeknight (72.0%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in M.Ed. In Teaching

Interest in Program

34.0%
(N=104)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	62.5%
Online (self-study)	63.4%
Online (instructor-led)	67.3%
Hybrid	72.1%
Delivery Schedules	
Part-time	76.0%
Full-time	43.3%
Accelerated	63.5%
Times and Days	
Weeknight	67.3%
Weekday	49.0%
Weekend day	51.9%
Weekend night	43.3%

Preferred delivery of program:

M.Ed. In Teaching

- **Format:** Hybrid (72.1%)
- **Schedule:** Part-time (76.0%)
- **Time:** Weeknight (67.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Clinical Exercise Science



Interest in Program

10.1%
(N=31)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	77.4%
Online (self-study)	41.9%
Online (instructor-led)	61.3%
Hybrid	67.7%
Part-time	67.7%
Full-time	45.2%
Accelerated	48.3%
Weeknight	67.7%
Weekday	48.4%
Weekend day	54.8%
Weekend night	29.0%

Preferred delivery of program:

MS in Clinical Exercise Science

- **Format:** In-person (77.4%)
- **Schedule:** Part-time (67.7%)
- **Time:** Weeknight (67.7%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MBA – Liberal Arts and STEM

Interest in Program

37.6%
(N=115)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	63.5%
Online (self-study)	60.0%
Online (instructor-led)	67.8%
Hybrid	73.0%
Part-time	81.7%
Full-time	34.8%
Accelerated	69.6%
Weeknight	74.8%
Weekday	50.4%
Weekend day	54.8%
Weekend night	38.3%

Preferred delivery of program:

MBA – Liberal Arts and STEM

- **Format:** Hybrid (73.0%)
- **Schedule:** Part-time (81.7%)
- **Time:** Weeknight (74.8%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Nursing Education

Interest in Program

16.0%
(N=49)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	57.1%
Online (self-study)	63.3%
Online (instructor-led)	71.4%
Hybrid	65.3%
Part-time	79.6%
Full-time	55.1%
Accelerated	71.4%
Weeknight	73.5%
Weekday	53.1%
Weekend day	63.3%
Weekend night	44.9%

Preferred delivery of program:

MS in Nursing Education

- **Format:** Online – instructor led (71.4%)
- **Schedule:** Part-time (79.6%)
- **Time:** Weeknight (73.5%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Nursing Executive Leadership/Administration

Interest in Program

15.0%
(N=46)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	67.4%
Online (self-study)	69.6%
Online (instructor-led)	67.4%
Hybrid	69.6%
Part-time	78.3%
Full-time	73.9%
Accelerated	73.9%
Weeknight	65.2%
Weekday	65.2%
Weekend day	73.9%
Weekend night	54.3%

Preferred delivery of program:

MS in Nursing Executive Leadership/Administration

- **Format:** Online – self-study (69.6%) or hybrid (69.6%)
- **Schedule:** Part-time (78.3%)
- **Time:** Weekend day (73.9%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Biology

Interest in Program

10.1%
(N=31)



Interest is indicated
by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	74.2%
Online (self-study)	38.7%
Online (instructor-led)	51.6%
Hybrid	64.5%
Part-time	64.5%
Full-time	64.5%
Accelerated	67.7%
Weeknight	64.5%
Weekday	71.0%
Weekend day	35.5%
Weekend night	19.4%

Preferred delivery of program:

MS in Biology

- **Format:** In-person (74.2%)
- **Schedule:** Accelerated (67.7%)
- **Time:** Weekday (71.0%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.



Interest in USC Aiken's Offerings

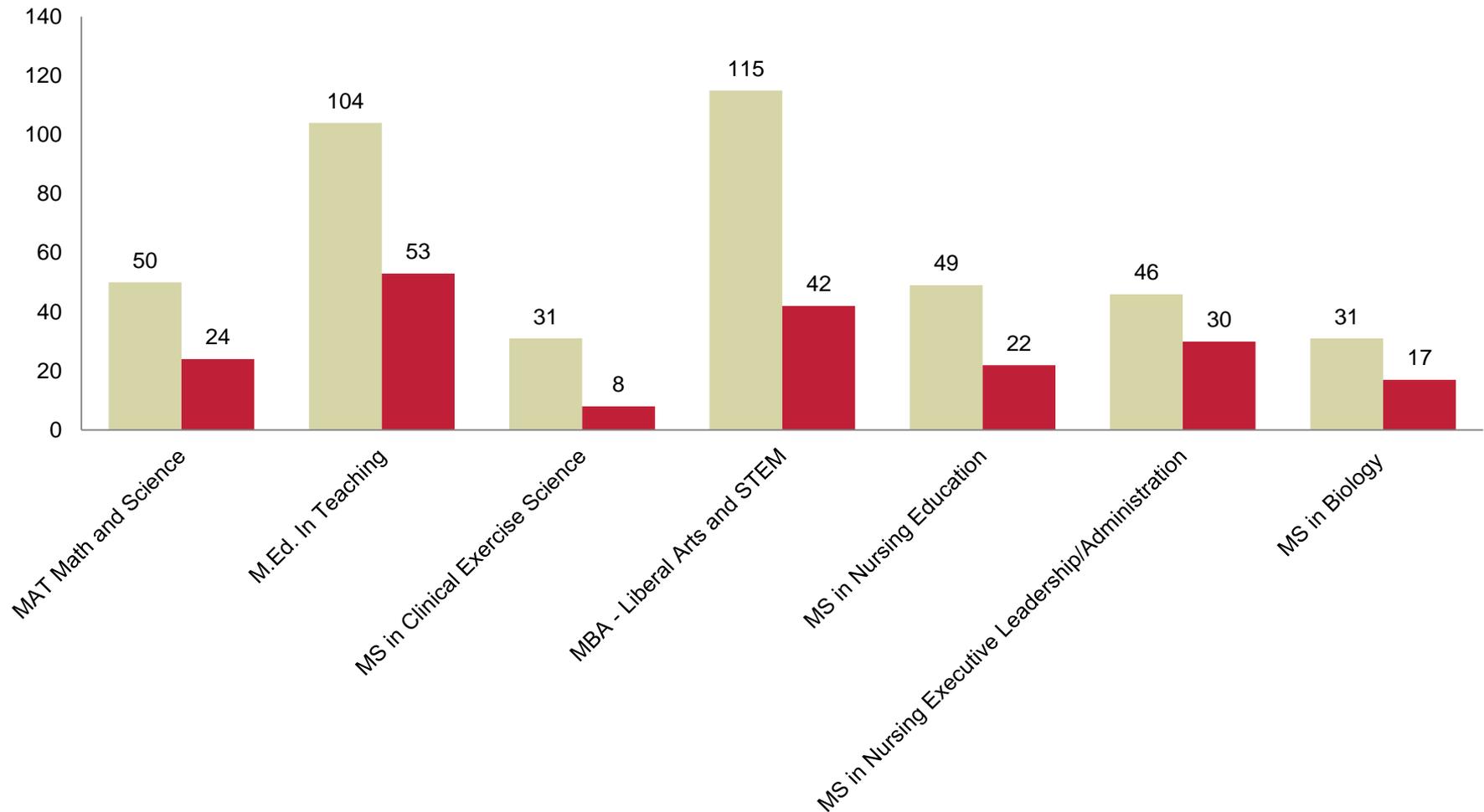
Interest in USC Aiken's Programs

- Once the respondents are made aware that USC Aiken will be offering the programs, interest in the programs drops to varying degrees.

Program	% Drop
MAT Math and Science	52% ↓
M.Ed. In Teaching	49% ↓
MS in Clinical Exercise Science	74% ↓
MBA – Liberal Arts and STEM	63% ↓
MS in Nursing Education	57% ↓
MS in Nursing Executive Leadership/Administration	35% ↓
MS in Biology	45% ↓

Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in Programs vs. Interest in USC Aiken's Programs



■ Interested in Program
 ■ Interested in USC Aiken's Program

Interest in USC Aiken's programs are indicated by ratings of 4 and 5.

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.

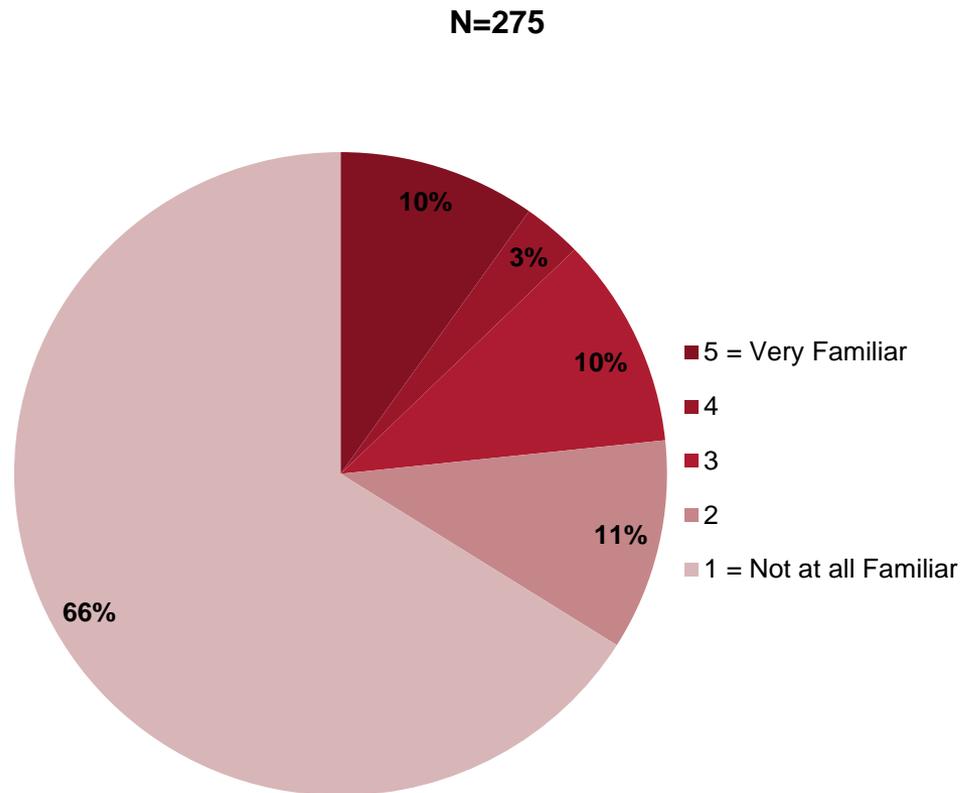
Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.



USC Aiken Graduate Program Messaging

Familiarity with USC Aiken's Graduate Programs

- Overall, most respondents were not familiar with USC Aiken's graduate programs



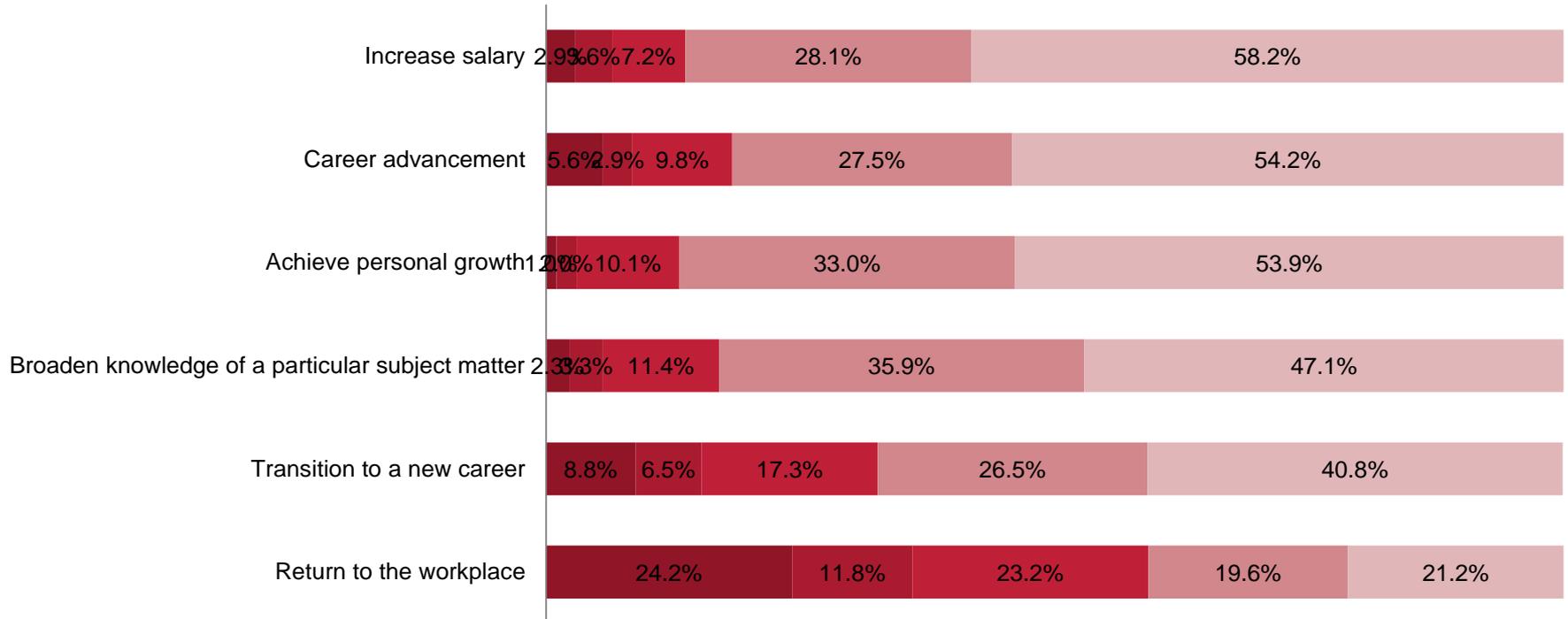
Q: Please rate your familiarity with USC Aiken's graduate programs. Please use a scale from 1 to 5, where 1 = not at all familiar and 5 = very familiar.

Reasons to Pursue a Graduate Degree



Top reasons included (based on 4 and 5 ratings): achieve personal growth, increase salary, broaden knowledge of a particular subject matter, and career advancement

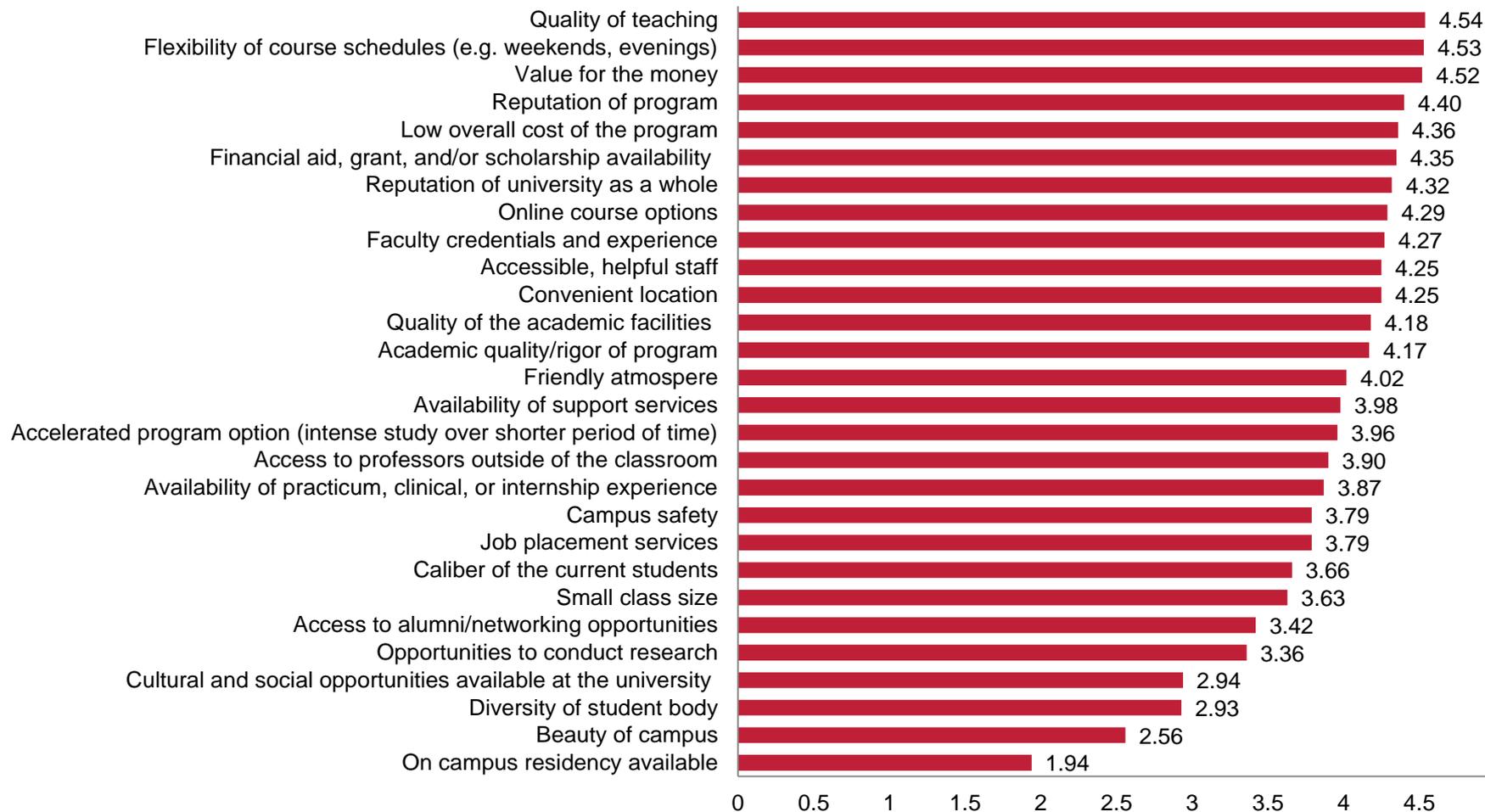
■ 1=would not influence my decision at all ■ 2 ■ 3 ■ 4 ■ 5=would strongly influence my decision



Q: Please rate the degree to which the following factors would influence your decision to pursue a graduate program. Use a scale from 1 to 5, where 1 = would not influence my decision at all and 5 = would strongly influence my decision.

Important Factors in Choosing a Graduate Program

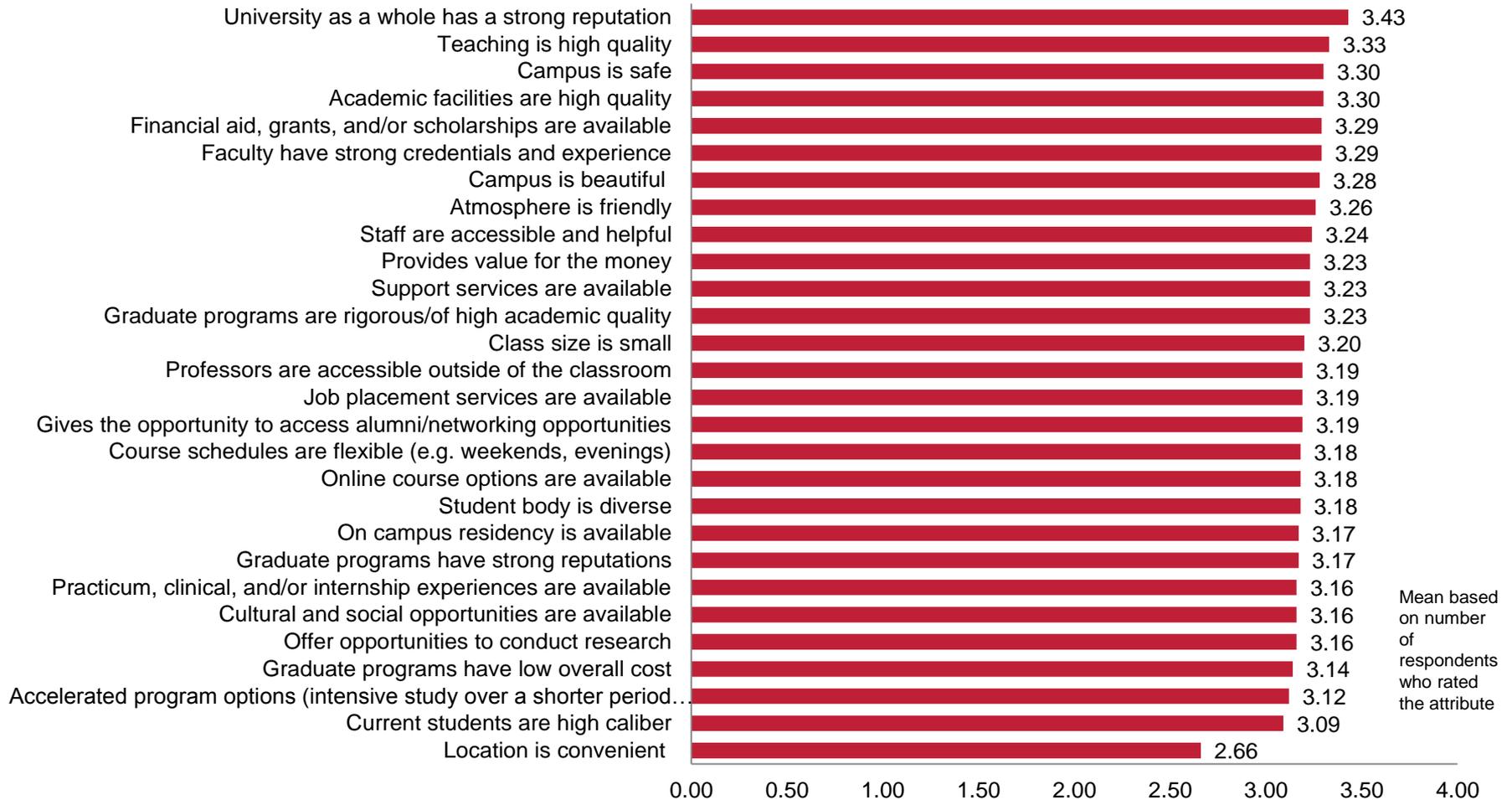
Top factors included: quality of teaching, flexibility of course schedules, and value for the money



Q: Please rate how important the following factors are to you with regard to choosing where to attend a graduate program. Use a scale from 1 to 5, where 1 = not important at all and 5 = very important.

Factors that describe USC Aiken's Graduate Programs

Top factors included: university as a whole has a strong reputation, teaching is high quality, campus is safe, and academic facilities are high quality



Q: Please rate how well each of the following statements describe USC Aiken's graduate programs. Use a scale from 1 to 5, where 1 = strongly disagree that this describes USC Aiken's graduate programs and 5 = strongly agree that this statement describes USC Aiken's graduate programs.



***Ideal Characteristics of
a Graduate Program vs.
USC Aiken Graduate Programs***

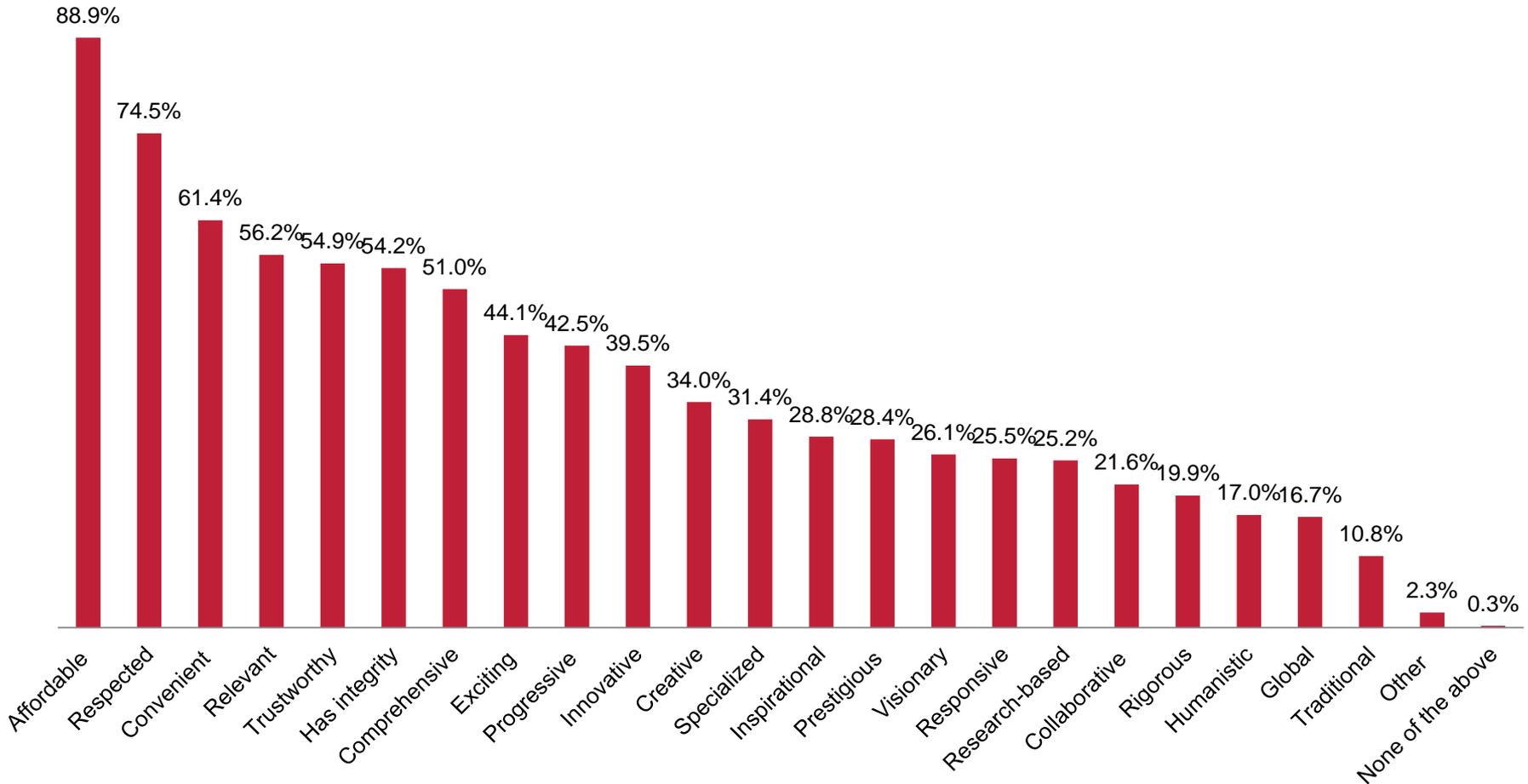
List of Perceptions for the Ideal Graduate Program



- Respondents were asked which of the following words they would use to describe their ideal graduate program, as well as USC Aiken's graduate programs:
 - Accomplished*
 - Affordable
 - Bold*
 - Collaborative
 - Comprehensive
 - Consistent*
 - Convenient
 - Creative
 - Dependable*
 - Exciting
 - Global
 - Has integrity
 - Humanistic
 - Innovative
 - Inspirational
 - Open-minded*
 - Passionate*
 - Prestigious
 - Progressive
 - Relevant
 - Research-based
 - Responsive
 - Respected
 - Rigorous
 - Specialized
 - Traditional
 - Trustworthy
 - Visionary
 - Other
 - None of the Above

Perceptions of the Ideal Graduate Program

The ideal graduate program is: affordable, respected, and convenient

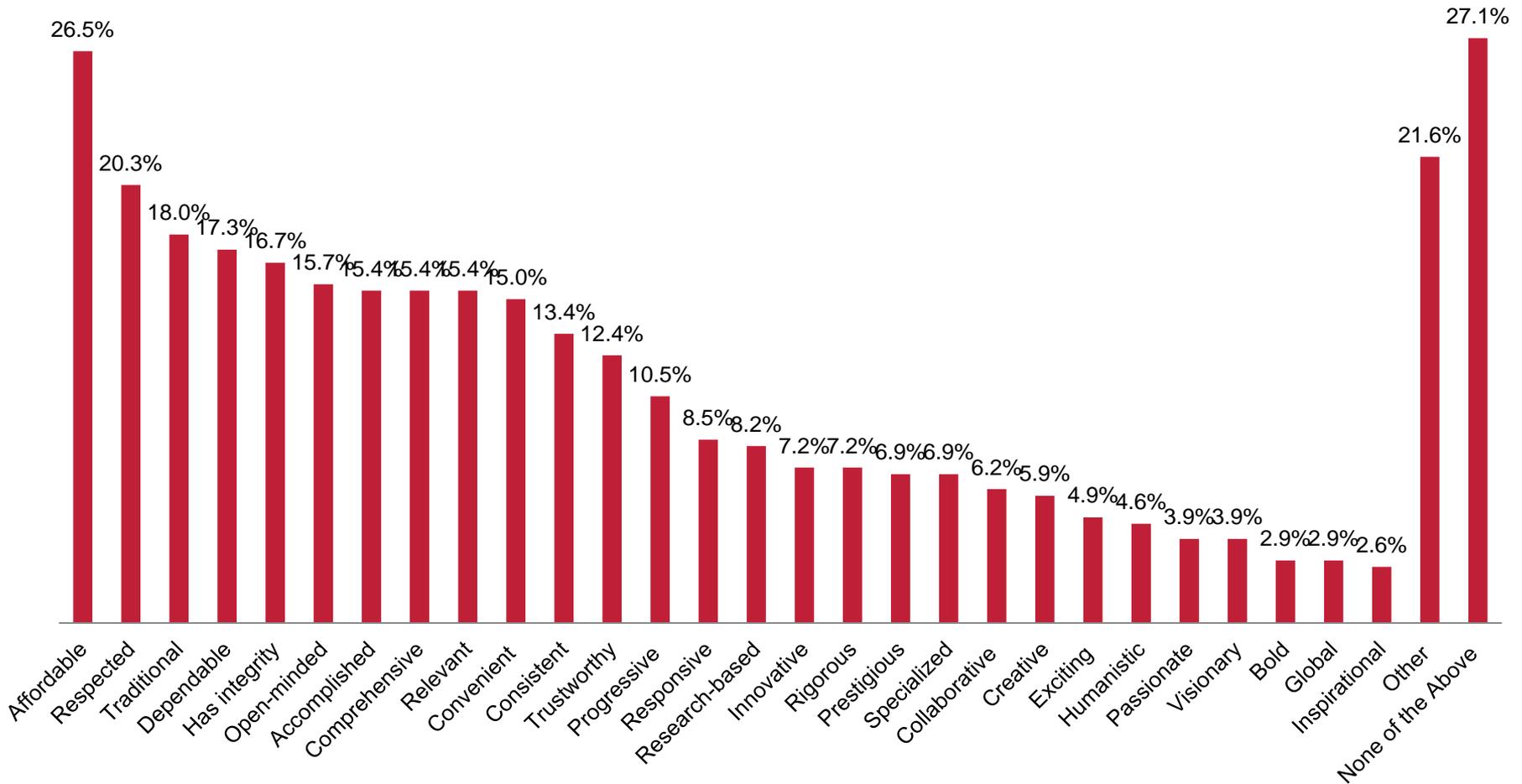


Other responses included: online and practical

Q: Which of the following words, if any, would you use to describe the **ideal graduate program**? Please select all that apply.

Perceptions of the USC Aiken's Graduate Program

USC Aiken is perceived as: affordable and respected



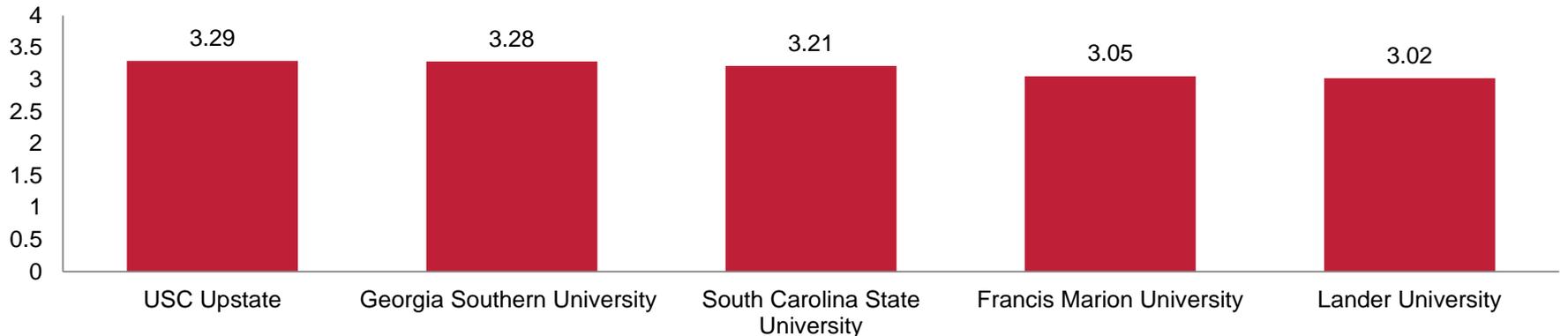
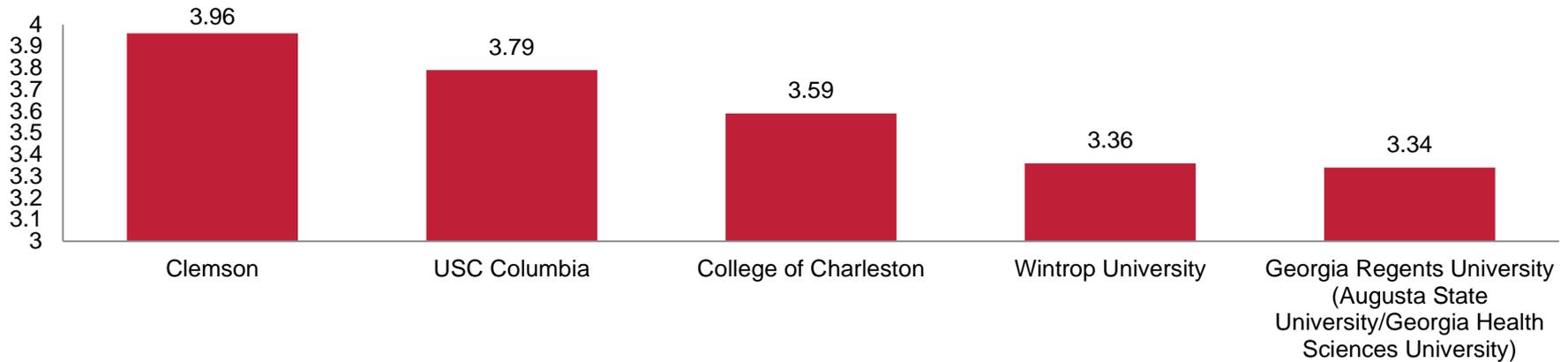
Other responses included: not familiar with USC Aiken

Q: Which of the following words, if any, would you use to describe **USC Aiken's graduate programs**? Select all that apply.



Competitive Assessment

Quality of Undergraduate Education Programs

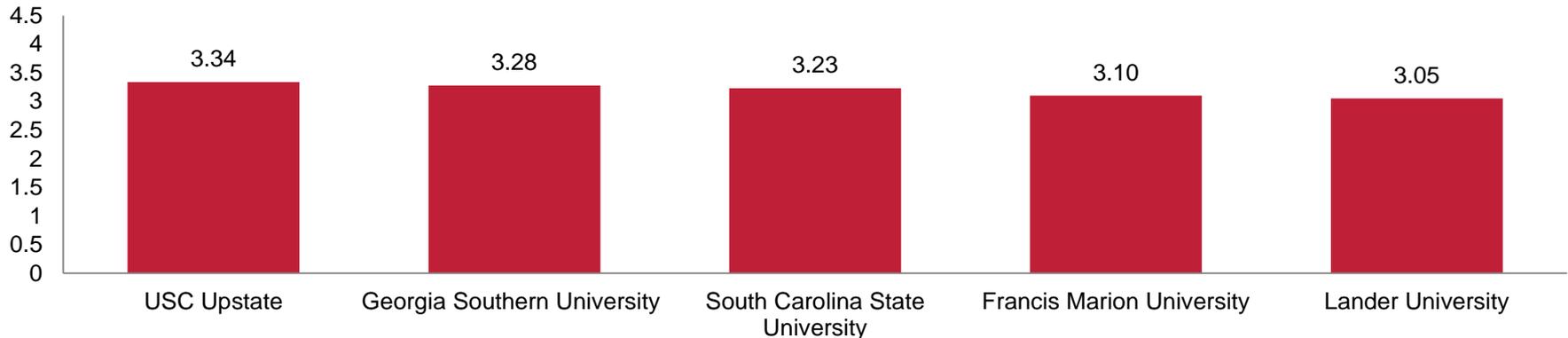
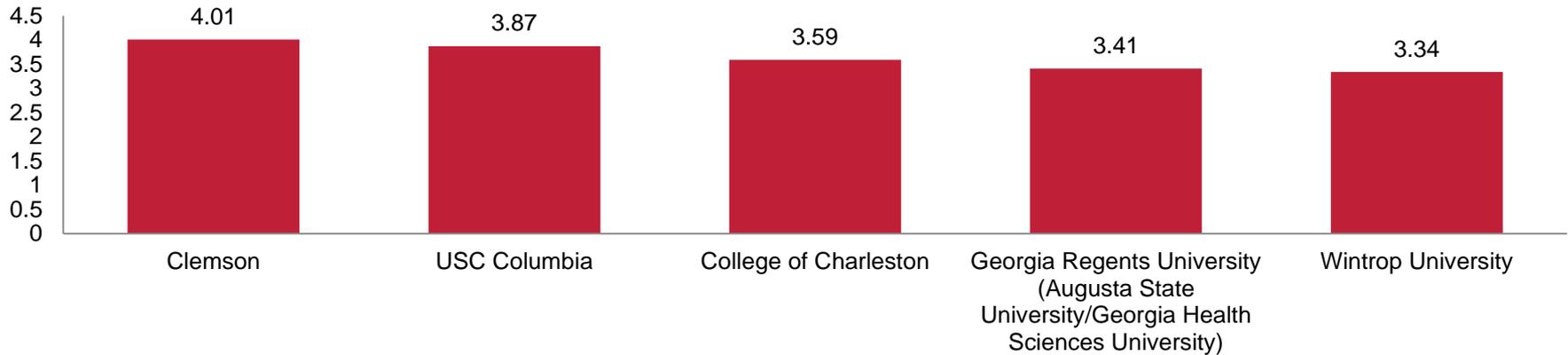


Other responses included: The Citadel, Furman University, and Wofford College

Q: Please rate the quality of the undergraduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality

Q: Are there any other institutions in the South Carolina region that you feel offer a high quality undergraduate education?

Quality of Graduate Education Programs



Other responses included: Furman University, The Medical University of South Carolina

Q: Please rate the quality of the graduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality

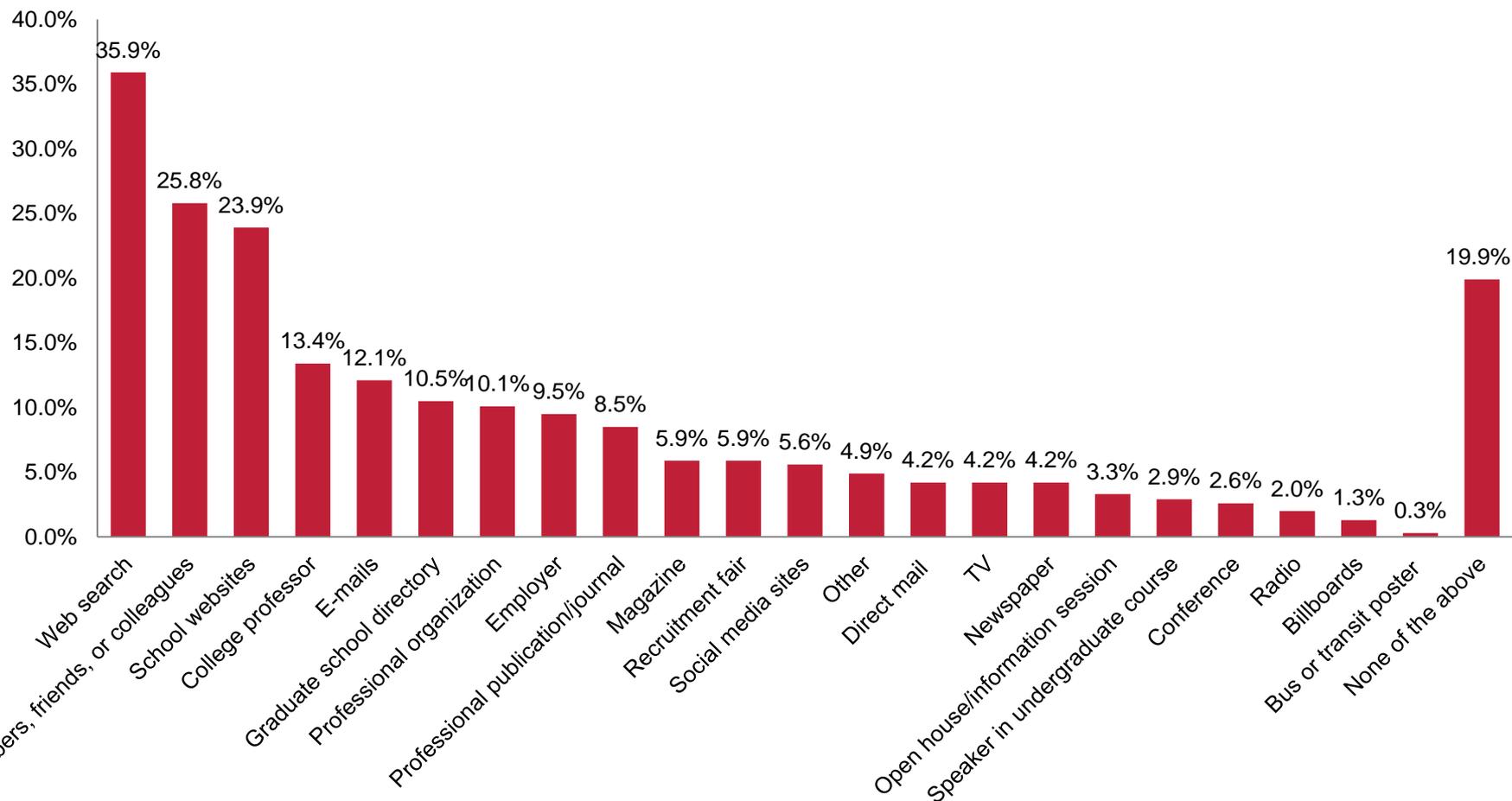
Q: Are there any other institutions in the South Carolina region that you feel offer a high quality graduate education?



Communication Preferences

Learning about Graduate Programs

Top sources included: web search, friends, family or colleagues and school websites

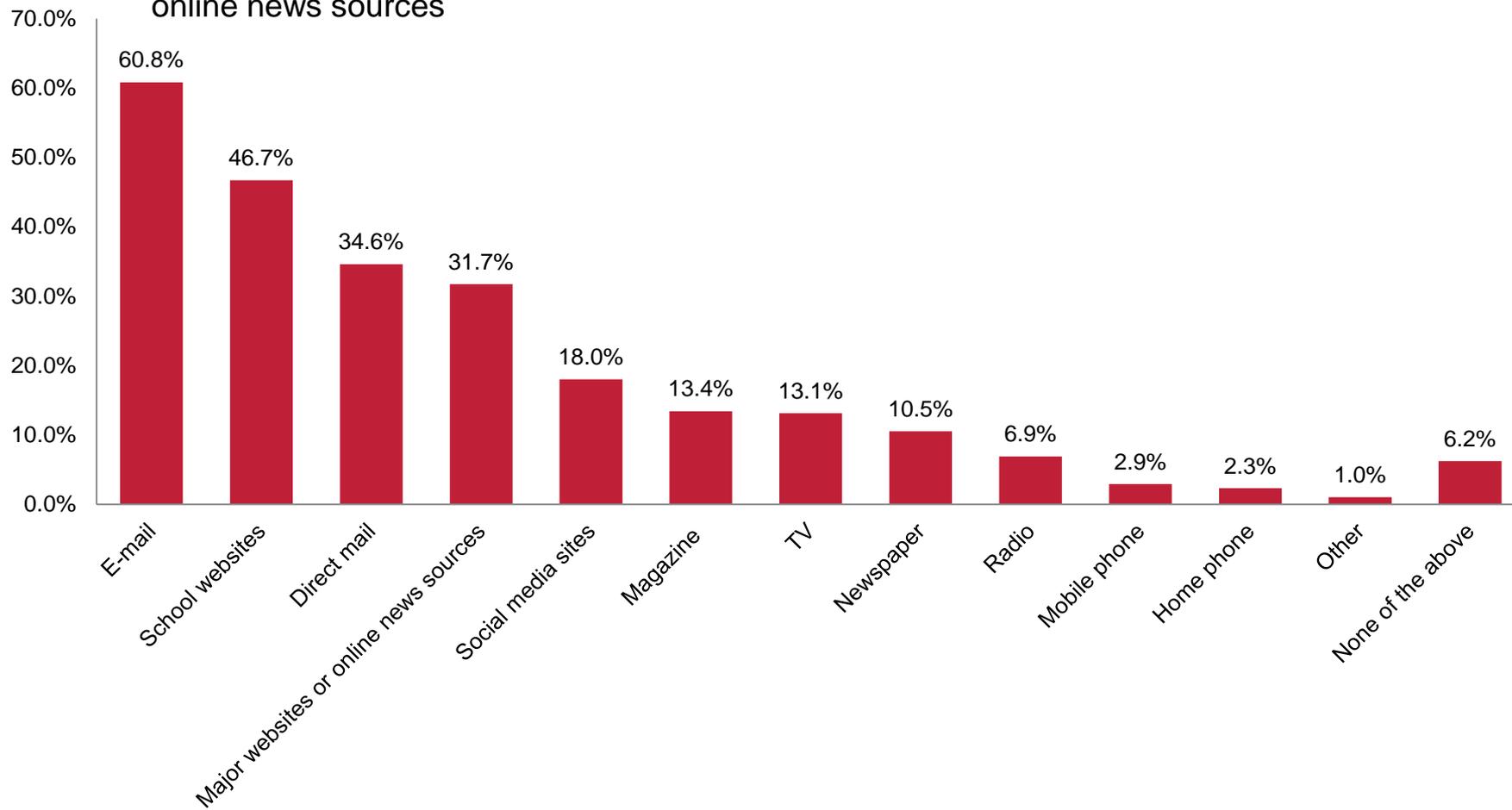


Other responses included: ambition/what they wanted, family, and this survey

Q: How did you first learn about the graduate programs that you were interested in? Select all that apply.

Communication Preferences for Graduate Programs

Top sources included: e-mail, and school websites, direct mail and major websites or online news sources



Other responses included: graduate school fair, recruiters, and on campus flyers

Q: How would you like universities to communicate with you about their graduate programs? Select all that apply.



Summary and Recommendations

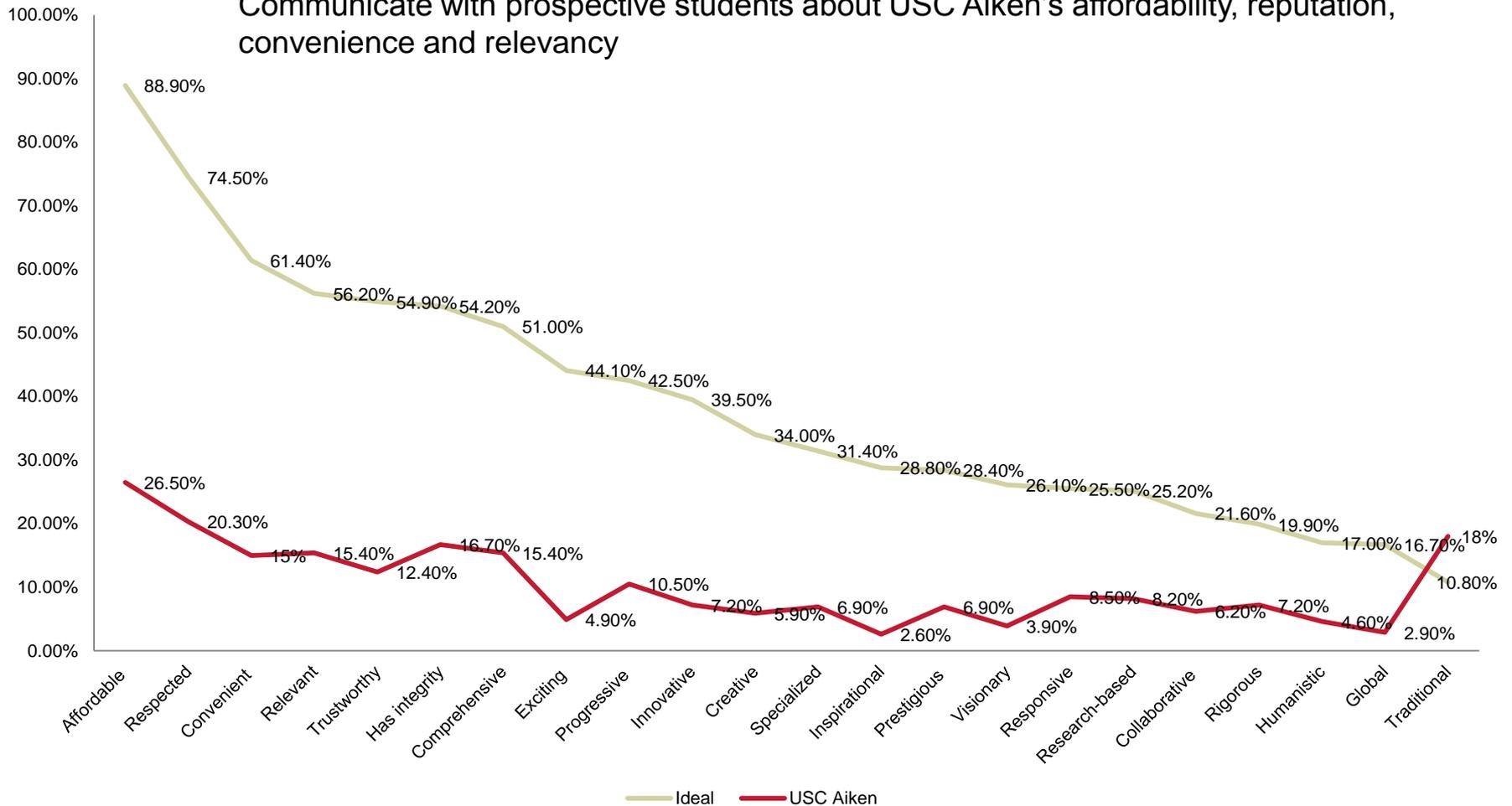
Top Programs and Learning Format

	Program Interest Blind	Program Interest USC Aiken (rating of 4 or 5)	% Drop
MBA – Liberal Arts and STEM	115	42	63%
M.Ed. In Teaching	104	53	49%
MAT Math and Science	50	24	52%
MS in Nursing Education	49	22	57%
MS in Nursing Executive Leadership/Administration	46	30	35%

- Preferred Format:
 - Hybrid, followed by Online (instructor-led) and In-Person
- Preferred Schedule:
 - Part-time
- Preferred Time:
 - Weekday night

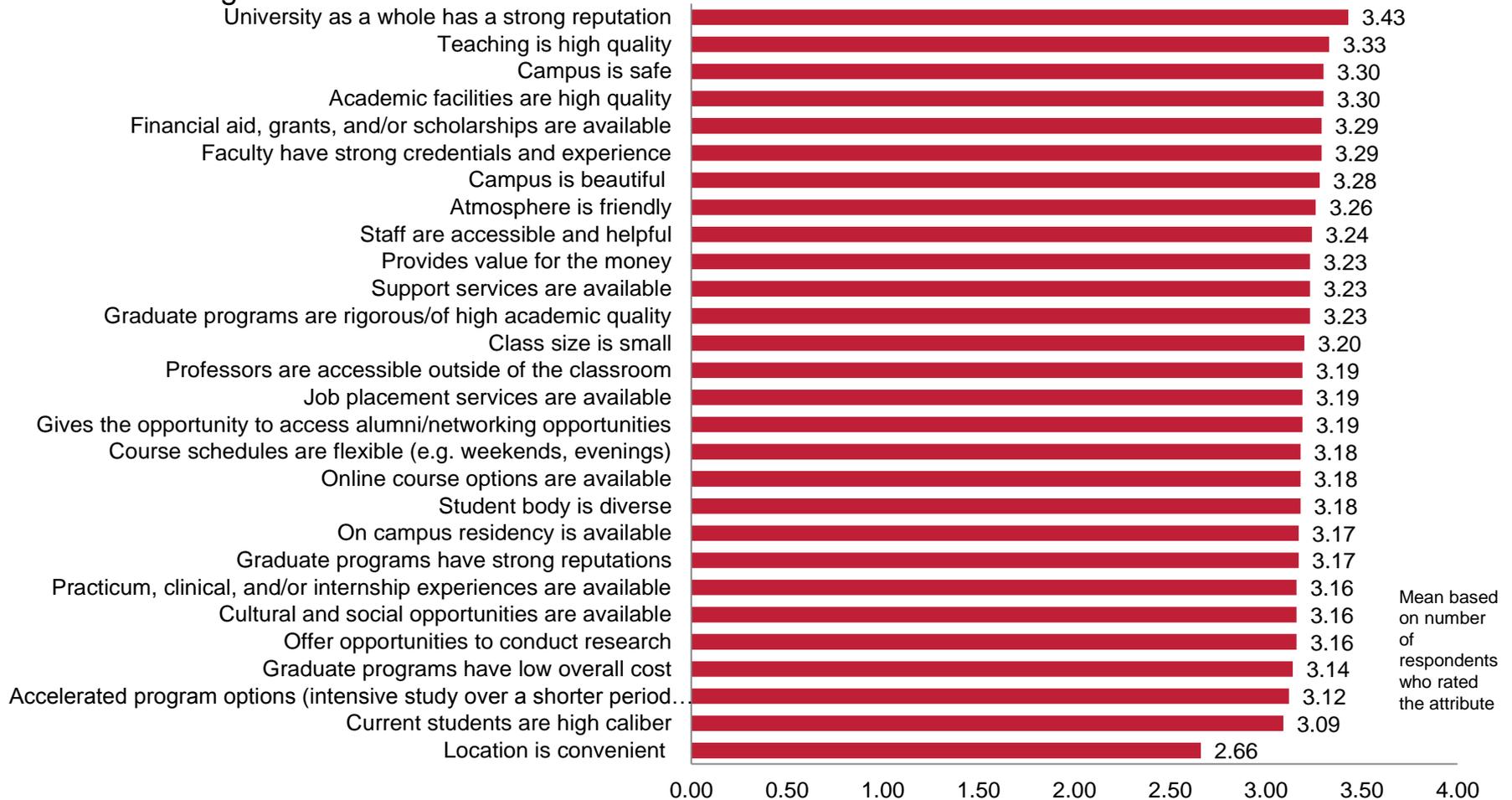
Close the gap

Communicate with prospective students about USC Aiken's affordability, reputation, convenience and relevancy



Build on what USC Aiken is known as

Foundation in the following: university as a whole has a strong reputation, teaching is high quality, campus is safe, and academic facilities are high quality. Leverage and communicate these strengths.



Keep in Mind...

- Reasons for pursuing a graduate degree include:
 - achieve personal growth, increase salary, broaden knowledge of a particular subject matter, and career advancement
- The top ways they learn about graduate programs they are interested in are by:
 - web search, friends, family or colleagues and school websites
- Communication preferences include:
 - e-mail, and school websites, direct mail and major websites or online news sources



Rebecca Piloni
Research Consultant, Carnegie Communications
rebecca@carnegiecomm.com

THANK YOU!

Appendix H: Approval Documents



South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
Dr. Bettie Rose Horns, Vice Chair
Ms. Natasha M. Hanna
Ms. Elizabeth Jackson
Dr. Raghu Korrapati
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (Ret.)
Mr. Kim F. Phillips
Mr. Y. W. Scarborough, III
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
The Honorable Lewis R. Vaughn

Dr. Richard C. Sutton
Executive Director

February 27, 2014

Dr. Harris Pastides
President
University of South Carolina
Osborne Administration 101
Columbia, SC 29208

Dear Dr. Pastides:

This letter is to confirm that at its meeting on February 6, 2014, the Commission approved the program leading to the **Master of Business Administration degree** at the University of South Carolina Aiken to be implemented in Fall 2014.

The following table lists the chronology of the program approval process.

Program Planning Summary Received	10-1-12
ACAP Electronic Review	12-17-12
Program Proposal Received	7-25-13
ACAP Consideration	10-17-13
CAAL Consideration	1-9-14
CHE Consideration	2-6-14

The program will be noted on the Commission's *Inventory of Approved Programs* with the following information.

Degree Designation	Title of Program	CIP Code	Site Identifier
M.B.A.	Business Administration	520201	50801, USC Aiken Main Campus

Please do not hesitate to contact me or Dr. MaryAnn Janosik should you have any questions about the Commission's action.

Sincerely,

Richard C. Sutton, Ph.D.
Executive Director

cc: Dr. Michael D. Amiridis
Dr. Helen Doerpinghaus
Dr. Kris Finnigan
Dr. Sandra Jordan

Dr. Jeff Priest
Inventory file
MIS file
Program file

The official minutes of the University of South Carolina Board of Trustees are maintained by the Secretary of the Board. Certified copies of minutes may be requested by contacting the Board of Trustees' Office at trustees@sc.edu. Electronic or other copies of original minutes are not official Board of Trustees' documents.

University of South Carolina
BOARD OF TRUSTEES

June 17, 2013

The University of South Carolina Board of Trustees met on Monday, June 17, 2013, at 12:25 p.m. in the Board Room at 1600 Hampton Street.

Members present were: Mr. Eugene P. Warr, Jr., Chairman; Mr. John C. von Lehe, Jr. Vice Chairman; Mr. Chuck Allen; Mr. Robert "Eddie" Brown; Mr. J. Egerton Burroughs; Mr. Mark W. Buyck, Jr.; Mr. Thomas C. Cofield; Mr. A.C. "Bubba" Fennell; Dr. C. Edward Floyd; Mr. William C. Hubbard; Mr. William W. Jones, Jr.; Mr. Toney J. Lister; Mr. Miles Loadholt; Mr. Hubert F. Mobley; Ms. Leah B. Moody; Dr. C. Dorn Smith, III; Mr. Thad H. Westbrook; Mr. Mack I. Whittle, Jr.; Mr. Charles H. Williams; and Dr. Mitchell M. Zais.

Also present were faculty representative Dr. Sandra J. Kelly and student representative Chase Mizzell.

Others present were: President Harris Pastides; Secretary Amy E. Stone; Chief Financial Officer Edward L. Walton; Vice President for Student Affairs and Vice Provost for Academic Support Dennis A. Pruitt; Vice President for Information Technology and Chief Information Officer William F. Hogue; Vice President for Human Resources Chris Byrd; Interim Vice President for Development and Alumni Relations Susan Lee; Interim Vice President for Communications Wes Hickman; General Counsel Walter "Terry" H. Parham; Athletics Director Ray Tanner; Chancellor of USC Aiken Sandra J. Jordan; Chancellor of USC Beaufort Jane Upshaw; Palmetto College Chancellor Susan A. Elkins; USC Upstate Chancellor Tom Moore; Dean of USC Union Alice Taylor-Colbert; Associate Vice President for Business and Finance

and Budget Director, Division of Finance and Planning, Leslie Brunelli; University Budget Director Harry Bell; Vice Provost and Dean of Undergraduate Studies Helen I. Doerpinghaus; Associate Vice President for Administration, Division of Student Affairs and Academic Support, Stacey Bradley; Executive Dean, College of Arts and Sciences, Roger H. Sawyer; Director of Academic Programs, Office of the Provost, Kristia H. Finnigan; Internal Audit Director Phil Iapalucci; Executive Associate Athletics Director Kevin O'Connell; Associate Athletics Director and Senior Women's Administrator Judy Van Horn; Special Assistant to the President J. Cantey Heath Jr.; Student Government Association Immediate Past President Kenny Tracy; University Technology Services Production Manager Matt Warthen; Board staff members Debra Allen and Terri Saxon; and members of the media.

Chairman Warr called the meeting to order and stated that notice of the meeting had been posted and the press notified as required by the Freedom of Information Act; the agenda and supporting materials had been circulated; and a quorum was present to conduct business. Mr. Hickman introduced members of the media in attendance: Josh Kendall with *The State*; Amanda Coyne with *The State* and *The Daily Gamecock*; John Whittle with *The Big Spur*; Scott Hood with *Gamecock Central*; Drew Brooks with *The Spartanburg Herald-Journal*; and Jody Barr with WIS-TV.

Chairman Warr welcomed Dr. Alice Taylor-Colbert, the new dean of USC Union, and then invited the Reverent John Cook of the Presbyterian Student Association to deliver the invocation. Chairman Warr said the entire Board participated in the Academic Affairs and Faculty Liaison Committee's Executive Session, negating the need to repeat it for the full Board meeting. Therefore, to facilitate the schedule of those who needed to leave early, the meeting would proceed in open session beginning out of order with the Executive Committee Report and presentation of the Operating Budget for Fiscal Year 2014.

II. COMMITTEE REPORTS

- D. Executive Committee
(The Honorable Eugene P. Warr, Jr. reported)

2. FY 2013-2014 Annual Operating Budget: On behalf of the Executive Committee, Chairman Warr moved approval of the proposed total current funds budget for the USC System for fiscal year 2014, including the operating budgets, the tuition and fee schedules, the budgets for all auxiliary enterprises, and the designated funds budget. The University budget is contingent on final approval of the budget for the State of South Carolina and stated items may be adjusted as needed.

He noted that everyone was present for the full budget discussion during the Executive Committee meeting earlier in the day. There being no further discussion, Mr. Mobley seconded the motion. The motion passed with a dissenting vote cast by Mr. Burroughs.

A copy of the FY14 Capital Budget Document [Exhibit A] was provided to each Board member. It was announced that following approval of the State budget, a copy of the University's FY14 Operating Budget would be printed and provided to the Board at its August meeting.

Chairman Warr continued reporting on the remaining items from the Executive Committee's meeting earlier in the day at which several contracts valued in excess of \$250,000 were approved. These included:

- A new four-year Athletics employment contract for Head Equestrian Coach Boo Major that ends May 31, 2017, at a base salary of \$93,000.
- A new four-year Athletics employment contract for Head Men's and Women's Swim and Dive Coach McGee Moody that ends April 30, 2017, at a base salary of \$108,000.
- A one-year consulting services agreement with IMG Learfield Ticket Solutions to provide outsourced ticket-sales services for the University's ticketed athletic events, as well as additional mutually agreed upon activities/events over which the University has the right to sell tickets.

The University will pay Ticket Solutions \$17,500 for each \$50,000 threshold up to \$1 million of net revenue that Ticket Solutions reaches in ticket sales. In addition, the University will pay

Ticket Solutions \$20,000 for each \$50,000 threshold of new revenue reached after the \$1 million net revenue threshold. Ticket Solutions also will receive an additional \$10,000 if it sells 1,500 new basketball full-season men's and women's tickets.

- A Charter Flight Agreement with Delta Air Lines, Inc. under which the Gamecock football team will be transported to four away games this fall at a cost of \$430,858.
- An amendment that extends the University's contract with Campus Televideo, Inc. until June 30, 2014, to provide cable television services to the Columbia campus, including Williams-Brice Stadium, at an annual cost of \$346,167.
- An amendment to the contract with PAETEC Software Corp. to extend its maintenance agreement through March 31, 2017, at a total cost of \$279,325 for software that supports the University's IT-related billing system.
- A software license agreement with SARS Software Products, Inc., to provide a scheduling software package, with training and support services, for academic advising at a cost of \$46,040.
- An amendment to a four-year agreement with Palmetto Health Richland, which increases from six to seven the number of faculty members that the College of Pharmacy makes available to Palmetto Health to provide hospital pharmacy-based services, as well as pharmacy resident training. Palmetto Health will continue to pay \$27,000 per year for each of the six clinical pharmacists, with the addition of \$40,000 per year for one hospital pharmacist.

1. Contracts: Contracts, with values exceeding \$750,000 were approved by the Executive Committee for recommendation to the Board for action:

a. A new four-year Athletics Employment Contract for Head Men's and Women's Track Coach Curtis Frye that ends June 30, 2017, and provides for an annual base salary of \$191,400. In addition, the contract provides for \$50,000 in personal services compensation to be paid by outside rights holders, but guaranteed by the Athletics Department. The contract also stipulates that the

Athletics Department will pay the annual premiums to provide Coach Frye life insurance benefits totaling \$750,000. The contract contains the standard incentive options and termination clauses, all of which were detailed in the Board's meeting materials.

On behalf of the Executive Committee, Chairman Warr moved to approve Coach Frye's employment agreement. Mr. Westbrook seconded the motion. The vote was taken and the motion passed.

b. A contract with Southern Way, Inc., doing business as Southern Way Catering, to provide catering services in premium areas of Williams-Brice Stadium. The contract is the result of a request for proposals that was issued and executed in compliance with State regulations. Premium area locations at the stadium include: The Zone; 18 suites, the Executive Clubs and the Champions Clubs on the 200 Level; and two suites on the 600 Level, as well as the 600 Level Club.

On behalf of the Executive Committee, Chairman Warr moved approval of the contract with Southern Way, Inc. Mr. Fennell seconded the motion. The vote was taken and the motion passed.

c. A five-year contract with Aiken Communications, Inc., for exclusive rights to publish a newspaper, magazine and website on behalf of the Gamecock Club for distribution to and/or access by Gamecock Club members. Total subscription fees paid by the Gamecock Club in any contract year shall not exceed \$300,000 and The Gamecock Club will receive 20 percent of net advertising revenue generated by the newspapers, magazines and website. Additional information was detailed in the Board's meeting materials.

On behalf of the Executive Committee, Chairman Warr moved approval of the contract with Aiken Communications, Inc. Mr. Lister seconded the motion. The vote was taken and the motion passed.

Following the Executive Committee report, Chairman Warr called on President Pastides.

III. REPORT OF THE PRESIDENT

Dr. Pastides thanked the Board for its stewardship of the University and approval of the budget. On a sad note, he informed the Board that a "stately tree on the northeast corner of the Horseshoe

that is estimated to be about 140 years old would need to come down.” The Southern Live Oak, which measures 16 feet in diameter, recently lost a heavy limb. It was struck by lightning in 2006 and must be removed for safety issues.

On a happier note, Dr. Pastides advised that orientation was in full swing, with freshmen and transfer students on campus daily. “From the sights and sounds on the Horseshoe and around campus, I can tell you that we will have the most robust freshman class ever. I know that it will be the best academically qualified class in the history of this University, but their school spirit will be at an all-time high as well.” Dr. Pastides also commended Athletics Director Tanner “who reported not only a good year academically, but the best year in academic achievement from our athletes in the history of this University.” In conclusion, Dr. Pastides wished everyone a wonderful summer.

Chairman Warr returned to the remaining agenda items.

I. APPROVAL OF MINUTES

The following six sets of minutes were on the Board Portal for review and were presented for approval:

- A. Board of Trustees, April 17, 2013
- B. Buildings and Grounds Committee, April 17, 2013
- C. Executive Committee, April 17, 2013
- D. Student-Trustee Liaison Committee, April 17, 2013
- E. Board of Trustees, May 28, 2013
- F. Audit and Compliance Committee, June 4, 2013

There were no additions, deletions or corrections to the minutes; therefore, they stood approved as distributed.

II. COMMITTEE REPORTS (continued)

- A. Audit and Compliance Committee
(The Honorable J. Egerton Burroughs reported)

The Audit and Compliance Committee met on June 4, 2013.

Designated Funds Budget for FY 13/14: The Committee approved the Designated Funds Budget

for FY 2014. The budget was recommended to the Executive Committee and is included in the proposed budget scheduled for consideration later today.

Internal Audit and Advisory Services FY 13/14 Budget: The Committee approved the proposed Internal Audit and Advisory Services FY 2014 Budget. It is included as part of the overall FY 2014 University budget proposal, as recommended by the Executive Committee for Board consideration.

B. Academic Affairs and Faculty Liaison Committee
(The Honorable Thad Westbrook reported)

The Academic Affairs and Faculty Liaison Committee met earlier in the day. The following items have received all appropriate approvals and were presented to the Committee in Executive Session.

Honorary Faculty Titles: On behalf of the Academic Affairs and Faculty Liaison Committee, Mr.

Westbrook moved approval of twelve requests for honorary faculty titles to be awarded effective with each individual's retirement:

For the title Distinguished Professor Emerita and Carolina Distinguished Professor Emerita:

Arlene Bowers Andrews
Sarah Ann Woodin

For the title Distinguished Professor Emerita and I. DeQuincy Newman Professorship Emerita:

Sadye M.L. Logan

For the title Distinguished Professor Emeritus:

Kuniharu Kubodera
Bruce McClenaghan
Jim O'Connor
John L. Safford
John Van Zee

For the title Professor Emerita:

Elaine Frank
Rita Rhodes

For the title Professor Emeritus:

John B. Bowles
Daniel Sabia

Mr. Cofield seconded. The vote was taken and the motion passed.

2. Appointments with Tenure: On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the following twenty-one requests for appointments with tenure:

a. Dr. John M. Brooks will be awarded tenure at the rank of Professor in the Department of Health Services Policy and Management in the Arnold School of Public Health. He will also serve as the SmartState Chair in Rehabilitation and Reconstruction Sciences.

b. Dr. Elizabeth Chambliss will be awarded tenure at the rank of Professor in the School of Law. He will also serve as the Director of the Nelson, Mullins, Riley, and Scarborough Center on Professionalism.

c. Dr. Pang Du will be awarded tenure at the rank of Associate Professor in the Department of Statistics in the College of Arts and Sciences.

d. Dr. Christine J. Ferguson will be awarded tenure at the rank of Professor in the Department of Education at the University of South Carolina Beaufort.

e. Dr. Lance Holbert will be awarded tenure at the rank of Professor in the School of Journalism and Mass Communications, College of Mass Communications and Information Studies. He will also serve as the Associate Director for Graduate Studies and Research in the School of Journalism and Mass Communications.

f. Dr. Lee Hurren will be awarded tenure at the rank of Professor at USC Upstate. He will also serve as the Dean of the School of Education on that campus.

Dr. Hippokratis Kiaris will be awarded tenure at the rank of Associate Professor in the South Carolina College of Pharmacy.

g. Dr. Tarja Knuuttila will be awarded tenure at the rank of Associate Professor in the Department of Philosophy, College of Arts and Sciences.

h. Dr. Marlys Lipe will be awarded tenure at the rank of Professor in the Darla Moore School of Business. She will also serve as the Friends of Accounting – Donald H. Cramer Professor of Accounting.

i. Dr. Michael O'Neill will be awarded tenure at the rank of Professor in the Department of Biological Sciences, College of Arts and Sciences.

- j. Dr. Rachel O’Neill will be awarded tenure at the rank of Professor in the Department of Biological Sciences, College of Arts and Sciences. She will also serve as chair of that department and as the College of Arts and Sciences Distinguished Professor of Biological Sciences.
- k. Dr. Shyamal Peddada will be awarded tenure at the rank of Professor in the Department of Statistics, College of Arts and Sciences.
- l. Dr. Maria Peña will be awarded tenure at the rank of Associate Professor in the Department of Biological Sciences, College of Arts and Sciences.
- m. Dr. David Stodden will be awarded tenure at the rank of Associate Professor in the Department of Physical Education and Athletic Training in the College of Education.
- n. Dr. James Tabery will be awarded tenure at the rank of Associate Professor in the Department of Philosophy, College of Arts and Sciences.
- o. Dr. Alice Taylor-Colbert will be awarded tenure at the rank of Professor and as Regional Campus Dean for USC Union.
- p. Dr. Michael van Tooren will be awarded tenure at the rank of Professor in the Department of Mechanical Engineering, College of Engineering and Computing.
- q. Dr. Cuizhen (Susan) Wang will be awarded tenure at the rank of Associate Professor in the Department of Geography, College of Arts and Sciences.
- r. Dr. Collin Webster will be awarded tenure at the rank of Associate Professor in the Department of Physical Education and Athletic Training, College of Education.
- s. Dr. Delia West will be awarded tenure at the rank Professor in the Department of Exercise Science in the Arnold School of Public Health. She will also serve as the SmartState Chair in Technology Applications for Health Behavior Change and as Director of the SmartState Technology Center to Enhance Healthful Lifestyles.
- t. Dr. Bridette Jacob Ziobrowski will be awarded tenure at the rank of Professor at USC Beaufort. She will also serve as Department Chair of Business on that campus.

Mr. Fennell seconded. The vote was taken and the motion passed.

- 3. Tenure and Promotion Recommendations: Two lists of tenure and promotion recommendations were submitted. [Exhibit B]
 - a. USC Columbia

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr.

Westbrook moved approval of the USC Columbia tenure and promotion recommendations that include

promotion to professor with tenure; promotion to associate professor with tenure; tenure at associate professor; and tenure at librarian. Mr. Loadholt seconded. The vote was taken and the motion passed.

b. System Campuses

From the campuses other than Columbia, the names of those faculty members who are recommended for tenure at professor; promotion to professor; promotion to associate professor with tenure; tenure at associate professor; and tenure at assistant professor were also listed in the materials.

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of these tenure and promotion recommendations as distributed and Mr. Williams seconded the motion. The vote was taken and the motion passed.

4. New Programs

- a. Master of Business Administration for STEM and Liberal Arts (MBA-STEM/L.A.), USC Aiken
- b. Bachelor of Science (B.S.) in Health Promotion, USC Beaufort
- c. Bachelor of Arts (B.A.) in Child Development and Family Studies, USC Upstate
- d. Bachelor of Arts (B.A.) in Theatre, USC Upstate

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the four new programs. Mr. Brown seconded. The vote was taken and the motion passed.

5. Removal of Honorary Degree Candidates From the Table: On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved to remove the names of the following honorary degree recipients from the table:

J. Brady Anderson

Richard Eric Besser
Benjamin Bernard
Dunlap Robert Michael
Gates John M. H. Hart
Jr. Martin M. Koffel
Darius Carlos Rucker
Emory Wayne
Rushton Kessel D.
Stelling Jr. Leo
Franklin Twiggs
Stephen Neal Zack

Dr. Smith seconded. The vote was taken and the motion passed.

- C. Intercollegiate Athletics Committee
(The Honorable Eugene P. Warr, Jr., reported on behalf of Mark W. Buyck, Jr.)

The Intercollegiate Athletics Committee met earlier today and Mr. Tanner gave an overview of the academic and athletic success for 2012-2013. Mr. Jeff Tallant presented an overview of the FY 2013-2014 Athletics Department Budget. The proposed Department of Athletics budget is included in the University's FY 2013-14 Budget that was approved earlier in the meeting.

President Pastides updated the Committee on the SEC's annual spring meeting, which was held in Destin, Florida, during the last week of May.

III. REPORT OF THE ALUMNI ASSOCIATION

Chairman Warr called on Mr. Brown who provided an update on the Alumni Center. On May 15, the Carolina Educational Foundation Board approved a five-year \$9 million loan to the Alumni Association to provide bridge financing necessary to complete the financial package and insure the \$15 million New Market Tax Credit (NMTC) allocation. The NMTC provides for \$15 million to be borrowed while \$11.5 is repaid. The loan will be repaid through the Alumni Association's development efforts. Polly Laffitte, the association's new development director, will work with Paula Harper Bethea and Bob Royall on development efforts. On June 13, he said the City of Columbia's Design Development and Review Commission gave unanimous approval to the exterior design of the Alumni Center. Four finalists have

been selected for the association's construction manager at risk, he added, with the final selection to be made by late July.

Mr. Brown also thanked Leah Moody for being an outstanding guest speaker at the Richard T. Greener Scholarship Banquet hosted by the Black Alumni Council on April 27. He also thanked Athletics Director Tanner for his support and that of the Gamecock Club and the Athletics Department with the Alumni Association's statewide Fan Fest events, as well as assisting the association with the Family Circle Tennis Cup in Charleston and the Heritage Golf Classic at Hilton Head.

Mr. Brown commented that the Alumni Association is currently active with new student orientation. As of the middle of June, 753 new freshmen had joined the Student Alumni Association. In concert with the Board of Visitors, the Alumni Association will host approximately 25 "Freshmen Sendoffs" across the country, including at least one event in each of the state's congressional districts.

In conclusion, Mr. Brown indicated that in May the Alumni Association helped sponsor three President's receptions with Dr. and Mrs. Pastides in Greenville, Charleston and Columbia.

V. PRESENTATION OF CERTIFICATES OF APPRECIATION

Chairman Warr called on Dr. Sandra Kelly to come forward and asked Secretary Stone to read a Certificate of Appreciation from the Board of Trustees thanking Dr. Kelly for her outstanding contributions and service to the University during her tenure as Chair of the Faculty Senate from December 2011 to June 2013.

Dr. Kelly said she was honored to have sat with the Board and had enjoyed her experience attending meetings as Chair of the Faculty Senate. She said she had developed a deep appreciation for how hard Board members worked in overseeing a complex organization. This "big picture" view was one that few faculty had the chance to see and she appreciated everything she had learned in her nearly two years with the Board.

Chairman Warr called on Kenny Tracy, former Student Government president, to come

forward. Chairman Warr asked Secretary Stone to read his Certificate of Appreciation. She explained that Mr. Tracy had driven from a summer internship in Atlanta to attend the meeting.

Mr. Tracy expressed how honored he was to have been able to sit with the Board during the past year. The leadership in the room was incredible, he believed, noting that it was awesome for a student to see what happens on the Board of Trustees. He recalled his last full Board meeting from which he left thinking about what an opportunity it had been to work with the trustees. He also expressed appreciation for their service to the institution and its students.

There being no objections, Chairman Warr said that the meeting would recess for lunch. He said the Board would reconvene after lunch for a short executive session to receive legal advice and to discuss a personnel matter.

The meeting recessed at 1 p.m. and reconvened at 1:30 p.m.

Chairman Warr called for a motion to enter Executive Session. Mr. Loadholt so moved and Mr. Lister seconded the motion. The vote was taken and the motion carried.

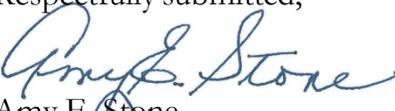
Chairman Warr invited the following persons to remain: Trustees, Secretary Stone, Mr. Parham, Mr. Walton, Mr. Byrd and Mr. Heath.

RETURN TO OPEN SESSION

ADJOURNMENT

Since there were no other matters to come before the Board, Chairman Warr declared the meeting adjourned at 2 p.m.

Respectfully submitted,


Amy E. Stone
Secretary

**FACULTY ASSEMBLY
THE UNIVERSITY OF SOUTH CAROLINA AIKEN**

Meeting of the Faculty Assembly

February 26, 2013

Minutes

1. Call to Order

Dr. Harry Shealy called the meeting to order at 4:01 p.m.

2. Correction and Approval of Minutes

The Faculty Assembly Minutes for January 28, 2013 were approved as submitted.

3. Reports of University Officers

Chancellor Jordan addressed the Assembly first, beginning with a follow-up on her recent trip to Cumbria, England, which was at the invitation of the URS company. The Chancellor described the rationale for the trip—to build relations academic and business relationships between that area and ours—and then she discussed the economic similarities and differences between that region of England and the Savannah River area. She continued by noting that other members of the delegation included members of the Aiken City Council, representatives of both USCA and Aiken Tech, and representatives of URS. Of particular note are the future possibility of faculty/student exchange programs between USCA, East Lancaster University, and Cumbria University, and the possibility of internships for USCA engineering and science students at the Sellafield nuclear site. The Chancellor indicated her plans to write up a summary of her trip once her investiture was complete.

Chancellor Jordan then turned the floor over to Dr. Jeff Priest, interim Executive Vice Chancellor for Academic Affairs, who updated the Assembly on the Innovation Fund. Dr. Priest announced the winning proposals, noting that 27 proposal by 36 authors had been submitted, and 9 had been approved for funding. The authors of those winning proposals were then recognized by Dr. Priest and the Chancellor, as follows: Chad Leverette, Monty Fetterolf, Susan Glenn, and Gerard Rowe (Development of a BA Program in Chemistry); Bill Jackson and Michelle Harmon (The USC-Aiken Center for Research Excellence); Virginia Shervette, Nathan Hancock, and Michelle Vierya (Re-designing Fundamental Biology Courses); Tom Smythe (The Flipped Classroom and Mobile Learning); Cheryl Fogle (Predictive Analytics); Sara Campbell and Thayer McGahee (Development of a Three-Year BSN Degree Program); Maria Anastasiou, Linda Wang, and Aja Vaughn (International Living Learning Community); Rao Li (Teaching a Course on Android Phone Programming); and Corey Feraldi (On-Campus Paid Internship Program). Chancellor Jordan then expressed her thanks to the authors of these proposals for their hard work. A question then came from the floor asking if information on these projects could be posted on the University website; the Chancellor replied in the affirmative

Mr. Ernest Pringle, Vice Chancellor for Information Technology, then took the floor to provide an update on student email and plans to outsource it to Microsoft, owing to problems with the size of the system. While this will necessitate a change in student email addresses, Mr. Pringle described further benefits of outsourcing student email: students will need only one logon ID in the future; their mailbox size will increase; skydrive will be made available to students; and students will be able to use Word and Excel online. Mr. Pringle also noted that the transition to One Carolina was holding some of this up, but the new system is expected to be in place for the fall semester of 2013. A question from the floor sought to ascertain whether email sent to students' old email addresses would automatically be forwarded to the new; Mr. Pringle responded that students would be given instructions in the future on how to do this, as well as other key tasks.

Dr. Deidre Martin then took the floor to update the Assembly on the Chancellor's investiture. She began by noting that the Board of Trustees would be meeting on the USCA campus on Thursday, February 28, and also on that day Student Life and SGA would be sponsoring a tree planting in honor of Chancellor Jordan. Dr. Martin noted that many members of the Aiken community were scheduled to attend the investiture ceremony on Friday, March 1. Dr. Martin also noted that much of the funds for the investiture was donated by outside sponsors, to which Bob Botsch added that the investiture activities came in under budget.

4. Reports of Committees

Courses and Curricula Committee

Prof. Matt Miller, chair, took the floor to introduce 43 various program, course, and bulletin changes.

Item number one was to add AMTH 108 as a prerequisite for ENCP A101 and A102: Introduction to Engineering I and II. The justification for this change is that students would experience fewer problems in ENCP A101 and A102 if required to take AMTH 108. A question from the floor sought to ascertain if this change would affect the progression of transfer students, to which Dr. Miller replied that it would not. There was no further discussion, so the Chair put the motion to a vote. The proposed change was approved by acclamation.

Item number two consisted of a cognate change and subsequent change to the cognate list for the Department of Chemistry. The proposed change would move ABIO 541 from the list of foundational courses to that of approved cognate courses. The rationale for the change: keeping ABIO 541 as a foundational inadvertently adds three credit hours to the degree program. There was no discussion, so the Chair put the motion to a vote. The proposed changes were approved by acclamation.

Item number three consisted of four bulletin changes and two course changes for the School of Nursing. The first bulletin change was to add the stipulation that nursing courses may not be audited without the approval of the Dean of the School of Nursing. The second bulletin change was the modification and/or addition of language that would clarify transfer credit policies and establish the same policies for program failures in both the generic and completion track. The third bulletin change was a modification to the degree's general education requirements which would allow students to take either Introductory

Sociology or Anthropology 102; this would allow more flexibility for Nursing students to complete their requisite courses in a timely manner. The fourth bulletin change was editorial in nature to show clearly that the degree program is a professional nursing program and not a technical nursing program. The first course change was to change the name of ANRS 201, Fundamentals of Nursing, to Introduction to Nursing Practice; this change would more clearly reflect the content of this course. The second course change was to change the name of ANRS 323, Maternity Nursing, to Women's Health through the Lifespan and change the course description, both of which would more clearly reflect the content of this course. There was no discussion on any of these changes, so the Chair put the motion to a vote on each bulletin change individually and the two course changes together. In each case the proposed changes were approved by acclamation.

Item number four consisted of myriad course changes, course deletions, proposed new courses, and one program change for the Department of History, Political Science, Philosophy, and Religion. The first course changes were to change the name of AHST 201, History of the United States from Discovery to 1865, to History of the United States to 1865 and change its course description; and change the course description of AHST 202. In each case the changes were designed to more accurately reflect the content of the course(s). There was no discussion, so the Chair put the motion to a vote. The proposed changes were approved by acclamation. The next proposal was a change in the name of AHST 300, Scope and Methods of History, to The Historian's Craft; a change in the credit hours of the course from 4 to 3; and a change in the course description. All of these changes reflect changes in current pedagogical practice at peer institutions. There was no discussion, so the Chair put the motion to a vote. The proposed changes were approved by acclamation. The next set of course changes was the deletion of AHST 312, 313, 325, 326, and 329 because these courses are no longer offered owing to faculty retirement. There was no discussion, so the Chair put the motion to a vote. The proposed changes were approved by acclamation. The next proposed change was a change in course number of AHST 435, Survey of African American History, to AHST 340; this change would differentiate the class from 400-level courses which require a survey as a prerequisite. There was no discussion, so the Chair put the motion to a vote. The proposed change was approved by acclamation.

At this point a motion was put forward from the floor to take all of the remaining proposed changes in item number four as a group. This motion was quickly seconded.

The remaining proposals from the Department of History, Political Science, Philosophy, and Religion are as follows: the addition of new courses AHST 370, Introduction to Public History, AHST 372, History of Illness and Medicine in America, AHST 374, History of Science, AHST 375, History through Film, AHST 376, History through Biography, and AHST 377, Popular Culture and History, AHST 420, Nationalism in Europe, AHST 421, The Vikings, AHST 422, Europe in Crisis, AHST 474, Issues in Environmental History, AHST 499, Senior Capstone (which would compensate for the deleted lab component in AHST 300), and AHST 448, Islamic Political Movements; a change in name and number of AHST 429, The Holocaust, to AHST 371, History of Genocide and Ethnic Cleansing, and a change in its course description; changes in prerequisites for AHST 423, History of Mexico, AHST 436, Issues in African American History, AHST 447, The Arab-Israeli Conflict, and AHST 451, Issues in South Carolina History; a change in prerequisites and course description for AHST 430, U.S. Constitutional History, and AHST 464, History of Women in the

United States; the deletion of AHST 442, History of the Old South, and AHST 443, History of the New South, owing to faculty retirement; and the deletion of AHST 500, Senior Honors Thesis, which is not congruent with the changes proposed. At the last was a program/bulletin change that would reflect all of the changes described above. There was no discussion, so the Chair put the motion to a vote. The proposed changes were approved by acclamation.

Faculty Welfare Committee

Prof. Doug Higbee, chair, took the floor to reiterate the proposed change in language regarding the “modified duties semester” in the USCA Family Friendly policy as presented at the Faculty Assembly of January 28. This change was designed to bring the USCA policy in line with the rest of the USC system. There was no discussion, so the Chair put the motion to a vote. The proposed change was approved by acclamation.

Academic Services Committee

Prof. Tom Wood, chair, presented, for information only, a proposal that would add the Office of Disability Services and the International Programs Office to the review roster of the Academic Services Committee. There were neither questions nor discussion at that time.

University Planning Committee

Prof. Doug Kuck, proxy for chair Jill Hampton, presented a new program proposal for a Liberal Arts Master of Business Administration (with STEM option). There was no discussion, so the Chair put the motion to a vote. The proposed new program was approved by acclamation.

Nominating Committee

Prof. Paul Newsome, chair, provided information on upcoming vacancies for various University committees, and took any nominations for those committees. Christine Wernet nominated Doug Kuck for the Scholastic Standings and Petitions committee; Linda Wang nominated Troy Wilson for the General Education committee; and Steve Millies nominated Elizabeth Georgian for the Courses and Curricula committee and the Academic Services committee.

5. Old Business

There was no old business.

6. New Business

Prof. Mohammed Hailat, Chair of the Department of Mathematics, put forth a motion requesting Faculty Assembly voting rights for Math Instructor Janice Overstreet, and this nomination was then seconded. There was no discussion, so the Chair put the motion to a vote. The motion to grant Janice Overstreet voting rights was approved by acclamation.

7. Announcements

The Chair reminded the Assembly of the dates and times of upcoming Faculty Assemblies. The Library Committee announced their efforts to form a USCA Friends of the Library society, and then indicated

that brochures are available for those who did not receive one or would like extras. Bill Jackson announced that a grant writing workshop would take place on the coming Friday at 10 a.m. Deidre Martin announced that the Pickens-Salley Symposium on Southern Women would take place on March 6.

8. Good of the Order

Chancellor Jordan took a humorous poke at the Psychology discipline, noting that she would do the same for all other academic units in due course. Bob Botsch then concluded the Good of the Order by offering a heartfelt memorial to former faculty member George Bowdler, who had recently passed.

9. Adjournment

The Chair adjourned the meeting at 4:55 p.m.

Respectfully submitted,

Eric Carlson, Ph.D.

Monday Group Minutes

January 28, 2013

Attendees Dr. Sandra Jordan, Dr. Lloyd Dawe, Mr. Randy Duckett, Mr. Mike Jara, Ms. Sherri Jenik, Dr. Deb Kladviko, Dr. Deidre Martin, Dr. Jeff Priest, Mr. Ernest Pringle, Mr. Joe Sobieralski

Special Guest Mr. Bill Spellman, COPLAC

Special Presentation

Mr. Spellman gave an overview on the COPLAC membership and its services.

One Good Thing

Facilities Management/Operations

Campus Addressing - Mr. Jara shared with the Group a layout of the campus roads/streets and the assigned names. It was noted the University's mailing address of 471 University Parkway would not be affected by this. More information on shipments/packages via UPS, Fedex (non-US mail) will be forthcoming. Mr. Jara and Mr. Sobieralski will work with the Mail Services Department to determine the best policy and practice for shipment of packages. The communication plan and how it will be shared with the campus was discussed.

University Advancement

Personnel Request - Dr. Martin announced that Mr. Patrick King has resigned as Coordinator for Web Development and Social Media effective February 28. She requested permission to begin a search to fill this position and the request was approved.

Web Timeline - Dr. Martin shared the web page timeline with the Group and gave an overview of the details that included templates that will be put into place to assist web associates. A communication plan has been adopted and put into place related to receiving requests for assistance with web pages. Discussion of the placement of the web office was discussed as well as and how the office works closely with the Information Technology Office. The Group confirmed that the web office was currently housed in the appropriate department on campus.

Distinguished Citizen Award - Dr. Martin shared a list of previous award winners and asked the Group for consideration for this year's award. This item will be placed on an upcoming agenda for further consideration.

Chancellor's Office

COPLAC - Dr. Jordan asked for the Group's feedback on membership in COPLAC. It was noted that faculty input will play a key role in determining membership. Marketing and recruiting benefits was discussed.

MBA Liberal Arts/STEM – Dr. Jordan gave an update on the proposed degree program. The Group (Cabinet) recommended to the Chancellor that the University move forward with the approval process to offer this degree.

High Point University - The Group discussed the recent article on the university and the opportunities for USCA. It was noted that bringing recognition to the campus was important. A possible visit to High Point, as well as other institutions in the area, was discussed.

Budget Hearing - The House Ways and Means Committee will be meeting with institutions on January 30th in Columbia. Dr. Jordan, Dr. Martin, and Mr. Sobieralski will be representing USCA.

Task Forces - Dr. Jordan gave an update, indicating that some of the Task forces have already met and are moving forward. Minutes from the meetings will be posted on the *Forward Together* website.

URS - UK Trip (Feb. 10-15, 2013) - Dr. Jordan announced that URS has invited her to travel with a group of officials from this area. The trip will provide the opportunity to explore business and educational partnerships, to include possible exchanges of faculty and students, the development of two-by-two degree programs which will bring UK students to USC Aiken, creation of mutually beneficial projects to advance the institutional interests of all involved, and to gain insight into the workforce development policies and practices of West Cumbria and the United Kingdom.

MG Meeting (2-25-13) - Dr. Jordan invited Ms. Kim Griffo to campus. Ms. Griffo, a former colleague of Dr. Jordan's, recently started a business to market on-line programs. Ms. Griffo is offering, at no charge to USCA, participation in a pilot program, only requesting feedback. Ms. Griffo will make a presentation to the Group on February 25th.

President Pastides' Campus Visit (3-25-13) - Dr. Jordan shared the proposed itinerary with the Group. The President will be meeting with student leaders as well as holding a Town Hall meeting with faculty and staff.

The meeting adjourned at 11:45 am.

Appendix I: Administrator of the Program – *curriculum vitae*

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
CLIFTON T. JONES
PROFESSOR OF ECONOMICS
DEAN OF SCHOOL OF BUSINESS ADMINISTRATION

EDUCATION

Texas A&M University
Ph.D. in Economics, 1985
University of Texas
BA in Economics, 1981

COURSES TAUGHT AT USC AIKEN

N.A.

ACADEMIC EXPERIENCE

Professor of Economics and Dean (2012 to present)
Timmerman Chair in Enterprise Development
School of Business Administration
University of South Carolina Aiken, Aiken, SC

Professor of Economics and Chair (1995–2012)
Rusche College of Business
Department of Economics and Finance
Stephen F. Austin State University, Nacogdoches, TX

Associate Professor of Economics (1991-95) and Director, M.S. in Economics Program (1994-95)
College of Business and Public Affairs
Department of Economics and Finance
Murray State University, Murray, KY

Assistant Professor of Economics (1985-91)
Robins School of Business
Department of Economics
University of Richmond, Richmond, VA

Graduate Research/Teaching Assistant (1982-85)
Department of Economics
Texas A&M University, College Station, TX

BUSINESS EXPERIENCE

Economic expert in support of litigation, 1995-present (38 cases total; five cases during 2009-2013)

INTELLECTUAL CONTRIBUTIONS

Peer-reviewed Journal Articles

Jones, C. T. The Role of Biomass in U.S. Industrial Interfuel Substitution. Forthcoming in Energy Policy.

Jones, C.T., Kouliavtsev, M.S. and Ethridge, J.R. (2013) Lower Level Prerequisites and Student Performance in Intermediate Business Courses: Does It Matter Where Students Take Their Principles Courses? Journal of Education for Business, 88(4), 238-245.

Peer Reviewed Conference Presentations

Ballinger, T.P., **Jones, C.T.**, and Thompson, M.A.. (2014, February) The Behavior of Regional Venture Capital Investment Shares. Paper presented at the annual meeting of the Academy of Economics and Finance, Chattanooga, TN.

Research Projects in Progress

Harrison, D.S., **Jones, C.T.**, and Stiebinger, P.J. Sustainability in the Undergraduate Business Curriculum: Where Are We Now? in preparation.

Ballinger, T.P., **Jones, C.T.**, and Thompson, M.A. The Behavior of Regional Venture Capital Investment Shares; under revision for submission to a scholarly journal

Jones, C.T., and Kosovich, S. Gasoline Taxes vs. CAFE Standards: What Will It Take?; in preparation

Jones, C. T. The Residual Demand for OPEC Oil; in preparation

SERVICE

University of South Carolina Aiken

Academic Council, 2012-present
Distance Learning Committee, 2012-2013
Director of Distance Learning Search Committee, 2013
EVCAA Search Committee, 2012-13
Recruitment, Progression & Growth Task Force, 2013
Faculty Co-Chair, USCA Family Fund, 2013-14
USCA Forward Together Advisory Group, 2013-14
Director of Distance Learning Search Committee, 2013
Speaker, USCA Student Leadership Retreat, August 2013
Chancellor's Extended Cabinet, 2013-present
Palmetto College Implementation Team, 2013-present

USC Aiken School of Business Administration

SOBA Graduate Council. 2013-present
Interim MBA Director, 2013-present
Business Advisory Council, 2012-present
Visiting Accounting Professor Search Committee, 2012
Palmetto College Student Services Coordinator Search Committee, 2013

SOBA Student Services Coordinator Search Committee, 2013
Visiting Management Professor Search Committee, 2013
Visiting Instructor/Interim Internship Director Search Committee, 2013
Business Communication Instructor/Internship Director Search Committee, 2014

Stephen F. Austin State University:

College of Business Executive Committee, 1995-2012
College of Business Faculty Council, 2010-2012
College of Business Facilities and Technology Committee, 2010-2012
University Chairs' Forum, 1995-2012 (Chair, 2002-2003)

Professional

Member, Southern Business Administration Association, 2012-present
Member, Beta Gamma Sigma, 2009-present
Member, International Association for Energy Economics, 1991-present
Discussant, 4th International Workshop on Empirical Methods in Energy Economics, Dallas, TX, July 2011
Manuscript reviewer, The Energy Journal

Community

Greater Aiken Chamber of Commerce, 2012-present
Blue Ribbon Panel: The Next Big Idea – Greater Aiken Chamber, 2013
The Rotary Club of Aiken, 2012-present
Aiken County Workforce Transformation Task Force, 2012-present
Leadership Aiken County, 2013-14
The Mill on Park Advisory Council, 2014-present
Aiken County Regional Economic Scorecard, 2014-present

HONORS AND AWARDS

Timmerman Chair in Enterprise Development, USC Aiken, 2012-present

Phi Alpha Kappa (Finance Club), Outstanding Economics Professor, Department of Economics & Finance,
Stephen F. Austin State University, 2005-06.

Board of Regents Award for Teaching Excellence, College of Business and Public Affairs, Murray State
University, 1995.

Presidential Research Fellowship, Committee on Institutional Studies and Research, Murray State University,
1994-95.

Amoco Foundation Distinguished Graduate Student-Teaching Award, Texas A&M University, 1984.

Lechner Fellowship, Texas A&M University, 1981-82.

Appendix J: Faculty *curriculum vitae*

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
FRANK XIE
ASSISTANT PROFESSOR OF MARKETING

EDUCATION:

Georgia State University
 Ph.D. in Business Administration Marketing, 2003
Georgia State University
 MBA in Finance 1999
Purdue University
 Ph.D. Program in Chemistry 1986 – 1990
Peking University
 BS in Geochemistry, 1984

COURSES TAUGHT AT USC AIKEN:

Statistics
Principles of Marketing
Social, Ethical and Legal Aspects of Business
European Studies
International Marketing
Promotion Strategies and Advertising
Marketing Research
Personal Selling/Sales Management
Retailing Management

ACADEMIC EXPERIENCE:

Assistant Professor of Marketing (2009 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Marketing (2003 – 2009)
School of Business
Drexel University
Philadelphia, PA

Instructor of Marketing (2000 – 2003)
School of Business
Georgia State University
Atlanta, GA

Graduate Teaching Assistant (1999-2000)
School of Business
Georgia State University
Atlanta, GA

BUSINESS EXPERIENCE:

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Pan, Yue, Simon S. Sheng, and **Frank Tian Xie** (2012), "Antecedents of Customer Loyalty: An Empirical Synthesis and Reexamination", *Journal of Retailing & Consumer Services*, (2012) 19, 150-158.

Xie, Frank Tian, Jane Cai, and Yue Pan (2012) "Perceived and Implicit Ranking of Academic Journals: An Optimization Choice Model", *Journal of Education for Business* (2012) 87, 1-9.

Osmonbekov, Talai, Brian T. Gregory, and **Frank Tian Xie** (2009), "How Consumer Expertise Moderates the Relationship between Materialism and Attitude towards Advertising," *Journal of Targeting, Measurement, and Analysis for Marketing*, (2009) 17, 4, 321-327.

Osmonbekov, Talai, **Frank Tian Xie**, and Wesley Johnston (2009), "Theoretical Model of E-business Infusion in Manufacturer-Reseller Relationships", *Journal of Business Market Management* (2009) 3:227–238.

Book Chapters in Scholarly Books

Xie, Frank Tian, (2012) , "The Differential Values of Wang Lijun Files to China and America", in "Bo-Wang Incident and CCP 18th Congress: Compilation of Related Documents,"(in Chinese), Greenfield Publishing, Hong Kong.

Scholarly Books

Xie, Frank Tian, (2013), *Dragon's Vault - Chinese Economy behind the Curtain* (in Chinese), Broad Press, Taiwan

Peer Reviewed Conference Proceedings

Richard A. Heiens, Robert T. Leach, Leanne C. McGrath, and **Frank Tian Xie** (2011), "The Impact of Purchased Goodwill on Stockholder Returns in the Health Services Industry," Atlantic Marketing Association Annual Conference, Charleston, SC.

Richard A. Heiens and **Frank Tian Xie** (2010), "Aiken County, South Carolina and the Center for Hydrogen Research", SECRA Conference, February 2011, Myrtle Beach, South Carolina

Osmonbekov, Talai and **Frank Tian Xie** (2009), "The Moderating Role of Consumer Expertise on the Relationship Between Materialism and Attitude Towards Advertising: Strategic Implications for Managers," Proceedings of the Marketing Educators' Association Conference in Newport Beach, California, March 2009.

Xie, Zhou, Hyokjin Kwak, Trina Larsen Andras, and **Frank Xie** (2009), "The Role of eService Quality: A Web2Store Shopping Perspective", Proceedings of the Academy of Marketing Science Conference, Baltimore, Maryland, 2009.

Grant Activity

USCA Travel Award of \$900 to present, keynote speak, and book tour in Taiwan, Nov 2013
USCA Travel Award to Atlantic Marketing Assoc. Conference, Charleston, SC, 2011
USCA Travel Award to present at SECRA Conference, Myrtle Beach, SC, 2010
Research Grant, \$35,000 (3.9 million Japanese Yen), Yoshida Foundation, 2005-09

Research Projects in Progress

SERVICE:

University

Chair, Faculty Advisory Committee, University of South Carolina Aiken, 2013-2014
Faculty Advisory Committee, University of South Carolina Aiken, 2012-2013
HAS Excellence in Teaching Award sub-committee, USC Aiken, 2012
Interdisciplinary Studies Advisory Committee, University of South Carolina Aiken, 2013-
USCA Department of Chemistry market research, serving as supervisor, 2013

School of Business Administration

International Business Concentration Committee, SOBA, USC Aiken, 2013-
Strategic Planning Committee, SOBA, University of South Carolina Aiken, 2010-
Dean Search Committee, SOBA, University of South Carolina Aiken, 2012
Academic Assessment Committee, SOBA, University of South Carolina Aiken, 2011-

Professional

Invited Speaker, Second World Congress on Future Science and Culture, National Taiwan University, Taipei, Taiwan, Nov 16, 2013
Invited Speaker and Discussant, on award-winning documentary Free China, at National Chenggong University, Tainan, Taiwan, Nov 14, 2013
Speaker on Chinese business and economy, College of Management, Shih Hsin University, Taipei, Taiwan, Nov 13, 2013
Speaker on Chinese business and economy, National Chengchi University, Taipei, Taiwan, Nov 12, 2013
Keynote Speaker, Seminar on Chinese Economy, National Libaray, Xinbei, Taiwan, Nov 10, 2013
Speaker, 9th Annual Alive! Expo at Georgia World Congress Center, May 4, 2013
Amnesty International USCA Chapter (ICE event), October, 2010
Inter-Cultural Awareness (ICE event), October 13, 2010
Session Chair, SECRA Conference, Feb 2011, Myrtle Beach, SC
Discussant, Atlantic Marketing Association Conference, 2011, Charleston
Session Chair, Atlantic Marketing Association Conference, 2011, Charleston

Community

AeroPursuit Aviation Project, 2011-2012

Economic Development Partnership, Aiken, South Carolina, 2010
Rotary Club of Atlanta West End, January 13, 2012
Duluth Adventist Christian School, January 20, 2012
First Presbyterian Church of Atlanta, Sept 11, 2011
South Forsyth Rotary Club, 2010
Decatur Rotary Club, July, 2010
CSRA Peace Alliance, 2010

HONORS AND AWARDS:

**AACSB 5-YEAR CURRICULUM VITAE
2009-2013
LINDA RODRIGUEZ
ASSISTANT PROFESSOR OF MANAGEMENT**

EDUCATION:

University of Texas-Pan American
Ph.D. College of Business Administration, 2009
University of Texas – El Paso
MBA in International Business, 2004
University of Texas – El Paso
BBA in Computer Information Systems, 2000
BBA in Accounting, 1988

COURSES TAUGHT AT USC AIKEN:

Social, Ethical and Legal Aspects of Business
International Management
Production/Operations Management
Organization Theory
Organization Behavior
Human Resource Management

ACADEMIC EXPERIENCE:

Assistant Professor of Management (2009 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor (2008 – 2009)
School of Business
North Carolina Central University
North Carolina

Lecturer (2007-2008)
School of Business
University of Texas-Pan American

Teaching Assistant (2003-2004)
School of Business
University of Texas at El Paso
El Paso, TX

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Rodriguez, L.C., Montiel, I., & Ozuna, T. (2013). A Conceptualization of How Firms Invest in Corporate Responsibility based on Country Risk. *Business & Society* (Impact Factor:1.936 | Ranking:31/116 in Business), First Online: DOI: 10.1177/0007650312475123.

Rodriguez, L. C., & Brown, J. (2012). What have you done for me lately? Creating shared value for the State of South Carolina and Amazon. *Southeast Case Research Journal*.

Peer Reviewed Conference Proceedings

Harrison, D., Newlands, D., & **Rodriguez, L.C.** (2013). Integrating Critical Inquiry and Global Challenges with International Business: Honors Study Abroad. *Submitted to the Academy of Business Education Conference, Bermuda, September 2013.*

Rodriguez, L. C. & Llewellyn, P. (2013). Shared Value Creation through Community Health Initiatives: A Social Innovation. *Submitted to the International Association of Business & Society Conference, Portland, for June 2013*

Rodriguez, L. C. & Montiel, I. (2012). Ending the Trend of Obesity: The Ecologic Milieu and Shared Value Creation. *Submitted as a Discussion Paper to the International Association of Business & Society Conference, Asheville, NC, 14 June 2012*

Rodríguez, L. C. & Montiel, I. (2011). *End the trend of Obesity: Improving individual levels of physical activity by creating shared value in the ecological milieu.* Paper submitted to and published in the International Business Ethics Conference, NYC: October 2011. Invited to submit to the Journal of Business Ethics (JBE) for a Special Edition in 2012. JBE is the premiere journal of ethics for business.

Rodríguez, L. C. & Brown, J. (2011). *What have you done for me lately? Creating shared value between firms and government.* Paper submitted to and published in the International Business Ethics Conference, NYC: October 2011. Targeting for Case Research Journal.

Rodríguez, L. C. & Montiel, I. (2011). *America's got an obesity problem and it's complicated: How creating shared value in communities might help.* Paper submitted to and published in the International Business Ethics Conference, NYC: October 2011.

Ritchie, C.M., **Rodriguez, L. C.**, Harrison, D., & Wates, K. (2011). *The impact of pre-requisite general education courses on the ETS Major Field Test for Business (MFT-B).* Paper submitted to the Global Conference on Business & Economics, Manchester Metropolitan University, Manchester, UK: October 2011. Targeting for Journal of Business Education.

Rodriguez, L. C. & Montiel, I. (2011). A Conceptualization of How Firms Invest in CSR based on Country Risk. Accepted to the International Association of Business and Society Conference, Bath, UK: June 2011. Published in IABS Conference Proceedings, 2011

Hunter-Rainey, S. & **Rodriguez, L.** (2011). The Gilded Cage: Contemporary slavery in American Professional team sports. Accepted to the International Association of Business and Society Conference, Bath, UK: June 2011. Published in IABS Conference Proceedings, 2011.

Rodríguez, L. C. & LeMaster, J. (2009) CSR and the SEC: Totally Certifiable! Accepted for International Association of Business and Society Conference 18-21 June 2009, Snowmass, Colorado, USA

Research Projects in Progress

Ritchie, C.M., **Rodríguez, L. C.**, Harrison, D.S., & Wates, K.W. The impact of pre-requisite general education courses on the ETS Major Field Test for Business (MFT-B). Forthcoming in the Journal of Education for Business.

SERVICE:

University

First Year Reading Experience, Student Workshop Facilitator
Writing Assessment Advisory Board, Member
USCA Student Veteran's Chapter: Faculty Advisor
Academic Assessment Committee: Member
University Judicial Board Committee: Member

School of Business Administration

SOBA Distance Learning Committee: Chair
Accounting Search Committee: Chair
Management Search Committee: Member
USCA SOBA Governance and Faculty Development Committee: Member

Professional

Nomination Committee Member for the International Association of Business and Society
Reviewer for Best Conference paper for the International Association of Business and Society Conference, Portland, OR for June 2013
Reviewer for International Association of Business and Society Conference, Portland, OR for June 2013
Member, International Association of Business and Society

Community

SOBA McConnell Center: Instructor for Conflict and Negotiation Seminar for the City of Aiken, July 2013

HONORS AND AWARDS:

SOBA Patsy Granger Lewellyn Outstanding Service Award, 2013

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
MICHAEL RITCHIE
PROFESSOR OF MANAGEMENT

EDUCATION:

University of South Carolina
 Ph.D. in Business Administration, 1993
Augusta College
 MBA, 1984
Clemson University
 BS in Business Administration, 1976

CERTIFICATIONS/LICENSURES:

COURSES TAUGHT AT USC AIKEN:

Principles of Management and Leadership
Strategic Management
Human Resource Management
Organization Behavior
Labor Relations
Organization Theory

ACADEMIC EXPERIENCE:

Professor of Management (2008 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Associate Professor of Management (2003 – 2008)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Management (1997 - 2003)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Management (1992 – 1997)
College of Business Administration
South Carolina State University
Orangeburg, SC

Graduate Teaching Assistant (1988 – 1992)
Department of Management
University of South Carolina
Columbia, SC

BUSINESS EXPERIENCE:

Assistant Vice President/Commercial Loan Office
The Citizens and Southern National Bank
Augusta, GA

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Ritchie, C.M. and Wates, K.W. (2011). Lionel Smith, LTD - The Best Dressed Man in Town. Southeast Case Research Journal. 8(1), 47-57.

Harrison, D.S. and **Ritchie, C.M.** (2011). General Education Curricular Foundations in Business Education. The Business Review, Cambridge. 17 (1), 31-38.

Ritchie, C.M. and Wates, K.W. (2010). From 2nd Shift to the CEO's Desk: Dixie-Narco and the Doug Huffer Years. Southeast Case Research Journal. 6(1), 12 - 28.

Peer Reviewed Conference Proceedings

Harrison, D.S. and **Ritchie, C.M.** (2011). General Education Curricular Foundations in Business Education. The Business Review, Cambridge. 17(1), 31-38. LPR

Foote, Stephanie, David Harrison, **Michael Ritchie**, and Andrew Dyer. October 2012.
“Exploratory Learning Through Critical Inquiry: Survey of Critical Inquiry Programs at Mid-sized U.S. Universities.” IADIS International Conference on Cognition and Exploratory Learning in the Digital Age 2012; Madrid, Spain

Michael Ritchie, Linda C. Rodriguez, David S. Harrison, and Kathleen Wates. October 2011.
“The Impact of Pre-requisite General Education Courses on the ETS Major Field test for Business.” Global Conference on Business and Economics; Manchester, United Kingdom

Wates, K.W. and **Ritchie, C.M.**(2010). Learning, Retention Rate, and Active Learning. Proceedings of the 2010 InForms Southeastern Meeting, Oct. 7-8, Myrtle Beach, SC.

Ritchie, C.M. and Wates, K.W. (2010). From 2nd Shift to the CEO's Desk: Dixie-Narco and the Doug Huffer Years. Proceedings of the 2010 Southeast Case Research Association Meeting, Feb. 11-13, Myrtle Beach, SC.

Research Projects in Progress

Ritchie, M., et al. Do Business School Pre-Requisites Matter? Pre-Requisite Impact of General Education Courses on the ETS Major Field Test For Business. Forthcoming in the Journal of Education for Business. LPR

David S. Harrison and **Michael Ritchie**. “Internationalizing University Honors Programs.” Cambridge Business and Economics Conference; Cambridge, UK. To be presented in July 2014. LPR

SERVICE:

University

Post Tenure Review Committee
USCA Orientation Committee

School of Business Administration

School of Business Graduated Council
Strategic Planning Committee – Chair
SOBA Alumni Committee – Chair
Search Committee – Management Faculty Position
Security Federal Bank Professorship – Funded Chair
Beta Gamma Sigma Business Honor Society – USCA Chapter President and Advisor
Governance and Faculty Development Committee

Professional

Editor – Southeast Case Research Journal
SouthEast Case Research Association (SECRA)

HONORS AND AWARDS:

SOBA William H. Marsh Teaching Award, 2008 and 2010
USCA Faculty Staff Appreciation Night
Chosen by a Senior Athletic student – 2009, 2010, 2011, 2012, 2013, and 2014

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
SANELA PORCA
PROFESSOR OF ECONOMICS

EDUCATION:

University of Tennessee
 Ph.D. in Economics, August 2002
Miami University, Oxford, OH
 MA, 1997
Denison University
 BA in Economics and Political Science, 1996

COURSES TAUGHT AT USC AIKEN:

Principles of Macroeconomics
Principles of Microeconomics
International Business
Financial Markets, Money and Banking
Issues in Economics

ACADEMIC EXPERIENCE:

Professor of Economics (July 2011 – Present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Associate Professor of Economics (2007 - 2011)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Economics (2002 – 2007)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Graduate Research Assistant, (1997 – 2002)
Center for Business and Economic Research
University of Tennessee
Knoxville, TN

Graduate Teaching Assistant, (1998 – 2001)
College of Business Administration
Department of Economics,
University of Tennessee

Knoxville, TN

Graduate Teaching Associate, (2000)
College of Business Administration
Department of Economics
University of Tennessee
Knoxville, TN

Graduate Research Assistant, (1996 – 1997)
Environmental Health and Safety Office
Miami University
Oxford, Ohio

BUSINESS EXPERIENCE:

Porca, Sanela, Simon Medcalfe, Karen Edgington, Harpal S. Grewal and Chris Noah (2011) “The Economic Impact of the Savannah River Site on Five Adjacent counties in South Carolina and Georgia” Project conducted for the Savannah River Site Community Reuse Organization, Aiken, South Carolina, May 2011.

Porca, Sanela, Simon Medcalfe, Karen Edgington, Harpal S. Grewal and Barbara Coleman, (2011) “The American Recovery and Reinvestment Act Flow Down to Local Community,” Project Conducted for the Savannah River Nuclear Solutions, LLC, Aiken, South Carolina, April 2011.

Porca, Sanela (2010) “Economic Impact of Aiken Preparatory School on the Local Economy” Project Conducted for the Aiken Preparatory School, Aiken, South Carolina, April 2010.

Porca, Sanela (2009) “The Economic Impact of the Aiken Corporation on the City of Aiken, South Carolina” Project Sponsored by the Aiken Corporation and the Aiken Downtown Development Association, Aiken, South Carolina, December, 2009, 1-84.

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Porca, Sanela and Donald L. Schunk, (2012) “State Revenue Growth Variability,” *The Business Review, Cambridge*, December 2012.

Porca, Sanela, William Fox and Ravi Narayanaswamy, (2012) “*State Tax Structures and Tax Rates*” *International Journal of Business and Economics Perspectives*, Vol.7 No. 1 Spring 2012.

Porca, Sanela and Marsha R. Shelburn (2010) “Revisiting Gender Bias in Doctoral Programs In Economics” *International Journal of Education Research* Volume 5, Number 1, Winter 2010.

Porca, Sanela and J. Ralph Byington (2010) “Impact of Equestrians on Aiken, South Carolina”, *The Sport Journal*, United States Sports Academy, Volume 13, Number 1, Winter 2010.

Peer Reviewed Conference Proceedings

Porca, Sanela and Patrick Stiebinger, (2013) “European Financial Crisis: Is It Due To Weaknesses Of The Maastricht Convergence Criteria?” *2013 Cambridge Business & Economics Conference*, Cambridge University, Cambridge, United Kingdom, July 2013.

Porca, Sanela and Patrick Stiebinger, (2013) “Re-Evaluation of the European Monetary Union Maastricht Convergence Criteria,” *2013 Southeast Decision Science Institute Conference Proceedings*, February 2013.

Porca, Sanela (2012) “State Tax Structures” *2012 International Academy of Business and Public Administration Disciplines Proceedings*, Orlando, Florida, January 2012. ~ **Recipient of Research Award for the Best Paper**

Porca, Sanela and Marsha R. Shelburn (2011) “Role of Economics in Marital Divorce” *2011 International Academy of Business and Public Administration Disciplines Proceedings*, Orlando, Florida, January 2011. ~ **Recipient of Scholarly Services Award**

Porca, Sanela and E. Arnaut (2010) “Monetary Policy of Bosnia and Herzegovina and its Function during the Current Economic and Financial Crisis” *2010 Southeast Decision Science Institute Conference Proceedings*, February 2010.

Porca, Sanela and Marsha R. Shelburn (2009) “Gender Bias in Doctoral Programs In Economics,” *2009 International Academy of Business and Public Administration Disciplines Proceedings*, Orlando, Florida, January 2009, pp. 615-627. ~ **Recipient of Scholarly Services Award**

Research Projects in Progress

Porca, Sanela and Patrick Stiebinger, “Analysis of the European Financial Crisis” *The Journal of Business and Economics*, forthcoming Spring 2014.

SERVICE:

University

Aiken Honors Steering Committee
Promotion and Tenure Committee
USC-Aiken Library Committee

School of Business Administration

2003 – present Chair since 2012, Course and Curriculum Committee
2003 – present Strategic Planning and Assessment Committee
2012 – present Graduate Council Member
Director for Maymester Study Abroad Program

Professional

Porca, Sanela “The Relationship Between Higher Education and Economic Development and Growth: A Review of the Literature by Business and Economics Experts in Public Universities in South Carolina”,

(with Hildy J. Teegen, Joseph C. Von Nessen, et. al) February 2013.

Southeast Decision Science Institute (SEDSI) - Member

Southeast Decision Science Institute Conference, February 2013 (attended)

HONORS AND AWARDS:

Research Mentor to student Patrick Stiebinger, receiver of the University of South Carolina 2013 Magellan Research Award.

Nominated for the USCA Outstanding Service Award, Spring 2013.

SOBA Patsy Granger Lewellyn Outstanding Service Award, 2009

**AACSB 5-YEAR CURRICULUM VITAE
2009-2013
PAUL NEWSOM
ASSISTANT PROFESSOR OF FINANCE**

EDUCATION:

University of Arkansas
Ph.D. in Finance, December 2013
Butler University
MBA in Finance, 1996
Butler University
BS in Pharmacy, 1993

CERTIFICATIONS/LICENSURES:

Chartered Financial Analyst

COURSES TAUGHT AT USC AIKEN:

Principles of Microeconomics
Business Finance
Personal Finance
Real Estate Management
Life Insurance
Intermediate Business Finance
Financial Markets, Money and Banking
Capital Budgeting
Advanced Business Finance
Investment Analysis and Portfolio Management

ACADEMIC EXPERIENCE:

Assistant Professor of Finance (2009 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC 29801

Assistant Professor of Finance (2003-2009)
College of Business
Valparaiso University
Valparaiso, IN

Teaching Assistant (1998 – 2003)
Sam M. Walton College of Business
University of Arkansas
Fayetteville, Arkansas

BUSINESS EXPERIENCE:

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Heiens, Richard A., Robert T. Leach and **Paul D. Newsom**, (2012) “An Exploratory Examination of the Relationship Between Investment Levels in Intangible Market-Based Assets and Liquidation for Financially Distressed Firms” International Journal of Innovation and Business Strategy, December, 2012, Vol. 1, pp.49-69.

Bai, Lihui, **Paul Newsom**, and Jiang Zhang, (2011) “Teaching Utility Theory with an Application in Modern Portfolio Optimization”, Decision Sciences Journal of Innovative Education, January, 2011, Vol. 9, no. 1, pp. 107-112.

Bai, Lihui and **Paul Newsom**, (2010) “Optimizing the Advertising Budget for a Regional Business: The Case of Cycle World”, Journal of the International Academy of Case Studies, 2010, Vol. 16, no. 1, pp. 73-86.

Newsom, Paul, (2009) “The Performance and Determinants of Firms That Reprice Options During a Bear Market”, Academy of Accounting and Financial Studies Journal, 2009, Vol. 13, no. 4, pp. 67-86.

Peer Reviewed Conference Proceedings

Heiens, Richard A., Robert T. Leach, and **Paul D. Newsom**, (2013) “The Relationship Between Investment in Intangible Resources and Liquidation for Financially Distressed Firms”, Proceedings, March 2013 Association of Marketing Theory and Practice Conference, March 2013 pp. 1-16.

Research Projects in Progress

Leach, Robert T, **Paul D. Newsom** and Joan Walker, “Laurens Street Café”. Presented at the 2012 National Economic Teaching Conference in Orlando, FL. Plan to submit paper to peer reviewed journal in 2014.

Dow, Benjamin L. and **Paul D. Newsom** “Incorporating Sensitivity, Scenario, Breakeven, and Simulation Analysis in a Dynamic Capital Budgeting Spreadsheet”. Plan to present paper at a conference in 2014 and submit to peer reviewed journal in same year.

SERVICE:

University

School of Business Administration

Professional

Financial Management Association International: 2002-2006, 2008
Midwest Finance Association: 2004-2006

Community

HONORS AND AWARDS:

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
RAVI NARAYANASWAMY
ASSISTANT PROFESSOR OF MANAGEMENT

EDUCATION:

Clemson University
 Ph.D. in Management, 2009
Kennesaw State University
 Master's in Information Systems, 2003
Ohio University
 MBA, 202
Bangalore University, India
 Bachelors in Statistics, 1996

CERTIFICATIONS/LICENSURES:

COURSES TAUGHT AT USC AIKEN:

Business Application Software
Management Information Systems
Production and Operations Management
Principles of Management and Leadership
Project Management

ACADEMIC EXPERIENCE:

Assistant Professor of Management (January 2010 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Instructor (January 2009 – May 2009)
Bloomsburg University of Pennsylvania
Bloomsburg, PA

Graduate Research and Teaching Assistant (2003 – 2007)
Clemson University
Clemson, SC

Graduate Research Assistant (2003 – 2004)
Kennesaw State University
Kennesaw, GA

BUSINESS EXPERIENCE:

2000-2001 Wintech Computers (e-commerce training service), Bangalore, India
Manager

- Managed business operations of a strategic business unit which consisted 20 trainers and 8 administrative staff
- Was responsible for decisions related to IT infrastructure design
- Acted as network administrator, allocated and monitored access rights.
- Assisted firms to host business online.

1998-2000 Damas L.lc. Dubai, UAE

Assistant retail manager

- Was responsible for sales and marketing management
- Introduced new marketing channels to reach potential customers

1997-1998 National Institute of Information technology (pioneer in providing IT solutions and business process management services), Bangalore, India

Business Executive

- Identified training requirements of large corporations
- Assisted in designing and deploying training programs.

1996-1997 Bennett, & Coleman, Bangalore, India

Corporate Account Executive

- Managed corporate payroll accounts.

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Narayanaswamy, R., Grover, V., and Henry, R., (2013), “Impact of Influence tactics in Information System Development project: A Control Loss Perspective”, *Journal of Management Information Systems*, Vol.30 (1). **Journal rank: A, 4 %- 6% acceptance rate.[DBR]**

Porca, S., Fox, W., and Narayanaswamy, R. (2012), “State Tax Structures and Tax Rates” in *International Journal of Business and Economics Perspectives*, Vol.7 No. 1 Spring 2012. **[CTP]**

Grover, V., R. Gokuhale, and Narayanaswamy, R. (2009), “A Resource Based Perspective of Information Systems Discipline”, *Journal of the Association for Information Systems*.**[LPR]**
Journal rank: A, less than 12 % acceptance rate, all authors contributed equally.

Peer Reviewed Conference Proceedings

Narayanaswamy, R. and Weaver, K. (2014) “*Radical Change: Digital Technology and Challenged Books*” 2014 ISIS Miami Beach International Multidisciplinary Academic Conference, Miami, FL, January 2014.

Narayanaswamy, R. and Weaver, K. (2012) “*Exploring the Impact of Information and Communication Technology on Individuals Perceptions towards Banned Books*” 2012 Annual Meeting of the Southeastern Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 2012.

Narayanaswamy, R. and Raja, M., (2012) “Digitalized Hospital” – Myth or Reality: An Exploratory Study” 42nd *Southeast Decision Sciences Annual Meeting*, Columbia, SC, February 2012.

Narayanaswamy, R. and Henry, R., (2012) “Investigating the Interactive Effect of Control in Information Systems Development Projects” 45 Hawaii International Conferences for Information Systems, Kauai, Hawaii, January 2012.

Peer Reviewed Conference Presentations

McGrath, L. and **Narayanaswamy, R.** (2013) “*Learning Project Management Through Simulation*” 2013 Annual Meeting of the Southeastern Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 2013.

Narayanaswamy, R. and McGrath, L. (2012) “*Cultural Differences and Social Networking Information Sharing*” 2012 Annual Meeting of the Southeastern Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 2012.

Narayanaswamy, R. and McGrath, L. (2012) “*Social Networking Privacy Tools: Ease of Use and Degree of Control*” 2012 Annual Meeting of the Southeastern Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 2012.

Narayanaswamy, R. and McGrath, L.(2012) “Social Networking: Privacy Control Tool Availability and User Characteristics” 42nd Southeast Decision Sciences Annual Meeting, Columbia, SC, February 2012.

Narayanaswamy, R. and McGrath, L.(2012) “Social Networking: Privacy Control Tool Availability and User Characteristics” 42nd Southeast Decision Sciences Annual Meeting, Columbia, SC, February 2012.

Non-Peer Reviewed Activity

McGrath, L., and **Narayanaswamy, R.**, (2014). “Bug Bounty Programs in Social Networking Sites”

Facilitator and Speaker, Panel Discussion on “Technology and Business: 50 Years of Change”,
University of South Carolina Aiken, November, 3, 2011

McGrath, L., and **Narayanaswamy, R.**, (2011). “Technology and Job Search – How to promote your skills in the digital world” *Presentation to USC Aiken students*, March 23, 2011

Gooding, T., McGrath, L. and **Narayanaswamy R.** (2011). “An exploration of Privacy Control Tools on Social Networking Sites”, *Magellan Scholarship*

McGrath, L., and **Narayanaswamy, R.**, (2010). “Social Networking: How does it affect me?”
Presentation to USC Aiken students, March 03, 2010

Research Projects in Progress

Narayanaswamy, R. and McGrath, L. Social Networking: The Impact of Status Identity Cross
Cultural Management: an International Journal (Under review)

Narayanaswamy, R. and McGrath, L., “A Holistic Study of Privacy in Social Networking Sites”,
Academy of Information and Management Sciences Journal (forthcoming)

Henry, R., **Narayanaswamy R.** and Purvis, R. “Examining the Effect of Control on Information Systems Development: A Meta-analysis” *Journal of Computer Information Systems* (forthcoming)

SERVICE:

University

2010 – 2013 Campus Technology Committee – Chair
Fall 2011 – Spring 2012, Honors, Awards and Scholarship Committee – Member
Fall 2013 – Spring 2014, Honors, Awards and Scholarship Committee - Member
Fall 2012- Spring 2013 Honors, Awards and Scholarship Committee – Chair
Spring 2012, 2013, 2014 - Scholarly Activity Award Sub-Committee – Chair
Fall 2013 – Spring 2013 Nominating Committee – Member
Fall 2012- Fall 2013 Ad-hoc Classroom Instruction Committee

School of Business Administration

2013-Spring 2014 Management Search Committee – Chair
2012 - Dean Search Committee
2010 – current Course and Curriculum Committee
2010 – current Assessment committee
2012 - Telepresence Committee

Professional

Reviewer, Journal of Management Information Systems
Reviewer, Journal for Association for Information Systems
Reviewer, Decision Sciences
Reviewer, Academy of Management
Reviewer, Southeast Decision Sciences
Reviewer, Southeastern Institute for Operations Research and the Management Sciences
Reviewer, Magellan Scholarship
Reviewer, International Conference for Information Systems 2011
Reviewer, Journal of Internet Commerce

Association for Information Systems
Association for Computing Machinery
Special Interest Group on Computer Personnel Research
Southern Association for Information Systems
Project Management Institute

HONORS AND AWARDS:

SOBA Patsy Granger Lewellyn Outstand Service Award, 2012

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
LEANNE C. MCGRATH
PROFESSOR OF MANAGEMENT

EDUCATION:

University of South Carolina
Ph.D. in Business Administration, May 1983
University of South Carolina
Master of Business Administration
University of South Carolina
Master of Science in Pharmaceutics
University of South Carolina
Bachelor of Science in Pharmacy

COURSES TAUGHT AT USC AIKEN:

Principles of Management and Leadership
Entrepreneurship
Strategic Management
Project Management
Human Resource Management
Organization Behavior
Labor Relations
e-Business Management
Management and Operations of Small Business
Organization Theory

ACADEMIC EXPERIENCE:

Professor of Management (2007 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Associate Professor of Management (2000 - 2007)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Management (1991 - 2000)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Visiting Assistant Professor of Management (1990 - 1991)

School of Business Administration
University of South Carolina Aiken
Aiken, SC

Director of Aiken Business Program at Sumter and
Visiting Assistant Professor of Management (1989-1990)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Adjunct faculty member (May 1986 – July 1986)
Columbia College
Columbia, SC

Instructor (January 1982 – June 1982)
College of Business Administration
University of South Carolina
Columbia, SC

Graduate Researcher and Teaching Assistant (1981 – 1982)
College of Business
University of South Carolina
Columbia, SC

Instructor (1976 – 1981)
College of Pharmacy
University of South Carolina
Columbia, SC

Graduate Teaching Assistant (1974 – 1976)
College of Pharmacy
University of South Carolina
Columbia, SC

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Adebayo, Arinola O. and **McGrath, Leanne C.** (2013) “Technology Skill for Business Students: The Next Level,” *Business Education Innovation Journal*, Vol. 5, No. 2, 6-11.

Heiens, Richard A., Leach, Robert T. and **McGrath, Leanne C.** (2012) “Assessing the Importance of Brand Equity in Health Services Marketing Through the Impact of Acquired Goodwill on Stockholder Returns,” *Journal of Economics and Behavioral Studies*, Vol. 4, No. 6, 364-370.

McGrath, Leanne C. (2012) “Social Media and Employment: Is There A Limit?” *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 4, No. 1, 17-24.

McGrath, Leanne C. (2011) "Social Networking Privacy: Important or Not?" *Interdisciplinary*

Journal of Contemporary Research in Business, Vol. 3, No. 3, 22-28.

McGrath, Leanne C. (2010) "Adoption of Social Media by Corporations: A New Era." Palmetto Business and Economic Review, Vol. 13, 14-19.

McGrath, Leanne C. and Sarah A. Fuller (2009) "Social Networking Sites: Virtual Interviews for Hiring Managers." Journal of Business Issues, No. 9, 57-66. Please note that this one counts for 2010 because it was not finished and published until 2010 even though the date is 2009. The Journal was behind in its publishing. I did not report this article last year since it was not completed and published until 2010.

McGrath, Leanne C., Heiens, Richard A., and Leach, Robert T. (2009) "The Impact of Research Intensity on Holding Period Returns for Pharmaceutical Investments: An Analysis by Primary Line of Trade." Journal of Business and Economic Perspectives, Vol. XXXV, No. 2, Fall/Winter.

Peer Reviewed Conference Proceedings

McGrath, Leanne C. and Narayanaswamy, Ravi, "Learning Project Management through Simulation," Proceedings, Southeastern Informs, October 2013.

Narayanaswamy, R. & **McGrath, L.C.** "Cultural Differences and Social Networking Information Sharing," Proceedings, Southeastern Informs, October 2012.

Narayanaswamy, R. & **McGrath, L.C.** "Social Networking Privacy Tools: Ease of Use and Degree of Control," Proceedings, Southeastern Informs, October 2012.

Narayanaswamy, R. & **McGrath, L.C.** "Social Networking -- Privacy Control Tool Availability and User Characteristics," Proceedings, Southeast Decision Sciences Institute, March 2012.

Narayanaswamy, R. & **McGrath, L.C.** "Privacy Controls in Online Social Networking Sites," Proceedings, Southeastern Informs, October 2011.

Heiens, R. A., Leach, R.T. **McGrath, L. C.** & Xie, F.T. "The Impact of Purchased Goodwill on Stockholder Returns in the Health Services Industry," Proceedings, Atlantic Marketing Association, Sept.-Oct., 2011.

McGrath, L.C. "Social Networks: A Pilot Study," Proceedings, Southeastern Informs, October 2010.

McGrath, L.C. "Issues Regarding Social Media and Company Usage," Proceedings, Southeastern Informs, October 2009.

Non-Peer Reviewed Activity

Narayanaswamy, R. and **McGrath, L.C.** Presentation for the USCA students entitled "Technology and Job Search – How to Promote Your Skills in the Digital World?" March 23, 2011.

Narayanaswamy, R. and **McGrath, L.C.** Presentation for the USCA students entitled "Social

Networking: How Does It Affect Me?" March 31, 2010.

Research Projects in Progress

Narayanaswamy, Ravi and **McGrath, Leanne C.** "Social Networking: The Impact of Status Identity" Submitted for review

SERVICE:

University

Academic Services Committee
Financial Aid Committee
Grievance Committee

School of Business Administration

Assessment Committee, Chair
Courses and Curriculum Committee
Governance Committee
Management Search Committee
Student Advisory Board, Advisor

Professional

Served as Discussant at Southeastern InfORMS Conference, October 2013
USC Magellan Scholar Program Proposal reviewer, 2013
Served as Reviewer for Southeastern InfORMS Conference, October 2013
Beta Gamma Sigma
Southeastern InfORMS

HONORS AND AWARDS:

Nomination for USCA Teacher Excellence Award, 2013
SOBA Southern Bank and Trust Faculty Scholarship Excellence Award, 2011
SOBA Patsy Granger Lewellyn Outstanding Service Award, 2008
Beta Gamma Sigma
Alpha Lambda Delta, Honor
Rho Chi, Pharmaceutical Honor Society
Sigma Xi, Scientific Research Society

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
KATHY MACK
ASSISTANT PROFESSOR OF MANAGEMENT

EDUCATION

Virginia Tech University
Ph.D. in Business Administration, 1995
University of North Carolina-Greensboro
MBA, 1985
University of North Carolina
BA in Psychology, 1976

CERTIFICATIONS/LICENSURES

MBTI/Change Style Indicator
360 Feedback Assessments (Analog Devices)
Paralegal, National Center for Paralegal Training

COURSES TAUGHT AT USC AIKEN

Principles of Management & Leadership
Organizational Theory

ACADEMIC EXPERIENCE

Assistant Professor of Management (2014-present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Management (2007-14)
Stetson School of Business and Economics
Mercer University
Macon, GA

Visiting Assistant Professor of Management (2005-07)
School of Business and Economics
Winston-Salem State University
Winston-Salem, NC

Adjunct Assistant Professor of Management (2003-05)
School of Business and Economics
North Carolina A&T State University
Greensboro, NC

BUSINESS EXPERIENCE

Leadership and Organization Development Consultant (1995-2001)
Analog Devices, Inc.
Greensboro, NC

INTELLECTUAL CONTRIBUTIONS

Peer-reviewed Journal Articles

Mack, K. Breaching or Disturbing the Peace? Aesthetic encounters to inform and enliven management learning experiences. Forthcoming in Management Learning.

Mack, K. (2013) Taking an aesthetic risk in management education: reflections on an artist-aesthetic approach. Management Learning, 44(3): 286-304.

Griffiths, J. and **Mack, K.** (2011) Sensing ship-scapes: navigating ship architecture and aesthetics. Journal of Organizational Change Management, 24(6): 733-750.

Mack, K. (2010) A forgotten history: Norwegian seafarers in a globalizing world. Journal of Management History, 16(2): 253-269.

Peer Reviewed Conference Proceedings

Mack, K. (2011) Arts-based learning in management education. Proceedings of the annual meeting of the Southern Management Association, Savannah, GA.

Peer Reviewed Conference Presentations

Mack, K. (2013) Daring to do arts-based learning with MBAs. Presented at OBTC Teaching Conference for Management Educators, Asheville, NC.

Mack, K. (2010) Evoking aesthetic knowledge in management education. Presented at annual meeting of Academy of Management, Montreal, Quebec, Canada.

Mack, K. (2010) Enchantment and disenchantment in management education. Presented at CMS pre-conference before the annual meeting of Academy of Management, Montreal, Quebec, Canada.

Mack, K. (2010) Creating touchstone magic: art and aesthetics in the OB classroom. Presented at OBTC Teaching Conference for Management Educators, Albuquerque, NM.

SERVICE

Mercer University

Curriculum Committee
Faculty Committee
Student Committee

Professional

Member, Academy of Management, 2001-present

Member, Beta Gamma Sigma, 1995-present

Member, OBTS Teaching Society for Management Educators, 2009-present

Member, Southern Management Association, 2005-13

Discussant, Academy of Management CMS Pre-conference, 2010

Reviewer, OBTC conference papers, 2010

Reviewer, Academy of Management conference papers, 2010-12

Manuscript reviewer, Culture and Organization, Human Relations, Academy of Management Learning and Education

HONORS AND AWARDS

P.B. Pamplin Scholarship for Outstanding Academic Achievement, Virginia Tech

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
PATSY G. LEWELLYN
ASSISTANT PROFESSOR OF ACCOUNTING

EDUCATION:

Louisiana Tech University
DBA in Quantitative Analysis, 1987
Louisiana Tech University
MBA, 1981
Hendrix College
BA in Economics area of concentration: Accounting, 1972

CERTIFICATIONS/LICENSURES:

Certified Public Accountant, Arkansas

COURSES TAUGHT AT USC AIKEN:

Principles of Financial Accounting
Financial Accounting I
Auditing Theory
Accounting Information Systems

ACADEMIC EXPERIENCE:

Assistant Professor of Accounting (2013 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Visiting Assistant Professor of Accounting (2012 – 2013)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Professor of Accounting (1990 – 2004)
John M. Olin Chaired Professor of Entrepreneurial Development
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Accounting (1987-1990)
College of Business Administration
Augusta State University
Augusta, GA

Assistant Professor of Accounting (1981-1987)
College of Business
University of Arkansas – Monticello
Monticello, Arkansas

BUSINESS EXPERIENCE:

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Book Chapters in Scholarly Books

Research Monographs

Scholarly Books

Peer Reviewed Conference Proceedings

Jara, M., Newlands, D. Harrison, D., **Lewellyn, P.** (2013) “A University Initiative to Integrate Sustainability in Course Development”. Proceedings, Cambridge University, UK, July, 2013.

Rodriguez, L. and **Lewellyn, P.** (2013) “Shared Value Creation through Community Health Initiatives: A Social Innovation”, Proceedings, International Association for Business and Society, June 2013.

Logsdon, J., Epstein, E., **Lewellyn, P.**, Davenport, K., Wood, D. (2010) "Creating a Better World". Proceedings. International Association for Business and Society, 2010.

Peer Reviewed Conference Presentations

Non-Peer Reviewed Activity

Grant Activity

Research Projects in Progress

Lewellyn, P. and Rodriguez, L. (2014) “Academic Dishonesty Meets Fraud Theory: A Marriage of Convenience”, International Association for Business and Society, June 2014, under review.

SERVICE:

University

USCA Family Fund SOBA Coordinator

School of Business Administration

Graduate Faculty Council
Curriculum Committee

Professional

Reviewer: International Association for Business and Society 2013
Campus Champion, South Carolina Association of CPAs (SCACPA)
Board of Fellows: International Association for Business and Society (2005-)
Member of the International Association for Business and Society (IABS)
Attendance at the International Association for Business and Society, Portland, OR, June 2013.

Community

Aiken Music Festival Board of Trustees (2009 – 2013) Financial governance structure and internal controls framework design for Aiken Music Festival (Juilliard in Aiken)
STAR Foundation Board of Directors (2011 -): Treasurer (2014 -). Design, personnel training, and implementation of reporting platform for multi-division organization in Quickbooks.

HONORS AND AWARDS:

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
ROBERT T. LEACH
PROFESSOR OF FINANCE

EDUCATION:

Kent State University

Ph.D. in Business Administration: Finance concentration, Accounting minor, May 1997

Drexel University

MBA, May 1985

Shippensburg State College

BS in Accounting, May 1982

COURSES TAUGHT AT USC AIKEN:

Principles of Macroeconomics

Business Finance

Financial Statement Analysis

Intermediate Business Finance

Financial Markets, Money and Banking

Investment Analysis and Portfolio Management

ACADEMIC EXPERIENCE:

Professor of Finance (2012 – present)

School of Business Administration

University of South Carolina Aiken

Aiken, SC

Associate Professor of Finance (2008 – 2012)

School of Business Administration

University of South Carolina Aiken

Aiken, SC

Assistant Professor of Finance (2000 – 2008)

School of Business Administration

University of South Carolina Aiken

Aiken, SC

Assistant Professor of Finance (1997 – 2000)

School of Business

Kent State University – Stark

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Heiens, Richard A., **Robert T. Leach**, and Leanne C. McGrath (2012), “Assessing the Importance of Brand Equity in Health Services Marketing Through the Impact of Acquired Goodwill on Stockholder Returns,” *Journal of Economics and Behavioral Studies*, 4, 6, 364-370.

Newsom, Paul, **Robert T. Leach**, and Richard A. Heiens (2012), “An Exploratory Examination of the Relationship between Investment Levels in Intangible Market-Based Assets and Liquidation for Financially Distressed Firms,” *International Journal of Innovation and Business Strategy*,” 1, 49-69.

McGrath, Leanne, Richard Heiens, and **Robert T. Leach**, (2009) The Impact of Research Intensity on Holding Period Return for Pharmaceutical Investments: An Analysis by Primary Line of Trade, *Journal of Business and Economic Perspectives*, Vol. 35, Number 2 (Fall/Winter 2009)

Peer Reviewed Conference Proceedings

Heiens, Richard A. **Robert T. Leach**, Leanne C. McGrath and Frank Tian Xie (2011), “The Impact of Goodwill on Stockholder Returns in the Health Care Industry,” in Proceedings of the Atlantic Marketing Association Annual Meeting, Jerry Wilson (Ed.), Charleston, SC: *Atlantic Marketing Association*, 71-77.

McGrath, Leanne, Richard Heiens, and **Robert T. Leach**, (2009) The Impact of Research Intensity on Holding Period Return for Pharmaceutical Investments: An Analysis by Primary Line of Trade, *Journal of Business and Economic Perspectives*, Vol. 35, Number 2 (Fall/Winter 2009)

Peer Reviewed Conference Presentations

Heiens, Richard A. **Robert T. Leach**, and Paul D. Newsom (March 2013), “The Relationship Between Investments in Intangible Resources and Liquidation for Financially Distressed Firms,” in Proceedings of the Association of Marketing Theory and Practice, Jim Randall (Ed.), Charleston, SC.

Research Projects in Progress

Laurens Street Café (case study with Paul Newsom)

SERVICE:

University

USCA Media Board committee
HAS University service award committee

School of Business Administration

Assessment Committee
Faculty Governance Committee

Professional

Financial Management Association
Southwest Finance Association,
Southern Finance Association

HONORS AND AWARDS:

SOBA Southern Bank and Trust Faculty Scholarship Excellence Award, 2013

AACSB 5-YEAR CURRICULUM VITAE
2009-2013
RICHARD A. HEIENS
PROFESSOR OF MARKETING

EDUCATION:

Florida State University, 1993
Ph.D. in Marketing
Florida State University, 1988
BS in Marketing

COURSES TAUGHT AT USC AIKEN:

Advertising Management
Business Communications
Consumer Behavior
Central European Business Practices (*Prague, Czech Republic*)
Marketing Management
Marketing Research
Personal Selling
Principles of Marketing
Retailing Management
Sales Management
Strategic Management

ACADEMIC EXPERIENCE:

Professor of Marketing (2008 – present)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Associate Professor of Marketing (2003-2008)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Marketing (January 2000 – 2003)
School of Business Administration
University of South Carolina Aiken
Aiken, SC

Assistant Professor of Marketing (1994 – 2000)
School of Business Administration
University of Texas at Tyler
Tyler, TX

Adjunct Professor of Business (May 1994 – August 1994)
Andreas School of Business
Barry University
Kingston, Jamaica

Visiting Assistant Professor of Marketing (1993 – 1994)
School of Business Administration
Florida International University
Miami, FL

Marketing Instructor (1990 – 1993)
College of Business Administration
Florida State University
Tallahassee, FL

INTELLECTUAL CONTRIBUTIONS:

Peer-reviewed Journal Articles

Pleshko, Larry P., Plamen P. Peev, and **Richard A. Heiens** (2013), “The Relationship between Market Follower Status and the Overall Passivity of a Firm’s Strategic Profile: Does Fit Relate to Profitability?,” *Journal of Services Research*, 13, 2, 145-165.

Newsom, Paul, Robert T. Leach, and **Richard A. Heiens** (2012), “An Exploratory Examination of the Relationship between Investment Levels in Intangible Market-Based Assets and Liquidation for Financially Distressed Firms,” *International Journal of Innovation and Business Strategy*, 1, 49-69.

Heiens, Richard A., Robert T. Leach, and Leanne C. McGrath (2012), “Assessing the Importance of Brand Equity in Health Services Marketing Through the Impact of Acquired Goodwill on Stockholder Returns,” *Journal of Economics and Behavioral Studies*, 4, 6, 364-370.

Pleshko, Larry P. and **Richard A. Heiens** (2012), “The Market Share Impact of the Fit between Market Leadership Efforts and Overall Strategic Aggressiveness,” *Business and Economics Research Journal*, 3, 3, 1-15.

Heiens, Richard A. and Larry P. Pleshko (2011), “A Contingency Theory Approach to Market Orientation and Related Marketing Strategy Concepts: Does Fit Relate to Profit Performance?,” *Management & Marketing*, 6, 1, 19-34.

Pleshko, Larry P. and **Richard A. Heiens** (2011), “Market Orientation and Related Marketing Strategy Concepts: Does Fit Relate to Share Performance?,” *Academy of Banking Studies Journal*, 10, 1, 119-133.

Heiens, Richard A. and Larry P. Pleshko (2010), “The Relationship Between Strategic Orientation, Growth Strategies, and Market Share Performance,” *Regional Business Review*, 29, 16-30.

McGrath, Leanne C. McGrath, **Richard A. Heiens** and Robert T. Leach (2009), “The Impact of

Research Intensity on Holding Period Returns for Pharmaceutical Investments: An Analysis by Primary Line of Trade,” *Journal of Business and Economic Perspectives*, 35, 2, pp. 64-72.

Peer Reviewed Conference Proceedings

Heiens, Richard A., Robert T. Leach, and Paul D. Newsom (2013), “The Relationship Between Investment Levels in Intangible Resources and Liquidation for Financially Distressed Firms,” in Proceedings of the Association of Marketing Theory and Practice Annual Meeting, Rick Mathisen (Ed.), Charleston, SC: *Association of Marketing Theory and Practice*, 1-16.

Matson, James and **Richard A. Heiens** (2012), “Food Hubs: Issues, Opportunities, and Propositions for Practitioners,” in Global Competitiveness in a Time of Economic Uncertainty and Social Change: Current Issues and Future Expectations, Vol. 23, Erdener Kaynak and Talha D. Harcar (Eds.), Helsinki Finland, *International Management Development Association*, 86-93.

Heiens, Richard A., Robert T. Leach, Leanne C. McGrath, and Frank Tian Xie (2011), “The Impact of Purchased Goodwill on Stockholder Returns in the Health Services Industry,” in Proceedings of the Atlantic Marketing Association Annual Meeting, Jerry W. Wilson (Ed.), Charleston, SC: *Atlantic Marketing Association*, 71-77.

Heiens, Richard A. and Frank Tian Xie (2011), “Aiken County, South Carolina and the Center for Hydrogen Research: A Vehicle for Economic Development,” in Proceedings of the Case Research Association Nineteenth Annual Meeting, Christopher M. Cassidy (Ed.), Myrtle Beach, SC: *Southeast Case Research Association*, 15. [Abstract published]

Pleshko, Larry P. and **Richard A. Heiens** (2010), “A Contingent Approach to Market Orientation and product-Market Growth Strategy: Does Fit Relate to Share?,” in Proceedings of the Academy of Banking Studies, Jo Ann Carland and Jim Carland (Eds.), Las Vegas, NV: *Allied Academies International Conference*, 1-6. [Distinguished Paper Award]

Foote, Stephanie M., David S. Harrison, **Richard A. Heiens**, and Kathleen Wates (2010), “An Exploratory Investigation of Business Education Critical Inquiry Programs and the Creation of a Related Faculty Development Agenda,” Proceedings of the 10th Global Conference on Business and Economics,” Rome, Italy: *Global Conference on Business and Economics*.

Heiens, Richard A. and Larry P. Pleshko, (2009), “An Examination of Strategic Orientation and Growth Strategies Among Credit Unions,” in Proceedings of the Southeast Decision Sciences Annual Conference, Albert Avery (Ed.), Charleston, SC: *Southeast Decision Sciences Institute*, February, 632-646.

Research Projects in Progress

Pleshko, Larry P. and **Richard A. Heiens**, “Customer Satisfaction and Loyalty in the Kuwaiti Retail Services Market: Why are Satisfied Buyers Not Always Loyal Buyers? ”*The International Review of Retail, Distribution and Consumer Research*.

Pleshko, Larry P., **Richard A. Heiens**, and Plamen P. Peev, “The Impact of Strategic Consistency on Market Share and ROA,” *International Journal of Bank Marketing*.

SERVICE:

University

USCA Graduate Advisory Council (2012-present)

School of Business Administration

Chair, SOBA Governance, Planning and Faculty Development Committee (2005- present)

Curriculum and Instructional Resources Committee (2005-present)

Graduate Council (2013-present)

Ad-Hoc Admissions Committee (2013)

Management Position Search Committee (2013)

Professional

Attended the Global Business, MIS, Economics and Finance Research Conference; Tokyo, Japan, July 25-28, 2013.

Member, American Marketing Association (AMA)

Member, Association of Marketing Theory and Practice (AMTP)

Member, International Management Development Association (IMDA)

HONORS AND AWARDS:

Selected by USCA Softball player Nicole Borden for Faculty/Staff Appreciation Night (2/27/2013)

Nominated for USCA Scholarly Activity Award (Spring, 2013)

SOBA, Southern Bank and Trust Faculty Scholarship Excellence Award (2012)

Appendix K: USC Aiken's Consortia Agreement –
PASCAL



March 20, 2014

Jane Tuten
Director of the Library
Gregg-Graniteville Library
University of South Carolina – Aiken
471 University Parkway
Aiken, SC 29801

Dear Ms. Tuten,

I am pleased to provide you with a statement regarding PASCAL operations in support of your response to SACS question 2.9. PASCAL is a fifty-five member consortium that operates from within the South Carolina Commission of Higher Education. We receive both state and member-institution support to fund our operations. The Commission serves as our financial agent and provides us with a statutory basis for licensing and contracting.

Our core operating budget for FY 13-14 is \$1.2 million which supports universally available electronic resources and our rapid delivery system. Currently, recurring state funding is \$164,000 and the balance is collected from member institutions. Our core subscription program is coordinated with the State Library's DISCUS program. Given that the SC Commission on Higher Education is PASCAL's financial agent, PASCAL meetings are open meetings and the budget presented is a public document. Meetings are held twice each year; for example, see attached agenda for the December 4, 2013 meeting.

Additionally, we provide opt-in services on a pass-through or cost-recovery basis. These include electronic resource licensing and integrated library system (ILS) maintenance and support. The total budget for opt-in programming is \$1.3 million, paid for by participating institutions. Additionally, PASCAL has received one-time education lottery funds from the SC General Assembly for the past two fiscal years -- \$1.2 million in July 2012 and \$37,000 in July 2013. These funds have been used for one-time electronic resource procurement and initiation of a multi-year e-book lease and acquisition program.

In FY 2013-14, the University of South Carolina - Aiken receives the following core services and content from PASCAL:

Books:

PASCAL Delivers (Access to 12 million items via next-day courier, Discovery via InnReach)
Academic Complete (Subscription through 12/16 – ProQuest/ebrary)
Public Library Complete (Subscription through 12/16 – ProQuest/ebrary)
College Complete (Subscription through 12/16 – ProQuest/ebrary)
Participation in PASCAL Demand Driven Acquisitions (DDA) project (through 2016 – ProQuest/EBL)

Additional e-book content will be added to the core in FY 2014-15, pending final contract negotiation with vendors.

Journals, Databases, E-Resources:

Academic Search Premier (Subscription - EBSCO)
Political Science Complete (Subscription – EBSCO)
Criminal Justice Abstracts with Full Text (Subscription - EBSCO)
Literature Resource Center (Perpetual Access - GALE)
Institute of Physics Archives (Perpetual Access - IOP)
Anatomy & Physiology Online (Perpetual Access - Stat!Ref)

USC – Aiken also participates in PASCAL’s opt-in programming. PASCAL coordinates a robust program for opt-in electronic licensing, which leverages buying power of member institutions through centrally negotiated packages. Discounting ranges from 10 – 30% off list pricing. USC - Aiken participates in the following PASCAL license programs.

Lexis Nexis Academic
LibGuides
Nature (NPG)
Scientific American (NPG)
Science (AAAS)
Nursing Full Text Plus (OVID)
PsycINFO (EBSCO)
PyscARTICLES (EBSCO)
MLA Bibliography (EBSCO)
CINAHL Plus w Full Text (EBSCO)
Political Science Complete (EBSCO)

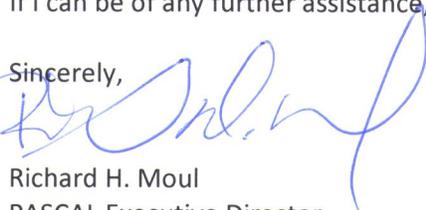
The Director of the Library or their designee is eligible for election to PASCAL’s Board of Directors (See attached By-Laws). The USC-Aiken library staff may participate in PASCAL committee work. Current committees and taskforces are:

Catalog Design Committee
Consortial Purchasing Committee
Universal Borrowing Committee
E-Book Implentation Task Force

Membership is based on agreement to adhere to PASCAL bylaws and assessed fees for service. Over the ten year life of the consortium, one member has withdrawn and one has joined. Members sign a Memorandum of Understanding for the PASCAL Delivers Program. This MOU, signed in 2007, is in the process of being revised. The Board of Directors is developing a formal Membership Agreement that, upon approval by membership, will be signed by all participating libraries. The draft includes provisions for annual review and revision. This will be submitted to members this spring or summer.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,



Richard H. Moul
PASCAL Executive Director

PASCAL Bylaws

Article 1. Name

The name of this non-profit organization shall be the Partnership Among South Carolina Academic Libraries (hereafter called PASCAL).

Article 2. Mission and Goals

Section 1. PASCAL serves as a non-profit consortium of public and private academic libraries, advocating a highly productive knowledge environment where members of our academic and research community have equitable, immediate access to library information and services regardless of their location and at the time they are most needed.

Section 2. Mission: The Partnership Among South Carolina Academic Libraries provides timely and universal access to information resources and library services - through creative use of technology, central licensing, and collaborative action - in order to support a highly productive knowledge environment for students, faculty and staff at every member institution of higher learning in South Carolina.

Section 3. GOALS

- Strengthen the role of the academic library in order to help higher education meet its mission across South Carolina;
- Provide statewide access to essential print and electronic information resources;
- Enhance research and teaching collections and extend access to these collections through collaborative collection management and electronic delivery services;
- Preserve research, scholarly and archival materials at South Carolina's institutions of higher learning through innovative use of technology;
- Maintain support for integrated library systems operations (for participating libraries) and generally foster library technology development and deployment;
- Nurture relationships with key partners;
- Achieve and maintain long term fiscal sustainability.

Article 3. Membership

Section 1. Membership in PASCAL is open to the public colleges, universities and technical colleges of South Carolina and private, not for profit colleges and universities that are headquartered in South Carolina.

Section 2. Each member shall name one representative to PASCAL who shall have full voting rights at meetings of the general membership. The libraries' representatives will be the directors of the member libraries or their designees. When an institution's library directorship is vacant, the institution may designate a temporary representative, who shall have full voting rights.

Section 3. Ex officio members (non-voting) will include the Director of the South Carolina State Library, and the designated representatives of the Commission on Higher Education, the Office of the State CIO, South Carolina Department of Archives and History, South Carolina Independent Colleges and Universities (SCICU), and others chosen by the Board of Directors.

Article 4. Board of Directors and Its Duties

Section 1. The Board of Directors shall consist of eleven elected members

- * seven members elected by the representatives from Library Directors Forum

- * four members elected by the representatives from Library Directors Council

Section 2. Ex officio members (non-voting) will include the Director of the South Carolina State Library, and the designated representatives of the Commission on Higher Education, the Office of the State CIO, South Carolina Department of Archives and History, and SCICU.

Section 3. The Board of Directors shall determine policies and procedures that may be reviewed and amended by the full membership.

Section 4. The Board of Directors must approve the annual budget.

Section 5. The Board of Directors may appoint technical, legal, financial and other advisors to assist the Board. These advisors will be ex-officio (non-voting) members of the Board. Advisors will be re-appointed as needed.

Section 6. The term of office for members of the Board of Directors shall be three years. Members of the Board of Directors may be reappointed by the constituents that they represent. Newly elected members of the Board and the incoming Board Chair shall take office immediately following the spring business meeting.

Section 7. The Board of Directors shall conduct regularly scheduled meetings. Meetings shall be as such dates, times, and places as the Board Chair shall determine. All Board meetings will be announced and conducted according to South Carolina's open meeting law. A majority of the Board members must be present in person or through teleconferencing to conduct business. Meetings will be conducted according to Robert's Rules of Order.

Article 5. Officers of the Board of Directors and Their Duties

Section 1. The officers of the Board of Directors shall consist of: Chair, Vice-Chair/Chair-Elect, Past Chair, Secretary and Treasurer. The officers shall constitute the Executive Committee of the Board of Directors and shall have the power to develop plans, call meetings of the Board, make recommendations to the Board, and act on PASCAL business that occurs in the interval between meetings. The Executive Committee shall be accountable to the Board of Directors and the membership for all actions taken.

Section 2. Election and Terms of Office. The Board of Directors shall elect their officers from the membership of the Board. Officers shall be elected in the first Board of Directors meeting that follows the spring business meeting of the PASCAL membership. Officers shall take office immediately upon election. The Chair, Vice-Chair/Chair-Elect, and Past Chair will serve a one year term. The Chair, Vice-Chair/Chair-Elect, and Past Chair may serve an unlimited number of terms but not consecutive terms. The Secretary and the Treasurer will serve a three year term. The Secretary and the Treasurer may serve an unlimited number of terms, but not consecutive terms.

Section 3. Duties of the Chair. The Chair shall be responsible for presiding at Board and membership meetings and appointing committees. The Chair shall serve as the official conduit between the Executive Director and the Board of Directors.

Section 4. Duties of the Vice-Chair/Chair-Elect. The Vice-Chair/Chair-Elect shall serve as Chair immediately following the term(s) served as Vice-Chair/Chair-Elect. The Vice-Chair/Chair-Elect shall assume the duties of the Chair in his or her temporary absence.

Section 5. Duties of the Treasurer. The Treasurer shall be the chief financial officer of PASCAL and shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the consortium. The Treasurer will oversee the execution of any functions that are performed by any financial agent for PASCAL, and will ensure the timely and proper reporting of those activities.

Section 6. Duties of the Past Chair. The Past Chair shall serve as Chair of the Nominating Committee and serve in an advisory role to the Chair and Board of Directors.

Section 7. Duties of the Secretary. The Secretary shall have responsibility for preparing minutes of meetings of the Executive Committee, Board of Directors, and membership and for authenticating records of PASCAL.

Section 7. Vacancies. If the Chair is unable to complete the term of office, the Vice-Chair/Chair-Elect shall immediately become Chair for the remainder of the unexpired term and for the term he or she was initially elected to serve. If the Vice-Chair/Chair-Elect is unable to complete the term of office, the Chair shall appoint a replacement to assume the duties of the Vice-Chair/Chair-Elect until the next regular elections. If the Treasurer is unable to complete the term of office, the Chair shall appoint a replacement to assume the duties of the Treasurer until the next regular elections.

Article 6. Executive Director

Section 1. The position of Executive Director shall be selected by a vote of the majority of the members of the Board of Directors. The Executive Director shall be an ex officio (non-voting) member of the Board of Directors. The Executive Director shall assist the Chair to develop the agenda for Board meetings. The Executive Director is responsible for the implementation of policies, the accomplishment of goals and objectives and the overall administrative management of the organization.

Section 2. The Executive Director serves as the chief executive officer of PASCAL. Other staff may be appointed as necessary to fulfill the purpose of PASCAL. PASCAL staff report to and are responsible to the Executive Director.

Section 3. The Executive Director is responsible to the Board of Directors and shall be evaluated annually by the Executive Committee of the Board.

Article 7. Meetings and Quorum

PASCAL Membership representatives shall conduct at least two business meetings annually. The Board Chair may call additional meetings. All membership meetings will be announced and conducted according to South Carolina's open meeting law. A majority of the representatives must be present to conduct business. Meetings will be conducted according to Robert's Rules of Order. The Chair may appoint a parliamentarian.

Article 8. Committees

Section 1. The Board of Directors may appoint committees and task forces and assign them to such duties as may be necessary to carry on the work of PASCAL. PASCAL staff shall be ex officio members of all working committees and will facilitate their activities. (Note: [Guidelines](#) governing PASCAL Committees were adopted by the PASCAL Board of Directors, May 25, 2010)

Article 9. Amendments

These by-laws may be amended by a two-thirds majority vote of representatives present in a meeting of PASCAL members. Any such amendment must be distributed to the members at least three weeks prior to a meeting at which the amendment will be considered.

Article 10. Dues

Dues shall be recommended by the Board of Directors and approved each year by the membership. The dues will be used to defray operational costs and other services provided by the organization. A budget will be provided to the members 30 days in advance of the annual business meeting.

Article 11. Relationship to Partners

PASCAL recognizes its shared goals with its partners in providing information services to South Carolina libraries and its people: the South Carolina State Library, the Commission on Higher Education, the Office of the State CIO, the South Carolina Department of Archives and History, the University of South Carolina School of Library and Information Science, SCICU, and others

Article 12. Withdrawal from PASCAL membership

A member may withdraw, without refund of dues, from PASCAL by submitting a written notice to the Chair of the Board of Directors. Reinstatement of institutions will be handled by the Board of Directors on a case by case basis.

Article 13. Dissolution

Upon dissolution of PASCAL the assets, after all debts are paid, shall be distributed according to the organization's State Charter.

Approved by Board of Directors - 27 March, 2002

Adopted by Membership - 20 May, 2002

Revised by Membership - 30 May, 2003

Revised by Membership - 19 June, 2008

Revised by Membership - 2 December, 2010

Revised by Membership - 23 June, 2011

Revised by Membership - 1 December, 2011

Revised by Membership - 6 June, 2012



June 6, 2007

Dear Jane,

We are looking forward to working with you and your staff to make PASCAL Delivers a great success, and an asset to the end users in your academic community.

Attached please find a copy of the PASCAL Delivers Memorandum of Understanding. The document represents the version reviewed at the December 2006 general meeting and subsequently approved by the Board of Directors. As was discussed at the May meeting, we are sending it to libraries that are in various phases of implementation and training. Going forward, we will request signatures from library directors as we begin PASCAL Delivers implementation for a library.

Please sign both copies, return one copy to the PASCAL Office and retain one for your files. Don't hesitate to contact me if you have any questions.

Sincerely,

Rick Moul

--

Richard H. Moul
PASCAL Executive Director
(803) 734-0910
rmoul@pascalsc.org
<http://pascalsc.org>
SHARED ACCESS. UNLIMITED KNOWLEDGE



PASCAL Delivers Memorandum of Understanding

Preface: This document serves as a service-level agreement, to be read and signed by participants in the PASCAL Delivers universal borrowing service. This agreement will be revised and renewed by the Universal Borrowing Committee members on an annual basis.

Statement of Purpose: One of PASCAL's paramount objectives is to provide students and faculty of South Carolina's institutions of higher education with universal, cost-effective, and easy access to the academic library collections in South Carolina.

PASCAL Responsibilities

PASCAL staff, including but not limited to the Executive Director, the Academic Resources Coordinator, and the Technical Programs Coordinator, is responsible for the operation of the PASCAL Delivers program.

- Maintains and trains participating libraries on system hardware, software, and enhancements for the universal borrowing program.
- Serves as system administrator for central Innovative server and Direct Consortial Borrowing (DCB) server.
- Oversees delivery system to monitor and facilitate fulfillment of service-level agreements with the delivery service provider and among member institutions.
- Serves as a clearinghouse for library and delivery routines, questions, and suggestions.
- Collects statistics and gives members an annual report reflecting system activity and health.

The Universal Borrowing Committee, which reports to and is under the oversight of the PASCAL Executive Board, is responsible for establishing policies and means for supporting efficient delivery of materials among participating libraries.

- Develops and maintains state-level policies and procedures (see Appendix A).

Participant Responsibilities

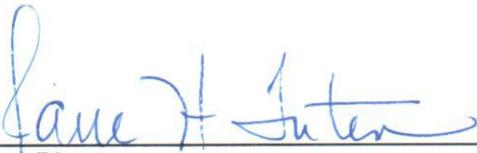
Member libraries are responsible for providing materials according to the agreed-upon policies and procedures.

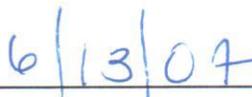
- Provide at the participant's expense those resources not covered by PASCAL which are deemed necessary to participate in the universal borrowing program; e.g. staff, system hardware and software support, library instruction, SSL certificate. Expenses can vary by ILS vendor; contact PASCAL for details.
- Provide bibliographic and holdings records for inclusion in the INN-Reach catalog.
- Maintain bibliographic, holdings, and patron records to agreed-upon consortium standards.
- Each member shall participate in online direct patron borrowing by authorized patrons.
- Each member shall participate in physical lending of material.
- Each member-institution shall designate a Facility Administrator who will coordinate delivery and pickup with the courier and the Program Administrator. Each member-institution shall have at least one person responsible for monitoring the PASCAL Delivers discussion list, which is the primary means of communication for matters which concern all members of the program.
- Communicate problems or complaints to PASCAL staff and/or Universal Borrowing Committee members to facilitate resolution.
- Use of the delivery service shall be limited to library material only.

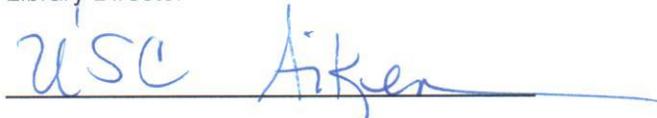
Appendix A
Policies and Procedures
November 10, 2006

To be used for 2007, the inaugural year of PASCAL Delivers:

1. All meaningful bibliographic records from participating libraries will be loaded, even if some items will not circulate via PASCAL Delivers.
2. E-journal links (856 field of the MARC record) will be included and will display in the universal catalog.
3. We have built in the flexibility to loan different types of items – with varying loan periods for each – but only books will circulate at this time. The Committee must agree to add other item types.
4. The union catalog will have request limits based on eligible patron types. These are currently set at 25 requests for all patron types.
5. Faculty members, staff members, full-time and part-time students may use PASCAL Delivers, but Community/Other users may not.
6. At this time, the loan period for books is 6 weeks with no renewal. The actual check-out time for the library is 7 weeks, to allow for transit time.
7. The authorization information will be patron name and the ID number used by each library.
8. During 2007, lending libraries will be randomly selected by the system (that is, system-balanced). Statistics will be examined to determine if additional load-balancing factors should be considered.
9. Member-institutions have two (2) business days to respond to incoming borrower requests.


Library Director


Date


Institution


Executive Director-PASCAL


Date

Endorsed by the PASCAL Executive Board January 2007

Appendix L: Campus Map



Building Guide

Robert E. Penland

Administration Building

- Academic Success Center
- Admissions
- Business Services
- Career Services
- Economic Development Partnership
- Financial Aid
- Graduate Office
- Human Resources
- Math Lab
- Records

Roberto Hernandez

Baseball Stadium

Business & Education (B&E)

- Computer Services Help Desk
- Conference Center
- Continuing Education
- Counseling Center
- Disability Services
- School of Business Administration
- School of Education
- Small Business Development Center (SBDC)
- Wellness Center * (entrance to side of B&E building)

Children's Center

Pacer Commons

Pacer Crossings

- Housing

Pacer Downs

- The Market
- University Police**

Convocation Center

- Athletics
- Global Spectrum

Etheredge Center

- Main Theater
- O'Connell Theatre

Humanities & Social Sciences (H&SS)

- College of Humanities & Social Sciences
- Institutional Effectiveness
- Language Learning Lab
- The Station
- Writing Room

Gregg-Graniteville Library

Natorium**

(Entrance at rear of SAC building, facing lot A)

Alan Miller Nursing Building

- School of Nursing

Pickens-Salley House

- Advancement
- Alumni Relations
- Chancellor's Office
- Marketing

Ruth Patrick Science Education Center (RPSEC)

- Center for Teaching Excellence
- DuPont Planetarium

SeniorNet Lab

Softball Field

Student Activities Center (SAC)

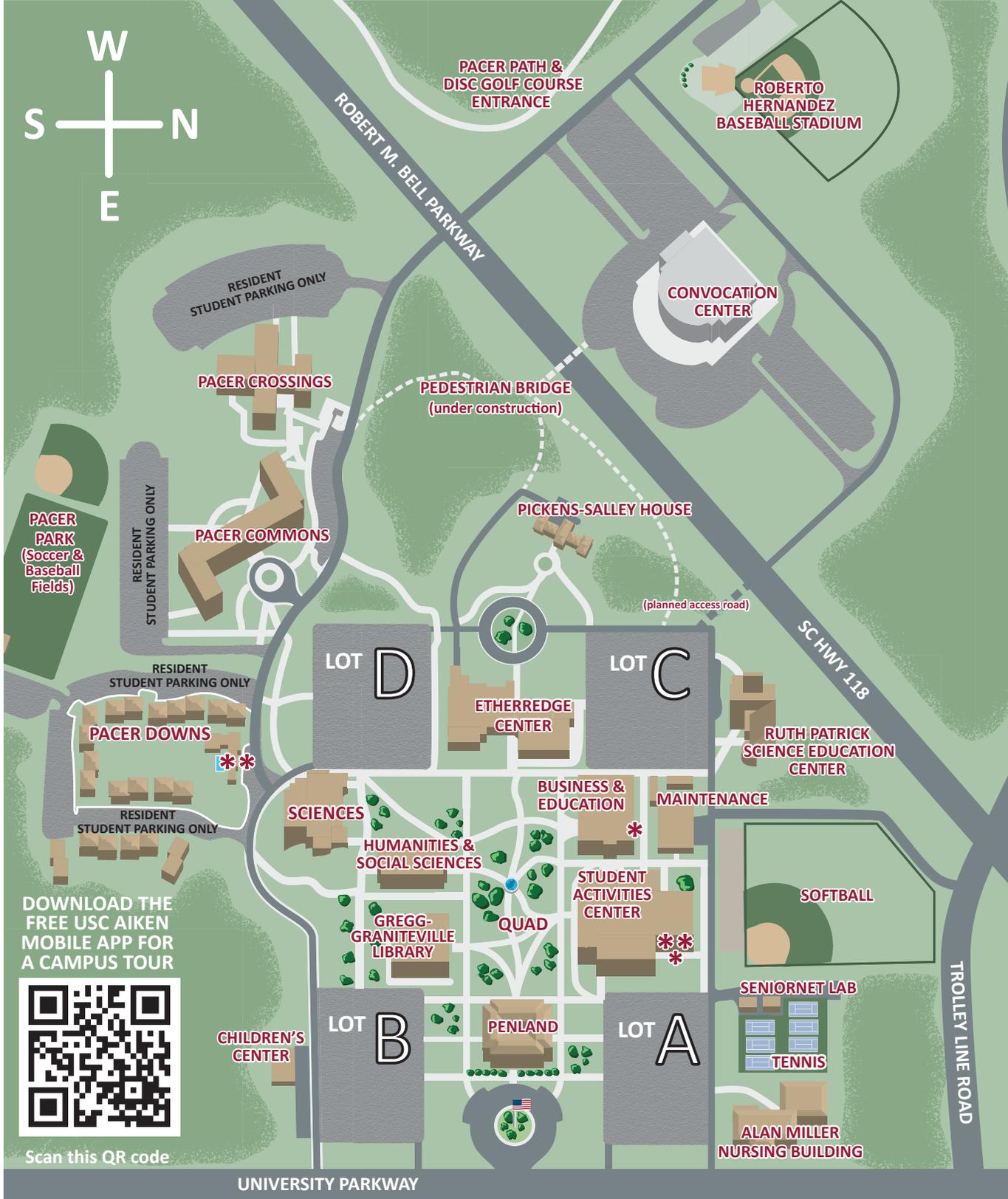
- Bookstore
- SAC Cafe
- Student Health Center
- Student Life & Services

Sciences

- Academic Affairs
- College of Sciences

Supply and Maintenance

- Copy Center
- Environmental Services
- Mailroom
- Operations
- Purchasing



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Aiken, South Carolina, 29801
803.648.6851
[HTTP://WEB.USCA.EDU](http://web.usca.edu)



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UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education
Approval Expiration Date: **September 30, 2016**
Reapplication Date: **June 30, 2016**

Name of Institution: **University of South Carolina - Aiken**

Address of Institution: **471 University Parkway
Aiken, SC 29801-6399**

OPE ID Number: **00344900**

DUNS Number: **066492083**

Taxpayer Identification Number (TIN): **576001153**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT PROGRAM**, 20 U.S.C. §§ 1070g *et seq.*; 34 C.F.R. Part 686.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).
3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
 - f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal

Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;

- (6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;
- (8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;
- (9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;
- (10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--
 - (i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and
 - (ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;
- (11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;
- (12) It will provide the certifications described in paragraph (c) of this section;
- (13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;
- (14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;
- (15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --
 - (A) Is participating in the FFEL or Direct Loan programs for the first time; or
 - (B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.
- (ii) The institution does not have to use an approved default management plan if --
 - (A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and
 - (B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.
- (16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);
- (17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based directly or indirectly upon success in securing enrollments or financial aid to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the awarding of Title IV, HEA program funds, except that this limitation does not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Title IV, HEA program funds.

(ii) Activities and arrangements that an institution may carry out without violating the provisions of (b)(22)(i) of this section include, but are not limited to:

(A) The payment of fixed compensation, such as a fixed annual salary or a fixed hourly wage, as long as that compensation is not adjusted up or down more than twice during any twelve month period, and any adjustment is not based solely on the number of students recruited, admitted, enrolled, or awarded financial aid. For this purpose, an increase in fixed compensation resulting from a cost of living increase that is paid to all or substantially all full-time employees is not considered an adjustment.

(B) Compensation to recruiters based upon their recruitment of students who enroll only in programs that are not eligible for Title IV, HEA program funds.

(C) Compensation to recruiters who arrange contracts between the institution and an employer under which the employer's employees enroll in the institution, and the employer pays, directly or by reimbursement, 50 percent or more of the tuition and fees charged to its employees; provided that the compensation is not based upon the number of employees who enroll in the institution, or the revenue they generate, and the recruiters have no contact with the employees.

(D) Compensation paid as part of a profit-sharing or bonus plan, as long as those payments are substantially the same amount or the same percentage of salary or wages, and made to all or substantially all of the institution's full-time professional and administrative staff. Such payments can be limited to all, or substantially all of the full-time employees at one or more organizational level at the institution, except

that an organizational level may not consist predominantly of recruiters, admissions staff, or financial aid staff.

(E) Compensation that is based upon students successfully completing their educational programs, or one academic year of their educational programs, whichever is shorter. For this purpose, successful completion of an academic year means that the student has earned at least 24 semester or trimester credit hours or 36 quarter credit hours, or has successfully completed at least 900 clock hours of instruction at the institution.

(F) Compensation paid to employees who perform clerical "pre-enrollment" activities, such as answering telephone calls, referring inquiries, or distributing institutional materials.

(G) Compensation to managerial or supervisory employees who do not directly manage or supervise employees who are directly involved in recruiting or admissions activities, or the awarding of Title IV, HEA program funds.

(H) The awarding of token gifts to the institution's students or alumni, provided that the gifts are not in the form of money, no more than one gift is provided annually to an individual, and the cost of the gift is not more than \$100.

(I) Profit distributions proportionately based upon an individual's ownership interest in the institution.

(J) Compensation paid for Internet-based recruitment and admission activities that provide information about the institution to prospective students, refer prospective students to the institution, or permit prospective students to apply for admission on-line.

(K) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, provided that none of the services involve recruiting or admission activities, or the awarding of Title IV, HEA program funds.

(L) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, even if one of the services involves recruiting or admission activities or the awarding of Title IV, HEA program funds, provided that the individuals performing the recruitment or admission activities, or the awarding of Title IV, HEA program funds, are not compensated in a manner that would be impermissible under paragraph (b)(22) of this section.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code

required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or

preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

(1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under

this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;

- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

- 1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
- 2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification

or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
 - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)

- | |
|---|
| (1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal |
|---|

Department or Agency.

- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Lower Tier Organization

PR/Award Number or Project Name

Name of Authorized Representative

Title of Authorized Representative

Signature of Authorized Representative

Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-- Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended,

debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

For the Secretary: _____ Date: _____
U.S. Department of Education

Appendix M: Program Participation Agreement