College of Hospitality, Retail and Sport Management

Blueprint for Academic Excellence at USC

2009-2014

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**COLLEGE OF HOSPITALITY, RETAIL and SPORT MANAGEMENT**

**BLUEPRINT FOR QUALITY ENHANCEMENT**

I.     **Vision, Mission, and Goals**

<u>**Executive Summary**</u>

*Vision Statement: **The College of Hospitality, Retail and Sport Management (HRSM) prepares leaders and scholars who drive the economic engines of South Carolina, the nation and the world.***

*Mission Statement:* The College of Hospitality, Retail and Sport Management (HRSM) will prepare future leaders and scholars in its respective fields by providing exemplary integrative and experiential academic preparation for students in a collaborative environment that promotes seminal and applied research and service projects with peer institutions, global colleagues and industry partners.

*Goal 1:* Move the College into a new facility that improves the quality, economic sustainability, recognition and visibility of the College's students, faculty, alumni and industry partners which will enhance our College's ability to have a positive impact on the USC Dashboard and College metrics.

*Goal 2:* Develop and improve graduate and undergraduate curricula and instruction while valuing and supporting diversity in the College's student body and increasing its faculty and staff. This will allow the College of HRSM to move its student to faculty ratio more towards the USC Dashboard metric while *exceeding* the USC Dashboard metrics of freshman to sophomore retention and 6 year graduation rates.

*Goal 3*: Increase the College's applied research activities, sponsored funding and publication record as indicted in the appropriate USC Dashboard and College metrics while not compromising the College's reputation for teaching excellence.

*Goal 4*: Develop and expand international involvement with comparable institutions and businesses for faculty and students as indicated in the appropriate College metrics.

*Goal 5:* Provide service and outreach efforts to our respective professions, the State of South Carolina, nation and world communities as indicated in the appropriate College metrics.

# College of Hospitality, Retail and Sport Management Executive Summary

**A. Top 10 Competitive Peers**

The College of Hospitality, Retail and Sport Management has a unique academic format and, as such, we have few academic peers across the U.S. with the exception of Purdue University. Thus in the following pages, each respective unit has identified top ten and top five peers by program.

**B. During the last five years, 2007-2012, our top strengths and accomplishments are**:

- The College of HRSM is now the third largest undergraduate academic institution at USC & generated significant surplus tuition revenue over expenses in '11-12. This surplus goes to strategic USC initiatives.
- The College of HRSM generates significant out of state student enrollment (42%) and tuition, especially in the SPTE Dept. (61%), generating significant revenue for USC.
- According to the USC Millennium database, approximately 67% of alumni tracked remain in S.C. after graduation and thus directly contribute to S.C.'s economy.
- Approximately 32% of the S.C. labor workforce is directly aligned with HRSM academic disciplines.
- The College of HRSM has a "student friendly" policy regarding student enrollment thus enhancing the USC freshman to sophomore retention and 6 year USC graduation rates.
- The College's graduation and retention Dashboard metrics meet or exceed the University rates.
- The College has, for decades, undertaken "integrative learning" by a variety of strategies.
- All of the College's programs are ranked in the top 10 nationally via academic criteria.
- The College of HRSM is home to the SmartState Center of Economic Excellence in Tourism and Economic Development and five research centers.
- The College is a strategic and founding partner with IT-oLogy, has a new Ph.D. in HRTM and a new M.S. joint degree in Health IT with the Arnold School of Public Health.
- The College's faculty have a growing commitment to globalization.
- Two of our four academic programs have significant involvement or host conferences in Columbia, S.C.
- The College has a growing population of African-American and female students.
- The College's faculty are regularly sought by the press for vital industry comments.
- McCutchen House educational program is a College, School of HRTM and campus asset.

**C. College of HRSM weaknesses:**

- The College's academic facility is a deterrent to quality faculty teaching, research & student learning. It greatly hinders faculty & student recruiting & does not provide a healthy academic and work environment.
- The College's student-to-faculty ratio as defined by the new Dashboard is **46:1** as of the Fall of 2011.
- Budget cuts and the corresponding loss of faculty and staff, while enrollments have grown steadily, have seriously impaired quality teaching and hindered faculty, administrators and support staff from undertaking a variety of academic, research and service initiatives.
- Insufficient resources to conduct & manage HRSM "integrative learning" & transformational advising.
- The College has difficulty in tracking job placement rates for its graduates.

**D. Plans to addresses weaknesses:**

- Short term: Facility renovation of Coliseum to move the largest HRSM department (HRTM) from the basement to the 1st floor and to move the *i*IT program to leased space with IT-oLogy.
- Long term: Move College of HRSM into a significantly renovated Law School building by Fall of 2017.
- The College's A fund budget needs to be increased by **$400,000/yr.** for 2013-14, 2014-15, 2015-16 and 2016-17 so we can hire N=4 Assistant & Associate Professors each of these four years which will bring the College of HRSM student to faculty ratio to **31:1 and greatly improving student academic quality.**
- The College needs to launch a M.S. degree in Health IT and a doctorate degree in SPTE, which, in turn, will attract more faculties interested in undertaking research, support doctoral graduation and the pursuit of external funding with subsequent returned indirect funds. This will allow us to participate in the USC research Dashboard.
- USC needs to authorize the College of HRSM a $250/major/semester "enhancement fee" for "transformational advising" and QEP, "integrative learning" program support.

# Sport and Entertainment Management (SPTE)

### A. Top 10 Programs In Our Discipline and Competitive Peers

The University of South Carolina is unique in offering a degree in Sport and Entertainment Management.

The top 10 universities in the larger field of Sport Management are (alphabetical order):

- Florida State University
- Ohio University
- Temple University
- Texas A&M University
- University of Florida
- University of Louisville
- University of Massachusetts
- University of Oregon
- University of South Carolina
- West Virginia University

The SPTE program is generally considered among the top five programs by the academic community and regarded in the top three by the sport & entertainment industry. Although no other programs offer an entertainment management component as we do, the following would be considered this department's peers with regard to Sport Management:

- Florida State University
- Texas A&M University
- University of Florida
- University of Louisville
- University of Massachusetts

### B. During the last five years, 2007-2012, our top strengths and accomplishments are:

The SPTE undergraduate program was identified in a 2010 study as the largest undergraduate program in the country. This is an indicator of our growing reputation in both the academic and practitioner ranks.

- The SPTE department has refined and formalized its goals to assure alignment with university and College goals.
- Department continues to attract high profile and sought after faculty members. The department added two new assistant professors and a new clinical instructor in the fall of 2011. Additionally, searches for two new tenure tract faculty members, one full professor and one assistant/associate professor, are currently under way. The SPTE Department has been extremely successful in retaining its faculty.
- The SPTE faculty's research productivity and grant activity continues to increase.
- Initial plans have been developed for the formation of a departmental vehicle that will foster research, service and professional development for the SPTE department and the sport and entertainment industry.
- The Master's degree in Sport and Entertainment Management has grown to over 50 students. The program continues to draw national and international recognition for the department, College and University.

- The department continues to increase and enhance the undergraduate "with distinction" tract and has increased participation in that undergraduate research program. Planning for a complete four-year undergraduate research experience is underway.
- An undergraduate Living & Learning Community was established in the fall of 2011 with University Housing adding to the uniqueness of the SPTE program offered to undergraduates and in comparison to other programs both nationally and internationally.
- The *Journal of Venue and Event Management* continues to meet a critical need and foster research in the area of venue management. The completely online platform is proving to be a cutting edge innovation for the sport and entertainment industry.
- The annual "Sport, Entertainment, and Venues Tomorrow" conference continues to grow in attendance and industry influence, as well as serving as a revenue stream for the SPTE department.
- We have established and grown our commitment to diversity and globalization by establishing a permanent study abroad course that is offered each year, SPTE 570-Special Topics in Global Sport. The SPTE faculty continue to be actively involved in internationally at professional conferences through student internships and consultation activities.
- The SPTE department continues to aggressively explore exchange and executive education possibilities in China, Aruba, Australia and Taiwan.

C. **Weaknesses and plans to address:**
- Lack of a systematic method of tracking our alumni.
  Plan for Resolution – We are continuing the implementation of a three prong solution to developing a systematic method of tracking SPTE alumni: 1) Initial post graduation contact information will be gathered from the student during structured exit interviews. 2) An Alumni directory, undergraduate and graduate, is being developed for distribution (electronic and hard copy). It is hoped this will serve as an easy medium for alumni to remain in contact with the program; and 3) We have initiated the use of various forms of social media to offer platforms through which alumni may stay connected to the SPTE program.
- Limited ability to conduct practicum and internship site visits.
  Plan for Resolution – In order to more actively supervise practica/internship students and to have a more visible presence in the sport and entertainment industry, the SPTE department and the College of HRSM are implementing a phased plan to resolve this problem: 1) Beginning in the Summer of 2012, portion of the HRSM budget has been encumbered to fund travel to sites within a 250-mile radius of the Columbia campus and at other selected sites; 2) For students outside of this radius, the SPTE department and the College of HRSM are considering contracting representatives of the department to conduct site visits budget permitting; 3) Identify revenue streams that can fund supervisor travel to practica/internship sites. These may be utilized in the development of formalized internships with various industry partners; 4) Work in concert with HRSM development office to coordinate site visits in order to utilize development staff for site visits and use supervisor staff to help with development activities as appropriate.
- Lack of Ph.D. program.
  Plan for Resolution – Ph.D. Planning and Implementation Committee has developed a Doctoral degree proposal for submission. The plan calls for the initiation of a Ph.D. program in fall of 2013 dependent upon the speed of the proposal progressing through USC and State of South Carolina system. A senior faculty search to support this initiative is underway and candidates have been identified.

**School of Hotel, Restaurant and Tourism Management (HRTM)**

A. **Top 10 Programs In Our Discipline and Competitive Peers**
- Purdue University
- University of Nevada at Las Vegas
- Pennsylvania State University
- University of Houston
- Virginia Tech
- California State Polytechnic Institute at Pomona
- University of Massachusetts at Amherst
- Oklahoma State University
- University of South Carolina
- University of Central Florida

Top 5 Departments at other universities that are our peers.
- Purdue University
- Cornell University
- Pennsylvania State University
- University of Central Florida
- Virginia Tech

B. **During the last five years, 2007-2012, our top strengths and accomplishments are**:

- HRTM is ranked #9 by a national study in the <u>Journal of Hospitality and Tourism Education</u>
- HRTM has four research institutes/centers: (1) SmartState Center of Economic Excellence in Tourism and Economic Development ($4 million endowed); (2) International Tourism Research Institute; (3) Sloan Center in Travel and Tourism; and (4) International Institute in Foodservice Research and Education.
- International initiatives in China (student exchanges with Institute for Tourism Studies in Macau and visiting scholars from a number of Chinese universities), India (partnership being forged with JHM Hotels' development of a Hospitality School in India), and Aruba (faculty and student exchange with the University of Aruba).
- McCutchen House is a unique dining facility that trains students for careers as managers in the foodservice industry. Most hospitality schools have a dining facility, but McCutchen House is historic and has location on Horseshoe.
- The Culinary and Wine Institute at Carolina provides education and training for the foodservice industry through the culinary program and community service education in wine knowledge. This provides the College and University considerable community and industry exposure.
- HRTM has very strong faculty with national/international reputations in their respective fields. For example, Dr. Li is among the leading scholars in China outbound tourism. He has secured numerous grants to research Asia-Pacific tourism and has been invited to be a

member of the Global Insights Advisory Council for Brand USA. Dr. Gustafson is among the top 1-2 scholars and teachers in club management and coordinates the specialization in Club Management, one of only 2 in the U.S. (UNLV has the other). Dr. Strick is among the top wine educators in the U.S. and has brought the Sommelier Program to USC, which exists at only six of the top hospitality schools in the U.S.

- Hiring and growing in tough economic times. Growth in student (over 700 undergraduates, 30 Masters and 6 PhD students) and faculty numbers allows us to consider many new programs.
- Excellent industry and community relations. For example, our partnership with Augusta National Country Club is making it possible for HRTM students to gain valuable hands-on experience by working major events such as the Masters' Golf Tournament. Industry connections help with job and intern placement.
- Five student organizations provide abundant opportunities for students to interact with the industry and build a sense of family within the department.
- Faculty and staff possess genuine interest in students, provide international diversity, and create a collegial work environment.

**Important accomplishments:**
- New Ph.D. in Hospitality Management began August 2011.
- Hiring prominent faculty to direct remaining 2 research centers:  Dr. Simon Hudson for CoEE and Dr. Robin DiPietro for IIFRE.
- Accredited for third time by ACPHA (Accreditation Commission for Programs in Hospitality Administration.
- Partnership with University of Aruba has provided opportunities for both faculty and students to participate in exchange programs.
- Hiring a full-time Internship Coordinator.
- Sloan Center in Travel and Tourism has built a reputation for cutting-edge travel research in Asia-Pacific Markets.
- Increased research productivity among tenured and untenured faculty.
- Becoming a member of the Academic Common Market.

## C. Weaknesses and plans for addressing:
### Weaknesses
- Lack of brand marketing. A stronger more coherent brand is needed to improve our identity and provide an opportunity to recruit students both nationally and internationally.
- Lack of support staff. In the past 4 years the department has lost its administrative assistant position.
- Split between 3 physical workspaces creates poor communication among faculty in same department.
- Seven years out of the last eight, HRTM has had either an interim department chair or an interim dean.

**Plans to address weaknesses**
- An offer has been made to a candidate for the School Director, so it is hopeful that this situation will soon be resolved.
- Plans are underway to renovate space on the academic level of the Coliseum, which will bring faculty in closer proximity to one another.
- Discuss brand marketing with College PR department. Develop a marketing plan to improve our brand recognition for both our national and international market.

### *i*ntegrated Information Technology (*i*IT)

**A. Top 10 Programs In Our Discipline and Competitive Peers**

There are 18 ABET-accredited information technology programs. Of these, nine are doctoral granting institutions. They are (with their Carnegie classifications):
- Brigham Young University (RU/H)
- University of Cincinnati (RU/VH)
- Drexel University (RU/H)
- East Tennessee State University (DRU)
- George Mason University (RU/H)
- Georgia Southern University (DRU)
- Indiana University-Purdue University-Indianapolis (RU/H)
- University of Missouri – Kansas City (RU/H)
- Purdue University (RU/VH)

To this list we would add:
- Syracuse University
- New Jersey Institute of Technology

Although no ranking of information technology programs exists, we would place ourselves probably fourth or fifth on the list of the top 10 programs.

Top 5 Departments at other universities that are our peers:
- New Jersey Institute of Technology
- George Mason University
- Drexel University
- Purdue University
- Syracuse University

**B. During the last five years, 2007-2012, our top strengths and accomplishments are**:

**Strengths**
- Strong IT curriculum responsive to current industry needs and national standards (ABET/ACM/AIS).
- Collegial, dynamic, innovative environment.

- Well-established relationships with information technology industry.
- Leadership role in IT-oLogy partnership.
- Interdisciplinary, collaborative research.
- Graduates with skills in demand by industry.
- Internships and capstone class.
- Successful in attracting minority students.
- Successful in attracting in-state students.

**Accomplishments**
- Master of Health IT approved by USC Board of Trustees in December 2011 (anticipate CHE approval in May). On track for Fall 2012 implementation.
- A leading role in establishing the Consortium for Enterprise Systems Management, now branded as IT-oLogy, which celebrated its first year operation in February 2012.
- Enrollments increased by 25% from Fall 2010 to Fall 2011, from 119 to 148.
- Enrollment of women increased from 17 to 29 for Fall 2011 (low enrollment of women in IT and CS is a problem receiving national attention).
- Award winning faculty and students.
- Increased awareness of program by industry and discipline.
- Sponsored successful IT Computer Camps in collaboration with IT-ology and MEBA.
- A leadership role in establishing POSSCON (the Palmetto Open Source Software Conference), now in its 4th year, as the largest open source conference on the east coast.
- Experiential and Service learning focus in the curriculum.
- ITT student Chris Richardson received 2012 IBM Enterprise Z Computing Scholarship.
- New Program Chair recruited with strong health IT experience.

C. **Weaknesses and plans for addressing:**
 **Difficulties**
- Overcoming national decline in interest among young people in IT careers (decline started in 2004; indicators show some turn-around, but still weak).
- Visibility – Students have difficulty finding us – One of the best-kept secrets on campus.
- High service loads due to limited number of tenured faculty.
- Dynamic nature of discipline requires continual curriculum and faculty retooling.
- Recruiting women students is a challenge for the discipline  (Women average less than 20% of IT students and professionals nation-wide).

 **Weaknesses**
- Lack of a Masters / Ph.D. program in information technology.
- Difficulty getting appropriately skilled graduate assistants.
- Lack of systematic way to track alumni.

- Need to build expertise in health IT to support new MHIT.
- Currently not classified as a STEM discipline, which means that students miss out on associated scholarship opportunities.

**Plans to address weaknesses**
- Continue to collaborate with IT-ology in promoting the need for IT talent in the region and the nation.
- Assign one faculty member 1/3 time to IT-oLogy as an Associate Director.
- Continue to work with HRSM Development and Communications Office to more aggressively market the *i*IT program.
- Create an introductory *i*IT course that will meet Carolina information literacy core requirements, develop essential IT survival skills applicable across all disciplines, and serve to introduce students to the IT discipline and its many career opportunities.
- Apply for two to three major health IT grants in the 2012/13 academic year in collaboration with the healthcare community.
- Recruit four to six new members with health IT experience for *i*IT Advisory Board.
- Reapply for NSF Grant to support recruitment of IT students with scholarships.
- Foster collaboration and mentorship among *i*IT faculty to build health IT experience and develop funded research projects that will lead to publication in health IT journals.
- Update CIP code consistent with evolution of program.
- Submit application to become classified as a STEM discipline.


## Department of Retailing (RETL)

**A. Top 10 Programs In Our Discipline and Competitive Peers**
According to a study published in by the American Collegiate Retailing Association/American Marketing Association, the top ten departments in North America based on research are as follows:
- University of South Carolina
- University of Illinois-Champaign
- Babson College
- University of Tennessee
- Purdue University
- University of Arizona
- Brigham Young University
- Georgia State University

**Six Colleges at U.S. Universities considered peers** (in alphabetical order)
- Auburn University
- Colorado State University (Fashion Merchandising only)
- Iowa State University (Fashion Merchandising only)
- Purdue University

- University of Kentucky (Fashion Merchandising only)
- University of Tennessee

**B. During the last five years, 2007-2012, our top strengths and accomplishments are**:

### Department in general
- Undergraduate enrollment has increased 25% from 389 in 2007 to 489 in 2011.
- The number of minors has increased 7% from 135 in 2007 to 145 in 2011.
- The graduate program enrollment has increased 140% from 5 in 2009 to 12 in 2011.
- Hired a tenure track faculty member. Another faculty member earned tenure and promotion. Two more faculty members have submitted their files for tenure and promotion.
- A senior lecturer won the College of HRSM Teacher of the Year Award.
- Approximately 50 students have completed internships abroad at the Paris Fashion Institute and through the American Intercontinental University.
- 100% of interns were placed. Internships were conducted throughout the nation. Examples of companies included: Nordstrom (North Carolina), Druth's (Ohio), Donna Karan (New York), and Kohl's (South Carolina).
- The number and variety of external relations with industry was expanded; additional internships, permanent placement positions, and student-industry partnerships were developed through new industry relations.
- Center for Retailing established to build develop national and international exposure due to outreach efforts and *Forbes* blog.
- The graduate recruitment plan has resulted in:
  - graduate program enrollment that has gradually increased every semester with an initial enrollment of 5 students three semesters ago to currently 12 students enrolled.
  - the first Retailing graduate student has graduated.

### Fashion Board
- Fashion board, sponsored by the department, is one of the largest student organizations on campus. Composed of over 150 members representing majors campus-wide, Fashion Board has committed to raising at least $2,000 each year for student scholarships. In addition, they annually participate in Lee National Denim Day, raising funds for breast cancer research and collecting hundreds of pairs of jeans for the clothing closet at the Richland County Department of Social Services. Members also regularly assist other organizations' fashion shows (such as The Department of Juvenile Justice, the USC Association for African American Students, and The Columbia Design League's Runaway Runway Recycle show) by providing dressers, models, and organizational support. This year, they also participated in the USC Adopt-a-Family program at Christmas by providing many gifts for a family in need and presented their annual style workshop to parents at USC on Parents Weekend.
- Fashion Board sponsors Fashion Week at USC each April, which includes fashion shows featuring local boutiques and emerging student designers, a fashion symposium, charity events, and promotional events on campus. This year's Fashion Week will feature an emerging student designer show at 701 Whaley, a boutique fashion show at 701 Whaley,

a doggie fashion show to benefit Pets, Inc., and a fashion symposium featuring New York City designer Hunter Bell.

- Fashion Board members volunteered as visual merchandisers to transform Handpicked stores across South Carolina and in parts of North Carolina prior to Thanksgiving for their holiday season. In return, Handpicked donated nearly $2,000 to Fashion Board, which will be used for student scholarships.
- RETL 365 – Visual Merchandising and Store Design students have partnered with the owners of Richland Mall to provide an in-depth analysis of the mall. Students have also worked with the mall by constructing ten display windows. Students have also partnered with Five points and the Devine street Corridor merchants to construct display windows in their stores.
- Recognition was provided through the local media as one of the top Retailing programs (Darcie Strickland)

**Teaching**
- The Retailing Advisory Board continued to evaluate the curriculum, providing input regarding the changing nature of the industry.  New courses have been added to meet the industry standards and the minor in both Fashion Merchandising and Retail Management have been updated.
- Industry experts were regularly featured as speakers in the classroom; theoretical concepts were dovetailed with practical application of concepts.
- The international study abroad courses offered by the Department continues to be highly successful and in demand by the students. This, and other study abroad courses taken by our students, improves their learning experiences and broadens their perspectives on life. These have also been expanded to include graduate students.
- To better prepare our students and to enhance their employment opportunities upon graduation, the Department implemented a 200 level practicum for all Retailing majors in addition to the internship experience requirement. The practicum is 3-credit prerequisite for the internship.
- Retailing faculty taught workshops for the USC Center for Teaching Excellence.
- Students are provided field-experience opportunities through class assignments and day trips to various fashion and retailing venues.

**Research**
- Faculty members in the department continue to publish on a national and international level. Fifteen refereed publications, eight refereed proceedings and various presentations during the academic year. This productivity has assisted in the department in maintaining its #2 ranking for research by an external agency (i.e., published by the American Collegiate Retailing Association).

**Service/Outreach**
- The personalized advising plan and effective internship program (which often leads to permanent placement) contributes to the Department's timely graduate rates.
- Service learning efforts are infused throughout a variety of the department's efforts. Students in RETL 388, Contemporary Trends, plan and implement a fashion show each fall and spring semester. The proceeds go to a specific charity. The Fall 2011 show raised over $2,000 for a local charity, Clothed in Hope, owned by a Retailing graduate.
- The Director for the Center for Retailing has strengthened industry contacts throughout the state and nation.

- A weekly *Forbes* column is published from the Center for Retailing, generating international exposure for the College and university.
- Our two USC sanctioned student organizations (Fashion Board and SIFE) contribute to the Department's high student retention rate.
- SIFE members worked on service learning activities and competed in a regional competition (March 2011). The group's activities have secured attention from industry leaders around South Carolina.
- Faculty serve on university-wide committees and the board for not-for-profit organizations.
- Several courses assist students in participating with organizations, in University sponsored services, and in College activities.  For example, Retailing students are encouraged to participate in the Martin Luther King Day services and debrief in class about their experiences; participate in Big Brothers/Big Sisters Bowl for Kids' Sake fundraisers; and participate in College activities such as the College of HRSM Barbeque Cook-off Contest.
- SIFE at USC collected 164 pounds of food in Campbell's "Let's Can Hunger" campaign. The food was donated to outreach ministries. SIFE also sponsored two free leadership seminars to faculty, students and the community. AT&T and Target were featured speakers.

## D.  **Weaknesses and plans for addressing:**
- Additional faculty/instructors are needed to offer additional graduate courses.
- A plan for attracting international students should be devised.
- The Department of Retailing does not currently offer a doctoral program.  Plan for resolution:
  - o A doctoral program in the Department of Retailing is targeted to be offered by 2017. The Master of Retailing curriculum will dovetail into this program. The goal is to recruit excellent students from the Master of Retailing program for the doctoral program.
- The Department is continually trying to find a balance in scheduling.  We don't have enough faculty members to successfully offer enough course sections to satisfy our undergraduate student body and our graduate student body.  Plan for resolution:
  - o The Department of Retailing is hiring a new department chair and assistant professor due to a retiring professor.
  - o The Department of Retailing, in conjunction with the School of Hotel, Restaurant and Tourism, has submitted a Faculty Replenishment Initiative proposal to hire a faculty member with expertise in distribution.
  - o It would be beneficial to hire an additional full-time instructor to teach some of the lower level courses, freeing up faculty to teach more graduate courses and/or work on research and obtaining grants.
- There is a lack of domestic field study experiences in New York City and other market centers.
- SIFE (Students in Free Enterprise) was reinstated fall 2010. SIFE (Students in Free Enterprise) is an organization that generates a financial support from industry.  However, this cannot be sustained through the Center for Retailing.

**Alfred P. Sloan Foundation Travel & Tourism Industry Center**
**And the International Tourism Research Institute**

## Executive Summary

The University of South Carolina's tourism centers are among the top tourism research centers in the United States because of the way they were created, as well as direction and research themes. The International Tourism Research Institute was rebranded from the Institute for Tourism Research in 2006--thus leading the way in at what was at that time a new direction for the College. Since then, Sloan and ITRI have completed numerous projects (downloadable copies of project reports are available at www.travelandtourism.sc.edu and www.hrsm.sc.edu/tourismresearch that have received international attention (see international and national press on ITRI website). The institute and center began to focus on international and economic development issues slightly "ahead of the curve" in response to University globalization, state budget reductions to higher education, and the economic recession. The Sloan Center has become a global leader in Chinese outbound tourism. These centers generate projects and press in an environment in which they are not "hard-wired" to any single funding sources, e.g., an annual, recurring state grant or contract and thus demonstrating a high degree of entrepreneurship. Our institute and centers models are being replicated around the world.

### A. Other peer institutes/centers and competitive notes:

- International Institute of Tourism Studies—George Washington University: this institute significantly benefits from location in the seat of federal government.
- Clemson International Institute for Tourism Research & Development—Clemson University: changed its name to international after this focus was integrated into the name of the USC center.
- Center for Tourism Research and Development, University of Florida—this is a strong tourism research center that has benefited significantly from USAID funding and a strong presence in Washington, DC.
- Purdue Tourism and Hospitality Research Center—a peer research center that shares an Asia-Pacific tourism research focus.
- Two Centers for Sustainable Tourism—one at Arizona State and one at East Carolina—as sustainably comprehensively encompasses society, environment, and economy, these centers may have an overly narrow focus.

### B. Top Strengths: Leadership and Entrepreneurship

- The institute and center demonstrate leadership in international development through economic development and tourism.
- The most significant accomplishment continues to be achieving a $1.2 million match of Alfred P. Sloan Foundation funding to create a nationally and international recognized travel and tourism center. This goal was achieved and verified by university records within the required time frame and despite high administrative and faculty turnover within the College.

- According to USCERA, as PI or Co-PI, over $500,000 in external grant funding since 2005. At least $276,111 was unmatched by any external sources.
- The original investment of $400,000 in the Alfred P. Sloan Foundation Travel & Tourism Industry Center continues to generate significant grants from such sources as Walt Disney in 2011.
- In 2012, the U.S. Department of Commerce, Office of Travel and Tourism Industries released a report on the decline of Japanese visitors to the United States in conjunction with the Sloan Center.
- The institute and center has generated numerous peer-reviewed publications on international, economic development, or Asia-Pacific tourism topics. Dr. Li was recently quoted in *USA Today* regarding the center's work on Chinese outbound tourism. Dr. Li also sits on the editorial boards for numerous peer-reviewed journals, including Journal of Travel Research, Journal of Leisure Research, Advances in Culture, Tourism, and Hospitality, Asia Pacific Journal of Tourism Research, Journal of China Research, Journal of Global Academy of Marketing Science, and Journal of Destination Marketing & Management.  He is currently guest editing two special issues for Journal of Business Research and Journal of China Tourism Research. Dr. Harrill is the Research Notes editor for *Tourism Analysis*, Associate Editor of *Journal of Culture, Tourism, and Hospitality Research,* and editorial board of Advances in Culture, Hospitality, and Tourism Research.
- The Sloan Center completed a major economic impact study of the South Carolina National Heritage Corridor with Clemson University, showing collaboration between the state's two major tourism programs. The project is now downloaded from the South Carolina National Heritage Corridor website. To date, the institute and center has completed economic impact/tourism planning work in 19 South Carolina counties.
- In 2012, the Sloan Center submitted a follow-up grant proposal with the South Carolina National Heritage Corridor to create an economic impact and branding study of the state's four national scenic byways.
- ITRI Thailand—has created an internship opportunity for students in Thailand with a major hotel chain—Aleeta Resorts and Spas—preparing them for the international job market.
- ITRI Dominican Republic—continues to maintain a small annual grant for GRUPO PUNTA that has potential to grow in coming years to include golf and hospitality surveys and attracts a growing number of USC graduate and undergraduate students.  It is a required business course.
- ITRI Macao—has created an exchange relationship with the Institute of Tourism Studies in Macao providing USC students with the opportunity for semester study in one of the world's most dynamic economies and preparing them for the international job market.
- The College of HRSM annually hosts a major tourism branding and marketing conference with IFT Macao. The results of one conference led to a special issue of the International Journal of Culture, Tourism, and Hospitality Research on destination branding and marketing.

- Quotes regarding the institute and center's research has appeared in *USA Today* (twice), Las Vegas Sun, CNN Travel, NPR, *San Francisco Chronicle*, *The Daily Telegraph* (Australia), the *Honolulu Advertiser*, the *Christian Science Monitor*, the *Charlotte Observer*, and Reuters.
- ITRI will develop the "Gamecock China Travel Barometer" with assistance from Chinese scholars in the 2012-13 academic year.

## C.  Weaknesses:  Continuity and Positioning

- University support for the institute and center has been excellent. Together, we have created an international tourism research brand. These international research products will only grow as the university continues to globalize its research and curriculum. The University is enthusiastic about economic development and Asia-Pacific tourism as research themes. However, continuity in vision and strategic planning requires stability in the position of Dean. A dean elected by the faculty should remain in place for at least 10 years for the College's centers and institutes to achieve maximum potential.
- Institutes and centers continue to struggle with a lack of local, state, and federal support.  The institute and center will continue to aggressively apply for grants, however, other valuable products and initiatives such as international visiting scholars attracted and opportunities created for students should also be considered. The University needs better representation with international developing funding agencies in Washington and stronger support from individuals in elected offices that specifically work with grants and contracts.
- Many issues facing HRSM are simply a matter of time and consistency:  support specific goals and objectives consistently and over an extended time. Some of the programs currently in place may be better received and valued by the student body in the future as the university continues to diversify and globalize. If such programs are not supported in the short-term, they will not be available when the university's student population is ready to support such initiatives. To address this issue, our Institute will continue to advocate for international, economic, and Asia-Pacific agenda as it has since 2005.

**SmartState Center of Excellence in Tourism & Economic Development**

**Executive Summary**

**A. Other tourism research centers in the U.S. considered to be our peers**

There are a number of tourism research centers in the U.S. although as far as we are aware, none follow the same model as the Centers of Economic Excellence. However, such centers are:

- The Center for Tourism Research and Development, University of Florida;
- Purdue Tourism and Hospitality Research Center, Purdue University;
- University of Maine Center for Tourism Research and Outreach;
- Center for Recreation and Tourism Research and Policy (CRTRP), George Mason University; Center for Sustainable Tourism (CST), Arizona State University;
- Clemson International Institute for Tourism Research & Development, Clemson University;
- The Center for Sustainable Tourism at East Carolina University
- The Center for Hospitality and Tourism Research (CHTR), Oklahoma State University;
- The University of Minnesota Tourism Center;
- The Hospitality Research Center, University of New Orleans;
- Office of Tourism Analysis (OTA), College of Charleston
- Vermont Tourism Data Center, University of Vermont.

**B. Center's top strengths and important accomplishments achieved in the last five years.**

- The College of Hospitality, Retail and Sport Management houses a very strong team of tourism and hospitality researchers, a team that in the last few years has been strengthened by the opening of the Center of Economic Excellence in January 2010.
    - In 2010 the School recruited Dr. Simon Hudson to be Director and Endowed Chair for the Center. Dr. Hudson is known and respected as a leading expert in tourism research and development – specifically in the field of tourism marketing.
    - Dr. Fang Meng and Dr. David Cardenas, two outstanding junior tourism researchers, joined Dr. Hudson in 2011.
    - The Center was also boosted in 2011 by the arrival of two fully funded Ph.D. students, Stefanie Benjamin and Karen Thal.
    - Dr. Hudson has appointed a part-time grant writer, Betsy Wolff, to assist with grant applications.
    - A number of Research Fellows from academia and industry have also joined the Center to offer guidance and assistance in future activities.
- The Center has been very active applying for, and winning, research grants. Highlights from 2011 include:
    - The Center was invited by the Aiken Chamber of Commerce to submit a proposal to conduct a feasibility study for an International Equestrian Center. This was approved late 2011 and will bring $40,000 into the College. The study will be conducted by researchers from both HRTM and Sports Management.
    - The Center received $7,500 from Francis Marion University to study rural tourism in Pee Dee region of South Carolina.
    - Dr. Hudson won a $42,750 grant from Pitney Bowes to write two White Papers on the use of social media in marketing communications in collaboration with two professors from the Moore School of Business.

- Dr. Hudson's team has been very active disseminating their research and knowledge. Highlights from 2011 include:
    - Dr. Hudson gave seven keynote speeches at four international conferences and three statewide conferences.
    - The team presented research papers at a further eleven academic conferences.
    - The team published five articles in peer-reviewed journals.
    - Dr. Hudson gave a number of media interviews including four television and two radio interviews.
    - Information about the Center is also disseminated via a dedicated website and printed communication materials.

## C. Center's weaknesses and plans for addressing them:
- **Weakness:** Lack of external funding.
    - **Plans to address weakness:**
    - Apply for a minimum of six grants in 2012 and request a minimum $300,000 in total funding.
    - Visit Washington once more to speak to the Department of Commerce and other funding agencies to promote Center activities and explore funding opportunities.
    - Meet with SC Convention Center and CVB Directors to explore annual research funding.
    - Search for sponsors who may wish to name the Endowed Chair ($1.5m)
- **Weakness:** Linking Center activities to the creation of jobs in the state.
    - **Plans to address weakness:**
    - Get a tourism and hospitality business incubator off the ground
    - Use the masters tourism consultancy class (HRTM 795) to assist tourism businesses in the state
    - Liaise with other SmartState centers (Dr. Hudson is the 2012 Chair of the Council of Chairs) so as to better understand how the tourism Center can make a positive impact on job creation.
    - Begin a training program for tourism and hospitality employees in South Carolina

## II.    Goals, Initiatives, and Action Plans

***Goal 1:*** ***Move the College into a new facility that improves the quality, economic sustainability, recognition and visibility of the College's students, faculty, alumni and industry partners, which will enhance our College's ability to have a positive impact on the USC Dashboard and College metrics.***

This goal was modified from the previous Blueprint, but still continues.

Dean Mihalik along with all HRSM Development team, Department Chairs, select faculty and both Associate Deans, will seek funding and support from alumni, corporate partners, friends of the College, university, municipal partners and local government officials to renovate the Law School as the new home for the College. Several initiatives will be pursued in order to raise the necessary funds.

1(a) Initiative, Action Plan, and Indicator(s)

In order to fulfill the aforementioned goal, the HRSM team will cultivate and nurture mutually beneficial relationships beginning in the fall of 2010 and ending when sufficient funds have been obtained. The College of HRSM Development team will work with individual and corporate donors that will eventually lead to renovation of the Law School building. The Law School, located on Assembly Street across from the new DMSoB, will allow the College to attain excellence in faculty and student learning, research and service and enhance recruitment and retention. Part of the funding model will be based on the use of one time, annual state capital repair funding as many of the necessary renovations to this building are a result of deferred maintenance. Further, a new building in close proximity to the Colonial Life Arena will allow more programs in the College of HRSM to develop "integrative" student learning opportunities with critical stakeholders, help build stronger ties to the community, individual, governmental and corporate stakeholders as well as foster pride and increase the potential of the faculty and students. It is expected that such funds be raised within the next 6 years. The College is expecting to receive gifts totaling USD$15 million from individual and corporate donors and funds totaling USD$20 million from USC for air-conditioning replacement, earthquake retrofit and asbestos removal. Since this building project is a campus renovation, the College will attempt to encumber $1 million of its Carry Forward funding to this project.

*Responsible unit: President, Provost, Dean, Department Heads, both Associate Deans, HRSM Development team and select faculty.*
*Delivery deadline:  Fall 2017.*

1(b) Initiative, Action Plan, and Indicator(s)

While the fundraising for the Law School renovation progresses, a short-term solution to the less productive and unhealthy learning environment of the Coliseum's basement is progressing with the assistance of the USC SNAP Committee and the Provost's Office. A proposal has been approved though USC governance in 2011-2012 to reallocate 1,200 SF of the Coliseum's first floor

classrooms to the School of HRTM for faculty offices. The cost will be paid by the College's Carry Forward balance in the 2011-2012 fiscal year.

*Responsible unit: Dean, both Associate Deans, HRTM Director, School of HRTM faculty.*
*Delivery deadline: Fall 2012.*

Second, the *i*IT program's faculty will be moved from the basement to leased space in Wilbur Smith to leverage the synergy of IT-Ology and to grow enrollment and to enhance faculty recruitment. This 5-year lease will be timed to end with the move in date for the Law School renovation.

*Responsible unit: Dean, Associate Dean for Research, iIT Program Director and iIT program faculty.*
*Delivery deadline: Fall 2017.*

This, in turn, will allow HRSM's basement offices to be reassigned to the College's new Centralized Student Services unit with 4 advisors, 1 full-time administrative support staff member and the Assistant Dean. It also will serve as office space for up to 28 doctoral students in HRTM and SPTE in 14 offices and up to 4 visiting international faculty in 4 offices.

1 (c) Initiative, Action Plan, and Indicator(s)

Fill open administrative positions with leaders and scholars who have the vision and management skills to lead our programs during this difficult fiscal environment.

- As Department Chairs' terms expire, the College will open international searches to fill those positions. A successful search for the Department Chair in SPTE has resulted in the hiring of Dr. Andy Gillentine who began his tenure in July 2010 and for the *i*IT Program Director, Dr. Elizabeth Regan who began in the fall of 2011.
    - o An external, international search for the Chair of the HRTM School began in the spring of 2010 and is ongoing.
    - o An external, international search for a Chair of the Retail Department began in the fall of 2010 and has successfully concluded.
    - o The two searches have proved difficult in securing applications due to the economy.

*Responsible unit: Dean, Department Chair Search Committees, program faculty and HRSM HR Director.*
*Delivery deadline: Fall 2012.*

1(d) Initiative, Action Plan, and Indicator(s)

The College will actively recruit and hire scholars for tenure track positions that will support the mission and goals of our programs. Also see 2 (b).

- One new FRI Assistant Professor for the School of HRTM in the area of Revenue Management will be hired and will start in the fall of 2012.
- One new Associate Professor for the School of HRTM for the International Foodservice Institute will be hired and will start in the fall of 2012 from the Provost's startup support.

- One new FRI Assistant Professor for the Sport and Entertainment Department in the area of Entertainment Management will be hired and will start in the fall of 2012.
- One new FRI Assistant Professor for the *i*IT program in the area of Health Care IT will be hired and will start in the fall of 2012.
- One replacement Assistant Professor from the *i*IT program will be repositioned to the Health Care IT area from Business Education and will start in the fall of 2012.
- One replacement Assistant Professor from the Department of Retailing will be hired and will start in the fall of 2012.
- The above 6 new hires will bring the projected College of HRSM student to faculty ratio down to 37:1 assuming no growth in enrollment.
- Because of the growth of the College has resulted in a current student to faculty ratio of **46:1 in the fall of 2011 and 37:1 in the fall of 2012**, a minimum of N=3 new faculty/year for the next four years are need for the College to allow HRSM students and families to attain a 30:1 student faculty ratio which approaches the Provost's Dashboard metric of 20:1 while not restricting incoming majors to the College of HRSM.

*Responsible unit: Provost, Senior Vice Provost, Dean, Department Chairs , Program Search Committees and HRSM HR Director.*
*Delivery deadline:  Fall 2014.*


1 (f) Initiative, Action Plan, and Indicator(s)

Implement Provosts' initiative to retain faculty

- Adhering to the Provost's guidelines regarding retention of the College faculty most likely to be recruited by other universities, the College will initiate a retention salary adjustment initiative in 2011-2012 and again in 2012 -2013 in conjunction with the program Chairs.
- The College also is *exceeding* the USC suggested minimum raises for the promotion to the Associate and Professor ranks as well as supporting a salary adjustment for those faculty at the rank of Associate Professor that were awarded tenure, but no promotion to Professor.

*Responsible unit: Provost, Senior Vice Provost, Dean, Department Chairs and HRSM HR Director.*
*Delivery deadline:  May 2013.*


1 (g) Initiative, Action Plan, and Indicator(s)

Provide educational opportunities to staff for the purpose of development and retention.

- Due to the staff reductions and as required by USC HR policies, all remaining College staff have seen their position descriptions expanded voluntarily. Thus all current staff that have experienced a change of duties due to the staff reductions had their current position descriptions revised and submitted to the Human Resources Office of USC for reassessment in the summer and fall of 2010 and the spring of 2011.
  - o Almost 100% of all College of HRSM staff reassessments resulted in position increases of 15%.

- o Allocate $300 per staff person to attend a regional professional development program specific to their area of employment.
- o Provide 100% of the cost of conference attendance for 1 fulltime Student Advisor to annually attend the domestic National Advisors conference.

*Responsible unit: Dean, Assistant Dean, Associate Dean and HRSM HR Director*
*Delivery deadline:  Annually*

The HRSM Communications team will increase visibility and recognition for the College, its faculty, staff, students, alumni and industry partners, which will enhance our College's ability to have a positive impact on the USC Dashboard and College metrics.

1 (h) Initiative, Action Plan and Indicator (s)

- Utilizing The All Access Pass, e-blasts/e-newsletters, web postings, media relations/PR relationships, and Social Media including the use of Twitter, Facebook, LinkedIn and YouTube videos, the HRSM Communications Team will lead the effort on College-wide visibility and recognition through the use of web, print and social media, and events. A new staff member was hired in August 2011 to assume the responsibility of Public Information Director to increase the quality and quantity of content posted on the HRSM website and to increase our activity in Social Media and other creative modes of information dissemination. Our communications team continues to engage the university communications department in producing the All Access Pass, the HRSM insert for the Carolinian, and for increasing cross-campus visibility for our College including its faculty, staff, students and ongoing research efforts.
- HRSM Communications will create an Editorial Calendar to be used as a tool to guide content creation for HRSM and ensure that our communications reflect the strategic initiatives and primary messaging of HRSM.
- HRSM Communications will create foundation pieces for the College that will be updated annually.  These pieces may include PowerPoint presentations for the College and departmental units that will include, but are not limited to, yearly rankings/awards, talking points related to enrollment and HRSM's economic impact.
- HRSM Communications will support the creation of Development marketing materials by designing proposal templates, editing/proofing proposals, and offering support for interactive content—video, podcasts tailored specifically to the organization.
- Up to two major publications, budget permitting, will be produced annually to highlight the accomplishments and activities of our students, faculty, staff, alumni, and donors. An eight-page HRSM insert was approved to go with the April 2012 Carolinian.  An All Access Pass is planned and will be sent to HRSM constituents by November 1, 2012.
- All communication coming from the College of HRSM will in some way be connected to Focus Carolina, the Provost's Academic Dashboard metrics, and/or the College of HRSM blueprint to ensure our communication is supporting these important initiatives of the University. Alumni and constituents with HRSM attributes in Millennium will receive consistent communication from the College via Facebook, LinkedIn, and Twitter.  More comprehensive e-newletters will be sent in February, April, June, August, and November.  Homecoming e-blasts will be sent throughout the fall and a holiday greeting will be sent in December. These messages will

highlight the achievements of our faculty, staff, students and industry friends and will communicate our calendar of events and employment opportunities.

- HRSM Communications will work with faculty and research centers (center directors) to create strategic plans to improve publicity, recognition, and outreach. In an effort to promote research accomplishments, communications will forward all new publications to the University Day Times for inclusion. The team will also work with faculty to create unique and progressive media packages to promote research and secure funding. For example, there may be a video podcast of the Director of the SC Center for Economic Excellence in Tourism discussing sustainability with an accompanying printed proposal asking for funds to support a specific initiative.
- The HRSM Alumni Society Board will raise funds to help support students who want to study abroad, participate in Maymester field studies, and/or industry conferences. A minimum of $4000 will be given towards scholarships for deserving students. This supports the institutional goal (discussed at the Provost's retreat) to double the number of students who have an overseas educational experience over the next five years. The board will also host two career night events to help students network with alumni and industry partners to enhance their educational experience and optimize job opportunities when they graduate. The board is also exploring the development of a more formalized mentor program.
- The College will investigate developing an Annual Awards recognition ceremony to recognize outstanding alumni, teachers, and researchers as well as scholarship recipients and donors. These winners will be shared with our constituents in our publications and forwarded to university level media relations officials. A minimum of one recognition ceremony could be held each year assuming adequate budget and staff supervision.
- The College will coordinate up to three (3) hooding and cording ceremonies.
- Provide media announcements and post event follow up for up to two Dean's Executive Series lectures each semester representing each of the academic disciplines in the College.
- Maintain college-wide electronic calendar so appropriate media can be initiated based on college activities. HRSM Communications will send a weekly email reminder to College faculty and staff to keep them informed and also explain how to submit events. Communications staff can attend events and follow up stories will be written, published and promoted.
- HRSM Communications will maintain communication with College Department Chairs, Center Directors, Alumni Director, Development Director, Recruiting Director, and administrators to stay informed on newsworthy activities and ensure that their needs are being met in order to effectively communicate to both internal and external audiences.
- Work and develop a cooperative, non-competitive relationship with Vice President of Communications and Media Relations staff to create good working relationships so our news is promoted internally and externally including internationally.
- Complete website update based on roll out of new content management system by the 2012-2013 academic year. New templates will have to be used and entire site will be revised to meet university standards.
- Additions to be made during the website rework include, but are not limited to, pages for HRSM 301, Internships, and Faculty Spotlights. The timeline is contingent upon the University's implementation of the new content management system. However, it is expected that the implementation process will allow for these additions to begin by June 30, 2012.

*Responsible unit: Director of Alumni Relations and Communications and support team.*
*Delivery deadline: Annually.*

1 (i) Initiative, Action Plan and Indicator (s)

Increase number of students enrolling in majors and minors in the College.

- The Director of Recruitment continues the current enrollment management plan, focusing on the following areas: Name recognition of the College, freshmen and transfer applicant conversion (yield), with an emphasis on a world-class student profile, graduate student recruitment and out of state undergraduate student recruitment. This is the second year of a comprehensive, five-year enrollment management plan to maintain significant increases in the number of new and continuing students while maintaining academic quality of students. The constraints on this program are the competitive freshmen profile and reliance on out-of-state students.

- See Goal 2, which includes plans to strengthen and grow enrollment in both majors and minors within all of our programs.

- Offer more evening classes to accommodate working adults and students who are gainfully employed and desire to seek a B.A.I.S. degree.
    - Hired a fulltime B.A.I.S. Student Advisor starting in June of 2011 with the objective of increasing B.A.I.S. enrollment by 100% in the next three years.

*Responsible unit: Dean, Assistant Dean, Associate Dean and HRSM HR Director.*
*Delivery deadline:  Annually.*

1 (j) Initiative, Action Plan and Indicator (s)

Pursue and obtain corporate and individual financial support to achieve the vision and mission of the College. The details for this plan are in the annual development planning document. The Director of Development and the Dean set a fundraising goal of $20,000,000 for the College of HRSM.

*Responsible unit: Dean, Department Heads, both Associate Deans, HRSM Development team and select faculty.*
*Delivery deadline:  Fall 2017.*

1 (k) Initiative, Action Plan and Indicator (s)

Increase in external funding sources that have full indirect costs

- Solicit USC and Federal support for Congressional legislation to allow the CoEE in Tourism and Economic Development to secure $1 million in government funding. These pass-through funds will be distributed within S.C. to organizations that submit proposals for tourism related economic development and jobs creation initiatives aligned to S.C. tourism projects. The management of this funding stream will generate overhead and faculty and staff salary funds.

*Responsible unit: Dean, Department Heads, both Associate Deans, HRSM Development team and select faculty.*
*Delivery deadline:  Tabled until Fall 2016 or until it becomes part of the USC Legislative Strategic Initiatives.*

- To support faculty in the writing of a collaborative research proposal to be submitted for external funding, the Office of the Associate Dean for Research and Graduate Programs will selectively provide summer support for faculty members. Three, $3,000 seed grants were provided to junior faculty in the summer of 2010. Three Faculty Premier Grants were created at $10,000 each and awarded in the summer of 2010. One Faculty Grant Writing award was created at $10,000 and funded in 2010.
    - Dr. Gerdes received the $10,000 Grant Writing Award and submitted his proposal to NSF for $483,000 for 3 years. Regrettably, it was rejected.
    - The deadline for all deliverables for the other awards is still pending.

*Responsible unit: Department Heads, Associate Dean for Research and select faculty.*
*Delivery deadline: Annually.*

- The Associate Dean for Research initiated an annual 15-week workshop that will assist interested faculty in preparing externally funded research projects. During a 15-week period, the faculty will receive guidance and feedback on project ideas and polish their grant writing skills.

*Responsible unit: Department Heads, Associate Dean for Research and select faculty.*
*Delivery deadline: Annually.*

- The Associate Dean for Research and Graduate Programs sponsored a College Research Symposium Day with poster presentations.
    - 7 posters were presented in 2010 and 4 multimedia presentations and 4 stand-up presentations were made in 2011.

*Responsible unit: Department Heads, Associate Dean for Research and select faculty.*
*Delivery deadline: Annually.*

- All College of HRSM and Department Research Centers will be requested to submit 5 external grant proposals in 2012-2013.

*Responsible unit: Centre and Institute Directors, Department Heads, Associate Dean for Research and select faculty.*
*Delivery deadline: Annually.*

1(l) Initiative, Action Plan and Indicator (s)

Increase professional development revenue for the College

- Activities in this area will be suspended until sufficient faculty and staff are available.

*Goal 2:*   *Develop and improve graduate and undergraduate curricula and instruction while valuing and supporting diversity in the College's student body and increasing its faculty and staff. This will allow the College of HRSM to move its student to faculty ratio more towards the USC Dashboard metric while exceeding the USC Dashboard metrics of freshman to sophomore retention and 6 year graduation rates.*

This goal was modified from the previous Blueprint, but still continued. A key mission of the College is to provide exemplary academic preparation for students both in the undergraduate and graduate programs.

2 (a) Initiative, Action Plan, and Indicator(s)

Strengthen and grow the undergraduate programs.

- The College plans to grow the enrollment of HRSM "majors" by an additional 300 to 2,200 major students by 2014-2015 concentrating on the Departments of Retailing, *i*ntegrated Information Technology and BAIS while maintaining enrollments in HRTM and SPTE at N=650-700.  The Director of Recruitment, with input from the Department Chairs, will create enrollment and retention plans beginning in the Fall of 2011 to monitor, maintain and increase enrollment numbers.  This, in turn, will prepare even more graduates to remain in SC and secure gainful employment in the hotel, restaurant, tourism, retail, fashion merchandising, sport, entertainment and IT sectors of the SC economy.
- The College plans to stabilize the number of declared minors at N=1,000 annually which will improve slightly reduce student credit hour production and positively impact the Dashboard metric of student to faculty ratio.
- The College plans to increase the number of students enrolled in freshman and sophomore level core classes to N=150-200 while at the same time limiting class size enrollments to N=35-40 in required junior and all senior level classes.  Further, all MS classes will be capped at N=30 and all doctoral classes will be capped at N=20.
- In the spring of 2011, the College developed a teaching load policy to allow Chairs to standardize teaching loads across the College's faculty.  It also will put teaching assignments and teaching load management in the hands of all unit Chairs.
- At the end of five years, it is projected that 250 new HRSM students, assuming conservatively all are in-state tuition, will generate at a minimum USC tuition of $2.5 M/year which is sufficient to purchase revenue bonds to partially pay for a new College of HRSM building.

*Responsible unit: Dean, Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs, Director of Recruiting and select faculty.1*
*Delivery deadline:  Annually.*

2 (b) Initiative, Action Plan, and Indicator(s)

The College will seek permission and funding from the Provost to hire N=3 new faculty in each of the next 4 years to manage not only the current enrollment of almost N=2,000 HRSM majors, but for the enrollment growth of N=300 new HRSM students primarily in the Retailing, B.A.I.S and *i*IT majors.

- The respective College units will be examined by the student-to-faculty ratio to assign new faculty resources with an individual target of 30:1in each department.
- Two new School of HRTM faculty specifically in 2012-13 in the area of Sustainable Resort Management and Revenue Management from the Provost.
- Two new faculty in 2012-13 with one with expertise in the area of Retail and Merchandise Management from the Provost and one Clinical Faculty member to manage the new student retail "store integrative lab" concept from the College.

*Responsible unit: Provost, Dean, HRTM and RETL Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs and select faculty.*
*Delivery deadline:  Fall 2012.*

2 (c) Initiative, Action Plan, and Indicator(s)

The College supports continuous teaching improvement initiatives and maintains educational programs on teaching and learning in conjunction with Center for Teaching Excellence (CTE).

- Faculty will be asked to suggest program topics and Department Chairs and the Dean's office will promote and market the programs from CTE.  Programs are offered in the building to encourage instructors to attend sessions. Sessions have been offered in the evening and a teaching and learning seminar day will be held on reading day.
- This will be monitored through faculty reporting their participation at CTE and other teaching and learning sessions as part of their annual review.  Student feedback on teaching quality will be assessed through the Senior Survey.  Department Chairs and the Dean's office will monitor senior surveys and provide feedback to the faculty from the survey results.
- The Dean's office implemented a grant program that supports and rewards teaching excellence and innovation in the summer of 2010 and is ongoing.
- All new School of HRTM doctoral students will be required, as a condition for their assistantship, to attend a minimum of two CTE teaching seminars per semester as long as they are on a College or research assistantship.

*Responsible unit: Appropriate Associate Deans, Department Heads, and select faculty.*
*Delivery deadline:  Annually.*

2 (d) Initiative, Action Plan, and Indicator(s)

Create and implement a comprehensive assessment program. The College continues to assess the quality of teaching and learning with senior students and alumni evaluation instruments. Currently, Department Chairs are working to improve the response rate from the senior surveys and beta test an alumni survey.

- In 2010-2011, the College beta tested the senior student survey and the response rates for seniors who completed the survey was 75% across majors.  The Associate Dean of Academic Affairs and Undergraduate Programs will work with the Department Chairs and advisors to encourage students to complete this assessment prior to graduation.
- In addition, the College will be administering an electronic survey to College of HRSM alumni with good email addresses from 1986-present. The Director of Alumni Relations will launch and manage

this survey and then turn the collected raw data over to the Associate Dean for Research and Graduate Studies for analysis.  The plan is to use these results to gather feedback about their experience at USC including specifics on teaching quality, current employment and the student learning experience. Once the data is summarized by the Office of the Associate Dean for Research and Graduate Programs, the Public Information Coordinator and designer will produce a document with a summary of the findings. This instrument also will allow us to track undergraduate and graduate student, employment rate, positions and graduate school acceptance rate.  The goal is to have a 10% response rate for year one.

- The Associate Dean for Research and Graduate Programs Directors will develop an entry and exit survey for graduate students and implement it by the end of the spring 2012 semester.
- The assessment program results are discussed in department meetings and used to improve learning outcomes and to improve the curricula.

*Responsible unit: Department Heads, both Associate Deans.*
*Delivery deadline:  Fall 2012.*

2 (e) Initiative, Action Plan, and Indicator(s)

Offer comprehensive and centralized undergraduate advising and student services and have professional advising staff ensures high quality student advisement practices.

- Since 2009, an Assistant Dean has been hired and has oversight for the advising at the College. She has created a committee of advisers and they have worked to streamline and simplify the advising process.  The College has put all of its students into the DARS system and completed the Bridge Articulation agreements with the two year technical colleges so that is consistence across all majors in the College.
- The Dean along with the College's leadership team has decided it can improve advising efficiency by changing from a decentralized to a centralized structure. Full implementation occurred in the fall of 2010 as we could no longer wait for optimum space in the Coliseum.  Centralized Student Services will be moved to the basement of the Coliseum upon the departure of the *i*IT faculty to the Wilbur Smith Building in the summer of 2012.
- All HRSM academic units now have one full time staff advisor but the overall solution to transition from "transactional advising" to "transformational advising" will not be completed until Banner is fully implemented in the fall of 2013.
- Due to rising enrollments, the College also will have to implement faculty advising until Banner is fully functional.

*Responsible unit: Assist Dean for Student Services, Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs, select faculty and all Advisors.*
*Delivery deadline:  Annually.*

2 (f) Initiative, Action Plan, and Indicator(s)

- Offer and strengthen practical learning experiences to compliment the classroom environment. Practical, out of classroom, learning opportunities and quality internships that are truly "integrative" are strengths of the college. This strategic initiative is fully in line with our USC QEP target of an

"Integrative" curriculum. We are continuing to strengthen and build these opportunities for all our College of HRSM majors.

- The College Internship Committee has created an assessment survey for the internship experience to assess the students' and supervisors' experience in the internship. The assessment was tested last year and will be used fully in the summer of 2012. The internship faculty members are striving for a 75% response rate from students and a 100% response rate from supervisors. The response rate in the summer of 2010 and 2011 was 75%. In addition to developing the assessment plan the committee has been coordinating their courses and building on best practices that are shared and implemented among all the majors.
- All Units in the College now have internship classes supervised by 12-month Clinical Instructors. These clinical faculty will supervise interns, secure new internship sites and organizations, and be the faculty member of record for all fall and spring internship classes within each unit. Further, each Clinical Internship Instructor will supervise 100 interns each summer and be the primary faculty member of record for summer internship supervision. Summer intern overload teaching assignments will then be allocated to the Chair and faculty by each unit's Chair.
  - o We will collectively examine a consolidated Career Center for the College staffed with all four Clinical Instructors who can generate internship sites not only for their respective units, but notify other programs when an internship on one field is related to students in other College fields. Ex: Feld Entertainment currently needs to hire Retail students for retail sales for traveling entertainment shows.
- The committee plans to market the internship programs to prospective students and industry partners on the College website and each major will have an internship page that promotes and describes the internship programs. This will be posted by before the beginning of Fall 2012.
- The Retailing (RETAIL) Department began implementation of the practicum for Retail majors and beginning with freshman all students will now have a practicum and internship experience.
- All majors except the integrated Information Technology (*i*IT) now have two required experiential courses as part of the curriculum. *i*IT has one practicum, but it is a 6 hour, fully 'Integrative" course.
- The College has integrated practical learning experiences into upper division classes in each major.
- We are continuing our efforts to bring alumni, industry partners and students together at alumni initiated functions held in conjunction with the HRSM 301 course. The Director of Alumni Relations is working with the Career Center so the event coincides with the University Career Fairs. This will allow us to encourage even more industry participation by making it easy for them to attend our event and recruit our students. The Director of Alumni Relations and the instructors of the HRSM 301 course will continue to meet and exceed the goal of bring a minimum of 40 alumni and/or industry partners together with 350 students for networking programs every academic year.
- The College is examining the creation of McCutchen House style "learning labs for graded class credit" in all units.

  - o The Retailing (RETL) Department has begun a conversation to create a "retail store lab" on campus to be led by a Clinical Faculty member who possesses an advanced degree and also significant retail industry experience.

*Responsible unit: Department Heads, both Associate Deans, HRSM Development team and select faculty.*
*Delivery deadline: Annually.*

2 (g) Initiative, Action Plan, and Indicator(s)

The College again plans, in 2012, to request permission to collect a $250/major/semester student undergraduate "enhancement fee" that will support plans to further integrate "integrative learning experiences in each unit, ensure quality, "transformational" undergraduate advising, enhance USC Connect and Community Engagement and expand internship support.

- These fees will cover the cost of travel to support the Internship Directors and Department Chairs in the development and assessment of the internship programs for N=2,000 majors. It also will cover the cost of increasing the exposure and contact students have with industry managers and executives. For example these funds will be used to bring industry speakers to the classroom and to subsidize student participation in industry and association seminars and presentations.
- Fees also will enhance student advising so the College of HRSM can _**exceed**_ the USC Dashboard metrics for the 6 year graduation rates and freshman to sophomore retention rates.
- By assessing one fee per semester per major student, the College will be able to eliminate almost all other individual class fees which have been a long standing request by the Bursar's office to simplify the cumbersome USC fee collection process.

*Responsible unit: Provost, VP for Finance, Bursar, Dean.*
*Delivery deadline:  Fall 2012.*


2 (h) Initiative, Action Plan, and Indicator(s)

Service learning is an important component of the classroom learning experience. The College continues to integrate service learning projects and programs into the course work. These activities support the Carnegie Designation and the University's service learning initiatives.
- HRSM 301 the required professional development capstone learning experience continues to expose students to the value of service learning and has raised thousands of dollars in 2009 and 2010 for nonprofit organizations in the Columbia area.
  - In 2011, because of class enrollment growth to almost N=250 per semester, the students have now been directed to volunteer for a variety of local organizations and have donated thousands of service learning hours in that same year.  The instructors of that course plan to exceed those goals for 2011.
- All majors have at least one upper level course that has a service learning project integrated into the course experience and the faculty will continue to build on those projects for next year.

*Responsible unit: Associate Dean of Academic Affairs and Undergraduate Programs, Instructors of record for HSM 301.*
*Delivery deadline:  Annually.*


- The College in the 2011-2012 academic year will explore the creation of a Consulting Practicum graduate level class for each unit that will, under faculty supervision, work with a social, government, NGO or private sector firms to resolve a business problem that, in turn, will create new jobs in S.C.
  - The School of HRTM has revised its M.S. degree "Project" to now embrace the Consulting Practicum opportunity for all non-thesis graduate students. The first consulting practicum will occur in the fall of 2012 and concentrate on the tourism sector.

*Responsible unit: Associate Dean for Research, Director of School of HRTM, Instructors of record, CoEE for Tourism and Economic Development Chair.*
*Delivery deadline: Annually.*

2 (i) Initiative, Action Plan, and Indicator(s)

The College continues to develop, revise, and innovate the curriculum.

- The College undergraduate curriculum core and major curricula revisions continue to ensure that the quality of education offered meets and exceeds the needs of the industries with which are our majors are aligned. In 2009-2011, the curriculum committee focused on the College syllabi learning objectives.
- In 2009-2010, the Chairs of the Sport and Entertainment Management Department (SPTE), Retailing and Hotel Restaurant and Tourism Management (HRTM) formed a committee to periodically review the graduate curriculum and collaborative teaching efforts.
    - o Due to unresolved conflict with the DMSoB, the faculty in the School of HRTM withdrew their request to revise its curriculum.
- The Associate Dean for Research, along with the Graduate Program Directors Committee, reviewed and evaluated all graduate curricula regarding structure, content and delivery methods. However, more needs to be done in this area in order to bring in more rigor into the program in 2012-2013. Rigor is a necessary condition for increasing the number of quality graduates who can get into Ph.D. programs at USC and elsewhere and to prepare students for the approved and proposed Ph.D. programs in the College of HRSM.
- A College-wide graduate student orientation was developed to assist student acclimation to the program and the University. Emphasis was placed on creation of an environment that stimulated interaction between graduate students and faculty throughout the College. An administrative position was added to the College to assist in the processing of graduate documents.
- All College graduate students on HRSM assistantships will be required to attend the Graduate School's teaching orientation to be eligible to assist faculty with course work and grading as needed.

*Responsible unit: Department Heads, both Associate Deans and select faculty.*
*Delivery deadline: Annually.*

2 (j) Initiative, Action Plan, and Indicator(s)

The College will continue to promote and use innovative teaching modalities including uses of technology to increase student learning options and enhance learning to reach new priority student populations at the USC Regional Campuses.

- The Large Online Faculty Teaching Initiative (LOFTI) program was established in the spring of 2010 to increase the number of students who can take high quality, online courses and make them available to students at all USC campuses. Faculty members who receive a LOFTI grant receive support and training in order to develop student centered learning modules within the Blackboard distance education environment. Two courses were offered in the spring 2010, with more being developed. The College now has a total of 6 LOFTI, asynchronous on-line courses available for all students. The Associate Dean of Undergraduate Programs is responsible for monitoring and assessing the program and seeing approval for many of these classes to become part of the USC

University Core Curriculum. If successful, more courses will be added at the rate of one additional course per major each year. The goal is to have 200 students enrolled per course per semester and the College minimum for both summer sessions especially second summer session. The courses are being advertised and promoted on all USC branch campuses.

- The long-term goal is to offer online courses in each of our majors at the 100 and 200 level to the two year campuses and minors in all of majors to the four year campuses.
- The College of HRSM will actively participate in the USC Palmetto College, on-line, asynchronous initiative begun in the spring of 2012 for the junior and senior year at USC-Columbia.
  - The School of HRTM, the Department of Retailing, the program in *i*ntegrated Information Technology and the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) all have agreed to participate, but with reservations mainly focusing on quality of educational delivery and faculty hiring.

*Responsible unit: Department Heads, Associate Dean of Academic Affairs and Graduate Programs, select faculty and College of HRSM Instructional Designer and potentially a new hire as Director of Distance Education within the College of HRSM.*
*Delivery deadline:  Annually.*

2 (k) Initiative, Action Plan, and Indicator(s)

The College continues to develop educational partnerships with schools and colleges within the USC system and within in South Carolina.

- In order to take advantage of the expertise located in Clemson University's Parks, Recreation and Tourism Management (PRTM) Department and the Department of HRTM in the College, new Ph.D. students will be able to take classes at both institutions as part of the approved doctorate in Hospitality Management program. Each year a graduate course in the School of HRTM will be offered to Clemson PRTM graduate students and our graduate students via Internet format. Clemson also will offer a course in the same manner. This will increase the course offerings to our graduate students without significantly increase the faculty load.
- Create a new Executive Master's degree program in Health Information Technology. This hybrid online and live Executive Master's degree program will be an interdisciplinary degree between the *i*IT Program in the HRSM College and the Health Services and Policy Management Program in the Arnold School of Public Health. The program is designed to meet the education needs of health care office managers, physicians and others in the medical community who must move to electronic health care records by 2014 as mandated by the HITECH ACT. This Executive Master's graduate program will be delivered evenings, online and on weekends in order to attract non-traditional students and working professionals. The *i*IT Program Director is responsible for the development of this program and the plan is to enroll a cohort of N=20-40 students in the fall of 2012 pending USC and CHE approval with growth to N=40 students by the fall of 2015.
  - A new Program Director for *i*IT has been hired who possesses extensive industry and academic experience in the health care IT field.
  - Two new assistant professors are being hired for the fall of 2012 for the Health Care IT M.S. program.  All are required to possess extensive industry and academic experience in the health care IT field.

*Responsible unit: Program Head in iIT, both HRSM Associate Deans, select faculty and representatives from the Arnold School of Public Health.*
*Delivery deadline:  Fall 2012.*


2 (l) Initiative, Action Plan, and Indicator(s)

The College continues to support and expand interdisciplinary programs between the College and other divisions at USC.

- The Bachelors of Arts in Interdisciplinary Studies (BAIS) program marketing plan and new website is designed to attract non-traditional students to complete their degree at USC. It is managed entirely by the Office of the Associate Dean and Graduate Programs. The goal is to increase enrollment by 20% a year through 2014.

  - o  Effective July 1, 2011, the College of HRSM returned the management of this program to the College of HRSM under the leadership of the HRSM Assistant Dean for Student Services.
  - o  Target enrolment growth is 20% per year for the next 5 years using 2009-2010 as a base line.
  - o  Success has already been attained as enrollment has grown to N=64 as of Dec. 2011.

*Responsible unit: Associate Dean of Academic Affairs and Undergraduate Programs, B.A.I.S Advisor, Assistant Dean for Student Services.*
*Delivery deadline:  Annually.*


2 (m) Initiative, Action Plan, and Indicator(s)

Strengthen the department and school advisory boards and benefit from their industry knowledge.

- Continue to build Advisory Boards for each of our majors. These boards are comprised of industry national executives and alumni who meet at least once a year with the Department Chairs and select faculty. The boards provide support and feedback on program curricula, professional learning opportunities and enhance student interaction with industry professionals.

- All majors except the Sport and Entertainment Management program have formal boards. The Department Chairs utilize the board member feedback to examine and verify that their respective curricula meet with the changing industry needs. The new Department Chair of the SPTE program continues to plan to develop a formal board.

- Advisory Board management and logistics has been assigned to a HRSM permanent employee under the supervision of the Director of Development.

*Responsible unit: Department Heads, HRSM Development team and select faculty.*
*Delivery deadline:  Annually.*


2 (n) Initiative, Action Plan, and Indicator(s)

Strengthen and grow all HRSM graduate programs.

- To retain and recruit research-oriented faculty and increase the College's visibility in research, the College will obtain final approval from the Provost's Office for a new Ph.D. program in SPTE with new students enrolling in the fall of 2013.
    - The SC Council of Higher Education successfully approved HRTM's doctoral program in the summer of 2010.
- Create a new Executive Master's degree program in Health Information Technology. This hybrid online and live Executive Master's degree program will be an interdisciplinary degree between the *i*IT Program in the HRSM College and the Health Services and Policy Management Program in the Arnold School of Public Health. The program is designed to meet the education needs of health care office managers, physicians and others in the medical community who must move to electronic health care records by 2014 as mandated by the HITECH ACT. This Executive Master's graduate program will be delivered evenings, online and on weekends in order to attract non-traditional students and working professionals. The *i*IT Program Director is responsible for the development of this program and the plan is to enroll a cohort of N=20-40 students in the fall of 2012 pending USC and CHE approval with growth to N=40 students by the fall of 2015.
    - A new Program Director for *i*IT has been hired who possesses extensive industry and academic experience in the health care IT field.
    - Two new assistant professors are being hired for the fall of 2012 for the Health Care IT M.S. program. All are required to possess extensive industry and academic experience in the health care IT field.
- Reconfigure the M.S. class schedule in SPTE to offer more evening classes to working public school teachers so they can attain a M.S. degree and improve their employment status.
- The Master of Retailing graduate curriculum was revised and innovated during fall 2009. The graduate faculty in the Department of Retailing were responsible for this initiative. The purpose of this action was to make the curriculum a more research-oriented graduate program. The benefits of this initiative are that the students will be better prepared for work at the doctoral level.
    - The Department of Retailing will increase graduate student enrollment by 5 new M.S. students per year for the next 5 years.
- To attract higher caliber graduate students to the College, additional financial incentives have been developed. Gift agreements were updated to have eligibility requirements for scholarships include graduate students.
    - Beginning in the Fall 2008, each department had the opportunity to award a $6,000, 20 hour fellowship to three graduate students each year that would be completing a thesis in the program's research track. This was increased to N=12/year in the spring of 2011.
    - Travel grants to graduate students presenting their research at conferences have also been implemented.
    - In 2009, graduate student stipends at comparable institutions were assessed; accordingly adjustments will be made to GA stipends in 2010.
- In an effort to increase the quality of graduate student experiences, student relationships with individual departments will be monitored by the office of the Associate Dean for Research and Graduate programs and graduate program directors. The College will monitor both the quality and number of graduate students attracted to and matriculated from the College. Entry and exit surveys for graduate students will be implemented by May of 2012 to monitor progress in this area. Department of SPTE will establish SPTE Graduate Student Association to help better meet the needs of graduate students.

- Several additional strategies will be implemented to make a student's experience more meaningful. The College will provide opportunities to meet, discuss and present collaborative research, facilitate social and academic meetings with faculty, increase the amount of GA funding by $250 and $500/semester for 10 hours and 20 hours assistantships respectively and increase the number of Dean's fellowships to N=12 for the College. The Dean's fellowship carries an additional stipend of $6,000 a year for a thesis track student.
- The College has already reserved funding in the 2010-2011 Blueprint fiscal plan submitted as part of this document for 4 highly competitive Ph.D. assistantships for the School of HRTM's new Ph.D. program ($18,600 + tuition remission/year) and a proposed Department of SPTE new Ph.D. program.
  - In fact, for the first doctoral class in the School of HRTM in the fall of 2011, 6 full doctoral assistantships were admitted with full funding.
- The College participated in the University's Graduate Student Award Day. Additional plans were made to increase our involvement with the Graduate Student Award Day sponsored by the Graduate School.
- An integrated graduate program marketing plan for the College was designed and was implemented during summer 2008; renewed efforts are underway to make the process more effective. Graduate program recruitment efforts have been implemented across the College. The creation and dissemination of consistent, University branded, graduate recruiting brochures is ongoing. A coordinated effort by the Director of Recruitment and the Graduate Program Manager, and Graduate Program Directors to recruit and service those students who show interest in and that are applicants of all graduate programs is ongoing. This includes sending information packets, scheduling campus visits, academic appointments and personal correspondence.

- Due to budget constraints resulting from decreased state funding to the University and the College, a specialization in Hospitality and Tourism Technology for the Master of International Hospitality and Tourism Management degree has been put on hold.

  *Responsible unit: Department Heads, both Associate Deans, Director of Recruiting and select faculty.*
  *Delivery deadline: Annually.*

2 (o) Initiative, Action Plan and Indicator (s)

Continue to implement successful recruitment strategies that target international students and minorities.

- All student recruitment efforts will be coordinated through the Office of the Dean's office with assistance from departments. This is the second year of a comprehensive, five-year enrollment management plan to increase the number of international and minority students enrolling in the College of HRSM. Staff and resources focused on the recruitment of underrepresented student populations have been maintained despite cuts to the budget. The constraints include the difficulty in reaching appropriate populations. The goal is to have a steady increase in the number of new freshmen and transfer international and minority HRSM undergraduates and graduate students.

*Responsible unit: Department Heads, both Associate Deans, Director of Recruiting and select faculty.*

*Delivery deadline:  Annually.*

2 (p) Initiative, Action Plan and Indicator (s)

Create a student club for minority students in the HRTM School.

- The HRTM program launched a chapter of the National Society of Minorities in Hospitality. It began in the Spring 2010 and there were 15 active student members and 13 members in 2010-11. Nine members represented the university at the national conference. One USC HRTM student was elected to an office of the National Society of Minorities in Hospitality national organization.

*Responsible unit: HRTM School Director and select faculty.*
*Delivery deadline:  Annually.*

2 (q) Initiative, Action Plan and Indicator (s)

Continue to implement successful recruitment strategies that target international and diverse faculty and staff.

- The College will adhere to all USC affirmative action guidelines when recruiting a diverse faculty and staff pool of applicants. Minority representation will be on every search committee whenever possible.

*Responsible unit: Department Heads, both Associate Deans and select faculty.*
*Delivery deadline:  Annually.*

2 (r) Initiative, Action Plan and Indicator(s)

Continue to embrace out-of-state students who desire to study at USC.

- The College will target incoming out-of-state students and offer a near-in-state tuition award for one year only to incoming, talented students from inner city or impoverished neighborhoods attending out-of-state public schools.
- The College will continue to assess its respective unit curriculums to balance academic needs with the realities of out-of-state tuition for summer internships.

*Responsible unit: Department Heads, both Associate Deans, HRSM Development team and select faculty.*
*Delivery deadline:  Annually.*

**Goal 3:   *Increase the College's applied research activities, sponsored funding and publication record as indicted in the appropriate USC Dashboard and College metrics while not compromising the College's reputation for teaching excellence.***

3 (a) Initiative, Action Plan, and Indicator(s)

Raise the quality and quantity of scholarship.  This initiative was continued from 2010-2011.

- In order to raise the number and quality of publications as well as grant proposal submissions to external funding agencies, the College of HRSM has instituted a three-year pilot incentive program. Multiple policies and programs have been developed and ratified by the faculty Research and Grants Committee and the office of the Associate Dean for Research and Graduate Programs. The incentive program will cost at approximately $206,000 a year.
- A list of A+ journals that deserve monetary compensation have been prepared and ratified by each department/unit. At the end of the year, assessments will be made with regard to productivity changes.
  - In Year One of this program, 5 faculty members received bonus funding for publishing refereed articles in A+ journals.
  - In Year Two of this program, 3 faculty members received bonus funding for publishing refereed articles in A+ journals.
- In 2010-2011, a college-wide standard teaching load policy was developed in conjunction with input from the Associate Deans and all unit Chairs and distributed to all faculty.
- Reactivate the Department of Retailing's Center for Retail Research effective in August 2010. It will use multiple BigResearch databases to generate continuing education and research revenue through analysis and public forums based on this retail sector large data set.
  - As of the spring of 2011, these continuing education programs have not materialized as promised, but remain a strategic initiative and central to the pursuit of external funding necessary to support the Center for Retail Research.

*Responsible unit: Department Heads, Associate Dean for Research, all tenured and tenure track faculty and Center for Retailing Director.*
*Delivery deadline:  Annually.*

3 (b) Initiative, Action Plan, and Indicator(s)

Provide resources to maximize faculty research productivity

See 3(a) above

3 (c) Initiative, Action Plan, and Indicator(s)

Increase the quantity and quality of external funds both total and federal

- See 3 (a) above
- All College and Department Centers will be requested to submit 4 grant or external funding proposals between July 1, 2011 and June 30, 2012.
- All College and Department Centers will be requested to submit 5 grant or external funding proposals between July 1, 2012 and June 30, 2013.

*Responsible unit: Department Heads, Associate Dean for Research, all tenured and tenure track faculty.*
*Delivery deadline:  Annually.*

3 (d) Initiative, Action Plan, and Indicator(s)

Engaging undergraduates in scholarship, research activities

The HRSM faculty members are working with selected undergraduate honor students in collaborative and guided research projects, which are expected to result in conference submissions and paper publications. Through the Office of the Dean of Research and Graduate Programs, students who have their papers accepted at national or international programs are being supported via travel grants. The College will maintain the number of students earning "With Distinction" designation and the number of students presenting research at industry and academic conferences.

*Responsible unit: Department Heads, Associate Dean for Research, all tenured and tenure track faculty.*
*Delivery deadline:  Annually.*

3 (e) Initiative, Action Plan, and Indicator(s)

Develop strategic partnerships inside and outside of the University to enhance research profile and impact

- The College is still drawing excellent visiting faculty from other parts of the world and nationally recognized guest speakers.  The Office of the Associate Dean for Research and Graduate Programs and the Department Chairs will continue to support faculty hosting requests by the faculty within the limits of space requirements.

    o In the summer of 2009, Dr. Turk of the School of HRTM hosted Dr. Serkan Bertan from Pamukkale University and in the Fall of 2009, Ph.D. candidate Volkan Altintas from the Mediterranean University of Antalya/Turkey.

    o The College further hosted Dr. Anita Zehrer from the Management Center Innsbruck in the Spring of 2010 and Fulbright Visiting Scholar, Dr. Maia Margvelashvili from the Ukraine in 2011-2012. These scholars have been engaged in high level of scholarly activities with several manuscripts being prepared and submitted to conferences and journals.

    o In the fall of 2010, the School of HRTM hosted Dr. Huiwen He from Nankai University of China. Dr Li, Dt. Strick and Dr. He were involved in collaborative research projects.

    o Another faculty, Dr. DiPietro initiated a research/teaching collaboration with Aruba University. The College will support faculty who intend to teach short-term modules in the same university; it is expected that such collaborations will build international relations with a quality hospitality/tourism program that also provides graduate education and opportunities for research collaborations.

    o Other units are expected to host at least one renowned researcher in the academic year of 2012-2013.

- The *i*IT program will continue to develop the relationship with the IT-oLogy  (Consortium for Enterprise Systems Management). We expect to seek support from the CESM for activities and programs that enhance research capabilities of *i*IT faculty, particularly grant proposals to federal agencies. *i*IT faculty are planning to partner with the Southeastern Universities Research Association (SURA) to create grant proposals to federal agencies.

- o The College of HRSM fully met its contractual obligations to the C.E.S.M. in all years and will again meet its obligation in 2012-2013 via Dr. Brookshire's assignment to work with IT-oLogy.

- The Director for the Center for Retailing is responsible for developing strategic partnerships that enhance the research profile of the Center and the Department of Retailing. The Director has developed ongoing relationships with The Prosper Foundation and BIG research as well as the JDA Corporation. These organizations provide large gifts to the Department of Retailing that support the academic research at the undergraduate, graduate, and faculty levels. This initiative is ongoing.

  - The Center Director is also submitting a monthly blog to *Forbes* electronic magazine, which is bringing significant attention to USC, the College and Department of Retailing.

- The Dean of the College of HRSM along with the Director and Assistant Director of Development and the Director of Alumni Relations will work to build relationships and nurture developmental prospects with various industry partners and private entities. The College is regularly inviting speakers as part of executive speaker series to speak to students in classes, provide opportunities for internships and ultimately hire our students.

*Responsible unit: Department Heads, Associate Dean for Research, all tenured and tenure track faculty.*
*Delivery deadline: Annually.*


*Goal 4: Develop and expand international involvement with comparable institutions and businesses for faculty and students as indicated in the appropriate College metrics.*

Goal continued, but modified from 2009-2010 and 2010-2011.

4 (a) Initiative, Action Plan and Indicator (s)

10% of HRSM faculty and 8% of students will have first-hand interaction with international institutions, governments, and/or businesses. The College exceeded this goal for the faculty, but did not hit its goal for students.

- The College of HRSM has three primary geographic strategic foci: Asia/Pacific, India and the Caribbean.
- The College will continue to support department lead study abroad programs primarily during the Maymester and Summer One sessions. There are two main goals for this initiative:

  - o The College has awarded $3,000 to all tenure track and tenured faculty and $2,000 to all full-time Instructors to support academic travel, research, equipment acquisition and professional development. As a result of these funds, 13 faculty representing 30% of the full-time faculty, have traveled to either present papers at an overseas international conferences or undertook relationship development in 2011-2012. In 2010-2011, 16 faculty, representing 26% of the full-time faculty, have traveled to either present papers at an overseas international conferences or undertook international relationship development. In 2009-2010, 13 of 39 College of HRSM faculty (33%) travelled internationally.
  - o The College offers at least one department lead study aboard program per major per year.

- In 2010-2011, this goal was partially achieved via two successful HRTM programs to the Caribbean with 29 students, one in *i*IT to the DR with 7 students, one in Retailing to London with 19 students, one in SPTE over spring break with 11 students and 32 HRSM students who participated in non-college international experiences for a College total of N=98 students or about 5% of our undergraduate student population.
        - All College of HRSM study abroad programs will be coordinated by geographic destinations and semester offerings beginning in 2012-2013 in order to avoid competitive programs cannibalizing enrollment.
    - The second goal is continued from the previous Blueprint, but has been adjusted down due to economic conditions. The goal is to now have 8% of our HRSM students participate annually in at least one study abroad program while attending USC. Due to the economic environment and concern for student's ability to pay for these programs, this goal was reduced from 15% to 10% in 2010-2011 to now 8% in 2011-2012.
        - The College will continue in 2010-2011 and in 2011-2012 to support these Study Abroad programs with financial assistance for HRSM undergraduate and graduate students who attend HRSM department lead international programs. Also, scholarship funds from the Alumni Scholarship Program and the Dean's office have been made available to students who plan to attend these HRSM study abroad programs. To stimulate student interest in 2012-2013, the College will award $1,200 to a maximum of 15 HRSM students who participate in a Study Abroad program to China, one of our three HRSM strategic locations.
        - To stimulate student interest in 2012-2013, the College will award $1,200 to a maximum of 15 HRSM students who participate in a Study Abroad program to India, one of our three HRSM strategic locations.
        - To stimulate student interest in 2012-2013, the College will award $500 to a maximum of 15 HRSM students who participate in a Study Abroad program to the Caribbean that is the third HRSM strategic location.
        - To stimulate student interest in 2012-2013, the College will award $2,000 to a maximum of 6 HRSM students who participate in a **Semester Abroad** program to IFT in Macau and any new student exchange programs developed for China, India or Thailand, two of our three HRSM strategic locations.
        - To stimulate student interest in 2012-2013, the College will award $500 to a maximum of 30 HRSM students who participate in a College of HRSM Study Abroad program to a region of the world that is not one of our three strategic foci.
        - All travel support will come from the HRSM carry forward and/or foundation gifts.
- The College will continue in 2010-2011, in 2011-2012 and in 2012-2013 to support programs for HRSM graduate students who attend HRSM department lead international research programs. Financial support from the Dean's office and graduate student fees will be made available to students who plan to attend these HRSM research initiatives held overseas.
    - To stimulate graduate student interest in 2011-2012, the College will pay almost 100% of the expenses for 10 College of HRSM M.S. or Ph.D. graduate students to undertake a research project in China as part of the 2012 Maymester, College of HRSM 787, "Global Interdisciplinary Seminar" class to Beijing and Hong Kong led by the Dean of the College. Each Department in the College will select their graduate student representatives based on a combination of "international *inexperience*" plus "academic and service success" and "international research interest".

- Primary target is an outstanding graduate student that has never traveled internationally.
  - Using graduate student fees, the School of HRTM will sponsor 4 HRTM graduate students to participate in the Punta Cana Consulting Practicum class over Maymester in 2012.
    - This program is unique because graduate and undergraduate students collect customer satisfaction data, analyze data, and write a Final Report all in two weeks' time. The client also sponsors all travel expenses for an additional 4 graduate students.
    - This program has been so successful that the corporate client also will financially support additional data collection and research in golf course service delivery during the spring break of 2012.
- The faculty study abroad development program grant was continued from last year. These competitive grants are designed to help faculty develop and plan a new department lead study abroad program by visiting the proposed location one year in advance to finalize all aspects of the classes' logistics. This grant will continue to be offered provided funding is available from the Dean's office.
  - In 2010-2011, a new program to Gujarat, India was developed, but scheduling of this program remains a challenge due to weather in relation to the USC academic schedule.
  - In the summer of 2012, a new program to Europe between the Department of RETL and School of HRTM will be offered.
- In 2010-2011, the Associate Dean of Academic Affairs and Undergraduate Programs is responsible for supporting program development and assisting faculty with these department lead programs. New guidelines for developing study abroad programs have been designed to assist faculty in creating and promoting these programs to USC students and to students from other universities.
  - In 2012-2013, this administrative assignment in the College will be discussed due to the current administrative workloads of the Associate Deans.
- Three study abroad programs have been continued from last year including the Retail Fashion Merchandising program to Europe, the School of HRTM research project in Punta Cana, DR and the SPTE spring semester international class.  Although the student numbers have not increased from the previous year, the programs meet the minimum number of students required.

  - This year HRTM will again offer the second research based study abroad program to the Dominican Republic in Maymester.
  - In the spring Semester of 2011, the SPTE Department hosted an international trip to Europe and Switzerland as part of an existing spring semester class.
- The College of HRSM will begin a conversation in the fall of 2012 about the creation of a HRSM Global Certificate program open to all majors in the College. It will be modeled after the DMSoB highly competitive and internationally recognized International Business Program with very specific requirements.

*Responsible unit: Dean, Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs, International Tourism Research Institute Director and all tenured and tenure track faculty who are actively committed to globalization.*
*Delivery deadline:  Annually.*

4 (b) Initiative, Action Plan and Indicator (s)

Expand opportunities for the College to partner with other educational institutions where we can enhance our brand, generate sources of revenue, and build on the reputation of our programs.

- We are continuing to develop the relationship with Auro University in Surat, India and the Rama family. HRSM's Associate Dean developed a revised proposal along with the Associate Dean of International Programs at the Moore School to support Auro University's Hospitality Management and Business Administration programs.   This program was funded and approved in December of 2010 for USD$604,000.
- Expand our relationship with the China via a multiple pronged approach:
    o Macao Institute of Tourism Studies (IFT) will include summer courses offered to their students on our campus. This may involve student opportunities to intern at a Disney Park.
    o The College will continue to examine an expansion of programs and joint research with select partner universities in China, Hong Kong and Taiwan as budgets permit.
    o The HRSM College will seek to partner with the Moore School of Business in their groundbreaking program with the Chinese University of Hong Kong and its Hospitality program.
    o The HRSM College will organize a 2012-2013, 4-week Study Abroad program to China for HRSM undergraduate students.
    o The HRSM College planned to develop a 2013 summer session II 6-9 credit hour educational program for Chinese students to study and live at USC for 6 weeks. This program will be temporarily suspended due to inadequate staff support levels.
- The College's International Tourism Research Institute will submit 5 grant proposals per year. This will raise the international reputation of our programs and centers and bring additional revenue stream to the College.

*Responsible unit: Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs, International Tourism Research Institute Director and all tenured and tenure track faculty who are actively committed to globalization.*
*Delivery deadline:  Annually.*

4 (c) Initiative, Action Plan and Indicator (s)

The College will continue to develop active student exchange programs with high quality institutions that also offer opportunities for research and faculty development and exchange.

- Completed the MOU with the University of Aruba for a faculty and student exchange and cooperative research program in the summer of 2010.  Dr. DiPietro was successful in leading the effort to build this international relationship between our School of HRTM and this well respected tourism program that also provides opportunities for graduate research. Dr. DiPietro with Co-P.I., Dean Kline, received a 4 year commitment totaling USD$600,000 in funding. Partial support of Ph.D. students occurs with this grant.
- Continue to develop our relationship with the Macao Institute of Tourism Studies (IFT). The goal in 2011-2012 is to exchange a minimum of two students per year and Dr. Harrill will be

promoting this opportunity both here and in Macao. We also co-sponsor a Branding research conference with them and plan to continue this event in December of 2012.

- o To stimulate student interest in 2010-2012, the College will award $2,000 to a maximum of 6 HRSM students who participate in a Semester Abroad program to IFT in Macau, China and India, two of our three HRSM strategic locations or undertake an internship in a Thailand destination resort owned by a USC alumnus.
- Continue to develop our relationship with Shandong University in Jinan, China. The goal in 2012-2013 is identify areas of mutual interest including areas of joint research and to develop a visiting student program as USC students may have difficulties in living in Jinan, PRC. Dr. Harrill will be working with a Shandong University faculty member to develop these documents and areas of mutual interest.
- Continue to develop our relationship with universities in Taiwan, Republic of China due to the strategic importance of the existing Sister States agreement on file. The goal in 2012-2013 is identify areas of mutual interest including areas of joint research and to encourage Taiwan students to enroll in USC College of HRSM since they pay in-state tuition. Dr. Harrill will be working with Dr. Grace Chang, a HRTM faculty member and Taiwanese University contacts to develop these documents and areas of mutual interest.
- The Retail Department works with the American InterContinental University (AIU) in promoting semester study abroad programs. The Department Chair of Retailing acts as the liaison with AIU. The purpose of the collaboration is to provide students within the Department of Retailing with educational opportunities in other countries. AIU offers programs in the United Kingdom and France. This initiative is ongoing.

*Responsible unit: Dean, Department Heads, Associate Dean of Academic Affairs and Undergraduate Programs, International Tourism Research Institute Director and all tenured and tenure track faculty who are actively committed to globalization.*
*Delivery deadline:  Annually.*

***Goal 5:  Provide service and outreach efforts to our respective professions, the State of South Carolina, nation and world communities as indicated in the appropriate College metrics.***

This goal was continued from the previous Blueprint.  The mission of the College is to promote seminal research and service projects with peer institutions, global colleagues, and industry partners.

5 (a) Initiative, Action Plan, and Indicator(s)

The College's research center's collect data and prepare reports and projects for businesses, associations, and government entities in South Carolina, the nation and the world.

- The Center for Economic Excellence in Tourism and Economic Development will submit a proposal to the USC VP for Research and Graduate Education in the fall of 2010 for Congressional earmark funding. These funds, if received, will become the basis for partially funding job creation proposals and projects within S.C. that enhance economic development that is tourism based and creates new employment in S.C.
  - o This proposal was not supported by USC and has subsequently been tabled due to the moratorium on congressional earmarks by Congress.

- All HRSM Research Centers will actively pursue external funding opportunities. Dollar value of all proposals submitted should increase 20% per year from 2009-10 levels through 2015-2016.
- All HRSM Research Centers will need to generate 25% of their annual travel funds in FY 2011, FY12 and FY13 from each Center's portion of returned indirect and increasing to 50% of their travel expenses from returned indirect in FY 2014.
- The Center for Retailing will be reactivated in 2010. It will pursue an external grant research stream as well as a continuing education program funding stream as authorized by BigResearch via our donor relationship and receipt of their 96,000 monthly consumer panel database.
- The International Tourism Research Institute (ITRI) will continue to pursue external funding opportunities in three main geographic regions:  Asia, India and the Caribbean.
- The ITRI will partner with select USC faculty to pursue external tourism research funding in regions of mutual research interest.

*Responsible unit: Department Heads, Associate Dean for Research, all College and Department Institute and Center Directors and all tenured and tenure track faculty affiliated with their respective Centers/Institutes.*
*Delivery deadline:  Annually.*

5 (b) Initiative, Action Plan, and Indicator(s)

The College will continue to host regional, national and international conferences for professional organizations in our respective fields. These conferences disseminate research, bring industry leaders together with faculty and students and provide opportunities to increase the visibility and reputation of our programs. The conferences are held in Columbia, S.C. and have a positive impact on the economic development of the City and State.

- The SPTE department will continue to host "Sport, Entertainment, and Venues Tomorrow" (SEVT) Conference. In 2009 there were 354 attendees; in 2010, attendance was N=388; in 2011 attendance was N=369. The constraint for this conference is the loss of city funding for advertising and the delayed implementation by an electronic payment system for registration by the Bursar's Office.
- The *i*IT program will continue to support and grow the Palmetto Open Sources Software Conference (POSSCON) with the Consortium for Enterprise Systems Management (CESM) and the College of Computing and Engineering. The conference is moving from campus where we hosted 125 attendees in April of 2009 to the Columbia Convention Center with a projected attendance in 2012 of N=1,000. The CESM is providing funding and the constraints are the ability to get adequate sponsorship to underwrite the event. The goal is to establish this conference as the leading national conference in open source software that also will generate surplus funding for IT-oLogy and the program in *i*IT.

- The *i*IT program's Business Education faculty members continue to provide leadership in the South Carolina Business Education Association. Last year, Dr. Lynn Keane, *i*IT faculty member, was named Business Educator of the year. The faculty provides planning leadership in the statewide conference. The constraint is that the College will need to discontinue the Business Education Program due to a decline in enrollment and the budget reductions and to reduce involvement in the SC Business Education Association.

*Responsible unit: Department Heads, departmental staff support and HRSM Director of Budget.*

*Delivery deadline:  Annually.*

5 (c) Initiative, Action Plan, and Indicator(s)

Strengthen and expand service and outreach efforts to professional organizations. The departments in the College continue to partner with industry associations to provide continuing education to our respective industry organizations.

- The Retail Department will be offering one online undergraduate course through the International Textile and Apparel Association. Based on the success of this course offering more online courses may be developed and marketed through this organization.

- The Retail Department will offer fee based public seminars based on the BigResearch data sets to the general retail sector beginning in the spring of 2011.

- The School of HRTM has several initiatives with industry associations that will continue from last year. This includes Dr. Gustafson's work with the Club Manager's Association of American annual professional development workshops. The McCutchen House continues to work with the National Restaurant Association including the National Restaurant Association's High School Teacher Summer Institute, Pro-Start partnership and supports the South Carolina Hospitality Association programs that help to support industry, promote hospitality education and help us to recruit high school students from the region and nationally.

- All these programs give our majors great visibility, contribute to our student recruiting efforts and in most cases generate revenue.  The College was planning to expand these efforts but we are constrained by limited faculty time and college resources.

*Responsible unit: Department Heads, departmental staff support, HRSM Director of Budget and select Center and Institute Directors and affiliated faculty.*
*Delivery deadline:  Annually.*

**Unit Statistical Profile**

**The Office of Institutional Compliance and Assessment will provide the following data. Please append these data to your Blueprint:**

1)    Number of entering freshman for classes Fall 2008, Fall 2009, Fall 2010 and Fall 2011 and their average SAT and ACT Scores.

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|---|
| **Freshman Class** | | | | |
| Number Enrolled | 191 | 217 | 259 | 214 |
| Average ACT | 26 | 26 | 26 | 25 |
| Average SAT | 1165 | 1150 | 1145 | 1151 |

2)    Freshman retention rate for classes entering Fall 2007, 2008, 2009, and 2010.

| | Cohort 2007 | Cohort 2008 | Cohort 2009 | Cohort 2010 |
|---|---|---|---|---|
| **Freshman Retention Rates** | | | | |
| Returned | **2008** | **2009** | **2010** | **2011** |
| Percentage Returned | 89.7% | 85.3% | 88.9% | 86.7% |

3)    Sophomore retention rate for classes entering Fall 2007, 2008, and 2009.

| | Cohort 2007 | Cohort 2008 | Cohort 2009 |
|---|---|---|---|
| **Sophomore Retention Rates** | | | |
| Returned | **2009** | **2010** | **2011** |
| Percentage Returned | 91.8 % | 96.7% | 94.4 % |

4)    Number of Majors enrolled in Fall 2008, 2009, 2010, and 2011 by level: undergraduate, certificate, first professional, masters and doctoral (headcount).

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|---|
| **Student Headcount\*\*** | | | | |
| Undergraduate | 1,781 | 1,765 | 1,860 | 1,999 |
| Masters | 79 | 65 | 74 | 96 |
| Doctoral | 0 | 0 | 0 | 8 |
| **Total** | **1,860** | **1,830** | **1,934** | **2,103** |

5) Number of entering first professional and graduate students: Fall 2008, 2009, 2010 and 2011 and their average GRE and GMAT scores.

Student Category: Graduate

| Enrollment | | | New/Continuing Enrollment Status | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | New Graduate | | | Continuing | | | |
| | | | Citizenship (Y/N) | | | Citizenship (Y/N) | | | |
| Program Description (School/Major) | Degree Level | | No | Yes | Total | No | Yes | Total | Total |
| **International Hospitality & Tourism Management** | | | | | | | | | |
| 2008 | | | | | | | | | |
| 355/932 | Degree Level | Number enrolled | 2 | 10 | 12 | 6 | 19 | 25 | 37 |
| | Masters | GRE Quantitative — Average | 570 | 540 | 550 | 730 | 490 | 548 | 549 |
| | | GRE Verbal — Average | 320 | 448 | 427 | 350 | 404 | 591 | 407 |
| | | TOEFL Score — Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | GMAT Total — Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2009 | | | | | | | | | |
| 355/932 | Degree Level | Number enrolled | 3 | 6 | 9 | 4 | 14 | 18 | 27 |
| | Masters | GRE Quantitative — Average | 670 | 550 | 590 | 570 | 563 | 565 | 573 |
| | | GRE Verbal — Average | 310 | 493 | 432 | 320 | 433 | 408 | 416 |
| | | TOEFL Score — Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | GMAT Total — Average | 520 | . | 520 | 517 | 478 | 487 | 498 |
| 2010 | | | | | | | | | |
| 355/932 | Degree Level | Number enrolled | 0 | 8 | 8 | 5 | 12 | 17 | 25 |
| | Masters | GRE Quantitative — Average | 0 | 508 | 508 | 580 | 522 | 539 | 530 |
| | | GRE Verbal — Average | 0 | 470 | 470 | 315 | 464 | 420 | 436 |
| | | TOEFL Score — Average | 0 | . | . | 76 | 0 | 76 | 76 |
| | | GMAT Total — Average | 0 | 575 | 575 | 520 | 593 | 572 | 573 |

| 2011 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/932 | Degree Level | Number enrolled | | 6 | 9 | 15 | 3 | 12 | 15 | 30 |
| | Masters | GRE Quantitative | Average | 675 | 482 | 559 | 615 | 486 | 512 | 536 |
| | | GRE Verbal | Average | 510 | 484 | 494 | 370 | 443 | 428 | 461 |
| | | TOEFL Score | Average | 102 | . | 102 | 88 | 0 | 88 | 95 |
| | | GMAT Total | Average | 575 | 505 | 533 | 520 | 563 | 554 | 544 |

**Hospitality Management**

| 2011 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/930 | Degree Level | Number enrolled | | 4 | 4 | 8 | 0 | 0 | 0 | 8 |
| | Doctorate | GRE Quantitative | Average | 500 | 543 | 522 | 0 | 0 | 0 | 522 |
| | | GRE Verbal | Average | 295 | 515 | 442 | 0 | 0 | 0 | 442 |
| | | TOEFL Score | Average | 89 | 0 | 89 | 0 | 0 | 0 | 89 |
| | | GMAT Total | Average | 510 | 330 | 420 | 0 | 0 | 0 | 420 |

**Retailing**

| 2008 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/940 | Degree Level | Number enrolled | | 3 | 2 | 5 | 2 | 8 | 10 | 15 |
| | Masters | GRE Quantitative | Average | 730 | 510 | 642 | 770 | 514 | 565 | 590 |
| | | GRE Verbal | Average | 325 | 425 | 365 | 560 | 420 | 448 | 420 |
| | | TOEFL Score | Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | GMAT Total | Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 2009 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/940 | Degree Level | Number enrolled | | 0 | 0 | 0 | 3 | 2 | 5 | 5 |
| | Masters | GRE Quantitative | Average | 0 | 0 | 0 | 580 | 540 | 534 | 534 |
| | | GRE Verbal | Average | 0 | 0 | 0 | 450 | 390 | 426 | 426 |
| | | TOEFL Score | Average | 0 | 0 | 0 | 85 | 0 | 85 | 85 |
| | | GMAT Total | Average | 0 | 0 | 0 | 385 | 470 | 419 | 419 |
| 2010 | | | | | | | | | | |
| 355/940 | Degree Level | Number enrolled | | 1 | 4 | 5 | 0 | . | . | 5 |
| | Masters | GRE Quantitative | Average | 800 | 578 | 622 | . | . | . | 622 |
| | | GRE Verbal | Average | 370 | 463 | 444 | . | . | . | 444 |
| | | TOEFL Score | Average | 105 | . | 105 | . | . | . | 105 |
| | | GMAT Total | Average | . | . | . | . | . | . | . |

| 2011 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/940 | Degree Level | Number enrolled | | 1 | 2 | 3 | 2 | 7 | 9 | 12 |
| | Masters | GRE Quantitative | Average | 570 | 550 | 557 | 755 | 486 | 546 | 549 |
| | | GRE Verbal | Average | 380 | 490 | 453 | 340 | 434 | 413 | 423 |
| | | TOEFL Score | Average | 93 | . | 93 | 100 | . | 100 | 98 |
| | | GMAT Total | Average | . | 660 | 660 | . | . | . | 660 |

**Sport & Entertainment Management**

| 2008 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/940 | Degree Level | Number enrolled | | . | 8 | 8 | . | 19 | 19 | 27 |
| | Masters | GRE Quantitative | Average | . | 600 | 600 | . | 555 | 555 | 568 |
| | | GRE Verbal | Average | . | 480 | 480 | . | 471 | 471 | 474 |
| | | TOEFL Score | Average | . | . | . | . | . | . | . |
| | | GMAT Total | Average | . | . | . | . | . | . | . |
| 2009 | | | | | | | | | | |
| 355/940 | Degree Level | Number enrolled | | . | 16 | 16 | . | 17 | 17 | 33 |
| | Masters | GRE Quantitative | Average | . | 615 | 615 | . | 561 | 561 | 587 |
| | | GRE Verbal | Average | . | 477 | 477 | . | 470 | 470 | 473 |
| | | TOEFL Score | Average | . | . | . | . | . | . | . |
| | | GMAT Total | Average | . | 545 | 545 | . | 540 | 540 | 542 |

| 2010 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 355/940 | Degree Level | Number enrolled | | 2 | 18 | 20 | 0 | 24 | 24 | 44 |
| | Masters | GRE Quantitative | Average | 800 | 589 | 610 | 0 | 567 | 567 | 587 |
| | | GRE Verbal | Average | 550 | 463 | 472 | 0 | 454 | 454 | 462 |
| | | TOEFL Score | Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | GMAT Total | Average | 460 | 530 | 533 | 0 | 530 | 530 | 531 |
| 2011 | | | | | | | | | | |
| 355/940 | Degree Level | Number enrolled | | 4 | 21 | 25 | 1 | 28 | 29 | 54 |
| | Masters | GRE Quantitative | Average | 725 | 588 | 610 | 800 | 570 | 578 | 593 |
| | | GRE Verbal | Average | 395 | 433 | 427 | 550 | 462 | 465 | 447 |
| | | TOEFL Score | Average | 91 | 0 | 91 | 0 | 0 | 0 | 91 |
| | | GMAT Total | Average | 550 | 470 | 604 | 0 | 520 | 520 | 559 |

6)     Number of graduates in Fall 2009, Spring 2010, Summer 2010, Fall 2010, Spring 2011, Summer 2011, by level (undergraduate, masters and doctoral).

| | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
|---|---|---|---|---|---|---|
| **Degrees Awarded** | | | | | | |
| Undergraduate | 135 | 190 | 138 | 145 | 189 | 135 |
| Masters | 24 | 8 | 5 | 18 | 13 | 5 |
| Certificate | 0 | 0 | 0 | 0 | 0 | 0 |
| First Professional | 0 | 0 | 0 | 0 | 0 | 0 |
| Doctoral | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | **159** | **198** | **143** | **163** | **202** | **140** |

[See additional data on following pages]

7)      Four-, Five, and Six Year Graduation rates for the four most recent applicable classes
        (undergraduates only).

**2002 Cohort**

|                      | 4-Year Grad | 5-Year Grad | 6-Year Grad |
|----------------------|-------------|-------------|-------------|
| **Graduation Rate**  |             |             |             |
| Same School          | 16.2%       | 30.6%       | 32.1%       |
| Other School         | 13.3%       | 26.9%       | 31.4%       |
| **Total**            | **29.5%**   | **57.6%**   | **63.5%**   |

**2003 Cohort**

|                      | 4-Year Grad | 5-Year Grad | 6-Year Grad |
|----------------------|-------------|-------------|-------------|
| **Graduation Rate**  |             |             |             |
| Same School          | 35.9%       | 59.4%       | 60.2%       |
| Other School         | 3.1%        | 3.9%        | 5.5%        |
| **Total**            | **39.1%**   | **63.3%**   | **65.6%**   |

**2004 Cohort**

|                      | 4-Year Grad | 5-Year Grad | 6-Year Grad |
|----------------------|-------------|-------------|-------------|
| **Graduation Rate**  |             |             |             |
| Same School          | 44.0%       | 61.7%       | 61.7%       |
| Other School         | 10.6%       | 14.9%       | 14.9%       |
| **Total**            | **54.6%**   | **76.6%**   | **76.6%**   |

**2005 Cohort**

|                      | 4-Year Grad | 5-Year Grad | 6-Year Grad |
|----------------------|-------------|-------------|-------------|
| **Graduation Rate**  |             |             |             |
| Same School          | 41.6 %      | 53.8 %      | 58.4 %      |
| Other School         | 6.4 %       | 14.5 %      | 14.5 %      |
| **Total**            | **48 %**    | **68.3 %**  | **72.9 %**  |

8)      Total credit hours and grade distribution generated by your unit regardless of major for Fall 2009, Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Summer 2011.

| **Student Credit Hours** | **Fall 2009** | **Spring 2010** | **Summer 2010** | **Fall 2010** | **Spring 2011** | **Summer 2011** |
|---|---|---|---|---|---|---|
| Undergraduate | 18,180 | 18,925 | 5,702 | 19,355 | 20,699 | 6,257 |
| Masters | 522 | 492 | 243 | 699 | 689 | 283 |
| Doctoral | 0 | 0 | 0 | 0 | 3 | 0 |
| **Total** | **18,702** | **19,417** | **5,945** | **20,054** | **21,391** | **6,540** |

8 (b)      Graduate distribution by unit regardless of major.

Grade distribution

| *Semester* | Cr Hrs | A | B+ | B | C+ | C | D+ | D | F | W | WF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Fall 2010 | 4729 | 45.2% | 14.1% | 21.0% | 6.2% | 7.5% | 0.9% | 1.4% | 1.6% | 2.0% | 0.1% |
| Spring 2011 | 4550 | 45.7% | 14.5% | 20.3% | 6.5% | 6.0% | 1.0% | 1.1% | 2.6% | 2.1% | 0.2% |
| Summer 2011 | 484 | 58.3% | 14.3% | 17.4% | 3.3% | 4.3% | 0.4% | 0.4% | 0.8% | 0.8% | 0.0% |

[See additional data on following pages]

9) Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree. Fall 2011 and Spring 2011.

| Fall 2011 | Credit Hours Taught by Terminal Degree | | |
|---|---|---|---|
| Major | NO Term Degree | Yes Term Degree | % Credit Hours Yes Term Degree |
| Bus. T. Ed B.S. | 6903 | 4521 | 39.57% |
| HM, B.S. | 4662 | 2193 | 31.99% |
| IIT B.S.(TSTM B.S.) | 4566 | 1143 | 20.02% |
| Retailing, FM, B.S. | 4148 | 4899 | 54.15% |
| Retailing, Retail Mgmt. B.S. | 4166 | 4797 | 53.52% |
| SPTE B.S. | 7455 | 8718 | 53.90% |
| Tourism Mgmt. B.S. | 573 | 1260 | 68.74% |

| Spring 2011 | Credit Hours Taught by Terminal Degree | | |
|---|---|---|---|
| | NO Term Degree | Yes Term Degree | % Credit Hours Yes Term Degree |
| Bus T Ed BS | 4727 | 3411 | 41.91% |
| HM B.S. | 8547 | 4989 | 36.86% |
| Retailing, FM B.S. | 6704 | 4302 | 39.09% |
| Retailing, Retail Mgmt. B.S. | 6575 | 4302 | 39.55% |
| SPTE B.S. | 8662 | 5991 | 40.89% |
| TSTM B.S. | 411 | 659 | 61.59% |
| Tourism Mgmt. B.S. | 972 | 1119 | 53.52% |

10)     Percentage of credit hours by undergraduate major taught by full-time (FT) faculty and part time faculty (PT).  Fall 2011 and Spring 2011

**Undergraduates Taught by Full Time (FT)**

| | *Fall 2011 Cred Hr % Taught by FTs* | *Spring 2011 Cred Hr % Taught by FTs* |
|---|---|---|
| Bus. T Ed., B.S | Terminated | 62.26% |
| HM, B.S. | 66.61% | 63.84% |
| IIT, B.S. (TSTM B.S.) | 66.11% | 93.55% |
| Retailing, FM , B.S. | 80.47% | 66.45% |
| Retailing, Retail Mgmt., B.S. | 80.29% | 67.07% |
| SPTE, B.S. | 77.74% | 71.64% |
| TM, B.S. | 79.21% | 69.58% |

[See additional data on following pages]

11) Number of faculty by title (tenure-track, non-tenure track (research and clinical) by rank as of Fall 2009, 2010 and 2011 (by department where applicable).

| | FALL 2009 | | FALL 2010 | | FALL 2011 | |
|---|---|---|---|---|---|---|
| DEPT | No. | TITLE | No. | TITLE | No. | TITLE |
| | | | | | | |
| HRSM | | | 1 | Professor | 1 | Professor |
| RETL | 2 | Professor | 2 | Professor | 2 | Professor |
| | 1 | Assoc Professor | 1 | Assoc Professor | 2 | Assoc Professor |
| | 3 | Assist Professor | 3 | Assist Professor | 3 | Assist Professor |
| | 2 | Senior Instructor | 2 | Senior Instructor | 2 | Senior Instructor |
| | 2 | Instructor | 1 | Instructor | 1 | Instructor |
| | | | | | 1 | Clinical Instructor |
| iIT | 1 | Professor | 1 | Professor | 2 | Professor |
| | 2 | Assoc Professor | 2 | Assoc Professor | 2 | Assoc Professor |
| | 1 | Assist Professor | 1 | Assist Professor | 1 | Assist Professor |
| | 1 | Senior Instructor | 1 | Senior Instructor | 3 | Instructor |
| | 2 | Instructor | 2 | Instructor | 1 | Clinical Instructor |
| SPTE | 1 | Professor | 1 | Professor | 1 | Professor |
| | 4 | Assoc Professor | 4 | Assoc Professor | 5 | Assoc Professor |
| | 2 | Assist Professor | 2 | Assist Professor | 3 | Assist Professor |
| | 1 | Lecturer | 1 | Lecturer | 1 | Lecturer |
| | 2 | Instructor | 2 | Instructor | 1 | Instructor |
| | | | | | 2 | Clinical Instructor |
| HRTM | 2 | Professor | 3 | Professor | 3 | Professor |
| | 4 | Assoc Professor | 4 | Assoc Professor | 5 | Assoc Professor |
| | 2 | Assist Professor | 3 | Assist Professor | 3 | Assist Professor |
| | 2 | Lecturer | 2 | Lecturer | 3 | Lecturer |
| | 1 | Senior Instructor | | | 2 | Instructor |
| | 1 | Instructor | 1 | Instructor | 2 | Clinical Instructors |
| TOTAL | 39 | | 40 | | 52 | |

12) Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2010.

Current number from underrepresented minority groups:  14

Number from underrepresented minority groups in FY 2010:  11

## APPENDIX B: SCHOLARSHIP AND RESEARCH

### 1. Total Number and Amount of External Sponsored Research Proposal Submissions by Agency for FY11

| Agency | Number Submitted | Amount Submitted |
|---|---|---|
| Auro University of Hospitality Management | 1 | $600,400 |
| NIH | 1 | $99,970 |
| USDA | 2 | $173,157 |
| Economic Development Administration | 1 | $20,000 |
| Francis Marion University Real Estate Foundation | 1 | $7500 |
| Lutheran Music Program | 1 | $15,575 |
| City of Columbia | 1 | $18,500 |
| University of Aruba | 1 | $683,424 |
| GRUPO Punta Cana | 1 | $4,565 |
| TOTAL | 10 | $1,623,091 |

## 2. Summary of Sponsored Research Activity by Sponsoring Agency for FY11

| Sponsoring Agency | Awarded | Declined |
|---|---|---|
| Auro University of Hospitality Management | X | |
| NIH | | X |
| USDA | | X |
| Economic Development Administration | | X |
| Francis Marion University Real Estate Foundation | X | |
| USDA/FSMIP | | X |
| Lutheran Music Program | X | |
| City of Columbia | X | |
| University of Aruba | X | |
| GRUPO Punta Cana | X | |

## 3. Funding Processed through SAM

| | |
|---|---|
| Total Extramural Funding Processed Through SAM in FY11* | $1,623,091 |
| Federal Extramural Funding Processed Through SAM in FY11 | $ 293,127 |

*29.9% increase over FY2010

## 4. Total Research Expenditures Per Faculty for FY 2011

| Faculty Name | Research Expenditure | Rank | Department |
|---|---|---|---|
| Li, Xiang "Robert" | $17,593.63 | Associate Professor | School of HRTM |
| Turk, Ercan | $30,283.02 | Professor | School of HRTM |
| DiPietro, Robin | $85,632.97 | Associate Professor | School of HRTM |
| Kline, Sheryl | $2,367.43 | Professor | School of HRTM |
| Bernthal, Matthew | $5,680.43 | Associate Professor | Sport & Entertainment Management |

**5. Table 8. Amount of Sponsored Research Funding per Faculty Member**

| Name | Amount | Rank | Funding Type | Department |
|------|--------|------|--------------|------------|
| Kline, Sheryl | $299,885 | Professor | Other | School of HRTM |
| Hudson, Simon | $7,500 | Professor | Foundations | School of HRTM |
| DiPietro, Robin | $683,424 | Associate Professor | Other | School of HRTM |
| Harrill, Rich | $4,565 | Lecturer | Private | School of HRTM |
| Bernthal, Matthew | $15,575 | Associate Professor | Private | Sport & Entertainment Management |
| Gillentine, Andrew | $18,500 | Professor | Local Government | Sport & Entertainment Management |

6. **Publication Count in the last 4 Years**

| Activity | 2011 | 2010 | 2009 | 2008 |
|----------|------|------|------|------|
| **Books** | 7 | 8 | 0 | 5 |
| **Refereed Journal Articles** | 73 | 69 | 41 | 33 |
| **Non-refereed publications** | 23 | 16 | 21 | 10 |
| **Referred Conferences** | 102 | 60 | 140 | 53 |
| **Book Chapters** | 19 | 17 | 6 | 3 |

**\* Note: Referred journal articles have increased 121% since the 2008-2009 academic year.**

## 7. Number of Research Presentations at National and International Conferences in 2011

| Departments/ Units | # Presentations |
| --- | --- |
| HRTM | 12 |
| SPTE | 41 |
| Retail | 21 |
| *i*IT | 18 |

## 8. List of Awards

### SPTE

| Faculty | Award Description |
| --- | --- |
| Tom Regan | Harry E. Varney Distinguished Teacher of the Year - HRSM |
| Matt Bernthal | Office of Student Disabilities – Two thumbs Up Award |
| Mark Nagel | Excellence in Teaching  - Motar Board National Honor Society & Faculty Premier Scholar Award - HRSM |

### HRTM

| |
| --- |
| Mortar Board teaching excellence award, 2010, Strick, Sandy |
| The 2010 *Journal of Travel Research* Charles R. Goeldner Article of Excellence Award, for paper entitled "The Effect of Online Information Search on Image Development: Insights from a Mixed Methods Study." Li, Robert |
| 2010 Best Research Paper Award, for paper entitled "America's destination image as seen through Chinese outbound tourists' eyes". The 41st Annual Conference of the Travel and Tourism Research Association. San Antonio, Texas, USA, 2010. Li, Robert |

### *i*IT

| Faculty | Award Description |
| --- | --- |
| Mark Harris | Department Teaching Award |

## 9. Percentage of Unit Faculty with Sponsored Research Activity (by rank and type of activity)

| % of Unit Faculty w/Sponsored Research Activity | Rank | Activity Type |
|---|---|---|
| 33% | Lecturer | Philanthropic |
| 33% | Lecturer | Local |
| 11% | Assistant Professor | Philanthropic |
| 10% | Associate Professor | Commercial |
| 14% | Professor | State |

## 10. Number of patents, disclosures and licensing agreement = 0

| Number of patents, disclosures and licensing agreement | None |
|---|---|

## 11. Number of Proposals Submitted to External Funding Agencies

| Amount of Proposals Submitted | Type of Funding Agency | Department |
|---|---|---|
| 3 | Philanthropic | Hotel, Restaurant & Tourism Management |
| 1 | Commercial | Hotel, Restaurant & Tourism Management |
| 1 | Local Government | Sport & Entertainment Management |
| 1 | State | Hotel, Restaurant & Tourism Management |
| 2 | Other | Hotel, Restaurant & Tourism Management |
| 1 | Federal | Hotel, Restaurant & Tourism Management |
| 2 | Federal | Integrated Information Technology |
| 1 | Philanthropic | Sport & Entertainment Management |

## CEU

Total continuing education units (standard University CEUs or Institutional CEUs) generated for Fall 2009, Spring 2010, and Summer 2010. Percent of credit hours, by undergraduate major, taught by faculty with highest terminal degree.

|  | Continuing Education Activity | CEUs |
| --- | --- | --- |
| Fall 2010 | 12,120 hours | 0 |
| Spring 2011 | 0 hours | 0 |
| Summer 2011 | 100 hours | 140 CEUs |
| Fall 2011 | 10,950 hours | 0 |

## APPENDIX A

**Placement of graduate students for the four recent applicable classes (Dec 2011, August 2011, Spring 2011, Dec 2010)**

### Department of Sport and Entertainment Management (SPTE)

*December – 2010*
- 10-14 currently employed in industry. Remaining students current employment status unknown.

*Spring – 2011*
- 7-8 currently employed in industry. Remaining students current employment status unknown.

*August – 2011*
- 3-4 currently employed in industry. Remaining students current employment status unknown.

*December – 2011*
- 9-16 currently employed in industry. Remaining students still actively seeking employment in industry.

### Department of Retailing (RETL)

- RETL has only had one graduate student graduate in December 2011 and there is no information on placement at this time.

### School of Hotel, Restaurant and Tourism Management (HRTM)

- Through our contacts we know that Aby Sene, our first graduate student with thesis is now doing her doctoral work at Texas A&M's Parks, Recreation and Tourism Department. Otherwise, we do not have a tracking system in place. We are discussing possible options.

## *i*ntegrated Information Technology (*i*IT)

*December – 2010*
- Three graduates, Victoria Davis, Julia Ramirez, Rebekah Roof.
- Two employed in middle schools, one participating in Teaching Corp program in Texas.

*December – 2011*
- Two graduates, Paige Lindler and Molly Piner, looking for employment.

*August – 2011*
- One graduate, Alvina Head, looking for employment.

*Spring – 2011*
- Four graduates, Bridget Baumgart, Laura Blackwell, Micki Boulineau, Michelle Thereault. One employed as a sales representative at a software company, one employed by Irmo High School, one employed by Charlotte school district.


**Number of graduate credit hours in Fall 2010, Spring 2011, and Summer 2011, <u>stated separately</u>, taught by tenured and tenure-track faculty, by instructors, by non tenure-track faculty, by temporary faculty (adjuncts), by fulltime faculty.**

2011 Summer 2


*\*Faculty data generated by Fall 2010 Official Employee file (yearly file)*

| | | Lower Division | Upper Division | Graduate 1 (Masters) | TOTAL |
|---|---|---|---|---|---|
| PROFESSOR | HRTM | 72 | 0 | 0 | 72 |
| | RETL | 72 | 0 | 0 | 72 |
| | SPTE | 0 | 2 | 24 | 26 |
| | **TOTAL** | **144** | **2** | **24** | **170** |
| ASSOC PROF | HRSM | 0 | 0 | 12 | 12 |
| | SPTE | 48 | 195 | 0 | 243 |
| | **TOTAL** | **48** | **195** | **12** | **255** |
| ASST PROF | SPTE | 126 | 54 | 0 | 180 |
| | TSTM | 0 | 48 | 9 | 57 |
| | **TOTAL** | **126** | **102** | **9** | **237** |
| INSTRUCTOR | TSTM | 102 | 0 | 0 | 102 |
| | **TOTAL** | **102** | **0** | **0** | **102** |
| ADJUNCT | HRTM | 165 | 156 | 0 | 321 |
| | TSTM | 0 | 258 | 0 | 258 |
| | **TOTAL** | **165** | **414** | **0** | **579** |
| NON-APPLICABLE | RETL | 24 | 18 | 0 | 42 |
| | **TOTAL** | **24** | **18** | **0** | **42** |
| **TOTAL** | | **609** | **731** | **45** | **1385** |

2011 Summer 1

*Faculty data generated by Fall 2010 Official Employee file (yearly file)*

| | | Lower Division | Upper Division | Graduate 1 (Masters) | TOTAL |
|---|---|---|---|---|---|
| PROFESSOR | HRSM | 0 | 0 | 30 | 30 |
| | HRTM | 708 | 6 | 6 | 720 |
| | RETL | 162 | 0 | 6 | 168 |
| | SPTE | 0 | 4 | 15 | 19 |
| | TSTM | 0 | 17 | 0 | 17 |
| | **TOTAL** | **870** | **27** | **57** | **954** |
| ASSOC PROF | HRSM | 0 | 0 | 72 | 72 |
| | HRTM | 366 | 726 | 0 | 1092 |
| | RETL | 27 | 0 | 0 | 27 |
| | SPTE | 0 | 480 | 45 | 525 |
| | **TOTAL** | **393** | **1206** | **117** | **1716** |
| ASST PROF | HRTM | 0 | 0 | 1 | 1 |
| | RETL | 0 | 84 | 0 | 84 |
| | SPTE | 0 | 105 | 39 | 144 |
| | TSTM | 0 | 3 | 0 | 3 |
| | **TOTAL** | **0** | **192** | **40** | **232** |
| INSTRUCTOR | HRTM | 42 | 48 | 0 | 90 |
| | RETL | 195 | 93 | 0 | 288 |
| | SPTE | 738 | 0 | 0 | 738 |
| | TSTM | 51 | 33 | 0 | 84 |
| | **TOTAL** | **1026** | **174** | **0** | **1200** |
| LECTURER | HRTM | 61 | 0 | 0 | 61 |
| | SPTE | 39 | 0 | 0 | 39 |
| | **TOTAL** | **100** | **0** | **0** | **100** |
| RESEARCH ASSO PROF | HRTM | 0 | 9 | 24 | 33 |
| | **TOTAL** | **0** | **9** | **24** | **33** |
| ADJUNCT | HRTM | 0 | 192 | 0 | 192 |
| | SPTE | 0 | 45 | 0 | 45 |
| | TSTM | 102 | 0 | 0 | 102 |
| | **TOTAL** | **102** | **237** | **0** | **339** |
| NON-APPLICABLE | HRSM | 0 | 54 | 0 | 54 |
| | HRTM | 42 | 27 | 0 | 69 |
| | RETL | 81 | 377 | 0 | 458 |
| | **TOTAL** | **123** | **458** | **0** | **581** |
| **TOTAL** | | **2614** | **2303** | **238** | **5155** |

Spring 2011

*Faculty data generated by Fall 2010 Official Employee file (yearly file)*

| | | Lower Division | Upper Division | Graduate 1 (Masters) | Graduate 2 (Doctoral) | TOTAL |
|---|---|---|---|---|---|---|
| NO HR DATA | HRSM | 0 | 0 | 63 | 0 | 63 |
| | HRTM | 15 | 144 | 0 | 0 | 159 |
| | SPTE | 0 | 243 | 0 | 0 | 243 |
| | TSTM | 0 | 69 | 0 | 0 | 69 |
| | **TOTAL** | **15** | **456** | **63** | **0** | **534** |
| PROFESSOR | HRSM | 0 | 0 | 6 | 0 | 6 |
| | HRTM | 906 | 294 | 36 | 0 | 1236 |
| | RETL | 633 | 246 | 3 | 0 | 882 |
| | SPTE | 255 | 0 | 0 | 0 | 255 |
| | TSTM | 0 | 137 | 0 | 0 | 137 |
| | **TOTAL** | **1794** | **677** | **45** | **0** | **2516** |
| ASSOC PROF | HRSM | 0 | 0 | 81 | 0 | 81 |
| | HRTM | 297 | 174 | 37 | 0 | 508 |
| | RETL | 357 | 345 | 25 | 0 | 727 |
| | SPTE | 0 | 351 | 141 | 0 | 492 |
| | TSTM | 0 | 165 | 0 | 0 | 165 |
| | **TOTAL** | **654** | **1035** | **284** | **0** | **1973** |
| ASST PROF | HRTM | 0 | 147 | 6 | 0 | 153 |
| | RETL | 0 | 468 | 0 | 0 | 468 |
| | SPTE | 705 | 185 | 99 | 0 | 989 |
| | TSTM | 0 | 333 | 0 | 0 | 333 |
| | **TOTAL** | **705** | **1133** | **105** | **0** | **1943** |
| INSTRUCTOR | HRTM | 616 | 441 | 0 | 0 | 1057 |
| | RETL | 768 | 570 | 6 | 0 | 1344 |
| | SPTE | 66 | 553 | 0 | 0 | 619 |
| | TSTM | 1311 | 186 | 69 | 3 | 1569 |
| | **TOTAL** | **2761** | **1750** | **75** | **3** | **4589** |
| LECTURER | HRTM | 0 | 210 | 0 | 0 | 210 |
| | SPTE | 255 | 123 | 0 | 0 | 378 |
| | **TOTAL** | **255** | **333** | **0** | **0** | **588** |
| VISITING ASST PROF | TSTM | 0 | 342 | 0 | 0 | 342 |
| | **TOTAL** | **0** | **342** | **0** | **0** | **342** |
| RESEARCH ASSO PROF | HRTM | 0 | 120 | 0 | 0 | 120 |
| | **TOTAL** | **0** | **120** | **0** | **0** | **120** |

| | | | | | | |
|---|---|---|---|---|---|---|
| ADJUNCT | HRTM | 984 | 1953 | 24 | 0 | 2961 |
| | IDST | 0 | 39 | 0 | 0 | 39 |
| | RETL | 999 | 927 | 0 | 0 | 1926 |
| | SPTE | 255 | 291 | 69 | 0 | 615 |
| | TSTM | 819 | 477 | 18 | 0 | 1314 |
| | **TOTAL** | **3057** | **3687** | **111** | **0** | **6855** |
| NON-APPLICABLE | HRSM | 0 | 594 | 0 | 0 | 594 |
| | HRTM | 243 | 102 | 0 | 0 | 345 |
| | RETL | 93 | 131 | 0 | 0 | 224 |
| | SPTE | 384 | 378 | 6 | 0 | 768 |
| | **TOTAL** | **720** | **1205** | **6** | **0** | **1931** |
| **TOTAL** | | **9961** | **10738** | **689** | **3** | **21391** |

[See additional data on following pages]

Fall 2010

*Faculty data generated by Fall 2010 Official Employee file (yearly file)*

| | | Lower Division | Upper Division | Graduate 1 (Masters) | TOTAL |
|---|---|---|---|---|---|
| PROFESSOR | HRSM | 0 | 0 | 24 | 24 |
| | HRTM | 906 | 219 | 63 | 1188 |
| | RETL | 0 | 438 | 12 | 450 |
| | SPTE | 255 | 3 | 0 | 258 |
| | TSTM | 0 | 153 | 0 | 153 |
| | **TOTAL** | **1161** | **813** | **99** | **2073** |
| ASSOC PROF | HRSM | 0 | 0 | 6 | 6 |
| | HRTM | 144 | 426 | 108 | 678 |
| | RETL | 519 | 312 | 9 | 840 |
| | SPTE | 0 | 681 | 150 | 831 |
| | TSTM | 0 | 258 | 0 | 258 |
| | **TOTAL** | **663** | **1677** | **273** | **2613** |
| ASST PROF | HRTM | 0 | 15 | 33 | 48 |
| | RETL | 0 | 627 | 0 | 627 |
| | SPTE | 450 | 281 | 72 | 803 |
| | TSTM | 0 | 369 | 0 | 369 |
| | **TOTAL** | **450** | **1292** | **105** | **1847** |
| INSTRUCTOR | HRTM | 681 | 432 | 0 | 1113 |
| | RETL | 795 | 558 | 15 | 1368 |
| | SPTE | 102 | 252 | 0 | 354 |
| | TSTM | 1560 | 96 | 78 | 1734 |
| | **TOTAL** | **3138** | **1338** | **93** | **4569** |
| LECTURER | HRTM | 0 | 252 | 0 | 252 |
| | SPTE | 420 | 6 | 0 | 426 |
| | **TOTAL** | **420** | **258** | **0** | **678** |
| VISITING ASST PROF | TSTM | 0 | 312 | 0 | 312 |
| | **TOTAL** | **0** | **312** | **0** | **312** |
| RESEARCH ASSO PROF | HRTM | 0 | 51 | 0 | 51 |
| | **TOTAL** | **0** | **51** | **0** | **51** |
| ADJUNCT | HRTM | 1050 | 1593 | 0 | 2643 |
| | IDST | 0 | 30 | 0 | 30 |
| | RETL | 1023 | 597 | 0 | 1620 |
| | SPTE | 258 | 441 | 66 | 765 |
| | TSTM | 108 | 486 | 30 | 624 |
| | **TOTAL** | **2439** | **3147** | **96** | **5682** |

| NON-APPLICABLE | HRSM | 0 | 612 | 0 | 612 |
| | HRTM | 240 | 60 | 0 | 300 |
| | RETL | 54 | 384 | 0 | 438 |
| | SPTE | 408 | 351 | 33 | 792 |
| | TSTM | 0 | 87 | 0 | 87 |
| | **TOTAL** | **702** | **1494** | **33** | **2229** |
| **TOTAL** | | **8973** | **10382** | **699** | **20054** |

[See additional data on following pages]

| | | Lower Division | Upper Division | Graduate 1 (Masters) | Graduate 2 (Doctoral) | TOTAL |
|---|---|---|---|---|---|---|
| PROFESSOR | HRSM | 0 | 0 | 12 | 0 | 12 |
| | HRTM | 945 | 198 | 69 | 18 | 1230 |
| | ITEC | 87 | 0 | 0 | 0 | 87 |
| | RETL | 585 | 240 | 0 | 0 | 825 |
| | SPTE | 252 | 0 | 0 | 0 | 252 |
| | **TOTAL** | **1869** | **438** | **81** | **18** | **2406** |
| ASSOC PROF | HRSM | 0 | 0 | 54 | 0 | 54 |
| | HRTM | 150 | 489 | 51 | 36 | 726 |
| | ITEC | 0 | 270 | 0 | 0 | 270 |
| | RETL | 492 | 246 | 46 | 0 | 784 |
| | SPTE | 0 | 585 | 330 | 0 | 915 |
| | **TOTAL** | **642** | **1590** | **481** | **36** | **2749** |
| ASST PROF | HRTM | 0 | 315 | 57 | 0 | 372 |
| | ITEC | 0 | 330 | 0 | 0 | 330 |
| | RETL | 0 | 522 | 39 | 0 | 561 |
| | SPTE | 573 | 228 | 0 | 0 | 801 |
| | **TOTAL** | **573** | **1395** | **96** | **0** | **2064** |
| INSTRUCTOR | HRTM | 714 | 318 | 0 | 0 | 1032 |
| | ITEC | 1269 | 102 | 0 | 0 | 1371 |
| | RETL | 774 | 147 | 27 | 0 | 948 |
| | TSTM | 0 | 0 | 21 | 0 | 21 |
| | **TOTAL** | **2757** | **567** | **48** | **0** | **3372** |
| LECTURER | HRTM | 243 | 204 | 0 | 0 | 447 |
| | SPTE | 249 | 66 | 0 | 0 | 315 |
| | **TOTAL** | **492** | **270** | **0** | **0** | **762** |
| VISITING ASST PROF | ITEC | 0 | 426 | 0 | 0 | 426 |
| | **TOTAL** | **0** | **426** | **0** | **0** | **426** |
| CLINICAL INST | HRTM | 102 | 93 | 0 | 0 | 195 |
| | ITEC | 87 | 6 | 0 | 0 | 93 |
| | RETL | 309 | 824 | 0 | 0 | 1133 |
| | SPTE | 60 | 303 | 102 | 0 | 465 |
| | **TOTAL** | **558** | **1226** | **102** | **0** | **1886** |
| ADJUNCT | HRTM | 1020 | 1614 | 6 | 0 | 2640 |
| | IDST | 0 | 39 | 0 | 0 | 39 |
| | ITEC | 858 | 78 | 3 | 0 | 939 |
| | RETL | 1023 | 738 | 0 | 0 | 1761 |
| | SPTE | 444 | 303 | 0 | 0 | 747 |
| | **TOTAL** | **3345** | **2772** | **9** | **0** | **6126** |

| | | | | | | |
|---|---|---|---|---|---|---|
| GRAD ASSISTANTS | HRTM | 0 | 210 | 0 | 0 | 210 |
| | **TOTAL** | **0** | **210** | **0** | **0** | **210** |
| NON-APPLICABLE | HRSM | 0 | 621 | 0 | 0 | 621 |
| | HRTM | 0 | 93 | 0 | 0 | 93 |
| | ITEC | 87 | 0 | 0 | 0 | 87 |
| | SPTE | 759 | 492 | 0 | 0 | 1251 |
| | **TOTAL** | **846** | **1206** | **0** | **0** | **2052** |
| **TOTAL** | | **11082** | **10100** | **817** | **54** | **22053** |

## Student Retention

1. Have you assessed your retention methods and activities to determine their effectiveness in retaining freshman and sophomores?
    a. Which retention methods are effective and why do you believe they will work?
    b. Which retention methods have you tried that are ineffective?

Each semester the College of HRSM conducts an overall review of its programs and services via the Graduating Senior Survey. The information gathered from this survey along with the previous decentralized student services model necessitated the creation of the Office of Student Services and implementation of centralized advisement.

The following changes have been implemented as of fall 2012:
- The College established a centralized Office of Student Services under the auspices of the Assistant Dean.
- Advising loads are complimentary to the national average of 450-500 per full time advisor.
- Advisement sessions have been increased to 20-30 minutes in length.
- An Advisement Manual has been created for advising across disciplines.
- An At-Risk adviser was hired summer 2012.

In an effort to promote student connection and engagement with the College and the University the following resources have been adopted and/or purchased:
    o AdvisorTrac – Web based advising and advising center management and tracking software has been purchased and will be fully implemented fall 2013. This software will help us examine the populations we serve, identify needs, and more fully support our students.
      Fall 2013 goals include:
        ▪ Conducting appropriate and necessary pre and post surveys
          • 2nd semester freshmen and 1st semester junior pre-advisement surveys will be conducted in an effort to retain freshmen, engage juniors and ultimately graduate seniors within the six-year benchmark.
        ▪ Examine populations and identify needs.
        ▪ Improve referral system.
        ▪ Create academic and career profiles.

- Evaluate advisement services.
  - Web Cams have been purchased to facilitate the advising of students who are attending study abroad programs or completing their internship in an off campus location.

2. Describe the advising in your college. How do you determine the effectiveness of your college's advising? Are there any additional advising activities needed to provide students the assistance they need to navigate through the Carolina Core and major to graduate on time?

The majority of HRSM undergraduate students are advised by three staff advisors and one at-risk temporary full time advisor. Advising loads are complimentary to the national average of 500. The balance and/or reduction in advising loads provide advisors necessary and appropriate time for transformational advising. HRSM advisors encourage dialog and establish relationships through asking open-ended questions, providing information and referring students as necessary. The at-risk advisor is developing outreach strategies for probationary and suspended students.

3. What types of student support do you find to be the most beneficial to your students in terms of retention and successful progress toward their degrees?

The addition of administrative support and implementation of DegreeWorks would be beneficial to our students and services. The support person will perform administrative tasks, manage appointments and student traffic and provide daily student services. The enhanced degree audit system - DegreeWorks, will assist students with navigating the Carolina Core and major requirements. Moreover, students will be equipped with the necessary information and tools to be more engaged in the advisement process and to make successful progression toward degree completion. Lastly, ongoing professional development for advisors would be most beneficial.

The College of HRSM retention rate is above the University's average; however, to meet the imposed benchmarks, our retention strategies are being addressed and the implementation of changes in our services will be evaluated. The centralization of services has already proven to be successful as best practices have been shared and implemented and customer service continues to be our top priority. We feel the new changes have and will transform advisement and improve our services.

**Student Graduation and Placement Rate**

1. Have you assessed your degree programs to determine if program requirements are reasonable in terms of time toward graduation?

The Department Chairs have compared their programs to peer and peer aspirant programs. They assessed our programs' credit hour requirements and internship opportunities and have determined that they are in line with their respective peer programs. Currently we are reviewing the Carolina Core requirements and are assessing how they will impact our curricula. Department Chairs have been asked to review their programs to determine if they can reduce the credit hours required to graduate with a degree and maintain program quality.

The College of HRSM six-year graduation rate for the two most recent cohort's exceeds the University's average. The Dean has charged the Assistant Dean of Student Services to raise the six-year graduation rate to 90%. We are developing a plan to achieve this goal.

a. What changes have you made?

We have begun the discussion at the department level but no changes have been made.

b. What further changes are needed?

We are in the process of evaluating the new Core Requirements to determine possible future action. The Dean has asked the Department Chairs to review their curricula with their faculty and determine if the credit hours required to graduate can be reduced.

2. Outline what measures you have put in place to assist students with intern placement and job placement.

The hallmark of this College is the practical learning experiences offered to student in the required practicum and internship courses. These experiences compliment the classroom environment as students apply theory learned in the classroom to real world experiences. A unique strength of this College is the practical, out of classroom, learning opportunities and quality internships that are truly "integrative." This strategic initiative is fully in line with our USC QEP target of an "Integrative" curriculum. We are continuing to strengthen and build these opportunities for all our College of HRSM majors. We believe these experiences help to improve students' opportunities to obtain industry management positions upon graduation. In addition research has supported the concept that students are better prepared for their careers when they are exposed to industry experience opportunities through internships.

The Dean of Academic Affairs and Undergraduate Programs has created an assessment survey for the internship programs that assess the students' and supervisors' experience in the internship. The assessment was tested last year and has been refined. The internship faculty members are striving for a 75% response rate. The response rate has been in the high 70% rate for students and over 90% for employers. In addition to developing the assessment plan the Associate Dean has been working with the Internship Committee to strengthen the learning outcomes in the respective internships and to share best practices. We have been continuing to gather data about job placement, and supervisor satisfaction with the students. We are working closely with industry managers and organizations to ensure a high quality internship experience for students and for our industry partners.

As of this year, all units in the College have internship classes supervised by 12 month, Clinical Instructors. These clinical faculty supervise interns, secure new internship sites and organizations and are the faculty member of record for all Fall and Spring internship classes within each unit. Further, each Clinical Internship Instructor will supervise 100 interns in each summer and be the

primary faculty member of record for summer internship supervision. Summer intern overload teaching assignments will then be allocated to faculty by each unit's Chair.

Some highlights of these internship directors' impact include the development of a study abroad internship in SPTE where we are sending 50 students to perform their internship opportunity with the Olympics in London. The plan is to expand these international internship opportunities to all Olympic games and the Commonwealth games. The Director of HRTM internship programs has reestablished the HRTM Career fair to provide students the opportunity to interview with industry and expose students to more companies who are offering management positions and internship opportunities. In addition the Dean has provided a budget to all Internship Directors so that they can visit more students at their job placement and meet with the supervisors who provide internship opportunities to our students.

We will collectively examine a consolidated Career Center for the College staffed with all four Clinical Instructors who can generate internship sites not only for their respective units, but notify other programs when an internship on one field is related to students in other College fields. Ex: Feld Entertainment currently needs to hire Retail students for retail sales for traveling entertainment shows.

We are continuing our efforts to bring alumni, industry partners and students together at alumni initiated functions held in conjunction with the HRSM 301 course. The Director of Alumni Relations is working with the Career Center so the event coincides with the University Career Fairs and the new HRTM career fair. This will allow us to encourage even more industry participation by making it easy for them to attend our event and recruit our students. The Director of Alumni Relations and the instructors of the HRSM 301 course will continue to meet and exceed the goal of bring a minimum of 40 alumni and/or industry partners together with 350 students for networking programs every academic year. Our students have also had a high rate of participation at the career fairs on campus and last year our college had the highest student participation rate of any college at the University Career Fest. This year we were second highest in raw student number but continue to have the highest rate of student participation by percentage of total students within a college at USC. We strongly believe that these career fairs and networking events afford our students the opportunity to gain internship placements and management employment upon graduation. We will continue to support these activities in the future.

3. Outline the measures that you use to track graduates with baccalaureate, masters and doctoral degrees

The undergraduates complete a senior survey that collect the data or placement and other questions designed to assess their respective major program. The Associate Dean of Academic Affairs and Undergraduate Programs will be able to provide a report by the end of the Spring 2012 semester that will analyze this date for a period of one year. We will continue to collect this data every semester and work toward increasing the response rate. The Director of Alumni Relations is launching an alumni survey to gather job placement data as we believe that one year past graduation is a better time to collect

the job placement information. The Associate Dean of Research and Graduate Programs will create a program to track the placement of graduate students. Currently we do not have data on the graduate population.

**Distributed Learning**

1. Outline the measures your college's involvement with distributed learning.

The Associate Dean of Academic Affairs and Undergraduate Programs along with the Director of Online learning and Development are responsible for the creation and assessment of the College's distributive education program. The College has continued the Large On-line Teaching Initiative grant program (LOFTI). The LOFTI grant offers a financial incentive, T/A's and instructional design assistance to faculty who wish to develop a LOFTI course. This has promoted the creation of four large online lower division required courses, one in each College major. Faculty have also developed blended courses that include both online (Blackboard) and traditional modalities where one class per week is taught online and the other is taught in seat. This has allowed the College to better utilize the larger classrooms in the Coliseum as two courses can share one room during one time slot.

College of HRSM faculty have applied and received the Provost's Distributed Learning grants. They are also actively involved in providing seminars through the Center for Teaching Excellence. The Associate Dean of Academic Affairs and Undergraduate Programs coordinate the College of HRSM Teaching and Learning seminars where a minimum of two a year are based on topics related to distributed education.

Under the Dean's direction the Associate Dean of Academic Affairs and Undergraduate Programs will develop grant program that will provide financial assistance and instructional support to faculty who wish to create upper division courses for the distributive learning environment using Blackboard. This will contribute to our ability to offer our B.A.I.S. degree online as this is a composite of select 300 and 400 HRSM courses from across the college and has an interdisciplinary approach that would include a variety of other majors within the University.

Currently the faculty are exploring the opportunity to offer entire programs online in a distributive education format. The *i*ntegrative Information Technology program has agreed to explore the opportunity to offer their *i*IT and MHIT programs online. The *i*IT program is also in discussions with the Extended University to offer their degree through the Palmetto College. This will include an online component yet to be determined.

2. What measures have you taken to expand the availability of distributed learning courses in your college?

College of HRSM has a Director of Online Learning and Development to assist faculty/instructors/adjuncts/staff.  She works with faculty to design interactive, asynchronous, Blackboard online courses. The LOFTI grant provides financial assistance and T/A to help support the development of these courses.

Another grant is being developed to encourage the creation of upper division online courses. This grant will have a financial incentive to develop these online courses.

3.  What measures have you taken to insure the quality of distributed learning courses?

    Since the LOFTI program has been in existence of over one academic year, the College is implanting an assessment program to measure the quality of the design and implementation of these courses. The Director of Online Learning and Development created the assessment program using the Quality Matters standards. In addition a Peer Evaluation of Online Courses program has been developed to assist the Full Professor's who evaluate online courses at part of the T and P process.

    Dr. Crews was awarded a Provost's Distributed Learning grant that funded the Purchase of the Quality Matters standards. This grant will provide an opportunity for her to become a Quality Matter's reviewer.

4.  If applicable, describe the challenges your college has faced in taking distributed learning courses to scale.  Have you participated in offering virtual laboratories? What measures do you use to ascertain their success?

    Challenges include high faculty student ratio in the online courses. The LOFTI courses are large and some students complain that it is difficult to get to know their professor in these courses. One of the online courses has a higher failure and withdraw rates. The faculty are working to identify the causes of this issue and reduce these numbers. This semester a new textbook has been adapted that should reduce the technical issues experienced by students and this should help improve the pass rate and reduce the withdraw rate.

**USC Connect and Community Engagement**

*i***ntegrated Information Technology**

1.  Outline the measures your college will take to encourage USC Connect.
    *   *i*IT is a partner and founding member of IT-oLogy (Consortium for Enterprise Systems Management). This initiative provides a platform for alliances with a wide range of enterprises and educational institutions in advancing IT talent in South Carolina and beyond.
    *   *i*IT requires all majors to complete a six-credit hour Internship to bridge classroom learning and real-world experience.
    *   *i*IT sponsors a student chapter of the AITP (Association of Information Technology Professionals), which creates opportunities for students to engage with IT professionals and to compete in various discipline areas at a regional and national level.
    *   Our ITEC 564 Project Management for Information Systems course requires students to join the Project Management Institute professional organization as student members, attend a minimum of two meetings, and use professional materials from the organization's Web site for class projects.

- The Project Management for IS class (ITEC 564), a capstone class, requires students working in teams of three to complete semester-long, real IT projects for community clients.
- *i*IT continually connects current events to what we are addressing in the classroom and explain how they are related.
    - Student teams within the ITEC 545 (Telecommunications) course prepare research reports on how Telecommunications impact South Carolina.
    - Student teams within the HRTM / ITEC 584 (Tourism Information Technology Issues) course are currently evaluating and preparing recommendations on the use of various IT technologies, such as social media, wireless communications, by the South Carolina Department of Parks, Recreation, and Tourism.
- *i*IT continually brings in guest speakers to make connections from the real world. A one credit required class for all majors (ITEC) brings in a series of professional IT speakers with the objective of engaging students, expanding their exposure to career options in the IT field, and preparing them for their internship experience.
- Support the state FBLA Future Business Leaders of American K-12 organization through involvement such as judging for regional and state competitions.
- *i*IT is a member of MEBA Midlands Education and Business Alliance through which we are engaged in a number of initiatives to advance interest in IT careers including:
    - Summer camps for K-12 students
    - Development of virtual job shadowing Web sites
- *i*IT is a member of the South Carolina Information Technology Professional organization and participates in its conferences and networking events.
- *i*IT faculty members are actively involved as Board of Director members for South Carolina professional organizations:
    - The Project Management Institute (PMI)
    - The Health Information Management Systems Society (HIMSS).
- *i*IT faculty members actively engage in various industry sponsored SC events such as Tech-After-Five, the Chamber of Commerce Information Technology Innovation Awards, Innoventure, South Carolina Women in Computing, Grace Hopper Celebration of Women in Computing, etc.

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.
    - Encourage faculty to attend the Center for Teaching Excellence sessions pertaining to service, experiential, and integrated learning.
    - Discuss at faculty meetings the importance of connecting content and students.
    - *i*IT faculty members are actively involved in the Scholarship of Teaching and Learning (SoTL) delivering research papers concerning the use of reflection and integrated learning at two SoTL events yearly at Georgia Southern University.
    - *i*IT faculty use reflective discourse through discussion groups, virtual discussion boards, discussion questions from lectures, essays, etc.
    - Selected ITEC courses require students to prepare reflective journals including a training course and the internship course. ITEC 301 Professional Internship Seminar encourages students to prepare questions for speakers and requires them to write a reflective paper in responses to each guest speaker.

- The Project Management for IS class (ITEC 564) is a capstone class where student integrate all they've learned in earlier IT coursework as part of their experiential learning on their real IT projects.

3. How many of your courses involve service learning? Undergraduate research? And international experiences?
   - *i*IT Courses that Incorporate Service / Experiential Learning
     - ITEC 343 Hardware Systems
     - ITEC 448 Professional Internship
     - ITEC 444 Corporate Training and Development
     - ITEC 544 Training Systems
     - ITEC 562 Advanced Web Systems
     - ITEC 564 Project Management for IT
   - *i*IT Courses that Incorporate Undergraduate Research:
     - ITEC 545 Telecommunications
     - HRTM / ITEC 584 Tourism IT Issues
   - International Experiences
   - Questions
     a. Has the number increased over time? Yes
     b. Is the number appropriate for the discipline? Probably not. IT is definitely a very global field. For example, most large corporations, and many smaller ones as well, operate global networks. We need to incorporate more opportunity for international learning experiences into the *i*IT program. The new Master's in Health IT needs to expose students to a global view of health IT, especially since the U.S. currently lags many other western nations in the use of clinical IT systems.

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?
   - *i*IT would like to sponsor at least one international travel opportunity a year to provide students opportunities for gaining international IT experience.
   - Engage in collaborative health IT research with the medical community and seek external health IT funding opportunities. We anticipate that both of these activities will provide opportunities to engage students in research projects, to fund graduate research assistantships, and to provide internship opportunities.

5. Do you have any additional comments about USC Connect that relate to the *i*IT Program?
   - Yes. USC needs to authorize the College of HRSM "enhancement fee" [2 (g)] of $250/major/semester


## Department of Retailing

1. Outline the measures your college will take to encourage USC Connect.
   - RETL requires all majors to complete a Practicum and an Internship to bridge classroom learning and real-world experience.
   - RETL encourages students to join student organizations (e.g., Fashion Board) and to study abroad.

- RETL continually connects current events to what we are addressing in the classroom and explain how they are related.
- RETL continually brings in guest speakers to make connections from the real world
- RETL require projects in which students are engaged in learning outside of the classroom. For example, visual merchandising students tour the Main Street corridor each semester and create visual merchandise windows for retailers.
- Dr. Edwards invited all of her students to participate in the USC Connect kick-off presentation October 2011 and explained what USC Connect is all about and how they might expect changes in courses across campus.
- Dr. Edwards presented "Integrative Learning: Packing the Most into Study Aboard at the Center for Teaching Excellence's OktoberBest Conference in October 2011.

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.
   - Encourage faculty to attend the Center for Teaching Excellence sessions pertaining to service learning and integrated learning.
   - Discuss at faculty meetings the importance of connecting content and students.
   - RETL faculty use reflective discourse through discussion groups, discussion boards, discussion questions from lectures, essays, etc.
   - Dr. Edwards suggestions:
     o Have everyone who teaches a course (including staff and adjuncts) participate in one or more Integrative Learning workshops which provide hands-on opportunities to bring courses fully up to standard;
     o Provide students an opportunity early in the course to anonymously post their thoughts on the strengths and ideas to improve the course to enhance their learning;
     o Invite subject-matter experts as guest speakers and encourage students to think of at least three content-related questions they might ask the speaker;
     o In smaller classes, help students make meaningful connections between their classroom and beyond-the-classroom experiences by using case-studies/discussion, debriefing out-of-classroom exercises and excursions, and using an essay format for exams which requires students to consider real-world problems and apply best-practices;
     o For large classes, using a modified-Socratic method where possible to foster "group discussion" across classroom floor and allowing students to defend their position/change their mind, use Bb to organize Groups by HRSM industry to enable online discussion or relevant issues; use multiple choice format for exams which includes fact patterns involving real-world problems with more than one possible solution and choose the best based on lessons learned in class;
     o For study abroad classes, help students integrate their experiences and identify what was learned through reflective journaling, photo-journaling, discussions, and wiki posting.
     o In addition, I regularly promote guest speakers across campus, by advertising events I learn about from the USC Listserv.

3. How many of your courses involve service learning? Undergraduate research? And international experiences?
   - Service-Learning

- o Encourage students to participate in service projects, including MLK Day of service, SIFE, HRSM Alumni BBQ cook-off; Big Brothers Big Sisters annual Bowl for Kids Sake event, and others. Implemented Harvest Hope "End of the Semester Food Drive" asking all students to bring a food item to the final exam. Dr. Edwards sits on the board for Big Brothers Big Sisters and promotes this organization heartily. The students catch some of her enthusiasm, as last year, this resulted in three student or student/faculty bowling teams, two HRSM 301 major service projects, and at least three students personally volunteering to be a "Big" – a mentor to a local child at risk.
  - o Promote and advertise HRSM students' charitable projects including fashion shows, HRSM 301 student projects, HRTM events, sorority charities, etc.

- • Undergraduate Research:
  - o RETL 365 – Visual Merchandising and Store Design: Students provide an analysis based on a tour of the Main Street corridor, Richland Mall, and survey potential target markets. Students are also required to visit retail stores for consumer surveys, analyses and evaluation of stores and their competitors and develop a proposal.
  - o RETL 369 – Retail Promotion: Students are involved in a project in which they select a product/service to develop a promotion campaign. Students are required to conduct consumer and product specific research and develop a proposal.
  - o RETL 425 – Retail Shopper Analysis: Students select a product category in which they have interest, design a shopper survey to collect primary data related to shoppers' perceptions, attitudes, and behavior within the product category, analyze the shopper data and give a presentation of the results and implications for retail strategy.
  - o RETL 485 – Multinational Retailing: Students research how retailing systems from all over the world differ from the U.S. retailing system and what impact does culture, politics, the legal system, laws and regulations of the country impact retailing.
  - o RETL 525 – Law for Retailers and RETL 530 – Fashion and the Law
    - ▪ Students are encouraged, through extra credit, to research and present a "Newsflash" on a course-related topic or legal case currently in the news.
    - ▪ Both courses include a research component for graduate students. This is not an in-depth research project, but more of a tool to teach students the importance of seeking information that will affect them as members of the field, and where to look for it.
  - o RETL 695 – Retailing Literature & Thought: Students are required to:
    - ▪ read articles each week and prepare brief position papers based on the readings assigned for each week.
    - ▪ read articles written by RETL faculty to learn more about our graduate program and the current areas of research in retailing.
    - ▪ choose articles in the area of retailing and analyze the articles based on theories utilized, review of literature, research hypotheses/questions, methods, and results and develop a follow-up study based on the articles analyzed.

- • International Experiences
  - o RETL 485 – Multinational Retailing: Students are exposed to international experiences through guest speakers from different countries.
  - o RETL 592M – Fashion and Food of Italy: This is a new course integrating the study of the fashion and retail food industries of Italy. For the first time, we are offering the

Retailing Study Abroad experience to undergraduate and Master's students together. All students will have both research and leadership opportunity, as they will be assigned as "expert for the day" for the city and retailing or culinary venue visited. This will involve researching and presenting to their colleagues on the subject. All students will synthesize their learning experiences and reflect via journaling, photo-journaling, discussions, and wiki posting. In addition, Master's students will research a particular topic of interest and prepare a written paper and/or online presentation at the conclusion of the trip.

- o Has the number increased over time? Yes
- o Is the number appropriate for the discipline? Probably not. We continue to work on internationalizing the curriculum.

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?
   - RETL 365 – Visual Merchandising and Store Design: Students are required to construct a display on-site at a retail establishment; in the past, students have constructed displays at stores in Five Points, on the Devine Street corridor, and Richland Mall.
   - RETL 368 – Fashion Product Analysis: Students visit retail stores to evaluate garment.
   - RETL 462 – Merchandise Management Strategies: Students visit apparel stores and critically evaluate the retail mix used by the stores using principles, theories, and concepts discussed in class.
   - The future may bring the opportunity to provide students the opportunity to run a real retail store as part of the coursework.
   - For small classes, instead of bringing the guest speaker to campus, take the students to the guest speaker. For example, in teaching Title II of the ADA (Public accommodations of buildings), in RETL 525, we visited Andy Shaffer, manager of RH Bookstore. He spoke a bit about the business, and he let us "inspect" the bookstore for ADA compliance. Tried to get a visit to the airport for customs section of RETL 530, but director Wayne Henson would prefer to come to us.
   - Student organizations such as Fashion Board and SIFE.

5. Do you have any additional comments about USC Connect that relate to the Department of Retailing?
   - Faculty need more information on USC Connect and possible training on how to effectively implement it into their classes. Also, additional funding to support daytrips to Charlotte for the Chanel exhibit and other such trips would be beneficial.
   - USC needs to authorize the College of HRSM "enhancement fee" [2 (g)] of $250/major/semester.

**School of Hotel, Restaurant and Tourism**

1. Outline the measures your College will take to encourage USC Connect.
   - HRTM requires all majors to complete a Practicum and an Internship to bridge classroom learning and real-world experience.
   - HRTM encourages students to join student organizations (e.g., Club Managers Association of America, Professional Convention Management Association) and to study abroad.
   - HRTM continually connects current events to what we are addressing in the classroom and explain how they are related.
   - HRTM continually brings in guest speakers to make connections from the real world

- HRTM requires projects in which students are engaged in learning outside of the classroom. For example, HRTM 450 Marketing conducted a Sales Blitz for a local downtown hotel.

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.
   - Encourage faculty to attend the Center for Teaching Excellence sessions pertaining to service learning and integrated learning.
   - Discuss at faculty meetings the importance of connecting content and students.
   - HRTM faculty use reflective discourse through discussion groups, discussion boards, discussion questions from lectures, essays, etc.

3. How many of your courses involve service learning? Undergraduate research? And international experiences?
   - Service-Learning
     - HRTM 364 Introduction to Meetings and Events courage students to participate in service projects, including "Soap Project" which collects used soap from local hotels, sterilizes the soap and ships to third world countries.
     - HRTM 475 and HRTM 575 Wine and Spirits Dr. Strick is on the board for Central Carolina Community Foundation which raises money for local children's charities. The main fundraising event is an annual wine festival. Students from 475 and 575 classes volunteer to work at the festival.
     - HRTM 386 Tourism Festival Planning plans an event for a local charity each semester.
     - HRTM 564 Advanced Meeting Planning works with a local meeting planner to put on a race day event for the benefit of breast cancer research.
     - HRSM 301 student projects involve service learning, HRTM events, sorority charities, etc.

   - Undergraduate Research:
     - HRTM 482 Sustainable Tourism Planning students develop a sustainable tourism management strategy/solution(s) that will help a tourism organization/agency/provider become more sustainable and or meet sustainable goals or objectives. The organization/agency/provider can be local, regional or global. The purpose of this assignment is to apply the theoretical knowledge learned during the semester and apply it a practical setting.

     - HRTM 481 Analytical Techniques in Tourism and Hospitality students need to work as a group and go through the entire research process from topic identification, literature review, research design, data collection, to statistical analysis and discussion. Students also need to present their research ideas in class, during which they comment on each other's work—a "peer reviewed" process which is not anonymous. Their final report, usually a 20-30 page paper, is structured and organized like an academic paper.

     - HRTM 560 Advanced Lodging Management students do a formal literature review as a final. They also read and discuss three Hoi Hal articles and finally they research and present a PowerPoint on a hotel corporation.

- HRTM 428 Sustainable Foodservice Systems students analyze research on food sustainability for errors in methodology, researcher bias, and appropriate conclusions based on the data.

- International Experiences
  o HRTM 376M Contract Foodservice Management students travel to London to experience the foodservice operations before and during the Olympic games
  o HRTM 389M International Tourism Field Experience students travel to Punta Cana to conduct tourism research
  o RETL 592M Fashion and Food of Italy:  this is a new course integrating the study of the fashion and retail food industries of Italy. For the first time, we are offering the Retailing Study Abroad experience to undergraduate and Master's students together. All students will have both research and leadership opportunity, as they will be assigned as "expert for the day" for the city and retailing or culinary venue visited. This will involve researching and presenting to their colleagues on the subject. All students will synthesize their learning experiences and reflect via journaling, photo-journaling, discussions, and wiki posting. In addition, master's students will research a particular topic of interest and prepare a written paper and/or online presentation at the conclusion of the trip.
  o Study Abroad in Aruba:  students can participate in an exchange program developed with the University of Aruba.
  o Has the number increased over time? Yes
  o Is the number appropriate for the discipline? Probably not.  We continue to work on internationalizing the curriculum.
4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?
   - HRTM 590G Golf Tourism:  Students are required to work the week of the Masters Golf Tournament in Augusta Georgia
   - HRTM 285 Club Management requires students to visit private country clubs and compare various venues. This takes the student to the guest speaker as the General Managers spend a great deal of time with these students.
   - HRTM 575 Advanced Wine Students visit a winery in the Yadkin Valley region of North Carolina. Seeing the wine produced and the grapes growing in the fields drives home the concepts and techniques discussed in class.
   - Student organizations such Club Managers Association of America, the Professional Convention Management Association, the International Hospitality and Tourism Graduate Association, and the National Society of Minorities in Hospitality.
5. Do you have any additional comments about USC Connect that relate to the School of Hotel, Restaurant and Tourism Management?
   - Faculty need more information on USC Connect and possible training on how to effectively implement it into their classes.
   - USC needs to authorize the College of HRSM "enhancement fee" [2 (g)] of $250/major/semester.

**Department of Sport & Entertainment Management (SPTE)**

1. Outline the measures your College will take to encourage USC Connect.
   - SPTE requires all majors to complete a practicum and internship to bridge classroom learning and real-world experience.
   - SPTE encourages students to join student organizations (e.g., SPTE Management Club) and to study abroad.
   - SPTE continually connects current events to what we are addressing in the classroom and explain how they are related.
   - SPTE continually brings in guest speakers to make connections from the real world
   - SPTE require projects in which students are engaged in learning outside of the classroom. For example, students in several of our SPTE courses are required to conduct live observations at events and venues and prepare those findings to be shared with stakeholders.
   - SPTE 736 held weekly Skype interviews with sport and entertainment executives.
   - SPTE 736 also held weekly Adobe Connect class meetings in which students presented formal presentations and had open discussions as a means of teaching discipline specific content and to learn to effectively use web based meeting applications.
   - SPTE 775 is taught in cooperation with the Colonial Life Arena and Global Spectrum. The course is physically taught in the arena and the staff is integrated into various components of the course.
   - SPTE 404 is taught in cooperation with Feld Entertainment, who supplies the instructor from their executive staff to teach the course.
   - The SPTE department was identified by AEG, one of the leading sports and entertainment presenters in the world, as one of only 3 programs worldwide from which they will accept interns. Additionally, an SPTE student was one of 3 students chosen nationally to participate in AEG's renowned Facilities Leadership Program.
2. Describe the College's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.
   - Encourage faculty to attend the Center for Teaching Excellence sessions pertaining to service learning and integrated learning.
   - Discuss at faculty meetings the importance of connecting content and students.
   - SPTE faculty use reflective discourse through discussion groups, discussion boards, discussion questions from lectures, essays, etc.
   - SPTE students are required to complete weekly journaling exercises during SPTE 295 Practicum and SPTE 495 Internship courses.
   - SPTE 444 requires students to be able to observe and analyze an event and to effectively identify the strengths and weaknesses and to be able to make recommendations based upon those observations.
3. How many of your courses involve service learning? Undergraduate research? And international experiences?
   - Service-Learning
     - Encourage students to participate in service projects, including MLK Day of service, SIFE, HRSM Alumni BBQ cook-off; and others.

- o Promote and advertise HRSM students' charitable projects including HRSM 301 student projects, HRTM events, Ray Tanner Foundation Events, Governor's Cup, Special Olympics, etc.

**Undergraduate research-SPTE Department**

- Students engaged in undergraduate research in the Department of Sport and Entertainment Management continue to flourish. Currently, approximately 25 students are pursuing research opportunities through independent study courses, senior and honors thesis courses, upper-level "consulting" projects involving industry partners, as well as assisting professors in the department with their ongoing research projects. This has resulted in the generation of innovative sport and entertainment industry-related research, which has been presented at college and campus-wide research sessions, including the College of HRSM Research Symposium and Discovery Day, as well as at an international industry conference, IAVM.
- SPTE students have also applied for and received Magellan Scholar grant funds to complete their independent research projects.
- Notably, fourteen students have graduated "with Distinction in Sport and Entertainment Management" since the program began in 2007. SPTE remains one of only 13 departments at USC to offer a graduation "with distinction" option for students in the major interested in pursuing research. Graduation "with Distinction" is an optional program of study where the student is actively engaged in significant research activities in collaboration with a faculty mentor within the Sport and Entertainment Management department. These students are effectively tying their classroom knowledge to "beyond the classroom" research experiences. A December 2011 graduate, Sean Leaks, wrote his senior thesis about financial viability of sport venues for World Cup soccer in South Africa. Upon graduation, Sean accepted an advanced internship in event planning at Major League Soccer corporate headquarters in New York City.

**International Experiences**

- SPTE 570 is offered each spring semester allowing students to participate in an international experience during the regular semester therefore not interrupting their progress towards their degree. This course culminates with a spring break travel component that has been studied in the classroom for 7 weeks prior to the trip.
- SPTE 295 and 495 are taking 50 students to London for the duration of the 2012 Olympic Games.
- Has the number increased over time? Yes
- Is the number appropriate for the discipline? While the current number may be adequate for exposure of our students to international aspects of the sport and entertainment industry, continued growth in this area is a priority for the SPTE department. We continue to work on internationalizing the curriculum.
4. What additional opportunities does your College plan to provide for engaging students beyond the classroom?
- The SPTE department strongly encourages students to be actively involved in the departmentally sponsored student organizations. This activity allows students to travel to

off campus sites and event; to be introduced to prominent individuals and organizations in the sport and entertainment industry.

- SPTE faculty are encouraged each semester to incorporate the Dinner Dialogues sponsored by USC into their semester plans. This further encourages the students and faculty to know each other better and to incorporate additional learning experiences into the student experience

5. Do you have any additional comments about USC Connect that relate to the Department of Sport and Entertainment Management?

- USC needs to authorize the College of HRSM "enhancement fee" [2 (g)] of $250/major/semester.
- Faculty need more information on USC Connect and possible training on how to effectively implement it into their classes.
- Additional funding to support trips (outside and in addition to course supported excursions) to Charlotte and other near by cities for an expanded view of sport and entertainment industry would be beneficial.
- Expansion of our technological equipment and software such as a cameras and microphones in classrooms would expand our ability to go beyond the classroom walls.
- Cooperative agreements with similar programs and universities to co-teach courses and host special events, delivered both live and via the Internet we also expand our USC Connect philosophy. SPTE is currently in conversation with another large southeastern university to form a "Great Books" group between students at both schools that then would be virtually and in person throughout the academic year.

## Faculty Hiring/Retention and Ph.D. Programs

1. Number of faculty hired and lost for AY 2009, AY 2010, and AY 2011 (by department, if applicable, and by rank.). Give reason for leaving, if known.

[See additional data on following pages]

**1. Number of faculty hired and lost for AY 2009, AY 2010, and AY 2011 (by department, if applicable, and by rank). Give reason for leaving, if known.**

| AY 2009 | | | | |
|---|---|---|---|---|
| **Department** | **No.** | **Rank** | **Gained/Lost** | **Reason** |
| RETL | 1 | Instructor | Lost | Terminated |
| *i*IT | 1 | Instructor | Gained | Hired |
| | 1 | Instructor | Lost | Resigned |
| | 1 | Assistant Professor | Lost | Resigned |
| SPTE | 1 | Professor | Lost | End TERI |
| | 1 | Instructor | Gained | Hired |
| HRTM | 1 | Instructor | Gained | Hired |
| | 1 | Lecturer | Lost | Resigned |
| | 1 | Senior Instructor | Lost | Retired |
| | 1 | Instructor | Lost | Terminated |
| AY 2010 | | | | |
| **Department** | **No.** | **Rank** | **Gained/Lost** | **Reason** |
| HRSM | 1 | Professor | Gained | Hired |
| RETL | 1 | Associate Professor | Gained | Hired |
| HRTM | 1 | Professor | Gained | Hired |
| | 1 | Associate Professor | Gained | Hired |
| | 1 | Assistant Professor | Lost | Resigned |
| AY 2011 | | | | |
| **Department** | **No.** | **Rank** | **Gained/Lost** | **Reason** |
| SPTE | 1 | Professor | Gained | Hired |
| HRTM | 1 | Assistant Professor | Gained | Hired |

2. Number of post-doctoral scholars (Ph.D., non faculty hire) in FY 2009, 2010, 2011.

   Not applicable

3. Anticipated losses of faculty by year for the next five years.  Supply reasons for departure, if known; e.g. TERI period end, conventional retirement, resignation, etc.  None anticipated
   - Describe planned hiring over the next five years (by department, if applicable).
     Because of the growth of the College has resulted in a current student to faculty ratio of **46:1 in the fall of 2011 and 37:1 in the fall of 2012**, a minimum of N=4 new faculty/year for the next four years are needed for the College to allow HRSM students and families to attain a 31:1 student faculty ratio which approaches the Provost's Dashboard metric of 20:1 while not restricting incoming majors to the College of HRSM.
4. Actions to improve HRSM's graduate education and its ranking

The School of HRTM has started a new Ph.D. program in the fall of 2011. The incoming class of 6 students (6 funded) has done very well at the end of their first semester. The Ph.D. program proposal for the Sports and Entertainment Management is in the works. We are planning on submitting the program proposal by April 2012. There are no other planned Ph.D. programs in the next 3 years. However, the Department of Retail and Fashion Merchandizing has revamped its Master's program with increasing applications. A subunit to retail, the *i*IT (*i*ntegrated Information Systems) has proposed a joint master's program (Health IT) with the Arnold School of Public Health. We expect the program to be in place by Fall of 2012.

In order to improve the quality of graduate education the College of HRSM has put several initiatives in places. Each unit with a graduate program has now a graduate student association that provides an outlet for unity and networking. The Office of the Associate Dean for Research and Graduate Programs has several internal grant programs for the graduate students. Each graduate student who has submitted a paper and accepted at a national or international conference receives a travel grant of $500 per academic year.

To encourage excellence in graduate scholarly work and to promote graduate students to opt for the thesis track, the College has established a Dean's Research Fellowship program. Graduate research fellowship amounts to a $3,000 for 10 hours work per week for thesis related work for the associated department enhanced by a departmental assistantship. Overall award is 6,000 per student per semester up to four semesters. Based on the size of their graduate student body, each department has three to six fellowships available for an incoming graduate student. Both HRTM and Sports (SPTE) have four and Retail has two of these grants.

The College has hired nationally and internationally renowned scholars whose names attract high quality graduate students. The College has established a good relationship with the Fulbright and AMIDEAST agencies. We are now hosting a Fulbright faculty from Georgia and have a AMIDEAST sponsored Ph.D. student from Oman.

Internal and external grants enable faculty to hire our graduate students to work on their projects. Accordingly, the students gain invaluable experience and boost self-confidence in their research ability.

The College is establishing a research culture by organizing an annual research symposium whereby graduate students are collaborating and presenting their research papers or theses during the symposium. Moreover, this venue prepares the students for presentation at the national conferences.

The Office of the Dean has provided additional funding for the group of graduate students from SPTE and HRTM to go to national conferences and case competitions. These actions will bear fruit in terms of visibility of the graduate programs.

5. Describe your methods for placing your Ph.D. and other terminal degree students in tenure track positions at high-ranking institutions. In progress.

**Internal Grant Program**

In order to promote scholarship and visibility within greater academic community, The College of HRSM has a variety of internal grants available to faculty and students. The following paragraphs explain the program and reports the distributed monetary incentives.

o *FIRI (Faculty International Research Incentives)*: This internal grant incentive is designed to assist faculty members in developing or enhancing their international scholarly reputation. HRSM faculty members, who have not already had extensive international academic exposure, apply for up to $5,000 assistance to develop a significant international component in their research agenda. In 2011, the College of HRSM awarded $5,000 to one faculty.

o *Faculty Premier Summer Research Support:* Summer salary and research support is awarded to HRSM College faculty members who have an established record of research productivity. Eligibility for summer research support is related to the demonstrated continuous research productivity of tenured and tenure-track faculty members. This year, the College of HRSM has given three awards totaling $30,000.

o *The International Travel – Conference Supplemental Grants Program (14000 A150):* The main purpose of this program is to support participation at an international conference outside North America. Awards up to $1,500 are made to supplement international travel to attend conferences or meetings. Support is intended for presenters to promote participation in significant international meetings. This year, 7 faculty were given a total of $10,500 to travel to international conferences.

o *Conference Supplemental Grants for Graduate Students:* The main purpose of this program is to support student participation at regional and national meetings and conferences. Awards up to $500 are made to supplement travel to attend conferences or meetings. This year, two students were given $1,000 to attend conferences.

o *Summer Research Grant Writing Award (14000 A150)*: The Office of the Associate Dean for Research and Graduate Programs supports faculty in the writing of a collaborative research proposal to be submitted for external funding. The College of HRSM selectively provides summer support for faculty members in the College of HRSM who meet the grant requirements, submit the application and are recommended by the Faculty research and Grants committee. About 10 $5,000 summer stipends are provided to any HRSM full-time tenured or tenure-track

faculty member who is the Principal Investigator (PI). The PI has the prerogative to distribute the funds. This year, $10,000 was given to an HRSM faculty.

o *Untenured Faculty Seed Grant Program:* Untenured (tenure-track) junior faculty in HRSM may apply for up to $2,000-$7,000 assistance annually to conduct a new research project. The final report is written in a publishable paper format (15-20 pages) following a typical journal manuscript outline in one's professional field. The final report should have merit for publication in a peer reviewed journal. Funds are to be used only to support original unfunded research. The Associate Dean for Research and Graduate Programs selects the final proposals that advance the mission of the College for funding. This year, 3 such awards were given totaling $9,000.

**Funding Sources**

1.      "E" Fund balances, by account, as of June 30, 2009, 2010, and 2011.

| E Fund Balances by Account as of June 30, 2009, 2010, and 2011. | | | | |
|---|---|---|---|---|
| **Fund Number** | **Fund Name** | **Fund Balance June 30, 2009** | **Fund Balance June 30, 2010** | **Fund Balance June 30, 2011** |
| 14000 E101 | Ecquador Project | $ 1,652.61 | $ 1,652.61 | $ 5,453.45 |
| 14000 E150 | Research Incentive | $ 42,585.18 | $ 37,142.42 | $ 48,381.17 |
| 14000 E151 | Retail Research Incentive | $ 1,927.14 | $ 1,014.73 | $ 1,563.02 |
| 14000 E152 | TSTM Research Incentive | $ 40.03 | $ 324.96 | $ 361.08 |
| 14000 E153 | SPTE Research Incentive | $ 628.15 | $ 1,889.26 | $ 2,092.01 |
| 14000 E154 | HRTM Research Incentive | $ 46,914.64 | $ 44,730.76 | $ 45,092.04 |
| 14000 E700 | HRSM Student Compu Fee | $ 50,219.22 | $ 87,777.62 | $ 66,750.75 |
| 14010 E400 | Center for Retailing | $ 136.40 | $ 10.92 | $ 0.12 |
| 14030 E900 | Int Conf for SPTE Busi | $ 2,442.03 | $ 74.78 | $ 134.08 |
| 14030 E901 | SPTE Student Activities | $ 998.23 | $ 547.56 | $ 7.56 |
| 14030 E903 | Spring Splash Tennis Tourn | $ 154.59 | $ 154.59 | $ 154.59 |
| 14050 E103 | Inst for Tourism Res | $ 813.52 | $ 813.52 | $ 34.20 |
| 14050 E901 | National Restaurant Institute | $ 45,252.15 | $ 42,007.77 | $ 40,334.86 |
| 14050 E902 | Wine & Beverage Institute | $ 12,322.56 | $ 2,180.91 | $ 6,753.08 |
| 14050 E903 | Culinary Institute | $ 233,747.70 | $ 208,327.73 | $ 196,258.42 |
| 14050 E904 | NRA Training | $ 11,128.80 | $ 8,042.68 | $ 8,730.45 |
| | | | | |
| | | $ 450,962.95 | $ 436,692.82 | $ 422,100.88 |

**Foundation Funding Sources**

      a.  All funds budget submitted separately
      b.  Gifts and pledges in FY 2011:

Columbia-Hospitality, Retail & Sport Management – 0010

Cash Gifts from Prior Activity FY 11

a. Pledge Payments Received $7,423,812.91
b. Estate Gifts Received $0.00
Subtotal (a + b) $7,423,812.91

New Cash/Commitments FY 11

c. New Cash/Property/In-Kind Grants $16,004,482.45
d. New Pledges for Future Cash $50,366.81
e. New Documented Planned Gifts (Irrevocable) Cat. B $0.00
f. New Documented Planned Gifts (Revocable) Cat. C $0.00
Subtotal (c + d + e + f) $16,054,849.26

Number of Donors in New Cash/Commitments FY 11
Number of Donors YTD 280

Proposals FY 11
Number of Proposals Submitted 18
Value of Proposals $12,495,500.00
Average Proposal $694,194.44

**Multidisciplinary Research**

The College faculty are engaged in several multidisciplinary agency projects and or research. Below are a examples of what the faculty are doing:

**School of Hotel, Restaurant and Tourism Management (HRTM):**
- $10,000 funded in November 2009: The Use of Social Networking in Restaurants. Co-investigators: Gustafson, C., Strick, S., & DiPietro, R. at the University of South Carolina, School of Hotel, Restaurant and Tourism Management. Alfred P. Sloan Foundation Travel & Tourism Industry Center.
- Robin DiPietro is on a Ph.D. committee for a student in Public Health. Robin DiPietro and Sandy Strick and she are working on research related to menu labeling and restaurant choices that guests make.

**SPTE and RETL collaboration:**
- Ballouli, K., Koesters, T. C., Carpenter, J., Bernthal, M. J., & Hubbert, J. Examining the Effects of Brand Music on Shoppers. Evaluative and Behavioral Responses to the Retail Environment
- Andy Gillentine collaborating with the Office of Student Life & Department of Athletics
- Andy Gillentine, Mark Nagel & Frank Roach collaborating with the School of HRTM and the University of Aruba.
- Todd Koesters and Tom Regan collaborating with the HRSM CoEE (Smart State).
- Frank Roach collaborating with the Troy University Associate Dean.
- Khalid Ballouli, Todd Koesters collaborating with Department of Retail and School of Music.

**Department of Retailing (RETL)**
- Aspire Grant from Dr. Brosdahl, Dr. Carpenter, and Dr. Paige (USC Upstate) – same as SPTE.
- Dr. Campbell is working with Public Health on research ideas/topics and presented at a session for them.