

AGENCY NAME:	University of South Carolina - Columbia		
AGENCY CODE:	H270	SECTION:	20A



**Fiscal Year 2018-19
Agency Budget Plan**

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS (FORM B1)	For FY 2018-19, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting General Fund Appropriations.
	<input checked="" type="checkbox"/>	Requesting Federal/Other Authorization.
	<input type="checkbox"/>	Not requesting any changes.

NON-RECURRING REQUESTS (FORM B2)	For FY 2018-19, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting Non-Recurring Appropriations.
	<input type="checkbox"/>	Requesting Non-Recurring Federal/Other Authorization.
	<input checked="" type="checkbox"/>	Not requesting any changes.

CAPITAL REQUESTS (FORM C)	For FY 2018-19, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting funding for Capital Projects.
	<input type="checkbox"/>	Not requesting any changes.

PROVISOS (FORM D)	For FY 2018-19, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting a new proviso and/or substantive changes to existing provisos.
	<input checked="" type="checkbox"/>	Only requesting technical proviso changes (such as date references).
	<input type="checkbox"/>	Not requesting any proviso changes.

Please identify your agency's preferred contacts for this year's budget process.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Leslie Brunelli	(803) 777-1967	LGBRUNEL@Mailbox.sc.edu
SECONDARY CONTACT:	Harry Bell	(803)777-4033	HBELL@Mailbox.sc.edu

I have reviewed and approved the enclosed FY 2018-19 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	<u>Agency Director</u>	<u>Board or Commission Chair</u>
SIGN/DATE:		
TYPE/PRINT NAME:	Harris Pastides, President	John C. von Lehe, Jr., Chairman

This form must be signed by the agency head – not a delegate.

Fiscal Year 2018-19 Budget Request Executive Summary

Agency Code: H270
 Agency Name: University of South Carolina - Columbia
 Section: 20A

BUDGET REQUESTS			FUNDING					FTES				
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	Unfunded Mandates	5,475,000	0	0	0	5,475,000	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	Carolina Educates: Transforming STEM Education in SC	8,525,000	0	0	0	8,525,000	17.25	0.00	0.00	0.00	17.25
3	B1 - Recurring	School of Medicine-Translational Health Initiative	1,750,000	0	0	0	1,750,000	10.70	0.00	0.00	0.00	10.70
4	C - Capital	USC Columbia School of Medicine Relocation	50,000,000	0	0	0	50,000,000	0.00	0.00	0.00	0.00	0.00
5	C - Capital	War Memorial Renovation	4,400,000	0	0	0	4,400,000	0.00	0.00	0.00	0.00	0.00
6	B1 - Recurring	Other Funds Authorization	0	0	95,000,000	0	95,000,000	0.00	0.00	0.00	0.00	0.00
7							0					0.00
8							0					0.00
9							0					0.00
10							0					0.00
11							0					0.00
12							0					0.00
13							0					0.00
14							0					0.00
15							0					0.00
16							0					0.00
17							0					0.00
18							0					0.00
19							0					0.00
20							0					0.00
21							0					0.00
22							0					0.00
23							0					0.00
24							0					0.00
25							0					0.00
26							0					0.00
27							0					0.00
28							0					0.00
29							0					0.00
30							0					0.00
TOTAL BUDGET REQUESTS			70,150,000	0	95,000,000	0	165,150,000	27.95	0.00	0.00	0.00	27.95

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	1 – Form #13165 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
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TITLE	Eliminating Unfunded Mandates and Covering Required Cost Increases <i>Provide a brief, descriptive title for this request.</i>
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AMOUNT	General: \$5,475,000+ Federal: Other: Total: \$5,475,000+ <i>What is the net change in requested appropriations for FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
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NEW POSITIONS	None <i>Please provide the total number of new positions needed for this request.</i>
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FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:
	<input checked="" type="checkbox"/> Change in cost of providing current services to existing program audience
	<input type="checkbox"/> Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/> Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/> Non-mandated program change in service levels or areas
	<input type="checkbox"/> Proposed establishment of a new program or initiative
	<input type="checkbox"/> Loss of federal or other external financial support for existing program
	<input type="checkbox"/> Exhaustion of fund balances previously used to support program
	<input type="checkbox"/> IT Technology/Security related
	<input type="checkbox"/> Consulted DTO during development
<input type="checkbox"/> Related to a Non-Recurring request – If so, Priority # _____	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:
	<input checked="" type="checkbox"/> Education, Training, and Human Development
	<input type="checkbox"/> Healthy and Safe Families
	<input type="checkbox"/> Maintaining Safety, Integrity, and Security
	<input type="checkbox"/> Public Infrastructure and Economic Development
<input type="checkbox"/> Government and Citizens	

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ACCOUNTABILITY OF FUNDS	<p>This request supports multiple Goals, Strategies and Objectives contained in the annual Accountability Report, but primarily Goals 1 and 5 related to Education, Training and Human Development. This request supports objectives 1.2.1 and 2.1.1 dealing with student / faculty ratios. Goal 4 related to Government and Citizens is supported, specifically objectives 4.1.3 and 4.2.2 dealing with maintaining competitive faculty salaries and increasing academic support services for students respectively.</p> <p>The University assesses academic and administrative units annually, using Blueprints for Academic and Service Excellence as measures against stated goals. Regular evaluation versus peer institutions is permitted through data consortia such as the Consortium for Student Retention Data Exchange, the South Universities Group Salary Study, IPEDS and the Delaware Study. Data regarding student learning and other outcomes are gathered locally and compared to national norms. Excellence is measured through regular reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges, along with program- and discipline-specific accreditation reviews. Factors associated with The University's ability to attract, recruit, retain and educate students in today's competitive higher education market are also detailed in the University's annual Accountability Report.</p>
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What specific agency objective, as outlined in the agency's accountability report, does this funding request support? How would this request advance that objective? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>The University of South Carolina is requesting funds to be allocated across all academic and administrative units to offset mandated cost increases costs due to state budget actions on pension, health insurance and cost of living adjustments; as well as increased funding to cover required inflationary costs.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

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JUSTIFICATION OF REQUEST

Since 2008, higher education in South Carolina has suffered from the fourth largest funding cuts in the country. Only three states (Arizona, Illinois and Louisiana) have decreased their support for higher education more. USC's Columbia campus saw nearly 50% of its state funding cut from 2008 to 2012. Since then, funding has increased slightly but is still 30% below the 2008 level—not adjusted for inflation. For a decade, our state has shifted the responsibility of paying for public higher education away from the state to students and their parents. Based on the last Mission Resource Requirements estimate conducted by the Commission on Higher Education for FY15, USC Columbia is receiving approximately \$180 million less in state funding than it should be to carry out its core mission for the state.

Furthermore, these small funding increases each year have not kept pace with unfunded mandates created through state policy or the escalating costs of doing business—utility costs and inflation. In fact, over the past several years, USC has come out of the state budget process with a net loss in funding. Small increases have been offset by unfunded mandates, including the pension fix, health insurance costs and cost of living adjustments. That doesn't even begin to account for inflationary costs of maintaining operations, new programming or a push toward academic and research excellence. These mandated and required cost increases drive tuition increases as well as the need to bring in new revenue through non-resident tuition.

Therefore, USC Columbia is requesting funding to AT LEAST cover unfunded mandates and required cost increases:

Estimated 1% retirement for USC Columbia with SOM - \$2,800,000
 Estimated health insurance for USC Columbia with SOM - \$575,000 (using FY2018 increase)
 Estimated required cost increases for basic operations including utilities and inflation of goods and services - \$2,100,000
 Full coverage for all A-Fund employees of any Cost of Living Adjustment (COLA) – TBD

Total: \$5,475,000+ (not including COLA)

This represents the minimally responsible investment from the state into the ongoing educational operations at USC Columbia. It does not meet the state's full obligation.

South Carolina needs a comprehensive legislative package to restore state investment and create a sustainable funding model for higher education. Such a package consists of five parts:

- Resume state investments in assets and infrastructure through capital bond bills for higher education.
- Enact enterprise act legislation that allows universities to establish auxiliary authorities and removes burdensome and duplicative bureaucratic red tape.
- Establish baseline funding based on in-state enrollment for the regional, comprehensive and research campuses.

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	<ul style="list-style-type: none"> • Develop a new funding model that rewards institutions for high student retention and graduation rates, particularly in high-demand careers fields that meet the needs of our state. • Create a state funded need-based aid program that increases opportunity for students from low-income families. <p>Higher education is the key to our state’s future economic and overall prosperity. Our state needs 70,000 additional baccalaureate degree holders above current graduation rates to meet the needs of business and industry by 2030. As the state’s largest education provider, USC is meeting those needs for highly educated, in-demand and employable graduates in high need areas. With appropriate investment from the state, South Carolina can have the most cost-efficient and cost-effective higher education sector in the country.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	2 – Form #13166 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
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TITLE	Carolina Educates: Transforming STEM Education in SC <i>Provide a brief, descriptive title for this request.</i>
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AMOUNT	General: \$8,525,000 Federal: Other: Total: \$8,525,000 <i>What is the net change in requested appropriations for FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
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NEW POSITIONS	17.25 FTEs <i>Please provide the total number of new positions needed for this request.</i>
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FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
	<input type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input checked="" type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
	Related to a Non-Recurring request – If so, Priority # _____	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	<input checked="" type="checkbox"/>	Education, Training, and Human Development
	<input type="checkbox"/>	Healthy and Safe Families
	<input type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
	<input type="checkbox"/>	Government and Citizens

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ACCOUNTABILITY OF FUNDS	<p>This funding request support a teaching and learning focus on improving quality of academic programs and enhancing the student experience in and beyond the classroom. In addition, faculty will be working with undergraduate and graduate students which further supports our objectives in item 2.3 which is to prepare professional students for impactful careers. This request relates to Goal #2 dealing with Public Infrastructure and Economic Development, specifically strategy 2.3 already referenced. Also associated with Goal 5 dealing with Education, Training and Human Development. The University of South Carolina is in a unique position to significantly and strategically impact the future economy of South Carolina.</p> <p>Excellence is measured through regular reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges, along with program- and discipline-specific accreditation reviews. Factors associated with The University’s ability to attract, recruit, retain and educate students in today’s competitive higher education market are also detailed in the University’s annual Accountability Report.</p>
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What specific agency objective, as outlined in the agency’s accountability report, does this funding request support? How would this request advance that objective? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>Use of these funds benefits the University of South Carolina - Columbia student body and the faculty/administrative staff who serve them. Funds would not be allocated outside of the University, but would be used internally.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

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JUSTIFICATION OF REQUEST

Carolina Educates: Transforming STEM Education in SC (“*Carolina Educates*”) addresses the state’s need for more teachers, better teacher retention, and improved teaching effectiveness, especially in the science, technology, engineering, and math (STEM) areas. National rankings indicate that S.C. high-school student college readiness, especially in the STEM areas, needs attention and improvement. The University of South Carolina is ideally positioned to launch a critically needed program that supports substantive educational change. The University graduates more teachers than any other institution in S.C. and has statewide reach through the Palmetto College, system campuses, and other partnerships from the coast to the mountains. USC has outstanding expertise to lead the way as shown by its designation both as a Carnegie Top Research and a Community-Engaged institution.

The University of South Carolina proposes to provide action for:

- encouraging students to go into teaching;
- identifying and supporting alternative pathways for adults to become teachers;
- incorporating residency-models in teacher preparation;
- improving STEM teaching effectiveness through inquiry-based learning;
- strengthening teacher retention (a key cause locally and nationally of teacher shortage) with innovative induction programs for new teachers;
- establishing a consortium to build partnerships and collaborations across the state to achieve these goals, and to monitor progress and evaluate the effectiveness of these initiatives.

This proposal builds on new and existing partnerships and collaborations across the state with middle- and high schools, Institutions of Higher Education (IHE), the State Department of Education, and other organizations. Collective action and a comprehensive plan are necessary to move South Carolina ahead.

Teacher Recruitment: \$750,000

Recruitment efforts begin with a program for middle- and high-school students who are best positioned to take steps toward becoming teachers. Focus will be on STEM recruitment. *Carolina Educates* will support a pathway for potential future teachers across all of middle- and high-school, from 7th grade through high school graduation. *Carolina*

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Educates will work with the Center for Education Recruitment, Retention, and Advancement (CERRA) to expand the recruitment continuum. We will partner with middle schools to develop ProTeam programs for 7th and 8th graders with the goal of having them become Teacher Cadets in 11th or 12 grade. The cost to support this program would include but not be limited to providing facilitators in the regions that will coordinate with the advisors in the middle schools, develop educational conferences with the students, as well as other advertising and program literature. This would equate to approximately \$175,000. Support during grades 9 and 10 through the Carolina Junior Fellows Program will keep young high school students engaged and focused on becoming teachers during these early high school years until they can join the Teacher Cadet program. This program would include but not be limited to providing mentorships for the Fellows, site visits to the high schools and curriculum development. This would equate to approximately \$125,000. As Teacher Cadets in the last two years of high school the students will receive strong support to go to college and become teachers, especially in STEM fields. This program would include a University coordinator, faculty mentors for the students, visits to the campus in an effort to familiarize the students with the college curriculum, as well as other programmatic expenses. This would equate to approximately \$275,000.

Carolina Educates will also invest in specific programming to support underrepresented minorities who may want to be STEM teachers. The program will conduct pilot teacher recruitment programs in one high need, rural district in SC, modeled after the Pathways to Teaching Program (P2T) started at the University of Colorado-Denver. We would coordinate all day conferences regarding subjects such as community outreach and equity as well as discussions of teaching as a potential career with subject matter experts from across the state. The conferences would include transportation to and from campus as well as meals while attending the programs. These recurring expenses would equate to approximately \$175,000.

The P2T program is informed by the literature on high school teacher pipeline programs and specifically addresses the challenges that exist in STEM teaching for students of color. The SC program will be offered to 11th and 12th grade students and will hone in on why students of color are attracted to teaching, namely as a way to positively impact communities. Students will consider teaching as a career, hear about the importance of their own academic success, receive academic support and mentoring about college, and learn to navigate the college and scholarship search and application process. Following the initial pilot program *Carolina Educates* will provide replication support to other districts across the state.

Alternative Pathways for Teacher Recruitment: \$700,000

Given the need for more teachers, especially in the STEM fields, creating alternative pathways to becoming teachers is critical. *Carolina Educates* will work collaboratively with IHEs and others to create alternative pathways for certification. We would develop 3 alternative pathways for certification.

The first pathway would allow college students in a technical field (for example, engineering) to add certification through traditional matriculation routes. A Biomedical Engineering student in college could add a Biological Sciences certification since curricular requirements dovetail well enough to make this feasible in a 4-year degree program. This model can be scaled and applied to other STEM majors and programs. The recurring expenses would include faculty time, curriculum development, as well as other programmatic expenditures which equate to approximately \$300,000.

A second alternative pathway to certification for secondary mathematics and science teachers uses USC's well-established Palmetto College. This will be an on-line degree completion program with 2- and 4-year campuses throughout the state. The recurring expenses would include but not be limited to salaries for faculty as well as development and quality review modifications of online curriculum. These expenditures would equate to approximately \$200,000.

A third alternative pathway to certification focuses on the recruitment of STEM professionals who may be mid-career changers or retirees from the engineering, science or mathematics professions. This pathway would consist of recruiting professionals currently in the field as well as reimbursement for travel for interviews to ensure the candidates are a good fit for the program. The recurring programmatic expenses would equate to approximately \$200,000.

For each of these 3 tracks we would build pathways that capitalize on STEM competencies. We would also pilot a year-long paid residency (discussed below) so that these teacher-candidates would be able to gain teaching experience, receive mentoring, and apply their knowledge to the benefit of students in the classroom. Mathematics, science, and engineering, teachers in alternative pathways often bring work force and other practical experience to the classroom. These experiences position them especially well to prepare S.C. high school students for entering 2-year and 4-year post-secondary institutions in technical, manufacturing and other related fields.

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Residency Programs: \$4,325,000

Residency models are proven mechanisms for developing and supporting the success of those who seek alternative pathways to teaching. Our residency model will (a) address the pipeline shortage of certified STEM teachers; and (b) develop innovative STEM preparation programs which target hard to staff regions of the state (i.e., rural and inner city urban areas). Our residency model also provides incentives for these non-traditional candidates to consider becoming teachers.

Carolina Educates will work with USC’s College of Education and the Department of Instruction and Teacher Education to identify, alongside school partners, some certification programs which specifically address the teacher shortage in hard to staff regions of the state: (1) urban, inner-city; and (2) rural areas. We will increase the STEM pipeline by focusing on a one-year teacher residency model in which candidates are placed in either a rural or urban setting while being paid a stipend to offset the cost of this commitment. Partner Schools will have space and funding to create an environment that supports the residency. Coaching teachers and university supervisors will engage in intense preparation to effectively serve in their support roles. In the following sections, we describe the structure of the degree programs targeted for participation (namely Early Childhood-Urban Cohort, Elementary Education-Palmetto College Cohort, and Secondary Education-MAT,MT Cohort).

Early Childhood Education – Urban Cohort

The Early Childhood Education certification program is a Bachelor of Arts undergraduate program leading to certification in pre-K – 3 classrooms in South Carolina. In all, the Early Childhood certification program prepared 82 candidates during the 2015 – 2016 academic year. Within the program resides a cohort focused on urban school environments. This program leverages four urban, inner-city school partnership sites within Richland County School District One. A USC faculty member works intensively with each of the four school sites to prepare teacher candidates to teach children from high-poverty, historically marginalized communities.

Candidates are admitted to the professional program once they successfully complete the following:

- All three sections (reading, writing, and mathematics) of the Praxis Core Academic Skills for Educators, or are exempt through SAT/ACT scores
- Achieve a passing score on the EEDA (Education & Economic Development Act) assessment
- Achieve required Overall GPA of 2.75 or higher.
- Achieve a GPA of 3.0 in Education courses and field experiences

Once admitted, the candidates complete courses in curriculum

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development, culturally relevant pedagogy, content area methods, and other related coursework. Furthermore, candidates engage in an early supervised clinical experience during the junior year. In order to leverage the residency model, the program will redesign the senior year courses to support a year-long placement in an urban setting. This may include evening, weekend, integrated, and/or online coursework. With the anticipated interest in the revised program, the proposed project will allow the program faculty to develop an admissions screening for entry into the Urban Cohort, allowing the faculty to be highly selective and grow the program over time.

Elementary Education – Palmetto College Cohort

The Elementary Education certification program is a Bachelor of Arts undergraduate degree program leading to certification in grades 2 to 6 classrooms in South Carolina. In all, the Elementary certification program prepared 85 candidates during the 2015 – 2016 academic year. The Palmetto College cohort is an online degree completion program, which draws from areas across South Carolina, particularly rural regions of the state. Many individuals are place-bound career changers or completers of local two-year colleges with an inability to travel to a four-year institution. The Palmetto College program integrates field experiences into each of the six semesters students are enrolled in the program.

Coursework involves 7.5-week modules that leverage the co-requisite field experiences. The program includes coursework in curriculum design, culturally-relevant and place-based pedagogy, content-area methods, and teacher inquiry. A major obstacle for candidates completing the degree is the requirement for intensive clinical experiences during the final year. The residency model provides the means to include a stipend for these candidates, and also provides increased classroom time to gain classroom-level competencies and skills that are difficult to accomplish in online environments.

Secondary Education – MAT/MT

The Secondary Education Program is a Master’s degree program leading to initial certification. Currently the program is taught in a face to face format and all on campus. Using the Palmetto College model, the faculty would develop the courses for online delivery starting first with the highest need areas of math and science. This will allow candidates from across the state to participate. A major obstacle for candidates completing the degree is the requirement for intensive clinical experiences during the final year. The residency model provides the means to include a stipend for these candidates, and also provides increased classroom time to gain classroom-level competencies and skills that are difficult to accomplish in online environments.

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We propose focusing on rural high poverty areas in the state. We will recruit 25 teachers per year with residency support and 25 teachers for palmetto/rural only rural with agreements in place. This would require an additional 9 joint faculty to partner on content development in the STEM areas such as math, chemistry, physics, biology, engineering and education as well as 9 coaching faculty. In addition, 5 clinical faculty would be needed to supervise 12-15 schools.

Improving Teaching Effectiveness: Inquiry-Based Models: \$500,000

Building content knowledge continues to present a challenge both in recruitment and retention of teachers, especially in STEM. Students in middle- and high-school sometimes are not well-prepared in foundational content knowledge, especially in science or mathematics. *Carolina Educates* addresses the need for enhanced content knowledge development by supporting inquiry-based learning in middle- and high-school. This serves South Carolina students needing stronger STEM skills and also strengthens the pipeline for STEM teacher recruitment and retention.

Best practice in mathematics and science learning – and in all fields of learning – advocates for inquiry-based learning. Inquiry-based learning engages students in hands-on exercises and projects to articulate, analyze, and use what they are learning so that in subsequent situations they can apply their knowledge, skill or ability to solve new problems. Evidence indicates that adding extra curricula or additional programs does not provide the depth of knowledge, skills and dispositions necessary to carry forward as citizens of the world. Inquiry-based learning has been shown to be far more effective. Schools that have been successful in providing educational experiences that prepare students for future roles as active, contributing citizens do so by engaging all students in *all* content or subject areas in inquiry based learning that includes a substantial application of the new knowledge to the students’ lives and experiences. This is true whether the students are in science, math, art, social studies, English, music or any other subject/content area course in the school.

The Next Generation Science Standards outline the importance of inquiry-based and applications-oriented learning. Engineering, for example, allows students to use math and science concepts in a multitude of cross disciplinary applications. In fact, engineering is an ideal discipline in which students can imagine, design, build, and use their creations in each and every discipline or area they study in school. The focus is on data collection, utilization of data, discovery of concepts and the application of the new knowledge through engineering.

Carolina Educates will partner with high schools and others to use technology in schools so that all participating students can have access to

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inquiry-based STEM learning courses. Preliminary discussions with the Governor’s School of Science and Mathematics (GSSM) program indicate that the Accelerate program may offer excellent partnership opportunities to take technology to many more high school students across the state. This will allow statewide reach to rural and high poverty areas not well-served in STEM education at present. Through our partnership we will bring to each school the technology needed to connect to GSSM and to teachers and on-demand engineering coaches within each school. We will pilot and then create model programs that can be replicated statewide. We anticipate creating joint positions (in Engineering and Education) that will assist teachers and schools in developing and implementing these inquiry-based courses. In some schools there will be resident coaches on staff and in others the coaching will be provided from the consortium through tele-presence. As the expertise of the STEM teachers is honed, they themselves will become peer coaches, scaling up the resources.

Preliminary discussions with the State Department of Education provide cautious optimism for creating an add-on credential for science, mathematics or other teachers who desire to focus on engineering education within public schools. We also will look at creating a STEM Junior Fellow program focusing on middle school aged students encouraging them through a robust program to become mathematics or science teachers, engineers, or to pursue 2-year technical degrees in the areas of technology, manufacturing, health care.

Carolina Educates will offer inquiry-based teacher education program designs that lead to growing a robust STEM teacher workforce. Key areas of need in South Carolina are specifically targeted by our engagement in this funding cycle: inner-city, urban early childhood classrooms, rural elementary classrooms and both urban and rural secondary classrooms. It is our intention and that of our partners to provide a model for STEM teacher preparation in these areas that can be replicated across the state and in other certification areas at the USC.

Teacher Retention: \$1,500,000

In order to stem the flow of teachers leaving the profession, *Carolina Educates* provides a 3-year induction program, Carolina TIP (Teacher Induction Program). The model of support rests in the belief that teacher preparation programs and school districts have a shared responsibility in not only the development of preservice teachers, but also in the continued support of teachers through their first three years in the classroom.

The need to address teacher retention is essential. Of those that leave a classroom in South Carolina (6,500 in 2016), 38% were within their first five years of teaching. This turn over and loss is not only critical in terms of learning and sustaining a positive climate in schools, but costs the

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state and tax payers millions of dollars annually to hire and provide professional development for new teachers. In addition, the turnover has an impact especially in STEM areas on workforce development in the state.

South Carolina school districts and USC share a common goal of developing a college and career ready workforce. We need to work together on development of practitioners able to facilitate P-12 student learning, programmatic assessment, and implementation of effective induction experiences. This collaborative model serves as the collective impetus behind the Carolina Teacher Induction Program (Carolina TIP). Carolina TIP is designed to build a bridge between the university and the classroom; providing support in clinical application of pedagogical theory to the novice teacher in partnership with districts/schools with the purpose of positively impacting student learning, teacher efficacy and retention. USC faculty and Carolina TIP staff, with expertise in instructional support and STEM especially, will partner with a teacher's district/school to provide an additional layer of induction support for the first three years of the teacher's career.

Carolina TIP makes a three-year commitment to new teachers to assist them in transitioning from a student-novice teacher to a professional to positively impact student learning and close achievement gaps. We will partner with districts and schools to provide induction support for each new novice teacher graduated from USC (approximately 300 per year). Our model will be part of our consortium and scaled and replicated throughout the state. We would provide, through our consortium, sub awards to implement our Carolina TIP model. We anticipate that one clinical Carolina TIP coach can support 20 novice teachers. With a total of approximately 2000 new teachers graduating each year we would require at a minimum 100 coaches statewide which would receive a stipend.

Consortium to Collaborate, Monitor, and Evaluate the Program:
\$750,000

To accomplish our goals, collective action is needed. We will form a consortium to address the broad issues of teacher recruitment, retention, and educational effectiveness especially in STEM. We will seek partners in two-year and four-year institutions, community and technical colleges and across various disciplines, including mathematics, science, engineering and computing, public health, medicine, social work, psychology, journalism and others.

The consortium will sponsor a statewide public service campaign to elevate the discussion of the need for teachers, especially in the STEM areas. It will publicize opportunities for employment, career satisfaction, professional development, and career-long advancement for teachers, especially in STEM. The campaign will highlight the economic benefit to

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the state of teacher recruitment, development, retention, and advancement. The statewide marketing campaign will alert the state to the education transformation opportunity with *Carolina Educates*.

The intent of the consortium is to bring a range of assets from across the state to bear on the needs of education and in particular recruitment and retention of teachers in high poverty and diverse areas of the state. Through this work, we will develop models within communities that focus on the transformation of education and communities in support of children’s learning and teachers. The focus of this consortium will be on data-driven and community-centric action.

In order for South Carolina’s labor force to remain competitive nationally, STEM education must become the top educational priority for the state. We must do a better job of teaching our K-12 students science, technology, engineering and math. By increasing the number of teachers proficient in the STEM fields, improving their effectiveness in the classroom, and retaining them, we can accomplish that goal. Investing in STEM education will make a difference especially to underrepresented students in the rural or inner city areas seeking competitive employment opportunities. National data show that STEM occupations are growing on average at 17% while other occupations are growing by about 10%. Job data also indicate that students graduating with a STEM degree out-earn non-STEM degree holders, even if they do not have a job in a STEM field. South Carolina needs effective and innovative STEM educators in grades K-12 in order to secure a pipeline of highly skilled students that want to pursue degrees and careers in the STEM areas. For many years policymakers have discussed these issues and looked into best practices in teacher recruitment and retention as well as STEM learning methods. Now is the time for action. Through this innovative program, *Carolina Educates*, the University of South Carolina, in collaboration with many valued partners statewide, can and will create a generation of citizens equipped in the STEM fields to think critically, innovate and problem-solve, improve the quality of life in our communities, and grow the State’s overall economy.

Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	3 – Form #13167 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
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TITLE	School of Medicine – Translational Health Initiative. This Translational Health Initiative consists of the Center for Translational Health (“CTH”) and the Cardiovascular Translational Research Center (“CTRC”) <i>Provide a brief, descriptive title for this request.</i>
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AMOUNT	General: \$1,750,000 Federal: Other: Total: \$1,750,000 <i>What is the net change in requested appropriations for FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
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NEW POSITIONS	10.70 FTEs <i>Please provide the total number of new positions needed for this request.</i>
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FACTORS ASSOCIATED WITH THE REQUEST	Mark “X” for all that apply:	
	<input checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input checked="" type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
<input type="checkbox"/>	Consulted DTO during development	
<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority # _____	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark “X” for primary applicable Statewide Enterprise Strategic Objective:	
	<input checked="" type="checkbox"/>	Education, Training, and Human Development
	<input type="checkbox"/>	Healthy and Safe Families
	<input type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
<input type="checkbox"/>	Government and Citizens	

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ACCOUNTABILITY OF FUNDS	<p>Alignment with USC/USCSOM Mission Priorities: The 2017 Strategic Plan for the USC School of Medicine - Columbia entailed a priority for translational and transformative research in thematic areas of disease and cardiovascular disease is a top thematic area. In addition, a high priority for interdisciplinary and collaborative medical research was identified in this plan. The 2017 Strategic Plan for USC is to increase research and research funding in areas which serve and enhance the quality of life for all SC citizens. Research focused upon improvements in cardiovascular disease management and care, which are interdisciplinary and inter-professional in scope also address this plan. These funds will be monitored and managed by the standard funding mechanisms and procurement of USC and the USC School of Medicine - Columbia. This request supports strategy 4.3 and subsequent objectives related to improving healthcare in rural South Carolina.</p> <p>Excellence is measured through regular reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges, along with program- and discipline-specific accreditation reviews. Factors associated with The University's ability to attract, recruit, retain and educate students in today's competitive higher education market are also detailed in the University's annual Accountability Report</p>
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What specific agency objective, as outlined in the agency's accountability report, does this funding request support? How would this request advance that objective? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>The recipient and use of these funds benefits the USC School of Medicine - Columbia</p> <p>The student body, the faculty/administrative staff who serve them, and the greater translational community will benefit from these funds through advancing research, project coordination, and fostering the translation of research into advanced in-patient healthcare. Faculty would be educated, guided and trained on moving basic science and other research into/or translating in direct care for patients via coordination and leaderships of the CTH and the CCTRC. Funds would not be allocated outside of the University, but would be used internally.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

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JUSTIFICATION OF REQUEST

USC School of Medicine - Translational Health Initiative
 The USCSOM will provide other funds, as needed, from operations and philanthropy and when coupled with requested funds that will move this initiative forward.

Center for Translational Health
1 Faculty (Compensation & Benefits) = \$325,000
4.2 Total Non-Faculty Team – RN, CRC, Coordinators and Biomedical Statistician for Research and Support (Compensation plus Benefits) = \$357,500
Total for the CTH = \$682,500

Mission: To educate, train, manage and advance and engage in research and discovery which provides for transformative and translational relevance to healthcare delivery for the USC School of Medicine – Columbia.
Scope: To develop faculty and staff with training and education through a collaborative and interdisciplinary center with relevant USC (i.e. Engineering, Pharmacy, Arts and Sciences, and clinical programs) that address issues of detection, prevention and treatment of health and disease processes impacting our SC communities.
Structure: The CTH will be led by a senior level, partially federally or sponsor funded investigator with a track record of clinical research/collaboration. It is envisioned that this CTH leadership position will be supported by others with a wide variety of complementary skills including coordinators, biostatisticians, and project and research managers.

CTH (Method of Calculation):

- Director of CTH.** This will be a partially funded translational scientist with demonstrated interdisciplinary leadership skills. This position will work directly with and under the leadership of the Associate Dean for Research and Graduate Education. This will be a full professor position.
- Support Members.** There would be other supporting team members consisting of the best combination of RN, Clinical research Coordinators (“CRCs”) and other Staff.

Cardiovascular Translational Research Center
2.5 Faculty (Compensation & Benefits) = \$812,500
3 Coordinators and or RNs/CRCs for Research and Support (Compensation plus Benefits) = \$255,000
TOTAL for the CTRC = \$1,067,500

Mission: To engage in research and discovery which provides for transformative and translational relevance to cardiovascular disease; particularly interventional strategies.
Scope: To develop a collaborative and interdisciplinary center with relevant USC (i.e. Engineering, Pharmacy, Arts and Sciences, and clinical programs) that address issues of detection, prevention and treatment of cardiovascular disease processes a leading cause of death and disability in our SC communities.
Structure: The CTRC will be led by a senior level, federally funded investigator with a track record of clinical research/collaboration and performing integrative

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cardiovascular research. It is envisioned that this CTRC leadership position will be supported by at a minimum, of 3 faculty, with one position being a clinician qualifying for a mid-senior level faculty appointment, and the others at the junior-mid level range with complementary skills with either demonstrated or high potential of independent funding.

CTRC (Method of Calculation):

1. Director of CTRC. This will be a funded translational scientist with demonstrated interdisciplinary leadership skills. This position will serve not only as director for the CTRC, but also as Chair for the Department of Cell Biology and Anatomy ("CBA"). This department has a long track record of basic research in cardiovascular disease and building a translational research component would be compatible with the School of Medicine strategic plan. This will be a full professor position with the funding and FTE generated as a function of being chair of CBA.
2. Associate/Full Professor of Surgery and CBA. This position will be a surgeon-scientist/physician-scientist with documented funding and experience in translational-early clinical research. It is expected that this position will be approximately 50% clinical activity and 50% dedicated research. This position will serve as the clinical integration to the CTRC. This FTE can be constructed from several sources potentially including a 5/8 VA appointment.
3. Assistant Professor of CBA/Biomedical Engineering. This will be a joint recruitment, but the primary faculty appointment will be in CBA within the SOM. This faculty position will serve to "bridge" between biomedical engineering, industry and CV surgeons.
4. Assistant Professor of Surgery/CBA. This position would be complementary to the strengths and thematic focus of the CTRC and may be a delayed recruitment. This position could potentially be a more junior surgeon with research interests or a basic science faculty with complementary skills such as vascular biology, etc.
5. Support Members. There would be other supporting team members consisting of the best combination of RN, Clinical research Coordinators ("CRCs") and other Staff.

Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	6 – Form #13170 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
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TITLE	Other Funds Authorization <i>Provide a brief, descriptive title for this request.</i>
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AMOUNT	General: \$0 Federal: \$0 Other: \$95,000,000 Total: \$95,000,000 <i>What is the net change in requested appropriations for FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
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NEW POSITIONS	0.00 FTEs <i>Please provide the total number of new positions needed for this request.</i>
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FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:
	<input checked="" type="checkbox"/> Change in cost of providing current services to existing program audience
	<input checked="" type="checkbox"/> Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/> Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/> Non-mandated program change in service levels or areas
	<input type="checkbox"/> Proposed establishment of a new program or initiative
	<input type="checkbox"/> Loss of federal or other external financial support for existing program
	<input type="checkbox"/> Exhaustion of fund balances previously used to support program
	<input type="checkbox"/> IT Technology/Security related
	<input type="checkbox"/> Consulted DTO during development
<input type="checkbox"/> Related to a Non-Recurring request – If so, Priority # _____	

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:
	<input checked="" type="checkbox"/> Education, Training, and Human Development
	<input type="checkbox"/> Healthy and Safe Families
	<input type="checkbox"/> Maintaining Safety, Integrity, and Security
	<input type="checkbox"/> Public Infrastructure and Economic Development
<input type="checkbox"/> Government and Citizens	

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ACCOUNTABILITY OF FUNDS	<p>This request is primarily associated with Goal # 1 dealing with Education, Training and Human Development. Specific objectives include 1.1.1 - Offer an expanded schedule of general education courses, 1.1.3 - Increase freshman to sophomore retention rates and 1.1.5 Reduce student debt by maintaining levels of student financial aid and scholarships. Tuition, research and Auxiliary revenue growth contribute to the achievement of these objectives. Receipt of Other Funds has a direct impact on the institution's ability to recruit, attract, retain and educate students in today's competitive higher education market.</p>
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What specific agency objective, as outlined in the agency's accountability report, does this funding request support? How would this request advance that objective? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS	<p>Use of these funds benefits the University of South Carolina - Columbia student body and the faculty/administrative staff who serve them. Funds would not be allocated outside of the University, but would be used internally.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>Undergraduate enrollment on the Columbia campus is increasing at an annual rate of approximately 2.7%. Preliminary figures for Fall 2017 indicate undergraduate enrollment could be up over 3.2%, with the largest freshman class in the University's history. Over the last several years in-state undergraduate tuition rates have been increasing at a modest 3.2% annually. Filled FTE positions have increased by over 300 the last five years in response to enrollment growth and the corresponding demand for instructional and related services. Fringe benefits expenditures (other funds) for FY17 increased by \$7.4 million (6.8%) over FY16 levels. Retirement and health insurance rates are scheduled or anticipated to continue increasing into the foreseeable future. Utility, insurance, legal and general operating expenses are all anticipated to increase for FY19. In addition, during FY16 it was determined that the majority of State Grants/Contracts, which had for many years been classified as Federal Grants, were actually Fee-For-Service Contracts. This reclassification of expenditures from Federal to Other is also a driver in the need for additional Other funds authorization.</p> <p>Auxiliary expenditures are being driven by housing capacity and rising demand for student health services. Student Health Services opened its new building (60,000 square feet) that will expand services. The number of students seeking mental health support continues to grow. In one year, students who participated in a counseling appointment grew by 9.4%, while the number of students seeing a psychiatrist grew by over 30%. Athletics is being impacted by increasing football guarantees for non-conference games (up \$2 million for FY17), SEC network expansion and post-season play for athletic teams.</p> <p>Total FY17 other funds expenditures were \$762.9 million or 16% greater than the previous fiscal year. Based on the above factors, FY19 expenditures could approach \$850 million which is \$95,000,000 greater than current Other Funds</p>
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	<p>authorization level (excluding the Schools of Medicine) of \$755 million. This projection for FY19 represents a 5.5% annual rate of increase and is in keeping with recent trends.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM C – CAPITAL REQUEST

AGENCY PRIORITY	4 – Form #13168 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
TITLE	USC Columbia School of Medicine Relocation <i>Provide a brief, descriptive title for this request.</i>
AMOUNT	\$50,000,000 <i>How much is requested for this project in FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
CPIP PRIORITY	CPIP Plan year 2020 - #1 of 6 that year. Second year in CPIP. <i>Identify the project’s CPIP plan year and priority number, along with the first year in which the project was included in the agency’s CPIP. If not included in the agency’s CPIP, please provide an explanation. If the project involves a request for appropriated state funding, briefly describe the agency’s contingency plan in the event that state funding is not made available in the amount requested.</i>
OTHER APPROVALS	Approvals from the University Institutional Board, CHE, JBRC and SFAA must be secured. <i>What approvals have already been obtained? Are there additional approvals that must be secured in order for the project to succeed? (Institutional board, JBRC, SFAA, etc.)</i>
LONG-TERM PLANNING AND SUSTAINABILITY	State CIB proceeds of \$50,000,000 would be match with \$54,000,000 in gifts, institutional and other funds. Phase I totals \$104,000,000. <i>What other funds have already been invested in this project (source/type, amount, timeframe)? Will other capital and/or operating funds for this project be requested in the future? If so, how much, and in which fiscal years? Has a source for those funds been identified/secured? What is the agency’s expectation with regard to additional annual costs or savings associated with this capital improvement? What source of funds will be impacted by those costs or savings? What is the expected useful life of the capital improvement?</i>

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SUMMARY

The University of South Carolina is one of the Southeast's most comprehensive health sciences teaching and research institutions with innovative, nationally recognized programs in social work, public health, pharmacy and nursing, anchored by the School of Medicine. The School of Medicine in Columbia is a national leader among U.S. medical schools in the percentage of graduates who practice primary care and is committed to meeting the health care needs of our state and improving the delivery of health care to all South Carolinians. The School of Medicine in Columbia pioneered the use of bedside ultrasound technology and is on the forefront of telemedicine. Since its founding, the USC School of Medicine in Columbia has graduated more than 3,000 physicians and is primed to meet the growing demand for primary care medical providers in our State.

The USC School of Medicine in Columbia is located in 341,000+- sq. ft. of space at the Dorn VA Center. Under a lease arrangement with the US Department of Veterans Affairs, the space is secured until 2030 at the lease rate of \$1 per year. The space is in current need of significant capital investment to make it suitable through the existing lease term. If such an investment was to be made with the expectation that the lease would be renewed, the lease rate would increase to a market rate ranging from \$23 - \$26 per sq. ft. at the end of the current term. That would leave the University to make a significant capital investment now only to forego the investment in 2030 or face an unsupportable increase in annual recurring lease costs.

The estimated cost to bring the leased space to modern serviceable condition for another generation of medical students is in excess of \$220 per sq. ft. or \$75,000,000 while current annual operations and maintenance expenses of \$5,800,000 are expected to exceed \$8,000,000 annually in the next ten years unless the necessary \$75,000,000 is invested in renovations. Future annual expenses exceeding \$8,000,000 for operations and maintenance coupled with expected annual lease payments in excess of \$7,800,000 plus one-time systems overhauls in excess of \$75,000,000 have led the University to consider alternative locations and financing alternatives for the School of Medicine facility in Columbia.

A modern, efficient facility, located closer to the University clinical partners in Columbia, is a more effective long-term teaching and research location and a more cost effective facility to own and to operate when compared to the leasing alternative at the Dorn VA Center.

We would begin with a new medical teaching facility of 130,000 sq. ft. +- in the first phase of a new development. The estimated cost to construct and equip this building with teaching, laboratory, office space, and parking is \$104,000,000. This first phase can be completed before 2020 with the \$50,000,000 in State of SC support from CIB proceeds in this request to be matched with \$54,000,000 in gifts, institutional and other funds.

A second phase of development is planned for a science and laboratory building with 165,000 sq. ft. +- and a parking garage encompassing 700 spaces. This facility would house basic sciences for the School of Medicine and research

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activities for the university health sciences, plus required parking. This second phase can be completed in 2023 at an expected cost of \$182,500,000 financed with grant generated cash, gifts, and bonds.

This multi-year two-phase project can be accomplished with known or expected resources jump-started with \$50,000,000 of State support from CIB proceeds matched with \$236,500,000 from other funds generated by the University in support of education, research, and economic development.

A medical complex of this nature will be a catalyst for jobs in the Midlands from construction (1,700 jobs) and operation (2,200-2,600 jobs) to the new jobs created through research, commercialization, start-ups and clinical services (950-1,200 jobs). In addition, it is expected to have an eventual annual economic impact of up to \$180 million with up to \$9 million generated in tax revenue.

Provide a summary of the project and explain why it is necessary. Please refer to the budget guidelines for appropriate questions and thoroughly answer all related items.

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FORM C – CAPITAL REQUEST

AGENCY PRIORITY	5 – Form #13169 <i>Provide the Agency Priority Ranking from the Executive Summary.</i>
TITLE	War Memorial Renovation <i>Provide a brief, descriptive title for this request.</i>
AMOUNT	\$4,400,000 informed by a 2017 feasibility study <i>How much is requested for this project in FY 2018-19? This amount should correspond to the total for all funding sources on the Executive Summary.</i>
CPIP PRIORITY	Plan Year 2020, Priority 5 of 6. The project has appeared in CPIP since 2013. The Agency's contingency plan, in the event that state funding is not available is not made available in the amount requested, would be to divert ICPF funding from other maintenance needs <i>Identify the project's CPIP plan year and priority number, along with the first year in which the project was included in the agency's CPIP. If not included in the agency's CPIP, please provide an explanation. If the project involves a request for appropriated state funding, briefly describe the agency's contingency plan in the event that state funding is not made available in the amount requested.</i>
OTHER APPROVALS	The project received Phase I approval from the University Board of Trustees in 2013 for an estimated budget of \$3,000,000; however, other higher-priority maintenance needs surfaced requiring the university to divert the funds and the project was not submitted to the JBRC and B&CB/SFAA for Phase I approval. <i>What approvals have already been obtained? Are there additional approvals that must be secured in order for the project to succeed? (Institutional board, JBRC, SFAA, etc.)</i>
LONG-TERM PLANNING AND SUSTAINABILITY	The University invested approximately \$18,000 for a comprehensive feasibility study which was completed in January of 2017. The study thoroughly analyzed necessary life safety code /ADA enhancements and maintenance needs which included recommendations for the exterior envelope, mechanical, plumbing, fire alarm, sprinkler and electrical systems. This request represents the only capital request and no operating or capital funds will be requested in the future if the project is fully funded at the amount shown above. The capital improvement is expected to reduce operating costs due to the implementation of more efficient mechanical systems. The amount of savings in Operating Funds due to energy conservation cannot be calculated until Phase I mechanical design can be completed. The project would comprehensively renovate the building and the useful life of new building systems is expected to be 30 or more years. The building is an architectural landmark and it should be considered as a permanent asset to the university and the state. <i>What other funds have already been invested in this project (source/type, amount, timeframe)? Will other capital and/or operating funds for this project be requested in the future? If so, how much, and in which fiscal years? Has a</i>

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source for those funds been identified/secured? What is the agency's expectation with regard to additional annual costs or savings associated with this capital improvement? What source of funds will be impacted by those costs or savings? What is the expected useful life of the capital improvement?

SUMMARY

The War Memorial Building was constructed in 1935 to honor the men and women who served in World War I. The building accommodated the SC Historical Commission/State Archives from 1936 to 1960 and served as the SC Confederate Relic Room and Museum from 1971 to 2002. The building is listed on the National Register of Historic Places. The building has had one renovation in 1987. The 82-year-old building has been respectfully maintained by USC, but the life-safety code/ADA deficiencies are significant by modern standards and the mechanical, plumbing and electrical systems are at the end of their useful life expectancies.

Life-safety code/ADA enhancements will include the addition of a rated egress stair, the integration of an elevator, new toilet rooms, a sprinkler and fire alarm system, and ADA-accessible door hardware. The maintenance aspects of the renovation will include refurbishment of exterior windows and repointing of the limestone cladding to address moisture intrusion and interior efflorescence. The roof, flashing and skylight will be replaced. Asbestos and lead-based paint will be abated. The mechanical HVAC system will be entirely replaced and the building may be added to the campus chilled-water loop for energy efficiency. Domestic plumbing systems and the electrical system will be entirely replaced. This project will alleviate all existing maintenance needs for the building.

This exceptional monument exhibits the eclectic influence of Greek Revival, Romanesque, Egyptian and Art Deco architectural styles. The interior and exterior are remarkably well preserved and the renovation will ardently respect the character of the historic building. The scope of work will be coordinated with the SC State Historic Preservation Office. The project will return the building to an assembly-occupancy and support public functions for student, university and state events. The first floor will serve as exhibition/event space and the second floor will serve as a lecture hall or event space. Currently, the university cannot take advantage of the building's potential public utilization due to limitations imposed by non-compliance with modern codes and failing mechanical and electrical systems.

Provide a summary of the project and explain why it is necessary. Please refer to the budget guidelines for appropriate questions and thoroughly answer all related items.

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FORM D – PROVISO REVISION REQUEST

NUMBER	20.3 <i>Cite the proviso according to the renumbered list for FY 2018-19 (or mark "NEW").</i>
TITLE	Child Abuse Medical Response Program <i>Provide the title from the FY 2017-18 Appropriations Act or suggest a short title for any new request.</i>
BUDGET PROGRAM	II. USC Medicine – A. Unrestricted <i>Identify the associated budget program(s) by name and budget section.</i>
RELATED BUDGET REQUEST	None <i>Is this request associated with a budget request you have submitted for FY 2018-19? If so, cite it here.</i>
REQUESTED ACTION	Amend <i>Choose from: Add, Delete, Amend, or Codify.</i>
OTHER AGENCIES AFFECTED	None <i>Which other agencies would be affected by the recommended action? How?</i>
SUMMARY & EXPLANATION	<p>FY17-18 State Appropriation Act contains an additional \$200,000 appropriated for this specific program over and above the FY16-17 funding level of \$750,000. See Summary Control Document. Proviso needs to be updated to match level of State General Fund appropriations provided. In addition, we are requesting that this program be designated as a Special Line Item within Part 1A of the State Appropriation Act:</p> <ul style="list-style-type: none"> - Program II. Medicine - Subprogram A. Unrestricted.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

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FISCAL IMPACT	<p>No fiscal Impact. Deals with existing funds within USC Columbia – School of Medicine.</p>
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	<p>20.3 (USC: Child Abuse Medical Response Program) Of the funds appropriated to the University of South Carolina School of Medicine, not less than \$750,000 <u>950,000</u> shall be expended for the Child Abuse and Neglect Medical Response Program. In addition, when instructed by the Executive Budget Office or the General Assembly to reduce funds by a certain percentage, the university may not reduce the funds for the Child Abuse and Neglect Medical Response Program greater than such stipulated percentage.</p>
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Paste FY 2017-18 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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**FORM E – AGENCY COST SAVINGS AND GENERAL FUND REDUCTION
CONTINGENCY PLAN**

TITLE	Agency Cost Savings and General Fund Reduction Contingency Plan – USC Columbia
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AMOUNT	<p>Total - \$3,936,277</p> <ul style="list-style-type: none"> • Columbia \$ 3,441,000 • School of Medicine \$ 450,650 • Special Items \$ 44,627
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What is the General Fund 3% reduction amount (minimum based on the FY 2017-18 recurring appropriations)? This amount should correspond to the reduction spreadsheet prepared by EBO.

ASSOCIATED FTE REDUCTIONS	Further review would be necessary to determine the number of positions likely impacted by such a State appropriation reduction. Preliminary review indicates approximately thirty (30) positions would be impacted.
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How many FTEs would be reduced in association with this General Fund reduction?

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PROGRAM/ACTIVITY IMPACT	<p>Education and General Unrestricted (I.A and II.A) and associated Employee Benefits (II.C. and IV.). The University's primary mission of providing instructional services to students would be specifically impacted. However, in order to minimize the impact on instructional programs, service units (administration, libraries, law enforcement and safety, student affairs, etc.) would also be directed to reduce expenditures. Both academic and service units are funded from the University's general fund which is comprised almost exclusively from State General Fund and student tuition and fee revenue. Three special items as identified in the State Appropriation Act would also be reduced.</p>
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What programs or activities are supported by the General Funds identified?

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SUMMARY

The University would reduce expenditures for every academic (including the School of Medicine) and service unit in response to 3% reduction in State General Funds.

Academic Units – The financial reduction within the academic units will result in vacant faculty and staff positions going unfilled. Specifically, this reduction will result in foregoing the hiring of approximately ten faculty (savings of \$1,450,000 – salary and fringe) and twelve staff (savings of \$682,430 - salary and fringe) positions across campus. This will unfortunately increase faculty:student ratio or alternatively reduce course offerings. USC Columbia has maintained a low faculty:student ratio to ensure that students receive quality, personalized attention and support. This may impact our unique college experience and may increase the time to graduate thereby increasing the financial impact to families. The reduction in staff across campus will impede the operations within the departments through increased workloads for the staff that remain.

Within the Evening Program, a \$30,150 decrease in recurring funds will reduce the number of temporary faculty or adjuncts, which will result in fewer course offerings or larger class sizes. These classes are offered not only during the evenings but on the weekends as well and many times include the Carolina Core classes that all students are required to take to graduate. Due to the physical plant constraints on the number of class offerings the University of South Carolina can provide throughout the day, this is a great alternative for students to take advantage of and still stay on track to graduate within four years.

School of Medicine would transfer four administrative positions (cost-savings of \$454,234 – salary and fringe) associated with clinical practices and administration to key clinical partner, including three human resources positions. The School's Human Resources Office contributes to the mission of the USC Division of Human Resources by supporting the Basic Science and Clinical Departments within the School through planning, implementing, and promoting human resources programs and practices that enhance the School's ability to attract, develop, reward, and retain an exceptional faculty and staff. The transfer of staff will place an additional burden on remaining staff and lead to delays in the processing of time-sensitive payroll documents, as well as impede the academic units' timeliness in resolving HR matters.

Service units including Administration and Finance, Law Enforcement and Safety, Student Affairs and Facility Services would be directed to reduce expenditures by \$1,308,570. In response to those reductions, these units would, among other things, reduce the number of student employees, cut back on marketing materials and transportation services, and eliminate research supplements. The Division of Law Enforcement and Safety would specifically have to eliminate a Campus Safety Officer program. Student Affairs would reduce participation in a National Student Engagement program. Limited and targeted reductions in force would also need to be implemented. Although further review would be necessary to determine the number of staff that would likely be impacted, such a reduction within the service units alone would probably involve at least four staff positions.

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Special Items as listed in the State Appropriation Act include Law Library, Small Business Development Center and Palmetto Poison Center. These items would be reduced by a total of \$44,627.

Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

AGENCY COST SAVINGS PLANS

See summary above for expenditure reductions that would be implemented in response to a State General Funds reduction. The University continues to re-evaluate programs and services as a part of its overall effort to operate within limited resources. The University has, among other things, repurposed building space, refrained from hiring some additional faculty and staff, and reduced printing, marketing, and travel. Under the direction of the Provost, the University recently revised its strategic plan which includes reallocating \$17.8 million of existing unrestricted funds toward strategic academic objectives. This reallocation initiative is being implemented for FY18. Units are taking various measures to absorb the reduction in operating funds including, but not limited to, reducing professional development expenditures, reducing purchase of instructional materials, eliminating some class offerings and keeping positions vacant.

What measures does the agency plan to implement to reduce its costs and operating expenses by more than \$50,000? Provide a summary of the measures taken and the estimated amount of savings. How does the agency plan to repurpose the savings?

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FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	<p>Reducing Cost and Burden to Businesses and Citizens – University of South Carolina Columbia.</p> <p><i>Provide a brief, descriptive title for this request.</i></p>								
EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	<p>The University has implemented programs and taken steps over the last several years designed to assist students in obtaining a degree in a timely manner and to minimize the overall cost of obtaining a quality education. Providing a quality workforce to the businesses within the State is a vital aspect of continuous economic development. The savings to citizens and business of the state are incalculable. The economic impact of the University on the State of South Carolina is significant and highlights are provided further below.</p> <p><i>What is the expected savings to South Carolina’s businesses and citizens that is generated by this proposal? The savings could be related to time or money.</i></p>								
FACTORS ASSOCIATED WITH THE REQUEST	<p>Mark “X” for all that apply:</p> <table border="0"> <tr> <td><input type="checkbox"/></td> <td>Repeal or revision of regulations.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Reduction of agency fees or fines to businesses or citizens.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Greater efficiency in agency services or reduction in compliance burden.</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Other</td> </tr> </table>	<input type="checkbox"/>	Repeal or revision of regulations.	<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.	<input type="checkbox"/>	Greater efficiency in agency services or reduction in compliance burden.	<input checked="" type="checkbox"/>	Other
<input type="checkbox"/>	Repeal or revision of regulations.								
<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.								
<input type="checkbox"/>	Greater efficiency in agency services or reduction in compliance burden.								
<input checked="" type="checkbox"/>	Other								
METHOD OF CALCULATION	<p>Highlights of a recent study found that USC:</p> <ul style="list-style-type: none"> • Has a total economic impact (all 8 campuses statewide) of approximately \$5.5 billion when measured in terms of annual state output. • Supports over 60,000 job statewide. • Returns \$219 million annually to the state in tax revenue. <p>Other findings and the complete study can be found at: http://southcarolina.edu/documents/dor_usc_impact_fd1_2017.pdf</p> <p><i>Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.</i></p>								
REDUCTION OF FEES OR FINES	<p>The only published State of South Carolina regulations USC has are those contained in Chapter 119 dealing with motor vehicle registration, parking, obeying traffic signs and adhering to posted speed limits while on campus. These regulations were promulgated under the authority of Section 59-117-40 of the S.C. Code of Laws. All tuition, fees and fines are reviewed annually before being presented to the Board of Trustees for their consideration and approval. These tuition and fees are contained in the annual budget and are related to providing instructional services to enrolled students. There are a few fines contained in that schedule which all relate to parking.</p> <p><i>Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?</i></p>								

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REDUCTION OF REGULATION	<p>The University's regulations do not pertain to business operations. Nor do they pertain to the citizens of the State in general. The University has taken steps over the last several years to assist students in obtaining a degree in a timely manner and to minimize the overall cost of obtaining a quality education. See summarized highlights below.</p>
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Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

SUMMARY	<p>Palmetto College Online was designed to make Bachelor's completion degrees more accessible and affordable for in-state place bound residents. The number of programs available through Palmetto College continues to grow each year thereby reducing the need for residents to choose the more expensive "for-profit" online college. Centralizing distance learning efforts for the USC System helps contain costs associated with program startup, marketing and admissions. Nearly 1,000 students have graduated from Palmetto College Online and nearly 1,000 are currently enrolled.</p> <p>The "On Your Time" initiative was designed to give students a greater opportunity to complete their degrees quicker and reduce overall tuition costs and loan debt. "On You Time" was designed, in large part, to provide for a full third term during the summer months that equates to Fall and Spring terms in relation to course offering, workforce preparations, and academic counseling. Research shows that the key driver of student debt is taking longer than 8 semesters to graduate. Since the creation of the "On Your Time" initiative, the four-year graduation rate has increased by 7 percentage points. Nearly half of USC Columbia students graduate with no debt and of those who do, it is less than the state and national average.</p> <p>System improvements include recent implementation of Banner which is an enterprise student information system. Key features include integrated admissions, financial aid, registration, and student account system processes. Banner implementation is a major customer service upgrade to the previous cumbersome and inefficient legacy system.</p>
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Provide an explanation of the proposal and its positive results on businesses or citizens. How will the request affect agency operations?