



State Accountability Report

Based on the Malcolm Baldrige Performance Excellence Criteria

Accountability Report Transmittal Form 2008-2009

Agency Name: Medical University of South Carolina

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Section I. Executive Summary

1. MUSC's stated purpose, mission, and values.

Chartered in 1824, the Medical University of South Carolina has expanded from a small private college for the training of physicians to a state university with a medical center and six colleges for the education of a broad range of health professionals, biomedical scientists and other health related personnel. Since its inception the University has awarded more than 26,000 degrees. MUSC is a publicly supported academic health center with colleges of Dental Medicine, Graduate Studies, Health Professions, Medicine, Nursing, and Pharmacy, and a referral and teaching hospital as well as area clinics. The University has Board-approved Mission, Value and Vision Statements, abbreviations of which follow:

Mission Statement. The Medical University of South Carolina (MUSC) is a public institution of higher learning, whose purpose is to preserve and optimize human life in South Carolina and beyond. The University fosters an environment for learning and discovery by educating health care professionals and biomedical scientists, conducting research in the health sciences, and ensuring comprehensive health care. The University pursues this mission within the framework of two core beliefs:

- Education, patient care, and research are complementary activities in which excellence in one expands the capacity of the others to achieve the ultimate goal of being at the forefront in each;
- All citizens should have access to basic health care services, and because health care investments early in life result in the greatest gains, the highest priority is to support expanding coverage to all children.

Value Statement: The values of the University are reflected in the following established goals:

- Help the citizens of South Carolina achieve optimum physical and mental well being;
- Educate professionals who will deliver health care in the most effective way with respect, compassion, and cultural sensitivity;
- Improve access to health care for all citizens, but particularly underserved populations, by ensuring an adequate number of providers for all communities;
- Commitment to educating professionals who will deliver health care in the most effective way;
- Support optimal health care through emphasis on training interprofessional teams from a wide-range of health care professionals;
- Stress innovation and advancement of knowledge in all efforts by hiring faculty who are on the leading edge of research and development and introducing emerging technologies with expanded applications;
- Advocate and support promotion and advancement of successful faculty, regardless of principal area(s) of their contribution;
- Collaborate with other organizations, expanding interdisciplinary capacities, while lending our unique strengths for partners to expand their research capacity;
- Play a crucial role in the competitive success of our state by training a technologically sophisticated workforce and by translating intellectual capital from our students and faculty for commercial development;
- Hold all employees accountable to the highest standards of personal and professional conduct;
- Maintain a welcoming and supportive campus environment for all persons regardless of race, ethnicity, gender, or national origin.

Vision Statement. Once distinguished primarily in the educational arena, the University now is recognized for patient care, biomedical research, and community service. Looking toward the future, the University is poised to make even greater contributions including:

- Making educational offerings more broadly available with special attention to incorporating innovative technology to support an interprofessional educational environment that is increasingly diverse and emphasizes high standards of personal conduct;
- Meeting the burgeoning demand for additional clinical services by expanding hospital facilities, and eventually by replacing the current hospital, continuing to supply the most advanced referral center care, with an emphasis on patient safety, clinical innovation, and operational efficiency;
- Building additional areas of scientific leadership with support from the endowed chairs program and with

sister research universities' collaborations to leverage resources for the greatest possible scientific and economic impact;

- Improving the campus by purchasing additional land; constructing modern, efficient, and attractive buildings; and facilitating traffic flow and parking without sacrificing any the integration of the various mission components;
- Above all, maintaining our commitment to work for the public we serve to assure a healthy start for the children of South Carolina, help seniors achieve quality and longevity in their lives, and eliminate health disparities at all ages (build hope, improve lives, and serve society).

2. Major achievements from past year.

A more detailed discussion of achievements is included in Section III, Category 7.6. Following are some brief highlights:

- Celebrated the College of Nursing's 125th anniversary.
- College of Medicine received the AAMC Institutional Leadership Diversity Award.
- Completed the new Dental Medicine Clinical Education Building.
- Received approval of PhD Program in Health and Rehabilitation Science and the Master of Research Administration (MRA) Program in the College of Health Professions.
- Gained approval for a Doctor of Nursing Practice program.
- Received an Express Library Technology Improvement Award from the National Library of Medicine to offer digital equipment check out to students, faculty, and staff.
- Set a new record for extramural research funding at \$217 million.
- National Cancer Institute Designation awarded to Hollings Cancer Center.
- Completed design and successfully bid the construction of the Drug Discovery Building and the Bioengineering Building.
- Received an NSF award of \$20 million to establish a Statewide alliance in the field of tissue biofabrication.
- U.S. News & World Report named MUSC researcher, Dr. Mark George, as one of fourteen leading biomedical innovators for work on brain imaging and stimulation.
- College of Health Professions ranked 9th out of 125 health professional institutions nationally with \$1.3 million in research, a 49.7% increase over the past year.
- Received a \$20 million award for the South Carolina Clinical and Translational Research Institute.
- Activated the South Carolina Light Rail (SCLR), enabling high-speed network access and collaboration across the State.
- Premier Healthcare Alliance selected MUSC as one of the top twenty-three hospitals in the country (and the only one in SC) for outstanding patient care and efficiency.
- One of only twenty-seven US hospitals and the only one in SC to receive a Gold Triple Performance Achievement Award from American Heart Association.
- Successfully launched the public phase of MUSC's \$300 million Capital Campaign. Annual fund raising set a new record with gifts/pledges exceeding \$71 million.
- Implemented a single, enterprise-wide policy on Conflict of Interest.
- Instituted discussions to create The Charleston Higher Education Purchasing Alliance (CHEPA) with the College of Charleston, the Citadel, and Trident Technical College.

3. Key strategic goals for the present and future years.

The key strategic goals are presented in detail in Section III, Category 2. Following are some highlights:

- Offer all four years of Doctor of Pharmacy curriculum on the Greenville Campus.
- Open the first cohort of the Doctor of Nursing Practice educational program.
- Enhance the health and well-being of the MUSC student body. Develop baseline data and metrics to

assess student health behaviors.

- Recruit a new dean for the College of Medicine.
- Recruit leadership for the newly reorganized academic units in the Colleges of Health Professions and Medicine.
- Capitalize on federal stimulus funds from the American Recovery and Reinvestment Act for research facilities renovation and programmatic development.
- Begin construction of Drug Discovery and Bioengineering Buildings (~200,000 sq ft).
- With SCRA, complete and operate ~25,000 sq ft incubator facility for new company development based on MUSC discoveries.
- Increase joint research/training programs and scientific interchange with other colleges and universities within South Carolina.
- Develop plan to add additional hospital beds.
- Support Hollings Cancer Center in its initial years of NCI designation.
- Expand programs that provide quality oral health care to under-served populations in South Carolina.
- Support the development of a Statewide regional health information network.
- Surpass the Medical University's comprehensive \$300 million Capital Campaign goal.
- Effectively perform the 2010 Facility and Administrative (F&A) Rate Study.
- Continue to streamline and automate (where possible) processes and procedures for doing business at MUSC.
- Continue to improve MUSC Foundation's endowed asset ranking among NACUBO reporting institutions to the top third among US colleges and universities.

4. Key strategic challenges (i.e., educational, operational, human resource, financial, and community-related strategic challenges).

There has not been a capital bond bill since 2001, and state debt has been greatly reduced in the interim. The burden of financing construction has been shifted to the institutions, while appropriations have been reduced dramatically.

Two buildings which were ranked high statewide by CHE have not received the attention they deserve: the College of Dental Medicine building (\$30 million; ranked highest) and the College of Pharmacy Building (\$35 million; ranked sixth highest).

Other challenges include funding for the following projects:

- SC LightRail is an ultra high-speed fiber optic network connecting healthcare, higher education, and research entities across the state of SC and to Lambda.
- \$4.5 million appropriated in FY 2008 and 2009 to research universities.
- Each research university is requesting \$1.5 million to support maintaining the network (CHE has endorsed concept)—essential for expansion to other campuses.
- Endowed chairs—no new funding in two years.

Other challenges include the necessity for regulatory relief:

- With loss of state appropriations, greater efficiency is required.
- Bill drafted last year to enhance human resources, procurement, capital projects.
 - Bill introduced mid-session and did not get full review.
 - Legislation needs to be reintroduced in new session.
- State compensation guidelines, which limits our ability to compete for top ranked personnel.

Additional Challenges:

- Support for EPSCoR program—tissue engineering grant is example of benefit.
- Support for the Electronic library—one of the most efficient programs in state.

- The continued support of the Nursing Workforce Initiatives (One Voice One Plan).
- Legislation that could provide health benefits through the increased cigarette tax.
- Implement the Quality Enhancement Plan.
- Complete the integration and accreditation of the SC College of Pharmacy.
- Achieve economies-of-scale across people and information technologies.
- Coordinate and integrate systems across the enterprise.
- Attract and retain skilled and experienced professionals.
- Train and provide growth and development opportunities for personnel.
- Reductions and ambiguity in annual state governmental appropriations.
- Securing adequate funding to support the expanding automation of all facets of the organization.
- Provide consistently improved levels of service in the face of increasing regulations.
- Stay ahead of risks that have a significant potential negative impact on finances.
- Construct the Drug Discovery building.
- Construct the Bioengineering building.
- Design, obtain additional funding and construct the Center for Health Disparities building.
- Successfully compete for additional Centers of Economic Excellence.
- Recruit endowed chairs for approved Centers of Economic Excellence.
- Successfully secure matching funds for approved Centers of Economic Excellence.
- Continue the statewide collaboration through Health Sciences South Carolina.

5. How the accountability report is used to improve organizational performance.

The process and inter-team collaborations required to create the Accountability Report contributed directly to improving future organizational performance through the following initiatives:

- Disseminating and reinforcing critical institutional knowledge to all administrative, educational, and research levels about overriding University needs, goals, strategies, progress, accomplishments, and related parameters.
- Establishing more clearly defined and universally understood, accepted, and pursued goals. Over the past three and a half years, the University has developed a quality improvement process that utilizes a tool of Pillar Goals that revolve around People, Service, Quality, Growth and Finance—as a method for sharing goals that cut across functional units. This program is called **MUSC Excellence**. After starting in the Medical University Hospital Authority, the program spread to all academic, clinical, and research entities on this campus. Performance measures include tangible measures and organizational efficiency and effectiveness, particularly as they relate to resource utilization and allocation.
- Key leaders have used a monthly, on-line reporting tool to measure progress against their specifically assigned “Pillar Goals.” The system uses internally designed and self-reported metrics along with a number of objective metrics supplied by the hospital, the Finance and Administration unit of the University, the Colleges, and the physician professional practice plan. Quarterly reports are generated for review and the 12-month report has been used in leaders’ assessments and annual evaluations. Annual measures are reported to constituent leadership groups and evaluated for development of subsequent annual goals and objectives.
- Strengthening existing teamwork and building new teamwork relations that, in turn, will improve the ability to assign University resources to the most vital needs. This is most tangibly seen in the university’s Quality Enhancement Plan, “Creating Collaborative Care (C3).” This initiative focuses on interprofessional education and offers a continuum of knowledge and teambuilding experiences, from acquisition, to application, to demonstration. The C3 represents a dynamic process of student engagement in increasingly more sophisticated and expansive opportunities, promoting and advancing interprofessional education while students receive their formal education.

Section II – Organizational Profile

1. The Medical University of South Carolina’s main educational programs, offerings, and services and the primary methods by which these are delivered.

The Medical University is a fully accredited academic health sciences center composed of colleges of dental medicine, graduate studies, health professions, medicine, nursing, and (the South Carolina College of) pharmacy. Post-doctoral residency programs are offered in dental medicine, medicine, and pharmacy. Postgraduate continuing education programs are also provided for those disciplines requiring annual practitioner-educational updates for licensure. The University’s medical center (Medical University Hospital Authority) provides a multitude of health-care services for the citizens of South Carolina, and serves as an experiential training site for students and residents.

Programs leading to undergraduate degrees (B.S.), master’s degrees (M.S.), and doctoral degrees (M.D., D.M.D., Pharm.D., D.H.A., D.N.P., and Ph.D.) are provided primarily through the traditional lecture format, enhanced with small-group instruction, and supplemented with on-line resources, and clinical and laboratory experiences. The College of Nursing and the College of Health Professions offer some online courses.

2. Key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations.

The vast majority of the graduates from the University are competent and skilled health-care practitioners in their chosen fields. The graduate programs prepare individuals to engage in professional pursuits directed toward research and the discovery of new knowledge, to pursue careers in higher education settings to prepare practitioners and scientists, or to secure positions in health care administration.

The stakeholders are the patients of South Carolina and across the country who benefit directly from the health care services provided by our graduates or, indirectly, from the research and teaching carried out by scientists and academicians completing our graduate-degree programs.

3. Operating locations.

The University campus is located in Charleston. The institution maintains a presence on the campus of the University Center in Greenville but does not offer any onsite degree programs at this time. The South Carolina College of Pharmacy has campus locations in both Charleston and Columbia. The Medical University Hospital Authority operates a number of ambulatory care clinics throughout the state of South Carolina.

4. Number of employees segmented by faculty and staff or other appropriate categories.

Table 2.4-1. Full-time and Part-time MUSC Employees

Employees/Year*	2007	2008	2009
Full-time			
Classified	1522	1588	1505
Faculty	1069	1153	1120
Post-Docs	190	176	157
Research grants	355	379	409
Residents	596	636	658
Students	111	148	
Students & temps			181
Unclassified non-faculty	30	31	31
Total Full-time	3873	4111	4061
Part-time			
Classified	50	55	42

Faculty	255	245	247
Post-Docs	5	7	6
Research grants	66	53	56
Residents	7	8	3
Temps & students	589	558	466
Unclassified non-faculty			1
Total Part-time	972	926	821
GRAND TOTAL	4845	5037	4882

*2007 data as of 9/5/07; 2008 data as of 7/25/08; 2009 data as of 7/8/09

5. The regulatory environment under which the University operates.

The Medical University of South Carolina operates under the authority of the S.C. Commission on Higher Education, and the governing body of the institution is a Board of Trustees. All professional degree programs with national professional organizations have earned accreditation. Regional accreditation for the University is granted through the Commission on Colleges of the Southern Association of Colleges and Schools.

6. The University’s governance system (the reporting relationships between the governance board/policy making body and the senior leaders, as appropriate).

The Board of Trustees is the governing body of the institution, with the President reporting directly to the Chairman of the Board of Trustees. An appropriate number of vice presidents report to the President. The Deans of the various colleges report to the Vice President for Academic Affairs and Provost.

7. MUSC’s key suppliers and partners.

- Bank of America
- Ameresco Inc.
- Dell Marketing LP
- M B Kahn Construction Company Inc.
- Manhattan Construction Company
- Medical University Hospital Authority
- Stevens & Wilkinson
- MUSC Foundation
- MUSC Foundation for Research Development
- NBM Construction Company Inc.
- South Carolina Electric and Gas Company
- SCANA Communications Inc.
- University Medical Associates
- US Bank

8. Key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.).

The University is one of three research universities in South Carolina. The University of South Carolina in Columbia and Clemson University engage in research endeavors similar to those at the University. These two institutions, therefore, would be considered key competitors for research funding.

9. Principal factors that determine the University’s competitive success and the key changes taking place that significantly impact this competitive situation.

The University is unique among institutions of higher education in South Carolina in that it is devoted exclusively to health sciences education and research. In addition, it is the only university in the state to maintain a tertiary care hospital and ambulatory care facilities on its campus. It is this atmosphere of interprofessional education and training, along with convenient access to patient care, that provides this institution with a competitive edge in recruiting students and faculty.

With the completion of the University’s new Ashley River Tower hospital, patients have been admitted to a sophisticated health care facility with technologically advanced health care in the most efficient and effective manner in comfortable surroundings.

In addition to teaching and patient care, the University has committed significant resources to the development of state-of-the-art research facilities on its campus. Over the past few years, the renovation of existing buildings and the creation of new research facilities have been instrumental in the University’s success in recruiting

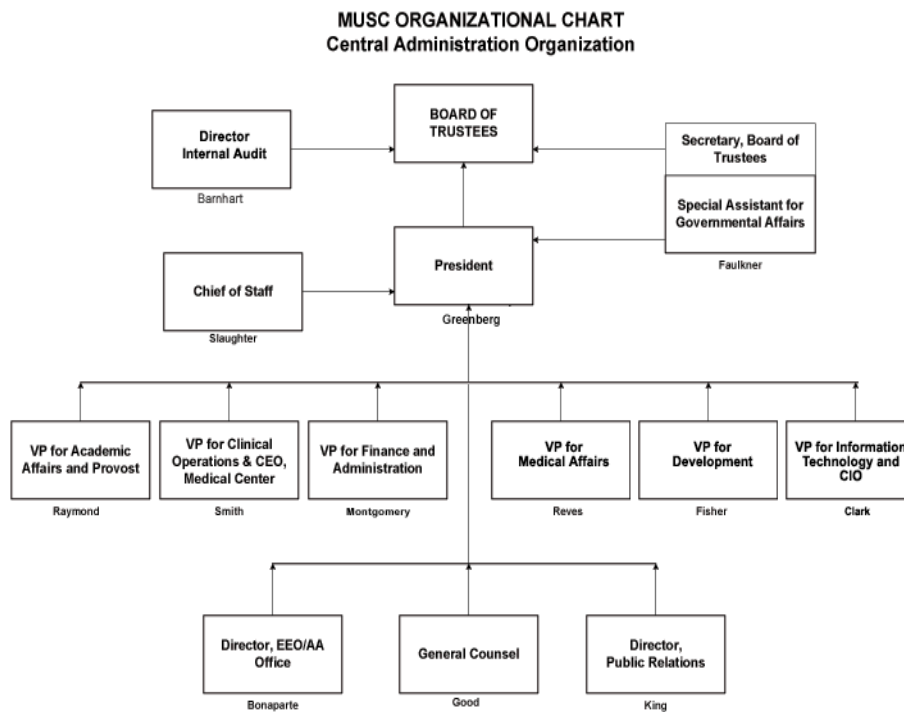
world-class research scientists which, in turn, has allowed the institution to surpass other state research institutions in its level of funding, particularly from the National Institutes of Health.

10. MUSC’s performance improvement systems.

MUSC uses an integrated planning model to initiate and respond to evaluation processes. The University’s Strategic Plan guides goals and initiatives, which are collected primarily through the annual budget process. That budget process relies on outcomes assessment and plans that are regularly adapted to achieve the University’s Mission.

11. Organizational structure. {<http://www2.edserv.musc.edu/president/chart.htm>}

The deans of the colleges report to the Vice President for Academic Affairs and Provost.



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12. Expenditures/Appropriations Chart.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$212,796,547	\$61,405,701	\$220,174,882	\$48,732,226	\$277,551,838	\$58,301,115
Other Operating	\$279,276,351	\$40,251,644	\$280,990,632	\$10,203,766	\$267,153,558	
Special Items	\$3,761,958	\$1,051,829	\$3,761,958	\$1,051,829	\$3,761,958	\$1,051,829
Permanent Improvements						
Case Services						
Distributions						

to Subdivisions						
Fringe Benefits	\$72,064,415	\$16,227,466	\$79,120,163	\$13,563,850	\$43,588,249	\$14,732,583
Non-recurring	\$10,200,000	\$10,200,000	\$1,750,000	\$1,750,000		
Total	\$578,099,271	\$129,136,640	\$585,797,635	\$75,301,671	\$592,055,603	\$74,085,527

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills	\$ 2,700,000	\$1,750,000
Capital Reserve Funds	\$ 7,500,000	
Bonds		

13. Major Program Areas Chart

Program Number & Title	Major Program Area Purpose	FY 07-08 Budget Expenditures		FY 08-09 Budget Expenditures		Key Cross References*
Instruction Colleges (Activity no. 573-584)	Provide health and science education and training which prepare students to competently serve the state's health professions and sciences needs.	State:	39,896,376	State:	32,633,359	7.1, 7.2, 7.3
		Federal:	32,411,547	Federal:	30,406,090	
		Other:	55,924,607	Other:	63,848,445	
		Total:	128,232,530	Total:	126,887,894	
		% Total Budget = 23.0%		% Total Budget: 21.7%		
Research (Activity no. 586)	Advance the knowledge of health sciences for the citizens of SC and the nation, in addition to keeping our instructional focus contemporary.	State:	6,228,350	State:	6,273,911	7.1, 7.2, 7.3
		Federal:	101,406,455	Federal:	95,131,955	
		Other:	44,615,508	Other:	50,936,985	
		Total:	152,250,313	Total:	152,342,851	
		% Total Budget: 27.3%		% Total Budget = 26.1%		
Administration (Activity no. 589)	Improve the value of the university by providing a productive and effective infra-structure over-seeing general university functions.	State:	30,708,969	State:	30,933,611	7.1, 7.2, 7.3
		Federal:	808,739	Federal:	9,731,416	
		Other:	111,917,073	Other:	127,774,368	
		Total:	143,434,781	Total:	159,466,678	
		% Total Budget= 25.7%		% Total Budget = 27.3%		

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Below: List any programs not included above and show the remainder of expenditures by source of funds. Public Service, Diabetes Center, Student Services, Operation & Maint. of Plant, Scholarships & Fellowships, Auxiliary (Parking), Rural Dentist Incentive, Hollings Cancer Center, College of Dental Medicine Bldg., and Below-the-Line items.

Remainder of Expenditures:	State:	27,309,306	State:	24,781,632
	Federal:	10,373,259	Federal:	9,731,416

	Other:	95,717,639	Other:	111,029,671
	Total:	133,400,204	Total:	145,542,719
	% Total Budget = 23.9%		% Total Budget = 24.9%	

Section III – Elements of Malcolm Baldrige Award

Category I – Senior Leadership, Governance, and Social Responsibility

The Medical University’s continuous improvement efforts require robust, visionary, and pragmatic leadership. The President and his leadership team continuously examine and evaluate practices and procedures throughout the University and Hospital Authority to address the impact of internal and external factors which promote or impede on-going improvement. This is accomplished through attention to formal and informal feedback processes, the most obvious indicators of which are increasing numbers of caring, compassionate, ethical, and proficient health care professionals and creative biomedical scientists for the citizens of South Carolina and beyond.

1.1 How do senior leaders develop and deploy MUSC’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Under the authority of the Board of Trustees for the Medical University and the Hospital Authority, the President and his executive leaders set, deploy, and communicate short-and long-term goals and direction through a variety of processes.

The President conducts an annual agency head evaluation in compliance with the South Carolina Agency Head Salary Commission. This document reports on the President’s progress in achieving specific goals and when these outcomes have been satisfactorily achieved. The number of performance objectives ranges from five to six annually. In addition, the President carries out a performance improvement effort consistent with the criteria of the Malcolm Baldrige National Quality Award. The process begins with the President submitting a planning document which specifies the performance objectives and continuous improvement effort to be accomplished during the year. At the conclusion of the year, the President prepares a written narrative describing his performance on each objective and the continuous improvement efforts, and reviews them with the Board of Trustees. Finally, an Agency Head Evaluation Survey is completed by each member of the Board of Trustees and is submitted along with the written narratives.

The President employs several mechanisms to monitor and evaluate progress toward performance objectives and the larger strategic plan for the University and Hospital authority. He conducts weekly leadership meetings with vice presidents and his chief of staff to review and assess institutional direction and performance on a week-to-week and long-term basis. These meetings are typically two hours in length with half-day retreats on a quarterly basis and allow the executive leadership team time to share information, progress, and concerns. In addition, the President conducts monthly President’s Council meetings attended by the vice presidents, faculty leaders, and other executive staff members. President’s Council meetings also last two hours, facilitate information dissemination, and serve as a formal administrative body for new initiative’ reviews, institutional policy reviews, financial updates, and recommendations for action by the Board of Trustees. President’s Council meetings also foster enterprise-wide collaborative working relations, and serve as a venue to recognize challenges and accomplishments.

President’s Council members are directly linked with program operations; they are charged with analyzing, formulating, and assessing improvement plans and evaluating the organization’s performance on key measures. Key assessment area operations include the following:

The President conducts annual performance evaluations with President’s Council members reporting to him. This process consists of written self-assessments of strengths and weaknesses, and goal statements for the

coming year. This process also includes a face-to-face meeting between the President and the Council member to discuss his or her degree of success in meeting expectations and action planning for addressing needs for improvement. The plans are reviewed and updated on an as-needed basis. In a parallel process, Council members also document the goals and accomplishments for their areas of responsibility. While self-assessments and listings of goals and accomplishments may overlap, the self-evaluation is a more personal assessment of the individual's performance during the previous year.

A similar process is carried out between President's Council members and individuals reporting to them. Council members establish expectations for employees reporting to them through contractual language and position descriptions for which measurable ratings are applied on an annual basis. Individual and unit reviews and updates are accomplished through regularly scheduled and individually requested meetings. Formal evaluations are conducted at the end of each year to review success and opportunities for improvement.

Throughout the year, President's Council members work with colleges, departments, units, and offices throughout the enterprise to provide guidance in day-to-day operations. The flow of communication throughout the institutions is reinforced by the related councils and groups (e.g., Deans' Council, Dean's group, and Service Excellence Teams) that reach area offices. The area councils, groups, and teams meet regularly to review strategies and performance, and facilitate consistent communication. Local issues are discussed, and feedback on institutional successes and concerns are addressed. In this way, the cycle of information continues to loop throughout the organization.

In addition, periodic Town Hall Meetings are hosted by the President and a member of his executive leadership team to inform the community about current programs, future programs and opportunities, the financial state of the institution, and progress toward short-term and long-term goals.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?

At least annually, University leaders set short-and long-term goals for upcoming periods as well as compile significant accomplishments resulting from prior set goals and objectives. These are derived from a wide array of both formal and informal sources that include the GAPP process (see 2.1 below for details; <http://academicdepartments.musc.edu/vpfa/finance/budget/index.htm>), regular meetings of senior leadership (including the Deans' Council and President's Council), input from Faculty Senate and Student Government Association, special studies and plans (i.e., Hospital Replacement), open meetings with faculty and staff (Town Halls), and external forces requiring accommodation (i.e., available State funds, changing Federal rules/regulations, and local/national economies). All ultimately stem from the periodically updated University Mission, and related vision and value statements.

These goals/accomplishments are compiled and drafted each July by senior leaders, and finalized each August by the University Board of Trustees. They then are assimilated into the University Strategic Plan as well as used in the Board's annual performance evaluation of the University President who, in turn, uses unit goals/accomplishments in the annual performance evaluations of the Vice Presidents and Provost. They are also widely disseminated internally (i.e., Board minutes, Town Meetings, Web pages, and campus publications including the weekly newspaper, *The Catalyst*) and externally (i.e., media releases/interviews, annual reports, presentations to Legislature and Commission on Higher Education). The updated versions are also the basis for annual legislative priorities set by the University.

While these remain the major frame of reference for critical decisions and follow up communications by senior leaders, the University also stays alert for unexpected opportunities that fall within Mission parameters, developing and processing these in a timely manner for Board ratification when appropriate. From time to time the key University leadership schedules a special retreat meeting with the Trustees to deal with goals and objectives in even more depth as well as insure that all parties are fully knowledgeable and in accord.

The expanding MUSC Excellence initiative offers a new collaborative opportunity for the various University entities to work both within and among themselves, while identifying common issues that can be cascaded down each portion of their respective parts of the University organization.

1.3 How do senior leaders personally promote and support an environment that fosters and requires: legal and ethical behavior; and fiscal, legal, and regulatory accountability? How are these monitored?

The President and his leadership team establish and promote a strong focus on ethical action through ongoing emphasis on the institution's mission of preserving and optimizing human life in South Carolina and beyond, and by providing an environment for learning and discovery through education of health care professionals and biomedical scientists, by research in health sciences, and by provision of comprehensive health care. Essential to mission accomplishment are required standards of behavior for all MUSC employees. They include a commitment to providing excellence in patient care, teaching, and research in an environment that is respectful of others, adaptive to change, and accountable for outcomes. Each employee is expected to practice these standards of behavior for the benefit of colleagues, the betterment of MUSC, and the customers served by the institution. The mission statement and behavior standards are displayed throughout the institution on desktop computers screens, stationery, and in training environments.

In addition there are the very specific role models that must be set by University leadership as required in law and internal policy. All MUSC senior leaders, including the Board of Trustees, are considered public officials and fully subject to extensive provisions of the State of South Carolina Ethics, Government, Accountability, and Campaign Reform Act as administered by the South Carolina State Ethics Committee and its published Rules of Conduct. This law has been described as the strictest public ethics law in the United States, and prohibits any and all public officials from acting under any form of unethical activity or undue external influence subject to prosecution by the Ethics Committee and S.C. Attorney General. Each public official is required annually to submit a full disclosure of economic interests which is a public document. In addition a University Compliance Office was established to guide and oversee institutional integrity and requires that a University Code of Conduct be signed by all faculty and staff as well as every member of the Board. This code of conduct was retroactively signed by all employees at the time issued, and has since been a required part of new employee induction. It was an outgrowth of the complexities posed to an academic health sciences center by ethical challenges of rapidly growing research integrity, technology transfer, and information technology laws and policies. A University Web site is devoted to these issues and even includes a training and compliance page with relevant information. Ethical behavior and all levels of expected accountability are additionally specified in most key University policy documents including the Faculty Handbook, University Bulletin, University Student Handbook, and Student Handbooks of the various colleges. At all levels, the University is committed to, and expects no less than, the highest standards of ethical behavior and accountability. Ongoing vigilance by responsible University officials is strengthened through audits and special investigations when circumstances necessitate, with follow-up as appropriate with several hearings and/or appeals mechanisms that have evolved to insure full compliance with State and Federal ethics laws and regulations.

1.4 How do senior leaders create an environment for organizational and workforce learning?

In addition to the student educational environment, there are many learning opportunities at MUSC for faculty and staff. For faculty, there are continuing education opportunities, professional training courses, sabbaticals, and research opportunities. Also, the University promotes the use of mentoring programs by senior faculty to help junior faculty attain higher professorial positions. Most, if not all, of the colleges detail the steps and requirements for promotion and tenure. For staff, an array of learning opportunities exists in skill enhancement courses, credit courses, and orientation sessions. In addition, there are a variety of career services, library information systems, and information technology, to name a few, that are available to faculty and staff alike. MUSC also has a Center for Academic Excellence which staff, students, and faculty have available to improve their communication skills. The MUSC Excellence activities are vital and creative learning experiences for both faculty and staff teams. These teams cross faculty and staff boundaries as well as college divides for greater corporate collaboration and cooperation.

1.5 How do senior leaders promote and personally participate in succession planning and the

development of future organizational leaders?

Succession planning is emphasized at all levels and units within the organization. There are a number of different avenues in academia that can lead to positions of senior leadership. One unique means at MUSC is the Trustees Leadership Academy which is designed to develop leaders in medical education. The goals of the program are to provide the technical skills necessary for major leadership/management roles needed in academic medicine. For the most part, academicians receive little, if any, training to equip them for managing administrative roles they are expected to perform. The purpose of this program is to promote and prepare for succession of future senior organizational leaders such as deans and department chairs.

Each year, a select group of potential leaders are recommended by their respective deans to participate in the Trustees' Leadership Academy Program. The first entering class and the number of requests to participate were so large that the program expanded from the anticipated 12 to 16 faculty and staff. In this third year, the demand has been even greater with 24 individuals enrolled in the Class of 2009. A cross-section of faculty and staff was selected to participate. Each candidate comes forward with a project designed to improve the academic aims of his or her college or administrative unit. In addition, the program consists of three long weekend retreats dealing with legal issues, financial management, and administrative skills.

As in many vital change initiatives, opportunities for young faculty and staff participation abound in the MUSC Excellence activities. The entire University benefits, and junior faculty and staff gain experience and exposure. This opens them for the next formal steps in leader development, as described above. This exposure can be an important part in identifying and supporting home-grown leaders within the University.

1.6 How do senior leaders communicate with, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Motivating employees to develop their full potential is important to the continued excellence of the University. The University is dedicated to training and developing its students to become the best health care providers; by extension therefore, this goal applies to every faculty and staff member.

Managers and supervisors encourage their staff to attend training programs focused, in part, on counseling and evaluating employees to meet and exceed performance standards, and by inference, to motivate and empower them. Communication training programs are designed to give supervisors and managers the necessary skills to encourage and motivate employees.

Financial incentive programs along with other recognition and rewards programs are designed to recognize top performers. These programs assist the University in motivating employees to develop and realize their full potential.

Senior leaders of MUSC routinely meet with employees and students in Town Hall and other public forum meetings to keep constituents informed of the latest events as well as to provide information of the campus community's needs. These meetings are used, in part, to help employees understand their role in helping formulate, but also in shaping and enhancing, the effectiveness of the organization.

Various organizational elements use annual employee and staff surveys to focus on problems relating to work conditions, group morale, individual job satisfaction, effectiveness or inadequacies of employee recognition, and reward programs. Targeted responses are begun and formal and informal measurements are obtained to document real progress or remediate shortfalls in planning or execution.

1.7 How does MUSC evaluate the performance of its senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system?

The South Carolina Budget and Control Board has established, through the Office of Human Resources, an Agency Head Performance Evaluation process that is used to evaluate the performance of MUSC's president. This process delegates overall responsibility for the performance evaluation to MUSC's Board of Trustees. The Board of Trustees works with the President in establishing the planning document upon which the

President's performance will be evaluated, and the Trustees complete the evaluation at the end of the annual evaluation period. Both the planning document and the final results are submitted to Budget and Control Board's Agency Head Salary Commission for oversight purposes.

The Vice Presidents are evaluated annually by the President. That process is initiated by a self-assessment that covers key accomplishments of the past year, an assessment of strengths and weaknesses, and specific goals for the coming year. The President discusses the self-assessment with each vice president and follows that meeting with a summary document outlining the key points that emerge from the evaluation process.

The Vice President for Academic Affairs and Provost has an additional evaluation that is included in the annual faculty-completed survey package to rate their department chairs, college deans, and the Provost. The Center for Academic Research and Computing administers an online, Faculty Senate-designed survey; the specific responses regarding the Provost are submitted to the President. The results are incorporated into the annual evaluation discussion of the Provost and, depending on the nature of the discussion, may be included in the Provost's Faculty Appointment Contract.

Each year the Deans and the Associate Provosts are evaluated by the Provost. That process is initiated by a self-assessment that includes key accomplishments of the past year, an assessment of strengths and weaknesses, and a list of specific goals for the coming year. The provost discusses the self-assessment with each of his direct reports and follows that meeting with a summary document outlining the key points that emerge from the evaluation process. In addition, the Dean of each College and every Department Chair are evaluated annually by the faculty of their respective colleges using an online survey tool. Each Dean meets with each Department Chair in his or her college to review and share the results of the faculty assessment with the Department Chair.

For the past three years in the College of Medicine, an elaborate annual evaluation and goals setting occur with Departmental chairs and Center directors using the College of Medicine's Pillars goals linked to measured, departmental performance goals in the areas of People, Service, Quality, Growth and Finance. This process has furthered the effectiveness of the annual evaluation by increasing the number of objectively measurable goals for individual leaders and departments.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

Performance according to plan is the hallmark of the MUSC Excellence initiatives. Along with faculty, employee and trainee surveys and measurements—some new and some with substantial longitudinal history—senior leaders are better able to track needs and address remedies. The MUSC Board of Trustees has been briefed on these processes and can be kept abreast of such information more easily and with strong confidence in the measurements being monitored and reported.

1.9 How does MUSC address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

The University's Strategic Plan provides for an avenue to assess "environmental" changes that could have an adverse impact on its overall mission and daily operations. This annual, and rolling, five-year plan permits a serious review of likely changes and permits resource reallocation as needed and in a timely manner. An academic health sciences center is particularly vulnerable to reduction in federal funding as evident in the Balanced Budget Act of 1997, or in the limited funding from the National Institutes of Health, or from continued reduction in State funding. As a result, our institution has a variety of mechanisms to deal with adverse situations that may affect our operations, including hiring freezes and furloughs as implemented in the recent years. Unfortunately, many of these measures may involve a reduction in force in the future due to our limited operating margins.

1.10 How do senior leaders actively support and strengthen the communities in which MUSC operates?

The President and executive leadership team firmly support citizenship activities statewide and locally. Members of the executive leadership team are involved in civic organizations, advocacy organizations, task forces on health, and other community groups that can benefit from their expertise. The University and Hospital

Authority provide outreach services through traveling clinics and mobile health vans, collaboration research with other universities, hospitals across the state. Moreover, MUSC is affiliated with various voluntary medical missions and the like at the national and international levels, thus contributing to community advancement in other areas of the United States and locations around the world.

MUSC Gives Back, a University Student Community Volunteer Program, increases the value of students' education at the University by promoting and encouraging community volunteer experiences that allow students to observe and address health care problems in the community they will ultimately serve. This program increases student interaction with the community, and increases cross-college collaboration and interprofessional education and/or experiences. All six colleges participate in the MUSC Gives Back program. Overall, MUSC students provided more than 20,000 service hours over the past year (August 1, 2008 through July 31, 2009).

The College of Dental Medicine has an integrated student/faculty Community Outreach and Service program. Students and faculty participate annually in a variety of programs with student participation averaging 35 hours per third and fourth year student. Some of the programs include: Give Kids a Smile, Special Olympics, Overseas Mission Trips, East Cooper Community Center, and various dental extramural rotations.

The Graduate Student Association of the College of Graduate Studies at MUSC serves as a liaison between students and faculty, as well as the Medical University as a whole. One major goal for the 2008-2009 school year has been to increase involvement in the community, specifically improving awareness and excitement about scientific research. They have made strides in accomplishing this mission by judging local high school science fairs and helping with local college student research days. Their G.R.O.W.S. (Graduate Students Reaching Out With Science) Program introduces middle – school students of Charleston County to opportunities in scientific research, to discuss various applied sciences, and to allow graduate students the opportunity to share their passion for research and knowledge of science with the community.

The College of Health Professions also has a strong tradition of volunteerism as represented by the activities of its students. Last year, College of Health Professions' students logged more than 4000 hours through activities sponsored by the MUSC Gives Back program. In addition, the Student Health Professionals United in Recognizing Diversity (housed in the college) elected to raise funds and support The Cannon Street YMCA through planned activities while Rehabilitation Program students supervised disabled children participating in a therapeutic horse-back riding program, SC Special Olympics, and organized the eighth annual ALS HOPE Walk/Run to donate \$35,000 to the SC chapter of the ALS (Lou Gehrig's disease) Association.

The College of Pharmacy students also have a high level of participation in the activities sponsored by MUSC Gives Back. In the last academic year more than 70% of the students volunteered for community activities and logged in excess of 3000 hours. On most Monday nights beginning in September, pharmacy students assisted a pharmacist in filing prescriptions and counseling underserved patients at the Harvest Free Medical Clinic in North Charleston, at the Crisis Ministries' Wednesday Night Clinic for homeless populations, and at the MUSC student run health clinic, C.A.R.E.S. Additionally, College of Pharmacy students generated funds to supply the Carolina Youth Development Center, an umbrella organization to support neglected and abused children living in foster care, with ten car loads of Christmas gifts and clothing.

The College of Medicine engages in a variety of outreach and service programs. These programs and activities are designed to provide patient-centered education about health care matters to the Charleston community and to provide service to populations in need. Activities have included: lectures, workshops, health care fairs and screenings, information booths at community gatherings, preventive services and health promotions, and activities specific to agency requests. Medical students also sponsor and manage two community free health clinics serving the homeless and under-insured, Crisis Ministries' Wednesday Night Clinic and the C. A. R. E. S. Clinic.

The College of Nursing is heavily engaged with the community to provide a variety of service projects in

which its students and faculty may be engaged such as REACH 2010, Health First, and, one of the college's most significant community outreach programs - the Hispanic Health Initiative.

In addition to the activities cited above, several colleges offer continuing education to their health care professionals. Among these are the College of Pharmacy and the College of Medicine. As stated in its mission statement, the College of Pharmacy is dedicated to the lifelong learning of pharmacists throughout the state of South Carolina. The College of Pharmacy offers a variety of opportunities made possible both by programs directly produced by the College and by co-sponsorship with other organizations of programs relevant to pharmacists. Programs range from the relatively brief (1-2 hour) single topic "update" programs to comprehensive Disease Management Certificate programs. Additionally the televised Pharmacy Update series is available at the more than 20 statewide sites of the Health Communication Network.

The Office of Continuing Education in the College of Medicine offers continuing education activities including lectures, conferences, workshops, symposia, regularly scheduled Grand Rounds and other recurring events to licensed practicing physicians within the state of South Carolina, the clinical medical faculty of the MUSC College of Medicine, and physicians in Charleston and surrounding communities. These CE activities are also available to physicians participating in regional, national and international activities sponsored by the College of Medicine.

Section III – Category 2 – Strategic Planning

2.1 What is MUSC's strategic planning process, including key participants, and how does it address:

- a. MUSC's organizations' strengths, weaknesses, opportunities and threats**
- b. Financial, regulatory, and other potential risks**
- c. Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition**
- d. Human resource capabilities and needs**
- e. Long-term organizational sustainability and organizational continuity in emergencies**
- f. MUSC's ability to execute the strategic plan**

The University just completed the fifth year of an ambitious initiative to combine strategic planning with budget development. The heart of this is the "Goals & Accomplishments Planning Package (GAPP)" which is included with and completed as part of the annual budget development process for every institutional unit.

GAPP is the foundation for a process conceived to establish a "living," comprehensive, and budget-related Strategic Plan for the Medical University and its affiliates. The information generated is used in drafting the University Annual Report, in modifying the content of the rolling University Strategic Plan, and in compiling the yearly President's Report of major goals and accomplishments to the University Board, S. C. Legislature, and the public. Another intentional and related outcome is the validity of results inherent from engaging a wide segment of the enterprise in establishing institutional priorities. Ultimately, these priorities drive the allocation of resources and leadership decisions.

Linking budgets to strategic plans, while common in the corporate sector, has proven difficult in higher education. A survey by MUSC of the 125 Association of American Medical Colleges' schools concluded that only Northwestern University Feinberg School of Medicine actually links budgeting and planning. The "Northwestern Model" is the basis for the multiple-year implementation plan now underway at MUSC.

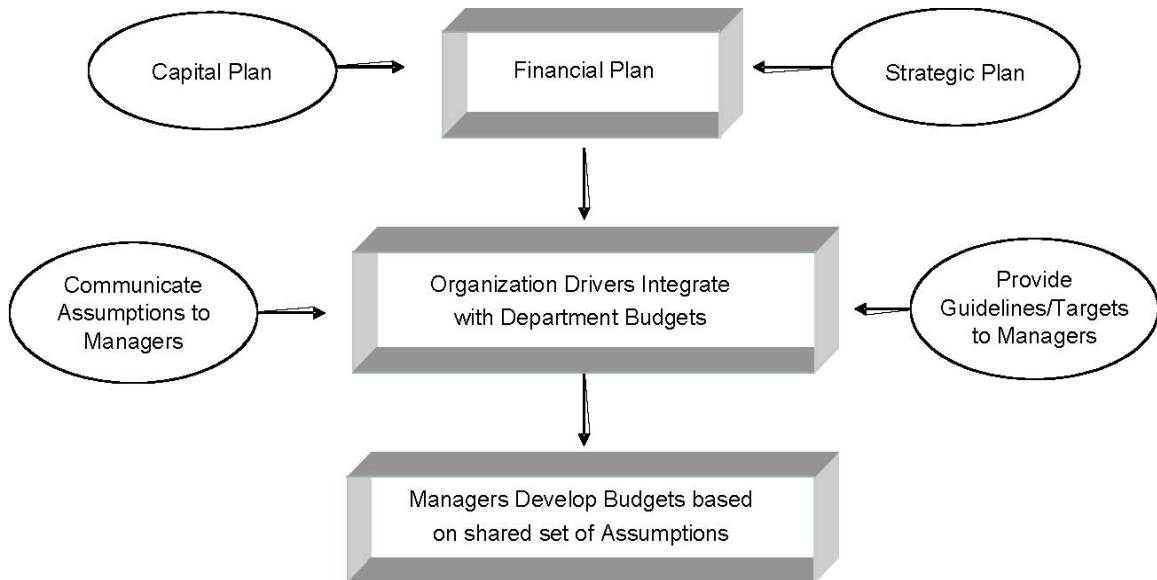
The first year focused on establishing the strategic goals for our academic and major administrative units. Year two focused on expansion to the remaining administrative units, articulation of completely new goals, delineation between goal-specific and goal-unrelated accomplishments, limiting numbers of goals submitted to a practical planning quantity, and establishing priority of strategic goals at both unit and University/Authority levels. In the final two years of implementation, budget allocations for the subsequent fiscal year were based on

a historic funding of existing programs, satisfactory accomplishments in meeting stated goals, and on winning the approval of new initiatives. These planning and budgeting co-processes will be under continual refinement to better fit the nuances of our governance system, management styles, and the organizational structure. They specifically address a wide range of essential future concerns including financial, regulatory, and other potential risks; shifts in technology, student and community demographics, markets, and competition; and institutional human resource capabilities and needs. Success of GAPP is critically important in building the rationale and consensus for major initiatives and advances at MUSC.

The annual eight-month process starts at the departmental or unit levels and proceeds to the very highest University levels. The following timeline was observed for the FY 2009-2010 Planning and Operational Budget: The following chart provides a process overview:

January - February	Preparation of budget packages by Budget & Analysis Office.
January 26, 2009	Component fees information request sent to Units
January 28, 2009	Component fees information due from Units
January 29, 2009	Academic charges request for out-of-state students sent to Colleges
February 2, 2009	Academic charges for out-of-state students due from Colleges
February 14, 2009	Academic charges for out-of-state students presented to Board
February 19, 2009	GAAP instructions due from Planning Office to Budget & Analysis Office
February 20, 2009	Distribution of capital and operating & planning budget packages
February 20 - March 19, 2009	Budget analysts contact (and, if needed, meet with) assigned units to discuss (e.g., reviewing the budget package, discussing the time line, assisting with completion of the package, etc.) the Fiscal Year 2010 Budget Process. The Planning staff (Tom Higerd) is also available for assistance.
February 20 - March 19, 2009	Vice-Presidents' budget meetings (internal)
March 20, 2009	Capital and operating & planning budget packages to Budget & Analysis Office
March - April 2009	Analysis of budget packages performed by Budget & Analysis Office
April 2009	Development of budget presentation by Budget & Analysis Office
April 17, 2009	Academic charges & fees for in-state students presented to Board
April 24, 2009	Review of budget presentation by CFO and VP of Finance & Administration
April 27, 2009	Review of budget presentation by University Budget

	Committee
May 1, 2009	Presentation of draft FY 2010 budget to President
May 14, 2009	Presentation of draft FY 2010 budget to Board's Finance Committee for tentative approval
June 2009	Presentation of FY 2010 budget to Board



The Medical University of South Carolina exists in a volatile environment that includes State budgetary challenges, rapidly advancing technologies in health care and education, continually growing consumer expectations, constant regulatory changes, and even the environmental threats of hurricanes, earthquakes, and tornados posed by a low-lying coastal campus.

The most significant challenge faced is budgetary—specifically, the steadily dwindling budget portion drawn from State funding as well as the rapidly slowing growth to relevant programs of Federal support such as the National Institutes of Health. This has resulted in work started to prepare a financial plan which supports our strategic initiatives; eliminate unbudgeted deficit spending and develop long-term plans to retire old deficit accounts; develop time-line for reducing deferred maintenance by 30%; conduct feasibility study to replace campus; and implement an Enterprise Resource Planning System.

About 5% of MUSC’s operating budget comes from State appropriations. Tuition adds a few additional percentages, with all of the remainder earned through the hard work of faculty and staff and through private philanthropy. While an imperative to “pay our own way” puts great pressure on the institution, it does result in a great economic return for the State of South Carolina. For every \$1 of state investment, MUSC generates more than \$12 of direct economic activity. If one extrapolates the ripple effect of this impact in the housing, retail and service industries, the total economic impact is estimated to approach \$3.5 billion. The inescapable reality is that the Medical University is one of the most significant contributors to the economy of South Carolina. The University expects to assume an even larger role in the fortunes of South Carolina as it shifts towards a “knowledge based” economy. Along with sister research universities, Clemson University and the University of South Carolina, MUSC is aggressively recruiting scientists who will bring with them intellectual property that can be commercialized. One such start-up company, Argolyn Biosciences, was generated from research in the laboratory of Dr. Tom Dix in the SC College of Pharmacy. Argolyn underwent a \$16 million round of venture capital financing, which is believed to be one of, if not the, largest venture capital deals for a

South Carolina start-up.

The most significant opportunity for future achievement lies in relations with sister research universities Clemson University (e.g., joint bioengineering program) and the University of South Carolina (e.g., joint pharmacy school), and the completed Phase I hospital expansion.

Through the bioengineering alliance, Clemson University has placed multiple faculty and graduate students on the MUSC campus, and plans are underway to build a joint facility in Charleston that will include engineering faculty and students from USC, Clemson, and MUSC. We are fortunate to have recruited into an endowed chair the former Senior Science Advisor to the National Institute of Biomedical Imaging and Bioengineering to spearhead this effort.

The SC College of Pharmacy (SCCP) has been created by integrating existing, separate colleges of pharmacy at USC and MUSC. The school will continue to have educational and research activities on both campuses, while also adding an Upstate presence. The national accrediting body for pharmacy schools has given its initial approval and the first entering class has enrolled. Two endowed chairs have joined the pharmacy faculty to help establish the Drug Discovery and Development initiative that will be a central part of the college.

We also have partnered with our sister teaching hospitals in Columbia, Greenville and Spartanburg through a non-profit entity, Health Sciences South Carolina, to improve medical research, education, patient care and economic development. By partnering with our colleagues around the state, we are leveraging the resources of all of our institutions. This teamwork will help propel the state of South Carolina into a leadership position in the health sciences, giving renewed meaning to the MUSC motto: *Auget Largiendo*, “she enriches by giving.”

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4)

The five key strategic objectives presented below are the priority items extracted from the longer list of strategic challenges as presented earlier. When combined with the overriding budgetary concerns, these challenges are recognized and addressed.

The attached Strategic Planning Chart summarizes the key strategies as well as the action plans associated with each. Being strategic in nature, many of these require immediate or year 01 actions as well as subsequent year actions necessary for completion. Following is a more detailed overview of five key plans:

Hospital Replacement. One of our most significant challenges over recent years has been to restore fiscal health to the University’s medical center. The Federal Balanced Budget Act of 1997 severely reduced payments to hospitals, and safety net hospitals like ours were some of the most adversely affected. We have steadily and firmly addressed this through an innovative combination of organizational restructuring and operational improvements. These actions positioned the University to undertake a progressive replacement of its aging and largely outdated hospital facilities. Phase I of the new hospital, was completed by the end of 2007 and opened in January 2008, is a 650,000 square foot, 160 bed state-of-the-art center for the diagnosis and treatment of heart, vascular and digestive diseases. It has been named the Ashley River Tower. Plans for Phase II are well underway, and we hope to launch construction within five years. This new educational/clinical laboratory opportunity has stimulated the ambitious goals of our medical center to become a national leader in clinical effectiveness and patient safety. Following are the goals and timelines to complete the process through the beginning of Phase II:

Increase clinical patient volume of 1%	1—3 yr
Increase clinical faculty by 50—100	1—3 yr
Create 3 Service Lines	1 yr
Service Line methodology in all major bsns units	1—3 yr
Enhanced margins resulting from Service Lines	2—4 yr
<i>US News & World Report</i> ranking of 3 Service Lines	5 yr
Establish paperless medical record system	2 yr

Become national leader in “health outcomes”	3 yr
Create national model in “clinical effectiveness”	3 yr
Complete plans & make final build decision Phase II	3—5 yr

Interprofessional Education/Research/Practice. Today’s health care system is highly complex and involves the interaction and training of many different health care professions. The education system, however, is rooted in a tradition of discipline specific training. To maintain the highest quality of its graduates, our institution must adopt new and more inclusive approaches to training. To be effective today the health care, research, and related educational professionals must be equipped not only with their discipline-specific knowledge and skill set, but must also be able to interact effectively with professionals from other health care, research, and education disciplines—and, such teamwork must start with training received while students. Recognizing this, MUSC has actively launched several major initiatives that include the statewide collaborative programs mentioned previously, a Teaching Academy, and Creating Collaborative Care (C3) which is the ambitious Quality Enhancement Plan (QEP) for the next decade that was recently approved by the Commission on Colleges of the Southern Association of Colleges and Schools as part of MUSC’s reaffirmation of accreditation documentation. Following are the goals and timelines:

Continue building statewide collaborative programs	1—5 yr
Create statewide interprofessional curriculum	1—5 yr
Create statewide simulation collaborative	1—5 yr
Establish teaching academy	1—5 yr
Interprofessional curriculum per SACS QEP	5—10 yr
Classroom expansions/upgrades	1—10 yr
Additional interprofessional clinical learning sites	1—10 yr
Unified academic calendar	2 yr

Future Research Needs. MUSC has made truly significant strides over the past decade in more than doubling its external research funding support to \$ 217 million and becoming the state’s leading research university in context of such support. Based on this success and the continually growing capabilities of our research team, MUSC has set an ambitious goal over the next decade of attaining the top quartile among all academic health science centers in total research funding. We feel this is more than justified by the unfortunate lead our state has in many serious diseases and other health conditions. The goals and timelines for this follow:

Add interdisciplinary research space	1—10 yr
Complete Drug Discovery Building construction	April 2010
Complete Bioengineering Building	July 2011
Mixed Use Research Space w/City of Charleston Construction	July 2011
Patient oriented research tower	5—10 yr
Purchase specialized equipment	1—5 yr
Recruit 80 targeted research faculty	1—10 yr
Renovate/upgrade existing research space	2—6 yr
Obtain additional programmatic grant support	1—5 yr
Renew Center of Biomedical Research Excellence (COBRE) grants	1—3 yr
Improve internal research support structure	1—4 yr

Capital Campaign. After several years of careful study, MUSC embarked this past year on the most extensive fundraising initiative in its history. The first capital campaign in almost 20 years is targeting a total of \$300 million. With expected progressive declines in state support, this will be an essential component in responsible stewardship of the University missions and strategic goals followed to carry them out. Following are the component goals and timelines:

Raise \$ 300 million	1—4 yr
Implement Communication Plan	1—4 yr
Recruit Additional Staff	1—2 yr
Campaign Awareness Receptions	1—3 yr

Statewide Collaborations—As noted in the preceding narrative section, the University’s future potential will be significantly enhanced by more efficient and effective collaborations between existing organizations and entities throughout the State of South Carolina. Several examples of this follow.

- **Health Sciences South Carolina.** We have partnered with our sister teaching hospitals in Columbia, Greenville and Spartanburg through a newly created non-profit entity, Health Sciences South Carolina, to improve medical research, education, patient care and economic development. The Duke Endowment recently made its largest health grant ever, a \$21 million award over three years, to this collaborative enterprise, and statewide programs are being developed through the state matching Endowed Chair Program. By partnering with our colleagues around the state, we are leveraging the resources of all of our institutions.
- **The SC College of Pharmacy (SCCP).** SCCP was created by integrating existing separate colleges of pharmacy at USC and MUSC. The new school will continue to have educational and research activities on both campuses, while also adding an Upstate presence. The national accrediting body for pharmacy schools has given its initial approval and the first entering class has enrolled. Two endowed chairs have joined the pharmacy faculty to help establish the Drug Discovery and Development initiative that will be a central part of the new college.
- **CTSA Grant.** In recently launching the Clinical and Translational Science Awards (CTSA) program, a roadmap initiative established by the National Institutes of Health (NIH), MUSC is bridging the divide between scientific research and clinical care through a bold new initiative that promises to partner various areas of research and produce outcomes for the benefit of direct patient care. The CTSA program is considered by many to be the most significant strategic opportunity facing academic health centers in the last 50 years. By its participation, MUSC joins the ranks of a handful of top research hospitals ready to benefit from increased federal funding opportunities for collaborative and applied research between clinicians and scientists. At the core of the initiative is the realization that basic, translational and clinical investigators along with clinical practices, networks and industry must be brought together to improve the understanding and treatment of human disease. MUSC President Greenberg was quoted at a University Town Hall Meeting: *“The CTSA is the vehicle that the NIH is using to shape the future of clinical research, so it is critical that we position ourselves to compete successfully. Clinical and translational work is among the highest priorities at the Medical University and we see great opportunities with this new program to build upon our established successes.”*

A key element of this program and MUSC strategy is to capitalize on existing statewide collaborations so that MUSC research is shared and translated statewide through other teaching hospitals across the state and ultimately across the nation.

Health Sciences South Carolina	Ongoing
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SC College of Pharmacy	Ongoing
CTSA Grant	Ongoing

Overriding Strategic Objective. A constant overriding concern, which might be considered a sixth key objective, is the ongoing, as well as new, budgetary challenges described earlier. These have been in constant play for the past decade; thus, dealing with them will be an integral component of each and every initiative undertaken to attain strategic objectives.

2.3 How does MUSC evaluate and improve its strategic planning process?

The primary University objective, as included in the University Mission Statement, is to preserve and optimize human life in South Carolina and beyond --in an environment for learning and discovery through education of health care professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care. As the institution strives to build its resources and capabilities with rapidly advancing health and education discoveries and technologies, as well as make its own contributions in related fields, the five current key strategic objectives/initiatives presented above in Section III - 2.2 have the highest priority.

These five initiatives resulted from consideration of the summary results of the GAPP process which itself resulted in the following more extensive list of goals:

GOALS 2009 - 2010

EDUCATION

- Offer all four years of Doctor of Pharmacy curriculum on the Greenville Campus.
- Open the first cohort of the Doctor of Nursing Practice educational program.
- Achieve SC College of Pharmacy accreditation.
- Complete preparations for a successful CCNE accreditation (Nursing) self study and site visit.
- Enhance the health and well-being of the MUSC student body. Develop baseline data and metrics to assess student health behaviors.
- Support continued curriculum reforms in years one and two in the College of Medicine, and assist with subsequent curriculum expansion into years three and four.
- Recruit a new dean for the College of Medicine.
- Recruit leadership for the newly reorganized academic units in the Colleges of Health Professions and Medicine.
- Support restructured basic science instructional programs - integrate certain interdisciplinary research activities and build excellence in core areas.
- Seek opportunities for expansion of educational programs, particularly through cooperation with other State universities.
- Improve interprofessional understanding among the student body through support of the Creating Collaborative Care Initiative, and other extracurricular activities.
- Begin a long-range fund raising program in support of the Waring Historical Library efforts.

RESEARCH

- Capitalize on federal stimulus funds from the American Recovery and Reinvestment Act for research facilities renovation and programmatic development.
- Begin construction of Drug Discovery and Bioengineering Buildings (~200,000 sq ft).
- Increase sponsored research to place the SC College of Pharmacy within the top ten pharmacy schools nationally.
- With SCRA, complete and operate ~25,000 sq ft incubator facility for new company development based on MUSC discoveries.
- Provide organizational and financial support for CTSA projects.
- Increase joint research/training programs and scientific interchange with other colleges and universities within South Carolina.
- Continue to develop Center for Economic Excellence programs by supporting targeted recruitment efforts.

PATIENT CARE

- Develop plan to add additional hospital beds.
- Support Hollings Cancer Center in its initial years of NCI designation.
- Develop and implement plan for assuming management of departmental clinical outreach sites.
- Develop a UMA Diversity Initiative specific to this organization.
- Expand programs that provide quality oral health care to underserved populations in South Carolina.
- Support the development of a Statewide, regional health information network.
- At appropriate time within next two years, inaugurate remaining service lines. Use improved data collection for measurements.
- Continue implementation of computerized physician order entry and other core clinical information systems.
- Adjust patient/visitor parking system because of the loss of G-lot surface parking and make the transition seamless for patients/visitors to the hospitals and clinics.

GENERAL UNIVERSITY

- Surpass the Medical University's comprehensive \$300 million Capital Campaign goal.
- Continue to improve MUSC Foundation's endowed asset ranking among NACUBO reporting institutions to the top third among US colleges and universities.
- Effectively perform the 2010 Facility and Administrative (F&A) Rate Study.
- Continue to streamline and automate (where possible) processes and procedures for doing business at MUSC.
- Review all MUSC/MUHA employment related policies, procedures and practices to ensure compliance with Federal/State employment laws and regulations.
- Revamp budgeting methodology in order to provide more timely, accurate and useful budget information.
- Relocate MUSC's Legal Department while integrating its activities with Foundation for Research Development.

2.4 How does MUSC develop and track action plans that address its key strategic objectives?

Include how MUSC allocates resources to ensure the accomplishment of action plans.

The most updated versions are included on the University Strategic Plan Web Page, the President's Web page (under reports to Board of Trustees), and the University Strategic Planning Web site. In addition, they are sent out as part of the annual Budget planning package in February of each year and elements are included in appropriate annual University reports such as the Financial Report and reported on in various University publications such as the weekly campus newspaper *The Catalyst*. Action plan related allocation of resources is a byproduct of the GAPP process described in Section III.2.1 above.

2.5 How does MUSC communicate and deploy its strategic objectives, action plans and related performance measures?

Communication is achieved through periodically updated information made available in the GAPP documents, the Strategic Planning Web site, Town Meetings, University publications, unit and departmental newsletters, departmental/unit presentations, and formal reports, both internally and externally, that include audits, news releases, and study results.

2.6 How does MUSC measure progress on its action plans?

The GAPP section (VI) of the Budget package spells out the requirements for submitting progress towards completion of each goal as set the prior year which included metrics for success. This permits valid measurement of progress as well as necessary adjustments to those not yet achieved. Additional new goals and metrics each year are permitted, but a priority order ranking is required to assure that those with the very highest priority are recognized and acted on appropriately.

2.7 If MUSC's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the Web site.

The plan is available on the home page of the University Web site (www.musc.edu) under Strategic Plan (<http://academicdepartments.musc.edu/strategicplanning>) as well as on the President's home page and the

Report to Board of Trustees (<http://www2.edserv.musc.edu/president/reports.htm>). It is also discussed in the annual Financial Report and referenced on several MUSC Web pages.

Section III – Category 3 – Student, Stakeholder, and Market Focus

3.1 How does MUSC identify the student and market segments its educational programs will address? How does MUSC determine which student and market segments to pursue for current and future educational programs, offerings, and services?

The primary customer of the University is the health professional student because the primary mission of the academic component of the University is to prepare students for health careers. The Deans of the six colleges and their staff monitor changing needs in the health care environment in making decisions on future educational programs, such as increasing enrollment in medicine and nursing to meet shortages, and offering programs in executive and online formats for working health professionals to receive advanced degrees. The University accepts students that have completed pre-requisite requirements at other institutions of higher education; therefore it maintains close relationships with feeder schools and the health professions advisors at those schools to provide current information on programs to prospective students. The University is responsible for developing curricula and educational experiences that meet the accreditation requirements for their various disciplines as established by external professional accrediting agencies.

3.2 How does MUSC keep its listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How does MUSC determine the relative importance of the expectations to these groups' decisions related to enrollment?

The University requires course and faculty evaluations and has converted these to an online format, therein providing more rapid and specific information on teaching effectiveness. Online surveys supplemented by focus group meetings have been initiated at the University-wide level to get broad-based input on the effectiveness of student-support services. Alumni surveys have been instituted to incorporate the view of working graduates. Regular meetings between the Student Government Association officers and the administration have been established to provide real-time feedback and planning. A ten-year plan to foster interprofessional collaboration has been initiated to allow more faculty and student interaction across colleges, thereby meeting the expressed need of the students and the health care system for more effective team approaches to health care. Applications for admission have increased annually as an indication of our success and the continued interest of prospective students in our educational programs. In 2009 over 6,000 applications were received for the 987 positions available.

3.3 How does MUSC use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Students serve on curriculum committees within their respective colleges, and in combination with the data received from multiple evaluation processes, have the ability to influence the design of educational experiences. Administration, faculty, and staff review results from focus groups and student surveys, and improvement processes are identified and incorporated into annual goals and objectives. For example, upon request of the Student Government Association, the Wellness Center extended its evening hours resulting in a 29% increase in the student visits compared to 2007. The interprofessional project, "Creating Collaborative Care," was designed based on input from faculty, students, and staff, and continues to have broad impact on the organization in both the formal curricula and co-curricular activities. This initiative led to collaboration between students and administration to continue a new Student Leadership Society to recognize interprofessional contributions with nine students inducted into the Society in 2009. Understanding how students learn best and approach the learning experience is vitally important, so student feedback continues to be incorporated into the educational technology upgrade plan. In 2009, we devoted \$300,000 to technical upgrades in the classrooms, resulting in

positive feedback from students.

Some colleges use exit interviews and the College of Medicine uses the Association of American Medical College's (AAMC) annual survey of graduating medical students for objective feedback and comparison with other medical schools across the nation. Units within the Student Life division also use the AAMC data as a national benchmark against which to assess the quality of services provided. Online end-of-course surveys (containing core items used by all colleges) and college-specific focus groups also permit timely responses to issues and questions that may arise within an academic year.

3.4 How does MUSC determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Satisfaction from students is measured through surveys, focus groups, and their active involvement in decision-making processes. In addition, consultant reports and external accreditation reports include feedback from students as well as opinions of experts, and the results are widely disseminated for discussion and planning. Policies are in place to allow students to report mistreatment or grieve decisions made about their performance and academic progress, and the results of the use of these policies are reviewed regularly by the administration to note trends, analyze causes, and implement improvements. College administrators hold group exit-interviews with graduating students to supplement online surveys and use this information to make curriculum changes or inform central services of problem areas. Each course and its faculty are evaluated and the data reviewed to improve educational initiatives that may lead to faculty development programs and curriculum changes. The new MUSC Excellence initiative includes regular assessments of students and stakeholder satisfaction. Results are reported and tracked as improvements are implemented.

3.5 How does MUSC build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Building positive relationships with students begins in the pre-enrollment period. The University provides excellent information and services to prospective students through its recruitment programs, admissions' offices (one in each college), and Web sites. We are implementing a new academic Web Portal for students and it will be revised based on feedback from broad-based constituents, most especially recently admitted students. Student orientations are developed to ensure students recognize and use the support structures in place as they transition to become students in a health professional institution. By regularly asking students their opinions and giving evidence of the influence of their opinions, students feel their voices are heard and their feedback is being used for positive change. The open-door policy of faculty and administrators allows positive interactions. Additionally, the nature of professional education results in small faculty/student ratios and close mentoring of students in their development as professionals, encouraging positive relationships. The Student Government Association has a strong voice on campus, is well respected by the administration, and works collaboratively with the administration through regular and open communication. The Division of Education and Student Life provides essential support services to students to assist in their academic success. Included is the Center for Academic Excellence that provides group tutors, individual sessions on test taking and study skills, and board review programs for multiple disciplines. The Health and Wellness unit focuses on wellness, prevention, and treatment through its Student Health Services, Counseling Services, and Wellness Center. Online tools have been developed that enhance efficiency and give students access to information on financial aid, wellness, counseling needs, and calendars of events using interactive technologies. Educational technology enhancements that allow lecture content to be captured and viewed later by students have been well received and students have indicated that it has enhanced learning. Each of the six colleges has student services and academic support staff as well to assist students in achieving success. The University has a very low attrition rate. The Associate Provost for Education and Student Life chairs several committees to ensure an effective interface between the academy and Student Life. Further, Student Life personnel are focused on optimizing students' learning outcomes and view themselves as teachers through the co-curricular activities offered.

3.6 How does MUSC's student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

MUSC has a series of procedures in place to ensure student and stakeholder complaints are promptly and effectively resolved. The policies are well publicized in the University Bulletin, Student Handbook, and in student handbook/manuals published by the six colleges and programs within the colleges. In general, student complaints fall within three areas: academic performance; ethics and misconduct; and student life. The exact nature of the procedure and the unit within the university responsible for addressing the complaint is dependent upon the nature of the complaint.

Student complaints related to academic matters are handled through policies within the individual colleges with each dean serving as the penultimate decision-maker and ultimate appeal resting with the Vice President for Academic Affairs and Provost. Student complaints about alleged misconduct of other students are addressed through a university-wide honor code and honor council applied by honor councils within each college. The honor council maintains a Web site with summary information regarding the status of written complaints under the honor code which was updated in 2009 with input from students and approval by the Associate Deans for Education.

In the realm of ethics and misconduct, we have several policies including: English fluency, intellectual property research code of conduct, the computer use policy, the sexual harassment policy for students and trainees, and the University honor code. Again, the administrative office responsible for administering each policy is dependent upon the nature of the policy. For example, complaints related to potential sexual harassment are managed by the Office of Gender Equity per written policy. Complaints related to potential discrimination or adults with disabilities are handled through the Equal Employment Opportunity/Affirmative Action (EEO/AA) Compliance office.

In the student life arena, a series of policies inform and protect students including the severe weather plan, student policy for alcohol and other drug abuse prevention and intervention, the MUSC student policy for alcohol and beverage serving, and the student misconduct policy. The Associate Provost for Education and Student Life has responsibility for reviewing and applying these policies.

In addition, each college has the equivalent of an associate dean for student affairs whose role is to foster open communication with students, and receive student complaints and identify solutions. The associate deans meet quarterly with the Associate Provost for Education and Student Life to foster collaboration across colleges and promote uniform methodologies for addressing student concerns. Lastly, MUSC prides itself on having an open door policy across the institution and at every level encourages students to come forward with their concerns.

Section III – Category 4 – Measurement, Analysis, and Knowledge Management

4.1 How does MUSC select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

In large part, measures used to evaluate the effectiveness of the academic programs are those that have been cited in “best practices” documents in the higher education literature, those created by the legislature and administered by the S.C. Commission on Higher Education, and those established by the discipline-specific professional accrediting body.

The Associate Provost for Education and Student Life coordinates the curricular issues among the colleges, and oversees the organization and implementation of new academic programs as they are generated by the faculty. Each college has an associate dean responsible for academic affairs who collaborates with this Associate Provost. This group ensures that faculty members who oversee their particular discipline coordinate reporting and assessment outcomes. As a group, they assist in guiding the Associate Provost in matters that affect each college as well as cross-college programs.

The Associate Provost for Institutional Research and Assessment oversees the effort to directly link college annual priorities with budgets, evaluating the stated outcomes as part of a small team. This Associate Provost also coordinates the collection of data relevant to accountability measures, and is responsible for the submission of institutional reports to state, federal, and accrediting agencies. This Associate Provost and his staff are also responsible for federal and state reporting requirements, such as the annual Institutional Effectiveness report as required by legislative mandate.

The university's course and instructor evaluation program is administered online using E*Value, a commercial software package. This process is overseen by the Assistant Provost for Education, who coordinates with deans and other administrators to ensure timely reporting and analyses of all assessment results.

Regarding progress in attaining strategic objectives and action plans, MUSC relies on objective data to achieve its planning goals and to assess their attainment. Many central administration units work in conjunction with the Office of Integrated Planning and Assessment (OIPA) to gather and report data relevant to decision-making. The OIPA assists with systematic evaluation of educational programs, faculty educational support services, administrative processes, and financial resources in order to identify the strengths and weaknesses of the institution. The office acts as a repository for information that is used to support planning, policy formulation, and strategic decision-making. This includes, but is not limited to, national database comparisons such as Integrated Postsecondary Education Data System and discipline-specific peer information from national organizations such as the Association of American Medical Colleges. In addition, MUSC has established a relationship with eight peers for exchanging information. Specialty area information such as linking research awards with occupied research space can also be assessed.

4.2 How does MUSC select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout the organization?

The President utilizes an integrated planning model in which the University sets overarching priorities through the Strategic Plan to the colleges, the colleges determine specific goals relative to those priorities, and then the colleges report annually to the President and Provost on achievement of college-level and University goals. The Budget and Analysis Office and the Office of Integrated Planning and Assessment jointly oversee this process and provide feedback to the departments. The accomplishment of annual college goals is reviewed as part of the next year's budget cycle. The University leadership has the ability to then re-align the Strategic Plan's goals based on college initiatives. To assist the President in managing the priorities and goals, guidance from monthly meetings of the President's Council as well as the Board of Trustees who meet six times a year is available.

4.3 How does MUSC keep its measures current with educational service needs and directions?

Graduating students and alumni are surveyed about their experiences at MUSC, and employers about its graduates. Annual exit surveys are administered to each senior class in an effort to provide the university with timely information regarding each graduate's experience, perception of the quality of the program, and suggestions for improvement. In addition, alumni surveys are sent out periodically seeking feedback regarding the adequacy of the graduates' education in preparing them for practice. Employers of MUSC's graduates are also surveyed periodically seeking their opinions regarding the adequacy of the educational preparation of practitioners they employ.

All results are reported to the appropriate associate dean in each college who, in turn, provides the data and information to the college's curriculum committee. Results are also reported to the Associate Provost for Institutional Research and Assessment who includes pertinent information in state and national reports.

4.4 How does MUSC select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

MUSC has established a peer institutional group consisting of the following institutions:

- Medical College of Georgia
- Louisiana State University Health Science Center – New Orleans
- University of Mississippi Medical Center
- University of Nebraska Medical Center
- University of Oklahoma Health Science Center
- Oregon Health and Science University
- University of Texas Health Science Center – San Antonio
- University of California - San Francisco

These institutions will provide data and information such as student body size, number of full- and part-time faculty, total employees, and total annual operating budget. With such information, MUSC can compare itself to the group and create a subset of aspirational peer institutions, which it might choose to emulate.

4.5 How does MUSC make needed data and information available? How does MUSC make them accessible to its workforce, students, and stakeholders?

Data and information are made available through the university's Web site, the weekly campus newspaper, email, and on-campus posters (as appropriate). The university's Web site houses a large amount of information that is readily accessible to all. In addition to displaying the entire University Bulletin, the university's Web site serves as a resource to students for information from the Office of Enrollment Management covering many areas including annual number of degrees awarded, Office of Student Financial Aid, all academic programs, and the Office of Student Programs detailing available student activities and services. The Office of Public Relations creates a daily broadcast email containing timely announcements of events and services. Human Resources Management posts its policies and job listings, and provides access to one's payroll information (password protected) among other offerings. *The Catalyst*, the weekly free campus newspaper, is available as a paper document and also online along with a searchable archive. Letters from the University president discussing topics of current interest to the workforce and students are posted online and/or sent by mass email. Most information on the university's Web site is available to the public; a few areas are password-protected. Of course, access to email also serves as a vital daily communication link for the workforce and students.

The University has a campus-wide alert system to be used in the event of dangerous situations that would impact the MUSC campus. To provide the MUSC Community with relevant, timely information regarding campus-related emergencies, MUSC University Risk Management and the MUSC Marketing Departments offer students, faculty, and staff the opportunity to receive text message alerts on their mobile devices. Desktop alerts to MUSC networked computers only and email alerts would also be disseminated.

4.6 How does MUSC ensure data integrity, timeliness, accuracy, security and availability for decision making?

Office of Integrated Planning and Assessment (OIPA) is responsible for the overall integrity of institutional data used for both internal and external reporting. Reorganized in late 2007 this Office has increased both the accuracy and timeliness of data that flow from a wide array of internal and external sources. Of particular importance has been establishing consistency in information reported as well as establishing and observing unified reporting periods. The directors of a number of administrative units, among them the Office of Enrollment Management and the Office of Student Financial Aid, are responsible for providing timely and accurate data to the OIPA for annual reporting to state and federal agencies. Similarly, each college, through the appropriate associate dean, is responsible for reporting a variety of academic measures on students' performance to University administration for both internal and external reporting. The OIPA is also responsible for the completion of approximately 35 national surveys each year.

Current annual data are compared with data from previous reporting periods to identify both positive and negative results and their potential ramifications for the institution. In this situation, the OIPA would seek data verification from the reporting unit to assure accuracy. Once confirmed, the data will be reported to appropriate administrators and agencies.

4.7 How does MUSC translate organizational performance review findings into priorities for continuous improvement?

The MUSC planning model as utilized by senior leadership, the support the model receives from the community, and the institutional commitment to its mission result in continuous improvement. The President utilizes an integrated planning model in which the University sets overarching priorities through the Strategic Plan to the colleges, the colleges determine specific goals relative to those priorities, and then the colleges report annually to the President and Provost on achievement of college-level and University goals. The Budget and Provost's offices jointly oversee this process and provide feedback to the

departments. The accomplishment of annual college goals is reviewed as part of the next year's budget cycle. The University leadership then has the ability to re-align the Strategic Plan's goals based on college initiatives. To assist the President in managing the priorities and goals, guidance from monthly meetings of the President's Council as well as the six annual meetings of the Board of Trustees is available. The University community has fully accepted this campus-wide process. Finally, the President is evaluated each year by the Board of Trustees and by the South Carolina Budget and Control Board on achievement and progress made relative to the institution's Strategic Plan.

4.8 How does MUSC collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How does MUSC identify and share best practices?

The University's administration is very committed to receiving and sharing employee information and accomplishments. The Office of Public Relations publishes a free weekly newspaper, *The Catalyst*, which is distributed campus-wide, and available to faculty, students, staff, and visitors at strategic locations. This publication, which is also available online, highlights the accomplishments of employees and programs, and provides progress reports on various University projects.

The Office of the Vice President for Academic Affairs & Provost publishes an electronic newsletter, *Academic Affairs Update*, which is distributed campus-wide to faculty and staff. This publication features articles dealing primarily with the accomplishments and recognition of faculty.

Broadcast e-mail messages to all employees are another source of announcements from University administration. These messages are sent out on an as needed basis. Daily broadcast messages are also used as an academic link to share information about campus events including upcoming seminars, workshops, and "Town Hall" meetings.

To permit a meaningful exchange of thoughts and ideas, the President and the Vice President for Academic Affairs & Provost conduct periodic "Town Hall" meetings. Open to all faculty and staff, the meetings usually begin with a progress report and then move into an open forum allowing a sharing of information between faculty and administration.

The Deans' Council, chaired by the Vice President for Academic Affairs & Provost, is a monthly forum for an exchange of information among the college deans. This body is also responsible for reviewing and taking action on a variety of program proposals from the colleges and other administrative units. All organizational units (academic and support) have periodic meetings to share and discuss their activities in relation to their contribution to the University mission.

The President's Council meets monthly and serves as a decision-making body for proposals referred to it by the Deans' Council or one of the vice presidents. This group, consisting of vice presidents and other key administrators, also decides on agenda items for the periodic meetings of the Board of Trustees.

"Best Practices," as they relate to MUSC's academic programs, are identified through faculty and administration's participation in national professional organizations and accrediting bodies, and through their respective publications. With the exception of the College of Graduate Studies, all professional degree programs undergo periodic professional accreditation, which provides another opportunity for a sharing of best practices with faculty participating on a site visit team.

Section III – Category 5 – Workforce Focus

5.1 How does MUSC organize and manage work to enable its workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and its organizational culture?

The University categorizes its employees into five divisions to assist in accomplishing its missions: faculty, unclassified administrative, classified, research grant, and temporary. Employees in each of these categories fill

a unique purpose in meeting the organizational needs of the University. Faculty provides teaching, research and/or clinical services to the University; and many also serve in key administrative roles. Unclassified administrators provide higher-level administrative and professional services. Classified positions fulfill a huge array of functions from housekeeping, to maintenance, to administrative duties, to technical support of scientific research and clinical operations. Research grant positions are paid from federal and private grants and contracts, and these positions are specifically designed to assist researchers in fulfilling the experimental processes inherent in research activities. Temporary positions fulfill short-or longer-term needs as required.

The University is committed to excellent employee-employer relations that focus on creating an environment in which employees understand the ways their positions support the University in its mission to teach, provide clinical services, and conduct research. While each of these positions requires the employee to operate under its mission-oriented rules and regulations, the primary objective of all positions is to create a culture of collaboration throughout the work force as the University strives to meet the demands of a diverse and complex community.

Where appropriate, career ladders have been established to assist employees in developing the job skills, knowledge, and abilities necessary for advancement. For non-faculty positions, and in those areas without career ladders, a career-counseling program has been developed to ensure employees understand the tangible and intangible attributes of positions of interest at the University. This program will assist employees in advancing to higher levels of responsibility. Additionally, supervisors meet routinely with employees and are encouraged to identify specific training needs and develop training plans to enhance their skills and assist them in career advancement.

State classification and compensation policies govern many positions at the University; however, the University exercises all available flexibility within these rules to provide pay increases and incentives for good performance.

Reward and recognition programs are also in place and serve to foster an environment where excellence is recognized and valued. Many of these programs are peer reviewed, giving employees more ownership in the process of recognizing excellence and work above and beyond the expected norms.

MUSC executive leadership has approved a campus-wide pay for performance program that provides a clear link between employee performance and pay increases. Performance evaluations in many areas have clear linkages to MUSC Excellence initiatives, objectives and pillar goals in the key areas of People, Service, Quality, Finance and Growth. Organizational priorities and objectives are aligned with individual departmental goals. Many employees also have specific action plans related to these goals.

5.2 How does MUSC achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

Routinely throughout the year, performance, diversity, management/leadership, new employee orientation, and safety training are offered. The Department of Human Resources periodically conducts a training-needs assessment of the campus community and uses the information to develop additional training agendas for the coming year. Each division provides skill training on an “as needed” basis for its employees, but much of the skills training can be outsourced as needed.

Each individual attending training is given an opportunity to evaluate the effectiveness of the training received, whether it is a program provided by an outside resource or an internal staff member. This information is used to enhance and improve the training classes as appropriate.

Certain training programs such as new employee orientation and safety training are required programs that employees must attend before they are authorized to start work. Employees who work with hazardous chemicals and other substances require retraining on a routine basis and must pass a test before they are authorized to work with such substances. Other knowledge/skills gained from softer-skills training courses may be included in performance evaluations to encourage the use of such skills.

Through the annual training needs assessment, required core training and ongoing Human Resources training, knowledge and skills are enhanced across campus. Through the MUSC Excellence initiative, communication boards and Web sites highlight and recognize best practices across campus. Reward and recognition programs, excellent customer satisfaction scores and many other benchmark goals are routinely communicated and shared.

5.3 How does MUSC's workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of its action plans?

All employees, except temporary ones, participate in a cyclical, formal performance-evaluation process, which encourages two-way communication between the employee and supervisor. Temporary employees participate in an informal review process.

The annual review process begins with the establishment of a planning document that outlines the goals and objectives for the year. The employee has input in creating the goals and objectives to ensure he or she not only has opportunity for feedback but also is involved in setting and shaping the standards against which the evaluation will occur. When the planning document is established, supervisors are encouraged to review position descriptions with employees to ensure they accurately reflect assigned responsibilities and can be used to set success criteria for the coming year.

Supervisors are encouraged to provide routine and timely feedback to employees throughout the year so that information in the final evaluation is not a surprise. While ensuring high performers know their work is appreciated, the continuing dialog is especially important to those employees who may not be meeting the expected standards. When it is determined that an employee is falling below expected performance levels, the supervisor engages in specific processes to provide the employee with additional supervisory support and resources to enhance his or her opportunities for reaching acceptable performance levels.

Customer-service and employee-satisfaction feedback, goals, and objectives—outlined in strategic initiatives for the University—and observable and measurable behaviors are used to establish performance standards and the criteria that define success. The final evaluations are often the basis for recognizing outstanding performance through established reward and recognition programs.

The pay for performance program is based on data from the performance management system. Feedback and scores from the evaluation are used to support high performance work through higher pay increases. Action plans are included as a part of employee evaluations and ongoing feedback to support departmental goals and areas needing attention.

5.4 How does MUSC accomplish effective succession planning? How does MUSC manage effective career progression for your entire workforce, throughout the organization?

Modeled on the Emory University Woodruff Leadership Academy, the MUSC Office of the Provost and University Board recently instituted the Trustees Leadership Academy which offers comprehensive, formalized, leadership training each year for ten to fifteen carefully selected faculty members. This mentorship program requires a report on a college- and/or university-level issue; hence, this program is mutually beneficial to both the individual and the University, with knowledge gained while improving the University's operations.

5.5 How does MUSC's development and learning system for leaders address the following:

- **Development of personal leadership attributes.** The training needs assessment conducted annually assists in determining courses that are needed or requested to enhance the development of skills and personal attributes such as customer service courses. Career counseling services are also offered by Human Resources to assist individual employees in assessing their personal strengths and weaknesses.

- **Development of organizational knowledge.** Key areas of the organization offer training courses to customers across campus in order to develop and enhance the knowledge of various services such as human resources, finance and grants accounting.
- **Ethical practices.** Ethical practices are addressed in the MUSC learning system through mandatory training which includes topics such as the Code of Conduct. This Code of Conduct establishes guidelines for professional conduct for those acting on behalf of the MUSC. Participants include executive officers, faculty, staff, other individuals employed by MUSC, and volunteers using MUSC resources or facilities. This Code of Conduct outlines MUSC's expectations of proper conduct and what professional conduct MUSC values. The mandatory training also provides resources to report violations of the code of conduct.
- **Its core competencies, strategic challenges, and accomplishment of action plans.** Core competencies are expressed in many areas in the performance appraisal behavioral standards section and may include key expectations such as a commitment to customer service expectations; outstanding attitude; accountability for actions; pride in appearance; information sharing and collaboration and teamwork. Each employee is required to confirm during the application process that he or she acknowledges organizational core competencies and will conform to the behavioral standards of the institution.

5.6 How does MUSC assess its workforce capability and capacity needs, including skills, competencies, and staffing levels?

Each department assesses its staffing needs and staffing levels annually through the budget review process. Many areas evaluate provision of services to determine gaps in workforce skills and capabilities. Feedback from customer satisfaction surveys and employee satisfaction surveys highlight key staffing and training needs. These are taken into consideration as leaders develop annual budgets.

5.7 How does MUSC recruit, hire, and retain new employees?

MUSC uses a variety of recruitment tools to attract new employees including the following: online posting of job opportunities, placement of advertisements in newspapers, journals and higher education Web sites, targeting minority focused sites and journals for underrepresented positions and visiting college campuses. Departments provide input to Human Resources recruiters on specialized advertisements and Web sites as needed for difficult to fill positions.

The hiring process is outlined in the Human Resources policy manual. It includes specific information on the selection process, the screening of applicants, and outlines the pre-employment requirements such as background checks, pre-employment physical, drug screening and compliance related checks. Hiring salaries are based on market data and internal comparisons. The interview process includes many MUSC Excellence strategies such as behavioral based interview questions and peer interviewing.

Retention is an ongoing process that starts when an employee is hired and continues through techniques such as 30- and 90-day feedback sessions with new employees, performance appraisal feedback and employee satisfaction feedback. Market studies are also conducted routinely to ensure that MUSC is compensating employees at appropriate salary levels.

5.8 How does MUSC's workforce education, training, and development address key organizational needs? How does MUSC encourage on the job use of new knowledge and skills?

Continual professional development of the faculty is key to the successful delivery of educational programs, the discovery of new knowledge, and the provision of optimal patient care at MUSC. The University has developed policies and programs to support and ensure the professional growth and success of its faculty. In addition, the University recognizes the achievements of its faculty through awards, promotion in rank, and other mechanisms.

Faculty have the opportunity to provide feedback annually on the support received for faculty development through a Department Chair Annual Evaluation conducted by the Provost's office. In addition, full-time and part-time faculty are required to develop a Faculty Appointment Contract which states specific salary remuneration based on productivity standards.

The Apple Tree Society exists to foster dialogue and activity related to the scholarship of health professions teaching through campus and national partnerships. The goals of this MUSC Society are to: expand the faculty development opportunities related to teaching on campus; initiate programs that recognize and enhance the value of teaching as a scholarly activity; explore and support innovative methods and technologies for teaching and learning; and promote professional development of current and future educators.

The University has several resources available for faculty to develop research skills. The Office of Research Development offers a grant writing workshop four times a year. This office also assists faculty in identifying potential sources of external funding and works closely with faculty in preparing grant proposals for submission.

In recognition of faculty accomplishments, the individual colleges, as well as the university, present annual awards in teaching, research, and service. These awards are very competitive, underscoring the excellence of the faculty with respect to their achievements. Various groups sponsor the awards. University annual awards include:

- Developing Scholar Awards
- Outstanding Clinician Awards
- Teaching Excellence Awards (Developing Teacher, Educator-Lecturer, Educator-Mentor)

Distinguished Faculty Service Awards Faculty members are also supported in extensive travel to meetings and seminars of professional organizations and other venues where continuing education and professional development are included. A portion of these activities is required for continuing licensure or certification by clinical faculty. For staff, a variety of avenues is available for staff development as well and these are detailed in 5.1 above.

5.9 How does MUSC evaluate the effectiveness of its workforce and leader training and development systems?

The performance management system and other feedback mechanisms assist the organization in evaluating the effectiveness of training programs. Each year a training-needs assessment is conducted to provide information for the development of training programs. Programs are offered through the Department of Human Resources Management, either by in-house trainers or trainers selected for their expertise in a particular topic. Employees complete an evaluation form at the completion of each training session. These evaluation forms are used to make the training more useful and effective.

Within each department, managers are required to complete a performance evaluation on each employee annually. This evaluation tool is designed to provide a mechanism for managers to identify the on-going development needs of their staff.

5.10 How does MUSC motivate its workforce to develop and utilize their full potential?

Motivating employees to develop and use their full potential is an important goal of the University. The University is dedicated to training and developing its students to become the best health care providers; by extension therefore, this goal applies to all employees.

As a first step, managers and supervisors are encouraged to attend training on leadership development and supervisory skills. These training programs focus in part on counseling and evaluating employees to meet and exceed performance standards, and by inference, to develop and realize their full potential. Communication training programs are designed to give supervisors and managers the necessary skills to encourage and motivate employees.

Managers and supervisors are encouraged to use the performance-evaluation process, a structured communication between employer and supervisor, as a tool to help motivate employees to meet their full potential. As part of the evaluation process, managers and supervisors are encouraged to conduct a needs assessment of the employee's knowledge, skills and abilities, and to develop appropriate training plans to assist employees in reaching their full potential.

Bonus incentive programs and other recognition and rewards programs are designed to recognize top performers. These programs assist the University in motivating employees to develop and realize their full

potential. The pay for performance program also provides a direct link between employee performance and compensation.

5.11 What formal and/or informal assessment methods and measures does MUSC use to obtain information on workforce well-being satisfaction, and motivation?

Annually, employee satisfaction surveys are conducted at the division level to determine the well-being, satisfaction, and motivation of employees on campus. The information gained in these surveys is shared with managers and supervisors. As appropriate, performance standards directed at raising the level of employee satisfaction are included in manager and supervisor performance criteria.

Informally, most divisions conduct Town Hall meetings to encourage communication and the exchange of current information regarding the state of the University; but these meetings also provide valuable feedback on employee well-being. Feedback from these Town Hall meetings is shared with managers and supervisors and, where appropriate, specific assignments made to address concerns raised by employees. The president and his executive staff also conduct periodic Town Hall meetings for the same purpose.

Turnover rates are routinely monitored and shared with key administrators as one form of satisfaction measure. As turnover rates vary from established base-line data, Human Resources professionals evaluate this information to determine potential causes. If typical explanations cannot explain the turnover results, this information is provided to administrators so they can determine if employee satisfaction has declined.

Likewise, grievance information is monitored to determine not only the frequency of grievances from specific areas but also the subject matter of the grievances. Administrators are provided with these data and the outcome of the grievances, and encouraged to take appropriate steps when employee satisfaction may be at risk.

Faculty has a variety of avenues to express their concerns. Faculty meetings at the university, college and department level, faculty newsletters from the Provost and other academic units and services, the ability to have pressing questions answered through MUSC's "Rumor Mill," as well as the more formal grievance procedures outlined in the Faculty Handbook, are all available to faculty members.

5.12 How does MUSC use workforce satisfaction assessment findings to identify and determine priorities for improvement?

The State's EPMS process provides staff a formal means to identify and determine priorities. The Faculty Appointment Contract and the preceding process of obtaining written faculty evaluations are a primary means for identifying and determining priorities. Both processes require the employee to have a candid and productive discussion with his or her supervisor, and to establish mutual expectations for the coming year. It is inherent in the culture of research-focused institutions that continuous and life-long learning are essential and mandatory for maintaining an academic position.

Obviously, an individual's job priorities must be aligned with the University's Strategic Plan. The development and review of the University Plan involves many individuals across colleges and academic support areas. This process serves as a platform for individuals to express their views and to assist in the corporate decision of establishing the University's priorities.

5.13 How does MUSC maintain a safe, secure, and healthy work environment? (Include workplace preparedness for emergencies and disasters.)

The Department of Risk Management is assigned to and engaged in occupational safety, radiation safety, and insurance and risk assessment programs. This department handles professional liability concerns as well. The staff assigned to occupational and radiation safety programs routinely audits campus activities to ensure compliance with state and federal regulations to ensure that University employees are working in a safe, secure, and healthy environment. This staff identifies potential hazards and makes recommendations to eliminate such hazards. This department also coordinates routine safety training and tracks the re-training needs of faculty and staff working in or around hazards materials.

The University also operates compliance committees to ensure all affected areas remain in compliance with

federal and state regulations. This committee provides the necessary oversight and works with constituent groups to ensure the campus is a safe environment in which to work and learn.

A dedicated police department, the Department of Public Safety, operates 24/7 to ensure faculty, staff, patients, and visitors are safe to move around and work on this urban campus. This department coordinates efforts with Risk Management staff during inclement weather and other potentially catastrophic events.

The Department of Risk Management coordinates the severe weather plans for the campus and works with department representatives annually to update plans. (Emergency information is available at www.musc.edu/emergency.shtml; severe weather procedures are available at www.musc.edu/fanda/risk/severeweather.shtml.) Risk Management also coordinates business continuity planning to ensure the campus is capable of working when an event that may disrupt normal business activities occurs.

Section III – Category 6 – Process Management

6.1 How does MUSC determine, and what are the organization’s core competencies, and how do they relate to MUSC’s mission, competitive environment, and action plans?

The organizations “core competencies” or areas of strategically important capabilities are related to its designation as a free-standing academic health center. It offers entry level and advanced practice programs in the health professions and, in many cases, the only programs of their kind in South Carolina. MUSC is engaged in clinical practice and research in the health sciences aimed at improving the health of the citizens of SC and beyond. These competencies are reflected in the mission and strategic plan of the University. Progress on meeting the goals related to these core areas are identified, and outcomes measured are monitored as part of the MUSC Excellence program and the annual budget review. Individual faculty and staff identify goals related to the overall goals of the University and are accountable for their performance as part of their annual review and contract renewal process. These competencies and related goals are developed by the senior leadership in concert with the various levels of leaders at all levels of the University. These competencies guide the nature of the University's external collaborations such as those with Clemson University and USC.

6.2 What are MUSC’s key work processes?

The key work processes that produce student and stakeholder value are:

- Teaching and creating a positive learning environment
- Curriculum and program design that leads to certification/licensure and meets accreditation requirements
- Scholarly productivity and creating an environment that promotes scholarship
- Administrative systems that are efficient and effective
- Fiscal accountability and allocation of resources to meet strategic goals
- Adherence to agency and government requirements/regulations.

6.3 How does MUSC incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining key work process requirements?

The University engages in continual evaluation of processes to improve service and delivery. The University Faculty Senate serves as a liaison between the faculty and the administration and addresses policies and issues related to the key work processes, particularly as related to creating a positive environment for their work as educators and scholars. The Faculty Senate also addresses issues of resources and administrative systems. The President and Provost participate in Town Hall meetings throughout the year to keep a pulse on faculty issues. The Student Government Association plays the same role for students at the university level. College-level faculty and student governance models exist as well, focused on issues related to their college or departments. The Associate Provost for Education and Student Life meets monthly with the Student Governmental Association officers and represents their views at higher-level administrative meetings. The Associate Provost also directs the Division of Education and Student Life and incorporates student input into the goals and activities of that unit. The Associate Provost for Research oversees the research support infrastructure and

incorporates the needs of researchers into the goals and activities of those units. Deans of each college also incorporate listening methods such as rounding, town meetings, and communication blogs to maintain input. The deans meet monthly to foster communication across colleges.

Changes can occur when these improvement processes identify a problem or when there is a change in federal or state requirements, internal directives, and/or program requirements. Once a demand, requirement, or weakness is identified, a collaborative approach is used to ensure the issue is addressed using the latest technology and incorporating suggestions from all affected constituents in the design of a new process. If the project is large enough in scope or encompasses many areas, a business plan may be created to develop the project fully. For example, a process is in place whereby information technology proposals are reviewed to ensure compatibility with existing systems and purchase of the most effective system to meet University needs. A broad-based University Information Management Council provides oversight to enterprise-wide decisions related to the use of new technologies to meet requirements for customers according to the mission of the University.

Educational programs are the domain of the colleges, and the University maintains oversight through a variety of learning-centered processes. The Associate Provost for Education and Student Life meets monthly with two standing groups, the University Education Infrastructure Committee and the Education Advisory Committee. The focus of many of their discussions is curricular change, student support services, interprofessional student learning needs, and educational policies and procedures.

The University provides administrative and support services through three organizational divisions: Office of Academic Affairs, Office of Finance and Administration, and Office of Information Services. These services range from enrollment services, to financial aid, to student wellness. Each of these support programs uses one or more assessment tools appropriate to its diverse service and service objectives. These include both quantitative and qualitative measures.

Three professional colleges have single educational programs with unique accreditation standards (Dental Medicine, Medicine, and Pharmacy). Two colleges (Health Professions and Nursing) have multiple programs, each with its own specialty accreditation. Because of the nature of these medical disciplines, the colleges have primary responsibility for educational program assessments. Decentralization of many operational issues, including the comprehensive assessment of educational programs, is typical of academic health centers.

The only college lacking a specialty accreditation is the College of Graduate Studies. As part of their strategic plan, all training programs are evaluated every five years. The external site visitors meet with chairpersons, graduate course coordinators, faculty, students and postdoctoral fellows. They prepare a report consisting of recommendations for improvements and changes.

All of the Colleges have Curriculum Committees that consist of faculty and students. Every Curriculum Committee meets at least monthly. These committees have the responsibility of assessing the effectiveness of their programs and in coordination with their Deans can alter the curriculum when improvements are agreed upon. It is the Curriculum Committees that are cognizant of changes that affect the educational element of their specialties and incorporate changes, as appropriate. In addition, they review national standardized licensing and test results as well as internal examination results to assess the effectiveness of their educational programs.

Every college also reviews course grade distributions, graduation rates, specialty Board results (particularly those exams which are required for graduation), clinical competency assessments, and alumni surveys. Trends over time result in changes to the curriculum or change the focus of student services.

6.4 How does MUSC incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

All MUSC faculty decide when and where to apply various instructional technologies within their courses. Their application is then supported by a campus network infrastructure and instructional technology expertise that can provide assistance on demand. This infrastructure includes support for hardware, software, course management, and course materials development.

The responsibility for student access to and training in the use of technology rests with the individual colleges, the Office of the Chief Information Officer (OCIO), the Library, and the Director of Educational Technology Services and Distance Education.

Local, distributed, and distance delivery technologies are used to present a wide variety of classroom, clinical and laboratory instruction. These technologies enrich the students' learning experience both in and out of the classroom setting

The MUSC Library serves as an information-rich database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. The Library and its many partner programs are planning a Student Learning Commons (SLC) that will utilize all three floors of the physical facility and will allow more modern teaching/learning methods to be advanced and supported. A service-oriented faculty and staff assist in the use of a variety of informational systems. Active programs of individual instruction, class instruction, and group instruction support teaching, clinical care, research and community outreach.

The Center for Academic Research and Computing (CARC) is a group dedicated to identifying appropriate Internet-accessible resources, data harvesting from these resources, and data aggregation for partnering with students, researchers and clinicians to address obstacles that limit the innovative potential of the university community.

The Medical University of South Carolina embraces a wide variety of cost-effective instructional technologies to enhance learning-centered processes throughout its curriculum.

6.5 How does MUSC systematically evaluate and improve work processes?

Teaching effectiveness is evaluated by student and peer evaluations, and annual review by department chairs. The learning environment is evaluated periodically by faculty and student surveys as well as reviews required by the multiple professional and institutional accreditation agencies as described below.

For undergraduate, masters and first professional degree programs, the responsibility for managing the curriculum is vested in the program Curriculum/Program Committees in the individual colleges. The charge to these committees is to design the curriculum and specify course content for their respective academic programs. The curricula and courses comply with standards of accreditation for each accrediting body. These curriculum committees consist of faculty and students. In the Colleges of Nursing and Pharmacy the entire faculty have the right to vote on curriculum changes. The College of Health Professions requires approval from both the program curriculum committee and college curriculum committee. The Colleges of Dental Medicine and Medicine require approval only by the Curriculum Committees.

For Doctor of Philosophy programs, curriculum responsibility resides in the College of Graduate Studies with exceptions for the PhD in Nursing and the PhD in Biostatistics/Bioinformatics. First Year Curriculum Steering Committee of the College of Graduate Studies determines the curriculum design and course content for the integrated first year biomedical sciences curriculum. After the first year, graduate students select a mentor in a specific department/program and take courses offered by those departments and programs that are approved by each program director/department chair and the Advanced Curriculum Committee of the college. The members of these committees are faculty members representing each of the departments/graduate programs in the college. The curriculum for the PhD in Nursing and in Biostatistics/Bioinformatics falls under the Curriculum Committee in the College of Nursing and the Department of Biostatistics, Bioinformatics, and Epidemiology, respectively. Each Committee determines the curriculum design, course content, and sequence of courses.

All new programs must be approved by senior academic administrators prior to being submitted to the SC Commission on Higher Education. Generally, there is no review of changes to courses or the various curricula by central administration. Of course, substantive changes to programs and/or courses are reported to the other deans, other senior administrators, and the Provost through the Deans Council monthly meetings. Instead, each College established a committee to assess their respective programs. The committees evaluate their respective program(s) and learning outcomes at least annually. Curriculum or Assessment Committees of each College collect this information, collate the information into an annual report, and distribute the report to the faculty and administration within their respective Colleges. The MUSC Excellence Initiative identifies key goals related to

service, people, quality, finances and growth. Measurable outcomes are identified and data are collected to assess how well each unit and the academic division as a whole is meeting its goals. Goals have been identified and measurement systems are being refined. The MUSC Excellence goals include measures of the learning environment and educational outcomes. The MUSC Excellence Program also includes leader and staff training on key aspects of service and quality, and eventually evaluations of leaders will be tied to accomplishment of these broad goals as well as their individual goals. A Steering Committee and multiple task groups oversee the project.

6.6 What are MUSC's key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

MUSC is dedicated to providing outstanding academic support services for all students. Examples of these services include:

- Academic Support Services: Center for Academic Excellence and Writing Center
- Student Programs: Student Activities, Housing, Office of Student Diversity
- Student Health and Wellness: Counseling and Psychological Services (CAPS), Student Health, Wellness Center
- Student Disability Services
- Library and Learning Resource Center
- Enrollment Management
- Computer Services

Students have a high rate of satisfaction with various student and academic support services as reported in Section III, Category 7.2 that follows. Multiple methods are used to assess the value these services provide, including point of service surveys and online surveys.

6.7 How does MUSC's organization ensure that adequate budgetary and financial resources are available to support its operations? How does MUSC determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Each fiscal year, the Medical University of South Carolina is required to submit an operating and capital budget to the Board of Trustees for approval. The Budget is submitted to the Board of Trustees prior to the start of the fiscal year, unless otherwise authorized by the Board of Trustees. The budget is approved in aggregate for all expenses up to the approved amount. MUSC is required to maintain documentation of the budget process in sufficient detail to allow the tracking of expenses at the unit level basis. If MUSC determines that expenses will exceed the Board aggregate amount of the approved budget, additional approval is required prior to expending funds in excess of the budget.

The following is an outline of the budgeting process for the Medical University of South Carolina. During the first quarter of the fiscal year, MUSC administration sets major priorities for the MUSC budget. The Budget Office prepares and distributes budget packages with a three-year history to each college and major departmental unit. During the second quarter of the fiscal year, each unit prepares a budget package and submits new operating requests, "below the line" requests, capital requests, and academic charges to the Budget Office. The Budget Office analyzes budget packages and makes recommendations. During the third quarter of the fiscal year, each college and major departmental unit presents its budget proposal to the appropriate Vice President. During the fourth quarter of the fiscal year, the budget is presented to the President and the University Budget Committee. The budget is also presented to the Board of Trustees for tentative approval at a special June meeting. The final budget is presented during August to the Board of Trustees for final approval. A budget to actual review is performed on a monthly basis and all significant variances are investigated and presented to the Vice Presidents for review.

Section III – Category 7 – Organizational Performance Results

7.1 What are MUSC's performance levels and trends for key measures on student learning, and improvements in student learning? How do MUSC's results compare to those of competitors and

comparable organizations?

One of the best measures of effective instruction for an academic health center is students' performance on professional exams, and how well their research results stand up to external peer review. MUSC students perform admirably by both measures. The average pass rate was extremely high across the vast majority of board or licensure exams for 2008. Students in the College of Graduate Studies averaged nearly 2 peer-reviewed publications each in 2008.

Table 7.1-1 Program Licensure Examination Percentage Pass Rates

College	Program	2006	2007	2008
<i>Dental Medicine</i>	National Board Part I	100	100	98
	National Board Part II	100	100	100
<i>Health Professions</i>	Cardiovascular Perfusion	100	100	93
	Communication Sciences and Disorders	100	100	100
	Cytotechnology	100	82	83
	Anesthesia for Nurses	80	100	94
	Occupational Therapy	95	100	97
	Physical Therapy	73	88	98
	Physician Assistant	100	95	97
<i>Medicine</i>	USMLE Step 1	99	98	96
	USMLE Step 2 Clinical Knowledge	99	98	98
	USMLE Step 2 Clinical Skills	100	99	96
<i>Nursing</i>	National Council Licensure	92	89	98
	Adult Nurse Practitioner	100*	75*	----
	Geriatric Nurse Practitioner	----	100*	----
	Neonatal Nurse Practitioner	100	75*	100*
	Pediatric Nurse Practitioner	86	100	50*
	Psychiatric-Mental Health NP	100*	75*	100
	Nurse Midwifery	100*	100*	86
	Family Nurse Practitioner	100*	100*	100*
<i>Pharmacy</i>	NAPLEX	96	91	98

* Five or fewer students taking the test.

In addition, all educational programs are evaluated through the use of E*Value, an online system of evaluating courses and instruction. The E*Value system is managed by the Office of the Associate Provost for Education and Student Life, and the specific colleges. A set of core questions is required and each college may add additional questions to meet its needs. Results of the evaluations are distributed to the appropriate course director and instructor, and academic deans in each college. Overall results are reviewed by the university administration for trending and are incorporated in the MUSC Excellence Program as an outcome measure.

7.2 What are MUSC’s performance levels and trends for key measures on student and stakeholder satisfaction and dissatisfaction? How do MUSC’s results compare with competitors and comparable organizations?

Students have a high rate of satisfaction with various student and academic support services. An annual study by the Association of American Medical Colleges reveals that our medical students rate support services at or above national averages for all categories. The percentages below in Table 7.2-1 represent those who responded either Very Satisfied or Satisfied, and does not include those with no opinion.

Table 7.2-1 Association of American Medical Colleges National Survey Results

AAMC Category	MUSC 2005	MUSC 2006	MUSC 2007	MUSC 2008	National Mean 2008
Student Health Insurance	41.4%	35.4%	40.9%	41.5%	41.9%
Personal Counseling	72.4%	68.7%	72.0%	72.1%	60.5%
Financial Aid	72.5%	70.1%	68.9%	74.2%	67.8%
Student Health	84.5%	73.0%	79.0%	74.8%	63.2%
Library	82.8%	85.2%	84.7%	89.1%	85.6%
Student Mental Health	N/A	N/A	54.0%	51.0%	41.5%

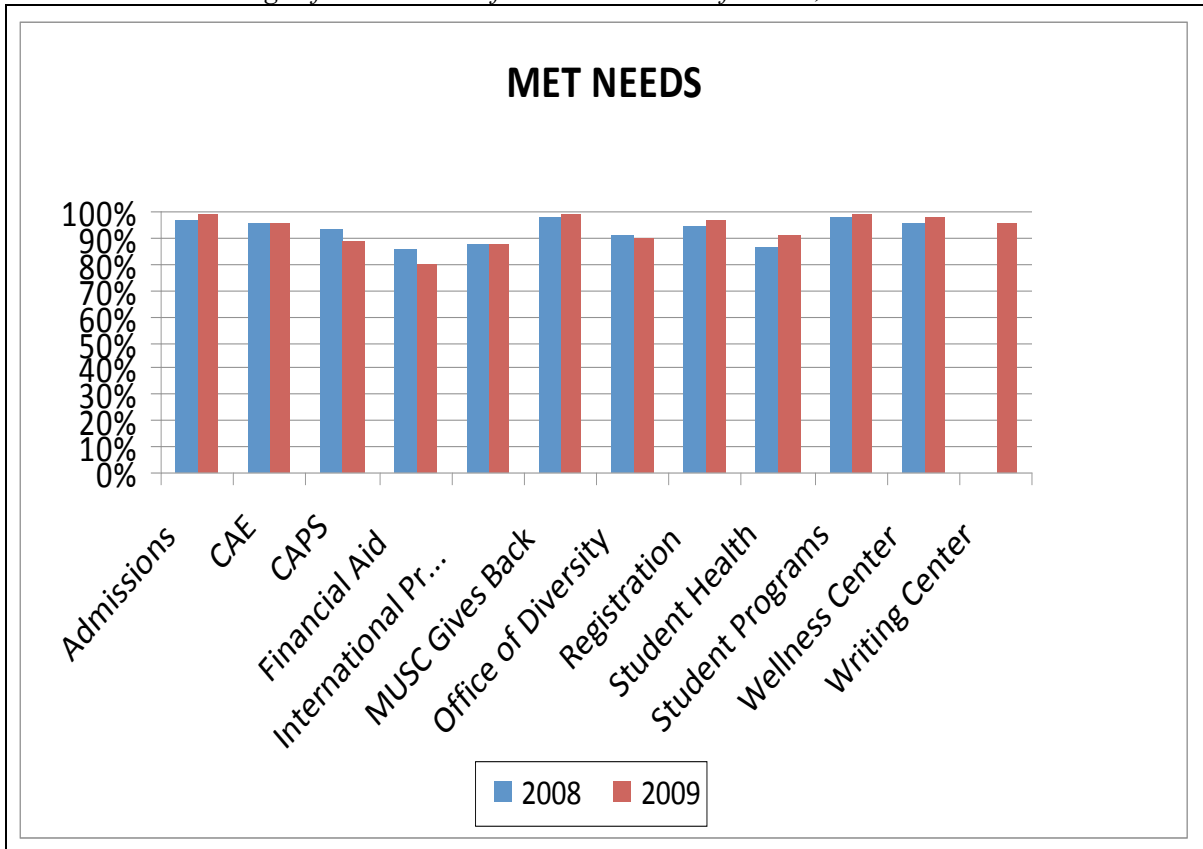
Assessments of student satisfaction conducted in online surveys in 2002, 2006, 2008, and 2009 demonstrate similar satisfaction rates.

A survey of student satisfaction with academic and student services was conducted in April 2009. Six hundred and thirty-five students responded (56% increase from prior year survey participation). Analysis of the survey revealed the following overall results as compared to the previous survey in 2008.

- 94% were satisfied with services provided, with an increase in the percentage of students satisfied in ten of the twelve service units.
- 95% agreed the staff is competent, with an increase in percentage satisfied in ten of the twelve service units.
- 95% agreed the staff is caring, with an increase in the percentage satisfied in all but one service unit.

A review by service unit indicates that we are doing extremely well meeting and exceeding students’ expectations in Education & Student Life. However, there is some improvement that may be gained in Financial Aid where the percentages were lower than the previous survey. Changes have been instituted to improve service by evaluating customer service frequently throughout the year.

Table 7.2-2 Percentage of Students Satisfied with Student Life Units, "Met Needs" 2008 and 2009



Other results by unit showed continued high ratings with the exception of the question related to competent staff in Financial Aid where improvement efforts continue.

Table 7.2-3 Percentage of Students Satisfied with Student Life Units, "Caring Staff" 2008 and 2009

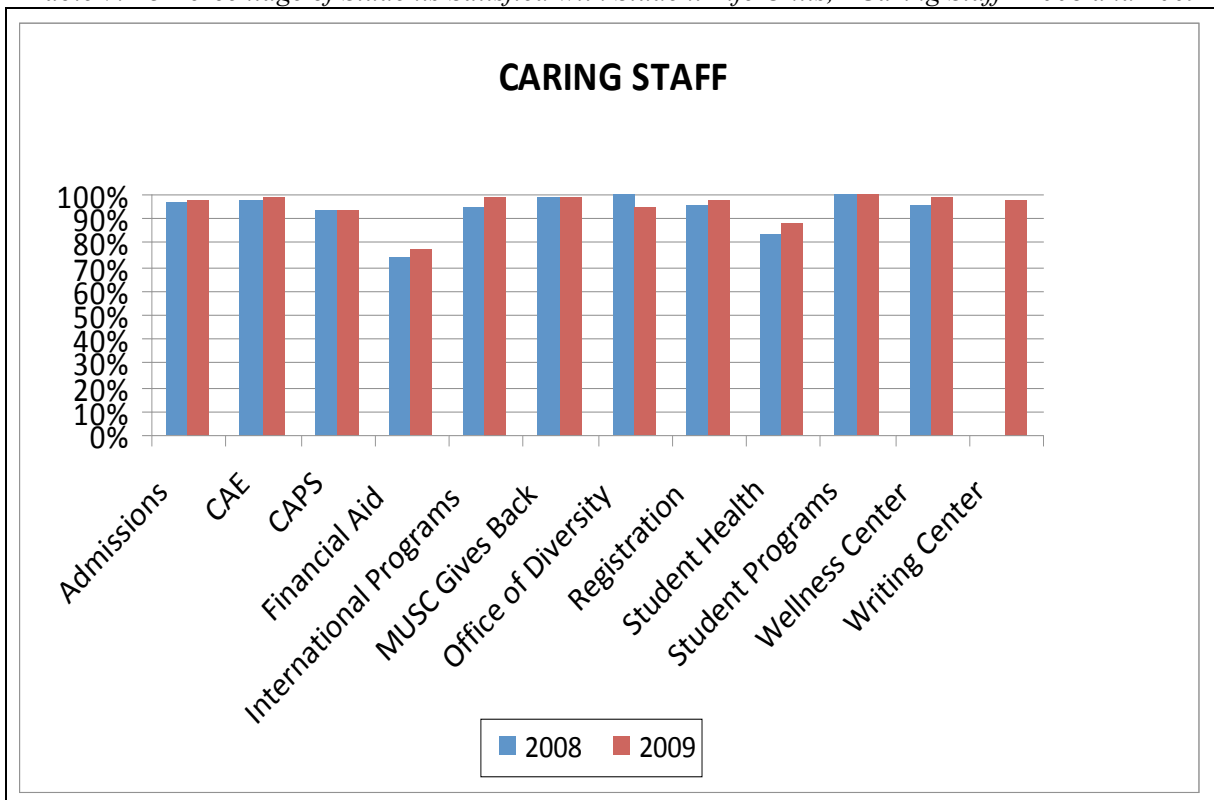


Table 7.2-4 Percentage of Students Satisfied with Student Life Units, “Competent Staff”

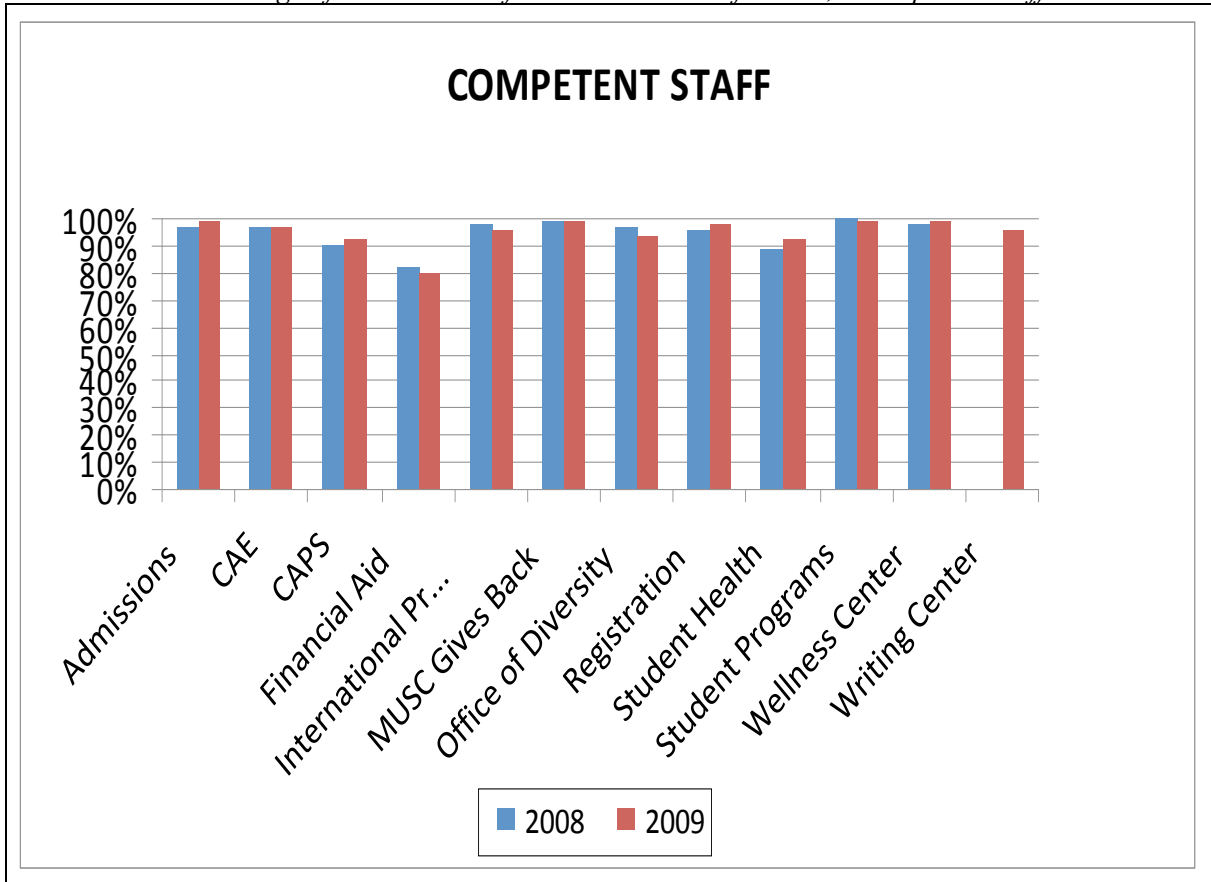
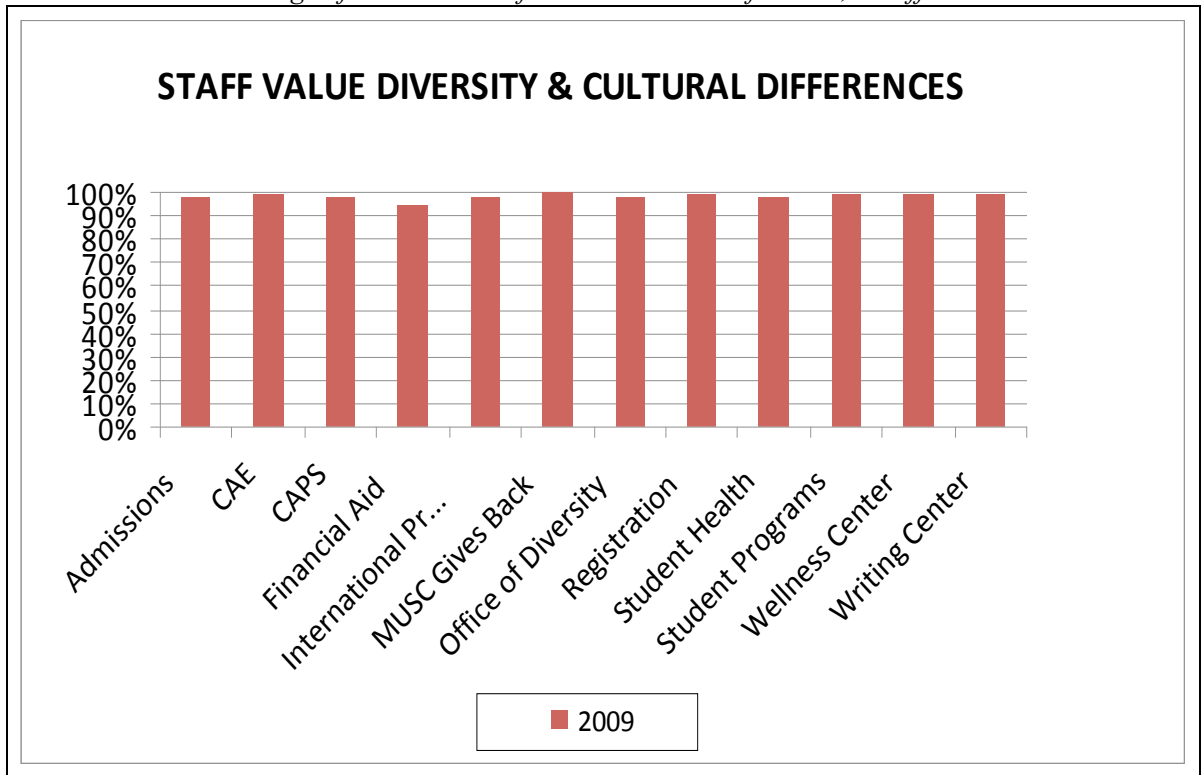
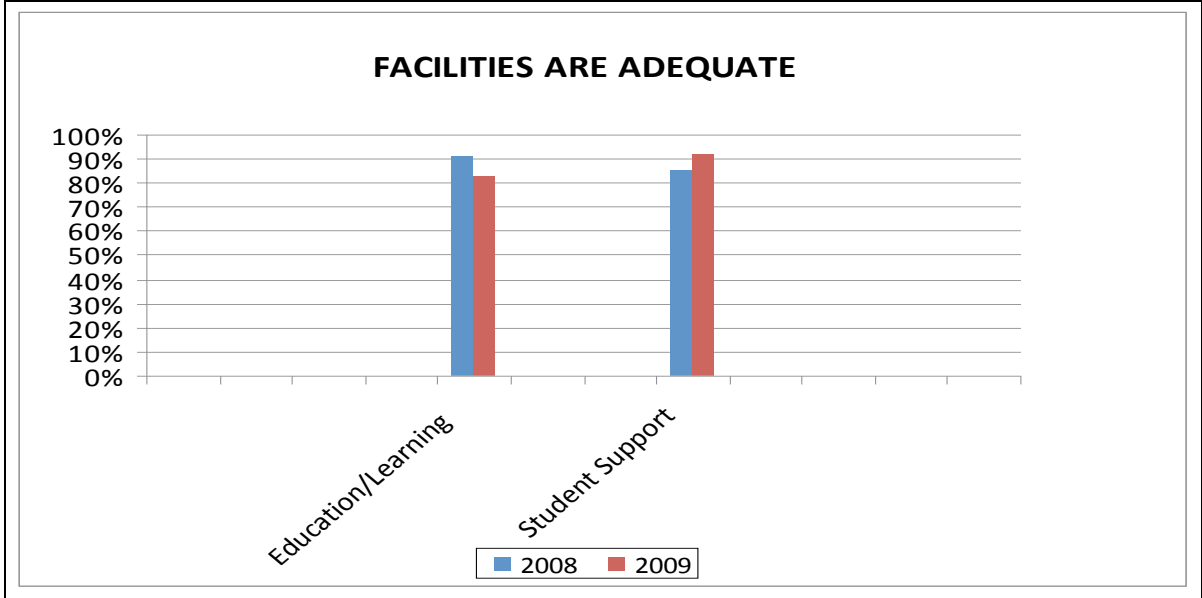


Table 7.2-5 Percentage of Students Satisfied with Student Life Units, “Staff Value



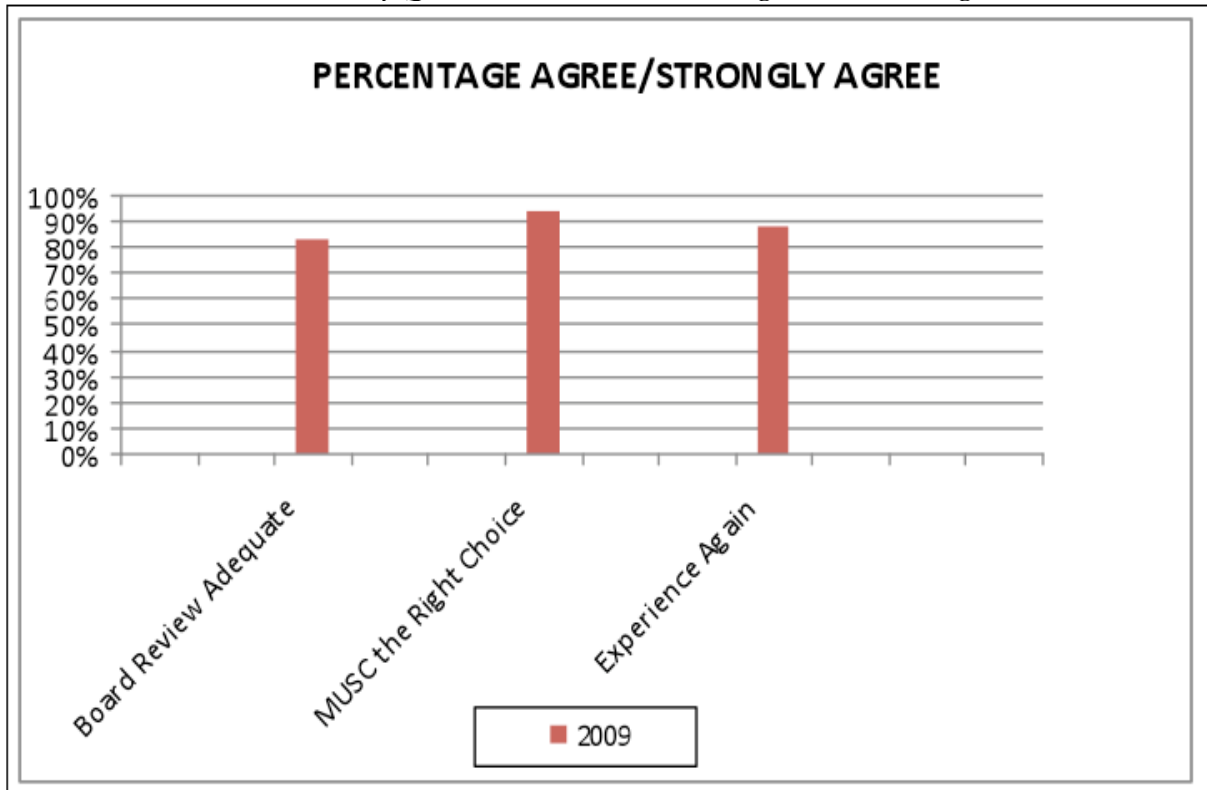
Student assessment of support services facilities improved significantly from 2008 with 92% of 2009 respondents in agreement. The Education/Learning facilities assessment also showed improvement from the prior year with 83% of 2009 respondents agreeing that these facilities are adequate.

Table 7.2-6 Percentage of Students Rating the “Support Services and Education/Learning Facilities Adequate”



Overall, 94% of students believe they made the right choice in selecting MUSC.

Table 7.2-7 Three New Survey Questions Related to Achieving MUSC’s Strategic Goals



New Questions for 2009:

1. Board Review Program offered by the Center for Academic Excellence met my expectations.
2. I believe I made the right choice in selecting MUSC.
3. I believe I would choose this experience again.

7.3 What are MUSC's performance levels for key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

Key Financial Performance Ratios:

- **Viability Ratio.** The viability ratio is expendable net assets divided by long-term debt (total project related debt). Based upon the FY2008 Comprehensive Annual Financial Report, the University ratio was 94.6%.
- **SRECNA Margin.** The Statement of Revenue, Expense and Changes in Net Assets (SRECNA) margin indicates the excess margin (or deficit) by which adjusted operating revenues cover the increase (decrease) in net assets. Based upon the FY 2008 Comprehensive Annual Financial Report, the University ratio was 7.22%.
- **Return on Net Assets Ratio.** The return on net assets ratio is the change in net assets divided by total net assets. Based upon the FY2008 Comprehensive Annual Financial Report, the University ratio was 9.67%.
- **Days of Operating Cash.** The Days of Operating Cash ratio indicates the number of days the institution can operate without any new cash flow. It is a relative indication of current financial solvency. Based upon the June 30, 2008 Cash Reports, the University maintained 43 days of Operating Cash.

Key Budgetary Measures:

- **Spending Rate Percentage.** The spending rate percentage is operating expenses divided by adjusted operating revenues. Based upon FY2008 budgetary amounts, the University spent 100% of operating revenues.
- **Budget to Actual.** Compares the original budget to actual expenses. Based upon FY2008 budgetary amounts, MUSC had a favorable variance of \$4.5 million.

7.4 What are MUSC's performance levels and trends for key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workforce health, safety and security?

Work System Performance. Faculty performance is measured on an annual basis in a review of faculty goals conducted by the faculty member and department chair or division director. These annual goals, established at the beginning of each fiscal year, along with other activities and accomplishments, constitute the key measures for faculty performance. The results of E*Value course and instructor evaluations, produced at the conclusion of each course, also provide a valuable measure of performance by faculty in the classroom and clinical setting.

Unlike the evaluation of faculty, the annual review of staff centers on measures established by the job description created for the position being reviewed in accordance with State guidelines. The supervisor conducting the review notes areas needing improvement and the staff member has an opportunity to add explanations or exceptions to the supervisor's findings.

Faculty and Staff Learning & Development. Faculty and staff are encouraged and, in many cases, provided with the opportunity to pursue on-campus continuing education programs organized by various university departments such as the Human Resources Management and the Office of the Chief Information Officer. These programs are intended to reinforce existing skills or to introduce the employee to emerging technologies.

Faculty are encouraged, and generally expected, to attend local, state, and national professional meetings each year. These meetings may deal with education in general, be discipline specific, or focus on an area of professional specialization. Various departments within the University also schedule periodic seminars and classes open to all interested parties. Faculty and staff are also encouraged to take advantage of the MUSC

Tuition Assistance Plan to further their education.

Faculty and staff have access to on-line information sources in their offices or at their work stations. Access to the University’s library is also provided to faculty and staff.

Faculty and Staff Well-being, Satisfaction, and Dissatisfaction. The assessment of faculty and staff well-being, satisfaction, and dissatisfaction is an on-going interest and is of concern to University administration. Although these conditions will be made apparent during the course of an annual review, administrators welcome and encourage such comments throughout the year to assure job satisfaction. The initiation of our Excellence program across all segments of the campus is well underway and has led already to higher patient and staff satisfaction responses.

7.5 What are MUSC’s performance levels and trends for key measures of organizational effectiveness/operational efficiency, and work system performance?

The priorities and annual plans of MUSC are guided by the University’s Strategic Plan, which was created collaboratively with students, faculty, and community leaders. This Plan provides an infrastructure for achieving successful assimilation of new information and business processes. One such process aligns the Plan’s goals with college and department initiatives, and then ties those plans to budget priorities.

The President utilizes an integrated planning model in which the University sets overarching priorities through the Strategic Plan to the colleges. The colleges determine specific goals relative to those priorities, and then the colleges report annually to the President and Provost on achievement of college-level and University goals. The Budget and Provost’s offices jointly oversee this process and provide feedback to the departments. The accomplishment of annual college goals is reviewed as part of the next year’s budget cycle. The University leadership has the ability to then realign the Strategic Plan’s goals based on college initiatives. Results are reported to the Board of Trustees and to the South Carolina Budget and Control Board.

There are several areas of growth within the University that reflect the strength of its current budgeting system and financial condition. For instance, the University’s Operating Revenues and Net Assets increased significantly, its Operating Cash has remained stable, and externally funded research has grown. See Table 7.5-1.

Table 7.5-1 MUSC Significant Financial Indicators FY 2006 to FY 2008

Significant Financial Indicators (\$M)	FY 2006	FY 2007	FY 2008	Variance
Operating Revenues	\$298.5	\$313.2	\$341.5	14.4%
Operating Expenditures	\$416.7	\$469.1	\$510.2	22.4%
Annual Increase in Net Assets	\$39.6	\$38.8	\$42.6	7.5%
Net Assets (Balance Sheet)	\$358.8	\$397.6	\$440.1	22.7%

The change in net assets is an important indicator that provides a picture of the overall financial condition during the current year. On June 30, 2008, total assets reported by the University were \$690.5 million and total liabilities were \$250.4 million. Net assets, which represent the residual interest in the University’s assets after liabilities are deducted, increased \$42.6 million in fiscal year 2008 from \$397.6 million to \$440.1 million. Of this amount, \$50.2 million represents unrestricted net assets, which may be used to meet the University’s ongoing obligations.

Financial ratios are another method of explaining how MUSC has experienced phenomenal growth, while at the same time controlling expenditures and debt. All of the ratios cited show strong financial capabilities. See Table 7.5-2.

Table 7.5-2 MUSC Financial Ratios FY 2006 to FY 2008

Financial Ratios	FY 2006	FY 2007	FY 2008
Primary Reserve	16.17%	18.06%	16.94%
Return on Net Assets	12.39%	10.80%	9.67%
Viability Ratio	66.20%	54.90%	94.60%

The University's daily operations are funded primarily from grants and contracts, sales of services, and State appropriations, which account for 59.5% of the fiscal year 2008 operating revenues. In fiscal year 2008 the University's total revenues increased 8.9% or \$45.6 million over the previous fiscal year. See Table 7.5-3.

Table 7.5-3 MUSC Major Revenue Sources FY 2006 to FY 2008

Major Revenue Sources (\$M)	FY 2006	FY 2007	FY 2008	Variance
Federal Grants & Contracts	\$120.5	\$116.3	\$117.7	-2.38%
State Appropriations	\$103.0	\$136.5	\$138.2	34.17%
Student Tuition & Fees	\$39.9	\$46.3	\$49.2	23.31%

MUSC is dedicated to providing support services that contribute to the educational climate and enhance student learning. These services include the Center for Academic Excellence, the Writing Center, Office of Student Diversity, Counseling and Psychological Services (CAPS), International Programs and Services, the Harper Student Center (which is dedicated to student programs, activities and wellness), Student Health Services, and the Library with an informatics laboratory and computer classrooms.

Students are informed about the variety of campus support services. Students can contact their Student Government representatives with concerns or suggestions for change. To gather feedback, support services offer some on-the-spot surveys and exit surveys.

As an example, Student Health Services (SHS) uses data from program exit surveys in addition to data from their own surveys. During the months of October and March, SHS surveys students using their services through anonymous submissions. Changes made as a result of student surveys are disseminated to students via email as well as being communicated to the Student Government Association.

The enrollment (Table 7.5-4) and degrees granted (Table 7.5-5) charts demonstrate the high level and stability of the health education climate.

Table 7.5-4 MUSC Enrollment* September 2005 Through September 2008

College	Level	2005	2006	2007	2008
Dental Medicine	<i>First Professional</i>	220	224	222	225
Graduate Studies	<i>Graduate</i>	238	210	200	182
Health Professions	<i>Undergraduate</i>	86	103	89	127
	<i>Graduate</i>	649	678	733	675
Medicine	<i>First Professional</i>	598	609	620	642
Nursing	<i>Undergraduate</i>	199	184	180	189
	<i>Graduate</i>	169	155	150	154
Pharmacy	<i>First Professional</i>	315	319	319	314
Nondegree Seeking	<i>Undergraduate</i>	0	2	3	3
	<i>Graduate</i>	26	18	21	21
TOTAL		2500	2502	2537	2532

* Enrollment figures are calculated after Fall Semester drop/adds and before CHE "frozen" file.

Table 7.5-5 MUSC Degrees Granted From 2005 through 2008

College	Program	2005	2006	2007	2008
Dental Medicine	<i>DMD</i>	49	50	58	50
	<i>DMD/PhD</i>	0	0	0	4
	<i>Total</i>	49	50	58	54
Graduate Studies	<i>Master's</i>	15	30	24	25
	<i>Doctorate (PhD)</i>	20	23	26	30
	<i>Total</i>	35	53	50	55
Health Professions	<i>Bachelor's</i>	28	27	71	53
	<i>Master's</i>	193	230	268	209
	<i>Doctorate</i>	9	2	12	123
	<i>Total</i>	230	259	351	385
Nursing	<i>Bachelor's</i>	160	164	128	120
	<i>Master's</i>	47	54	55	53
	<i>Doctorate (PhD)</i>	3	4	5	1
	<i>Total</i>	210	222	188	174
Medicine	<i>MD/MHA</i>	0	0	0	2
	<i>MD</i>	123	140	127	128
	<i>MD/PhD</i>	11	4	10	12
	<i>Total</i>	134	144	137	142
Pharmacy	<i>Doctorate (PharmD)</i>	60	74	77	78
	<i>Total</i>	60	74	77	78
TOTAL		719	803	861	888

Similarly, our faculty numbers (Tables 7.5-6 and 7.5-7) reflect a stable base for provision of our academic programs.

Table 7.5-6 MUSC Full-time Faculty From 2005 to 2008 by College

Year/ College	Medicine		Pharmacy	Nursing	Dental Medicine	Health Professions	Library	Total
	Basic Sciences	Clinical Sciences						
2005	218	718	43	48	46	83	33	1189
2006	228	741	45	50	45	76	35	1220
2007	207	800	42	45	44	74	33	1245
2008	153	929	46	50	47	71	35	1331

Table 7.5-7 MUSC Part-time Faculty From 2005 to 2008 by College

Year/ College	Medicine							Total
	Basic Sciences	Clinical Sciences	Pharmacy	Nursing	Dental Medicine	Health Professions	Library	
2005	14	117	5	56	24	4	1	221
2006	20	131	2	63	24	5	2	247
2007	16	128	3	70	34	7	2	260
2008	11	145	3	58	33	7	3	260

Note: Based on unit of primary appointment (as of November of each year)

7.6a MUSC’s performance levels for key measures related to leadership and social responsibility: accomplishments of the organizational strategy and action plans.

Following is the most recent list of accomplishments in response to MUSC strategic and action plans as described in Section III, Category 2, and measured as part of the GAPP process also described there.

EDUCATION

- Celebrated the College of Nursing's 125th anniversary.
- College of Medicine received the AAMC Institutional Leadership Diversity Award.
- Completed the new Dental Medicine Clinical Education Building.
- Received approval of PhD Program in Health and Rehabilitation Science and the Master of Research Administration (MRA) Program in the College of Health Professions.
- Received funding for four new and successfully renewed four existing Graduate Studies training grants.
- Gained approval for a Doctor of Nursing Practice program.
- Revised curriculum for first and second year medical students. Refocus on most capable and adept teachers as an antecedent step to the Teaching Academy.
- Renewed the MOU with the American University of Beirut for the MD/PhD program for an additional five years.
- Upgraded computer classrooms to expand education technology capabilities.
- Received an Express Library Technology Improvement Award from the National Library of Medicine to offer digital equipment check out to students, faculty, and staff.
- Held 4th Annual Interprofessional Day involving 1156 students, and 89 faculty and student facilitators. Conducted team skills training with 34 faculty and staff.
- The College of Health Professions initiated discussions to partner with the Public Health at USC to offer a Masters of Public Health degree at the Low Country Graduate Center.
- Reorganized departments in College of Health Professions and College of Medicine to achieve efficiencies and enhance performance.

RESEARCH

- Set a new record for extramural research funding at \$217 million.
- National Cancer Institute Designation awarded to Hollings Cancer Center.
- Completed design and successfully bid the construction of the Drug Discovery Building and the Bioengineering Building.
- Received an NSF award of \$20 million to establish a Statewide alliance in the field of tissue biofabrication.

- U.S. News & World Report named MUSC researcher, Dr. Mark George, as one of fourteen leading biomedical innovators for work on brain imaging and stimulation.
- College of Health Professions ranked 9th out of 125 health professional institutions nationally with \$1.3 million in research, a 49.7% increase over the past year.
- Established three Centers of Economic Excellence (CoEE) and recruited three CoEE Endowed Chairs.
- Received a \$20 million award for the South Carolina Clinical and Translational Research Institute.
- Increased College of Medicine ranking to 47th from 51st in National Institute of Health funding.
- Completion of Phase 1 of accreditation process for Human Research Protection Program.
- Activated the South Carolina Light Rail (SCLR), enabling high-speed network access and collaboration across the State.

PATIENT CARE

- Completed Ashley River Tower and began clinical operations.
- MUHA won the National Research Corporation Consumer Choice Award for the 10th consecutive year.
- MUSC Children's Hospital recognized as Top 10 Emergency Department by *Child Magazine*.
- *US News & World Report* ranked MUSC Children's Hospital #19 for Heart & Heart Surgery; ranked Digestive Diseases #19; Rheumatology #19; and Nephrology #44.
- One of only 25 hospitals in US recognized by American Heart Association.
- Exceeded Press-Ganey overall patient satisfaction goal of the 75th percentile the past two quarters (79th and 78th percentile respectively).
- Completed first-ever employee satisfaction survey for the organization and achieved ranking in the 90+% of all health care organizations.
- Developed a Strategic Facilities Plan.
- MUSCHealth.com recognized as one of best in nation, winning 5 top awards.

GENERAL UNIVERSITY

- Successfully launched the public phase of MUSC's \$300 million Capital Campaign. Annual fund raising set a new record with gifts/pledges exceeding \$71 million.
- Increased endowed assets at June 30, 2008 by 7.1% to \$160 million vs. NACUBO peer mean increase of 0.5%.
- Achieved a 5% reduction in lost day injuries. Additionally, achieved a 9% reduction in Blood Borne Pathogen exposures.
- Implemented a single, enterprise-wide policy on Conflict of Interest.
- Instituted discussions to create The Charleston Higher Education Purchasing Alliance (CHEPA) with the College of Charleston, the Citadel, and Trident Technical College.
- Completed all required ISO 9001 requirements for Employee Health Services.
- Completed the migration to a single E-mail system campus-wide and implemented laptop and E-mail encryption.
- Renewed accreditation from the Commission on Accreditation for Law Enforcement Agencies (CALEA).
- Revised Faculty Appointment Contracts.
- Implemented new federal race/ethnicity categories. Incorporated new data collection and reporting procedures for all required reports.
- Developed Web-based Space Allocation Management System (SAMS) software to gain improvements in data entry and floor plan accessibility.

7.6b MUSC's performance levels for key measures related to leadership and social responsibility: stakeholder trust in senior leaders and the governance of the organization.

This is highly intangible and difficult to quantify precisely; however, the University and its senior leadership

fully comply with sets of State laws and procedures enacted specifically to insure such trusts. Under the Ethics, Government Accountability, and Campaign Reform Act, all University Trustees and administrative officers are considered public officials and subject to strict conflict of interest laws as well as filing an Annual Statement of Economic Interests which is open and available to the public. MUSC additionally requires each to sign and live by a strict University Code of Conduct. Also pertinent is the fully open nature of all State business as required in the State Freedom of Information Act which is considered by many to be the strictest in the nation. There have never been any violations of any of these by any senior MUSC leader.

One measure of trust by student stakeholders might be the numbers of applicants each year for each and every academic program, with numbers substantially exceeding available slots and constantly growing. A clear indicator of trust from vendors is their continuing active, aggressive competition to do business with the institution. The ever-increasing numbers of both inpatient and outpatient visits as well as numbers of patients served document their trust in the institution and its leadership.

7.6c MUSC’s performance levels for key measures related to leadership and social responsibility: fiscal accountability; and, regulatory, safety, accreditation, and legal compliance.

The University and its components are subject to the widest possible array of regulatory (Federal, State, and local), safety, accreditation, and legal compliances requiring substantial ongoing vigilance and staff time/attention on compliance issues as well as staying abreast of constant changes. The ultimate indicator of success in this arena is the fact that there have been no significant and material findings or results over the past five years in any accreditation, inspection, investigation, or audit including the Annual Audited Financial Statement from the external audit firm of KPMG. In addition, MUSC adheres to budgetary and procurement codes and numerous state and federal regulations that are appropriate for any State of South Carolina agency. The following chart of the major accreditations required for the University and its affiliates clearly documents one aspect of the extensive parameters of accountability associated with an academic health sciences center. This list does not include a variety of accreditations required to provide accredited health services, safety, and licenses necessary to support these academic programs.

Table 7.6-1 Accrediting Agencies for MUSC Academic Programs.

Unit	Program	Accrediting Body	Last Accred.	Next Accred.
MUSC	University-wide	Commission on Colleges of the Southern Association of Colleges & Schools	2007	2017
College of Dental Medicine	College-wide	American Dental Association	2003	2010
College of Health Professions	Anesthesia for Nurses	American Association of Nurse Anesthetists, Council on Accreditation of Nurse Anesthesia Educational Programs	1999	2009
	Physician Assistant	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	2007	2012

Cardiovascular Perfusion Technology	Commission on Accreditation of Allied Health Education Programs (upon recommendation of the Accreditation Committee for Perfusion Education)	1999	2009
Cytology and Biosciences	Commission on Accreditation of Allied Health Education Programs	2003	2010
Occupational Therapy	American Occupational Therapy Association	2003	2012
Physical Therapy	American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education	2002	2010
Speech Language Pathology	American Speech-Language Hearing Association	2005	2013
Health Administration	Commission on Accreditation of Health Care Management Education	2005	2011
College of Medicine			
College-wide	American Medical Association Council on Medical Education, and Association of American Medical Colleges, Liaison Committee On Medical Education	2005	2012/2013
College of Nursing			
College-wide	Commission on Collegiate Nursing Education	2005	2010
Nurse Midwifery	American College of Nurse-Midwives	2004	2013
College of Pharmacy			
College-wide	Accreditation Council for Pharmacy Education	2007	
SC College of Pharmacy (candidate)	Accreditation Council for Pharmacy Education	2007	2008-2009
Other Programs			
Professional Psychology (IPSY) through Dept. of Psychiatry	American Psychological Association	2008	2013
Dietetics (DIETI) through Digestive Disease Center	American Dietetic Association, through the Commission on Accreditation for Dietetics Education	2000	2009

7.6d MUSC's performance levels for key measures related to leadership and social responsibility: organizational citizenship in support of key communities.

As reported last year, MUSC was selected as the first recipient of 1773 Chamber Award for Best Health Care Business and Best Overall Business by the Charleston Chamber of Commerce. The Charleston Metro Chamber of Commerce's 1773 Award is a new awards program that recognizes Lowcountry organizations that demonstrate and reflect the Chamber's core values of leadership, relevance, integrity, diversity and innovation. Honorees were selected from 13 different categories including: communications; manufacturing/processing; construction/real estate; professional; educational services; scientific/technical services; finance/insurance; retail/wholesale trade; healthcare; transportation/warehousing; hospitality/tourism; public/non-profit; and sustainability. Medical University of South Carolina was selected above Charleston area hospitals in the healthcare category. The award was presented in May 2008 at the 1773 Chamber Awards Luncheon.

ATTACHMENTS MUSC BALDRIGE PLAN

Strategic Plan for Higher Education

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 08-09 & Beyond Key Action Plan/Initiative(s) Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
I. A&B Education and General	Open and staff all clinical units at Ashley River Tower (ART) and open renovated space in main hospital (with a spin off objective of becoming national leader in clinical effectiveness and patient safety)	Phase I occupancy completed on time and on budget; increase clinical patient volume and outreach market share; grow clinical workforce; achieve service line management; continue rolling out paperless medical record; become national leader in health outcomes; create a national model in clinical effectiveness; become clinical effectiveness national model.	Ch 2.2, 2.3 Ch 7.2, 7.3, 7.5, 7.6a
I. A&B Education and General	Continue to develop and incorporate simulated learning into curricula to maximize learning and resource efficiency	Continue building statewide collaborative programs; create statewide interprofessional curriculum and simulation collaborative; establish teaching academy; enhance interprofessional curriculum per SACS QEP; continue classroom expansions/upgrades; create additional clinical learning sites and a unified academic calendar.	Ch 2.2, 2.3 Ch 7.1, 7.2, 7.4, 7.5, 7.6a
I. A&B Education and General	Begin construction of Drug Discovery building Begin construction of Bioengineering building Continue planning for Center for Health Disparities building	Meet future research needs including new research buildings, specialized equipment, renovations/upgrades of existing facilities, and additional research faculty Continue progression to construction of the Drug Discovery building, the Bioengineering building, Mixed Use Research Space with City of Charleston, and Patient Oriented Research Tower which is focusing on Health Disparities. Also, purchase specialized equipment; recruit targeted research faculty; renovate/upgrade existing space; renew COBRE grants; promote the infrastructure to support NCI P30 designation of Hollings Cancer Center as well as Center for Clinical and Translational Science.	Ch 2.2, 2.3 Ch 7.3, 7.4, 7.6a
I. A&B Education and General	Continue \$300 million campus-wide Capital Campaign	Raise \$ 300 million by end of 2 years; kicked off Campaign, "A Partnership of Promise" with \$225 million already raised in silent phase; currently 3% of goal remains; implement communication plan; recruit additional staff; and conduct campaign awareness receptions.	Ch 2.2, 2.3 Ch 7.3, 7.6a
I. A&B Education and General	Continue development of SC College of Pharmacy and continue process towards full accreditation by 2010 as one of several statewide collaborations	Advance Health Sciences South Carolina; complete consolidation of the SC College of Pharmacy; and grow the CTSA program as well as CoEE Program (endowed chairs).	Ch 2.2, 2.3 Ch 7.1, 7.2, 7.4, 7.5, 7.6a

* Key Cross-References are a link to the Chapter III Category 2 (Strategic Planning) and Category 7 (Organizational Performance Results). These references provide a Ch number included in the 2nd and 7th Categories of this document.