



## REPORT OF THE REAFFIRMATION COMMITTEE

### Statement Regarding the Report

*The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.*

**Name of the Institution:** University of South Carolina - Columbia

**Date of the Review:** March 22 – 25, 2021

**SACSCOC Staff Member:** Dr. Linda Thomas-Glover

**Chair of the Committee:** Dr. Laurie Casteen  
Associate Dean of Students  
University of Virginia  
Charlottesville, VA

**effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.**

*(Institutional planning)* [CR]

In 2019, after the appointment of the president, the institution reviewed the existing Focus Carolina plan, the Advance Carolina implementation guide, and the Blueprint for Academic and Service Excellence—the structured method for annual planning, evaluation, and assessment for each academic and service unit at the institution. After the review by the senior leadership team, it was decided to expand on the tenants of the Focus Carolina plan. Additionally, the administration desired to combine academic and administrative units into a single, aligned planning, budgeting, and evaluation system during this review process. The president hosted a multi-day offsite retreat with nearly eighty academic and administrative leaders to develop eight new strategic priorities for the institution to better reflect its academic, research, and community mission. The institution provided a crosswalk to ensure continuation of the critical components of the Focus Carolina plan during the transition to the new and broader plan.

The institution stated that South Carolina Code of Laws, Sections 1-1-810 and 1-1-820 requires all state agencies to submit an Agency Accountability Report (AAR). The institution provided a link to the law, but this was not able to be confirmed with evidence with the link provided.

The institution provided AARs for the institution and the regional campuses for 2017, 2018, and 2019. The evaluation of the Focus Carolina 2023 plan is included in the AAR. These reports demonstrate that the institution does have an ongoing, comprehensive, and integrated research-based planning and evaluation process. The plan focused on institution quality and effectiveness and incorporated a systematic review of institutional goals that are consistent with the institutional mission. The institution evaluated the eight priorities identified in the Focus Carolina 2023 plan. In 2017 and 2018, the institution and the regional campuses evaluated the Focus Carolina plan.

- 7.2 The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

*(Quality Enhancement Plan)*

The institution addressed all components of this standard in a satisfactory manner. See Part III for additional information.

- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

*(Administrative effectiveness)*

It is not clear to the Off-Site Reaffirmation Committee how the institution identified administrative units based on its organizational structure. The institution directed the Off-Site Reaffirmation Committee to a live website that presented blueprints for some administrative units. The institution provided some examples in the document itself for two years, however these documents were insufficient to support the institution's case for

### **Part III. Assessment of the Quality Enhancement Plan**

*To be completed by the On-Site Reaffirmation Committee.*

#### **Brief description of the institution's Quality Enhancement Plan**

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The University of South Carolina QEP proposal, *Experience by Design*, builds on the integrative learning focus of its prior QEP, *USC Connect*. The plan includes the Columbia campus as well as the four Palmetto College campuses and has an overarching focus on beyond-the-classroom engagement and reflection for all students.

The previous QEP established a foundation for this initiative in terms of staffing, systems, and a culture of engaged learning. Key building blocks from *USC Connect* that undergird *Experience by Design* include the establishment of the capstone Graduation with Leadership Distinction certification; the development of systems for tracking integrative learning outcomes and beyond-the-classroom (BTC) activities; and the implementation of the MyUSC Experience transcript.

The *Experience by Design* initiative seeks to build on these successes by involving more students in integrative or experiential learning, specifically targeting student populations whose retention/graduation rates and participation rates in BTC activities lag behind the campus as a whole, and by amplifying the purposeful inclusion of reflection activities throughout students' classroom and BTC experiences. It will emphasize such activities throughout a student's undergraduate years, fostering formative as well as summative integration and reflection to deepen student learning.

"QEP efforts will focus on:

- An emphasis on interventions (e.g., customized BTC engagement, reflections opportunities, funding for BTC experiences) and associated targeted marketing (e.g., social media campaigns and events) for specific student populations.
- Supporting students in developing reflection skills based upon their U of SC experiences and to think about these skills in connection with academic, personal, and professional goals.
- Support for faculty and staff in developing and expanding BTC engagement and reflection opportunities across curricular and co-curricular settings that are inclusive and impactful.
- Exploring relationships between engagement and student success metrics (e.g., retention, graduation rates, employment) as well as linkages to student learning on reflection. (p. 3)

*Experience by Design* includes a rubric of qualifying BTC activities, ranging from introductory exposure (e.g., attending a lecture or visiting an exhibit), through various degrees of engagement (short-term, one-off projects; participation in a service activity), all the way to ELO's (Experiential Learning Opportunities) which entail at least 45 hours of activity, mentorship, and an immersive experience in research, study abroad, service, leadership, internship, or other BTC opportunities. The ELO's are often capstone experiences that take place toward the end of a student's program of study; *Experience by Design* seeks to embed BTC activities and reflection earlier in a student's progression. The rubric of tiers of BTC activity will be helpful in tracking

rates and trajectories of student participation, to aid in formative assessment and program planning as well as student-level advising.

Recognizing that integrative learning and reflection is important throughout a student's program of study, *Experience by Design* seeks to promote reflection activities throughout students' experiences, reaching lower-division students and the students at the Palmetto campuses, and building toward integrative capstone experiences such as the Graduation with Leadership Distinction or other summative activities. Reflection is already embedded in a number of courses, programs, and activities (e.g., study abroad programs, career services workshops, UNIV 101 and 401 courses). The DEAL model (Describe, Examine, Articulate Learning) provides a user-friendly tool for faculty and program directors to incorporate structured reflection into individual courses and activities. And academic advisors – both professional and faculty advisors – are encouraged to use the BTCM database and MyUSC Experience transcript to inform and frame one-on-one advising discussions with each student about her or his overall U of SC career within and beyond the classroom, providing integrative and holistic reflection opportunities in addition to those that are activity-specific.

The student populations targeted for increased participation in experiential activities include: Pell-eligible students; transfer students and students at the Palmetto College Campuses; racial/ethnic minority students; identified males; and graduate students. In the five-year implementation plan, each year focuses on one of these populations, extending the reach and building momentum for broadening participation among all students. Focused support for each year's highlighted population includes faculty and program grants; faculty and staff training workshops; funding for student participation; focused marketing campaigns; and focused assessments.

The Center for Integrative and Experiential Learning (CIEL) will serve as the administrative home for the QEP, with collaborations across the Columbia campus as well as the Palmetto Colleges. *Experience by Design* will benefit from robust support from senior leadership at U of SC, providing the CIEL access to resources and an institution-level mandate that will help galvanize partnerships and campus-wide engagement. "Providers" of qualifying experiences include faculty and academic departments as well as programs and offices that support student success, community engagement, career planning, student activities, and leadership.

"QEP success will include advancements in the number and quality of engagements students are eligible to complete, scaled participation rates in quality engagements by all students (and specifically by the identified student populations), and progressive measures in student learning focused on critical reflection emerging through engagement experiences and student success metrics tied to retention, graduation, and first-destination employment. Essentially, the campus will appear as a living laboratory where guided experience is connected to significant reflection to deepen student learning and advance related knowledge and skills." (p. 71)

## **Analysis of the Quality Enhancement Plan**

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- A. ***Topic Identification.*** *The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

The focus of *Experience by Design* carries forward the work of the previous QEP, *USC Connect*. The planning process for *Experience by Design* is rooted in the *USC Connect* 5-year report, submitted in Spring 2017, and the establishment of the USC Experiential Learning initiative in 2018, with the addition of the MyUSC Experience transcript in 2019. These initiatives are foundational to *Experience by Design*. The topic was selected and refined beginning in Spring 2019; the focus on engagement and reflection was identified as the QEP focus in Spring 2020; and the specifics of the QEP program and proposal were developed through outreach and consultation with campus constituents, and institutional planning and assessment processes, from Spring 2020 to date.

The objectives of *Experience by Design* align with the new comprehensive strategic plan for USC, “A Pathway to Excellence,” established in Spring 2020 with the arrival of a new president and provost. Among the goals highlighted in that strategic plan are several that speak directly to the development of Experience by Design:

- “Assure student growth in critical thinking and analytical skills...;
- Create a student-centric experience by integrating academic learning and Student Affairs engagements;
- Increase engaged and experiential learning opportunities for developing innovative and transformative dispositions and habits;
- Improve the academic outcomes for students from under-represented, low-income, and other marginalized groups; and
- ...Increase U of SC student research and community service engagement...” (pp. 7-9)

Institutional data associated with strategic plan benchmarks, along with the QEP 5-year report and metrics associated with *USC Connect*, demonstrated that the achievement gaps in graduation and retention rates for sub-populations of students mapped consistently onto participation gaps in BTC activities in *USC Connect*. Specifically, male students, Pell-eligible students, under-represented minority students, and transfer students lagged behind female, non-Pell-eligible, racial/ethnic majority students, and continuing students in participation rates in engaged learning opportunities. In focus groups and feedback sessions, faculty and graduate students strongly advocated for inclusion in the QEP, to deepen the integrative learning of graduate and professional students and prepare them more fully for their career paths, so graduate students were incorporated into the QEP plan as well as the targeted undergraduate populations.

Finally, the 2019 NSSE pointed out both the positive gains in participation in High-Impact Practices among U of SC students through *USC Connect*, offset by lower levels of higher-order learning, student-faculty interactions, and quality of interactions compared to U of SC’s Southeastern Public comparator group (p. 17). These data informed the focus on engagement and reflection, with emphasis on outreach to specific student populations, as the focus of the QEP.

B. ***Broad-based Support.*** *The plan has the broad-based support of institutional constituencies.*

Planning for *Experience by Design* engaged a broad array of institutional constituencies who have a role to play in its implementation. The QEP Development Committee, chaired by the Faculty Executive Director of the Center for Integrative and Experiential Learning, includes key campus leaders, delegates from academic, student support, and programmatic offices, and faculty

nominated by the Faculty Senate. While listed as ex-officio to the committee, the Chair and CEO, John N. Gardner Institute for Excellence in Undergraduate Education; the Vice President for Student Affairs; and the Director of Institutional Effectiveness and Accreditation were prominent, active voices on the committee, signaling the importance of and support for the QEP from the highest levels of leadership.

Department chairs were integral in planning the QEP and demonstrating support for the engagement of faculty. Providing opportunities for students to engage in experiential learning, coupled with intentional reflection, within and outside of the classroom is regarded as adding value to the work of faculty, enhancing the curriculum and a part of teaching, not an add-on to teaching (“The new QEP topic direction would serve the institution well if aligned, and did not compete, with existing campus efforts to help ensure it received appropriate elevated attention. Such energies would help the initiative to not appear to be additive and therefore, likely avoid association with negative connotations due to perceived “extra work”, and instead be complimentary of existing efforts” p.25). The QEP includes incentive grants for faculty to develop and incorporate BTC experiences and reflection into courses, strengthening faculty support and demonstrating the importance of this initiative in changing campus culture to an academic journey underpinned by reflection.

Outreach efforts by the QEP Development Committee broadened the engagement in planning for the QEP through five subcommittees that touched on aspects of implementation (“engagements, marketing, pilot, professional development, technology and assessment” p. 11). A two-year-long outreach effort started with a retreat sponsored by the Provost’s Office, and continued through a series of workshops, presentations, and discussions including deans, the faculty senate, a faculty-staff forum on experiential learning, academic advisors, student government and other student groups, and student affairs leadership and departments. (p. 23) Town hall style meetings provided a forum in which stakeholders: students, faculty and staff, could review and discuss data from the current QEP and share suggested focus areas for the new QEP. These ‘road shows’ yielded many suggestions which were reviewed alongside the data from the USC Connect program to ultimately settle on the *Experience by Design* initiative.

The Palmetto College campuses staff and faculty were enthusiastic about engaging with *Experience by Design*, recognizing that their student populations generally aligned with the sub-groups identified for special focus of the QEP. Their small scale and nurturing environments have already equipped them with communication channels and relationships with students to facilitate outreach and encourage broad participation. Palmetto College students who participated in Graduation with Leadership Distinction, research clubs, study abroad, and other beyond-the-classroom experiences arising from *USC Connect* recognize the impact of those experiences, and the guidance and mentorship they received with them, on their overall program of study and career trajectory. They are familiar with the campus resources that help them engage; this campus culture will be an asset in the implementation of *Experience by Design*.

Students’ embrace and appreciation for the GLD program was a driving factor behind the development of *Experience by Design*. Students were surveyed to determine barriers to engagement in future high-impact practices and these data shaped the design of the next QEP. Students’ feedback noted that financial limitations, competing communications, administrative process issues, perceived value, and a lack of engagement for graduate students (p.24) were significant barriers to engagement. The *Experience by Design* program includes grants to support student engagement, an informational marketing plan and a focus on graduate students to alleviate these noted barriers.

- C. **Focus of the Plan.** *The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.*

The subcommittee on Technology and Assessment developed four Student Learning Outcomes (SLO's) of *Experience by Design* by building on the institution's previous QEP, *USC Connect*, in 2011, and drawing on the AAC&U's Foundations for Lifelong Learning Rubric and the DEAL (Describe, Examine, Articulate Learning) Critical Reflection model. The Student Learning Outcomes are:

- “SLO 1: Students will demonstrate informed decision-making through participation in engagements.
- SLO 2: Students will evaluate the fit between engagements and their own personal, academic, and professional goals.
- SLO 3: Students will describe connections between engagements and across learning environments, time, or contexts.
- SLO 4: Students will apply structured reflection principles revealing insights about educational pursuits and lifelong learning.” (p. 35)

While these student learning outcomes are broad enough to apply to various student levels, and at the Palmetto College branch campuses as well as in Columbia, the institution has plans to establish additional outcomes that are more developmentally appropriate across the spectrum, including at the graduate level. An accompanying rubric was developed and piloted within the past year.

Student success metrics derived from U of SC's strategic plan, “A Path to Excellence,” are embedded in the QEP and many programs currently exist to support “student success” broadly construed. First year retention, persistence to graduation, internships, capstones, and undergraduate research are part of the U of SC educational experience. Several units or programs (e.g., TRIO Programs, University Advising, On Your Time Initiatives, Beyond the Classroom Matters, Education Abroad, Graduation with Leadership Distinction, Opportunity Scholars Program, Leaders in Training, and the Office of Multicultural Student Affairs) are tasked with developing involvement opportunities designed specifically to engage target populations in experiential learning and reflection mapped to the defined SLO's. Interviews conducted with representatives from these units, current students, as well as others, during the On-Site Reaffirmation Committee visit support the connection between the units' outcomes and that of the QEP.

A focus on the success of underperforming groups is a powerful aspect of *Experience by Design*. The QEP documents significant graduation achievement gaps based on Pell-eligibility, gender, transfer, race by gender, and race by Pell-eligibility. Underperforming students will have additional formal paths to engaging with the QEP to foster their success.

There are informal and formal structures in place, including student self-reporting, to assure that holistic and long-term student learning is captured and assessed.

- D. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.*

Resources committed to *Experience by Design* comprise those already in existence – associated with the previous QEP – and new resources. Existing resources include personnel within CIEL, faculty fellows and faculty grants sponsored by CIEL, marketing resources, student grants, and technology (BTCM and Blackboard).

The budget in the *Experience by Design* proposal is \$1.5 million over the five-year implementation period. The previous QEP, *USC Connect*, had a budget of \$2.5 million, which helped to lay the foundations for *Experience by Design*; thus, as noted above, a number of offices, personnel, processes, and technology supports are already in place and ready to support *Experience by Design*. The budget includes funding for one additional full-time staff member at CIEL to focus on outreach and assessment; funding for professional development and training workshops for faculty and staff; grants to faculty, programmatic departments, and students; communications and outreach; and assessment software. Program and unit-specific development grants (\$30,000 annually) and faculty development grants (\$35-40,000 annually) comprise the professional development portion of the budget. Student grants comprise the largest portion of the budget every year of the QEP, at \$100,000 the first two years and \$102,000 in years three through five.

The On-Site Reaffirmation Committee learned in its interviews with QEP leaders that additional funding has been committed to *Experience by Design*, beyond what is reflected in the proposal. For instance, CIEL faculty fellows receive stipends, distinct from the program development support noted above. Faculty who participate in assessing SLO's during the summer months will also be compensated. A graduate assistant will be hired (at \$25,000 annually) to assist with logistical support and data collection from ELO activities. And student grants will benefit from an additional \$75,000 annually, above the \$100,000 noted in the proposal. This brings the total dedicated budget to more than \$2 million over the five-year period.

The broad array of existing and new resources allocated for *Experience by Design* is substantial and reflective of the continuation of a similar prior QEP. Breadth or adequacy of resources is not likely to present a challenge for the institution in initiating, executing, or completing the QEP. However, the ability to apply requisite leverage to coordinate the myriad resources and initiatives spread across the large institution could prove problematic for the relatively small CIEL.

The On-Site Reaffirmation Committee suggests that the institution consider formalizing arrangements and expectations – perhaps in the form of an *Experience by Design* Council led by CIEL and comprising key leaders throughout the institution – to create leverage that might not otherwise develop and prove vital to the successful execution of the QEP.

- E. **Assessment of the Plan.** *The institution has developed an appropriate plan to assess achievement.*



*Experience by Design* will be assessed at several levels:

- Institution-level:
  - NSSE administration will provide holistic, longitudinal student experience feedback
  - Institutional analysis of strategic plan goals and metrics will include retention and graduation rates of target populations and post-graduation career outcomes
- QEP Project-level:
  - Faculty/staff outcomes will be tracked through professional development participation rates, grants awarded, and increases in opportunities/engagements established by “providers” of experiential activities.
  - Student-level participation in engagements will be captured in the BTCM database and reviewed against baselines and goals for expanded participation.
- QEP Student Learning Outcome focus:
  - Technology support for sampling artifacts of student learning and facilitating their assessment
  - Sampling of student artifacts and evaluation with SLO rubric (adapted from AAC&U Foundations and Skills for Lifelong Learning and the DEAL reflection model)

Reflection will be assessed through qualitative, engagement-specific activities. Prompts will be developed for different activities. A rubric will be used by faculty and staff to assess the extent to which students achieved the outcome(s), through sampling of artifacts from various activities each semester. The foundational rubric is in place, and there are plans to refine it to reflect student population (e.g., first-year students or graduate students). Assessment of reflection is difficult, and this approach may not yield enough meaningful information to identify areas for improvement or about how well the target populations are performing.

Thus, while engagement can more easily be assessed through descriptive statistics, reflection – especially holistic reflection across multiple experiences and years – is harder to evaluate. The On-Site Reaffirmation Committee suggests that U of SC consider paring down the totality of assessment opportunities, perhaps staging assessment of different components throughout the five-year implementation period and gathering data strategically with an eye to sharing it with partners who can act on it.

CIEL staff and the QEP committee will review assessment data from all these instruments periodically and make program adjustments as needed based on feedback. There is also a senior-level advisory group that will offer guidance on adaptations to the initiative based on formative assessments; there will be a QEP annual report that will feed into the SACSCOC five-year report. (p. 63)

## Analysis and Comments for Strengthening the QEP

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The On-Site Reaffirmation Committee was very impressed with the scope, focus, and ambition of *Experience by Design*. It builds on a great foundation – clearly, the prior QEP was successful in establishing embedded practices and culture, with the CIEL office, the GLD, the BTCM database, and the MyUSC experiential transcript as just a few of the structures and systems now in place. Extensive research, institutional experience, national and institutional data, and benchmarking with peer institutions all demonstrate that engaged learning can be transformational to student experience and student success – hence, the *Experience by Design* QEP is poised for success.

The committee commends the U of SC’s choice to go “broader and deeper” – to ensure “equity of opportunity” – and to “reduce barriers” to enable all students to participate in experiential or engaged learning opportunities inside and beyond the classroom, and to have structured, facilitated opportunities for reflection to help them integrate their experiences, understand themselves and their goals, and begin their postgraduate endeavors with focus and momentum.

The QEP is well aligned with the strategic plan, and the committee appreciated the enthusiasm of students, program partners, and faculty and administrative leaders. Its focus on addressing gaps in engagement among particular groups of students is admirable, as traditionally underserved populations of students stand to benefit to an even greater degree from engaged learning opportunities, and also often require tailored outreach and support to enable their participation. The focus on underserved populations will be particularly high impact for the Palmetto College campuses, where their student population aligns especially well. This will be exciting for those campuses.

Beyond the QEP’s direct impact on student learning and success, the data that emerge from it will be a valuable resource: student-level record-keeping and program-specific participation data will allow for tracking patterns of participation and degrees of engagement through multiple types of activities. These data will inform practice in many areas of the university, in addition to the ways it will aid in assessing the impact of the QEP.

The committee also would like to note the emphasis on reflection in *Experience by Design*: reflection is hard, and a life-long learning effort – so the committee commends the U of SC for making it visible and purposeful in so many contexts across a student’s U of SC career. It is key to integrating experiences, knowing yourself, telling your story, and moving purposefully through the stages of your academic career and beyond. Helping students gain foundational skills in reflection will set them up well for life-long learning and success.

There are some advantages and disadvantages of building on the previous QEP, in *Experience by Design*:

The advantages are clear: U of SC has established a culture of engaged learning, infrastructure, vocabularies, technology platforms, and other systemic supports that provide a great foundation for the QEP. There are many established partnerships and collaborations at the ready, to contribute to the QEP from all corners of the university. The challenge in this regard will be coordinating and managing all of those partnerships – a good problem to have!

The disadvantages are somewhat subtler: “broader and deeper” may not be as galvanizing as something brand new – especially when the focus of this QEP is on engaging particular student populations. There is a tension in the objectives and learning outcomes between “all students” and “these particular groups of students” – especially as *Experience by Design* stages outreach and emphasis from one student population to another over the five-year implementation period. This will be a challenge for marketing and messaging as the QEP is rolled out more formally across multiple campuses: how to balance campus-wide excitement with “spotlight” focus on students with particular identities or experiences.

Finally, the On-Site Reaffirmation Committee noted a few items for consideration as U of SC moves toward implementation of *Experience by Design*:

\*It may be helpful to formalize partner commitments to the QEP in some way, to memorialize commitments and ensure sustainability and momentum as people and priorities evolve, and as distributed departments respond to divergent demands. This could mean documenting fractional FTE commitments of staff outside of the CIEL who will have QEP-related duties (for instance, in assessment, or marketing, or IT support). Or perhaps it would be useful to define program growth or participation metrics driven by partner units and communicate distributed goals for those departments. Or student participation funding: for many students, “bridge grants” through the QEP will only work if other sources of funding are combined to remove barriers to participation.

\*Full support of the faculty will be essential for the success of the QEP. Fellowships for course development and stipends for participating in assessment of student artifacts are helpful and appropriate, but it may be useful to consider how faculty engagement in *Experience by Design* could be incorporated into promotion and tenure standards, for instance. It will also be key to involve faculty in decision-making about standards for inclusion of courses and activities into the BTCM database and other records of QEP programmatic activity.

\*The students at the Palmetto College campuses have a lot to gain from full participation in the QEP; it might be helpful to establish a “QEP Champion” at each of the campuses, to serve as a communications and engagement liaison for system-wide efforts toward faculty development, grant awards, and the like.

\*The rubrics of student learning outcomes will be more useful when they are adapted to reflect different expectations of engagement and outcomes, for graduate students, first-year students, or other sub-populations or types of activities.

\*And regarding assessment: assessing reflection is nebulous at best. It may make sense to emphasize how assessment practices are embedded strategically throughout U of SC, rather than focusing on assessing reflection-based outcomes. Also, it will be important to flesh out plans to disaggregate assessment data and share with partner units to inform local practice as well as overall assessment of the QEP.

In sum, the On-Site Reaffirmation Committee is confident that *Experience by Design* will provide transformational experiences for U of SC students and will continue to deepen U of SC’s culture of engaged and integrative learning. We wish you all the best as you implement this ambitious plan and will be eager to follow your progress over the coming years.