



U N I V E R S I T Y O F
SOUTH CAROLINA

L A N C A S T E R

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BLUEPRINT FOR ACADEMIC EXCELLENCE

2008 - 2012

March 6, 2008

I. VISION, MISSION and GOALS

A. Executive Summary

1. The Planning Process at USC Lancaster

In one form or another, it has been said about strategic planning that the process is more important than the plan itself. That statement characterizes several key facets of strategic planning. First, strategic planning deals with the long-term. It is not operational planning. Second, strategic planning addresses the very fundamentals of an organization – what is our *true* mission, what beliefs under-gird our approach to fulfilling that mission, what is our vision of the future – where do we want to be 5 or 10 years from today, and, what is the best strategy for achieving that vision? Third, strategic planning is fact-based. Fourth, it addresses the changing environment in which we live and operate. Finally, strategic planning, when done correctly, drives the operational planning. If strategic goals are based upon relevant data, if a broad spectrum of leaders help formulate the plan, and, if the plan is communicated for all to understand, then achievement of goals is much more probable.

To fully appreciate the strategic goals and initiatives of USC Lancaster, a brief recap of our planning process is in order. Our strategic planning methodology is modeled after a process espoused by the American Management Association. A multi-disciplinary team was established to coordinate efforts – the USCL Strategic Planning Committee. Each committee member received a copy of *Strategic Planning for Public and Non-Profit Organizations*, 3rd Edition, by John M. Bryson, Copyright © 2004, John Wiley and Sons, Inc. The committee devoted its early meetings to review and discussion of the process and examples provided in the “Bryson Book.”

Following initial training and orientation in planning methodology, our committee then reviewed the mission statement and mandates authorized for USCL by the USC Board of Trustees and approved by the South Carolina Commission on Higher Education (CHE). That lengthy mission statement was summarized into a single sentence. The condensed mission statement neither changes nor detracts from the formal, legal mission. The single-sentence mission statement is one which can be easily and widely communicated.

The committee proceeded to write a vision statement that incorporates ideas about our future. In reviewing extant materials about USCL, the committee found it note-worthy that a statement of values had never been established for the campus. Because a statement of values is a key ingredient in any strategic plan, the committee undertook drafting one.

Next, the committee began formulating plans to gather data from key customers and stakeholders of USCL. Reaching beyond the traditional surveying of faculty, staff, students and alumni, the committee decided to also survey the Lancaster business community, benefactors, the Lancaster County School District, Lancaster city and county officials – both elected and appointed, the Lancaster County Commission for Higher Education, The Friends of Medford Library, the Board of Directors of the Educational Foundation of USCL, incoming freshman and parents of incoming freshman.

Teams were created among the committee to draft the various surveys. Survey topics and questions were developed that would afford respondents an opportunity to tell us what USCL

is doing right, what we could do better, what new services and programs they would like to see offered at USCL and, what their vision is of our future.

Trend analysis was another key step in our planning process. Data was gathered about academic and administrative programs so internal trends could be analyzed. External trends were also gathered and analyzed – political, economic, social, technological and, trends in higher education.

After all information had been gathered, analyzed and summarized, a two day planning workshop was held in October 2007. Representatives from all USCL academic and programmatic areas participated. A professional consultant from the University of Louisville, Delphi Center for Teaching and Learning, served as meeting facilitator.

Day one of the workshop was devoted to committee presentations about survey data and analyses. Breakout sessions were held after each presentation and workshop participants discussed strengths and weaknesses identified from responses of each particular stakeholder group. Participants also reviewed, discussed and modified as needed the mission, vision and values statements, reaching a consensus on each.

Day two of the workshop consisted of program managers from across the campus making presentations about trends in their areas of responsibility. This included admissions and enrollment, employment, financial aid, technology, TRIO, budget, academic, distance education, library, public information, recruitment , and public service. External trends information was also presented to workshop participants. These included political, economic, social, technological, and, trends in higher education.

From all the information presented and discussed over the two days, participants then documented USCL's internal strengths and weaknesses, and external opportunities and threats, creating the SWOT matrix. Internal strengths and weaknesses were matched against external opportunities and threats to complete the SWOT analysis. From that discussion, participants then drafted preliminary strategic goals and objectives (initiatives).

A second, one-day workshop followed a month later with more participants. The Lancaster County Commission for Higher Education and representatives of the board of directors of the Educational Foundation of USCL were the focal audience for this next step in planning. Condensed presentations about survey data and internal and external trends were provided to these two organizations. The SWOT matrix and the preliminary goals and objectives developed in prior workshops were reviewed and discussed. Both the Lancaster County Commission for Higher Education and the Educational Foundation of USCL endorsed and embraced the draft goals and initiatives, the mission, vision and values statements. The planning committee then proceeded with writing the final draft of goals, developing action plans and determining performance indicators.

2. Statement of Alignment

USCL's Strategic Plan 2008 – 2012 focuses on the higher education needs of the community. The mission, values, vision, and goals set forth in this plan were formulated from data gathered from stakeholders of the university's success -- students, businesses, government leaders, local schools, faculty, staff, alumni, parents and university friends. USCL is an integral part of the state's flagship university. As such, USCL's strategic goals support the goals of the greater university. Moreover, the strategic plan reflects the direction of the

Lancaster County Commission for Higher Education and the Educational Foundation of USCL. Those three entities -- the University, the Commission and, the Foundation work in unison to provide Lancaster and surrounding counties with the finest state-assisted secondary education available in the area.

USCL's strategic plan incorporates the vision for higher education established by the South Carolina Commission on Higher Education, to wit, "Higher education will be recognized as the engine for realizing South Carolina's ambitions for human and economic development so that all citizens can take advantage of the opportunities that the 21st century has to offer."

In its vision for higher education in South Carolina, the CHE further identified "higher purposes" which include:

- Creating a well-educated citizenry;
- Raising the standard of living of South Carolinians;
- Improving the quality of life;
- Meeting changing work force needs;
- Creating economic development opportunities;
- Positioning the state to be competitive in a global economy; and,
- Fashioning a new generation *of public sector and private sector leaders.*

USC Lancaster's strategic plan is philosophically aligned with the three major goals identified by the CHE:

- Expand Educational Opportunities for South Carolina Citizens
- Invest in Research for Economic Development & a Better Quality of Life
- Increase Cooperation and Collaboration for Efficiency and Quality

3. Vision Statement – University of South Carolina Lancaster

USC Lancaster aspires to be a leader among USC’s regional campuses as a comprehensive learning center offering equal access to high-quality university programs and services. USC Lancaster must be a dynamic, forward-looking and proactive institution of higher learning that relates productively to its community and to the University of South Carolina. USC Lancaster seeks to continuously enhance its intellectual environment and expand access to its academic programs.

A. Superior Education

The focus at USC Lancaster is delivery of superior education at an exceptional value. To that end, USC Lancaster will serve as the standard bearer for the regional campuses of the University of South Carolina. By all measures of efficiency and effectiveness, USC Lancaster will excel in the quality of academic programs that lead to associate and baccalaureate degrees. The USCL faculty will be comprised of scholars dedicated to teaching. They will employ instructional methods calculated to engage and challenge students. Faculty will be dedicated to aiding students in achieving their greatest academic potential. In pursuit of continued scholarship, faculty will undertake research, present findings, and publish works in their chosen fields of study. USC Lancaster will seek and maintain accreditation of all academic programs.

B. State of the Art Resources

USC Lancaster will operate with state-of-the art resources. In order to amplify the learning environment, classrooms will be designed and equipped for instructional efficiency and comfort. Laboratories will be equipped with technologies that will capitalize on innovation, functionality and safety. Recognizing that libraries are the gateway to the sum of human knowledge, USC Lancaster will provide students and the community with a library that is conducive to reading, research, discovery, and learning. Academic resources and research materials will be readily available through multiple media and from a variety of sources. Students will be trained to ensure they are able to access needed resources. Through its T. J. Blumer Catawba Research Collection, USCL’s Medford Library will be the United States’ preeminent source of information about Catawba Indian history and culture.

B. Strategic Leader in Partnership with our Community

USC Lancaster will provide strategic leadership in setting the direction for higher education in its six-county service region. As USC Lancaster approaches its golden anniversary, it does so with realization that it has not yet reached its full potential. Moreover, USCL recognizes that economic transformation in its service region translates into increased demand for more diversified degree programs. By actively engaging customers and stakeholders, USC Lancaster will partner with community leaders and organizations in analyzing 21st century challenges and opportunities, both for the university and the community as a whole. Working in cooperation with the Lancaster County Commission on Higher Education and the Educational Foundation of the University of South Carolina Lancaster, the university’s planning will focus on excellence in higher education, strong financial management, and continued growth in service to the region, service to USC and service the state of South Carolina. USC Lancaster will offer health and wellness programs, cultural events and

university facilities for the betterment of and enjoyment by students and citizens. In partnership with the Educational Foundation, USCL will endow faculty chairs, establish a multi-million dollar general endowment fund, expand the physical plant and intensify campus beautification programs. In cooperation with the Lancaster County Commission on Higher Education, USCL will ensure cost-effective operations and maintenance of the physical plant to maximize energy conservation.

“Where there is no vision, the people perish.” -- Proverbs 29:18

4. Mission

USCL is not advocating any change in mission. However, our planning committee reviewed the mission statement and mandates authorized for USCL by the USC Board of Trustees and approved by the South Carolina Commission on Higher Education (CHE). That lengthy mission statement was summarized by the committee into a single sentence. This condensed mission statement neither changes nor detracts from the formal legal mission. Rather, it is one which can be easily and widely communicated.

The mission of USC Lancaster is to provide an accessible and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service.

The full text of the USCL mission statement may be accessed at <http://usclancaster.sc.edu/mission.htm>

5. Statement of Values

The principles by which an organization conducts its business must not be left to assumption or mere conjecture. Every organization must decide what it values most in pursuit of its mission. Further, it must share those values with the people it serves so all understand and appreciate the significance of those principles. The Statement of Values which follows encapsulates the fundamental principles which guide USCL faculty, administration, staff and students.

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community:

- *The pursuit of knowledge is a life-long endeavor;*
- *To be admitted as a student to USC Lancaster is a privilege and an opportunity;*
- *To graduate from USC Lancaster is to commence service to future generations;*
- *USC Lancaster faculty and staff maintain an uncompromising commitment to excellence and integrity;*
- *USC Lancaster faculty are committed to teaching excellence and scholarly activity, which exemplify the core values of the University;*
- *USC Lancaster faculty and staff are dedicated to facilitating student success;*
- *USC Lancaster faculty and staff are dedicated to providing public service; and,*
- *A well educated citizenry is vital to economic and community well-being.*

“How far you go in life depends on your being tender with the young, patient with the old, sympathetic with the striving, tolerant with the weak and strong, because someday in life you will have been all of these.”

-- George Washington Carver

6. Goals

Goal 1 (new): Expand the number of degree programs in order to meet student expectations and community needs.

Goal 2 (new): Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.

Goal 3 (new): Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.

Goal 4 (new): Strengthen the financial condition, efficiency and operations of USCL.

"As our case is new, we must think and act anew." – A. Lincoln

B. Goals, Initiatives and Action Plans

Each goal in USCL's strategic plan is new. Performance indicators for action plans are a combination of four basic measures: input, output, efficiency and outcome. Not all action plans have each type indicator.

Goal 1. (new)

Expand the number of degree programs in order to meet student expectations and community needs.

As set forth above, the process by which USCL developed its strategic plan called for extensive surveying of key stakeholder groups. There is overwhelming consensus within the community that more degree programs are needed at USCL. This first goal in the strategic plan, USCL's first priority, is an acknowledgement of the importance of meeting the community's expectations. The following initiatives are established for this goal.

Initiative 1(a): Bachelor Degree Programs

Action Plan 1(a)(1): Seek new cooperative bachelor-degree programs with other USC campuses.

Outcome measure: Three new bachelor-degree programs available to students at USCL within the next 5 years.

Initiative 1(b): Academic and Support Programs

Action Plan 1(b)(1): Continue to develop and strengthen academic and support programs.

Input measure: Hire at least fifteen (15) new faculty members over the next five years (in addition to replacements for retirees) to expand variety of course offerings.

Input measure: Increase faculty travel/professional development budget by 20% over five years.

Goal 2 (new)

Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.

USCL's strategic planning process included an examination of internal and external trends. Enrollment trends over the past 5 years, population trends and projections for the region and, the need for more diversified academic programs indicates that two initiatives are needed to achieve our goal of providing a superior educational experience.

Initiative 2(a) New Faculty

Action Plan 2(a)(1): Increase the number of USCL full-time faculty positions.

Outcome measure: Maintain a student to faculty ratio of no more than 20 to 1.

Initiative 2(b) Foreign Studies Program

Action Plan 2(b)(1): Increase the number of foreign studies and foreign travel opportunities for students.

Output measure: At least two foreign travel opportunities for faculty and students each academic year.

Initiative 2(c) Student Body Diversification

Action Plan 2(c)(1): Increase the number of out-of-state and international students at USCL.

Input measure: Establish an out-of-state recruitment program.
Establish an international-student recruitment program.

Output measure: Increase the number of out-of-state and international students by 5 in each of the next 5 years.

Outcome measure: Increased cultural, racial, religious and ethnic diversity on campus. Increased student appreciation of American history, cultures, geography, religions, races and opportunities.

Initiative 2(d) Native American Studies Program

Action Plan 2(d)(1): Expand study opportunities in Native American Indian culture and other distinctive cultures.

Input measure(s): Locate and secure acquisition of additional archival materials related to Native American life and culture. Hire faculty with credentials suitable to gain USC approval to offer courses related to Native American culture or other distinctive cultures (literature, art, sociology, anthropology, etc.)

Outcome measure(s): Increase in materials located in USC Lancaster archives.
Increase in secured grant funding for purchase of cultural materials (books, primary documents, art, etc.). Hiring of faculty with credentials to offer relevant courses.

Initiative 2(e) Instructional Technology

Action Plan 2(e)(1): Leveraging advances in technology and, without diminishing the impact and significance of in-class interactions with professors, improve the quality, delivery and cost efficiency of academic programs.

Input measure: USCL-sponsored workshops to provide faculty training in the use of classroom technologies.

Outcome measure(s): Increased faculty usage of technology in courses.
Increased USCL faculty participation in Palmetto Programs distance education courses.

Initiative 2(f) Inter-collegiate Athletics

Action Plan 2(f)(1): Expand USCL's program of inter-collegiate athletics for men and women students.

Input measure(s): Determination of which sports best fit the needs of male and female students at USCL. Hire coaches for each team. Establish budgets for each program and determine funding sources. Recruit student-athletes.

Output measures:
Participation in inter-collegiate competition.

Outcome Measures:
Greater awareness about USCL.
Increased appreciation by students for the value of team work, goal setting, hard work and rewards.

Initiative 2(g) Student Internship Program

Action Plan 2(g)(1): Seek opportunities for additional student internships with local businesses.

Outcome Measure: Increase in number of area businesses offering internships to USCL students through TSTM 399.

Goal 3 (new)

Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.

Continued enrollment growth and population projections for the greater Charlotte region point toward the need for additions to the physical plant. The campus added two buildings during the 1990s -- The James Bradley Arts and Sciences Building and the Carole Ray Dowling Health Services Building. Both buildings are used extensively. Since these projects, enrollment has soared to 1,500 students. There are several needs that point to additional construction projects in the near future and a new Campus Master Plan was completed in early 2008.

USCL's Strategic Goal No. 3 calls for the most extensive building program in the school's history. Five major projects are envisioned between 2008 and 2012. This goal calls for construction of additional parking in 2008. USCL will begin its second half century of service in fall 2009. The plan calls for construction of the first on-campus housing, with dormitories to open no later than fall semester 2010. In fall of 2010, USCL expects to break ground on a new classroom building, to open by fall 2011. A new health services building is planned for opening in 2012. All new buildings are expected to meet LEED certifications as energy efficient.

While these new construction projects are implemented, the existing campus grounds will see major landscaping improvements – new green spaces, new trees, new fences, new signs, improved parking and improvements along Hubbard Drive to better identify the boundaries of the campus and manage traffic patterns.

Initiative 3(a): Campus Master Plan

Using the conceptual master plan as a guide, USCL will begin a long-term program to update the campus, adding new facilities as funds become available, renovating facilities where needed, and in some cases moving parking lot locations for improved pedestrian access.

Action Plan 3(a)(1): Implement recommendations of 2008 Campus Master Plan

Input Measure(s): Establish a campus beautification committee composed of faculty, staff, students and community leaders to provide guidance and oversight on campus construction and landscape projects. Contract with a professional landscape architect to development a long-range plan for campus improvements.

Output measure(s): Landscape management plan for the preservation of natural resources on campus. Landscape plan for improving the quality of campus design, maintenance and efficiency. Begin implementation of landscape improvements. Construct additional parking lot in 2008.

Initiative 3(b): Residential Housing

Action Plan 3(b)(1): Seek approval of Educational Foundation of USCL for construction and management of a residential housing complex on campus.

Input Measures:

Verify and document student demand for on-campus housing. Establish appropriate location on campus. Educational Foundation of USCL enters contract for construction and management of dormitories.

Outcome measures:

New dormitory open no later than fall semester 2010.

Efficiency Measure(s):

At least 75% occupancy rate fall semester 2010 and spring semester 2011. LEED certified building.

Initiative 3(c): New Classroom Building

The double-digit enrollment growth of the past 5 years is expected to continue for several more years. This trend mandates construction of additional classrooms, faculty offices and meeting rooms. Initiative 3(c) is established to address those needs.

Action Plan 3(c)(1): Seek approval and funding for construction of a new classroom building.

Input Measures: Document the number and size of classrooms needed.

Determine how many offices, labs and other facilities are needed.

Determine costs and funding requirements.

Submission of Comprehensive Permanent Improvement Plan.

Output Measures: Educational Foundation of USCL approval.

USC Board of Trustees approval. Financing obtained.

Efficiency Measure: LEED certified building.

Outcome Measures: New classroom building open for fall semester 2011.

Continued recruitment of high-caliber faculty. Sustained growth in enrollment.

Initiative 3(d): Health Services Building

Public service is a key component of the university's mission. As the population of South Carolina continues to grow and longevity increases as well, USCL expects increased demand for its health services programs. The current programs in cardiac rehabilitation, physical therapy and diabetes education are offered in cooperation with and under the supervision of the local medical community. Demand for services is expected to increase. USCL's health services facilities are housed in the renovated University Baptist Church building now known as the Carole Ray Dowling Health Services Building. Medical services are provided in what were formerly Sunday school rooms and the multi-purpose

room on the lower level. USCL plans to build a new health services building that will provide easy access to patients and provide a floor plan that increases the efficiency of services provided. Once a new health services building is in place, the Carole Ray Dowling Building will house the student activities center and the former sanctuary, now a meeting room, may be converted to a non-denominational chapel for the campus community.

Action Plan 3(d)(1): Seek approval and funding for construction of a new health services building.

Input Measure(s): Educational Foundation of USCL approval. USC Board of Trustees approval. Financing obtained for project.

Output Measure(s): New Health Services Building open in 2012.

Efficiency Measure(s): LEED certified building. Improved public access.

Outcome Measure(s):

Expansion of the programs that meet the needs of Lancaster County citizens and those of nearby communities.

Goal 4 (new)

Strengthen the financial condition, efficiency and operations of USCL.

Initiative 4(a): Parity

The manner in which regional campuses of USC are currently funded by the state creates gross inequities among the schools. USCL is currently state-assisted at approximately 54% of Mission Resource Requirements (MRR), an amount calculated by the South Carolina Commission on Higher Education. Other regional campuses receive as much as 90% or more of MRR. This unfortunate situation requires Lancaster's General Assembly to annually seek supplemental funding to balance the gross inequities. USCL has been fortunate in recent years in that the delegation has been successful in obtaining supplemental funding. However, this funding process is inadequate and insufficient for long term planning of academic programs and services.

Action Plan 4(a)(1): Seek additional state funding that provides USCL with 100% of Mission Resource Requirements (MRR) as set by the S. C. Commission on Higher Education.

Input Measure(s): Campus communication to USC administration and budget officials, CHE, Budget and Control Board and General Assembly.

Output Measure(s): Parity of funding among regional campuses.

Efficiency Measure(s): 100% of MRR.

Outcome Measure(s): Sustained funding for academic programs.

Initiative 4(b): University Advancement

Action Plan 4(b)(1): Establish an Office for University Advancement as an enhancement of Development in order to increase private and corporate support of USCL.

Input Measure(s): Establish fulltime position of Director of University Advancement.

Output Measure(s): Director of University Advancement hired and goals and objectives for fund-raising established.

Efficiency Measure(s): Increase scholarship endowments by 50% by 2012.

Outcome Measure(s): Establish 2 endowed faculty chairs by 2012.

Initiative 4(c): Responsible Stewardship

Action Plan 4(c)(1): Implement strategies to reduce administrative costs as a percentage of total budget while maintaining and improving services to students, faculty and the public.

Input Measure(s): Monitor academic, administrative, maintenance, athletic and public service programs to maximize effectiveness and efficiency of resources. Assure rates for campus facilities reflect associated costs.

Output Measure: Increase in frequency and amount of financial information made available to administrators and faculty.

Efficiency Measure(s): Reduction in percentage of budget allocated to administrative costs. Improved energy consumption.

Outcome Measure(s): Greater understanding of budgets, budget process, resource allocation priorities.

Initiative 4(d): 50-Year Campaign

Action Plan 4(d)(1): Seek opportunities for increased local financial support.

Input Measure(s): Cooperative program with the Educational Foundation of USCL in the 50th anniversary fund-raising campaign. Local financial support of USCL athletics programs.

Outcome Measure: Greater community awareness of the many accomplishments at USCL. Local elected officials kept apprised of both the accomplishments and the needs of the campus. Increased financial support from local healthcare community for USCL's public service programs.

Initiative 4(e): County Support

Action Plan 4(e)(1): Keep Lancaster elected and appointed officials apprised of campus needs.

Input Measure: Meetings and presentations by USCL administration with and to government officials.

Outcome Measure(s): Greater awareness within the county and city about the programs and needs of USCL. Increase in millage rate for USCL operations.

Initiative 4(f): Service Region Outreach

The strategic planning process highlighted the fact that, other than Lancaster County, there is little interaction between USCL and surrounding counties within its six-county service region. York County, by virtue of the cooperative nursing program with York Technical School, is involved with USCL. However, Chester, Chesterfield, Kershaw and Fairfield Counties have little interaction with the campus. This presents an opportunity and responsibility for USCL to reach out to those counties and make schools and students aware of the degree programs offered and the conveniences of a state university close to home. This also provides an opportunity to seek financial support from those counties as USCL seeks to meet the higher education needs of each.

Action Plan 4(f)(1): Seek opportunities for financial support from all counties in USCL's service region.

Input Measure(s): Set strategies to improve, or in some cases establish, communications with leaders in surrounding counties.

Output Measure(s): Provide leaders in surrounding counties with information about USCL.

Outcome Measure(s): Improved awareness within the six-county service region of the academic, athletic and public service programs available at USCL. Eventual financial support from surrounding counties.

Initiative 4(g): Campus Communication and Morale

Campus surveys taken during the 2007 planning cycle indicate that campus communications and morale have room for improvement. USCL will actively pursue new ways to keep all informed of university plans, programs and changes. Leadership training will be provided to supervisors. Other approaches will be explored to address these concerns.

Action Plan 4(g)(1): Develop and implement strategies to improve campus-wide communications and morale.

Input Measure(s): Establish work group to study needs of the campus and implement strategies for improvement.

Output Measure(s): Increase in the frequency and relevancy of communications.
Increase in opportunity for staff feedback on issues most important to them.

Outcome Measure: Improvement in satisfaction ratings as determined through faculty and staff surveys.

Initiative 4(h): Safety and Security

USCL contracted in September 2007 for a security assessment of the campus. Several needs were identified. Implementing the recommendations from that assessment have already begun and are continuing. This objective is established to ensure that the improvements in systems, practices and policies continue.

Action Plan 4(h)(1): Implement strategies to strengthen campus safety and security.

Input Measure(s): Recommendations from security assessment. Increase in percentage of budget allocated to safety and security needs. Training provided to Campus Emergency Response Team.

Output Measure(s): All classrooms, faculty offices, staff offices and meeting rooms have capability to be locked from the inside. Emergency notification system implemented. Faculty and staff training in emergency response procedures.

Efficiency Measure(s): Improved real-time communications on campus.

Outcome Measure(s): Improved safety and security. Trained and equipped Campus Emergency Response Team. Increased communications and cooperation between campus and first responder agencies.

Initiative 4(i): Organizational Alignment

Implementing the strategic plan calls for establishing annual operational plans. USCL administration will conduct a review of the current organization chart to ensure that functions and services are assigned to appropriate areas and that adequate staffing is in place for each. As enrollment continues to grow, it will be imperative that those staff people with multiple responsibilities have adequate support in order to meet increased workloads.

Action Plan 4(i)(1): Improve alignment of functions and offices through review of USCL's organization chart.

Input Measure: Analyze current organization chart to ensure maximum efficiency of processes, matched knowledge and skill sets, and effective use of resources in order to meet the growing needs of the campus.

Output Measure: Revised organizational chart

Efficiency Measure(s): Improved communications. Improved processes.
Decrease in percentage of budget allocated to administrative tasks.

Initiative 4(j): Leadership Development

This objective is further recognition that USCL's growth is expected to increase dramatically in the years to come. Consequently, it is imperative that steps be taken now to ensure that the university's work force is prepared for the changes and challenges that will accompany growth. Employees must be capable of growing with the university and they must be encouraged and supported to further their development. Continuing professional education and development will be emphasized across all departments.

Action Plan 4(j)(1): Develop strategies to ensure that USCL maintains a highly skilled and motivated work force capable of assuming the leadership roles demanded by rapid enrollment growth.

Input Measure(s): All staff participate in at least 10 hours of continuing professional development instruction per year. All supervisors and managers seek leadership training and development opportunities through continuing education, seminars, conferences, etc.

Output Measure(s): Number of hours of staff training recorded each year.

Outcome Measure(s): Improved work force at every level. Improved services.

Initiative 4(k): Public Service Programs

This objective is a direct outgrowth of the Lancaster community's recognition of a critical need for immediate attention to the high rate of adult illiteracy in the county. The Lancaster Chamber of Commerce Planning Conference in 2007 recognized the problem as a major impediment to improved economic viability of the area. USCL will explore the feasibility of adding another public service program, possibly faculty, staff and student-donated time, to assist local agencies with this problem.

Action Plan 4(k)(1): Explore opportunities to expand public service programs to include addressing the high rate of adult illiteracy in Lancaster County.

Input Measure(s): Establish campus committee to work with community leaders to determine what steps USCL can take to assist local agencies.

Output Measure(s): Establish a plan of action by fall 2008. Number of hours provided by USCL faculty, staff and students. Amount of other resources provided by USCL.

II. Funding

USC Lancaster's plan for realizing increases in revenue and generating new revenue sources are incorporated in the strategic goals and initiatives. Increased revenue from growth enrollment is anticipated in Strategic Goal 1 with an expanded offering of bachelor degree programs. We believe this one strategy -- our first priority goal and first initiative -- holds greater promise to the university and to our constituent community than all other strategies combined. As previously noted above in the Executive Summary, there is overwhelming consensus in the community for more 4-year degree programs at USCL.

Strategic Goal 2 provides several more opportunities for increased revenue from enrollment growth. The incentives include increased opportunity for foreign study and travel – initiative 2(b), student body diversification – initiative 2(c), the introduction of inter-collegiate athletics – initiative 2(f).

Strategic Goal 3 will attract more students as well through a much improved physical plant – both aesthetically and efficiently – initiative 3(a), introduction of on-campus student housing – initiative 3(b), and additional classroom space – initiative 3(c). All of these initiatives will attract more students to our campus.

Strategies to generate new revenue streams are outlined in Strategic Goal 4. These include parity funding among the USC regional campuses - initiative 4(a), establishment of an Office of University Advancement - initiative 4(b), the 50-Year Campaign – initiative 4(d), increased county support – initiative (4)e, and outreach to the complete service region – initiative 4(f).

II. Statistical Profile

A. Instructional

Applications – Undergraduate:

	<u>Count</u>	<u>Percentage Increase</u>
Fall 2005	897	
Fall 2006	969	8%
Fall 2007	1,309	35%

Admissions:

Fall 2005	836	
Fall 2006	886	6%
Fall 2007	1,202	36%

Headcount:

Fall 2005	1,084	
Fall 2006	1,195	10%
Fall 2007	1,502	26%

Degrees Awarded – Associate:

Fall 2004	18	
Spring 2005	99	
Summer 2005	8	
Fall 2005	11	
Spring 2006	133	
Summer 2006	5	
Fall 2006	22	
Spring 2007	126	
Summer 2007	7	

FTE Students:

Fall 2005	748	
Fall 2006	824	10%
Fall 2007	1,003	22%

Student Credit Hours:

Fall 2004	10,353	
Fall 2005	11,221	8%
Fall 2006	12,365	10%

B. Research and Creative Accomplishments

Scholarship

Publications:

Noni Bohonak, Bohonak, Noni M. and Waggoner, Jarrell (2007) *JBuilder: A Student's Guide*, published for use by USCL students.

John Catalano, "Francis Lieber" in American Philosophy: An Encyclopedia, ed. by John Lachs and Robert B. Talisse, Routledge Press, 2007.

Walt Collins, (peer-reviewed journal article) "Interview with Kwame Dawes"; published in *Obsidian III*-special edition commemorating the Fiftieth Anniversary of the independence of Ghana, Summer 2007.

Walt Collins, (peer-reviewed journal article) "Interview with Sefi Atta"; published in *English in Africa*, October 2007.

Stephen Criswell, "Fish Camps," "Hushpuppies," and "Puddings." *The New Encyclopedia of Southern Culture, Volume 7: Foodways*. Eds. James G. Thomas, Ann J. Abadie, and John T. Edge. Chapel Hill: UNC Press, 2007.

Stephen Criswell, *Palmetto Folklife: The Newsletter of the South Carolina Traditional Arts Network*. 2006-2007. (edited 2 editions of this newsletter with Saddle Taloy of the USC McKissick Museum.)

Fran Gardner, (art selected for publication) Burt, Beth Cagle, et. Al. Kakalak: Anthology for Carolina Poets, 2007. This publication offers poetry and art in their annual competitive anthology.

Fran Gardner, (cover art) Rashley, Lisa. Moving House, College Station: Texas A&M University Press, 2007.

Fran Gardner, (Feature article) Hartley Jenny. "Passion for Creation," Today's Woman, a publication of The Lancaster News, 2007.

Ralph Garris, (Book Review): Policing: A Scholar's Journey. Holle, Sarah, Editor. Prentice Hall Publishing.

Ralph Garris, (Book Review): Better Safe Than Sorry? Risk Balance and Security. Simon, Denise, Editor. Sage Publications.

Annette Golonka, published lab manual she edited after being previously used at Duke University. 155 pages, published by East Coast Digital Printing. Students used the manual for the first time during Fall 2007.

Lisa Hammond, (Article) Rashley, Lisa Hammond. "Revisioning Gender: Inventing Women in Ursula K. Le Guin's Nonfiction." *Biography: An Interdisciplinary Quarterly* 30.1 (Winter 2007): 35-60.

Lisa Hammond, (chapbook) Hammond, Lisa. *Moving House*. Huntsville: Texas Review Press, 2007. Winner of the 2006 Robert Phillips Poetry Chapbook Prize.

Lisa Hammond, (poems published in journals & anthologies) "Chicken Man" and "The Lizard Man of Lee County." *North Carolina Literary Review* 16 (2007): 184-85.

Lorene B. Harris, (Book Review): Review of *The Internet and society: a reference handbook* by Bernadette H. Schell. Choice: Current Reviews for Academic Libraries August 2007: 2088.

Jason Holt, Holt, J. Molchanov, S, Gordon, A, Laptev, A. "On the Simon-Spencer Theorem". Journal of Mathematical Physics, Analysis and Geometry. Vol. 4, No. 1 pp. 1-14. 2007

Sarah Hunt, (article) McCrory, JL, Salacinski, AJ, Hunt, SE, and Greenspan, SL. Thigh Muscle Strength in Senior Athletes and Healthy Controls, Submitted October 2007 to *Medicine and Science in Sport and Exercise*, Manuscript Number: MSSE-D-07-00719

Christopher Judge, Daws Island Epilogue. By Christopher Judge In *The Daw's Island Shell Midden: Cultural Diversity on the Lower South Carolina Coast During the Late Archaic Period*. By James L. Michie.

Christopher Judge and Carl Steen for *South Carolina Antiquities* Volume 30. (SCA is the Statewide journal of South Carolina archaeology). Published in September 2007.

Andrew Yingst, (article from peer-reviewed journal) Publication of "A Characterization of Homeomorphic Bernoulli Trial Measures," 29 pages, in the *Transactions of the American Mathematical Society*. 2007.

Grants

Shemsi Alhaddad, received a Small Research and Productive Scholarship grant to continue work in Hecke algebras. The grant will cover purchasing books and papers related to the field, as well as traveling to work with collaborators.

Nocol Auguste', (grant), RPS grant proposal "Decoding the Catawba: Utilizing Archives to Unearth Post-Removal American Indian Realities" was fully funded for \$7,719.00.

Mark Coe, awarded a Research and Productive Scholarship Mini Grant to study statistics at the Inter-university Consortium for Political and Social Research (ICPSR) of Michigan.

Mark Coe, received grant from the American Psychological Association to serve as the diversity delegate from the state of South Carolina at the American Psychological Association State Leadership Conference in Washington, DC.

Walt Collins, (grant) \$1,800.00 grant funded from the French American Cultural Exchange (August 2007): This grant supported the French Film Festival at USCL in November 2007 which brought five recent and cutting-edge films to campus for students, faculty and community to enjoy. There were approximately 150 in attendance over the five days films were shown including a group of 18 high school students from York County on the second night of the series.

Stephen Criswell, (grant) The National Endowment for the Humanities. Access Excellence Folk and Traditional Arts grant. The NEA awarded USCL \$30,000 to fund research and an exhibit on Catawba potter Georgia Harris.

Stephen Criswell, (grant) South Carolina Budget and Control Board Competitive Grants Program. The Board awarded USCL \$43,000 to develop a center for Native American Studies.

Stephen Criswell, (grant) \$400 Grant from Duke Power to support USCL Native American Studies Program Development and "Catawba Day" Even. Funded January 2007.

Stephen Criswell, (grant) South Carolina Arts Commission, Columbia, SC. Folklife and Traditional Arts Grant. The Arts Commission has awarded USCL \$4,696 to support an exhibit of Catawba pottery.

Stephen Criswell, (grant) Lancaster County Arts Council awarded USCL \$1,000 to help support the 2007 Native American Studies Week.

Stephen Criswell, (grant) Lancaster City Council awarded USCL \$1,200 to help support our hosting of the 2007 Yap Ye Iswa (Day of the Catawba) Festival.

Fran Gardner, (grant) USC Lancaster Research and Productive Scholarship Grant \$9,878. I was awarded this grant to prepare a body of work for my January 2008 solo exhibit with the Florence Museum of Art, Science and History and to purchase supplies.

Fran Gardner, (grant) Lancaster County Council of the Arts \$1,000. I was awarded this grant to attend a workshop titled *The Spiritual Language of Art 2007: The Language of Non-Objective Composition*, instructor by Steven Aimone, notable critic and author. This grant also allowed me to add an importance piece of equipment to my studio and purchase supplies and materials for the workshop.

Fran Gardner, (grant) co-authored with Stephen Criswell, South Carolina Budget and Control Board Competitive Grants Program. The Board awarded USCL \$43,000 to develop a center for Native American Studies.

Chris Judge, received a 2007 USCL *Research and Productive Scholarship grant* to fund his dissertation research, titled—*Archaeological Survey and Testing Within the Hurricane Branch Drainage, Darlington County, South Carolina*.

Chris Judge, awarded *The David G. Ellison Fellowship from the Institution for Southern Studies* at USC Columbia for Summer 2007. \$3946.

Sarah Hunt, (grant) 2007-2008 USCL mini grant recipient, Relationship of BMI and Body Composition in Predicting Frailty and Quality of Life. \$1,555.00.

Bettie Johnson, (grant) Fall of 2007, grant awarded for proposal entitled, “Development of Inquiry-Based Chemistry Labs using Modern Analytical Instrumentation” by the USCL Research and Productive Scholarship Committee in the sum of \$5,500.00.

Theresa Polenski, grant from the *Research Opportunity Program* (formerly the *Research and Productive Scholarship Program*) for \$1,500.00. Common areas of the research project include: life satisfaction, contentment, humans’ subjective sense of well-being, hope courage, human strength, human virtues, etc.

Presentations

Noni Bohonak, Presentation (“Being there” in Asynchronous Online Instruction) on making online instruction comparable to a good face-to-face class at the April of 2007, 18th International Conference on College Teaching and Learning in Jacksonville, Florida.

Fernanda Burke, Presentation, “Unnatural Peptide Inhibitors of Thrombin Activated Platelet Aggregation”, M. Warnock, A.H. Schmaier, J. Hilfinger and H. I. Mosberg, oral presentation at 233rd American Chemical Society National Meeting, Chicago, IL (2007)

Mark Coe, presented research in a roundtable discussion at the American Public Health Association Annual Meeting in Washington, DC with Dr. Harper titled: Urban African American adolescent heterosexual males talk about masculinity and sexuality: Implications for tailored HIV/STI programs.

Mark Coe, presented research on drug use and drug trafficking among African American male youth at the Prevention of Youth substance Abuse in Rural Communities: Bridging Science and Practice Conference sponsored by the Lancaster County Youth Council in Lancaster, SC.

Walt Collins, (Peer-reviewed Conference Presentation), “Tracing Identity & Belonging: The Familial Circumstances of Three Children’s Adoption Stories” at the Southwest/Texas-Popular Culture Association-American Culture Association Conference, Albuquerque, NM. Feb. 14-17, 2007. The paper analyzes one of my research interests, the notion of self-development, in children’s literature about adoption.

Walt Collins, (Peer-reviewed Conference Presentations), “The ambivalence of Western Culture in Chris Abani’s, *Graceland*” at the Northeast Modern Language Association Convention, Baltimore, MD, March 1-4, 2007. This paper discusses the ambivalent nature of elements of Western culture—books, movies, foods, and business practices—in Abani’s 2004 novel.

Walt Collins, (Peer-reviewed Conference Presentations), “Charting another Other in Chimamanda Ngozi Adichie’s *Purpe Hibiscus*” at the Southern Comparative Literature Association Conference, Raleigh, NC, September 2007. This paper evaluates the notions of Other/other in Adichie’s recent novel in order to arrive at a clearer understanding of the self-development of a young African girl.

Walt Collins, (Peer-reviewed Conference Presentations), “She liked to cook?: Food as Cultural Influence in Chris Abani’s *Graceland*” at the Pacific Ancient and Modern Language Association Conference, Bellingham, WA, November, 2007. This paper traces the manifestations of food in Abani’s novel in order to get at the role food plays in either securing one’s cultural moorings or loosening them.

Stephen Criswell, presentation, Presenter and Moderator: Panel on South Carolina Traditional Arts, Folklorists in the South Retreat. Palm Key, SC, April 2007.

Fran Gardner, (presentation) with Dr. Lisa Hammond, *Sharing Landscapes*, Southwest Popular Culture Association, Albuquerque, NM.

Fran Gardner, (presentation) with Dr. Lisa Hammond, *Sharing Landscapes Exhibit and Art Presentation*, Women's Studies Conference, Columbia, SC.

Lisa Hammond, (presentation) "Only to you, Internet': Blogging as a Radical Redefinition of Mothering," National Women's Studies Association Conference, St. Charles, IL, June 2007.

Lisa Hammond, (presentation) "Taking Objects at Random: Processes of Implicit Collaboration," art and poetry performance and exhibit with Fran Gardner, University of South Carolina's Twentieth Annual Women's Studies Conference, "Feminisms and Justice," Columbia, SC, March 2007.

Lisa Hammond, (presentation) "Sharing Landscapes: Art, Poetry, and Digital Collaboration," Southwest/Texas Popular Culture Association/American Culture Association Conference, Albuquerque, NM, February 2007.

Sarah Hunt, presentation, McCrory, JL, FACSM, Salacinski, *Relationship Between Thigh Muscle Strength, Competitive Exercise and BMD in Elderly Athletes and Controls*, oral communication presented at the Mid Atlantic Chapter of American College of Sports Medicine Annual Meeting, Nov. 2-3, 2007.

Sarah Hunt, presentation, Wilson, R., Welikonich, M., Kim, Y., Hunt, S., Robertson, R.J., FACSM *Evaluation of Anticipation Bias for RPE During A Cycle Ergometer Perceptual Production Protocol*, oral communication presented at the Mid Atlantic Chapter of American College of Sports Medicine Annual Meeting, Nov. 2-3, 2007.

Bruce Nims, (paper delivered) "We'd Love to Take you Home with US': Lennon and McCartney's Domestic Inspirations for *Sgt. Pepper's Lonely Hearts Club Band*." 2007 Conference of the Popular Culture Association in the South, September 27, 2007, Savannah, GA.

C. Faculty Hiring

In response to a dramatic increase in student enrollment, as well as a commitment to broaden its academic offerings, USC Lancaster hired the following faculty members in 2007:

Nicole Augusté, Assistant Professor of English
Fernanda Burke, Instructor of Biology & Chemistry
Courtney Catledge, Instructor of Nursing
Stephen Criswell, Assistant Professor of English
Stan Emanuel, Instructor of Business
Jason Holt, Assistant Professor of Mathematics
Sarah Hunt, Assistant Professor of Exercise Science
Lynette Martek, Instructor of Geology
Claudia Priest, Instructor of English
David Roberts, Assistant Professor of Philosophy
John Rutledge, Instructor of Criminal Justice
Andy Yingst, Assistant Professor of Mathematics

**STRATEGIC PLANNING COMMITTEE
2007-2008**

Dr. Noni M. Bohonak

Associate Professor of Computer Science
Chair, Mathematics and Sciences Division

Mr. Kenneth Cole

Director of Financial Aid

Dr. M. Ron Cox, Jr.

Associate Dean for Academic & Student Affairs

Ms. Amanda English

Records Officer

Ms. Shana Funderburk

Director of Public Information

Mr. Paul C. Johnson, III, CPA

Business Manager, Director of Planning

Ms. Tracey A. Mobley

Director of Human Resources

Professor Darlene H. Roberts

Associate Professor of Business
Chair, Business, Behavioral Sciences, Criminal Justice and Education Division

Dr. Richard Van Hall

Professor of History

Ms. Virginia W. Denny

University of Louisville
Delphi Center for Teaching and Learning
Meeting Facilitator for Planning Workshops Fall 2007