

# Executive Summary

## Blueprint for Academic Excellence College of Arts & Sciences AY2018-2019

### Introduction

A strong and vibrant College of Arts and Sciences remains critical to the University's mission: the education of the state's citizens through teaching, research, creative activity, and community engagement. The College has 463 tenure-track faculty, 125 non-tenure-track faculty, 8946 majors, and 1,000 graduate students in a wide range of disciplines, offering 50 Bachelor's & Master's Degrees and 20 Doctoral Programs, covering over 40 percent of all credit hours at USC and 90 percent of the Carolina Core. The College produced 102 PhDs in AY2017. The faculty hold 6 of the 8 annual Mungo Graduate Teaching Awards, 25 of the 32 Mungo Undergraduate Teaching Awards awarded, 3 of the 8 Russell Research Award for Science, Mathematics, and Engineering and every Russell Research Award for Humanities and Social Sciences. The faculty of the College of Arts and Sciences have received every Educational Foundation Research Award in Humanities and Social Sciences and 4 of 8 Educational Foundation Research Award for Science, Mathematics, and Engineering. In addition, the faculty have received 4 of 8 Educational Foundation Service Awards and 8 of 15 Carolina Trustee Professorships awarded to USC Columbia recipients. We also have 7 of 8 faculty recipients of the Ada B. Thomas Advisor of the Year Award.

### Highlights

#### EXCELLENCE IN TEACHING

Increasing emphasis on study abroad programs, public lectures, internships, student-faculty research opportunities, and other beyond-the-classroom opportunities

Top 100 graduate programs (US News World Report) - Sociology, Social Psychology, Criminology, Political Science, Earth Sciences, English, History, and Mathematics

#### EXCELLENCE IN RESEARCH

Total extramural research proposals = \$51,237,022

Total research funding in FY2017 = \$31,846,146

#### VIBRANT COMMUNITY ENGAGEMENT

Public lecture series

La *Larry K. Ford*



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Arts and Sciences

# **Blueprint for Academic Excellence**

## **College of Arts & Sciences**

### **AY2018-2019**

#### **Table of Contents**

<b>Executive Summary</b> .....	1
Introduction .....	1
Highlights .....	1
<b>Foundation for Academic Excellence</b> .....	2
Mission Statement .....	2
Vision Statement.....	2
Values .....	2
<b>Goals - Looking Back</b> .....	3
<b>Goals - Real Time</b> .....	9
<b>Goals - Looking Ahead</b> .....	15
<b>Academic Programs</b> .....	17
Program Rankings .....	17
Instructional Modalities .....	17
Program Launches.....	18
Program Terminations .....	18
Supplemental Info - Academic Programs .....	18
<b>Academic Initiatives</b> .....	19
Experiential Learning for Undergraduates .....	19
Experiential Learning For Graduate Students.....	20
Affordability .....	20
Reputation Enhancement .....	21
Challenges .....	21
Supplemental Info - Academic Initiatives .....	22
<b>Faculty Population</b> .....	23
Faculty Employment by Track and Title.....	23
<b>Faculty Information</b> .....	26
Research and Scholarly Activity .....	26
Faculty Development .....	26
Supplemental Info - Faculty .....	27
Supplemental Academic Analytics Report.....	27
<b>Teaching</b> .....	29
Faculty to Student Ratio.....	29
Analysis of Ratio .....	29
<b>Faculty Awards Nominations</b> .....	30
Service Awards Nominations .....	30
Teaching Awards Nominations .....	30
Other Awards Nominations .....	30
<b>Faculty Awards Received</b> .....	31
Research Awards.....	31
Service Awards .....	32
Other Awards .....	32
<b>Student Recruiting and Retention</b> .....	33
Student Recruitment .....	33

Student Retention .....	33
<b>Student Enrollment &amp; Outcomes.....</b>	<b>34</b>
Student Enrollments.....	34
Student Population by Headcount .....	34
Student Retention, Transfer, and Graduation.....	41
<b>Alumni Engagement &amp; Fundraising .....</b>	<b>43</b>
Alumni.....	43
Development.....	43
Supplemental Info - Alumni Engagement & Fundraising .....	44
<b>Community Engagement.....</b>	<b>45</b>
Community Engagements and Community - based Activities .....	45
Community Perceptions.....	45
Incentivizing Faculty Engagement .....	45
Supplemental Info - Community Engagement .....	45
<b>Collaborations .....</b>	<b>46</b>
Internal Collaborations .....	46
External Collaborations.....	46
<b>Supplemental Info - Collaborations.....</b>	<b>47</b>
<b>Campus Climate and Inclusion .....</b>	<b>48</b>
Campus Climate & Inclusion .....	48
Supplemental Info - Campus Climate & Inclusion.....	49
<b>Concluding Remarks .....</b>	<b>49</b>
Quantitative Outcomes .....	50
Cool Stuff .....	50
<b>Appendix 1. Academic Programs .....</b>	<b>.....</b>
<b>Appendix 2. Academic Initiatives .....</b>	<b>.....</b>
<b>Appendix 3. Research &amp; Scholarly Activity .....</b>	<b>.....</b>
<b>Appendix 4. Faculty Information .....</b>	<b>.....</b>
<b>Appendix 5. Academic Analytics Report .....</b>	<b>.....</b>
<b>Appendix 6. Alumni Engagement &amp; Fundraising.....</b>	<b>.....</b>
<b>Appendix 7. Community Engagement .....</b>	<b>.....</b>
<b>Appendix 8. Collaborations.....</b>	<b>.....</b>
<b>Appendix 9. Campus Climate &amp; Inclusion .....</b>	<b>.....</b>

# Foundation for Academic Excellence

---

## Mission Statement

Since 1805, the College has been the intellectual core of the University, entrusted to provide superb teaching in the arts and sciences to all students. The College comprises a richly diverse community dedicated to the discovery, dissemination, and application of knowledge about the natural and human worlds as well as the places where they intersect. The College is committed to enriching the academic experience of every graduate and undergraduate student through a wide and innovative array of courses, programs, and opportunities in the arts, humanities, math, and sciences and to excelling in research, scholarship, and creative activity. With its broad coverage of academic disciplines, the College is uniquely situated to promote opportunities for graduate and undergraduate student research and interdisciplinary and international learning. As the heart of a major research university, the College is a catalyst for positive change in the local community, the state, the nation, and the world.

Updated: 03/09/2017

## Vision Statement

The College of Arts and Sciences aspires to transform the lives of our students and improve the world they will inhabit by creating and sharing knowledge at the frontiers of inquiry.

Updated: 03/09/2017

## Values

The College of Arts and Sciences stands for the values of a liberal arts education, including critical inquiry, disciplined thinking, scientific investigation, broadened horizons, collaborative effort, and refined judgment. A liberal arts education prepares individuals to face an increasingly complex, diverse, and changing world with open, nimble minds and expansive, humane sympathies.

Updated: 03/09/2017

# Goals - Looking Back

Goals for the College of Arts & Sciences for the previous Academic Year.

## Goal 1 - Providing innovative, inspiring, and effective instruction to undergraduate and graduate students

<b>Goal Statement</b>	To provide innovative, inspiring, and effective instruction to both undergraduate and graduate students to prepare them for citizenship, future success, and fulfillment in a competitive world
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>•Educating the Thinkers and Leaders of Tomorrow</li><li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li><li>•Spurring Knowledge and Creation</li><li>•Building Inclusive and Inspiring Communities</li><li>•Ensuring Institutional Strength, Longevity, and Excellence</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the College's mission of providing superb teaching to both undergraduate and graduate students; its vision of transforming the lives of our students and improving the world they will inhabit; and embracing the values embodied by a liberal arts education.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Partnered with the Center for Teaching Excellence on Focus on Learning, Innovation, and Pedagogy (FLIP).</p> <p>Continue to develop Carolina Core courses and modify existing courses for online delivery</p> <p>Launched the College's Innovative Teaching Incubator to support innovative teaching and to enhance student learning</p> <p>Collaborated with the University Advising Center (UAC) and other academic units to improve time to degree for all undergraduate students</p> <p>Launched regular meetings with undergraduate directors from the college to help improve communication and implementation</p> <p>Expanded summer offering to offer more online course options</p> <p>Collaborated with the UAC in order to improve advisor training and time to degree and to integrate UAC advisors into the College's advising system</p> <p>Collaborated with other colleges and schools across the University to provide necessary courses for their curriculum and improve time to degree for their students</p> <p>Continued to develop Carolina Core courses and modify existing courses for online delivery to give our students an array of curricular choices and provide sufficient capacity in high-demand, required courses.</p> <p>Expanded articulation of Carolina Core equivalent courses to ensure a smooth transition for transfer students from regional campuses and other technical colleges</p>

<b>Achievements</b>	<p>Formed Transformation With Innovative Strategies for Teaching (TWIST), a workgroup of College faculty members and implemented proposals during AY2018</p> <p>Partnered with the Center for Teaching Excellence on Focus on Learning, Innovation, and Pedagogy (FLIP). Continued to develop Carolina Core courses and modify existing courses for online delivery</p> <p>Expanded summer course offerings</p> <p>Collaborated with University Advising Center and other academic units to improve time to degree for all undergraduate students</p> <p>Created 30 graduate stipend enhancements to attract and retain top graduate students</p> <p>Encouraged undergraduate research by offering an expense stipend to faculty who accept undergraduate researchers</p> <p>Spurred creation of new internships and study abroad opportunities</p> <p>Cultivated donations to support students who lack resources to accept internships and participate in study abroad</p>
<b>Resources Utilized</b>	Partnered with other academic units like the Honors College, Center for Teaching Excellence, and On Your Time to provide sufficient instructional capacity
<b>Goal Continuation</b>	On-going
<b>Goal Upcoming Plans</b>	<p>Implement more recommendations from TWIST working group</p> <p>Continue developing Carolina Core courses and online course options to meet student demand, and work to expand the articulation of Carolina Core equivalent courses to serve transfer students</p> <p>Continue working with UAC advisors and career counselors while also providing training to high school guidance counselors to communicate the value of a liberal arts education and career options available for liberal arts majors</p> <p>Collaborate with UAC and other Colleges and Schools to cover the necessary summer curriculum</p> <p>Promote the Global Studies major in departments and programs across the College and in collaboration with Global Carolina</p> <p>Continue collaboration with other Colleges and Schools to effectively schedule key courses so as to allow students to stay on track and make timely progress to degree</p> <p>Focus on building and embracing diversity in current and incoming students</p>
<b>Resources Needed</b>	<p>Support for teaching and learning beyond the classroom, particularly in research, internships, and experiential learning opportunities</p> <p>Instructional capacity and space to reduce class size in subjects such as English, Foreign Languages, Math and Speech</p> <p>Support for implementing pedagogical innovations developed by TWIST</p> <p>Enhanced resources to expand communication of the College's vision and value</p> <p>Additional resources for collaboration with SC guidance counselors to educate prospective students about the value of an Arts and Sciences' degree</p>
<b>Goal Notes</b>	

## Goal 2 - Build and support a diverse faculty who demonstrate excellence in teaching, research, and community engagement

<b>Goal Statement</b>	To build and nurture a diverse faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the College's mission of producing the quality of research, scholarship, and creative activity characteristic of an institution of highest research activity, the Carnegie Foundation's highest rating. This goal also represents the College's vision of creating and sharing knowledge and at the frontiers of inquiry through excellent teaching, research and community engagement.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Partner with the Office of the Provost to recruit and hire high-profile faculty members in key, high-demand areas</p> <p>Conduct 11 tenure track searches and 19 non-tenure track searches</p> <p>Retain faculty members by providing support and competitive counteroffers</p> <p>Garner approximately \$31.8M in research funding for FY2017</p> <p>Supported faculty members in seeking national fellowships and awards</p> <p>Formalized process for selecting the next round of McCausland Fellows</p> <p>Formed College work group on non-tenure track instructional faculty members and devised policies to examine, address, and enhance the experience of this cohort</p> <p>Engaged the assistance of the College's Associate Dean for Diversity and Inclusion in the recruitment and hiring process</p> <p>Launched a college leadership development program for new and potential department chairs and directors</p> <p>Encouraged faculty participation in PULSE campus climate surveys</p> <p>Encouraged faculty participation in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p> <p>Continue college initiatives to support faculty through competitive research and travel grants</p> <p>Continued the Bridge Humanities Teaching Fellowship so as to provide teaching experience (SAEL 200) and professional development for advanced graduate students and newly-minted PhDs.</p> <p>Awarded 12 Bilinski Dissertation Fellowships to advanced graduate students to support for humanistic research and dissertation completion</p>
<b>Achievements</b>	<p>The college successfully hired 10 new tenure track faculty and 18 new non-tenure track faculty as a result of the searches conducted during the 2016-2017 academic year.</p> <p>The college successfully retained 14 faculty during the 2016-2017 academic year.</p>
<b>Resources Utilized</b>	Recurring and non-recurring funding for salaries, fringe benefits, and start-up packages to include equipment purchases, professional development, renovations, and student employment
<b>Goal Continuation</b>	Multi-year

<b>Goal Upcoming Plans</b>	<p>Continue partnership with the Office of the Provost to support faculty salaries and startup packages</p> <p>Continue retention efforts for current faculty</p> <p>Continue with implemented application and nomination process for McCausland Fellows</p> <p>Sharpen focus on increasing diversity, inclusion, and collaboration among faculty through recruiting and retention</p> <p>Use PULSE climate survey results to create initiatives that improve campus climate and boost faculty retention</p> <p>Develop an "exit interview" mechanism for faculty who are not successfully retained to ascertain their reasons for leaving and make adjustments to our current environment for retaining faculty</p> <p>Appoint faculty representatives to the College Diversity Committee</p> <p>Retain focus on supporting junior faculty</p> <p>Enhance support and development for non-tenure track faculty</p> <p>Offer the non-tenure track teaching award to recognize instructors and lecturers for excellence in teaching</p> <p>Fulfill faculty commitments to extent resources are available</p> <p>Enhance efforts to recruit and retain high-quality graduate students</p> <p>Work toward more diverse graduate programs in collaboration with Associate Dean for Diversity and Inclusion</p> <p>Continue to provide graduate students with excellent training in research, scholarship, and teaching</p>
<b>Resources Needed</b>	<p>Additional resources (recurring and non-recurring funding) for faculty hiring and providing start-up support (laboratory space, office space, graduate assistants, et al)</p> <p>Enhanced resources for competitive financial packages to attract high-quality graduate students</p> <p>Resources to address the decrease in faculty and instructional capacity to offset losses due to retirements or resignations</p> <p>Resources to increase and support diversity and inclusion efforts in faculty recruitment and retention</p> <p>Additional resources to honor existing College commitments</p>
<b>Goal Notes</b>	

### Goal 3 - Enhance student experience through research, leadership, social engagement and beyond the classroom experiences

<b>Goal Statement</b>	To promote and enhance the student experience within the College encouraging beyond the classroom experiences through undergraduate research, leadership development, career opportunities, engagement with the liberal arts and social engagement, collaboration and civility
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the College's value of preparing individuals to face an increasingly complex, diverse and changing world with open, nimble minds, and expansive, humane sympathies.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Appointed a full-time Associate Dean for Diversity and Inclusion</p> <p>Issued statements after campus events emphasizing the College's values statement and its commitment to diversity and inclusiveness; posted Dean's welcome letter statement emphasizing this commitment on college's website</p> <p>Continued collaboration with Global Carolina and other colleges and schools to provide study abroad service learning opportunities (e.g. USC in Costa Rica, which focuses on global health issues, community outreach through STEM education in local elementary schools)</p> <p>Continue to educate Arts and Sciences' department chairs and directors on Graduation with Leadership Distinction (GLD) to ensure that all Arts and Sciences' students and faculty understand the value of these experiences</p> <p>Continued artistic events and public lectures that engage the public and promote the College (e.g. Caskey Lecture, Open Book Series, Conversations with Walter Edgar, theatre and dance performances)</p> <p>Began implementation of recruitment of arts, humanities, social sciences, and sciences students</p> <p>Encouraged undergraduate student participation in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p>
<b>Achievements</b>	Appointed associate dean for diversity and inclusion; presentation to department chairs and directors on Graduation with Leadership Distinction; continued public lectures and other artistic events to engage the community
<b>Resources Utilized</b>	Recurring and non-recurring funds
<b>Goal Continuation</b>	On-going
<b>Goal Upcoming Plans</b>	<p>Seek expansion of undergraduate research and experiential learning opportunities</p> <p>Collaborate with the Career Center to expand internship opportunities</p> <p>Continue existing initiatives regarding leadership and communication enhancement</p> <p>Appoint undergraduate student representatives to the College Diversity Committee</p> <p>Use PULSE climate survey results to create initiatives that improve campus climate and enhance undergraduate student engagement and retention</p>
<b>Resources Needed</b>	<p>Enhanced career counseling and students services within the College to improve the quality of students' experience</p> <p>Partnerships, technology, and increased collaboration for faculty to innovate and create beyond classroom experiences</p>
<b>Goal Notes</b>	

## Goal 4 - Identify resources to develop models which allow faculty and students opportunities inside and outside the classroom

<b>Goal Statement</b>	Using existing resources, build sustainable models to give faculty the tools they need to provide excellent instruction both in and out of the classroom, and to give students an appreciation of the value of diversity, leadership, and community engagement in a complex and rapidly-changing society.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Spurring Knowledge and Creation</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with the College's commitment to enhancing the academic experience of undergraduate and graduate students through an innovative array of courses, programs, beyond the classroom learning opportunities, and interdisciplinary and international experiences. This goal also works in alignment with the College's commitment to be good stewards of all resources in order to maximize a wide array of teaching and learning experiences.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Conducted regular meetings of the College's Resource Management Group to develop strategies to manage existing resources responsibly and efficiently</p> <p>Increased strategic planning with the College's department chairs and program directors, directors of graduate studies, undergraduate directors, the Academic Planning Council, and key classified staff members to emphasize the value of excellent teaching and careful resource management</p> <p>Encouraged community engagement and service opportunities for students through the Leadership Distinction Program</p> <p>Strategically pursued resources to enhance and increase undergraduate research and beyond the classroom experiences such as internships and study abroad opportunities</p> <p>Launched a series of college initiatives to support research and travel for faculty and students</p>
<b>Achievements</b>	<p>Conducted regular meetings of the College's Resource Management Group to develop strategies to manage existing resources responsibly and efficiently</p> <p>Increased strategic planning with the College's department chairs and program directors, directors of graduate studies, undergraduate directors, the Academic Planning Council, and key classified staff members so as to emphasize the value of excellent teaching and careful resource management</p> <p>Encouraged community engagement and service opportunities for students through the Leadership Distinction Program</p> <p>Strategically pursued resources to enhance and increase undergraduate research and beyond the classroom experiences such as internships and study abroad opportunities</p>
<b>Resources Utilized</b>	Recurring and non-recurring funds
<b>Goal Continuation</b>	Multi-year
<b>Goal Upcoming Plans</b>	<p>Continue responsible resource management efforts</p> <p>Seek new resources to expand the undergraduate and graduate teaching mission in an enhanced and innovative format</p>
<b>Resources Needed</b>	Fiscal support for the expansion of undergraduate research, internships, and experiential learning
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the College of Arts & Sciences that are in progress for AY2018-2019.

## **Goal 1 - Provide innovative, inspiring, and effective instruction to undergraduate and graduate students**

<b>Goal Statement</b>	To provide innovative, inspiring, and effective instruction to both undergraduate and graduate students to prepare them for citizenship, future success, and fulfillment in a competitive world.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>•Educating the Thinkers and Leaders of Tomorrow</li><li>•Spurring Knowledge and Creation</li><li>•Ensuring Institutional Strength, Longevity, and Excellence</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the College's mission of providing superb teaching to both undergraduate and graduate students; its vision of transforming the lives of our students and improving the world they will inhabit; and embracing the values of a liberal arts education.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Continue to develop new strategies for innovation in teaching through TWIST proposal and the college's new Innovative Teaching Incubator</p> <p>Continue collaboration with the Center for Teaching Excellence and FLIP</p> <p>Develop additional courses that meet Carolina Core requirements and increasing the modification of existing courses for online delivery, particularly in intensive formats to serve the summer student population and cohorts in other Colleges and Schools (e.g. College of Nursing)</p> <p>Support the Global Studies B.A. through the College advising office and UAC advisors and promote the Leadership in Global Economies track through collaboration with Global Carolina</p> <p>Continue meeting regularly with undergraduate directors in order to improve both communication between the college and the units and advising of students</p> <p>Increase collaboration with other Colleges and Schools across campus</p> <p>Collaborate with the On Your Time office to develop and promote accelerated baccalaureate degree pathways</p> <p>Continue expanding the articulation of transfer courses that meet Carolina Core requirements, particularly courses that meet two core learning outcomes, to ensure a smooth transition for transfer students from regional campuses and technical colleges</p> <p>Increase collaboration with the South Carolina Honors College to serve an increasing student body</p> <p>Increase instructional capacity in high-demand STEM courses</p> <p>Continue assessment of the Carolina Core</p> <p>Continue a series of college initiatives to support research and travel for faculty</p> <p>Continue strengthening the faculty</p> <p>Offer broader range of on-demand summer courses to support timely graduation</p>

<b>Achievements</b>	<p>Collaborated with the Center for Teaching Excellence to develop more courses approved for online delivery (13 approved in 2017-2018)</p> <p>Supported the Global Studies B.A. through the College advising office and UAC advising office (120 declared majors in Spring 2018)</p> <p>Developed a carousel of 8-week Carolina Core courses to support the College of Nursing's RN-BSN program</p> <p>Provided cohort sections and general classroom seats for students enrolled in the International Accelerator Program</p> <p>Expanded the articulation of transfer courses that meet Carolina Core requirements, particularly courses that meet two core learning outcomes to ensure a smooth transition for transfer students from regional campuses and technical colleges</p> <p>Established a task force comprised of members of the Dean's Office and Mathematics Faculty members to review and revise the curriculum in 100-level courses</p> <p>Increased Honors College courses by 9% between Fall 2016 and Fall 2017</p> <p>Increased overall summer enrollment by 13% between Summer 2016 and Summer 2017 (55% increase in online enrollment)</p>
<b>Resources Utilized</b>	Partnered with other academic units like the Honors College, Center for Teaching Excellence, and On Your Time to provide sufficient instructional capacity
<b>Goal Continuation</b>	Ongoing
<b>Goal Upcoming Plans</b>	<p>Expand activity of the Incubator for Teaching Innovation, featuring innovative teaching methods and sharing of new ideas</p> <p>Focus on improving results of Math instruction at 100 and 200 levels</p> <p>Work to enhance effectiveness of undergraduate Biology instruction</p>
<b>Resources Needed</b>	<p>Flexible classroom space</p> <p>Funding</p>
<b>Goal Notes</b>	

## Goal 2 - Develop communications campaign promoting a liberal arts education and advertising a variety of career options

<b>Goal Statement</b>	Develop communications campaign to promote the value of a liberal arts education and advertise numerous career options for liberal arts majors as part of efforts to increase Arts and Sciences' enrollments and improve student experience and satisfaction
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Spurring Knowledge and Creation</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission of enhancing the academic experiences of each graduate and undergraduate student and our investment in the values of a liberal arts education. It also works to educate both students and the community about the variety of career opportunities available to Arts and Sciences' majors and the importance of critical thinking.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Work with the College's newly appointed Manager of Communications to more effectively communicate the value of an Arts and Sciences' education to both students and the wider community</p> <p>Develop 15 proposals generated from a College faculty working group (COVE) tasked with devising strategies for communicating the value of what we do more effectively to various audiences</p> <p>Work with Career Center and South Carolina guidance counselors to emphasize employee interest in hiring students with a liberal arts education</p> <p>Collaborate with the College advising office and the University Advising Center (UAC) to think more broadly about the career opportunities available to liberal arts majors</p> <p>Enhance outreach and communication about the College's activities and initiatives across campus and in the community</p> <p>Implement structural changes (new cognates and minors) and more interdisciplinarity in order to enhance appeal of our degree programs for prospective and current USC students</p> <p>Seek additional opportunities to sponsor and promote regional artistic events (exhibits at McMaster Gallery and McKissick Museum, public theatre and dance performances, and film screenings)</p> <p>Encourage student participation in public lectures and actively promote these events to the community</p> <p>Create college task force to improve Math instruction at the 100 and 200 levels</p> <p>Work to enhance effectiveness of undergraduate Biology instruction</p>
<b>Achievements</b>	<p>Successfully launched new CAS website in OMNI Update content management system covering over a thousand web pages. These sites are continually updated.</p> <p>Effectively increased social media traffic to the college's Twitter account and Facebook page.</p> <p>Communications Manager has increased visibility of faculty on local, state, national and international stages as subject matter experts as well as in the @UofSC today newsletter.</p> <p>Continuing to develop potential internships to emphasize the value of a liberal arts education.</p> <p>Successfully partnered with local and state venues to promote regional artistic events. The State Fair showcased a two week Folk Fabulous exhibit in conjunction with the McKissick Museum.</p>

<b>Resources Utilized</b>	Social media avenues like Twitter, Facebook and college/university websites. Expansion of dean's office staff interactions with faculty and community organizers.
<b>Goal Continuation</b>	Ongoing
<b>Goal Upcoming Plans</b>	<p>Further implement Communicating Our Values Effectively (COVE) recommendations, including film, exhibit and lecture series in partnership with downtown venues such as Nickelodeon, Columbia Metropolitan Art Museum and Tapps Art Center</p> <p>Implement critical components of Strategic Communications Plan, including:</p> <ul style="list-style-type: none"> <li>videos of successful alumni, faculty leaders and interesting students</li> <li>launch a college e-newsletter</li> <li>create a college blog</li> <li>become more active on social media platforms, using student ambassadors and others</li> </ul>
<b>Resources Needed</b>	Assistance from USC Communications, likely a new position
<b>Goal Notes</b>	

### **Goal 3 - Build and support a diverse faculty who demonstrate excellence in teaching, research, and community engagement**

<b>Goal Statement</b>	Build and nurture a faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal fully aligns with the College's mission of excelling in research, scholarship, and creative activity; its vision of creating and sharing knowledge at the frontiers of inquiry; and its embrace of the values of a liberal arts education.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Work with the Office of the Provost to recruit and retain top-flight faculty members and to manage the upcoming loss of instructional capacity due to planned retirements</p> <p>Initiate searches for as many as 30 new tenure-track faculty</p> <p>Encourage faculty members to seek national fellowships and other prestigious awards and support them through this process</p> <p>Work with the Associate Dean of for Diversity and Inclusion in the recruitment and hiring process</p> <p>Appoint faculty representatives to the College Diversity Committee</p> <p>Continue to aggressively seek research funding through grants and other outside sources</p> <p>Fulfill faculty commitments to extent that resources are available</p> <p>Continue the McCausland Fellowship Program with the revised application and nomination process</p> <p>Devise strategies to more fully integrate non-tenure track faculty members and enhance their professional experience</p> <p>Continue offering the Non-Tenure Track Teaching Award to recognize excellence in teaching</p> <p>Continue encouraging faculty participation in PULSE campus climate surveys and in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p> <p>Continue competitive initiatives supporting faculty research, small equipment purchases and faculty travel</p> <p>Work with the Dean's Advisory Council to provide strategic planning on curricular and other academic issues</p>

<b>Achievements</b>	<p>Instituted faculty initiatives supporting over 90 faculty in the college:</p> <p>Small Equipment Grants - Disbursed \$160,000 to faculty to purchase small equipment for use in research</p> <p>Faculty Research Grants - Disbursed \$150,000 to faculty to support research</p> <p>Faculty Travel grants - Disbursed \$150,000 to faculty in matching funds to support conference travel</p> <p>Graduate Stipend Enhancements - Awarded departments a stipend of \$4,000 per chosen graduate student to enhance stipend</p> <p>Undergraduate Research Enhancements - Awarded \$1,000 to faculty to encourage and enhance undergraduate research</p> <p>As of March 15, 2018, the College is conducting 24 tenure track faculty searches and 10 non-tenure track faculty searches during the 2017-2018 academic year.</p>
<b>Resources Utilized</b>	<p>Non-recurring funding for faculty initiatives (primarily salary savings)</p> <p>Recurring and non-recurring funding for salaries, fringe benefits, and start-up packages to include equipment purchases, professional development/travel, and student employment.</p>
<b>Goal Continuation</b>	Multi-year
<b>Goal Upcoming Plans</b>	<p>Revising Mathematics curriculum through newly created task force.</p> <p>Enhancing STEM survey approach.</p> <p>Streamlining business processes through centralization of staff in preparation for upcoming changes to university operations.</p> <p>Continue working with the Dean's Advisory Council, whose purpose is to advise the Dean on matters concerning the mission of the College of Arts and Sciences. This includes the introduction of new College initiatives; the discussion of new majors or degree programs; the establishment of new departments, schools, centers and institutes; and strategic planning on various other curricular, academic, and fiscal issues.</p> <p>Continue aggressive faculty hiring strategy. Seek 30 tenure-track searches for FYI 19.</p>
<b>Resources Needed</b>	Reallocation of existing resources.
<b>Goal Notes</b>	

# Goals - Looking Ahead

---

Goals for the College of Arts & Sciences that are slated for the upcoming year.

## **Goal 1 - Maximize opportunity for CAS students to have Experiential Learning Opportunities**

<b>Goal Statement</b>	To maximize opportunity for CAS students to have experiential learning opportunities to broaden and enhance their college experience post-graduation opportunities
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>•Educating the Thinkers and Leaders of Tomorrow</li><li>•Spurring Knowledge and Creation</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	To provide our students with all the active learning and beyond the classroom experiences needed to succeed in the 21st century.
<b>Status</b>	
<b>Action Plan</b>	<p>Encourage and expand support for undergraduate research</p> <p>Raise private funds to support or enhance staff support for internships</p> <p>Encourage creation of new experiential courses for CAS students</p> <p>Encourage usage of existing experiential learning courses across college</p> <p>Seek gifts to increase Study Abroad opportunity for financially challenged students</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Enhance "Public Face" of College of Arts and Sciences

<b>Goal Statement</b>	To enhance the "public face" of the College of Arts and Sciences so that prospective students, parents, alumni and the community at large can see the contributions CAS makes to the college, local, national and international community.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Recruiting Students            Increasing Public Support            Communicating Our Value</p>
<b>Status</b>	
<b>Action Plan</b>	<p>Implement Strategic Communication Plan            Tell the story of our research            Highlighting student success            Building relationships with donors            Creation of new Dean's Alumni Councils in Charleston and Upstate, perhaps Atlanta or Charlotte</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Academic Programs

---

## Program Rankings

*Academic programs that were nationally ranked or received external recognition during the Academic Year.*

Biological Sciences Graduate Program, U.S. News World Report, March 20, 2018; Rank 159

Chemistry Graduate Program, U.S. News World Report, March 20, 2018; Rank 88

Clinical Psychology Graduate Program, U.S. News World Report, March 20, 2018; Rank 74

Criminology Graduate Program, U.S. News World Report, March 20, 2018; Rank 22

Earth Sciences Graduate Program, U.S. News World Report, March 20, 2018; Rank 90

English Graduate Program, U.S. News World Report, March 20, 2018; Rank 85

Fine Arts Graduate Program, U.S. News World Report, March 20, 2018; Rank 147

History Graduate Program, U.S. News World Report, March 20, 2018; Rank 63

Mathematics Graduate Program, U.S. News World Report, March 20, 2018; Rank 86

Physics Graduate Program, U.S. News World Report, March 20, 2018; Rank 119

Political Science Graduate Program, U.S. News World Report, March 20, 2018; Rank 72

Psychology Graduate Program, U.S. News World Report, March 20, 2018; Rank 112

Sociology Graduate Program, U.S. News World Report, March 20, 2018; Rank 75

Social Psychology Graduate Program, U.S. News World Report, March 20, 2018; Rank 4

Statistics Graduate Program, U.S. News World Report, March 20, 2018; Rank 74

## Instructional Modalities

*Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.*

13 CAS courses have been approved for distance delivery during the AY 2017-2018 (through February 2018):

ANTH 352--;Anthropology of Magic and Religion

BIOL 206--;Genetics and Society

CRJU 311--;Policing

CRJU 313--;Criminal Courts

CRJU 714--;Ethics in Criminal Justice

ENGL 285--;Special Topics in American Literature (AIU)

ENVR 321--;Environment Pollution and Health

HIST 405--;The Rise of Industrial America, 1877-1917

LATN 109--;Beginning Latin I (GFL)

LATN 110--;Beginning Latin II (GFL)

SOCY 309--;Introduction of Social Inequality (GSS)

STAT 112--;Statistics and the Media (ARP/INF)

WGST 300--;Sociology of Sex Roles

## **Program Launches**

*Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.*

The B.A. in Global Studies began admitting students in AY 2016-2017 in the Global Studies Program. In addition to the three themes (Global Development and Sustainability Studies, Global Health Studies, and Global Conflict and Security Studies), the AY 2017-2018 Bulletin will include a concentration in Leadership in the Global Economy.

## **Program Terminations**

*Academic Programs that were newly terminated or discontinued during the Academic Year.*

The following graduate program was terminated in AY 2017-2018:

Professional Science Master's Degree

## **Supplemental Info - Academic Programs**

*Any additional information on Academic Programs appears as Appendix 1. (bottom).*

# Academic Initiatives

---

## Experiential Learning for Undergraduates

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

The College of Arts and Sciences (CAS), home to nationally and internationally recognized faculty, is dedicated to promoting academic initiatives in the arts, humanities, math and sciences to undergraduate and graduate students. Offering diverse, experiential learning opportunities is a priority for the college over the next several years. Higher education is currently facing the challenges of affordability, decreased enrollment, and faculty retention. CAS is working with university administration to address these concerns and to determine the best way to meet the needs of the faculty and students.

Undergraduate students in CAS majors participate in a wide range of experiential learning programs both inside and outside the classroom. Data was collected from USC organizations with missions to promote experiential activities.

Data suggests 10 percent of all CAS majors participate in at least one of Study Abroad, Undergraduate Research, and USC Connect. The actual numbers are likely to be higher, particularly for Undergraduate Research as not all students and faculty report their involvement through the Office of Undergraduate Research. CAS participation in USC Connect is surprisingly low. Promoting USC Connect to CAS students is an obvious opportunity to increase CAS student participation in experiential learning. While it would be nice to believe 1 in every 6 CAS students is involved with some experiential learning we recognize that some students are involved in more than one experience. Nonetheless, these data do reflect the broad opportunities available at USC and the diverse interests of CAS majors.

Approximately 4 percent of CAS majors participate in Study Abroad, with students from sub-discipline areas at roughly proportional rates. Leadership Distinction graduations are at only slightly above 1 percent of total majors, but this is a relatively new program and graduation statistics have just begun to become available. Science and Math majors tend to participate in Undergraduate Research experiential learning activities at significantly higher percentages than Arts & Humanities or Social Sciences majors.

Many of the disciplines in the arts and humanities are experiential by nature. Students majoring in these areas are routinely involved in types of experiential learning, both in class and out of class; many of these are difficult to capture in data collection. Undergraduate majors in fine arts, music, dance and theater are typically active in multiple performances, plays, or exhibitions during their work towards graduation. It also is common for students in science, social science and other humanities majors to double major or minor in one of these performing and exhibiting experiential areas, including theater production, band, orchestra and fine arts. Study Abroad is a very beneficial program and includes conscientious advising designed to ensure that courses taken during time abroad will transfer back into the USC curriculum and that students will have minimal delay in graduation as a result. However, the expense of these trips can be a major impediment for many students and may limit participation. The college has been actively seeking external funds to support students studying abroad.

Undergraduate research is more common among natural sciences and mathematics majors, representing approximately 67 percent of the total reported College of Arts and Sciences undergraduates involved in research. Undergraduate research experiences require intensive individual instruction in the research group and significant funding and other resources for each student. These time and funding commitments limit the capacity of research groups to accommodate more than a few student researchers at any one time.

The two faculty working groups (COVE and TWIST) that Dean Lacy Ford organized during the 2016-17 academic year devised proposals that sought both to convey the benefits of broad liberal arts and sciences majors and to adopt innovative and evidence-based practices in teaching and learning. Several of these proposals focus specifically on how the College of Arts and Sciences can enhance experiential learning programs and encourage our undergraduate students to take advantage of them. In particular, TWIST has proposed initiatives that would encourage more formal undergraduate research experiences for humanities and social sciences majors. The dean's office introduced an undergraduate research enhancement initiative where faculty can apply for \$1000 for use with undergraduate students in their research. The college will award up to \$50000 per year for this initiative.

CAS also has an Associate Director of Internships, Stewardship and Scholarships, who works with various outside entities and students to establish and promote internship opportunities to our students. In addition, college representatives individually and collectively have met with Irma Van Scy and Pam Bowers as they work toward developing an experiential learning requirement, database, and transcript. The college is eager to develop additional experiential learning courses, especially in the Humanities, where such courses are few and far between given the nature of these disciplines, while also enhancing beyond the classroom experiences for our students that will also count as experiential learning.

## **Experiential Learning For Graduate & Professional Students**

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

The specific nature of the experiential learning for graduate students varies by the different fields found in the College of Arts and Sciences departments, which include departments in the physical sciences, the social sciences, the humanities and the arts. Due to the large variation in the type of departments and the uniqueness of many of the graduate programs, a summary of the experiential learning is presented here. (Details for each department can be found in the supplemental information.) Many would consider the completion of a thesis or dissertation to be experiential learning; however, the details of the experience differ across disciplines. Many programs, such as the sciences, are experiential in nature with a strong emphasis on laboratory experiments, while others focus more on beyond-the-classroom internships and assistantships at historical sites or national agencies, such as the National Park Service and the Smithsonian, as well as short conference trips and extended research visits at remote locations. Almost all graduate programs include student-teaching experiences, either in the classroom or in an undergraduate laboratory environment, including foreign language labs, while others include unique experiences such as editorial assistantships to faculty editing major journals, or the completion of an art-historical project involving museum collections or an art exhibition. In addition, it is not uncommon to find student-teaching experiences in K-12 classrooms, either in the form of assistantship to K-12 teachers or in the form of presentations or science demonstrations. In virtually all departments it is common for graduate students both to give presentations at local, national and international venues and to publish or exhibit the scholarly products of the graduate studies.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

The precise affordability of a graduate degree varies again by discipline and department and a summary of the consistent themes echoed by units are presented here. Again, details for each department can be found in the supporting information. Almost all programs support PhD students via stipends, either as a graduate research assistant or as a graduate teaching assistant and nearly all doctoral students who have sought funding have received support for their studies. Typically, we are not able to fully fund master's students. Graduate assistantships include a stipend and full tuition and, although the stipend typically falls short of fully covering students' living expenses, the affordability of graduate study is greatly enhanced by assistantship support. Especially in the sciences and social sciences, continuing and in some cases additional support is provided by research grants. In many departments, however, the available support is often barely enough to cover tuition and a very modest living allowance - from which fees and health insurance have to be covered. At first glance it seems that these stipends are sufficient to make graduate education affordable, however, in most cases these stipends are 20-30 percent below the stipends offered by our peer and peer aspirant institutions, making recruitment of high end graduate students challenging. Because we prioritize recruiting excellent graduate students to our terminal degree programs, the college has introduced its own graduate stipend enhancement program for the incoming 2018-19 class; these fellowships offer up to 30 top prospective students in the college a modest stipend enhancement for four years. We intend to continue this

enhancement program for as long as it is financially sustainable for the college. Such additional support is crucial because virtually every unit in the college indicates that they lose these high-end students to institutions that have higher stipends. Most departments have programs in place to support research and conference travel, supplementing those offered by the graduate school. Nonetheless, the support is again very limited when compared to the overall graduate student population in CAS.

## Reputation Enhancement

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

The enhancement of our reputation results from a number of factors, the details of which vary by discipline and department. Again, details for each department can be found in the supporting information. The College of Arts and Sciences is well known for its outstanding faculty and their scholarly achievements. Our faculty is comprised of productive artists and scholars who have achieved regional, national and international reputations in their fields, thereby enhancing the reputation of the University of South Carolina. Many of our faculty members have garnered prestigious awards including local (Governor's awards, campus wide teaching awards etc.) national and international awards in their disciplines (American Chemical Society Fellows, American Association for the Advancement of Science Fellows and others), prestigious research fellowships (ACLS, Guggenheim, Fulbright, NEH), memberships in the top scholarly societies (International Academy of Ceramic Art, Geophysical Society) or via notable exhibitions, such as the prestigious Scripps Annual exhibition curated by faculty in SVAD. In addition, many of our faculty edit national and international journals and serve on executive boards and committees of major national professional organizations. Significant reputation enhancement results from scholarly publications - either in top-tier journals or as monographs and books printed by prestigious publishers and university presses. Our faculty and our graduate students visit many institutions in the United States and abroad, giving invited talks at those institutions as well as at premier national and international conferences.

## Challenges

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

### Faculty Challenge

Recruitment and retention of faculty is an increasing challenge for the College of Arts and Sciences, particularly in terms of replacing faculty members who retire or leave for other reasons. The upcoming loss of faculty due to retirements through the TERI Program will present itself as a challenge to the College's ability to meet the curricular needs of students across the university. Replacing these faculty members will require significant resources for salaries, startup, offices, and laboratory space.

The College also faces the challenge of diversifying both faculty and curriculum in order to reflect the increasing diversity of the student population. It has been shown that student persistence and success improve when students identify with faculty members by whom they are taught and mentored. Providing opportunities for the close faculty-student relationships that define the educational experience through research opportunities and beyond-the-classroom experiences depends on a faculty large enough to meet instructional needs.

Approximately one-fifth of the faculty in the College of Arts and Sciences is made up of non-tenure track faculty members. The College continues to work on devising strategies to better integrate these faculty members into their home departments and programs and to enhance their professional experience both in the College of Arts and Sciences and across the University.

### Student Challenge - Undergraduate

The traditional population of college-aged students is projected to decrease over the next decade, as the upcoming high school-aged student is decreasing. Both of these factors place significant pressure on colleges and universities to compete for students. This is a pressing and imminent challenge, as the College of Arts and Sciences provides the majority of Carolina Core and general education courses, yet houses only

25 percent of University majors. The College must pursue funding and other resources to enhance beyond the classroom experiences for students, specifically through undergraduate research opportunities, internships, and service learning projects. In addition, efforts to promote concurrent BA/MA degree programs should be increased and enhanced. These opportunities become more attractive and viable as incoming students matriculate with more AP and IB credits. The College must also continue to expand and diversify its course offerings so as to increase majors and attract students from other Colleges and Schools. Strategic course bundling in the form of minors and cognates provide a unique opportunity to bring more students into the College and demonstrate the value of an Arts and Sciences' degree.

#### **Student Challenge - Graduate**

Graduate recruitment is a growing challenge due to the level of stipend funding and benefits the College is able to provide. Financial packages offered to incoming graduate students are lower than those of peer and peer aspirant universities and other schools in the SEC. Quality graduate students are essential to our instructional and research mission, and market competition for these students is very strong. A number of departments and programs across the College cannot offer sufficient assistantships and other units cannot provide competitive stipend packages. The College has sought to remedy this situation somewhat through its new competitive graduate stipend enhancement program for outstanding prospective students but can only afford to fund at most 30 of these fellowships, which amounts to only a small portion of our total graduate student population.

## **Supplemental Info - Academic Initiatives**

*Any additional information on Academic Initiatives appears as Appendix 2. (bottom)*

# Faculty Population

---

## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	Fall 2016	Fall 2015
<b>Tenure-track Faculty</b>	458	463	473
<b>Professor, with tenure</b>	200	187	185
<b>Associate Professor, with tenure</b>	162	176	180
<b>Assistant Professor</b>	96	100	108
<b>Librarian, with tenure</b>	0	0	0
<b>Research Faculty</b>	8	8	11
<b>Research Professor</b>	2	2	2
<b>Research Associate Professor</b>	4	4	7
<b>Research Assistant Professor</b>	2	2	2
<b>Clinical/instructional Faculty</b>	135	115	99
<b>Clinical Professor</b>	0	0	0
<b>Clinical Associate Professor</b>	3	3	3
<b>Clinical Assistant Professor</b>	3	1	0
<b>Instructor</b>	125	107	94
<b>Lecturer</b>	4	4	1
<b>Visiting</b>	0	0	1
<b>Adjunct Faculty</b>	79	88	110

## **Faculty Diversity by Gender and Race/Ethnicity**

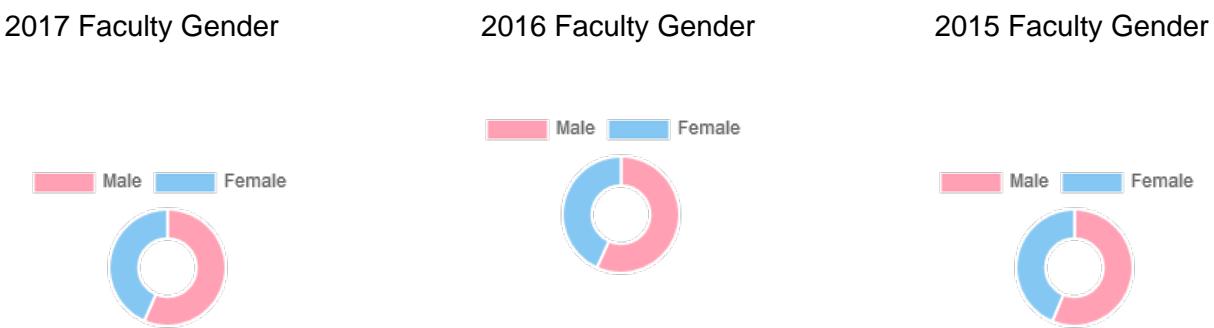
Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.**

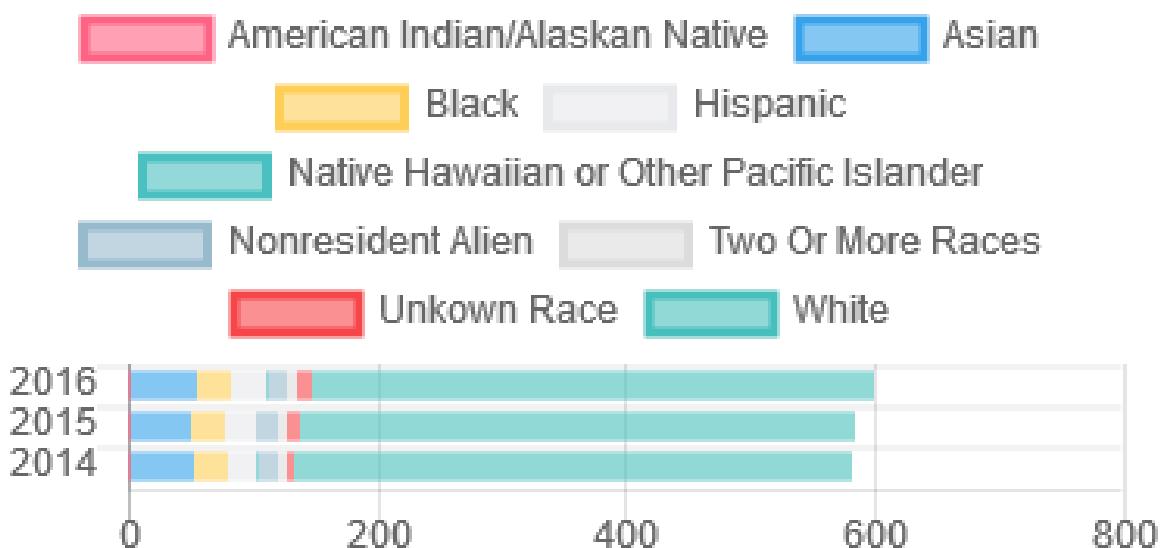
	<b>Fall 2017</b>	<b>Fall 2016</b>	<b>Fall 2015</b>
<b>Gender</b>	601	586	583
<b>Female</b>	261	253	255
<b>Male</b>	340	333	328
<b>Race/Ethnicity</b>	601	586	583
<b>American Indian/Alaska Native</b>	2	2	2
<b>Asian</b>	54	49	51
<b>Black or African American</b>	28	26	27
<b>Hispanic or Latino</b>	27	25	23
<b>Native Hawaiian or Other Pacific Islander</b>	2	2	2
<b>Nonresident Alien</b>	15	16	16
<b>Two or More Races</b>	8	8	7
<b>Unknown Race/Ethnicity</b>	13	9	4
<b>White</b>	452	449	451

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

### Illustration 1. Faculty Diversity by Gender



### Illustration 2. Faculty Diversity by Race & Ethnicity



# Faculty Information

---

## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

The CAS faculty are of high caliber and have a strong national and international reputation. At this point in time, CAS is leading all colleges in new grant funding to the university for this fiscal year. In the sciences, while the number of grants awarded is high, the average grant size is small. Placing more focus on large single PI grants, small group grants, and large center awards is necessary for the rankings to climb. Pursuing larger single PI grants is a priority, although cuts to federal funding agencies this past year may make this more difficult. While small group and large center grants require more extensive collaborations between departments and colleges, efforts will be increased to be more successful with our submissions. CAS faculty collaborated with statewide researchers and were recently awarded a \$20 Million EPSCoR grant from the National Science Foundation. According to the the Office of Research, "This unique collaboration unites 10 South Carolina institutions of higher education in a commitment to lead the way in advanced materials research and development, build capacity of existing South Carolina industries and attract new ones. At \$20 million, this is the highest ever sponsored award made by the NSF to South Carolina." This recently awarded grant will greatly assist in the hiring of modelers into science and mathematics. Motivating more faculty to devote their time and effort to apply for such center grants remains a challenge. A major roadblock is the small number of modelers and computational scientist at USC. Most small group and larger center grants require the participation of modelers if there is to be any chance of receiving the award. One goal will be to advocate the recruitment of modelers and computational scientists so that we may be able to assemble a competitive team. The current state of research laboratory space is an impediment to the recruitment of high end faculty and to high end science. Significant renovations are needed to bring the research space into the 21st century. In this respect, we have fallen behind our peers and certainly behind the AAU institutions. The new undergraduate lab project is a bright light in that respect as it will greatly improve the chemistry undergraduate laboratory experience in CAS. The College has recently engaged with the Savannah River National Laboratory and expressed our desire to become part of a consortium to run the lab. This has the potential to create goodwill in South Carolina, provide job opportunities for our students, and create new funding opportunities. The travel ban on foreign students from select countries has placed a damper on the number of foreign students applying to our undergraduate and graduate programs. In the humanities, the single author book is the gold standard. Many of our top faculty have, in fact, published several highly successful books, placing them among the top in their field. The challenge is to raise the level of expectation for the less successful faculty and to raise the floor so that essentially everybody is above the 50th percentile.

**Recommendations:**

Create new modern research space

Create new modern undergraduate laboratory space

Pursue more single PI grants in the \$300K-\$500K range

Expand the faculty size via new research cluster hires

Have new clusters and new modelers pursue center awards

Apply for national awards, such as AAAS fellowships to raise our standing

Consider alternative funding sources in case of federal budget cuts

Enable faculty in the humanities to devote time for books and raise expectations

## **Faculty Development**

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

*Optional*

Faculty development is strongly encouraged by the CAS administration. It is critical to be able to promote teaching methods and strategies that increase students' retention as well as enhance their overall experience. Retention of faculty is also a benefit of promoting faculty development in the humanities, arts, and the sciences. The College of Arts and Sciences is exploring collaborative opportunities to provide a more formal faculty development program to include training for administration. For example, this year CAS instituted an administrative faculty training program. There are university-wide programs that provide ample opportunities for faculty to engage in various activities that enrich their professional life, from teaching methods and research collaborations to wellness activities.

The Department of Biological Sciences is dedicated to a strong mentoring experience for tenure-track assistant professors. A three-tiered program consists of a dedicated mentor, the Assistant Professor Review Committee, and the department chair. Each level provides unique but coordinated advice to facilitate success in research (including grantsmanship), teaching, and service and aims for a successful application for tenure and promotion. For tenured professors, the Department supports sabbatical requests which present excellent opportunities to focus on specific aspects of the faculty member's research or teaching mission and generally result in increased productivity (grant proposals, publications, and new courses).

Professor Jeff Dudycha is the initiator of a 'pre-proposal workshop' for researchers who apply for NSF grants that require pre-proposals. Only about 30 percent of pre-proposal authors will be invited to submit full proposals. During the workshop, participants (up to 10 each year) read and critique their pre-proposals prior to submission. If post-tenure reviews identify shortcomings of a faculty member, they will be addressed through a personalized development plan. The Department does not engage in other efforts that are distinct from the efforts by the CAS. All financial efforts, such as retention offers, salary increases for special achievements, etc., are in collaboration with the CAS administration. This is also true for non-tenure track faculty members. The Chair has supported efforts by individual non-tenure track faculty members to apply for small grants aimed at improving the teaching experience for undergraduate students.

In the Department of Chemistry and Biochemistry, assistant professors are teamed up with an experienced instructor for large introductory courses as a proactive measure to improve teaching evaluations and better student outcomes. Co-teaching has led to a dramatic improvement in the student evaluations for assistant professors teaching a large introductory course for the first time. By assigning Faculty Mentors for all Assistant and Associate Professors, the objective is to improve the tenure rates and to provide an advocate for young faculty who are often more timid about speaking out about their problems and successes. The incentive to be successful means a much smoother path to promotion and tenure. Since this program was more rigorously implemented in 2007, all assistant professors have earned tenure.

All departments in the College are encouraged to develop strong mentor programs to enhance the success of young faculty and improve retention of these faculty. Tenured and non-tenured faculty are encouraged to make use of the university's institutional membership with the National Center for Faculty Development (<http://www.facultydiversity.org/>) and Diversity (open to all faculty), which includes a number of resources regarding the best practices of time-management, writing/research objectives, career/life balance, etc. The college supports the essential sharing of knowledge and engagement with other faculty across the nation. We support and encourage attendance and presentations at relevant conferences which increases the visibility of our faculty and the University of South Carolina.

Department chairs and directors are also encouraged to nominate eligible faculty for internal and external awards that recognize faculty contributions to research, scholarship, and community.

## **Supplemental Info - Faculty**

*Any additional content on Faculty Information appears as Appendix 4. (bottom)*

# **Supplemental Academic Analytics Report**

*Content from Academic Analytics appears as Appendix 5. (bottom)*

# Teaching

---

## Faculty to Student Ratio

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

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

**Table 4. Faculty-to-Student Ratio, Fall 2017, Fall 2016, and Fall 2015**

Fall 2017	Fall 2016	Fall 2015
1:10.2	1: 13.4	1:13.29

## Analysis of Ratio

*Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.*

The use of a standard formula to determine the faculty to student ratio is not always the best measure of educational quality. While the data supports our assertion that we do our best to recruit high-quality instructors and part-time faculty, the college is concerned that it does not accurately provide data to support those disciplines that require smaller class sizes. The College of Arts and Sciences is committed to providing a superior educational experience for our undergraduate and graduate students. We are working closely with other units on campus to be proactive in recruiting tenure-track faculty.

# Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2017-2018.

## Service Award Nominations

Recipient(s)	Award	Organization
Showman, Richard	USC Educational Foundation Outstanding Service Award	University of South Carolina
Mitchell, Jerry	USC Educational Foundation Outstanding Service Award	University of South Carolina

## Teaching Award Nominations

Recipient(s)	Award	Organization
Rykaczewski, Ryan	Mungo Undergraduate Teaching Award	University of South Carolina
Davis, Shannon	Mungo Undergraduate Teaching Award	University of South Carolina
Czabarka, Eva	Mungo Graduate Teaching Award	University of South Carolina
Dow, Kirstin	Southeastern Conference Professor of the Year	Southeastern Conference (SEC)
Richardson, Tammi	Mungo Distinguished Professor of the Year Award	University of South Carolina
Quattro, Joe	Mungo Graduate Teaching Award	University of South Carolina
Wilson, Alicia	Mungo Undergraduate Teaching Award	University of South Carolina
Knapp, Camelia	Inspirational Geoscience Educator Award	American Association of Petroleum Geologists
Knapp, Camelia	Mungo Undergraduate Teaching Award	University of South Carolina

## Other Award Nominations

Recipient(s)	Award	Organization
Shields, David	James Beard Foundation Book Award	James Beard Foudnation
Szekely, Laszlo	SIAM Fellowship	Society for Industrial and Applied Mathematics
Knapp, Camelia	Ada B. Thomas Outstanding Advisor Award	University of South Carolina

# Faculty Awards Received

During AY2017-2018 faculty of CAS were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

## Research Awards

Recipient(s)	Award	Organization
Wu, Yanwen	CAREER Award	National Science Foundation
Tang, Chuanbing	Presidential Early Career Awards for Scientists and Engineers (PECASE)	National Science Foundation
Shushtova, Natalia	Research Fellowship	Alfred P. Sloan Foundation
Peryshkov, Dmitry	CAREER Award	National Science Foundation
Kubodera, Kuniharu	Tosuka Prize	Heisei Foundation for Basic Science
McQuillin, Samuel	Early Career Research Award	Society for the Study of School Psychology
Hanson, Tim	Fellow	International Statistical Institute
Dawson, John	Eraldo Antonini Lifetime Achievement Award	Society for Porphyrins and Phthalocyanines
Stefik, Morgan	CAREER Award	National Science Foundation
Benicewicz, Brian	Fellow of the Polymer and Material Sciences and Engineering Division	American Chemical Society
Hunter, Dawn	Fulbright Research Award: Spain	IIE/CIES; J. William Fulbright Foreign Scholarship Board
Tang, Chuanbing	Fellow of the Polymer Division	American Chemical Society
Hashemi, Parastoo	CAREER Award	National Science Foundation
Tang, Chuanbing	Young Investigator Award	Chinese Association for Biomaterials
Ziolkowski, Lori	Baillet Latour Fellowship	Baillet Latour Foundation, Belgium

## Service Awards

Recipient(s)	Award	Organization
Kissel, Laura	Distinguished Research Service Award	University of South Carolina Office of Research
Chruszcz, Maksymilian	Distinguished Research Service Award	University of South Carolina Office of Research

## Other Awards

Recipient(s)	Award	Organization
Wagner, Gail	2018 Distinguished Ethnobiologist Award	Society of Ethnobiology
Shields, David	Southerner of the Year Award	Southern Living Magazine
Donaldson, Bobby	Stephen G. Morrison Visionary Award	One Columbia for Arts and History
Finney, Nikky	Art of Change Fellow	Ford Foundation
Vogt, Tom	Carolina Trustee Professorship	University of South Carolina Board of Trustees
Wilson-King, Dawn	Distinguished Mentor Award	Society of Behavioral Medicine
Dow, Kirstin	Carolina Trustee Professorship	University of South Carolina Board of Trustees

# Student Recruiting and Retention

---

## Student Recruitment

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

The College of Arts and Sciences (CAS) is actively involved in the recruitment of students. Through a partnership with the Admissions Office and Enrollment Management, the college participates in USC 'Open Houses' each fall targeting rising high school seniors. During the fall of 2017 the college participated in two open house events with over 6,000 visitors both from within the state and from out of State. To provide for a wide range of interests among students and parents the college has faculty, staff and students involved in one-on-one interactions with visitors.

In the spring of each academic year, the Admissions Office and college host visitors to six (6) 'Admitted Student Day' activities, three main group meetings on Saturday mornings, and three other receptions on the Friday evenings prior to Saturday's main events. These events are targeted at students who have been admitted to USC, but have not yet committed fully. Several thousand visitors come to Admitted Students Days to make their choices and we play a significant role helping direct their final decisions. As with the Open Houses, the college has faculty, staff and students involved in engaging the students and their parents. In June of each year we participate with the Admissions Office in welcoming and recruiting many South Carolina minority high school students as they seek to navigate their lives from high school to college. In the summer of 2017 we had over 60 students interested in the College of Arts and Sciences, and had faculty and Flinn Hall advising staff representing the College.

## Student Retention

*Efforts at retaining current students in College/School programs.*

Academic advising is a key to student success, progression and retention. The College of Arts and Sciences plays a vital role influencing student retention through its capacity to monitor student progress using systematic and mandatory advising. Advising takes place throughout the academic year and during the summer session.

The college advising capacity is organized into three groups: Flinn Hall provides the overall management of advising, First-Year Advisors (FYAs) from the University Advising Center provide advising for year one and the transition to year two, at which time staff, undergraduate directors and faculty advisors in our Departments, Schools and Programs take over the process.

The role of college academic managers, select faculty and FYAs is particularly important during the summer orientation period from June through August each year. During orientation in summer 2017, we brought in the largest incoming class in the history of USC, with approximately 30% of the freshman class in majors in CAS, and approximately 45% of all transfer students registered in our college.

It should be pointed out that the College of Arts and Sciences schedules classes for ALL students at USC, particularly freshmen and sophomores, who take Carolina Core courses that are part of the regular offerings of our College: CMW, ARP, SCI, GFL, GHS, GSS and AIU, as well as overlay courses in CMS, INF and VSR.

# Student Enrollment & Outcomes

---

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

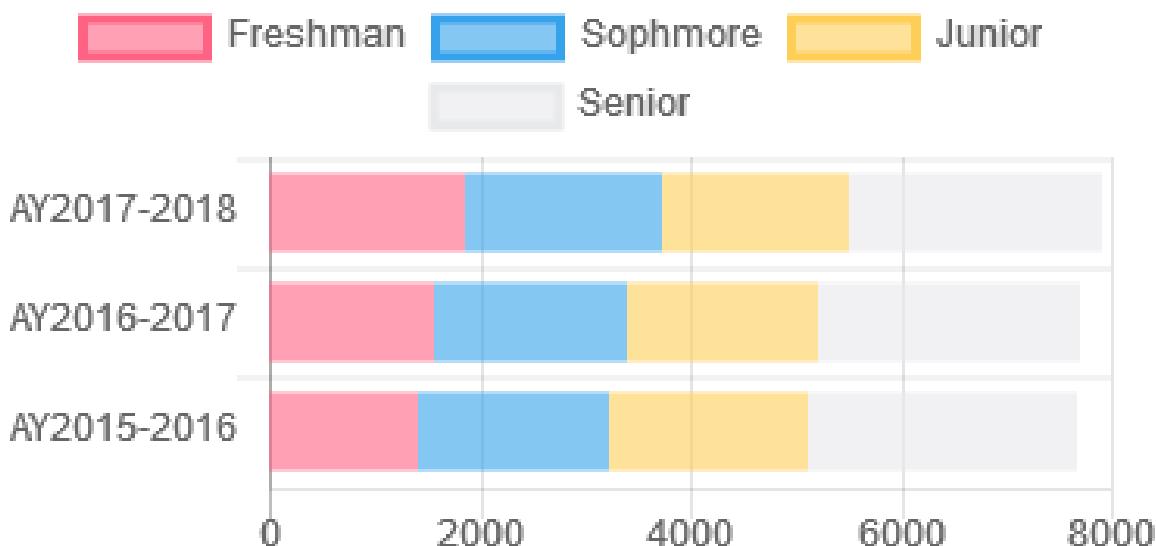
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

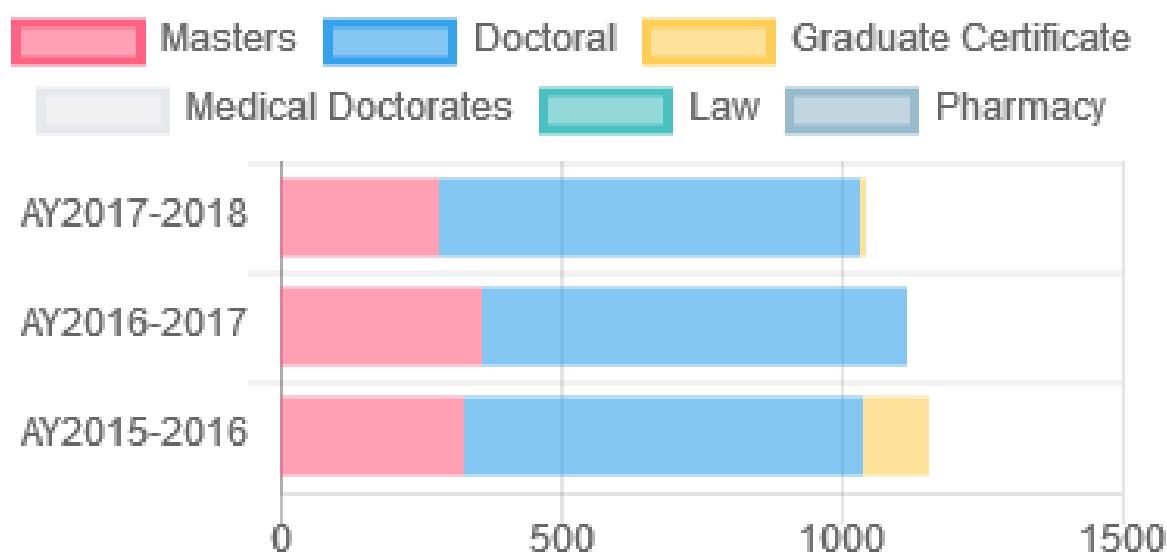
**Table 5. Student Enrollment by Level & Classification.**

	Fall 2017	Fall 2016	Fall 2015
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	1881	1574	1417
<b>Sophomore</b>	1840	1840	1815
<b>Junior</b>	1778	1806	1898
<b>Senior</b>	2404	2493	2541
<b>Sub Total</b>	7903	7713	7671
<b>Graduate Enrollment</b>			
<b>Masters</b>	281	362	330
<b>Doctoral</b>	752	752	711
<b>Graduate Certificate</b>	10	0	116
<b>Sub Total</b>	1043	1114	1157
<b>Professional Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>8946</b>	<b>8827</b>	<b>8828</b>

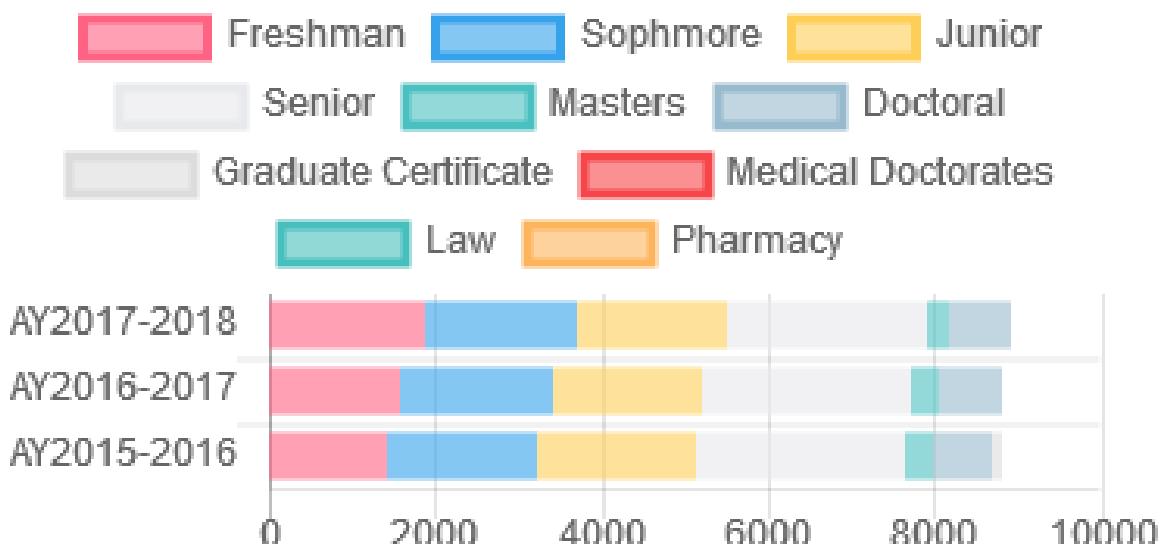
**Illustration 3. Undergraduate Student Enrollment by Classification**



**Illustration 4. Graduate/Professional Student Enrollment by Classification**



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



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status.**

	Fall 2017	Fall 2016	Fall 2015
<b>Undergraduate</b>	<b>7903</b>	<b>7713</b>	<b>7686</b>
<b>Full-Time</b>	7322	7304	7014
<b>Part-Time</b>	581	409	672
<b>Graduate/Professional</b>	<b>1043</b>	<b>1114</b>	<b>1157</b>
<b>Full-Time</b>	866	928	955
<b>Part-Time</b>	177	186	202
<b>Total - All Levels</b>	<b>8946</b>	<b>8827</b>	<b>8843</b>
<b>Full-Time</b>	8188	8232	7969
<b>Part-Time</b>	758	758	758

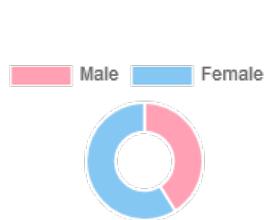
## **Student Diversity by Gender**

**Table 7. Student Enrollment by Gender.**

	<b>Fall 2017</b>	<b>Fall 2016</b>	<b>Fall 2015</b>
<b>Undergraduate</b>	<b>7903</b>	<b>7713</b>	<b>7686</b>
<b>Female</b>	4653	4379	4285
<b>Male</b>	3250	3334	3401
<b>Graduate/Professional</b>	<b>1043</b>	<b>1114</b>	<b>1157</b>
<b>Female</b>	513	532	540
<b>Male</b>	530	582	617

### **Illustration 6. Undergraduate Student Diversity by Gender**

2018 Undergraduate Gender



2017 Undergraduate Gender

Male      Female



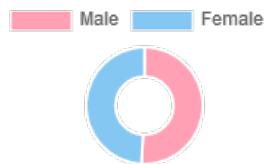
2016 Undergraduate Gender

Male      Female



### **Illustration 7. Graduate/Professional Student Diversity by Gender**

2018 Graduate Gender



2017 Graduate Gender

Male      Female



2016 Graduate Gender

Male      Female

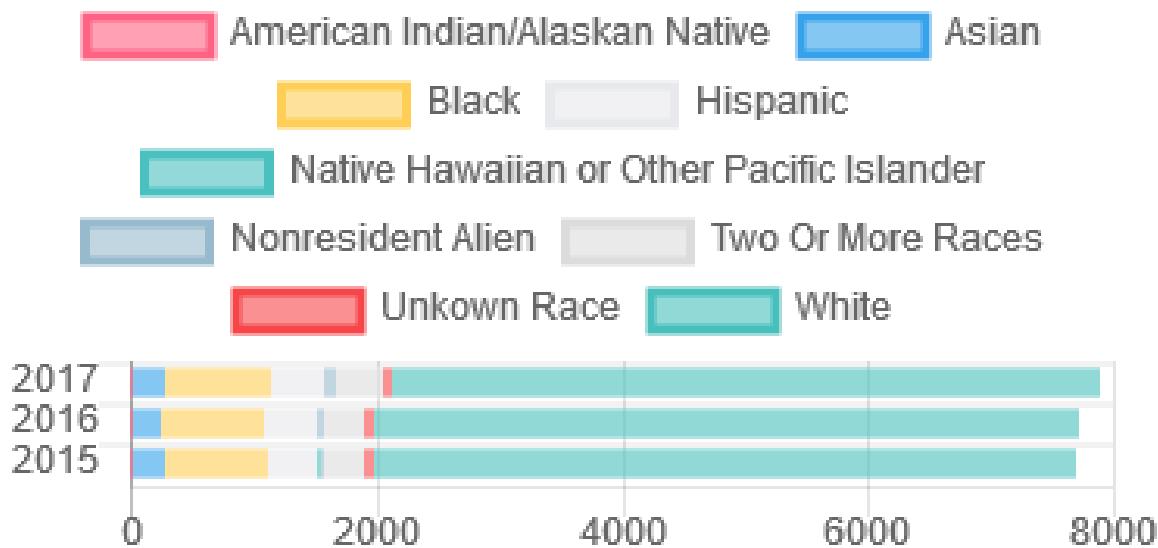


# **Student Diversity by Race/Ethnicity**

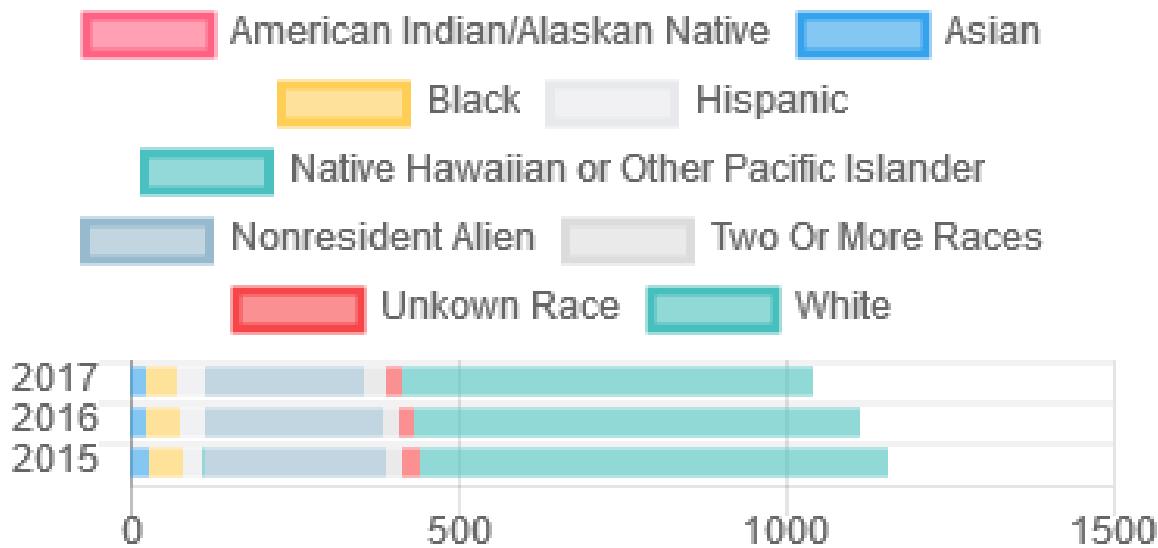
**Table 8. Student Enrollment by Race/Ethnicity.**

	<b>Fall 2017</b>	<b>Fall 2016</b>	<b>Fall 2015</b>
<b>Undergraduate</b>	<b>7903</b>	<b>7713</b>	<b>7686</b>
<b>American Indian/Alaska Native</b>	21	18	27
<b>Asian</b>	265	241	240
<b>Black or African</b>	846	842	856
<b>Hispanic or Latino</b>	433	415	405
<b>Native Hawaiian or Other Pacific Islander</b>	10	12	13
<b>Nonresident Alien</b>	102	56	46
<b>Two or More Races</b>	368	332	322
<b>Unknown</b>	76	76	71
<b>Race/Ethnicity</b>			
<b>White</b>	5782	5721	5706
<b>Graduate/Professional</b>	<b>1043</b>	<b>1114</b>	<b>1157</b>
<b>American Indian/Alaska Native</b>	0	1	1
<b>Asian</b>	23	25	29
<b>Black or African</b>	50	52	51
<b>Hispanic or Latino</b>	42	34	30
<b>Native Hawaiian or Other Pacific Islander</b>	0	1	1
<b>Nonresident Alien</b>	244	271	277
<b>Two or More Races</b>	30	26	27
<b>Unknown</b>	26	24	25
<b>Race/Ethnicity</b>			
<b>White</b>	628	680	716

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**



**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**



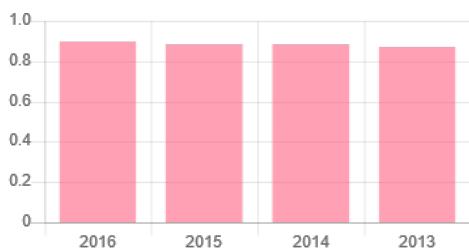
## **Undergraduate Retention**

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

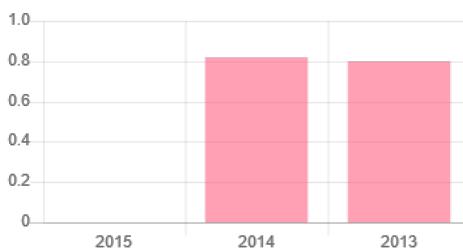
	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2016 Cohort</b>	89.7%	N/A
<b>Fall 2015 Cohort</b>	88.1%	N/A
<b>Fall 2014 Cohort</b>	88%	82%
<b>Fall 2013 Cohort</b>	87%	80%

**Illustration 10. Undergraduate Retention, First- and Second Year**

First Year



Second Year



# **Student Completions**

## **Graduation Rate - Undergraduate**

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

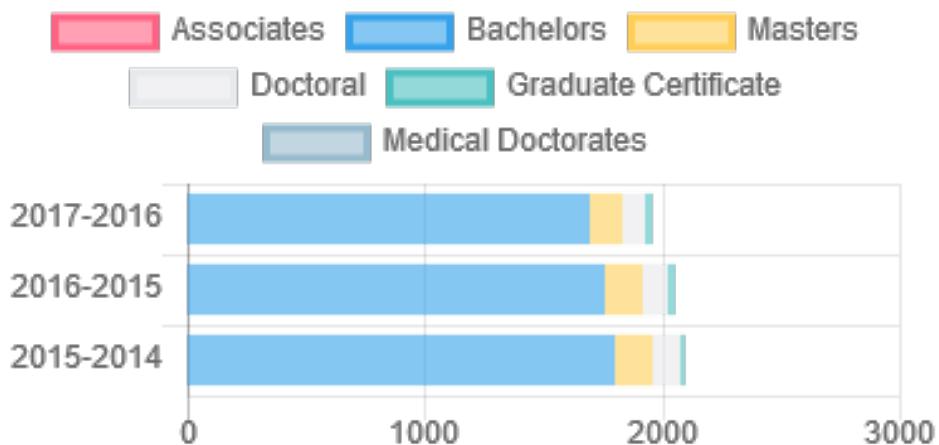
	<b>4-Year</b>	<b>5-Year</b>	<b>6-Year</b>
<b>Fall 2011 Cohort</b>	68.1%	74.2%	75.2%
<b>Fall 2010 Cohort</b>	0%	0%	0%
<b>Fall 2009 Cohort</b>	0%	0%	0%

## **Degrees Awarded by Level**

**Table 11. Degrees Awarded by Level.**

	<b>AY2016-2017</b>	<b>AY2015-2016</b>	<b>AY2014-2015</b>
<b>Associates Degree</b>	0	0	0
<b>Bachelors</b>	1694	1760	1798
<b>Masters</b>	135	156	168
<b>Doctoral</b>	102	110	112
<b>Medical</b>	0	0	0
<b>Law</b>	0	0	0
<b>Pharmacy Doctorate</b>	0	0	0
<b>Graduate Certificate</b>	29	27	17

**Illustration 11. Degrees Awarded by Level**



# Alumni Engagement & Fundraising

---

## Alumni

*Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.*

To maintain involvement and input from the college's supporting community, the Office of External Relations organized meetings of the Arts and Sciences Board of Visitors and the Columbia, South Carolina and Washington, DC Alumni Council. Meeting twice a year, the Board of Visitors of the College of Arts and Sciences garners community and financial support to enable the college to progress along a broad range of activities, including funding research and scholarships, creating endowed chairs, improving faculty salaries, attracting a larger number of more qualified students, and strengthening the college's reach and visibility in the state and nation. The Alumni Council suggests and develops ways to encourage alumni to stay connected to the college through programs, projects and communication strategies. The Council also assists with mentoring students and identifying internships, job and study abroad opportunities for Arts and Sciences students.

To enrich the educational experience, the Office of External Relations is dedicated to helping arts and sciences students develop links between their academic and career goals through its internship program. The program advises and supports students in the search process, works with alumni as a source for internship employment and collaborates with faculty to increase student participation. A special Foundation fund provides student housing support for internships in Washington, DC and study abroad opportunities.

Providing consistent and meaningful recognition, communication and engagement with more than 80,000 donors and alumni increases the profile and fundraising potential of the college. By celebrating and recognizing existing donors, the college provides reliable stewardship of the its' financial resources, which totals more than 61 million dollars.

Organizing and hosting events fosters an engaged Arts and Sciences community. During 2017-2018 External Relations organized and hosted public lectures such as the Townsend and Caskey lectures. These events brought in as many as 300 attendees each. The Alumni and Friends Weekend at the Coast was an extended event at the Belle W. Baruch Institute for Marine and Coastal Sciences in Georgetown, SC that connected a small group of alumni and friends of the college with current faculty and one another. The annual scholarship luncheon brought together scholarship donors with their recipients to communicate the impact of their giving. A Homecoming BBQ was hosted for retired faculty. A private viewing of the 2017 Solar eclipse was held on the third-floor patio of Gambrell Hall for more than 100 guests. The annual Recognition of Excellence Dinner recognized distinguished alumni and friends of the College of Arts and Sciences who have demonstrated outstanding achievement or service to the college, to their profession or to society. The Office of External Relations also participated in university events including the MyCarolina Homecoming Street Party, MyCarolina Tailgate Tent, and Carolina Day at the State House.

Maintaining contact with the community is also important. The Office of External Relations produced the magazine InFocus, which featured faculty, students and alumni and was mailed to 65,000 alumni and friends of the college. As front-line advocates for the college, Arts and Sciences Student Ambassadors represent the College of Arts and Sciences to their peers, to prospective students, and to the community. Ambassadors demonstrate leadership and professionalism, play a key role in events, and help to inspire the next generation of arts and sciences students.

## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.*

\$550,000 commitment (currently closing) to establish an endowed fund in support of faculty research in the Geosciences.

\$200,000 commitment to establish an endowed fund in support of tenure-track History and English faculty.

\$125,000 commitment for an endowed Political Science graduate fellowship (\$100K) plus unrestricted departmental funding.

\$125,000 commitment to establish an endowed scholarship in the sciences.

\$50,000 commitment to the A&S Carolina Fund; unrestricted funding at Dean's discretion.

Launched \$1.5M initiative to establish a Jewish Studies House in one of the historic vacant buildings above the parking lot near Gambrell Hall; currently seeking lead donor.

\$2 Million Endowment to launch Ann Johnson Institute

Advanced a \$387,000 proposal on behalf of the Center for Colon Cancer Research to expand the services of its Colon Cancer Prevention Network to Chester, SC and surrounding area.

Developing a \$500,000 proposal to establish a college-wide internship program.

Launched College of Arts & Sciences Dean's Club, to promote and recognize annual gifts to the college of \$1,000 and above.

Hired Assistant Director of Development to focus on "leadership annual giving," identifying and cultivating loyal annual fund donors to build pipeline of the college's major-gift prospects.

## **Supplemental Info - Alumni Engagement & Fundraising**

*Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)*

# Community Engagement

---

## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.*

The College of Arts and Sciences (CAS) is committed to community engagement activities throughout the university and at the local, state, national and international levels. Our faculty frequently participate in and host public talks and events, serve as media experts, and work with the community at large to promote a suite of activities that range from art and dance workshops to health and wellness programs to promoting science innovation and literacy. CAS faculty, staff and students frequently partner with government agencies and local community groups to participate in and promote service and volunteerism. The College further works with various K-12 schools to provide mentorship and education of students and teachers, and is committed to encouraging the academic success of underrepresented populations. CAS is internationally renowned for our faculty, who serve as board members of various industry groups and are peer-reviewers and members of editorial boards and non-profit organizations in their various fields. The community engagement activities in CAS are numerous and diverse and the College strongly supports and pursues innovative ways that it can serve the university and community at large. The information contained in the Appendix is only a snapshot of the wide ranging community engagement activities conducted by the CAS during the 2017-2018 academic year. These activities are segregated by individual departments and programs so as to provide a representative range of the diverse events conducted.

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

The College of Arts and Sciences does not have any formal mechanism to assess community perceptions of engagement. The sheer number and diversity of our engagement activities renders assessment of community perceptions, engagement, and impact exceedingly difficult. Individual units do not report formal assessments of their engagements as many initiatives are led by individual faculty, staff and student groups.

## Incentivizing Faculty Engagement

*Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.*

The College of Arts and Sciences encourages all faculty, staff and students to engage in community engagement activities and actively supports involvement by funding lectures, workshops, and events. Individual departments, programs, and institutes are actively engaged across the country, state, and city of Columbia to ensure that our communities are vibrant places to live, work, play, and learn.

## Supplemental Info - Community Engagement

*Any additional information on Community Engagement appears as Appendix 7. (bottom)*

# Collaborations

---

## Internal Collaborations

The majority of the internal collaborations in the CAS occur through the following:

Interdisciplinary programs including African-American Studies; Comparative Literature; Environment and Sustainability; Film and Media Studies, Global Studies, Jewish Studies, Linguistics, Public History, and Women's and Gender Studies.

Centers including the Center for Digital Humanities, Center for Civil Rights History and Research, The History Center, Center for Geographic Education, and Parenting and Family Research Center.

Institutes including Institute for African American Research, Ann Johnson Institute for Science, Technology and Society, Baruch Institute, Confucius Institute, Institute for Mind and Brain, Interdisciplinary Mathematics Institute, Public Service and Policy Institute, Southern Studies, the Walker Institute, and South Carolina Institute for Archaeology and Anthropology.

CAS Incubator for Teaching Innovation

CAS Faculty Collaborations with faculty from other units/schools/colleges including the Darla Moore School of Business; Computer Science/Computer Engineering; College of Education; College of Information and Communications; School of Law; Rule of Law Collaborative; School of Music; Nursing; Arnold School of Public Health; Social Work; Thomas Cooper Library; Office of Multicultural Student Affairs.

Consortia such as

CHIP: Carolina Consortium on Health, Inequalities, and Populations (Sociology Professors Cummings, Henderson-Platt, and Hartnett with Professors Walsemann, Mann, and White, Arnold School of Public Health, and Research Consortium on Children and Families)

The most significant specific internal collaborations in CAS include:

Frank Berger (Biological Sciences): As Director of the Colon Cancer Research Center, he has connections throughout USC, especially with Colleges of Arts and Sciences, Pharmacy, Arnold Public Health, and the School of Medicine.

Dr. Chris Rorden (Psychology) - P50 Center for Aphasia Recovery; Collaborating with Dr. Rutvik Desai, Psychology, Dr. Julius Fridriksson, Communication Sciences and Disorders, Dr. Troy Herter, Arnold School of Public Health, Dr. Priyantha Herath, School of Medicine, and Dr. Leonardo Bonilha, Medical University of South Carolina.

Donna Chen and Andrew Greytak (Chemistry and Biochemistry): IGERT: Functional Nanomaterials for Sustainable Energy Solutions with 3 co-PIs (Chemical Engineering).

Dr. Mark Weist (Psychology) - LiveWell Kershaw is a population-based health approach to improving health outcomes in Kershaw County. This collaboration is with the USC Arnold School of Public Health.

Peter Binev (Mathematics), Thomas Vogt (Chemistry and Biochemistry) and Douglas Blom (Engineering and Computing) - mathematical modeling in scanning transmission electron microscopy.

## External Collaborations

Collaborations with several government entities - Richland County Coroner's Office; SC Department of Natural Resources; SC Governor's School for the Arts; SC Arts Commission; SC Department of Transportation

CAS Faculty have collaborated with over 129 US colleges and universities and over 83 international colleges and universities over the past year.

Philosophy - Large Hadron Collider Epistemology Project

Jeannie Britton (ENGL) - The Digital Piranesi, digital humanities collaboration with faculty from English, LLC, Art History, CDH, Classics, Media Arts at USC; computer developers at U of Southern California; and art historians at Princeton, Notre Dame, Northwestern

Kate Flory (Psychology) - Mediators of social impairment among children with ADHD; collaboration with Richard Milich and Elizabeth Lorch, University of Kentucky; and Steven Evans and Julie Owens, Ohio

University.

Jennifer Frey (PHIL) Virtue, Happiness, and the Meaning of Life Project: \$2.1 million grant from John Templeton Foundation with additional support for the 28-month project from the University of Chicago Division of Humanities, the University of South Carolina College of Arts and Sciences, The Jubilee Centre for Character and Virtues, the Jacques Maritain Center at Notre Dame, the Chicago Moral Philosophy Project, and the Lumen Christi Institute.

Carol Harrison (HIST) serves as "overseas partner investigator" in a project called "Revolutionary Voyages: French Scientific Expeditions and their Impact on the Conduct of Science During the Revolutionary Period (1789-1804)," funded by the Australian Research Council for a three-year period. The PI is at the University of Adelaide and the six other team members are from Australian and French universities and museums.

Sofia Lizarraga (Biological Sciences): Big Data-iPSC Collaboration Consortium: (McGill University, University of Luxembourg, Ohio State Medical Center, University of Bristol, and the research institute of Nationwide Children's Hospital).

Carla Pfeffer (SOCY) Pregnant Men: An International Exploration of Trans Male Experiences and Practices of Reproduction (with Prof. Sally Hines, Department of Sociology, University of Leeds (UK), Prof. Francis White, Department of Sociology University of Westminster (UK), Prof. Damien Riggs, Department of Social Work, Flinders University (Australia), Prof. Elisabetta Ruspini, University of Milano-Bicocca (Italy), and Prof. Joanna Mizieli? ska, Department of Psychology, Polish Academy of Sciences (Poland)).

John Richards (Psychology) - Comparing How Statistical Learning Supports Perceptual Expectations in Infants at Low and High Risk for Developmental Delays; collaborating with Lauren Emberson, Princeton University, J Riccio, Rochester University, R. Guillet, Rochester University and Richard Aslin, Rochester University.

David Shields (ENGL) with ethnobotanist Francis Morean of Arima, Trinidad in studying the African American slave-diaspora plants of the Merikan settlers in that island taken from the southern Lowcountry after the War of 1812; with Clemson professor Brian Ward in building seed stock for landrace grains, peas, and indigo; with Dr. David Van Sanford, wheat geneticist in the University of Kentucky in landrace grain cultivation projects; and with Dr. Steve Kresovich at Clemson on a project repatriating heirloom sugar cane varieties to the GA coast.

Robert Thunell (SEOE): Cariaco Basin Ocean Time Series, with colleagues from Stony Brook University and the University of South Florida.

Tracey Weldon (ENGL/LING). Research Collaborator and Advisory Board Member, "Talking Black in America: A Documentary and Outreach Program". National Science Foundation (NSF).

Informal Science Education (ISE), Connecting Researchers and Public Audiences (CRPA) proposal. \$150,000. Principal Investigator: Dr. Walt Wolfram (North Carolina State University).

Hanno zur Loya (Chemistry and Biochemistry): DOE Center for Hierarchical Waste From Materials with collaborators from the U. of Florida, Savannah River National Laboratory, and Brookhaven National Laboratory.

Numerous Professors of Sociology are involved in collaborative projects including, e.g.:

Doug Anderton: Got Milk: Epigenetics of Breast Cancer with K. Arcaro, University of Massachusetts; Grammars of Death, with S. Leonard, University of Massachusetts.

Jennifer Augustine; Increased Maternal Education and Family Wellbeing, with A. Kalil, Harris School of Public Policy, University of Chicago; Trends in Intensive Mothering, with K. Prickett, Harris School of Public Policy, University of Chicago; Economic School Segregation and Adolescent Weight Development, with R. Crosnoe and J. Olson, Department of Sociology, University of Texas at Austin.

Matthew Brashears: A Member Saved is a Member Earned? The Recruitment-Retention Trade-Off and Organizational Strategies for Membership Growth, with Y. Shi, Yale, F. Dokshin, Cornell, and M. Genkin, Singapore Management University; In the Organization's Shadow: How Individual Behavior is Shaped by Organizational Leakage, with M.I Genkin, Singapore Management.

University, and C. Suh, Boise State University; Negligible Connections? The Role of Familiar Others in the Diffusion of Smoking Among Adolescents, with C. Suh, Boise State University, and Y. Shi, Yale.

## **Supplemental Info - Collaborations**

*Any additional information about Collaborations appears as Appendix 8. (bottom)*

# Campus Climate and Inclusion

---

## Campus Climate & Inclusion

Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.

Given the broad and diverse nature of the College of Arts and Sciences, it is impossible to capture all of the efforts made to improve campus climate and inclusion over the past year. The summary below highlights efforts made at the **College level** to address campus climate and inclusion. Activities undertaken by individual units within the College are listed in the appendix.

At the College level, a twenty-eight member Diversity Committee was assembled to serve in an advisory capacity to the College's Associate Dean for Diversity, Interdisciplinary Programs, and Social Sciences (hereafter referred to as "Associate Dean for Diversity"). The committee, which consists of students, faculty, and staff across the College (see appendix) meets as a full committee once a month, and in the interim as subcommittees, to address four key areas of concern: (1) student recruitment, retention, and advancement; (2) faculty recruitment, retention, and advancement; (3) campus climate, inclusion, and engagement; and (4) diversity training. With the advice and assistance of the committee, the College undertook several initiatives this past year that were aimed at addressing these concerns.

In the area of **faculty recruitment**, we conducted a College-wide training session that was required of every search committee chair and Affirmative Action Advocate. Representatives from Human Resources, Legal, the Office of Equal Opportunity Programs, and the Chief Diversity Officer gave presentations and answered questions about best practices in conducting searches and recruiting a broad and diverse candidate pool. The College's Associate Dean for Diversity also met with several candidates during campus visits to share information and answer questions about diversity initiatives on campus. These efforts appear to have helped yield several female faculty hires, and some underrepresented minority hires remain pending.

In the area of **faculty retention and advancement**, the College continues to promote our institutional membership to the National Center for Faculty Diversity and Development (<https://www.facultydiversity.org/>) and is considering hosting a series of group webinars to emphasize the value of this important resource. The College also successfully retained several faculty this year, some of whom were from underrepresented groups in their respective disciplines.

In the area of **student recruitment**, the Associate Dean for Diversity and one student member of the Diversity Committee attended a recruitment fair at Morris College during the fall semester, where they passed out fliers and swag and answered questions about graduate programs in the College. This semester, the College sent 25 of its students, faculty, and staff along with representatives from McNair TRiO, the Washington Semester, and the Grace Jordan McFadden Professors Program, to Claflin University to promote our graduate programs. Each representative gave a 3-minute "elevator pitch" on their respective program and then had the opportunity to pass out flyers and answer prospective students' questions.

The Diversity Committee and members of the student recruitment, retention, and advancement committee also hosted individual meetings with Chief Diversity Officer John Dozier, Dean of Undergraduate Admissions Scott Verzyl, and CAS Associate Dean for Enrollment Management, Advising, and Retention Loren Knapp to ask questions about the current admissions process and how the Diversity Committee can assist in their efforts to improve minority student recruitment. Along those lines, members of the Diversity Committee have volunteered to attend admitted student day events this semester to help in the recruitment process.

In addition to the **diversity training** that was done for search committees earlier this year, the College is currently piloting a six-session diversity module on identity and privilege in Dr. Cheryl Armstead's Multicultural Psychology course this semester. Plans are underway to develop additional modules that they can be offered

in more classes in the College as a way of integrating diversity training into the curriculum.

In response to a request made by a multidisciplinary group of faculty and administrators, many of whom are women in the sciences, CAS is partnering with the College of Education to bring to campus Dr. Erika Marín-Spiotta from the University of Wisconsin, who will give a talk and training session on how to address and prevent sexual harassment in academia. We are also looking at ways to offer a regular rotation of training sessions for faculty, staff, and administrators in the College, using a combination of online and in-person training resources.

With regard to **climate**, the College hosted a fall screening of a new documentary called "Talking Black in America," which was produced by the North Carolina Language and Life Project. The screening was followed by a Q&A session with Executive Producer, Dr. Walt Wolfram of NC State University and Associate Producer Dr. Tracey Weldon, who also serves as the CAS Associate Dean for Diversity.

In response to racist postings that were displayed on campus, some of which directly targeted the African American Studies Program, the College issued a statement denouncing such actions and re-affirming our commitment to the tenets of the Carolinian Creed. The Dean subsequently met with members of the African American Studies program to hear their concerns and took steps to improve security in Gambrell Hall, where some of the racist flyers were found. An active shooter seminar will also be held in Gambrell Hall later this month for anyone in the College to attend.

In light of recent incidents, the CAS Diversity Committee met on several occasions to discuss ways to improve the climate and work towards alleviating heightened tensions on campus. Two suggestions that came out of these discussions were a Social Justice Series, possibly featuring as one of its events a panel discussion on free speech vs. hate speech, and an anti-hate campaign that promotes good will and acts of kindness on campus. The CAS Associate Dean for Diversity also met with the Council of Academic Deans and the University's Chief Diversity Officer to discuss ways to improve the response protocol when such incidents occur on campus. She and several other Diversity Officers at the University recently attended the National Association of Diversity Officers in Higher Education (NADOHE), where similar incidents at other schools were discussed and strategies were shared for how to address them.

Finally, a CAS Diversity webpage is set to go live later this month. It will include links to various diversity resources on campus, as well as a link for comments and suggestions, and a link to the University's Bias and Hate Incident report form.

Please see the **supplemental information** for a list of additional activities undertaken by individual **departments, programs, centers, and institutes** in the College of Arts and Sciences.

## **Supplemental Info - Campus Climate & Inclusion**

*Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)*

# Concluding Remarks

---

## Quantitative Outcomes

*Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.*

Even though the College of Arts and Sciences' student retention rate is just below that of USC as a whole, our plan is to work on this through closer attention to the student experience. We are concerned about the decline in the number of African American faculty in our college. We are also concerned about the relative stagnation in the tenure-track faculty size over the past three years. We plan to work internally and with the Office of the Provost to reverse this trend.

## Cool Stuff

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

The academic year started with remarkable occurrences, one natural and two entirely man-made, that provided, and still provide the College of Arts and Sciences with great opportunities to display and enhance its abilities to transform South Carolina and the world. First, in mid-August, a total eclipse of the sun occurred in a narrow belt that included our Columbia campus. This event offered an extraordinary opportunity for the College to showcase its faculty and their research expertise across a variety of disciplines as thousands of people flowed into Columbia to view the total eclipse. Our faculty gave lectures, provided expertise through media interviews, and even helped over 100 of the college's special guests view the eclipse safely from the patio of Gambrell Hall.

Also, in mid-August, the arrival of the largest freshman class in USC history (nearly 5900) students, a plurality of who whom were Arts and Sciences' majors and almost all of whom would take most of their freshman year courses in the college presented a special challenge. The college spent much of the summer working with the Provost and USC's division of Student Affairs to find classrooms, create sections and provide first-rate instruction for this large number of freshman. It proved an excellent opportunity for the advising and enrollment management team in the college, along with the department chairs and program directors, to show what they could do working together for a larger University cause.

Third, through a generous \$2 million gift by Jim and Elaine Johnson in memory of their late daughter, Ann Johnson, a successful faculty member in History, the college initiated the creation of the Ann Johnson Institute for the humanistic Study of Science and Technology. After a modest preliminary launch in fall 2017, the Institute will emerge over the next two years as a prominent actor on our campus.

The Dean's Office has also enjoyed success in opening a variety of new lines of communication with CAS faculty. Through a series of "Lunch with the Dean" gatherings involving 12-15 randomly selected faculty and held every 2-3 weeks during the academic year, receptions held each semester inviting all untenured faculty, and monthly meetings of a newly created Dean's Advisory Council (composed of invited faculty and staff), we have been able to hear new ideas and different perspectives, answer important questions, and educate our faculty and opportunities and challenges. From such direct communication emerged many of the successful new initiatives launched by the college this year.

Finally, the scholarly and research accomplishments of our college (documented in detail in others parts of this blueprint) are impressive, but it has been exciting to watch EPSCoR's \$20 million SC grant announced with its USC research focus lying in the CAS and with associate dean and professor of Chemistry, Hanno Zur Loyer serving as USC's research director for the grant, and to see members of the CAS faculty respond aggressively to the call for transformative proposals from USC's Excellence Initiative.

## **Appendix 3. Research & Scholarly Activity**

Office of Research  
Information Technology & Data  
Management

**College of Arts and Sciences**

**Fiscal Year 2017**



# Faculty Information

---

## RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

*Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.*

## Summary of Extramural Proposal Submissions by Source FY2017

### Appendix 1

PI HOME DEPARTMENT	TOTAL AMT FIRST YEAR	Commercial - (COM)	Federal - (FED)	Local Gov't. (LOC)	Other - (OTH)	Private/Non-Profit - (PHI)	State - (STA)
Anthropology	184,203		3			2	
Archaeology & Anthropology, SC Institute of	742,198	1	12	3	1		2
Art	208,464		2				1
Baruch Institute	2,014,312		18				
Biological Sciences	13,270,002	1	64	2	3	15	1
Chemistry & Biochemistry	12,093,319	8	65			19	
Criminology & Criminal Justice, Department of	599,827		6			1	
Earth and Ocean Sciences	3,620,410	1	35		3	3	
English	860,037		6		2	5	
Geography	863,621	1	6			6	1
History	1,452,859		7		6	17	2
Languages, Literatures, and Cultures	112,366					4	
Linguistics Program	3,000		1				
Mathematics	2,431,417		28			7	
McKissick Museum	102,033		2				1
Philosophy	180,708		1				
Physics & Astronomy	2,186,137		22			3	
Political Science	16,839		1				
Psychology	9,020,703		30		2	8	2
Public Service & Policy Research, Institute for	846,348		2			2	2
School of Earth, Ocean & Environment	26,315		2			2	
Science Education, Center for	15,300		1				
Sociology	161,350		3		1		
Statistics	225,254		5				
<b>TOTAL COUNT</b>	<b>463</b>	<b>12</b>	<b>322</b>	<b>5</b>	<b>18</b>	<b>94</b>	<b>12</b>
<b>TOTAL AMOUNT FIRST YEAR</b>	<b>51,237,022</b>	<b>699,801</b>	<b>42,838,478</b>	<b>72,119</b>	<b>472,935</b>	<b>5,992,702</b>	<b>1,160,987</b>

## Extramural Funding by Source, Department, Faculty & Rank - FY2017

### Appendix 2

PI Home Department	Dept Total Funding	PI Name	Primary Job Title/Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt	Other	Private, Non-Profit	State
Anthropology		DeWitte, Sharon	ASSOC. PROFESSOR	TENURED	75,135		75,135				
Anthropology		Luchok, Kathryn	CLINICAL ASSISTANT PROF		25,000					25,000	
Anthropology		Wagner, Gail	ASSOC. PROFESSOR	TENURED	1,500		1,500				
<b>Total Anthropology</b>	<b>101,635</b>										
Archaeology & Anthropology, SC Institute of		DePratter, Chester	RESEARCH PROFESSOR		35,999		35,999				
Archaeology & Anthropology, SC Institute of		King, Adam	RESEARCH ASSOC PROF		93,274		93,274				
Archaeology & Anthropology, SC Institute of		Rice, Nena	CLASSIFIED		4,000		4,000				
Archaeology & Anthropology, SC Institute of		Smith, Karen	CLASSIFIED		493,728		384,906	25,215			83,607
Archaeology & Anthropology, SC Institute of		Smith, Steven	RESEARCH ASSOC PROF		54,170		50,000		4,170		
Archaeology & Anthropology, SC Institute of		Stephenson, Donald	CLASSIFIED		840,714		840,714				
<b>Total Archaeology &amp; Anth.</b>	<b>1,521,885</b>										
Baruch Institute		Greenfield, Dianne	ASSOC. PROFESSOR		36,052		36,052				
Baruch Institute		Morris, James	PROFESSOR		507,198		461,683				45,515
Baruch Institute		Smith, Erik	RESEARCH ASST PROF		72,026		72,026				
<b>Total Baruch</b>	<b>615,276</b>										
Biological Sciences		Berger, Franklin	PROFESSOR	TENURED	909,462		209,462			200,000	500,000
Biological Sciences		Boggs, Carol	PROFESSOR	TENURED	154,192		46,000				108,192
Biological Sciences		Connolly, Erin	PROFESSOR	TENURED	-38,297		-38,297				
Biological Sciences		Ely, Bersten	PROFESSOR	TENURED	362,189		317,189	45,000			
Biological Sciences		Knotts, Eilea			1,200					1,200	
Biological Sciences		Krizek, Beth	PROFESSOR	TENURED	151,032		151,032				
Biological Sciences		Uzarraga, Sofia	ASST PROFESSOR		82,750		82,750				
Biological Sciences		Pena, Maria	ASSOC. PROFESSOR	TENURED	137,750		137,750				
Biological Sciences		Poulain, Fabienne	ASST PROFESSOR		298,562		248,562			50,000	
Biological Sciences		Reisman, David	PROFESSOR	TENURED	94,975		94,975				
Biological Sciences		Smith, Deanna	ASSOC. PROFESSOR	TENURED	35,318		35,318				
Biological Sciences		Stewart, Jason	ASST PROFESSOR		249,000		249,000				
Biological Sciences		Twiss, Jeff	PROFESSOR	TENURED	988,088		639,054			349,034	
<b>Total Biological Sciences</b>	<b>3,426,223</b>										
Chemistry & Biochemistry		Adams, Richard	PROFESSOR	TENURED	12,000	12,000					
Chemistry & Biochemistry		Angel, S.	PROFESSOR	TENURED	0	0					
Chemistry & Biochemistry		Benicewicz, Brian	PROFESSOR	TENURED	1,087,294	316,467	770,827				
Chemistry & Biochemistry		Berg, Mark	PROFESSOR	TENURED	195,982		195,982				
Chemistry & Biochemistry		Chen, Donna	PROFESSOR	TENURED	64,500	27,000	37,500				
Chemistry & Biochemistry		Chruscic, Makaymilia	ASSOC. PROFESSOR	TENURED	163,586		163,586				
Chemistry & Biochemistry		Dawson, John	DISTINGUISHED PROFESSOR	TENURED	16,250	16,250					
Chemistry & Biochemistry		Garashchuk, Sophya	ASSOC. PROFESSOR	TENURED	18,301		18,301				
Chemistry & Biochemistry		Hashemi, Parastoo	ASST PROFESSOR		1,202,915	50,000	1,152,915				
Chemistry & Biochemistry		Jenkins, Laura			43,576		43,576				
Chemistry & Biochemistry		Karthikyan, Mythreya	ASST PROFESSOR		200,705		200,705				
Chemistry & Biochemistry		Makris, Thomas	ASST PROFESSOR		278,350		278,350				
Chemistry & Biochemistry		Murphy, Catherine			74,519					74,519	
Chemistry & Biochemistry		Outten, Caryn	PROFESSOR	TENURED	426,768		426,768				
Chemistry & Biochemistry		Outten, Franklin	PROFESSOR	TENURED	149,552		149,552				
Chemistry & Biochemistry		Peryshkov, Dmitry	ASST PROFESSOR		425,835		425,835				
Chemistry & Biochemistry		Richardson, Susan	PROFESSOR	TENURED	254,052		254,052				
Chemistry & Biochemistry		Shaw, Timothy	PROFESSOR	TENURED	-332						-332
Chemistry & Biochemistry		Shimizu, Ken	PROFESSOR	TENURED	153,013		153,013				
Chemistry & Biochemistry		Shustova, Natalia	ASST PROFESSOR		432,165		272,165			160,000	
Chemistry & Biochemistry		Stefik, Morgan	ASST PROFESSOR		28,616					28,616	
Chemistry & Biochemistry		Tang, Chuanding	PROFESSOR	TENURED	579,825		573,825			6,000	
Chemistry & Biochemistry		Vannucci, Aaron	ASST PROFESSOR		10,000	10,000					

Chemistry & Biochemistry		Vogt, Thomas	PROFESSOR	TENURED	44,173	44,173				
Chemistry & Biochemistry		Wang, Hui	ASSOC. PROFESSOR	TENURED	99,731	99,731				
Chemistry & Biochemistry		Wang, Qian	PROFESSOR	TENURED	133,479	133,479				
Chemistry & Biochemistry		Wiskur, Sheryl	ASSOC. PROFESSOR	TENURED	-1,750					-1,750
Chemistry & Biochemistry		zur Loye, Hans-Conrad	PROFESSOR	TENURED	1,275,993	1,278,949				-2,958
<b>Total Chemistry &amp; Biochemistry</b>	<b>7,369,096</b>									
Criminology & Criminal Justice, Department of		Alpert, Geoffrey	PROFESSOR	TENURED	1,049,454	1,049,454				
Criminology & Criminal Justice, Department of		Wolfe, Scott			44,360	44,360				
<b>Total Criminology</b>	<b>1,093,814</b>									
Earth and Ocean Sciences		Barbeau, David	ASSOC. PROFESSOR	TENURED	10,800					10,800
Earth and Ocean Sciences		Bizimis, Michael	ASSOC. PROFESSOR	TENURED	282,150	282,150				
Earth and Ocean Sciences		Bulusu, Subrahmanyam	PROFESSOR	TENURED	339,000	339,000				
Earth and Ocean Sciences		Gibson, Kelly Ann	ASST PROFESSOR		40,112	40,112				
Earth and Ocean Sciences		Kellogg, James			5,000	5,000				
Earth and Ocean Sciences		Knapp, Camelia	PROFESSOR	TENURED	18,439	18,439				
Earth and Ocean Sciences		Lakshmi, Venkataraman	PROFESSOR	TENURED	631,765	631,765				
Earth and Ocean Sciences		Moore, Willard	PROFESSOR	TENURED	40,166	40,166				
Earth and Ocean Sciences		Owens, Thomas	PROFESSOR	TENURED	79,976	79,976				
Earth and Ocean Sciences		Scher, Howard	ASSOC. PROFESSOR	TENURED	81,320	81,320				
Earth and Ocean Sciences		Thunell, Robert	PROFESSOR	TENURED	549,767	549,767				
Earth and Ocean Sciences		Torres, Raymond	PROFESSOR	TENURED	204,764	111,356				93,408
Earth and Ocean Sciences		Voulgaris, George	PROFESSOR	TENURED	319,516	319,516				
Earth and Ocean Sciences		White, Scott	PROFESSOR	TENURED	99,763	99,763				
Earth and Ocean Sciences		Wilson, Alicia	PROFESSOR	TENURED	38,224	37,224				1,000
Earth and Ocean Sciences		Yankovsky, Alexander	ASSOC. PROFESSOR	TENURED	8,030	8,030				
Earth and Ocean Sciences		Ziolkowski, Lori	ASST PROFESSOR		7,264		7,264			
<b>Total EOS</b>	<b>2,756,056</b>									
English		Bajo, David	ASSOC. PROFESSOR	TENURED	2,600		2,600			
English		Schwebel, Sara	PROFESSOR	TENURED	49,669	49,669				
<b>Total English</b>	<b>52,269</b>									
Geography		Barnes, Jessica	ASST PROFESSOR		33,000					33,000
Geography		Carr, Edward	RESEARCH ASSOC PROF		26,946					26,946
Geography		Cutter, Susan	PROFESSOR	TENURED	166,243	150,800	15,443			
Geography		Dow, Kirstin	PROFESSOR	TENURED	933,456	933,456				
Geography		Harrison, Conor	ASST PROFESSOR		6,678	6,678				
Geography		Hiscox, April	ASSOC. PROFESSOR	TENURED	1,925	1,925				
Geography		Kupfer, John	PROFESSOR	TENURED	0	0				
Geography		Lackstrom, Kirsten	CLASSIFIED		13,613	13,613				
Geography		Li, Zhenlong	ASST PROFESSOR		6,981					6,981
Geography		Mitchell, Jerry	RESEARCH ASSOCIATE		27,500					27,500
<b>Total Geography</b>	<b>1,216,342</b>									
History		Donaldson, Bobby	ASSOC. PROFESSOR	TENURED	35,000	35,000				
History		Edwards, Kathryn	PROFESSOR	TENURED	47,772					47,772
History		Pou, Jay	CLASSIFIED		29,500					12,000
History		Schulz, Constance			90,752	90,752				17,500
History		Sklaroff-Lamey, Lauren	ASSOC. PROFESSOR	TENURED	50,400	50,400				
History		Sullivan, Patricia	PROFESSOR	TENURED	2,000	2,000				
<b>Total History</b>	<b>255,424</b>									
Languages, Literatures, and Cultures		Gardner, Hunter	ASSOC. PROFESSOR	TENURED	27,675					27,675
Languages, Literatures, and Cultures		Persels, Jeff	ASSOC. PROFESSOR	TENURED	4,800					4,800
Languages, Literatures, and Cultures		Van Fleet Hang, Krista	ASSOC. PROFESSOR	TENURED	17,366					17,366
<b>Total Languages</b>	<b>49,841</b>									
Linguistics Program	<b>2,000</b>	Hamer, Anna			2,000	2,000				
Mathematics		Binev, Peter	PROFESSOR	TENURED	275,000	275,000				
Mathematics		Boylan, Matthew	PROFESSOR	TENURED	14,695	14,695				
Mathematics		Duncan, Alexander	ASST PROFESSOR		39,998	39,998				
Mathematics		Griggs, Jerrold	PROFESSOR	TENURED	0					0

Mathematics		Ju, Lili	PROFESSOR	TENURED	194,503	194,503			
Mathematics		Petrushev, Pencho	PROFESSOR	TENURED	150,000	150,000			
Mathematics		Sun, Yi	ASSOC. PROFESSOR	TENURED	0	0			
Mathematics		Szekely, Laszlo	PROFESSOR	TENURED	180,000	180,000			
Mathematics		Thorne, Frank	ASSOC. PROFESSOR	TENURED	20,000	20,000			
Mathematics		Wang, Hong	PROFESSOR	TENURED	321,962	321,962			
Mathematics		Wang, Qi	PROFESSOR	TENURED	7,013	7,013			
Mathematics		Yang, Xiaofeng	PROFESSOR	TENURED	159,996	159,996			
Mathematics		Yee, Sean	ASST PROFESSOR		180,415	180,415			
<b>Total Mathematics</b>		<b>1,543,582</b>							
Mckissick Museum		71,502	Przybysz, Jane	PROGRAM DIRECTOR	71,502	1,000			70,502
Naval Science		3,000	Gordon, William		3,000	3,000			
Philosophy		Frey, Jennifer	ASST PROFESSOR		124,245			124,245	
Philosophy		Khushf, George	PROFESSOR	TENURED	122,504		122,504		
Philosophy		Knuuttila, Tarja	ASSOC. PROFESSOR	TENURED	81,810		81,810		
<b>Total Philosophy</b>		<b>328,559</b>							
Physics & Astronomy		Avignone, Frank			300,000	300,000			
Physics & Astronomy		Chowdhury, Barnali			12,000		12,000		
Physics & Astronomy		Goth, Ralf	PROFESSOR	TENURED	16,000	16,000			
Physics & Astronomy		Guiseppe, Vincente	ASST PROFESSOR		477,000	477,000			
Physics & Astronomy		Ilieva, Yordanka	ASSOC. PROFESSOR	TENURED	63,795	63,795			
Physics & Astronomy		Kulkarni, Varsha	PROFESSOR	TENURED	95,417	95,417			
Physics & Astronomy		Petti, Roberto	ASSOC. PROFESSOR	TENURED	345,000	345,000			
Physics & Astronomy		Purohit, Milind	PROFESSOR	TENURED	130,000	130,000			
Physics & Astronomy		Rodney, Steven	ASST PROFESSOR		80,399	80,399			
Physics & Astronomy		Schindler, Matthias	ASSOC. PROFESSOR	TENURED	150,000	150,000			
Physics & Astronomy		Strauch, Steffie	PROFESSOR	TENURED	1,124,416	1,124,416			
Physics & Astronomy		Wu, Yanwen	ASST PROFESSOR		500,000	500,000			
<b>Total Physics &amp; Astronomy</b>		<b>3,294,027</b>							
Psychology		Booze, Rosemarie	PROFESSOR	TENURED	600,321	600,321			
Psychology		Decker, Scott	ASSOC. PROFESSOR	TENURED	738,318			738,318	
Psychology		Desai, Rutvik	PROFESSOR	TENURED	0	0			
Psychology		Flory, Kate	PROFESSOR	TENURED	265,623	265,623			
Psychology		Kloos, Bret	PROFESSOR	TENURED	145,600	145,600			
Psychology		Klusek, Jessica	ASST PROFESSOR		-21,548	-21,548			
Psychology		Lorenzo-Blanco, Elma			85,766	85,766			
Psychology		Mactutus, Charles	PROFESSOR	TENURED	627,491	627,491			
Psychology		Maydeu-Olivares, Alberto	PROFESSOR	TENURED	350,000	350,000			
Psychology		Prinz, Ron	PROFESSOR	TENURED	910,158	910,158			
Psychology		Reeder, Tilda	CLASSIFIED		122,283			100,383	21,900
Psychology		Richards, John	PROFESSOR	TENURED	91,625	91,625			
Psychology		Roberts, Jane	PROFESSOR	TENURED	1,439,635	1,439,635			
Psychology		Rorden, Christopher	PROFESSOR	TENURED	269,824	269,824			
Psychology		Schatz, Jeffrey	ASSOC. PROFESSOR	TENURED	19,928		19,928		
Psychology		Wandersman, Abraham			61,360	61,360			
Psychology		Weist, Mark	PROFESSOR	TENURED	118,791	62,799		0	55,992
Psychology		Wilson-King, Daw	PROFESSOR	TENURED	461,021	461,021			
Psychology		Zarrett-Kivita, Nicole	ASSOC. PROFESSOR	TENURED	0	0			
<b>Total Psychology</b>		<b>6,286,196</b>							
Public Service & Policy Research, Institute for		Lyle, Monique	RESEARCH ASST PROF		1,104,801	550,136		107,644	447,021
Public Service & Policy Research, Institute for		Oldendick, Robert	PROFESSOR	TENURED	41,249	41,249			
<b>Total Public Service &amp; Policy Research</b>		<b>1,146,050</b>							
Religious Studies		17,810	Stuart, Daniel	ASST PROFESSOR	17,810			17,810	
School of Earth, Ocean & Environment		Ferster, Brady			12,000	12,000			
School of Earth, Ocean & Environment		Heidenreich, Kristin			600			600	
<b>Total SEOE</b>		<b>12,600</b>							

Science Education, Center for	<b>15,300</b>	Jordan, Donald M.	PROFESSOR	TENURED	15,300	15,300			
Sociology		Brashears, Matthew	ASSOC. PROFESSOR	TENURED	174,784	174,784			
Sociology		Hartnett, Caroline	ASST PROFESSOR		0	0			
Sociology		Simpson, Brent	PROFESSOR	TENURED	300,055	300,055			
<b>Total Sociology</b>	<b>474,839</b>								
Statistics		Edwards, Donald	CLASSIFIED	TENURED	28,525	28,525			
Statistics		Pena, Edsel	PROFESSOR	TENURED	48,899	48,899			
Statistics		Sims, Wilma	CLASSIFIED		34,000	34,000			
<b>Statistics</b>	<b>192,823</b>	Tebbs, Joshua	PROFESSOR	TENURED	81,399	81,399			
<b>Total Statistics</b>	<b>31,846,147</b>								

*Total Funding FY2017*

*31,846,147*

## COLLEGE OF ARTS & SCIENCES

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
<b>TOTALS:</b>	<b>8</b>	<b>10</b>	<b>13</b>	<b>10</b>
<b>Department Breakdown</b>				
Anthropology	0	0	0	0
Biological Sciences	1	1	2	0
Chemistry & Biochemistry	7	9	11	9
Criminology & Criminal Justice	0	0	0	0
English Language & Literature	0	0	0	0
Geography	0	0	0	0
History	0	0	0	0
Languages, Literatures & Cultures	0	0	0	0
Mathematics	0	0	0	0
Philosophy	0	0	0	0
Physics & Astronomy	0	0	0	1
Political Science	0	0	0	0
Psychology	0	0	0	0
Religious Studies	0	0	0	0
Sociology	0	0	0	0
Statistics	0	0	0	0
Theatre & Dance	0	0	0	0

**\*Note:** These numbers include US, PCT, and foreign applications/patents

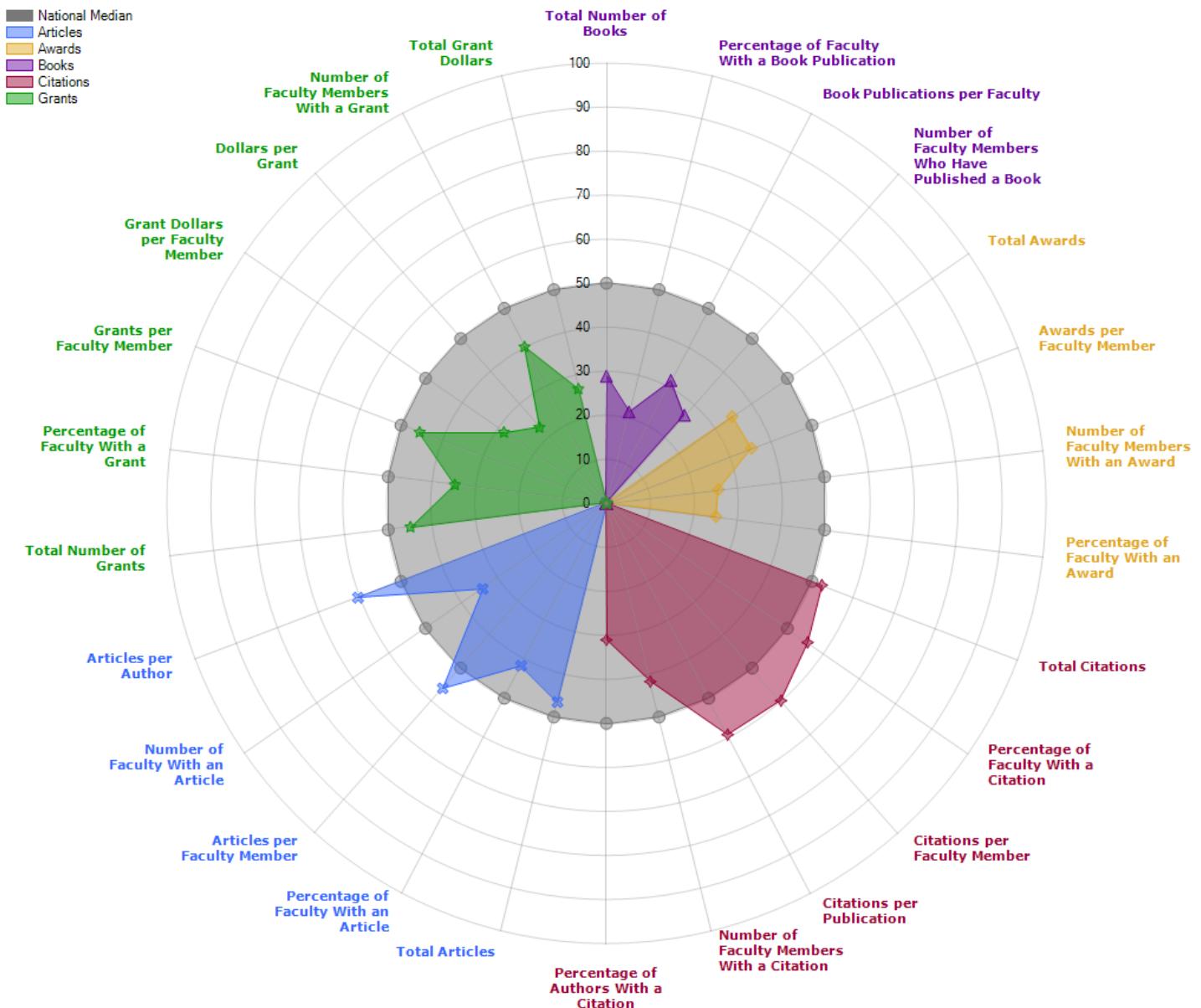
SC's Fiscal Year 2017 = July 1, 2016 – June 30, 2017

**\*Source:** Office of Economic Engagement

## **Appendix 5. Academic Analytics Report**

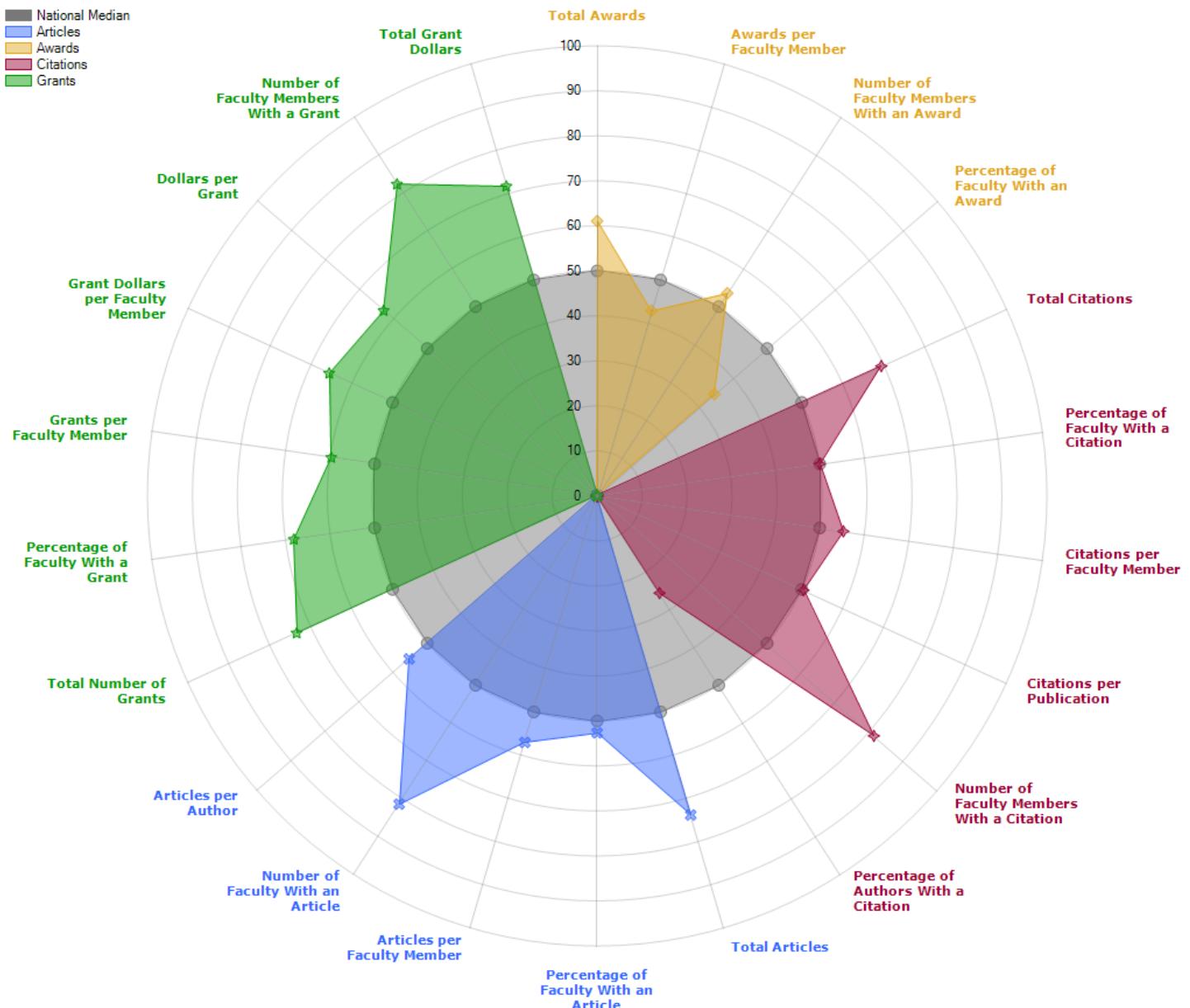
# Department Radar - All Variables

University of South Carolina | Anthropology, Department of



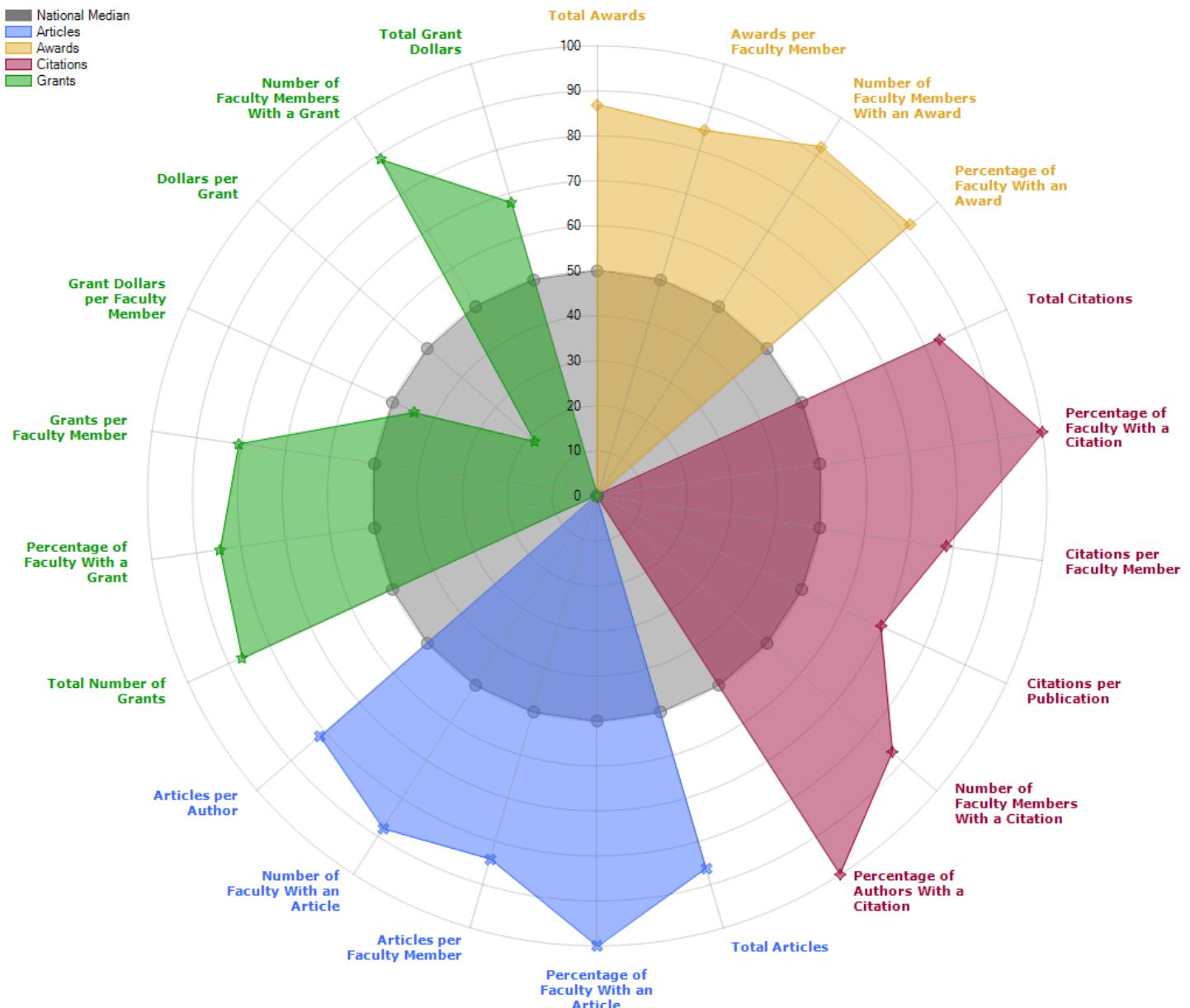
# Department Radar - All Variables

University of South Carolina | Biological Sciences, Department of



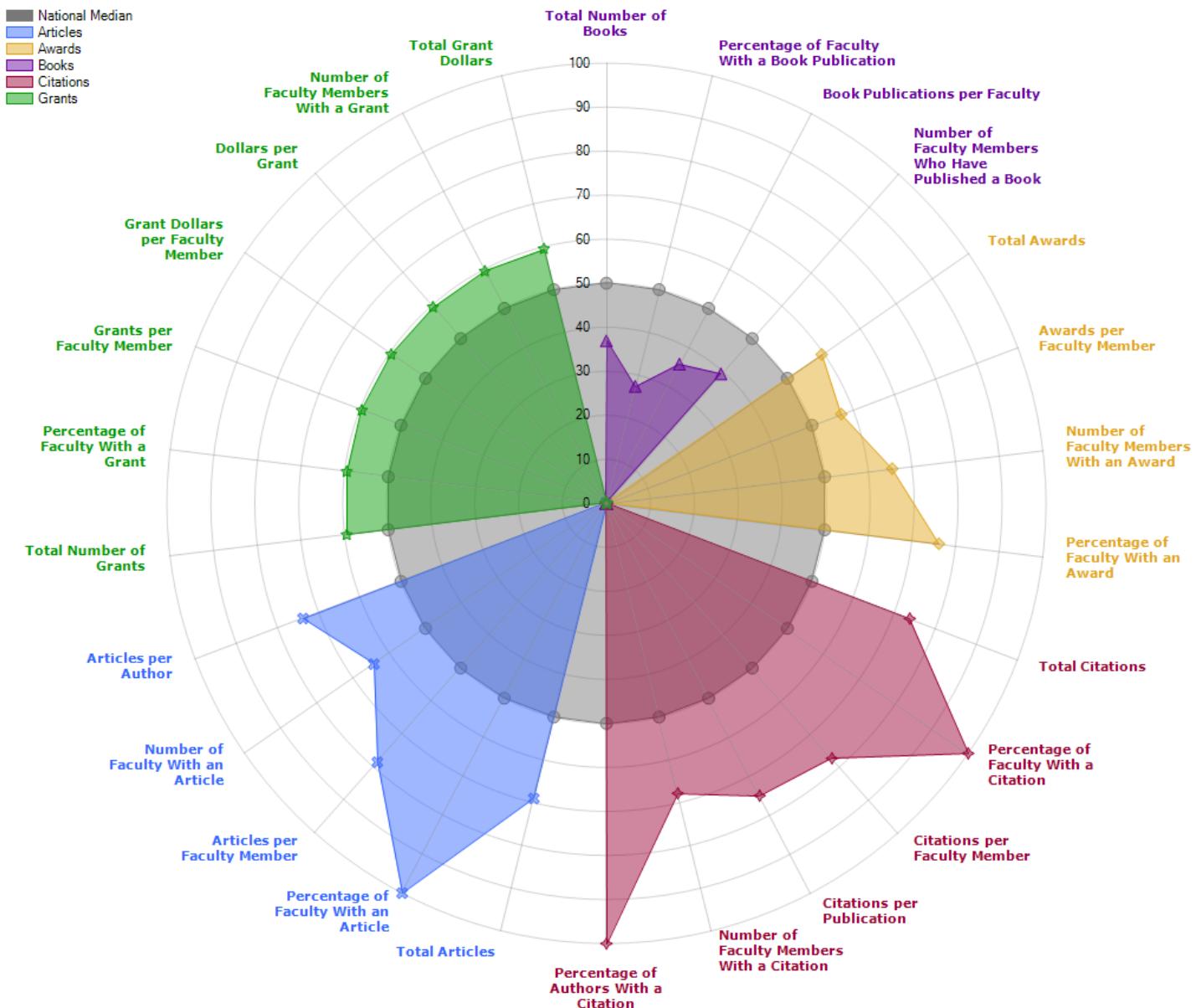
# Department Radar - All Variables

University of South Carolina | Chemistry and Biochemistry, Department of



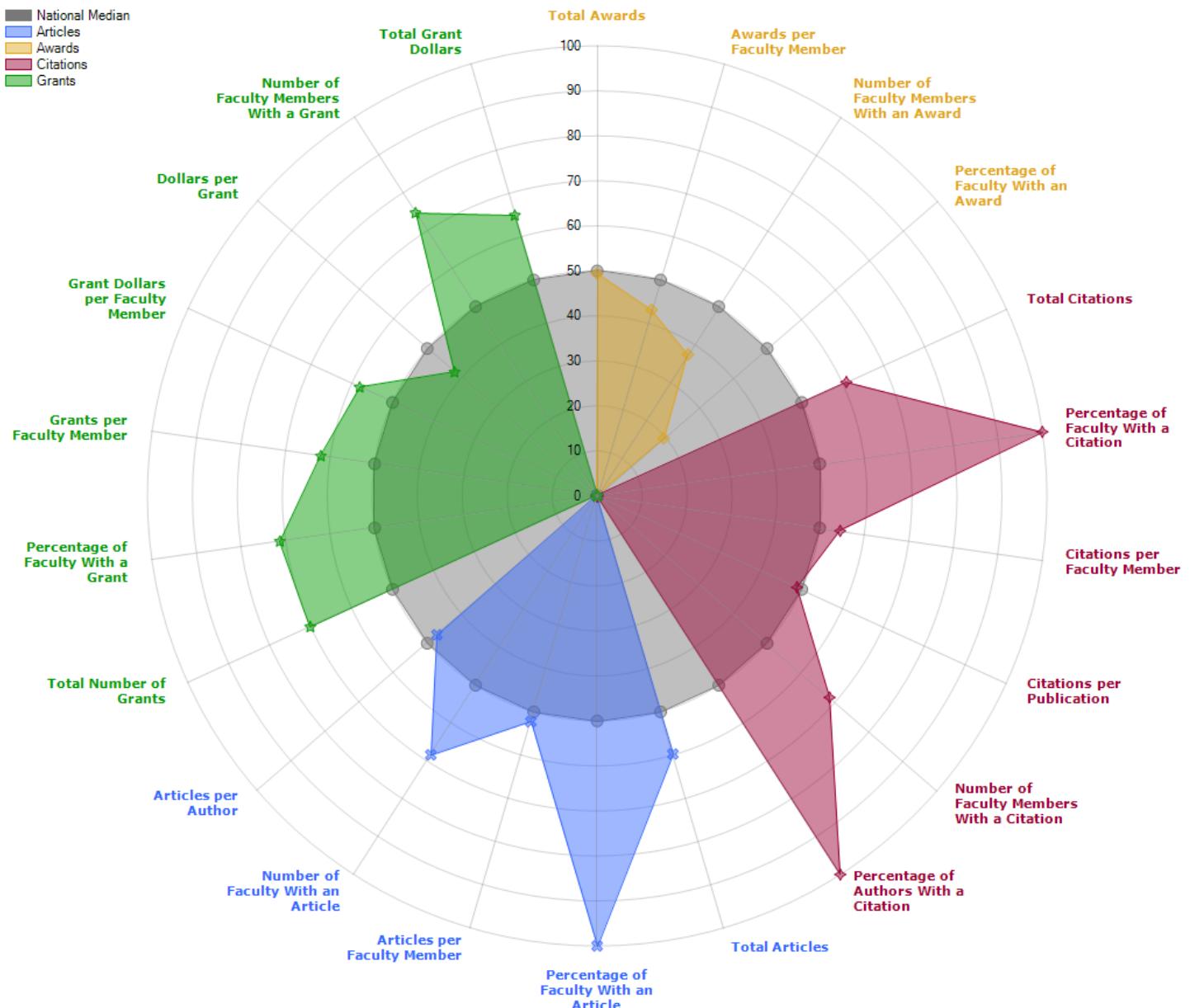
# Department Radar - All Variables

University of South Carolina | Criminology and Criminal Justice, Department of



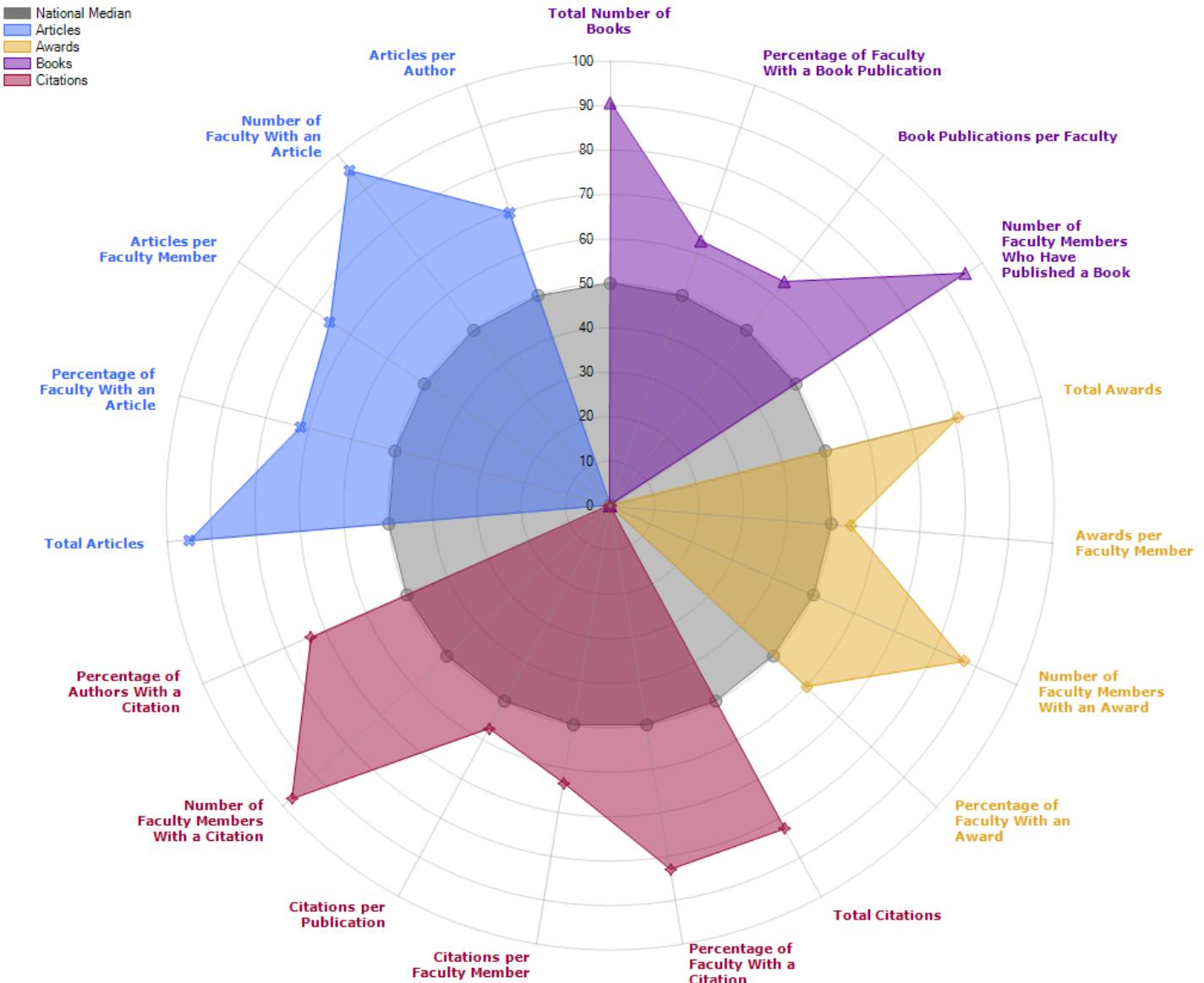
# Department Radar - All Variables

University of South Carolina | Earth, Ocean, and Environment, School of



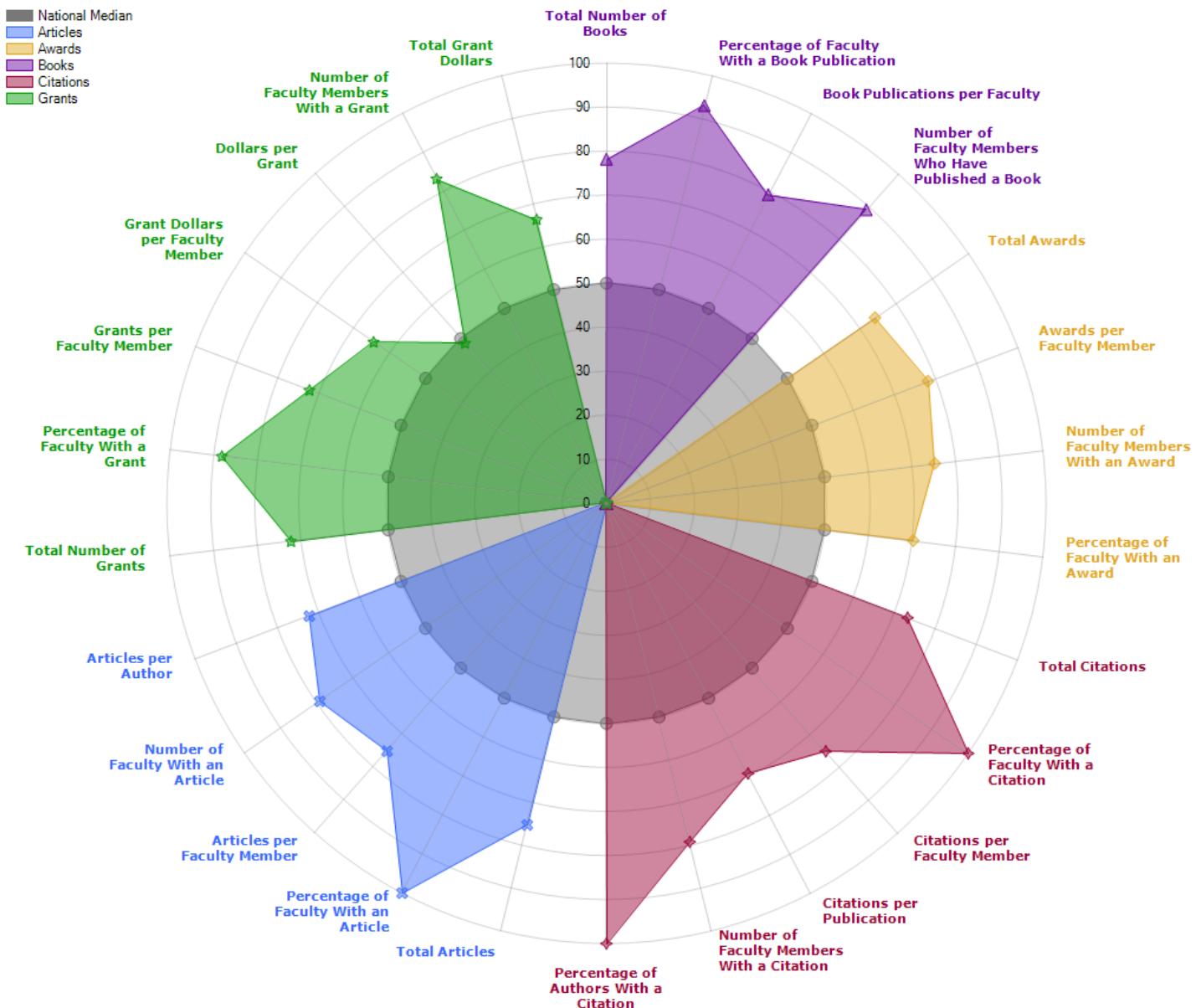
# Department Radar - All Variables

University of South Carolina | English Language and Literature, Department of



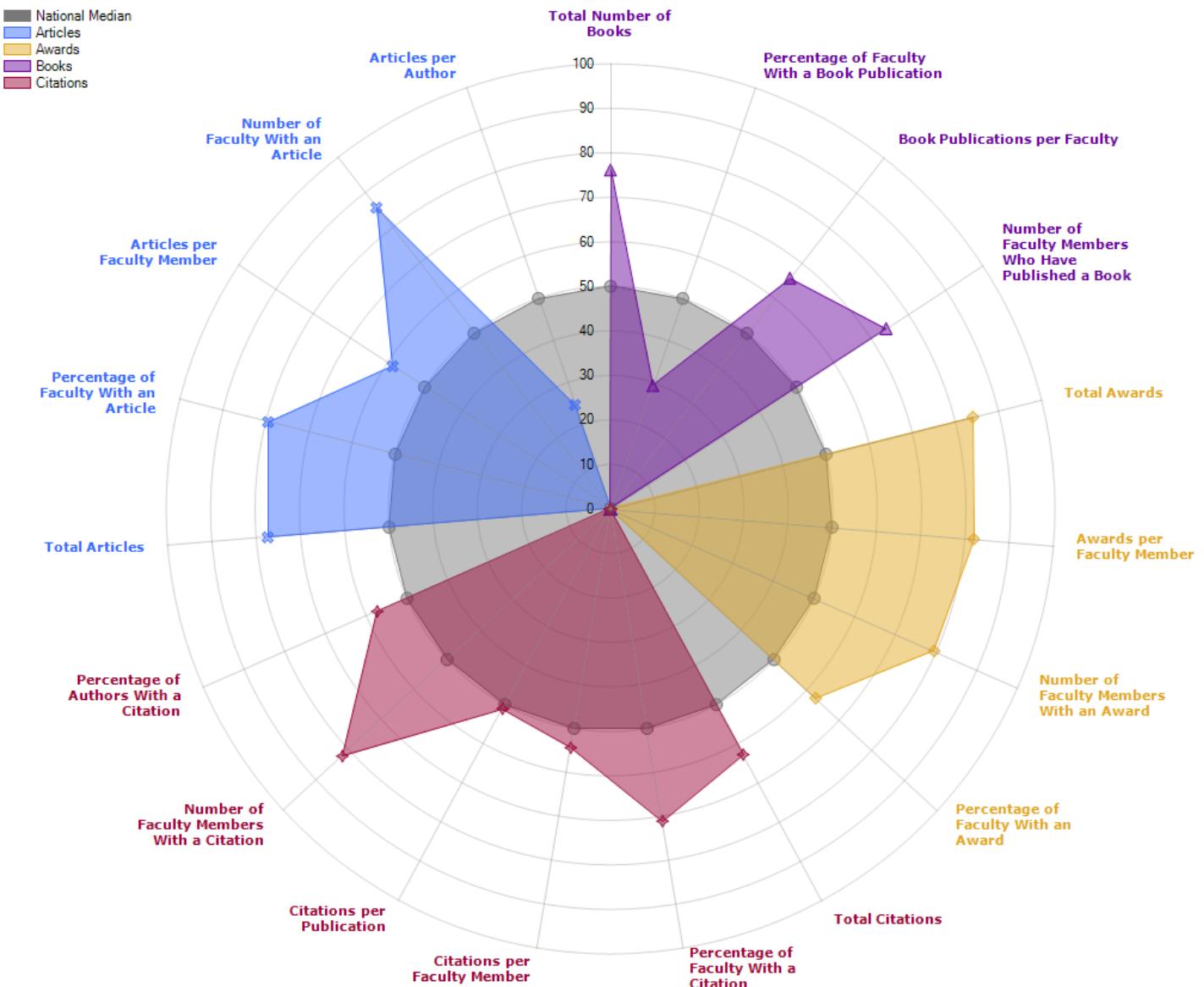
# Department Radar - All Variables

University of South Carolina | Geography, Department of



# Department Radar - All Variables

University of South Carolina | History, Department of



# Department Radar - All Variables

University of South Carolina | Languages, Literatures and Cultures, Department of



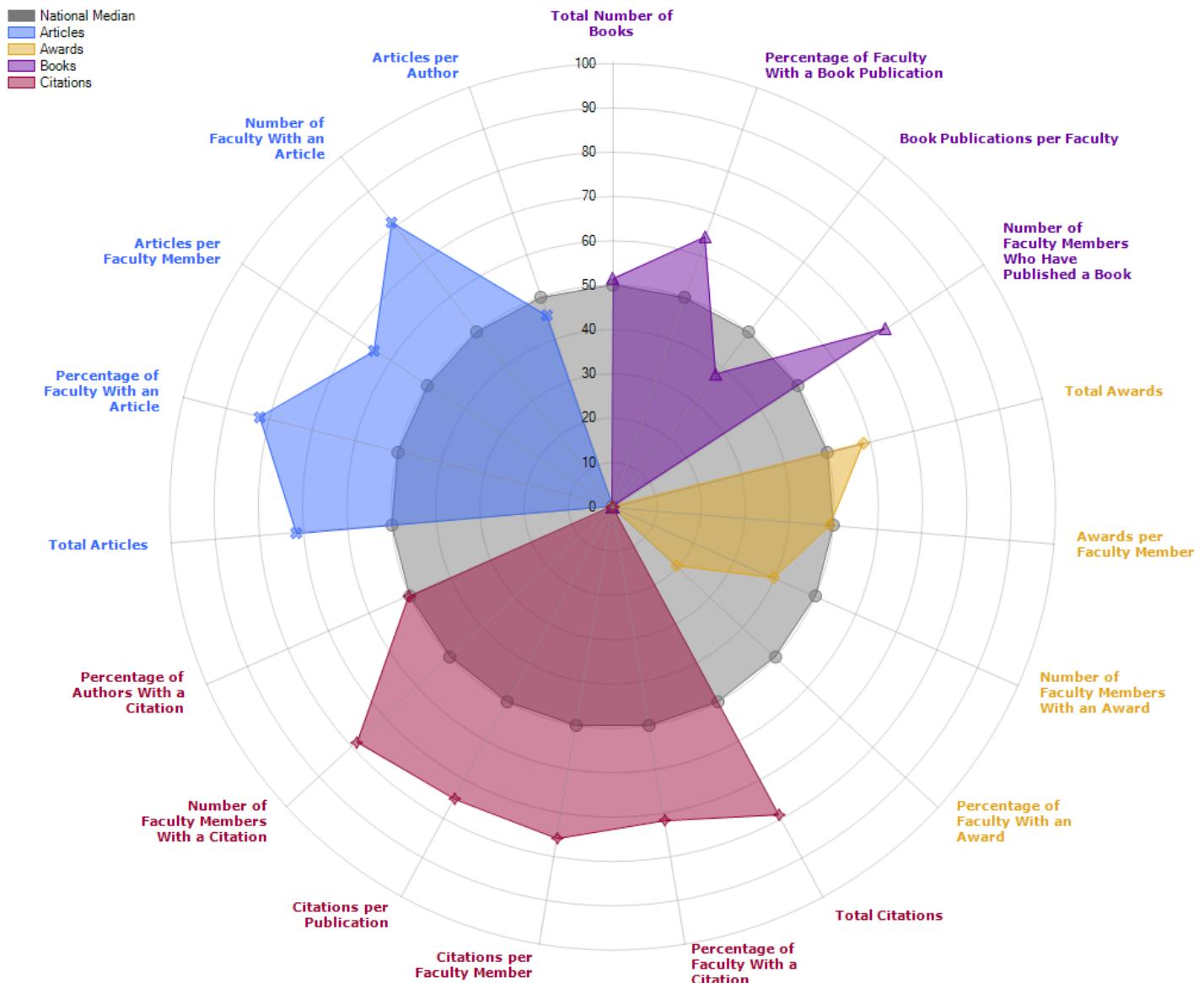
# Department Radar - All Variables

University of South Carolina | Mathematics, Department of



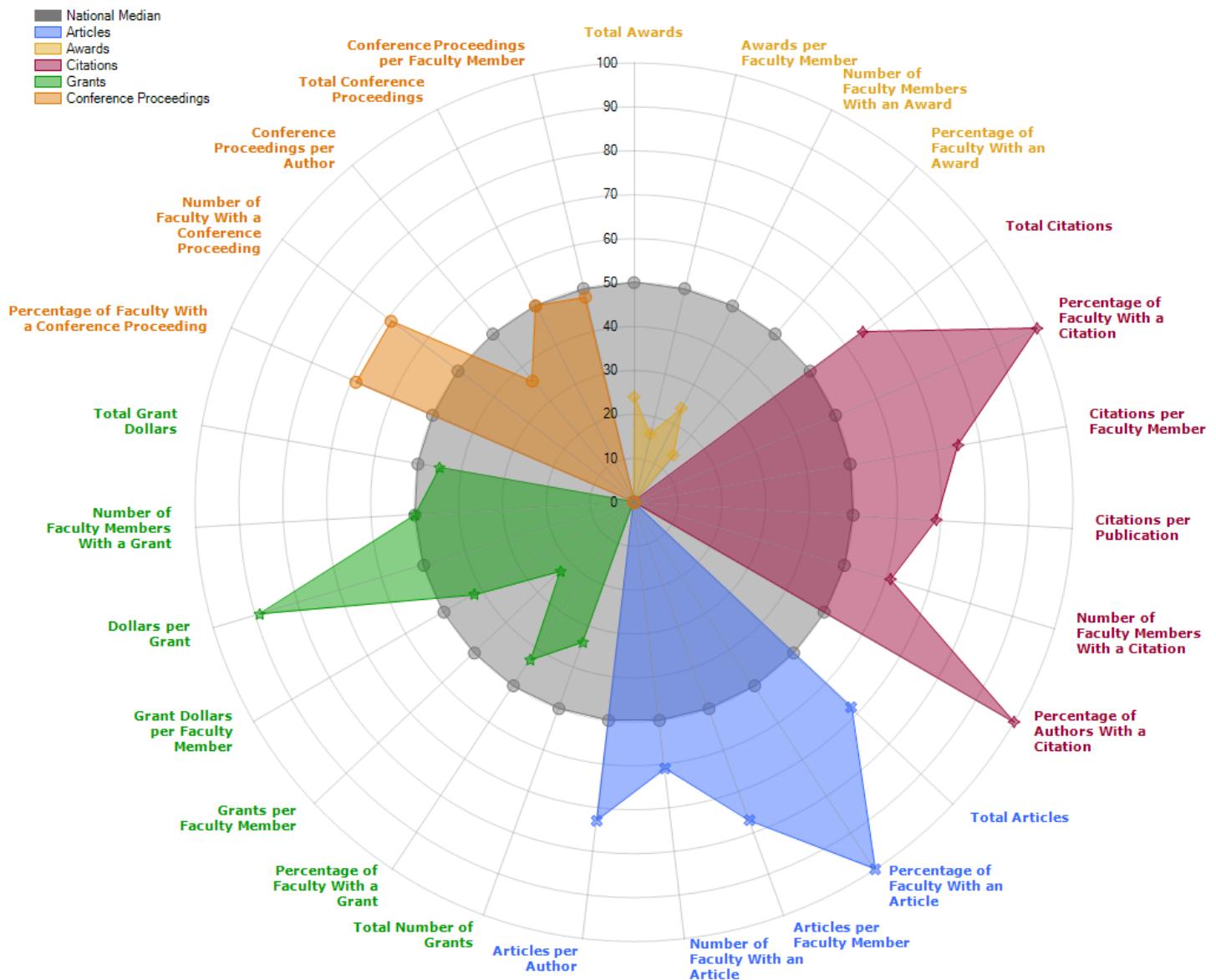
# Department Radar - All Variables

University of South Carolina | Philosophy, Department of



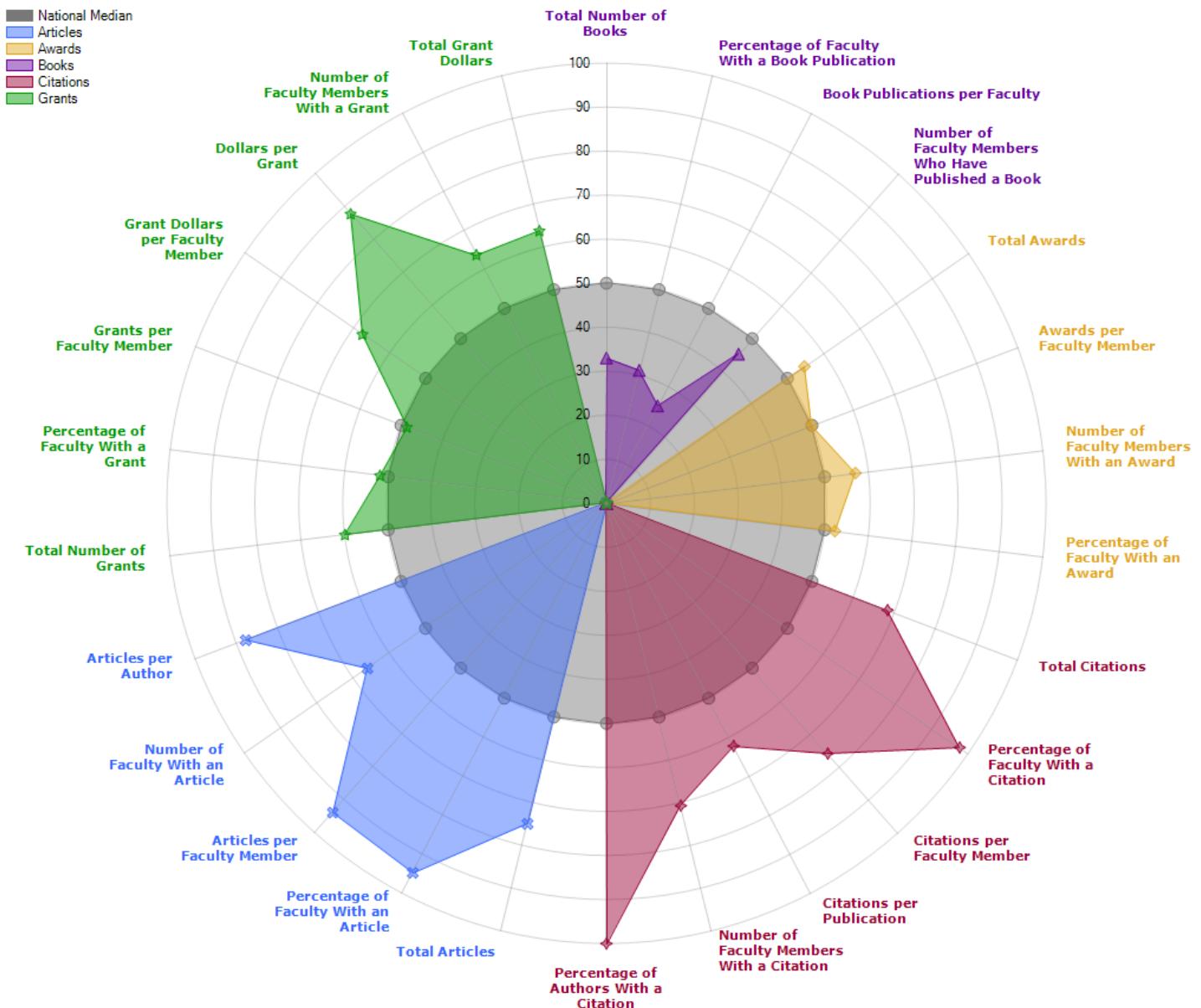
# Department Radar - All Variables

University of South Carolina | Physics and Astronomy, Department of



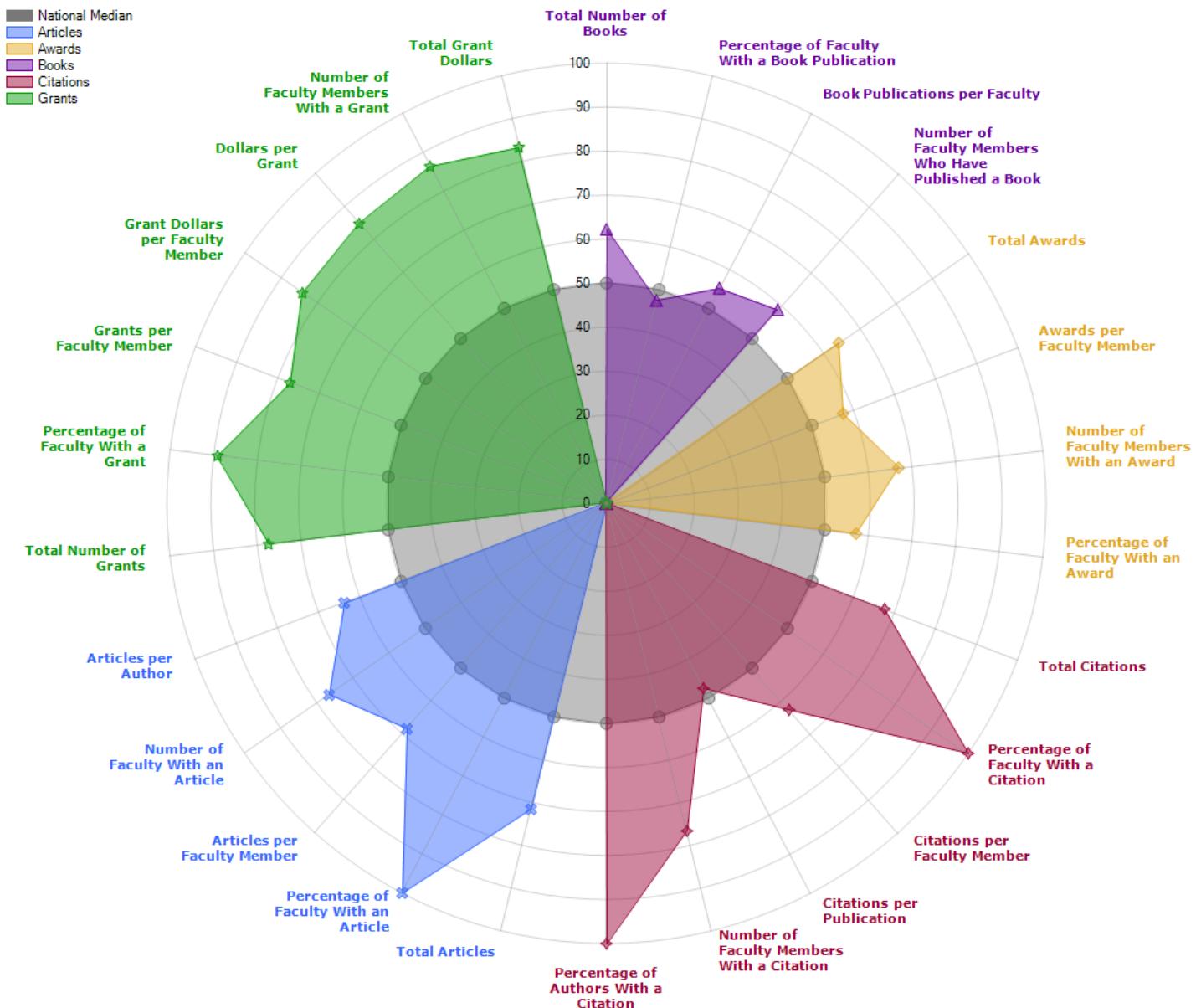
# Department Radar - All Variables

University of South Carolina | Political Science, Department of



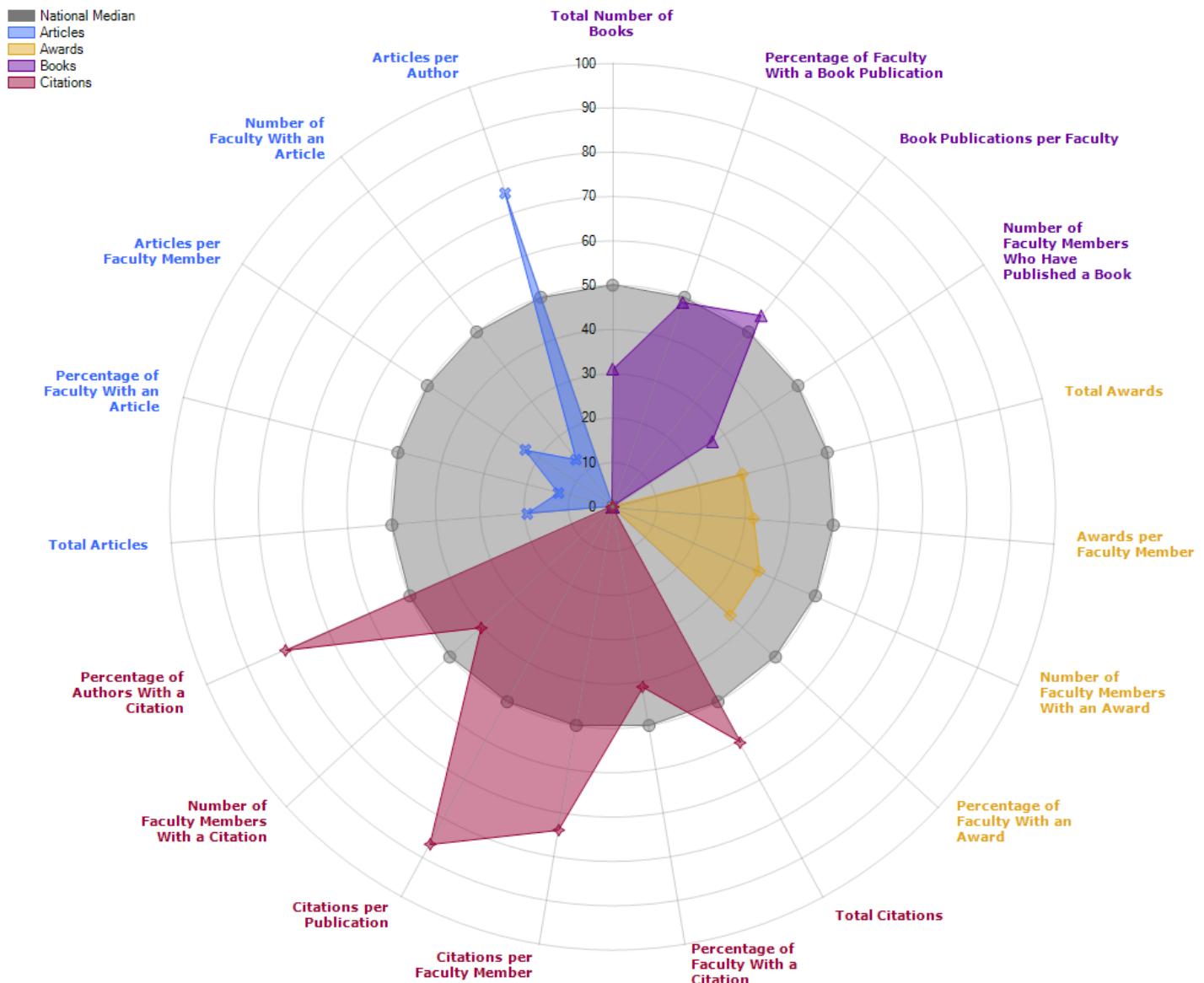
# Department Radar - All Variables

University of South Carolina | Psychology, Department of



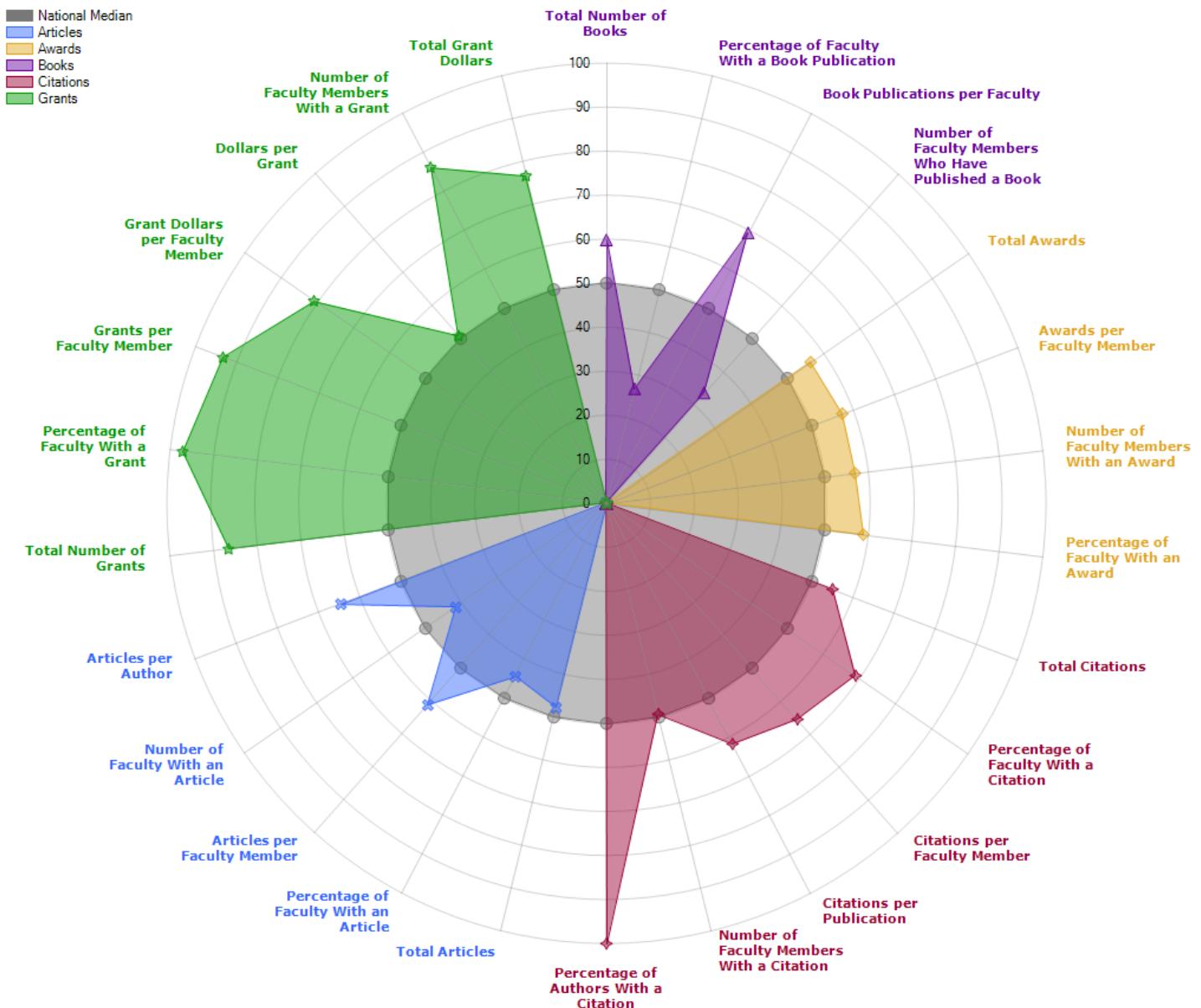
# Department Radar - All Variables

University of South Carolina | Religious Studies, Department of



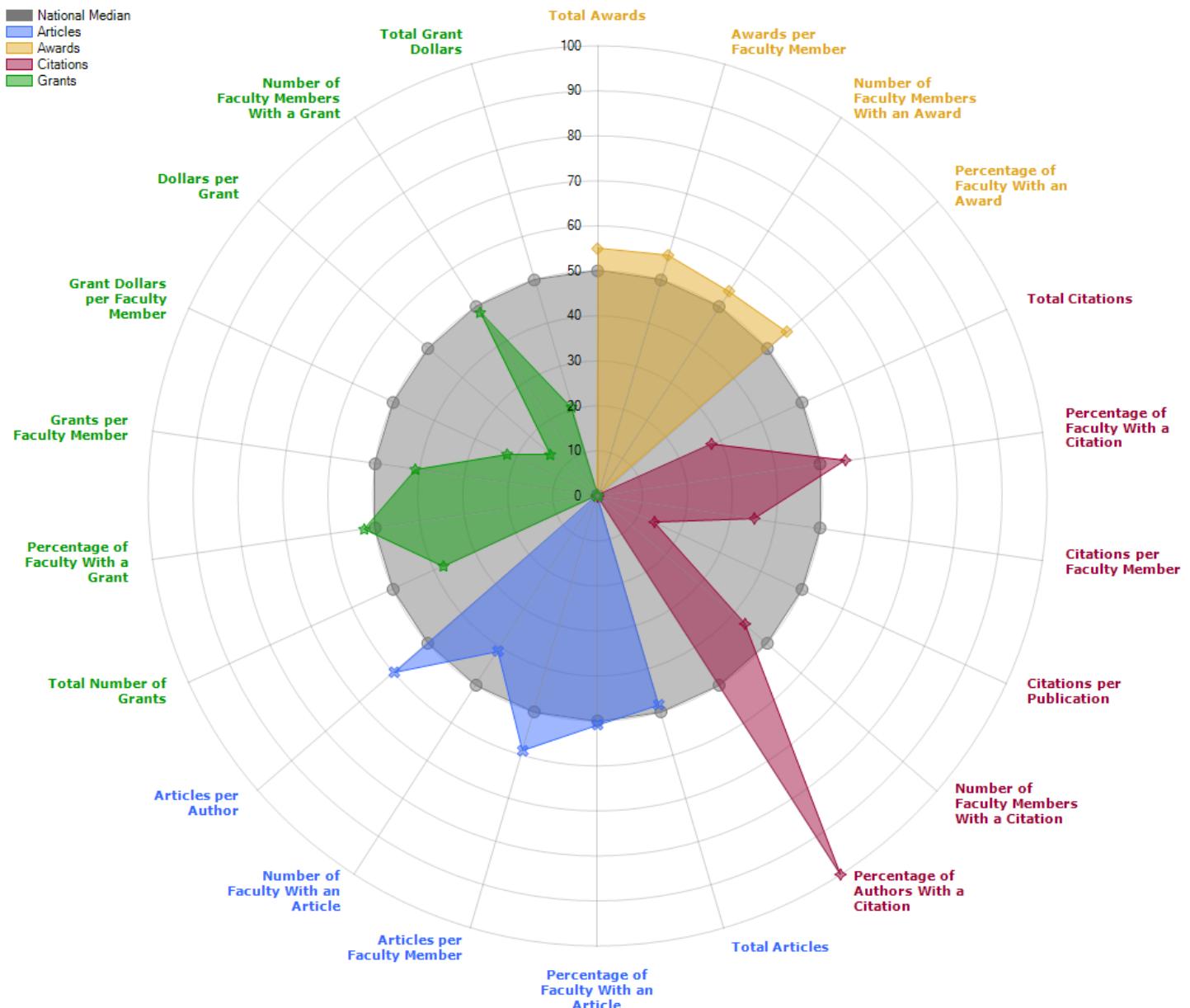
# Department Radar - All Variables

University of South Carolina | Sociology, Department of



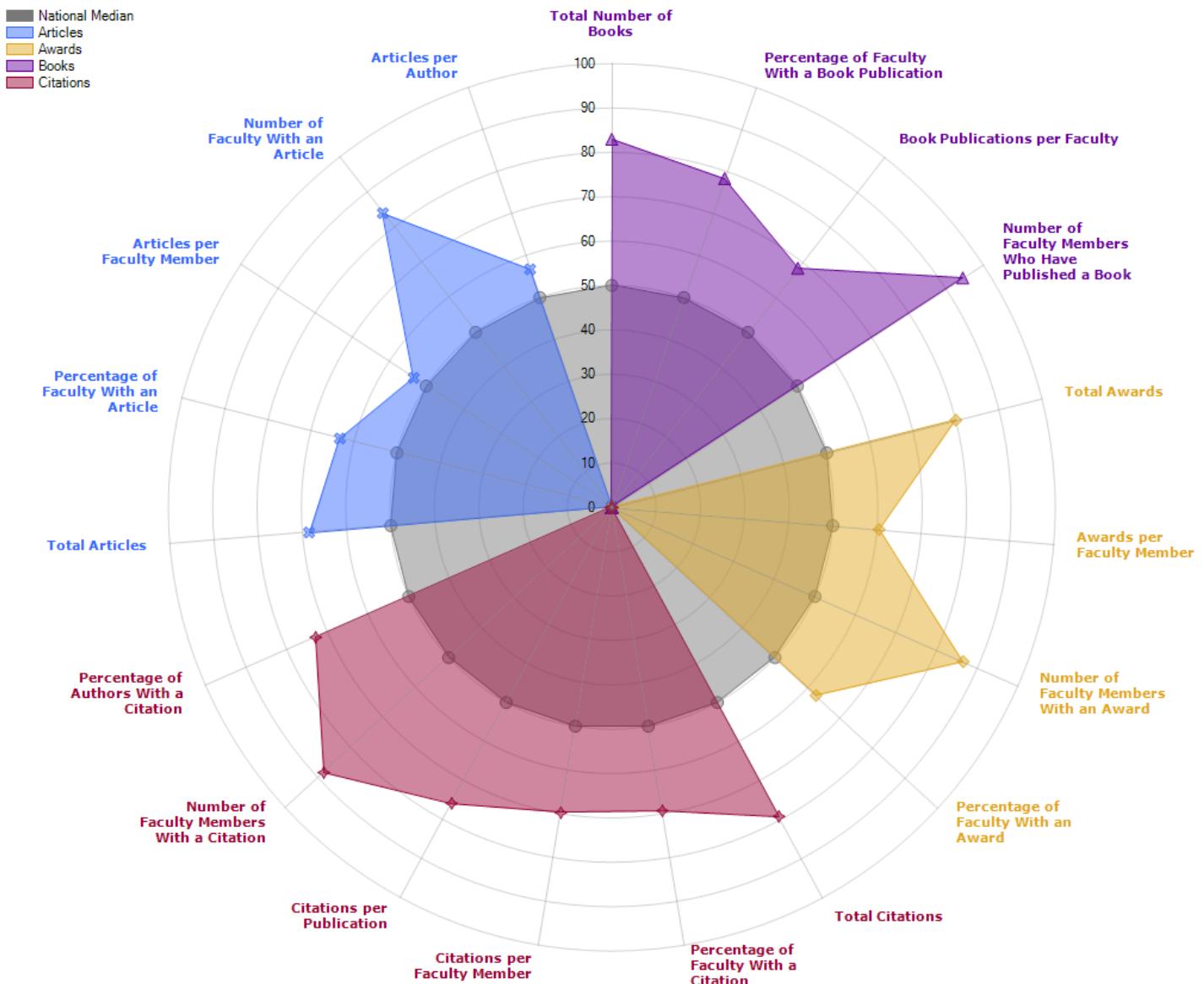
# Department Radar - All Variables

University of South Carolina | Statistics, Department of



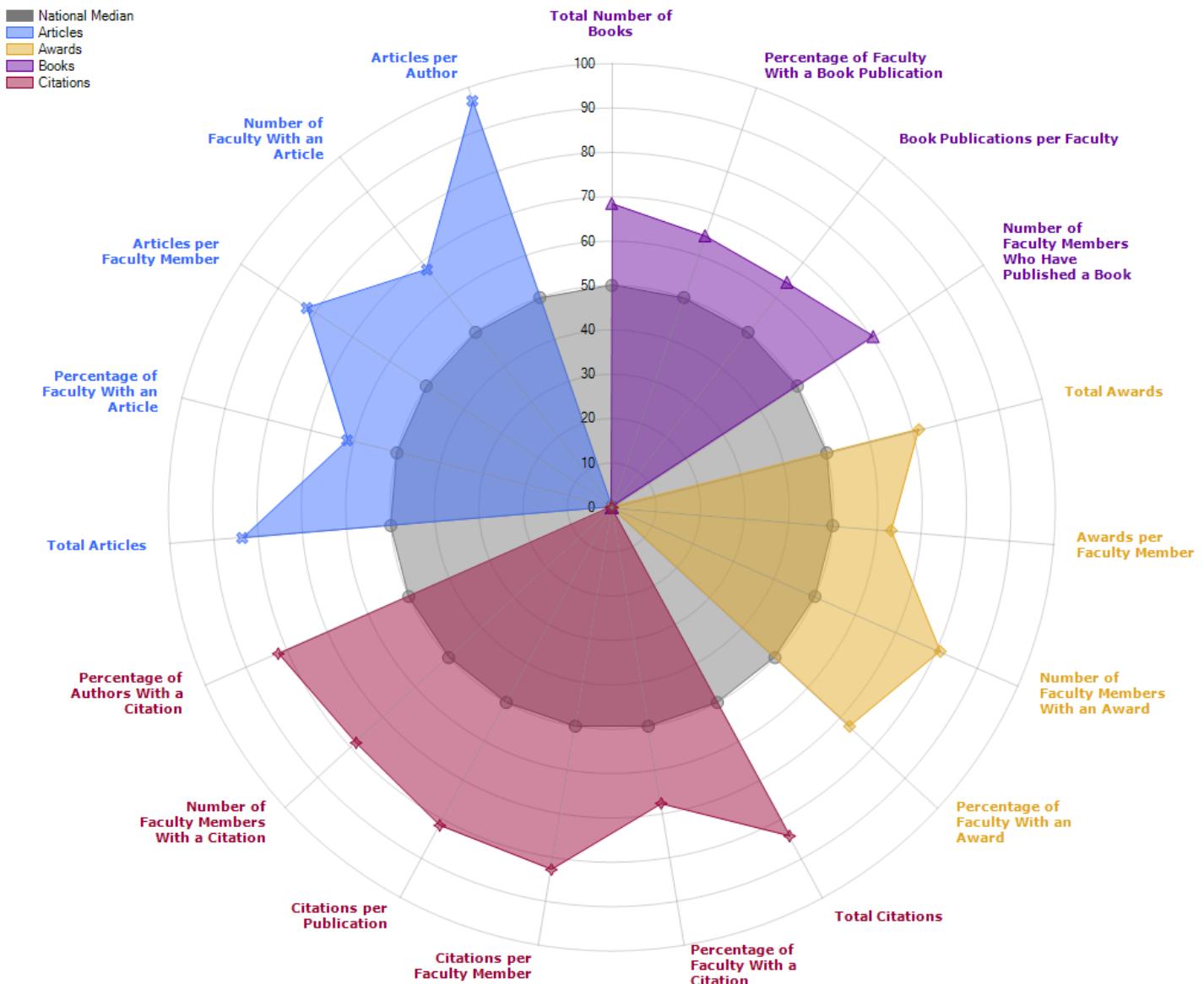
# Department Radar - All Variables

University of South Carolina | Visual Art and Design, School of



# Department Radar - All Variables

University of South Carolina | Theatre and Dance, Department of



## **Appendix 6. Alumni Engagement & Fundraising**

# Unit Performance

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

All Gift Band Unit Year Calculation  
Arts and Sciences FY 2018 Production

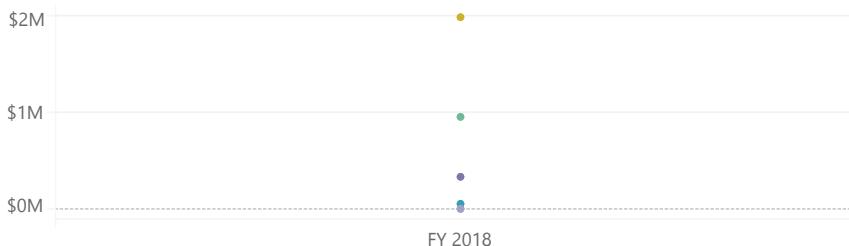
## FY - YTD Production



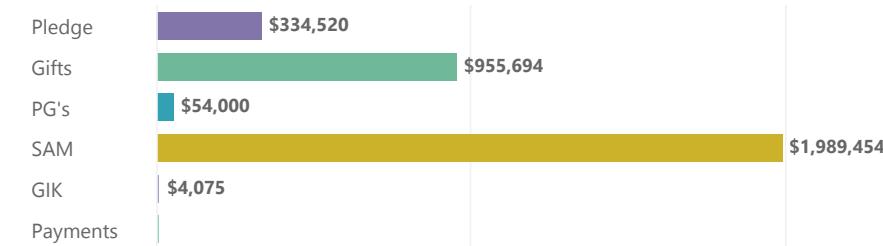
## Total \$ by Purpose



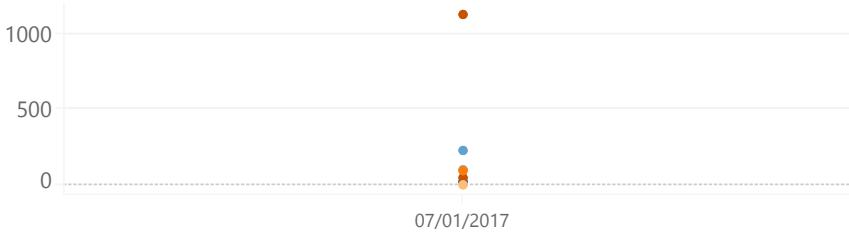
## Gift Type



## Total \$ by Gift Type



## Donor # by Constituency



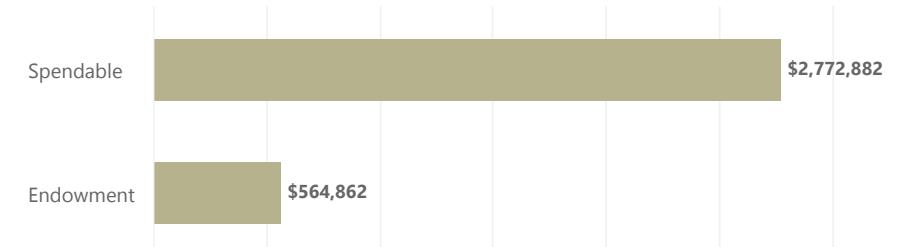
## Total \$ & Donor # by Constituency



## Designation



## Total \$ by Designation



## **Appendix 7. Community Engagement**

# Supplemental Info - Community Engagement

The information below is only a snapshot of the wide ranging community engagement activities conducted by the CAS during the 2017-2018 academic year. These activities are segregated by individual departments and programs so as to provide a representative range of the diverse events conducted.

---

The **African American Studies Program** supports community outreach and advocacy. Faculty are engaged in numerous forums and workshops and participate in creative and performing arts at the local, state, national, and international level. Activities include serving on the Alabama Dance Council (Dr. Thaddeus Davis), presenting poems and serving on conference panels (Dr. Nikky Finney), serving on USC's Women's Leadership Institute and as a symposium program consultant and invited working group member at the USC Rule of Law Collaborative (Dr. Deena Isom-Scott), and as keynote speakers on a variety of panels (Drs. Birgitta Johnson, Valinda Littlefield, Kimberly Simmons and Larry Watson). Faculty further serve as mentors in local area K-12 schools and as advisors on a number of local and state government agencies and private industries, including the South Caroliniana and Richland County Libraries, International Comic Arts Forum Advisory Board, the Palmetto AIDS Life Support Services (PALSS), and the South Carolina Council for African American Studies.

---

Cadets within the **Air Force ROTC Program (AFROTC)** amassed a total of 1,003 hours of community service during the 2017-2018 academic year. These activities included a suite of community and state events:

- Harvest Hope Food Bank- 8 cadets packed and filled boxes of canned food for low income families over 24 hours in the Fall 2017 semester
- Tunnel to Towers 5K- 20 cadets honored first responders and victims of 9/11 by running and raising money to build houses for amputee veterans
- Polar Run 5K- 4 cadets wore 6 additional layers of clothes and donated a new layer of clothing after running each half mile. All donations were washed and given to the Columbia Salvation Army. Total donations amassed to approximately 1 ton of clothing items
- Parents Weekend- Cadet volunteers hosted a Parents Weekend seminar where over 35 parents of cadets at Det 775 attended and learned about ROTC from both the cadet and instructor position, as well as engaged in a leadership problem activity. Parents were welcome to stay for a social afterward
- City of Columbia Veteran's Day Parade- Participants honored men and women who have served and are currently serving in the military by representing University of South Carolina's Air Force ROTC and marching in a parade. Det 775 was 1 of 76 units participating, 10th in parade line-up
- Ft. Jackson Confidence Course- Cadets visited Ft. Jackson, U.S. Army Installation, and ran through their Fit-to-Win Endurance course. 76 cadets participated, with 20 different stations throughout the course
- C-17 Incentive Ride- 34 cadets experienced a ride on the C-17 Globemaster III out of North Air Force Auxiliary Field, Orangeburg, SC. Coordination provided by the 437th USAF Airlift Wing

- Color Guard Events- Cadets presented the colors during the National Anthem at USC vs. Arkansas and the USC vs. Wofford games (7 cadets in each detail for each game). 16 total participants in the USC vs. Wofford game for military appreciation halftime show
- Williams-Brice Stadium Cleanup- Volunteers cleaned the inside of the stadium, as well as neighboring outside lots after the 2017 SC High School Football State Championship Game (Dorman vs. Dutch Fork, Chapman vs. Dillon, and South Pointe vs. Hartsville). Received \$4,500 to put towards cadet functions and events to further support AFROTC training
- Football Game ticket takers- Provided 52 cadet volunteers in total for the USC vs. Florida, USC vs. Vanderbilt, USC vs. Wofford, and USC vs. Clemson games to take tickets. Received \$4,030 to put towards cadet functions and events to further support AFROTC training
- Local High School Recruiting- Hosted 4 local high schools to visit our University and our Detachment and foster relationships to potentially recruit future members of the AFROTC program. The participating high schools are as follows: Spring Valley High School, Irmo High School, Sumter High School and Blue Ridge High School
- Lourie Center- Developed relationship with the Capital Senior Advocacy Center of Columbia by coordinating with the members of the Lourie Center to execute various events and functions throughout the 2017-2018 year. Partnered with Lizards Thicket and Pelican's Snowballs

The AFROTC Program also oversees the Arnold Air Society (AAS). The Joint National Project (JNP) is a National initiative voted on yearly by the society to decide upon what the focus of community service should be for the year. This year it has been decided that we would focus on the "TAPS" (Trafficking, Abuse, Prevention, and Support) Network. The William Glover Farrow Squadron (The name of our local Arnold Air Society Chapter) has been busy in that regard. In Fall 2017, the AAS built a working relationship with Lighthouse for Life (Human Trafficking awareness group) where we have sent volunteers to help at their offices on a regular basis to help with creating awareness materials, help organize events, and build bonds with the community. Through them, we've been sent to a number of awareness events, for example, we've travelled 45 minutes out to Ridgeville, SC for a community day event where we were able to promote awareness and speak in regards to sign and dangers of Human Trafficking. The AAS was invited to go down during the Coastal County Fair of North Charleston to help run a food booth in support of raising money for the prevention of Child Abuse. The National Fundraising Project (NFP) is a Biennial fundraising initiative decided by the National leaders of the organization. The National Fundraising Project for this year was decided to be in support for the Air Force Aid Society (AFAS), whose goal is to support Air Force military members and veterans through financial distress and hardship. The AAS raised \$169 for the initiative, surpassing the amount requested, and the second highest in our area (Our areas comprise of North Carolina, South Carolina, and Georgia). The AAS has also been heavily involved locally in the community through its own chapter initiatives. The AAS volunteered with Hope Academy (A non-profit organization) with yard work. They raised a number of canned goods for Harvest Hope Food Bank and have sent people to volunteer in office. They currently have plans to create a donation drive for the local Women's Shelter as well as creating an event in collaboration with the local Air Force Association Chapter to commemorate the 40th anniversary of Operation Linebacker II, an aerial-combat campaign that has taken place during the Vietnam War.

The **Department of Anthropology** hosts regular departmental colloquia that are open to the public. The department is a sponsor of the Archaeological Society of South Carolina and the Arkhaios Cultural Heritage and Archaeology Film Festival. Faculty in the department participated on the Jean Laney Harris Folk Heritage Award Panel (2015-17) and presented lectures or talks

(SC Humanities Council; Explorer's Club; USC's Parent's Day for the Ann Johnson Institute for Science, Technology & Society; North Carolina Governor's School West; Central South Carolina Mensa group; Celebration of Excellence Awards, Office of Multicultural Student Affairs; 99% Invisible interview). They have also consulted on a virtual internet history exhibit titled "Tragedy & Survival of 19th c. Gulf Coast Maroons" and are running a four-workshop series for foster teens titled, "Sticky Messages" which is an initiative to use props when teaching about reproductive health. We also have faculty providing service to local organizations, agencies and networks like the Technical Advisor to the Women's Rights and Empowerment Network, a participant in the SC Birth Outcomes Initiative, a Board Member on Planned Parenthood of the South Atlantic, a Hollywood-Rose Hill Neighborhood Association Council member, Five Points Neighborhoods Coalition, and organized a Plant Swap and Park Clean-up Day in Hollywood Park.

---

The **Belle W. Baruch Institute for Marine and Coastal Science** participates in numerous community engagement activities via research along the South Carolina coast. The Baruch Institute Summaries of 72 projects currently being conducted at the Baruch Marine Field Lab (BMFL) by staff, graduate students, and faculty associated with the University of South Carolina and other institutions are provided online at <https://goo.gl/jvAD28>. The University of South Carolina is the home institution for 56 of the investigators conducting research at the BMFL. In addition, 81 investigators representing 30 other institutions and agencies conduct projects at the BMFL. Dozens of graduate and undergraduate students assist scientists throughout the year to obtain hands-on training in field methods and to conduct research. Most of these projects were collaborative efforts to conduct research at the BMFL, which has been the host facility for an estimated 1000 projects involving many thousands of scientists and students over the past 46 years.

Outreach and stewardship activities conducted through the North Inlet-Winyah Bay NERR include presentations and workshops for the public, local community groups and agencies, teachers, and resource managers. Interpretive tours for visiting groups and training volunteers to assist with research programs are also conducted. Examples of these activities are climate-related talks to the Georgetown Rotary Club and Sierra Club–Winyah Chapter, Beach and Creek Ecology program that engages participants in field activities on the water, in the marsh and on the beach in North Inlet, and the workshop Strategies and Tools to Protect and Restore Coastal Water Quality to increase local decision-makers' knowledge of coastal water quality issues and the regulatory framework around stormwater management in South Carolina.

In addition to on-site field and classroom programs, a number of presentations, exhibits, and programs were given at local libraries, festivals, and events. For example, the NERR participated as an exhibitor at the Winyah Bay Heritage Festival, held in conjunction with the Bassmaster's Tournament. An estimated 300 people visited the NERR's exhibit, interacted with staff, and learned more about estuaries and the NI-WB NERR during the two-day festival.

---

The **Department of Biological Sciences** reported more than 100 community engagement activities for AY 2017/18. They are heavily engaged: In service to the scientific community, as peer reviewers of grant proposals, as ad hoc reviewers or panel/study section members, as peer reviewers of manuscripts for research journals and national and international funding agencies, in editorial activities for research journals, as peer reviewers of extramural tenure and promotion and other professional files, as organizers of symposia for scientific meetings, as consultants for scientific organizations and science media outlets, and review boards, e.g. Savannah River

National Laboratory, as judges at science fairs (research symposia at local schools, the USC Region II Science and Engineering Fair, the USC Junior Science and Humanities Symposium (JSHS), and the SC Jr. Academy of Science), as mentors of K-12 student research projects presentations at schools (e.g. Career Days), as mentors and resources with students on scientific questions (nationwide and international), on environmental education steering committees, on climate change, nutrition, colon cancer, and as knowledge leaders in local environmental and health organizations. Individual projects include SCienceLab, organized by Dr. Bert Ely (5 hour hands-on laboratory supervision for SC Middle and High School students) and education, awareness, and screening programs conducted by the Center for Colon Cancer Research (F. Berger).

---

The **Department of Chemistry and Biochemistry** faculty are active in outreach activities such as the American Chemical Society's Project SEED (Prof. Chuanbing Tang, Director) which targets high school students from economically disadvantaged families giving them the opportunity to work alongside researchers in the lab over the summer. Professor Linda Shimizu directs the K-12 Chemistry Outreach coordinating faculty graduate students, and undergraduate student chemistry demonstrations designed to showcase the scientific method at area elementary, middle, and high schools. This past year the program visited 11 schools. Nearly half of involved schools have high minority enrollments and students.

---

The **Center for Colon Cancer Research** conducts extensive community outreach activities throughout the state. In 2017, the Colorectal Cancer Prevention Network (CCPN) was recognized as the statewide organization that emphasizes outreach efforts to increase colorectal cancer (CRC) prevention and screening across SC. With leveraged grant funding from the BCBS Foundation of SC (\$129,800), the South Carolina Legislature (\$500,000), NIH and the University of South Carolina (\$145,790), medical professional in-kind contribution (\$425,000), and private donations (\$175,000) the CCPN has been instrumental in educating and promoting screening in South Carolina with a focus on the uninsured and medically underserved population. The CCPN also increases CRC screening in SC by reducing barriers in access to care through a comprehensive navigation-based program offered to patients at no charge to them. Since its inception, the CCPN has collaborated with CRC leaders across the state, and at the national level to increase overall CRC screening. The CCPN is working actively with primary care providers, FMC's, FQHC's, hospital systems and other healthcare/public health organizations to increase screening uptake. However, much work is needed to increase PCP's knowledge of CRC screening guidelines, modalities, appropriateness of referral, and the development of education materials for PCP's and patients alike to facilitate provider recommendation and patients compliance to screening. Given, the CCPN's continuous engagement with CRC leaders across the nation, the CCPN not only possesses the expertise and knowledge to recommend the best screening strategies to prevent the disease and reduce the toll and cost of CRC, but also serves as a leader and reference system to agencies and medical providers on the subject.

---

The **Confucius Institute** participates in numerous community engagement activities focused on Chinese language, culture and literacy. Our engagement activities include sponsoring a visit of SC Educators Delegation to China (10 administrators and teachers, Beijing and Shanghai, Jun 11-21), organizing Chinese language teaching seminars in Charleston (Oct 14) and Columbia (Nov 9-11), supporting Chinese language teaching at SC pre-college schools by providing visiting

instructors, teaching materials and pedagogy consultation, and conducting statewide Chinese language proficiency tests (Mar 18: YCT; Mar 19: HSK; and Nov 11: HSK). The Confucius Institute further conducted a 3-week seminar for SC students who planned to take Chinese proficiency tests and co-sponsored the 8<sup>th</sup> Palmetto Chinese Star Contest of Language and Culture. This past winter, the Institute arranged a campus tour for 47 students from Meadow Glen School. Community engagement activities further include sponsoring performances at Columbia International Festival (Apr 2: Shanxi University Art Troupe), the Spartanburg International Festival at Irmo High School (Jan 24-25), and the Chinese Association of Columbia Chinese New Year Gala. The Institute co-sponsored the Chinese calligrapher Fangshi Liu's American lecture/demonstration tour with SF State University, Kennesaw State University, Emory University, and Augusta University and sponsored Chinese cultural activities with Columbia area public libraries (Jan 7: Paper cutting; Jan 14: Peking Opera; etc.). Finally, the Institute offered free Tai chi classes for the Columbia community.

---

The **Department of Criminology & Criminal Justice** conducts the South Carolina Law Enforcement Census, an annual project supported by the South Carolina legislature. The purpose of the Census is to provide law enforcement agencies in our state with empirical evidence concerning contemporary issues of importance to policing in South Carolina. The department also houses the Adolescent Mentoring Program (AMP), a collaborative partnership with Lexington District Two Schools through which USC students in Criminology and Criminal Justice provide mentorship to at-risk high school students. Other entities with which department faculty members are engaged include the National Institute of Justice, Police Executive Research Forum, Greenville Police Department, Hartsville Police Department, South Carolina 11th Circuit Domestic Violence Fatality Review Committee, International Association of Chiefs of Police Research Advisory Committee, Richland County Sheriff's Department, Lexington County Juvenile Arbitration, SC Department of Public Safety, SC Department of Corrections, SC Department of Health and Environmental Control, Recovery Ventures Corporation, Los Angeles County Sheriff's Department, and SC Police Accreditation Council, and security training for several area churches.

---

The **Center for Digital Humanities** worked with the Columbia Museum of Art to update and maintain *Handheld Art*, a virtual learning environment for the classroom, which encourages interdisciplinary study by merging art and the humanities for K-12 education. We sponsored Indie Bits, an arts and education organization that aims to design and promote inclusive gaming experiences for all during the Indie Grits Festival. Unfortunately, our high-profile public lecture series *Future Knowledge: Prospects for a Digital Era*, which offers insight into a range of issues presented by prominent scholars, and *Digital Brown Bag*, which discussing current and ongoing research in the field of digital humanities, has been put on indefinite hiatus due to discontinued funding from University Technology Services.

---

The **School of the Earth, Ocean and Environment** faculty work locally with the Congaree National Park through an upper level undergraduate field-based course which provides input to the park on its influent water quality, a senior seminar which provides needed science for management, and along with faculty in History and Southern Studies through the Congaree Historic Resource Study, which will ultimately enhance visitor programs and interpretation. Additional work includes biological inventory and monitoring at the McCrady South Carolina National Guard Training Center, and regional work with the Phinizy Swamp Center for Water Sciences and Nature Park, Augusta, GA. Faculty within the School are active in the Sentinel

Landscape Project and other environmental monitoring projects, such as the Central Midlands Council of Government's Environmental Planning Advisory Committee. The SEOE and USC have a collaborative agreement with Ft. Jackson, which includes offering sections of USC courses on site at Ft. Jackson. Faculty are also active in K-12 outreach. This includes Professor David Barbeau's in-service workshop on inquiry-based earth science education for Richland 2, when they began offering a ninth-grade earth science course. Other outreach is through presentations, talks and working with high school students on guided projects, nature and science workshops, including SCOIES, the South Carolina Organization for Informal Education in Environmental Sciences, and Columbia's Edventure Museum. MEERM (Master of Earth and Environmental Resource Management) graduate students partner with local and regional internship sites to conduct applied projects. The School hosts an annual summer camp (Girls Go for IT) and participates in judging various science fairs. Professor Claudia Benitez-Nelson received a grant from the National Science Foundation's GeoScholar Program to increase the diversity of students earning undergraduate degrees in the geosciences (15 scholarships awarded to date based on financial need, first in family to attend college, and ethnic background).

---

The **Department of English** is very active in community engagement across the local, state, and national community. Professor David Shields serves as Chair of Slow Food's Ark of Taste for the South where he oversaw the boarding of five ingredients onto the global register of endangered and historically important plants and undertook steps for their protection and use: the Indian Groundnut, Creole Onion, Seashore Black Seed Rye, Seven Top Turnip, and Stowell's Evergreen Corn. As Chair of the Carolina Gold Rice Foundation he is working with the community to oversee the reintroduction of the South's Ancestral Peanut, the Carolina African Runner Peanut into commercial production. Professor Elise Blackwell directs the Open Book, the college's community-wide program. Part literary series, part public course, and part community read, the Open Book is one of the university's most visible arts initiatives and community-outreach programs. Since 2012, the program annually brings Columbia five prominent authors, including some of the English language's best-known (Ian McEwan and Martin Amis), most interesting (Teju Cole, George Saunders, and Nuruddin Farah), most beloved (Marilynne Robinson and Anthony Doerr), and most promising (Celeste Ng and Mary Szybist) writers. The Department also has volunteers teaching (every other Friday) language, culture, and job skills to refugees through a local organization. Professor James Barilla directs the Fall Festival of Writers --an annual program in collaboration with the Thomas Cooper Library and open to the public. Other faculty in the department serve on numerous boards, panels, and conduct workshops. Professor Paula Feldman serves on the board of the SC Environmental Law Project. Professor Sara Schwebel serves on the Cultural Resources Task Force for Girl Scouts of the USA. The MFA Program Coordinator, Liz Countryman, directs Split P, the MFA program's writers-in-the-schools program. Each semester, Split P sends MFA students to English and Language Arts (ELA) classrooms in Columbia public schools, where they conduct hour-long creative writing workshops. Split P is an opportunity for the university to directly engage with the larger Columbia community, and it offers MFA students invaluable teaching experience while giving local kids the chance to learn directly from emerging writers in their own city.

---

The **Film and Media Studies Program** ran several community engagement activities this past year. Heidi Rae Cooley (FAMS) partnered with Duncan Buell (Computer Science) and Bobby Donaldson (History/Center for Civil Rights) to conduct multiple activities related to Ward One community organization, including team teaching Critical Interactives course and development of the Ward One Application for iPhone. We have major partnership with the Nickelodeon Theater,

which includes: Planning for the Silver Screen Studies Series (Mark Cooper, Heidi Rae Cooley, Laura Kissel), planning for the Record documentary series, the Introduction and talkback for Modern Times (Mark Cooper, September), co-discussant for Flag Wars (Heidi Rae Cooley, Two Cities Series) and introduction and talkback for Columbus (Susan Felleman, September) and Persona (Susan Felleman, March).

---

The **Geography Department** is very active in community engagement across the local, state, national and international community. They are heavily engaged in: Service to the scientific community peer review of grant proposals, as ad hoc reviewers or panel/study section members; as peer reviewers and Editors of manuscripts and books, as peer reviewers of extramural tenure and promotion and other professional files, as organizers of symposia, and as consultants for organizations, media outlets, and review boards. Geography faculty are regularly invited to give seminars at the national and international level as well as to local communities and organizations (e.g., the Rotary Club, SC Citizen's Climate Lobby, Isle of Palms City Council and Planning Board, etc.). Geography faculty also regularly participate in outreach and education to K-12 schools via school visits and curriculum planning.

---

The **Department of History** has a program in Public History, encompassing a masters' program as well as undergraduate courses, that takes many forms of scholarship, research, and outreach. Both graduate and undergraduate students hold internships with community partners (Historic Columbia, the South Carolina State Museum, the Confederate Relic Room). Graduate students participate via research projects and coursework in local historic preservation projects (e.g., the reinterpretation of the Woodrow Wilson Family Home in Columbia as a museum of Reconstruction), museums, and archives. Professors Jessica Elfenbein and Tom Lekan are serving as faculty consultants for a comprehensive cultural and historical resource study of Congaree National Park in partnership with Liz Struhar, the park's resource manager. Professor Bobby Donaldson has worked with Richland County; the Booker T. Washington High School renovation project in Columbia; and the Bethel AME Church in Columbia in preserving and promoting the local history of Columbia's African-American community. Professor Allison Marsh works with Historic Columbia in various capacities, including on the reinterpretation of the Woodrow Wilson House and on the Mann-Simon Site. The History Center conducts several activities off-campus that are intended for the wider Columbia community: the Faculty Spotlight Lecture, intended to communicate faculty research to a general audience (held at Tapp's Art Center); film showings at the Nickelodeon Theatre; and several co-sponsored projects with Historic Columbia. Professor Lekan's teaching and research includes multiple community projects. Students in History 360 (Global Conservation since 1800) had the opportunity to volunteer at City Roots in order to complete their final project on urban farming and sustainability (service learning). ENVR 590 (Environmental History in Public Lands) partners student research teams with local public lands managers to research and make preliminary recommendations for problems of natural resource stewardship and interpretation, including Congaree National Park and the South Carolina Department of Parks, Recreation and Tourism. Students are also researching case studies of "working landscapes," regional foodsheds, and sustainability at military bases for a Joint Land Use Study grant involving the Central Midlands Council of Governments, Ft. Jackson, Ft. McEntire, Richland County Conservation Commission and other local and regional stakeholders. Many faculty members (Bobby Donaldson, Kent Germany, Lauren Sklaroff, Mark Smith) give talks to community organizations and groups in Columbia. Mark Smith has served as guest host for *Walter Edgar's Journal*, a weekly program on South Carolina Public Radio that is an important means of visibility for CAS and USC to the entire state.

---

The **Department of Languages, Literatures, & Cultures** hosts Local CinéCola / Tournées French & Francophone Film Festival. This has been an annual event since 2008 involving a variety of programs from USC and Columbia College as well as the Columbia Museum of Art. In addition, the Club Théâtre de l'Alliance Française just completed its 10th annual French-language theatre production. The faculty participate in outreach activities to local K-12 schools (Classics Day, German Day, German Elementary schools, Japanese Saturday school). Spanish faculty and students participate in the Hispanic Heritage Month in Fall semesters with other members of the university and with artists and cultural organizations of Columbia. The department provides translation services for the local community.

---

The **Department of Mathematics** is committed to community engagement across all educational levels throughout the city, state, nation, and internationally. These activities include numerous K-12 activities, such as "Who Wants to be a Mathematician?," a game in which high school students compete for cash and prizes by answering multiple choice mathematics questions. In addition, the Department has been inviting all interested high schools in South Carolina to our annual High School Math Contest. Our goal is to stimulate interest in mathematics among high school students and to recognize those who exhibit exceptional talent. The main event is a 90-minute multiple-choice exam with 30 questions—the Morning Exam. The top scorers receive medals and cash prizes. This year's contest included a math-themed scavenger hunt for participating schools at the Horseshoe. In this year's competition, 22 schools participating from all over the state.

The Department also hosts an annual AP Calculus Day. At this event, high school students from across the state take a full-length practice AP exam before the actual exam in May. While the students test in the morning, the teachers enjoyed an educational presentation. In the afternoon, both students and teachers are afforded a chance to see solutions to the Free Response questions and received insight into how the Free Response sections are graded. The goals of this program are to support the AP Calculus teachers around the state and increase their students' scores on the AP Calculus exams. From previous years' feedback, we see success in both goals, and expect this year's event to produce similar results.

Each semester, USC students enrolled in Basic Concepts in Mathematics I and II participate in a math buddy/pen pal program with 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade students from local elementary schools. University students and elementary students correspond via a math pen pal journal. The university and elementary students write math problems and friendly letters to each other throughout the semester. University students design math problems for the elementary students that match the mathematical concepts the elementary students are studying. They must create engaging math problems and model problem solving. As the university students communicate with their pen pals throughout the semester, they must learn to adjust their writing and math problems to meet the individual needs of their pen pals. The students do not personally meet each other until the end of the semester at a pen pal party. The elementary students are provided an opportunity to practice their math concepts and skills in a fun, inviting format through the journals. They solve and write math problems. The pen pal parties occur at the local elementary school and on the USC Campus. The elementary students are treated to a day filled with math games, dancing, pizza and fellowship with their USC pen pal. This year we had participation from over 150 elementary students each semester.

Math Faculty have also participated in numerous invited seminars and served as mentors and judges for local and regional science fairs and math circle teams at local high schools. In addition to K-12 and undergraduate activities, Faculty, in collaboration with other Universities, organized a week-long mathematics research community's workshop that trained 40 PhD students and early career mathematicians (national and international), involved them in collaborative research and training for jobs. As a follow-up to this workshop, a graduate student conference Feb 22-28, 2018, held at USC and was attended by 4 non-USC and 7 USC participants.

---

A major component of the **McKissick Museum's** mission is to engage with the community at large. This past year, the McKissick loaned objects to exhibitions at the following external entities: South Carolina State Museum, Columbia, SC; The Confederate Relic Room and Military Museum, Columbia, SC; Cayce Historical Museum, Cayce, SC; The Bascom: Center for Visual Art, Highlands, NC; Ah-Tah-Thi-Ki Museum, Clewiston, FL. McKissick collaborated with the South Carolina Deputy Coroner's Office to secure loans of objects that were included in the What They Found exhibition in fall 2017. The McKissick Museum and USC Naturalist-in-Residence, Rudy Mancke, also host quarterly nature talks on the historic Horseshoe. Primary participants are visitors from the greater Columbia community and home-school children. The McKissick Museum further hosts monthly meetings of the Columbia chapter of the Gem and Mineral Society. This group also makes an annual donation to the museum and advises staff on collections. In October, 2017, the McKissick Museum partnered with the South Carolina State Fair; the South Carolina Arts Commission; the Eastern Cherokee, Southern Iroquois, & United Tribes of SC; ColumbiYaYa; and AfricStyle Initiatives to craft a folklife festival at the SC State Fair that brought together performers and artists from all over the Southeast. Volunteers from SVAD (Art Education) helped lead art workshops for all ages. Over 9,000 attended over the 12-day festival.

The McKissick Museum is hosting a residency for students from W.A. Perry Middle School in Columbia in late March as part of the Youth Arts Residency program. The project fulfills exhibit artist Alonzo V. Wilson's goal of engaging local youth with the exhibit currently on display in our Diverse Voices Gallery, Well Suited: The Costumes of Alonzo V. Wilson for HBO's Treme. The residency is a collaboration with USC SVAD Art Education students in Dr. Minuette Floyd's Elementary Methods course, who are co-designing a curriculum based on the Well Suited exhibit, in partnership with Wilson; and with local poet and jazz singer Eboni Ramm, who will facilitate her signature Jazz and Poetry Salon, based on the exhibit. The residency will take place at McKissick and will engage youth with the exhibit, which will be the springboard for students' own creative expression through hands-on art making, poetry, and music activities.

Housed within the McKissick Museum, the Folklife & Traditional Arts Program (FTA) administers the Traditional Arts Apprenticeship Initiative, through which grant funds provide an opportunity for master traditional artists from around the state to work one-on-one with apprentices for ten months. The Folklife & Traditional Arts Program also regularly engages constituents from the six-county area, developing special initiatives (special grants & documentation training) with intergenerational participants & stakeholders. This includes engagement with refugee traditional artists, service providers, and advocates. Since 2009, the SC Arts Commission has engaged with refugee traditional artists and service providers in the Columbia area, as well as the Upstate and Pee Dee areas; several special projects and grants have taken shape because of this work. Laura Marcus Green has continued with this engagement (to which she contributed as a contractor in 2009 and 2011), and is working with refugee traditional artists, Lutheran Services of the Carolinas (SC's refugee resettlement agency), and the Columbia-based Refugee Task Force to connect

artists and cultural communities with resources needed to continue their traditions and, as desired, share their cultures with a wider audience.

In addition, a partnership was established between the South Carolina State Fair, Rodger Stroup retired executive director of SC Department of Archives and History, and students enrolled for the certificate of graduate study in museum management to curate a small exhibit on the Fair's 150-year history in 2019. McKissick Folklife and Traditional Arts Program Director worked with the SCAC to help facilitate "The Art of community: Rural SC" program which creates a way to support new leadership, generate energy and motivate action in of South Carolina's rural regions. Saddler Taylor, Chief Curator of Folklife and Fieldwork, has been traveling around South Carolina conconducting interviews with artists and collectors for an upcoming exhibition on 19th-century potter Thomas Chandler. Dr. Lana A. Burgess, serves as member-at-large on the Board of Directors for the Association of Academic Museums and Galleries and Mark D. Smith, Curator for Exhibition and Collection Management, serves on the Professional Development Committee for the South Carolina Federation of Museums.

---

The **Department of Philosophy** had two faculty actively engaged in community outreach. Dr. George Khushf (Center for Bioethics) conducts monthly ethics rounds for senior administrators at Palmetto Health Alliance; he also participates in a weekly quality review discussions within the hospital system to develop a system-wide ethics committee. Dr. Michael Dickson gave lessons on ancient philosophy to students at Columbia Montessori School (grades 4-6).

---

The **Department of Physics and Astronomy**'s outreach activities include: R. L. Childers Midway Physics Day at the South Carolina State Fair; USC Distinguished Lecture Series in Physics and Astronomy; departmental colloquium series; Melton Memorial Observatory public nights; judging the Science and Engineering Fair and Junior Science and Humanities Symposium; Discovery Day; Graduate Student Day; Midlands Astronomy Club; and, coordinating the university's 2017 total solar eclipse efforts and arranging associated events.

---

The **Department of Political Science** engaged in more than 200 activities centered around community engagement. Of those 200 activities, 35 were acts of community service. For example, such acts included serving as a board chair of a local HIV/AIDS service organization, a board member of the World Affairs Council, or serving as a Trained Advocate/Guardian Ad Litem for children with Richland County. They also included various community presentations such as speaking to students at River Bluff High School on terrorism, counterterrorism, and privacy; or speaking to social studies teachers at Ridge View High School. It included a number of other community presentations to groups as varying as SC Low Country law enforcement officials in the counties of Barnwell and Allendale; presentations to the YMCA Southeastern Leadership Trip or to the Columbia Chapter of the Rotary International. Of those more than activities, ~ 180 of them were media interviews. Members of the Political Science faculty spoke to a very wide range of media outlets - locally, nationally, and internationally - on a broad range of topics. Some of the examples of the media outlets were The State newspaper, the Wall Street Journal, the New York Times, the Washington Post, ABC Headline News, Greenville Journal, and the Charleston Post and Courier. Among the international interviews with journalists from Canada, the UK, Ireland, Portugal, Japan, France, and Brazil. And along with editorials, members of the faculty penned blog posts for institutes and publications such as the London School of Economics or the American Journal of Political Science.

---

The **Psychology Department** engages student and faculty in several forms of community outreach: consulting, collaboration, service learning, providing service, and action research which generates research findings and simultaneous community benefit in collaboration with community members. The range of scope of these projects vary by type of outreach activity. While most of the activities are in the greater Columbia area, other counties served currently include Florence, Kershaw, Lexington, Marlboro, Richland, and Sumter Counties. The Department operates the Psychology Services Center that provides training and workshops to local service providers and sees over 180 clients a year. Reaching outside the greater Columbia area, the Psychology Department's School Behavioral Health Team has relationships across the Southeast: Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky and Tennessee. Other community engagements include the following: providing extensive treatment services for over 200 parents with substance abuse problems conducted at LRADAC in Richland and Lexington counties (Dr. Ron Prinz); PeeDee Resiliency Project (Dr. Mark Weist); The USC School Behavioral Health Team has partnered with Children's Trust of South Carolina and the South Carolina Department of Mental Health to build resilience among children contending with trauma and poverty in Florence and Marlboro counties of South Carolina. Southeastern School Behavioral Health Community (SSBHC); USC School Behavioral Health Team developed this organization comprised of state and local policy makers, educators, mental health staff, higher education professionals, graduate students, administrative staff and advocates in the southeastern region of the U.S. who collaborate to improve school behavioral health outcomes for students in the region. LiveWell Kershaw is a population-based health approach to improving health outcomes in Kershaw County. Community Engaged Partners award for Youth Empowerment Summit; USC School Behavioral Health Team has partnered with the Federation of Families for Children's Mental Health and the Waccamaw Mental Health Center in SC to host a youth empowerment summit and evaluate its impact. Dr. Bret Kloos and Anita Floyd (United Way of the Midlands) are co-directors of the Housing and Homelessness Action Research Network. This initiative seeks to link university resources with agencies addressing homelessness. It can provide additional expertise to agencies, service learning opportunities and career development opportunities for students, and it can spark research collaborations and grant applications. More than 35 faculty have participated with 23 organizations addressing homelessness in the Midlands.

---

The **Center for Science Education** continues to promote and organize the annual Junior Science & Humanities Symposium and the annual Science and Engineering Fair.

---

The **Sociology Department** community engagement activities included participation by Dr. Douglas Anderton in Statisticians Without Borders, and Dr. Barry Markovsky volunteering to teach computer courses at Richland Public Library.

---

The **South Carolina Institute of Archaeology and Anthropology (SCIAA)** is a leader in community engagement activities related to heritage and preservation of cultural artifacts in South Carolina. SCIAA publishes three issues of *Legacy Magazine* per year where all articles are written by SCIAA researchers. The SCIAA further publishes an annual monthly activities poster and participates in the Archaeological Research Trust meeting four times a year. Faculty regularly serve on Professional and State Boards and consult with State, Private, and Heritage

organizations across South Carolina. Faculty further participate in numerous K-12 outreach events, ranging from career days to seminars and presentations to archaeological displays.

---

The **Department of Statistics** has many faculty committed to community engagement across all educational levels throughout the city, state, nation, and internationally. Dr. Edsel Peña was appointed as Executive Secretary of the Institute of Mathematical Statistics. He helps organize conferences, serves as IMS liaison for the Joint Statistical Meetings, and coordinates elections of officers. Dr. Josh Tebbs was appointed to a 5-year term on the NIH Biostatistical Methods and Research Design panel. Both Drs. Peña and Tebbs further served on multiple NIH/NSF study sections and international awards committees as well (Dr. Peña chaired the American Statistical Association's Noether Awards committee and Dr. Tebbs served on the ASA's Outstanding Statistical Application Award Committee). Drs. Brian Habing, Lianming Wang and John Grego serve as associate editors of statistical journals. Dr. Grego served as President of Friends of Congaree Swamp, organizing permit comments; comments on park policies and plans; educational outings; print and social media; land acquisition and park recognition advocacy; advocacy for the protection of the park's water quality; grant applications; resource support for the park, local governments and other non-profit organizations; and support for park events. A new publication about the park in the Images of Modern America series, *Congaree National Park* by John Cely, was dedicated to Dr. John Grego. Dr. Grego also served as Conservation Vice Chair for Richland County Conservation Commission. The conservation commission has been particularly active in promoting land acquisition and protection, ecotourism development, and development ordinance revisions. Dr. Gail Ward-Besser, through her church, worked on the Backpack program with Harvest Hope Food Bank, the Christmas Box program with Christmas Child ministries, and served a Salkehatchie Summer Service site leader.

---

The **Department of Theatre and Dance** supports community outreach and arts advocacy. The faculty and staff believe that it is essential to communicate research and creative endeavors with the wider community and to perform work that reflects the diverse viewpoints and experiences of our audiences. Faculty are also encouraged to be involved with arts advocacy both nationally and in the state of South Carolina so that our professional and academic research can be used to create a positive impact on the development of arts education in the state and beyond.

Some important examples of our faculty's community engagement and advocacy involving creative endeavors include: Dr. Stephanie Milling's work as the First Vice President of the South Carolina Arts Alliance, a state arts advocacy organization. She also participated in arts Advocacy Day in Columbia, SC in February. She met with political officials, attended Arts Advocacy day luncheon, attended a rally in the statehouse lobby and chaperoned several USC Theatre and Dance majors at event. She continues to chaperone the students at National Arts Advocacy Day in Washington, DC where they meet with federal legislators. Dr. Milling also serves as the Advocacy Director for the National Dance Education Organization, where she co-authored a national standard for arts advocacy.

Other faculty efforts for more local community involvement include Dr. Milling's work with the Babcock Center, where her dance education students teach select adults with disabilities. David Britt serves on the board of a local community theatre, Workshop Theatre. Stan Brown serves on a Panel on Inclusion in the Arts sponsored by Jasper Magazine, a locally produced arts magazine, leading a panel discussion on strategies for increased inclusion of minority artists in South Carolina. He has also given presentations for the Fine Arts Center of Kershaw County and serves as an Emeritus Company Member for Trustus Theatre, a local community theatre. Eric Morris continued

to serve as a volunteer at Nursery Road Elementary school, Irmo Middle School, Irmo High School and the Deckle Edge Literary Festival. Professor Erica Tobolski has also mentored a Magellan Scholar recipient and worked with the student to create a voice over project for a National Park Service Website. Department Chair, Robert Bourne, has also conducted workshops at state-wide high school theatre festivals and conferences.

We also support ongoing research that will have future impact on the community and the wider academic field. Dr. Peter Duffy is conducting research on why public school teachers are leaving the profession for reasons other than retirement and has been conducting research on how drama activates learning in local schools. Dr. Duffy has also been conducting local research to analyze the effects of literacy and drama instruction. His research project analyzes the efficacy of drama-based instruction within a Read to Succeed camp in Williamsburg County. A new angle for 2018 will be looking at how students use language within dramatic contexts and to see whether their ability to code switch between contexts remains after drama instruction. He continues to work with local drama teachers offering professional development workshops on arts-infused instruction. He provided three professional development workshops during 2017 at Busbee Middle School, as well as in-service professional development for Richland 1 and Richland 2 drama teachers. Furthermore, Dr. Duffy is involved in a collaboration between the SC Governor's School and the SC Arts Commission to look at the impacts of arts-based instruction on reading motivation, creativity and stoppage of summer reading loss. Part of engaging with the wider academic community includes the dissemination of research. In addition to presenting work at conferences, as previously described, our faculty is very engaged in producing publications to circulate their work, and in some cases, produce actual guidelines for arts legislation in the state.

---

The **Women's and Gender Studies Program** participates in a suite of community engagement events throughout the local community and state. For example, Dr. Rebekah Collier regularly volunteers at W.A. Perry Middle School every Thursday for an after school social skills and cooking class for students. Dr. Denny Jenkins teaches music theory to inmates at Lee Correctional Facility in Bishopville, SC. He has been working with the preparation for their April 2018 concert, a Hamilton-style musical based on the life of Abraham Lincoln. The project sits at the intersection of music theory and social justice issues. Dr. Kathryn Luchok conducts a program, Sticky Messages, which promotes connection, communication, and contraception for vulnerable youth by implementing and evaluating innovative reproductive literacy workshops for teens in SC Foster Care. She further is involved in assessing USC student assessments of campus climate and created a resource guide on women's reproductive health. Dr. Ed Madden serves as the Faculty Director for Adventures in Writing summer program for middle school students as part of the Carolina Master Scholars series and is the Poet Laureate of the City of Columbia. As the Poet Laureate, Dr. Madden writes and read poems for selected city and civic events (such as, this year, the State of the City address, the eclipse event at Richland Library, the March for Science, and the Gervais Street Bridge Dinner), visits schools and libraries (for example, workshop series at Irmo High and a writing workshop at Richland Library), and organizes outreach involving writing as public art (such as the fake parking ticket poets last April 1 for National Poetry Month and April Fools' Day). Dr. Emily Mann leads a two-year community-based participatory research study in collaboration with PASOs, a Latinx-serving health organization, to assess barriers to accessing family planning services among Latinx immigrants in SC. She is a member of the strategic technical advisory group for WREN (Women's Rights and Empowerment Network) in South Carolina and of the State Alliance for Adolescence Sexual Health (SAASH). Other faculty serve as members of national advisory committees and serve as consultants for numerous media interviews.

## **Appendix 9. Campus Climate & Inclusion**

*Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.*

### CAS Diversity Committee 2017-1028

Faculty/Staff	Department
1. Armstead, Cheryl	Psychology
2. Armstrong, Alissa	Biological Sciences
3. Brashears, Laura	Sociology
4. Chun, Elaine	English/Linguistics
5. Courtney, Susan	English/Film & Media Studies
6. Datta, Timir	Physics
7. Duffy, Peter	Theater & Dance
8. Ellis, Bob	Southern Studies
9. Lavigne, John	Chemistry & Biochemistry
10. Leader, Jonathan	SC Institute for Archaeology & Anthropology
11. Reeder, Tilda	Psychology
12. Weik, Terrance	Anthropology
13. Whitted, Qiana	English/African American Studies
14. Wideman-Davis, Tanya	Theater & Dance
Students	Department
1. Dhull, Poonam (Grad)	Chemistry
2. Dickson, Lexus (Undergrad)	Biochemistry/Molecular Biology
3. Fowler, Shanice (UG)	Anthropology
4. Heimke, Isabella (UG)	Anthropology
5. Hobson, Thalia (UG)	Economics
6. Jones, Tiffany (G)	Anthropology
7. Keane-Dawes, Antony (G)	History
8. Pandya, Kinjal (G)	Clinical-Community Psychology
9. Polite, Don (G)	History
10. Reid, Jamaria (UG)	English
11. Robinson, Bianca (G)	Linguistics
12. Taylor, Megan (UG)	Political Science
13. Weiser, Gavin (G)	Women's and Gender Studies Cert.
14. Williams, Olivia (UG)	Anthropology

## I. Departments

### Anthropology

Diversity and inclusion are cornerstones of the discipline of Anthropology. Most, if not all, of our classes have themes of diversity, inclusion, and cultural competence embedded within them. This, in part, explains the great diversity of students who take our classes. Moreover, many of our classes are included in the Diversity and Social Advocacy GLD pathway.

This diversity is also included in the composition of our faculty. We are, arguably, the most diverse department in the nation with 70% of our faculty female (at all ranks), and nearly half of our faculty comprising underrepresented groups (African American, Native American, Latino). We subsequently recruited a diverse cohort of MA and PhD students for AY2017-2018 that mirrored our faculty, including underrepresented minority students. We hope this trend continues which is one of the reasons why we want to demonstrate our relevance to Historically Black Colleges and play a role in Dean Weldon's outreach efforts to Claflin University and SC State University.

Our colloquium series frequently focuses on topics regarding diversity and inclusion. For example, it is no surprise that all of the candidates for our open position in medical anthropology tackled these issues in their job talks. Two candidates addressed how forms of inequality can be pervasive in the delivery care when systems are exclusionary and produce second-class citizens – from methadone clinics that are supposed to help treat opioid addiction in Ukraine to “single” mothers seeking family planning services in Morocco. A third candidate addressed how new forms of identification, indigenous Kazakh people’s identification with mutant biologies, resulted from the callous experimentation with nuclear testing and subsequent state neglect and abandonment of these populations in the post-Soviet era. These self-proclaimed mutant subjects refuse to leave the polluted landscape because they feel they have successfully adapted to it whereas life in urban areas is more hostile and unwelcoming.

We also have two faculty members who provide university-wide leadership with regard to diversity, inclusion, and equity.

### Biological Sciences

Biology is committed to increase the number of underrepresented minorities among our faculty. We are following recommendations to consider minority applicants for our faculty job searches. As a consequence of recent hiring, the Biology faculty has increased the diversity in the department with regard to race and gender. Biology assistant professors include 5 women and 5 men, one African American, one Hispanic, and 2 Asians. We also hired another Asian female faculty member for the Fall 2018 semester. The entire faculty is made up of 4 Asians, 1 Hispanic, 1 African American, and 43 Caucasians. Of the 49 faculty members, 19 are women.

Biology participates in a variety of activities that ensure diverse participation in departmental activities and a welcoming environment for all participants. Examples include:

- Lead unit for USC PREP (<http://biomedical.med.sc.edu/uscprep.asp>), a postbaccalaureate program to hire talented minority students to work in research laboratories while helping them prepare for PhD programs in the Biomedical Sciences. This year 2 African Americans, 1 Hispanic, and 1 Native American were hired to work in Biology Department research laboratories. Three additional African American students participated in the basic science departments at the medical school and one student participated in the College of Pharmacy. Six of the 7 PREP Scholars from the previous year are now in PhD programs and the seventh is in an MS program.
- Undergraduate research assistants. Biology faculty members provide numerous research opportunities for undergraduate students in their laboratories. These students reflect the diversity of the Department's Biology majors.
- For a science department, our graduate student (PhD) body is fairly diverse. Of our currently 48 students, 25 are female and 23 are male. In terms of ethnic diversity, there are 4 African Americans, 8 Asians, 1 Bi-racial, and 35 Caucasians.

### **English Language and Literature**

*Jim Barilla and Dianne Johnson-Feelings*

- Poet Richard Michelson, winner of the 2017 National Jewish Book Award, visited Johnson-Feelings creative writing and children's literature classes on October 31, in collaboration with the Fall Festival of authors (organized by Barilla)

*Elise Blackwell*

- The Open Book, visiting creative writer series, promoting minority and diverse authors

*Elaine Chun*

- CAS Diversity Committee (and subcommittee for Student recruitment, retention, and advancement)

*Susan Courtney*

- Participant, The Welcome Table, a project of SC Collaborative for Race and Reconciliation
- CAS Diversity Committee, and co-chair, subcommittee on student recruitment, retention, and advancement

*Mindy Fenske*

- Interviewed by the USC Times for an article on civil discourse on campus:  
[https://issuu.com/uofsc/docs/17-10017\\_times - march](https://issuu.com/uofsc/docs/17-10017_times - march)

*Anne Gulick*

- Safe Zone training

*Scott Gwara*

- Book co-authored with SCHC undergraduate Carl Garris, *A History of the Teaching Collection of Early Manuscripts at the University of South Carolina* (Cayce, SC: De Brailes Publishing, March 2018)

*Ed Madden*

- President's Advisory Committee on Diversity and Inclusion, including work on subcommittee on historical campus signage recognizing history of slavery
- SC Collaborative on Race and Reconciliation and The Welcome Table SC
- Out Here LGBTQ film series steering committee at Nickelodeon Theater
- As chair of WGST, worked to bring speakers to campus this year addressing gender issues (Mamphela Rampele), gender & race (Courtney Bryan), masculinity & politics (Jared Yates Sexton), sexuality (Patrick Grzanka)

*Esther Richey*

- Coordinated with Progressive Network and Black Lives Matter to promote change

*Sara Schwebel*

- Member, Jewish Faculty & Staff Council

*Tracey Weldon*

- Worked on subcommittee on historical campus signage recognizing history of slavery
- Hosted screening of documentary "Talking Black in America"
- Associate Dean for Diversity and Inclusion, College of Arts and Sciences

*Gretchen Woertendyke*

- Faculty Fellow and Member of Steering Committee, South Carolina Race and Reconciliation Collaborative
- Asked to join Core Faculty of Global Studies Program
- Curriculum/syllabi/assignments promote diversity and inclusion in the classroom

**Geography**

Our teaching is extremely pertinent to these themes (diversity and inclusion – particularly the Honors course on urban geographies of race, taught by Conor Harrison in the Fall of 2017). I taught a service-learning course (an add-on to my Migration and Globalization course) in which students worked with refugee children in Columbia. Teacher-training and curriculum-development activities organized through the South Carolina Geographic Alliance (based in our department) also deal extensively with issues of racial and economic inequality (as well as local and global cultural diversity).

- Caroline Nagel

## **History**

### *Curricular Contributions*

- The department teaches multiple courses on the historical experience of African-Americans as well as courses in Asian, Latin American, African, and Islamicate history.
- The department has scheduled a new course on the history of gender and sexuality, taught by Lauren Sklaroff, which will include the history of the LGBTQ experience in the United States.

### *On-Campus Contributions and Community Events*

- Robert Weyeneth participated in the “Horseshoe Plaque Ceremony and Unveiling.” The two slavery markers dedicated on the Horseshoe in December 2017 resulted from a multi-unit collaboration that extended over multiple years and involved faculty and administrators stretching from the history department to the President’ Office.
- Robert Weyeneth also served on the Ad Hoc Richard T. Greener Memorial Committee, which is a similar collaborative effort at USC that succeeded in erecting the statue at Cooper Library.
- Associate Professor Bobby Donaldson is the Director of the Center for Civil Rights History and Research and supervises various initiatives and projects.
- Professor Dan Littlefield is the Director of the Institute for African-American Research.
- Associate Professor Adam Schor is the Convener for USC’s Jewish Faculty and Staff Council.
- The department’s History Center conducted several campus and community events in AY17-18 continuing its exploration of Reconstruction and of the Civil Rights Movement. A visit by Sid Bedingfield (F17) examined the role of the African-American press in the Civil Rights Movement in South Carolina. Nico Slate (S18) gave a talk on the relationship between Mahatma Gandhi’s anti-imperial civil disobedience, African-American writers and thinkers, and the Civil Rights Movement in the United States. An upcoming symposium on the Fourteenth Amendment will bring together numerous discussants for campus and community events.

### *Other Activities*

- Department staff have completed Safe Zone Ally training, Green Zone training, and sexual harassment>Title IX training.
- The department chair invited Kathy Snediker (Cooper Library) to present to us on open-access textbooks and on resources for affordability, in order to assist our first-generation and working-class students. Faculty were encouraged to become one of the student-government recognized Professors for Student Affordability.
- The department chair circulated to faculty, grad students, and staff a list of resources and contacts for issues concerning disability/ADA compliance, harassment, and discrimination.

## **Languages, Literatures, and Cultures**

Beyond departmental meetings, we have meetings for individual groups, such as instructors, graduate students, etc. so everyone has a chance to speak with the Chair and be heard.

Departmental and program committees are carefully put together (often through elections) that draw from all constituencies in the department.

Senior Staff meet with the LLC Staff on a weekly basis to coordinate communication between the different units of the department.

Departmental Faculty Council meets every other week to discuss issues pertaining to different programs, hiring planning, teaching issues. The members of the council represent the different programs of the department, with inclusion or representatives of the minor programs.

The department works with the LLC Graduate Student Association to promote academic activities to include graduate students in the academic life of the department, such as the Annual Cultural Carolina Conference.

We organize departmental social events as permitted by regulations to promote informal interactions between all faculty and staff.

### **Mathematics**

(Meade) Invited member of team to represent UofSC at SC SUPPORTED/WRAPPED conference in Charleston (March 2018; <https://cecas.clemson.edu/scincludes/>)

(Kass) Active mentor in the Grace Jordan McFadden Professors Program (formerly the African American Professors Program).

(Duncan) Faculty Advisor of Mathematics Graduate Colloquium

Panelist for Graduate School Panel hosted by USC Association for Women in Mathematics

### **Philosophy**

The courses Contemporary Moral Issues (PHIL 211) and Communicating Moral Issues (PHIL 213) regularly (including in AY 2017-18) include sections on race relations and sexual consent.

The course 'Disagreement' was taught in the Honors College

### **Political Science**

At faculty meetings, we have had a number of presentations regarding racial as well sexual harassment as well what we as instructors can do to provide for conducive and inclusive classrooms. Our Diversity & Inclusion Committee is making outreach efforts in order to recruit students of color to apply for our graduate program. They were part of the recent recruitment fair lead by the CAS Associate Dean for Diversity, Interdisciplinary Programs, and Social Sciences at Claflin University. We will continue to make such efforts in order to tap into a pool of students we have not directly attracted.

### **Religious Studies**

Helped to organize and staff the Sukkah (booth for the Jewish holiday of Sukkot) in front of the library, which encouraged discussion about Jewish life on campus and Jewish liturgical traditions with the broader student body.

Organized an interfaith workshop with local religious leaders, scholars, and a visiting speaker, Mustafa Akyol (a journalist and writer on Islam and inter-faith relations).

### **School of Earth, Ocean, and Environment**

Much remains the same for the SEOE, with some new twists:

We collaborate with Women in Science and Women in GeoSciences.

SciQuest, a science program for 2nd-6th graders at homeless shelters, is still active.

Our GeoScholars grant from NSF continues to support successfully students from minority and first-in-family groups to attend USC in the geosciences.

We participate in Green Zone and Safe Zone Ally training.

We are participating in the effort to address harassment in the sciences, and particularly the field sciences, through bringing Dr. Erika Marin-Spiotta to campus, among other activities.

We have an advertised assistant professorship in Environment and Race, which is part of Environmental Justice, and have made an offer (still pending) to a minority woman candidate.

### **Statistics**

Hired African-American male instructor (Geophrey Odero)

Hired female instructor (Chendi Jiang)

Invited Office of Academic Integrity to speak to graduate students

Department Chair completed LEAD 1 certification, which includes instruction on diversity and sexual harassment recognition and prevention

Business Manager completed LEAD 2 certification, which includes instruction on cross-cultural communications

Department chair publicizes diversity events to faculty through weekly email updates.

Adjunct faculty member Nick Yell and instructor Mohammed Quasem received Two Thumbs Up Award from the Student Disability Resource Center.

Stats Lab Manager Wilma Sims served as keynote speaker at her high school alma mater's commencement. Wilma graduated from Strom Thurmond High School in 1994 as its first African-American valedictorian.

Maureen Petkewich invited the Behavior Intervention Team, Office of Academic Integrity, Student Success Center, and the Office of Student Affairs to a CTE Large Lecture Community of Practice meeting.

### **Theatre and Dance**

Ghost Light Project. We have supported diversity & inclusion and attempted to bolster the campus climate through our involvement in the Ghost Light project. We are proud to have been a part of the Ghost light Project, an initiative to resist discrimination of any kind, regardless of race, class, religion, immigration status, disability, gender or sexual orientation. As a pledge and sign that Theatre South Carolina is a safe space and ally of those who support diversity of opinions and courageous exchange, you can view our ghost light, which will shine day and night, in the Longstreet lobby. Inspired by the tradition of leaving a "ghost light" on in a darkened theater, artists and communities will make or renew a pledge to stand for and protect the values of inclusion, participation, and compassion for everyone. More than a year since the beginning of this initiative, the pledge cards of the participants still cover an entire wall in the Department's main office lobby.

*Diversity in Casting and in Production Content.* Theatre productions have addressed issues of diversity and made attempts to represent underrepresented voices. We have produced plays that address gender identity, sexual orientation, minority struggles, women in society and that promote social justice. Our current theme for our 2017-2018 season is "Women Warriors" to promote work that is inclusive of women's points of views and that include strong women roles, including three productions that are almost entirely composed of women and that tell previously untold women's stories. Our dance productions regularly include diverse ranges of dance that feature diverse casts of performers. We want all of our students to recognize the diversity of the performers and to not feel limited in terms of their own capabilities or future opportunities.

*Diversity and Cultural Course Content.* We make an effort to ensure that our course content is diverse and culturally inclusive. For example, our dance program students study a diverse range of dance forms. Dance education students are also placed in a variety of environments for their teacher training placements so that they are exposed to various socio-economic environments in K-12 settings. Likewise, every course has an element of research that pertains to diversity inclusion, addressing gender identity, orientation, ability and class concerns. The dance program is also involved in a number of community partnerships, such as with the Babcock Center, where students teach and interact with adults with disabilities to support the work of the vocational rehabilitation center. The theatre program also supports cultural exposure in its course content. This is often explored through play analysis of works of social justice or that address underrepresented groups and their concerns and experiences. Similarly, theatre students are exposed to the history of theatre from a variety of cultural traditions and have the opportunity to train in performance approaches and design techniques from cultures around the world. Several of our faculty members have received grants and are working on projects that specifically address social and cultural inclusion, addressing issues such as race and greater socioeconomic equality.

*Diversity and intercultural hiring practices.* The Department makes every effort in the case of faculty searches to recruit a diverse and international faculty. We believe this is essential to our wider aim of representing the world in which we live. We have practiced this throughout the three searches we have conducted this academic year.

## II. Programs

### **Film and Media Studies**

Susan Courtney and Heidi Rae Cooley

- Participated in The Welcome Table, a project of USC's SC Collaborative for Race and Reconciliation, 2017

Susan Courtney

- Served on CAS Diversity Committee, 2017-18; Co-chair, Subcommittee on Student Recruitment & Retention

### **Linguistics**

Elaine Chun

- Serves on the CAS Diversity Committee (subcommittee for student recruitment, retention, and advancement)

Amanda Dalola

- Serves on Ice Crème Soirée (French Program social & recruitment event)
- Serves on Party Gras (French Program social & recruitment event)
- Presents Cheeses from around the World (Preston Residential College)
- Presents The ABC's of Cheese (Preston Residential College)

Tracey Weldon

- Worked on subcommittee on historical campus signage recognizing history of slavery
- Hosted screening of documentary "Talking Black in America"
- Associate Dean for Diversity and Inclusion, College of Arts and Sciences

### **McKissick**

McKissick Museum has a dedicated Diverse Voices gallery where we regularly host exhibits that speak to the south's diverse cultures. In FY17/18, that gallery features a traveling exhibition—*WELL SUITED: The Costumes of Alonzo V. Wilson for HBO's Treme*. This show features beaded and feathered Mardi Gras costumes that were created for the HBO series that addressed how community members in the 9<sup>th</sup> ward in post-Katrina New Orleans sought to recover their cultural traditions.

In connection with this exhibition, the Museum has planned multiple programs to promote an inclusive campus and community climate:

We worked with University 101 leadership to connect incoming freshman to *WELL SUITED* exhibition;

We hosted gallery tour with artist Alonzo V. Wilson at the opening reception for the exhibit;

We produced a 12-day series of public programs at the SC State Fair that highlighted the music, foodways, and costume traditions associated with Mardi Gras;

We hosted an artist residency with artist Alonzo V. Wilson—who is of African American and Native American descent;

We staged a free screening of the first season of *Treme* in spring 2018 with faculty-facilitated “talk back” sessions addressing subjects like environmental racism; syncretic music traditions of New Orleans, etc.; and

We organized a youth artist residency program with Alonzo V. Wilson and the Fairfield County Schools that engages USC art education students in curriculum design and implementation for special needs K-12 students.

### **Women's and Gender Studies**

All WGST faculty and adjunct faculty completed Safe Zone training tailored to program and focused on trans issues, to become Safe Zone faculty allies.

WGST speakers have all addressed issues of diversity and inclusion: Jared Yates Sexton and Dr. Courtney Bryan (fall 2017), Mamphela Rampele and Patrick Grzanka (spring 2017)

Dawn Campbell (adjunct)

- 2016-2018 – SC Collaborative for Race and Reconciliation: 2016 fellowship recipient. Facilitated Welcome Table Discussions 2016-2018, trained new faculty and staff facilitators. member, Diversity and Inclusion Steering Committee
- Fort Jackson campus: keynote speaker for Women's History Month event, March 2017; panelist for Women's Leadership Forum, June 2017.
- Nov 2017 – Facilitated panel discussion, To Kneel or Not to Kneel, for USC Opportunity Scholars Program.

Ed Madden

- 2016-2018 – President's Advisory Committee on Diversity and Inclusion, including work on subcommittee on historical campus signage recognizing history of slavery.

2016-2018 – SC Collaborative on Race and Reconciliation and The Welcome Table SC.

Emily Mann

- Member, Faculty/Staff Climate Survey Review Committee for the Office of Diversity and Inclusion (WGST/Queer faculty caucus rep)
- Member, Diversity, Equity, and Inclusion Committee, Arnold School of Public Health
- Member, Search Committee for the position of Associate Dean of Diversity, Equity, and Inclusion, Arnold School of Public Health

**Carla Pfeffer**

- 2017-2018 – Affirmative Action representative on three faculty hiring committees / searches in College of Arts and Sciences.
- 2017-2018 – Preferred Name and Pronoun in University Records Steering Committee, USC.
- 2017-2018 – Magellan Scholar Faculty Mentor (for Martin Aveldanes and Anna Sheppard).

**Sara Schwebel**

- Member, Jewish Faculty & Staff Council

**Suzanne Swan**

- Chair of the Diversity Committee in the Department of Psychology
- Assist the Black Graduate Student Association and the Department of Psychology in planning the annual Multicultural Symposium, which has been held annually since 1984.

### III. Centers and Institutes

#### **Center for Digital Humanities**

In AY 2017-18, the Center for Digital Humanities employed four students of color (1 man, 3 women), or approximately 21% of our total undergraduate/graduate student staff (4 of 19 employees/interns). We recruited and interviewed women and persons of color for openings at our Center whenever possible. We also strive to make our public events and workshops as inclusive as possible by seeking input from our stakeholders on campus to ensure that the topics and methods presented at our events represent and speak to the diverse range of interests and commitments here at USC. We also make every effort to host our events in locations that are welcoming, safe, and accessible to everyone at USC.

#### **Interdisciplinary Mathematics Institute (IMI)**

Douglas Meade was an invited member of team to represent UofSC at SC SUPPORTED/WRAPPED conference in Charleston (March 2018)

<https://cecas.clemson.edu/scincludes/>

Eva Czabarka helped a female minority student to apply for an NSF

Hong Wang hosted three visiting PhD students and four visiting faculty members and postdoc associates.

Qi Wang was the CO-PI and Thrust leader for Math Modeling Core for the state EPSCOR project on MADE in SC.

#### **SC Institute for Archaeology and Anthropology**

- USC Bike Network Planning Committee, (Karen Smith)
- Proposed Masters of Archaeological Sciences Graduate Track (Adam King, Steven Smith)
- Jewish Faculty and Staff Committee (Jonathan Leader)
- College of Arts and Sciences, Diversity Committee (Jonathan Leader)