Executive Summary

Blueprint for Academic Excellence
Darla Moore School of Business
AY2018-2019

Introduction

The transformation of the Moore School Undergraduate Business Program (accounting for nearly 87% of the school's 6,300 students) has been a particular focus since 2015, and the rollout of this initiative (denoted the Undergraduate Excellence Initiative) continues apace. Now in its 2nd year of implementation, freshman retention and progression remain on track, while student quality continues to improve. A plan to enhance sophomore data proficiency even further by establishing a dedicated Moore School Data Lab is also under consideration. Resources needed to establish and set up the Lab are estimated at around $600,000, and approximately $500,000 in annual recurring funds for faculty and staff to run the lab are expected. Further, changes made following the AY 2016-17 Graduate Program Review (excluding the PhD program) are bearing early fruit. In addition, changes to graduate and undergraduate program administration have also been implemented, mostly to improve student services and to use resources more efficiently. The performance-based budgeting now in place where appropriate across the school has also added to governance quality. Finally, faculty research remains stellar, with policies that reward excellent scholarship, including increasing research funding through internal grant programs, being added. To further improve research outcomes, review of the PhD program will be conducted this year. Loss of Senior Associate Dean of Faculty and Research Brian Klaas in early 2017 meant this review was deferred from soon after the AY 2016-17 Graduate Program Review until new Senior Associate Dean of Faculty and Research John McDermott was fully in place.

Highlights

Stellar national research rankings have been maintained, and demand for seats in the Undergraduate Business Program remains very strong. Freshmen SATs have increased from 1218 in Fall 2015 to 1231 in Fall 2016 (the first freshman class admitted under the Undergraduate Excellence Initiative) to 1261 in Fall 2017. Classroom rigor and undergraduate student quality and performance continue to improve, and as expected, demand for the Undergraduate Business Analytics concentration is growing. The Center for Sales Success (the CSS), the Moore School's 11th Academic Center, was launched in March 2018. With around half of undergraduate business jobs starting in sales, the CSS is an important new center to serve students and prepare them for employment. FT MBA applications are 30% higher than last year, and more than 90% of IMBA 1st year students already have internships in the coming 2018 Summer term. So that they have a high likelihood of leading to full-time employment, 80% of these internships are domestic. A FT MBA class of 45 is expected in July 2018, significantly higher than the 30 admitted in July 2017. Numbers and placements in the highly regarded MHR and MACC specialized programs remain strong, as do numbers in the MIB, MAEcon, and highly ranked PMBA program.

Blueprint for Academic Excellence
Darla Moore School of Business
AY2018-2019

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UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

Foundation for Academic Excellence

Mission Statement

The Moore School produces rigorous and relevant research to enrich the understanding of business and the practice of management, and based on this knowledge through its teaching equips graduates with the professional and leadership skills and capabilities for work in the global marketplace. Through its service and achievements in research and education, the Moore School contributes to the welfare of key stakeholders: students, alumni, the University of South Carolina, the state of South Carolina, and business partners located both domestically and abroad.

Updated: 03/16/2018

Vision Statement

The Moore School is an intellectually stimulating and collegial community dedicated to producing world-renowned research, providing an outstanding global business educational experience, and enhancing career outcomes for graduates.

Updated: 03/16/2018

Values

The Moore School values student well-being and student success. It values decency, collegiality, and integrity. It values openness, inclusion, and a global perspective. It values intellectual curiosity, intellectual rigor, and intellectual responsibility. It values being impactful, whether through educational outcomes, business outreach and engagement, or meaningful contributions to a scholarly discipline. And it values creativity and pragmatism in efforts to balance the noblest of ideals with the practical realities of the higher education environment.

Updated: 03/16/2018

Goals - Looking Back

Goals for the Darla Moore School of Business for the previous Academic Year.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is core to any leading flagship research university, and enhancing scholarship is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	
Action Plan	Retention: Address retention issues via prioritizing funding for responses to market pressures. Research: Increase the college research fund by 30%.Hiring: Allocate slots across departments to address enrollment pressures and strategic priorities; selective pursuit of more senior hires to leverage strengths/address gaps.
Achievements	Retention: 3 highly mobile faculty were retained with increased compensation packages. Research: Good standing with various ranking organizations (like the Financial Times, ABS, Cabell's, Academic Analytics and the University of Texas, Dallas) was maintained in AY 2016-17, and faculty continue to publish in the top echelon of business and economics journals, as judged by normed impact factors and other metrics.Hiring: Productive scholars in all departments were hired in 2016-17.
Resources Utilized	The resources to support world-class research at the Moore School are mostly in place, covered by salary plus fringe for tenured and tenure track faculty. Other resources from the regular operating budget, for example from summer tuition, private/Business Partnership Foundation (BPF) resources, income from international programs, and from resources raised by Centers are also applied towards faculty research.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections "Real Time" and "Looking Ahead."
Resources Needed	See sections "Real Time" and "Looking Ahead."
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers a 9-major Undergraduate (UG) Business Program; 7 graduate business programs, these being 3 FT MBA programs (FT 1-year MBA; FT 2-year International MBA (IMBA); and PT Professional MBA (PMBA)), the Masters in International Business (MIB), and 3 specialized graduate (Specialized Grad) programs (MACC, MHR, and MAEcon); and 2 PhD programs (Business Administration and Economics). All are vital to the Moore School academic mission, and enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	PMBA: Continue efforts to improve asynchronous and synchronous delivery via formalizing feedback processes, instructional design support, and instructional development awards; provide foundation for PMBA growth via positioning in Charlotte. Specialized Grad: Expand enrollment and quality via attention to recruiting, product characteristics, careers, and financial support.UG: Implement changes in curriculum and sequencing; implement strategies to increase rigor within the UG core and increase utilization of practices/services designed to encourage student success; expand efforts to offer distinctive experiences to top students via +1 programs and major-specific scholars program; affect UG employability via expanding career fairs, business-specific U-101 classes, career forums for majors; resource enrollment surge resulting from sequence change.

Achievements	IMBA: Following the AY 2016-17 Graduate Program Review, the FT MBA curriculum was re-ordered in early 2017 for the incoming Fall class by moving language instruction to Fall of the 2nd year, and by moving the international immersion to Spring of the 2nd year. Both had previously occurred in the 1st year after a short 5-month MBA core, 20% of which was language instruction. Prior to the re-ordering, internships, most overseas after the 4-month international immersion, followed the 5-month core and immersion. With the re-ordering, students receive far more comprehensive functional training in an 11-month core, better preparing them for summer internships at the end of their 1st year. Following now mostly domestic internships, placement in Spring 2019 should also improve notably. MBA Programs: With only 30 students enrolling in Fall 2017 (41 in Fall 2016), FT MBA and IMBA enrollment did not increase as hoped. The schedule re-ordering hindered recruitment, but should improve the FT MBA's placement and reputation in the long run, and should not restrict recruiting for July 2018. PMBA: Progress has been made in reducing class size for the PMBA, and awards of instructional development grants have improved course quality.Specialized Grad: The MAEcon program increased enrollment significantly, while MACC program numbers also increased, but not as much. MHR program numbers remained stable. UG: The focus on rigor, referrals to the Student Success Center, and stricter progression requirements led to a combination of lower grades and more students moving to other UofSC colleges in their freshman year. Access to the Finance Scholars and Marketing Scholars programs in 2016-17 provided top Finance and Marketing students (around 70 in total) enriched educational opportunities in these functional areas, adding to the UG International Business and Management Science/Supply Chain majors (both majors totaling around 500 students each), who already complete majors equivalent to a Scholars level.
Resources Utilized	These efforts mostly utilized faculty and administrative resources that were already in place, but not used for these purposes.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections "Real Time" and "Looking Ahead."
Resources Needed	See sections "Real Time" and "Looking Ahead."
Goal Notes	

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Stellar International Business rankings are important strategic assets for both the school and University, and enhancing international programs is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	UG: Launch of new cohort program. MBA Programs: Streamline student services to provide superior experience for students in the IMBA program; launch a new EIMBA partner program (NTNU). Specialized Grad: Develop a new MIB double degree with Aalto University.International Experience: Enhance international career experiences via formation and launch of the Folks Center Advisory Board.
Achievements	UG: In response to heavy demand, the International Business Major cohort programs in Europe, South America, and the Pacific were expanded in AY 2016-17. Cohort enrollment was as follows: Commerce International France Amerique (CIFA): 10 in AY 2016-17, up from 1 in AY 2015-16. International Business Education Alliance (IBEA): 11, up from 6 International Business and Chinese Enterprise (IBCE): 16, up from 15 International Business in the Americas (IBA): 9, up from 6 MBA Programs: Resources were allocated to enhance recruiting for the relatively new EIMBA program in Chonnam, Taiwan. Specialized Grad: An articulation agreement for the Masters of International Business (MIB) degree at the Higher School of Economics was signed in AY 2016-17, and the dual-degree option for a MIB with SJTU was expanded. Study Abroad: Participation in study abroad programs continued to grow, with 745 Moore School students studying abroad in AY 2016-17, compared to 709 in AY 2015-16 and 671 in AY 2014-15.On-going progress related to this goal's Action Plan can be found in the "Real Time" entry.
Resources Utilized	Much of these steps did not add extra cost; it was mostly a matter of advising and promoting programs already established. There were costs associated with recruiting for the new EIMBA program.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections "Real Time" and "Looking Ahead."
Resources Needed	See sections "Real Time" and "Looking Ahead."
Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to solve intractable real-time business problems encountered by Center partners. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Executive Education: Develop programs/offerings to ensure financial viability; expand number of teaching days and number of programs offered; expand client base for custom and consultative services. Office of Career Management (OCM): Expand number and status of firms recruiting at DMSB; refine metrics, data collection, and processes for placement activities.Marketing (MARCOM): Refinement and focusing of marketing strategy and content for supporting outreach initiatives.
Achievements	Executive Education: Compared to FY 2016, revenue increased 20% in 2017 and was the 2nd highest net revenue in the division over the past 30 years. Overall teaching days increased by 40%, driven by growth in graduate certificates, and custom teaching days increased 20%, with 95% of faculty pay going to Moore School faculty.Office of Career Management (OCM): Relationships with corporate partners, cultivated through BPF and Center Advisory Boards, became stronger in AY 2016-17. More job postings, interviews, and placements from OCM sources resulted. Regarding Job Expos, 1024 students attended the Fall 2016 and 798 attended the Spring 2017 events, compared to 985 in Fall 2015 and 718 in Spring 2016.
Resources Utilized	We used a combination of regular operating budget, mostly staff salary, travel, and other costs linked with relationship development. Some marketing costs were incurred.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections "Real Time" and "Looking Ahead."
Resources Needed	See sections "Real Time" and "Looking Ahead."
Goal Notes	

Goal 5 - Developing organizational resources and infrastructure critical to the academic mission

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
Linkage to University Goal	•Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Advancement: Individualized stewardship plan for key campaign donors; expand alumni engagement via technology and events; engagement with high level advisors in key cities; secure funding for Continental Chair; secure funding to support key initiatives (e.g., RUM Initiative).
	Technology: Address continuing challenges with classroom technology; refine systems for asynchronous instruction and learning technology; continue expansion of virtual clients (150 to 300); enhance analytics via mechanisms to link data sources.
	Facilities: Address physical space needs associated with faculty growth; continue efforts maintaining LEED certification; support remote PMBA facilities.Administrative: Enhanced support for Centers, with attention to staff resources and shared services; improve mechanisms for internal communication; expand social media presence.
Achievements	Advancement: The program of solicitation of donors for gifts of $50,000 - $3M continued, and the Young Alumni Giving Council was able to increase the number of young alumni donors. There was an overall increase of 10% in the number of donors making annual contributions. A $1M gift to enhance the school's Risk Management & Insurance Program was received, and progress in the development of Center Advisory Boards for donor cultivation was made.
Resources Utilized	Existing resources were applied in actions taken in this goal.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections "Real Time" and "Looking Ahead."
Resources Needed	See sections "Real Time" and "Looking Ahead."
Goal Notes	

Goals - Real Time

Goals for the Darla Moore School of Business that are in progress for AY2018-2019.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is core to any leading flagship research university, and enhancing scholarship is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	
Action Plan	Make the Moore School more attractive for research, and increase salaries of most productive faculty in response to market pressures.Increase internal research funding and encouraging collaborative research.
Achievements	
Resources Utilized	Resources to support world-class research at the Moore School are mostly in place, covered by salary plus fringe for tenured and tenure track faculty. Other resources from the regular operating budget (for example, from summer tuition receipts), from private BPF resources, from income from international programs, and from resources raised by some Centers are also applied towards faculty research (Also see Looking Ahead Goal 1 and 4 below).
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	A PhD Program Review in 2018 is the most notable future step to enhance research at the Moore School (see Looking Ahead: Goal 1 below).Conduct grant workshops/boot camp to encourage faculty grant applications (see Looking Ahead: Goal 1 below).
Resources Needed	
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission, and enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	FT MBA: Improve recruiting and marketing of the IMBA and 1 year MBA program. PMBA: Continue improving delivery by investing in technology. Maintain instructional design support and instructional development awards to enhance teaching quality. Enhance marketing and visibility of the PMBA in Charlotte. Work with Marine Base at Parris Island to offer the PMBA in this location. Specialized Grad: Increase MACC, MHR, and MAEcon recruiting support, and improve job placement through closer Office of Career Management (OCM) engagement with graduate program directors and administrators. PhD: Expand recruitment of self-funded students to improve program economics. UG: Implement changes in curriculum and sequencing. Implement strategies to increase rigor within both DMSB UG core and upper-level courses and increase utilization of practices/services designed to encourage student success. Devise strategies to measure increases in rigor. Expand efforts to offer distinctive experiences to top students via +1 programs and major-specific scholars program. Improve UG employability via expanding career fairs, business-specific U-101 classes, career forums for majors, mentorship programs and employability competencies measurement.

Achievements	UG Program
	Implement changes in curriculum and sequencing: Progressing as expected. Currently in the 2nd year of the 4-year Undergraduate Excellence Initiative rollout.
	Implement strategies to increase rigor, both within DMSB UG core and upper-level courses, and increase utilization of practices/services designed to encourage student success: Progressing as expected. Rigor increase rolling through 200-level and 300-level classes this year, and collaboration with Student Success Center (SSC) extended to 300-level classes, allowing early reporting of at-risk students. Student Success Connect saw a total of 3600 individual referrals in Fall 2017 for business courses, 50 more than Fall in 2016. In Fall 2017, students made 207 visits to Peer Writing, 372 visits to a Success Consultation, and 1257 visits to the Peer Tutoring Program, and over 41% of students referred used SSC services. Before this deeper Moore School/SSC partnership was established, SSC saw less than 50 Moore School students per semester. Further, the number of courses covered by course coordinators increased from 6 in Fall 2016 to 14 in Fall 2017 to 18 expected in Fall 2018. There are over 50 instructors covering sections monitored by coordinators this year, expected to increase to close to 70 in 2018. Finally, between Fall and Spring of AY 2016-17, 80 students were lost due to failure to meet progression requirements; this year the number was cut in half.
	Devise strategies to measure increases in rigor: Piloting use of a McGraw Hill quantitative measurement system in MGSC 291 classes. Four years ago, 8% of homework questions were denoted "hard" by students (as opposed to "easy" or "medium"); 28% denoted "hard" this year. Homework assignment grades have increased, as have hours devoted to assignments (88 to 105 hours).
	Expand efforts to offer distinctive experiences to top students via +1 programs and major-specific scholars programs: ACCT has introduced an accelerated MACC program, MGMT an accelerated MHR program, MKTG has a Certificate in Sales Leadership developed with the National Association of Sales Professionals and offered through the Center for Sales Success, and the Business Analytics concentration is now available and taken in conjunction with majors. 83 students were advised regarding the concentration in FY 2017, and 123 have already been advised in 3 months in 2018.Affect UG employability via expanding career fairs, career forums for majors, business-specific U-101 classes, mentorship programs and measurement of employability competencies: 50 students attended Major Exploration Day last year, and over 570 attended this year. Business UNIV 101 sections increased from 5 sections in 2015-16 to 19 sections in 2016-17 to 45 sections this year, with U-101 First Year Seminar Assessments showing significantly higher scores for items related to making informed major and career choices among students in Business UNIV 101 sections compared to regular UNIV 101 sections. The Mentorship program has grown from 22 student/mentor pairs to 55 pairs, and a measurement of 8 Employability competencies developed by Dr. Rob Ployhart is now administered to all students in Business UNIV 101 sections.
Resources Utilized	Resources have been made available from internal funds.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See "Looking Ahead" section.
Resources Needed	

Goal Notes	

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Stellar International Business rankings are important strategic assets for both the school and University, and enhancing international programs is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Complete launch of IB major cohort programs in Europe and the Pacific. Launch new MIB double degree program with Aalto University. Finalize agreements with EMLYON (France), CUHK (Hong Kong), and Pontificia Universidad Javeriana (Colombia) for dual PhD programs. Enhance student international career experiences and opportunities with deeper Folks Center engagement.Streamline student services to provide additional study abroad experiences.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See "Looking Ahead" section.
Resources Needed	Some initiatives are self-funding through partner university agreements, and the remaining will be accomplished with existing resources.
Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of intractable real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Expand Center Advisory Board relationships with faculty, staff, departments, and other school units, for example, the Office of Career Management, Advancement, and Office of Alumni Relations. Align Center activities and resources more closely with Moore School needs and activities.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See "Looking Ahead" section.
Resources Needed	Funding for these actions is built into regular faculty, staff, and center budgets.
Goal Notes	

Goal 5 - Developing organizational resources and infrastructure critical to academic mission

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
Linkage to University Goal	•Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Office of Alumni Relations (OAR): Increase and focus OAR resources to better engage students, alumni, and other Moore School stakeholders. Office of Career Management (OCM): Increase and focus OCM resources to better serve students and programs. Advancement: Focus Advancement resources to work more closely internally and externally in development activities. Student Services: Focus Undergraduate and Graduate Student Services to better serve students. School-wide: Develop and implement plan to celebrate Moore School 100th and BPF 50th Anniversaries in 2019.

Achievements	Office of Alumni Relations: An OAR Senior Director was appointed in late 2017, and simultaneously OAR was established as a department separate from Advancement. A FTE position was added to focus on departmental activities, and resources permitting an additional FTE position to join the department will be added this year. Active planning of major events associated with Moore School 100th and the BPF 50th Anniversaries in 2019 is underway. To better focus the Directors of the Undergraduate Division, search for a Data Coordinator is underway. This FTE will shift responsibilities away from the Directors through coordination of Degreeworks audit software into daily operational use for academic advising team members, as well as through implementation of other undergraduate tracking programs including Pathfinder. A second Undergraduate Division change is the re-engineering of the Undergraduate Scholarship award process. Previously manual with applications awarded by Undergraduate Division academic advisors, about 160 dedicated man-hours to allocate scholarships was required. A new online application process increased applications from 250 to 600, and a Faculty and Staff Scholarship Committee now match donor criteria with students to award the $1,280,000 scholarships available. Following the AY 2016-17 Graduate Program Review, it was clear Program Directors needed to recruit better qualified students, and 2 new positions were created: a student services FTE to assist the PMBA program (425 students previously serviced by 1 staff member), and a CRM position to manage the application communication process for all graduate programs. In addition, various tasks following resignation of the PhD Director were re-deployed to other staff, and savings are being redirected to hire an additional graduate student career coach. Finally, a new career coach/placement FTE is to be created to serve the approximately 40 MIB students, given the Office of Career Management is now more closely involved with recruitment and placement of FT MBA and MIB students.
Resources Utilized	With the exception of the MIB career coach/placement position, job redesign and existing resources have been used to fill the positions listed above.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See "Looking Ahead" section.
Resources Needed	Funds are in place for these activities.
Goal Notes	

Goals - Looking Ahead

Goals for the Darla Moore School of Business that are slated for the upcoming year.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is core to any leading flagship research university, and enhancing scholarship is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	
Action Plan	Conduct PhD program review. Conduct grant workshops and a grant boot camp.Increase Center support for faculty research.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing faculty and possibly limited outside and existing Center resources will be applied to accomplish these action items.
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission, and enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	PMBA: Develop a PMBA Healthcare Concentration. UG: Establish a Data Lab to enhance the data proficiency of all students, ideally in the sophomore year (1,500 students). Develop online undergraduate courses to facilitate progression from freshman to sophomore, and to permit early graduation. To permit more optimal uses of scarce teaching resources, implement minimum class size rules to reduce use of temporary faculty and overload teaching.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing and new resources will be needed to establish the Data Lab, expected to cost around $600,000 to set up and $500,000 per year in ongoing operating costs.
Goal Notes	

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Stellar International Business rankings are important strategic assets for both the school and University, and enhancing international programs is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Develop additional 4+1 programs linked to the MIB. Develop additional PhD dual degree programs.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Funding will come from existing internal and international partner resources.
Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of intractable real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	
Action Plan	Cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Supply Chain/Operations Center (GSCOM).
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Centers have mechanisms to transfer funds to the Moore School.
Goal Notes	

Goal 5 - Develop organizational resources and infrastructure critical to academic mission

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
Linkage to University Goal	•Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	
Action Plan	Advancement: Magnify efforts for alumni engagement and general advancement. Integral to these efforts are major events around the 100th Anniversary of the Moore School and the 50th Anniversary of the BPF. Advancement and OAR: Work together to build an online capability to expand attendance at alumni and other events.Office of Alumni Relations (OAR): Build Alumni Hubs in key cities/regions around the United States to connect OAR and OCM to employers in each location.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing Office of Alumni Relations and Office of Career Management resources, supported by Advancement resources, will establish Alumni Hubs.
Goal Notes	

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

Undergraduate Programs

 #1 undergraduate international business degree in the U.S. for 19 consecutive years (US News & World Report, "America's Best Colleges," 2018). Notified 9/12/17. Effective date range - 1 year.
 #45 overall undergraduate business program (US News & World Report, "America's Best Colleges," 2018). Notified 9/12/17. Effective date range - 1 year.
 #59 overall undergraduate business program (Poets & Quants). Notified 12/5/17. Effective date range - 1 year.
 4th largest Risk Management and Insurance school in the U.S. (Business Insurance, 2017). Notified 12/12/17. Effective date range - 1 year.

Graduate Programs

#53 overall MBA program ranking in the U.S. (QS, 2018). Notified 11/28/17. Effective date range - 1 year.

#65 overall full-time MBA program ranking (US News & World Report, "Best Graduate Schools," 2019). Notified 3/12/18. Effective date range - 1 year.

#1 in international business MBA specialty, and in top 3 for 29 consecutive years (US News & World Report, "Best Graduate Schools," 2019). Notified 3/12/18. Effective date range - 1 year.

#101 Masters in Management ranking (Masters of International Business program) (QS, 2018). Notified 11/28/17. Effective date range - 1 year.

Faculty Research Productivity

 #1 worldwide for human resources research productivity (Elsevier, 2014-2017)
 #3 worldwide for international business research productivity, 2013-2017; #1 worldwide for international business research productivity, 1990-2017 (Journal of International Business Studies)
 #6 worldwide experimental accounting research productivity (Brigham Young University, 2012-2017)
 #22 worldwide marketing research productivity (UT Dallas, 2014-2017)

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

In the past few years, online offerings at the undergraduate level have expanded. Required courses in some majors and minors are now available online. Economics 224 was placed online in AY 2016-17, and Finance 333 attained this status in AY 2015-16. Management 371 and Economics 222 were first online last Fall and will be online this Summer. We have two new online courses beginning this Summer: Accounting 324 and

Management Science 487. We are further hoping to run sections of all of our courses in the Summer in the future. This serves our students - - some of whom failed them once -- who now take them elsewhere.

The flipped classroom model was introduced for our full-time programs last academic year, and this year it has expanded. Both Management 719 and Management 722 use the flipped model, with lecture material made available asynchronously and class time used for simulations, case studies, student presentations, and related activities. We are in the process of evaluating that mode of delivery.

The Professional MBA (PMBA) program continues to develop its blended delivery format in order to serve the needs of roughly 500 students throughout the state and region. Instructional innovation grants were used to bring new courses on-board, and efforts were made to continue to improve upon both the asynchronous material and the use of video-conference delivery of interactive class sessions. Across these various efforts to innovate in the classroom, the Center for Teaching Excellence (CTE) has consistently provided invaluable assistance.

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

The only department to launch new programs was International Business. Cohort programs do not introduce new degrees. They are arrangements whereby students in two or more universities take all classes together and change locations according to a pre-determined schedule.

•Commercial International France Amerique (CIFA) Undergraduate Cohort Program with Universite Paris-Daupine (UG: International Business)
•International Business Education Alliance (IBEA) Undergraduate Cohort Program with University of Mannheim, ESSEC Business School, FGV-EBAPE (UG: International Business)
•Executive International MBA (EIMBA) with National Taiwan Normal University (MBA: International Business)
•Double Degree Master of International Business (MIB) with Shanghai Jiao Tong University (MA: International Business)

Supplemental Info - Academic Programs

Any additional information on Academic Programs appears as Appendix 1. (bottom).

Academic Initiatives

Experiential Learning for Undergraduates

Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

The Moore School has several programs designed to encourage experiential learning for undergraduate students. Some prominent examples are the classes linked to Academic Centers. The most prominent example is the Operations and Supply Chain Center (formerly GSCOM), which provides students opportunities to work on real-world problems in major corporations. Similar courses are run by the Center for Marketing Solutions. These projects are capstone experiences and demand that students apply concepts and techniques mastered in class to real-time intractable business problems. Corporate funding provides for the services of a faculty lead for each student team, and also for research and travel expenses. We do, however, face challenges in expanding these faculty-led consulting projects. There are faculty capacity limits, there are limits to the topics that are well-suited to such projects, and there are limits to the number of students well-positioned to participate in such projects.

Other faculty have found other ways to incorporate experiential learning in their classes. For example, in the entrepreneurship program, MGMT 479 asks teams of students to work closely with a small business or new venture to develop a business plan or to analyze opportunities and strategies for growth. In the undergraduate staffing course, students are asked to study staffing needs and processes at a high-growth firm and offer a set of recommendations. The investments class engages in fund management activities by studying and recommending investment opportunities. The classes described are semester-long experiences focused almost entirely on the experiential learning activity. We have a number of other classes that make use of experiential learning as a class component. This includes classes where students work on smaller projects from private or public sector organizations. Another way experiential learning opportunities are provided is through simulations. Examples include the capstone strategy class (MGMT 478), and also course work within our new sales track. Extensive experiential learning is also observed in the case competition class and in the Proving Ground competition (like Shark Tank on television). Service learning also allows for valuable opportunities here, as with tax assistance services provided though Beta Alpha Psi.

One of our major initiatives going forward is the increase in internship participation. We had over 1200 students participating in an internship last year, but our goal is to increase that substantially. Outreach personnel in the Office of Career Management (OCM) promote our internship program to potential employers, and use the career fair as well as the internet to facilitate student connections with companies. Faculty and career education staff support the effort by encouraging student participation in the internship program. It is important to emphasize opportunities for future full-time employment in order to encourage our students to seek an internship or other forms of experiential learning. Despite all of the OCM efforts to find students internships, a student's personal or family network remains an important source of internship opportunities.

Experiential Learning For Graduate & Professional Students

Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

The Moore School has fewer initiatives to promote experiential learning at the graduate level, especially in the case of PhD students. Most PhD graduates pursue an academic career, so their teaching assignments can be considered experiential learning. Funding is also available for PhD students to travel to present their research at conferences, and this support is providing very useful experiences for students as they prepare to start their scholarly careers.

Internships are required for the International MBA (IMBA) and Master of Human Resources (MHR) degrees, and are encouraged in other programs. Support by the OCM, the Folks Center for International Business, and the Riegel and Emory Human Resources Center helps provide these internships, some of which are international (although regulations abroad and the changing global business climate are making these harder and harder to obtain).

For our MBA and other Masters students, we provide the same kind of project-based learning experiences as we do for undergraduates. Classes linked to the Center for Marketing Solutions, the Operations and Supply Chain Center, and the Riegel & Emory HR Center provide these projects. The funding for the faculty leader and most expenses is provided by corporate sponsors. Less intensive versions of these experiences have also been included in a number of graduate courses. Several firms provided projects to student teams in courses such as MGMT 720. Other courses use in-depth simulations, such a negotiation or mediation simulations. The Investments class asks students to engage in fund management activities by studying and recommending investment opportunities.

Affordability

Assessment of affordability and efforts to address affordability.

Addressing affordability is done in three ways: by providing scholarships; by restraining growth in fees; and by helping students obtain well-paying jobs post-graduation.

We provide roughly $1.2M in scholarships, mostly from private funds. Donors are encouraged to give for such scholarships, and they are a central focus of the school's advancement efforts. Program costs are also being reviewed, with plans to reduce the fees associated with some of our most expensive graduate programs under consideration. It is likely to be more difficult to do this in the future, however, since faculty salaries in many areas of business are growing rapidly.

Affordability should also take into account the return on investments in education. By focusing on initiatives that will help students obtain high paying jobs (from improving classroom rigor to attending to soft skills to recruiting employers to hire our students), we are working to ensure that the costs absorbed by families will be justified by the resulting employment outcomes. Student debt levels are a substantive and growing problem facing higher education in our country, and any steps that might reduce these debt levels must be taken. A dominant reason for moving to a 4 year undergraduate program was so that freshmen could be engaged early to ensure they understood the need to graduate in 4 years, if not sooner. As much debt is taken on in years 5 and 6, potentially by weaker students, one driving objective behind the Undergraduate Excellence Initiative is to ensure that more than 60% of students graduate within 4 years.

Reputation Enhancement

Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

We enhance our reputation most importantly and consistently by performing excellent scholarship and providing outstanding teaching. We publicize both with marketing operations of various kinds, both print and online.

Below are some achievements in the area of reputation enhancement:

•We organize an annual South Carolina CEO Summit in October for CEO's of "high-impact enterprise"

companies to identify their needs and to support company growth and retention within the state.
•The annual Moore School Economic Outlook Conference in December is attended by business and government leaders from across South Carolina, all attending to gain insights into the economic outlook and forecast for the region.
•The Moore School brings numerous C-Suite executives and global business leaders to Columbia as speakers, board members, career expo participants, and executive development and conference participants.
•Moore School centers are instrumental in creating a connection with businesses around the world. These centers have more than 100 companies represented on their advisory boards, and several host annual conferences or meetings for business leaders. Centers include: Center for Advancement in Accounting, Center for Applied Business Analytics, Center for Executive Succession, Center for Operations and Supply Chain, Center for Marketing Solutions, Faber Center for Entrepreneurship, Folks Center for International Business, Riegel & Emory Center for Human Resources, and the Risk and Uncertainty Management Center.
•The annual Proving Ground business plan competition has become a popular and engaging way to publicize the entrepreneurial activities of our students (and those of other colleges). Corporate sponsors donate $50K in prizes for the winning teams.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

Many of our challenges are the same as in past years.

1) The budget model provides little opportunity for revenue generation at the unit level. Initiatives are costly to the college but yield no revenue to the college, even if successful. This builds in a bias toward cost cutting and maintaining the status quo, even if interesting opportunities arise.

2) Our PhD program is small and should be bigger for both pedagogical and research reasons. The marginal cost of adding another student is very high for two reasons: the tuition owed to the university, and the rising cost of stipends and insurance. The net cost to the Moore School per student varies from about $28K to $45K, depending on the department.

3) Faculty retention is also a significant challenge, especially when the economy is doing so well. Some disciplines are experiencing extremely rapid salary growth, making it more difficult to respond.

4) With consolidation in the industry, recruiting MBA students is increasingly difficult. Top programs have thrived, while most of the others, including ours, have struggled to attract qualified students. Our competitors offer attractive scholarships and an impressive array of services and experiences. We are also seeing growth in the number of well-funded competitors in Asia and Europe. This trend reflects a shift in interest toward specialized Masters programs -- and our MACC, MHR, and MAEcon/Finance programs have not suffered nearly as much as the more general MBA. Our two greatest MBA program challenges are accordingly: (a) recruiting enough good students (our target is eventually 100), and (b) giving students an excellent variety of electives while the scale is still small.

5) Data collection and availability is an additional ongoing concern. The problems at the university level are understandable, given the frequent changes in the programs used. Nevertheless, data on student enrollments, majors, and grades often has missing values. The same is true of faculty data. Some of the problem is systematic, in the sense that conventions for naming and numbering are not designed for easy analysis. Example: double majors are enrolled as two students in the same section with the same ID number; triple majors (of which we may have a lot) are nowhere registered in the system. Other data issues are the

responsibility of the Moore School, like post-graduation hiring and salary data. It is difficult to act rationally when our data is inaccurate.

6) Classroom technology has been a source of frustration since the move to the new building. We have invested in several fixes and are working more closely with UTS to monitor problems before they begin. We spent a significant amount over the last holiday break installing new lightbulbs in our 500-seat hall. We are also investing in an overhaul of the technology in the Executive Education Center.

7) A large challenge is to maintain, and even enhance, the rigor in our undergraduate curriculum. The objective is to teach in a more analytical manner, increasing both math proficiency and the ability to work with data. The challenge is to increase course difficulty without losing students. We have approached this with a system of Course Coordinators, early warning signals, and use of the Student Success Center.

8) Over the last several years, we have created a few elite (and highly ranked) programs within the Moore School. These are restricted to the very best students. The International Business major is one such elite program. Two others are the Finance Scholars program and the Operations Supply Chain capstone project program. Graduates from these programs find excellent, high paying jobs. Our challenge is to expand these programs so that more students take advantage of the superior instruction. Running these at scale, however, is very difficult due to the faculty intensity.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as Appendix 2. (bottom)

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	Fall 2016	Fall 2015
Tenure-track Faculty	111	115	96
Professor, with tenure	31	32	33
Associate Professor, with tenure	33	34	32
Assistant Professor	47	49	31
Librarian, with tenure	0	0	0
Research Faculty	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty	70	64	59
Clinical Professor	2	2	2
Clinical Associate Professor	8	8	5
Clinical Assistant Professor	26	19	11
Instructor	8	4	9
Lecturer	25	30	30
Visiting	1	1	2
Adjunct Faculty	36	35	37

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.

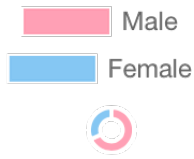|	Fall 2017	Fall 2016	Fall 2015
Gender	181	179	155
Female	57	55	48
Male	124	124	107
Race/Ethnicity	181	179	155
American Indian/Alaska Native	0	0	0
Asian	19	22	22
Black or African American	6	6	3
Hispanic or Latino	3	3	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	14	13	9
Two or More Races	2	1	2
Unknown Race/Ethnicity	2	6	2
White	135	128	116

Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2017 Faculty Gender

Male
Female

2016 Faculty Gender

Male
Female
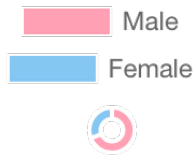
2015 Faculty Gender

Male
Female
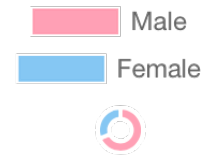
Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native
Asian   Black
Hispanic
Native Hawaiian or Other Pacific Islander
Nonresident Alien
Two Or More Races

2014
2015

0   50   100   150   200
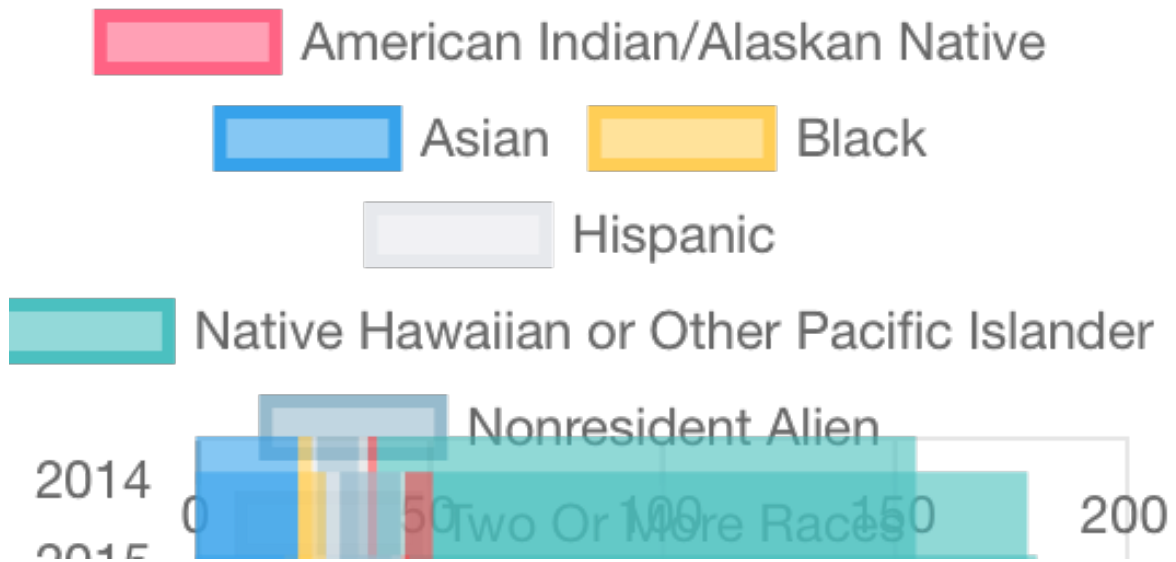
Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Measuring faculty productivity is not an easy task. Journal quality is highly variable, and the quality of papers within any journal is also potentially very different. Such differences are not always captured by citations, especially for papers that are recently published. Academic Analytics produces measures of business school research productivity that are not very precise, mainly because they do not assign weights that reflect journal quality. Nonetheless, we examine articles per faculty member and citations per faculty member. For business administration, the Moore School is at the 70th percentile, placing us in the same peer group as schools like University of Miami, University of Illinois, Washington University, University of California-Irvine, University of California-Riverside, University of Kentucky, Virginia Tech, University of Massachusetts. Across our academic units, Academic Analytics shows clear variation in research productivity. This variation could be due to a number of factors, and could include issues such as recent transitions from more senior to more junior faculty, as well as longer-standing differences in productivity.

There are other reasons for the differences in research productivity across departments. One is scale. Some of our disciplines are large-scale, with many departments, faculty, and journals around the world, and others are quite small. For example, our Management Science department specializes in operations and supply chain operations. Many business schools do not have such a group. At the other end of this spectrum is Economics, with several sub-disciplines and hundreds of journals, and represented by departments in every university in the world. Impact factors also differ systematically across fields in business due to differences in norms for citations. In recent studies, our Marketing, Management Science, and International Business areas have achieved the highest ranks for scholarly output. Moreover, Finance (Berger) and Management (Ployhart, Nyberg) have individuals who have achieved extraordinary success in scholarship.

With regard to challenges and opportunities as they relate to improving our positioning, a significant challenge is faculty retention. Losing faculty at the peak of their productivity to other institutions has a significant impact on the school's research performance. We must find ways to provide competitive compensation as well as adequate resources for faculty research. This is especially true given the young faculty hired in recent years.

With regard to making strategic hires, the variation in the data across units does raise important questions. For example, should units below the median be prioritized to help the department improve quickly? Or, is it better to invest in areas of strength in order to move toward a truly world-class reputation in a given area of focus? Areas of strength may already have adequate teaching resources compared to other areas where student demand is high, complicating the identification of the optimal strategy.

Faculty Development

In the last few years, we have increased our internal grant program for faculty research support. We increased funding for data acquisition and data collection by $100,000, with the total amount allocated approaching $400,000. Private funds from centers -- especially the Riegel and Emory Center and CIBER -- are also used to provide additional support for research. In addition, departments are allocated nearly $6,000 per research-active faculty and lesser amounts for faculty more focused on outreach and teaching. This is designed to encourage conference participation and professional development. We also provide summer research support and course reductions for those faculty who have a recent record of excellent research achievement.

To help develop our teaching faculty, we have allocated nearly $100,000 per year for curriculum development grants for the Professional MBA (PMBA) program. Each department is also provided funds to encourage visits and presentations from leading academics, helping our faculty develop important relationships and learn about the latest research in the field. Investment in our doctoral program is also an important part of faculty development, as opportunities to work with doctoral students can contribute to research productivity. The PhD program will be reviewed in AY 2017-18, with the objective of finding ways to increase the number of students and their opportunities to collaborate in research with the faculty.

Supplemental Info - Faculty

Any additional content on Faculty Information appears as Appendix 4. (bottom)

Supplemental Academic Analytics Report

Content from Academic Analytics appears as Appendix 5. (bottom)

Teaching

Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(\textit{Total Full-time Students} + 1/3 \textit{ Part-time Students})}{((\textit{Total Tenure-track Faculty} + \textit{Total Research Faculty} + \textit{Total Clinical/Instructional Faculty}) + (1/3 \textit{ Adjunct Faculty}))}$$

Table 4. Faculty-to-Student Ratio, Fall 2017, Fall 2016, and Fall 2015

Fall 2017	Fall 2016	Fall 2015
1:27.8	1: 31.2	1:37.52

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

Over the last several years, and until 2015, the Moore School student-to-faculty ratio grew steadily and was even high relative to other colleges on campus. This was due to rising enrollments from 2011 to 2015 especially, and that faculty hiring did not kept pace. In 1995 our ratio was low; only 23 students per full-time faculty. This allowed us to offer small classes, a variety of electives, and to experiment with different models. It should be noted that, for internal analysis and peer/aspirant comparisons, we generally use the following formula to calculate student-to-faculty ratios:[(total undergraduate headcount + total masters-level headcount)/total full-time faculty]. Student-to-faculty ratios mentioned in this section use this formula.

Enrollment growth took off in the 2000's, and by 2007 our student-to-faculty ratio had grown to 35.22, and continued growth took the ratio to an all-time high of 42.2 in 2015. Through the years, this growth was addressed in different ways. The Faculty Replenishment Initiative added tenure-track faculty, and more recently, significant hiring was done with the support of Central Administration to respond to the enrollment increases from 2011 to 2015. This hiring was balanced between TT and NTT faculty, which allowed the school to more significantly reduce the ratio. Simultaneously, efforts were also implemented to restrict enrollment, and as a result the ratio fell to 34.12.

It should be noted that we should expect variation in the student-to-faculty ratios across colleges due to differences in pedagogy. We have also compared our ratios to other business schools at peer and aspirant peers using data provided by AACSB. Comparing data for the last few academic years, the Moore School's ratios have been very much in line with those of our peers and aspirant peers, and even appear to have dropped below the average ratios for these institutions during the most recent academic year.

In the next few years we will face a job market that is increasingly competitive. Addressing student-to-faculty ratio issues (and taking into account other priorities critical to our mission) calls for us to maintain a critical mass of research-active TT faculty, combined with a large cohort of NTT faculty focused on teaching and outreach. Continued efforts to manage undergraduate enrollment are also appropriate if progress is to be made with regard to the student-to-faculty ratio.

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2017-2018.

Research Award Nominations

Recipient(s)	Award	Organization
Messner, Wolfgang	Conference Best Paper Award	Academy of International Business
Alvarez-Garrido, Elisa	Temple/AIB Best Paper Award	Academy of International Business
Albino Pimentel, Joao	Peter J. Buckley and Mark Casson AIB Dissertation Award	Academy of International Business
Albino Pimentel, Joao	Emerald Best International Dissertation Award	Academy of Management
Albino Pimentel, Joao	Award for Best Dissertation in International Management	Academy of Management

Service Award Nominations

Recipient(s)	Award	Organization
Ostergaard, Daniel	Two Thumbs Up Award	USC Student Disability Resource Center

Faculty Awards Received

During AY2017-2018 faculty of DMSB were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Grasser, Robert	Outstanding Manuscript Award, Accounting Behavior and Organizations Research Conference	American Accounting Association
Steinbach, Adam	Outstanding Reviewer Award	Academy of Management
Schepker, DJ	Outstanding Reviewer Award	Academy of Management
Ravlin, Liz	Holtzman Faculty Research Award	Virginia Tech
Nyberg, Anthony	HR Division Scholarly Achievement Award	DMSB Management Department, HR Division
Yenkey, Chris	Granovetter Award for Best Published Article in Economic Sociology	American Sociological Association
Van Essen, Marc	Best Unpublished Research Paper on Family Firms	Family Firm Institute
Kostova, Tatiana	Best Unpublished Research Paper on Family Firms	Family Firm Insitute
Alvarez-Garrido, Elisa	Outstanding Reviewer Award	Strategic Entrepreneurship Journal
Wenhao, Yang	FMA Best Paper Award	Financial Management Association
Kim, Hugh	Young Scholar Award	Shinhan Bank & Korea-America Finance Association
Addison, John	Senior Research Fellow	Rimini Centre for Economics Analysis
Addison, John	Research Fellow	New York University School of Law
Addison, John	Research Fellow	Institute of Labor Economics/IZA, Bonn, Germany
Addison, John	Research Fellow	Insitute for Employment Research, German Federal Employment Service

Service Awards

Recipient(s)	Award	Organization
Kwok, Chuck	President-Elect	Academy of International Business
Crockett, David	Williams-Qualls-Spratlen Award for Multicultural Mentoring Excellence	American Marketing Association Foundation & the PhD Project
Nyberg, Anthony	Spirit Circle Award	KPMG PhD Project
Nyberg, Anthony	HR Division Service Award	DMSB Management Department, HR Division
Ostergaard, Daniel	Community Builder Award	WIS-TV and Mungo Foundation
Ostergaard, Daniel	Two Thumbs Up Award	USC Student Disability Resource Center

Teaching Awards

Recipient(s)	Award	Organization
Scott, Natalia	Elliott Davis Decosimo Teaching Fellows in Accounting	Elliott Davis Decosimo
Hendrix, Leslie	Garnet Apple	USC
Hazzard-Robinson, Deborah	SCoer! Award	University Libraries Scholarly Communications Committee and USC Student Government
Kostova, Tatiana	Carolina Distinguished Professor	USC

Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.

Our efforts at undergraduate recruiting include participation in scholar socials, conducting receptions for DMSB students prior to university events, and methods to contact targeted segments of the undergraduate applicant population. We also use our website to publicize our rankings and outcomes for different majors. Significant investments are also made by staff during student campus visits and orientation sessions to highlight the opportunities available at DMSB. Our priority, however, lies in graduate student recruitment since the school is fortunate to enjoy strong demand for its undergraduate program.

We have invested heavily in recruitment for our graduate programs. This investment falls into three different groups, as outlined below.

We are most focused on our full-time MBA programs (International MBA and one-year MBA). Our efforts there include search advertising on Google; display advertising on Google, the Poets and Quants website, and the TopMBA website; and print advertising in selected business, airline, Peace Corps and military magazines. We also retarget on business and news sites for those visiting IMBA/MBA pages on the Moore School website. More directly, we make use of targeted email campaigns to GMAT and GRE test takers, CRM-managed email drip campaigns, LinkedIn advertising, promoted post campaigns, MBA fairs, and online information sessions.

For the Professional MBA (PMBA) program, we use many of the same techniques outlined above. In addition, we employ outdoor advertising in Charleston and Charlotte; airport advertising in Greenville and Charlotte; bus advertising in Greenville and Charlotte; trolley and light rail advertising in Charlotte; Chamber of Commerce memberships in Charlotte, Greenville, Charleston and Columbia; business conference sponsorships; and live and online information sessions.

Specialized Masters programs (MHR, MIB, MACC, MAEcon) are supported in the same ways as above, but at a smaller scale. We also recruit for those programs at graduate program fairs at regional colleges and universities, and by speaking to seniors at the Moore School and other regional business schools. We also run live and online information sessions.

Student Retention

Efforts at retaining current students in College/School programs.

We continue to make significant efforts to track early performance in 200 level (Principles) core classes to identify students who are struggling. These students are then referred to the Student Success Center for help and guidance with the material and attendance issues.

This system is designed to address performance issues before they became difficult to resolve. We have introduced Principles level course coordinators to help identify this part of the population, as well as to make the courses more consistent and rigorous across different sections.

Our goal is to affect retention by helping students see the steps that will be necessary if they are to be successful in pursuing a career in business. Another part of early outreach is accomplished via DMSB U-101 sections, Business Major Forums, and enhanced communication in freshman orientation.

Student Enrollment & Outcomes

The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate Enrollment			
Freshman	1273	1279	1568
Sophomore	1143	1242	1226
Junior	1308	1176	1209
Senior	1619	1568	1400
Sub Total	5343	5265	5403
Graduate Enrollment			
Masters	729	764	736
Doctoral	67	78	43
Graduate Certificate	0	0	41
Sub Total	796	842	820
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	**6139**	**6107**	**6223**

Illustration 3. Undergraduate Student Enrollment by Classification
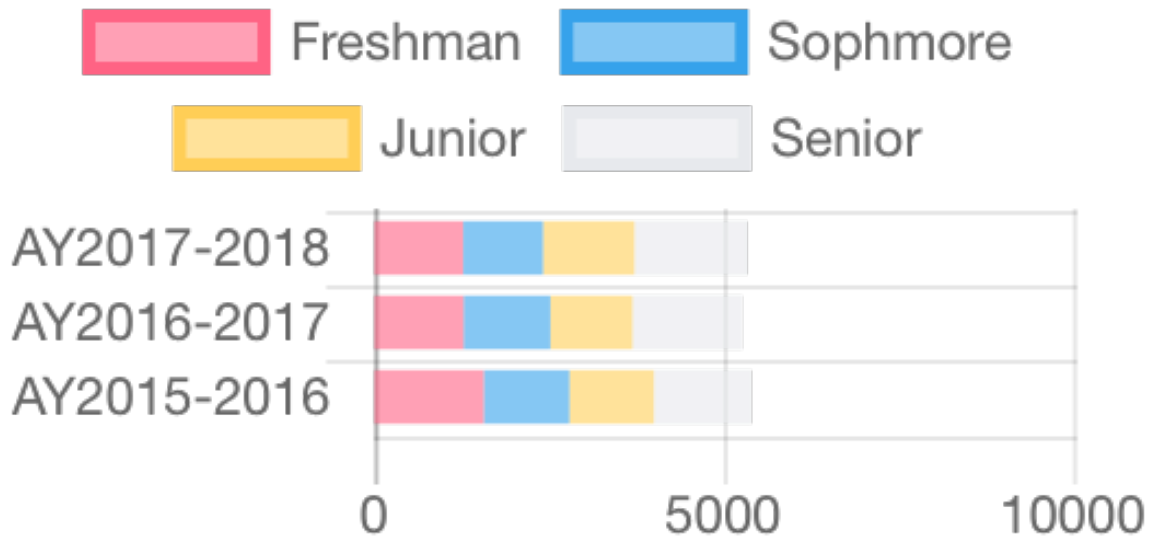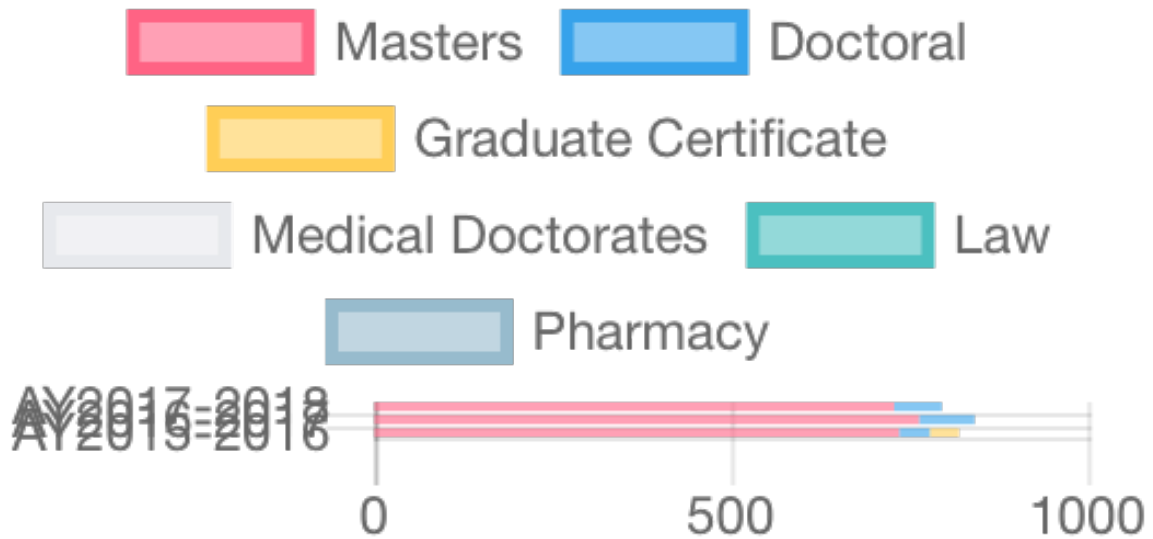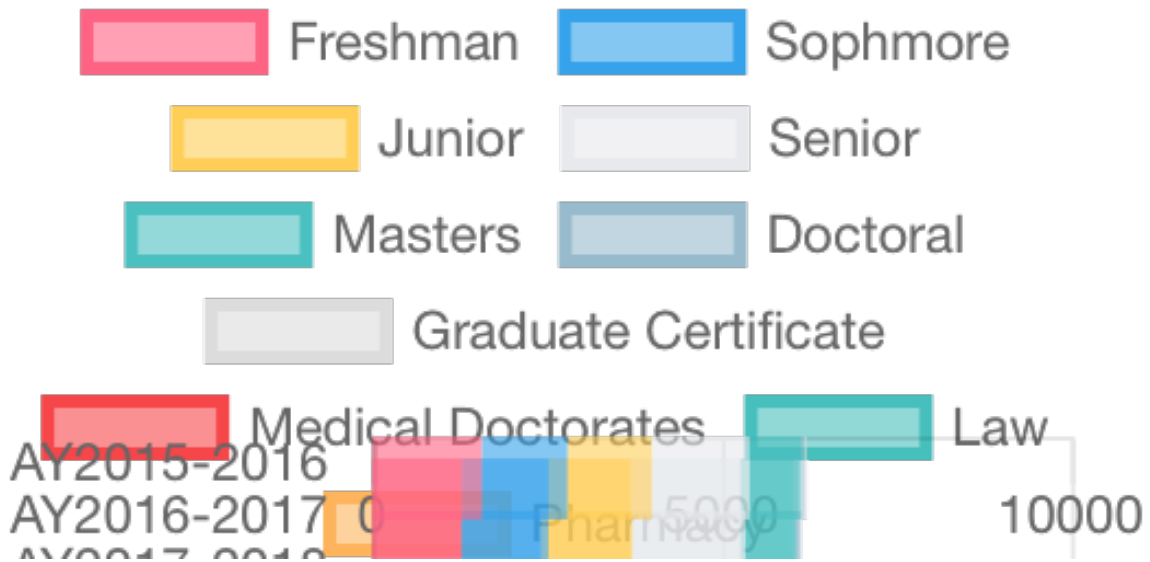

Illustration 4. Graduate/Professional Student Enrollment by Classification

Illustration 5. Total Student Enrollment by Classification (All Levels)

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	**5343**	**5265**	**5419**
Full-Time	5235	5194	5288
Part-Time	108	71	131
Graduate/Professional	**796**	**842**	**820**
Full-Time	558	576	580
Part-Time	238	266	240
Total - All Levels	**6139**	**6107**	**6239**
Full-Time	5793	5770	5868
Part-Time	346	346	346

Student Diversity by Gender
Table 7. Student Enrollment by Gender.

	Fall 2017	**Fall 2016**	**Fall 2015**
Undergraduate	**5343**	**5265**	**5419**
Female	2161	2142	2170
Male	3182	3123	3249
Graduate/Professional	**796**	**842**	**820**
Female	312	316	277
Male	484	526	543

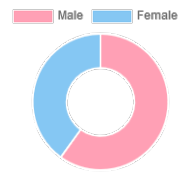**Illustration 6. Undergraduate Student Diversity by Gender**

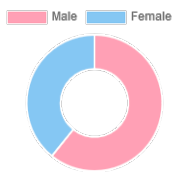2018 Undergraduate Gender
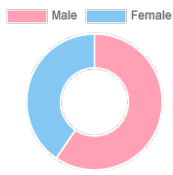
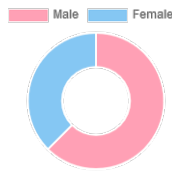2017 Undergraduate Gender
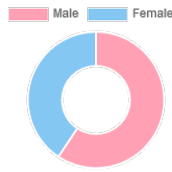
2016 Undergraduate Gender

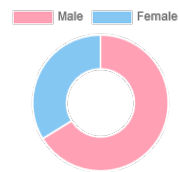**Illustration 7. Graduate/Professional Student Diversity by Gender**

2018 Graduate Gender

2017 Graduate Gender

2016 Graduate Gender

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	**Fall 2016**	**Fall 2015**
Undergraduate	**5343**	**5265**	**5419**
American Indian/Alaska Native	5	7	7
Asian	164	155	147
Black or African	166	203	220
Hispanic or Latino	226	212	223
Native Hawaiian or Other Pacific Islander	4	4	4
Nonresident Alien	159	134	131
Two or More Races	140	150	146
Unknown Race/Ethnicity	63	58	47
White	4416	4342	4494
Graduate/Professional	**796**	**842**	**820**
American Indian/Alaska Native	1	1	0
Asian	23	24	33
Black or African	72	66	66
Hispanic or Latino	25	30	23
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	110	126	98
Two or More Races	19	18	17
Unknown Race/Ethnicity	5	15	20
White	540	562	563

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
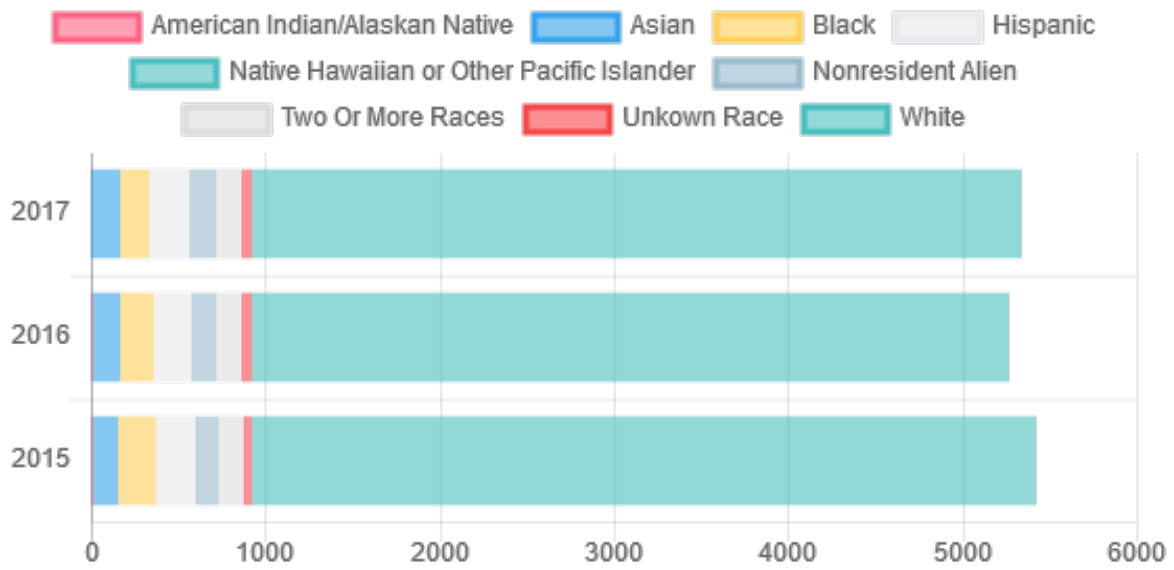
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
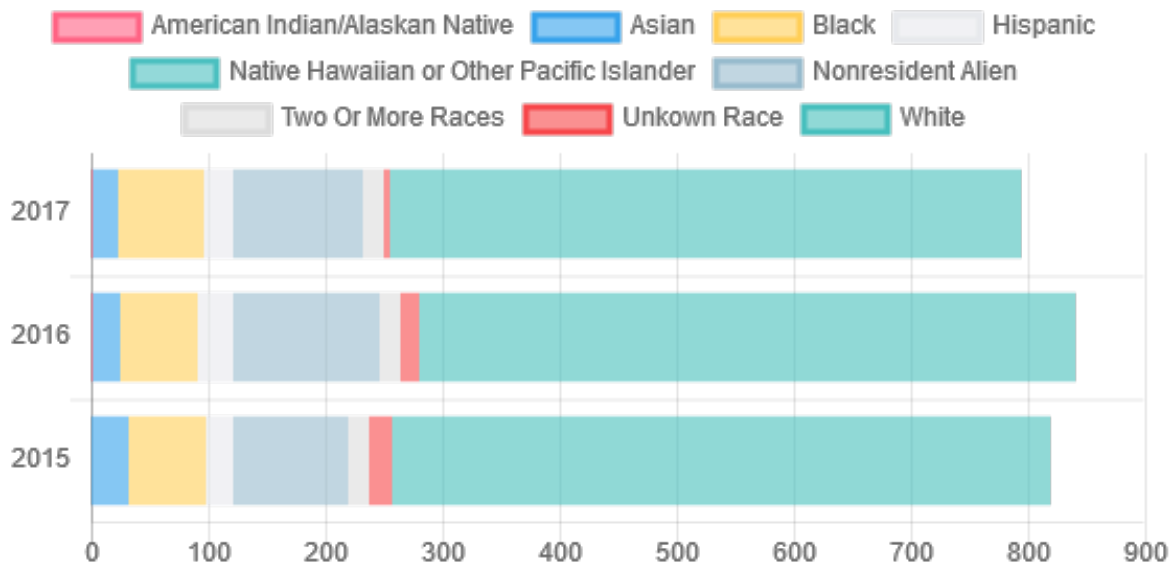
Undergraduate Retention
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2016 Cohort	91%	N/A
Fall 2015 Cohort	88.1%	N/A
Fall 2014 Cohort	88%	84%
Fall 2013 Cohort	89%	85%

Illustration 10. Undergraduate Retention, First- and Second Year
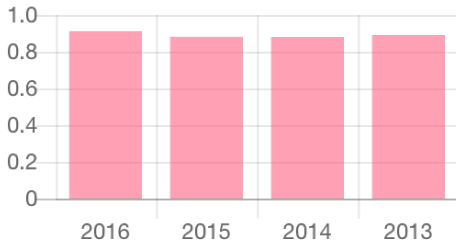
First Year   Second Year
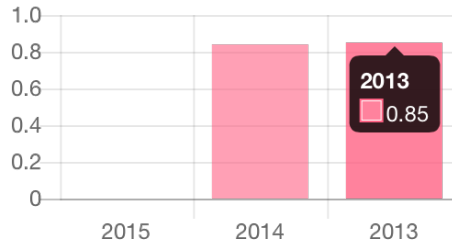
Student Completions

Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

	4-Year	5-Year	6-Year
Fall 2011 Cohort	72.9%	79.1%	79.6%
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	1287	1170	1061
Masters	425	361	395
Doctoral	19	8	11
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	139	106	56

Illustration 11. Degrees Awarded by Level
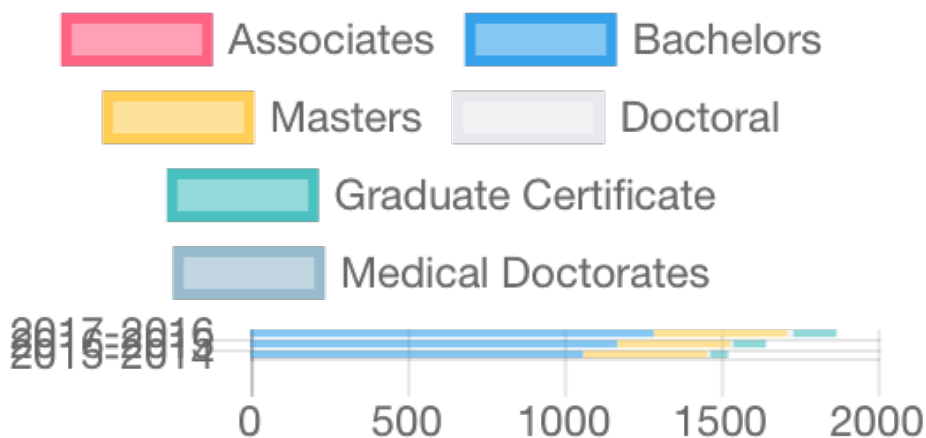
Alumni Engagement & Fundraising

Alumni
Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.

Since 2015, the Moore School's Office of Alumni Engagement has organized eight annual alumni events that involved the Dean. This includes six regional alumni networking receptions (100-200 attendees) and 2 signature alumni events (400-600 attendees). The Signature events include the Shuck and Shag (DMSB Homecoming) and the Leadership Dinner & Awards Ceremony.

Annual total attendance at these events has grown since 2015. From 1400 attendees in 2016, it rose to 1600 attendees in 2017, and we expect it to hit about 1800 in 2018.

The number of alumni engagement events will increase in 2018-19, with the introduction of a new engagement program, the "Alumni Hub Network," designed to enlist leadership volunteers nationally, expand the greater Moore School alumni network, and engage with corporate partners.

Moore Connect, the online network exclusively for Moore School alumni, was launched in September 2016, and there are now 1900+ members. This online platform is designed to connect alumni with one another, provide information about the school, and deliver career-related services and content. The online network is expected to increase to over 2200 alumni in 2018.

Alumni are engaged in-person throughout the year at international alumni events, class reunions, the mentoring program, stakeholder meetings, BPF Board meetings, Young Alumni Board meetings, development events, center board meetings, OCM panels, Business Expos, various department panels, and through virtual career coaching and networking. The number of alumni participating in these events can range from 400-1000, depending on the year. The Office of Alumni Engagement has been working with USC Central Development on finding a tool that will help track all alumni engagement.

Our listserv of Moore School alumni and friends has grown by about 10 percent in the last year, and we hope for steady growth. In the Fall of 2017, 44,000 Moore School magazines were mailed to alumni and donor households.

Finally, the Office of Alumni Engagement is building student engagement programming through the school's Mentoring Program and the creation of a Graduation Celebration to transition graduating students to alumni.

Development, Fundraising and Gifts
Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.

The development team at DMSB strengthens the Moore School in many ways. Recent accomplishments include securing funding for a $2 million endowment for the Continental Tire Chair Professorship in Global Operations, several faculty fellowships, a new endowed chair in Finance, several scholarship funds (endowed and current support), and funding for a Sales Center. Our Folks Center has increased corporate support for scholarships and internships in International Business.

Currently we are planning major fund raising events around the 100th Anniversary of the Moore School in 2019, as well as the 50th Anniversary of the Business Partnership Foundation.

The advancement team continues to work closely with department chairs and program and center directors to engage alumni and friends of the Moore School in ways that result in philanthropic investment. In addition, stewardship of past and new donors is emphasized.

Additional corporate partnerships have also been developed through close collaboration with the Moore School's program/industry-based boards and centers, and through enhanced communication with the Office of Career Management. Fundraising totals for AY18-19 are expected to exceed $6 million.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.

The Moore School engages with the business community in a variety of ways. One key innovation is the Business and Community Leadership Fellows (BCLF) program. This program identifies outstanding students to work with non-profit organizations in the local community, and these students collaborate with executives from the United Way and BB&T to engage in meaningful service. They also network with and are mentored by other business and community leaders, complete the BB&T Emerging Community Leadership Development course, take the United Way Board Member Development course, and earn credit towards USC's Graduation with Leadership Distinction. This is a four-year program with detailed required projects in the community each year, many of which are student originated and led.

Through Net Impact and experiential learning opportunities, students are encouraged to participate in sustainability-related projects that meet the needs of local business and benefit the community. Sustainable community engagement is an ongoing concern of several student groups.

Another example of engagement is the Moore School support for the Small Business Development Center. This national organization provides technical assistance for small start-ups in the community. Small business provides a large portion of the jobs in our local economy, and the SBDC has been instrumental in helping small businesses thrive.

Moore School centers (e.g., the Global Center for Supply Chain Management or the Center for Marketing Solutions) link student consulting teams directly with businesses to solve real-world business problems. These programs have been extremely successful for both sides: the students engage in meaningful service, and the companies receive valuable consulting service. For non-profit firms, these consulting service projects are often done pro bono.

Our faculty engage in a variety of volunteer activities. Examples include: organizing an innovation summer camp for underrepresented STEM populations; serving on the South Carolina Agricultural Council; teaching English for Syrian refugees; providing tax assistance to low income individuals; and working as an executive for the Midlands Local Food Collaborative.

Community Perceptions
How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

The Business and Community Leadership Fellows (BCLF) program provides its own system for assessing the performance of the students engaged in community service. Client satisfaction surveys are used to assess student performance in the project classes, and students themselves use evaluation forms to rate the experience on their side. The Small Business Development Center (SBDC) uses its own system to assess how well its assistance is working to help an individual company grow or get started. In many cases, we receive informal positive feedback that leads us to believe community perceptions are very positive.

Incentivizing Faculty Engagement
Policies and practices for incentivizing and recognizing community engagement in teaching and learning,

research, and creative activity.

We recognize that community engagement and service is important for all educated citizens. It helps strengthen the fabric of society and promotes understanding and civility. We impress upon all business students that there is an ethical dimension to commercial activity and that success means more than just amassing wealth. We hope that both students and faculty contribute time and energy to helping those both within the Moore School and in the larger community. We have few formal incentives in place, however, beyond such moral encouragement.

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as Appendix 7. (bottom)

Collaborations

Internal Collaborations

•Faculty in the Economics Department have collaborated on grants from Public Health (Ozturk) and Engineering (Sheldon).
•Faculty in Management (Cardinal) have collaborated with faculty in Engineering through the Center for Innovation and Commercialization.
•Faculty in Management and the Faber Center (Kress) have facilitated regular information sharing and coordination efforts among faculty across campus involved in entrepreneurship.
•Moore School faculty have collaborated with faculty in the Kennedy Pharmacy Innovation Center and with faculty in HRSM School on various projects.
•The Proving Ground Competition led by DMSB faculty is a multidisciplinary effort, involving students from across campus.
•Programs in international business partner with faculty in Arts & Sciences with regard to language instruction and issues relating to culture and political institutions.

External Collaborations

Our faculty collaborate on research projects with faculty at outstanding universities around the world.

We have spent considerable resources over the years to cultivate teaching collaborations with several institutions around the world, at both the undergraduate and graduate levels.

The International Business major cohort programs depend on significant collaboration with several leading business schools around the globe. These include CUHK (Hong Kong), the University of Paris-Dauphine, the University of Mannheim, ESSEC-Singapore, and FGV EBAPE. Nearly 150 students are participating in these programs, including both USC and partner institution students. Students in a cohort progress through a curriculum at USC and the partner school in a pre-determined manner.

At the graduate level, we have two dual degree executive programs (EIMBA) with Chonnam National University in Korea and NTNU in Taiwan. We also have dual degree programs for our Master of International Business (MIB) program. For them, we have dual degree options with the University of Mannheim, ESCP, KOC University, and Bocconi University. Moreover, we are in the process of launching other dual degree programs with Aalto University School of Business in Finland and Higher School of Economics in Russia.

Supplemental Info - Collaborations
Any additional information about Collaborations appears as Appendix 8. (bottom)

Campus Climate & Inclusion

Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.

The Moore established a Diversity and Inclusion Student Council 2 years ago and has been successful in soliciting feedback on the state of the Moore School with respect to inclusivity and diversity. Regular meetings between the Associate Dean for Diversity and Inclusion and the Dean occur, and a range of workshops and programming related to diversity and inclusion issues have been offered at the school. This year, a brown bag lunch directed at a wide-ranging discussion of potential problems and opportunities was begun.

Further, faculty hiring processes always reflect efforts to increase diversity within our faculty. Faculty search committees realize how important it is to hire individuals from under-represented groups. The competition is quite intense for the few individuals on the market.

The Moore School is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from under-served populations that enter PhD programs in Business. Last Fall, we ran a program, mainly for graduate students, on Diversity and Inclusion as a Key Business Strategy. Major corporations sent their Chief Diversity Officers to address the forum. Afterwards, students networked with these business leaders to discuss the practical implications of such strategies.

At the undergraduate level, we have run our very successful "Business at Moore" (BAM) program for several years. This program engages high school juniors from underrepresented populations in South Carolina for a week-long summer business program to encourage them to pursue careers in business. Now, we are contemplating a new approach: "Days at Moore" will give underrepresented students the ability to engage with students and faculty in learning activities in the Moore School. We hope this encourages communication between different groups. Minority recruiting efforts with the Young Black Alliance in Charlotte are also continuing.

This does not exhaust our efforts. We are also collaborating with middle and high schools in our area; investing in scholarships for minority students in the Master of International Business (MIB) Program; opening student/faculty exchanges with Benedict College; constructing certificate programs; and beginning an Alumni mentoring program.

Supplemental Info - Campus Climate & Inclusion

Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)

Concluding Remarks

Quantitative Outcomes

Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

The Center for Sales Success: The Center for Sales Success (CSS) was launched in March 2018, offering important educational, professional, and networking opportunities to students interested in sales careers. As around 50% of undergraduate business jobs start in sales, providing students a strong grounding in sales is invaluable. The CSS currently has 5 corporate partners, and over the coming year hopes to double this number to 10, generating an accompanying revenue stream in excess of $100K. The Center creates experiential learning opportunities for students, which better prepares them for careers in sales, and provides networking and engagement opportunities for partners wishing to hire Moore School undergraduates with strong sales skills. Students are currently able to complete 3 courses in Sales (Introduction to Personal Selling, Sales Strategy, and Sales Automation), and are also able to obtain the Certified Professional Sales Person (CPSP) designation offered by the NASP, the National Association of Sales Professionals. During a 45-day certification process, students complete daily assignments that range in content across Self-Awareness through Communication Styles and Sales Process, and learn effective habits within each area. 45 students have been certified, most graduating into sales jobs where they have noted the certification is of keen interest to employers, and helps them perform better in their employment.

Establishing a Moore School Data Lab: Being able to find value in the data deluging business operations/supply chains are table stakes for many (if not all) high value jobs today.   Since most business analytics education is currently offered at the graduate level, the Moore School aims to be among the first (if not the first) to produce data and analytically proficient undergraduates at scale. A dedicated Moore School Data Lab will provide a crucial foundation to prepare every student for the complex data-driven world of the future, so that armed with data proficiency, advanced analytics capability, and deep functional knowledge, graduates are ready for the high value jobs that are coming. To build data proficiency, undergraduates complete 3 quantitative courses in the undergraduate business core: MGSC 290: Computer Information Systems in Business; STAT 206: Elementary Statistics for Business; and MGSC 291: Statistics for Business and Economics. The expectation is that as part of MGSC 291, and through the Data Lab, every undergraduate will complete a demanding capstone project involving real-world data applied to a complex business problem. These projects will expose students to basic coding/computer logic using select statistics and computer languages/tools, which when combined with courses already completed (MGSC 290 and STAT 206) will test their abilities to extract, clean, load, visualize, and analyze large structured and/or unstructured data sets. Teams will define the problem at hand, analyze the data using appropriate analytics methods/software, and report findings to peers at course end. The Moore School Data Lab (with both virtual/cloud-based and physical characteristics), staffed 5 days a week (ideally by PhD students as data mentors), will assist as projects are completed. The Lab, ideally, will have collaborative spaces where students meet data mentors, and being open 50 hours/week during the Fall and Spring semesters, should handle 150 student projects per semester with 5 students per team. With 4 data mentors present at all times, the Lab will also provide access to popular analytics software for analysis. In addition, self-learning modules will be accessible through the Lab, so students also may acquire skills on their own. Lynda.com, an ideal online self-study site, offers technical skills (e.g. Advanced Excel, SQL, Python, Tableau, etc.) expected to be germane to projects. Lynda also syncs to LinkedIn accounts, and students earn badges after completing courses.

Appendix 3. Research & Scholarly Activity

Darla Moore School of Business

Fiscal Year 2017

UNIVERSITY OF
SOUTH CAROLINA

Faculty Information

RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.

2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).

3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.

Summary of Extramural Proposal Submissions by Source

Appendix 1

PI Home Department	Amount First Year	Commercial	Federal	Other	Private, Non-Profit	State
Business, Moore School of - Dean's Office	73,276		3			
Business, Moore School of - Division of Research	1,811,859	3	2	4	1	6
Small Business Development Center	1,814,011		3			
Total Count		*3*	*8*	*4*	*1*	*6*
Total Amount First Year	*3,699,146*	*147,000*	*3,149,146*	*174,000*	*20,000*	*209,000*

Extramural Funding by Source, Department, Faculty & Rank - FY2017
Appendix 2

PI Home Department	PI Name	Primary Job Desc /Rank	Tenure Status	Total Funding	Commercial	Federal	Other	Private, Non-Profit	State
Moore Sch - Div of Research	Von Nessen, Joseph	RESEARCH ASSOCIATE		321,500	10,000		89,000	20,000	202,500
Moore Sch - Div of Research	Woodward, Douglas	PROFESSOR	TENURED	47,000	47,000				
Moore Sch - Dean	Roth, Kendall	PROFESSOR	TENURED	279,200		279,200			
Small Business Devp Ctr	Abraham, Michele	DIRECTOR		1,475,330		1,475,330			
Total FY2017 Funding				*2,123,030*	*57,000*	*1,754,530*	*89,000*	*20,000*	*202,500*

Patents, Disclosures, and Licensing Agreements
Fiscal Year 2107
Appendix 3

DARLA MOORE SCHOOL OF BUSINESS				
	Invention Disclosures	**Provisional Patent Applications**	**Non-Provisional Patent Applications**	**Issued Patents**
TOTALS:	**0**	**0**	**0**	**0**
Department Breakdown				
Accounting	0	0	0	0
Economics	0	0	0	0
Finance	0	0	0	0
International Business	0	0	0	0
Management	0	0	0	0
Management Science	0	0	0	0
Marketing	0	0	0	0

Note: These numbers include US, PCT, and foreign applications/patents
Source: Office of Economic Engagement

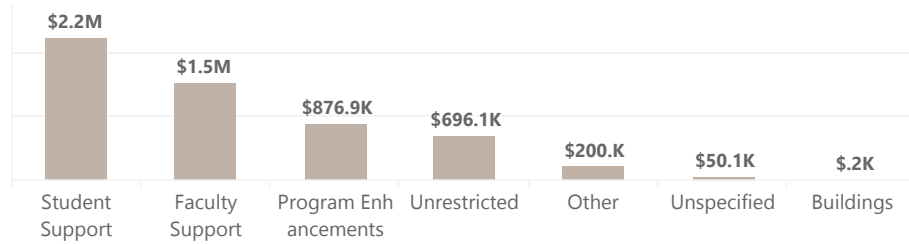# Appendix 6. Alumni Engagement & Fundraising

Unit Performance

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

FY - YTD Production
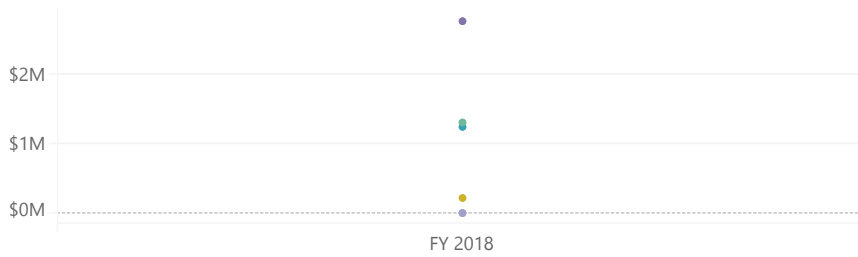
$5,562,600

FY 2018

Total $ by Purpose

Student Support	Faculty Support	Program Enhancements	Unrestricted	Other	Unspecified	Buildings
$2.2M	$1.5M	$876.9K	$696.1K	$200.K	$50.1K	$.2K

Gift Type

$2M
$1M
$0M

FY 2018

Total $ by Gift Type

Pledge	$2,780,959
Gifts	$1,313,111
PG's	$1,250,000
SAM	$218,530
GIK	$0
Payments	

Donor # by Constituency

1000
500
0

07/01/2017

Total $ & Donor # by Constituency

Alumni	Individual	Corporation	Organizati...	Foundation	Parent	F&S	Student
$3.M	$1.1M	$1.1M	$167.5K	$161.8K	$66.6K	$20.4K	$.6K
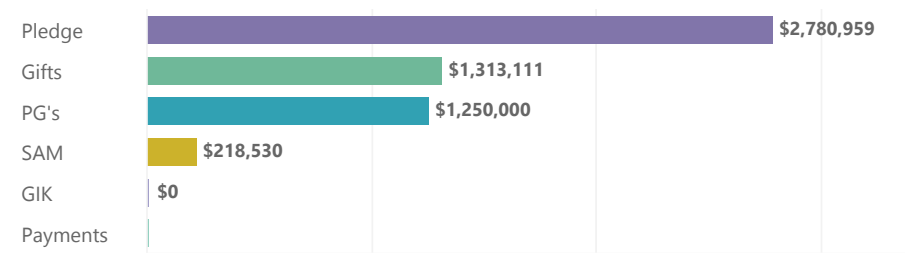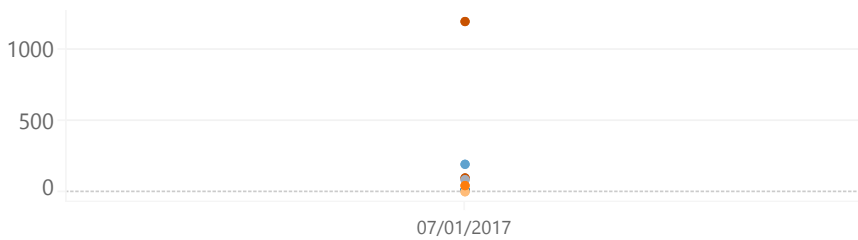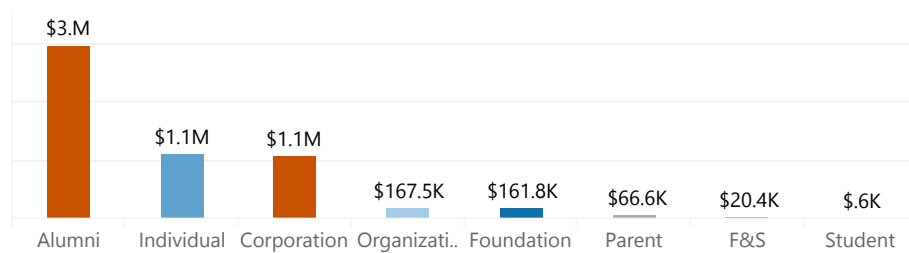
Designation

Endowment	$3.7M
Spendable	$1.9M
Capital	$.2K

07/01/2017

Total $ by Designation

Endowment	$3,667,459
Spendable	$1,894,941
Capital	$200