



CLEMSON

U N I V E R S I T Y

**SOUTH CAROLINA BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2009-2010

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SECTION I – Executive Summary

I.1 Purpose, Mission and Values

Clemson University's mission, "...to fulfill the covenant between its founder and the people of South Carolina to establish a 'high seminary of learning' through its historical land-grant responsibilities of teaching, research and extended public service," is the keystone to all activities, programs and services of the institution. Our Vision and Mission are pathways to excellence that help direct our service as a land-grant research institution, and to become one of the nation's top-20 public universities.

I.2 Major Achievements of 2009-2010

The University has received both honor and recognition during the past year. Clemson's extensive achievements are recorded in the [President's Report Card](#), a quarterly report to the institution's Board of Trustees. These achievements include:

- Significant strides toward the goal as a top-tier research university, ranked [23nd](#) among all national public universities according to *U.S. News & World Report*; and ranked [33rd](#) among all universities -- public and private -- on *Kiplinger's* list of 'best values in higher education' (up from 34th last year).
- Substantial improvement in academic quality, contributions to economic development, and student success and satisfaction are resulting in an increased demand for a Clemson degree. Freshman applications are 4% ahead of last year, and set a new record. The Fall, 2010 freshman class is projected to be stronger than 2009 in terms of both SAT scores and high school performance.
- Student satisfaction scores on the National Survey on Student Engagement (NSSE) exceed both peers and the national average
- Retention and graduation rates are at an all-time high.
- Graduate applications are up 17.4% over the same time last year.
- First-time pass rate on the NCLEX by Clemson nursing graduates is 90.63%, exceeding the national average of 90.11%.
- Nine Clemson graduate students and seniors were awarded the prestigious National Science Foundation Graduate Research Fellowship. Five students were awarded Honorable Mention Status.
- *The Princeton Review's Guide to 286 Green Colleges* ranks Clemson as one of the country's most environmentally responsible colleges.

I.3 Key Strategic Goals for the Present and Future Years

In January, 2001, the University's Board of Trustees endorsed 27 goals that are clustered in five areas: Academics, Research and Service; Campus Life; Student Performance; Educational Resources; and Clemson's National Reputation. These goals continue to provide a benchmark by which the University measures its accomplishments. The [2013 Goals](#) are detailed in Section III Category 2, Strategic Planning.

I.4 Key Strategic Challenges

Challenges facing Clemson University and some solutions for those challenges were presented by Clemson President James F. Barker to the South Carolina Commission on Higher Education during a formal budget presentation on August 5, 2009. The Strategic Priorities are Intellectual Development, Economic Development and Support. Strategic priorities support clusters identified

by the South Carolina Budget and Control Board for the purposes of this report. Major points made by President Barker in the budget presentation are:

A. *Delivering Quality and Value*

- Ranked #22 among national public universities (*U.S. News & World Report*)
- Ranked #2: “Up and Coming Schools” (*U.S. News & World Report*)
- Ranked #8 in return on investment (*SmartMoney*)
- Ranked #34 among best values (*Kiplinger’s*)
- 18 nationally-ranked programs

B. *Delivering for Students*

- Record number of undergraduate applications
- Record freshman retention and graduation rates
- Record LIFE/Palmetto Scholarship retention
- 14-1 student-to-faculty ratio
- Nearly half of all classes have fewer than 20 students
- #1 choice of the State’s Palmetto Fellows
- Over 90% of seniors say they would attend Clemson again, compared to a national average of 79% (National Survey of Student Engagement-NSSE)
- #2: “Nation’s Happiest Students” (*Princeton Review*)

C. *Delivering Economic Development*

- Technology Neighborhood I at CU-ICAR completed
- Rhodes Engineering Center will be occupied Fall 2009
- Advanced Materials Innovation center to begin this year (2009-10)
- Translational Research facilities at Greenville Hospital System under construction
- 18 partners representing private technology-based companies have licensed Clemson intellectual property or are located in university-based facilities
- 5 Research and Education Centers redirect focus toward 21st century agricultural needs and emerging opportunities such as bio technology, biofuels and nutraceuticals

D. *Financial Challenges*

- State support cuts:
 - Education and General \$26.8 Million
 - Public Service Activities \$13.9 Million
 - Endowment support decline \$5.0 Million
 - **Total Cuts in Funding \$45.7 Million**
- State funding now accounts for 16.5% of Clemson’s budget
- Per-student educational funding is more than 40% less than it was in the early 1970s, adjusted for inflation

E. *Looking Ahead:*

- Implement budget-cut strategies that protect academic quality and minimize the impact to students.
- A privately funded program to help students hardest hit by recession and state budget cuts.
- Implement strategies in support of a Statewide Plan for Higher Education:
 - Make South Carolina one of the nation’s most educated states.
 - Increase research and innovation in South Carolina.
 - Increase workforce training and educational services for South Carolina.

- Implement the Clemson Road Map, scaled appropriately for the current economic climate, to continue institutional progress and momentum.

I.5 Use of the Accountability Report

Accountability is a key component of all university activities. The Accountability Report is comprised of selected data points that measure Clemson University's performance in key success areas. Insights gleaned from this report and other sources such as the Institutional Effectiveness Report (prepared annually for the South Carolina Commission on Higher Education), provide awareness and support data-informed decision making that guide the institution toward its vision. Notably, data is collected and reviewed throughout the year, not just during report preparation. This activity contributes to a culture of quality enhancement and institutional renewal. South Carolina Budget and Control Board efforts to improve reporting elements and processes are greatly appreciated.

SECTION II - Organizational Profile

II.1 Main Educational Programs, Offerings, and Services

Academic programming, research, student services and administrative staff directly support Clemson’s tripartite mission of teaching, research and service. The *teaching mission* prepares an educated, well-rounded workforce trained through innovative programs and by a dedicated faculty. Students typically receive classroom and laboratory instruction, but online instruction is also available. *Research and economic development missions* provide structure for moving new knowledge from the laboratory to the classroom and to the world. Findings are disseminated through professional papers, presentations, websites, and registration of intellectual properties. The *public service mission* provides an interface between faculty, students and the citizens of South Carolina in community-based projects, consultations and publications.

II.2 Stakeholder Groups and Key Requirements

Students, parents, other internal and external stakeholders and the higher education marketplace exhibit various expectations as listed in Table II.2-1. Clemson welcomes feedback from all stakeholders, and responds to requirements and expectations through its strategic planning process and through a variety of programming.

Table II.2-1 Stakeholder Groups and Key Requirements/Expectations

Stakeholder Group	Key Requirements/Expectations
Students (undergraduate and graduate)	Quality educational/degree programs
	Classes and research/inquiry experiences
	Quality faculty
	Quality facilities: classrooms, laboratories, libraries
	Safe campus environment Rich student life experiences; social, emotional, physical, spiritual support services/programs
Faculty and Staff	Safe work environment
	Support for teaching, research and service activities
Alumni	Opportunities for continued relationship with the University
	Contribute toward the enhancement of the University
	Stewardship of the funds provided to the University
	Quality programs and activities
Parents	Safe campus environment
	Quality educational/degree programs
	Support systems for students
Future students	Information about the University
	Variety of educational/degree/program options
	Opportunity to attend the University
State (legislators, CHE, citizens)	Wise use of resources
	Quality education for South Carolina residents
	Contribution to South Carolina’s economic development
Federal funding agencies	Compliance with federal policies

	Completion and reporting relative to federal policies
Accreditation bodies	Compliance with established standards
	Participation in voluntary activities

II.3 Operating Locations

The physical resources needed to fulfill the University’s teaching, research, and service missions are extensive, and include land holdings, buildings, and equipment. Service to South Carolina and her citizens can be substantially documented through extension, teaching, and research facilities in each county of the state. Clemson’s main campus, located in the northwestern corner of the state on the shores of Lake Hartwell, is surrounded by 19,700 acres of land used for research, teaching, and recreation. The University also owns overseas property used for teaching and research in Genoa, Italy (Charles E. Daniel Center), and on the Caribbean island of Dominica. Other off-campus facilities include the [University Center of Greenville](#) (South Carolina); Universitat Politècnica de Catalunya in Barcelona, Spain; and Charleston Architectural Center (Charleston, South Carolina). Other land held for research and education includes camps and centers.

II.4 Employees

In 2009, the University employed 4,735 full and part-time personnel as shown in Table II.4-1. These numbers are based on budgeted salaries (instruction, research, public service, administration, etc.)

Table II.4-1

2009 Employees by Category and Status	Full Time	Part Time	Total
Administrator	210	0	210
Administrator with Faculty Rank	154	0	154
Instructional Faculty	1019	132	1151
Other Professional with Faculty Rank	60	22	82
Public Service Faculty	14	1	15
Research Faculty	27	85	112
Staff	2324	687	3011
Total	3808	927	4735

Source: CUBS HR System, October 1, 2009

^Classification of *research faculty* includes an evaluation of salary distribution, title, and home department. A faculty member may receive this designation if the majority of salary funding is for research programming; one’s position title is ‘research faculty,’ or department is other than an academic department.

II.5 Regulatory Environment

As a research institution, Clemson operates under many regulatory systems at state and federal levels. Reporting systems allow the University to document compliance and maintain accreditation. Accreditation entities include, but are not limited to, The Joint Commission (Redfern Health Center), SACS (Southern Association of Colleges and Schools Commission on Colleges), and professional agencies including:

- American Assembly of Collegiate Schools of Business-International Association for Management Education
- Accrediting Board for Engineering and Technology with Computing Science Accreditation Board
- American Council for Construction Education
- American Society of Landscape Architects
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Education Programs
- National Architectural Accrediting Board, Inc.
- National Association of Schools of Art and Design
- National Council for Accreditation of Teacher Education
- Society of American Foresters

II.6 Governance System

The *Trustee Manual* clearly delineates the responsibilities of the Board of Trustees, Clemson University's governing body. The relationship between the Board of Trustees and senior leadership is noted in Table II.11-1 Organizational Structure.

II.7 Key Suppliers and Partners

The University is guided by the state procurement codes for supplies and equipment.

II.8 Key Competitors

The University competes with public and private colleges and universities in South Carolina and across the country to enroll the best students. Competition for federal and industry funding between research universities is more vigorous than ever. This has encouraged Clemson to seek funding and partnership collaborations with several institutions. This is intended to improve overall chances of funding, broaden research opportunities, and reduce competition for limited resources and opportunities. With many faculty members retiring in the next several years, and the concomitant wage expectations of new hires, Clemson continues to seek funding to attract and hire quality teachers and researchers. The search for qualified staff to support the faculty and students also remains competitive, but the University is committed to increasing quality through new hires. Contributions from alumni, businesses, and other donors remains a challenge for development officers, especially in the current economic climate.

II.9 Competitive Success

In Clemson's Vision Statement, the University has established a primary goal to be ranked a top-20 public university. Clemson uses the *16 U.S. News & World Report criteria* as one benchmark of institutional quality and success. The 27 goals go beyond the 16 criteria used in the *U.S. News and World Report* ranking. For example, the University's goal of \$100 million in funded research was set when the university was significantly below that amount. Since then, Clemson has exceeded \$100 million, and has set a new goal of \$150 million-a notable level for a university having neither a medical school nor a law school. Clemson's successful budget alignment with institutional priorities within the strategic plan has kept the institution focused on foundational goals. Planning and assessment activities facilitate implementation at all levels.

II.10 Performance Improvement Systems

- Office for Institutional Effectiveness and Assessment (Annual Assessment Plans and Reports, IE Reports to the South Carolina Commission on Higher Education, Accountability Reports)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Office of Institutional Research (Annual System of Reports, Departmental Activities Summaries, multiple reports and analysis of data as requested)
- Master Campus Planning
- Research Compliance
- Office of Teaching Effectiveness and Innovation
- Faculty and Staff Evaluations (Annual Faculty Evaluations, Employee Performance Management System)
- Compliance Reports
- Accreditation Reports, Program Reviews, Self-Studies, Site Visits

II.11 Organizational Structure

Three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the University’s teaching, research and public service missions. The University’s broad organization is noted in Table II.11-1 Organizational Structure.

Table II.11-1 Organizational Structure

Board of Trustees
President
<i>The following report directly to the President:</i>
Vice President for Academic Affairs and Provost Vice President for Research and Economic Development Vice President for Public Service and Agriculture Vice President for Advancement Vice President for Student Affairs Chief Financial Officer General Counsel and Assistant to the President Director of Athletics Assistants to the President and Chief of Staff
<i>Dual appointment:</i>
Executive Secretary to the Board of Trustees and Assistant to the President

II.12 Expenditures/Appropriations Table

The following page provides an Expenditures/Appropriations Table (Table II.12-1).

II.13 Major Program Areas Table

The Major Program Areas Table (Table II.13-1) follows the Expenditure/Appropriations Table.
 Table II.12-1 Expenditures/Appropriations Tables

Table II.12-1 Expenditures/Appropriations Table

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 261,700,369	\$ 75,037,521	\$ 265,312,452	\$ 68,496,310	\$ 280,844,441	\$ 54,154,702
Other Operating	\$ 183,682,661	\$ -	\$ 183,833,169		\$ 283,164,854	
Special Items	\$ 85,100,267	\$ -	\$ 76,824,440		\$ 118,697,557	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 73,677,353	\$ 10,990,840	\$ 73,155,931	\$ 10,001,822	\$ 85,043,681	\$ 7,858,822
Non-recurring	\$ 700,000	\$ 700,000	\$ -			
Total	\$ 604,860,650	\$ 86,728,361	\$ 599,125,992	\$ 78,498,132	\$ 767,750,533	\$ 62,013,524

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	\$ 700,000	\$ -
Capital Reserve Funds		
Bonds		

II.13-1 Major Program Areas Table

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross-References for Financial Results*
I.A. Educational and General-Unrestricted		State: 75,037,521.00 Federal: 11,879,315.00 Other: 168,207,702.00 Total: 255,124,538.00 % of Total Budget: 46%	State: 68,496,311.00 Federal: 8,900,000.00 Other: 263,657,776.00 Total: 341,054,087.00 % of Total Budget: 49%	7.3
I.B. Educational and General-Restricted		State: 0.00 Federal: 84,996,301.00 Other: 72,700,429.00 Total: 157,696,730.00 % of Total Budget: 28%	State: 0.00 Federal: 64,626,210.00 Other: 106,931,918.00 Total: 171,558,128.00 % of Total Budget: 25%	7.4
II.A. Auxiliary Enterprises-Unrestricted		State: 0.00 Federal: 0.00 Other: 96,257,738.00 Total: 96,257,738.00 % of Total Budget: 17%	State: 0.00 Federal: 0.00 Other: 101,945,554.00 Total: 101,945,554.00 % of Total Budget: 15%	7.5
III.C. Employee Benefits-State Employer		State: 10,990,840.00 Federal: 4,142,329.00 Other: 35,336,483.00 Total: 50,469,652.00 % of Total Budget: 9%	State: 10,001,821.00 Federal: 4,751,361.00 Other: 63,915,932.00 Total: 78,669,114.00 % of Total Budget: 11%	
TOTAL		State: 86,028,361.00 Federal: 101,017,945.00 Other: 372,502,352.00 Total: 559,548,658.00 % of Total Budget: 100%	State: 78,498,132.00 Federal: 78,277,571.00 Other: 536,451,180.00 Total: 693,226,883.00 % of Total Budget: 100%	

*Key Cross-References are a link to Category 7 - Organizational Performance Results. These references provide a chart number that is included in Section Seven.

Below: List any programs not included above and show the remainder of expenditures by source of funds.

- FY 08-09 \$700,000 SC Light Rail; FY 09-10 \$14,691,917 ARRA Stabilization Funds (Stimulus)

Remainder of Expenditures:	State: 700,000.00	State: 0.00
	Federal: 0.00	Federal: 14,691,917.00
	Other: 0.00	Other: 0.00
	Total: 700,000.00	Total: 14,691,917.00
	% of Total Budget: 0%	% of Total Budget: 2%

SECTION III – Elements of Malcolm Baldrige Award Criteria

III. Category 1 – Senior Leadership, Governance and Social Responsibility

III.1.1 Develop and Deploy Vision and Values

Clemson University's organizational structure is designed to meet the University's mission. The three mission vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the teaching, research and extended public service missions of the University. President Barker developed a Three Core Missions Organizational Concept designed to reduce administrative layers, increase interactions among budget categories (E&G, PS, and external) and provide a collaboration and evaluation link between the mission areas.

The University's goals are broad-based, requiring multiple years to complete. Annually the senior leadership meets to set measurable goals for the year. Vice presidents solicit input from their constituents prior to the formal retreat. This retreat provides an opportunity for planning and directing those activities linked to the goals. Once finalized, goals are shared throughout the University. Throughout the year, quarterly reports monitor and evaluate progress.

Many forms of information sharing are readily available, including: town meetings, focus groups, forums and summits. These meetings are held across campus and involve various constituent groups. Strategic planning at vice presidential and college levels coordinate the University's resource allocations to best support and achieve institutional goals. The President's Advisory Board and the President's Board of Visitors are composed of stakeholders from alumni groups, industry, and leaders from the state and nation. College and departmental advisory groups provide feedback to the senior administrative team. The commitment to University goals is reflected in the consistent reporting of progress in each area. President's Report Cards are prepared and distributed to the Board of Trustees, the President's Advisory Board, the Board of Visitors, and to community leaders. This open process ensures that all areas of the University share in the planning and evaluation process.

The commitment of senior leaders for organizational values is reflected in many activities undertaken by the President and senior leaders. In 2008, the Board of Trustees embraced the Guiding Principles for Planning which frames the 2008-2013 University strategic planning process described in Category 2. Elements of the process include:

1. Adhere to Clemson's guiding principles
2. Ensure that Clemson will still be Clemson
3. Be focused in design
4. Evaluate and filter ideas
5. Follow an inclusive process
6. Address Clemson's student 'core'
7. Promote quality living/learning
8. Use multiple funding strategies
9. Address prioritized capital needs
10. Link University goals and assessments to the plan

III.1.2 Create Sustainable Organization

A sustainable organization must have core values that support the achievement of its vision. At Clemson, all planning priorities are linked to University goals and clearly aligned with funding strategies. Road map filters provide measurement of programs, and allow decisions to be weighed in support of any designated program or activity area. Those programs or activities supportive in achieving the vision will be given proper consideration for funding.

III.1.3 Promote and Support Legal and Ethical Environment

The senior leaders support an environment model of legal and ethical behavior, promoting accountability at all levels including fiscal, legal, and regulatory. This is a central tenet of all levels of the administration. The General Counsel's office serves on the President's leadership team regarding legal or ethical issues.

III.1.4 Create Learning Environment

Organizational and workforce learning thrive at Clemson University. This is a direct result of Clemson's institutional values as reflected in the Planning Principles. These guiding principles buttress the program planning priority of 'increase resources and promote good management'. This principle provides an environment for enhanced organizational and workforce learning that is supported by both planning processes and institutional priorities.

III.1.5 Promote Development of Future Leaders

Senior leaders are offered opportunities for on-going professional development, and funding is available to attend and present at professional meetings. Faculty administrative fellowships are available, and senior leaders encourage faculty participation which affords interaction with peers. It further allows future leaders the experience of interacting in a professional and ethical setting that is reflective of best practices. Mentoring programs provide valuable information and training in succession planning and development of future leaders. Each year the University supports participants at the Executive Institute sponsored by the South Carolina Budget and Control Board.

III.1.6 Communicate, Motivate, Reward and Recognize

Clemson employs multiple communication channels and technologies, but no prescribed structure for dissemination. Information to engage, motivate and empower is typically delivered by the President or one of the three vice presidents. Paper communication has been replaced for the most part by electronic messaging or Web postings. The EPMS process links the goals of the employee to the University goals. Each employee has the opportunity to identify how one's job duties link directly to University goals and how they contribute to the accomplishment of those goals. Evaluation and merit-based rewards provide recognition of performance related to personal goals. Faculty Awards and Staff Awards offer the Board of Trustees the opportunity to recognize outstanding contributors on an annual basis.

III.1.7 Evaluate Senior Leaders

The evaluation form for State Agency Heads is published by Human Resources and used by the Trustees evaluate the performance of the chief executive officer. There is a university-wide system of annual evaluation of academic administrators holding faculty rank, and for other high-level administrators holding unclassified positions. Annual evaluations of chairs and deans are conducted in addition to the required [Faculty Manual](#) schedule, and are confirmed by an audit of the Provost and dean offices. Similar results are available in the President's office and the offices of all vice presidents.

III.1.8 Use Performance Measures

The University is committed to the evaluation process and to making data-informed decisions. Specific, measurable goals have been identified for each planning priority, and progress toward these goals are reported in the President's Report Card.

III.1.9 Address and Anticipate Adverse Impacts

The 2008 planning process identified programs and services that will contribute to Clemson's ability to achieve its Vision. However, the design is not focused solely on items which require improvement or enhancement. The process also seeks to sustain programs and services of excellence. Table III. 2.4-1 aligns Clemson's assessment of priorities with Category 7 reporting areas which includes other measures.

III.1.10 Support and Strengthen Involvement in Community

The 2008-2013 Goals include a Planning Priority of Community and Connectivity. In addition to the other planning priorities that have impact on community and economic development, specific benchmarks include:

- Increase inclusion of diverse perspectives in undergraduate course work
- Increase opportunities for serious conversation with students of different race or ethnicity
- Improve our student/staff interactions
- Increase student participation in study abroad

Senior leaders are involved in many community-based projects and activities such as town-gown relationship with the City of Clemson. Campus and city police departments work closely to develop programs that address student life issues affecting the campus and surrounding communities. One such life issue includes promoting alcohol awareness, therefore limiting underage drinking and improving safety.

The University actively participates in community activities in Greenville and Anderson such as community groups and chambers of commerce. Leaders speak at luncheons, dinners, meetings and other invited activities. They are active in several professional organizations, and hold elected offices. President Barker currently chairs the Division I Committee of the NCAA Board of Directors and has chaired the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and led the ACC Council of Presidents during the league's expansion to 12 schools. Provost Helms chaired the University Center of Greenville. Additionally, she hosted the annual meeting of the National Association of State Universities and Land-Grant Colleges (NASULGC), chairing one of the Voluntary Accountability Committees. Faculty and students are engaged in community service activities, service learning, K-12 and other programs.

III. Category 2 – Strategic Planning

III.2.1 Strategic Planning Process

a. Strengths, weaknesses, opportunities and threats

The institution's strategic plan is based upon Clemson's Road Map, which is built upon its recognition of its strengths and with a sound structure to succeed in meeting the 2013 goals. The planning parameters include serving more South Carolina residents as undergraduate and graduate students, increasing transfer students from the technical college system, and increasing opportunities for students to engage in co-operative work experiences and study abroad. Road Map Filters are strengths against which decisions can be measured, offering the opportunity to review the plan and make necessary adjustments. Filters allow Clemson to use its strengths to design a strategic plan, budget to the plan, and implement opportunities for reaching its objectives to enhance intellectual and economical development. All known risks such as financial, regulatory or other, are always considered. Priorities are established to guide responsible and responsive decisions. Strategic plan filters align with the key elements of this report as noted below.

b. Financial, regulatory, societal, and other potential risks

Potential risks include long-term organizational sustainability and organizational continuity in emergencies. Fiscal resources, physical resources; and human capita are included. These are addressed strategically as well as in operational plans and policies. Further support for continuity lies in legislative pieces, the strength and commitment of the Board of Trustees, prudent financial investments, and on-going evaluation of current policies and practices. Vigilance is maintained by using accountability measures that encourage recognition and attention to areas that may be problematic.

Filter: Safe and Well Campus

- Environment
- Safety (police, fire, EMS, traffic)
- Crisis management

Filter: Personal health

- Personal health and fitness
- Competitive athletics
- Leadership development

c. Shifts

Shifts in technology, demographics, markets and competition are recognized. Strategies in the strategic plan have purposely been developed to assure Clemson's competitive edge by implementing an enrollment management plan and investing in academic resources. Emphasis on science and technology within the framework of a broad, well-rounded education that includes languages and arts further assure this competitive edge.

Filter: Intellectual and Economic Excellence

- Emphasis Areas
- Niches
- Centers and Institutes
- Ranked Ph.D. programs
- Relevant undergraduate research
- Centers of Economic Excellence (CoEE)

Filter: Successful Undergraduate and Graduate Students

- High quality students
- Increased retention and graduation
- Global thinkers, leaders and entrepreneurs
- Good communicators
- Multicultural understandings and ethical behavior

Filter: Enhanced Reputation, Resources and Relationships

- Improved awareness and reputation
- Improved development result

d. Human resource capabilities and needs

Human resource capability needs continue to be critically examined. As faculty began retiring in large numbers, positions were reallocated to the strategic emphasis areas. The clear emphasis areas allowed Clemson to pursue opportunities offered by state incentive programs (scholarships, endowed chairs or infrastructure funds).

Filter: Outstanding Faculty

- Increased faculty resources
- Research and teaching support
- Increased percentage of faculty with terminal degrees
- Increased outreach and service to the community and state

Filter: Professional Staff

- Recruitment and retention of high quality staff
- Strategic compensation levels
- Development of appropriate applicant screening programs

e. Organizational sustainability and continuity in emergencies

The University has developed a plan of action for pandemic situations to protect both students and faculty in the event of a crisis. An RFP has been developed to address financial continuity in the event of a major crisis. Additional safety and health procedures have been developed and implemented.

Filter: Quality Facilities and Infrastructure

- Protecting and improving university infrastructure (Buildings, Technology, Utilities)
- Building infrastructure for current and next generation competitiveness

f. Plan implementation

The ability to execute the strategic plan lies in: Clemson's unique form of governance; public-private partnerships; the land-grant mission; budget decisions that have been made to further the plan; the Road Map; and strategic investments in faculty, IT, the Academic Success Center, research and academic facilities, the libraries and the graduate school.

Filter: Competitive Organization

- Maximized return on investments
- Efficient resource use
- Professional management/administration
- Assessment and accountability
- Governmental Affairs

The Road Map for Competitiveness and the planning priorities are designed to deliver a top-20 educational experience to all students and to drive economic development for South Carolina. Clemson intends to successfully integrate the two.

III.2.2 Strategic Objectives Address Strategic Challenges

Clemson's planning process addresses our strengths, weaknesses, and opportunities with a sincere desire to capitalize on those qualities that enhance the institution. This planning process is designed to reduce, change, or modify any limiting qualities. For example, financial and regulatory risks

continue to be strategically addressed. Table III.2.2-1 displays the assessment of priorities of its current strategic plan, integrated into the general assessment of key strategic objectives for the academic year.

Table III.2.2-1 Key Strategic Objectives

Program Number and Title	Supported, Organization, Strategic Planning, Goal/Objective	References for Performance Measures*
I.A. Educational and General-Unrestricted	ACADEMICS, RESEARCH AND SERVICE	
	1. Excel in teaching, at both the undergraduate and graduate levels.	7.1, 7.2, 7.4
	2. Increase research and sponsored programs to exceed \$100 million a year in research support. (This goal has been met and raised to \$150 million.)	7.1, 7.4
	3. Set the standard in public service for land-grant universities by engaging the whole campus in service and outreach, including a focus on strategic emphasis areas.	7.1, 7.6
	4. Foster Clemson’s academic reputation through strong academic programs, mission-oriented research and academic centers of excellence, relevant public service and highly regarded faculty and staff.	7.0, 7.4, 7.5
	5. Seek and cultivate areas where teaching, research and service overlap.	7.1, 7.4, 7.5
	STUDENT PERFORMANCE	
	1. Attract more students who are ranked in the top 10 percent of their high school classes and who perform exceptionally well on the SAT/ACT.	7.1
	2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.	7.1
	3. Promote excellence in advising.	7.2
4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.	7.1	
5. Improve the national competitiveness of graduate student admissions and financial aid.	7.1	
I.A. Educational and General-Unrestricted (continued)	EDUCATIONAL RESOURCES	
	1. Successfully complete our current capital campaign and a subsequent one.	7.3
	2. Rededicate our energy and resources to improving the library.	7.4
3. Increase faculty compensation to a level competitive with top-20	7.5	

	public universities.	
	4. Increase academic expenditures per student to a level competitive with top-20 public universities.	7.5
	5. Manage enrollment to ensure the highest quality classroom experiences.	7.2, 7.5
CLEMSON'S NATIONAL REPUTATION		
	1. Promote high integrity and professional demeanor among all members of the University community.	7.5, 7.6
	2. Establish a Phi Beta Kappa chapter.	7.5 Completed
	3. Have at least two Clemson students win Rhodes Scholarships.	7.5
	4. Send student ensembles to perform at Carnegie Hall.	Completed
	5. Have at least two Clemson faculty win recognition by national academies.	Completed
	6. Publicize both national and international accomplishments of faculty, staff and students.	7.4,7.5
ACADEMICS, RESEARCH AND SERVICE		
I.B. Educational and General- Restricted	2. Increase research and sponsored programs to exceed \$100 million a year in research support. (This goal has been met and raised to \$150 million.)	7.1, 7.4,7.5
CAMPUS LIFE		
II.A. Auxiliary Enterprises- Unrestricted	1. Strengthen our sense of community and increase our diversity.	7.2,7.6
	2. Recognize and appreciate Clemson's distinctiveness.	7.2
	3. Create greater awareness of international programs and increase activity in this area.	7.5, 7.6
	4. Increase our focus on collaboration.	7.4, 7.5
	5. Maintain an environment that is healthy, safe and attractive.	7.2, 7.5
CLEMSON'S NATIONAL REPUTATION		
	7. While maintaining full compliance, achieve notable recognition with another national football championship, two championships in Olympic sports and two Final-Four appearances in basketball.	

III.C. Employee Benefits-State Employer Contributions	Provided benefits for employees	7.5
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III.2.3 Evaluation and Improvement of Strategic Planning Process

Strategic planning is a dynamic process by which modifications or improvement may be made as needed. Improvements are made to assure that the process is both effective and efficient. Planning phases typically identify specific elements that may need improvement. These include goals, measurable outcomes/benchmarks/objectives, related funding sources(s), individuals responsible for implementation of policies, and methods to assess accomplishments. Dissemination of the strategic plan and its related assessments provide opportunities for participants and stakeholders to provide feedback.

III.2.4 Action Plan and Resource Allocation and III. 2.6 Benchmarks and Measures of the Plan

In 2008, the Board of Trustees set the framework for the planning parameters by accepting specific guiding principles and filters. Data supporting new as well as old initiatives were examined in the light of the filters. The outcome of ‘filtering’ then produced the first draft of a 5-year Road Map to which external and internal funding would apply. The Program Planning Priorities and the funding strategies constitute the current process. Some of the funding strategies include reallocation to strategic priorities, tuition and fees, state appropriations, grants and contracts, fund raising/endowments/corporate, PSA, generated revenue, and direct federal funding.

Table III.2.4-1 Assessment of Priorities

Economic Development

Planning Priorities	University Goals	Benchmarks	Goals (2013)
Emphasis Areas Niches (III.7.1)	Seek and cultivate areas where teaching, research and service overlap.	Implement the Centers of Economic Excellence approved by the state.	50% of seniors and 70% of graduate students in STEM disciplines will report participating in a learning experience at a CoEE.(Table III.7.1-8)
	Increase the annual number of doctoral graduates to the level of a top-20 public research university.	Increase graduate enrollment in emphasis area graduate programs.	150 doctoral candidates will complete degrees annually. (Table III.7.1-4)

Intellectual Development

Planning Priorities	University Goals	Benchmarks	Goals (2013)
Quality Instruction and Support (III.7.1)	Excel in teaching at both undergraduate and graduate level.	Increase MAPP Critical Thinking, Writing Level 3, and Math Level 3 senior proficiency scores.	60% of seniors will score proficient by 2013. (Tables III.7.1-13)
Living and Learning Communities (III.7.5)	Promote excellence in advising.	Provide an environment that contributes to the living and learning interaction.	Increase freshmen to sophomore retention to 95%. (Table III.7.1-3 , Table III.7.5-4)
		Improve student advising regarding curriculum requirements.	Gap between importance and satisfaction will drop below 0.50. (Table III.7.5-6a)
		Improve student registration for classes.	Gap between importance and satisfaction will drop below 0.50. (Table III.7.5-7)
		Improve student perception that faculty are available, helpful, or sympathetic.	70% of students will report an improved perception. (Table III.7.2-3k)
Engagement (III.7.2)	Seek and cultivate areas where teaching, research and service overlap.	Increase the number of undergraduate students working with faculty on scholarly activities.	60% of seniors will report working with a faculty member. (Table III.7.1-8, Table III.7.2-3c. Table III.7.2-3e)
	Manage enrollment to ensure the highest quality classroom experience.	Increase the number of classrooms supporting innovative teaching strategies.	60% of seniors will report satisfaction with teaching strategies. (Table III.7.2-3, Table III.7.5-8)
Community and Connectivity (III.7.6)	Strengthen our sense of community and increase our diversity.	Increase inclusion of diverse perspectives in undergraduate course work.	80% of students will report this occurs (Table III.7.6-1)
		Increase opportunities for serious conversation with students of different race or ethnicity.	80% of seniors will report this occurs often. (Table III.7.6-2)
		Improve our student/staff interactions.	75% of students will report satisfaction with staff interactions. (Table III.7.2-3j)
	Create greater awareness of international programs and increase activities.	Increase student participation in study abroad.	30% of undergraduate students will have an international experience. (Table III.7.6-3)

Support

Planning Priorities	University Goals	Benchmarks	Goals (2013)
Information Technology (III.7.5)	Rededicate our energy and resources to improving the library.	Improve the quality of IT programs and services.	Faculty report satisfaction equal to or greater than peers. (Table III.7.5-9)
Financial Access (III.7.3)	Improve the national competitiveness of graduate student admissions and financial aid.	Improve the quality of graduate students.	Faculty report satisfaction equal to or greater than peers. (Table III.7.4-5a)
	Successfully complete our current campaign and a subsequent one.	Benchmarks to be set by Leadership Team.	
Increase Resources and Promote Good Management (III.7.5)	Increase faculty compensation to a level competitive with top-20 public universities.	Manage workloads to promote retention of quality faculty.	Faculty report satisfaction equal to or greater than peers on the expectations for tenure. (Table III.7.4-5e)
		Publish established guidelines for teaching, research, service and economic development that promote faculty success.	Faculty report satisfaction equal to or greater than peers on teaching obligations. (Table III.7.4-5g)
		Provide childcare for faculty and graduate students.	Faculty report satisfaction equal to or greater than their peers related to family life and childcare (Table III.7.4-5b,c)
		Support opportunities for faculty to interact with colleagues.	Faculty report satisfaction equal to or greater than their peers related to collegiality. (Table III.7.4-5h,i)
Regulatory and Legal Compliance, Unfunded Mandates and Inflation (III.7.6)	Promote high integrity and professional demeanor among all members of the University community.	Meet all required standards at the highest level.	Maintain full accreditation, and compliance with state and federal agencies. (Table II.5-1)

III.2.5 Communicate and Deploy Strategic Objectives, Action Plans and Performance Measures

Dissemination of information is both formal and informal. Integrating the communication within the Administrative Council in conjunction with efforts of the three vice presidential areas, programs and services are implemented in line with the desire and direction of the Board of Trustees.

Strategic initiatives are deployed by the responsible department or program area. Clemson trusts and relies on each responsible entity to fulfill its goals of the University. Institutional effectiveness

