

FALL PROVOST'S RETREAT

AUGUST 23, 2019





Welcome

Uof SC South Carolina

INTRODUCTION

Provost Tayloe Harding
Interim Executive Vice President for Academic
Affairs and Provost



WELCOMING REMARKS

Bob Caslen
President



WELCOMING REMARKS AND ACADEMIC AFFAIRS UPDATE

**Provost Tayloe Harding
Interim Executive Vice President for Academic
Affairs and Provost**



FALL 2019 ENROLLMENT UPDATE

Scott Verzyl

**Associate Vice President for Enrollment Management
Dean of Undergraduate Admissions**

Fall 2019 Provost's Retreat August 23, 2019



SYSTEM OVERVIEW

Flagship Institution - USC Columbia

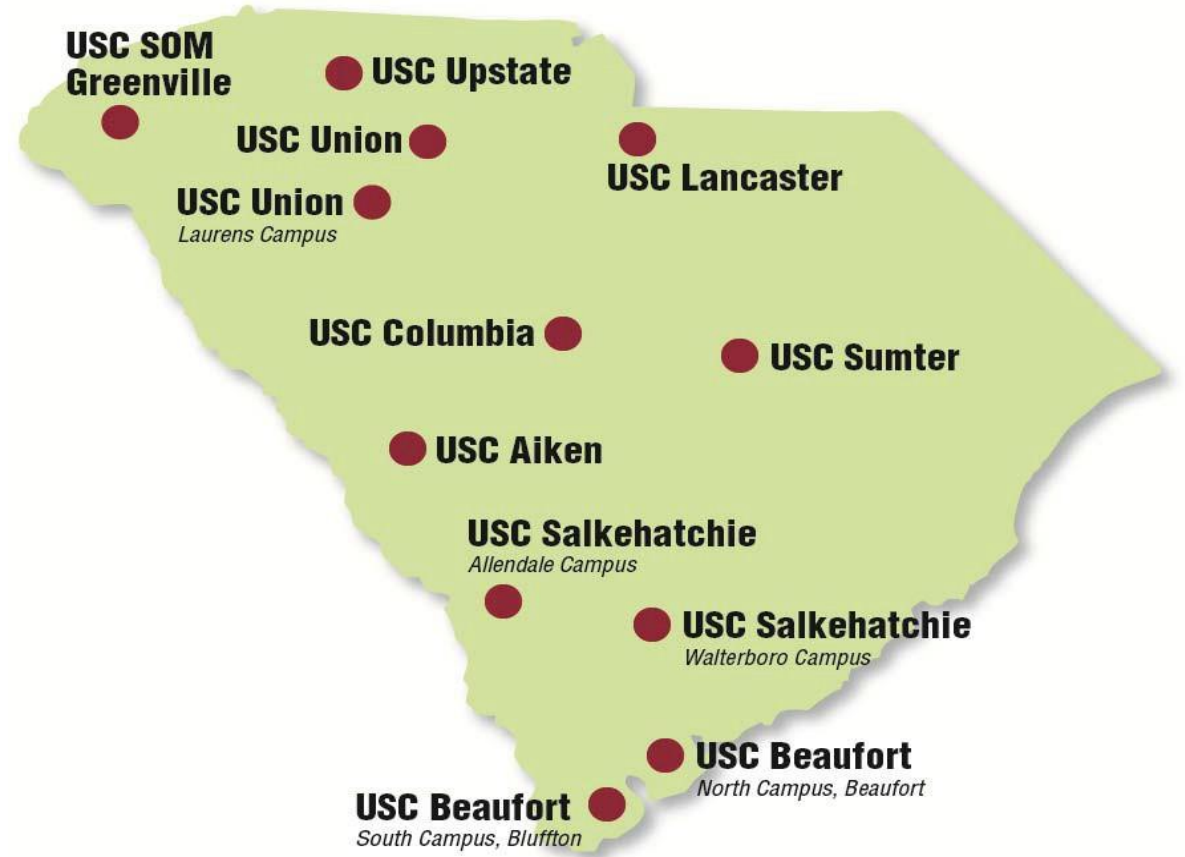
Comprehensive Campuses

USC Aiken USC Beaufort USC
Upstate

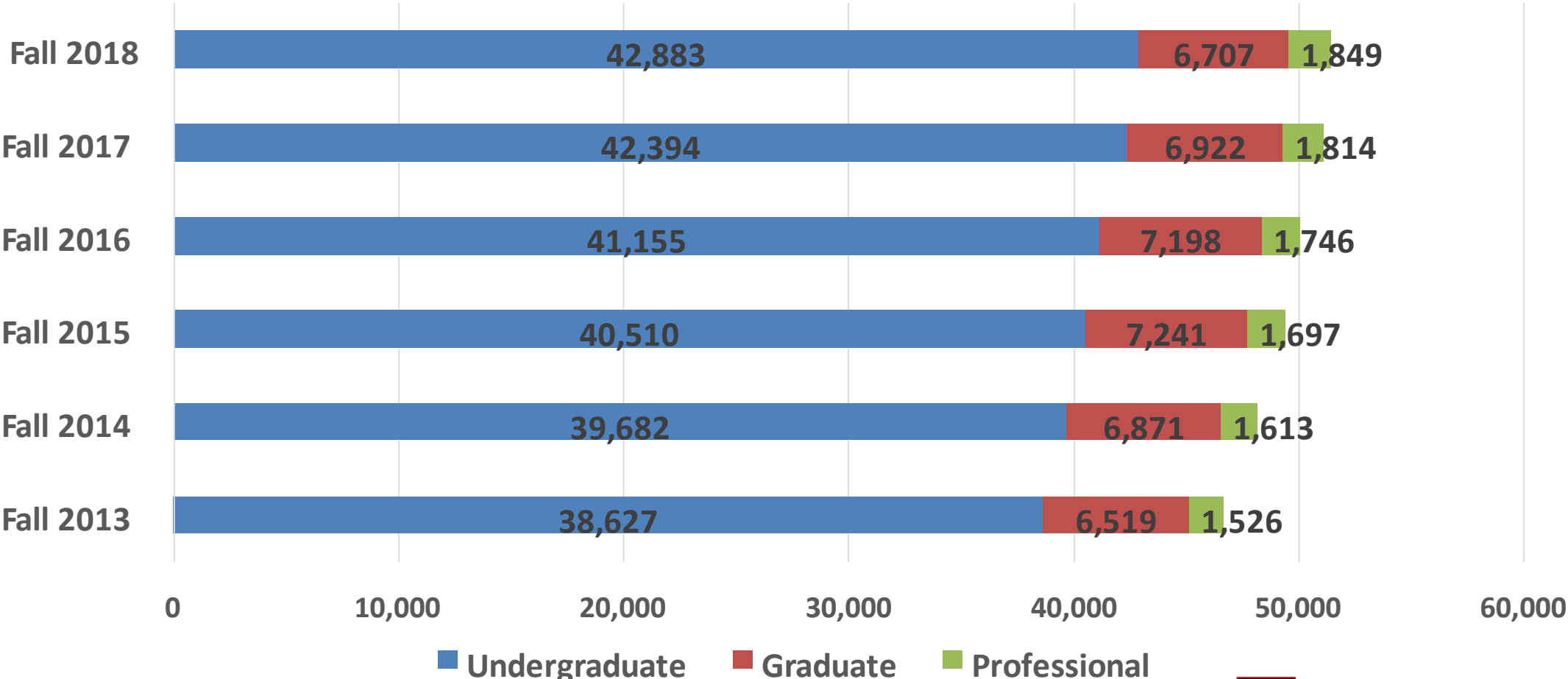
Palmetto College

USC Lancaster, USC Salkehatchie
USC Sumter, USC Union

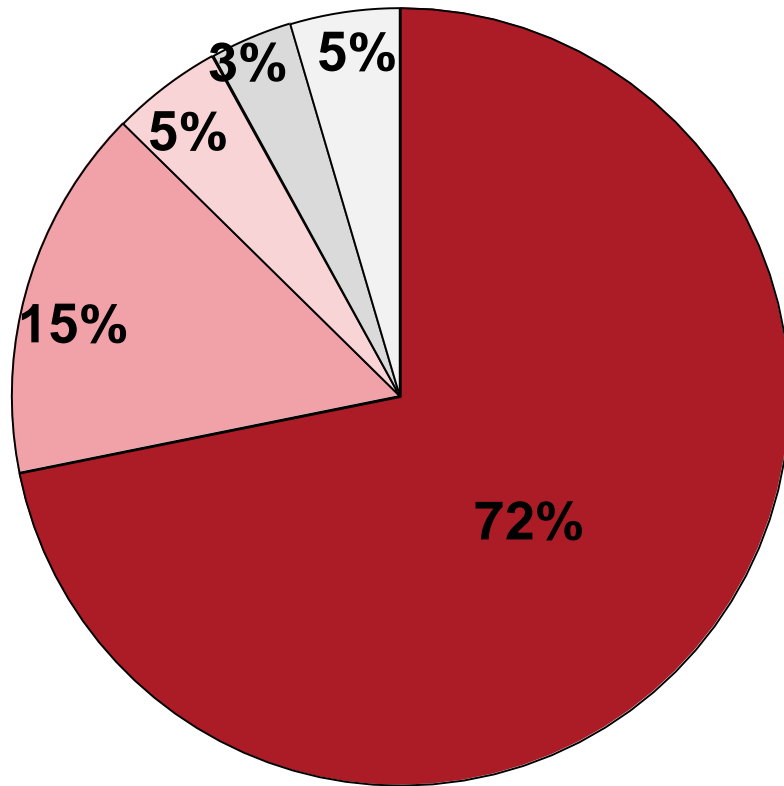
School of Medicine Columbia
Greenville



USC SYSTEM HEADCOUNT ENROLLMENT



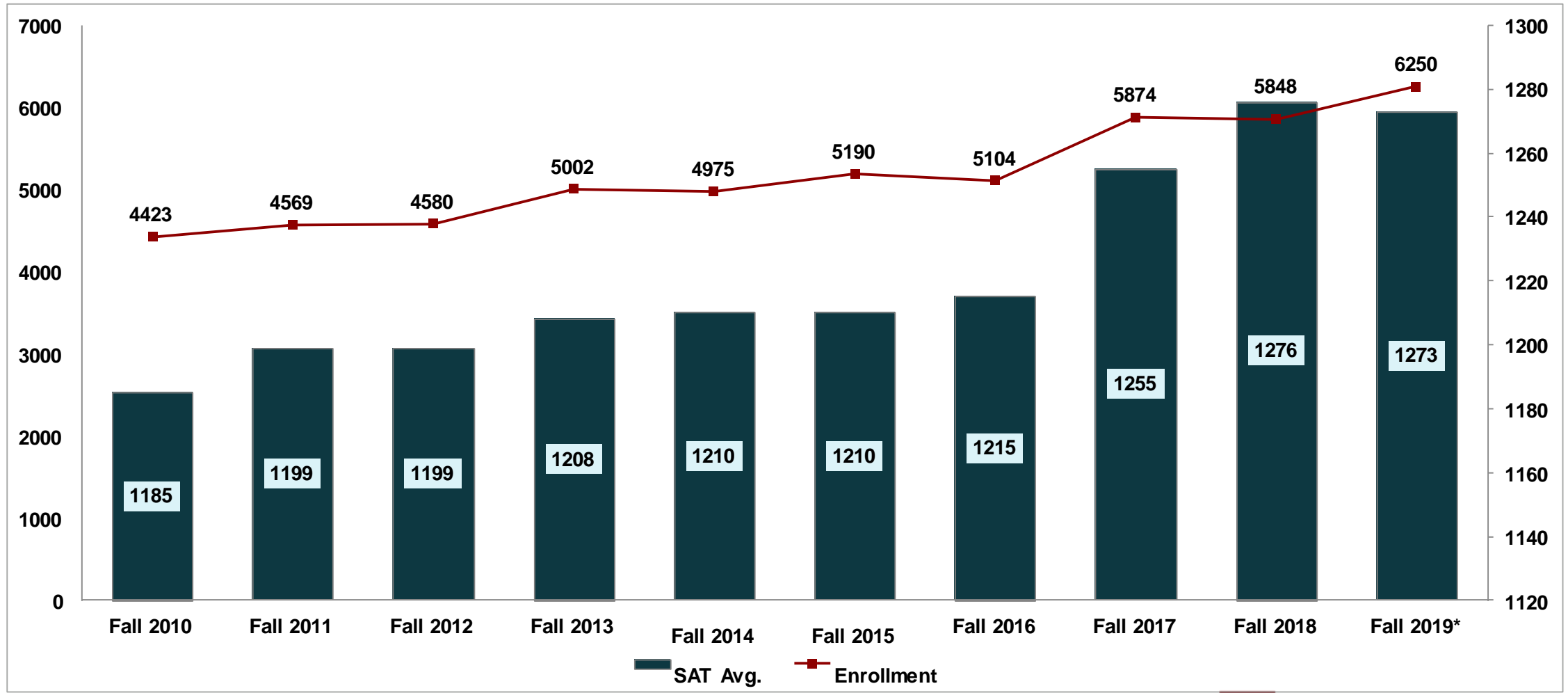
FALL 2019* PROJECTING OVER 8,700 NEW UNDERGRADUATE STUDENTS



- Freshman 6250
- Transfers 1350
- Non-Degree 400
- System Transfers 300
- Gamecock Gateway/Palmetto Pathway 400

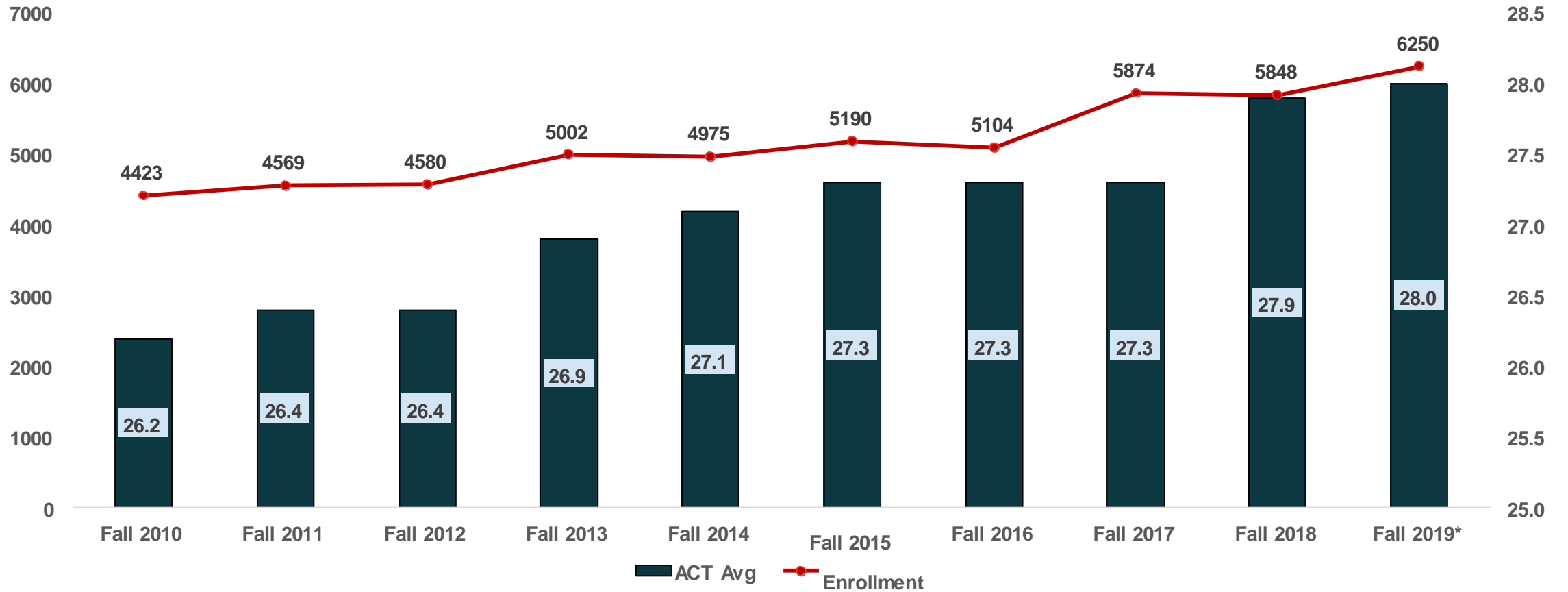
*preliminary as of 8/12/19

TEN-YEAR TREND SAT AVERAGE AND FRESHMAN CLASS SIZE



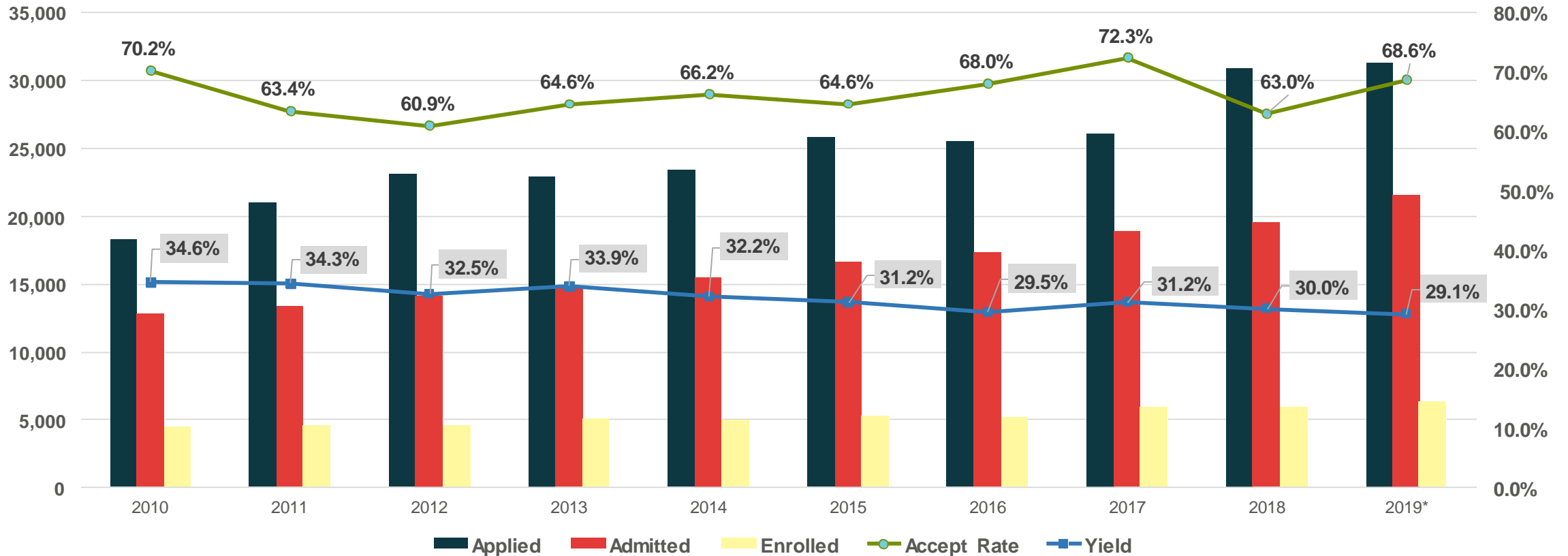
CLASS SIZE AND ACT TRENDING UPWARD

Ten Year Trend - ACT Average and Freshman Class Size

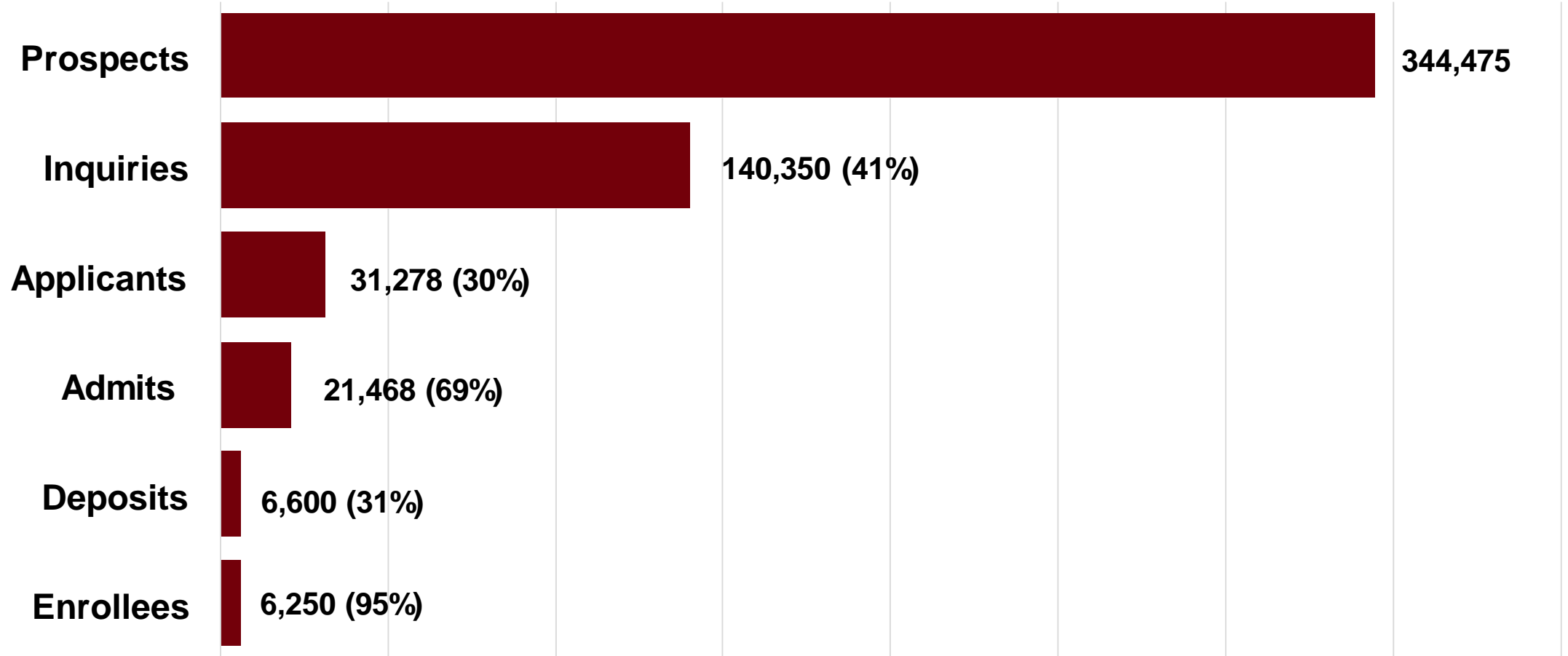


ENROLLMENT FUNNEL

Funnel Statistics

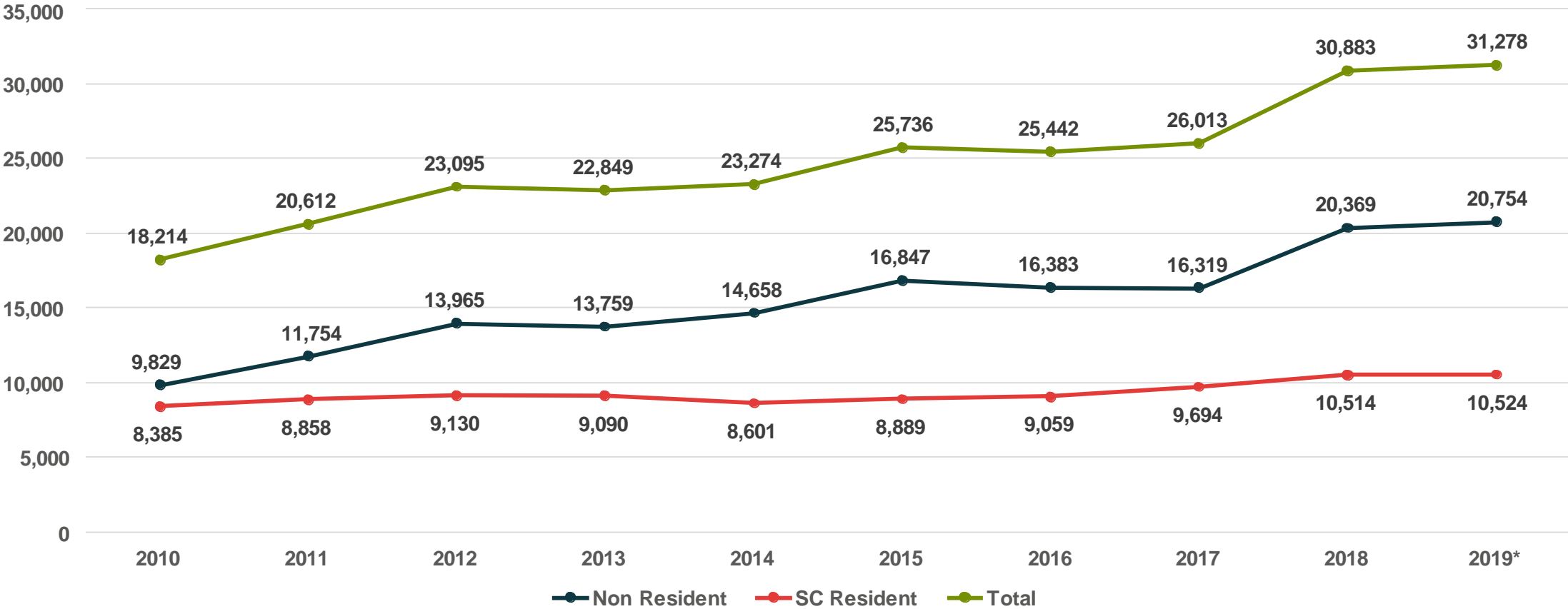


FALL 2019 ENROLLMENT FUNNEL



APPLICATIONS BY RESIDENCY

Ten-Year Application Trend



2019 INCOMING CLASS PROFILE*

	All Freshmen	Capstone Scholars	Honors College	Gateway	Palmetto Pathway
Number	6250	1550	594	360	49
Avg. SAT	1273	1372	1473	1017	1012
Avg. ACT	28	30.8	33	18.8	19.7
GPA	4.1	4.4	4.8	3.2	3.2

*projected/unofficial

MORE ABOUT THE FRESHMAN CLASS

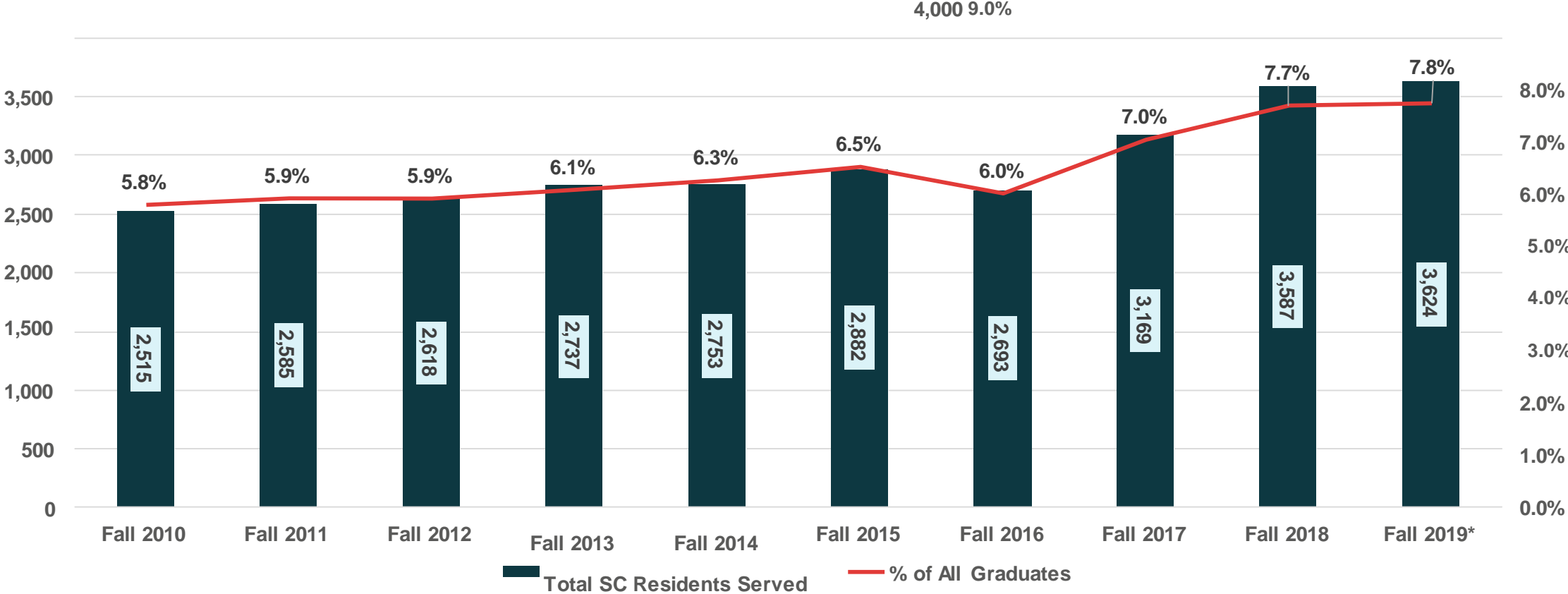
- Madison and John – Most popular names
- 51% from South Carolina
- 55% Female
- 18% URM
- 38 sets of twins
- 79 Valedictorians
- 1700+ high schools represented
- 43 states and territories, including District of Columbia and 40 countries

FRESHMAN CLASS TOP 10 STATES 2019

North Carolina	New York
Georgia	Pennsylvania
New Jersey	Massachusetts
Virginia	Ohio
Maryland	Illinois

SERVING MORE SC STUDENTS THAN EVER BEFORE

South Carolina High School Graduates Served on Columbia Campus Fall 2010 - Fall 2019



2019 FRESHMAN CLASS TOP MAJORS

Biological Sciences	Exercise Science
Pre-Nursing	Psychology
Pre-International Business	Finance
Undeclared	Public Health
Business Undeclared	Computer Science
Sport and Entertainment Management	Marketing

2019 FRESHMAN CLASS BY COLLEGE/SCHOOL

College of Arts and Sciences	35%
Darla Moore School of Business	18%
College of Engineering and Computing	16%
Arnold School of Public Health	9%
College of Nursing	8%
College of Information and Communications	4%
College of Hospitality, Retail, Sport Management	3%
College of Pharmacy	3%
College of Education	2%
School of Music	2%
College of Social Work	1%

GAMECOCK ← GATEWAY

Residential bridge program focused on SC Residents

- Partnership program between the University of South Carolina and Midlands Technical College
- Take classes at Midlands Technical College in Columbia
- One year invitation-only program
- Complete 30 hours and earn a minimum 2.25 to transfer
- Must apply as a first-time fall freshman to USC to be considered
- In Fall 2019, over 97% of SC applicants were invited to USC via freshman class or Gamecock Gateway.

Named Bronze Winner for

2015 NASPA's Excellence Award!

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession.



PERCENTAGE OF STUDENTS RECEIVING AID, UOFSC COLUMBIA

Percent of Entering Freshmen Receiving Financial Aid	96%
Percent of Entering Freshmen Receiving Need-Based Financial Aid	54%
Percent of Continuing Undergraduates Receiving Financial Aid	90%
Percent of Continuing Students Receiving Need-Based Financial Aid	46%
Percent of Undergraduate Students Receiving Financial Aid	91%
Percent of Undergraduate Students Receiving Need-Based Financial Aid	49%
Percent of Graduate/Professional Students Receiving Financial Aid	89%
Percent of All Students Receiving Financial Aid	91%

Source:
https://sc.edu/about/offices_and_divisions/financial_aid/forms_and_resources/factbooks/accessible_factbooks/1718/factbook_percentages_of_students_receiving_financial_aid_and_average_awards_1718.xlsx

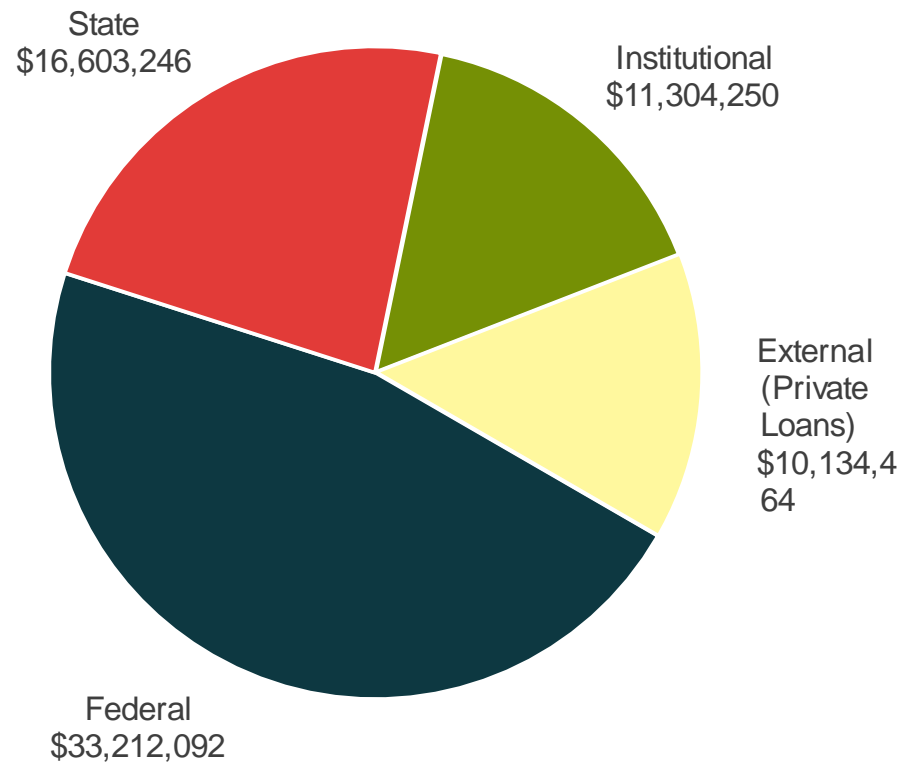
ADJUSTED GROSS FAMILY INCOME

FALL 2018 ALL STUDENTS

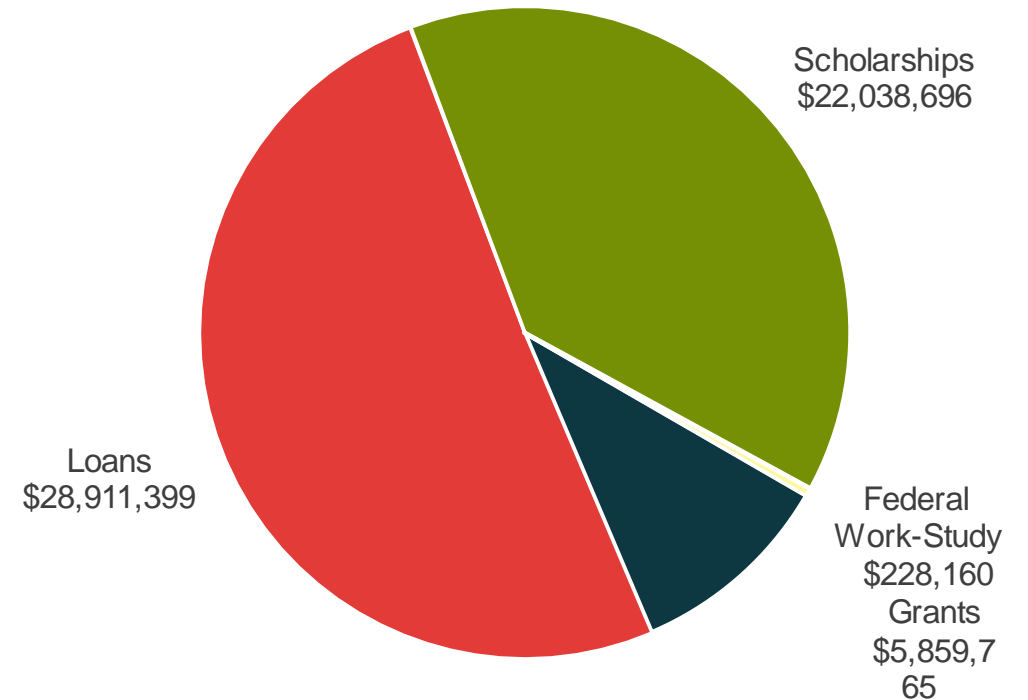
Adjusted Gross Family Income	All Students	SC Resident	Out-of-State
\$0-49,999	18.2%	27.2%	6.9%
\$50,000-99,999	14.4%	19.3%	8.1%
\$100,000-249,000	26.1%	25.4%	27.2%
\$250,000-499,000	6.0%	3.1%	9.8%
\$500,000-749,000	.8%	.4%	1.3%
\$750,000-999,999	.3%	.1%	.5%
\$1,000,000+	.2%	.1%	.3%
Not Reported	33.7%	24.4%	45.9%
Total	27,002	15,182	11,820

FALL 2018 INCOMING FRESHMAN AID BY SOURCE AND TYPE

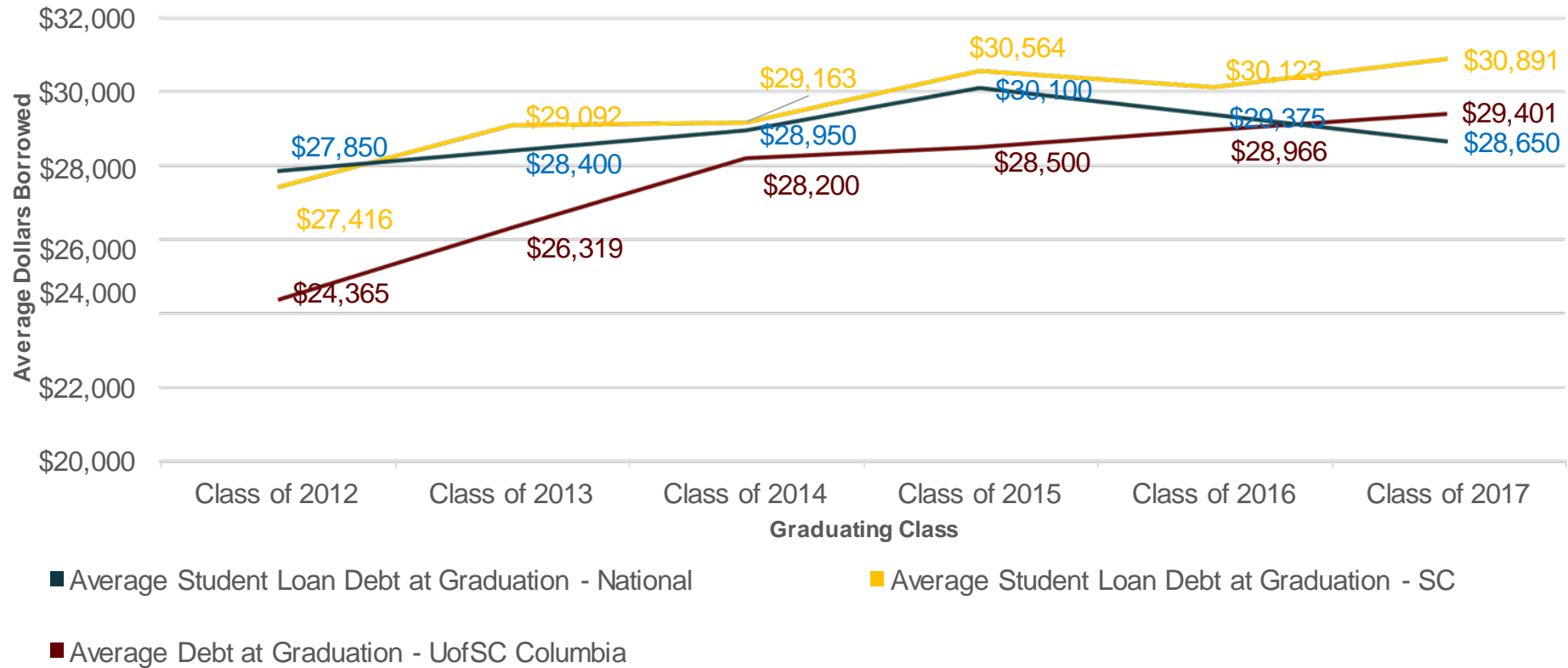
Aid by Source



Aid by Type



AVERAGE UNDERGRADUATE STUDENT LOAN DEBT AT GRADUATION AVERAGE DOLLARS BORROWED



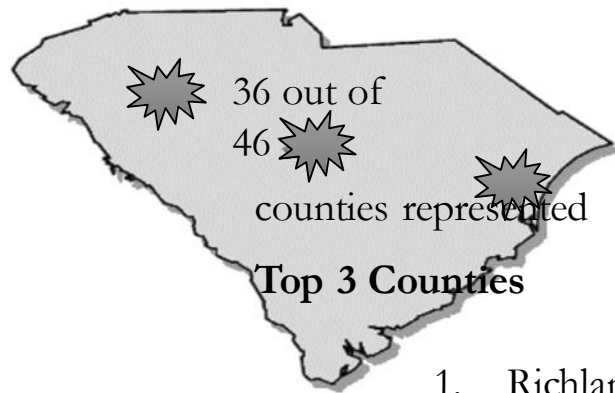
Source: Internal Student Debt Study Data, <https://ticas.org/>

GAMECOCK GUARANTEE

PROFILE OF 2018 COHORT

162 Recipients

1. Average family income: \$18,725
2. Gender: 62% Female
3. Race:
 - White (40%)
 - Black (25%)
 - Two or More Races (21%)
 - Other (14%)



1. Richland
2. Horry
3. Greenville

PERCENT OF GIFT AID

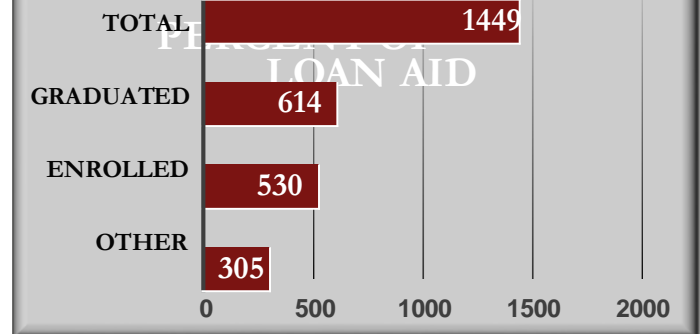
- 93% Gamecock Guarantee
- 63% Overall Resident Freshmen

- 6% Gamecock Guarantee
- 36% Overall Resident Freshmen

AVERAGE RETENTION 2008 TO 2018 FRESHMAN TO SENIORS

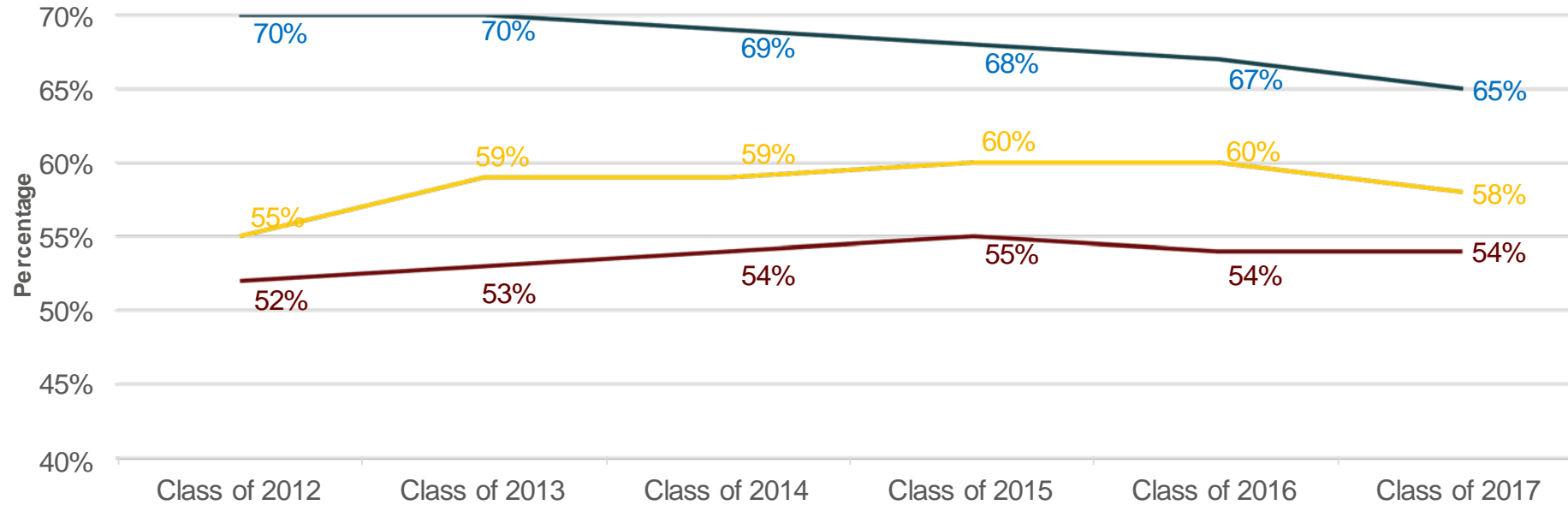
- 90% Gamecock Guarantee
- 88% USC Columbia Overall

Status of Recipients 2008-2018



Average Undergraduate Student Loan Debt at Graduation

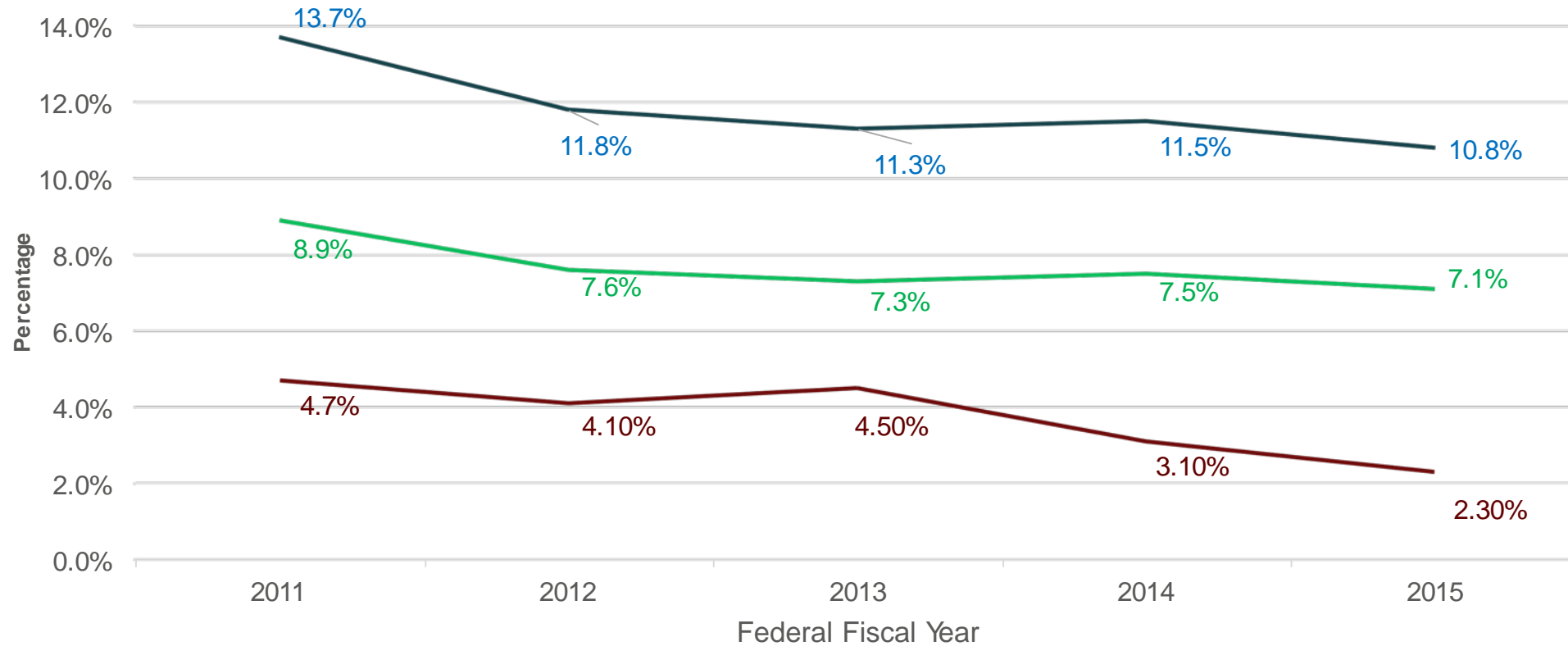
Percentage of Undergraduate Students with Student Loan Debt at Graduation



- Graduating Class**
- Percentage of Students with Student Loan Debt at Graduation - National
 - Percentage of Students with Student Loan Debt at Graduation - SC
 - Percentage of Students with Student Loan Debt at Graduation - USC Columbia

Source:

THREE-YEAR FEDERAL STUDENT LOAN COHORT DEFAULT RATE

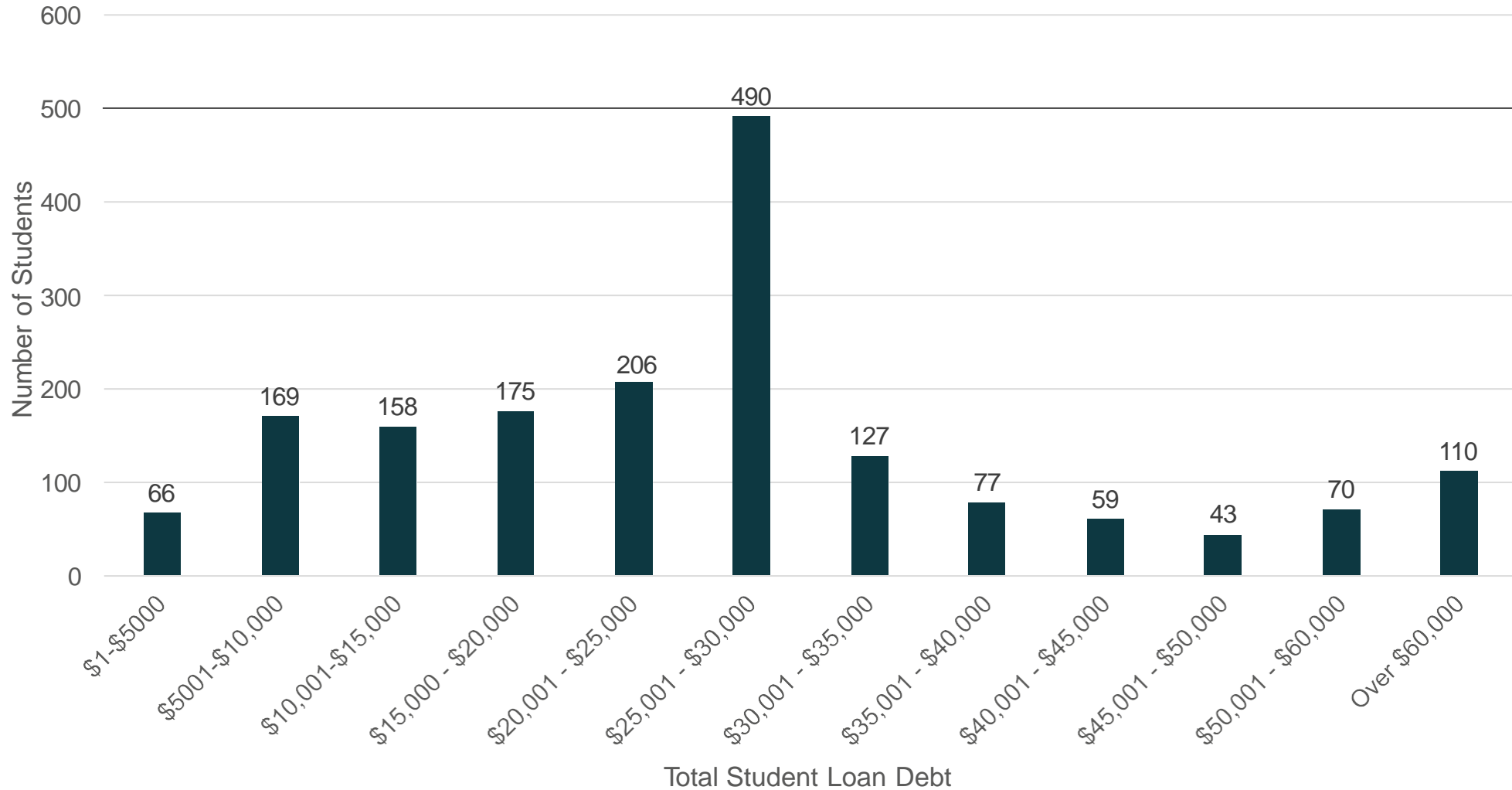


■ Three-Year Cohort Default Rate - National
■ Three-Year Cohort Default Rate - UofSC Columbia

■ Three-Year Cohort Default Rate - 4-Year Public Institutions

AVERAGE UNDERGRADUATE STUDENT LOAN DEBT AT GRADUATION

AVERAGE DOLLARS BORROWED, UOFSC COLUMBIA

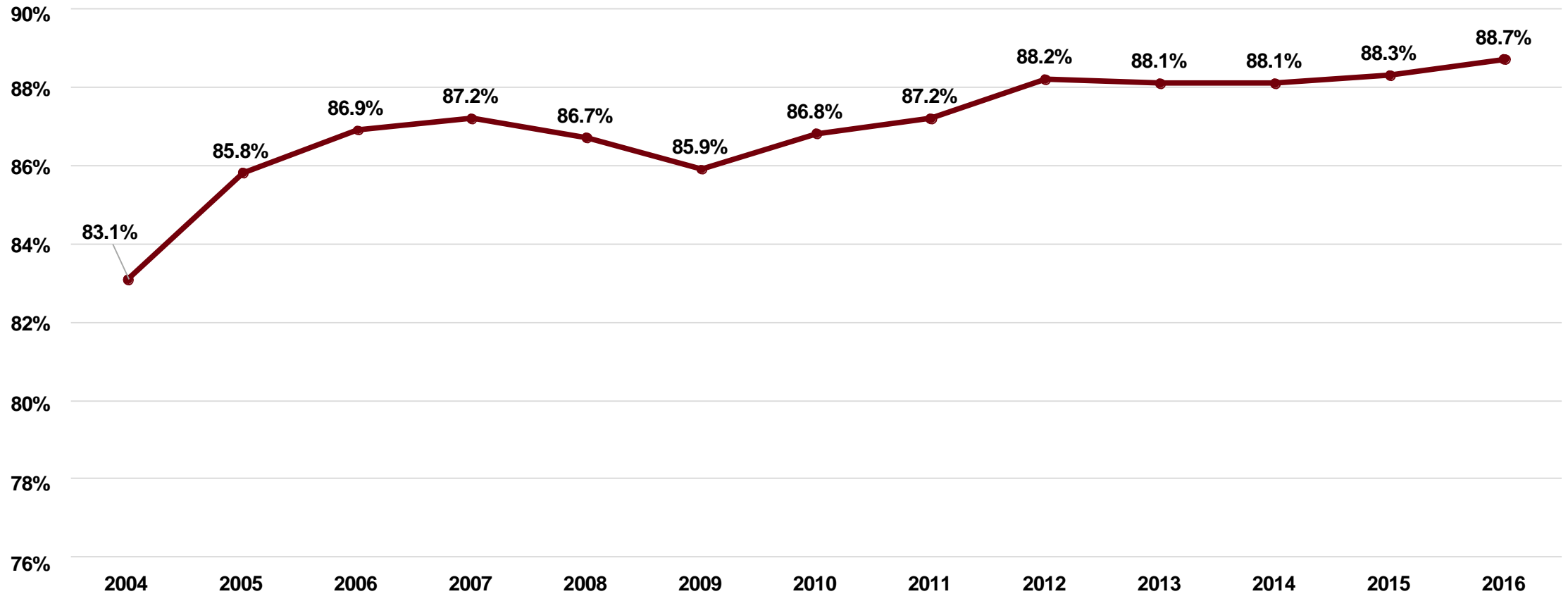


Source: Internal Student Debt Study

■ Number of Students

FIRST-TIME, FULL-TIME FRESHMAN RETENTION RATES

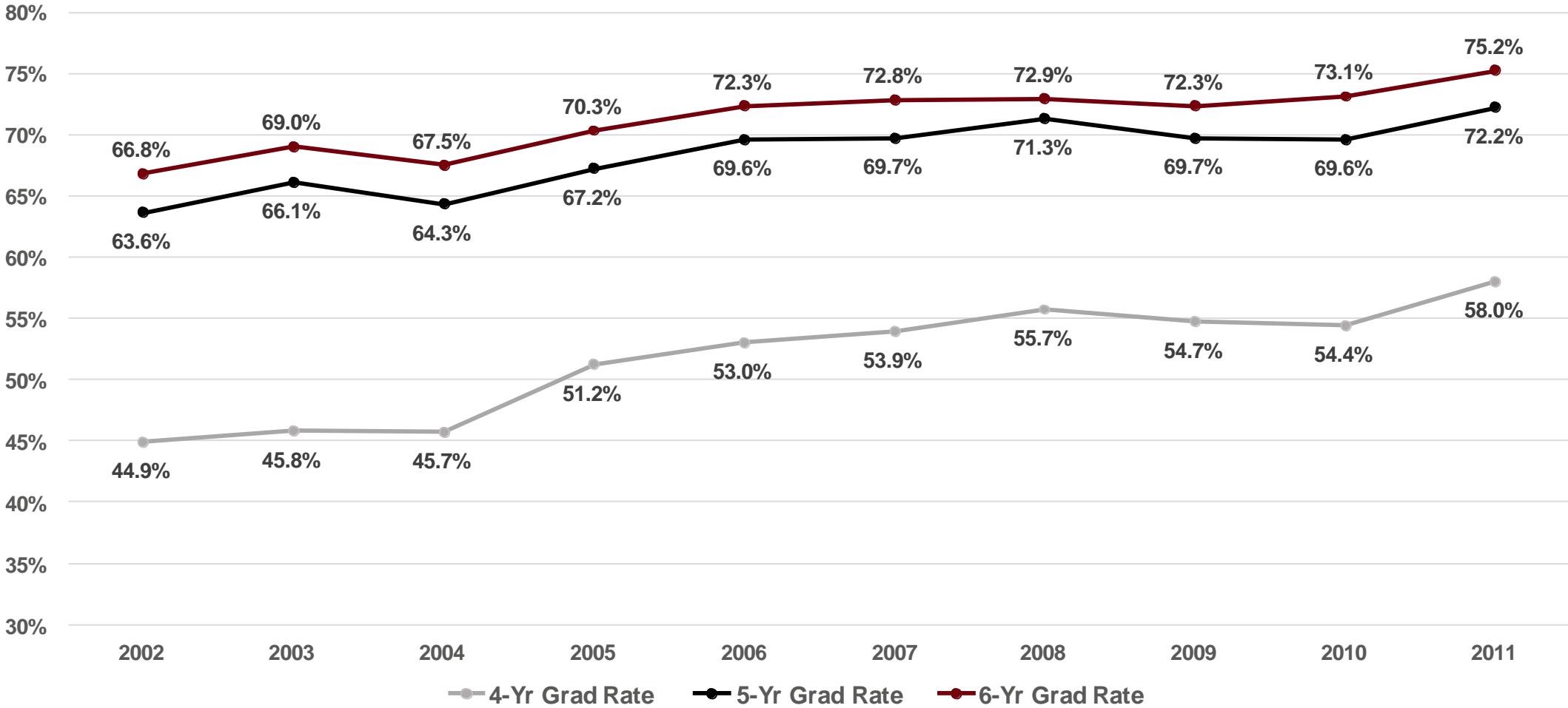
Freshman to Sophomore return rate for the following fall.



FIRST YEAR RETENTION RATES

<u>SEC Schools</u>	<u>(2017 COHORT)</u>	<u>First Year Retention</u>
Vanderbilt University		97%
University of Florida		96%
University of Georgia		95%
Clemson University		93%
Auburn University		92%
Texas A&M University		92%
University of South Carolina		88%
University of Missouri		87%
The University of Alabama		87%
The University of Tennessee		86%
University of Mississippi		85%
Louisiana State University		83%
University of Kentucky		83%
University of Arkansas		82%
Mississippi State University		79%

FIRST-TIME, FULL-TIME FRESHMAN GRADUATION RATES



Data retrieved from Institutional Research Assessment, and Analytics July 30, 2019.
www.ipr.sc.edu/



SIX YEAR GRADUATION RATES (2011 COHORT)

<u>SEC Schools</u>	<u>Six Year Graduation Rate</u>
Vanderbilt University	92%
University of Florida	88%
University of Georgia	85%
Texas A&M University	82%
Clemson University	82%
Auburn University	77%
University of South Carolina	75%
University of Tennessee	70%
University of Missouri	69%
University of Alabama	68%
Louisiana State University	67%
University of Kentucky	65%
University of Arkansas	62%
University of Mississippi	60%
Mississippi State	58%

DIVERSITY EXPLOSION



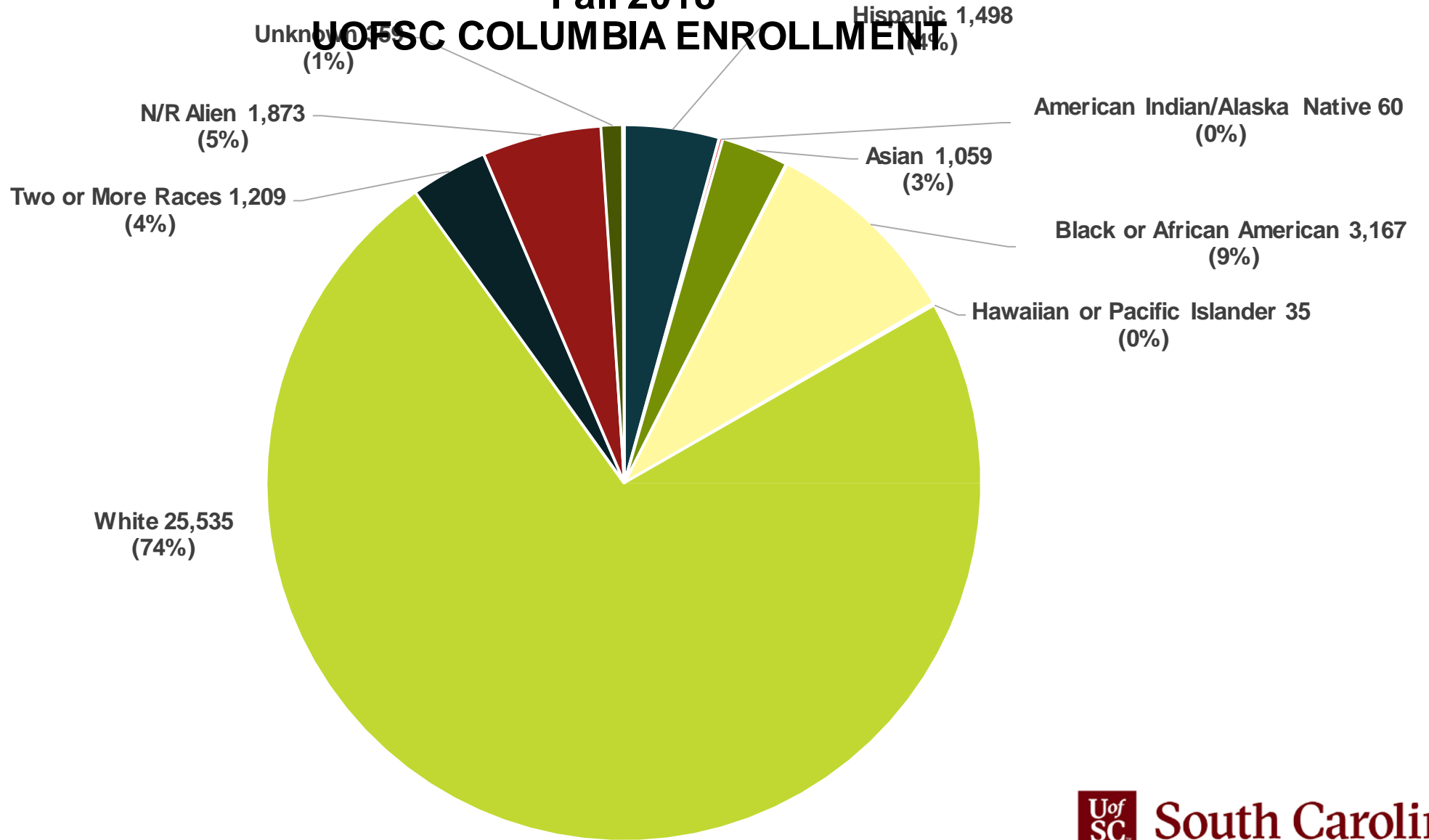
HOW NEW RACIAL/ETHNIC DEMOGRAPHICS ARE REMAKING AMERICA

WILLIAM H. FREY

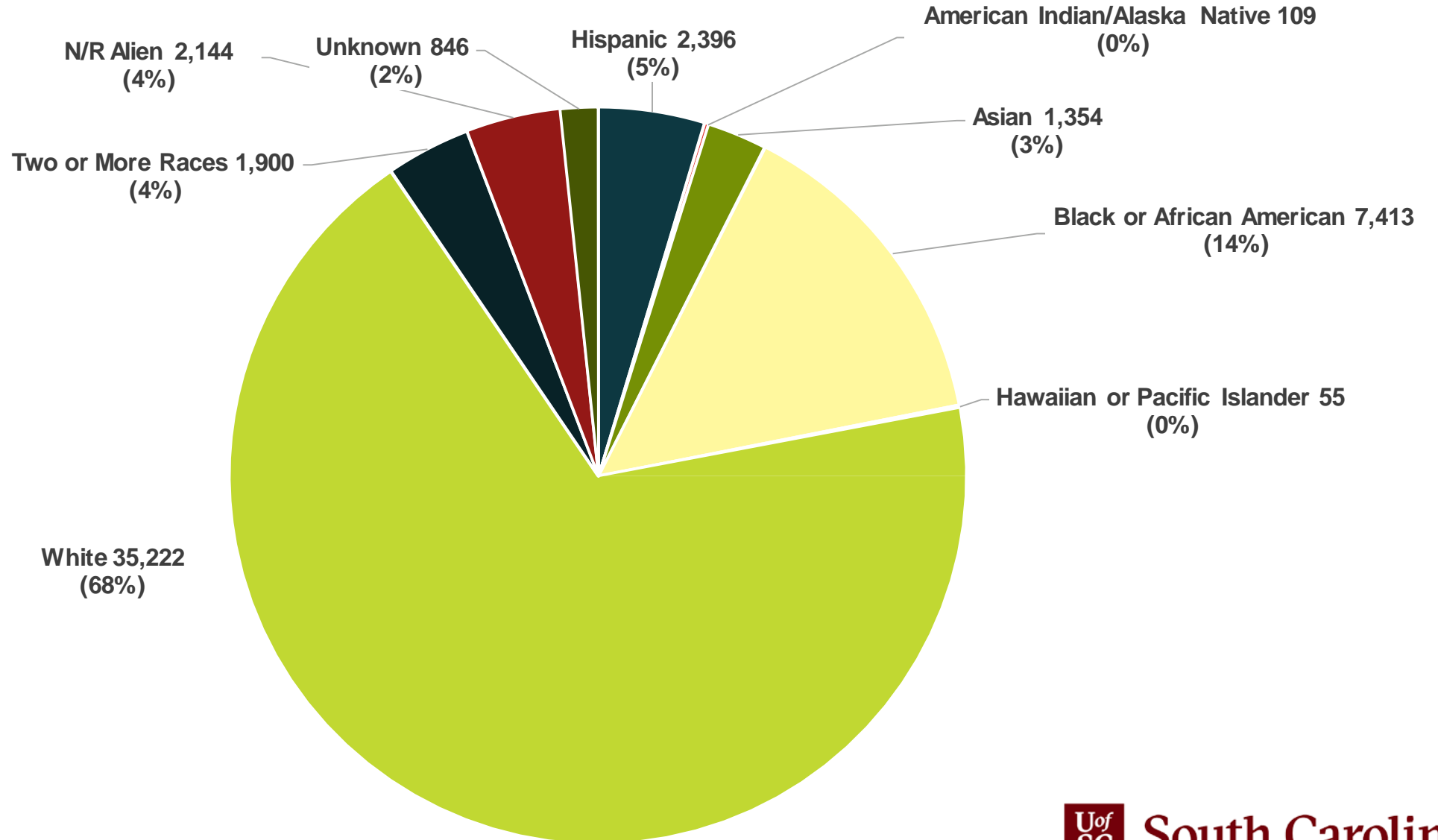
|| South Carolina

Fall 2018

UofSC COLUMBIA ENROLLMENT



Total UofSC System Enrollment Fall 2018



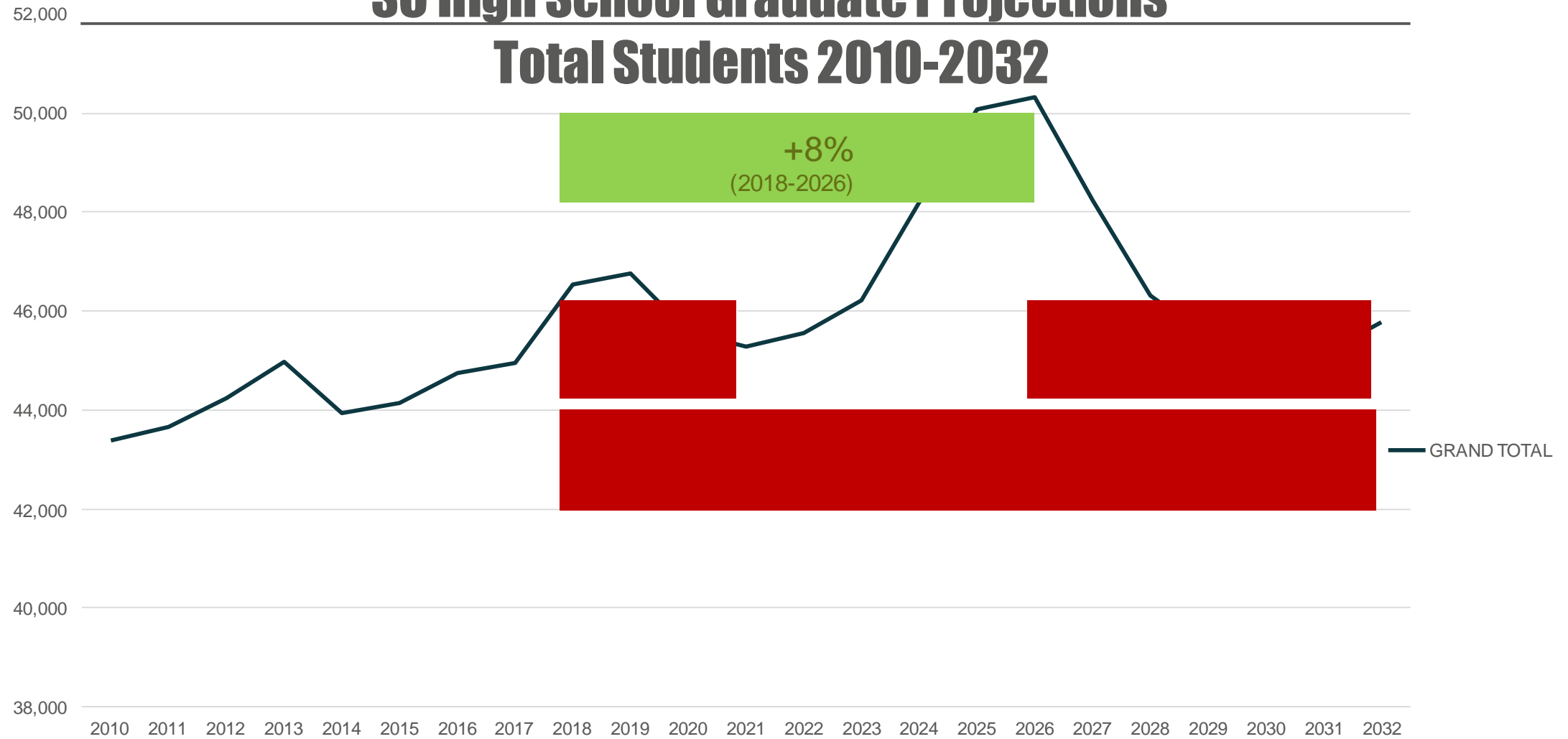
Projected Change in US Public High School Graduates By Race

2015 - 2024

<u>Academic Year</u>	<u>Native American</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>
2015-2016	31,684	186,448	414,653	602,242	1,699,256
2024-2025	<u>38,152</u>	<u>261,979</u>	<u>443,882</u>	<u>807,087</u>	<u>1,639,604</u>
Change	+6,468	+75,531	+29,229	+204,845	-59,652

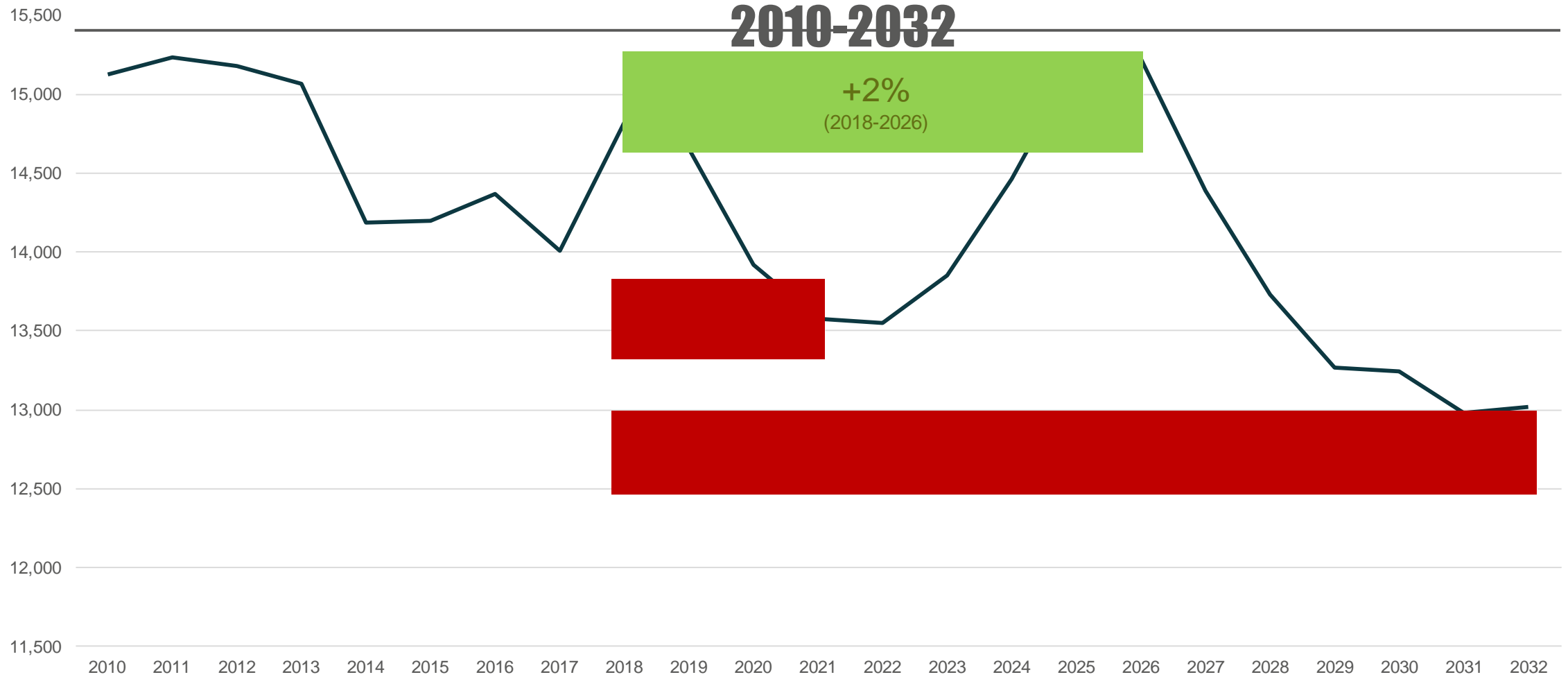
Source: WICHE

SC High School Graduate Projections Total Students 2010-2032

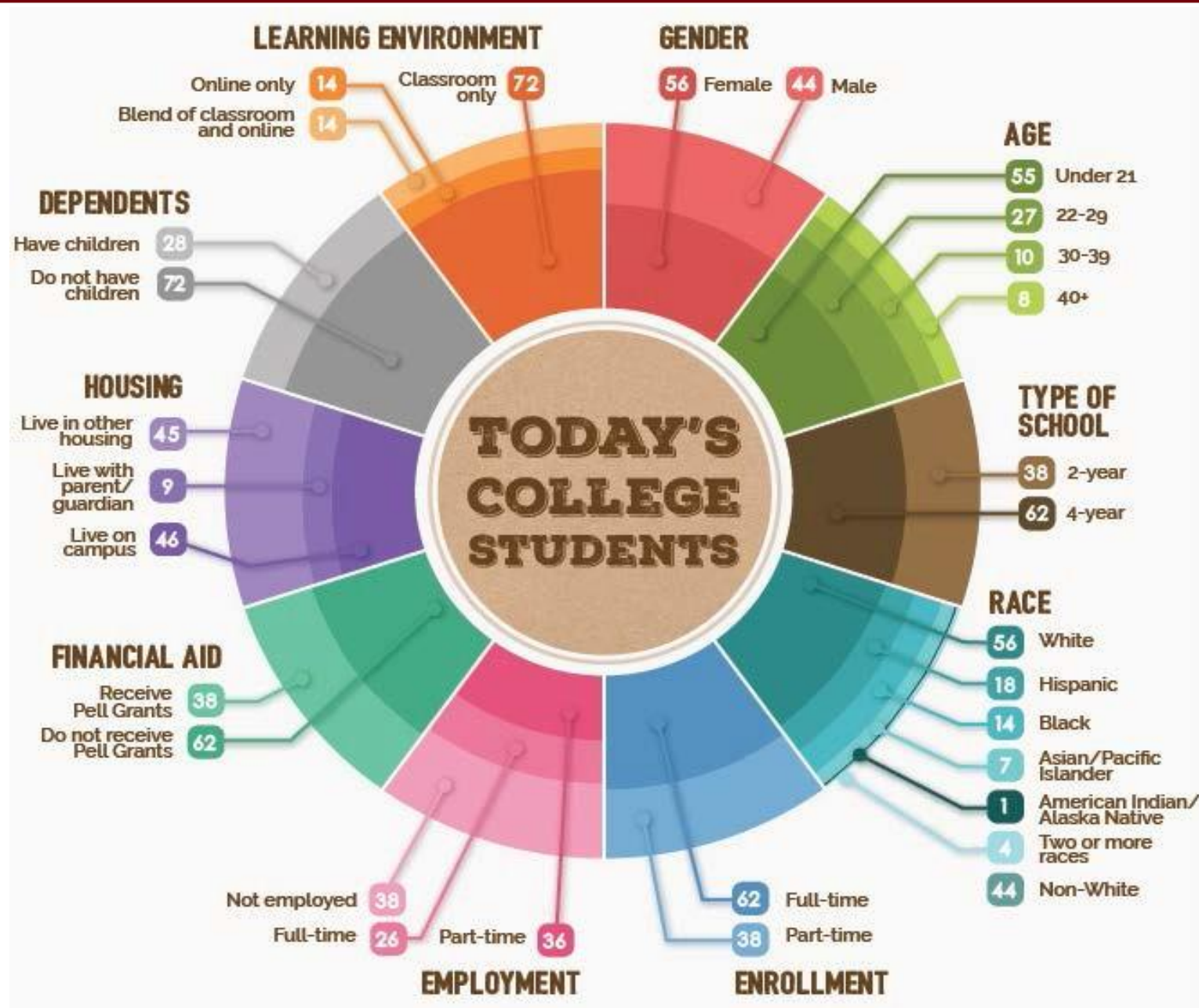


Source: WICHE

SC African American HS Graduate Projections 2010-2032



Source: WICHE



South Carolina

Source: <https://postsecondary.gatesfoundation.org/what-were-learning/todays-college-students/>

WHY STUDENTS ATTEND COLLEGE

	%
To be able to get a better job	85
To learn more about things that interest me	84
To get training for a specific career	78
To gain a general education and appreciation of ideas	76
To be able to make more money	70
To prepare for graduate/professional school	60
To make me a more cultured person	51

% of students that considered the reason "very important" in deciding to go to college.

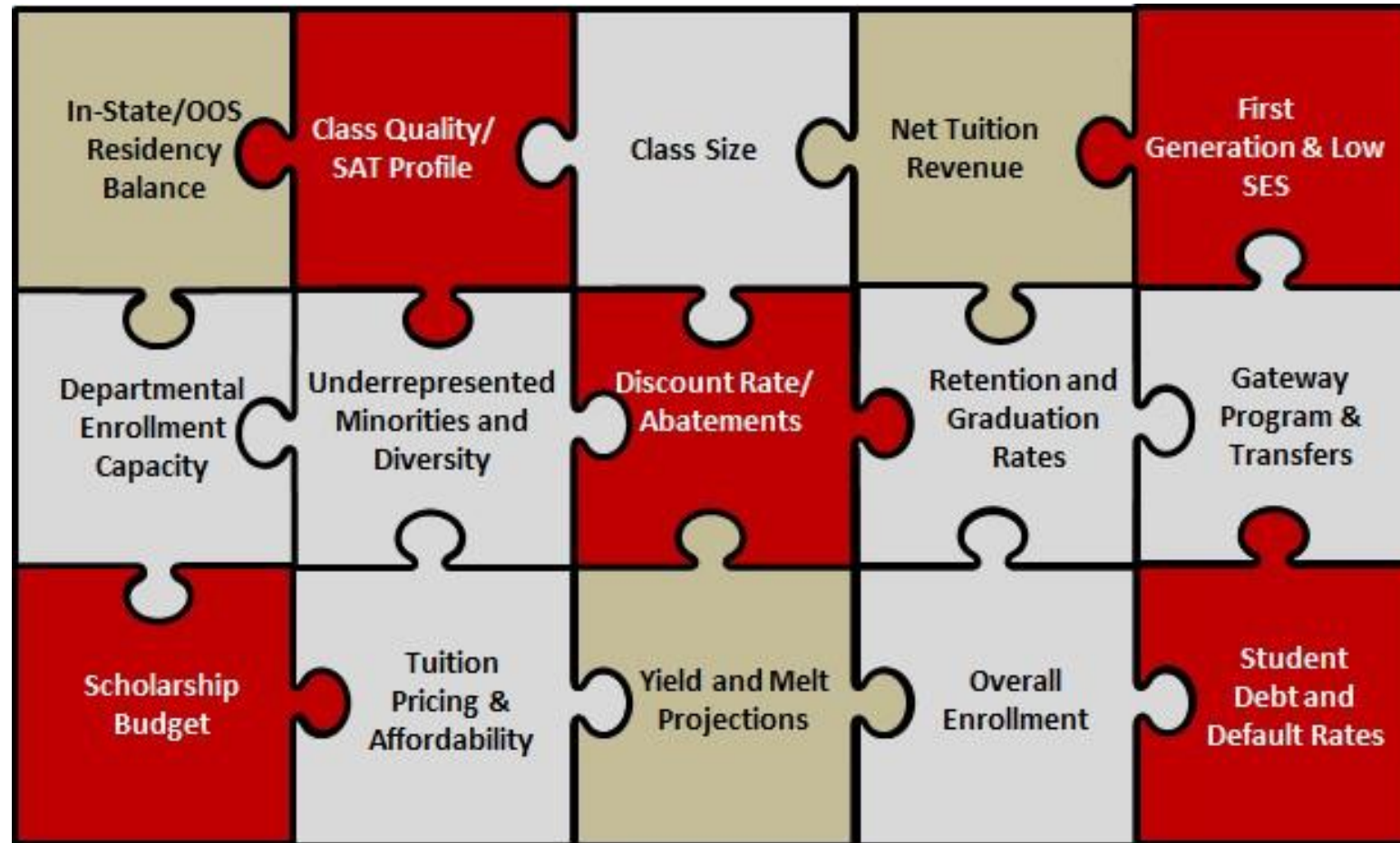
The American Freshman National Norms (CIRP) 2017

USC COLUMBIA ENROLLMENT SUMMARY

	2009	2019*	Change
Freshman Applications	17,438	31,278	+13,840 (+79%)
Freshman Class	3,881	6,250	+2369 (+61%)
Freshman Class Yield	34.8%	29.1%	-5.7 percentage pts.
Average SAT	1192	1273	+81 points
Average ACT	26.1	28	+1.9 points
Freshman Honors Enrollment	321	600	+279 (+87%)
Capstone Scholars Enrollment	483	1,550	+1067 (+221%)
Total Undergrad Enrollment	20,494	27,500	+ 7006 (+34.2%)
First to Second Year Retention	85.9%	88.7%	+2.8 percentage pts.
4-Year Graduation Rate*	54.7%	58.0%	+3.3 percentage pts.
6-Year Graduation Rate*	72.3%	74.2%	+1.9 percentage pts.

*projected as of July 2019

ENROLLMENT MANAGEMENT IS ONE BIG PUZZLE...



MEET GENERATION Z

A KING IN CRISIS BY JEFFREY GOLDBERG | HOW TO LIVE ON MARS BY JAMES FALLOWS | THE WORST MARRIAGES EVER (P. 104)

The Atlantic



THE TOUCH-SCREEN GENERATION

What's this technology doing to toddlers' brains?

By **Hanna Rosin**

WHAT'S THE DEAL WITH DONALD TRUMP?
Plus More in Our Annual Money Report

APRIL 2013
THEATLANTIC.COM



South Carolina

ARE YOU READY FOR THE NEXT GENERATION OF STUDENTS?



Sasha Obama



Thylane Blondeau



Finn Wolfhard



Caleb McLaughlin



Gatén Matarazzo



Jaden Agassi



Jazz Jennings



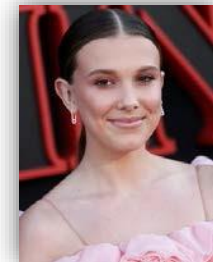
Billie Eilish



Lil' Pump



Frankie Jonas



Millie Bobby Brown

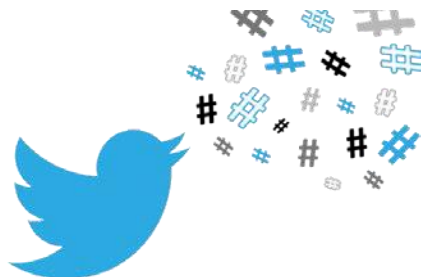


Willow Smith



THE MINDSET OF OUR STUDENTS

- Since they binge-watch their favorite TV shows, they might like to binge-watch the video portions of their courses too.
- When they see wire-rimmed glasses, they think Harry Potter, not John Lennon.
- “Press pound” on the phone is now translated as “hit hashtag.”
- Celebrity “selfies” are far cooler than autographs.
- There has always been a national database of sex offenders.



- *The Daily Show with Jon Stewart* has always been the only news program that really “gets it right.”
- Women have always been dribbling, and occasionally dunking, in the WNBA.
- Ads for prescription drugs, noting their disturbing side effects, have always flooded the airwaves.
- “Good feedback” means getting 30 likes on your last Facebook post in a single afternoon.
- Hong Kong has always been part of China.



Source: Beloit Mindset List

CHARACTERISTICS

- 1996 – 2011
- 60 million strong
- Digital Natives
- Small Windows of Interest (8 second)
- Aware of their Social Media Presence
- Pragmatic
- Accepting of Identity
- Most Diverse
- Debt Averse
- Want to Make an Impact
- Ambitious/Career Focus
- Wary of “Establishment”
- Expect Authority Figures to be Coaches and Collaborators
- Value Applied Education

Source: Ellis, Keith. “Generation Z.” Division of Student Affairs and Academic Support Division Meeting, University of South Carolina. January 27, 2017.

ADDITIONAL CHARACTERISTICS

- 1 in 10 incoming freshmen plan to participate in student protest (HERI)
- 15%+ of minority students report feeling “unsafe” on campuses (NSSE)
- Increased usage of Counseling and Psychology
- Increased reporting of suicidal ideation
- Increased reports of disruptive behavior in the classroom

ADDITIONAL CHARACTERISTICS

- Increased exposure to medication (both prescribed and illicit)
- Increased reliance on Behavior Management Medication
- Increased use of marijuana as drug of choice
- Parents continue to play a big role in students' lives beyond high school

IMPLICATIONS

- Social Media and Internet are viewed as reliable sources of fact
- Expect to receive information rapidly...if delayed students are less likely to trust the reliability of information and/or are more likely to accept rumors as truth
- Trend toward use of snapchat/secret/whisper because information is deleted rapidly...hard to know what information is being released

IMPLICATIONS

- Students are less interested in working within a system or process to create solutions and often blame the system (establishment) for problems that exist
- Expect demands to be met immediately and lack patience to work through change
- Often do not bring solutions to problems to the table and/or the demands they bring are unreasonable

IMPLICATIONS

- Due to limited attention span, it is hard to engage students in a meaningful dialogue/ conversation or get them to commit to a long-term plan
- Approach the world with an expectation that they will make a difference (and they will get credit for it)
- Parents often “come to the rescue” if a student is met with a challenge or obstacle

IMPLICATIONS

- Approach college as a consumer with consumer like demands and may be less likely to pursue a college if perceived as a “bad value,” not affordable, or not meeting their expectations
- Highly competitive and the individual good is seen as more important than the societal good

IMPLICATIONS

- Expect to see, speak to and interact directly with university presidents
- Quick to dismiss authority figures if that person is perceived as part of the system or part of the problem
- Quick to use stigmas to label others who are perceived to not agree with their viewpoint (i.e. sexist, racist, ageist, etc.)

Help us create a
safe, civil, and non-
discriminatory
learning environment
by promoting the
Carolinian Creed



The Carolinian Creed

The community of scholars
at the University of South Carolina is dedicated
to personal and academic excellence.

◆
Choosing to join the community obligates each member
to a code of civilized behavior.

As a Carolinian . . .

◆
I will practice
personal and academic integrity;

◆
I will respect
the dignity of all persons;

◆
I will respect
the rights and property of others;

◆
I will discourage
bigotry, while striving to learn from differences
in people, ideas and opinions;

◆
I will demonstrate
concern for others, their feelings and their need
for conditions which support their work
and development.

◆
Allegiance to these ideals requires each Carolinian
to refrain from and discourage behaviors which threaten
the freedom and respect
every individual deserves.

FOR MORE INFORMATION CONTACT:

R. Scott Verzyl

Dean of Undergraduate Admissions

Associate Vice President for Enrollment Management

Scott.Verzyl@sc.edu

(803) 777-6922

SACS ACCREDITATION SACSCOC UPDATE AUGUST 2019

Donald Miles

**Director of Institutional Effectiveness and
Accreditation**

SACSCOC Liaison



UNIVERSITY OF
South Carolina

REQUIREMENTS

Compliance Certification

Quality Enhancement Plan

Substantive Change Reporting

SACSCOC REVIEW PROCESS

Off-Site Review

On-Site Review

Review by
SACSCOC Board
of Trustees

MULTI-LAYERED SACSCOC REVIEW PROCESS

- Leadership Orientation by SACSCOC Staff
- Compliance Certification Report
- Off-Site Committee Review and Report
- Quality Enhancement Plan
- Institutional Focused Report
- On-Site Committee Visit and Report
- Institutional Response Report and revised QEP
- Review and Action by the SACSCOC Board of Trustees

UOFSC REAFFIRMATION TIMELINE

Orientation of Leadership Teams	December 8-11, 2018
Compliance Certification Due	September 14, 2020
Off-Site Peer Review Conducted	November 7-10, 2020
SACSCOC VP Advisory Visit	November 19-20, 2020 (Holding)
On-Site Peer Review Conducted	March 22-25, 2021
Review by the SACSCOC Board of Trustees	December 8-11 2021

MEMBERSHIP OF INSTITUTIONAL EFFECTIVENESS EXECUTIVE COMMITTEE

Tayloe Harding	Tena Crews
Donald Miles	Ed Walton
Caroline Agardy	Doug Foster
Susan Elkins	Cheryl Addy
Sandra Kelly	Cantey Heath
Terry Parham	Tom McNally
Dennis Pruitt	Sabrina Andrews

SACSCOC Standards by Grouping

Group 1, 2, 3 Integrity, Mission, Basic Eligibility Standards

Group 4 Governing Board

Group 5 Administration and Organization

Group 6 Faculty

Group 7 Institutional Planning and Effectiveness

Group 8 Student Achievement

Group 9 Educational Program Structure and Content

Group 10 Educational Policies, Procedure, and Practices

Group 11 Library and Learning/Information Resources

Group 12 Academic and Student Support Services

Group 13 Financial and Physical Resources

Group 14 Transparency and Institutional Representation



TOP 10 MOST FREQUENTLY CITED PRINCIPLES 2018

Review Stage I: <i>OFF-Site Committee</i> (n=75)		
Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	3.7.1 (Faculty Competence)	99%
2.	3.3.1.3 (IE – Educational Support)	60%
3.	3.3.1.2 (IE – Administrative Units)	51%
4.	3.3.1.5 (IE – Community/Public Service)	
5.	3.3.1.1 (IE – Educational Programs)	49%
6.	2.11.1 (Financial Resources)	44%
7.	2.8 (Faculty)	43%
8.	3.7.2 (Faculty Evaluation)	36%
9.	3.4.11 (Academic Program Coordination)	32%
10.	3.5.4 (Terminal Degrees of Faculty)	

Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)		
Mean=15.4 (<i>SD</i> =8.1)	Median= 14	Range=43
Selected <i>General Areas of Non-Compliance</i>		% of the Total Number of Findings of Non-Compliance
Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3 – 3.13.3)		21%
Faculty (2.8, 3.4.11, 3.5.4, 3.7)		18%
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)		18%
Educational Programs/Curriculum ((2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9) – (3.4.9, 3.4.11, 3.4.12, 3.5.4))		17%
Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)		14%
Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)		12%

UOFSC SACSCOC UPDATE

**Group 4
Governing
Board**

**Group 6
Faculty**

**Group 7
Institutional
Planning and
Effectiveness**

**Group 8
Student
Achievement**

**Group 12
Academic and
Student Support
Services**

HIGHLIGHTS

- **4.2a** – Minor revisions to Columbia, regional PC campuses, System mission statements.
- Proposed new Board policy for regular review of campus mission statements.
- **4.2g** – Launched BOT self evaluation in 2018.
- **4.2f** - BOT Chairman responded to SACSCOC request for information July, 26th. Awaiting SACSCOC response.

HIGHLIGHTS CONTINUED

- **12.6** – Drafted a response to this new financial aid standard and University has a program in place to help students manage their debt and repay their loans.
- **7.3** – Working with administrative units to develop blueprints.
- **8.2.a** – Launched a new 2yr assessment cycle for academic program assessment. Review and provide feedback for 300+ programs.
- **6** – OIRAA staff coordinating with Colleges and Schools to collect missing faculty credentials.

University
SACSCOC
Resource
Site



University
SACSCOC
Working
Site



Building
Blocks for
Continuous
SACSCOC
Compliance

Internal Schedule

Orientations
Feb-Apr 2019

First Drafts
May-Sept 2019

Second Drafts/Review
Oct 2019 – Mar 2020

REVIEW PROCESS

- **Internal Team**
- **External Experts**

Contact Information

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Director of Institutional Effectiveness and Accreditation

SACSCOC Liaison

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Ext. 7-9088

Sabrina Andrews

Executive Director OIRAA

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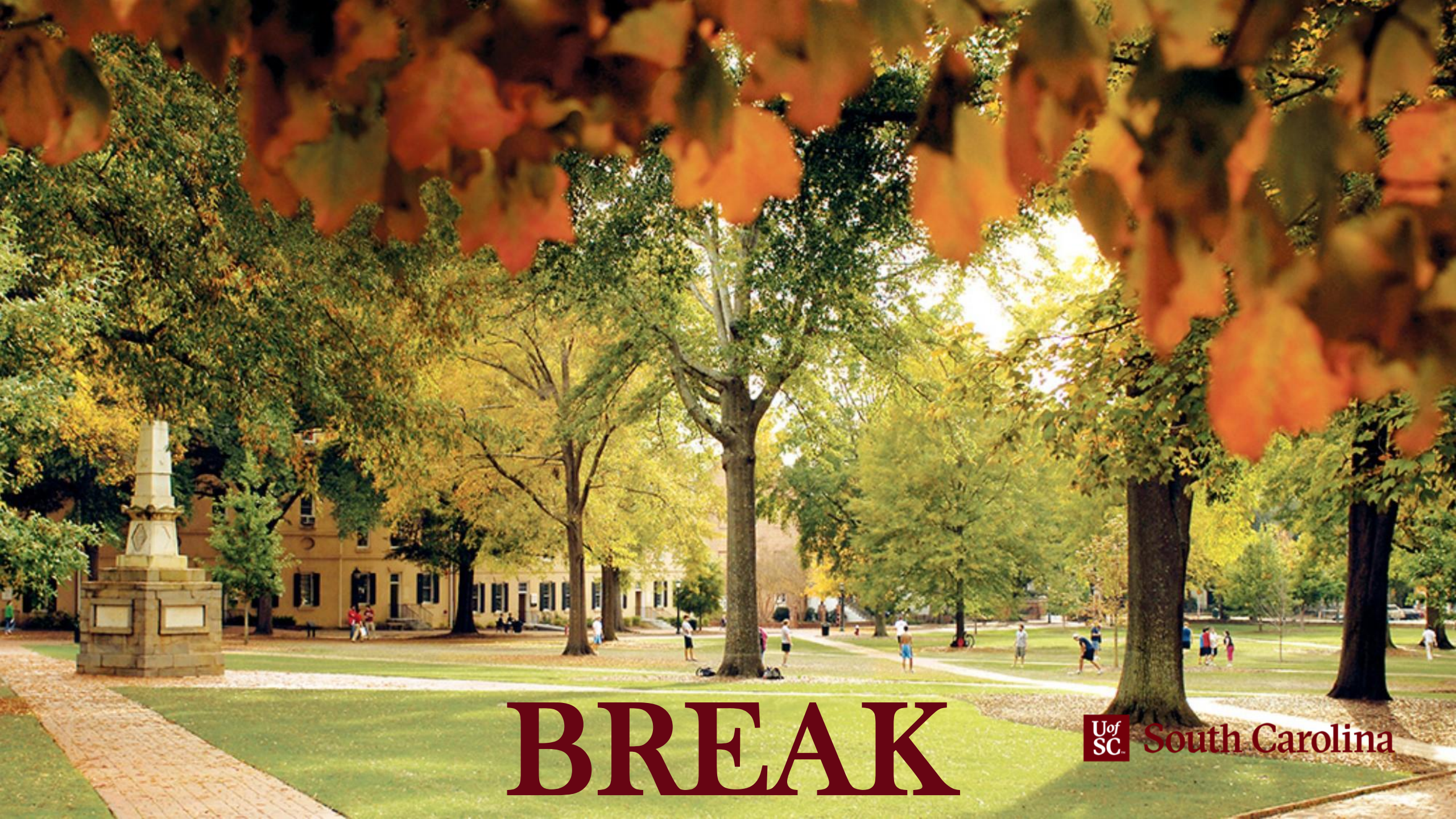
Dr. Tena Crews

Associate Provost for Academic Programs and Director of Distributed Learning

Tcrews@hrsm.sc.edu

Ext. 7-3245









BREAK

Uof SC South Carolina

BREAK OUT SESSIONS

	<p>1. University Advising – Room 131 CLAIRE ROBINSON, ASSISTANT DEAN FOR UNDERGRADUATE ADVISEMENT AND DIRECTOR OF UNIVERSITY ADVISING CENTER</p>
	<p>2. CIO Update – Room 136 DOUG FOSTER, CHIEF INFORMATION OFFICER</p>
	<p>3. Debriefing of PeopleSoft Implementation – Room 289 CAROLINE AGARDY, VICE PRESIDENT FOR HUMAN RESOURCES</p>
	<p>4. Budget Model Update – Room 395 JOE SOBIERALSKI, ASSISTANT VICE PRESIDENT FOR ADMINISTRATIVE OPERATIONS</p>

Undergraduate Advising & Faculty/Student Mentorship



Claire Robinson, Ph.D.
Assistant Dean of Undergraduate Advisement
Director of the University Advising Center
University of South Carolina

2014-2015 Advising Coordinating Taskforce (ACT)

- Faculty, Staff, Students
- Surveys & Audit
- National best practices
- Six Recommendations
 1. Establish Advising Center & First-Year Advisors
 2. Support Colleges & Schools
 3. Training & Certification
 4. Technology & Online Resources
 5. Faculty-led Student Programs
 6. Student Responsibility

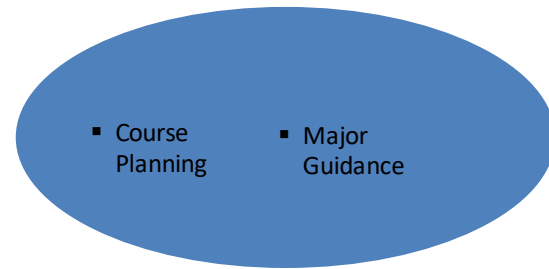
Six A.C.T. Recommendations

1. Establish a **USC Advising Center** and **First-Year Advisors** to facilitate consistent student advising of all undergraduates, with attention to first-year and other students in transition.
2. Establish **expectations and processes** for the advising of **freshmen, transfer, and continuing** students within their respective **colleges and schools**.
3. Provide **training and certification** programs for First-Year Advisors and others who advise that incorporate USC academic requirements and national best practices.
4. Provide **technology and online resources** that enable efficient and effective advising.
5. Offer **faculty-led student programs** to assist first-year and continuing students to explore and connect with their fields of study and career opportunities.
6. Develop a **culture of student responsibility** for academic and career planning.

*“The quality of academic advising is the single most powerful predictor of **satisfaction** with the campus environment for students at **four-year schools**”*
(Kuh, et. al., 2006, p.60)

Expanding Role of Academic Advising

Traditional Advising



Past

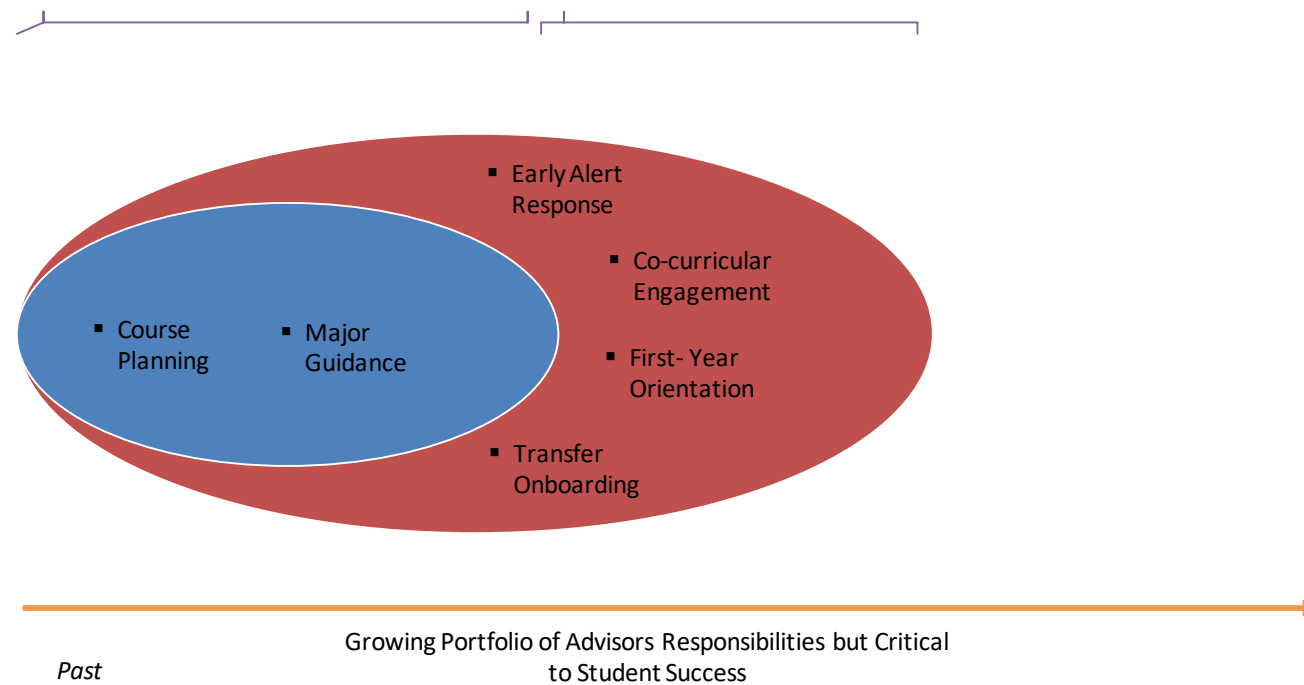
Growing Portfolio of Advisors Responsibilities but Critical
to Student Success

Future

Expanding Role of Academic Advising

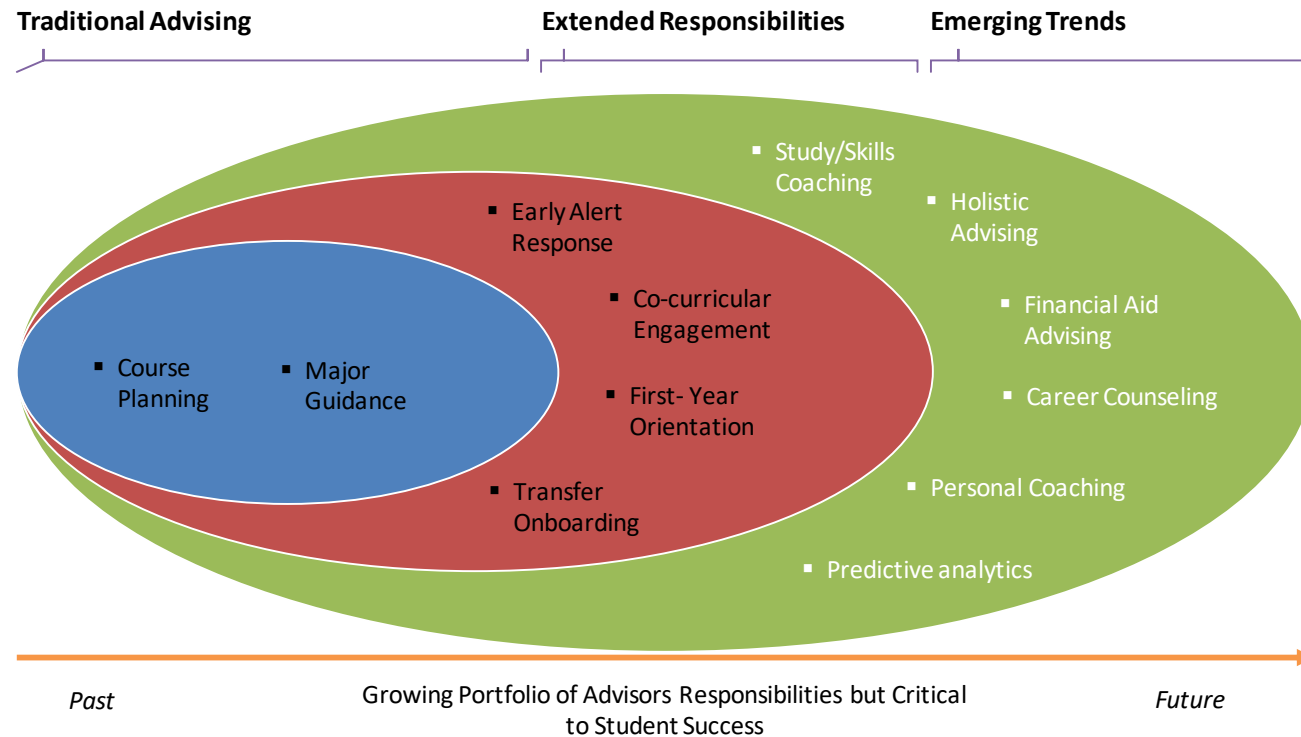
Traditional Advising

Extended Responsibilities



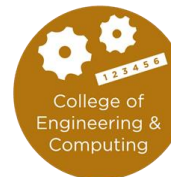
Expanding Role of Academic Advising

Progressive Offices Extending Their Efforts to Become More Strategic



Academic Advising Structure at the University of South Carolina

- “Shared-split model.” (NACADA)
- Advising takes place in the 11 Colleges/Schools, Advising Center, and specialized offices (OSP, Honors) etc.
- Advisors include both faculty and professional staff members
 - 150 professional staff advisors
 - 518 faculty advisors (in CEC and CAS)
 - 62 resource advisors
 - UAC employs 35 FYA/UAs – assigned to colleges, based on 300:1 (Decentralized)
 - 10 Exploratory Advisors & Academic Coaches
- Nationally, approximately 27% of all institutions have a shared-split model (NACADA)



Goal: a standard student experience

The University Advising Center works towards “standardization” of a decentralized advising model based on national best practice.

First-Year/Undergraduate Advisor Position Description

Academic Advising (80%)

- Average 30 hours per week
- Assigned approximately 300 advisees

Student Monitoring, Intervention, & Technology (10%)

- Maintain systematic and frequent contact with advisees. Monitor, identify, and support students with academic difficulties. Utilize technologies including EAB Student Success Collaborative, Self-Service Carolina, scheduling software, Degree Works, etc.

Training & Development (5%)

- UAC training and certification completion.

Assigned College Operations (5%)

Undergraduate Students & Assigned Academic Advisors

- In Fall **2015** USC-Columbia had **30%** of all undergraduate students assigned an advisor
- In Fall **2016** USC-Columbia had **67%** of all undergraduate students assigned an advisor
- In Fall **2017** USC-Columbia has **80%** of all undergraduate students assigned an advisor
- In Fall **2018**, USC-Columbia has **95%** of all undergraduate students an assigned advisor
 - (n=25,397/26,733)

Breadth

1. Standardized Best Practice

(Training/on-boarding, technology, ratios, outreach/intervention, etc.)

2. Management Plan

(Memorandum of Collaboration, position descriptions, Performance Reviews, tiered career ladders, funding, and assessment)

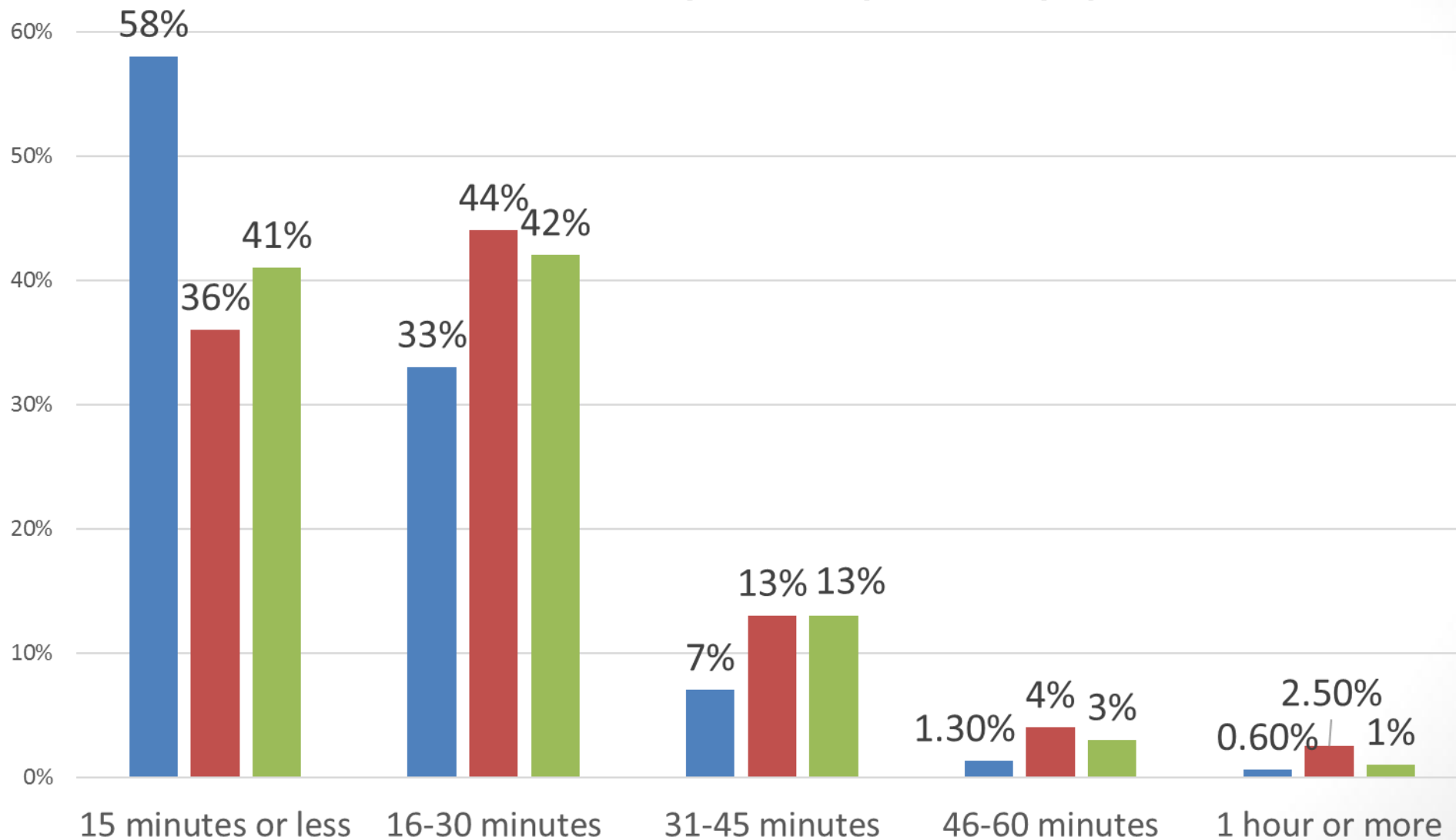
3. College/ Curricular Specifics

(day-to-day operations, application of university policies/procedures, determining degree applicability, nuances of curriculum, etc.)

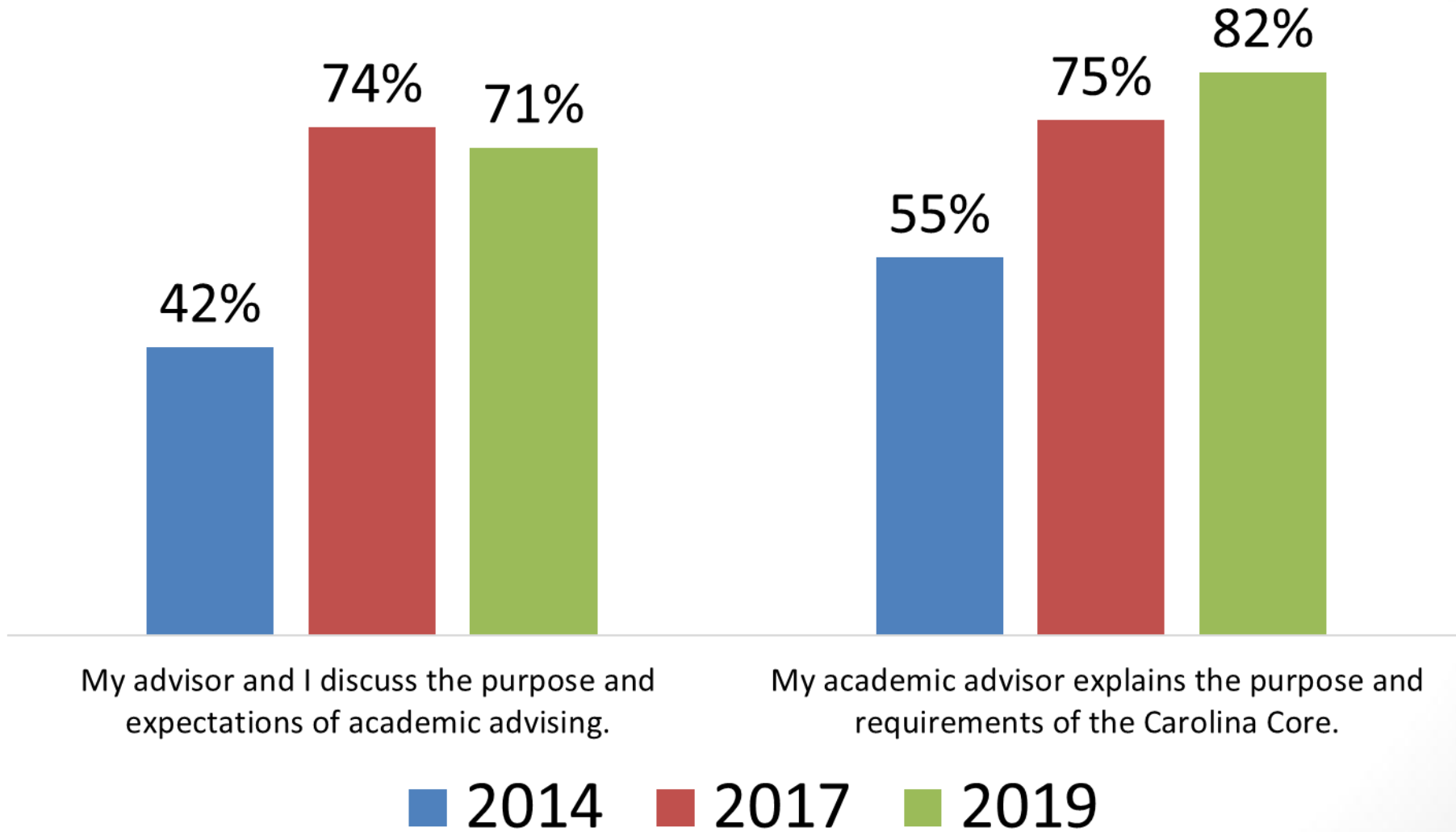
Depth

Approximately **how much time** do you spend with your Academic Advisor in your college/school?

■ 2014 ■ 2017 ■ 2019

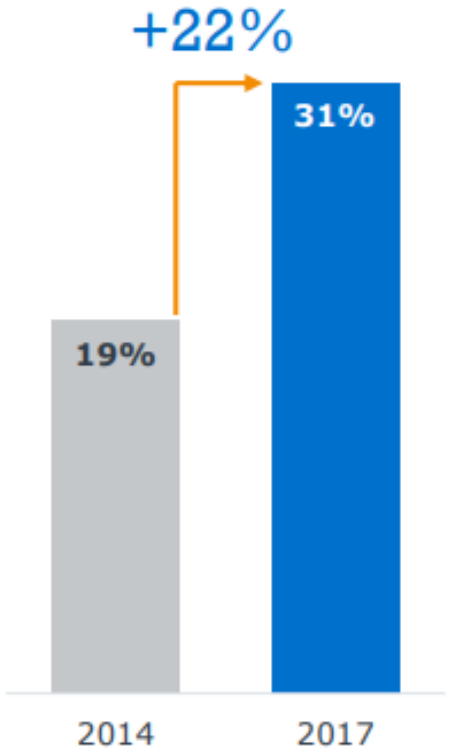


Expectations and Carolina Core

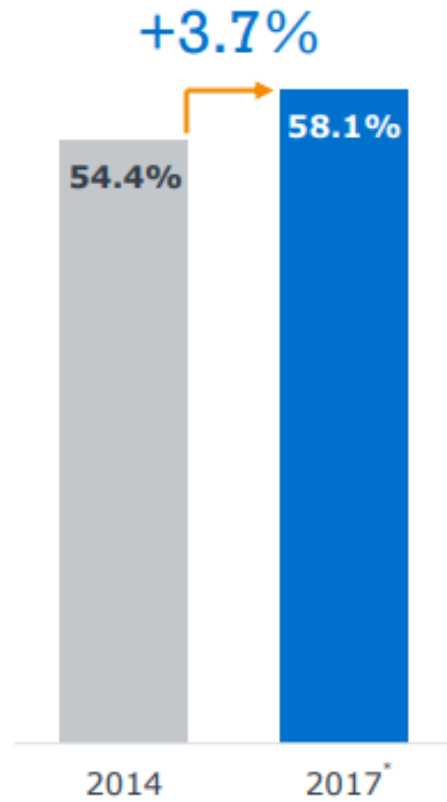


Student Satisfaction with Advising

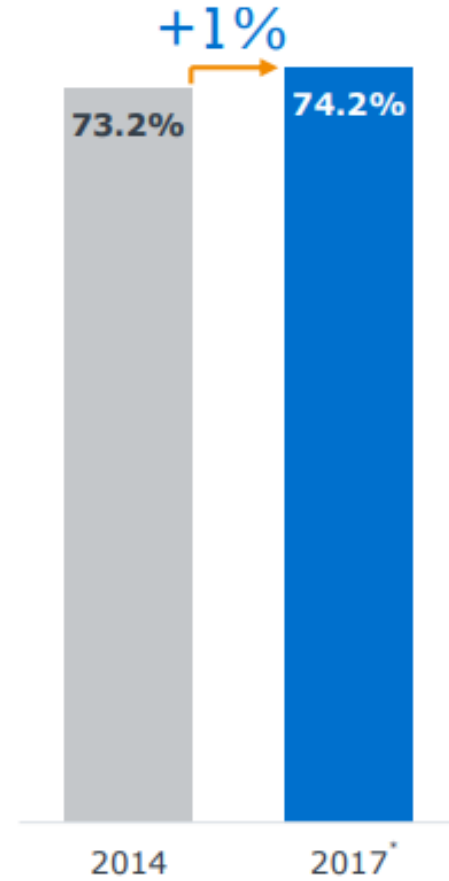
Percentage of Students Who Said They Were "Extremely Satisfied" With Advising at USC



Four-Year Graduation Rate



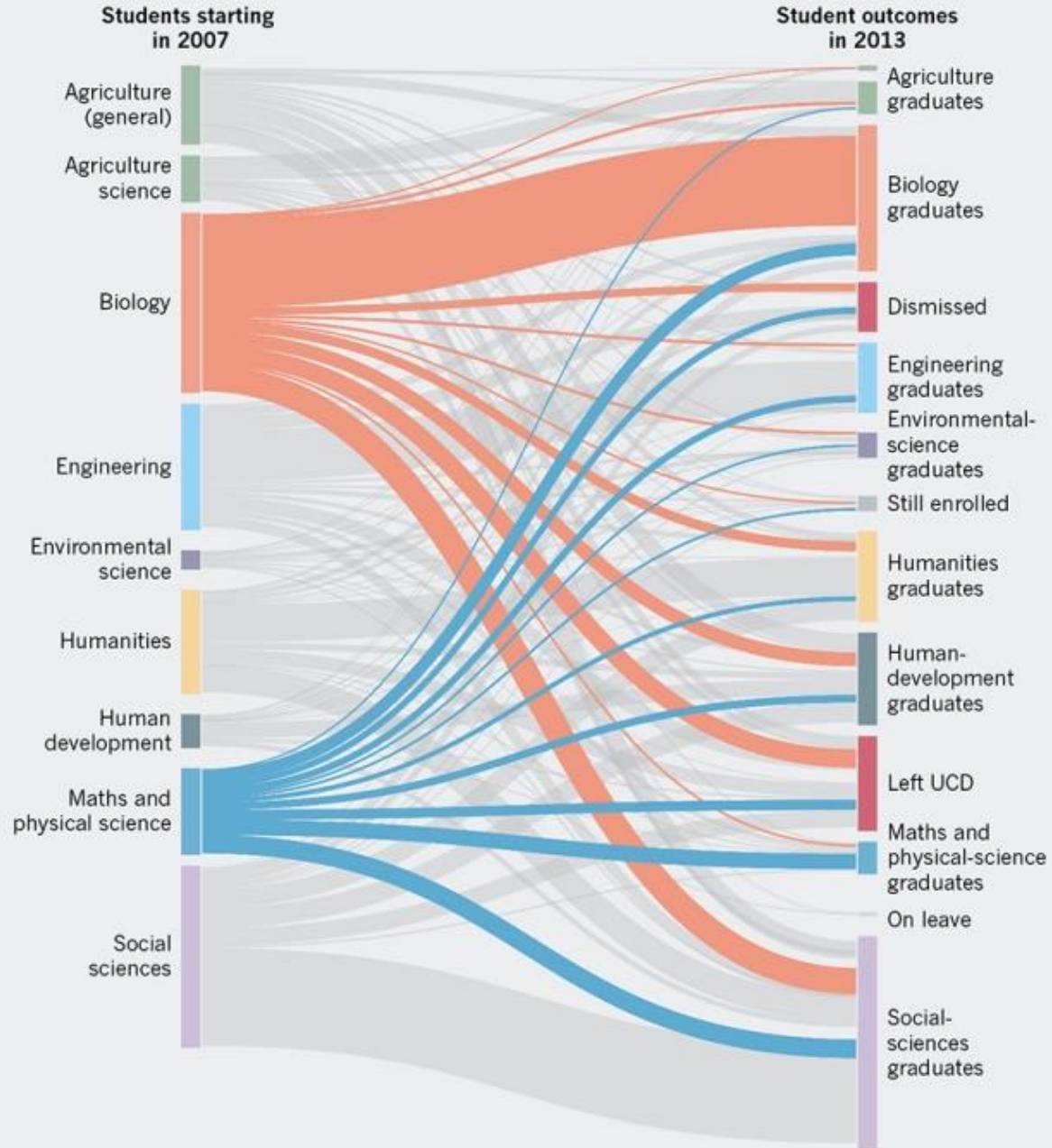
Six-Year Graduation Rate



*2017 graduation data is preliminary pending submission to IPEDS
Source: OIRAA, IPEDS Graduation Rate Survey

CHARTING A PATH

Visualizing students' educational journeys has informed recruitment and retention efforts at the University of California Davis (UCD). The tool was developed by the iAMSTEM HUB in Undergraduate Education.





This course plan is a recommended sequence for this major. Courses designated as critical (!) may have a deadline for completion and/or affect time to graduation. Please see the Program Notes section for details regarding “critical courses” for this particular Program of Study.

Critical	Course Subject and Title	Credit Hours	Min. Grade ¹	Major GPA ²	Code	Prerequisites	Notes
Semester One (17-18 Credit Hours)							
!	ENGL 101 Critical Reading and Composition	3	C		CC-CMW		
	MATH 122 Calculus for Bus. Admin. & Soc. Sciences <i>or</i> MATH 141 Calculus 1 ³	3-4			CC-ARP	MATH 111/111I/115 (<i>MATH 122</i>); MATH 115 (<i>MATH 141</i>); <i>or</i> Math placement test	
!	BIOL 101 & Lab – Biological Principles 101	4	C		CC-SCI		
	CHEM 111 & Lab – General Chemistry I	4			PR	MATH 111, 115 <i>or</i> Math placement test	
	Foreign language ⁴ <i>or</i> other Carolina Core Requirement ⁵	3			CC-GFL		
Semester Two (17-18 Credit Hours)							
!	ENGL 102 Rhetoric and Composition	3			CC-CMW CC-INF	C or better in ENGL 101	
	MATH 142 Calculus II <i>or</i> MATH 170 Finite Mathematics <i>or</i> MATH 172 Math. Modeling for the Life Sciences ³	3-4			CC-ARP	MATH 141 (<i>MATH 142</i>); MATH 111/ 111I/112 <i>or</i> Math placement test (<i>MATH</i> <i>170</i>); MATH 122 <i>or</i> 141 (<i>MATH 172</i>)	
!	BIOL 102 & Lab – Biological Principles II	4	C		CC-SCI	BIOL 101 & Lab	
	CHEM 112 & Lab – General Chemistry II	4			PR	CHEM 111 <i>or</i> 141 <i>and</i> MATH 111, 115 <i>or</i> higher math; Prereq <i>or</i> Coreq; MATH 122, 141 <i>or</i> higher & CHEM 112L	
	Foreign language ⁴ <i>or</i> other Carolina Core Requirement ⁵	3			CC-GFL		
Semester Three (16-17 Credit Hours)							
	STAT 205 Elem. Stat. for the Biol. & Life Sciences	3			CR	MATH 111 <i>or</i> higher	
	BIOL 301 (<i>& optional Lab</i>) – Ecology & Evolution <i>or</i> BIOL 302 (<i>& optional Lab</i>)– Cell & Molecular Bio. <i>or</i> BIOL 303 Fundamental Genetics	3-4	C		MR/CC- INT	BIOL 102 <i>or</i> MSCI 311; prereq. <i>or</i> coreq; CHEM 333 (<i>BIOL 302 only</i>)	
	CHEM 333 & 331 Lab – Organic Chemistry I	4			PR	CHEM 112 <i>or</i> CHEM 142	
	Foreign language ⁴ <i>or</i> Carolina Core Requirement ⁵	3			CR/CC		

Major Maps, Linked from the Bulletin

- https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/majormaps.php?search=2019-2020

Faculty/Student Mentorship Programs

https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/faculty_mentorship/index.php



Academic Advising

Academic Advising

Advising Checklist

College Advising

Changing Majors

Transfer Advising

Academic Coaching

Withdrawal

Advisor Toolbox

Advising Technology Access

Advisor Communication

Advisor Forms and Resources

Advisor Training & Certification

In-Person Trainings & Events

Appreciating Academic Advisors

» Faculty/Student Mentorship

Research and Benchmarking

Faculty: Become a Mentor

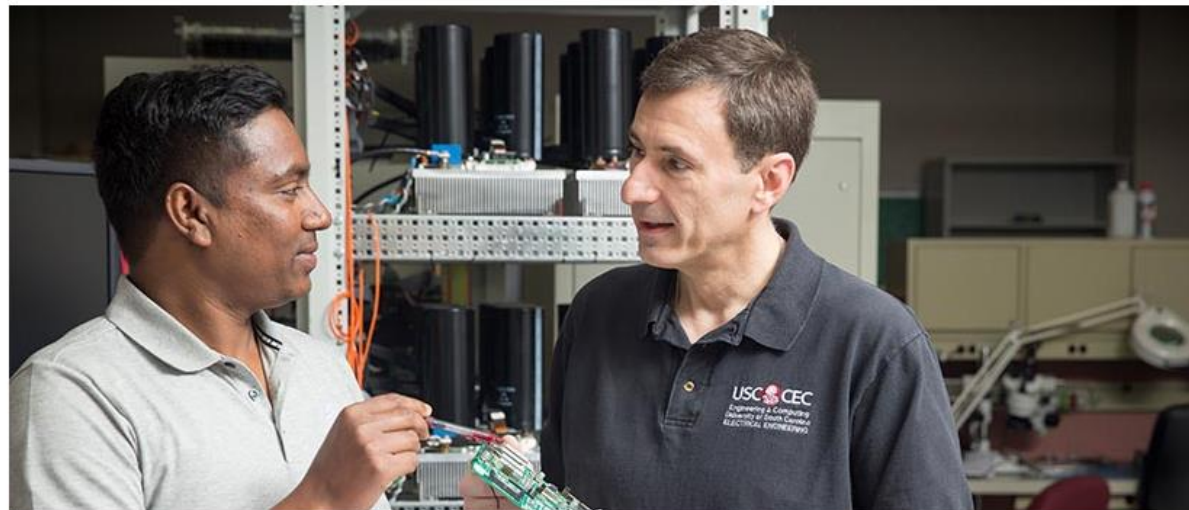
Students: Find a Faculty Mentor

Major Maps

University Advisors Network

University Advising Center

Leave us a message



Faculty/Student Mentorship

Faculty play a critical role in Gamecock undergraduate student success. Students who have frequent contact with faculty members are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves as having learned more than students who have less faculty contact.

Research and Benchmarking »

Learn what current research exists on the impact of faculty engagement with undergraduate students and how other institutions are creating mentorship programs for their students.

Faculty: Become a Mentor »

Learn more about current faculty/student mentorship opportunities on the





UNIVERSITY OF
SOUTH CAROLINA
College of Hospitality, Retail
and Sport Management

HRSM

EDGE

Positioning HRSM students for success
through mentorship & professional
experiences

Purpose: To provide structured mentorship & development opportunities for all HRSM students that position them for professional success in the workplace.

“Meet My Major” Event Logistics

- **The University Advising Center will:**
 - Work with College to solidify date/time/location
 - Marketing materials
 - Electronic and postcard invitations, poster advertisements, email graphics, event signage, etc.
 - Event registration
 - Catering
 - Work with First-Year/Undergraduate Advisor to coordinate logistics
- **Faculty Members will:**
 - Prepare a 10-15-minute presentation:
 - Career Path to UofSC-Columbia
 - Research (past/current/future)
 - Student guidance
 - Engage in round-table discussions with students (sample questions provided)
 - If interested, serve as a faculty mentor to undergraduate students throughout the academic year.

Dear Chemistry and Biochemistry Majors,

Please join us and learn more about what it means to be a Chemistry or Biochemistry major. Meet the faculty in these programs and learn more about their research as well as engage in ro

Wednesday, February 27, 2019

1:00 p.m. – 3:00 p.m.

John M. Palms Center for Graduate Science Research, Conference Room 101

Light Snacks will be provided

RSVP by 2/26/2019 – <https://universityadvisingcenter.wufoo.com/forms/z1vtnwql0gmll6z/>

University of South Carolina

Calling all
**Freshmen &
Sophomore**

Chemistry and Biochemistry Majors!



Meet My Major Faculty/Student Mentorship Fall 2019

Currently scheduled:

- College of Social Work (Wednesday, September 18)
- Department of Psychology (Wednesday, September 25)
- Department of English, Language and Literature (Wednesday, October 2)
- Department of Chemistry and Biochemistry (Tuesday, October 15)
- Department of Sociology (mid-October)
- Women's and Gender Studies Program (pending)



Academic Advising

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Academic Coaching

Withdrawal

Advisor Toolbox

Faculty/Student Mentorship

Research and Benchmarking

Faculty: Become a Mentor

Students: Find a Faculty Mentor

University Advising Center

Leave us a message

Faculty: Become a Mentor

Undergraduate Students already have several opportunities to interact with faculty members outside the traditional classroom setting. Find a current opportunity to interact with students in your college/school.

Ten Ways to Become a Faculty/Student Mentor

Per the [Faculty Manual at USC-Columbia](#), faculty can be considered a teaching function used to evaluate performance for the purposes of tenure and promotion (see manual for more information).

For Faculty Interested in On-Going Student Opportunities:

Opportunity	Description
Meet My Major Event*	Informational session led by faculty for undergraduate students to learn about opportunities to engage with their major *once per semester

Host a Meet My Major



Academic Advising

Academic Advising

Advising Checklist

College Advising

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Advisor Toolbox

Faculty/Student Mentorship

Research and Benchmarking

Faculty: Become a Mentor

Students: Find a Faculty Mentor

University Advising Center

Meet My Major Event Interest Form

Interested in hosting a Meet My Major Event for your department? Complete the information below, and we will be in touch soon to talk about your event.

Name*

First Name Last Name

Department*

I am a *

Faculty Member

Staff Member

Department Administrator

List possible dates, times, and locations for your event

Approximately how many faculty members will participate in your event?

sc.edu/advising

Claire Robinson, PhD

777-4885

Claire.Robinson@sc.edu

CIO UPDATES

August 2019



UNIVERSITY OF
South Carolina

Division of Information Technology

RESEARCH COMPUTING

New HPC resources arrive in September

- Adding 120 compute nodes
- Adding 44 GPU nodes
- Hyperion 14,632 Cores Total
- Performance ~910 TFLOPS
- More than 30x performance in 2 years
- Hyperion Cluster connected 100Gb Network



RESEARCH COMPUTING



- Dr. Sean Norman, Associate Professor
- Paul Sagona, Executive Director Research Computing
- Large scale metagenomics analysis
- Invited to speak at International Google Next Conference
- Proof of concept for large scale research cloud computing
- Ran job on 124,000 cores – 20x our cluster
- Job completed in 16.6 hours – would take 3.5 months

TEACHING & LEARNING

- Evening Classroom AV Support
- Upgraded to Banner 9 Student Information System
 - Enhanced interface, process management, broad browser support
- Blackboard Ally – Accessibility Toolset
- Working on a proposal for unified classroom technology
- Working on a proposal for zone-based classroom support
- Working on Wi-Fi upgrade proposal



GOVERNANCE & ADMINISTRATION

- Migrated email to the cloud
- Established Research Computing Advisory Committee
- Established Data Governance people, process & technology
- Established unTe Committee & chartered first project
- Upgraded our Core Network to 100Gb
- Completed PeopleSoft HR/Payroll Phase I
- Completed Identity & Access Management Implementation

QUESTIONS?

HR/PAYROLL PROJECT (HCM)
PROVOST RETREAT BRIEFING

AUGUST 23, 2019

HCM ELEMENTS OF SUCCESS

- Outreach efforts lead by the Organizational Change Management across all USC Campuses
- The structured methodology and technical expertise of our Integration Partner, IBM
- The commitment of the Executive Steering Committee to governing principles
- Engagement of the USC community at all stages of the project to help shape the new system
- In-person training and training tools

HCM EFFICIENCIES

- Replaced more than 78% of the paper forms in HR and Payroll
- Electronic forms are easy to use and auto populates many fields
- Ability to track approval workflow on most forms
- Significant electronic data validation

HCM SUPPORT

- HCM Support Team - includes people who served on the project team, so they bring know-how to every service situation. Consultants were let go in July so there is a learning curve on the technical side.
- HCM Training Team - provide refresher courses, weekly communications containing system update information to end users, and Ready Room opportunities

ACTIONS INITIATED – 4/1 THRU 8/1

- Account Code Changes = 1336
- Retro Account Changes = 865
- Additional Hires = 710
- Affiliate Actions = 993
- Hires = 1677
- Job Changes = 2813
- Status Changes = 849
- Student Hires = 6751
- Supplemental Pay = 1134

=

17,128

AREAS FOR IMPROVEMENT

- Student Employment
- Summer Instruction and Research
- System Access
- Overpayments

ASSISTANCE NEEDED

- Paperwork must be submitted according to the published timelines for each paycycle. Delayed and late paperwork to HR and Payroll affects timeliness of employee/student pay.
- Hourly employees must ensure that hours are in iTAMS timely and accurately. Managers and supervisors must approve timely.
- Retro actions are problematic and require extra effort to process
- Do not let someone begin work before they are officially hired. Federal law mandates certain authorization such as the I-9 and e-verify process. Your department is subject to fines.



**Information
Technology**

HCM GOING FORWARD

- Continued stabilization
- Phase 2 coming later, Time and Labor will replace our iTAMS system



UNIVERSITY OF

South Carolina

Budget Model Update
Provost's Retreat

August 23, 2019

NEW BUDGET MODEL UPDATES

- FY20 budget, while adopted in the legacy format, was also drafted in new budget format.
 - *This information was shared with college business managers and unit directors in late June/early July.*
- Two changes were made to certain budget model allocations.
 - *These changes were communicated to deans, directors and members of the budget model steering committee immediately following adoption of the FY20 budget on June 21, 2019 via a memo from Kelly Epting, Associate VP for Finance.*
- The Budget Office will begin to periodically report draft model results and share with Deans and Business Managers.
- Governance structure of new budget model will begin to be implemented.

BUDGET MODEL COMPARISON FOR TUITION GENERATING UNITS (COLLEGES & SCHOOLS)

LEGACY BUDGET

NEW BUDGET (DRAFT)

SOURCES

Base Budget
Summer Tuition
Program & Other Fees
IDC - 37.5% Split
Grant, Contract & Gift Revenue
Sales, Services & Other Revenue

Eliminate

Maintain

Add/New

ELIMINATE - Base Budget

Summer Tuition
Program & Other Fees
IDC - 37.5% Split
Grant, Contract & Gift Revenue
Sales, Services & Other Revenues

SOURCES

NEW - Fall & Spring Tuition (Undergrad & Graduate)
NEW- Appropriations
NEW - IDC - Additional 62.5%

- Less

USES

Personnel & Non Personnel Expenses
Grant Expenses

Maintain

Add/New

- Less

Personnel & Non Personnel Expenses
Grant Expenses

USES

NEW - Support Alloc./Indirect Cost (-)
--

USES/MODEL

+ Plus or - Less (Net Impact)

Add/New

NEW - Participation Fee/Tax (-)
NEW - Subvention (+)
NEW - Strategic Initiative Funding (+)

MODEL ALLOCATIONS

= Equals

RESERVES

Change in Balance/Margin

= Equals

Change in Balance/Margin

RESERVES

CHANGES MADE TO BUDGET MODEL METHODOLOGY

- ***Change #1: Undergraduate student tuition split***

Current Assumption: 70% to college of instruction and 30% to college of record/major

Previous Assumption: *80% to college of instruction and 20% to college of record/major*

- Changes based on feedback from University auditor and BOT members.
- Informed by comments from deans wanting more incentive to recruit majors to their colleges.
- The 70% / 30% split concept was part of previous discussions of the budget model steering committee.
- Based upon feedback from Huron (consultant used during budget model concept) tuition splits such in this range are often adopted by institutions of our size and scope.

CHANGES MADE TO BUDGET MODEL METHODOLOGY

- ***Change #2: Participation fee rate***

Current Assumption: 16.8% of units' unrestricted portion of tuition, state appropriations, indirect costs recovery and sales, services and other revenue.

Previous Assumption: 8.5% of units' unrestricted portion of tuition, state appropriations, indirect costs recovery and sales, services and other revenue.

- Rate is mathematically calculated based on need to subvene (subsidize) certain colleges whose pedagogy, accreditation needs, etc. do not support covering all direct costs.
- Changes based upon desire for “Hold Harmless” concept (i.e. for the current year draft model no units' budget will increase or decrease as a result of the budget model methodology.)
- Change is also influenced by undergraduate tuition split modification and FY19/20 budget decisions.
- Based upon feedback from Huron participation fee rates of this level are typical for institutions of our size and scope.

CHANGES MADE TO BUDGET MODEL METHODOLOGY

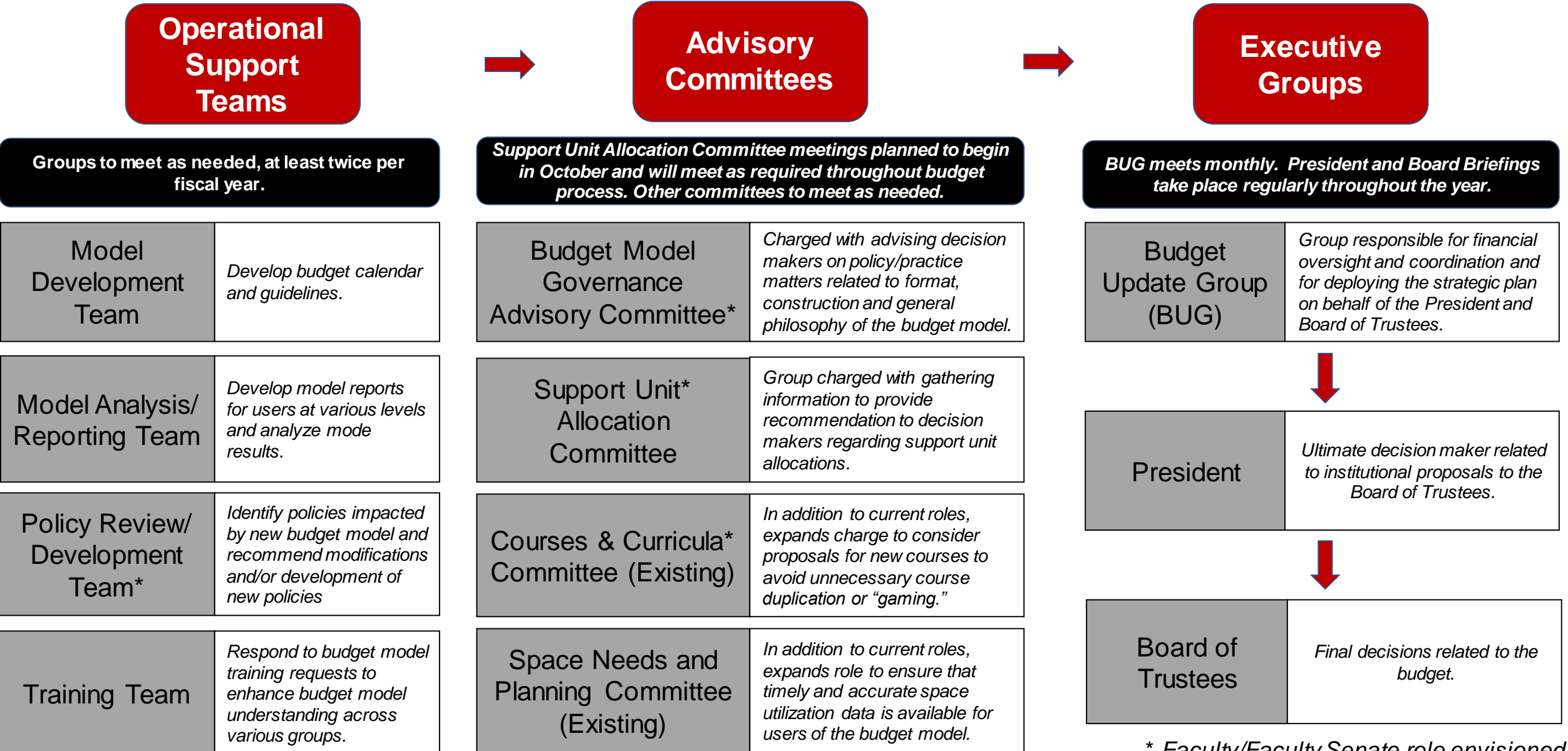
- **Change #2: Participation fee rate calculation:**

Funding Requirement to “Hold Harmless”:	\$95,439,278
Tuition Total – Academic Units (<u>Not</u> Program Fees):	\$418,702,468
General Appropriations Total – Academic Units:	127,553,250
Indirect Cost Recovery – Academic Units:	19,276,938
Sales, Service and Other – Academic Units:	4,083,350
Total Revenue Subject to Participation Fee	\$569,616,006

$$\frac{\text{Hold Harmless Requirement}}{\text{Revenue Subject to Participation Fee}} = \frac{\$95,439,278}{\$569,616,006} = 16.8\%$$

NEW BUDGET MODEL NEXT STEPS

Proposed Governance Structure – Subject to Change

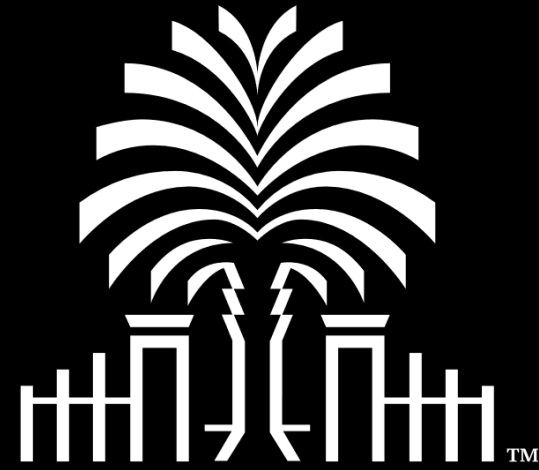


* Faculty/Faculty Senate role envisioned

NEW BUDGET MODEL NEXT STEPS



Budget Development Activity (Planned – Subject to Change):	Month / Period
Efficiency Initiative Discussions with the President	September
Support Unit Allocation Committee review budgets; submits recommendations to Budget Update Group (BUG)	October - November
Budget Update Group (BUG) reviews/approves support unit budgets	December
Central Budget Office forecasts general revenues (e.g. tuition, appropriations) and expenses (e.g. benefits) for budget development guidelines	January
Academic units develop budgets based on latest analysis and central guidance	January
Conduct University budget hearings (i.e. blueprint meetings)	March
Academic Subvention and strategic initiative funding recommendations made and communicated	April
University budget updated and preliminary drafted based on current tuition/appropriation projections and trends	April – May
Budget reviewed/adopted by Board of Trustees	May – June
Budget Model Reporting Activity (Planned – Subject to Change):	Month / Period
FY18 Actuals	Mid – Late August
FY19 Actuals	Late September
FY20 Actuals (As of 10/31)	Late November
FY20 Actuals (As of 2/29)	Late March



UNIVERSITY OF
South Carolina



UNIVERSITY OF
South Carolina

Supplemental Information

Cost Pool Details

Cost Pool	Support Units Included	Model Metric
Central Services & Administration	Admin & Finance, Business Affairs, HR, Development, Communications, etc.	Total Employee FTE
Facilities	Facility Services, Utilities, Facilities Projects	Net Assignable Square Footage
Enrollment & Scholarships	Enrollment Management and Scholarships	Undergraduate Student FTE
Information Technology	University Technology Services (DoIT), OneCarolina	Total Headcount
Libraries	University Libraries	Student FTE + Faculty FTE (less Law)
Academic Affairs	Provost, Faculty Senate, Graduate School, International Programs	Student FTE + Tenure-Track FTE
Research	Office of Research/ Research Administration	Contract & Grant Revenue
Academic Access & Degree Completion	On Your Time, Palmetto College Administration, Distributed Learning	Student FTE
Executive Affairs	Board of Trustees, President, Legal, Economic Engagement	Total Direct Expenses
Academic Support & Student Services	University 101, Residential Learning Centers, Student Affairs – Admin, Academic Support Services	UG Student FTE
Honors College	Honors College	UG Student FTE
Strategic Excellence/Efficiency Pool	Support unit portion of 3% excellence initiative and Efficiency Initiative	Total Direct Expenses

Decision Points for New Budget Model

Decision	Model Treatment
Model Application	<ul style="list-style-type: none"> Currently only applies to USC Columbia (not including SOMs), however, other system institutions are included to allow for reconciliation to financial statements.
Unit Categories	<ul style="list-style-type: none"> <u>Auxiliaries</u>: Athletics, Housing, Parking, Student Health. <u>Academic Units</u>: All areas with Deans considered academic units except for Libraries, Honors College and Graduate School. <u>Support Units</u>: All other Columbia campus areas not classified above (primarily admin units).
Undergraduate Tuition – Resident	<ul style="list-style-type: none"> 70% to academic unit based on share of resident credit hours instructed (i.e. College of Instruction). 30% to academic unit based on share of resident credit hours enrolled (i.e. College of Record).
Graduate Tuition	<ul style="list-style-type: none"> 100% to academic unit based on record/major
Undergraduate Tuition – Non-resident	<ul style="list-style-type: none"> 70% to academic unit based on share of non-resident credit hours instructed. 30% to academic unit based on share of non-resident credit hours enrolled.
General State Appropriations	<ul style="list-style-type: none"> 70% to academic unit based on share of enrolled resident credit hours (i.e. College of Record). 30% to academic unit based on share of grants and contracts revenue.
Indirect Cost Recovery (IDC)	<ul style="list-style-type: none"> Allocate 100% to units generating IDC.
Support Unit Allocations/ Cost Pools	<ul style="list-style-type: none"> Grouped all support units into pools based on similarities of activity. “Net Cost” (i.e. expenses less direct revenues) are allocated based upon metrics/drivers agreed upon as adequate “proxies”.

Decision Points for New Budget Model

Decision	Model Treatment
Central Funding Mechanism	<ul style="list-style-type: none"> • Used to fund strategic initiatives and subvention. <ul style="list-style-type: none"> • Includes Legacy adjustment impacting HRSM, Law, Engineering, Education and Music. • Also funded through a participation fee (tax) on tuition, state appropriations, IDC and sales, services & other. • Remaining funding from legacy adjustments and participation fee after subvention can be used for strategic initiative funding
Carryforward	<ul style="list-style-type: none"> • Units generally are permitted to maintain carryforward built by retained surpluses and to be used to mitigate unforeseen losses or one-time strategic initiatives. • In the event that surpluses are larger than expected or agreeable, it is assumed that conversations would be initiated with those impacted to discuss adjustments, but with intent of not limiting incentives.

Information used to allocate revenue/costs is received from the Office of Institutional Research, Assessment and Analytics (OIRAA) or from Facilities. The information used for budget preparation is the most recently completed fiscal year.



BUDGET MODEL COMPARISON FOR TUITION GENERATING UNITS (COLLEGES & SCHOOLS)

LEGACY BUDGET

NEW BUDGET (DRAFT)

SOURCES

Base Budget
Summer Tuition
Program & Other Fees
IDC - 37.5% Split
Grant, Contract & Gift Revenue
Sales, Services & Other Revenue

Eliminate

Maintain

Add/New

ELIMINATE - Base Budget

Summer Tuition
Program & Other Fees
IDC - 37.5% Split
Grant, Contract & Gift Revenue
Sales, Services & Other Revenues

SOURCES

NEW - Fall & Spring Tuition (Undergrad & Graduate)
NEW- Appropriations
NEW - IDC - Additional 62.5%

- Less

USES

Personnel & Non Personnel Expenses
Grant Expenses

Maintain

- Less

Personnel & Non Personnel Expenses
Grant Expenses

USES

+ Plus or - Less (Net Impact)

Add/New

NEW - Support Alloc./Indirect Cost (-)
NEW - Participation Fee/Tax (-)
NEW - Subvention (+)
NEW - Strategic Initiative Funding (+)

MODEL ALLOCATIONS

= Equals

RESERVES

Change in Balance/Margin

= Equals

Change in Balance/Margin

RESERVES

Unit Presentation - Illustrative Example

Category	Legacy Budget Model		New Model Changes	New Budget Model
	Unrestricted	Restricted	Model	TOTAL (\$ Millions)
Base Budget	25.00	--	(25.00)	--
Tuition & Fees	10.00	--	28.50	38.50
State Appropriations	--	--	20.00	20.00
Grants, Contracts & Gifts (Includes IDC)	3.50	30.25	7.50	41.25
Sales, Services & Other	5.00	--	--	5.00
Total Revenue	43.50	30.25	31.00	104.75
Personnel & Non Personnel Costs	(40.00)	(30.25)	--	(70.25)
Total Direct Expenses	(40.00)	(30.25)	--	(70.25)
Transfers & Contras	2.00	--	--	2.00
Change in Balance – Pre-Allocations	5.50	--	31.00	36.50
Support Unit Allocations (Indirect Costs)	--	--	(32.50)	(32.50)
Participation/Legacy Fee (Tax) Payment	--	--	(11.68)	(11.68)
Strategic Initiative Funding	--	--	2.00	2.00
Subvention (Subsidy)	--	--	11.18	11.18
Model Allocations	--	--	(31.00)	(31.00)
Change in Balance – Post-Allocations	5.50	--	--	5.50



Adjournment

