Executive Summary

Blueprint for Academic Excellence
Darla Moore School of Business
AY2022-2023

Introduction

With UofSC's 2nd highest credit hrs. taught per faculty and 2nd highest faculty/student ratio (behind only HRSM), and with freshman/sophomore retention climbing to 78.7% in AY20-21 from 69.3% in AY17-18 coupled with UofSC's highest 6 yr. graduation rate (despite being among UofSC's most rigorous undergraduate (UG) programs), and with the UG Class of 21 posting a record 90% placement and a record average salary of $58,940 (3 majors reported averages > $60,000), and with Graduate Program placement also at records (MHR 100%; FTMBA 98%; MACC 98%; and MIB 95%), DMSB boasts among UofSC's hardest working and highest performing faculty, staff and students.

Moreover, Fall 21 enrollment exceeded Fall 20, and at Fall 21 DMSB had 6,392 students, its highest since 2017.

Finally, in December 21 DMSB accounted for 72% of UofSC's undergraduate application increase, and for 28% of UofSC's total undergraduate applications.

The school has never been better positioned or stronger.

Highlights

- In Spring 22, 823 registered for the UG Business Analytics Concentration (7 Spring 17); 80% FT MBAs did analytics certificates.
- Freshmen av. SATs reached 1270, out-of-state freshmen av. 1319. With this aptitude gain, DMSB appears the first U.S.-based business school requiring every undergraduate leave data proficient, analytically capable, functionally based and equipped with the soft and professional skills needed for high-value 21st-century work.
- DMSB jumped 16 places to #41 in the respected Poets & Quants Undergraduate Program ranking, ahead of Arizona, Purdue, U Mass-Amherst, Tennessee, Kentucky, Georgia and UT Austin, among others. A Top 25 ranking is hoped for soon.
- Graduate students reached a record 1026, with our MSBA Fall 21 launch attracting 23 students.

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

UNIVERSITY OF SOUTH CAROLINA
Darla Moore School of Business

Table Of Content

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 Statement

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 for the previous Academic Year.

Goals - Looking Back
No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

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

Goal Statement	World-class research is central to a flagship research university, so enhancing scholarship is a key goal. The college seeks to not only increase our contributions to the business sciences, but also to increase the dissemination of our work to help improve the performance of our key stakeholders.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Spur innovation and economic development through impactful community partnerships.
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	Following recommendations of research review taskforce the number of research-related professorships was increased by 7 (which allows the DMSB to better motivate and retain our top research faculty), providing more discretion to the department chairs on the use of research expenditures and withholding a small portion of the school's research budget so that the senior associate dean can better respond to research funding requests that do not easily fit within existing funding opportunities.
Achievements	Being less than 10% of total UofSC faculty and with 5 of 7 departments ranked in the Top 25 worldwide for research productivity and each offering strong PhD programs, Google Scholar reports our school hosts UofSC's 2nd and 3rd most cited scholars with 4 others in the top 30. To retain top scholars research investment has grown considerably, with research summer support growing from $30,652 to $44,178 per capita from 2014 to 2021. In addition, since 2019 25 Dean's, Moore and Research fellows with stipends ranging from $5,000 to $15,000 have been created, and our now 38 fellows are funded by $340,000 in private funds each

	year.
Resources Utilized	See above
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	The increase in the number of Moore fellowships and Dean's fellowships will provide the college with additional incentives to reward top research performance. Such a performance management system is needed to keep our faculty sufficiently motivated, given the lack of traditional salary increase opportunities over the past few years.
Resources Needed	Existing faculty and possibly limited outside and existing Center resources will be applied to accomplish these action items.
Goal Notes	

Goals - Real Time

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 9 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these programs is a vital ongoing goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Graduate: Launched a new Masters of Science in Business Analytics program Introduced new graduate certificates to provide more specialization opportunities for our programs. UG: Develop online undergraduate courses to facilitate the growing demand for our business minor.
Achievements	We have made progress on each plan item. A record 1026 graduate students attended DMSB this year, with the MSBA launch class of 23 students. Three new graduate certificates were launched: Cybersecurity Management, Strategic Innovation, and Accounting and Audit Analytics The Online Task Force is meeting and agreeing on quality standards and a plan for expanding offerings both in the summer and more generally for the Business Minor. Minimum class size rules have made real progress in deploying faculty more efficiently, but skill mismatch still results in some small classes and overload teaching.
Resources Utilized	Some new resources were required for the startup of our MSBA. These funds were provided by the BPF.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	

Goals - Real Time

Goal Notes	

Goals - Real Time

Goal Statement	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	• Increase the number of students entering Moore School international business graduate programs • Market accelerated graduate international program design to undergraduate international business major/other business majors • Develop new international business major transitional programs for MSI/CC partner institutions • Develop new virtual modalities for short term study abroad programs • Develop additional dual degree PhD partnerships
Achievements	Covid has stopped international travel these past 2 years; it is hoped International student exchanges will get back to normal this year.
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	• Develop a Center for International Business Education and Research 2022-2026 proposal to submit to the Department of Education • Develop a digital curriculum/textbook for "introduction to international business" courses to be distributed globally • Develop dual degree international business major undergraduate programs with world class business partners • Develop redesigned international business major cohort partnerships/new partnership formats to mitigate travel and health risks • Design new dual degree program partnerships with Moore School

	master programs • Develop additional dual degree PhD partnerships • Expand short term study abroad programs and increase Moore School faculty participation
Resources Needed	Resources should not be needed; we can use existing courses at the University.
Goal Notes	

Goals - Real Time

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development division, 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 real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	This year an internal taskforce made up of senior staff from DMSB's BPF, Office of Career Management, and Development have been tasked to make recommendations regarding how DMSB external engagement might be improved and extended. Expected recommendations include on how key account management of top corporate partners who engage more than one department or school area might be managed, how information on corporate partners maintained by different DMSB centers/departments/ areas might be saved in a single source of truth accessible to all, and how DMSB centers might share information on their partner management so that others at DMSB improve their external engagement processes as a result. Moreover, this year marks the first presentation of the DMSB Distinguished Corporate Partner award, given to a DMSB corporate partner who has demonstrated an extraordinary commitment to the success of the school's students, faculty and programs. Recognizing its strong support across many school departments and areas and ranging over many decades, Sonoco of Hartsville, SC will be the inaugural recipient. Our first Distinguished Corporate Partner Award is to be given at DMSB's 36th Leadership Award Dinner, held this year for the first time ever out of Columbia in Charlotte, NC.
Achievements	We have made progress in the goal, working with new leadership in

Goals - Real Time

	various centers. It is a long-term goal that requires more strategic thinking.
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	The centers are self supported through corporate membership fees.
Goal Notes	

Goals - Real Time

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

Goal Statement	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
Linkage to University Goal	• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Our Office of Alumni Engagement (OAE) continues to build Alumni Hubs in key cities/regions around the United States to connect the Moore School and its Office of Career Management (OCM) to employers in each location. Advancement and OAE are working together to build an online capability to expand attendance at alumni and other events. This year, for the first time ever, our Business Leadership Dinner is to be held not in Columbia but in Charlotte, NC, to recognize how important Charlotte has become to DMSB. Over 450 are expected to attend this Gala Dinner at the Ritz Carlton.
Achievements	In AY 2019-20 alumni events were planned in 15 cities (up from 6 previously), primarily to form alumni hubs connecting students/graduates with internships/jobs in cities across the U.S., from New York to Chicago to Seattle to Dallas to Miami to Atlanta to Raleigh to Washington, DC to Philadelphia, and to 4 South Carolina locations. Sadly, COVID forced events to be held virtually over the past 2 years. In March this year the first in-person alumni events were held in Texas and New York, with Washington DC and Philadelphia being visited in April.
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing Office of Alumni Relations and Office of Career Management resources, supported by Advancement resources, are sufficient to

	establish and manage the Alumni Hubs.
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

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

Goal Statement	World-class research is central to a flagship research university, so enhancing scholarship is a key goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible.
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	See real time above
Achievements	See real time above
Resources Utilized	See real time above
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	The main resource requirement is continued financial support from our BPF board to fund our fellowships. Funding is dependent on the sustainable market returns of our endowment funds.
Goal Notes	

Goals - Looking Ahead

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 PhDs programs. All are vital to the Moore School academic mission. Enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	UG: Continue to develop and increase the number of students in the Business Analytics concentration. Continue to increase the use and performance of the Data Lab. Continue to develop online undergraduate courses to facilitate progression from freshman to sophomore, to permit early graduation, and expand the business minor. Continue to implement minimum class size rules to reduce use of temporary faculty and overload teaching. Develop MBA/MSBA dual degree offerings, and if requested by UofSC continue to develop a new online BA in Business degree primarily to serve South Carolinians unable to attend our 4 year residential program. Launch a new UG Sustainability Concentration in Fall 22.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Ahead

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue the evolution of the Master of International Business, by developing concentrations and linking undergraduate majors in Business to the program. Develop new cohort programs and evaluate existing ones. Evaluate PhD dual degree programs and decide if the effort should continue or expand.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	We do not plan to expand resources to make these improvements. Most courses and partners are in place or can be with little expense.
Goal Notes	

Goals - Looking Ahead

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development division, 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 real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	See real time above
Achievements	
Resources Utilized	See real time above
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	This should not use many resources and may result in a gain to the Moore School. Negotiations will be ongoing.
Goal Notes	

Goals - Looking Ahead

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

Goal Statement	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
Linkage to University Goal	• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	- We plan to continue to expand the Business Expo Fair to connect students with employers. - The office of Alumni Engagement (OAE) will develop a wider online presence to communicate more efficiently with the alumni base. - We plan to continue to connect the Office of Career Management (OCM) to employers in the locations served by the Alumni Hubs. - We plan to continue our support of course coordination and the Student Success Center. - With a FT Diversity & Inclusion Office with an Associate Director and 3 additional FTEs, DMSB is seeking to increase its diversity over coming years. A Rising Scholars Program that places underrepresented undergraduate students in a Living Learning Community and provides them significant financial and other support has been established to serve 40 students a year, and a variety of programs are currently being established to attract underrepresented students from high schools across SC.
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	We have the resources in the operating budget to maintain progress in the Alumni, Advancement, and Career Management areas.
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 22 consecutive years (USN&WR, "America's Best Colleges," 2021).
#5 Undergraduate Supply Chain Program in North America (Gartner, 2020)
#20 Five-Year Return on Investment – ROI (Poets and Quants, 2021) #38 UG business program (USN&WR, "America's Best Colleges," 2021).
#41 UG business program (Poets & Quants, 2021), up from #57 in 2020.
4th largest Risk Management and Insurance program in the U.S. (Business Insurance, 2020).
Graduate Programs

Graduate Programs

#1 in international business MBA specialty, in top 3 for 31 consecutive years (US News & World Report, "Best Graduate Schools," 2021).
#22 Graduate Supply Chain Program (Gartner, 2020)
#55 full-time MBA program (US News & World Report, "Best Graduate Schools," 2022).
#23 part-time MBA program (US News & World Report, "Best Graduate Schools," 2021).
#70 US Best B-Schools (IMBA program) (Bloomberg Businessweek, 2019)

Faculty Research Productivity

Top 2 worldwide for research productivity in international business for 30+ years; No. 2, 2016–2021; No. 1, 1990–2015, Journal of International Business Studies

No. 1 worldwide for human resources research productivity: UofSC benchmarking 2014–2017, independently confirmed by Elsevier

No. 2 worldwide for experimental accounting research productivity 2014–2020: Brigham Young University

No. 3 nationwide for research productivity in the most-cited marketing publications 2016–2020: Journal of Marketing

No. 8 worldwide in combined operations management research productivity in the three main operations management journals 2017–2020: MSOM, POM, JOM

No. 41 in the U.S. for research productivity for all Moore School faculty; No. 51 worldwide 2016–2020: University of Texas at Dallas

Academic Programs

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. 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 using the hybrid course delivery modality.

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. In Spring '17 7 students registered for the concentration; in Spring '22 824 signed up. Importantly, the concentration is now far more popular than any minor that 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). We will be launching a new concentration in Sustainability in Fall 2022.

Most departments created new courses within existing programs.

Our new Master of Science in Business Analytics was launched in Fall '21, with a starting class size of 25 students.

Academic Initiatives

Experiential Learning For Undergraduates

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

Over the last few years, DMSB has expanded its offerings designed to encourage experiential learning for undergraduate students. 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, and the Center for Sales Success. 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; the projects serve as viable alternatives for internships. It can be 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.

The table below shows how faculty guided projects have grown over the past six years, and with over 200 offered in AY19-20 (our last pre-Covid year) means that over 1,000 students participated in faculty guided projects working with business clients in the field. Offering students an opportunity to show that what they learn in class solves real business challenges, these projects at their best provide employers as good if not better insights into student capabilities than do internships. As with internships, following many projects students receive offers of employment from project sponsors impressed with their performance in the field.

Faculty Guided Projects

	# of Projects	
	AY14-15	AY19-20
Center for Business Analytics	-	4
Center for Marketing Solutions	16	18
Center for Sales Success	-	7
Faber Entrepreneurship Center	1	1
Folks Center for International Business	8	37
Operations and Supply Chain Center	23	25
Riegel & Emory Human Resources Center/Mgmt. Dept.	90	112
SmartState Center for Innovation + Commercialization	-	1
Total	138	205

Other less intense courses exist to provide experiences outside the classroom. In 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

Academic Initiatives

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.

We are seeing the benefits of our focus in recent years on placing more students into internships, with the percentage increasing for the last three years, resulting in an increase in starting salaries of approximately $5K over students without an internship. 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.

At DMSB 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. These non-credit experiential learning opportunities are invaluable to our students. Service learning also allows for valuable experiential learning opportunities, like the tax assistance services provided though Beta Alpha Psi. DMSB 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 Students

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

The International MBA (IMBA) and Master of Human Resources (MHR) programs require an internship and these 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.

Like undergraduate students, MBA and other Masters students have the same kind of project-based learning experiences. 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.

The graduate Investments class asks students to engage in fund management activities by studying and recommending investment opportunities. Other courses use in-depth

simulations, such as negotiation or mediation simulations.

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.
Affordability of our programs is very important to DMSB. To help keep our degrees affordable, we provide scholarships, restrain growth in fees; and help students obtain well-paying jobs post-graduation. Close to $2.5M is offered by DMSB in scholarships/fellowships and graduate assistance.

In AY19/20 $2.1M in scholarships was offered to 750 students, and in AY 20/21 this sum increased to $2.5M granted to over 800 students, almost entirely from private funds donated through the BPF and the Educational Foundation. Donors are encouraged to give for such scholarships, and they are the central focus of the school's development efforts. Also, in Fall 20 a private fund was created as a COVID Relief Fund for DMSB students. In Spring 21 DMSB awarded 70 students (all that applied were awarded) a total of $159,050, or an average of $2,272 each. Award amounts varied from $500 to $5000, with award amounts determined by essay submissions reviewed by a committee.

In AY19/20 DMSB reduced the tuition and fees associated its FT MBA program by 30%, leading in AY 20/21 to the largest incoming class over the last 5 years.

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. The 2021 Undergraduate Major Report provides placement/salary data for 2021 graduates per major, and indicates key employers and career pathways each major offers. As the report shows, undergraduate salary and placement outcomes have improved considerably over the past six years and are now at records and rank at those of Top 25 schools across our country. Moreover, salary data show that, as to be expected, more quantitatively demanding majors (e.g. Operations and Supply Chain, Finance, Economics) deliver higher salaries than less quantitatively demanding majors (e.g. Management, Marketing). International Business majors are required to double major because their second major typically determines where employment is found.

It is important to address the student debt problem facing higher education. One reason for moving to a 4-year undergraduate program in AY16/17 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 graduated in May 20, and it is expected that 4, 5, and 6-year graduation rates should improve notably from now on.

Reputation Enhancement

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

Academic Initiatives

Fundamentally, DMSB's reputation depends on the excellent scholarship and teaching it provides. The school constantly conducts marketing operations of various kinds. Below are some achievements in the area of reputation enhancement:

The annual Economic Outlook Conference in December is attended by business and government leaders from across South Carolina. DMSB's 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 has been held at DMSB in January 2019, January 2020, and January 2021 (offered remotely). This three-day workshop engages faculty and PhD students from all over the country to learn how to use the R programming language to analyze large data sets, and enhances the reputation DMSB is building in business analytics.

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 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.

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

DMSB 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, Center for Sales Success, Faber Center for Entrepreneurship, Folks Center for International Business, Riegel & Emory Center for Human Resources, and the Risk and Uncertainty Management Center.

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.
Challenges and opportunities face all institutions of higher learning and DMSB is no different. Among our challenges are the following:

The new budget model presents a challenge, since a picture of how it will work is not yet clear. Further, the model appears to be more variable than expected. DMSB has projected to have higher costs in AY 20/21 than ever before, so limited resources must be more efficiently applied. Between AY17/18 and AY18/19, we operated at a profit with a margin of about 6.5 – 8.5%, but this dropped to around 4.5% in AY 19/20. Faculty salaries continue to increase as we compete in a very competitive market for a small pool of qualified applicants, particularly in the more quantitative fields. Faculty retention is always a significant challenge, especially as the economy continues to do well. Internationally, faculty in Finance and Accounting are

Academic Initiatives

experiencing rapid salary growth, making it hard to retain our best faculty.

Attracting qualified MBA students is increasingly difficult. Top programs have thrived, while lesser-known programs have struggled to fill their classes. 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 MIBS 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. However, historically the marginal cost of adding another student was high. The cost should fall if the new budget model sends a large portion of the tuition revenue back to school. We are studying how many more students we may be able to bring in as a result of these changes.

Rigor in our UG curriculum could be higher. Raising it 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. The Data Lab opened in late AY19/20 and helps students internalize the programming skills learned in the classroom. Early signs are encouraging. Freshmen encounter greater rigor in the foundational accounting, economics, and statistics courses early in their careers.

It is well-known that data retrieval is a major problem at UofSC. In an age when the analysis of big data sets has been recognized for its value, DMSB 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.

DMSB 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 by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2021	**Fall 2020**	**Fall 2019**
Tenure-track Faculty		110	111
Professor, with tenure		40	37
Associate Professor, with tenure		30	29
Assistant Professor		40	45
Librarian, with tenure		0	0
Research Faculty		0	0
Research Professor		0	0
Research Associate Professor		0	0
Research Assistant Professor		0	0
Clinical/instructional Faculty		68	66
Clinical Professor		5	2
Clinical Associate Professor		12	10
Clinical Assistant Professor		21	24
Instructor		4	4
Lecturer		26	26
Visiting		0	0
Adjunct Faculty		34	34

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See this link: https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2021	Fall 2020	Fall 2019
Gender		176	175
Male		117	115
Female		59	60
Race/Ethnicity		176	175
American Indian/Alaska Native		0	0
Asian		21	21
Black or African American		5	6
Hispanic or Latino		6	7
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		8	9
Two or More Races		2	1
Unknown Race/Ethnicity		0	1
White		134	130

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

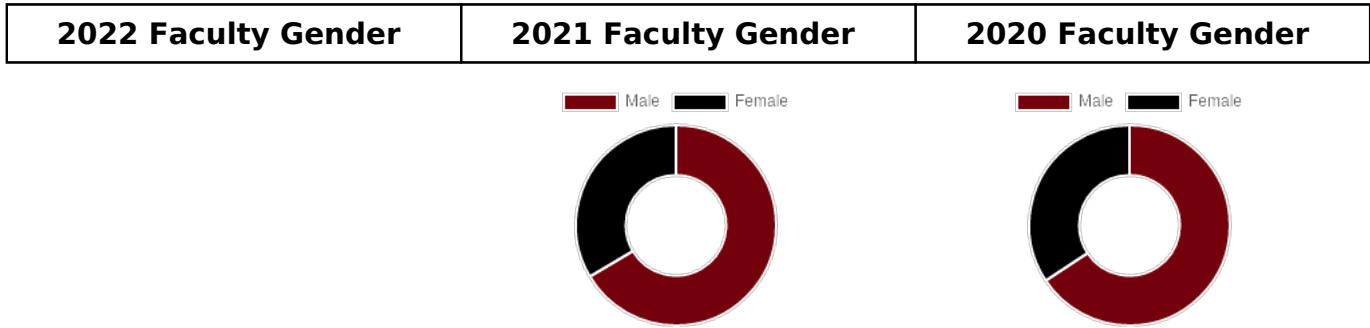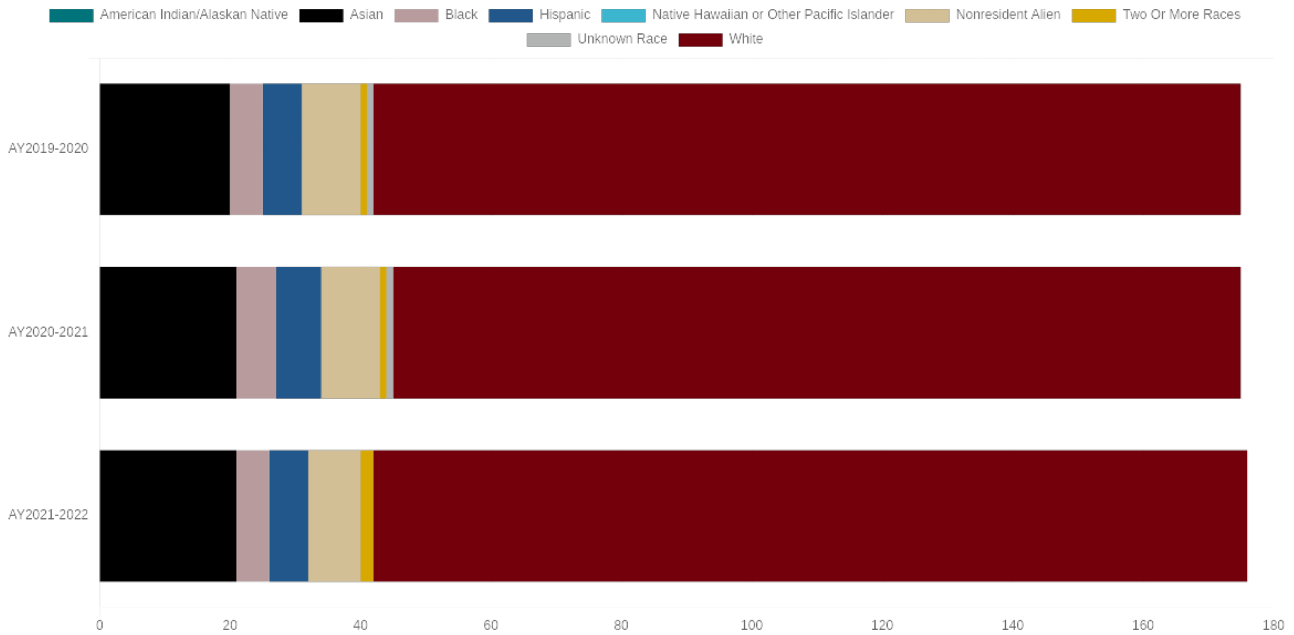| 2022 Faculty Gender	2021 Faculty Gender	2020 Faculty Gender

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 for the appropriate fiscal year (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.

The Moore School, like most business schools, focuses its research 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. According to Academic Analytics, only 1% of our faculty had an external grant during the period of 2016-21.

Journal quality is highly variable, and the quality of papers within any journal can differ. Success is measured in two main ways: total citations; and the number of publications in journals that appear on certain lists. One of the most prestigious lists is that compiled by the University of Texas at Dallas (the "UTD List"), but there are only 24 journals on the that list. In the period of physical years 2016 – 2020, faculty at the Moore School published a total of 95 articles in journals on the UTD List, resulting in a ranking of 41st among all business schools in North America (https://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/northRankings#20152019). In the period of calendar years 2017-20, the departmental rankings, based on total publications in these journals were as follows Accounting (84th), Finance (66th), Marketing (29th), Management and International Business (18th), and Management Science (8th). A broader list of journals is tracked by the Financial Times, which contains 45 journals. Using these lists, our Marketing, Management, Management Science, and International Business areas achieve the highest ranks for scholarly output.

Taking the broader look, we see that over the same period, 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. According to Google Scholar's citation count, in AY 2021 three of the top 10 faculty members at the University of South Carolina came from the Moore School (at #2, #3, and #14), and three others are in the top 26.

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 AY 2017 – AY 2021 (articles per faculty, percent of faculty with an article, citations per faculty, and awards per faculty), the school's percentiles were 4.43, 85%, 81, and 0.68, 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

Faculty Information

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

Faculty Development

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

In January 2019, 2020 and again (virtually) in 2021 and 2022, the Moore School hosted CARMA -- Consortium for the Advancement of Research Methods and Analysis -- and provided scholarships for faculty and doctoral students to pay the registration fee. Over three days, CARMA provided workshops on the R programming language at all levels. This is very beneficial for faculty and PhD students.

The school's internal grant program for faculty research support is now above $175,000 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, in AY 2022 the school spent more than $250,000 on data and software that can be used by all faculty. This includes the CRISP data, WRDS data, and Bloomberg subscriptions.

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 significant part of faculty development, as opportunities to work with doctoral students contribute to research productivity. In AY 2019, there was a review of the PhD program. 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 every year. And every year the Center for Teaching Excellence provides several workshops on a variety of topics.

Being less than 10% of total UofSC faculty and with 5 of 7 departments ranked in the Top 25 worldwide for research productivity and each offering strong PhD programs, Google Scholar reports our school hosts UofSC's 2nd and 3rd most cited scholars with 4 others in the top 30. To retain top scholars research investment has grown considerably, with research summer support growing from $30,652 to $44,178 per capita from 2014 to 2021. In addition, since 2019, 25 Dean's, Moore and Research fellows with stipends ranging from $5,000 to $15,000 have been created, and our now 38 fellows are funded by $340,000 in private funds each year. Just as importantly, at UofSC only HRSM faculty teach more credit hours per person.

On the dissemination side, we created an electronic newsletter that highlights some our faculty members' recent research to a broad audience of our external partners.

Faculty Information

Teaching

Faculty to Student Ratio

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

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

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

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 2021 to be 35.1. Compared to our AACSB peers and aspirants, this ratio is lower than the Fall 2021 ratios of all but one of our peers (University of Pittsburgh), 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.

Table 4. Faculty-to-Student Ratio.

	Fall 2021	**Fall 2020**	**Fall 2019**
Analysis of Ratio		01:31.8	01:30.8

Student Recruiting and Retention

Student Recruitment

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

DMSB is fortunate to enjoy strong demand for all of its undergraduate programs. This is especiallytrue for International Business, but has become increasingly true for Finance, ManagementScience, and Accounting. Since undergraduate enrollment is controlled by central UofSC admissions, DMSB does not control our undergraduate admissions, other than the cap on incoming freshmen that we put in place in 2018 due to the inability to serve the increasing enrollments we were encountering. We do, though, offer many scholarships to attract and retain strong and diverse students. In AY20/21 $2.5 million was granted in student scholarships/fellowships to undergraduate and graduate students, of which $1.35 million was awarded to undergraduates.

Although interrupted/modified by the pandemic, DMSB continues to participate in Scholars and Honors socials, conduct prospective student information sessions (both virtual and in-person), give tours of the Moore School, put on receptions for DMSB students prior to university events, and use methods to contact targeted segments of the undergraduate applicant population. We use our website to publicize our rankings and outcomes for different majors, and create promotional material - for example, we have published an Undergraduate Majors Report to explain the requirements, beyond the classroom opportunities, career pathways, and starting salaries for all of our undergraduate programs as a tool for our prospects and undergraduate students.

Our Black Alumni Alliance called all the black early admitted students this year to encourage them to come to the Moore School. We also held an event for our Black Business Student Association and the National Association of Black Accountants to help build the community for our African American students at the Moore School. We have an ongoing mentoring program for alumni and students, and this year the Black Alumni Alliance members were matched with students who specifically wanted to be mentored by them. There are multiple scholar programs, Rising Scholars, Finance Scholars and Marketing Scholars that require specific programming created for these students.

DMSB has invested heavily in recruitment for its graduate programs. For our 9 master's programs, our efforts include national digital advertising campaigns on a wide variety of platforms including Google, Facebook, Instagram, Twitter, and LinkedIn, among other digital mediums and websites. For our regionally based Professional MBA program, we also utilize outdoor and publication advertising opportunities in key markets; these efforts include billboards, light rail and bus advertisements, and print and digital advertisements in regional business and industry publications. Beyond paid media, we utilize customized CRM campaigns to connect with prospects at all stages of the enrollment funnel for our eight master's programs, as well as our two doctoral programs, and recruit in person and online through regular information sessions, as well as by participating in graduate fairs and site visits at key colleges and universities.

Student Retention

Efforts at retaining current students in College/School programs.

We began to track early performance in 200-level (Principles) core classes in AY17 with the purpose of identifying students who are at risk of failure. These students are referred to the

Student Recruiting and Retention

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. Our undergraduate advisement team also tracks student progress and provides guidance on what students need to do in order to meet progression requirements in the Moore School and to graduate in a timely manner. We hope to increase retention by helping students see the steps that are necessary if they are to be successful.

In the past three years we have 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.

DMSB undergraduate freshman to sophomore progression over the past four years has been excellent. Despite our program becoming more demanding and rigorous, in AY16/17 69.3% of freshman were retained by DMSB and over the following three years this has increased each year since then to reach 78.7% in AY21, an almost 10% rise in retention. Over the same time overall UofSC retention remained almost constant by growing from 89.6% to 90.6%. This provides clear evidence of an engaged and high-performing undergraduate student body at DMSB.

Student Enrollment & Outcomes

The following data was provided by UofSC'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 2021	Fall 2020	Fall 2019
Undergraduate Enrollment			
Freshman	1286	1044	1307
Sophomore	1085	1325	1271
Junior	1358	1323	1224
Senior	1594	1501	1504
Dual/Non-Degree	0	0	0
Sub Total	5323	5193	5306
Graduate Enrollment			
Masters	817	749	647
Doctoral	70	71	67
Graduate Certificate	30	0	0
Sub Total	917	820	714
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	6240	6013	6020

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

Legend: Freshman | Sophomore | Junior | Senior | Dual/Non-Degree
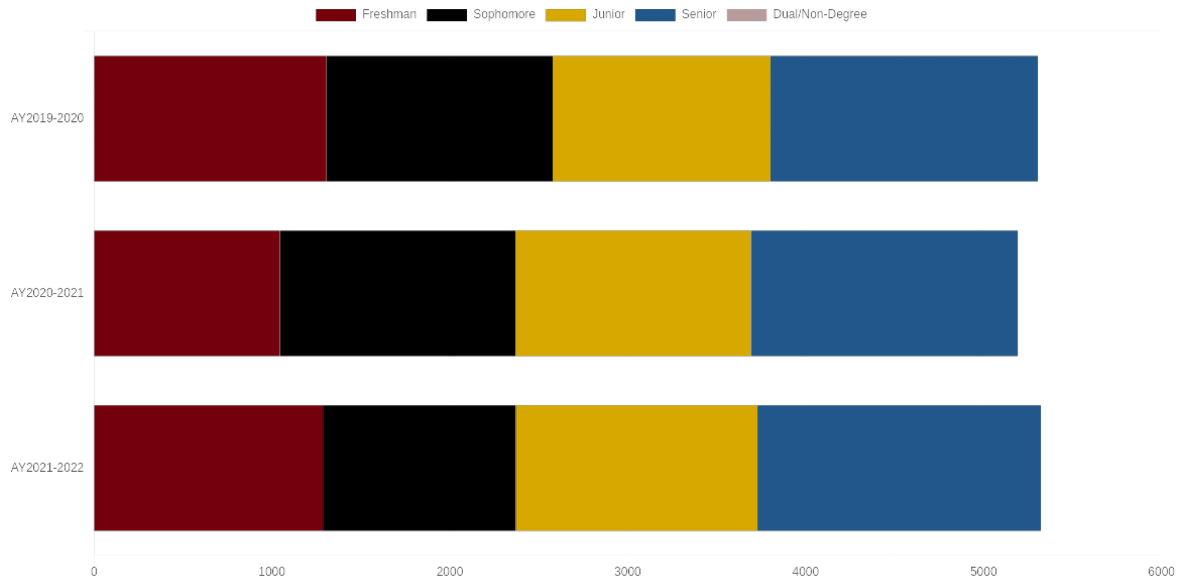
Illustration 4. Graduate/Professional Student Enrollment by Classification

Legend: Masters | Doctoral | Graduate Certificate | Medical Doctorates | Pharmacy | Law
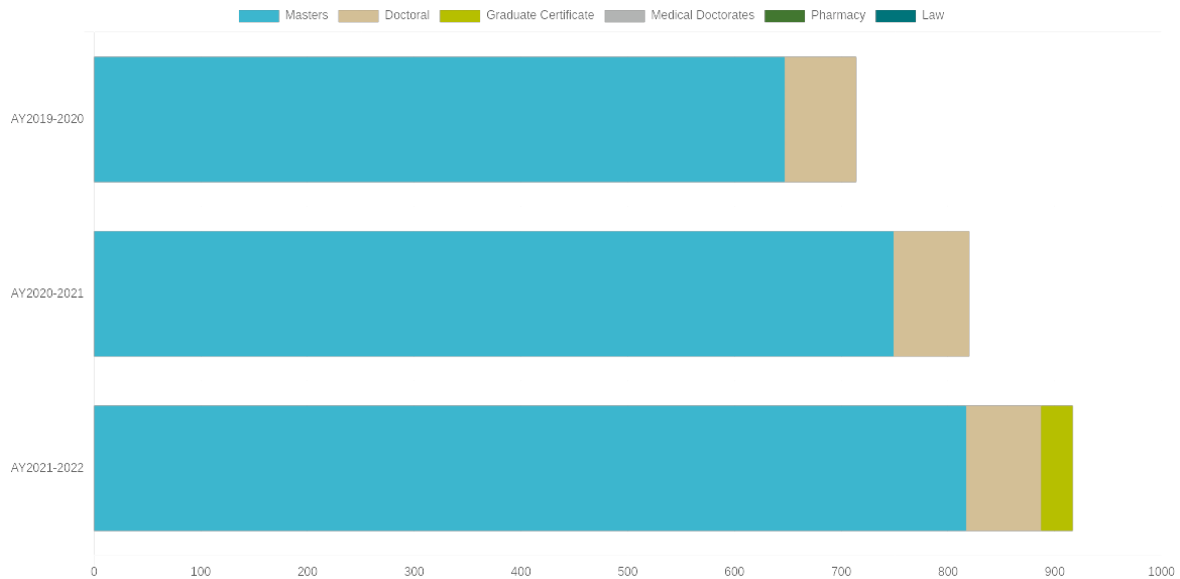
Student Enrollment & Outcomes

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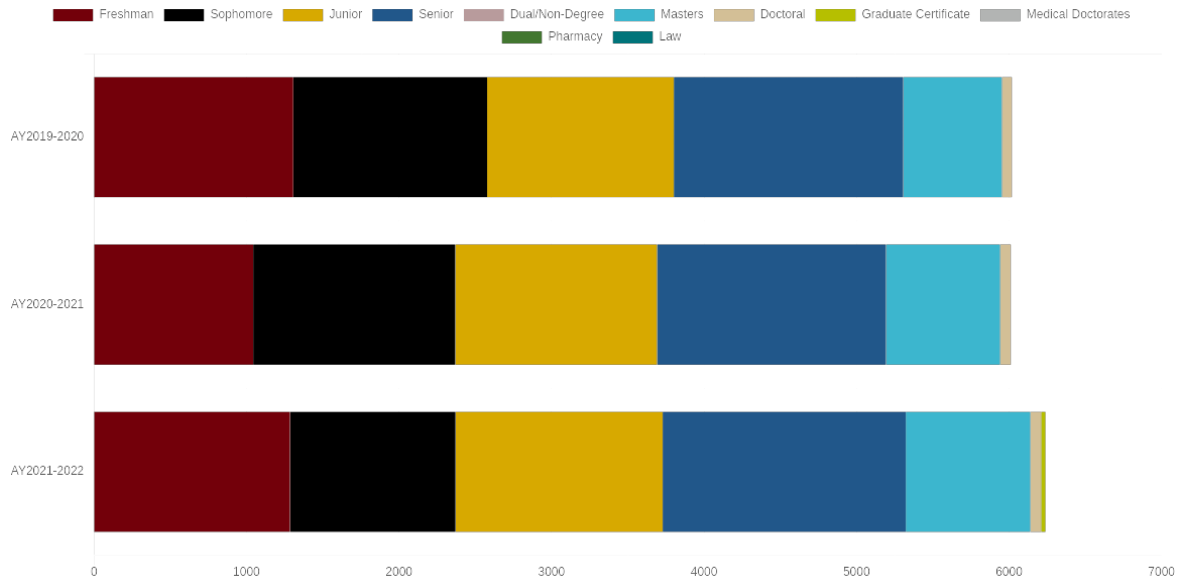
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2021	**Fall 2020**	**Fall 2019**
Undergraduate	5323	5193	5306
Full-Time	5270	5133	5261
Part-Time	53	60	45
Graduate/Professional	887	820	714
Full-Time	568	552	495
Part-Time	319	268	219
Total - All Levels	6210	6013	6020
Full-Time	5838	5685	5756
Part-Time	372	328	264

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	5323	5193	5306
Female	2136	2031	2129
Male	3187	3162	3177
Graduate/Professional	887	820	714
Female	367	328	278
Male	520	492	436

Illustration 6. Undergraduate Student Diversity by Gender

AY2021-2022 Undergrad Gender	AY2020-2021 Undergrad Gender	AY2019-2020 Undergrad Gender
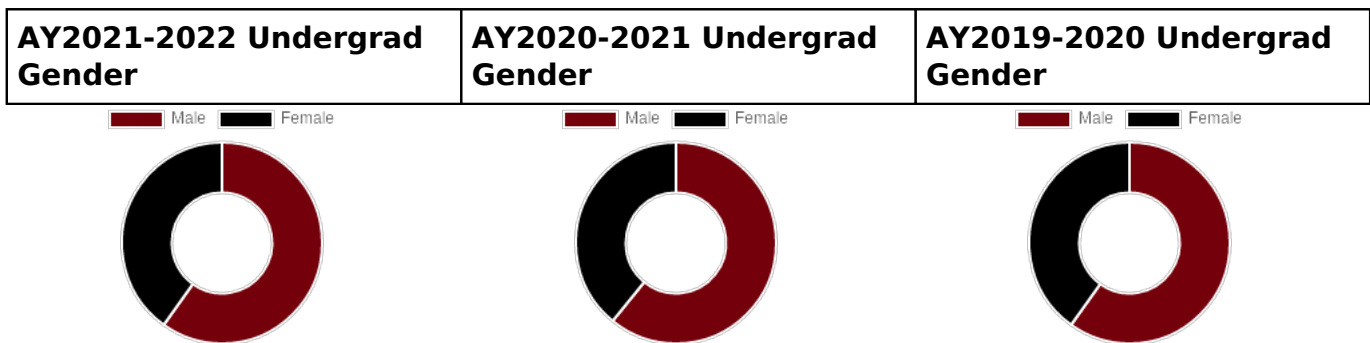
Illustration 7. Graduate/Professional Student Diversity by Gender

AY2021-2022 Graduate Gender	AY2020-2021 Graduate Gender	AY2019-2020 Graduate Gender
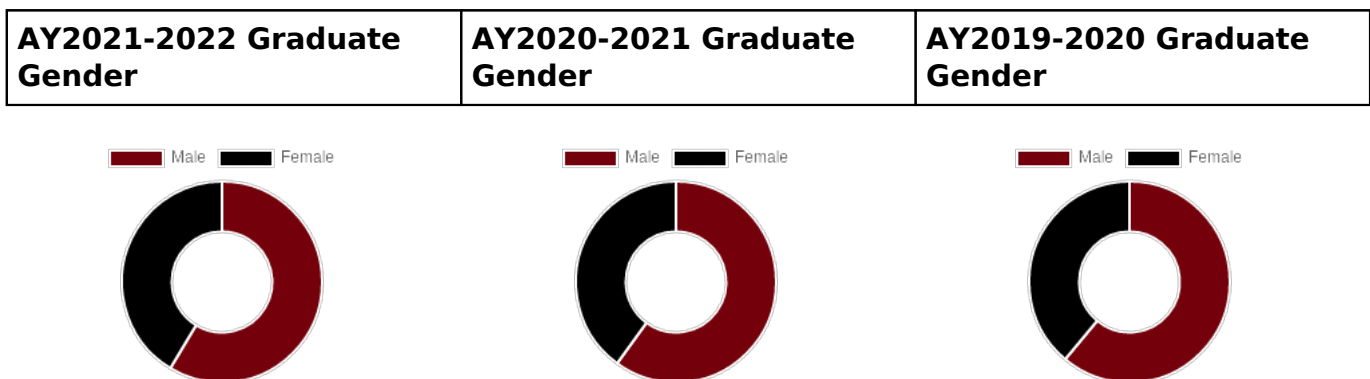
Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2021	**Fall 2020**	**Fall 2019**
Undergraduate	5323	5193	5306
American Indian/Alaska Native	4	5	8
Asian	214	187	162
Black or African	177	172	161
Hispanic or Latino	235	217	209
Native Hawaiian or Other Pacific Islander	4	3	3
Nonresident Alien	134	176	215
Two or More Races	173	154	169
Unknown Race/Ethnicity	68	47	40
White	4314	4232	4339
Graduate/Professional	887	820	714
American Indian/Alaska Native	3	2	0
Asian	22	36	22
Black or African	66	82	46
Hispanic or Latino	44	43	33
Native Hawaiian or Other Pacific Islander	0	0	1
Nonresident Alien	141	98	98
Two or More Races	22	18	11
Unknown Race/Ethnicity	13	12	11
White	576	529	492

Student Enrollment & Outcomes

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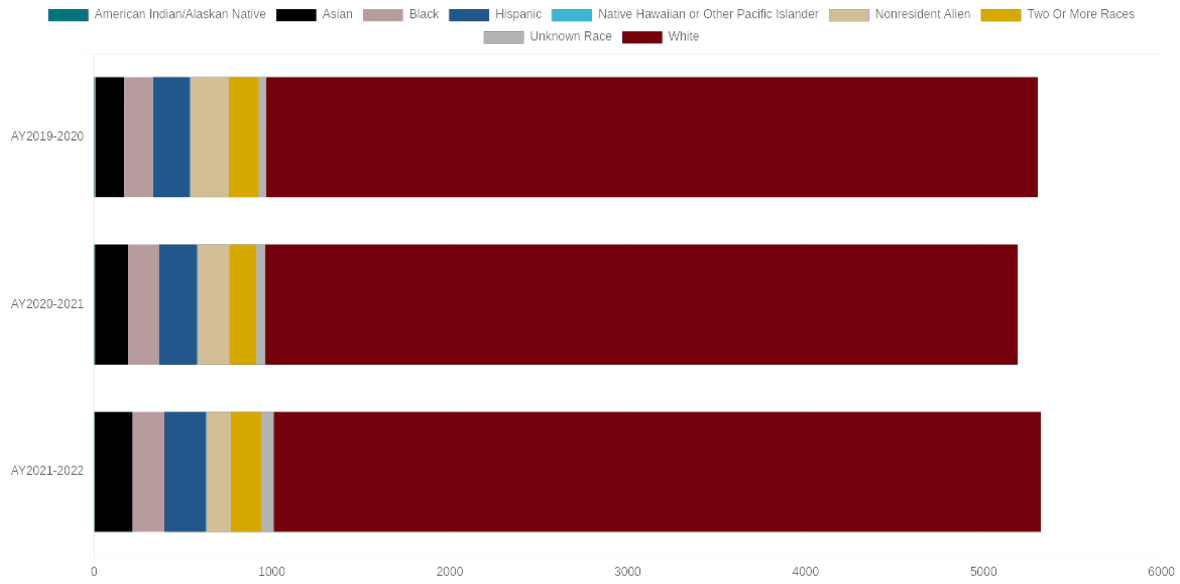
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
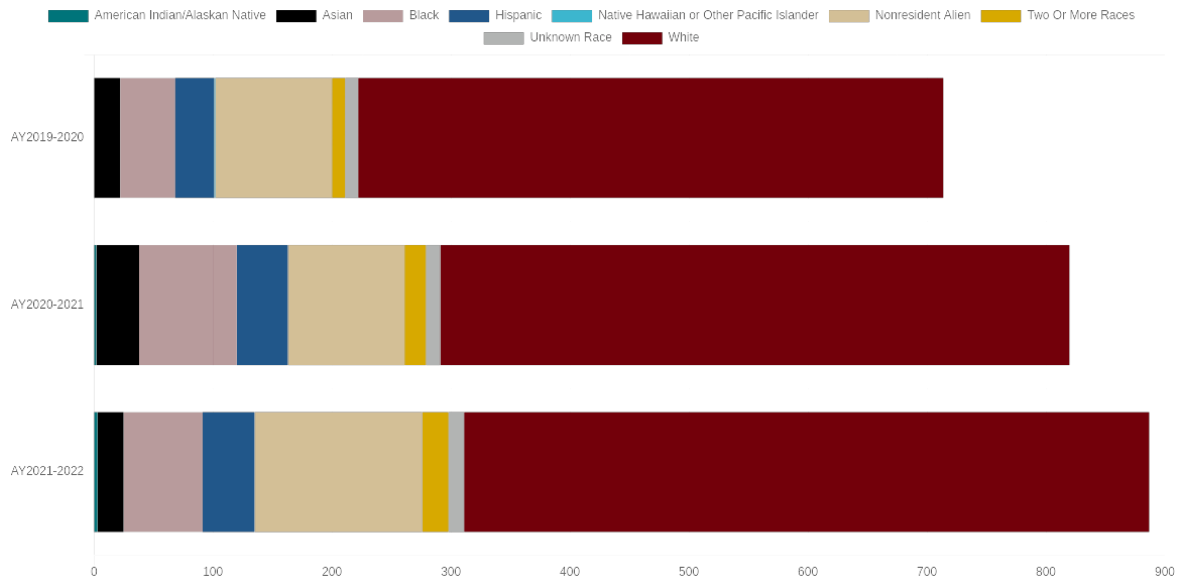
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2021 Cohort	0%	N/A
Fall 2020 Cohort	78.66%	11.88%
Fall 2019 Cohort	80.9%	10.8%

Illustration 10. Undergraduate Retention, First and Second Year

First Year
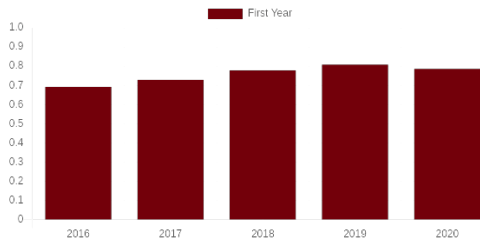
Second Year
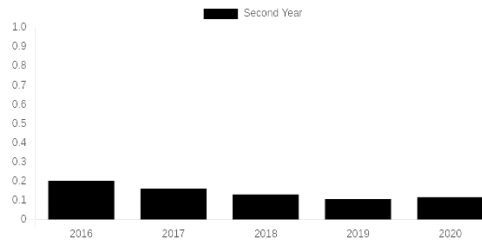
Student Completions

Graduation Rate - Undergraduate

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

	Fall 2021	Fall 2020	Fall 2019
4-Year Same Cohort	59.6%	0%	60.92%
4-Year Diff Cohort	9.8%	0%	10.03%
4-Year Total Cohort	69.4%	0%	70.95%
5-Year Same Cohort	65.1%	0%	65.87%
5-Year Diff Cohort	14%	0%	13.93%
5-Year Total Cohort	79.1%	0%	79.8%
6-Year Same Cohort	65.8%	0%	66.14%

Student Enrollment & Outcomes

6-Year Diff Cohort	14.8%	0%	14.59%
6-Year Total Cohort	80.6%	0%	80.73%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	**Fall 2020**	**Fall 2019**
Associates Degree		0	0
Bachelors		1246	1287
Masters		357	376
Doctoral		13	13
Medical		0	0
Law		0	0
Pharmacy Doctorate		282	164
Graduate Certificate			

Illustration 11. Degrees Awarded by Level
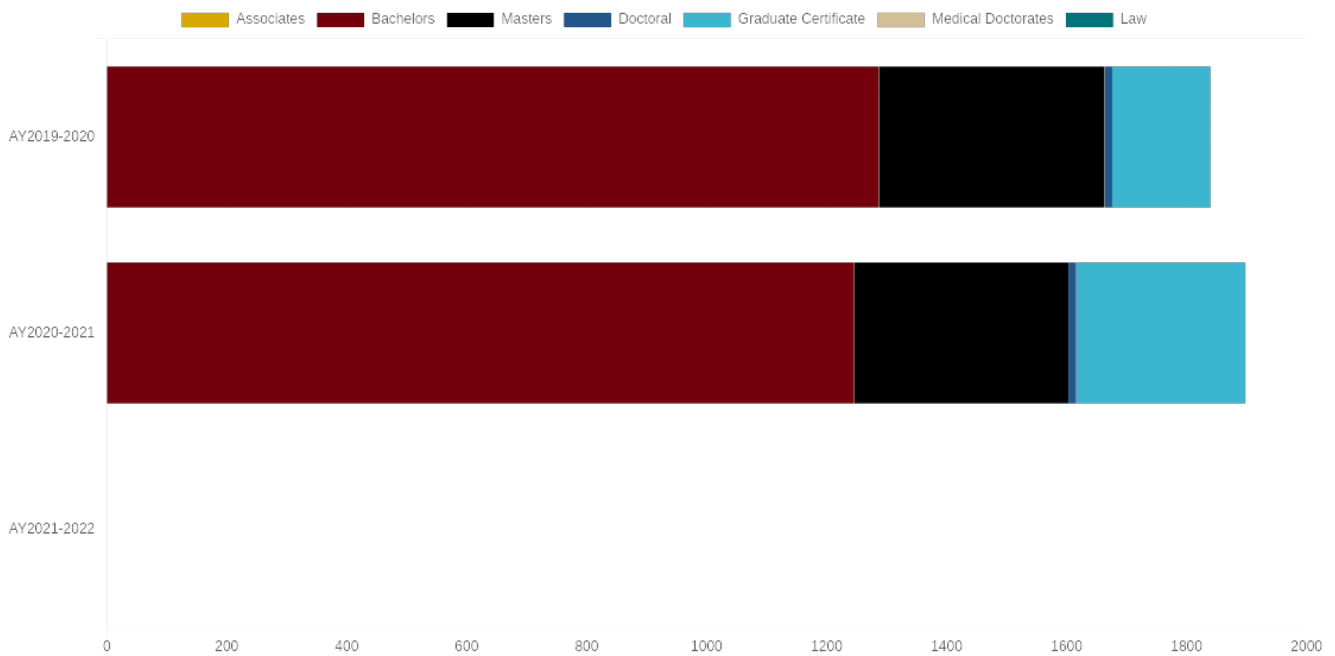
Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Souther, Matthew	Semi-Finalist, Best Corporate Finance Paper	2021 Financial Management Association
Ferguson, Mark	Finalist, Practice Based Research Competition, M&SOM	INFORMS
Pekgun-Cakmak, Pelin	Finalist, Practice Based Research Competition, M&SOM	INFORMS
Guha, Abhijit	Runner Up, Sheth Foundation Award	Journal of Marketing Science
Yang, Xiaojing	Finalist, H. Paul Root/Marketing Science Institute Award	Marketing Science Institute, American Marketing Association, Journal of Marketing

Faculty Awards Nominations

Faculty Service Awards Nominations
No Award Nominations have been entered for this section.

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Carter, Kealy	Runner Up, MBA Core Professor of the Year	FT MBA Programs, DMSB
Yang, Linyun	Honorable Mention, MBA Elective Professor of the Year	FT MBA Programs, DMSB
Kwok, Chuck	Best Core Faculty Award, FT MBA Faculty	FT MBA Programs
Ahire, Sanjay	Mungo Distinguished Professor Award	UofSC
Scott, Natalia	Elliott Davis Decosimo Teaching Fellows in Accounting	Elliott Davis Decosimo

Faculty Other Awards Nominations
No Award Nominations have been entered for this section.

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Irani, Vahid	Advanced Support for Innovative Research Excellence (ASPIRE) Award	University of South Carolina
Souther, Matthew	Outstanding Paper for Overseas Scholars	2021 Joint Conference with the Allie Korea Finance Asociation
Souther, Matthew	Top Paper Session	2021 Southern Finance Association
Ozturk, Orgul	Research Affiliate	University of Wisconsin-Madison, Institute for Research on Poverty
Berger, Allen	Keynote Speaker	Annual Australasian Conference in Finance and Banking
Berger, Allen	Lead Article	Journal of Banking and Finance
Berger, Allen	Lead Article	Review of Corporate Finance
Kwok, Chuck	Keynote Speaker	AIB Southeast USA Chapter
Li, Sali	2020 Lazardis Award for the Journal of Business Venturing's Best Paper of the Year	Journal of Business Venturing
Markus, Stan	Renowned Guest Researcher	ESSEC Singapore
Markus, Stan	Visiting Scholar Award	Stanford GSB
Markus, Stan	Visiting Scholar Award	Sciences Pro
Messner, Wolfgang	Professional Track Faculty Research Award	DMSB
Murphree, Michael	Best Reviewer Award	Journal of International Business Policy
van Essen, Marc	Best Paper Proceedings	81st Annual Meeting, Academy of Management
Ployhart, Rob	Fellow	Academy of Management
Schepker, DJ	Co-Reviewer of the Year	Strategic Management Society, Strategic Leadership and Governance

Faculty Awards Received

McFarland, Lynn	Dean's Fellow	DMSB
Schepker, DJ	Outstanding Reviewer Award	Journal of Management
Ferguson, Mark	Fellow	Decision Sciences Institute
Sharma, Luv	Research Award	Illinois Strategic Organizations Initiative
Sharma, Luv	Business Partnership Foundation Dean's Fellowship	DMSB
Venkataraman, Sriram	Doctoral Research Showcase Award	Decision Sciences Institute
Becerril Arreola, Rafael	Outstanding Paper Award, Emerald Award Literati	Emerald Publishing
Becerril Arreola, Rafael	Business Partnership Foundation Dean's Fellowship	DMSB
Guha, Abhijit	Alfred G. Smith, Jr. Award	DMSB
Kalaignanam, Kartik	2021 AMA Doctoral Sheth Consortium Faculty Fellow	Indiana University
Ozturk, Cem	Business Partnership Foundation Dean's Fellowship	DMSB
Jackson, Scott	Cramer Research Fellow	UofSC
Newman, Drew	2021 Outstanding Management Accounting Paper Award	American Accounting Association
Stefaniak, Chad	Cramer Research Fellow	UofSC
Stefaniak, Chad	Best Behavioral Paper	American Accounting Association, Auditing Section
Yeo, Feng	Hawaii Accounting Research Conference, Best Reviewer Award	University of Hawaii
Ozturk, Orgul	Moore Research Fellow	DMSB
Sheldon, Tamara	Moore Research Fellow	DMSB
Kim, Hugh	Moore Research Fellow	DMSB
Ployhart, Rob	Moore Research Fellow	DMSB
Schepker, DJ	Moore Research Fellow	DMSB
Turner, Scott	Moore Research Fellow	DMSB
Guha, Abhijit	Moore Research Fellow	DMSB
Yang, Xiaojing	Moore Research Fellow	DMSB

Faculty Awards Received

Jackson, Scott	Moore Research Fellow	DMSB
Newman, Drew	Moore Research Fellow	DMSB

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Hazzard-Robinson, Deborah	Inductee, 2021 Hall of Fame, Richland County School District One	Richland County School District One
Ostergaard, Daniel	Two Thumbs Up Award	USC Office of Student Disability Services
Pekgun-Cakmak, Pelin	2020 M&SOM Meritorious Service Award	INFORMS
Tereyagoglu, Necati	2021 Management Science Distinguished Service Award	Management Science Journal
Venkataraman, Sriram	Meritorious Service Award	Management Science Journal
Wooten, Joel	Meritorious Service Award	Management Science Journal
Lipe, Bob	DMSB Professional Track Service Award	DMSB

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Kwok, Chuck	Best Core Faculty Award, FT MBA Faculty	FT MBA Programs
Ahire, Sanjay	Mungo Distinguished Professor Award	UofSC
Scott, Natalia	Elliott Davis Decosimo Teaching Fellows in Accounting	Elliott Davis Decosimo

Faculty Other Awards Nominations

No Awards have been entered for this section.

Alumni Engagement & Fundraising

Alumni

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

The Office of Alumni Engagement ("OAE") is charged to strengthen connections between individual alumni and the Darla Moore School of Business as a whole. The OAE will provide opportunities for alumni to positively impact experiences of current students and the lives of one another. Alumni of the Moore School are invited to engage with the school and its community throughout the year via networking events (domestic and international), UofSC-Business Partnership Foundation board meetings, Young Alumni Board meetings, Black Alumni Alliance meetings. event host committees, the mentorship program, development events, center board meetings, class reunions, career panels, recruitment fairs, guest speaker opportunities, various department panels, and more.

Starting in 2015, the OAE organized eight annual alumni events that involved the dean, faculty and staff engaging with alumni around the country. This included six regional alumni networking receptions (100- 300 attendees) and 2 signature alumni events (400-600 attendees). The signature events include the Shuck and Shag oyster roast (DMSB Homecoming) and the Leadership Awards dinner and ceremony.

The number of regional events increased in FY2018, 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 FY2019, the number of regional events increased to fifteen. Due to the COVID-19 pandemic, event plans for FY2020 and FY2021 were significantly disrupted and led the OAE to pivot and creatively engage alumni virtually.

Overall, attendance at all alumni events has grown since 2015:

FY	Regional	Hub	Leadership Awards	Shuck & Shag	Total
2016	656		348	398	1402
2017	748		306	546	1600
2018	967		297	548	1812
2019	1296		460	541	2297
2020	1055		N/A	503	1558
2021	441	220	N/A	N/A	661
2022	775*	39	400*	465	1679*

*Expected totals

Many events were cancelled, postponed, or converted to a virtual format during FY2020 and FY2021. This impacted alumni participation and engagement. In-person events were able to resume in FY2022.

Alumni Engagement & Fundraising

The OAE is continuing to build student engagement programming and opportunities to prepare students to become informed and engaged members of the alumni network. In 2018, the OAE created a Student Alumni Board to connect 30 current students to engaged alumni The OAE will host the 4th annual student Business Bash event in August 2022, a collaboratively planned event inviting all DMSB students to celebrate the start to the new school year. The Moore School Mentor Program has grown to match 76 students and 76 alumni during the Spring 2022 program. The team assisted in creating the inaugural Black Business Student Association's "Kickback" event in February. Back Alumni Alliance mentors have been matched with 33 mentees. And finally, the Graduation Celebration event celebrates graduating students on becoming the newest members of the alumni community.

Moore Connect, the online network exclusively for the Moore School community, was launched in September 2016. As of Spring 2020 there are 5,600+ 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. In 2020, the platform added a business directory and virtual calling capabilities. The online network is expected to increase to 5,800+ by the end of 2022.

The OAE continually partners with UofSC Central Development to improve the quality and integrity of alumni data and reporting. A team of 4-6 current Moore School student workers assists with updating data in the university database. The distribution list of Moore School alumni and friends has grown by about 10 percent in the last year, and we anticipate steady growth. Additionally, the OAE team collaborates UofSC Central Development to improve its developing alumni engagement metrics and tracking tool.
Finally, the OAE actively seeks opportunities to collaborate with other offices and departments within the Moore School to support school-wide priorities and initiatives.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.
The Development team works closely with the Office of Alumni Engagement to inspire investments from alumni and corporate partners. In the FY21 fiscal year, $5.8M was raised for the school. Several new scholarship endowments were created and the school received two seven figure estate gifts which will contribute to the long term success of the school. The School's Young Alumni Board created an endowed scholarship to help build a culture of philanthropy among recent graduates. In addition, a newly formed Black Alumni Alliance is working to secure funding for D&I initiatives at the school. The UPS Foundation has given $600,000 to fund the UPS Global Scholars program. Dominion Energy Funded a pilot to create a pipeline program with area high schools to inspire careers in business. Many corporate partners recognize the importance of investing in the high caliber talent at the Moore School today. The Development Team also works closely with department chairs and program and center directors to engage friends of the Moore School in ways that result in philanthropic investment.

Diversity and inclusion has long been a priority at DMSB, and the school boasts 12 gifts with

Alumni Engagement & Fundraising

endowed funds of $2.3M offering expendable allocated to underrepresented students, 9 with $1.2M in investment created since 2015. Drawing on these gifts and from DMSB non-specific fund awards students from underrepresented populations (African American, American Indian, and Hispanic) and first-generation students received scholarships/fellowships as follows: In AY17-18 9 students received $51,000 in awards; in AY18-19 182 students received $438,173 in awards; and in AY20-21 226 students received $469,192 in awards, with this sum comprising 40% of DMSB undergraduate scholarship awards to students in AY20-21. Further, upon discovering from UofSC Undergraduate Admissions in Feb. 21 that no central funds are available for scholarships/awards for URM DMSB freshmen for the next AY, the Dean allocated $200,000 of his Discretionary Fund to award scholarships to accepted applicants. Notice of these scholarships was sent to 1,027 URM candidates accepted by UofSC Undergraduate Admissions for entrance to DMSB in Fall 21. These private discretionary funds typically fund travel and related expenses of DMSB faculty and staff, and with COVID-19 the vast majority of these funds have not been spent this AY.

Two fundraising priorities over the foreseeable future will be increasing scholarships to meet ever increasing student financial needs, and funds to provide underrepresented students especially the financial and other support they need to succeed. COVID-19 impacted underrepresented students and lower socio-economic groups most egregiously, making immediately spendable scholarships urgent. In Fall 2020 our UofSC Business Partnership Foundation board approved and additional $300,000 for private fund scholarships to address COVID-19 financial hardships specifically. Further, the UofSC goal to increase underrepresented students studying at DMSB will benefit from additional funds raised privately in support of this endeavor.

Community Engagement

Community Engagements and Community - Based Activities

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

In the Summer of 2019 we began of a week at the Moore School for under-represented high school students. The "South Carolina Business Week" engages students in constructive activities to learn about financial, business, and entrepreneurial subjects. Plans are underway for the South Carolina Business Week to be held in the Summer of 2022

The Business Succcess Academy is scheduled for the Summer of 2022 when we welcome underrepresented students from the state of SC to campus for 4 days to experience real world college and learn from Moore School faculty and staff.

The first annual Power Forward Dominion Energy Virtual Conference is scheduled for April 2, 2022. Students primarily from School Districts One and Two in South Carolina will be invited to hear from a top executive at Dominion Energy and other speakers to learn more about college opportunities at the Darla Moore School of Business.

Aside from the alumni Hub network in 15 Hub Cities around the U.S. and 5 international countries, a Young Alumni Board and Black Alumni Alliance Board (new in 2021) also engage alumni and their communities from around the world. MooreConnect, the virtual platform exclusively for alumni, has 6000 alumni from 17 different countries posting jobs, and meeting and mentoring each other.

Another example of engagement is the Moore School's support for the South Carolina Small Business Development Center. This national organization provides technical assistance for small start-ups in the community. The SCSBDC annually provides consulting services to around 5,000 entrepreneurs, underserved populations being a specific focus. Importantly, over the past seven years over 400 international business students have worked on class projects as consultants for SCSBDC clients, providing high value free services to small businesses across our state.

From mid-2014 DMSB's Daniel-Mickel Center for Executive Development has offered over 80 courses in five programs to almost 2,000 U.S. Army soldiers and civilians, most from Fort Jackson's U.S. Army Finance and Comptroller School in Columbia, SC. Soldiers stationed at Fort Gordon in Augusta, Georgia, also participate. A new five-year MoA was signed with Fort Jackson's U.S. Army Finance and Comptroller School in September 2020, cementing the partnership further. Army Special Forces and Army SIGNAL Command at Fort Gordon have also recently shown interest in having soldiers attend Moore School Executive Education professional development courses.

DMSB faculty are also often featured on local media when national issues have implications for local business. Moreover, two DMSB economists, Professors Doug Woodward and Joey Von Nessen, annually present the Economic Outlook Conference to business executives and others leaders of our state. Typically attended by hundreds of delegates, this event has been offered

Community Engagement

since 1981 and remains the premier source of information on our state's economy. Drs. Woodward and Von Nessen have also performed economic impact studies for many leading South Carolina-based organizations, as well as for UofSC itself.

DMSB centers also 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. Faculty guided projects have grown over the past six years, and with over 200 offered in AY19-20 (our last pre-Covid year) means that over 1,000 students participated in faculty guided projects working with business clients in the field. Offering students an opportunity to show that what they learn in class solves real business challenges, these projects at their best provide employers as good if not better insights into student capabilities than do internships. As with internships, following many projects students receive offers of employment from project sponsors impressed with their performance in the field.

Our faculty also 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.

In 2020, Dean Brews created an External Engagement Task Force that was charged with doing research with faculty and staff and making a recommendation on future initiatives. Post-Covid, the school has revitalized the plan and is moving it forward to engage the all segments of the community. A perception survey was recommended, but Central Communications was working on a similar survey that would include the Moore School.

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 South Carolina Small Business Development Center 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. Both students and faculty contribute time

Community Engagement

and energy to helping those both within DMSB and in the outside community. We have few formal incentives in place, however, beyond such moral encouragement.

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

Faculty in several Moore School departments collaborated with faculty in other colleges at USC. This included faculty from International Business, Management Science, Economics, and others. Faculty in the Economics Department routinely collaborate on research projects and grants from Public Health and Engineering. This collaboration has resulted in publications and grants the help the University and the Moore School.

The Professional MBA program (PMBA) continues to educate students from the Colleges of Engineering, Arts and Sciences and Pharmacy. We believe there is a strong demand for professionals with business administration skills combined with these specialty-related skills. The Full-Time MBA program has a joint degree with the Law School, which has been very popular. A major challenge in continuing these collaborations is the way the new budget model awards all tuition dollars to the college of record. Since the DMSB educates a much larger number of graduate students from the other colleges than the number of outside courses that our students take, this creates a significant budget imbalance, where the DMSB assumes all the cost of the instruction without receiving any revenue.

Faculty in the Management Department collaborate with the College of Engineering and Computing on several projects involving entrepreneurship and innovation. Much of this work is done through the Center for Innovation and Commercialization. The Faber Center has facilitated regular information sharing and coordination of effort 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 are also involved with the new MS in Technology Innovation and Entrepreneurial Engineering program, launched in AY 2019. We also co-direct 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. 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 most significant academic collaborations and multidisciplinary efforts characterized as external to the University.

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

Collaborations

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 Universidad Javeriana (Bogota, Columbia). Finally, we started a new dual-degree program in the spring of 2022 between our MSBA program and a FinTech program in SKKU.

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

DMSB has continued its efforts to collaborate with community stakeholders who advocate for and support underrepresented minority (URM) students as well as students in other special populations. We are committed to building a pipeline of qualified and capable underrepresented students in an effort to increase diversity at the Moore School.

In Fall 2021, the DMSB Office of Diversity and Inclusion (Office of D&I) launched the Dominion Energy Power Forward Program thanks to significant funding from Dominion Energy. This high school pipeline program is open to all high school students in eligible districts, with an emphasis on historically underrepresented student populations. While in this pilot phase, the program launches monthly content in a virtual format to high school students in Richland One and Richland Two. This academic year will culminate in the virtual Dominion Energy Power Forward Conference, open to all high school students across the state that are interested in pursuing degrees in business. Stakeholders from Dominion Energy will serve as co-collaborators and guest speakers as well as additional community partners. We plan to scale the high school pipeline program statewide in following years.

One of our premier initiatives, the Rising Scholars program, continues to grow and exhibit successful outcomes. Launched in Fall 2018, the Rising Scholars program is aimed at closing the opportunity gap for South Carolina resident students. Thanks to the success of our students and support of DMSB, in the Fall of 2021, the Rising Scholars program welcomed a cohort of 40 students, when in years past we had only been able to welcome 19 students. Our cohorts are thriving academically and are also highly engaged in the campus community. A few of our former Rising Scholars have chosen to pursue careers outside of business, but most remain enrolled at the University of South Carolina.

Since its inception, Rising Scholars perform better academically than our other in-state students. In Fall 2022, 57.5% of our Rising Scholars made the Dean's List and 56% of upperclassmen Rising Scholars have a GPA of 3.500 or higher. 69% of the Rising Scholars that have graduated already or will graduate in May have the Honor Graduate Designation. New for Fall 2022, our incoming freshmen Rising Scholars will participate in a Living Learning Community. Formerly named 650 Lincoln, the Celia Dial Saxon residence hall will allow Rising Scholars to explore topics of interest while building a strong educational foundation. With the generous support of our Business Partnership Foundation (BPF), Rising Scholars will receive a housing stipend to cover almost 50% of their housing costs for freshmen year.

In 2019 and 2020, the Moore School collaborated with the SC Chamber of Commerce's Business Week Program to extend our reach and expand capacity to impact even more high school students around our state. SC Chamber's Business Week, a 32-year-old program, aims to develop tomorrow's business leaders today, by educating students on entrepreneurship, leadership, and the American free enterprise system. The program is free to attend thanks to sponsors from the business community. Due to COVID-19, the SC Chamber of Commerce and UofSC opted to forego Business Week during summer 2021. However, we are happy to state we will pick this back up in Summer 2022.

We also continue to explore opportunities to collaborate with the scholars who participate in

the Young Black Leadership Alliance (YBLA) in Charlotte to increase engagement with underrepresented populations in an effort to expand the pipeline of underrepresented students.

Summer 2022 brings the newly created Business Success Academy, hosted by the Office of D&I. This camp will work with twenty high school students over four days to provide overviews of all majors, exemplify what college classes can look like, give a look into the college student experience, all while having a bit of fun. Students that complete Business Success Academy will be offered a $5,000 scholarship for the Moore School – for all four years of their time here.

Improve The Number Of Full-Time URM Faculty Across Academic Units

We are undertaking innovative ways to increase the number of underrepresented minority faculty in the marketplace, and in the Moore School. The Moore School is currently partnering with each of our academic departments to determine better opportunities for marketing and recruiting URM faculty. There has also been progress with our Development team to help find funding sources to dedicate scholarship funds earmarked for diverse students admitted into our graduate programs, creating a more successful pipeline for future faculty. We have also increased the process of marketing and advertising these scholarships more vigorously, as funding is a very real deterrence for undergraduate students interested in continuing their education. The Moore School is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from underrepresented populations that enter PhD programs in Business.

We are increasing URM and special populations research scholars that visit the Moore School, allowing for more exposure to our faculty and staff – increasing the likelihood of identifying and attracting qualified candidates when positions become available. Steps are being taken to help our faculty representation mirror our student population, and eventually our state population.

DMSB is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from underrepresented populations that enter PhD programs in Business. Again, the ultimate goal is to increase the representation of underrepresented minority faculty in institutions of higher education.

Finally, in June 2021 the DMSB secured funding from our BPF to attract at steady state 10 additional URM PhDs to the school (2 per year for 5 yrs.), building up to a total annual cost of $600,000 (10 X $60,000 per yr. each).

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

The Moore School offers a variety of scholarships strictly dedicated to our URM students. Inthe 2020-21 academic year, we awarded almost $470,000 to over 140 URM students; and in the 2021-22 academic year, we awarded over $534,000 to over 154 URM students. Also, a private fund was created as a COVID Emergency Relief Fund for DMSB students. In the 2020-21 Spring and Summer semesters, DMSB awarded $201,000 to 90 students that applied, averaging $2,233/student. In 2021-22, the COVID Emergency Relief Fund awarded another

Equity and Diversity Plan

$240,000 to 342 students, averaging appx. $700 each. It should be noted that we have awarded additional scholarship dollars to other students in special populations but are unable to report those totals due to the inability to track additional dimensions of difference including but not limited to neurodivergence, gender expression, physical abilities, sexual orientation, and first-generation college student status.

Our upper division undergraduate MGMT 408 - Diversity and Inclusion course continues to gain traction. This course has been offered since Spring 2019 and has been very well received by our undergraduate students. The Office of D&I is also consistently integrated into graduate level program orientations for diversity and inclusion primers (and related activities). Beginning in Fall 2020, the Office of D&I began a pilot of the Intercultural Development Inventory (IDI) assessment. This assessment allows us to use an IDI pre-test to establish designated students' baseline level of cultural competence. Then, we provide customized training based upon the pre-test outcomes and ultimately culminate with an IDI post-test. We have increased our student participants to include several graduate programs, MGMT 408 students, and our incoming cohort of Rising Scholars this past fall.

Through a collaboration with the UofSC Graduate School and academic colleges throughout the university, students from South Carolina's Historically Black Colleges and Universities (HBCUs) can quality for the New Rising Star Fellowship. The fellowship strives to increase diversity in the graduate school by providing financial support to students to offset the cost of tuition, health insurance, and other associated fees. The program, which launched in Spring 2022, has drawn interest from many students with three applying to the MACC program and another with the MHR program.

The Moore School Office of D&I is working with several graduate programs to develop a 4+1 pathway to graduate education at DMSB in partnership with Historically Black Colleges and Universities in South Carolina. The Rising Star Fellowship Program was rolled out simultaneously with the inception of an official partnership between the MACC program and Benedict College. So far, these funds allocated by UofSC are encumbered on behalf of several newly admitted students from local HBCUs. Continued partnership with the Rising Star Fellowship will allow us to build on the enormous success of our initial partnerships with Benedict College and Claflin University to increase 4+1 programs with other HBCUs in the immediate future.

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

We continue to focus on improving post-graduate outcomes for underrepresented undergraduate and graduate/professional students. The Moore School's Office of Career Management (OCM) is fully engaged in this effort. Looking at the last 3 years of data from our undergraduate and graduate placement surveys, we have identified the following trends. It is, however, important to keep in mind that all data is self-reported from students in post-graduation surveys. From year to year, there is often considerable variation in the results, which may well be due to changes in reporting and not underlying conditions.
Undergraduates:
By Gender:

1. Female employment at graduation remains slightly higher than males. Self-reported

employment rates at graduation for the previous 3 years have been as follows:
1. 2019 – 79% Female, 74% Male
2. 2020 – 71% Female, 70% Male
3. 2021 – 72% Female, 69% Male

2. Employment rates after 3 months are listed below. We are exceptionally proud of how our employment rates have risen for 2021 despite the many impacts of COVID.
1. 2019 – 84% Female, 83% Male
2. 2020 - 79% Female, 83% Male
3. 2021 – 91% Female, 88% Male

3. Average starting salaries are generally comparable, with male graduates reporting slightly higher salaries. Again, this data is self-reported and the sample sizes vary from year to year.

By Race:

1. Self-reported URM student employment at graduation are listed below:
1. 2019 – 64%
2. 2020 - 62%
3. 2021 - 60%

2. Employment rates after 3 months are listed below. Again, despite COVID impacts, this rate has steadily risen over the last 3 years.
1. 2019 – 67%
2. 2020 - 72%
3. 2021 - 81%

3. Average salaries have increased across the board for undergrads as a whole. Our URM student average starting salary $63,721 for 2021.

Graduates:By Gender:

1. Our many master's level program graduates are essentially even across gender for placement and starting salaries. However, our MIB female graduates on average have been placed sooner and have higher starting salaries.

By Race:

1. Our URM master's level graduates in 2021 tended to be employed by 3 months after graduation at higher starting salaries than white master's level graduates, with our white master's level graduates placed sooner but with lower starting salaries.

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

Regular meetings between the Associate Dean of Diversity and Inclusion (D&I) and the Dean of DMSB occur in an effort to set the strategic direction for diversity, equity and inclusion priorities and also provide status updates and reviews. As evidence of the Moore School's commitment to creating and fostering an inclusive culture, Dean Brews committed to providing greater support to the DMSB Office of Diversity and Inclusion through the addition of

Equity and Diversity Plan

two new full-time staff members in 2021. These new staff are able to focus on both our internal programs for current students as well as our external efforts to recruit and attract future students.

Moore School Human Resources brought in guest speakers on DEI topics for faculty and staff. These sessions provided a safe space for faculty and staff to learn and discuss a variety of topics. In 2021, the Moore School launched the DMSB Inclusion and Diversity Task Force. This task force aims to bring suggestions to the dean to aid in an overall sense of belonging for faculty, staff, students, and administration. Also, new to the Moore School are two reorganized bodies: the Staff Advisory Assembly and Faculty Council. Both organizations have been created to give a stronger, more focused voice for faculty or staff suggestions, issues, or concerns at the Moore School.

Improve The Sense Of Inclusion Amongst All University Community Members

Newly launched in 2021, the Office of Alumni Engagement began the Black Alumni Alliance to engage with our African American and Black alumni. Despite being less than a year old, this organization has already been significantly impactful in aiding recruitment efforts, Moore School student organization collaborations, fundraising for additional scholarships, and student mentorship.

In Spring 2022, the National Association of Black Accountants (NABA) and the Black Business Student Association (BBSA) hosted an event sponsored by Collins Aerospace to bring together students to not only encourage their participation in the student orgs, but to enhance a sense of community for our students.

The Office of D&I is excited to be able to offer more training, presentation, and workshop opportunities with our larger staff. A renovated website launching in Spring 2022 will allow streamlined access to scheduling time from the Office of D&I as well as resources available to students, faculty, and staff twenty-four hours a day.

Metrics

Student Information Narrative

Undergraduate enrollment was capped at 1,500 in FY15 to maintain a 34 student/faculty ratio and ensure DMSB educational excellence. Consequently, from FY15 on, as the larger classes matriculated out, the DMSB UG student count has levelled out, as UG admissions has remained fairly consistent from FY19 on, except for the Fall 2020, which dropped about 2% during the height of the pandemic. DMSB did work with UG admissions and agreed to target an additional 100 admits over the cap for Fall 21 starts to assist in bringing overall/diversity enrollments up (DMSB offered additional scholarships to underrepresented students totaling $51.5K).   In addition, during the COVID pandemic, we saw a swing from out-of-state to in-state/transfer admissions that moved the DMSB out-of-state/in-state ratio that had consistently been increasing out-of-state for over a decade to adjust from 65%/35% in Fall 19 to 63%/37% in Fall 20 and then to 62%/38% in Fall 2021, producing a $1.7M drop in non-resident revenues from FY20 to FY21, and a $1.54M/1.46M drop in resident & non-resident revenues from FY 21 to FY 22, materially harming DMSB margins. See graph below showing DMSB in-state and out-of-state enrollment %'s: Reference Dashboard Metrics Student Information graph in the concluding remarks supplemental data

As UG admissions are done centrally, DMSB does not determine its UG student body makeup. Regardless, increasing DMSB's In-state population further or maintaining the ratio now in place will negatively impact DMSB/UofSC revenues and add pressure to DMSB operating margins before participation fee/subvention, as will enrollments growing in other academic units while DMSB maintains its cap to ensure academic excellence (resulting in DMSB having smaller enrollment percentages).   Truly estimating the impact of this is difficult, but as the current year pools of UG in-state and out-of-state tuition used for allocation are uncertain, the

Dashboard Metrics and Narrative

trending decrease in the out-of-state %'s will definitely cause pressure on the DMSB margins.Graduate enrollments again increased in Fall 21 over Fall 20. The first classes for the new Master's in Business Analytics (MSBA) started in Fall 2021 with 25 students, and, based on current applications, it is targeted to increase for this coming Fall. The MSBA is aimed at UofSC non-business STEM UGs wishing to enhance their employability through graduate business study. Although application funnels for all DMSB Graduate Programs for Summer/Fall 22 are indicating increasing started applications, we are seeing a significant decline in submitted applications, thus indicating potential declines in enrollment for the coming year.To provide flexibility to pay stipends and other benefits that are competitive with the market, PhD enrollments are staggered, but remained consistent from FY 20 to FY 21. To add PhD revenues and enhance student count DMSB implemented a dual PhD program in Fall 19 with an international partner, attracting 6-8 full-paying students (with limited tuition assistance and no stipends/insurance), along with a second partner that added 2 full-paying students in FY21.

Contribution (Per Student) Narrative

Mostly the following drive the decrease in CM per student from $1,087 in FY 21 to a projected FY22 of ($86.77):

- $1.9M decrease in tuition revenue attributed to:
  - $3M decrease in DMSB UG tuition driven by a $5.1M decrease in the UofSC resident tuition pool and with DMSB declining credit hours drivers and a $4.4M increase in the UofSC nonresident pool with DMSB declining credit hour drivers.   DMSB credit hours decline is primarily due to the UG enrollment cap implemented in Fall 2015 (FY16).
  - $1.1M increase in graduate tuition with existing and new (MSBA) graduate program enrollments seeing an increase, which tends to happen in economic downturns along with a MSBA new graduate program.
- $600k increase in State Appropriations from tuition mitigation and mandated health insurance and salary increases. DMSB has minimal participation in 30% of the State Appropriations pool since business schools in general struggle to get sponsored awards, the driver for this pool, and DMSB funds the majority of research from unrestricted funds
- $1.7M increase in faculty salaries driven mainly by the following as headcounts remained stable from FY 21 to FY 22 at 179:
  - the state mandated 2.5% raise totaling $656k
  - central approved merit increases totaling $325k
  - central approved faculty salary compression of $200k
  - sunset of the prior year furlough totaling $487k
- $688k increase in fringe benefits expense driven by salary increases along with an increase in average fringe rates from 31.29% to 31.50%
- $3.5M increase in support unit allocation costs
- $2.5M increase in net model allocations outflow characterized as a "net producer" in re-balancing academic units via the net of participation tax outflow and subvention inflow

Actions to improve the DMSB CM per student include:

- promoting DMSB analytics certificates resulting in more credit hours being taught inside DMSB
- development of new graduate revenue streams with new programs of MIB live streamed

and the MSBA degree
- revising our MOU with the honors college to teach dedicated and mixed honors college business class sections resulting in 250-300k additional resources
- adopting MOU's with the law school & pharmacy to keep dual degree graduate revenue in DMSB where the teaching costs are incurred totaling 50-75K annually
- Exploration of a part time livestreamed UG program and exploring for board approvals graduate program tuition rate increases for FY 23.
- year over year control of recurring personnel cost and only growing FTE's related to new programs and high enrolled academic departments coupled with the ongoing management of minimum class sizes to control contractual teaching capacity/extra overload compensation
- keeping staff headcounts flat, and careful control of non-personnel costs.

Reference table in supplemental information under concluding remarks

Model Allocations (Per Student) Narrative

DMSB's model allocation per student increased from ($265) to ($692) as an annual "net producer" with more participation fee funds outflow provided to other academic units than received back as subvention outflow. The concern in future years is our annual projected and

Dashboard Metrics and Narrative

forecasted break even margin in addition to the increase in model allocations outflow, from ($1.6M) in FY 21 to ($4.13M) in FY 22, will over time reduce our carry forward balance. The decrease in net funds produced as projected for FY 22 is primarily due to:

- $1.6M increase in projected FY 22 participation fees outflow stemming mostly from the pandemic UG enrollment actuals coming in higher than budgeted participation fees based on a 15% pandemic estimated enrollment decline that was around 5%, providing less actual participation fee outflow based on budget.
- $865k decrease in subvention inflow increase

 Actions to improve this metric, as discussed above in the contribution margin per student metric, relate to growing graduate revenue via tuition increases and new revenue generating programs.

Faculty Information Narrative

Faculty (TT and NTT) have increased slightly since 2018 but remain in the 179 range for FY21 & FY22 and is impacted by the timing of replacing faculty that separate in May annually, generally 3-5. In AY22, we had an unusually high rate of faculty retirements, for which we responded with an aggressive recruiting year. The DMSB hiring plan and financial projection has us growing to 184 to support the MSBA graduate program that started Fall 2021, scale the Marketing department sales track and account for more DMSB students taking DMSB taught electives such as the data analytics 12 credit hour concentration. The relative flat faculty numbers are in line with capped UG numbers and recently growing graduate enrollment. To protect our 34 student/faculty ratio the potential introduction of a PT UG program with an increase of 625 students will require an additional 18 faculty over the 5 years if implemented.

Credit Hours Taught Narrative

While UG enrollments have remained fairly flat over the past six years, credit hours (CHs) taught per faculty had been rising significantly until the pandemic, since which we have seen declines, as noted in the table below. Reference table in concluding remarks supplemental data

The previous trending increase in instructor CH, prior to the pandemic, was the result of DMSB students taking minors/concentrations inside DMSB instead of taking electives across UofSC, created mostly by the introduction of the 4-course UG Business Analytics Concentration in 2017. This very popular concentration has grown from a launch class of 7 in Spring 2017 to 726 in Spring 2021, but has leveled off into Spring 2022. We anticipate that the introduction

Dashboard Metrics and Narrative

of a concentrations in sustainability and a future one in sales will have a similar impact, and we will again see increasing instruction CHs within DMSB for DMSB majors. Even with this levelling off through 2020-21, DMSB's CHs taught per faculty remains UofSC's second highest, only behind HRSM. The average CHs taken by a DMSB major within DMSB rose steadily to a high in Fall 2020 of 9.79, but has decreased since then, which will be a challenge when it comes to the allocation of undergraduate tuition based on current budget model metrics (based on the 2- year lag for metrics) in the coming years.   See the graph below (Reference table in concluding remarks supplemental data)
:

Over the past 4 years, the percentage of CHs of instruction to Non-DMSB undergraduates is 20% of the total CHs of instruction by DMSB faculty during Fall, Spring, and Summer semesters (including DMSB minors), thus increasing the numbers of students served within the Moore School. The number of DMSB business minors continues to be strong, as it has for the past several years, at 1400 in Spring 2022.The history of the distribution of teaching is illustrated in the following graph: (Reference table in concluding remarks supplemental data)

Dashboard Metrics and Narrative

College/School Financial Information Narrative

DMSB's financial narrative for FY 21, the most recent completed fiscal year, shows an annual margin of $4.9M after model allocations comprised mostly of the following key revenue & expense increases and decreases over the prior year FY 20 annual deficits of ($174k):

Dashboard Metrics and Narrative

1. FY21 revenues declined by ($2.3M) over FY 20 with ($1.7M) of this decline attributed to:
   1. the nonresident undergraduate tuition pool decline of $(3.5M) of which DMSB enrolls 25-30% of the Columbia academic units mainly due to the stellar program rankings including international business along with high SAT entry requirements that attract non resident students,
   2. declining tuition pool drivers mostly due to the undgergraduate enrollment cap and other units teaching more non resident students watering down our metric drivers
2. FY 21 direct expenses remained relatively flat as compared to FY 20 primarily resulting from the:
   1. $487k furlough that reduced personnel costs and related fringe of $150k
   2. $825k reduction in travel expense due to the pandemic travel restrictions that are non recurring
3. FY 21 support unit costs allocated to DMSB decreased by $3.8M mostly resulting from the pandemic financial impact, that is non recurring
4. FY 21 net model allocations outflow decreases of $3.6M

The projected financial narrative for current FY 22, producing annual deficits, is summarized above in the Contribution Margin per Student Enhancements to the DMSB financial operations narrative include the following:

1. Fall of 2021 (FY 22) started the initial cohort of the MSBA graduate degree with 25 students and $650k in tuition revenue
2. 787k of "for credit: ERP system certificates taught to Army financial cohort students pass directly to the Business Partnership Foundation through the component unit agreement with the University that impacts the all funds state budget model margins
3. Steady increase in the data analytics concentration and certificates allowing for more credit hour teaching at DMSB to sustain the UG and graduate tuition pools
4. development of new graduate revenue streams with new programs of MIB live streamed and the MSBA degree
5. revising our MOU with the honors college to teach dedicated and mixed honors college business class sections resulting in 250-300k additional resources
6. Exploration of a part time livestreamed UG program and exploring for board approvals graduate program tuition rate increases for FY 23.
7. year over year control of recurring personnel cost and only growing FTE's related to new programs and high enrolled academic departments coupled with the ongoing management of minimum class sizes to control contractual teaching capacity/extra overload compensation
8. keeping staff headcounts flat, and careful control of non-personnel costs, except for non recurring planned technology and location upgrades in our PMBA program

Financial concerns include i) impact on direct costs from scheduled increases in fringe benefits for state retirement through FY23; ii) retaining faculty under current contracts with expectations of summer support back to pre-COVID levels; iii) a further drop in revenues from a decrease in non-resident UG students & pandemic impact uncertainty; and iv) the impact on DMSB margins as the UofSC indirect cost allocation rate returns to the pre-COVID 38% level.

DMSB is fully aware of the need to grow UofSC revenues and has agreed to increase Fall 21 freshmen by 100. An increase of this nature puts DMSB close to full capacity, meaning that any further increase beyond this level will require more faculty and likely additional staff to

Dashboard Metrics and Narrative

ensure the school maintains its educational and student service excellence. Notably, the school has the second highest faculty/student ratios and credit hours taught per faculty at UofSC, beyond only HRSM. Further, the DMBS building has no offices for additional faculty.

 The implementation of the RCM budget model has provided, for the first time, a full account of DMSB E&G revenues and contribution after direct and indirect costs are allocated. The school strongly supports the model's introduction, and is thankful for the information and insights it provides.

 However applying the model's current metrics leads to unintended consequences that may not be in DMSB/UofSC's best interests. Most important of these is how new programs and even additions to existing programs are treated. For example, if DMSB increased its traditional 4 yr. undergraduate business program by 100 per year for 4 years, with Indirect Costs at 38% of revenues and an additional subvention of 16.8% of revenues charged there is no way DMSB could add these 400 new students to UofSC Columbia without incurring substantial losses/negative cash flows. Based on DMSB's financial modeling done at current tuition levels/costs, DMSB would barely break even after hiring only non-TT faculty to teach the additional 400 students and if indirect costs are charged at 10% (not 34%/38%) of revenues and the subvention is only 10% (not 16.8%) of revenues.

Student Outcomes Narrative

In 2014 UG placement 90 days after graduation was 62% and the average salary of those reporting was $47,920. By 2018 these were 67% and $56,100, and in May 2019 reached 84% and $57,837 respectively, the highest in DMSB history. The May 2019 the UG graduating class was also the largest ever, a result of the substantial increase in UG numbers from 2011-15. Unfortunately, in May 2020 the placement rate dropped to 81% due primarily to COVID. Over 90% was hoped for before the pandemic. The placement rate rebounded in 2021, topping 90% for the first time in the school's history.

However, for the Class of 2020 the top 15% average salary was $82,479, with this top 15% about the UNC Kenan Flagler UG cohort size, which in 2019 enjoyed an average salary of $68,115. In addition, in 2020 6 of 9 majors delivered record average salaries, 3 above $60,000. Moreover, top DMSB undergraduates routinely beat public/private Ivy graduates in competition for jobs.

The 2020 Undergraduate Major Report provides placement/salary data for 2020 graduates, while our Comparative Business Fields of Study College Scorecard Data provides data on how salary/debt levels of DMSB graduates compare with 13 business schools in a sample of universities including UNC Chapel Hill, Georgia, and Florida. This mid-2020 College Scorecard data showed DMSB's Supply Chain and Operations Major had the highest salary to debt ratio of all UofSC undergraduate fields of study at 2.74, while International Business was second at 2.672, tying with Chemical Engineering at 2.671.

As impressively, after the 2017 restructuring of the FT MBA program average placement rose from 71% in 2018 to 84% in 2019, and with 95% of FT MBAs completing Business Analytics Certificates salaries increased from $82,692 in 2018 to $95,398 in 2019. However, similar to undergraduate placement/salaries, FT MBA placement declined to 70% in 2020 due to COVID, though salaries remained strong at $95,954. In 2021, placements rebounded to 100% for our

Dashboard Metrics and Narrative

IMBA program, with an average salary of $95,475. The placement rates and starting salaries for all of our graduate programs for spring 21 are:
2021 DMSB Grad Programs Placement/Salaries:
IMBA: 100%/$95,475
MBA: 95%/$82,728
FT MBA: 98%/$91,226
MACC: 98%/$55,981
MHR: 100%/$82,976
MIB: 95%/$58,171

With among the most demanding undergraduate program on campus, DMSB's 6 yr. graduation leads UofSC at 81%, and freshman to sophomore progression has risen from 69% in AY16 to 79% in AY21, despite the increase in rigor that transpired over the period. The overall retention rate (staying at UofSC) in AY21 was 91%.

Most concerning about student outcomes are average UG debt levels, especially for out-of-state students. Data on average debt and salary levels for the Class of 2019 are provided below for In-state vs. Out-of-state graduates. How SATs impact average salaries and comparative Class of 2020 average debt, salary and Salary/Debt ratios are also reported.

Salary/Debt ratios should ideally remain above 1.5. In-state alumni who borrow are very well served financially by their degrees' earning power relative to the debt they graduate with. Out-of-state students are not nearly as well served. Though their salaries are higher than In-state alumni, the higher borrowing they rely on to finance their educations is not as well amortized.

HERD Research Expenditures Narrative

Sponsored Awards for DMSB, excluding the SBDC, consist of:

1. 3-5 ongoing Federal awards with a large majority coming from the federal CIBER grant, a 3 yr. award up for renewal in September 2022. The CIBER budget is $302k per year. Other federal awards consisting of 2-3 grants provide another $50k per year; and
2. an average of 10-12 economic impact studies conducted by our Division of Research for various local, state and private organizations, generally in the range of $30k to $80k each.

Additionally, DMSB funds a substantial amount of research from A and private funds as follows, resulting in internal research spend per TT faculty of $166k projected for FY 22, up from $142k in FY 15:

1. allocation of salaries between TT teaching and research duties approximating $10.2M in FY 20 to $10.9 projected for FY22
2. Summer research funding approximating $4.5M in base and fringe;
3. providing $1.6M annually for PhD student stipends, tuition assistance and health insurance for a range of 60-70 students;
4. $1.24M provided to faculty from internally funded research grants and academic department budgets for research grant assistance; and
5. $175k from academic center research assistance.

Sponsored awards and internally funded research produce many top ranked research

Dashboard Metrics and Narrative

rankings, and with 5 of 7 DMSB departments ranked in the Top 25 nationally for research productivity, Google Scholar also indicates DMSB hosts UofSC's second and third most cited scholars, with four others in the top 30. Housing 20% of UofSC's top 30 scholars, DMSB comprises ~10% of UofSC FT faculty.

Other Information Narrative

Concluding Remarks

Quantitative Outcomes

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

The data we receive from the provost, and that we collect from Data Warehouse reports never exactly match. This year, however, it was fairly close and did not cause concern.

Cool Stuff

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

Data is deluging business operations/supply chains, and today's jobs demand an ability to analyze this information. Unlike other business schools, DMSB has set out to ensure that every undergraduate student leaves with data proficiency, analytic capability, and a strong grounding in a functional area of business. We will continue to stress our focus on data in AY20/21. The Data Lab provides a crucial tool to prepare every student for the complex data-driven world of the future. We are confident that our graduates will be 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 completes a capstone project involving real-world data applied to a complex business problem. These projects expose students to basic coding in R, and other common languages, which, when combined with the analytical tools provided in their course work, enable them to clean and analyze large data sets. Teams define the problem, analyze the data, and report findings to peers. The Data Lab is now staffed 5 days a week to assist on projects. The Lab has collaborative spaces where students meet data mentors who can handle 150 student projects per semester with 5 students per team. We plan to raise this number in AY21/22. In addition, self-learning modules are accessible through the Lab, so students may acquire skills on their own. Online self-study sites like Data Camp and Lynda offer technical assistance in all major programming languages.

DMSB's Center for Sales Success (CSS) was launched in March 2018 and has been extremely popular since. 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 Center creates experiential learning opportunities for students and provides networking and engagement opportunities for partners wishing to hire Moore School undergraduates. The number of CSS Sponsors grew from 2 to 5, and over the coming year the CSS hopes to double this number to 10. Sponsors include regional and national partners, including a global information and research company. 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 DMSB runs its Business Expo Career Fairs where employers come to DMSB to recruit our students. These are nationally recognized employers from many industries, including finance, insurance, transportation, manufacturing, and consulting.

Concluding Remarks

Attendance has risen steadily in the last three years: in AY17/18 199 companies and 2,120 students attended the two events; in AY18/19 227 companies and 2509 students attended; in AY19/20 numbers rose to 229 companies and 2,558 students. COVID-19 forced both events in AY20/21 to be virtual, and though Fall 20 numbers exceeded those of Fall 19, Spring 21 numbers dropped significantly, with attendance for AY20/21 being 201 companies and 2,362 students. DMSB's Office of Career Management worries hiring has slowed as employers adopt a 'wait and see' attitude regarding the post-pandemic economic recovery. Placement this year will likely be more challenging as a result.

DMSB students continue to win top honors in case competitions across our country and internationally, and with our International Business undergraduate program and our International MBA securing the No. 1 ranking for the 22nd and 7th consecutive years respectively, and with Gartner ranking our Undergraduate and Graduate supply chain programs at No. 5 and No. 22 respectively, DMSB's standing nationally and internationally continues to advance.

Data and analytical proficiency are now table stakes for most high-value jobs in business and elsewhere, and DMSB appears to be the first U.S.-based business school requiring every undergraduate leave data proficient, analytically capable, functionally grounded and equipped with the soft and professional skills needed for high-value 21st-century work. Though acquiring data and analytical proficiency is a choice for graduate students (and one most make), for undergraduates it is required. At DMSB, students learn to disrupt through data!

And building on the school's intent to ensure each graduate leaves data proficient, analytically capable, and functionally based, the last development qualifying as 'cool stuff' this year is DMSB's launch of its Masters of Science in Business Analytics in Fall 21. Notably, the MSBA is not aimed at DMSB undergraduates but at UofSC STEM undergraduates proficient for example in math or stat, who with a DMSB graduate degree in business analytics will be far more employable and be able to start their professional careers at a higher level both responsibility and salary-wise.

Finally, DMSB has many exciting opportunities ahead, including i) offering an online BA business degree to South Carolinians unable to attend its 4-year residential program; ii) similar to its PMBA, offering a livestreamed in-person part-time version of its 4-year residential BS business degree; and iii) naming its School of Accounting with hopefully a new building housing the named school.

Appendix A. Research & Scholarly Activity

Darla Moore School of Business
Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change Avg. (17-20) & 2021
Division Award Totals	*2,123,030*	*3,870,554*	*3,782,957*	*6,079,936*	*2,877,852*	*(27.4)*
Unit Totals						
Moore Sch – Dean's Office	279,200	279,200	654,006	394,226	422,450	5.2
Moore Sch – Div. of Research	368,500	321,780	642,500	538,112	258,534	(44.7)
Small Business Dev. Ctr	1,475,330	3,269,572	2,486,451	5,147,598	2,196,868	(29.0)
Source						
Federal	1,754,530	3,483,624	2,783,007	4,918,246	2,334,396	(27.8)
Private	166,000	267,780	258,000	201,112	172,034	(22.9)
State/Local	202,500	119,140	741,950	960,578	371,422	(26.6)
Proposals						
Submissions	22	17	16	18	13	(28.8)
Dollars Requested	3,699,146	8,793,768	3,104,133	5,595,237	2,837,966	(46.4)

Awards by Department
5 Year Average

Moore Sch - Dean's Office, 405,817
Moore Sch - Div. of Research, 425,885
Small Business Dev. Ctr., 2,915,164

Awards by Source
5 Year Average

State/Local, 479,118
Private, 212,985
Federal, 3,054,763

Appendix. Dashboard Metrics Student Information Graph

Chart showing In-State and Out-of-State percentages from 1993 to 2021.

In-State values: 79.99%, 80.48%, 76.13%, 72.75%, 50.67%, 49.33%, 35.30%, 37.01%

Out-of-State values: 20.01%, 19.52%, 23.87%, 27.25%, 64.70%, 62.99%, 62.20%, 37.80%

Legend: In-State, Out-of-State
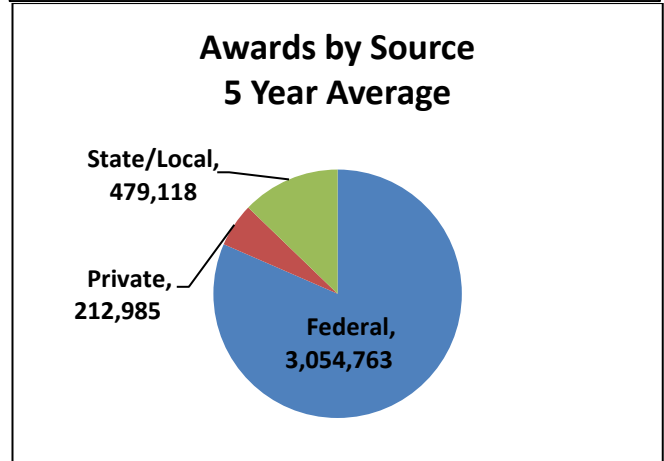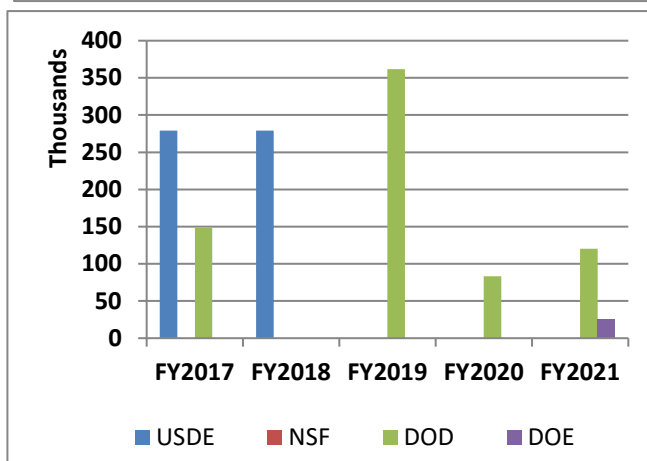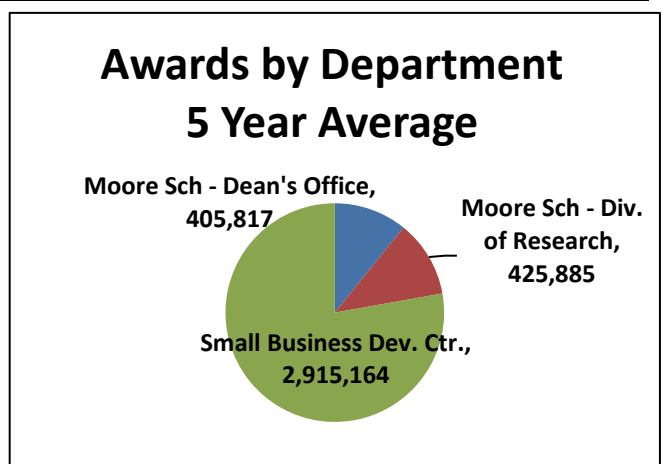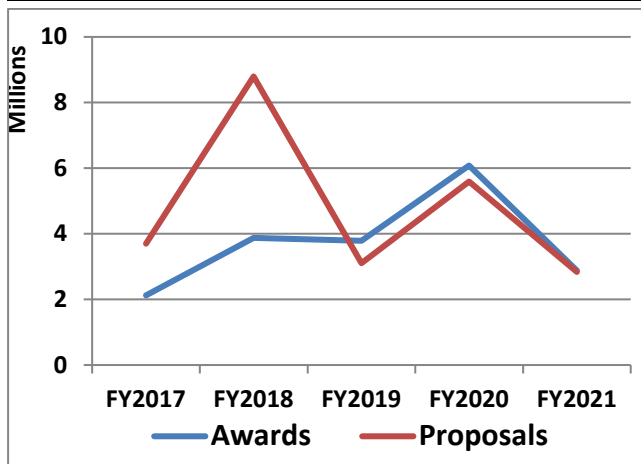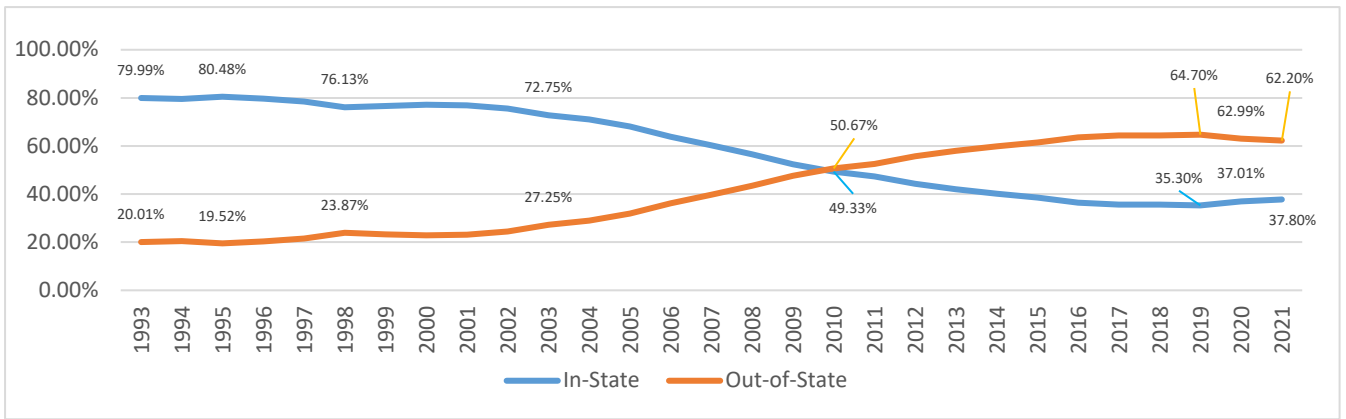
Appendix. Dashboard Metrics Contribution Margin

	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Increase (Decrease) in Tuition YoverYear %		1.86%	-0.55%	-1.63%	-2.35%	4.18%
Increase (Decrease) in Tuition Dollars		1,472,331	(442,768)	(1,300,891)	(1,852,262)	3,214,609
Increase (Decrease) in UG Tuition Dollars		2,622,185	(316,754)	(1,547,158)	(3,003,477)	2,569,198
Increase (Decrease) in Graduate Tuition Dollars		(261,471)	(870,350)	2,944	1,014,633	329,941
Faculty Salary/UR Revenue	33.58%	31.99%	32.50%	33.91%	35.78%	35.00%
Staff Salary/UR Revenue	6.45%	6.32%	6.37%	6.51%	6.62%	6.56%
Total Faculty Staff Salary/UR Revenue	40.03%	38.31%	38.86%	40.42%	42.39%	41.56%
Undergraduate Student FTE	5375	5375	5448	5460	5410	
Graduate Student FTE	648	648	599	607	576	
Total Student FTE	6023	6023	6047	6067	5986	
Increase (Decrease) in Faculty Salary		(765,081)	649,451	616,430	1,712,728	504,082
Increase (Decrease) in Staff Salary		30,501	75,600	(14,553)	87,665	182,441
Fringe Benefits/Revenue	11.29%	11.44%	12.23%	12.92%	13.60%	13.75%
Fringe Benefits/Total Salary	27.26%	29.28%	30.77%	31.29%	31.50%	32.50%
Increase (Decrease) in Fringe Benefits Dollars		609,948	796,418	406,410	688,328	658,496
Total Support unit costs/revenue	33.33%	34.64%	36.94%	34.02%	37.55%	36.39%
Support unit costs/unrestricted revenue	34.07%	35.95%	38.08%	35.10%	38.89%	37.67%
Increase (Decrease) in Support Unit Costs		2,714,095	2,292,269	(3,814,089)	3,580,989	178,599
Non personnel costs/revenue	6.26%	6.80%	6.45%	5.86%	7.28%	8.37%
Unrestricted Non Personnel costs/revenue	4.60%	4.68%	4.23%	3.42%	4.51%	5.61%
Margin before Participation Fee Outflow & Subvention Inflow/revenue	8.12%	8.04%	4.86%	6.55%	-0.52%	0.26%
Margin before Participation Fee Outflow & Subvention Inflow	8,067,019	8,308,960	5,008,589	6,600,113	(519,410)	269,708
Net Part fee/subvention to total revenue	-5.42%	-7.21%	-5.02%	-1.60%	-4.10%	-4.19%
CM per Student (margin before model allocations/student fte	1,339.37	1,379.54	828.28	1,087.87	(86.77)	45.54
Model Allocation per Student	(893.90)	(1,237.93)	(856.97)	(265.88)	(691.50)	(740.59)

Appendix. Dashboard metrics credit hours taught tables

DMSB - History of Total Number of CrHr/Instructor

Term	Value
Summer 2018	77.73
Fall 2018	316.96
Spring 2019	296.14
Summer 2019	82.77
Fall 2019	320.28
Spring 2020	308.32
Summer 2020	113.24
Fall 2020	342.18
Spring 2021	326.93
Summer 2021	107.47
Fall 2021	333.70
Spring 2022	299.71

Average DMSB CrHr per DMSB UG

Term	Value
Summer 2018	3.98
Fall 2018	9.47
Spring 2019	9.35
Summer 2019	4.02
Fall 2019	9.27
Spring 2020	9.58
Summer 2020	4.71
Fall 2020	9.79
Spring 2021	9.34
Summer 2021	4.24
Fall 2021	9.06
Spring 2022	8.81

DMSB - History of Distribution of Teaching

- ■ % of total instruction to Non DMSB UG students
- ■ % of Instruction to DMSB UG
- ■ % of Instruction to Grad Students