Executive Summary

Blueprint for Academic Excellence
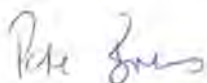## Darla Moore School of Business
AY2017-2018

Introduction

Activities: Year 1 implementation of new 4 year transformative Undergraduate Program curriculum that adds rigor and permits more timeous and focused completion of major courses, and better preparation for internship/career experiences. Year 1 of efforts to enhance rigor via use of course coordinators and modifying course requirements, efforts to motivate student engagement and encourage utilization of support services. Investments in career preparation (both UG and GRAD) and providing access to internship/FT opportunities. Process and programmatic changes in graduate programs to enhance pedagogical delivery, student services, and recruiting. Aggressive faculty expansion (TT and NTT) to address historic enrollment growth.

Highlights

• Outcome Highlights: Close tacking of freshman business class grades (Accounting, Statistics, Economics) shows no notable change in patterns compared to past 5 years, indicating strong student engagement and success. Overall 88% UofSC freshman retention is also equivalent to past years; the more rigorous and demanding freshman year has only meant a small increase in internal transfers out of DMSB. Strong research rankings and peer/aspirant peer placement of doctoral students maintained, despite faculty transitions.

Peter J. Brews, Ph.D, Dean

UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

Blueprint for Academic Excellence
Darla Moore School of Business
AY2017-2018

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Foundation for Academic Excellence

Mission Statement

To achieve our vision we will foster a dynamic and collegial environment that serves our two most important goals: the creation of knowledge and the education of future business leaders. We produce rigorous and relevant research that enriches the understanding of business and the practice of management. We develop graduates whose professional expertise, skills, and leadership are enhanced by a unique understanding of the global marketplace. Through our service and achievements in research and education, we contribute to the welfare of our main constituents: our students, alumni, university, state, and business partners located both domestically and around the world.

Updated: 08/01/2014

Vision Statement

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

Updated: 02/01/2017

Values

The Moore School values concern for student well-being and student success. It values decency, collegiality, collaboration, and integrity. It values openness, inclusion, and a global perspective. It values intellectual curiosity and academic rigor, professionalism and resilience, and hard work and discipline. It values being impactful, whether through educational outcomes, business outreach and engagement, or meaningful contributions to a scholarly discipline.

Updated: 02/01/2017

Goals - Looking Back

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

Goals - Real Time

Goals for the Darla Moore School of Business that are in progress for AY2017-2018.

Goals - Looking Ahead

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

Academic Programs

Program Rankings

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

2016-2017 Academic Program Rankings:
Undergraduate

No. 1 undergraduate international business degree for 18 consecutive years (U.S. News & World Report, "America's Best Colleges," 2016). Overall UG ranking #48. Notification date 9/13/16, effective date range - one year.

No. 7 undergraduate supply chain program in North America (Gartner, 2016). Notification date 6/16/16, effective date range - two years.

International MBA

Ranked No. 1 for graduate international business (specialty ranking) and in the top 3 overall for more than 25 consecutive years (U.S. News & World Report, 2016) #71 overall MBA ranking. Notification date 3/16/16, effective date range - one year.

Overall ranking No. 38 MBA program in the U.S., No. 77 in the world (Financial Times, 2017). Notification date 1/25/17, effective date range - one year. Financial times sub rankings: No. 1 MBA program in the world for international course experience (Financial Times, 2017) ;No. 2 in the world for percentage of female MBA students (Financial Times, 2017) ; No. 2 in the United States for international mobility for MBA graduates (Financial Times, 2017) ; No. 8 for salary percentage increase among U.S. MBA programs (Financial Times, 2017)

No. 15 graduate supply chain program in North America (Gartner, 2016). Notification date 7/14/16, effective date range - two years.

#62 Bloomberg Businessweek, 2016. Notification date 11/16/16, effective date range - one year.

Professional MBA

No. 16 Professional MBA program and No. 1 in the Carolinas (U.S. News & World Report, 2017). Notification date 3/7/7, effective date range - one year.

Business Faculty Research Productivity

Ranking in Top 50 by Financial Times, Winter, 2017, Annual Ranking

Accounting Research Productivity (Experimental), Ranked #5 by BYUaccounting.net, Winter 2016, Annual Ranking of Productivity Based on Most Recent 6 and 12 Year Period

Instructional Modalities

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

We expanded our online offerings at the undergraduate level, with required courses in the major and minor now available through an online format. We fully launched on-line offerings for MGSC 291 and ECON 224. In

the prior year, FINA 333 was launched. And we are in the process of working toward a summer/fall offering of MGMT 371. Efforts are also being made with regard to ACCT 324, with an on-line offering expected in the 2017-2018 academic year. The flipped classroom model has also been introduced for our full-time programs in the most recent academic year. Both MGMT 719 and MGMT 722 were introduced using the flipped classroom model, with lecture material made available asynchronously and class time used for simulations, case studies, student presentations, and related activities. The PMBA program continues to develop upon 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 CTE has consistently provide valuable 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.

CIFA Undergraduate Cohort Program with Universite Paris-Daupine

IBEA Undergraduate Cohort Program with University of Mannheim, ESSEC Business School, FGV-EBAPE

EIMBA with National Taiwan Normal University

Double Degree MIB with Shanghai Jiao Tong University

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.

DMSB has several initiatives designed to encourage experiential learning for undergraduate students. These include student enrollment in classes linked to DMSB Centers. This includes the Center for Marketing Solutions, the Center for Global Supply Chain, and the Risk and Uncertainty Center. Corporate sponsors provide funding and also provide a significant project for student engagement. These projects are capstone experiences and demand that students apply concepts and techniques mastered earlier in their time at DMSB. Corporate funding provides for the services of a faculty lead for each student team and also for research and travel expenses. A number of faculty have found ways to incorporate experiential learning in other ways. 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 were 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 components of a class. This includes classes where students work on smaller projects from private or public sector organizations. This includes classes such as MGSC 485. 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 shark-tank competition. Investments have also been made to encourage internship participation, with over 1200 students participating in an internship last year. Outreach personnel in the Office of Career Management promote our internship program to potential employers and use the career fair as well as handshake to facilitate connections with our students. Faculty and career education staff support the effort by encouraging student participation in the internship program. Service learning also allows for valuable opportunities here, as with tax assistance services provided though Beta Alpha Psi.

As we move forward, challenges we will confront include finding efficient ways to encourage to students to engage in the most meaningful forms of experiential learning. We also anticipate needing to source additional internship opportunities, with an emphasis on opportunities with linkages to full-time employment. The student's personal or family network is, at present, the most important source of internship opportunities. We also face challenges in expanding some of our most significant forms of experiential learning--semester long, faculty led consulting projects (funded by a corporate sponsor). 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.

Experiential Learning For Graduate & Professional Students

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

DMSB has several initiatives designed to encourage experiential learning for graduate students. These include student enrollment in classes linked to DMSB Centers. This includes the Center for Marketing Solutions, the Center for Global Supply Chain, and the Riegel & Emory HR Center. Corporate sponsors

provide funding and also provide a significant project for student engagement. These projects are capstone experiences and demand that students apply concepts and techniques mastered earlier in their time at DMSB. Corporate funding provides for the services of a faculty lead for each student team and also for research and travel expenses. Less intensive versions of these experience have also been included in a number of courses within our graduate programs. 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 asked to students to engage in fund management activities by studying and recommending investment opportunities. Experiential learning is also observed in the case competition class and in the shark-tank competition. Investments have also been made to encourage internship participation, with internships required in the IMBA and MHR program and encouraged in other programs. Extensive support by faculty, the Office of Career Management, the Folks Center for International Business and the R&E HR Center helped to provide meaningful internship opportunities.

Affordability

Assessment of affordability and efforts to address affordability.

Access and affordability can be viewed from a variety of perspectives. One perspective relates to the cost of education and debt levels that are incurred. While many of our students are able to graduate debt free, average levels of debt among those who incur debt is not insignificant. This suggests that vigilance in this area is required. Efforts to enhance access and affordability can be seen in the roughly $1,000,000 in private funds devoted to student scholarships and fellowships. Further, student scholars and fellowships remain a critical priority within on-going advancement efforts. Philanthropic efforts also provide resources to support program enhancements which allows students to benefit from investments funded by alumni and other supporters of the university. Program costs are also being reviewed, with plans to reduce the fees associated with some of our most expensive graduate programs now being considered.

Access and affordability should also be viewed through the lens of potential returns from investments in education. By focusing on initiatives designed to affect employability, we are working to ensure that educational investments made by students and their families will be justified by the resulting career opportunities. Data issues do not, however, allow us to link debt levels with post-graduate employment, limiting our ability to assess the impact of using debt to fund education at DMSB.

Reputation Enhancement

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

Launched first South Carolina CEO Summit in October 2016 for CEO's of "high impact enterprise" companies to identify their needs to support company growth and retention within the state

The annual Moore School Economic Outlook Conference in December was attended by business and government leaders across South Carolina to gain insights into the economic forecast across regions and industries in South Carolina.

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 - making the Moore School, and USC Columbia, a hub for business across the state and the region.

Continued to grow corporate engagement in South Carolina and beyond through Moore School Centers. These centers have more than 100 companies represented on their advisory boards. Several centers also 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 Global Supply Chain and Process Management, Center for Marketing Solutions, Faber Center for Entrepreneurship, Folks Center for International Business, Riegel & Emory Center for Human Resources, Risk and Uncertainty Management Center

Annual Proving Ground business plan competition with more than $50K in prizes for student and alumni teams

Investments are made to support via programmatic innovation rankings in International Business, Supply Chain, and other areas

Extensive investments in marketing the PMBA program throughout the region enhances institutional reputation more broadly

Investments in marketing are used to affect perceptions of key stakeholders in the business school environment

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.

We continue to struggle with obtaining adequate support for classroom technology. When meeting with academic departments, the unfortunate state of technology and the degree to which it interferes with our teaching mission is frequently raised, often with great frustration. While our problems may stem from issues that occurred during installation, there may also have been issues at the point when the hand-off to UTS occurred. There may also be issues that arise from insufficient staffing resource to manage the system as designed.

We continue to struggle with obtaining the data needed with regard to student placement. Issues with response rates and delays have affected our ability to communicate effectively with potential students and have prevented us from participating in some key business school rankings. Efforts to address are on-going.

Faculty retention is a significant challenge, with a number of faculty having been targeted by competing

institutions.   We have prioritized responding to outside offers from peer and aspirant peer institutions. We also work to respond pre-emptively by identifying faculty at risk and making modest adjustments. While we have allocated some resources to address faculty retention in a pro-action fashion, budget constraints have limited our ability to address retention concerns with state budget resources. As such, consideration may have to be given to finding other ways to retain faculty (philanthropic support to fund additional chairs and faculty fellows or eliminating slots in order to fund retention efforts). It should be noted that in years past, we were able to obtain assistance from the Provost Office in responding to outside offers, a practice which did not continue this year. While there could be benefits from centralized efforts to address retention, there may be other options worthy of consideration. Regardless of how addressed at a central level, all parties may benefit from clarity regarding models being used and consistent messaging.

Given the competitive environment for doctoral students in business, our ability to attract top students depends on whether we are competitive with regard to stipends, the number of years funded, and teaching load. Each additional student costs the DMSB over $30,000 per year, making maintaining and/or growing the program a costly proposition. While we did recently take modest steps to address funding levels and flexibility in the allocation of funding, financial constraints are likely to remain significant in the near-term.

Business schools face difficult challenges with regard to many of their graduate business programs. At DMSB, we face intense competition for students, with many more prestigious and better funded institutions aggressively competing for top students. Our competitors are able to both offer attractive packages to the best students and also offer an impressive array of services and experiences. We are also seeing growth in the number of well-funded competitors in Asia and Europe, a development with the potential to significantly alter the landscape for business school education. While we have devoted significant resources to many of our graduate programs, many competitors are able to more fully resource student services, instructional support, and faculty staffing levels. It should further be noted that the resourcing provided by other institutions affects expectations of our students, which requires us to respond if we are to ensure student and alumni satisfaction, factors critical for business school rankings, enrollment growth, and relationship development. There are critical areas across a number of our programs where improvements will be needed if we are to thrive. Over the last year, efforts have begun to target each of the following: a) reducing the size of core classes in the PMBA program; b) improving the quality of asynchronous PMBA program delivery; c) standardizing the quality of our synchronous delivery of PMBA programing; d) improving the quality and availability of global internships and career experiences for the IMBA program; e) expanding opportunities for experiential learning for the MBA and IMBA program; and f) ensuring the availability of qualified faculty to teach critical electives and core classes for the IMBA, MBA, and PMBA programs. The curriculum order change implemented for the incoming IMBA class will permit better prepared first year students for internships and with language study starting in the Fall of their second year their language preparation will be superior too. Within this environment, continued attention to the evaluation of our portfolio of graduate programs will be needed. As part of this, consideration will need to be given to focusing support on programs where we have the resources necessary to compete, where we have the capacity to deliver quality programming, and where it is possible to accrue reputational advantages and/or corporate connections.

Significant changes are being introduced to the undergraduate curriculum, with an eye toward ensuring that students are rigorously trained and effectively prepared for a career in a changing business environment. Changes being planned have the potential to affect expectations for students and how courses are taught. Changing norms and expectations can be difficult, with significant communication and coordination challenges.   Changing norms and expectations can also have resource implications, as significant efforts to manage the change process will likely be necessary.

We offer distinctive, visible, and highly engaging programs, programs with the potential to attract highly talented students to UofSC. However, many of the most engaging programs benefit too few students. There are a number of reasons for this. Some of these programs are best suited for highly motivated students with skill sets that are not necessarily observed throughout our UG population. Some programs have a cost structure that do not lend themselves to serving a broader set of students. While some efforts have been made to allow for expansion in some of our more engaging programs, these programs still reach but a modest percentage of our UG population. The prime motivation behind the UG program transformation now underway is to accomplish this broadening.

Uncertainty about the budget model and when it will be introduced creates ambiguity about how to evaluate decisions regarding investments required to encourage program growth. This ambiguity could result in sub-optimal outcomes for UofSC and DMSB.

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 2016	Fall 2015	Fall 2014
Tenure-track Faculty			
Professor, with tenure	32	32	36
Associate Professor, with tenure	32	30	29
Professor	0	0	0
Associate Professor	2	1	1
Assistant Professor	49	31	37
Librarian, with tenure	0	0	0
Librarian	0	0	0
Assistant Librarian	0	0	0
Research Faculty			
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	1
Clinical/instructional Faculty			
Clinical Professor	2	2	2
Clinical Associate Professor	7	4	2
Clinical Assistant Professor	19	11	9
Instructor/Lecturer	33	35	32
Adjunct Faculty	35	41	40

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 2016	Fall 2015	Fall 2014
Gender	211	187	189
Female	65	58	55
Male	146	129	134
Race/Ethnicity	211	187	189
American Indian/Alaska Native	0	0	0
Asian	23	23	23
Black or African American	6	4	4
Hispanic or Latino	3	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	11	6	7
Two or More Races	1	3	3
Unknown Race/Ethnicity	10	7	5
White	157	143	146

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

Illustration 1. Faculty Diversity by Gender

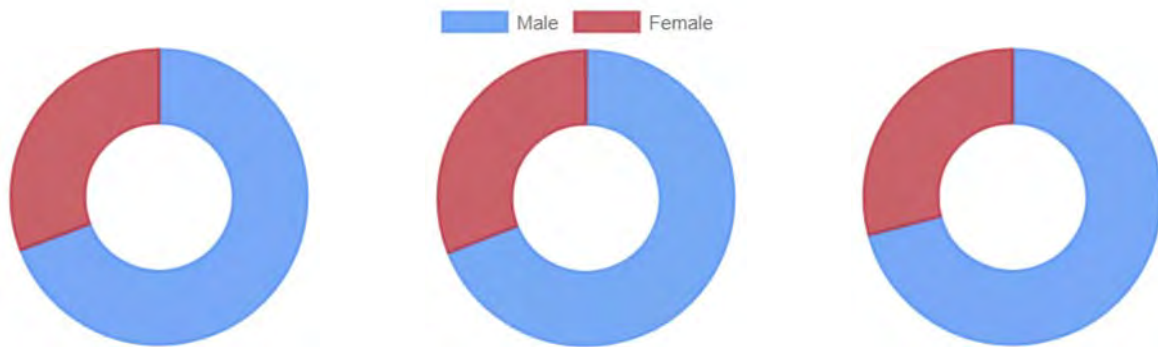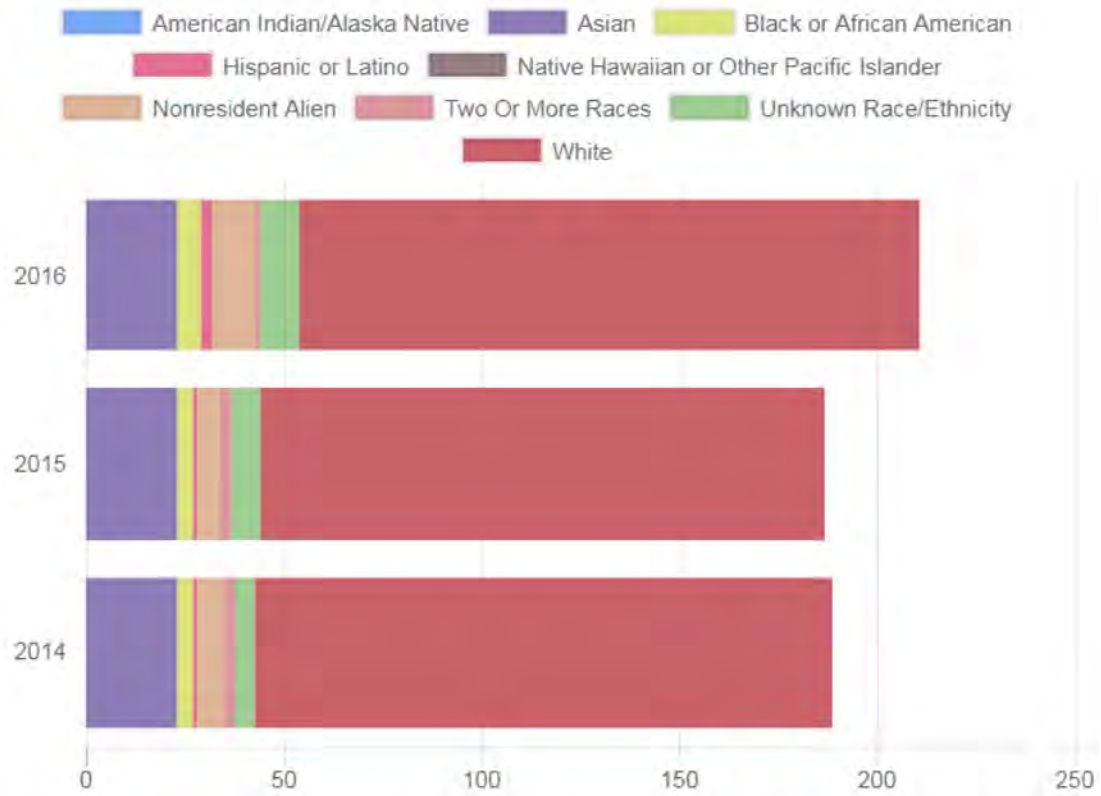2016 Faculty Gender   2015 Faculty Gender   2014 Faculty Gender

Illustration 2. Faculty Diversity by Race & Ethnicity

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.

Academic Analytics is a questionable measure of business school research productivity due to the inability to assign weights that reflect journal quality. Thus, our assessments regarding faculty research are heavily influenced by other indicators that incorporate journal quality considerations. However, we do examine and consider the information available within Academic Analytics. Looking at business administration as a whole, we focused on articles per faculty member and citations per faculty member. For business administration, DMSB is at the 70th percentile, putting 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, there is some variation in research productivity, as captured by Academic Analytics. This variation could be due to a number factors and could include issues such as recent transitions from more senior to more junior faculty as well as longer-standing differences in productivity.

With regard to challenges and opportunities as it relates to improving our positioning, one clear pathway for improving our positioning over time relates to faculty retention. Losing faculty at their peak of their productivity to other institutions has a significant impact on the school's research performance. Support for faculty fellowships and chairs as well as state resources are all relevant given the highly competitive nature of the business faculty market. Adequately resourcing faculty research efforts (both from a workload and a research support perspective) is also critical, particularly given the number of junior faculty that have been 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 (perhaps with a senior hire) to help the department move forward more quickly? The answer to this depends on dynamics within the department as well as the link to strategic priorities within the college. Where below median indicators are due to recent transitions from senior to junior faculty due to departures and retirements, the need for extra investment may depend on the trajectory observed among the junior faculty and the need for mentoring. Questions are also raised with units that are well above the median in key indicators. Should we invest in these areas of strength in order to move toward a truly world-class reputation in a given area of focus? If the area of focus is one where reputational gains would extend beyond the specific confines of an academic discipline, there may be justification for enhanced investment, particularly given the ability more easily attract top faculty in areas of strength.

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.

Optional

Faculty development activities include enhanced investment in research support for faculty, in part to reflect the growing size our faculty. We increased funding for data acquisition and data collection by $100,000, with the total amount allocated approaching $400,000. Private funds from centers are also used to provide additional support for research. In addition, departments are allocated nearly $6000 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 have also allocated nearly $100,000 per year for curriculum development grants designed to encourage the development of course material appropriate for the PMBA program. With regard to incentives, summer research funding is linked to research productivity as is teaching load. Each department is also provided a small budget 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.

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:

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

Table 4. Faculty-to-Student Ratio, Fall 2016, Fall 2015, and Fall 2014

Fall 2016	Fall 2015	Fall 2014
1: 31.2	1:37.52	1:34.82

Analysis of Ratio

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

It appears that the data presented on the size of our faculty (in the documents provided by Institutional Research) is in error. The number of instructors/lecturers is significantly larger than what our data suggests.

Across the last several years, the DMSB student to faculty ratio has been high relative to other colleges on campus.   Over the years, different efforts have been made to address this. In some cases, it was addressed through slots provided via the Faculty Replenishment Initiative.   In other cases, it was through the use of the DMSB budget allocation to add NTT faculty. Looking across time, we can see a point when meaningful progress was made in the student to faculty ratio by adding faculty. However, this progress was sustained. Progress on the faculty side was soon swamped by enrollment growth. More recently (in the prior fiscal year), significant hiring was done with the support of central administration to respond to the enrollment increases. This hiring was balanced between TT and NTT faculty, which allowed us to more significantly affect the ratio and to more significantly add to actual instructional resources. Efforts were also implemented to restrict enrollment. These efforts should allow for meaningful progress over time.

It should be noted that we should expect variation in the student to faculty ratio across colleges due to differences in pedagogy. As such, we have also compared our ratios to other business schools at peer and aspirant peers using data provided by AACSB. The comparisons do not allow for the use of the same IPEDS formula because of how AACSB reports its data. However, this does not invalidate assessments relative to other schools. Using this data, we can see that our ratios were significantly higher than peer and aspirant peer institutions during the 2015-2016 academic year. Hires made for the 2016-2017 year should allow us to achieve parity with peer schools. However, we are still well behind what is observed at aspirant peers. It should also be noted that many of our peer business schools report significant stress to the system due to their own enrollment growth. As such, achieving parity with peer institutions may not be an indicator of having the faculty resources necessary to provide the desired educational experience.

In addressing issues raised by the student to faculty ratio, options going forward include continuing to prioritize faculty staffing levels within budget deliberations and continued efforts to appropriately balance our faculty portfolio in order to maximize our instructional resources. Efforts to achieve a balanced faculty portfolio are validated within business school accreditation requirements and reflect very different labor market dynamics for TT and NTT faculty at research intensive institutions. 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 robust cohort of NTT faculty focused on teaching and outreach. Continued efforts to manage UG enrollment are also appropriate if progress is to be made with regard to the student to faculty ratio. Expansion of faculty numbers may also be facilitated by efforts to support faculty funding via advancement efforts and via programmatic offerings that generate returns sufficient to subsidize faculty expansion.

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2016-2017.

Research Award Nominations

Recipient(s)	Award	Organization
Teegan, Hildy	Delegate Finalist	RTR/UBS Foundation Project Entrepreneur Women's Intensive
Teegan, Hildy	Gustavson Award Finalist for Qualitative Research	Academy of Management International Management Division

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
Lourenco, Carolos	ISCTE-IUL Scientific Award	ISCTE- IUL
Kalaignanam, Kartik	Best Paper	American Marketing Association
Jayachandran, Satish	Best Paper	American Marketing Association Summer Educators Conference
Thatcher, Sherry	Best Paper Award	INGROUP Conference
Ployhart, Rob	Wiley Award for Excellence in Survey Research	SIOP
Markus, Stan	Woodrow Wilson Center Fellowship	Woodrow Wilson International Center for Scholars
Markus, Stan	Stein Rokkan Prize for Comparative Social Science REsearch	International Social Science Council and the European Consortium for Political Research
Markus, Stan	Best Paper in European Politics and Society	American Political Science Association
Kowk, Chuck	Best Paper Award	The 6th World Business Ethics Forum
Guedhami, Omrane	Best Paper Award	The 6th World Business Ethics Forum
Alvarez-Garrido, Elisa	IM Division Best Paper Award	IM Division, AOM
Kim , Hugh	Best Paper Award	Shinhan Bank & Korea-America Finance Association
Berger, Allen	Emerald Management Reviews Citation of Excellence Award	Emerald Management Reviews
Woodward, Doug	Fellow	Southern Regional Science Association
Addison, John	Senior Research Fellow	Rimini Center of Economic Analysis
Addison, John	Research Fellow	Institute for Study of Labor/IZa
Addison, John	Member of the Kuratorium	Institute for Labor Law and Industrial Relations in the European Union
Addison, John	Research Fellow	Institute for Employment Research, German Federal Employment Service

Service Awards

Recipient(s)	Award	Organization
Ferguson, Mark	Meritorious Service Award	M&MSOM
Ferguson, Mark	Outstanding Senior Editor	POMS
Schepker, DJ	Outstanding Reviewer	Strategic Management Society
Ravlin, Liz	Outstanding Reviewer	Academy of Mangement Review

Teaching Awards

Recipient(s)	Award	Organization
Sankaran, Chandini	Economist Educators Best in Class Teaching Award	National Economics Teaching Association

Student Recruiting and Retention

Student Recruitment

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

Graduate program recruiting falls into three different groups of recruiting efforts:

Full-time MBA (International MBA and one-year MBA programs) recruiting efforts include: search advertising on Google, Display advertising on Google, PoetsandQuants.com, TopMBA.com, print advertising in selected business, airline, Peace Corps and military magazines, retargeting on business and news sites for those visiting IMBA/MBA pages on our website, targeted email campaigns to GMAT and GRE test takers, CRM-managed email drip campaigns, linked in advertising, promoted posts and mail campaign, MBA fairs, and Online information sessions

Professional MBA program recruiting efforts include: search advertising on Google, display advertising on Google, retargeting on business and news sites for those visiting PMBA pages on our website, CRM-managed email drip campaign, outdoor advertising in Charleston and Charlotte, NC, airport advertising in Greenville, bus advertising in Charlotte and Greenville, 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

Master programs (MHR, MIB, MACC, MAEcon) recruiting efforts include: search advertising on Google, display advertising on Google, print ads in selected university and business magazines, retargeting on business and news sites for those visiting program pages on our website, targeted email campaign to GMAT and GRE test takers, CRM-managed email drip campaign, facebook advertising, promoted posts, grad program fairs at regional schools, speaking to seniors at the Moore School and regional business schools, and live and online information sessions

Undergraduate recruiting is supported by DMSB by participation in scholar socials, conducting receptions for DMSB student prior to university events, and efforts to contact targeted segments of the undergraduate applicant population. Efforts to market rankings and outcomes for different majors within the community and on the DMSB website are also designed to support university efforts. Significant investments are also made by staff during student campus visits and orientation sessions to highlight the opportunities available at DMSB.

Student Retention

Efforts at retaining current students in College/School programs.

Significant efforts were made to track early performance in 200 level core classes and refer students to the student success center where there were issues with attendance or performance. This was designed to engage students early in the semester to address issues before they became difficult to resolve. This approach was implemented through the use of course coordinators for 200 level core classes and email routines linked to student outcomes. Efforts have also been made to connect with students earlier in their

college career. Our goal is to affect retention via motivating students by helping them see the range of career opportunities available to business majors and the steps that will be necessary if they are to be successful in pursuing those opportunities. This 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. Please note that Fall 2016 and AY2016-2017 data, where presented, are preliminary and unofficial.

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 2016-2017	Fall 2015-2016	Fall 2014-2015
Undergraduate Enrollment			
Freshman	1279	1569	1485
Sophmore	1242	1227	1172
Junior	1176	1214	1064
Senior	1568	1408	1346
Sub Total	5265	5418	5067
Graduate Enrollment			
Masters	760	743	756
Doctoral	82	77	79
Graduate Certificate	0	0	0
Sub Total	842	820	835
Graduate Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	**6107**	**6238**	**5902**

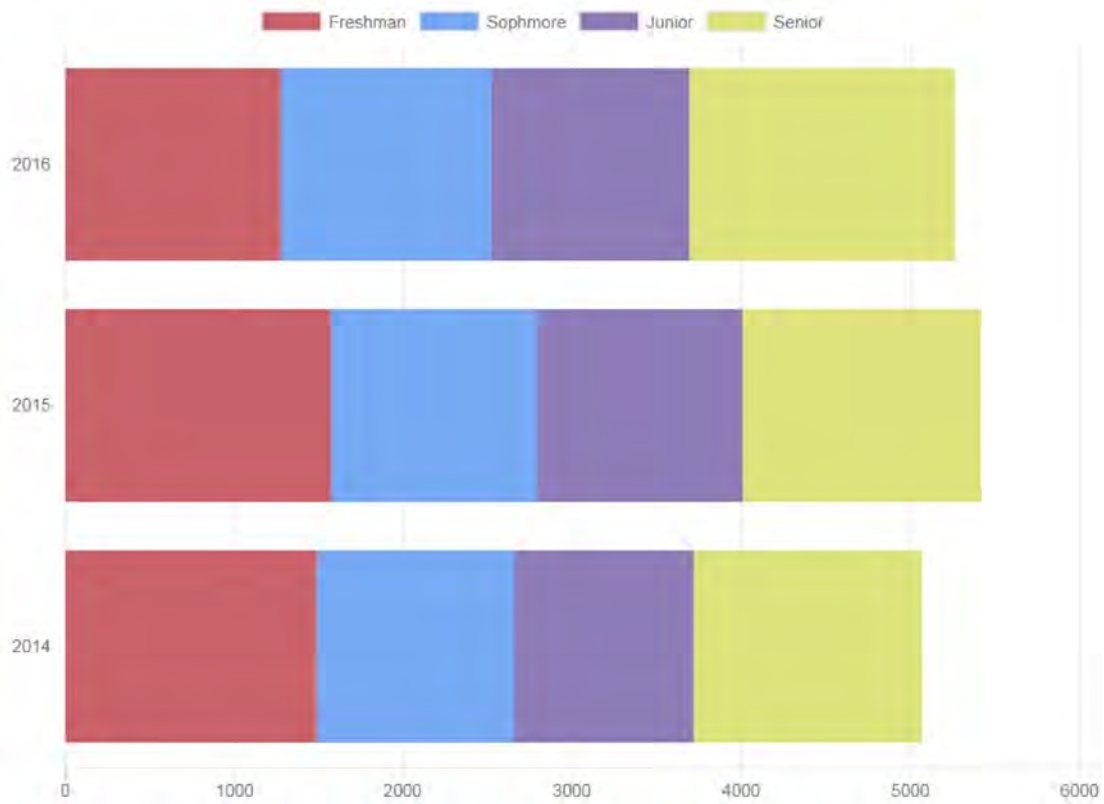**Illustration 3. Undergraduate Student Enrollment by Classification**

Illustration 4. Graduate/Professional Student Enrollment by Classification
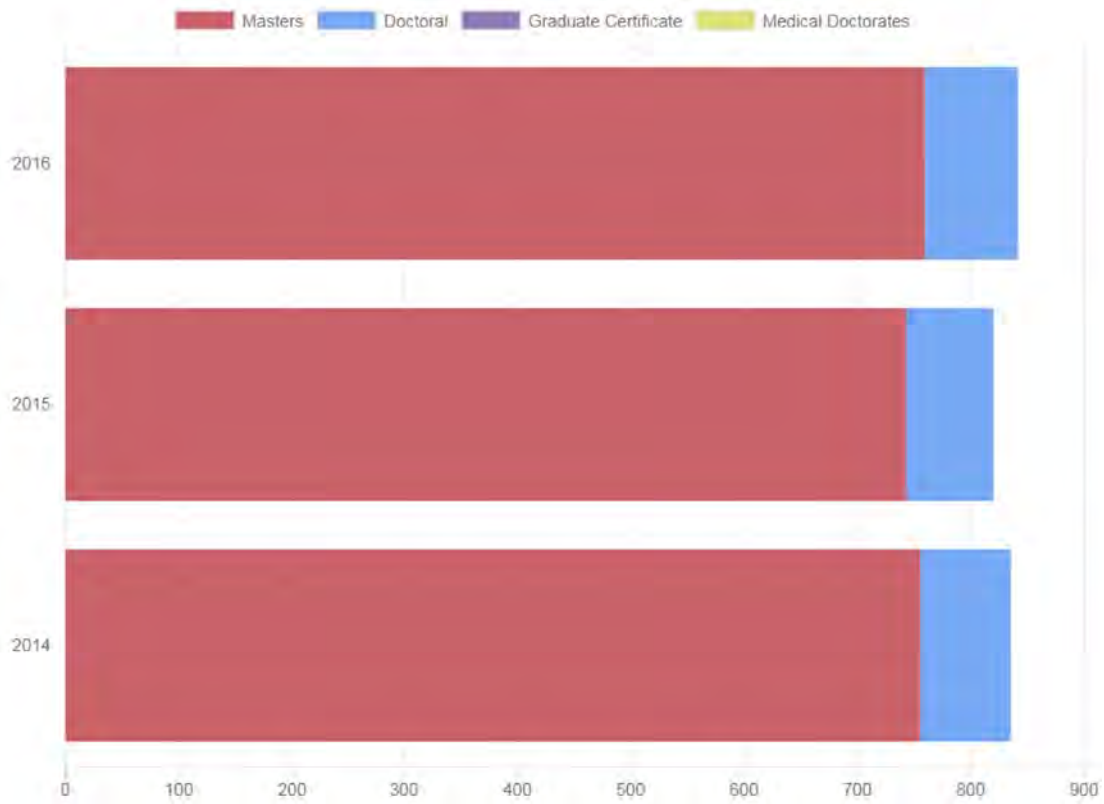
Illustration 5. Total Student Enrollment by Classification (All Levels)
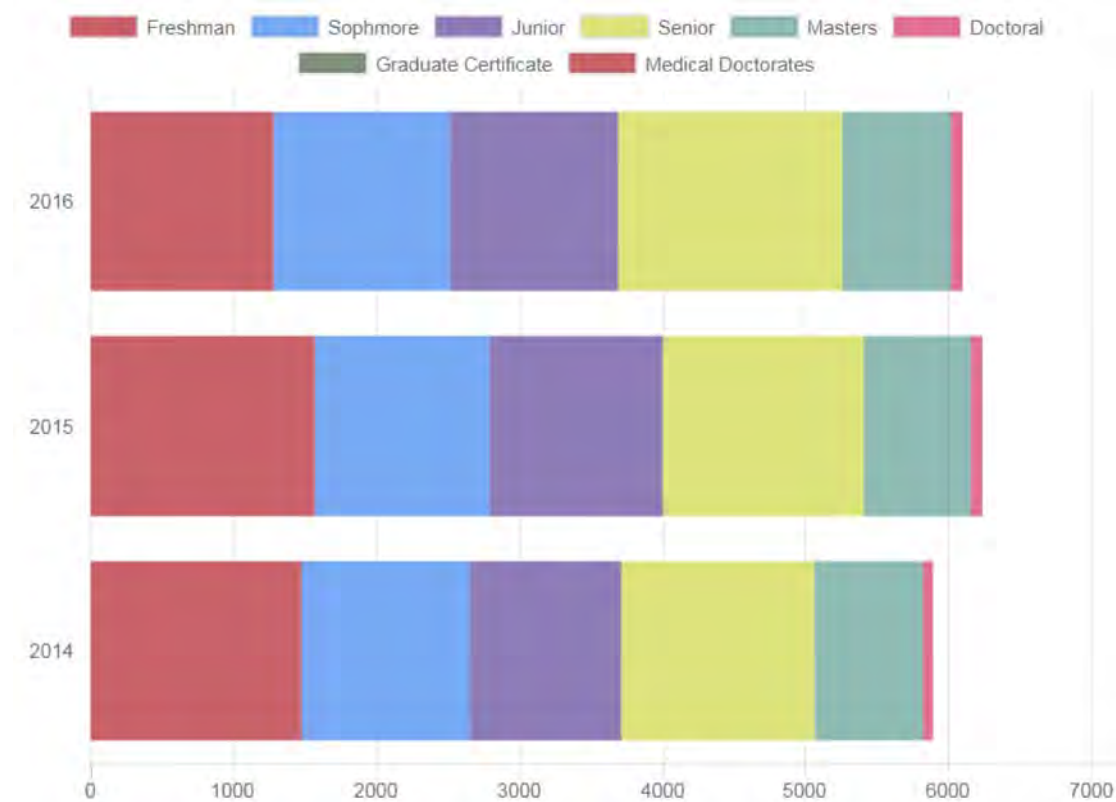
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**5265**	**5418**	**5067**
Full-Time	5164	5287	4941
Part-Time	101	131	126
Graduate/Professional	**842**	**820**	**835**
Full-Time	574	580	587
Part-Time	268	240	248
Total - All Levels	**6107**	**6238**	**5902**
Full-Time	5738	5867	5528
Part-Time	369	369	369

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**5265**	**5418**	**5067**
Female	2142	2170	1986
Male	3123	3248	3081
Graduate/Professional	**842**	**820**	**835**
Female	316	277	287
Male	526	543	548

Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender   2015 Undergraduate Gender   2014 Undergraduate Gender
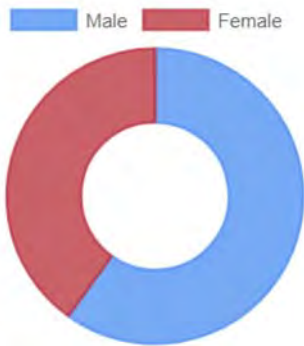
Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender   2015 Graduate Gender   2014 Graduate Gender

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

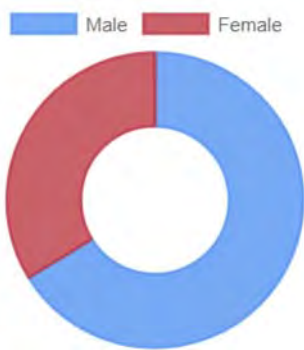|	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**5265**	**5418**	**5067**
American Indian/Alaska Native	7	7	11
Asian	155	147	137
Black or African	203	220	216
Hispanic or Latino	212	223	221
Native Hawaiian or Other Pacific Islander	4	4	0
Nonresident Alien	134	132	138
Two or More Races	152	148	139
Unknown Race/Ethnicity	58	46	31
White	4340	4491	4174
Graduate/Professional	**842**	**820**	**835**
American Indian/Alaska Native	1	0	2
Asian	24	33	34
Black or African	66	66	57
Hispanic or Latino	30	23	32
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	126	98	151
Two or More Races	19	19	23
Unknown Race/Ethnicity	15	20	15
White	561	561	521

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
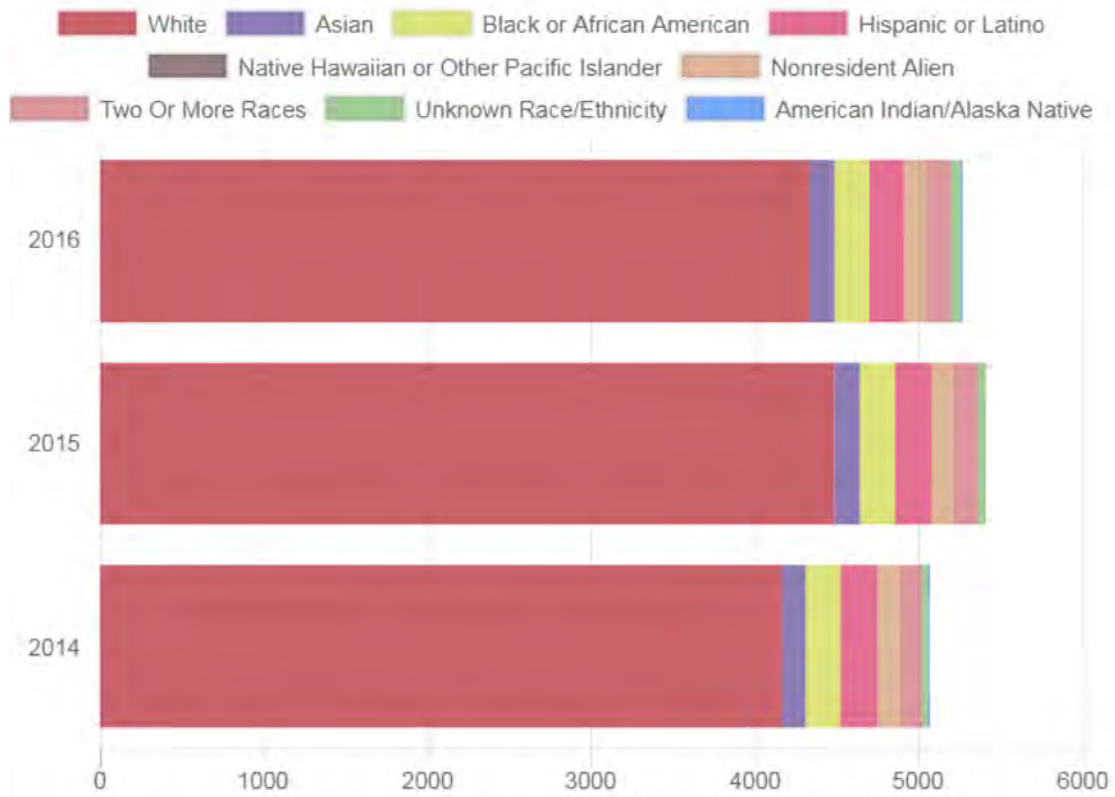
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity

Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2015 Cohort	88.1%	N/A
Fall 2014 Cohort	88%	83.8%
Fall 2013 Cohort	89%	84.7%
Fall 2012 Cohort	88.5%	80.7%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year   Second Year
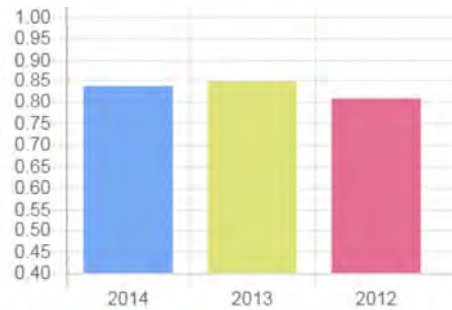
Student Completions

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 2010 Cohort	57.4%	73.8%	75.3%
Fall 2009 Cohort	57.8%	73.5%	74.9%
Fall 2008 Cohort	58.3%	75.4%	76.9%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	1170	1061	933
Masters	361	395	353
Doctoral	8	11	11
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	106	56	0

Illustration 11. Degrees Awarded by Level
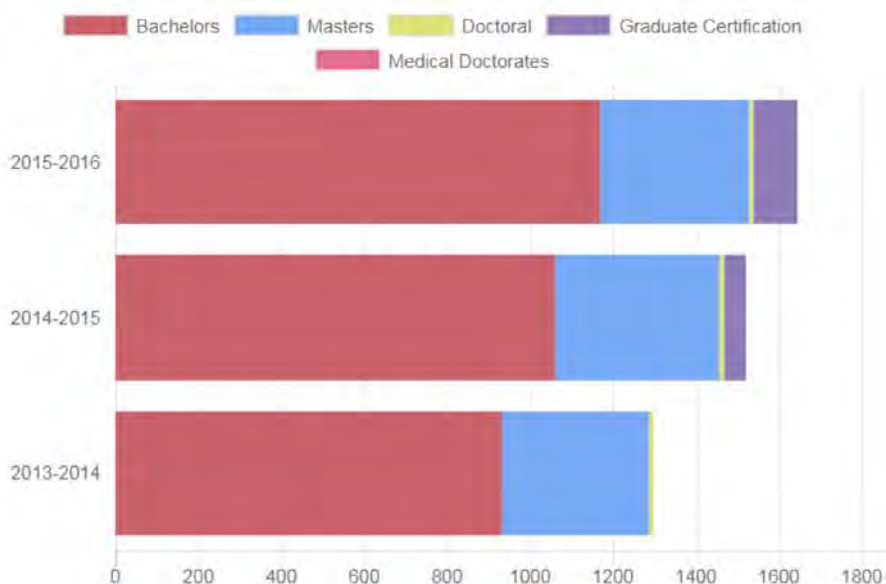
Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni during AY2016-2017, focusing on relationships and activities with alumni.

On an annual basis, DMSB has held 9 alumni events over each of the past few years. Attendance at these events has grown. 1400 attendees participated in alumni events in 15-16 and we expect that this number will increase by about 25% in 16-17. We plan to expand the number of events in 17-18 with the goal of further increasing alumni participation. Moore Connect was launched in 16-17 and there are now 1200 members of this online community. This online platform is designed to share information about the school, encourage alumni to make connections with each other, and to provide career-related services and content. Membership is expanding and we expect to engage more than 1500 alumni in 17-18.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes during AY2016-2017, including Fundraising and Gifts.

Development, Fundraising and Gifts

Successfully hired new Senior Director of Development to build engagement and momentum in development initiatives after position was vacant for 8 months.   In 15-16, the total raised in new cash, new pledges, and new planned gifts was $2,451,126 and it is anticipate that a similar amount will be raised in 16-17. Separate from this, funding was established for a $2M Continental Endowed Chair in Global Supply Chain. New commitments for support were obtained for critical new initiatives. This includes support from an alumni couple for a Sales Center, with $300,000 in funding to be provided over the next three years. It also includes funding to provide support for fifth year doctoral students and fellowship support from Advisory Boards for students in some of our graduate programs. The number of Dean's Circle Donors increased to 288 (an 8% increase) in 15-16. It is expected that this will remain steady in 16-17 and then grown by 10% in 17-18.

Plans for 17-18 include reconfiguring donor recognition initiatives, including special events, to encourage broader interactions among donors, faculty, staff, and scholarship/fellowship recipients. Plans also include efforts to refine processes for stewardship plans and launching of a working group to better coordinate interactions with industry/corporate across DMSB units.

Efforts will also focus on preparing for the DMSB 100th year anniversary in 2019. Priorities include providing scholarship/fellowship funding to reduce student debt, course sponsorships, and faculty chairs and professorships.

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 AY2016-2017, including activities at the local, state, regional national and international levels.

An important form of community engagement for DMSB is with the small business community. Roughly 30 small businesses per year receive assistance from student-consulting teams (involving roughly 160 students enrolled in a project-based consulting class). In addition, DMSB provides support to the SBDC which also provides valuable assistance to the small business sector, a sector that is critical to providing economic opportunities in our region. DMSB also recently launched the Business and Community Leadership Fellows program. Each fellow will work with one of 16 to 20 local non-profits over a four year period. Students will be required to engage in 300 hours of community service, engage additional community development coursework, and implement a specific project at their designated non-profit organization.   Community engagement is also observed in instances where consulting services are provided on a pro-bono basis to non-profit organizations (e.g., the Global Center for Supply Chain Management or the Center for Marketing Solutions). Tax assistance to low income individuals is another area where business expertise is leveraged to provide assistance to members of the community. Our faculty also engage in a variety of volunteer activities. Examples include: organizing an innovation summer camp for underrepresented STEM populations; serving on the South Agricultural Council; teaching English for Syrian refuges and serving as vice-president 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.

Assessment varies with the initiative. For example, client satisfaction surveys are used within the context of the entrepreneurship class offering projects for small business and student evaluations used to assess perceptions regarding the experience.   The BCLF initiative will also allow for systematic assessment. In other instances, systematic assessment is more limited.

Incentivizing Faculty Engagement
Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

Community engagement is a recognized form of service within our DMSB faculty evaluation process. Service contributions are an expected part of faculty contributions and community engagement is valued form of service.

Supplemental Info - Community Engagement

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

Collaborations

Internal Collaborations

Entrepreneurship faculty and the Faber Center have facilitated regular information sharing and coordination efforts among faculty across campus involved in entrepreneurship.

Entrepreneurship faculty have supported efforts to design new programming focused on entrepreneurship, innovation, and engineering

MSB faculty continue to support programming in Engineering Management

Individual faculty have partnered with faculty in engineering, HRSM, and also public health on grant submissions,

Faculty partner with the Kennedy Pharmacy Innovation Center

The Shark Tank 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

Other Collaborations
Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.
At the undergraduate level, International Business major cohort programs depend on significant levels of collaboration with several leading business schools throughout the globe. This includes CUHK, University of Paris-Dauphine, University of Mannheim, ESSEC-Singapore, FGV EBAPE. Nearly 150 students are participating in these program (including both USC and partner institution students), progressing through a curriculum at USC and the partner school as members of the same distinct cohort.

At the graduate level, we have dual degree executive programs (EIMBA) with Chonnam National University in Korea and NTNU in Taiwan. We also have dual degree programs for our MIB program. We have dual degree options with the University of Mannheim, ESCP, KOC University, and Bocconi University 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 and Inclusion

Campus Climate & Inclusion
Activities unit conducted within AY2016-2017 that were designed to improve campus climate and inclusion.

The DMSB Diversity and Inclusion Student Council was established and used to obtain feedback on the climate for inclusion within DMSB. Regular meetings with Associate Dean for Diversity and the Dean have been used to encourage a productive exchange of views. The Associate Dean for Diversity initiated a range workshops and programming related to diversity and inclusion issues. Faculty hiring processes also reflect efforts to increase diversity within our faculty. Slots were held back for strategic hires and this could include efforts to make progress with regard to the hiring of individuals from underutilized groups. Diversity and inclusion efforts also includes faculty and staff contributions to the PhD Project. Graduate programs also worked to encourage exposure to diversity and inclusion issues by inviting corporate diversity officers to make presentations to student groups on diversity related topics. Significant efforts were made by faculty to ensure that diversity was addressed when guest speakers from corporations were invited to speak to classes. This allowed students to connect with business leaders from underrepresented groups as well as from groups not underrepresented. Minority recruiting efforts were also made, with the YBM and YBW Alliance in Charlotte.

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.

Our data from Banner suggest that DMSB has approximately 100 more undergraduates than what was presented in the data file for fall, 2016, which would affect the faculty student ratio somewhat. Data on retention, graduation rates, and the student class profile are consistent with patterns observed in prior years.

Cool Stuff

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

DMSB through its Division of Research is working with economic development officials and business leaders in Sumter to develop a strategic plan to guide the economic development of the county over the coming decade. Twelve of Sumter's largest employers were interviewed in November/December 2016, and initial findings will be presented on March 17, 2017.   An outcome of this research might be development of a program that includes other professional schools at UofSC (College of Education; School of Public Health; School of Medicine Columbia via Palmetto Health/Tuomey, College of Social Work) in a county-wide initiative to transform Sumter over the coming decade. If successful, a university-wide center that relies on resources across UofSC to transform communities across SC might be feasible.

DMSB is also exploring the possibility of a Certificate in Maritime Finance being offered in Charleston. A MIBS graduate in the shipping industry proposed the idea late last year, and the initial meeting of an advisory board (including corporations that will send students on the launch program) is to take place March 24-25 2017 in Charleston.

Appendix 1. Academic Programs

Appendix 2. Academic Initiatives

Appendix 3. Research & Scholarly Activity

Office of Research
Information Technology & Data
Management

Darla Moore School of Business

**Fiscal Year 2016
and prior**

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	84,410		2			
Business, Moore School of - Division of Research	522,982	1	1	4	1	5
Small Business Development Center	3,965,890		4			1
Total Count	**1**	**1**	**7**	**4**	**1**	**6**
Total Amount First Year	**4,573,282**	**90,000**	**3,618,300**	**216,982**	**15,000**	**633,000**

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

PI Home Department	PI Name	Primary Job Desc /Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt.	Private, Non-Profit	State
Business, Moore School of - Dean's Office	Roth, Kendall	PROFESSOR	TENURED	279,200		279,200			
Business, Moore School of - Division of Research	Ferguson, Mark E	PROFESSOR	TENURED	90,000	90,000				
Business, Moore School of - Division of Research	Von Nessen, Joseph	RESEARCH ASSOCIATE		519,588	55,000	140,000	50,000	15,000	259,588
Small Business Development Center	Abraham, Michele	DIRECTOR		2,228,621		2,228,621			
Total FY2016 Funding				**3,117,409**	**145,000**	**2,647,821**	**50,000**	**15,000**	**259,588**

Patents, Disclosures, and Licensing Agreements
Fiscal Year 2014, 2015 and 2016
Appendix 3

FY2014 – FY2016 – DARLA MOORE SCHOOL OF BUSINESS				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	0	0	0	0

*Note: Nationalized-PCTs, divisionals, and continuations are not included in these numbers.
*Source: Office of Economic Engagement

Appendix 4. Faculty Information

Appendix 5. Academic Analytics Report

Appendix 6. Alumni Engagement & Fundraising

Appendix 7. Community Engagement

Appendix 8. Collaborations

Appendix 9. Campus Climate & Inclusion