Executive Summary

Blueprint for Academic Excellence
Darla Moore School of Business
AY2019-2020

Introduction

In Yr.3 of the UG Program transformation, undergraduate student quality and engagement continues improving. Further, to build sophomore data and analytical proficiency, the Moore School opened a Data Lab in January 2019. Changes to graduate and undergraduate program administration have strengthened the school leadership bench, and performance-based budgeting has added to governance quality and operational efficiency across the school. To further improve research, a PhD program review is being conducted this year.

Highlights

Fall 2018 Freshmen avg SAT was 1299 (1218 in Fall 2015).

In AY2019, 639 students registered for Business Analytics Concentration (274 in AY2018).

Six new Alumni Hubs were/will be opened, with 3 more to be added in AY2020.

Though recruitment remains a challenge, more than 90% of IMBA Class of 2020 had domestic internships early in Spring 2019 term.

Placements remain strong and enrollments are stable in specialized master's programs. UG outcomes improved. In 2018, 68% were placed at 90 days (62% in 2015), with an avg salary of $56,100 ($52,400 in 2015).

Research is stellar, with 5 of 7 departments ranked in top 25 worldwide for research productivity. UofSC's most cited scholar is at DMSB. Four other Moore faculty are in Top 25 most cited at UofSC.

Peter J. Brews, Ph.D Dean
Darla Moore School of Business

UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

Blueprint for Academic Excellence
Darla Moore School of Business
AY2019-2020

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Foundation for Academic Excellence

Mission Statement
To foster an environment where scholars work at the efficient frontier of business knowledge to provide students with leading-edge skills informed by the global marketplace.

To enable expert research and clinical faculty, supported by student services staff, to provide a world-class education for all its students. To contribute to the welfare of its students, alumni, the University of South Carolina, the State of South Carolina, and business partners located around the world.

Updated: 01/18/2019

Vision Statement
Changing lives through education.

Updated: 01/18/2019

Values
Excellence - All are expected to strive for the highest standards: faculty, staff, and students. No Moore School community member should accept poor performance, from either themselves or others.

Integrity - The Moore School is a culture where accountability, honesty, transparency, humility, and respect for others, regardless of gender, color, creed, or identity, as well as ethical behavior, are foundational. Personal and organizational integrity are central Moore School values.

Teamwork - In the complex work of the 21st Century, an ability to work in teams is essential. The Moore School values a culture of collaboration and mutual support where faculty, staff, and students work together to accomplish more than any on their own might achieve. True team performance requires accountability, honesty, transparency, humility, and respect for all; only with Integrity is true team-based Excellence possible.

Resilience - The Moore School demands a strong work ethic. Resilience is critical, providing the ability to bounce back from challenge and failure. High-value work in the jobs that are coming will flow from innovation, disruption, and creativity, which often requires learning from failure to see the way ahead.

Knowledge-informed effort from both individuals and teams, sustained by resilience and done with integrity, justifies the Moore School's four core values: Excellence, Integrity, Teamwork, and Resilience.

Updated: 01/18/2019

Goals - Looking Back

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

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

Goal Statement	World-class research is core to any leading flagship research university, and enhancing scholarship is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Make the Moore School more attractive for research, and increase salaries of most productive faculty in response to market pressures. Increase internal research funding and encourage collaborative research. Form Research Team to recommend ways to enhance research productivity.
Achievements	Retention: Were able to retain one faculty with an outside offer, and make 8 excellent young hires. Research: Maintained a flow of publications in the best journals in Business and Economics; retained rankings in key organizations (Financial Times, ABS, Cabell's, Academic Analytics, University of Texas, Dallas). Seven recommendations accepted from Research Team deliberations, many already implemented, include enhanced budgets for research (for data, travel, visiting scholars), creation of a research prize/fellowship, and expansion of the Moore School Endowed Professorship program. Discussion of increasing funding for the Internal Grant program is ongoing.
Resources Utilized	Resources to support research were covered from the regular operating budget (including from summer tuition receipts), from private BPF resources, from income from international programs, and from resources raised from Center assets. (Also see Looking Ahead Goal 1 and 4 below).
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See sections Real Time and Looking Ahead.
Resources Needed	
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhD programs. All are vital to the Moore School academic mission, and enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Improve recruiting and marketing of the IMBA and MBA programs. Invest in technology for the PMBA. Enhance visibility in Charlotte; extend offerings to the Marine Base at Parris Island. Improve MACC, MHR, and MAEcon recruiting support and placement using Office of Career Management (OCM). Expand recruitment of self-funded PhD students. Increase rigor and use of services for undergraduate student success. Expand +1 programs and scholars programs. Improve career fairs and expos.
Achievements	Increased investment in IMBA/MBA recruiting; results inconclusive, July 2018 IMBA cohort only 30 students. PMBA expansion in Charlotte and Parris Island underway. Specialty Masters programs are operating near capacity. Negotiating for self-funded PhD students from U. Javeriana, US Army, Turkey. Latest steps to improve UG rigor centered on Data Lab introduction, and Student Success Center collaboration extended to 300-level classes. Those taking advantage of the SSC improved their chance of a better grade. The number of courses covered by course coordinators increased from 14 in Fall 2017 to 21 in Fall 2018. Continued encouragement of top students to take "+1 programs" and major-specific scholars programs (ACCT's accelerated MACC program, MGMT's MHR program, and MKTG's Sales Certificate). Expanded career fairs, forums for majors, business U-101 classes, and Major Exploration Day. The Mentorship program grew to 55 pairs.
Resources Utilized	Resources have been made available from internal funds.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
Goal Notes	

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Stellar International Business rankings are important strategic assets for both the school and University, and enhancing international programs is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Complete the launch of IB major cohort programs in Europe and the Pacific. Launch new MIB double degree program with Aalto University. Finalize agreements with EMLYON (France), CUHK (Hong Kong), and Pontificia Universidad Javeriana (Colombia) for dual PhD programs. Enhance student international career experiences and opportunities with deeper Folks Center engagement. Streamline student services to provide additional study abroad experiences.
Achievements	Increased the number of new IB majors from 130 to 142, not counting the IB cohort programs. Completed the launch of IB major cohort programs in Europe and the Pacific (Auckland, ESSEC, U. de Chile). The total number of students in cohort programs more than doubled to 160, with 53 new students in Fall 2018, distributed fairly evenly over the 5 different programs. Launched the new MIB double degree program with Aalto University. Made progress finalizing agreements with EMLYON (France), CUHK (Hong Kong), and Pontificia Universidad Javeriana (Colombia) for dual PhD programs. Student international career experiences and opportunities were improved with input from the Folks Center. The IB major was restructured by appointing an academic director and a program manager for each cohort and the classic track.
Resources Utilized	Most resources were provided by the operating budget of the Moore School, although some initiatives were self-funded through partner university agreements.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	

Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of intractable real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Expand Center Advisory Board relationships with faculty, staff, departments, and other school units, such as the Office of Career Management (OCM), Development, and Office of Alumni Engagement (OAE). Align Center activities and resources more closely with Moore School needs and activities.
Achievements	In AY 2018, the Center for Operations and Supply Chain continued to grow. It hired a Director of Business Development. The number of projects for partners rose from 25 to 28. The Sales Success Center had a very successful year in terms of linking students with business partners. The Center for Marketing Solutions held steady. The Folks Center began to formulate plans to facilitate the hiring of IBUS students by corporate partners. Discussions between the Centers and units noted above (OCM, OAE, and Development) were preliminary; they are expected to become more fruitful in the coming year.
Resources Utilized	The majority of the resources utilized came from funds raised from corporate partners through the Centers. Some funds were required to come from the Moore School operating budget.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
Goal Notes	

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

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Office of Alumni Engagement (OAE): Increase and focus resources to better engage students, alumni, and stakeholders. Office of Career Management (OCM): Increase and focus resources to better serve students and programs. Development: Focus resources to work more closely internally and externally in development activities. Student Services: Focus UG and Graduate Student Services to better serve students. School-wide: Develop and implement plan to celebrate Moore School 100th and BPF 50th Anniversaries.

Achievements	OAE expanded staff held events in major cities in the US. Alumni attendance at events increased by ~30% from 2015 to 2018. Regional events in strategic cities rose from 6 to 12. Alumni on magazine mailing list rose by 10% to 45,000. OCM increased number of internships and engagement with students. Expanded the Career Expo attendance. Efforts to collect salary data increased. Development: New Director of Development hired. Contacts and events are being revitalized. Student Services: Online scholarship application process resulted in more applicants; the Scholarship Committee matched donors with students to award $1.6M, up from $1.3M in 2017. Staff moved into Graduate Student Services from Marcom group, to work on marketing programs for all PhD programs. CRM systems upgraded and normalized across graduate recruiting efforts. School-wide: Planning for the 100th anniversary of the Moore School completed, including writing a book about history of the school.
Resources Utilized	Staff costs were covered by operating budget expenditure and staff redeployment.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
Goal Notes	

Goals - Real Time

Goals for the Darla Moore School of Business that are in progress for AY2019-2020.

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

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Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Conduct PhD program review. Conduct grant workshops and a grant boot camp. Increase Center support for faculty research.
Achievements	The PhD program is under review this year. We are evaluating the quality of instruction, the nature of placements, the size of the program, and the amount of each stipend. We are also investigating ways of bringing in more self- and government-funded students. We are also improving the process of awarding and renewing endowed chairs through the BPF (Business Partnership Foundation). This entails filling existing chairs and discussing the possibility of creating new supported professorships. Discussions with the Centers are ongoing. Ways to share revenue to increase support for research are being sought. A small pilot program on grant writing is planned for the late Spring or Summer.
Resources Utilized	The additional resources are coming from the BPF and the Centers.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	PMBA: Finalize PMBA Cyber Concentration offered jointly with the College of Engineering and Computing. Develop a PMBA Healthcare Concentration. UG: Establish a Data Lab to enhance the data proficiency of all students, ideally in sophomore year (1,500 students). Develop online UG courses to facilitate progression from freshman to sophomore, and to permit early graduation. To permit optimal use of resources, implement minimum class size rules to reduce use of temporary faculty and overload teaching.
Achievements	PMBA: Progress on the PMBA Healthcare Concentration is ongoing, slowed by the change in the Director of the PMBA Program. UG: A physical space is being outfitted for the Data Lab, completion expected March 2019. A Director of the Data Lab has been hired, and projects in all sections of Management Science 291 are being offered for the Spring 2019 semester, mediated by the Lab. The Lab is mostly virtual. We have been raising the minimum class size to 10 this year, the minimum being 15 next year.
Resources Utilized	Mostly, funds from the regular operating budget are being used to cover the educational needs of the data lab. PhD candidates, graduate students, and even top seniors in the UG program also assist as part-time lab mentors. Funds will also be obtained from redirecting faculty to larger classes, and by increasing summer school offerings.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Develop additional 4+1 programs linked to the MIB. Develop additional PhD dual degree programs.
Achievements	The International Business Department has increased student numbers and changed the cohort programs that make up about half of the IB majors. Progress regarding 4+1 and 3+1 programs in International Business and Accounting has been made, but no changes have been finalized. There is also progress on PhD dual degree programs with Javeriana University.
Resources Utilized	There have been no additional resources utilized to make these changes.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	Funding will come from existing internal and international partner resources.
Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of intractable real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Supply Chain/Operations Center.
Achievements	This year communication with Centers concerning the generation and use of revenue for scholarships and research has increased. The Riegel and Emory Center and the Center for Executive Succession work with faculty on data access and research funding through open calls. The Folks Center is exploring such operations. The OSC Center (now Operations and Supply Chain, formerly GSCOM) and the Center for Marketing Solutions are less focused on research and more focused on experiential learning and serving students. Notably, funds from the Center for Marketing Solutions continue to be allocated to the Center for Sales Success.
Resources Utilized	Resources from Centers are now flowing to the Moore School in different ways, including contributions to cover the overhead incurred by the Moore School to serve the administrative needs of Centers.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	Funding for these actions is built into regular faculty, staff, and center budgets.
Goal Notes	

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

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Development: Magnify efforts for alumni engagement and general development. Integral to these efforts are major events around the 100th Anniversary of the Moore School and the 50th Anniversary of the BPF. Development and OAE: Work together to build an online capability to expand attendance at alumni and other events. Office of Alumni Engagement (OAE): Build Alumni Hubs in key cities/regions around the United States to connect OAE and the Office of Career Management (OCM) to employers in each location.
Achievements	A new Director of Development was hired in December 2018, and her first task is preparing the Development team for the major celebrations coming up this Spring as the Moore School and the BPF celebrate their 100th and 50th Anniversaries, respectively. OAE: The Alumni Group has been very active in several ways, especially in building alumni groups in key cities across the United States. OAE continues to develop ties with OCM (Office of Career Management) to connect students to successful alumni for the purpose of hiring. Online capability to connect alumni has been expanded and improved, improving attendance at events.
Resources Utilized	Efforts have been mostly revenue neutral. There were few net new hires.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	See Looking Ahead section.
Resources Needed	
Goal Notes	

Goals - Looking Ahead

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

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

Goal Statement	World-class research is core to any leading flagship research university, and enhancing scholarship is accordingly a vital ongoing goal.
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Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Use the results of the PhD Review process to increase the quality of student/faculty research. Provide incentives for internal and external grants; work with Centers to increase funds for research. Work with BPF to raise and find new resources for research funding. Encourage seminars and continue to provide support for conferences/workshops, like CARMA (Consortium for the Advancement of Research Methods and Analysis).
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing faculty and limited new and existing Center resources will be applied to accomplish these action items.
Goal Notes	

Goal 2 - Enhancing core programs at the Moore School

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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	UG:• - Monitor work of the new Data Lab to enhance the data proficiency of all students. - Continue to establish online undergraduate courses to facilitate progression from freshman to sophomore and permit on-time or early graduation. - Increase minimum class size to reduce use of temporary faculty and overload teaching. Masters: - •Complete introduction of PMBA Cyber Concentration. Prepare Healthcare Concentration for introduction next year. - •Increase IMBA enrollments. PhD:• - Evaluate PhD Review results, then implement changes to enhance the program.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing and new resources will be needed to establish the Data Lab, expected to cost around $600,000 to set up and $500,000 per year in ongoing operating costs. Infrastructure costs will be covered by the UG Computer/Technology fee and other existing resources; faculty and staff will come either out of existing resources, or new funds raised from external donors. Naming opportunities for the Lab are currently being shared with interested donors.
Goal Notes	

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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Explore the possibility of increasing the number of IBUS majors. Add IB courses to the Data Analytics concentration. Continue expanding PhD contacts to recruit international students, some self-funded.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Funding will come from existing internal and international partner resources.
Goal Notes	

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development arm, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of intractable real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates, and strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
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Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Strengthen corporate interest in applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Operations & Supply Chain Center (OSC). Bring corporate partners into closer contact with our Office of Career Management (OCM) to expand internship and employment opportunities.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Centers have mechanisms to transfer funds to the Moore School.
Goal Notes	

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

Goal Statement	Accomplishing the Moore School's research and educational mission requires efficient and effective organizational resources and infrastructure, and developing these to support the school's academic mission is accordingly a vital ongoing goal. The Moore School academically is built on world-class research and world-class teaching, and world-class student services and an efficient operational infrastructure is imperative in support of the academic mission.
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Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Development: Intensify efforts for alumni engagement and general advancement. Development and Office of Alumni Engagement (OAE) will work together to extend online capability to expand attendance at alumni and other events. OAE to continue to build alumni hubs in key cities/regions around the United States to connect OAE and OCM to employers in each location.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing Office of Alumni Engagement and Office of Career Management resources, supported by Development resources and the Dean, will establish Alumni Hubs.
Goal Notes	

Academic Programs

Program Rankings

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

Undergraduate Programs

#1 UG international business program in the US for 20 consecutive years (USN&WR, "America's Best Colleges," 2019). 9/10/18.

#44 UG business program (USN&WR, "America's Best Colleges," 2019). 9/10/18.

#57 UG business program (Poets & Quants). 12/13/18.

3rd largest Risk Management and Insurance program in the U.S. (Business Insurance, 2017). 12/12/17.

Graduate Programs

#74 full-time MBA program (US News & World Report, "Best Graduate Schools," 2020). 3/5/19.

#22 part-time MBA program (US News & World Report, "Best Graduate Schools," 2020). 3/5/19.

#1 in international business MBA specialty, in top 3 for 30 consecutive years (US News & World Report, "Best Graduate Schools," 2020). 3/5/19.

#101+ Masters in Management program (Masters of International Business program) (QS, 2018). 9/19/18.

#62 US/#121-130 World Global MBA program (IMBA program) (QS, 2018). 9/19/18.

#86 US/#114 Global Best B-Schools (IMBA program) (Bloomberg Businessweek). 11/8/18, 12/11/18.

Faculty Research Productivity

#1 HR research productivity (Elsevier, 2014-2017)

#3 international business research productivity, 2013-2018 (Journal of International Business Studies)

#1 international business research productivity, 1990-2017 (Journal of International Business Studies)

#6 experimental accounting research productivity (Brigham Young University, 2012-2017)

#11 marketing research productivity (UT Dallas, 2014-2018)

Instructional Modalities

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

We now teach the programming software R to all students, and identify elective classes that use R to teach business analytics. Every MGSC 291 student will do a data project, helped by the new Data Lab. Internships in Management (MGMT 499) add to the internships in Economics and Business Administration already on the books. Students should have at least one internship over the course of their studies. Online education continues to expand. We offered IBUS 401 (International Finance) for the first time this summer. Other online courses include Accounting 324, Economics 222 and 224, Finance 333, Management 371, and Management Science 487. Both Management 719 and Management 722 use the flipped model, with lecture material made available asynchronously and class time used for interactive work. The Professional MBA (PMBA) program continues to provide instructional innovation grants to create new courses and improve delivery over the internet.

Program Launches

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

The Moore School launched the new Business Analytics Concentration in Fall 2017, and it has become very popular. The concentration is now far more popular than any minor students complete outside the business school, and involves courses from all departments of the Moore School, though the Management Science Department provides the required course (MGSC 394). The Data Lab is opening in the Spring to assist in the students' data projects.

This year we launched new programs at all levels:

-
New PhD Dual Degree programs•
New Masters in International Business cohort programs•
A new International MBA cohort program•
New undergraduate International Business Major cohort programs

Most departments created new courses within existing programs.

Academic Initiatives

Experiential Learning for Undergraduates

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

The Moore School has several offerings designed to encourage experiential learning for undergraduate students. Some prominent examples are classes linked to Academic Centers. The most prominent example is the Operations and Supply Chain Center (formerly GSCOM), which provides students opportunities to work on real-world problems in major corporations. Similar courses are run by the Center for Marketing Solutions. These projects are capstone experiences and demand that students apply concepts and techniques mastered in class to actual business problems. Corporate funding provides for the services of a faculty lead for each student team, and also for research and travel expenses. Students are often hired by center partners impressed with the work done by students; the projects serve as viable alternatives for internships.

Challenges exist that make it difficult to expand faculty-led consulting projects. There are faculty capacity limits, there are limits to the topics that are well-suited to such projects, and there are limits to the number of students well-positioned to participate in such projects.

In the course Advanced Issues in Entrepreneurship (MGMT 479), teams of students work closely with a small business or new venture to develop a business plan or to analyze opportunities and strategies for growth. In the undergraduate staffing course (MGMT 405), students study staffing needs and processes at a high-growth firm and offer a set of recommendations. The investments class (FINA 472) engages students in managing a portfolio of financial assets. These classes focus almost entirely on the experiential learning activity. Other classes make use of experiential learning as a class component. This includes classes where students work on smaller projects from private or public sector organizations. Experiential learning opportunities are also provided through simulations. Examples include the capstone strategy class (MGMT 478), and also course work within the school's new sales track. Case competition classes and in the Proving Ground competition (like Shark Tank on television) provide other educational experiences with real business components.

Courses are being reviewed across the school's nine majors for experiential learning opportunity designation. Four classes offered by the Management department have already been proposed for this designation: MGMT 473, 474, 479, and 499. The business capstone course MGMT 478 is being reviewed by staff at UofSC Connect to see if it may qualify for an ELO designation.

One of our major initiatives going forward is the increase in internship participation. We had over 1200 students participate in an internship last year, but our goal is to increase that substantially, either through enabling course credit for student internships or by developing ways to track students who complete non-credit summer-work experiences that meet criteria for experiential learning. The establishment of Alumni Hubs in key cities around the country, plus more focused work with Academic Centers, add to the steps taken to increase internships. Opportunities for future full-time employment are greatly enhanced through completion of an internship.

Non-credit experiential learning opportunities are also available to students through many leadership opportunities and organizations across campus. In the Moore School, select students serve as Student Ambassadors, peer leaders in UNIV 101, peer tutors or supplemental instructors through the Student Success Center, and as leaders in business fraternity chapters or clubs across campus. Service learning also allows for valuable experiential learning opportunities here, as with tax assistance services provided though Beta Alpha Psi. The Moore School also co-runs the Business Community Leadership Fellows program in conjunction with partner agencies of the United Way. This program requires three years of unpaid service with various United

Way agencies where leadership, teamwork, and commitment are emphasized. This program is part of USC's Graduation with Leadership Distinction program.

Experiential Learning For Graduate & Professional Students

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

Internships are required for the International MBA (IMBA) and Master of Human Resources (MHR) degrees, and are encouraged in other programs. The Office of Career Management (OCM), the Folks Center for International Business, and the Riegel and Emory Human Resources Center help provide internships, a few of which are international (although regulations abroad and the changing global business climate are making these harder and harder to obtain). IMBA students are strongly urged to take domestic internships that have a high probability of conversion into a full-time job upon graduation.

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

PhD graduates usually pursue an academic career, so their teaching assignments are considered experiential learning. Funding is also available for PhD students to travel to present their research at conferences, and this support is providing very useful experiences for students as they prepare to start their scholarly careers.

Affordability

Assessment of affordability and efforts to address affordability.

The Moore School addresses affordability in three ways: providing scholarships; restraining growth in fees; and helping students obtain well-paying jobs post-graduation.

In the latest year, we provided $1.6M in scholarships, mostly from private funds through the BPF and the Educational Foundation. Donors are encouraged to give for such scholarships, and they are a central focus of the school's development efforts.

Program costs are also being reviewed, with plans under consideration to reduce the fees associated with some of our most expensive graduate programs. It is likely to be more difficult to do this in the future, however, since faculty salaries in many areas of business are growing rapidly.

Affordability should also take into account the return on investment in education. By focusing on initiatives that will help students obtain high paying jobs (from improving data analytical skills to increasing attention to soft skills), the school is working to ensure that the costs borne by families are justified by employment outcomes.

Student debt levels are a large and growing problem facing higher education, and any steps that might reduce these debt levels must be taken. One reason for moving to a 4-year undergraduate program was to engage freshmen early to ensure they understand the need to graduate in 4 years, if not sooner. The first cohort from the 4-year program graduates in May 2020, and it is expected that 4, 5, and 6-year graduation rates should improve notably from this time.

Reputation Enhancement

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

Our reputation depends on the excellent scholarship and teaching we provide. The Moore School conducts marketing operations of various kinds. Below are some achievements in the area of reputation enhancement:

- The annual South Carolina CEO Summit is held in October. CEO's of "high-impact enterprise" companies identify their needs and support company growth and retention within the state.

- The annual Moore School Economic Outlook Conference in December is attended by business and government leaders from across South Carolina. The Moore School Division of Research provides insights into the economic outlook and forecast for the region.

- The Consortium for the Advancement of Research Methods and Analysis (CARMA) Conference was held in January of 2019. This three-day workshop brought faculty and PhD students from all over the country to learn how to use the R programming language to analyze large data sets.

- The Moore School brings numerous C-Suite executives and global business leaders to Columbia as speakers, board members, career expo participants, and executive development and conference participants.

- Moore School centers are instrumental in connecting our faculty and students with businesses around the world. These centers have more than 100 companies represented on their advisory boards, and several host annual conferences or meetings for business leaders. Centers include: Center for Advancement in Accounting, Center for Applied Business Analytics, Center for Executive Succession, Center for Operations and Supply Chain, Center for Marketing Solutions, Faber Center for Entrepreneurship, Folks Center for International Business, Riegel & Emory Center for Human Resources, and the Risk and Uncertainty Management Center.

- The annual Proving Ground business plan competition has become a popular and engaging way to publicize the entrepreneurial activities of our students (and those of other colleges). Corporate sponsors donate $50K in prizes for the winning teams.

Challenges

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

The Moore School constantly faces challenges and opportunities.

- The new budget model presents a challenge, since a clear picture of how it will work is not yet available. Further, the model appears to be more variable than expected. With the Moore School a higher cost entity in 2019 than in 2015, limited resources must be more efficiently applied. Using FY 2017 actual data in the new budget model showed a subvention/tax of 6.4% or more would result in the school operating at a loss; FY 2018 data showed generation of a margin of 8.8% before subvention. At the proposed 8.5% subvention, the Moore School effectively operated at break-even in FY 2018. This margin variance was surprising given student numbers and costs did not change significantly between FYs 2017 and 2018. Hopefully an 8.5% margin is maintained or exceeded in FY 2019.

- Faculty retention is always a significant challenge, especially as the economy continues to do well. Internationally, faculty in Finance and Accounting are experiencing rapid salary growth, making it hard to retain our best faculty.

- Recruiting MBA students is increasingly difficult. Top programs have thrived, while others, including the school's, have struggled to attract qualified students. Competitors offer attractive scholarships and an array of services and experiences. Well-funded competitors in Asia and Europe continue to arise. This trend reflects a shift in interest toward specialized Masters programs -- and our MACC, MHR, and Financial/Econ programs have not suffered as much as the more general MBA. However, Business School rankings continue to elevate the MBA over other programs, making re-targeting our resources at the Masters level challenging.

- Our PhD program should be bigger for pedagogical and research reasons. The marginal cost of adding another student is high, but may fall if the new budget model sends a large portion of the tuition revenue back to the Moore School. We are studying how many more students we may be able to bring in as a result of these changes.

- Enhancing the rigor in our UG curriculum remains an important goal. The objective is to increase both math proficiency and the ability to work with data, and the challenge is to increase course difficulty without losing students. We have addressed this challenge with a system of Course Coordinators, early warning signals, and use of the Student Success Center. Work in the Data Lab will help students internalize the programming skills learned in the classroom. Early signs are encouraging. Freshmen encounter foundational accounting, economics, and statistics courses after being told by the Dean of the challenges facing them and the effort required. In AY 2018, the Student Success Center received 4606 at-risk referrals, compared to 4167 in AY 2017. Lastly, rigor has increased, but students are meeting the material.

- It is well-known that data retrieval is a major problem at the University. In an age when the analysis of big data sets has been recognized for its value, the Moore School is frequently unable to address key questions because it cannot access data in usable forms. The hope is that solutions like Helio or a similar product will soon be available.

- Classroom technology has long been a challenge. Because of the decentralized nature of UTS -- and probably its small budget -- breakdowns in computers and projectors takes a long time to fix. The Moore School does invest its own funds, but is limited in what it can do as UTS owns the equipment.

- The Moore School has created three highly ranked undergraduate programs. The International Business major, the Finance Scholars program, and the Operations and Supply Chain capstone project program admit fewer students than the number of applicants. Graduates from these programs find high paying jobs. Our challenge is to expand these programs, which operate at low student/faculty ratios and are costly to offer.

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2018	Fall 2017	Fall 2016
Tenure-track Faculty	107	111	115
Professor, with tenure	32	31	32
Associate Professor, with tenure	27	33	34
Assistant Professor	48	47	49
Librarian, with tenure	0	0	0
Research Faculty	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty	66	70	64
Clinical Professor	2	2	2
Clinical Associate Professor	10	8	8
Clinical Assistant Professor	25	26	19
Instructor	5	8	4
Lecturer	23	25	30
Visiting	1	1	1
Adjunct Faculty	38	36	35

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re
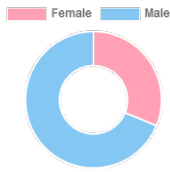
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.

|	Fall 2018	Fall 2017	Fall 2016
Gender	173	181	179
Female	54	57	55
Male	119	124	124
Race/Ethnicity	173	181	179
American Indian/Alaska Native	0	0	0
Asian	19	19	22
Black or African American	6	6	6
Hispanic or Latino	4	3	3
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	9	14	13
Two or More Races	2	2	1
Unknown Race/Ethnicity	0	2	6
White	133	135	128

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

Illustration 1. Faculty Diversity by Gender

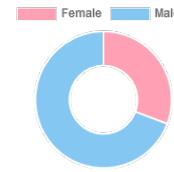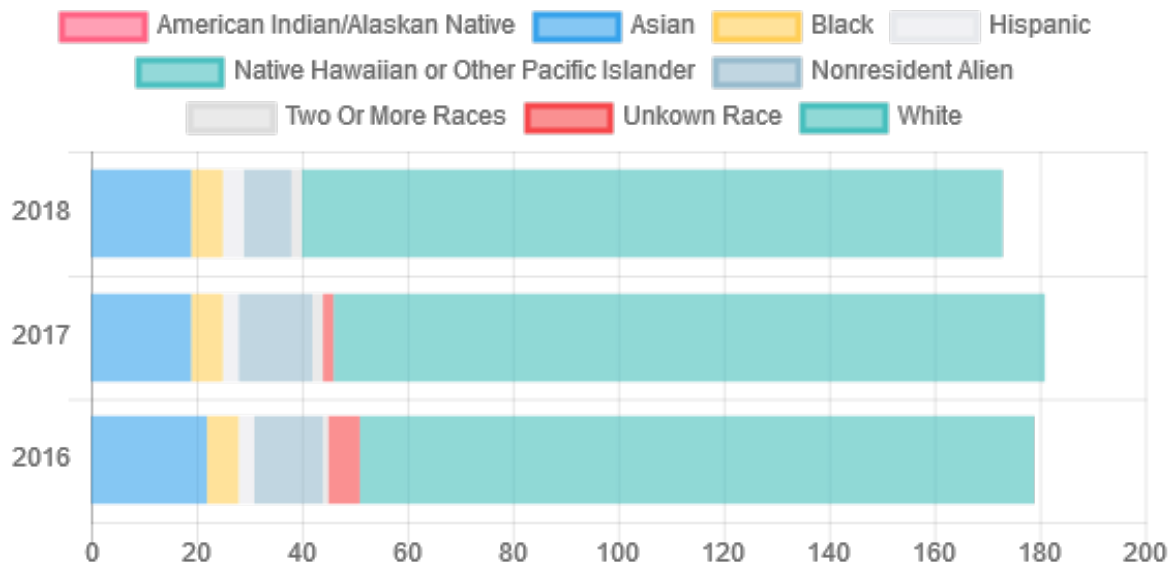2018 Faculty Gender

2017 Faculty Gender
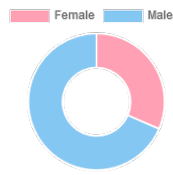
2016 Faculty Gender

Illustration 2. Faculty Diversity by Race & Ethnicity

Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY 2018 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Moore School research, like most business schools, is focused on publications in high quality journals. Grants play a smaller part in the measurement of success, and are of lesser importance in the tenure and promotion decision.

Journal quality is highly variable, and the quality of papers within any journal can differ. Success is measured in two main ways: numbers of publications in the journal list defined by the University of Texas at Dallas (the "UTD List"), and total citations. We look at these metrics both recently and over the course of a career.

In the period 2014 - 2018, 74 faculty at the Moore School published a total of 93 articles in journals on the UTD List. This is about 65% of the tenure-track faculty. The most prolific author appeared 9 times; one 5 times; and eight at least 3 times. The average number of authors per paper with at least one Moore School faculty member is 3.32.

According to Google Scholar's citation count, in 2018 three of the top 10 faculty members at the University of South Carolina came from the Moore School (at #1, #2, and #11), and two others are in the top 25.

These measures are indicative of an intellectually accomplished faculty, but understate the Moore School's overall achievement. For one thing, the UTD List is small, with only 24 journals to cover 7 business-school disciplines. Many good journals are not listed. The Financial Times lists 45 high-quality journals: 23 that are not on the UTD List (2 from the UTD List are not on the FT List). Using these lists, our Marketing, Management, Management Science, and International Business areas achieve the highest ranks for scholarly output. Individuals in other departments have achieved great success and international recognition for scholarship as well.

If we look at the period from July 2013 to July 2018, we see that the Moore School faculty published a total of 487 papers, of which 408 were unique. Of these, 234 appeared in journals in the Financial Times list and 146 were published in journals on the much shorter UT Dallas list. Also, 264 were rated by Cabell's as being in the top 20% of all journals.

Academic Analytics also produces measures of business school research productivity. This index does not adjust for quality, however, so there is a bias toward high volume. Looking at four measures over the period of 2014 - 2017 (articles per faculty, percent of faculty with an article, citations per article, and citations per faculty), the school's percentiles were 81%, 86%, 62%, and 74%, respectively. All are considerably higher than in the previous survey, and place the Moore School in the company of institutions like Carnegie Mellon, University of

Pittsburgh, University of Wisconsin, and Stanford. The group was composed of 150 institutions that published in recognized journals of business

Faculty Development

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

In January, the Moore School hosted CARMA -- Consortium for the Advancement of Research Methods and Analysis -- and provided scholarships for faculty to pay the registration fee. This year's program was a workshop on all levels of the R programming language, which was of great value to the faculty as we make R the main analytical tool for our undergraduates.

The school's internal grant program for faculty research support is now above $300,000 per year, with an emphasis on data acquisition. Private funds from two centers - the Riegel and Emory Center and CIBER - provide additional support for research across the school. In addition, departments are allocated nearly $6,000 per research-active faculty and lesser amounts for faculty more focused on outreach and teaching. This is designed to encourage conference participation and professional development. Summer research support and course reductions for faculty who have a recent record of excellent research achievement are also provided.

In addition, this year the school spent more than $100,000 on data and software that can be used by all faculty. This includes the CRISP data, iMotion software. The school is also considering buying Nielsen Analytics data.

Funds are provided for seminar series for each department, helping faculty develop important relationships and keep up with the latest research. Investment in the doctoral program is also an important part of faculty development, as opportunities to work with doctoral students contribute to research productivity. The PhD program is currently under review, with the objective of finding ways to increase the number of students and their opportunities to collaborate in research with the faculty.

Nearly $100,000 per year for curriculum development grants for the Professional MBA (PMBA) program is also allocated.

Teaching

Faculty to Student Ratio

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

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

Table 4. Faculty-to-Student Ratio, Fall 2018, Fall 2017, and Fall 2016

Fall 2018	Fall 2017	Fall 2016
01:31.6	1:27.8	1: 31.2

Analysis of Ratio

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

As noted in previous years, the Moore School generally uses the following formula when calculating student-to-faculty ratios:

Undergraduate Headcount + Graduate Headcount (PhD Candidates Excluded) / Count of Full-Time Faculty (Adjuncts and Part-Time Faculty Excluded)

This formula is used for internal analysis, and for peer/aspirant comparisons. Using this formula, we have calculated the Moore School's student-to-faculty ratio for Fall 2018 to be 34.71. Compared to our AACSB peers and aspirants, this ratio is lower than the Fall 2017 ratios of all but one of our peers, and squarely in the middle of our aspirants' ratios.

From a high of 42.21 in Fall 2015, the Moore School is now more favorably positioned compared to our peers and aspirants. However, the increasingly competitive nature of the job market, coupled with the need to balance other mission-critical priorities, will make the maintenance of our student-to-faculty ratio more difficult in the coming years.

Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Albino Pimentel, Joao	Award for Best Dissertation in International Management	Academy of Management
Albino Pimentel, Joao	Emerald Best International Dissertation Award	Academy of Management
Albino Pimentel, Joao	Peter J. Buckley and Mark Casson AIB Dissertation Award	Academy of International Business
Alvarez-Garrido, Elisa	Temple/AIB Best Paper Award	Academy of International Business
Messner, Wolfgang	Conference Best Paper Award	Academy of International Business
Li, Dongmei	Best Paper in Corporate Finance	Financial Management Association
Kostova, Tatiana	Best Paper in "Corporate Governance"	Academy of Management, IM Division
Van Essen, Marc	Best Paper in "International Corporate Governance"	Center for Governance, Institutions, and Organisations, IM Division
Pekgun-Cakmak, Pelin	Jack Meredith Best Paper Award	Journal of Operations Management

Service Award Nominations

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

Faculty Awards Received

Faculty of DMSB were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Kim, Hugh	Young Scholar Award	Shinhan Bank & Korea-America Finance Association
Wenhao, Yang	FMA Best Paper Award	Financial Management Association
Alvarez-Garrido, Elisa	Outstanding Reviewer Award	Strategic Entrepreneurship Journal
Kostova, Tatiana	Best Unpublished Research Paper on Family Firms	Family Firm Insitute
Van Essen, Marc	Best Unpublished Research Paper on Family Firms	Family Firm Institute
Yenkey, Chris	Granovetter Award for Best Published Article in Economic Sociology	American Sociological Association
Nyberg, Anthony	HR Division Scholarly Achievement Award	DMSB Management Department, HR Division
Ravlin, Liz	Holtzman Faculty Research Award	Virginia Tech
Schepker, DJ	Outstanding Reviewer Award	Academy of Management
Steinbach, Adam	Outstanding Reviewer Award	Academy of Management
Grasser, Robert	Outstanding Manuscript Award, Accounting Behavior and Organizations Research Conference	American Accounting Association
Kim, Hugh	Best Paper Award (Korea Development Bank)	Conference on Asia-Pacific Financial Markets
Guedhami, Omrane	Best Paper Award	Southwestern Finance Association
Guedhami, Omrane	Best Research Paper	Emerald
Guedhami, Omrane	Best Paper Award	The 13th International Conference on Asia-Pacific Financial Markets
Van Essen, Marc	Best Paper Proceedings	Academy of Management
Cardinal, Laura	Best Paper Award	Academy of Management Annals, Academy of Management
Wright, Patrick	HR Most Influential Thought Leader	HR Magazine
Skowronski, Keith	Jack Meredith Best Paper Award	Journal of Operations Management

Service Awards

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

Teaching Awards

Recipient(s)	Award	Organization
Kostova, Tatiana	Carolina Distinguished Professor	USC
Hazzard-Robinson, Deborah	SCoer! Award	University Libraries Scholarly Communications Committee and USC Student Government
Hendrix, Leslie	Garnet Apple	USC
Queenan, Carrier	Outstanding USC Teacher	KEPCO, EIMBA 3rd Cohort

Other Awards

Recipient(s)	Award	Organization
Mumbower, Stacey	Outstanding Alumna of the Year, Mathematics	Valdosta State University

Student Recruiting and Retention

Student Recruitment

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

The Moore School is fortunate to enjoy strong demand for its undergraduate programs. This is especially true for International Business, but has become increasingly true for Finance, Management Science, and Accounting. As a result, we do not have to spend a lot on recruiting, though scholarships are offered. As noted elsewhere, last year $1.6 million was granted in student scholarships.

We participate in scholar socials, put on receptions for DMSB students prior to university events, and use methods to contact targeted segments of the undergraduate applicant population. We also use our website to publicize our rankings and outcomes for different majors. We also put considerable effort into campus visits and orientation sessions to highlight the opportunities available at DMSB.

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

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

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

Student Retention

Efforts at retaining current students in College/School programs.

Two years ago, we began to track early performance in 200-level (Principles) core classes to identify students who are at risk of failure. These students are referred to the Student Success Center for guidance and help with the material, and with attendance issues. At that time, we also introduced Principles level course coordinators to help make the courses more consistent and rigorous across different sections. We hope to increase retention by helping students see the steps that are necessary if they are to be successful.
In the past two years we have also encouraged faculty to offer more online courses in the summer. This helps with retention by providing a way for students to complete progression requirements and raise their GPA.
Another part of early outreach is accomplished via DMSB U-101 sections, Business Major Forums, and

enhanced communication in freshman orientation.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate Enrollment			
Freshman	1280	1273	1279
Sophomore	1225	1143	1242
Junior	1177	1308	1176
Senior	1592	1619	1568
Sub Total	5276	5343	5265
Graduate Enrollment			
Masters	709	729	764
Doctoral	72	67	78
Graduate Certificate	3	0	0
Sub Total	784	796	842
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	**6060**	**6139**	**6107**

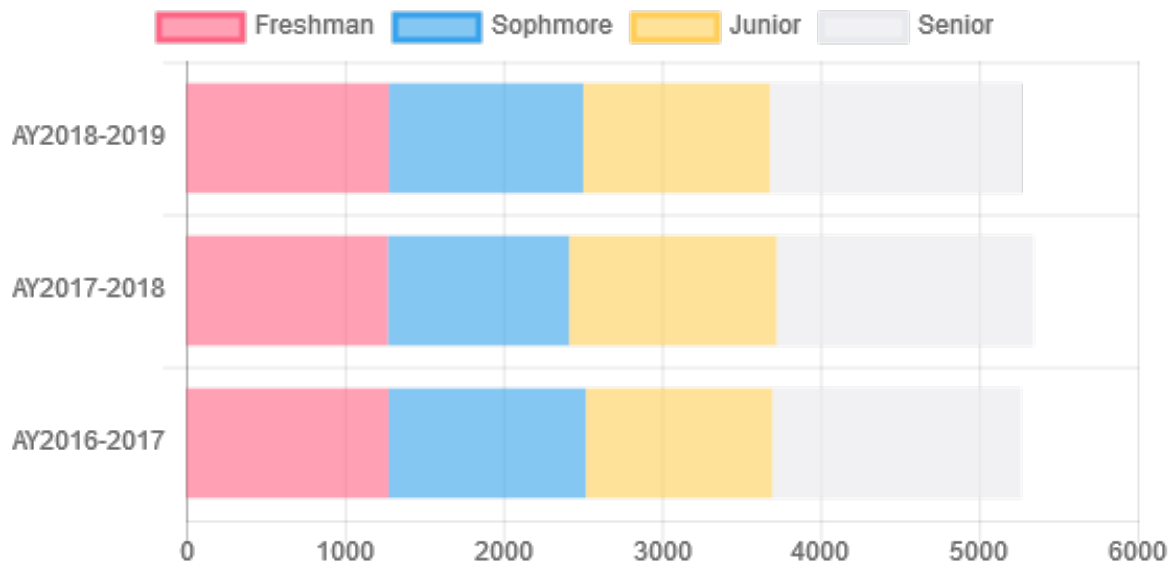**Illustration 3. Undergraduate Student Enrollment by Classification**

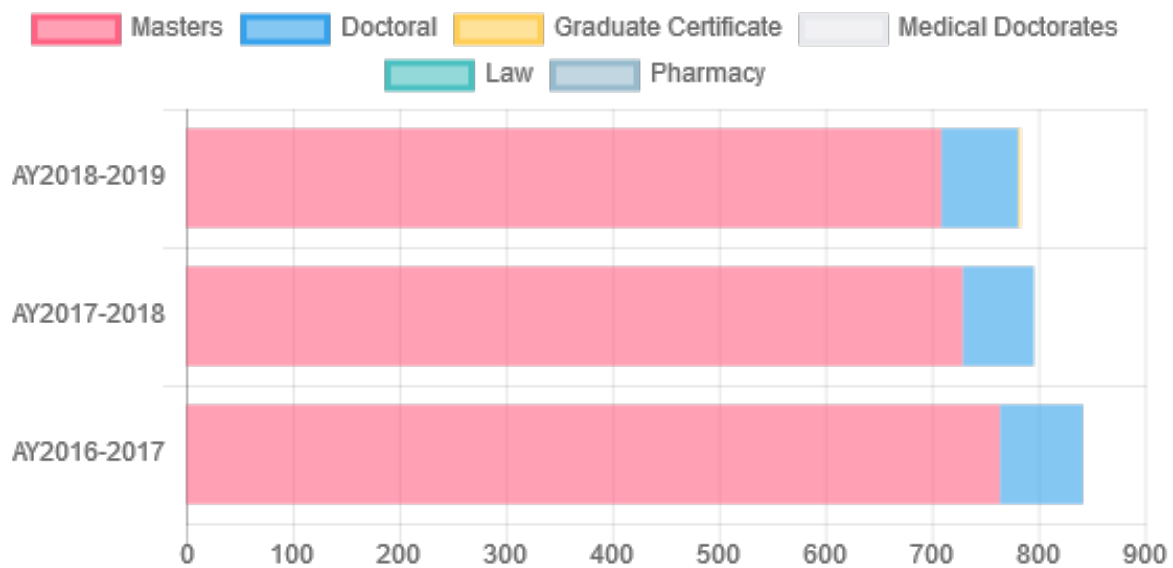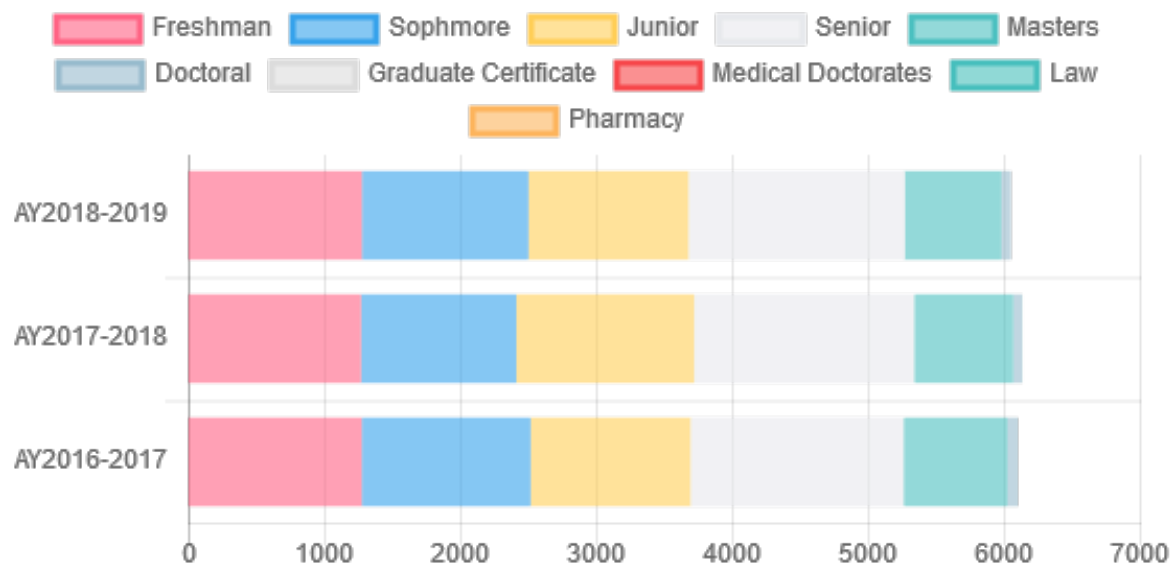**Illustration 4. Graduate/Professional Student Enrollment by Classification**

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

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate	**5275**	**5343**	**5265**
Full-Time	5224	5235	5194
Part-Time	51	108	71
Graduate/Professional	**785**	**796**	**842**
Full-Time	544	558	576
Part-Time	241	238	266
Total - All Levels	**6060**	**6139**	**6107**
Full-Time	5768	5793	5770
Part-Time	292	292	292

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

	Fall 2018	Fall 2017	Fall 2016
Undergraduate	**5275**	**5343**	**5265**
Female	2117	2161	2142
Male	3158	3182	3123
Graduate/Professional	**785**	**796**	**842**
Female	284	312	316
Male	501	484	526

Illustration 6. Undergraduate Student Diversity by Gender

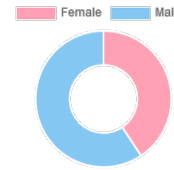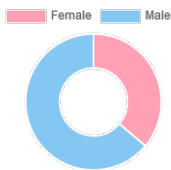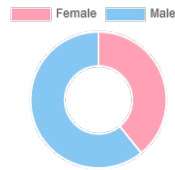| 2018 Undergraduate Gender	2017 Undergraduate Gender	2016 Undergraduate Gender
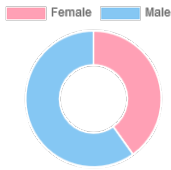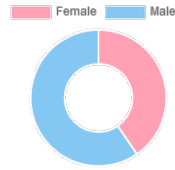
Illustration 7. Graduate/Professional Student Diversity by Gender
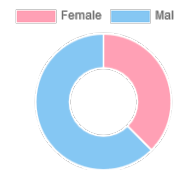
2018 Graduate Gender	2017 Graduate Gender	2016 Graduate Gender

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate	**5275**	**5343**	**5265**
American Indian/Alaska Native	5	5	7
Asian	164	164	155
Black or African	165	166	203
Hispanic or Latino	197	226	212
Native Hawaiian or Other Pacific Islander	4	4	4
Nonresident Alien	171	159	134
Two or More Races	157	140	150
Unknown Race/Ethnicity	46	63	58
White	4366	4416	4342
Graduate/Professional	**785**	**796**	**842**
American Indian/Alaska Native	1	1	1
Asian	26	23	24
Black or African	62	72	66
Hispanic or Latino	34	25	30
Native Hawaiian or Other Pacific Islander	1	1	0
Nonresident Alien	110	110	126
Two or More Races	18	19	18
Unknown Race/Ethnicity	9	5	15
White	524	540	562

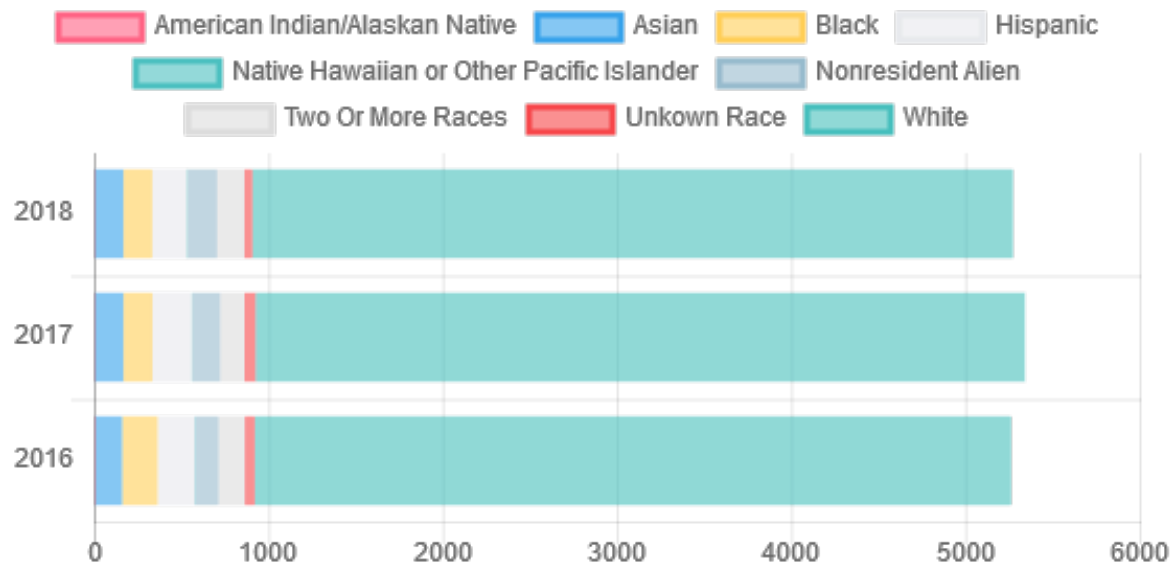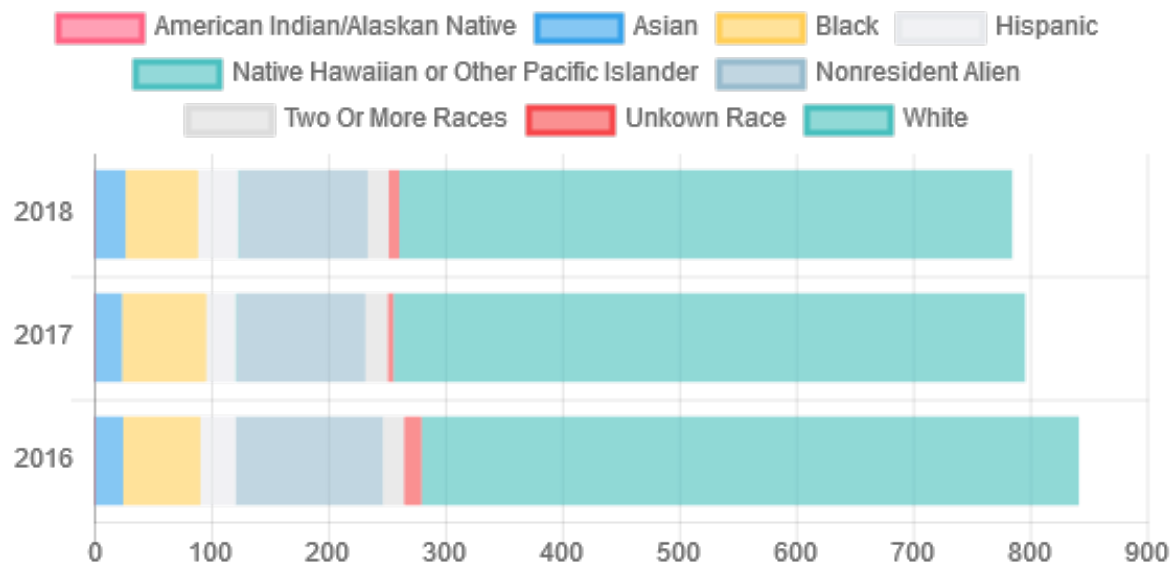**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**

**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**

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

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

Illustration 10. Undergraduate Retention, First- and Second Year

First Year
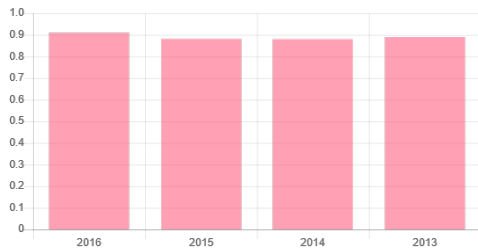
Second Year
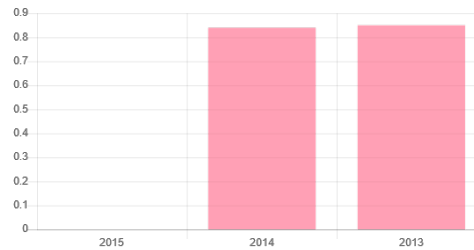
Student Completions

Graduation Rate - Undergraduate

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

	2011	2010	2009
4-Year Same	53.1%	48.5%	47.9%
4-Year Diff	10.5%	10.3%	10.6%
4-Year Total	63.6%	58.8%	58.5%
5-Year Same	61.8%	58.4%	57%
5-Year Diff	16.8%	17.3%	17.6%
5-Year Total	78.6%	75.7%	74.6%
6-Year Same	62%	58.6%	57.4%
6-Year Diff	17.6%	18.7%	18.8%
6-Year Total	79.6%	77.3%	76.2%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2017-2018	AY2016-2017	AY2015-2016
Associates Degree	0	0	0
Bachelors	1341	1287	1170
Masters	414	425	361
Doctoral	9	19	8
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	144	139	106

Illustration 11. Degrees Awarded by Level
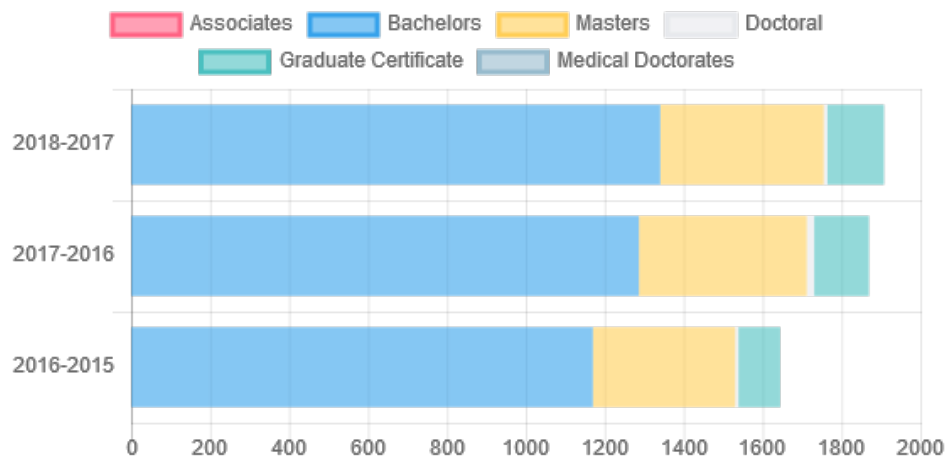
Alumni Engagement & Fundraising

Alumni
Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.

Since 2015, the Moore School's Office of Alumni Engagement (OAE) has organized eight annual alumni events that involved the Dean. This includes six regional alumni networking receptions (100- 300 attendees) and 2 signature alumni events (400-600 attendees). The Signature events include the Shuck and Shag (DMSB Homecoming) and the Leadership Dinner & Awards Ceremony.

Total annual attendance at these events has grown since 2015. From 1400 attendees in 2016, it rose to 1600 attendees in 2017, 1764 in 2018, and is expected to exceed 2400 in 2019.

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

In 2019, the Darla Moore School of Business and the University of South Carolina will celebrate the 100th anniversary of business education at the university. As part of that celebration, the school's signature awards ceremony evolved into a Gala where one award was bestowed to the school's benefactress, Darla Moore.

Moore Connect, the online network exclusively for Moore School alumni, was launched in September 2016, and there are now 3200+ members. This online platform is designed to connect alumni with one another, provide information about the school, and facilitate the school's Mentor Program, pairing students with alumni, and alumni with one another. In 2018, DMSB students were invited to join the platform to begin networking with alumni and seeking mentorship opportunities. The online network is expected to increase to over 4000 alumni in 2019.

Alumni are engaged in person throughout the year at international alumni events, class reunions, stakeholder meetings, BPF Board meetings, Young Alumni Board meetings, development events, Center board meetings, Office of Career Management panels, Business Expos, and various department panels. OAE has been working with USC Central Development on finding a tool that will help track all alumni engagement.

Our listserv of Moore School alumni and friends has grown by about 10 percent in the last year, and we hope for steady growth. In the Fall of 2018, over 45,200 Moore School magazines were mailed to alumni and donor households.

Finally, the OAE is continuing to build student engagement programming and opportunities. In 2018, the OAE created a Student Alumni Board to connect current students to engaged alumni. Additionally, through the school's Mentor Program and the graduation celebration event, the school is actively assisting the transition of its students and newest graduates to become informed and engaged members of the alumni community.

Development, Fundraising and Gifts
Substantial development initiatives and outcomes, including Fundraising and Gifts.

In the Fall of 2018, the Moore School undertook a major overhaul of the Development Office. The main focus of the new team has been the celebration of the 100th Anniversary of the Business School and the 50th Anniversary of the Business Partnership Foundation. Both occasions will give rise to several events, including a Gala Dinner and a book describing the history and progress of the Moore School.

Fundraising cultivates stewardship with successful alumni, past donors, and community and corporate leaders with a stake in the success of the Moore School and the State of South Carolina. Corporate partnerships have also been developed through collaboration with the Moore School's program/industry-based boards and centers, and through enhanced communication with the Office of Career Management. Fundraising totals for calendar year 2018 totaled approximately $5 million, and those for AY18-19 are expected to exceed $6 million.

Recent accomplishments include securing funding for a $2 million endowment for the Continental Tire Chair Professorship in Global Operations, several faculty fellowships, an endowed chair in Finance, several scholarship funds (endowed and current support), and funding for a Sales Center. Our Folks Center has increased corporate support for scholarships and internships in International Business.

The Development Team works closely with department chairs and program and center directors to engage friends of the Moore School in ways that result in philanthropic investment. In addition, Development works with the Marketing Office of the Moore School to make the School more visible in the local and national press.

Community Engagement

Description

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

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

We are in the planning stages of a week at the Moore School for under-represented high school students. The "South Carolina Business Week" will engage students in constructive activities to learn about financial, business, and entrepreneurial subjects.

Another example of engagement is the Moore School's support for the Small Business Development Center. This national organization provides technical assistance for small start-ups in the community.

Moore School faculty are often featured on local media when national issues have implications for local business.

Moore School centers link student consulting teams directly with businesses to solve real-world business problems. The students engage in meaningful service, and the companies receive valuable consulting services. For non-profit firms, these consulting service projects are often done pro bono.

Our faculty engage in a variety of volunteer activities, such as organizing a STEM summer camp for underrepresented populations; serving on the SC Agricultural Council; providing tax assistance to low income individuals; and working as an executive for the Midlands Local Food Collaborative.

Community Perceptions

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

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

Incentivizing Faculty Engagement

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

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

Collaborations

Internal Collaborations

Moore School faculty collaborate with several other departments in both research and instruction:

- Faculty in several Moore School departments collaborated with faculty in other colleges at USC during the recent university grant program known as the "Excellence Initiative." This included faculty from International Business, Management Science, Economics, and others.

- Faculty in Management collaborated with the College of Engineering and Computing on several projects and initiatives involving entrepreneurship and innovation. Faculty (Cardinal) have collaborated with faculty in Engineering through the Center for Innovation and Commercialization. The Faber Center (Kress) has facilitated regular information sharing and coordination efforts among faculty across campus involved in entrepreneurship, including the McNair Center. The Proving Ground Competition led by DMSB faculty, notably in Management, is a multidisciplinary effort, involving students from across campus. Management faculty (Iarossi) are involved with the new MS in Technology Innovation and Entrepreneurial Engineering program, launched in Fall 2018. Dr. Iarossi also serves as Co-Director, along with CEC faculty, of the NSF Innovation Corp Site for Entrepreneurship. This is a 3-day accelerator program for USC faculty, researchers, alumni, and students working on STEM-related new ventures.

- The Professional MBA program is also partnering with the College of Engineering and Computing to create a Graduate Certificate in Cybersecurity. This graduate certificate is being developed to satisfy the strong labor demand for professionals with business administration skills combined with technical security-related skills. The target audience includes working professionals in the Carolinas and Georgia where there is a concentration of demand for cybersecurity professionals with operational skills (e.g., Columbia, Charleston, Charlotte and Raleigh). The graduate certificate will require completion of four graduate level courses covering data networks, cybersecurity fundamentals, cyber operations, data resource management, and big data analytics. The proposed launch is Fall 2020. Professional MBA students may complete the certificate while earning an MBA degree in the program at one of seven regional classrooms in SC and Charlotte.

- Faculty in the Economics Department have collaborated on research projects and grants from Public Health (Ozturk) and Engineering (Sheldon).

- Faculty from the Moore School have collaborated with the Kennedy Pharmacy Innovation Center and with faculty in the HRSM School on various projects.

- Programs in International Business partner with faculty in Arts & Sciences with regard to language instruction and issues relating to culture and political institutions.

External Collaborations

Our faculty collaborate on research projects with faculty at universities around the world. There are too many such collaborations to list. Collaborations of this nature are essential for any university that is doing relevant research.

As for instruction, we have spent considerable resources over the years to cultivate teaching collaborations with several institutions around the world, at both the undergraduate and graduate levels. This has been the focus of the International Business Department in recent years, especially via the creation of new "cohort programs," in which students progress through a curriculum at USC and the partner school in a pre-determined manner. Currently, we have cohort programs with CUHK (Hong Kong), the University of Paris-Dauphine, the University of Mannheim, ESSEC-Singapore, and FGV EBAPE. Nearly 150 students are participating in these programs, including both USC and partner institution students.

At the graduate level, we have dual degree programs for our Master of International Business (MIB) program. Students can choose dual degree options with the University of Mannheim, ESCP, ESSEC, KOC University, and Bocconi University. Moreover, we are in the process of launching other dual degree programs with Aalto University School of Business in Finland, the Higher School of Economics in Russia, and have Articulation Agreements with the Foreign Trade University (Hanoi, Vietnam), the University de Chile-FEN (Santiago, Chile), and Sungkyunkwan University Business School (Seoul, S. Korea). We have just begun PhD Dual Degree Programs with the following institutions: Universidad de Chile (FEN - Santiago, Chile), Tec de Monterrey EGADE Business School (Monterrey, Mexico), and Em Lyon Business School (Ecully Cedex, France). We have also signed a PhD Articulation Agreement with Pontificia Univesidad Javeriana (Bogota, Columbia).

Campus Climate and Inclusion

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

The Moore School established a Diversity and Inclusion Student Council 3 years ago and has been successful in soliciting feedback on the state of the Moore School with respect to inclusivity and diversity. Regular meetings between the Associate Dean for Diversity and Inclusion and the Dean occur, and a range of workshops and programming related to diversity and inclusion issues have been offered at the school.

Further, faculty hiring processes always reflect efforts to increase diversity within our faculty. Faculty search committees realize how important it is to hire individuals from under-represented groups. The competition is quite intense for the few individuals on the market. The Moore School is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from under-represented populations that enter PhD programs in Business. Throughout the academic year, we also certified over 25 faculty and staff members though the safe zone program.

Last Spring, we hosted a program on Diversity and Inclusion as a Key Business Strategy. Major corporations sent their Chief Diversity Officers to address the forum, and students had the opportunity to network with them after the event.

From a recruitment perspective, last academic year we ran three events to recruit under-represented students into our undergraduate and graduate programs. Minority recruiting efforts with the Young Black Alliance in Charlotte are also continuing. Further, we recruited 19 students for our inaugural Rising Scholars Cohort, a program -- launched in the Fall of 2018 -- aimed at closing the opportunity gap for underserved students. Business at Moore (BAM), offered by the Moore School the past 11 years, is a program to encourage and assist underserved high school students considering enrollment in a post-secondary school business education. This year, BAM is partnering with the SC Chamber of Commerce to reach even more high school students around our state. After requests from student associations, the Moore School has also developed a D&I certification for business student organizations. We are also collaborating with middle and high schools in our area, and will be partnering with the SC Chamber of Commerce to offer the school's Business at Moore program in the Summer of 2019. We have invested in scholarships for minority students in the Master of International Business (MIB) program and at the undergraduate level. We are constructing certificate programs, and developing D&I courses at the undergraduate and graduate levels within our Management Department.

Lastly, we are developing D&I capabilities within student-facing units

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

Data Warehouse reports' data generally does not exactly match the official data in this report, but is close enough for the most part that it does not cause concern. One exception is the Degrees Awarded data, with graduate counts from Data Warehouse reports being anywhere from 20% higher or lower, depending on the term, than the official counts here. Also, as noted earlier, the Moore School calculates student-to-faculty ratios using a different formula than that used in this report. Our calculation focuses on student headcount per full-time faculty, and is the formula that enables us to make peer/aspirant comparisons with other business schools.

Cool Stuff

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

This Spring, the Moore School Data Lab was established. Data is deluging business operations/supply chains, and today's jobs demand an ability to analyze this information. Most business analytics education is offered at the graduate level, but the Moore School is, as far as we can tell, the first U.S.-based business school setting out to ensure every undergraduate student graduates data proficient, analytically capable, and functionally based. The Data Lab provides a crucial foundation to prepare every student for the complex data-driven world of the future, so that, armed with data proficiency, advanced analytics capabilities, and deep functional knowledge, graduates are ready for the high value jobs that are coming.

Undergraduates complete 3 quantitative courses in the undergraduate business core: MGSC 290, MGSC 291, and STAT 206. As part of MGSC 291, and through the Data Lab, every undergraduate will complete a capstone project involving real-world data applied to a complex business problem. These projects will expose students to basic coding in R, and other common languages, which, when combined with courses already completed (MGSC 290 and STAT 206), will enable them to clean and analyze large data sets. Teams will define the problem, analyze the data, and report findings to peers. The Data Lab will be staffed 5 days a week to assist on projects. The Lab will have collaborative spaces where students meet data mentors, and will be capable of handling 150 student projects per semester with 5 students per team. In addition, self-learning modules will be accessible through the Lab, so students may also acquire skills on their own. Online self-study sites like Data Camp and Lynda offer technical assistance in all major programming languages.

The Center for Sales Success (CSS) was launched in March 2018 and has been extremely popular in its first year. It offers educational, professional, and networking opportunities to students interested in sales careers. Around 50% of first jobs for undergraduates in business are sales jobs, so providing students a strong grounding in sales is extremely useful. The number of CSS Sponsors grew from 2 to 5, and over the coming year the CSS hopes to double this number to 10, generating an accompanying revenue stream in excess of $100K. Sponsors include regional and national partners, including a global information and research company. The Center creates experiential learning opportunities for students, and provides networking and engagement opportunities for partners wishing to hire Moore School undergraduates. Students are currently able to complete 3 courses in Sales (Introduction to Personal Selling, Sales Strategy, and Sales Automation), and are also able to obtain the Certified Professional Sales Person (CPSP) designation offered by the NASP, the National Association of Sales Professionals. Enrollment in the sales courses has grown from 60 to 100, with an enrollment of 200 expected by 2020.

Every Fall and Spring we run the Business Expo Career Fair in which about 100 companies come to the Moore

School to recruit our students. These are nationally recognized employers from finance, insurance, transportation, construction, and general sales. Attendance this past year was up from the previous year, with 96 companies and 1050 students attending in Spring 2019 (up 22% and 24% from Spring 2018, respectively), and 131 companies and 1431 students attending in Fall 2018 (up 12% and 14% from Fall 2017, respectively). Combined, the Fall 2018 and Spring 2019 Expos resulted in 458 students being invited to a total of 595 interviews.

Appendix 3. Research & Scholarly Activity

Office of Research Information Technology & Data Management

Darla Moore School of Business

Fiscal Year 2018

UNIVERSITY OF
SOUTH CAROLINA

Summary of Extramural Proposal Submissions by Source

Appendix 1

PI Home Department	Total Requested First Year	Commercial	Federal	Other	Private/Non-Profit	State
Moore Sch - Dean's Office	322,380		1			
Moore Sch - Div. of Research	512,743	2	3	4	1	1
Small Business Dev. Ctr.	7,958,645		4			1
Total Count	*17*	*2*	*8*	*4*	*1*	*2*
Total Requested First Year	*8,793,768*	*185,500*	*7,905,018*	*149,250*	*10,000*	*544,000*

Extramural Funding by Source, Department, Faculty & Rank - FY2018
Appendix 2

PI Home Department	PI Name	Primary Job Desc/Rank	Tenure Status	Total Funding	Commercial	Federal	Other	Private/Non-Profit	State
Moore Sch - Dean's Office	Roth, Kendall	PROFESSOR	TENURED	279,202		279,202			
Moore Sch - Div. of Research	Sheldon, Tamara	ASST PROFESSOR	TENURE-TRACK	33,530			33,530		
Moore Sch - Div. of Research	Von Nessen, Joseph	RESEARCH ASSOCIATE		288,250	96,750		127,500	10,000	54,000
Small Business Dev. Ctr.	Abraham, Michele	DIRECTOR		3,269,572		3,204,432			65,140
Total Funding				**3,870,554**	**96,750**	**3,483,634**	**161,030**	**10,000**	**119,140**